

The Hoofprint

Volume 39 Issue 2

Buffalo High School Thursday, November 15, 2007

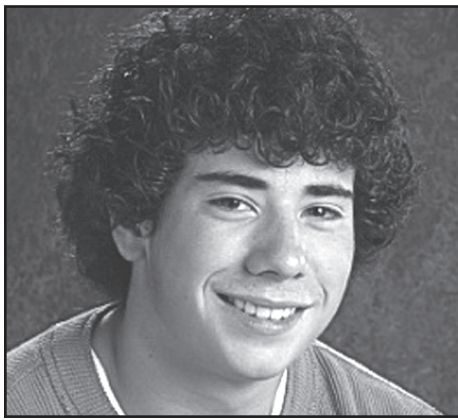
the failed
referendum forces
debate about
the value
of
the arts
in education.

thinking outside

the box



News Briefs



● Friends and family mourn the loss of Junior Sam Munoz

Junior Sam Munoz was involved in a car crash on Highway 12 Tuesday, October 9. Munoz lost his life after several days in critical condition at the Hennepin County Medical Center. He was taken off life support Sunday, Oct. 14 after his brain activity had stopped.

Sam, 16, his mother Kris and siblings Amanda, 13, and Josh, 12, were in the crash around 5:20 p.m. They were travelling from Waverly to Howard Lake when a head-on collision with a truck occurred. Sam's father, Terry, was the only family member not in the car during the accident.

Sam enjoyed playing soccer and baseball, and was very active in his church and youth group. For information on how you can help the Munoz family visit, www.sbsyouth.org or www.caringbridge.org/visit/munoz.

● Upcoming tests dates for the ACT and SAT

Chelsie Kramer
Journalism Staff

We all know that there are two college-acceptance exams: the ACT and the SAT, but what we might not know is the difference between them.

"The ACT is more common in the Midwest, whereas the SAT is more for the east and west coasts," said Counselor **Mark Jones**. "The ACT is accepted by more U.S. colleges."

Buffalo High School hosts the ACT test in October, January, April, and June. It is recommended that if students take one test, it is better to take the ACT, as it's more regional.

Any student planning to attend a 4-year college or university should take the ACT and/or SAT, because it is required by schools. It is recommended that students take it during the spring of their junior year, because of the content of the test.

NHS experiences a change in leadership



Juniors Rachel Olson and Anna Lundeen participate in the Halloween can food drive. Traditional projects like these may be replaced as new advisors evaluate the potential of new ideas.

Kaylynn Annis
Journalism Staff
Spanish Teacher **Sara Varner** and Social Studies Teacher Brig Rettman entered the school year as the new advisers for National Honor Society (NHS).

After seven years of being National Honor Society advisers, former Physical Education Teacher **Kristen Declerk-Thompson** (now

Assistant Principal at Becker) and English Teacher **Vicki Cary** stepped down. In search of a new advisor, Activities Director Tom Bauman sent out an e-mail to the teachers. Varner replied, believing the position would be an opportunity for her to work with students outside of the classroom.

With any new switch in

advisors there will be some changes made to the program.

"Our plan for this year is to decide what activities to keep and what activities to get rid of," said Varner "also we are in the process of finding new activities and service projects."

For more information watch the monitors or contact Varner in room A-211.

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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.

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

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40 years & 14,400 students

After awarded the Leadership Education Excellence Award, Erickson looks back during his final year

Michael Lundebrak and Kayla Ronnie
Journalism Staff

At 30 kids per class, three classes per term, four terms per year, for 39 years, Social Studies Teacher LeRoy Erickson has taught some 14,400 students and counting.

After almost four decades of teaching, Erickson received the Leadership in Education Excellence Award.

"It's very humbling when you win something like this," said Erickson "I thought 'Oh no, I don't think it should be me. There are lots of other teachers that should get it.'"

Both modesty and humor have developed within his many years of teaching.

"He's funny and a really good teacher," said senior Eric Patnode "He's got a good wry sense of humor and handles things really well."

Whether in his ending years or first years, students find Erickson and his teaching to be memorable.

"I remember him being a very young and serious teacher," said Library Para Judy

Loberg, "not like he is now."

Through his forty years of teaching Erickson, unlike many teachers who change their subject, continued his loyalty to the social studies department.

"I always enjoyed social studies in school," said Erickson "I love current events and looking into the background as to why to its going on."

Though he took pleasure in the subject he taught, Erickson also enjoyed being able to contribute to the younger community as well.

"Working with young people has helped me get through the 40 years of teaching. Your body gets older but your mind stays young," said Erickson "Kids are so worldly but so naive on the same thing."

As the year continues to go by and Erickson sees his teaching career come to an end, plans for the future keep him busy.

"I'm retiring this year, I'll still be a substitute teaching, do some painting, shingling and fix a door here and there," said Erickson

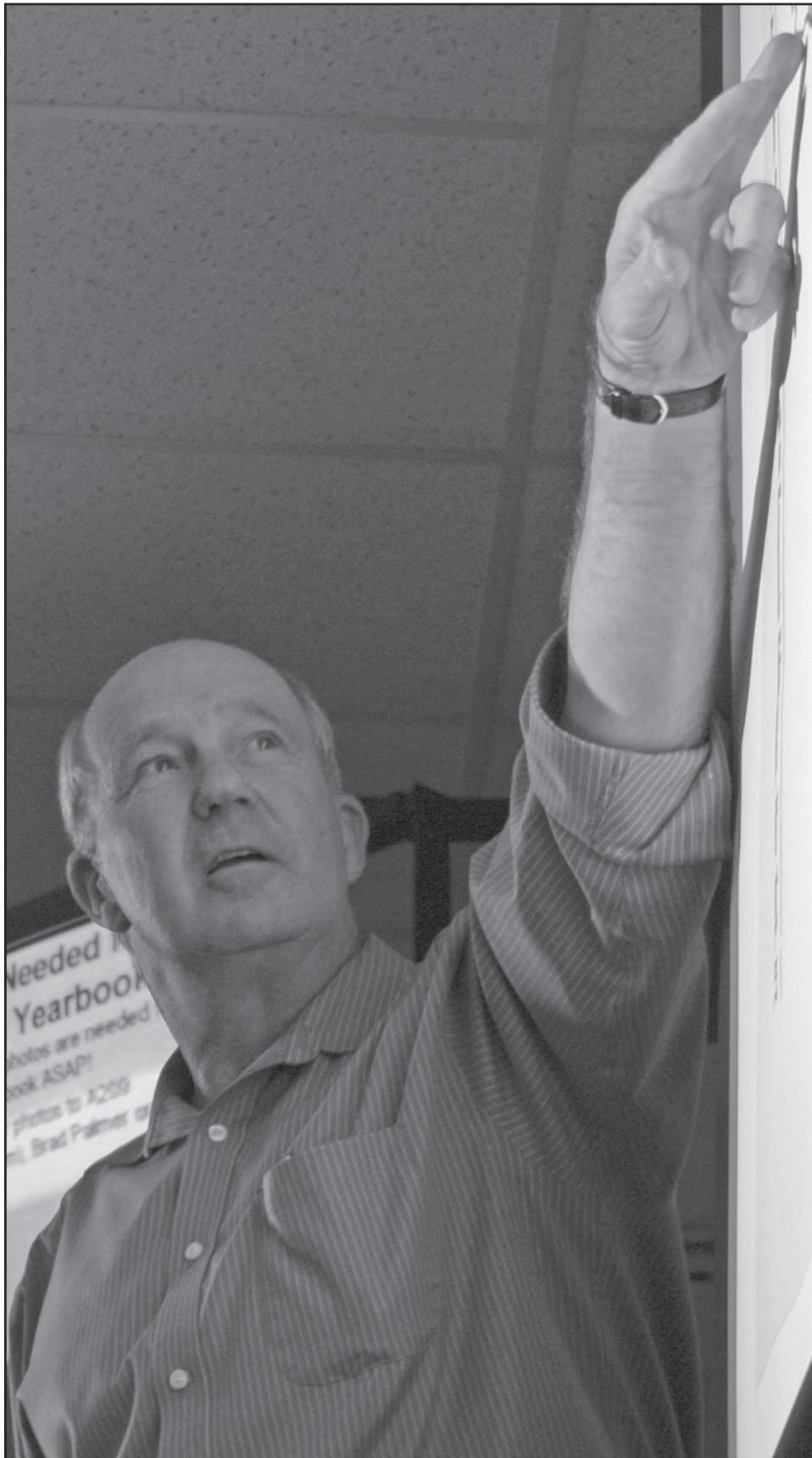


Photo by Michael Lundebrak

Social Studies Teacher Leroy Erickson points out various countries that produce students' clothes. "He's one of the coaches that spray painted the rock back in the day," said Senior Eric Patnode. "It shows his sense of humor and a good way to get the team riled up for the game."

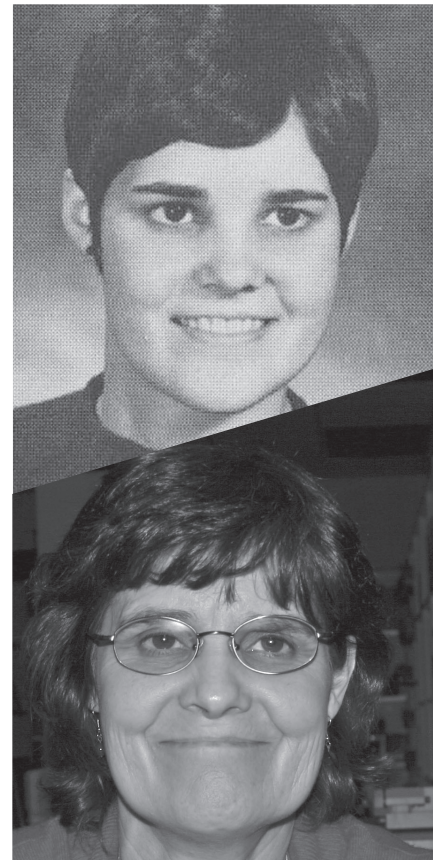
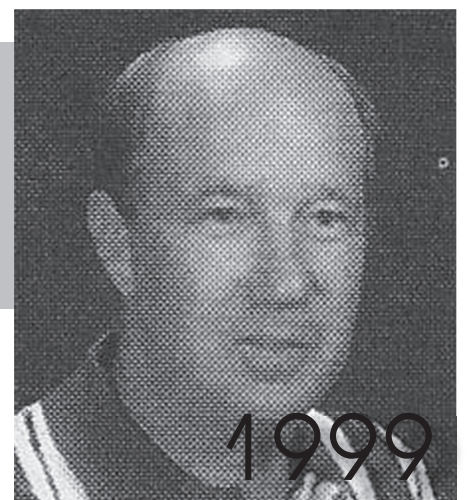
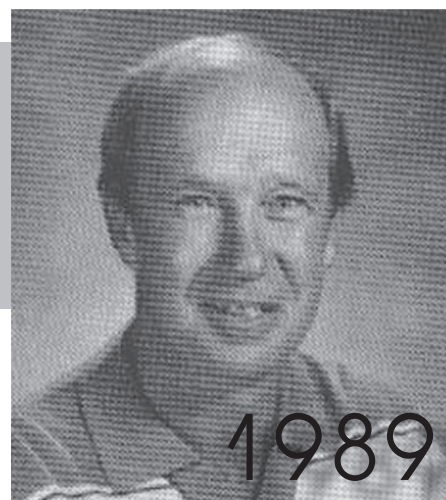
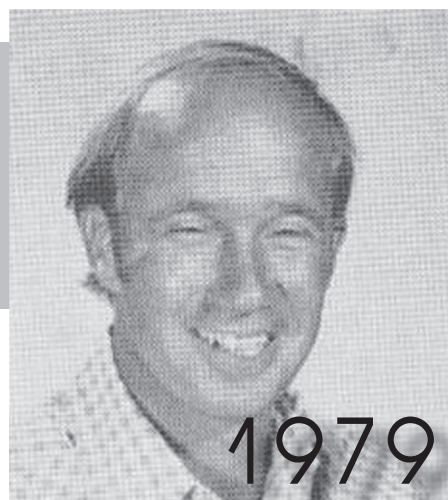


Photo by Michael Lundebrak

From her senior year in 1969 to being employed as the school's librarian in 2007, Judy Loberg has watched Social Studies Teacher LeRoy Erickson through his 40 years of teaching.



BOYS' HOCKEY

A look into the upcoming season



Awaiting further instructions, the Boys' Hockey team gathers around during practice. With their first game only a week after the beginning of normal practice, the team rushed to get ready for the long season.

Photo by Chelsey Peterson

Carter Vogt
Staff Writer

The crowd cheers and whistles while the final seconds tick away on the first televised hockey game in Buffalo history. The Boys' Hockey team just came away with a victory against the eighth ranked team in Minnesota, the Duluth East Greyhounds. In order for the Bison to win they needed to play a flawless game, and that's exactly what they did.

This year holds some of the same challenges that occurred last year.

This year's schedule includes three of the top-ten ranked teams Moorhead, Edina and defending state champions Roseau. They also play Minnetonka and Cloquet, another two elite teams in Minnesota. A schedule filled with tough teams, it poses a test for the 13-10-4 record the Bison hold.

"I love playing the tough games. It's

really a good way for us to judge ourselves, and put our name on the map," said Senior Captain Jon Zitur. "We are trying to make ourselves into one of the top teams in Minnesota."

The team plays with two conferences, the Classic Lake and Mississippi 8 Conference. The Classic Lake Conference consists of five highly ranked

know we have the ability to be right up there with them," said Junior Zach Blaisdell

Playing higher ranked teams helps prepare the Bison for the Mississippi 8 Conference Championship.

"The conference isn't going to be as tough as it has been in past years. I think if there's any year for us to win it, it's this

make it.

"We have high expectations for this season. We think we can be in the Section Finals, with the talent and experience we have," said Blaisdell.

A lofty goal to win the conference and the section finals, it may be in reach for the Bison. This season looks promising, with plenty of tough competition for the

"The conference isn't going to be as tough as it has been in past years."

team.
But now the players must wait for the 07-08

teams including Wayzata, Minnetonka, Armstrong, Edina, and Hopkins. Buffalo doesn't belong to the Classic Lake Conference however.

"We know we're a good team, and if we can stay right with some of the top teams in the Classic Lake Conference, we

year," said Senior Captain Rob Aslesen. "The conference is within reach this year."

After winning the conference a team heads to the Section and possibly the State Tournament. But the Bison will need to get past Roseau or Moorhead in order to

season to begin when they drop the first puck on November 23 at the Wayzata tournament.

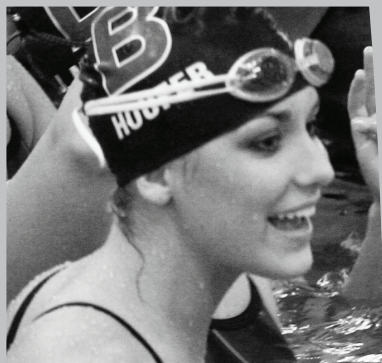
"I think it should be a pretty big year for us. We'll have to wait and see what happens," said Aslesen.

Swim Rituals

Swimmers prep themselves with pre-meet habits



"I think it's funny when our captains act super super amazing and make animal noises." Junior Emily Danielson



"My least favorite part about swimming is not shaving my legs and my favorite part is going to sections and hopefully making it to state." - Senior Justine Houfer



"My favorite part is all of the people and my least favorite part is the long season." - Senior Jordan Haight



"The best part of the season is taper because we listen to Christmas music and get to decrease in yards. The only bad part about it is that we get a lot of rest between our yards so our practices sometimes go for three hours." - Senior Kaylynn Annis



"I have to eat a 6-inch BMT sub from Subway and then eat it before the meet," said Sophomore **Maggie O'Donnell**. "I can only do one practice start, and then two minutes before my 200 IM, I take my inhaler. Then I listen to 'Heart of a Champion' by Nelly. Then [Senior] **Justine Houfer** gives me a big hug and [Eighth Grader] **Anika Bordak** says, 'I believe in you'. Then I can swim."

Surrounded by habits that become routine to people for a certain event; these habits are known as rituals. People start their habits by thinking that the certain routine they choose will prepare themselves more for the event mentally and hopefully they will do better at the event. If it helps one time, why not try the same routine again? Once a swimmer becomes convinced that the routine they carry out before their meet is what really makes them perform better, it becomes their own ritual.

"I eat Subway before I swim," said Junior **Kalyn Kaminski**. "The day of the swim meet, I drink

two bottles of vitamin water for hydration. Right before I swim the '100 Back Stroke', I have to listen to 'Remember the Name' by Fort Minor three times. If it's only two and ½ times, we have a problem."

Sometimes, different rituals are performed depending on which race the swimmers are doing.

"I leave my parka on until the heat before me has done a 50," said O'Donnell. "Then I quickly put on my goggles (all while listening to 'Remember the Name' by Fort Minor) and Justine gives me my hug and Anika says 'I believe in you' and if any of that goes wrong, I fail miserably."

There are also rituals that the entire team performs.

"The team likes to cheer and it annoys me," said O'Donnell. "Justine or [Freshman] Linnea Palleson has to flush the toilet when Coach walks in to the locker room to give us our 'pump-up' talk. We try to make it awkward for the coach."

Whether bringing the team together or making teammates uncomfortable, memories of traditions or rituals impact the swimmers.

"Every time we go to Grand Rapids, something bad happens to Maggie and I" said Kaminski. "Two years ago, we were walking outside and saw a 50-year-old man skinny dipping in the pool, and last year, a drunk guy broke the dead bolt trying to brake into our room and Justine saved us."



The love of The Race

Kelly Kiernan

Features Editor

Runners take your marks; this plays over the loud speaker as he anticipates the start of the race. The adrenalin rushes through his body just waiting for the race to begin....

Zach Mellon ran in track for 4 years and cross country for 3 years prior to this year. He recently placed 28th in the as the Bison's sole representative at the State Meet.

"The reason I got into running was because in eighth grade during the mile, Mr. Mejelde told Tyler Pierce and I that because we broke a seven-minute mile, and that if we joined track that we would for sure place fifth in track," said Junior **Zach Mellon**. "He lied to us, there is no way in track that a 6:50 mile would even get fifth place."

Zach has ran in over 80 meets and has raced all over Minnesota and even out of state for Track Nationals in Indiana. The State Meet for track takes place at Hamline University. St. Olaf holds the State Tournament for cross country. Last year, Mellon competed in the 800 meter and won the State Title for track. He also took part in the 4 by 8 relay team with **Ray Heinkel ('07)**, Senior **David Pallesen** and Junior **Kevin Hayes** and received third in the State Meet. In the 4 by 4 relay team took seventh as a team with **Mosic Greenprice ('07)**, **Ty Greenprice ('07)** and Junior **Taylor Vick**.

"I believe running is a God given talent and I hope my running is a witness" said Mellon "I'm so grateful and it was sweet to see how it all paid off. I was really excited because I knew I hit the national qualifying mark."

The cross country practices are normally 2 and a half hours long and they figure they run over 40 miles a week.

Track practice usually consists of speed training.

"During track you're normally not in pain only during the runs, not after," said Mellon. "But cross country is a whole different story sometimes we have

Zach Mellon running the 5k. He ran it in 16 minutes and 19 seconds to place 28th of 164 at the State Tournament



to do nine- mile runs and you can definitely feel it the next day."

Mellon has made it to state every since he was a freshman.

"I lost two races in eighth grade, but it did mean anything to me," said Mellon. "But now I'm addicted to running. In the winter the coaches try to get me to take off two weeks but I can't. I have to run."

The coaches for cross country are **Jill Hanson** and **David Knutsen**. There's only a handful of runners participating in this year for cross country.

"We work really hard but we still make time to have fun," said Mellon. "We play this sweet game. As we were running by the tennis courts one day during practice we found four tennis balls. It took a while for us to figure out what we were going to do with them. We figured it out though there are 10 of us so the two people that don't want to play throw the four balls into the corn field and then the eight runners run out to find the balls and the four people who don't find a ball we take this really thick weed and whip each other with it. I think I still have marks from it."

The state meet was on Saturday, November 3 at St. Olaf University. Zach went to state for the third year in a row now and placed 26 out of 164 participants.

"I'm really excited," said **Mellon**. "Normally I just do cross country for track but this year I wanted it for cross country. I had a really strong section performance. I can't wait to race again."

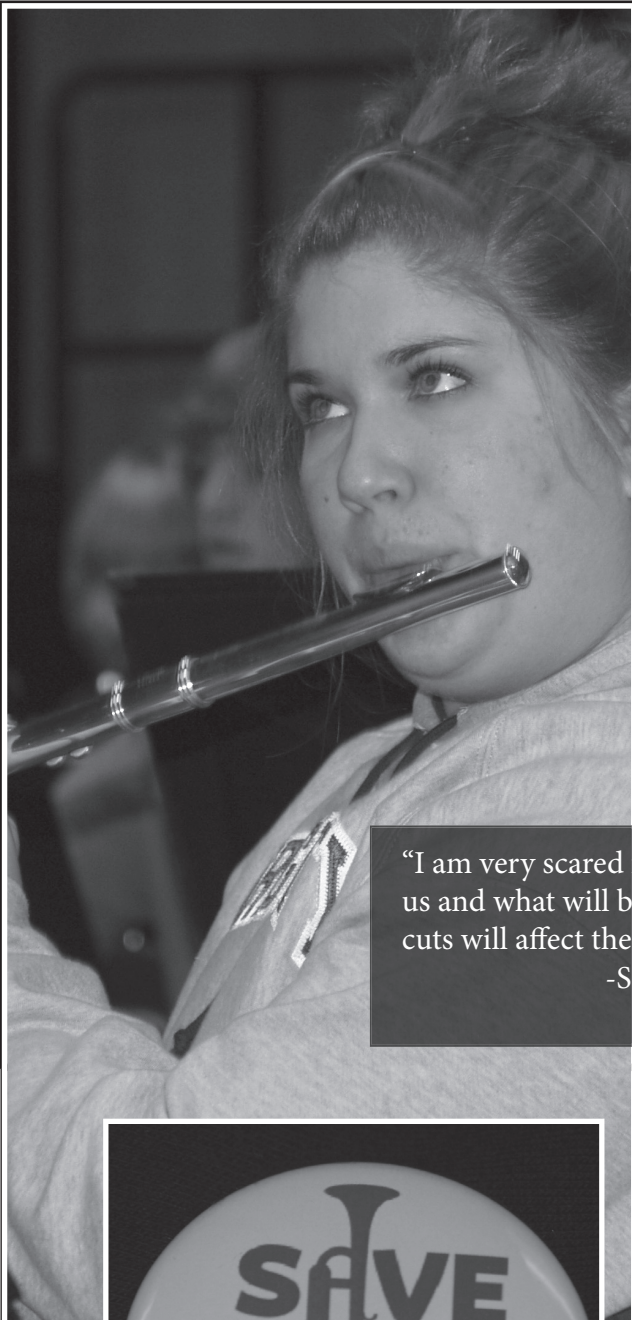


Zach Mellon took the lead at the St. Olaf meet. Along with a Cross Country State berth Mellon also won the 800 meter State Championship last year in track and field

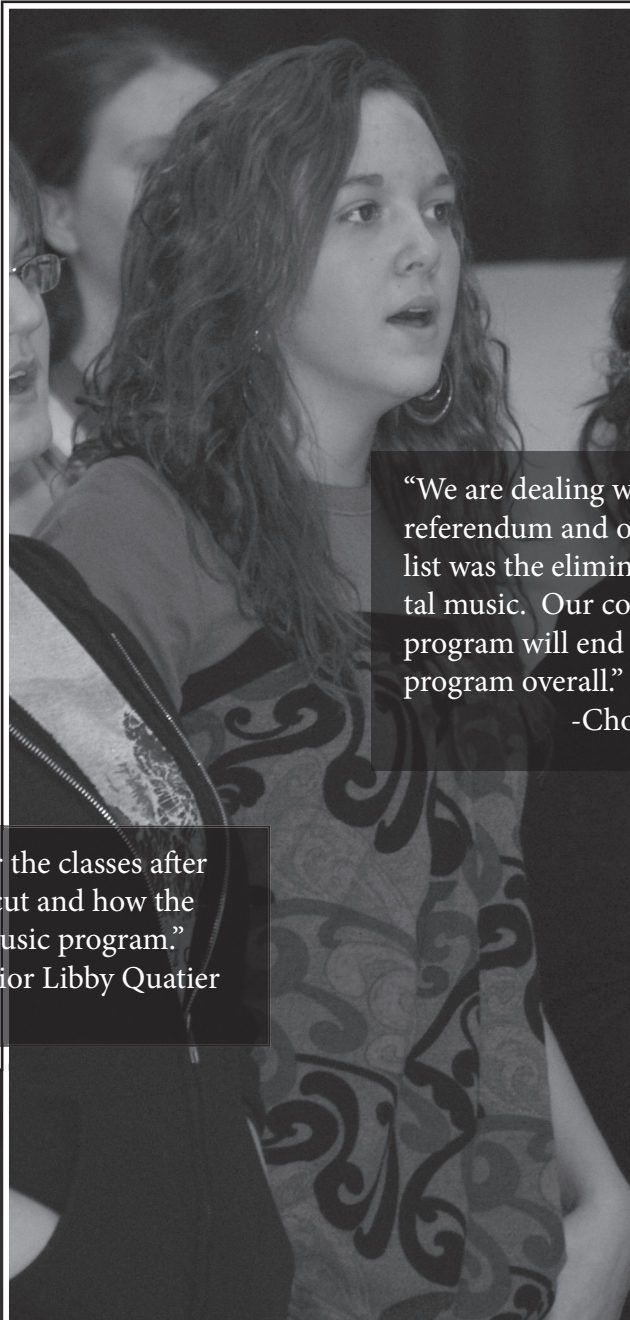
“I believe running is a God-given talent and I hope my running is a witness,

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[Artist Exposé: Save the Music]

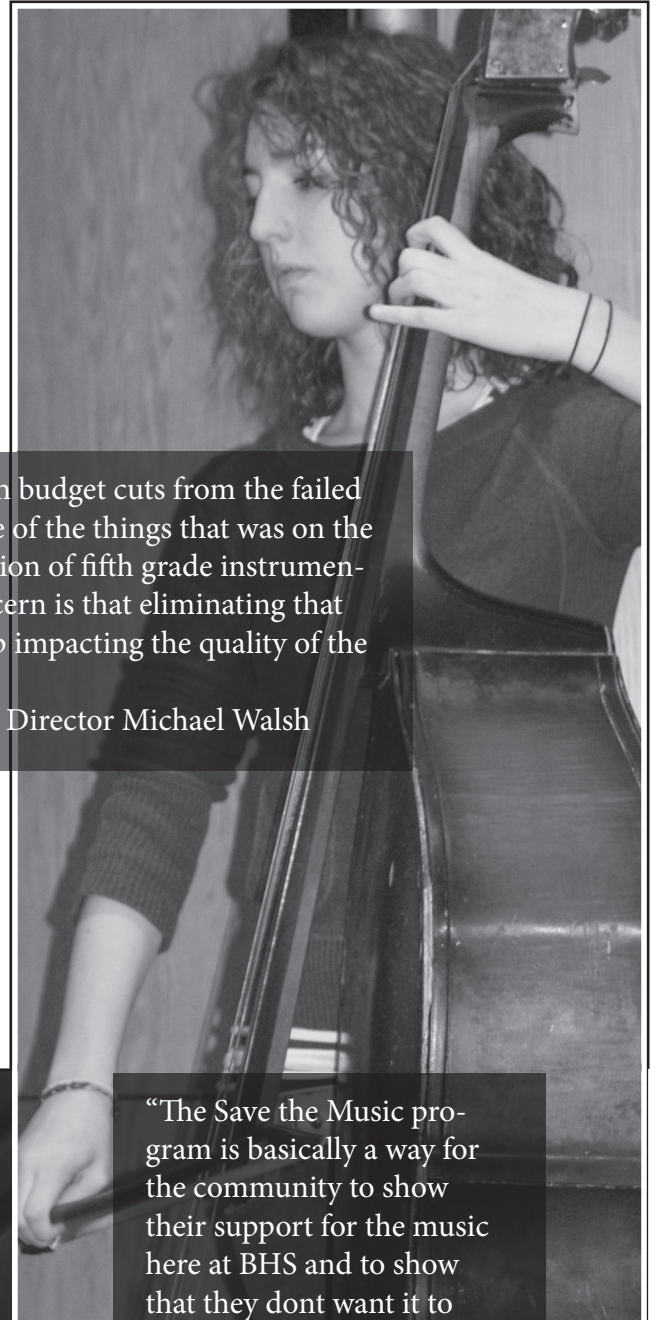


"I am very scared for the classes after us and what will be cut and how the cuts will affect the music program."
-Senior Libby Quatier



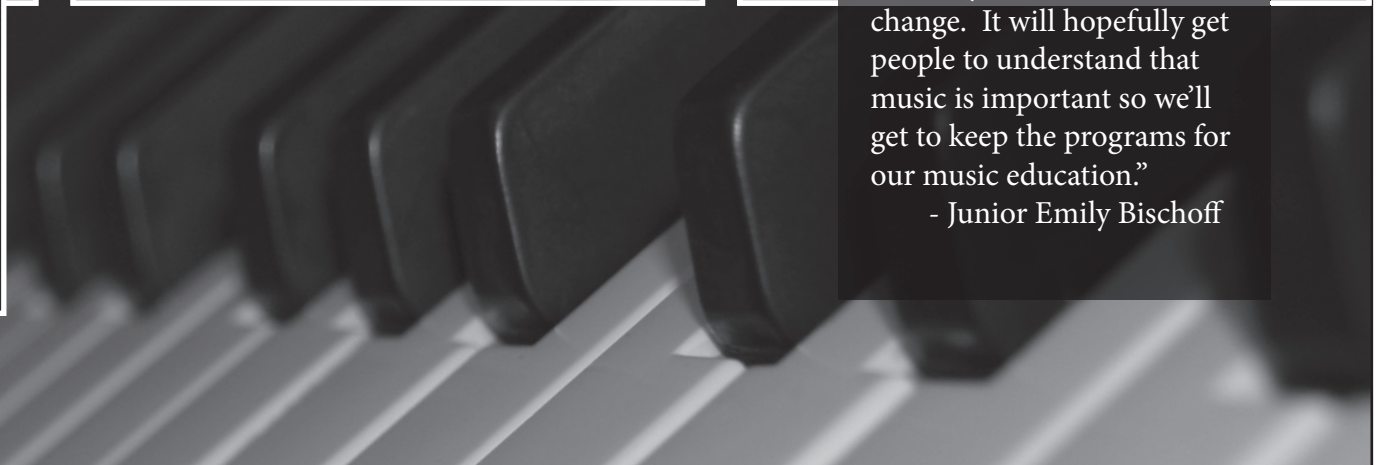
"We are dealing with budget cuts from the failed referendum and one of the things that was on the list was the elimination of fifth grade instrumental music. Our concern is that eliminating that program will end up impacting the quality of the program overall."

-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."

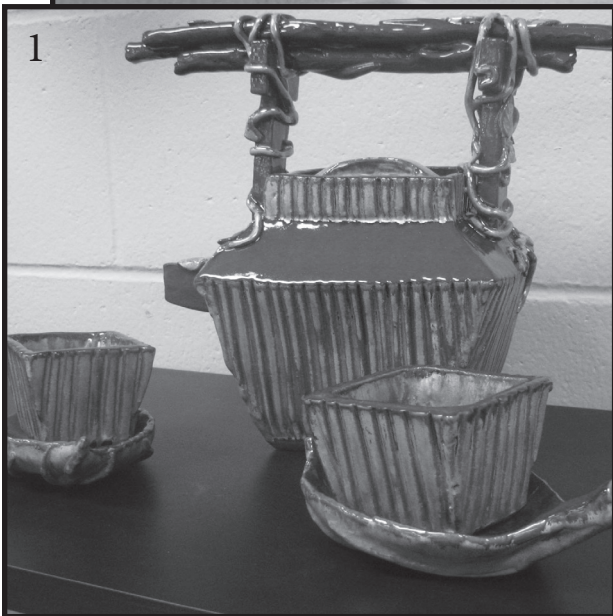
- Junior Emily Bischoff



[Artist Exposé: Ceramics II]

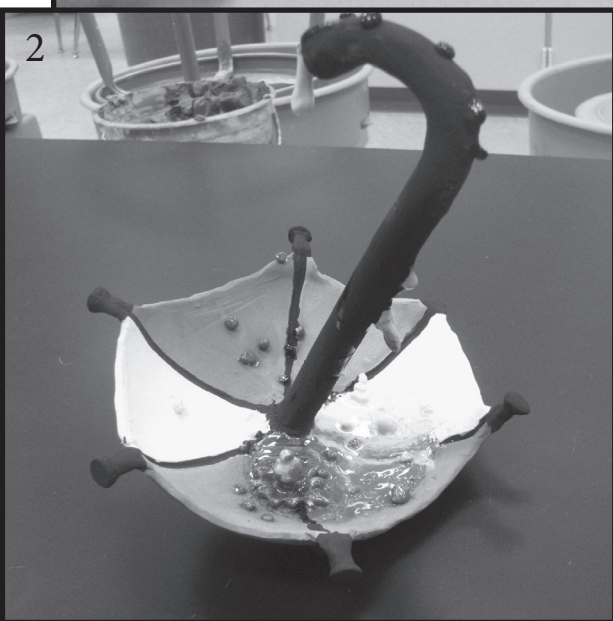
"I was in Ceramics I and I really enjoyed working with three-dimensional form, and I've always wanted to throw a pot on a wheel my whole life. My favorite project was probably the teapot, mostly because its functional and you can use it everyday."

~ Senior Rebecca Popp



"We're selling (our slump bowls) at the auction for the Munoz family, to help them get their house up to code."

~ Senior Rachel Miller



1. Teapot and cups by Senior Rebecca Popp
2. Umbrella slump bowl by Senior Amanda McKown
3. Teapot and cups by Rachel McIntosh

M.E.A.D.A

Students take steps to save their peers from harm

Paige Brummer and Mel Birkemeyer
Journalism Staff

Meth Education and Drug Awareness (M.E.A.D.A) has been around for three years, but do people really know the impact that this program has made in the community? With all the positive improvements it made on the Buffalo community, the program moved from city level to county level. Even with the program spread throughout Wright County, Buffalo currently has the most involvement possible.

With themes changing sporadically through the years of this program, some themes have been meth kills, drugs destroy, and now this year the focus is prescription and over the counter drugs (OTC) abuse. With the current theme they hope to reach out and get people to know what's happening with OTC drugs. There is a DVD coming out with Doctor Walsh hopefully making an appearance in this movie. He wrote a book recently called "NO, Why Kids Need to Hear It and Ways Parents Can Say It." This book is

another way to say no to drugs, and with the success that Walsh has had. Having his views and thoughts out in the open will hopefully put a step by step view on drug abuse, and to get right to the point that we have always searched for.

Current freshmen had started Students Improving Attitudes program while they were in sixth grade. With their involvement in this program since middle school, they have a pretty good inside look at how things work and the differences they make.

The twenty-four people on the Wright County M. E. A. D. A. Committee have meetings every month to figure out what is going on throughout each cities community. Students Improving Attitudes also take care of and plan the big events by making the brochures and the upcoming DVD.

For more information on Meth prevention visit www.meada.org or call 763-682-7713.



Photo by Kayla Ronnie

A common scene throughout the hallways, Junior Grace Ruzicka is one of many students representing M.E.A.D.A. Meth Education and Drug Awareness provides students with the information they need to make the right decisions.

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R-E-S-P-E-C-T

FRESHMEN FIND OUT WHAT IT MEANS AT THE RESPECT RETREAT

Walking into the Bison Activity Center (BAC) on Thursday, October 25th or Friday, October 26th, one wouldn't find a gym class playing floor hockey, instead, one would find half of the freshman class, a few teachers, a handful of Junior and Senior leaders, and two guest leaders.

Those two guest leaders, Jamie Zuel, who went by Zuel, and Tara Carroll, came from Youth Frontiers, a Minneapolis-based organization that puts on retreats, such as the respect and courage retreats, for schools all over the country. This is the second year Youth Frontiers has put on the respect retreat for freshmen.

"The goal of the respect retreat is to raise awareness of building respect within our school community," said assistant principal **Bob Driver**. "and it aligns perfectly with our district's quest of anti bullying."

The retreat was an all-day event full of games, small-group discussions, Tara singing/guitar playing, and Zuel's lessons, and more.

Throughout the day, Zuel focused on three main lessons.

Respect yourself. Zuel's first lesson was an important one for everyone. He talked about how almost no one totally respects themselves. He used one example in particular he called "three wrong." He talked about how many students would get a test back and see that they got 97 out of 100. But instead of seeing the 97 they got right, they would only see the 3 they got wrong.

Respect Others. For Zuel's second lesson, he gave the students a lesson focusing on the about twenty percent of students who disrespect others. For this lesson, he told a story about his sister. In middle school and the beginning of high school, his sister was a

really happy girl, who had a really good singing voice, so she was in choir, along with lots of other activities. Then in her freshman year, someone called her "fat" to be mean, but it wasn't true. However, she took it seriously, and her self esteem plummeted, and she started taking diet pills and not eating. Luckily, after a few months, Zuel caught on and helped her out, but it took her 10 years to be fully sure of herself again. The lesson to be learned here is that one comment can change someone's life, and disrespecting another person, even if it's just once, can ruin their life.

"I think that Zuel's last lesson was the most important one," said **Senior Leader Amanda Miller**, "most people think that just not disrespecting people is enough, but it's not."

Stand up. Just as Zuel's second lesson focused on the twenty percent of people who disrespect others, his third lesson focused on the other eighty percent. The eighty percent of people who don't necessarily disrespect others, but just stand there and watch it happen. He shared another story involving people who chose not to stand up for someone who was being disrespected. While they weren't the one's doing the disrespecting, they did nothing to help the person who was being

disrespected. What he was trying to get across to the students that not disrespecting others isn't enough in itself, you have to stand up for those who are being disrespected.

At the end of the day, students had the chance to go to the middle of the large circle of students and say an apology, an opinion, or anything like that, as long as it was respectful, of course.

Respect yourself. Respect others. Stand up.

So R-E-S-P-E-C-T isn't just an Aretha Franklin song; it's a virtue, an important one.

“ IT
WAS FUN AND
MEANINGFUL AT
THE SAME TIME.”
FRESHMAN BRITTNEY DOWNS

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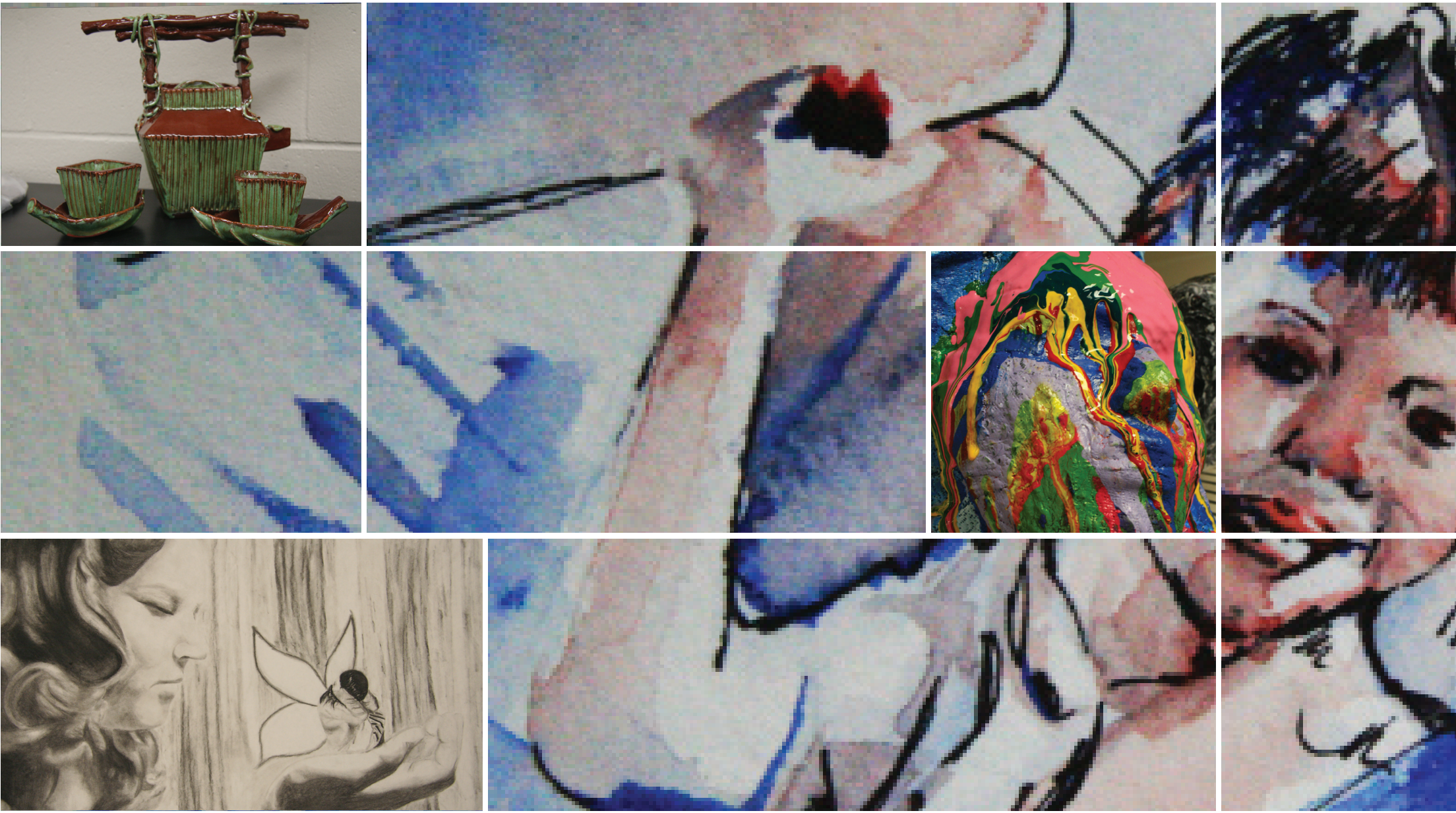
FRESHMEN
STUDENTS

24

UPPERCLASSMEN
LEADERS

2

YOUTH FRONTIER
LEADERS



uneQUAL OPPORTUNITIES

*how will higher class sizes, increased activity fees,
and fewer teachers affect the arts?*

“

If all the music and artistic
teachers left, the school would
be so much more... **robotic.**

”

- Junior Jacob Dooley



Top left: Senior Rebecca Popp's pottery set made in Ceramics Two.
 Middle on top: Philip Reed's drawing made in Drawing Two.
 Top right: Junior Jacey Rosckes' drawing for Drawing One class.
 Middle: Senior Elle Shurety's vibrantly-colored mask made in Ceramics One.
 Bottom left: Senior Kayla Ronnie's charcoal drawing made in Drawing Two class.
 Bottom right: Junior Kaehler Reitz's fall pottery set made in Ceramics Two.
 Main: Senior Kelsey Bergman's painting of a young boy in a back seat of a car.

Buffalo High School has gained local fame for many things: the basketball team has claimed a State Championship, Mock Trial had gone on to a national level of competition, the One Act play is a perennial Conference Champion and participant in the State Festival, but nothing is a bigger part of the school's identity or the lives of its students than the arts.

With the failure of this Fall's levy referendum, budget cuts will take a toll on every department in the school. Although Principals have met to discuss the issue, Superintendent James Bauck said that no final decisions have been made yet and that it will take some time before cuts are announced. He said that building administrators will decide the exact cuts.

"I am disappointed," said Art teacher Jon Holtz, "but after having time to absorb it, I am going to be optimistic about it because there are no final decisions right now. I think everyone's budget will shrink. It will be tough to get supplies for all the students, art fees will probably go up, along with sport fees. The money has to come from somewhere."

Principal Rick Toso said that all departments will feel the impact of the cuts. However, because of the priority the school has placed on the arts, students and teachers are concerned for their programs and the way the cuts may affect them.

"Everyone has their own forte," said Junior Jacob Dooley. "Some people are good at science, some are good at math, and some are good at playing the piano. I don't think we should deny kids the things they're good at, we need classes for them all."

One of the cuts the district has already committed to is the elimination of fifth-grade music programs. Students fear that even cuts at the elementary level will have impact on the high school programs.

"If they cut the elementary music program, they're cutting the foundation of the music program," said Freshman D.J. McMoil.

In the past decade, the nation has passed several laws, including Goals 2000 and the No Child Left Behind Act, centered around improving the education of the average American child. In these laws, the arts are included as 'core-academic subjects' that are to be taught in each school.

"Even though a cut for music and art wont affect the seniors, I still supported voting yes for the funding," said Senior Kierstin LaPatka. "Paying a lot more in activity fees will outweigh paying a little more in taxes."

"It's going to hurt us in the future years," said Tech Ed teacher **Kurt Konsela**. "They

will probably change scheduling, and students will have fewer electives to choose from. I'm worried that class sizes will go up. Instead of sitting at thirty students a class, we might end up with about forty in a class."

One thing that is certain is that art classes will suffer the same types of effects as the rest of the school - increased class sizes, reduced budgets, and increased fees. However, because of the student-created content necessary to the classes, there is a concern that the arts will feel the budget cuts more than other programs.

"I'm going by the motto 'Hope for the best, prepare for the worst'," said Art teacher **Erica Carlson**.

"It's hard to cut something that makes the school money, like basketball," said English teacher **Tracy Hagstrom Durant**. "What I don't understand is how program like Mock Trial, Knowledge Bowl, and One Act go to state year after year, and they are first in line for cuts."

Arts Magnet Director Sherri Tamte said that the Arts Magnet Program will remain at the school, although they may have to cut down on the amount of artists they bring in and some program extras. She said the extras are funded in part by the school, but the program itself is federally funded.

"We will feel the impact like the rest of the school feels, with scheduling changes and bigger classes," Tamte said. "All the equipment that we have spent thousands of dollars on - things like cameras... the kiln in the art ceramics room won't be going anywhere. The teachers attended workshops on how to teach arts-infused classes for three years and they are still going to have that knowledge. They can't take that away from them, so they are still going to be teaching how they have been teaching."

Although nothing has been announced, it has been speculated that an eventual victim of the budget cuts may be a revised scheduling system and a move away from the Block system.

"It would really, really suck not having a block schedule anymore," said Dooley. "Especially those of us going into our senior year - it's the way we're used to learning, it's the only way to learn well at this point."

Beyond the arts, students recognized that Buffalo High School has created a culture of cooperation and caring. Despite the changes that may lie ahead, students and staff all spoke about a desire to work together to create the best possible environment for everyone.



Right: While playing a song on expert, Junior Joe Wagner, jumps up with style. Left: In agony, Junior Brad Palmer plays through a song. "It used to be fun, but now Guitar Hero 3 the songs are too technical, it's just not just for fun anymore."

The long awaited release of Guitar Hero 3: Legends of Rock, leaves some with mixed feelings.

Chelsey Peterson
Photography Editor

Guitar Hero 3 has been something a lot of students and even teachers have been eagerly awaiting.

"I've been peeing my pants waiting for this game since I destroyed all the songs on the first and second one," said Junior **Joe Wagner**.

There are some new features, such as the new wireless guitars, boss battles, and the all new battle mode.

"I look forward to the fact that I'll be able to play with

"I've been peeing my pants waiting for this game.

-Junior Joe Wagner

my brothers [with the new online capability]," said English Teacher **Ryan McCallum**. "With the previous game, it got to the point where we would fire up the game, and then call each other and say 'Killer Queen, Ready, Set, Go!'"

Now that it's out, some are a bit disappointed.

"I think Guitar Hero 3 is a step back from the second version. I'm playing it more out of obligation than enjoyment," said McCallum. "The gameplay is improved, but the songs are worse. I'm thinking about selling it, because I'm already thinking ahead to Rock Band."

Others would disagree, some enjoyed the game.

"Amazing," said Wagner. "I'm on the battle with the devil right now, but some inconsiderate people have to take away from my precious Guitar Hero time so have to wait to finish it."

For some, the disappointment just continues.

"Online play is predictable," said McCallum. "Talented players prey on beginners and, if you're on the difficult levels, you can expect to play the same song over and over again. The songs that the majority of people choose to play are so lame that it's not even worth it to play online right now unless you're playing with someone you know. That will probably improve over time, though."

This game is a challenge for even an experienced

player.

"I had to do it on hard mode because the battle with the devil on expert is too hard for me right now," said Wagner.

Some think that this game could have been better and others think it was one of the best games ever.

"Guitar Hero is the best game ever," said Senior **Kyle Willetts**. "Because it is something both guys and girls can enjoy."

"I'm playing more out of obligation than enjoyment."
-English Teacher Ryan McCallum

JOSEPH and the AMAZING TECHNICOLOR DREAM COAT

4
performances

18
different songs

12
sons of Jacob

Sam Lefebvre & Kelly Schimmele
Staff Writers

"Jacob wanted to show the world he loved his son

*To make it clear that Joseph was the special one
So Jacob bought his son a coat
A multi-colored coat to wear."*

In the biblical story of *Joseph and the Amazing Technicolor Dreamcoat* the three Ladies in Ivory, played by Senior **Rachel Smude**, and Junior **Amanda Burgdorf** and Sophomore **Mandy Haggen**, set the mood for the school's fall musical.

"We need three narrators because it's really tasking on a highschooler's voice with it being such a large part," said Smude. "So it's separated into three. Sometimes, we have solos; other times we sing together. We're like the Dream Girls, except we're not black."

Joseph is the largest production that the school has ever put on. There are a total of 40 cast members, 29 of which are middle school students. There are also ten members that have never been a part of the school's theatre productions.

"I don't feel that the large cast is different from previous years," said Junior **Brandon Aldrich**. "But [Director] H-D feels it's more difficult to keep every one in line because of the large cast. The Freshmen are very immature, and they come in not knowing what we

do here."

"This is my first show," said Junior **Hannah Birkeland**. "I really like to dance and I love to sing in choir. It's a lot of fun because there's so much going on [on stage]."

There are only a few spoken lines in the two-act musical, the rest of the lines are sung in the 18 different songs.

"I love performing," said Aldrich, "because that's what I want to do later in life. I want to major in vocal performance."

From the girls falling for "Elvis", to Potaphar's wife trying to seduce Joseph, to the brothers plotting against Joseph; the climax in this musical is never-ending.

"[The musical] is mostly ridiculous," said Senior **Steve Sullivan**, "but it's like really jazzy and colorful and bright. I really love music, so I enjoy it."

Tonight, November 15, is opening night, the show starts at 7:30 in the PAC, and the doors will open at thirty minutes prior. Tickets are available at the door, and cost five dollars for adults and three dollars for students. The show will also be playing November 16 and 17 at 7:30, and on Sunday, November 18 at 2 p.m.

"Well if you like music and visual entertainment," said Sullivan, "this musical is a must see."



Photo by Chelsey Peterson

Joseph, Junior Brandon Aldrich, is attacked by his brothers in the play *Joseph and the Amazing Technicolor Dream Coat*. The play opens today in the Performing Arts Center.

"Well, I'm not much of a dancer but I love dancing to "Seven Fat Cows" because it's just really fun and a really great song, it's so upbeat. I just love it, love it, love it!"

-Senior **Emily Carlson**



"Joseph is a classic story that everyone knows. The musical is very enjoyable and I encourage everyone to go see it tonight."

-Senior **Logan Walsh**



"I'm not in the musical but I read the Bible everyday and this story is among one of my favorites. Noah's Ark comes in at number one."

-Senior **Ethan Arnold**



TEMPTATIONS GONE!

Maren Jung and Ali Geelan
Journalism Staff

"iPods and phones are by far the most stolen items," said Assistant Principal **Matt Lubben**. "If the stolen items don't get turned in then they are most likely sold."

With growing technology students realize it becomes easier for students to steal items and sell them on the internet. EBay, Amazon and Craig's List are a few web sites that allow people to sell used and stolen items without the buyer knowing where it came from.

"Kids should really just leave their valuables at home instead of carelessly leaving them in unprotected places," said Lubben. "By doing so, they tempt other students to easily steal their belongings. With that action comes punishment."

With theft becoming more common, administrators are undoubtedly familiar with the procedure.

"First, the victim of the crime comes to my office and fills out a theft report listing where and what item was stolen and who could possibly be involved," said Lubben. "Then we interview the people the victim suspected and if that doesn't result to anything, then, we check the cameras. When we find the culprit we prosecute. We hand it over to Officer Glenda Ridley and the police."

The concern about theft grows as the products students bring to school continue to shrink, but students agree it may not only be the

caught in the act

Top to Bottom: The cellphone, a modern necessity to a teenager, is also at a high chance of being stolen.

Senior David Pallesen plays on his PSP, although the school has warned students about bringing valuable personal items to school.

The small size of the popular iPod Nano makes it a likely target for theft.

Photos by Ali Geelan

theif at fault.

"I think if a kid is flaunting their new iPod or cell phone and not keeping it in a safe place," said Senior **Rachel Miller**, "then it is their fault that it gets stolen."

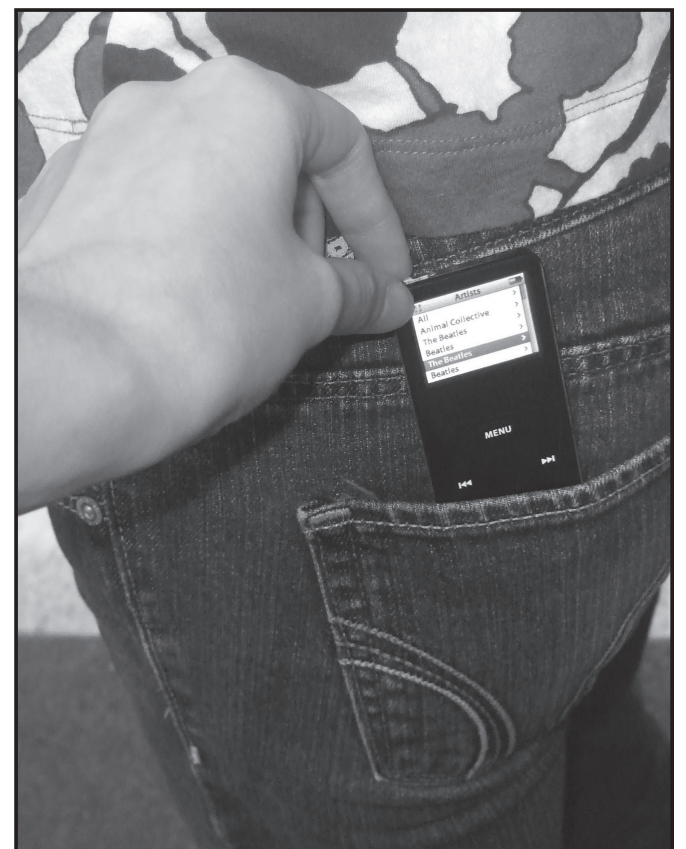
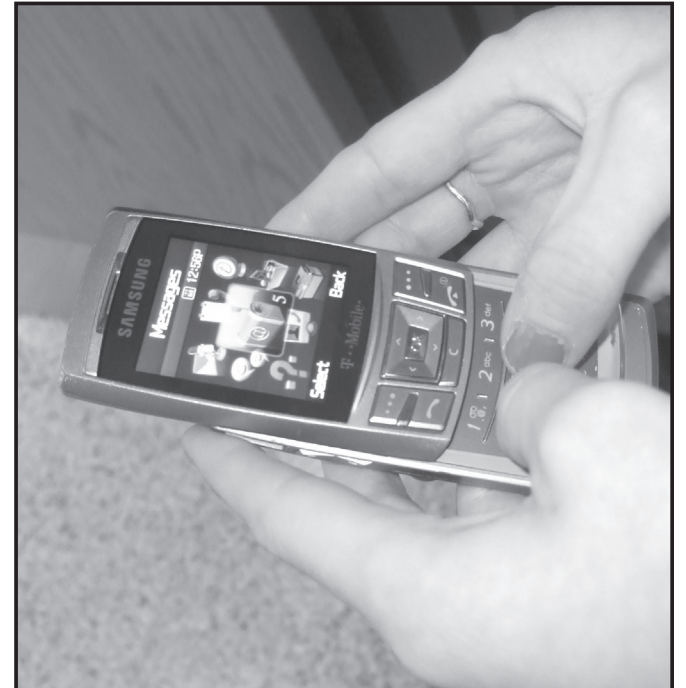
Though students agree that what is brought to school becomes their responsibility, some put all blame on the thief.

"I don't think it's the victim's fault for their items being stolen

because they are not committing the crime," said Junior **Kristina Bergstrom**, "It is just morally wrong."

With temptations surrounding the student body, some give in and others follow the rules.

"Students should be responsible for their own things," said Freshmen **Autum Konalke**, "but if someone finds something they should give it back. It's the right thing to do."



● ● ● **NEW TECHNOLOGY INCREASES TEMPTATION FOR THEFT**

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.

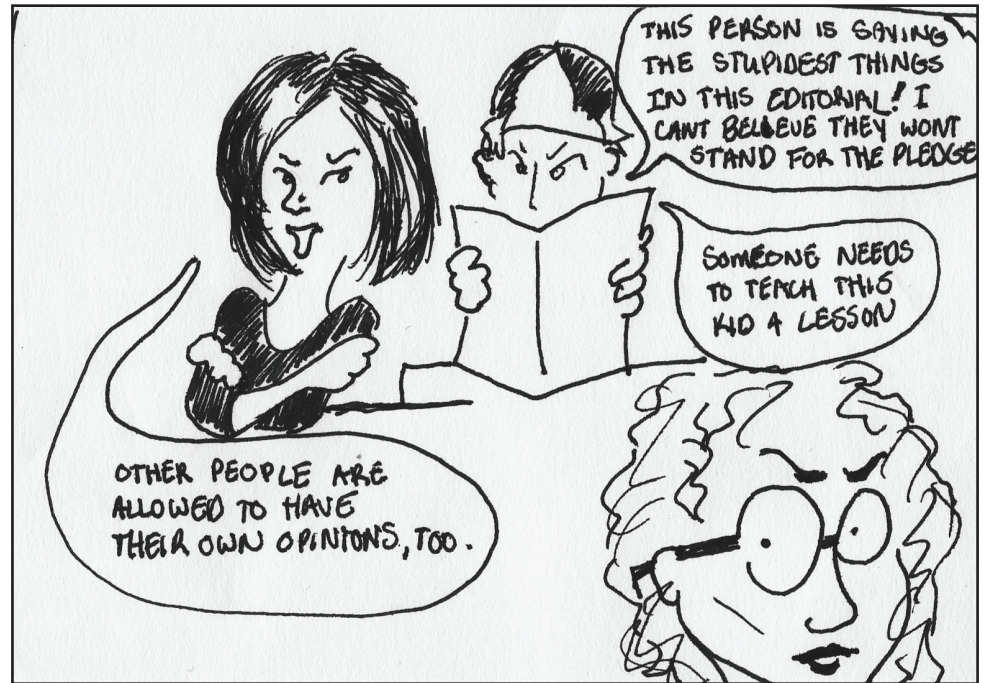
For teachers, thank you for understanding and allowing us to distribute and have our paper displayed in your rooms for students

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

The Pledge of Allegiance no longer represents America



“What people don’t seem to realize, is when they stand for the Pledge, they’re standing to salute a lie.”



Junior Ben Kolbinger
Journalism Staff

The United States of America; what a cruel joke. Every Tuesday morning when first block rolls around, the announcement comes over the PA:

“Hi, my name is <name>, and I invite you to stand, face the flag, and join me in saying the Pledge of Allegiance.”

And everyone stands like clockwork, save for a student in the back. Then the question comes: Why don’t you stand for the Pledge?

What people don’t seem to realize, is when they stand for the Pledge, they’re standing to salute a lie. I’m not saying America isn’t a decent country. We are a republic after all, one nation under God and all that. But what strikes me as odd is how people seem to think we’re some sort of ‘indivisible’ nation that dispenses liberty and justice like Steven Seagal dispenses bad martial arts films.

Think about it. Would an indivisible nation have problems with gangs poppin’ caps in each other? How is ‘liberty and justice for all’ present when an ordinary man can be convicted of murder and sentenced to life in prison,

but a football player will get off easy simply because he’s just that - a famous football player?

Another example: the methamphetamine fiasco at Hazel Park Middle School Academy. Other than the student who initially brought the stuff to school, no one has been given more than a suspension. Even though many students here are still under the age to be tried as adults, I have a sinking feeling that if a student brought meth to school and said it was candy, anyone who used it, even by claim of ignorance, would have a sentence greater than, “We’re just going to suspend you for a while” shoved in their face.

The prior arguments considered, can the students who don’t stand for the Pledge truly be considered ‘unpatriotic,’ or are they just one step ahead of everyone else? Now, I won’t tell you that you should not stand for the Pledge. If you want to be another automaton, be my guest. Just remember - the next time you feel the need to ask someone why they aren’t standing for the Pledge, ask yourself why you’re standing for a misrepresentation of what was once a great country.

Professional athletes earn undeserved salaries



Senior Carter Vogt
Journalism Staff

The average salary for a major league baseball player for the 2007 season is \$2,944,556. That is just the average salary. Alex Rodriguez, the second highest paid player in Major League Baseball, rakes in \$22,708,525 this season. The average NFL

player salary in 2006 was \$1,400,000. Drew Brees, the second highest paid player in the NFL made \$22,000,000 in 2006. It does not make sense that a person who plays a game for a living earns that much money.

Professional athletes do not need millions and millions of dollars to, as the “great” NBA player Latrell Sprewell said, “Feed my family.” Yeah, just in case he couldn’t do that with the \$6 million or so he was already making. If you were wondering, the average player salary in the NBA is \$4,900,000. Anybody who plays a sport can easily get by on less than \$5 million, a lot less.

What makes even less sense is that the average salary for the NBA and the MLB is more than the NFL. Football is a very violent sport, and many NFL players have lasting health problems. This ranges from knee replacements

and hip replacements to neck injuries and concussions. Larry Morris, a former NFL star, suffered multiple concussions throughout his playing days in the NFL and had numerous others in college. Morris was the MVP of the 1963 NFL championship game, was named to the 1960’s all-decade team, and was captain of both the football and baseball teams at Georgia Tech.

The problem? Morris doesn’t remember any of this. He can’t sign his name, complete basic hygiene tasks, and sometimes even struggles to dress himself. Morris is 73 years old and has full-blown dementia, apparently caused by the concussions. If a player has the danger of having to deal with problems like this down the road in their life, they should be paid more than the players in the NFL and NBA, who really don’t have a whole lot to worry about when they retire, except maybe which five-star hotels to stay in on their numerous vacations.

The bottom line is that players get paid too much. In pro football too, the players are paid too much, regardless of the dangers. Even a top doctor, who has a person’s life in their hands,

is not paid as much as most pro athletes. It is just not necessary. There are plenty of other places money could go rather than into the pockets of a greedy athlete.

“There are plenty of other places money could go rather than into the pockets of a greedy athlete.”

The average salary of teachers in Minnesota is **\$46,906**

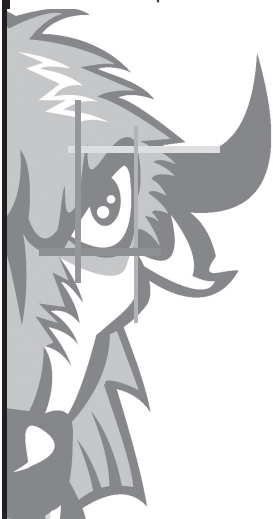
The average doctor makes **\$200,000** a year

The average player salary in the NBA is **\$4,900,000**

Students hope for re-vote in Spring of 2008

Eye of the Bison

Hoofprint Editorial



As students in District 877, we don't usually see things like education dramatically splitting voters. We usually see the community as a major supporter of the things we do. However, after looking at the levy results from the district-wide vote on November 6, the majority of voters sent

the message that supporting what the district does is less important than the thought of rising property taxes.

Voters come to the polls to voice differing opinions, which is the main goal of a democracy. This time around, those differing opinions represented three large divided portions of the voting population.

Group one:

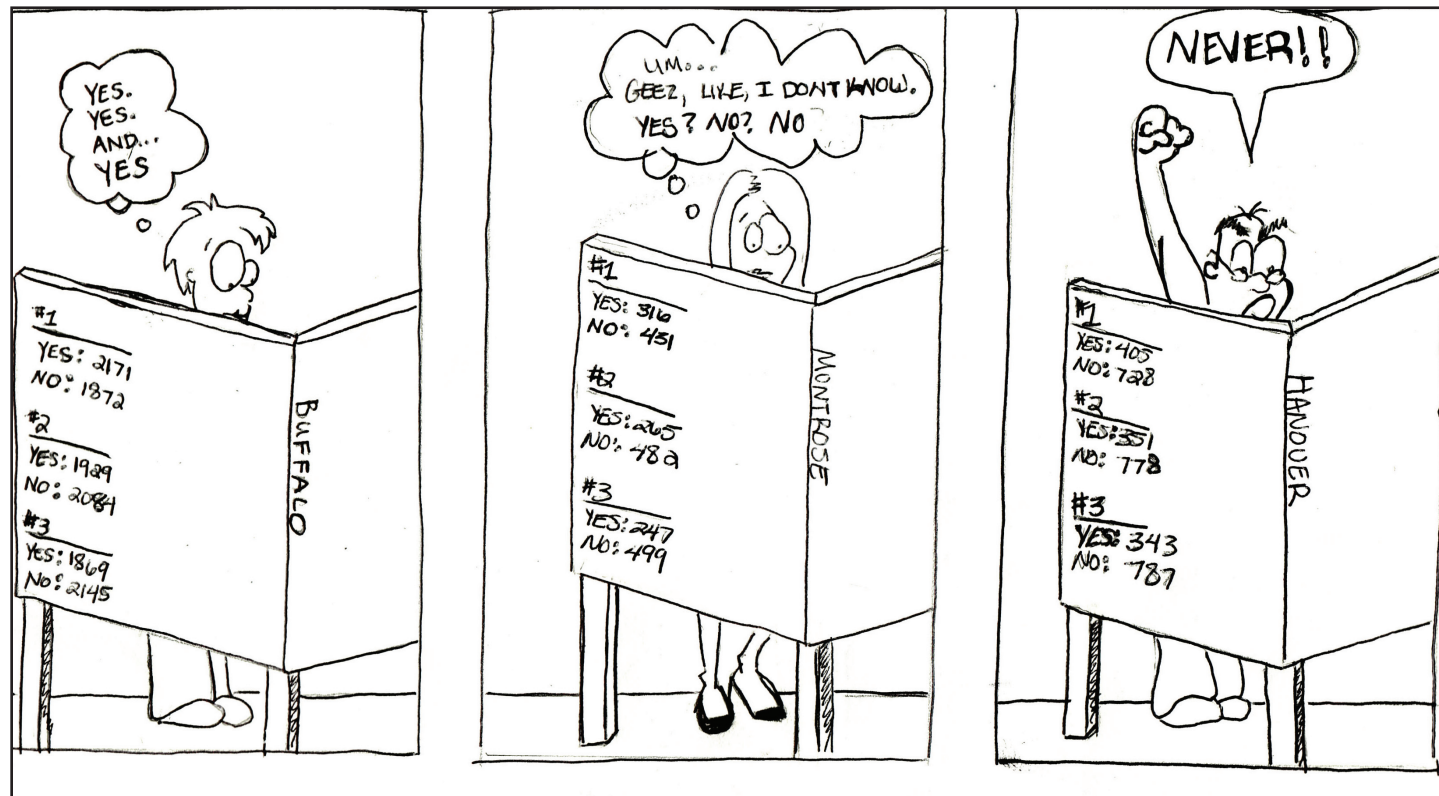
"I voted 'No'. I own a home and don't particularly want to pay more taxes," said a middle-aged man on his way out of the polls.

Group two:

"I think it's the administration's problem. We shouldn't have to pay \$200,000 a year for two principals. And I really wouldn't like to pay an extra \$420 a year on my property taxes," said a disgruntled middle-aged woman.

Group three:

"I think better education is what makes our town. More people will move in, we will have a better industry and a



better community. It just works all the way around," an elderly woman said on her way back to her car after voting. "I definitely voted 'Yes'."

"I believe one of the great things in our community is our education," said a parent of a current student. "Everybody has their opinion. And for some, education probably isn't a priority in their life."

But wait! Isn't Buffalo comprised of smart, selfless individuals who wish only the best for their children and community? How could such a crucial component to education be voted down? The truth is Buffalo didn't vote the first and most important question down. With a

count of 2171 'yes' and 1872 'no', Buffalo was the only of the three cities of District 877 to approve the question, although the vote was still narrow.

The scene at the Middle School contained many voters from the elderly demographic. White-haired couples helping each other to the voting booth in wheelchairs or walking canes was a persistent theme on that Tuesday afternoon. Many assumed this played a factor in the failure of the levy.

Former Principal Dr. Nicholas Miller took time out on his way into the middle school gym to share his opinion.

"Education is the best investment you can make," said Miller. "Young

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

The most important question of the levy, Question One, failed by only 139 votes. The staff of the Hoofprint hopes the district can try a special ballot this Spring to ask the first question again. This will send a message to the community about what we value and need most. Concerned voters, including more of our very own seniors, could fill those 139 votes that fell short this time. Although the climate here is gloomy now, with the chance of a special ballot next Spring there is still hope.

Why do you think the referendum didn't pass?

Photo Poll



"I think it didn't pass because most of us can't vote, and we're the ones that don't want things to change."
- Junior Danica Gertjeansen



It probably didn't pass because people in Hanover and Montrose aren't very involved in Buffalo, and there are a lot of old people there.
- Sophomore Ryan Strait



"I can't imagine the sacrifices the teachers will have to make. I'm very lucky to be studying here this year."
- Senior Heydar Hosseini



"It didn't pass partially because no one wants to pay taxes, but no one really knows the full details and where the money is going to go."
- Sophomore Sam Mailhot

Football coach signs with NFL

Kyle Willetts
Journalism Staff

Buffalo Bison Football quarterback coach, **Todd Bouman**, was recently signed out of the free agency to the Jacksonville Jaguar's NFL team. Bouman was a new coach this year and made an immediate impact on the team. A former Minnesota Vikings player, he brought many new ideas to the Bison, especially to the quarterbacks and wide receivers. Bouman was contacted by Jacksonville during the Bison's playoff game on Tuesday, October 23.

"He had to leave to pack for Jacksonville," said Junior **Brooks Bielke**. "They just called him during the game."

As he was close with many of the players, Coach Bouman promised everyone that he would keep in touch on how everything was going.

His flight was at 6:45 the following morning, and he had a workout with the Jaguars later that evening. Things went well; he had a great workout and was signed the next day.

While the players and coaches hope for the best for Bouman, they would love to have him stay and coach.

"I will miss him so much" said Junior **Taylor Vick**.

He is currently a back-up quarterback in Jacksonville, wearing the Number 4 jersey. After the season, he will be back in the free agency, and he hopes to be picked up once more by Jacksonville or another team.



Junior Brooks Bielke



Junior Eric Bergman



Senior Jake Duske



Senior Zack Kassulke

"He knew a lot about the NFL and taught us how to run different routes to get open for the quarterback."

-Junior Coltan Carter



“ The larger class sizes, and less time [to work] will cause a downward spiral. ”

Senior Nathan Rasmusson



“ I’m pretty worried that I wouldn’t have as much time to work on stories if I have seven classes a day. It would be hard to get everything done. ”

Junior Elizabeth Logas



“ The activity fees will be jacked up, but I just hope [being in Theatre] doesn’t feel much different. ”

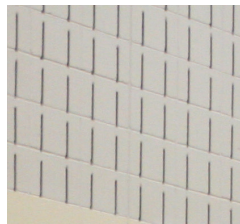
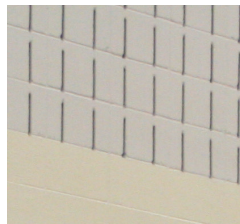
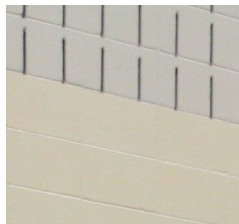
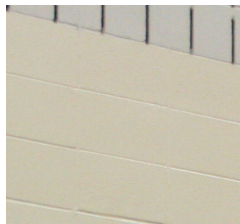
Junior Philip Rossin

The recently failed referendum, has left students questioning...

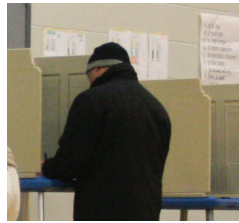
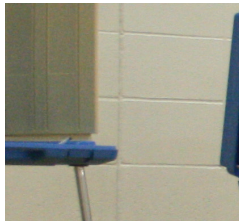
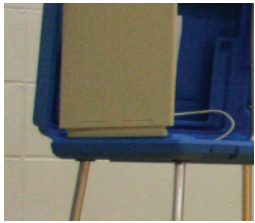
What about the arts?



Junior Jordan Haglund advances on her work in Drawing II.
Photo by Kelsey Bergman



Glazing the lid of his teapot, Senior Jesse Laumann finishes his project before the end of class.
Photo by Kelsey Bergman



Following notes and the direction of Lee Kjesbo, the Varsity Band practices a piece for their upcoming concert.
Photo by Kelsey Bergman

