

# THE HOOFPRI

BUFFALO HIGH SCHOOL

BUFFALO, MN

ISSUE 3 - 26 FEBRUARY 2015



ONE  
HISTORIC  
SEASON



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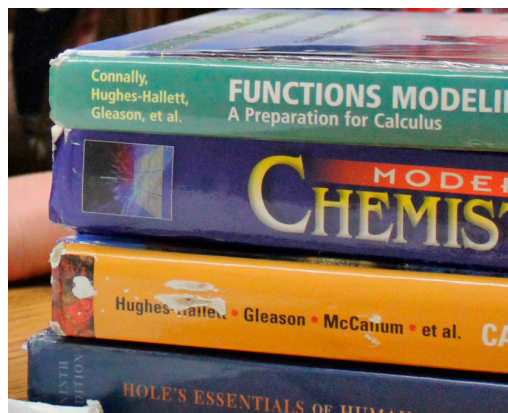
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A LATER START?

In response to studies on teen sleep patterns, District 877 is contemplating a later start time for BHS. Learn more about it on pages 06-07, and hear a student's view on why it may not be entirely beneficial on page 29.



ANEASY A

It's a tough decision to make. Should you take a class that will look impressive to potential colleges, or do you go for an easy A? Turn to pages 14 and 15 to read more.



ONE ACT

One Act has achieved great success this year with their production of "Goldstar, Ohio." Learn about the production on page 10 and about their journey to state on page 19.

Cover Photo by Molly McMullen

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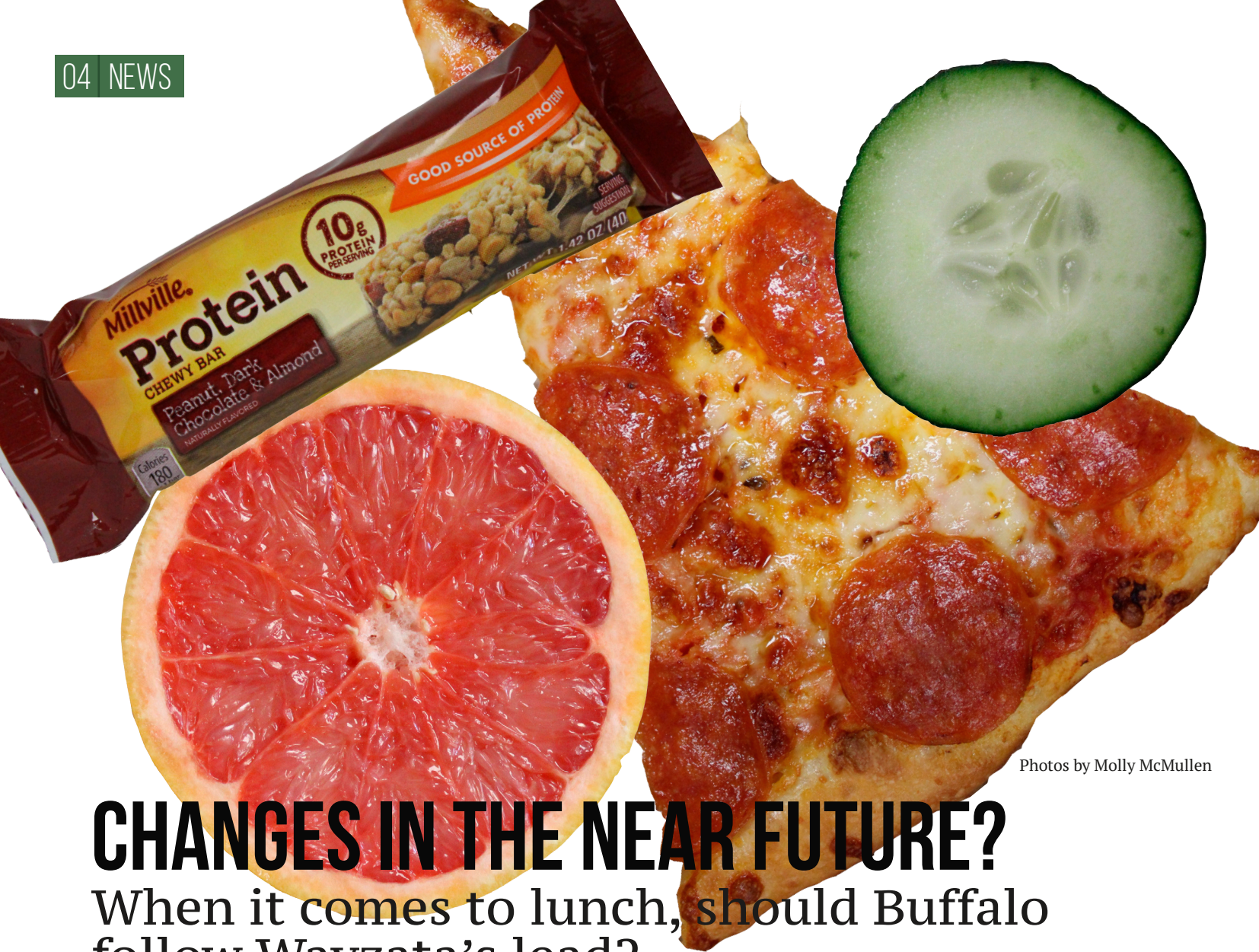
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8:15 pm — 23 January 2015  
Junior Adam Treptau in a match  
against his Delano opponent.

Photo By Molly McMullen





Photos by Molly McMullen

# CHANGES IN THE NEAR FUTURE?

## When it comes to lunch, should Buffalo follow Wayzata's lead?

*Allie Palmer—Staff Writer*

A common topic during lunch, is just that: lunch. There is always a variety of chicken offered, maybe or maybe not to students' liking. In January 2012, the USDA changed nutrition requirements for public schools. They became much stricter.

Since then, the participation in school lunch at Buffalo High has decreased dramatically.

"No decision has been made, but we have kicked around the idea [of opting out of the National School Lunch Program]," said BHM Director of Finances **Gary Kawlewski**. So far only one school in the state has done this—Wayzata."

After hearing from consumers [students] about their dissatisfaction, as well as anticipating decreased sales from meals and ala carte, Wayzata decided to try serving lunch on their own.

"We do not have to follow the Federal regulations," said Wayzata Food Service Director **Sue Johnson**, "so we can allow students more choice if they want to take a food item or not."

"Ultimately we would be able to provide more choices," said Kawlewski. "With fewer restrictions, we'd have a better opportunity to gear our meals for a consumer driven

market."

However, responding to a consumer-driven market based on the average American's eating habits could have risks.

"We wouldn't put in a program of all burgers and fries," said Kawlewski. "By providing three to five options, you could find several healthy alternatives."

If Buffalo-Hanover-Montrose schools were to go to a purely à la carte program, nutrition education would need to increase.

"What we teach in the classroom would need to translate into the lunch room as well," Kawlewski stated.

Nutritionally, more choices can be a good thing, but the financial possibility of opting out is complex.

"We'd lose the reimbursement [from the USDA], but with their restrictions items don't move as well," said Kawlewski.

In Wayzata, this change meant higher prices for lunch.

"We had to increase our meal prices for full-paying students to help make up for the reimbursement we are no longer receiving," said Johnson.

Right now nothing is set to change, but the district wants to make sure it is making the right choice for students.

# GUIDA STEPPING UP NEW ACTIVITIES DIRECTOR

*Leighton McAlpin—News Editor*

As many have noticed, BHS is greeted by a new voice during morning announcements. We no longer start our day with “Fire up!” but instead we begin it with “Go, Bison, go!”. **Nick Guida** is now the new activities director and leader of morning announcements here at the high school, replacing **Tom Bauman** for a short period of time.

“With the bond (referendum) passing, the district decided to move Tom Bauman into a managing role for the construction projects at the district level, which left gaps in his position at the high school,” explained Guida.

Guida has been working with Bauman over the past few years as an administrative assistant by helping with all of the necessary details.

“It was a natural fit for me to slide into the full acting activities director during Bauman’s absence,” said Guida.

Mr. Guida plays an important role at our school not only as the new activities director, but also as a successful coach. He has coached state tournament basketball teams including last year’s boys basketball team which made it to the state tournament.

“It has been busy, [coaching and being the activities director]. The support I have at home and at school have made it possible. I was ready for the challenge.”

Guida will continue as the full time Activities Director until the construction of the new facilities under the bond are completed. He then plans to return to his original job at the high school as an administrative assistant and as a teacher.

# TIME FOR A CHANGE?

9



## COMMITTEE RECOMMENDS PUSHING START TIME BACK FOR SECONDARY STUDENTS

**Taylor McNitt**—Staff Writer

The impact of sleepiness on students is undeniable: many are barely awake in the morning or just make it through the day. To combat this issue and others, a committee of educators and administrators has officially recommended that the school board push back start times for both BHS and the middle school.

Many studies have been conducted on the sleep patterns of students, notably by the University of Minnesota. They concluded that as puberty hits, sleep schedules shift later. While young children sleep best between 9 p.m. and 6 a.m., teens sleep best between 11 p.m. and 8 a.m.

School districts that have switched the start times of their schools report an improvement in attendance, better standardized test scores and academic performance, fewer disciplinary incidents, less substance abuse, and a reduced number of car crashes involving teen drivers.

Between the studies of the University of Minnesota and recent examples of improvement, the District 877 School Board is now considering the recommendatino to switch start times in the near future.

“It was first introduced to us at an administrative team meeting either the late fall or winter of last year,” said Principal **Mark Mischke**. “Overall, the school board has expressed support. There is a task force to study school start times, and the people in that task force are parents, staff members, school board members, and administrators.”

“I was asked to be on the [School Start Times Task Force], and I was actually among the biggest doubters; I always held the belief that if we started later, teens would just stay up later and it wouldn’t remedy anything,” Ceramics Teacher **Jon Holtz** said. “And then the cost, too—does this affect bussing costs? Probably more than people think.”

And those are only two of the concerns; other possible negatives with the new schedule include less time after school for activities and homework, and having elementary students leave in dark mornings and arrive home before older

siblings are out of school, which brings up safety concerns.

“The concerns are more logistical than anything,” said Mischke. “There aren’t any concerns about whether it is a good thing to do for teenagers and their learning patterns, the concerns fall with what happens with the other things.”

Possible solutions to some of these concerns have been presented: activities could be moved to the mornings if necessary, teachers may not need to assign as much homework if students are doing better, and young kids whose parents work could go to KidKare in the afternoon.

But what about teens staying awake later since they can sleep later? The theory goes that teenagers will not develop this habit because at roughly eleven o’clock at night, their bodies will actually want to sleep. And so more sleep will be acquired.

While these solutions may not completely resolve the current concerns, members of the Task Force are enthusiastic about the proposal’s potential.

“The research is overwhelmingly positive; it does work, it does help,” said Holtz.

“I think it is a great idea and I am very supportive [of it]. The answer is that it is the reason we have a school in the first place; it’s kind of cliché when I use it in this context, but, it’s doing what’s best for kids,” said Mischke. “It isn’t a done deal; we may run into logistical snags where we might say ‘You know what? It just isn’t going to work.’”

Whether it will be for good or not, the change of the start time is looking probable. While action has not yet been taken, the School Start Times Task Force is supportive of the switch and will be making key decisions this April. If the start time changes, it could come into play as soon as the next school year or the Fall of 2016.

Graphic by Kathleen Tierney

EARLY START **2** TIMES MAY  
MAKE TEENS MORE LIKELY  
TO GET IN **CAR ACCIDENTS**

TEEN **CIRCADIAN RHYTHMS**  
MAKE IT HARD **3** TO FALL  
ASLEEP BEFORE **11 P.M.**

MOST TEENS NEED  
MORE THAN **9**  
**HOURS** OF SLEEP

**4**  
SLEEP DEPRIVATION CAN  
CAUSE YOU TO **DREAM**  
**WHILE YOU'RE AWAKE**

**5**  
**THE LUNCH LADIES** ARE  
USUALLY THE FIRST PEO-  
PLE TO ARRIVE AT BHS

BEFORE THE FALL OF 1998,  
BUFFALO HIGH SCHOOL  
STARTED AT **8:05 A.M.**

## ACT TEST IS NOW **FREE**

State now pays for every junior  
to take the ACT once instead of  
the taking the MCA

*Taylor McNitt—Staff Writer*

Many questions surround the topic of American College Testing, known more commonly as the ACT. One of the most frequent questions would be whether it is worth taking or not. But starting this year, high school juniors are required by the State to take the ACT.

“State guidelines in the past have required students to get certain cut scores on the MCA test, grad testing, or to meet certain graduation requirements,” assistant principal **Brad Koltes** said. “They made a decision statewide that you no longer have to; instead, all kids have to take the ACT.”

Koltes went on to explain that there will still be standardized testing, but certain scores do not determine graduation; even the ACT will not require a minimum score.

“And plus, it’s free if they take it on April 28 [this year], where usually you have to pay to take the ACT,” said Koltes. “They get a free shot to take a look at the test and try it out, and then they can choose to take it again and get an even higher score.”

Not only is the school-mandated ACT a good chance to practice, but now it is also required for all eighth graders to take the EXPLORE test, and all tenth graders to take the PLAN test—yet more opportunities to get a feel for the real thing and know what to focus on as far as studying goes. These occasions for practice are ideal, but are they really practical?

“We’ll have to make sure that every junior will take the test on that day,” Koltes said. “Things come up, there will be a handful of kids here or there that are ill or something, and we’ll have a makeup day so that they can take it. We’ll just have to cross reference everybody to make sure that everyone took the test.”

Koltes also explained that on that day, the rest of the school would most likely also be testing, fulfilling standardized testing requirements. The logistics are not entirely figured out just yet, but as April approaches, students and their parents will be notified.

“I just think it is a good deal overall,” said Koltes.

# SADIE HAWKINS DANCE

Girls ask guys out to Sadies in unique ways—from flying a frisbee his way to asking him out with oranges. Ladies tell their reasons why and the men share their initial reactions.

**Hannah Zimmerman:** “[I asked Peter] because he’s super cute. He said yes and his face turned really red and he smiled for like ten minutes straight would’ve hugged me but he was all sweaty. I like the idea [of a Sadie’s Dance], it takes a lot of pressure off of the guys because they always have to ask.”

**Peter Deneen:** “[Hannah] decorated a frisbee and threw it to me in gym class because we always play frisbee in gym, and she’s creative. I liked it, it made me feel happy. I had been told she was going to ask me but I didn’t know how, so it was unexpected.”

**Rachel Bertram:** “I found the idea on Pinterest and thought it was funny. Jill, he, and I were at the health club after school and as we were walking out we got everything from car and put it on his. We called him to come out, I could tell he was suprised.”

**Aric Haluska:** “[Rachel] totally suprised me. When they called me to come out I didn’t suspect a thing. The whole idea, I think, was pretty cute. The way she timed it and how she put everything on my car; it was all so cute.”



Photo By Sam Westrum



Photo By Jillian Golden



Photo Submitted By Ella Shurek

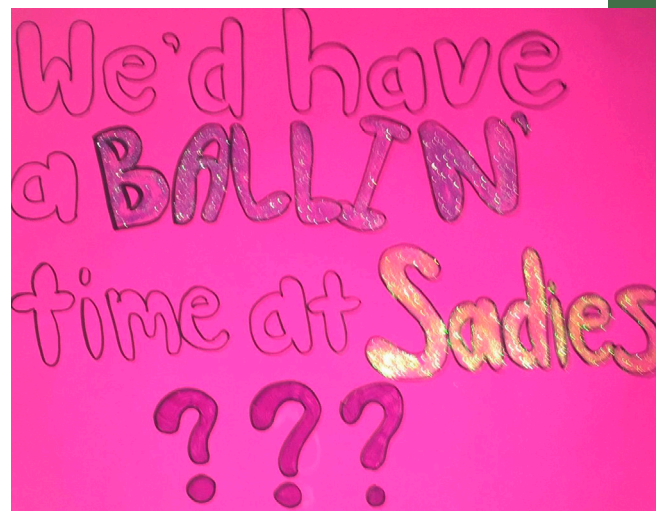


Photo By Sam Westrum

**Ella Shurek:** “I asked Dylan because we are dating. I was actually really worried because I felt so cheesy about it, but the dance I think is a good idea.”

**Dylan Melby:** “[Ella] came to my basketball game and she gave me a poster and on the other side of the poster it said ‘We’d be ballin’ at Sadies.’ It made me happy, I was kinda surprised. I don’t really mind asking girls, but the [Sadie’s] idea is pretty cool.”

**Rachel Ulfers Photography**

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# AN ACT OF LOVE

## ONE ACT TELLS A TOUCHING TALE ABOUT FAMILY

**Carson J.S. Reichardt—Staff Writer**

With the recent release of the film adaptation of Chris Kyle's novel *American Sniper*, moviegoers nationwide have been given a rare glimpse inside the life of a soldier in a hostile foreign land. Meanwhile at BHS, a tight-knit group of cast and crew have been busy preparing a one act play about the lives of families back on the homefront.

"*Goldstar, Ohio* is the story of four families and a police officer who are dealing with the loss of someone close to them, and the person they lost was in Iraq—they're soldiers," explains Sophomore **Emily Twardy**.

Stories about family members worried about their loved ones who are serving overseas aren't

unheard of. However, *Goldstar, Ohio* is a bit different: it's a true story. Junior **Emma Maxson** elaborated, "Everything in this play is real dialogue, with real people who actually went through this, and I think that's what makes it really powerful. You know that this isn't something that might happen. This has actually happened to so many families, and they've gone through such devastation."

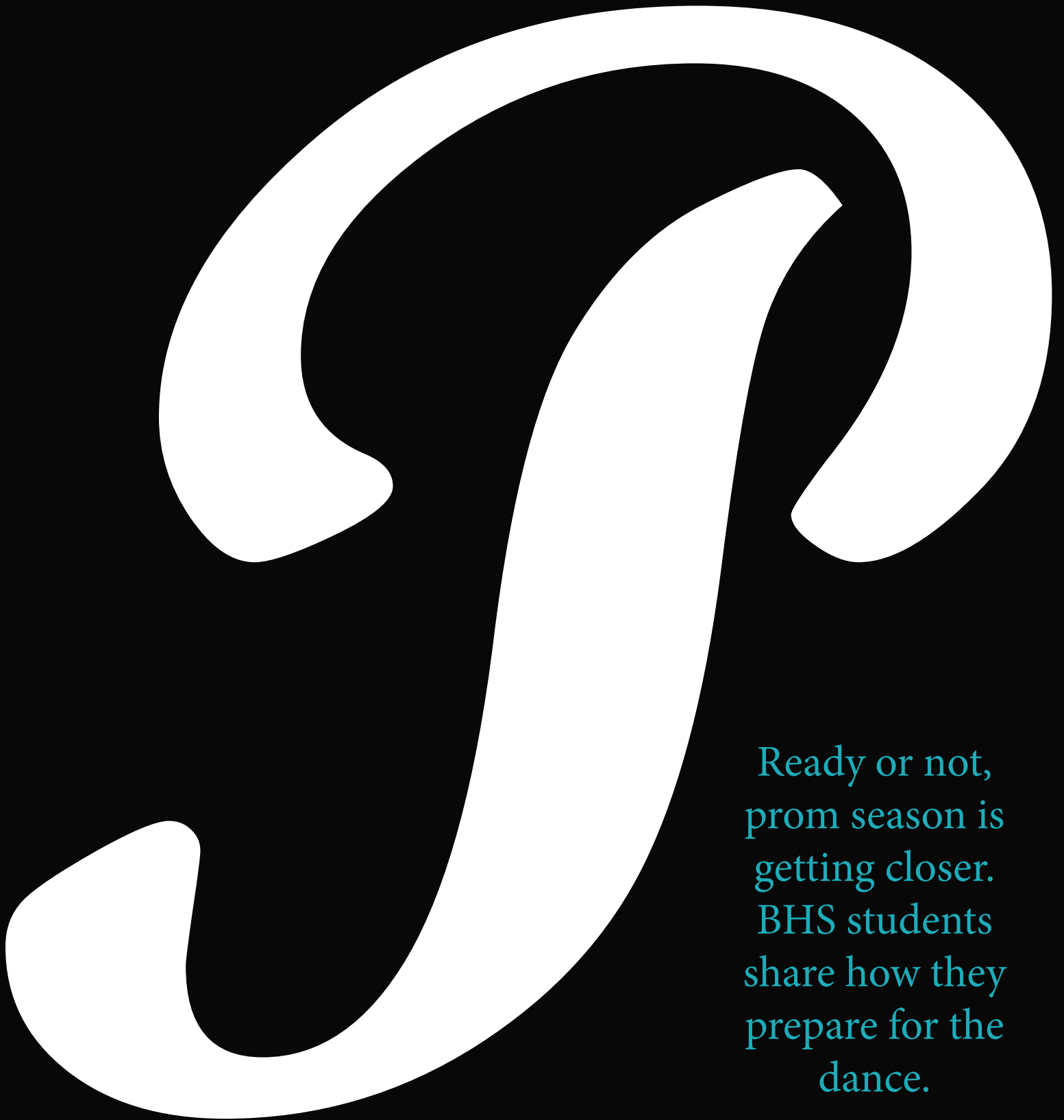
As dark as it may seem, in order to properly show this devastation, the actors need to know exactly how their characters felt. "We had to do some research before we started," Twardy said. "As soon as we got our parts we got on the

computer and started looking up information about our characters, about the families and how they dealt with loss, and just who they are."

Understanding the people being portrayed also helped do the actual family members justice. "Being a real person is like playing an iconic character. you can't take the liberties you normally would when you're acting. You can't just make a choice, like, 'this is who my character is.' You have to play the character within some constraints. Like, if you're playing Cinderella, you can't be over-the-top and sassy. You have to play Cinderella as Cinderella has been for fifty years."

Photo by Mackenzie Malewicki





Ready or not, prom season is getting closer. BHS students share how they prepare for the dance.

# rom



“I went dress shopping with a couple of friends just for fun and I ended up falling in love with a Sherri Hill dress. I went back the next day with my mom and bought it. From my experience last year, I came in to this prom season with much more knowledge on all that it entails. I have my dress and shoes bought, my hair and makeup styles picked out, and I also know what bus I am going on. I wanted to get a head start because prom can be a big expense, and I didn’t want to stress out about it more than I needed to.”

**Junior Sabrina Munsterteiger**



“I don’t think I’ve thought about it as much as most girls have. Guys tend to think about it all at the last minute, which can be good and bad. I have a date in mind but it’s still undecided. I’ve also started talking with people about the bus I want to go on because it’s something you have to have put together ahead of time. I’m really excited for the actual dance and to see what the new venue will be like. Last year was fun but it’ll be fun to see what all they change for this year.”

**Senior Daniel Holland**



“I have looked online and in some stores for a dress. I want one that is really different and not what people would expect. I found one dress that I really liked and tried on, but it was a little more expensive than what I was wanting to spend. I am pretty excited, I didn’t go last year because I didn’t really want to go so I’m super excited this year. I’m not really stressing out about most stuff because there is so much time left to get them done.”

**Senior Sydney Warehime**

# AN EASY “A”

How worried do you really have to be about your GPA?



Photo by Molly McMullen

**Drew Borgerding** - Staff Writer

In the chaotic world of high school, students have many difficult choices. Many of these choices are different for everyone, but there's one that we all have in common: we all need to decide which classes we're going to take each year, and it's not an easy decision. One of the big factors in choosing classes is how difficult it's going to be, and if it's worth the risk. So, should you take easy classes to hold onto that higher GPA, or should you take a chance with some more difficult classes?

Junior **Max Jude** thinks challenge is the correct answer.

"I think you should always challenge yourself," he said. "Also, colleges like to see that you're trying your hardest; they don't always like to see a high GPA if you didn't try very hard."

Sophomore **Drake Fiske** agrees.

"Colleges like to see that you're pushing yourself, and that you have drive to work hard."

Many people think that this is the correct answer. However, Junior **Andrew Braun** has a different opinion.

"I think a high GPA is more important. I feel like colleges will look at the numbers more than anything else. You need to find a balance — challenge yourself but still keep a good GPA."

The truth is that every college is

different. Some will want that high GPA above other things and some will want to see effort and challenge over numbers. There's not a "right answer". So then how do you choose? Chemistry teacher **Paul Anderson** thinks of it a little differently.

"Your goal in high school is to learn," he said. "If you're taking classes below your potential and breezing through them, then you're not really learning."

According to Mr. Anderson, high school is a safe place for students to take risks and challenge yourself without risking your future career.

"Trying classes that are more difficult and more specialized can give you a glimpse of what that career might be like, and that can help you make decisions in the future."

At the end of the day, the answer is that there isn't a correct answer. You can choose to push yourself to the limit and prepare yourself for the future, or you can play it safe and take the easy classes to keep your GPA up and have

**AVERAGE GPA**

**SENIORS 3.03**

**JUNIORS 3.15**

**SOPHOMORES 3.07**

**FRESHMEN 3.06**

**MN - FEMALE 3.10**

**MN - MALE 2.90**

a little extra free time. The choice is yours, and so are the consequences that go along with it.

**"TRYING CLASSES THAT ARE MORE DIFFICULT AND MORE SPECIALIZED CAN GIVE YOU A GLIMPSE OF WHAT THAT CAREER MIGHT BE LIKE, AND THAT CAN HELP YOU MAKE DECISIONS IN THE FUTURE."**

**PAUL ANDERSON**

## COLLEGE ACCEPTANCE GPA AND RATES

	MOST ACCEPTED GPA RANGE	ACCEPTANCE RATE
<b>UNIVERSITY OF MINNESOTA</b>	3.5 - 4.0	44.4%
<b>CORNELL</b>	3.6 - 4.0	14%
<b>YALE</b>	4.0	6.3%
<b>UNIVERSITY OF ST. THOMAS</b>	3.5 - 4.0	84%
<b>WINONA STATE UNIVERSITY</b>	2.4 - 4.0	69%
<b>HARVARD</b>	3.7 - 4.0	5.9%



# ... ANOTHER PERSON BECOMES A VICTIM OF SEX TRAFFICKING

It's an injustice that happens everyday. An injustice that has ruined so many lives. Not only to its victims, but the families of the victims as well. To stop this injustice we need to be educated on how to stop it.

*Emily Vogt - Features Editor*

Sex trafficking happens every single day. It happens all across the globe, in the this great country we call America, and our community.

“Human trafficking: organized criminal activity in which human beings are treated as possessions to be controlled and exploited (as being forced into prostitution or involuntary labor)”- Websters Dictionary, this was first used as a definition for sex trafficking in 1988.

I researched the number of sex trafficking cases that were recorded in Wright County in 2014. I first called the Wright County Sheriff's Office. They couldn't answer my question but led me to the Records Department. Records had to have me explain what sex trafficking was to them, and then led me the County Attorney's Office. The first response I got from the lady from the Attorney's office was, “Pimps! What?” After five different phone numbers and talking to the Sheriff's Department, Records Department, and Attorney General's Office, I never got the answer to my question.

**Fact: Nearly two million children are exploited in the commercial sex industry—for millions this is their entire childhood.**

“Men are at the core of this issue,” according to a statement by the Women's Foundation of Minnesota. Pimps are men who control girls in the “system” and they're also the ones who target each girl they take. The specific kinds of girls they go after are girls who are primarily under the poverty line and are the most

vulnerable. They create an emotional, physical, and mental attachment between them and their prey. Pimps offer girls a warm bed for the night, promise to show them a good time, or offer emotional consult. Girls are so severely brainwashed while in the “system” that when some girls get out, they still believe their pimp is their boyfriend and that they still love them.

The state of Minnesota is ranked by the FBI the thirteenth largest sex trafficking center of children. In 2011 a bill was passed, called The Safe Harbor Bill, and because of the bill being passed there is now attention for the treatment of sexually exploited girls and children in need of protection and it has also increased fines on pimps, to create a funding stream for supportive services.

“The Safe Harbor Bill has been instrumental in both preventing girls from entering the vicious trafficking system as well as effectively keeping them from returning to it once they are out,” said **Aimme Cote**, a woman who worked close who worked for the cause to stop sex trafficking. “The Safe Harbor Bill is a start, but there is a lot more work to be done.”

After the bill was passed there were three things that went into effect immediately. First, it added the definition of sexually exploited youth in Minnesota's child protection codes. Second, it increased the penalties against commercial sex abusers or purchasers. It also directed the Commissioner of Public Safety to

work with stakeholders to create a victim-centered, statewide response for sexually exploited youth.

In August of 2014, two more things were added to the bill: children under eighteen years of age who were or are sexually exploited were not to be considered to be a delinquent child, and will not be charged with a crime, and the state service model, No Wrong Door, would give available resources and services to the sexually exploited.

There are multiple non-profit organizations that are in the fight to help stop sex trafficking including International Justice Mission, A21 Campaign, Dressemer, and others. To find out more information on specifically what Dressemer is about and sex trafficking, go to <http://www.hoofprint.net>. Right here in Minnesota there are organizations willing to fight this battle, such as Breaking Free, Civil Society, Minorities And Survivors Improving Empowerment (MASIE), and Women's Foundation of Minnesota; all in the Twin Cities Area.

If you feel like you can do something to help stop this injustice, please join the fight. You can start by being an activist in Wright County and talk about sex trafficking, and, although it is an uncomfortable conversation to have, it's needed. It's needed to have because then we as a high school, community, county, and society are aware of this injustice. The more knowledge we have the better we are able to identify this injustice and stop it.

*Graphic By Kathleen Tierney*



# BEHIND THE SCENES

IN THE THEATRE DEPARTMENT, THOSE BEHIND THE SPOTLIGHT SHINE BRIGHTLY

*Calista Susa-Staff Writer*

When it comes to the theater department, usually the first thing that comes to mind is the people on stage. We tend not to think about the people behind the scenes but it's those people who help make the show possible. There are a variety of students that work tech, lighting, costumes, etc.

Senior **Grace Walker** has been involved with working behind the scenes since her freshman year. "It is something I really love, I want to keep on doing it. It was the first place in high school I felt safe in." This past fall she tried out being onstage.

"The experience for me was pretty nerve wracking. I usually have stage fright so that definitely didn't make anything easier. It was a good experience

... It made me realize that I enjoyed tech more than I enjoy acting."

She is planning on pursuing her passion for theater in college.

Junior **Belle Wanke's** theater experience started onstage.

"I've been in plays here at BHS and with other organizations."

She enjoys both, but likes working tech more. Wanke views working backstage as a learning experience.

"I get to do so many things and learn more about the theater process than I thought that I would," she explains "On stage is completely different than offstage. As an actor you are just in charge of yourself but as a techie you have an array of things that you are in charge of."

Wanke mentioned that she likes being in control and feels that she makes a difference working tech. "I also like being able to look at the finished project and know that I was a big part of putting it together."

"IT WAS THE FIRST PLACE IN HIGH SCHOOL I FELT SAFE IN."

Photos by Mackenzie Malewicki





Photo by Molly McMullen

# ONE ACT ADVANCES TO STATE

## Cast and crew aim to repeat as a Star Performance

*Nels Raisanen and Anthony Muhich - Journalism 2 Writers*

Buffalo One Act advanced to State once again, looking to be the best show you can, and you want everyone else to receive a Star Performance, the highest rating, for their second year in a row.

"I'm excited, I cried," said Sophomore **Katherine Swartzer**. They performed Friday, February 13 at St. Catherine's University in the O'Shaughnessy Auditorium. This year's cast performed Michael Tisdale's *Goldstar, Ohio*.

For some, the feeling of going to state is different than the other competitions.

"I like the atmosphere at state because you want everyone to do their best, you're not directly competing against anyone anymore you're just kinda like, here's what we do, it's just an atmosphere of trying

"IT'S JUST AN  
ATMOSPHERE OF TRYING  
TO BE THE BEST SHOW  
YOU CAN, AND YOU  
WANT EVERYONE ELSE  
TO DO THEIR BEST AS  
WELL."

to do their best as well," said Sophomore **Jonah Schmitz**.

Last year, the cast was mostly seniors, this year is quite different. One Act has only one freshman, four seniors (two of which are crew), and the majority is made up of sophomores and juniors. The seniors are trying to be good role models and tell the underclassmen how they should behave to later become the respected upperclassmen.

"[At Sections] all the seniors were turning to us and saying 'Hey, if they announce our names; *if* they announce our names, don't scream, don't react, just sit there politely.' They announced 'Gold' and all the seniors jumped up and started wailing at the top of their lungs," recalls Sophomore **Emily Twardy**.



Artwork by Ciann Jackson

*“I like this picture because it’s of my daughter and I drew a person which I usually don’t do because people are hard for me to draw.”*  
—BHS Art Teacher Ciann Jackson

# ARTISTS

# U



*“I just like to get really creative and do different things with art.”*

—Freshman Rachel Haas



Artwork by Rachel Haas

*“My inspiration comes from the artists who don’t follow guidelines and innovate their own impressive piece.”*  
*—Senior Cooper Ling*

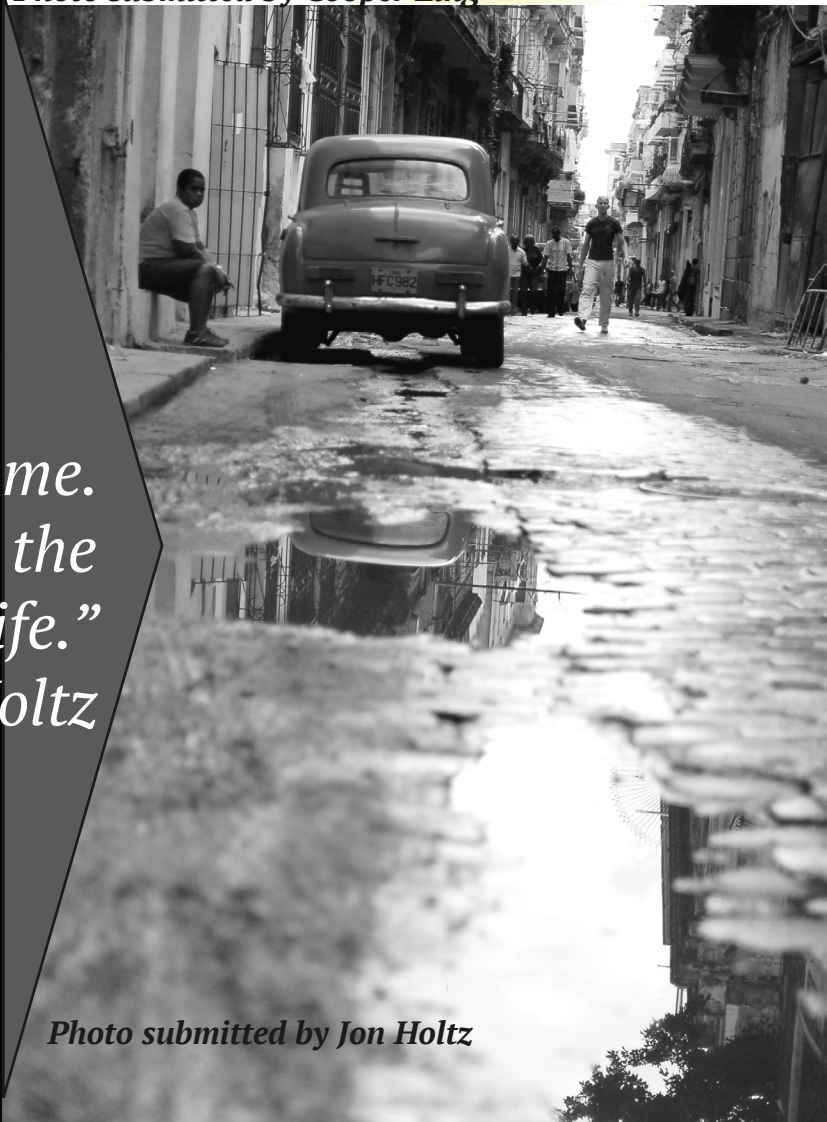


*Photo submitted by Cooper Ling*

# AMONG

# S

*“Art is just therapeutic for me. It makes me forget about all the stress in life.”*  
*—BHS Art Teacher Jon Holtz*



*Photo submitted by Jon Holtz*

# CAREER MILESTONES:

Three athletes accomplished career breakthroughs in their sport with hours of dedication and hard work



## ADAM TREPTAU: ALL TIME WINS

*Photo by Malorie Davidson*

*Stories by Cole Shuherk—Staff Writer*

It's not often that an all-time-wins record is broken, and it's even more surprising for it to be broken by a junior. In seventh grade, Junior **Adam Treptau** brought his wrestling talents to the high school.

To have a middle schooler on the varsity wrestling team is uncommon, and for a middle schooler to be winning varsity wrestling matches is unheard of.

"When I was first on the team, I was very intimidated, because the older kids weren't very welcoming to me," said Treptau, "but as the season went on, I was winning matches, and they started to treat me like I was the same age as them."

That's the kind of respect a young wrestler needs to command, and the dominance that a young wrestler has to have early on, if they have any aspirations of winning more matches than any wrestler in the school's history.

Even with such a major record under his belt already,

Treptau still has his sights set higher.

"It was really cool to get the record," said Treptau, "but it's the State Tournament that really matters to me."

A perennial state tournament competitor, his goal is to be nothing less than a champion, and he trains every day to bring himself closer to it.

His training regimen is an example of the dedication a state-bound athlete needs to have.

"It's a strict diet. I mainly stick to chicken breasts, mixed vegetables, and rice," said Treptau. "I like to cook up all my food on Sunday and put it in tupperware, so it doesn't take up any of my time during the week."

Next to the diet is his weight lifting program.

"I alternate every month or two from five to ten rep strength and explosiveness training," said Treptau. "Then I move to a 10 to 40 rep range for endurance."



Photo by Mackenzie Malewicki

## GUNNAR GOODMANSON: 100TH CAREER POINT

One name resonates with every fan, coach, and player in the Mississippi 8 conference with Boys' Hockey. He's been seen a lot over the course of his five-year-long varsity career.

**Gunnar Goodmanson** has always been good, but over the years, it's been his fellow players and coaches that have developed him into the elite player that he is today.

"Playing high school hockey at a young age really helped me to mature,

and learn how much work it takes to play at a higher level," said Goodmanson. "The older guys really took me in."

His tenure on the team, the longest of any active player, earned him the role of captain.

"It's really helped me to be a better leader on the team now, because I know what it's like to be new to the program at a young age," Goodmanson elaborated. "I try to make the transition as easy as possible for younger players."

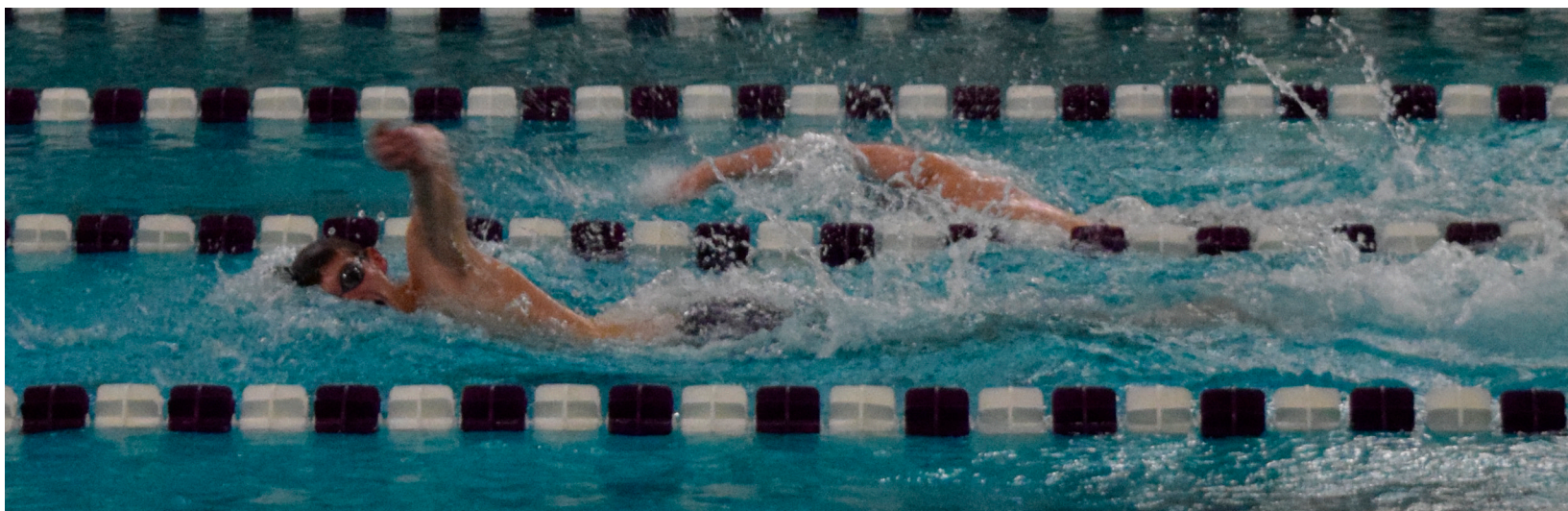


Photo by Calista Susa

## CHARLIE BEAN: SMASHING RECORD AFTER RECORD

As a freshman, **Charlie Bean** stands out among them all, towering above everyone with his 80-inch stature. His brothers, **Levi**, a 2014 graduate and Junior **Tommy**, play basketball, which makes sense with their height advantage. Charlie himself was a basketball player, starting when he was eight years old. It wasn't until July that he really started taking swimming seriously.

"I started training with the Sea Devils swim team. It was six days a week, and it was hard work," said Bean.

His hard work is paying dividends this season, he has already taken down three records and sections are in his future. Bean

has proven that he is a dominant force in the pool. He hopes to take his talents to the next level, and become an NCAA Division I swimmer like his mom before him.

"She was one of the best swimmers the University of Minnesota has ever had," Bean related. "It'd be really cool if I could excel at that level, too."

Even though his brothers played a lot of basketball, they don't have a problem with Charlie pursuing swimming instead. "He could be great at basketball, but he could be even better at swimming," said **Tommy Bean**. "I'd rather see him doing what he's better at."

# UNDERRATED

*Noah Raisenen—Staff Writer*

When students go to watch a winter sport, they predominantly go to watch varsity boys basketball and varsity boys hockey, but what about all the other teams? There are many other sports, including non-team sports, junior varsity and girls teams that seem to be overlooked by sports fans at BHS and fans around the state.

“Most of the parents are there, but most of them are staying for the varsity game.” said Junior **Matthew Montplaisir**, player on Buffalo’s Junior Varsity basketball team. “There are a lot more students at varsity games”

Junior varsity athletes know that they get less fans, but they don’t lack ability: the junior varsity girls team has only lost two regular season games. Junior varsity teams are very important for developing future varsity players.

“When we are playing really well I’d love for people to watch, but there have been times this year when we haven’t playing so well,” says Montplaisir. “I think we are undervalued: a lot of [varsity’s success] has to do with the JV team and how they do in practice, because JV helps varsity prepare for games.”

Students have their reasons for deciding to only watch the boys varsity teams, and the students who watch junior varsity as well know that there is a difference between the two levels. The reason?  
“It’s



because [boys varsity hockey and basketball] are more exciting,” another student says. “I can see an experience or age difference between junior varsity teams and varsity teams.”

WNBA basketball is one of the only major women’s sport leagues in North America, and does not get nearly as high attendance records as NBA. In 2014, the WNBA averaged 7,578 fans per game in the regular season. In the 2013-14 season, the NBA averaged 17,407 fans per game - almost 10,000 fans more. This trend is the same in high school sports. In 2014, the girls state hockey tournament drew in 13,618 spectators, and for the boys that year they had an attendance of an estimated 118,249 - almost nine times the amount that the girls got.

“I’ve asked people, and they say it’s because we don’t check so it’s not as fun to watch. I think we should have more fans, because we’re not bad, I think we’re just as good as the guys,” said senior **Kirsten Olson**, captain of girls varsity hockey.

“I THINK WE ARE UNDERVALUED, A LOT OF [VARSITY’S SUCCESS] HAS TO DO WITH THE JV TEAM AND HOW THEY DO IN PRACTICE, BECAUSE JV HELPS VARSITY PREPARE FOR GAMES.”

- JUNIOR MATTHEW  
MONTPLAISIR



# BRIDGING THE GAP

## ARE STUDENTS SELFISH AND LAZY OR ARE EXPECTATIONS OUT OF CONTROL?

*Sam Westrum and Aric Haluska - Staff Writers*

The thought that successive generations are deteriorating as they go is not a foreign concept to most of us.

We've all heard it — how “kids are getting lazier and more full of themselves”. We hear this on social media, from our elders, and now we have reached the point where even some BHS teachers and staff have remarked on how lazy and unwilling to learn our student body is becoming. How “this has been the worst senior class” in years.

We are sure you've heard parents or grandparents say how we “are so greedy and think that the world revolves around [us]”. This perception could be a symptom that the system in which we exist is no longer the best one for students.

“The current system was designed and conceived for a different age,” Ken Robinson said in a TED Talk about how schools can damage creativity.

It's thought that, in the past 100 years, we've learned more about the world and discovered more than in all of humanity's previous existence. Wouldn't that mean that the gaps between ours and previous generations are getting wider and wider as time goes on?

Our grandparents didn't grow up with computers and our parents could not imagine what a smartphone would be. They jump to the conclusions that if we are on our phones that it must be about Facebook or for narcissistic reasons, but the internet is the most interconnected, advanced system we have ever known. Having access to these tools has led to increased expectations from parents, teachers, and employers. We are expected to do more at home and be available to work at all times.

At the same time, according to a 2010 study on [nationalservice.gov](http://nationalservice.gov), our generation volunteers 12% more time than our parents did at our age and 20% more than people born around 1990. Minneapolis-St. Paul ranked first in the nation in volunteer rate, as well. It's ironic to be called “lazy” when the expectations, both in and out of school, have never been higher.

We no longer live in a world where being successful means getting a 9-5 job and raising the perfect family in suburbia. This is not who we are or how we live. We are a generation with goals of changing the world and leaving our mark on it. We are a generation of self-expressionism and personal freedom.

Many teachers asked on the subject have said that students seem to “lack a thirst for knowledge” that was present just a couple of years ago. We can see how they may think that, but truthfully, with all that is expected out of us as students that it's hard not to do the bare minimum so we can get an A. While Buffalo is great at giving students options, there's less time and fewer opportunities to be creative and explore possible passions within school. Many creative efforts are tied to a grade.

Seth Godin, an expert on business and motivation, wrote that, in the current system, “There's no room for someone [...] who cares about a particular issue. Move on. Write it in your notes; there will be a test later. A multiple-choice test.”

We are expected to be involved as much as we can be, and we are constantly being compared to our peers. A successful student must be in sports, music, have a 4.0 grade point average, be active in student-led organizations, take as rigorous classes as possible, while at the same time having a job and an active social life.

There are now 9th and 10th graders taking top level classes because that is what's expected of them. If you don't graduate with at least a semester of college credits you did something wrong.

Many of us are broken before we even get halfway through our high school career. We are pushed so far to just stand out that we have no time for what's supposed to be some of the most fun years of our lives. We have no time for all that school entails, how are we supposed to have time to explore and find out who we are. We are expected to be grown up at the age of 14; we're losing our childhoods, and, with that, our wonder of the world.

Martin Seilgman, former president of the American Psychological Association, said that depression is now becoming a “young person's problem”.

“When I first started working in depression 30 years ago ... the average age of which the first onset of depression occurred was 29.5,” Seilgman told the National Press Club. “Now the average age is between 14 and 15.”

We've started to drop the things that interest us in order to keep expectations in check. Godin writes, “If you can deny your talents, if you can conceal them from others or, even better, persuade yourself that they weren't even given to you, you're off the hook. And being off the hook is a key element of the industrialized school's promise. It lets parents off the hook, certainly, since the institution takes over the teaching. It lets teachers off the hook, since the curriculum is preordained and the results are tested. And it lets students off the hook, because the road is clearly marked and the map is handed to everyone.”

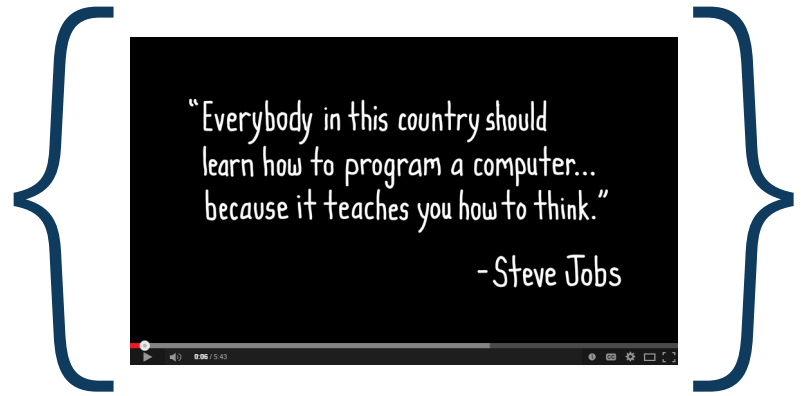
Now don't take this all the wrong way. We, as students at BHS, understand that it can often be difficult trying to teach us with so many distraction at our fingertips.

As Godin said, “Teachers who care teach students who care”, and we are surrounded by teachers who care. The concern they have for us comes from a place of caring, and we appreciate all the hard work that the teachers and staff of BHS give and we know we don't always realize how lucky we are to have such an amazing school district; it's just hard when the very people who have taught us not to stereotype go ahead and categorize all 398 seniors and the entirety of future generations under such demeaning stereotypes.



Photo by Morgan Doimer

# WHY CODE MATTERS



**Jon Thielen** — Editor-in-Chief

Computers are all around us. We have them in our houses, our cars, and our pockets, and our reliance upon them is undeniable. With this present “information age,” the ability to effectively use and understand these computers becomes critical—not just for specialists, but for everyone. While many high school students can claim a working knowledge of basic computer use, most are lacking in one major category: coding.

Why, you may ask, is coding an important skill for everyone, not just those looking to go into computer science as a career? As Code.org Cofounder **Hadi Partovi** puts it:

“We don’t need all students to become engineers, just like we don’t need them to become chemists, biologists or mathematicians. All our children, however, need access to the basics. Every student learns how to dissect a frog, how electricity works, and what H<sub>2</sub>O means. Today, it’s equally important to learn how to ‘dissect an app’, how the Internet works or what HTTP means. This foundational knowledge will be increasingly important in medicine, law, journalism, business, accounting, politics, you name it. Computer science helps students develop creativity, confidence, and problem-solving - which help in all information age careers.”

Despite the importance of coding and computer science in education, only a small portion of schools teach it. Additionally, many schools that are trying to offer computer science have found it difficult to offer more than just one or two basic courses. Among those is Buffalo High School, with this year’s new introductory course, STEM: Game IT. In looking to further

improve computer science availability, the business and computer education department has encountered difficulties in being able to offer and teach them.

“There’s three of us [business teachers], which is only 12 sections of teaching,” said Business and Computer Technology Teacher **Brenda Diekman**. “And with finance, applications, graphics, business, marketing, accounting, and careers...with only three [teachers], it would be tough for us to add another one, because then we would have to drop something else we’re already teaching.”

Beyond the struggle of not having enough teachers to teach all the desired courses, they also find it difficult to respond to immediate desire for computer science because of the timeline for offering a new course.

“We’re a student driven schedule [in the business department], so once student desire is there, it takes some time with our process to get that ball in motion,” said Teacher **Jennifer Kremers**. “We have to propose new courses in the fall for the following year, so at this point, the next course wouldn’t be able to be offered until 2016-17.”

Despite these difficulties at the high school level, there is hope for bringing computer science into the schools of this district—beginning with the elementary schools. The elementary schools are currently moving towards new, unified technology standards that include coding, and additional efforts are underway to promote computer science.

“They’re revamping, because it was very disjointed in the district,” said Teacher **Rebecca Karna**. “They know that [coding] is going to be involved in

a variety of career fields.”

While this increased emphasis in the elementary schools means that more computer science courses at the high school are likely in the long term, options for current high schoolers will unfortunately remain limited in the short term. This leaves only one option for current students wanting to learn the beneficial skill of coding: self-teaching. While many student may shy away from this because they think they are not self-motivated, it takes very little effort to try coding. Helpful sites like Codecademy and Code.org are abundant, and have plentiful resources and easy-to-follow activities for those wanting to try. During Buffalo’s expansion of its computer science education, it may be difficult to learn coding at BHS, however, the substantial benefits of coding knowledge and the ease of starting make learning how to code outside of the school walls well worth the effort.



To learn more about the importance of coding, watch “What Most Schools Don’t Teach” by scanning the QR code below or visiting [code.org](http://code.org).



# WHY WE SHOULD REJECT A LATER START

## There is more to quality education than quality sleep

### **Hoofprint Staff Editorial**

In fall of 2014, the school board started exploring the idea of pushing the start time of school back from 7:45 a.m.. Last August, the American Academy of Pediatrics released a study stating that starting school an hour later would increase student achievement, increase student safety, increase the amount of sleep and improve emotional health. Despite what these studies show, changing the start time of school may not improve our achievements as much as other factors would.

Let's consider more sleep. If school starts an hour later, that means school would run an hour later on the other end, which also means sports and activity practices may also run an hour later. Yet, students would still have the same amount of homework after those practices and games. Studies show that the ideal bedtime for a high schooler is around 11 p.m. because of our circadian rhythm. As our schedule is now, most students report going to bed between 11 p.m. and 12 a.m.. If we changed the start of school, students would be going to bed after the ideal time, so we'd be getting less of the deep sleep research shows is important in success in school.

Many studies also show that students' sleep deprivation is due in large part to our own lifestyle choice;

sleeping in and staying up later on the weekends, continuing to stimulate our brains right up until bedtime, etc. Much of what teachers see in terms of students being tired isn't the fault of the start time of school. It's the fault of students not understanding their own biology.

Study after study shows that spending time as a family leads to student success in school and life. A study from the National Education Association concludes that parental involvement, despite background and income, in students lives leads to higher grades, more participation in class, better social interactions, higher tests scores and better attendance. If we were to start school later, many students wouldn't see their families before school and most would get home from school and practices just in time to go to church, sports, work etc., allowing for little to no time spent with their families.

Research also shows that driving after work or school is more dangerous than driving in the morning. A study from AAA shows that the most dangerous time of day for students to be driving is 3-6 p.m., if school started an hour later school and activities would be finishing up during the most dangerous time of day to be driving. Drowsy driving is a very dangerous and it is never good to be driving half asleep. Many studies

show that students are safer driving after just 6 hours of sleep rather than after being awake 10-12 hours.

Student success is the priority of our district, but they may have missed the one of the most important sources of information, the opinion of their students. Students' biggest complaints about school have to do with homework expectations and classroom environments.

While sleep time does impact us, class sizes affect students even more. Classes at the high school continue to be too large on the verge of BHS welcoming its largest Freshman class ever.

*The Hoofprint* greatly appreciates the work our school board does, but before action is taken, we should consider: are there better areas the time and money should be devoted to? Instead of changing the start time of school, why don't we change the quality of our education and improve the classroom environment? This would also improve safety, performance, and student satisfaction.

Once we graduate high school, colleges and employers expect us to be well-rounded individuals. With the current schedule, many students already struggle to fit everything in, and if the school start time changed, this struggle would remain, and the outcomes may not be very beneficial.

# SOLSTICE

# A CAPPPELLA

## A BHS SENIOR'S ARTS MAGNET CAPSTONE PROJECT TURNS INTO SOMETHING MUCH MORE

*Rachel Linzbach - Staff Writer*

At the end of each year, all senior Arts Magnet students are required to do a final project—called a Capstone project—portraying the best piece of art that they can do at the time.

Senior **Noah Gilbertson** formed Solstice, an a cappella group, for his Capstone project.

“I decided to write 12 songs in a cappella style and perform them with a few of my friends throughout the year,” explains Gilbertson.

A cappella is a group or solo singer, singing without any instrumental accompaniment; all the music is made by the singer's with their voices.

*“We chose Solstice as our name because we wanted a name that had two syllables,” said Gilbertson. “Short and accurate words have power. Most of our songs are about leaving and the feelings that come with it. Solstice is referred to a time of change.”*

Gilbertson is accompanied by many of his BHS Singer colleagues.

“I picked the people who jelled best together, and who I viewed as the most talented,” Gilbertson said.

Although the number of group members has fluctuated, Gilbertson says that the group is now final consisting of Juniors **Emma Maxson, Mattie Lubben, Joshua Polzin**; Seniors **Nina Johnson, Cecilia Jordan, Alec Waters, Nick Swearingen**, Elk River Junior **Grayson Ziegler**, BHS graduate **Megan Shipley**, and Gilbertson himself.

“Noah arranges all of our music, and does everything by ear; so we don't have any sheet music,” Swearingen said.

As if a cappella itself isn't impressive enough, the group also sings in an astounding four part harmony.

The group has recorded a variety of contemporary and pop arrangements, such as “Summertime Sadness” by Lana del Rey, “Yellow Flicker Beat” by Lorde, “Landslide” by Fleetwood Mac, and “Alive,” written by Gilbertson himself.

Solstice's most popular arrangement is a cover of “Latch” by Disclosure featuring Sam Smith, which has over 1,900 views on YouTube.

“Most of the songs were chosen by members of the group,” explains Gilbertson. “The songs we are singing

are very contemporary and from the past ten years. In choir, we sing music that is hundreds of years old. I wanted to do songs that people know and love.”

Members of the group suspect that they won't stay together much longer after their big performance. Be sure to check them out while you can. Head to their Facebook page ([facebook.com/solsticesounds](https://facebook.com/solsticesounds)) and visit their YouTube channel ([youtube.com/chaoticukulele](https://youtube.com/chaoticukulele)) while they're still making music.



Noah Gilbertson's capstone project captured the attention of thousands on YouTube.



*Tavern at Wildmarsh*

## \$5 Off Prom Night

with Buffalo High School ID

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Buffalo, MN 55313  
[wildmarsh.com](http://wildmarsh.com)



**SOLSTICE:** From top, left: Noah Gilbertson, Nina Johnson, Nick Swearingen, Alec Waters, Cecilia Jordan, Megan Shipley, Mattie Lubben, Joshua Polzin, Emma Maxson, and Grayson Ziegler Graphics by Arianna Liljedahl

# “AT THIS POINT I FEEL LIKE MY VIOLIN IS A PART OF ME”

—JOHNNY SCHODER

## *Drew Bordgerding - Staff Writer*

We all have our favorite thing. Whether it's a car, a cell phone, or an Xbox, everyone has something they just can't go without. For Junior **Johnny Schoder**, that “something” is his violin.

Schoder was first introduced to the violin by his parents when he was 5 years old. After 12 years, the two have become inseparable.

“At this point, I feel like my violin is a part of me,” said Schoder.

Schoder has the title of concertmaster here in the BHS orchestra and he's also a member of the Chamber Strings group, which is a smaller, more elite group of players.

“Johnny is a top notch player,” says orchestra director **Mike Knutson**. “He has worked very hard to develop his skills, and it's clear that he enjoys playing.”

Schoder truly does work hard to be where he is. “I practice at least an hour every day. Sometimes two.” That sounds like a long time, but Schoder doesn't think it is. “Sometimes I just get lost in my music. I look up and the song is already over.”

BHS isn't the only place that Schoder plays his violin. He's also a member of GTCYS, the Greater Twin Cities

Youth Orchestra. For this group, Johnny takes an hour drive into Minneapolis once a week.

“I love GTCYS,” he said. “The group is so full of talent, and it's so much fun to be part of it!”

As he tried to pick out the song he wanted to play, a grin spread across his face.

“So there's this song called Appalachian Spring” he began excited, “that we played at GTCYS. When we get to the end of the piece, there's a long note that the whole orchestra plays as softly as we can. We all hold the note for like 30 seconds, and at the end, there are three bell chimes.”

He proceeded to play. It's clear to see Schoder's love for his instrument and for expressing himself through music. It's inspiring to watch him pour himself into the music that he's playing, and to hear what he can do. But don't just take my word for it, the orchestra has several concerts left this year; plenty of opportunities for you to hear Johnny and the rest of the group perform. It will definitely be worth the trip.

Photo By Molly McMullen