

Wildlands Newsletter Student Editors:

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Celebrating Springtime

Wildlands parents and students have been busily planning our first annual "Spring Arts and Crafts Show and Thrift Sale." This fundraising event will take place in partnership with the Beaver Creek Native Plant sale, all at the Wise Nature Center on May 10th from 9 a.m. to 3 p.m.

This festival is jam-packed with activities for people of all ages.

Local crafters and vendors will have specialty items for sale. Items will include, but are not limited to: hand made candles and soaps, hand-made jewelry, nature photo cards, stained glass, and hand crafted bird houses, feeders, and planter boxes.

Door prizes will be awarded every 30 minutes to visitors that purchase a Wildlands button for \$5. These buttons can be purchased ahead of time or at the door. In addition to winning prizes with them, your button can be used at the Sherwood Inn for \$2 off of a basket and \$3 off of a meal - All DAY!

You will also find gently used items at our thrift sale. These items include clothes, books, CDs, video games, sporting equipment, and items for around the house. Come early for the best selection.

Wildlands students will also provide games for younger children to participate in and have their own chance to win prizes.

Students will also be selling food and drink items at a concession stand - including hotdogs and walking tacos - as well as baked goodies.

And, don't forget

about your chance to pick up unique native prairie plants from the BCR greenhouse. If you are putting together a small wild-flower garden or a prairie plot,

these plants can give you instant success.

If you are interested in participating in this festival by selling your craft items, donating items to our thrift sale, donating baked goods, donating money to our student scholarship fund, or volunteering to work alongside our students on May 10th - please let Mrs. Seubert know. You can call the school: 877-2292, or email: wildlands@augusta.k12.wi.us

We hope to see you all on May 10th.

-Mrs. Seubert Advisor

2 GREAT EVENTS | 1 GREAT LOCATION

BEAVER CREEK RESERVE **Wildlands SCHOOL**

ANNUAL PLANT SALE **SPRINGTIME FESTIVAL**

9:00 - 1:00 **May 10th, 2008** 9:00 - 3:00
Wise Nature Center

Located 5 miles north of Fall Creek on Cty. Hwy. K
12 miles east of Eau Claire

Unique Native Prairie Plants
Plants not found in local greenhouses
Plants Experts Available

- Craft Fair
- Flea Market
- Games
- Prizes

www.beavercreekreserve.org • www.wildlandsschool.net

Fun For Everyone!

Radical Reptiles

A few weeks ago, Wildlands students took a field trip over to the Reserve to see a man named David Stokes show off some of his pets. These weren't any ordinary pets. Eight inch long bullfrogs, a three foot long python, and a giant snapping turtle were just a few of his



Esau Casetta 7th Grade

exotic creatures. We got to hold and pet every one of the reptiles. We had a blast learning about and observing all the Reptiles. Mr. Stokes was very funny, and enjoyable to listen to. I feel that we learned a lot about reptiles that day.

-Louie Gravrok 8th Grade

Inside this issue:

Why I like Wildlands	Pg. 2
Small Mammal Project Update	Pg. 2
The Wildlands Library	Pg. 3
A day on the Slopes	Pg. 3
Spanish Update	Pg. 4
Chilling for Science	Pg. 4
Quinzee?	Pg. 4
Shhhh! Sound Project	Pg. 5
Tying Together the Community	Pg. 5
Words of a Senior	Pg. 5
The Psychology of a 9th Grader	Pg. 6
The Science Fair	Pg. 6
Working through the Winter	Pg. 7
The Beginning of a Long Process	Pg. 7



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Wildlands is a partnership between:



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Why I Like Wildlands

I heard about Wildlands from my cousin one night when I was at her house. She told me it would be really great if I came with her to school next year. She somehow convinced me to sign up online that night. Shortly after Mr. Tweed called me and said that I had been accepted into Wildlands School.

I didn't really know what to expect when I came to Wildlands for the first few days of school, and I was kind of lost in what I was supposed to be doing. But once I caught on I enjoyed it here a lot more than regular school. Here I was free to work in my own comfort zone and didn't have a teacher on my back twenty-four seven. I also liked that I could decide what projects I worked on instead of getting assignments to be due day after day. The best thing to me about coming to

this school is that the work environment is peaceful. At a normal school I always had a hard time working on schoolwork because of the distractions, it's completely different at Wildlands.

I am now in my final year at Wildlands School and I am glad that this is the school that I am going to graduate from in the spring. This school has made me more confident with myself, my abilities, and the contribution I can make in the real world more than any regular school ever could before.

- Klarissa Roloson 12th Grade



A spectrometer used for water quality testing

Small Mammal Project Update

Well, let's face it, the Small Mammal Project has gotten off to a rough start this year. What started off with a freezer malfunction that resulted in the loss of all of our past small mammals, combined with an attention deficit project leader, things were definitely slow going first semester. However there is good news; a new semester has come at last and there seems to be a bright burst of light at the end of the tunnel.

For those long time subscribers to this newsletter I'm sure that you have read my past couple articles on this long spanning project. For those of you that are new, let me give you a little background information.

The purpose of the small mammal project is to create an entirely new method of surveying small mammals for use by the Department of Natural Resources (DNR). This will be done by creating a new type of live trap with a special purpose, to simply pull out a few hairs of whatever lucky small

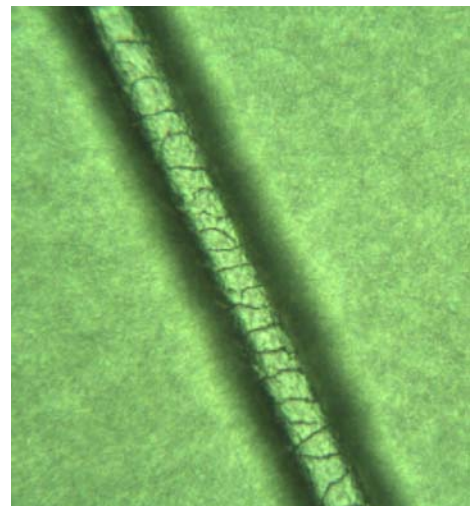
mammal decides to pass through. This hair will then be collected by a DNR official and taken to back to the main labs. There it will be analyzed using techniques we are working to create now, allowing the DNR to survey more areas at a time for fractions of the cost. See, that wasn't so bad was it?

Of course I am not working alone on this endeavor, many new students to the high school have taken an interest in the project. It is with the remaining months we have here that the main focus is on teaching younger students interested in this project how to extract and analyze DNA, understand hair structure, and become experts in using the various imaging programs.

However, don't think that I've gotten lazy here, this is a school after all and I am, as always, here to learn. Through various sources we have discovered a multitude of new ways to identify even more sections of each hair. It is these techniques that my fellow students and I are trying to master.

With the closing of the third year of the small mammal project coming closer things are looking good. With new students, new ideas, and new techniques this project will be able to be carried on well into the future.

- Michael Kortness
12th Grade



A hair scale pattern cast from the back of a bobcat, thanks to, hair sent to us from the DNR.

The Wildlands Library

Over the past three years thousands of books were donated to the Wildlands library. In August, 2007 I started to help Mrs. Seubert add books to the computer system, alphabetize, and label them. To enter a book into the computer you can use the Cue Cat to scan the book's ISBN or type the numbers in. The Readerware program then uses the ISBN to locate the title, author, etc. from the internet. The program tells you if it is added with or without a picture, if it is already in the computer, or if it's not found. When the book isn't recognized, the information has to be added manually.

ISBN stands for International Standard Book Number. In 1966 the Standard Book Numbering, SBN, system was invented and put into effect in 1967 by a large book retailer in Great Britain, W. H. Smith. According to www.isbn.org, a meeting in London was held in 1968 with a representative from many European Countries and the United States. After this and some other meeting the ISBN was approved as an International Organization for Standardization, ISO, in 1970. The same ISBN is used in around 150 countries.



There are four parts of an ISBN separated by dashes:

Example ISBN number: 1-58485-518-5

1. Group or country identifier which identifies a national or geographic grouping of publishers.
2. Publisher identifier which identifies a particular publisher within a group.
3. Title identifier which identifies a particular title or edition of a title.
4. Check digit is the single digit at the end which validates the ISBN.

The Check digit is from 0-9 or an X

(www.morovia.com).

An ISBN is based on the 9 digit SBN.

The first step in organizing the books in our library is separating them into genres. Mystery/Adventure, Biography, Fiction, Social Issues, Nature, Westerns, History, Science, and Math are just few. Once they are in genres, they are alphabetized by last name of the author. Then a sleeve is put in the book along with a check out card, which has the books' title and name of the author.

When looking for a book you can search with the title, the author's first or last name, or the genre. After you find a book, scan over to see the loan status. If you decide that you don't want the book, it can be returned to the order you found it in. To check it out, write your first and last name on the card in the book and set it in the card box. Then it is loaned on the computer.

When you're done with the book set it in the return bin. It will be returned on the computer, the card will be put back, and the book will be put back on the shelf.

- Erin Arneson 8th Grade

A Day On the Slopes

Have you ever been skiing, down hill or cross-country? Well, Wildlands has been on three down hill skiing trips in February and March.

Wildlands went to three different hills. The first place that we went to was called Christie Mountain, located in Bruce, Wisconsin. The second hill that we went to was called Wild Mountain located in Taylor Falls, Minnesota. The third and final trip was to Cascade Mountain, in Portage, Wisconsin.

The students were asked to vote on which of the three ski trips was their favorite. Cascade Mountain came in first with over fifty percent of people choosing it as the number one hill. Second was Christie Mountain, followed by Wild Mountain.

"We had a lot of fun and no one wanted to leave." said 9th grader Josiah Wahl, after the trip to Christie Mountain. "I had a great time and I think that everyone else agrees with me, too."

However, in addition to having an entire day dedicated to downhill skiing, every student that went received credit towards Phy. Ed. What a great way to earn gym credit!

I would recommend downhill skiing to anyone who likes outdoor activities, winter, and having fun.

- Derrick Lewallen 10th Grade



Wildlands Students and Teachers at the top of Cascade Mt. on March 4, 2008.

Spanish Update

Here at Wildlands School, Mrs. Seubert has been teaching a group of us Basic Spanish by means of puzzles (which are mostly crosswords) and CD programs, workbooks, activities, and puzzles.

We've been using a program called Talk To Me because the original program called Rosetta Stone hadn't been working right. But now, after one semester of school, we have finally got Rosetta Stone working correctly! It's a very cool program—it shows us four pictures that denote people, animals, etc. and it tells us how to say what each picture is showing in Spanish. It also shows us the phrase in a written format. The program then has us match each picture to a written or oral Spanish phrase, which really helps us with phrase recognition. This program lets us move at our own pace, which is very beneficial to learning lifelong skills like Spanish. Do you know what's really nice about this program? We can even use it at home! If we're at home and have some spare time, we can practice Spanish.

I am glad that we finally got this program to work right. I liked Talk To Me, but I like Rosetta Stone a lot more because it has many more options. I think that Spanish class will go great from now on.

- Asher Velin 9th Grade

Spanish Words of the Month

Escuela de Wildlands
Wildlands School

Cala del Castor
Beaver Creek

Proyecto de Ciencia
Science Project

Chilling for Science

Have you ever thought about how it seems so much colder outside in the winter when there's wind? The Freshman-Sophomore Class of Wildlands worked on a project that tested the effect of wind on the temperature of exposed skin.

The students' initial prediction, or hypothesis was that skin temperature would cool faster in wind than in a non-wind environment. They split into two groups and began collecting their data in late October of 2007.

Data was recorded for three people from each of the two groups. Every minute for five minutes, air temperature, air temperature with wind chill, and skin temperature was recorded. Temperatures were collected using Kestrel digital weather meters and a RAZ Ir Heat Sensing Camera.

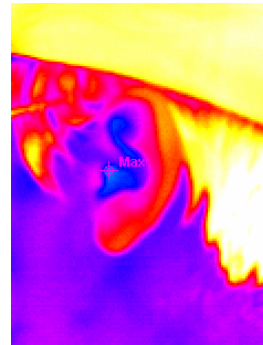
Once data was collected, they used the RAZ Ir Analyzer software to interpret the data practically and then used Logger Pro to graph the numbers. Despite the small amount of data they represented, the graphs did show that skin temperature drops more quickly when exposed to wind

than in no wind.

Everyone who was involved wrote a science report for the project, including graphs and a specific conclusion that they had read in the graphs, for example; Asher's temperature went from being lower to higher than Sam's after five minutes.

"I learned how to use some new equipment, how to do experiments better, and I just got some good experience," said 9th Grader Sam Larson, who was responsible for reading the air temperature with wind chill and for keeping the time accurate in his group's tests. The project was a chilly experience and everyone froze while they were doing it.

- Josiah Wahl 9th Grade



A picture taken using the RAZ Ir Heat Sensing Camera. The darker the image gets the hotter it is. The light part at the top of the image is a student's hat and hair. The center of the picture is an ear.

The Pile of Snow

Quinzee? Exactly, you're probably thinking, "quinzee? What are you talking about?" Well that's what the middle school thought last year when middle school teacher Mr. Hadorn told the students about the quinzee project they were going to do.

The quinzee is just a pile of shoveled snow that you let harden once it is big enough. Once it is frozen you start to dig it out until you hit the foot long stick that you put in it so that the walls don't collapse on top of you. Four of the freshmen decided to build one and do some temperature tests in it.

One of the first tests the students did was to test the temperature for ten minutes while one of the students sat in the quinzee. After they recorded the temperature on a graph, the students tested it with one person and a candle for ten minutes. The last test with one person was with a little fire witch was tested for ten minutes. They did all these tests with one person in the quinzee, two people in the quinzee and three people the quinzee.

In the results of the first test, the temperature did not go up very much. In the results of the test with two people, the temperature went up a little. In the results of the final test with three people, the temperature went up a lot. This project went well but it could have been better if the students would have had more responsibility over what was going on with the quinzee. The students found this project really fun.

- Devin Sprinkle & Nick Schmitt
9th Grade



This pile of snow is really just a quinzee waiting to happen

Shhh! Sound Project

Have you ever woken up in the morning, heard a bird singing and wondered what kind of bird it was? Maybe you have wondered if it was a common bird or a rare bird. That is what 9th grader Sam Larson and 10th grader Derrick Lewallen were thinking when they began recording sound in the woods.

The Bionic Ear is the term used for the device that Sam and Derrick use to record these sounds. The Bionic Ear looks like a small satellite dish with headphones. It amplifies sounds into these headphones, enabling you to hear things louder than you would regularly hear them.

They set the Bionic Ear up on a tripod every day and attached a Roland EDIROL Digital Recorder to it so they can record the sounds that the Bionic Ear picks up. They would set this out in the woods for half of an hour, and then when that time was up they would bring it back and download the data. Using the RavenLite software they can analyze the data and find certain sounds that they want, such as if they wanted a bird's song, they would look for a higher pitch. If there was a bird sound that they found that was pretty clear, they could isolate it and then save it. Then they could look up what bird it was using the master sounds file and match it to a bird in our area.

Currently, they are still trying to figure out what kind of project they want to make this into, but for now they are just fine-tuning their skills with the Bionic Ear and the sound recorder.

- Sam Larson 9th Grade



Left- Sam Larson 9th Grade (On the left) and Derrick Lewallen 10th Grade (On the Right) setting up the Digital sound recorder

Tying Together the Community

On February 15, 2008 The Wildlands Middle School made 13 tie blankets for the Beacon House in Eau Claire. The Beacon House helps thousands of individuals get back on their feet and start a fresh new life. All 20 students participated in the event, and worked together on this task. Students and parents donated fleece and money to help make this event possible. The students went to the Hobbs observatory center



and laid the fabric out; several students worked on a blanket at a time cutting and tying the blankets. Everyone had lots of fun and we hope the blankets put smiles on faces.

-Lauryn Miller 8th Grade



The middle school sits with the blankets they made for Beacon House.

Words of a Senior

Wildlands School is great. The flexibility with the types of projects you want to work on is great, there is plenty of land to study on with all kinds of wildlife to learn more about. I like that I can work at my own pace, but still have to be doing school work and not slacking off. The only scheduled time is the end of the semester, in which all work must be turned in. The other nice thing is having the laptops to work on. Instead of writing all the time, you can type up papers, get them corrected, and hand them in faster.

Wildlands is a smaller school, meaning you get to know everyone really well. Everyone gets along great, and can work in groups. The teachers are great as well, with great personality and humor; just because of the fact of having good teachers like Mr. Tweed, Mr. Hadorn and Mrs. Seubert here at Wildlands the students want to come, learn and listen. I am positive if you ask one of my classmates they will say the same thing.

At my old school I didn't want to be there. I wanted to be outside and enjoying the weather. I don't miss my old school at all; the teachers there would pressure me into getting my work done. I went to my old school from Pre-School until the starting of my junior year.

This is now my second year at Wildlands, I will be graduating this year and wishing this school had started a long time ago. What is my biggest benefit from this school, you ask? I have learned about the possibilities in wildlife careers through my experiences. When I graduate I want to go to college and work for a natural resources department because I like the outdoors and it would be awesome to make a living working with wildlife.

- Dan Rogers 12th Grade



The Psychology of a 9th Grader

Last semester I did a project on the short term memory of an average person. I used the middle school as test subjects.

What I did was use Microsoft Excel to make a table of random numbers ranging from three to ten digits. Using the technology we have access to out here, I decided to use our Smart Board equipment to present the numbers to the middle school. Using a program called Senteo, I presented the numbers to the middle school over the projector.

When I presented the numbers I gave them five seconds to memorize the number and seven seconds to type it in on their remote.

By using this program, the middle school could type the answers in on a remote that would send the

number they typed to my computer. Immediately the program would provide me with the percentage of people who remembered the number either correctly or incorrectly. This was much easier than writing the answers on paper and me grading them myself. The results are as shown on the graph below to the right.

My conclusion is that it is easier for people to remember short seg-

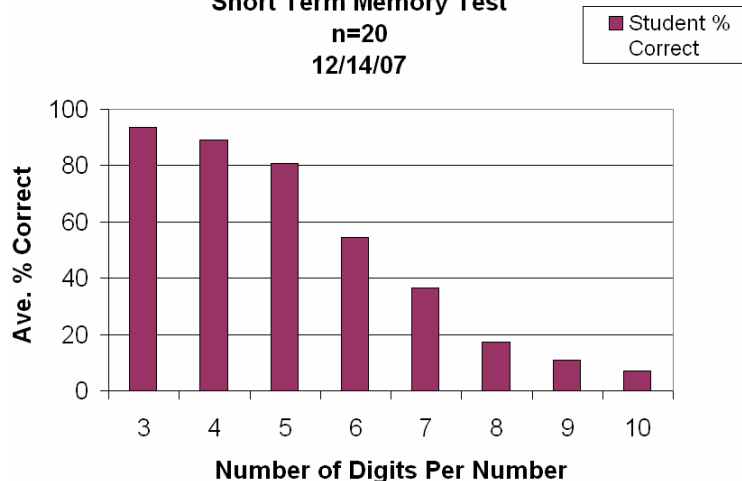


The Senteo remote used in the test

ments of numbers than long sequences of numbers. I believe this is why telephone numbers go in a sequence of three, three, and four digits, and how most people remember their social security number in a three, two, four pattern.

- Aaron Forde 9th Grade

Short Term Memory Test
n=20
12/14/07



The Science Fair

For those of you who went to the science fair at Augusta High School on Thursday, March 27th, you will know what I mean when I say that this annual event was at its fullest. All of the science experiments were extremely creative. About 180 well thought-up science experiments from both Augusta and Wildlands School students were on display for the public to browse through. All these projects gave me and others great information as well as some new ideas for next year.

- Joe Konzen 7th Grade



Top Left: Riley McCormick Top Right: Dan Wiersgalla Bottom Left: Will Tweed Bottom Right: Louie Gravrok

Working Through the Winter



Above- A deer hide placed in a "frame" stretcher

Right- Nick Perkovich 11th Grade (R) "Fleshing" a deer hide as Jordan Miller (L) 11th Grade assists him.

Speeding up the cold, snowy winter months for Jordan Miller and Nick Perkovich hasn't been a problem. The two juniors have jumped head first into learning and experiencing hide tanning. Before any leather or furs could be produced, many tools and supplies had to be made.

First on the list were the fleshing beams. These are basically a large wooded curved plank that is used to hold the hide while the flesh and fat is scraped

away. After the beams rough shape was formed, several layers of filler and sanding were done. Once the surface was flawless, it was coated with 4 coats of polyurethane. It was absolutely necessary to create a perfectly smooth surface on the fleshing beams. If they weren't smooth, the fleshing knife would pinch and cut a hole in the fur or hide.

Second on the list were the hide stretchers. These were needed to stretch and soften the hides after the tanning process, otherwise the leather would harden and become useless. The basic designs and plans for the stretchers were very simple. They consisted of 2x4s fastened into a square. One inch holes were drilled every six inches for places to attach the rope. Basically, the hide is stretched between the frame, and the ropes are tightened as the hide stretches over time.

All of these tools had to be made before any furs could be collected and tanned. It was a necessity that they had to be designed correctly and work correctly because they are part of a very big process within the overall project.

- Nick Perkovich 11th Grade



The Beginning of a Long Process

Over the past few weeks, Nick Perkovich and I have been learning about the difficult process of tanning an animal skin. First we did a lot of research on the internet, also, through reading various books we found out a lot of different tricks from other tanners, which really saved us a lot of time.

Once we felt that we had enough basic knowledge of the complete process, we asked Mr. Tweed to order us a commercial tanning kit from Van Dykes Tanning Supplies to help us get started on the project.

The tanning kit became our training wheels until we got some much needed practice. After the kit arrived Nick brought in our first skin, which was a deer hide from earlier in the year. We would use it later for the main piece of



the chopper mittens that we are planning to make.

In the future we are going to try many different types of tests on different types of animal skins to help us determine what tanning process works best. So far Nick and I have learned a lot about what to do and what not to do to a hide. I enjoy working with the project and I look forward to the out-

come of our hard work.

- Jordan Miller 11th Grade



Above- Nick Perkovich 11th Grade and Jordan Miller 11th Grade putting a newly tanned deer hide on their frame stretcher

Left- A mink skin on a "board" stretcher

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Fundraising

We would like to thank all those individuals and businesses who have given so generously of their time, resources, and funds in support of Wildlands School.

Wildlands School Supporters:

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- Mega Pick and Save
- Scott and Debra Humrickhouse
- Ted and Jan Tweed
- Terry and Sue Miller
- Walter's Buildings, John Kelly
- Chuck Forseth, Tom Crowe, Rick Koziel
- Herb Comstock, Robin Walsh, Ken Frost, Gary Speich
- Mary Beth Wold at Dean and Associates

Help Support



Wildlands needs your support.

Wildlands has established a 501c(3) non-profit organization to support student research and activities. If you would like to help us provide students with unique learning opportunities please use the form below. All donations are tax deductible.

Your donation to Wildlands School will provide students with up-to-date research equipment, support field work opportunities, fund local fieldtrips, or support our senior scholarships. Anyway you look at it, the money directly helps our students. Thank you for your support!

Donation Amount

- _____ \$10
- _____ \$20
- _____ \$25
- _____ \$35
- _____ \$50
- _____ Other

**Thank you
for your
support!**

Benefits of supporting Wildlands:

1. With a donation of \$50.00 or more, you will be recognized as a contributor in our Wildlands' Newsletter.
2. With a donation of \$500.00 or more, you will be recognized on our new Wildlands' Equipment Trailer as a Major Contributor.

Name of Contributor(s): _____

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(Internal use only. We will not give away or sell your information)

Thank you for your support!

Indicate how you'd like your donation to help Wildlands!

___ equipment/supplies ___ fieldwork/fieldtrips ___ student scholarships ___ Wildlands can decide

Mail this section with your donation to:

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