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the HOOFPRIINT

Students Show Their Appreciation

Ryan McCallum receives Minnesota's 2011 Journalism Educator of the year.

KALACZANSTKOWSKI & EMILYMASON
A&E EDITOR & STAFF WRITER

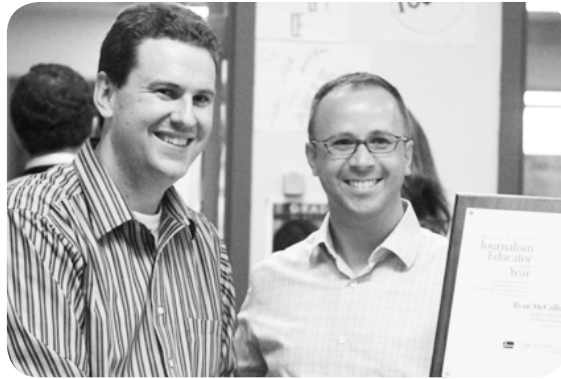
The bell rang, cuing the exit of Hoofprint and Tatanka yearbook advisor **Ryan McCallum's** fourth block class. The Hoofprint staff filtered into the room, beginning a typical Wednesday Triple-A on May 11. As McCallum got the Hoofprint meeting started, many administrators and friends, teachers and students alike, waited patiently outside his door. Minnesota

High School Press Association Executive **Logan Aimone**, who previously had visited to deliver the Hoofprint.net's Pacemaker Award, was one of the first to walk into the room, plaque in hand. Celebrating with a congratulatory cake, McCallum was named Minnesota's 2011 Journalism Educator of the Year.

"I have known McCallum for four years," said Senior **Michael LaCroix**, "I really like that he loves his family. He's always bringing his kids to school and they really enjoy their time here. Whenever he talks about his family, he always lights up and it's always nice to have such a good example."

In LaCroix's nomination essay, he states, "He places more weight on creating something new than doing something old perfectly." McCallum was nominated fully by students through nomination essays and a petition holding about 70 signatures from students, editors and publication staff members.

"I love how I can walk into his room and hear anything from 'Once upon a time there was a chicken' to 'Guys, lets make half face videos!'" to "Ok I really want some good stories today." He just has such a unique way of balancing work and play." said Senior **Elisabeth Leipholtz**, "Actually, he doesn't really balance them. It's more like he intertwines them.



He's basically a big kid with a head full of insane knowledge."

Advisers around the state can nominate themselves or be nominated by their class. Each year only one adviser receives the award and some past years no one has received it.

"I knew of the award previous to this and all of those that had received it were people that I thought were really great advisers and that I really admired," said McCallum. "I thought they were in a way different league than I was. It's a total honor to be a part of that group of people now and it makes me want to work harder to be worthy of it. I still don't think I deserve the award but I want to continue to working hard towards feeling like I deserve it."

Juniors **Valerie Ostvig** and **Mitchell Budde**, Hoofprint Co-Editors in Chief, orchestrated McCallum's nomination, gathering essays about how he has formed, supported, and changed their views of journalism.

"He has achieved [success] by challenging us to be original and inform the student body with the most prudent of topics," wrote Ostvig in her nomination essay, "He advises us in a way that encourages creativity, responsibility and has produced

results."

McCallum's teaching styles will forever stay with those involved in his classes, staff writers and editors who have worked with him for as long as their entire four years of high school. McCallum has truly managed to leave his hoofprint in the halls of BHS.

"When I think about his classes, I see his crazy gestures and striding across the room, his genuine excitement about what he is teaching," said Leipholtz, "He doesn't treat us like kids; instead, we're his equals to an extent and I appreciate that so much. I think kids work harder when they know they are respected."

BHS honors academic all-stars

Over 600 awards were given out at this years Academic Excellence Awards ceremony. Andy Ortmann and Rachel Mussell were selected as BHS' 2011 Hall of Fame.

JONAHMENOUGH
OPINION EDITOR

Last Monday, Principal Mark Mischke presented the Hall of Fame awards to Seniors Andy Ortmann and Rachel Mussell at the Academic Excellence Awards Ceremony. These two seniors have accomplished many things during their four years of high school and now their pictures will remain in the front foyer next to all the other Hall of Fame winners throughout the years.

There were 10 Hall of Fame candidates, 5 boys and 5 girls. Michael Deisting, Michael LaCroix, Andrew Ortmann, Jacob Rabusch, Caleb Stumpfl, Amanda Burggraff, Brooke Gagnon, Olivia Haggerty, Lindsay Jacobs, and Rachel Mussell. Each of these students have shown their dedication and commitment to their school. Several of them have been in NHS, a variety of sports, and many other groups. On average, each of these students are in 21 different activities. Both Andy and Rachel have been involved in NHS and Varsity Basketball and many more.

In addition to the presentation of the Hall of Fame winners, there were also more than 600 awards given out to more than 400 students. There were many different awards given out that night. These awards include:

Department awards- awards given to students by teachers that have excellend in the class

Academic Letters- awarded to a student if they have maintained a 10.5 GPA through the current school year

Presidential awards- awarded to Seniors that have maintained a 10.0 GPA throughout all four years of high school

Many other awards were also given out, including: American Legion Citizenship awards, ExCEL and AAA awards, Kurt Weiche Friends of Education Award, and National Merit Scholar award (awarded to Senior Jonathon Hank).

Congratulations to all students who received an award last week and a special congratulations to Senior Hall of Fame winners Andy Ortmann and Rachel Mussell.



NICK WEEKS

Seniors Rachel Mussell and Andy Ortmann receive their plaques for being inducted into the BHS Hall of Fame.

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The Hoofprint is the official student-produced newspaper of Buffalo High School. It is published monthly during the school year.

Letters to the editors and guest columns are welcome. Letters must be typed and signed with the author's name, year in school, and contact information for verification. *The Hoofprint* reserves the right to edit obscene and potentially libelous material. All letters become property of *The Hoofprint* and will not be returned.

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The Hoofprint is printed at the Wright Country Journal Press. Our production office is located in Room A-209. The editorial office phone number is (763)682-8162. Our mailing address is Buffalo High School, 877 Bison Blvd, Buffalo, Minn., 55313. Emails should be sent to mail@hoofprint.net.

More news and information about Buffalo High School can be found online at hoofprint.net.

Graduation is only the beginning

Seniors reflect on their four years at BHS and offer advice to underclassmen



MICHAEL SWEARINGEN

MAGGIE WALSTROM
STAFF WRITER

Tears, happiness, joy, freedom: all of these emotions are felt by some seniors as they walk across the stage to grab their diplomas. Every year students have to say goodbye to our beloved seniors as they graduate from high school and move on to start their new life.

When seniors wake up it's the day after school gets out, it will be the day of graduation. Having mixed feelings, some seniors plan on having a party or sleeping in until it's time to walk across the stage to get their diploma.

"I want to have a party because we are done with high school! I know that I'm going to have mixed feelings though. I'm going to miss these days, but I am growing up and I need to move on and take the next step in my life," said Senior **Molly Sandahl**.

For some, graduation couldn't come fast enough. For others, it's a realization that their high school years are coming to an end.

"I feel like it was freshmen year and all of a sudden I have three weeks left of school. It's crazy, time flies by fast when you're having fun I guess," said Senior **Rachel Mussell**.

Graduating from high school can come with a lot of emotions and one of the emotions may be fear. A possible fear of an old life ending and a new life starting.

"I don't think that I'm afraid of a new life starting necessarily. I know that I'm going to cry, it's almost inevitable. At the same time I will be ready to chase my dreams and go forward with life, but I will be super sad that the familiarity of my life is coming to an end. The next chapter in my life will begin and it'll be great," said Mussell.

Relax, have fun, work hard,
and chase your dreams. If you combine
all of these things, you will only
be smiling throughout the
rest of high school."

-Senior Rachel Mussell

From middle school to high school people bond with others to form a friendship. At some point they may have to split up to go on and do bigger and better things.

Graduating from high school can be scary for some people because the life ahead of them can be a long and winding road.

"My biggest fear is that of the unknown. I have no idea what it's going to be like in college and no matter what people tell me it will be like, that doesn't give me the feeling that I know everything about it. Being eight hours away in Seward, Nebraska I'm also afraid that I might get homesick," said Mussell.

The four years that students spend at high school are filled with memories of friends, sports, teachers, etc, that they will take with them as they move on to go to college.

"I think that this entire basketball season was full of great memories. It had its ups and downs, but it was definitely a season to remember," said Mussell.

With each year when seniors leave the school they pass their knowledge down to other students to help them make it through the rest of their high school career.

"Make your high school years the best you can because they will fly by fast," said Senior **Alex Ryan**.

"The teachers always appreciate when they see you doing your best. Ask questions when you have any and be kind to other people. This will all pay off in the long run," said Green.

As the seniors leave a new group of students come into the school and with that they may bring a fun and exciting year. The juniors have some big holes to fill when the seniors leave and become the new leaders of the school and to set the examples for the underclassmen and guide them through the year.

Seniors receive their "Got to be me" books

Seniors are reunited with books they wrote in eighth grade

LAUREN WILSON
STAFF WRITER

Standing by the Senior staircase at 7:40 on Tuesday morning, seniors reunited with their former eighth grade teachers **Jan Heyerdahl** and **Natasha Leach** as they distributed "Got To Be Me" books that were written by the students four years ago.

In eighth grade, students who had Heyerdahl or Leach for English were given a journal entry-type book in which they were instructed to do a specific amount of journal entries each week. After completing all of the entries, the two teachers collected each book and has kept them in cupboards in Heyerdahl's room at BCMS until Tuesday when they gave them back to students.

"When I was an eighth grader having conflict with my mother, I wrote myself a letter about parenting and sealed it with instructions to not open it for 15 years," said Heyerdahl. "After 7 years of teaching, I opened the letter and was amazed to read what I already believed as a 13-year-old. My goal was to allow students the same experience... to reflect on their adolescent thoughts, and to help develop their writing skills. I searched for a "tool" to fit this purpose. Tah-dah! The 'Got To Be Me' book entered my classroom in the 1980's! Knowing how much I appreciated my letter years later, I decided to have my students wait for their books until graduation."

Most students forgot about the things they had written, and found it humorous

to look back and reflect on what they had written four years ago. There was also more meaning in getting them back later on instead of taking them home after completion.

"I think that the English teachers all knew how much fun it would be for us to look back at that point in our life because our perspectives from then to now change so much," said Senior **Anna Mason**, "The purpose at the time was to get us writing but now it seems to have changed to the documentation of who we were at that point in our lives."

One downfall of this book is that only two of the three eighth grade English teachers had their students participate in writing.

"I had Mr. Blacik, and I didn't realize it until now that we never did those books," said Senior **Megan Durst**. "Now it sucks to see everyone walking around with them and talking about how funny and cute they were and knowing I'm not going to get one is really disappointing."

Next up, 2012 books will be coming to BHS to give to next year's Seniors, who were reminded of and looking forward to receiving theirs.

"I'm really anticipating getting my Got to Be Me book back because it will be fun to see all of the things that used to mean so much to me that don't really matter anymore," said Junior **Jake Fredendall**, "I'm excited to see how much I've changed as far as hobbies and skills in writing."



NICK WEEKS

A student looks over their "Gotta Be Me" book after four years. "It was so funny to go back and read what I wrote when I was thirteen years old," said Senior **Delaney Freer**. "It's amazing how much I've changed since middle school."

Ridley Moves On, Erickson Moves Up

School Resource Officer Glenda Ridley leaves BHS while BCM's officer Josh Erickson advances to become BHS' newest SRO.

HAYLEY JURMU & BRIANA FREDRICKSON
STAFF WRITERS

"Every new beginning comes from some other beginning's end," said Seneca, a Roman philosopher.

At the end of the school year, **Glenda Ridley** is leaving her position at School Resource Officer, (SRO) a job she's done for over a decade. **Josh Erickson**, currently the SRO at the middle school is taking her place and starting a new new beginning.

"I came to BHS in 2000 as the School Resource Officer," Ridley said. "There had been a previous officer here for one and a half years, so this was still a new concept with both the school and the police department. I was excited about the new types of things I was going to be doing, and I still was able to work patrol shifts when school was on break, so I got to do a variety of things."

When Ridley has accepted a position as a detective, Erickson was offered the SRO position here at BHS and he accepted immediately. This June, after graduation, Erickson will take Ridley's place as SRO.

"Officer Erickson is currently the School Resource Officer at BCM's. He has been with the Buffalo Police Department for four years now. Seeing he has been a SRO for the past couple of years, he has a good knowledge of what the position is like. He is going to be an excellent fit for here and will

do a great job," said Ridley.

Coming from the middle school, Erickson is optimistic about starting his job here in the fall.

"I am anxious to get going at BHS. Having been a SRO at the middle school for three years, I will already know the juniors, sophomores, and incoming freshmen. That will definitely make the transition easier. I have also had the opportunity to get to know some of the staff at BHS, in fact, I let them beat me at fantasy football," said Erickson.

Sports are an interest for Erickson, and he plans to take on more than his police duties.

"Volleyball Coach [Michelle] Macalena said I will be able to help out with coaching volleyball next year. Volleyball makes everything better!" Said Erickson.

Some people change where they work, not what they do. Erickson and Ridley both have major job changes this year, with Ridley, she is changing what she does for work. With the end of Ridley's run at Buffalo High School comes new opportunities.

"In June after graduation, I will be working as a detective for the Buffalo Police Department. As I mentioned earlier, when we have open positions in our department, we can request for the position, or someone may ask if you are interested in it. We had an additional position added to our department this year, which Detective Weeks is now working,

This opened up his detective position, which I will be working come to June," said Ridley.

The people you work with can really impact how much a person enjoys their job. At BHS the students played an immense role in making Ridley's time here more enjoyable.

"BHS is a really great place – the atmosphere, the people, the staff, and the students are just awesome. I always look forward to coming to work here every day. I know I am really going to miss it. The worst part is that I can't fix everything, I can't find everything, I can't prevent every bad thing, and I can't make everyone happy. I just hope that I have made a difference, and made things better and not worse," said Ridley.

Spending eleven years at this school, Ridley has left behind a good legacy. She may not have fixed everything, but she made a difference here.

"When you hear that we have a police officer on school grounds, you assume that it's going to be someone really intimidating and scary, but when you meet her, [Ridley] you realize that she is really friendly, helpful and approachable," said Senior **Erika Clifton**.

"I want to thank everyone for their support and friendship these past eleven years. I have had the best experience here, which most police officers never get to have. Thank you," said Ridley.

BHS SAYS GOODBYE TO OFFICER RIDLEY

"Officer Ridley has done a great job of making our school a safe place to be. She will be missed here but this is a great opportunity for her."
-Senior Maddy Aguirre



"Thank you for being such a great SRO. I hope you do well at your next job. Thanks for serving BHS."
-Sophomore Abigail Hicks



"It is sad to see her go, but working for the Police Department is a large step in her career."
-Senior Sarah Spande



Education Beyond High School

Students explore Post Secondary Enrollment Options to get a head start on their education

TAYEAKINS & PAIGFFULLER
STAFF WRITERS

Mid-terms, MCAs, class finals, ACTs, SATs, and English vocab tests. All of these tests count toward your college and high school education, but getting to leave high school early is always a nice gesture to upperclassmen.

"Higher education, post secondary, or third level education refers to the stage of learning that occurs at academies, universities, colleges, and institutes of technology," said The Minnesota State Colleges and Universities System, "The Post Secondary Enrollment Options Program (PSEO) was created in 1985 and gave students the option to learn a variety of classes that colleges have to offer. During this education, high school students earn both high school and college credits."

Underclassmen are not eligible for PSEO, but during those years students meet with their counselor and decide if PSEO is something they would like to go into. Once a student has decided to become enrolled in the PSEO program they attend full college classes or part time depending on their schedules. When the time comes to graduation, seniors will still graduate with their class.

"I've wanted to go PSEO since my freshmen year of high school because I knew it would be a great opportunity for me as a student," said Senior **Allison Kiernan**, "PSEO has allowed me to take a full year of college course work for free and allowed me to become a more independent learner

and person."

At Buffalo High School for juniors to become PSEO, they must rank in the top 1/3 of their class or score above the 70th percentile on a nationally standardized test, such as the ACT or SAT. For seniors, they have to be in the top 1/2 of their class or score above the 50th percentile on the same tests.

"College is way harder than high school. In college you have to motivate yourself because your parents and teachers aren't there to tell you what to do," said Kiernan, "If you don't manage your time well and do the assignments and readings, you simply won't do well. College coursework has made me a lot more accountable for my education."



MICHAELSWEARINGEN

PSEO gives the chance for students to expand their learning experience through high school. As PSEO is a limited program to those students at the top of their class, taking control of your education, is your choice. By hard work, and getting good grades, students can make PSEO happen for them.

"I would tell students that are going PSEO next year to work extremely hard. It's not easy to catch up in college readings and assignments, so just like in high school it's easier to keep up than catch up.

Also, just realize how much more is expected of you at a college level because you are voluntarily going to school and paying to do so, your professors will expect you to want it," said Kiernan. "Lastly, I would tell them to be confident in their intelligence because it's intimidating to start college when you are only in high school, but that doesn't mean you can't still do well."

The End to Bad Driving? BHS faculty hope the Mock Car Crash opened students' eyes to the dangers of driving distracted

CASSIEFRANK & BEAUSCHMIDT
STAFF WRITERS

On Tuesday, May 3, 2011, a "Mock Car Crash" was held at Buffalo High School. It took place to make students aware of the dangers of texting, being under the influence, and not wearing a seat belt while driving. Some students felt more should have happened during the crash.

"This was not what I had hoped to see, I thought they were actually going to crash cars!" said Senior Alex Ryan. However a lot of planning went into this demonstration.

"I feel like it will help student drivers, I hope so, that was the purpose of the campaign. Usually it does for a week or two and then trails off," said School Resource Officer Glenda Ridley.

Several groups of people had to work together in order to pull this off.

"There was a lot of planning, we had never

done this before. The biggest help was Steve Berg, Wright County's emergency management coordinator, who helped set up everything," said Ridley. Ridley wasn't in the shadows either; she helped bring in law enforcement, MEADA [Methamphetamine Education and Drug

Awareness], and recruited students to play the actors. Seven students performed in the crash, along with Buffalo police officers, Wright County Sheriff representatives, firefighters, ambulance personnel, and State Patrol troopers.

The mock crash was set up in the BHS parking lot. As students arrived to witness

the scene, they heard a 911 call ongoing radio communications over a loudspeaker; even with technical difficulties the actors worked through it. The 911 dispatcher was heard calling for police,

ambulance, and fire department. The police car arrived first on the scene, followed by ambulances and fire trucks. The scene was chaotic and noisy, but as students watched, it was obvious the responders knew their jobs and were well prepared.

Many students found the scene frightening and realistic. One girl had been ejected from a vehicle and was lying on the road. A police officer covered the girl with a blanket; an audible gasp was heard from the students witnessing the crash. A victim was taken away by ambulance and another had to be extracted from a car by the firefighters. A door was removed from the car to get the victim out.

LifeLink brought in their helicopter, students could see it from minutes away just hoping to save the victim. The helicopter landed in the football practice field and a victim was loaded onto it.

After the helicopter took off with the victim, students went to the Performing Arts Center to watch a video made by the actors to see what the consequences of their actions and how their lives turned out to be.

Ridley reviewed what had happened and school officials were there to make statements. The video showed the actor who had been drinking as she was taken to the jail. County

Attorney Tom Kelly stated, "I have seen way too many fatal crashes in real life." Students in the PAC watched a video of the drunk driver being processed for jail. She would be looking at a charge of criminal vehicle homicide. Another mock victim was shown facing months of physical therapy. Another wished he had died instead of the girl on the road. The girl from jail issued a statement via video saying, "She is dead because of me. The crash will haunt me the rest of my life.

In a split second my life has changed and I now have a death on my shoulders."

This was the first mock crash at Buffalo but Ridley said they are being planned for every other year so all classes will have a chance to see it. This year it was witnessed by the junior and senior classes.

"It was planned and then postponed last year with Jon's (Kramnic - killed by a drunk driver) death. It took a lot of thinking about and talking about for years, almost every other high school has done it," said Ridley.

A few students commented on how gruesome it was to see fellow actors dressed as victims and covered in blood. Some of the actors left their "blood" and tattered clothes on for the rest of the school day, adding to the impact.

Other students were a little less impressed. "It opens my eyes about what happens when you aren't driving, so to speak, but I will drive how I've always driven," said Ryan. "I rented a bus for prom night and didn't drive the whole evening. I behaved the same as every weekend." Ryan feels he already has the skills needed for safe driving and commented, "I didn't sign the pledge because I know how to act and not do something stupid." Many students have a what-could-really-happen attitude about irresponsible driving. Hopefully the message got across and students will get through future sporting events and graduation without incident and put an end to bad driving. The mock crash serves as a reminder of all the consequences of impaired driving and school officials hope, Buffalo High School students learned and pledged to be better drivers in the future.

"I hope this has an impact on students driving, I believe it [the Mock Crash] would help, yes, I hope that it does. We know most of our students are already safe drivers," said Prell.



NICKWEEKS

What's Your GPA?

BHS is changing to a 4.0. grading scale

MARIECHRISTENSON & NATHANHAECHREL
STAFF WRITERS

Mysteries and rumors can spring up from anywhere. Buffalo High School is no exception; none of the faculty members that were questioned knew if the school has always had a 12.0 scale. However, if it has not always been a 12.0 scale, they do not know when it was installed or why. Regardless, starting next year Buffalo High School will be switching to the more common 4.0 scale.

Of 100 students surveyed this month, 47 were aware of the upcoming change in the grading system, with 79 in favor of the change. Students are not the only fans of this modification.

"The 12 point scale is rarely used and it is confusing. We will be more like other schools with a 4.0 point scale," said Counselor Mark Jones, "I love [the switch], it will make things a lot easier."

To Jones, along with fellow Counselor Christina Cox, the 4.0 point scale is more convenient because it eliminates the raised value of an A+. Starting in the 2011-2012 school year,

students will still be able to earn an A+ in a class, but it will have the same value as an A (4.0). However, an A+ grade earned before the 2011-2012 school year will be given a score of 4.33.

"I think that changing to a 4 point scale will show which kids are willing to go above and beyond to get an A+. When an A+ is included in the GPA, kids feel like they have to get one to maintain their GPA. Now the teachers will be able to see who really wants to work hard to get that A+," said Senior Rachel Mussell.

Not all students agree with the schools decision to change the scale system.

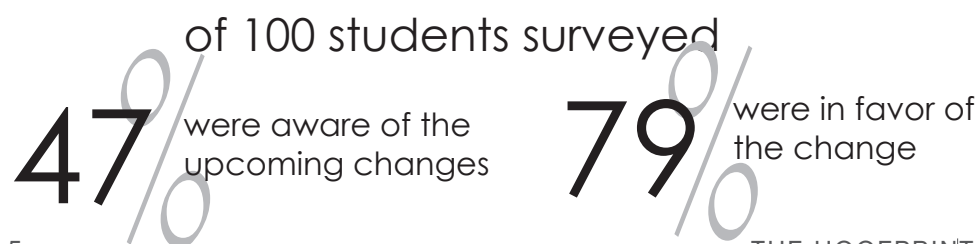
"I don't think we need to change to a 4.0 scale because there is nothing wrong with a 12.0 grade scale. With the 12.0 scale, a student can get credit for any A+ grade that they have earned," said Junior Claire Parsons.

Whether you're for or against the decision that the school has made, next year will mark the end of the 12.0 grade scale and the beginning of the 4.0 grade scale at Buffalo High School.



NICKWEEKS

Top: An officer covers an actor portraying a deceased student during the Mock Car Crash. Bottom: Officers and medical personnel rush a student representing someone in critical condition to a helicopter to be airlifted to the hospital.



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The Masterpieces Worth Remembering

Seniors strive to make each day throughout high school one to remember.

KAYLA SCHIMMELE & RACHEL MUSSELL
A&E EDITOR & STAFF WRITER

“At Buffalo High School, you have had the opportunity to make each day your masterpiece.” These words were spoken by Principal **Mark Mischke** during the senior meeting at the beginning of fourth quarter.

Since the start of freshman year, the class of 2011 has been blessed with the opportunity to shine in all areas of the spectrum. From the consistently amazing Knowledge Bowl team, to the dedicated and classy FFA members, from the hard working athletic teams, to the state-renowned music programs, the class of 2011 participated in some incredible experiences. It can truly be said that each day at Buffalo High School has resulted in a masterpiece for each individual senior.

“I think making a day a masterpiece has to begin with motivation to do so,” said Senior **Sam Kemp**. “I find my motivation in the Lord, waking up everyday and dedicating my day to Him gives me the motivation and drive to make that masterpiece. Beyond that it’s just dedication and organization. Knowing what I have to get done and how I’m going to do it provides the foundation.”

But as each of the seniors move on with their lives, they must remember where they began creating masterpieces. It seems like just yesterday they sat in kindergarten class tapping their feet to make those awesome sneakers light up.

“I had Darth Vader light up tennis shoes when I was five years old,” said Senior **Nicholas Jones**. “I used to take my shoes off during class and bang them against the table to make them light up.”

And it feels like it was just this morning that the daily Elementary School talk amongst classmates was waking up to weird noises in their closets, only to find their Furbies were talking to them. No matter how many times anyone threw those things against the wall, they would always wake up... sort of like Freddy Krueger in *Nightmare on Elm Street*.

“I used to have a Furby,” said Senior **Alexandra Zinser**. “[My sister and I] thought it was asleep until one night when I was almost asleep in my bed, this was when I was about six or seven, and suddenly its eyes opened and it started talking to me. I screamed. We ended up moving it to the guest bedroom down the hall, because it would never shut up, especially at night. It was a pretty traumatizing experience.”

As the later elementary years came, computers were not used for Facebook and Googling, but brought the class of 2011 back to the 1800s as they traveled along the Oregon Trail.

“My Oregon Trail families were always riddled with diphtheria,” said Senior **Nina Downer**. “In retrospect, that’s probably because I always set the pace to grueling.”

Throughout all of these experiences, the seniors have created lasting friendships with each other. As these relationships strengthened, so did the memories. In middle school—the awkward transnational years—the class of 2011 was the last class to enjoy Deep Portage, an environmental learning center filled with hands-on natural resource education experiences.

“[Deep Portage] was really one of those events that brought us together as a class for the first time,” said Senior **Nicholas Weeks**. “We are now able to say to each other ‘Hey do you remember Deep Portage?’ It was a really great week.”

As the middle school years flew by, the class of 2011 approached high school and anxiously waited for their senior year. From the beginning of ninth grade through the end of eleventh grade, they dreamed of the day they would sit on the other side

of the gym for pep rallies, or gathering at the rock on Senior Class Color Day.

“My favourite part [of Class Color Day] was meeting at the rock in the morning because it’s something every senior looks forward to,” said Senior **Alizabeth Schneider**. “And every underclassman can’t wait for their turn.”

But along with the fun memories, they also came together during tough times, like last year as they faced the death of a classmate, **Tyler Wood**.

“[Tyler’s death] brought us [the class of 2011] together in a stranger way than ‘my friend died in a tragic accident,’” said Senior **Annalee Mason**. “Many of us were similar in the fact that we hardly knew her, if at all. It put the size of our community in perspective. It made people branch out and get to know people they otherwise wouldn’t have in an effort to close those gaps in cliques.”

Through good and bad, together the class of 2011 was strong, and continues to be strong because they realize what it takes to become more than they are now.

“I’ve made it a goal to find at least one good thing about every day and to focus on that,” said Senior **Mallory Nelson**. “It may not make each day perfect, but it’s always good to see the silver lining. I plan to keep on finding something great about every situation, be it a job, college, or plain old every day stuff.”

Twelve years ago, each student about to graduate began a journey, not just an educational one, but a personal one that has helped shape who they are today.

“I believe that it is the collective work of everyday that makes a masterpiece,” said Senior **Michael Deisting**. “Without one day, experience, moment, et cetera, the masterpiece would have a part missing.”

June 9, 2011 is approaching fast, and with that, the senior class simply cannot stop. Senioritis may have kicked in and it may not look too pretty, but the school days are now down to single digits. The class of 2011 has managed to pull through so far and voilà, they are about to graduate. Despite “the end” of high school, graduation really is not the end, it is simply another beginning; the class of 2011 still has an abundance of days to create more masterpieces.

“I believe that it is the collective work of everyday that makes a masterpiece. Without one day, experience, moment, etc. the masterpiece would have a part missing.”

-Senior Michael Deisting



NICK WEEKS



NINADOWNER

Left: Seniors sit on the opposite side of the gym, facing the ninth through eleventh graders. 2011 Seniors watched the Friday Homecoming pep rally together.

Above: Each year the Senior Class makes it a tradition to walk around the school on Class Color Day After the walk, the class of 2011 gathered together in the Atrium.

Right: The “Senior Countdown” begins as BHS approaches the last day of school. The banner was hung up after school last week in the Senior locker bay area.



KAYLA SCHIMMELE
ARTS&ENTERTAINMENT

All of the Lights

Two juniors begin to prepare a new freshman for running the light booth

TORILINE
STAFF WRITER

Clapping and cheering erupts from the audience for the show that was just performed. The applause is usually aimed toward the actors/actresses, but what about the lighting and sound effects?

There is a challenge in replacing the veteran actors/actresses but also for the students who run the lights

and sounds. There is a lot of equipment in the booth, including light board, sound board, projector, microphones and headsets, and it can be challenging. Juniors **Zach Marrandino** and **Caleb Zumach** have

both been running the lights since the beginning of their freshman year.

"The hardest part for finding new people to replace them [Zach and Caleb] is the training in part," said Drama teacher **Tracy Hagstrom-Durant**, "It's kind of like an unsung hero because you're always in the background and you don't get to be seen much."

Marrandino and Zumach have been running lights all of high school and both of them have thought about following a career that involves lights and the skills that they have picked up throughout the years. After this next year they will need to be replaced with students with the same kind of commitment Marrandino and Zumach have given.

"It's been a lot of fun, just working with different people. H-D and **Richard Liefert** [Auditorium Specialist] are awesome too! H-D is interesting and she is just a lot of fun to be with and Richard has helped out with every show. He's our mentor and if we don't know what we're doing, he always does which is great," said Zumach.



Junior Zach Marrandino works with Auditorium Specialist Richard Liefert on sounds and lighting. Zach has been running the lights since his freshman year, along with Junior Caleb Zumach.

NICKWEEKS

"It's kind of like an unsung hero because you're always in the background and you don't get to be seen much."

-Drama teacher Tracy Hagstrom-Durant

Throughout the years there have been good bonding moments and many memories made while working in the booth everyday after school for a couple of hours. Everyone has their moments, but in the end friendships have gotten stronger.

"I'm a little sad that I don't get to operate the board anymore, but I still want to be involved," said Marrandino, "[I] just sit back and watch productions come together and help out wherever I'm needed."

With the experience of running lights and sounds for theatre comes opportunities for the rest of their lives.

"Students have a real opportunity, they can get hired for local events that need people to run the lights for a show," said H-D.

It also gives students something to think about doing after

high school. It can lead to a career that they end up doing for the rest of their life.

"I've put a lot of thought into it... it's a contract type of job and I don't want a job that travels place to place, but its something I'm really considering," said Marrandino.

As their high school career is winding down, someone will need to learn the ins and outs of the light booth. It will take some time, but Freshman **Jacob Barry** is willing to do that.

"I feel like there are high expectations of me trying to get the job done right. Zach and Caleb are very helpful with showing me some things," said Barry, "And I would like to be able to do lights throughout the rest of high school. I also like working with lighting and getting it set up, also the light board is pretty cool."

In the booth, Marrandino and Zumach, make a good team. Someone always knows what is going on. But with every end comes a new beginning.

"I get nervous every year, but kids just step up. They wait their turn and just step up. It's [the first shown has] never fallen apart, I just get a little scared... it's just natural I guess," said H-D.

Going Beyond Music

The Orchestra looks forward to growing

KAITLINDUSKE

STAFF WRITER

Improvement is what the Orchestra saw this year in many ways.

"The orchestra has improved in almost all ways possible: tone quality, musicianship, intonation, technique, balance, and blend," said Orchestra Director and Teacher **Michael Knutson**, "and the list goes on and on."

They have improved a lot this year but there have still been challenges along the way for them.

"With us we have the incoming freshmen every year and we have to choose songs to play that are challenging for seniors but also something the freshmen can play," said Senior **Cherise Beggs**.

Right now the Orchestra has Chamber Strings for those students who want to play more difficult music, but they would eventually like to add to that and have another Orchestra. The students are encouraging more people to go to concerts, join and for students to stay in it all four quarters because some students will only do it some of the quarters.

"I've been encouraging my friends to join



NICKWEEKS

Sophomore Michael Swearingen performs with the Chamber Strings Orchestra group. They played at Academic Excellence earlier this month.

Orchestra because it's such a fun atmosphere and we're like a family," said Freshman **Jayce Hermanson**.

According to the director of Virginia's Charlottesville High School Orchestra the program used to be small with only eight members, but in the last two decades they have grown to 140 members.

"Next year's orchestra will be about 25 percent larger than this year and I am looking forward to continued growth both in numbers and skill level," said Knutson.

The Final Project

Arts Magnet Seniors finish their Capstones

BRIANNAHURLEY & BRITTNEY LaFOND

STAFF WRITERS

A school within our school. More specifically the Arts Magnet Program. The program bases around a group of artistic kids that end their senior year working on their very own independent project called the Capstone project. It's the seniors last chance in high school to show their artistic side.

"[I help the arts magnet students] by primarily giving them chances and experiences by translating literature into their own art form," said English Teacher **David Robinson**.

The Arts Magnet program starts Freshmen year, the students go through their Freshmen and Sophomore years in Arts Infused (AI) classes. AI classes are like the regular BHS classes but have a focus of having the students problem solve to work the artistic side of the brain along with the logical side that we all use for school.

"We are a stereotype, people don't know about us, we are a school within a school, and it's hard to get to know the other people sometimes, but when you do they are more than

welcoming, and when you say hey I'm in Arts Magnet and they are like wait, what's that, I'm sharing a school with them?" Said Senior **Reese Beggs**.

Arts magnet Juniors still work with AI classes but should focus more on one concentration or idea for their Capstone project. At the end of Junior year Arts Magnet students are to choose a concentration for their Capstone project, which they work on in order to unveil it or perform it at the end of their senior year. The two final quarters of their senior year those who chose to participate in doing a capstone take a capstone class, where they work on and report on the progression of their project.

"To me the capstone isn't just putting a project together for like any other class," says Senior **Brittany Downs**. "Besides just the final end project you have this entire journey that your taking whether you are doing it by yourself or with other people you get the chance to find out what works for you as an artist and honing in on your skills and saying 'Oh, I can get better at this.'"

Wrapping it up

Senior athletes reflect on their last seasons

LIZADAVIS
STAFF WRITER

The sum of an average teenager's high school experience is likely to include much more than academics. Sports, activities, and other clubs make up a large percentage of the time and effort we put into these four years of life. For seniors, graduating means the end of all of this. Though some seniors are probably glad to be done with the academic portion of high school, for senior athletes, the end of their time on sports teams is bittersweet.

Counting up all of the time that goes into one season of athletics-2.5 hour-long practices five days a week for nine weeks-totals to about 115 hours per sport, not including meets, games, or extra training done. That's a lot of time to spend with the same group of people, but such an investment has its benefits.

"I'm going to miss high school sports a lot, especially volleyball," Senior **Brooke Gagnon** said. "My teammates have all been awesome and that's probably what I'll miss the most after I graduate-the relationships I've formed on teams."

Gagnon, who has played volleyball since seventh grade and has been running varsity track since eighth, is planning on joining her college's track team next year.

"I never thought I'd do track in college! I'm excited for it, but I know that it's going to be a much higher level of competition than I'm used to in high school. But the challenge will be rewarding," Gagnon said.

High school athletic participation is more than just plain sports. Behind all of the training, games, and meets is a team with a solid relationship.

"I've formed a really solid group of friends in each sport that I've done," said Senior **DJ McMoil**, who has participated in track for two years and soccer for three. "Yes, it can get competitive sometimes, but it's not just about winning; we're able to have a lot of fun too."

McMoil will be attending Moody Bible Institute in Chicago in the fall and will play for the school's soccer team. Like Gagnon, he anticipates the higher level of competition that will come with college-level sports.

"I'm really looking forward to college. It'll be great to have more competition. Honestly one of the only things I'll miss about high school are the people that I've formed relationships with," McMoil said.

Both athletes agree that sports in high school have created a place for them that's not all about winning and comparisons, contrary to popular belief. Sports by nature tend to foster feelings of competition, but when participation involves spending time with like-minded friends, negativity doesn't have much of a chance to form.

"During volleyball my sophomore year, the team leaders just weren't very friendly or welcoming," Gagnon said. "Since then, I've told myself I would never be like they were during practices and I've had a ton of fun throughout the years because of that decision [to be friendly]."

As the school year draws to a close, so do the seniors' athletic careers at Buffalo High School. The past years have brought victory, loss, friendship, and a lot of growth to all athletes. Seniors will now be able to go forward in their lives, never forgetting the experiences that their time on sports teams have brought them.



1 Senior Brett Renshaw rounds the bases after a hit. Renshaw has been playing baseball for 15 years, 3 of which on Varsity. 2 During the State tournament, Senior Courtney Daniels battles for the ball. The girls played Hopkins, 1st ranked team in the state. "There was so much excitement in the atmosphere," said Daniels. "I just wish Ash [Patri] had been and experienced it all with us." 3 The girls' soccer team prays before their section playoff game. They will be losing 9 seniors for next year. Photos by Nicholas Weeks and Sarah Durst



Track vs. Field



"I do track because it's a good way to get a work out. I don't like field events because I'm not good at them. People who do field events are lazy. We practice 2 hours longer every day."

HURDLER
Junior Tim Skarin



"I like it more because you get to work harder on the technique versus focusing on speed. And you can see improvements by just changing or working on one thing."

THROWER
Sophomore Abby Prom

Another win for boys' track

Boys' track captures Conference meet for 8th year straight

REBEKAHBJORK
STAFF WRITER

The Boys' Varsity Track Team took first place in the Mississippi 8 Conference Track meet for the 8th year in a row. A couple conference records were broken, and performances were at their best. The weather was sunny and warm, in comparison to the rain and cold the track team has dealt with earlier in the season. It was a perfect day for track.

The 4x800 relay team of Sophomore **Joe O'Flanagan**, Sophomore **Michael Swearingen**, Senior **Blake Solberg**, and Senior **Josh Wedemeier**, took third place.

All three 110 meter hurdlers, Senior **Jerome Begin**, Junior **Eric Selchow**, and Senior **Ethan Kalinowski**, made it to the finals; Begin taking first, and Selchow coming in at a close second. Similarly, all three 100 meter runners made it to the finals, and placed in the top 3: Sophomore **Tyler Olson**, Junior **Rollie Miller**, and Senior **Dillon Miller**.

"I was very excited to make it to the finals in the last conference meet I will ever participate in. It was a beautiful day and I definitely wanted to run faster. I was happy to take first the last time I will run at conference," said Begin.

The boys 4x200 relay took a solid first place. The team consisted of Junior **Blake Schmidt**, Sophomore **Austin Youngs**, Junior **Spencer Chenoweth**, and Junior **Andrew Gutknecht**. Sophomore **Dan Petit** and Senior **Jon Wedemeier** placed first and second in the mile, also.

The boys 4x100 relay shattered the conference record by 1 second with a time of 44.50. The team is fairly young, so they will have a solid team in the years to come. The team consisted of Sophomore **Joey Merz**, Schmidt, Junior **Jake Rohlin**, and **Rollie Miller**.

The boys also had strong performances in the 400 meter dash. Olson and Dillon Miller came in third and fourth, and **Josh Wedemeier** placed sixth. Gutknecht and Youngs placed a solid second and fourth, and Begin also took first in the 300 hurdles, breaking the previous conference record he set last year.

"It's cool that I could set back to back records. I'm a little disappointed that I didn't run better than I did though," said Begin.

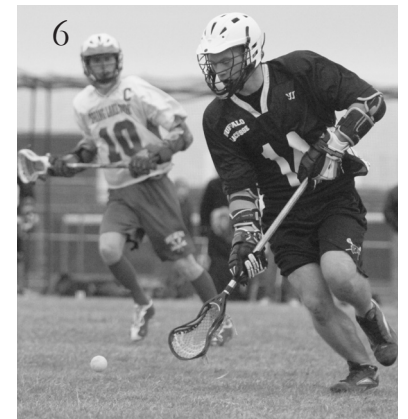
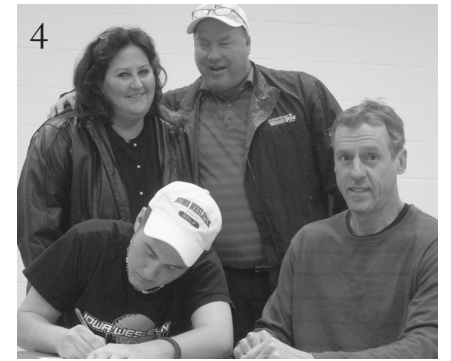
Petit also took second in the 800 meter run with a time of 2:01.92. Begin and Dillon Miller took second and third in the 200 meter dash, after competing in many races, it was no surprise they continued to excel. Jon Wedemeier also took third in the 2 mile run with a time of 10:05.84.

Off the track in the field, the Bison continued to give strong performances. Sophomore **Jackson Schepp** placed fourth in the high jump, and Sophomore **Eddie Clifton** placed second in the pole vault. Lastly, Kalinowski placed fourth in the long jump with a jump of 20-06.50, and Selchow placed third in the triple jump with a jump of 41-06.50.

"I was really pleased. They came ready to compete and they performed well. It's nice they were able to keep the winning streak for 8 years in a row," said Head Track Coach **Scott Palmer**.

SPRING SPORTS HIGHLIGHTS

- Boys' baseball captured the Conference title for the first time in history
- Boys' Golf placed second in Conference meet, behind Rogers
- Boys' Track took 1st place at the Conference meet for the 8th consecutive year
- Girls' Softball finished 14-2 in Conference
- Boys' Golf set a new school record with a score of 302
- Seniors Alex Holtan and Jerome Begin both signed with colleges where they plan to continue



1 Junior J.D. O'Donnell and Sophomore Jared Wycoff during the pre-game lineup announcement. 2 Sophomore Bailey Braatz during a girls' softball game in Buffalo.

3 Running at a track meet, Senior Dillion Miller pushes to stay ahead of his opponents. 4 Senior Alex Holtan signs with Iowa Wesleyan University, while his parents and coach look on. He has played varsity golf for 4 years. "I'm really excited for my upcoming future at Iowa Wesleyan" said Holtan. "I'm excited to play golf at the college level. It's something I've always wanted to do." 5 Seniors Morgan Lubben, Alex Holtan, and Michael Bonnell walk to their next hole. 6 Working his way downfield, Senior Garrison Elsenpeter reaches for the ball. Photos by Nicholas Weeks and Carolyn Lindborg

Making History

Baseball captures Conference title for first time in history

DANI ORDEEN
STAFF WRITER

The Bison baseball team beat Conference rival Big Lake 15-14 in a thrilling 10-inning game to claim their first ever Mississippi 8 Conference Championship.

"It is an unbelievable feeling," said Senior **Cody Elletson** who had 3 RBIs in the game.

Buffalo was down 7-0 in the 2nd inning, but managed to pull through to tie the game 7-7 at the end of the 7th, resulting in extra innings. Both teams were neck-to-neck and in the 10th inning Buffalo took the lead to win the game. Sophomore **Brennan Gilyard** hit a home run bringing in 3 runners.

"It was the best teamwork game yet so far," said Senior **Brian Holthaus**, "Everyone contributed their part to win the game."

Buffalo knew they were conference champs when they found out St. Michael had lost their game last night's. The Bison and the Knights were tied for the title, but with STMA losing their game, Buffalo is two games ahead of the rest of the M8 teams.

"When we found out the Knights had lost we couldn't help but smile," said Elletson, "The fans at our game were unbelievable and very supportive."

Success for individuals

Girls' track competes at Conference meet, individuals do well

JEROME BEGIN
STAFF WRITER

There were very high hopes for the Bison Girls' Track Team going into the 2011 Conference track meet considering they fell short by 1 point in last year's meet of Monticello who has always had a very strong girls track program.

"I had very high hope for the girls coming into the meet, I wish they could have finished better overall team wise but I'm very proud of the girls," said head Track and Field Coach **Scott Palmer**. "You can't control how the other team does, you can only control how you perform."

The girls certainly have nothing to hang their heads about. Throughout the evening there were records being broken and great times being turned in by everyone.

Senior **Olivia Haggerty** had a strong finish in the 100-meter dash finishing 3rd. Haggerty holds the conference record in the 100-meter dash and also was part of the conference record breaking 4-by-100 team

that took first at the meet. She also holds the school record in the 100-meter dash and is part of the record holding 4-by-100 team.

Junior **Lexi Sandberg** had a great overall performance with a 3rd place finish in the 100-meter hurdles and she also anchored the 4-by-200 team which took 6th overall. Sandberg also was involved in a 7-way tie for first in the girls high jump.

"I had a good day I think," said Sandberg. "I ran very well but I am mad I didn't turn in better times."

Other notable performances would include the 3rd place finish by the 4-by-8 team which consisted of **Kaylee Lingen, Kailey Johnson, Whitney Anderson**, and **Katie Oden**, a 3rd place finish by the 4-by-400 team, and a 3rd place finish in the girls triple jump by **Brooke Gagnon**. Also **Kailey Johnson** finished 5th in the 800-meter run, and freshman **Amber Doeblor** who finished 4th in the 100-meter dash.

"I'm proud of how I ran," said Sophomore **Amanda Letsinger**. "There is always room for improvement."



Top right pictures: Rose talks to a student in the cafeteria. Bottom left: Okland helps Sophomore **Carlie O'Malley** with her Spanish homework. Bottom right: Wenzel and Junior **Paige Simpson** use an iPad.

Rose plans on **volunteering** once she retires.

"I love being a grandmother but I don't get to see my granddaughter who lives in Virginia as often as I'd like. So I want to read to kindergarten students. I want to have substitute grandchildren.

Harlan considered **shuttling cars** for dealerships after retiring. He always joked about where he wouldn't work. "You know it's bad when you see me at Wal-Mart saying, 'Did you find everything OK today?'"

Retiring teachers leave familiarity behind
as new teachers shape the beginnings of
their careers

Old definition

New Outlook

HOPEMUELLER & EMILYDEVORE
FEATURE EDITORS

“What am I getting myself into,” he thought as he tightened his tie. He hadn’t expected a job offer that fit exactly what he wanted, much less one this soon. After all, he had just graduated yesterday.

“The opportunity just fell in my lap and I was very lucky to have it,” said Okland.

Shaking off the memories of celebration, he noticed his hand trembling on the doorknob. He steadied it, trying to suppress his nerves. He thought about what a great experience this would be as he closed the door behind him and left for school.

Spanish Long-term Substitute Teacher **Sam Okland** came to Buffalo High School for the first time on May 2. The bank had previously been working at was very understanding when he told them about this decision and he knew this would positively effect the rest of his career.

“It was an interesting situation because I found out i was getting the job for the end of the year and in less then a week i was teaching.”

This short time-frame made Okland nervous, but he knew taking the job was the right choice.

“The opportunity just fell in my lap and I was very lucky to have it. I realized I had to get my foot in the door. I just jumped into it,” he said.

Before he stepped into room A213 he was told very little about the woman he would be replacing. He just knew he wouldn’t be able to fill Spanish Teacher **Nancy Eiyneck’s** shoes.

“The first day was intimidating,” he said. “As soon as she walked in the door, everyone was hugging her and I thought ‘Wow this woman is loved.’”

Reflecting on that day, even though it was fast pace, everything turned out well.

“This is exactly the kind of job I wanted. If I had had any expectations, this would have exceeded them. I couldn’t have asked for a better place,” he said.

With Okland just making his way into teaching retired English Teach **Jack Harlan** has come back to substitute.

Looking back, Harlan was content with his career, but there was one thing he wouldn’t mind

changing. He wished he would have gained one of his personal philosophies earlier on.

“If you don’t let things personally bother you, it makes your job better and you can do a better job at it.”

The first 20 or so years of his career, he would take it personally when a student misbehaved or didn’t do an assignment.

“I was never a yeller, but I would get angry,” Harlan said. “Then the last 10 or 15 years, it dawned on me; when a student does something they aren’t supposed to or doesn’t do something they are supposed to do, they aren’t doing it personally to get me. So then I became much friendlier to my students and a little more open with them.”

This new view made his job easier and more fun. He was able to let some things roll off his back and not get upset. But even when he was enjoying it, he knew he had to retire soon.

“It got to the point where I thought ‘It’s probably not a bad idea,’ he said. “I would rather have retired as I did, when I still really enjoyed what I was doing. I didn’t want to come in some year in September and be like ‘Oh God I’m under contract for another nine months.’”

Harlan didn’t want regrets about how long he taught, but he ended up missing his job.

“The first day that school was in session I saw the bus go through the neighborhood and thought ‘Hey I don’t have to go to work today!’ Then 5 minutes later I was like ‘God I’m not going to work today.’”

That’s when it really hit him that he wasn’t going to be there for the first day of school and he was missing out on memories. He decided he wanted to keep up with the latest gossip at BHS.

“I still keep in touch with enough teachers that they fill me in with what’s going on. I missed that within the first week or two,” he said.

This led him into substituting, mostly for English classes at Buffalo. He said that teaching his own subject makes it easier to jump into someone else’s lesson plan. It has also been easier for him to walk into an environment where he knows some of the students. There are also downfalls to subbing though.

“There’s a balance in substituting, a give and take,” he said. “On one hand, you don’t have as much authority and you don’t get ownership over the lesson. On the other hand, you don’t have to grade the papers and you don’t have to make the lesson plans. You can kinda not become so emotionally invested.”

His wife has noticed that this has made him much happier when he comes home from work. He still gets to teach, but without all the stress.

“The best thing about being retired is, on Sunday afternoons, when my whole family starts talking about how they can’t believe they have to go back to work tomorrow, I know I don’t have to go,” he said.

New Outlook continued on page 12
FEATURES

Strength from Weakness

Burdened by a weakening disease, Alex Larson still strengthens his life

KAELIELUND
STAFF WRITER

“The problem with me is simply that I have no limits, the sky holds nothing on me, thus I feel the subconscious need to set up temporary barriers,” said Junior Alex Larson, “Thinking that I can’t get past these temporary walls, I need a little push from the outside to break through these barriers that I set up to hold myself back.”

The voice of a confident young man, but the confidence has come through many years of feeling different from those around him.

“I was treated as weaker than the normal elementary students. I sometimes fell down, and thinking I had hurt myself terribly after falling perhaps two feet, quite a few peers would walk up, asking if I was okay,” said Larson, “I was fine most of the time, except for my pride being slightly hurt that they thought I was much weaker than I actually was. Looking back, I know that they were just trying to be nice, but I wanted to be thought of as equal to the ‘normal people’ whom I attended class with.”

When Larson was three, he was diagnosed with Minnesota’s first case of Glutaric Acidemia type II. GA II is a very rare inherited disease that interferes with the body’s ability to break down fats and proteins.

“Supplements are added to my diet to replicate what I miss through not having poultry, meat, or eggs,” said Larson, “I will also have to take L-Carnatine [an amino acid found in meat] to turn food into energy for the rest of my life.”

Though he wasn’t as physically able as some of his peers, Larson managed well through gym class, having friends kick the ball for him when playing kickball, or finding alternatives to the games others played.

“I was pretty good at skipping rope,” said Larson, “and although it wasn’t really manly to befriend girls at the time, I did. I found that they had about the same athletic ability as me, so I

went with it.”

From getting teased to feeling like the odd one out, Larson has never felt the urge to give up. Maintaining a positive outlook, he refuses to let himself catch breaks that others may have felt were necessary.

“I have worked my whole life to not be labelled as a ‘weakling,’ or an ‘invalid,’ and through that journey I have discovered my purpose,” said Larson. “If people are judged before they are known, it is like not reading any part of a book and saying, ‘I hated it.’”

“ Serious wounds can be inflicted by only one word. Get to know people, make no assumptions.”

- Junior Alex Larson



Junior Alex Larson works diligently at his desk. He does not let his rare and dangerous disease interfere with his life.

New Outlook

Continued from page 11

Harlan has come full circle. He had a long career of teaching at Buffalo, he retired, and is now starting fresh as a substitute. He found a way to keep teaching, but on his own terms.

“It’s allowed me to slowly make that transition instead of the door slamming shut.”

Harlan retired one year ago at BHS, and now Counselor Gloria Rose has also made the choice to retire this upcoming school year.

Rose has worked with young people throughout her life, and now her decision to retire has shined a light on past memories here at Buffalo High School.

“A memorable day would be when we moved into this building. It was a group effort because the move depended on each of us to do our part, and so we really worked as a team. It wasn’t only staff it was also students helping out, and support staff, administration, secre-

taries, paras, and everybody. I think that spirit of a new adventure and a new building was exciting.”

Being apart of the BHS atmosphere has helped Rose gain a perspective on how much her job has given her.

“We have a good school because students and staff work together and I feel a sense of accomplishment for being a part of that. I always learn a lot from young people. I love the excitement, the enthusiasm, and the involvement.”

When it came down to deciding whether she should retire, Rose made the decision that was best for her.

“My husband’s retired, and when your partner decides to retire it really makes it [the decision] important for you. It’s something that I wanted then, too. It allows us freedom, and right now we don’t have the freedom to do some of the things that we would like to do.”

Transition Skills Teacher Julie Wenzel will also be retiring after her 31 years of teaching. She’s looking for a change in her life, but she also knows she will miss teaching.

“I feel good about my mixed feelings. There’s part of me that would love to stay here, and there’s part of me that’s ready to move on.”

Being ready to take the step to retirement for Wenzel was for many reasons.

“Partly age and opportunity and being ready to do something new; something more flexible, and something not so early in the morning.”

Wenzel went to see some of her very first students over spring break this year.

“I visited them and Kathy didn’t know I was coming,” she said, “One of my former students took me over to where Kathy was. When I walked in her face just dropped, and I said ‘Do you remember me Kathy?’ She said ‘It’s been a long time.’ and I replied ‘It has.’ She she said ‘You are my teacher.’”

“It was like, ‘Oh my gosh no one has ever said it like that before.’ I didn’t feel like I was worthy of that.”

Reaching the point of retirement, Wenzel wanted to leave when the time was right for her.

“You just reach a point where you’re ready for a change. I’ve always said I wanted to retire before everyone around me wanted me to. I’ve never wanted to be one of those teachers were people are like ‘Oh my God is she ever going to leave?’”

Wenzel would tell her replacement that it’s important to get to know the students, the parents, and to be honest with Mr. Mischke.

“As a teacher I appreciate that you can be honest with him,” she said. “It’s not possible with most administrators.”

Although she has yet to look back on her career she thinks she will reflect and miss it more after she gets the opportunity to.

“I don’t think I’ve had time to do that yet. I think that will come in the fall, when I don’t come back here.”



After 43 years of Teaching, English Teacher Judy Jacobson will be retiring from teaching 9th grade English and will move on to tackle new educational projects

Ending Point

AMANDA BURGGRAFF
STAFF WRITER

After 43 years of teaching, English Teacher Judy Jacobson's career for district 877 is coming to an end.

"I started as a seventh grade teacher, which at the time I was the only one. I have taught most of the high school grade levels, however, mostly ninth grade," said Jacobson, "It is my favorite because you get the chance to set them in the right direction."

Jacobson plans to utilize her passion for teaching and years of experience in her retirement to further enrich students who need an extra hand.

"I am going to start a retirement program for working individually with kids. It will be all volunteer and many of the retired teachers are going to participate as well. I plan to work with kids who need individual help in English. The idea of having this program came after I saw a newspaper article that developed this program in their elementary school, so I realized we could do this in our high school also. I talked to other teachers and the administration and they liked the idea so it just grew," said Jacobson.

Since this is the only school Jacobson has taught at, she confesses it's changed over the years.

"Over my 43 years of teaching, the kids haven't changed; only the technology and expectations

of teachers [such as the requirements for testing standards]," said Jacobson.

Each school year brings a new set of students with unique personalities and perspectives to get to know. After such a long and fulfilling career some of the students seem to have quite familiar faces.

"It amazes me when I have the second generation of students in my class, when you had their parents as students." Jacobson continues, "But it is fun seeing the young ninth graders all grown up."

Jacobson's career has left a myriad of stories that will never be forgotten, and also nightmares that came true.

"I will never forget one of my first years of teaching when the high school was the current middle school building, and I walked into class and almost screamed," said Jacobson, "Two boys were holding another classmate out of the second floor window [which that part of the building was later remodeled.] I rushed over to them trying to stay calm and grabbed him and helped pull him up. Everyone was fine, I am just thankful everyone was okay."

In light of it all Jacobson says the two boys turned out to be very respectful businessmen. Taking what students have learned in their education and leading them to fulfilled careers can leave teachers feeling accomplishment in the work they may have contributed.

"It is fun connecting with former students, out in the world and seeing them succeed in what they do," said Jacobson, "It really shows you that you can't give up on kids."

The Legacy of Judy Jacobson

"This was a while ago, back when Discovery was the High School. We were eating lunch and a teacher made a sexist joke, comment, whatever you want to call it. Now Judy was eating a banana flip, it was kind of like a Twinkie, with that cream filling in the middle. When she heard him say that, she just turned around and smeared that banana flip right across his chest, suit and tie and everything, then stood up and walked out of the room. She's definitely a firecracker." -Science Teacher Kip Wold

"She was always putting up dumb signs like 'Do Not Disturb,' so of course I would knock on her door all the time just to see what was going on in there. She'd always knock on her whiteboard, too, because she knew I'd knock back." -Math Teacher Carlton Urdahl

"She is very approachable for new teachers. She showed me the ropes, took me under her wing, really. She gave feedback and advice when asked, but Judy Jacobson is a real professional in her vocation." -Spanish Teacher Daryl Beckers

"Look at the sign outside of her door, the quote by Nancy Pelosi: 'Proper preparation prevents poor performance.' There's a reason she has that quote hanging. She wants her students to be prepared, not only for class but also for lively discussion and deep thought... she wants them to be prepared to be able to live life, fully alive. Then there's always the story about the time we taught her to do the Soulja Boi and she said, 'You don't need the censored version for me. I don't need to be censored.'" -Emily Anderson(10)

Happiness isn't what you think it is

What can chicken patties and note cards teach us about happiness?

KALACZANSTKOWSKI
A&E EDITOR

Happiness- noun 1. the quality or state of being happy 2. good fortune; pleasure; contentment; joy. 3. The ability to enjoy every aspect of your life without second guessing. 4. Smiling every chance you have.

As most *Hoofprint* readers know, I began my happiness project on April 19 this year. I began by setting plenty of “rules” for myself. Number one rule being, “don’t follow rules you don’t like”. I also began by sorting my thoughts based on happy and sad into two different recipe boxes. I followed this routine for about three weeks, after that time had passed, it came naturally. I didn’t necessarily write down bad or good things. In my head after every event I told myself, “that was a happy box moment,” or “that was a sad box card.” I am even currently in the position where friends around school will tell me after something funny or sad occurs, “that needs to go in your (happy/ sad) box!”

Sometimes, when I hear someone say that, I have to stop and think, “No, I don’t think that needs to be in there.” Deciding whether something is happy or not isn’t something that came right away. About one year ago, I wrote another happiness article for *The Hoofprint*. It was the story that made

me really start to think about happiness is. I thought it was that came from chicken and good grades. I quickly otherwise.

Happiness isn’t something you can feel or hold, it comes from the thoughts you get from your favorite things. And it takes a lot of thinking about things to actually realize that. You don’t get happiness from eating a chicken patty, it comes from being able to realize just how much you miss it when it’s not there. It comes from that thought you get when you realize it’s your favorite school lunch.

After starting my project I’ve been able to look at life differently. I’ve been able to look at the negative days and ask myself, “what’s the best way to resolve this right now,” and to be able to tell myself, “this doesn’t actually mean anything.” Being able to tell the good from the bad from the moments that are just plain dumb is the best step I’ve made through my high school career. Giving the sad box all the weight off my shoulders has made school so much easier and having so many people proud of me has kept me motivated this past month.

Being able to look at my life and smile through the good, bad and worst events is something I am now so proud to say I am capable of. It may sound

what cliché, but happiness is truly something you choose. Next time you are doing something you enjoy, think about how happy it makes you and it’ll seem so much greater. It’s something you feel from the inside and look at present as a smile on your face in the future.

“Being able to tell the good from the bad from the moments that are just plain dumb is the best step I’ve made through my high school career.”
—Junior Kala Czanstkowski



Waiting for next step

There’s a difference between taking a leap into the unknown and feeling pushed into it

CAROLINE PERSONS
SPOTLIGHT EDITOR

“So where are you going to school next year?” No other question has challenged me more. I’ve heard no shortage of advice on how to spend the next four years: “Double Major,” “Don’t join college drumlines,” “Study abroad,” “Don’t be afraid to change majors.”

I was so consumed in trying to interpret all the information, build up a resume and choose the best school when I realized I hadn’t answered a huge question: “What do you want to do?” I was running some place as fast as I could with no clue of where that place was.

Someone once advised, “Whether you know what you want to do or not, just go to college. You’ll figure it out along the way, and if not, just go to school a few more years.” Doing so is not uncommon. According to *The New York Times*, three quarters of today’s young adults pursue secondary education, but less than half earn a degree within six years.

The extra years of study are not only

time-consuming but costly. College tuition is rising. More students are straddled with debt, prompting some to take jobs only to pay off loans— jobs their college education was not intended for. About a quarter of students leaving college say debt has had an impact on their career choice, according to a Pew Research Poll. Why invest so much time and money when you’re not ready to take college seriously?

I’m not against going to college. It can challenge you intellectually and emotionally. It can foster maturity and formulate friendships. It can help you grow as a person. Perhaps some of that personal growth stems from taking a leap out of one’s comfort zone, not knowing what happens next.

But there’s a difference between ‘taking a leap into the unknown’ and feeling ‘pushed into the unknown.’ That’s how I felt, and for all the good intentions my parents and teachers had in encouraging post-secondary study, they had no idea of my true feelings.

It took a few months to convince myself it was okay to take the next year off, that it

wasn’t slacking. That it was an investment in my sanity, one that I could come out of feeling ready to face whatever came next. I needed to trust myself— after all, who knows me better?

To quote writer James Baldwin, “You have to go the way your blood beats. If you don’t live the only life you have, you won’t live some other life, you won’t live any life at all.

I realized I hadn’t answered a huge question: “What do you want to do?” I was running some place as fast as I could with no clue of where that place was.



Response to 'The American Genocide'

BHS student assesses some misconceptions related to abortion

Although I respect your opinion on the matter and understand what you were trying to say, I have to be honest. I disagree with you. From what I know I am one of the few pro-choice people in this school so I will try to go about my opinion delicately.

After talking with some of my pro-life friends I discovered one major thing. They are all misinformed about what abortion really is. I would like to go over some of the biggest misconceptions I've noticed including the ideas that a vacuum is always used, a doctor has no respect during the process, women can decide quickly and selfishly what they want to choose, and that by making abortion illegal the problem will go away.

First I will talk about the basic procedure. 9 out of 10 abortions are medical abortions. This means that the woman will either take a pill or get an injection.

The medicines most used are called methotrexate and misoprostol. Essentially these drugs will induce a miscarriage. Though it sounds horrible, it is the safest method. A little less than 1% of women have minor problems with abortion and .01% have severe complications. If a woman is part of the .01% it is still unlikely that she will have to undergo surgical abortion. A surgical abortion is the one that most people hear about. This process is

very similar to a medical abortion; it just takes less time and is more dangerous. Sometimes this will involve a vacuum but because of recent medical advancement, very few vacuums are used at all.

I have also noticed that people seem to think that doctors are being monsters at the time they are completing an abortion. A doctor treats this type of procedure with more respect than any other because it is so personal. These doctors are trained professionals in this field. They know exactly what they are doing and how to do in the most respectful way possible.

Many people have the idea that women choose an abortion within seconds after finding out they are pregnant and they choose it because they don't want their personal lives ruined. It takes most women approximately 3 weeks to decide what they want to do. Though there are many websites and articles on the reasons behind choosing abortion, I've compiled a list of the top five reasons why women choose abortion; inability to support or care for a child, birth control (contraceptive) failure, to prevent birth of a child with severe risks of medical problems (defects cannot be known for sure until after a second trimester check-up but some women look at their family's medical history and infer), physical/mental conditions of the woman are not stable for pregnancy, and

pregnancy resulting from rape. None of these reasons imply that a woman just "doesn't want a baby". I have personally sat down with a friend and talked with her about her decision. Never once did one of her reasons involve her social life. She thought only about how the conditions she lived in could affect her child.

The misconception that bothers me the most is the idea that if abortion is made illegal, everything will go away. There is no way this could be true. It will decrease the amount of women that choose abortion but there will still be black market clinics. If a woman goes to one of these clinics she will be put in more danger because doctors will no longer care about how well they are doing their job, but will instead worry about not getting caught.

I know that abortion is a difficult subject to talk about for many people but I thank you for reading this. I hope that you were able to learn more about abortion and with this information reconsider how you feel about it. Please don't think that I am supporting abortion for all women but for some it can be the right choice.

Lydia Wagner

SUBMIT YOUR LETTER TO THE
EDITOR AT ROOM A210



Submit Your Letter to the Editor

Here at The Hoofprint we want to hear your opinions. If you have an opinion on a particular issue or a response to a previously printed article, write it up and send it to us. We will not accept libelous letters. Deliver your letter to A-210 or an editor for The Hoofprint.

No grades, no homework, better learning

Homework and Grades Hold Back Learning

NATESPANIER
COPY EDITOR

Learning matters, grades do not. That is the simple philosophy I have spent the last four years of my life living, and for that I have paid dearly.

At some point, I do not recall when, I decided that grades no longer mattered to me. The most obvious effect of this decision was that my grades became worse. Much worse. Because of my grades I was not allowed to go PSEO during my junior or senior year. There were AP and CIS courses that I was not allowed to take because of my grades. Few scholarships would even consider me as a candidate, let alone a recipient. I have on many occasions questioned my decision, wondering if I made the right one. My GPA is 6.034. That puts me at 352 out of a total of 426 students in my grade, the 17th percentile. I

have never regretted my decision.

Despite everything bad that has happened because I focused on learning instead of grades, I do not regret my decision to forgo them. There have been several benefits in my decision, benefits that I feel far out weigh the negative consequences. Some of these benefits include: Less school related stress, more sleep, and most importantly increased learning. By not worrying about due dates, or many times not doing assignments I not only reduce stress, but give myself more time to sleep or learn.

"Students are more likely to learn what they find interesting." -Education author and lecturer, Alfie Kohn

My increased learning can almost entirely be attributed to this simple statement about learning.

By choosing what I learn I am always able to study topics that interest me. Without excessive homework I have been able

to learn most topics in a shorted period of time.

"Children have to be educated, but they have also to be left to educate themselves." -Abbé Dimnet, *Art of Thinking*, 1928

One of the easiest ways teachers can improve the learning environment is by giving students a say in what happens in the classroom. Perhaps allow students to decide on the topic to study next, or maybe allow them to decide on a project with little or no direction from the teacher. Reducing the amount of monotonous or rote worksheets and homework can, and does, strongly improve the classroom experience.

While the choice to ignore grades may have been good for me, it may not be good for everyone. The decision boils down to one basic question: Which do you value more academic success or learning? The choice is yours.

What a Long, Strange Trip It's Been

Diversity Coordinator Vicki Cary Pleased With Success

VICKI CARY
DIVERSITY COORDINATOR

With more than 20 years of experience at Buffalo High School, I have come to one undeniable conclusion: This is a very strange place.

Of course, any self-respecting English teacher should immediately realize (as would her former students) that a claim like that must be supported by some evidence. Allow me to present my data.

Sometime over the past month, almost all of you reading this were corralled during one of your SSR sessions and asked to fill out a survey. Some of you had the luxury of completing that on laptops in your usual SSR location; others were herded into an overheated computer lab. At the very end of your usual long day toward the end of an unusually long year, you were asked for your opinions and input—on almost 40 questions. In any normal school, that should have been a recipe for disaster, outright refusal, or at the very least, results that indicated sweaty, tired, grumpy survey respondents. Instead, the results simply proved that BHS students are not normal.

According to the results of this survey that more than 1300 of you completed, 92% agreed or strongly agreed that you “feel good about being in school.” What? Haven’t you heard that you are supposed to be the generation that overly permissive parents have raised to be self-indulgent whiners counting down the minutes until you can be entertained by video games rather than enduring the shackles of traditional education? Have you missed all of the articles about dysfunctional, outmoded schools that no longer serve you? Wouldn’t you rather be working from home? Or at a charter school? Or almost anywhere else? Haven’t you seen *Waiting for Superman*? You certainly aren’t matching the national norm, which shows that only 80% of high school students “feel good about being in school.”

Other statistics provide further proof of the eccentricities of

Buffalo High School students: 93% agreed or strongly agreed that BHS is a “welcoming and friendly place”; 94% agreed or strongly agreed that BHS is “preparing me well for my future.” Even if you were given the opportunity to choose any other high school to attend, 89% of you said you would choose BHS. (Only 64% of students nationwide said that about their high schools.) I can almost feel the people in Wayzata, Breck, Edina, and Eden Prairie shaking their heads in disbelief.

Unpredictable oddities aren’t relegated to BHS students, however. Apparently, the staff is equally strange. Despite recent portrayals of educators as money-hungry union loyalists living large during summer vacations, 93% of students have admitted to having a positive role model at BHS, and 91% agree or strongly agree that their teachers want them to do well. You must have missed all of the proclamations that we’re leaving you behind.

Staff results aren’t meeting the national norms and expectations either. In an era of increasing class size, decreasing funding, and common assumptions that anyone who can pass a test can teach, 96% of BHS teachers claim that they are happy or extremely happy working at BHS. And this is not due to prescription meds. Teachers surveyed pointed to the relationships with students, colleagues, and administrators as the source of their job satisfaction.

Of course, these results don’t mean that all is perfect in this strange Wonderland. Not all students feel connected to BHS; in fact, some feel alienated. Others recognize that we have much work to do before all students feel safe and respected based on their culture, beliefs, or lifestyle. Teachers still feel isolated, overwhelmed, and undervalued. Administrators still juggle countless mandates while working ridiculous hours. Yet, the faculty will reconvene in August (or earlier) with the goal of improving all survey results next year, in an effort to move even farther from the norm.

For the past three years, I have viewed BHS from a slightly

different perspective in my pseudo-administrative capacity. Through that experience, I’ve learned more than at any other point in my entire life (including college). I’ve gained an even greater admiration for the talents of my teaching colleagues, and I have also realized that I have neither the energy nor the passion to be a long-term member of the front office team. Most of all, I have really missed working with kids every day. Therefore, in August I will return to the classroom full-time – to be a part of a strange staff, working with strange kids, led by strange administrators -- in an abnormally special place.

“I’ve gained an even greater admiration for the talents of my teaching colleagues... I have really missed working with kids every day.”

-Vicki Cary

Do you take those fifty extra steps to put your bottle in a recycling bin? You think, “Does it really matter?”

50 extra steps

BETH-
MACNABTER

You pick up your second Dasani of the day. When the last drop hits your tongue, you grab the bottle. The crunch of the “50% less plastic” bottle is muffled by the sound of high school students devouring their chicken patties and pieces of pizza. And then, stopping in your tracks, you are confronted with a decision. Do you just toss your plastic bottle in the trash? Or do you take those fifty extra steps to put it in a recycling bin? You think, “Does it really matter?”

According to the Environmental Protection Agency, the average American produces 1,600 pounds of garbage in one year, and 75% of that is recyclable. That’s .6 tons of waste that you could be recycling. When recycling costs anywhere from \$20 to \$70 dollars per ton to recycle (according to the EPA facts and figures of 2008) recycling can actually save you money. Especially since trash collection and disposal programs cost anywhere from

\$70 to more than \$200 per ton. And when you recycle aluminum cans at a local exchange you can receive cash for your trash!

A large part of people that don’t recycle, don’t do it because they think it isn’t convenient. Think about digging through your garbage and taking 75% of it out to recycle. Recently, the “Green Team” has installed bottle and can recycling bins all over the school, with student volunteers emptying them for your convenience. But at your home, you don’t have this luxury. You have to weed out those dreadful types 3, 5, and 7 plastics and throw them away. You also must separate glass, paper, aluminum and plastic into separate bins. Some stores do sell useful bins to easily separate your recyclables, eliminating the need to dig through your dirty garbage, but nevertheless it is still a chore.

The question is, “Is this chore worth it?” When you throw your plastic bottle into a recycling bin, it is first taken to a processing plant where the plastics are sorted into different types: PET, PP and HDPE. Then these plastics are sold to reclaimers, companies that process recycled plastic, who then make items like milk jugs and pop bottles into small plastic pellets. These pellets are then sold to companies who then melt them down, add colorings, and form them into new items. T-shirts, railroad ties, yo-yos, and sleeping bags are just some of the number of items that can be made from recycled materials. And, using recycled plastic is cheaper than making new plastic.

But the important fact is, that the latest data compiled by the Minnesota Pollution Control Agency shows we reduced our greenhouse gas emissions by the equivalent of taking 1.3 million cars off the road because of recycling. In one year, Minnesotans recycled enough metal, glass, and plastics to power all of the homes in Duluth, St. Cloud, Rochester, Minneapolis, and St. Paul combined, for one year. People are taking the steps necessary to reduce our waste. Yet only 30% of solid waste is being recycled, when 75% has the ability to be recycled.

When it comes down to it, recycling depends on the amount of effort you are willing to exert. So the next time you are walking with that fateful plastic bottle, think black or blue. Trash, or recycle. Do you think it really matters? Because when you toss something in the trash, it doesn’t just end there.

The average American produces 1,600 pounds of garbage in one year, and 75% of that is recyclable.

How do you feel about the school year ending?

"It's bittersweet. I'm happy but not really. I'll miss it."
-Senior Brittany Snyder

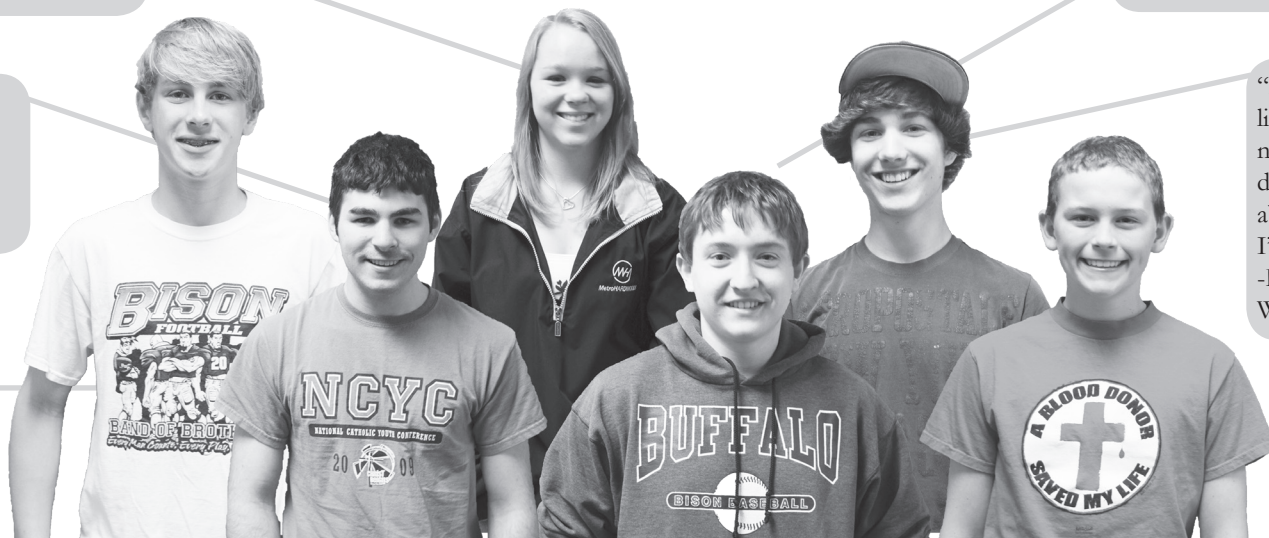
"I feel good, but overwhelming because college is closer."
-Senior Alex Gibas

"It feels a little scary. In high school it seemed like there wasn't too much pressure."
-Senior Kian Stack

"It feels nice being here. I like the new building, the new people, and the new daily schedule. I'm excited about all the cool people I'm going to meet."
-Freshman Michael Wagner

"The school is really huge. It's kind of overwhelming but I liked the way it is compared to middle school"
-Freshman Billy Otten

"It feels like a fresh start. A new and better atmosphere."
-Freshman Evan Gangle



Time Stand Still

The Hoofprint recognizes that we can make great beginnings from ends through having consciousness of our lives

The countdown till the end of school has begun. Seniors are making final preparations to go off to college or work, and eighth graders are bracing themselves to enter their final chapter of required school. During these last few days it feels like everything is over, but the reality is the end of school also marks the beginning of something new. It is this feeling that The Hoofprint is trying to capture this issue: the feeling of beginnings, followed up all the

Starting school this year is a beginning unto itself, but also signaled the beginning of sports, events, and activities for many of the students. Most of the time starting something is the easiest part of the journey, especially when the foundation for that beginning is already laid out, but when people must take the intuitive to begin from scratch, the first steps feel like miles. For the students who spent their time fund-raising and planning to create a school Lacrosse team, they had to take these extra steps to achieve their goals. Spanish Teacher Sam Okland began his career teaching right out of college to fill in for Spanish Teacher Nancy Eiyneck during fourth quarter (see page 10-11 for more detail). While most beginnings are not so arduous, they serve as examples that steps can be taken to accomplish our goals.

at the end take the time to reflect on the impact of your actions. Awareness of what you've done will give you the experience to go out and make your next beginning more meaningful. We must remain dedicated to the future, with honor to the past.



way till the end, and everything that goes into making a satisfying end to these events that make up our lives. These changes from beginning to end, and end to beginning can be sudden or subtle, but no matter what we pretend we sometimes wish to make time stand still to see where we've been, where we are, and where we're heading.

An interesting thing about what people do in the present, is how much people focus their efforts to achieve in the future. People will work 50 weeks a year to get 2 weeks for vacation, and try to cram the lost 50 weeks of life into those few days off. Students will spend their time memorizing for a final, but this focus on the final test can prevent them from gaining knowledge and understanding in the now. We're driven on without a moment to spend, when what we really need to do is stop and pass an evening with a friend. This is not encouraging laziness, or apathy for the future, but is a call to make every moment a life unto itself, so that every moment in our lives are meaningful.

All the work that goes into any endeavor eventually brings out the conclusion. After 43 years of teaching, English Teacher Judy Jacobson will be retiring from BHS. This decision has an air of extreme finality, but opens up new paths to be taken. Our school will be losing its most experienced teacher, but Jacobson will be open to do new things in her life, and our school will allow another person to step in to take up the empty mantle.

Be conscious of your life. As is the Hoofprint's mission, we want you to be aware of yourself, and the truth that surrounds you. Create new beginnings, persevere to complete your goals, and

Be conscious of your life. As is the Hoofprint's mission, we want you to be aware of yourself and the truth that surrounds you. Create new beginnings, persevere to complete your goals, and at the end take the time to reflect on the impact of your actions.



The Patchenator

Michael Patchen leaves his reign as Homecoming King to become another face in the crowds of New York City.

DANIELLE LARSON
STAFF WRITER

"PATCHEN!" "HEY MICHEAL HOW YA DOING?!" "Hey Patchen, how's dance going?" The bell rings and kids fill the hallways. In a place so crowded it might be hard to single out one person, but one can always tell where **Michael Patchen** is.

From dancer to Homecoming king, leader of Improv and an all around cool guy, Patchen has done it all. With a person who is involved with almost everything, it's hard not to run across his name.

"I feel bad when people I don't really know come up and start talking to me. Like one day this kid came up and was like, 'Hey! How's dance?' and I was like... 'Uhm, hey... Buddy.' I have to use pet names a lot of the time. But I guess it can happen a lot, I mean it's not uncommon for my name to get dropped in a conversation," said Patchen.

Patchen lives in Champlin Park, 45 min away from Buffalo High School. He gets on a bus at six in the morning and arrives to school at seven. Afterwards he goes straight to the bus and arrives home at 3:30. The commute is long, but he believes it is well worth it.

"When I was in middle school, I transferred to an Arts School," said Patchen. "We were given a list of high schools who also offer the Arts Program, and out of them Buffalo seemed the best, and closest. So, here I

am."

Patchen plans on going to the American Musical & Dramatic Academy in New York City. He is nervous to go from a place where everybody knows him, to a place where he will be just another face in the crowd.

"I'm very excited," said Patchen, "Even though I will only know like three people, if that, in all of New York... I think that the more friends you have, the better your life will be. I mean they can take you so many places. I know I would not be who I am if it weren't for my friends."

Some people use college as a fresh start, and a new beginning, time to change what they don't like and start over. Patchen, however, plans to stay true to who he really is. College seems to be viewed as the turning point or the "fresh start" of a young person's life. Going to a place where you don't know anyone or how anything works can be very nerve racking and will have it's challenges.

College is truly the finding point for people - a time for them to break out of their shells and do things that they have always wanted - time to make a new name for themselves and start over, drama free. Other times though, people stay the

I'm very excited. Even though I will only know like three people, if that, in all of New York.

— Senior Michael Patchen

same. They may tweak out one or two things that they don't like.

"I plan on being the same way. I don't really know how to keep a low profile. Plus since I'm going to be an actor, I kind of need to know many people from many places. I plan on being the same person I am now—a four year old at heart. Like, the other day I went to Target and I got the Tron Identity Disc from the toy aisle because I think it's awesome," said Patchen.

Although this King's reign is coming to an end, he will always be a Joker at heart.



Photos by NICKWEEKS



LD Teacher **Ken Jugasek** rocks a high collar in 1981.

Health Teacher **Mary Bremmer** wears an empire-waisted prom dress in 1968.



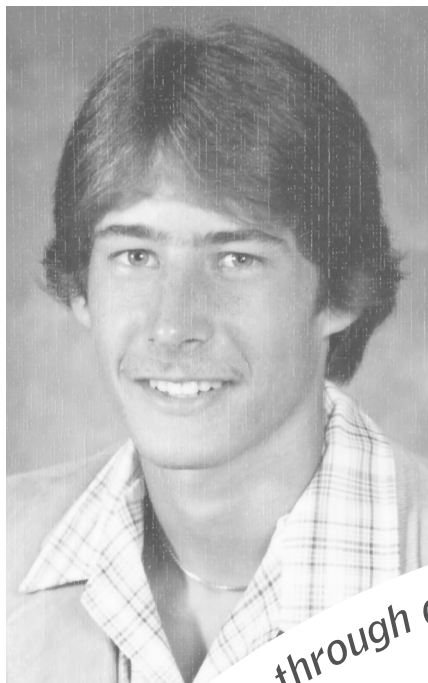
Attendance Secretary **Bette Mattson** and English Teacher **Jennifer Koch**



“Our school had a regulation on hemlines,” said Math Teacher **Peggy Pasche** (above left), “and of course we went home and altered our dresses to be shorter.”



German Teacher **Michelle Strassburg** as a high school senior



Social Studies Teacher **Brigitta Bergquist** (far left) with friends in 2000.



E/BD Teacher **Rachel Pallesen** wearing a dress that was a school project in 1970.



PHOTOGRAPHY EDITOR
MEGANASK

Examining how trends cycle through different generations of teenagers

Talkin' bout my generation

The 1960's were a time that consisted of anti-war protests, and the product of the protesting was hippies. They had flowers in long wavy hair, bright (and clashing) maxi dresses with moccasins and plenty of fringe. If you weren't sporting the hippie thing you could be into the mod go-go type of style with short flipped out bobs, plenty of hair spray, and a solid color dress. Today we see the same fashion trend appearing with moccasins, tie-dye and sun dresses.

Next the 70's fly in with their loud clashing prints, wide leg pants and perfectly round glasses (people were serious about those things). A fashionable girl might have hair down to her stomach and be wearing a turtle neck, as a fashionable guy would have a high-collared shirt (often left unbuttoned) and feathered hair that always seemed to be blowing in the wind, and maybe some orange or checkered pants if he's feeling extra groovy that day. I am very thankful that the fashion world hasn't re-invented the high-collared shirts, but for a while about five years ago flared jeans were the thing.

Then of course there are the 1980's, where fashion takes a daring new step. Of course you can picture the blue eye shadow and leg warmer exercise outfits, but the things teenagers wore to school were equally as awesome. Boys and girls are wearing collared shirts under baggy sweatshirts, BIG glasses

Every decade has its own culture. For example if I mentioned the "50's," you would picture a button up shirt tucked into a starched skirt, and maybe a scarf wrapped around a short bouncy hair do. If I say "80's" though, there would be a whole new vibe. So what would you say has been the style for the past five years? There are skinny jeans and moccasins, but for the most part we have been repeating the same type of styles jumping from decade to decade. Tie-dye came back for a while, then flared jeans which progressed into baggy sweat shirts, thick belts and leggings. Now, the style is stuck between neutral colored 80's gear and flannel "grunge" type button-down shirts. Sound familiar at all?

and of course rocking the feathered hair. Maybe you will see a jean jacket or fanny pack here and there.

“The big thing was neons, the brighter the better!” said Buffalo High School alumni **Beth Hane** ('85). “People would wear bright sweaters and pin their jeans at the bottom to fit on their neon green leg warmers. L.A. Gear white high tops were big too.”

In some cases a really gutsy girl can pull off an 80's inspired cropped jean jacket, but it's rare! Teen's have decided to stick with baggy sweatshirts, jeggings (a mixture of 80's leggings and skinny jeans) and high waisted skirts.

The 90's roll around the corner and things start to calm down a bit. Jean jackets and jean shirts become more and more popular along with striped sweaters and shirts tucked into high-waisted pants. Boys had short hair that stuck straight up, and girls had very curly bangs. Grunge was a big theme, which called for flannel. Soon after girls started wearing leggings, guys started wearing flannel. Popular



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fashion became a mixture of the main styles from the 60's to 90's with modern day twist on it all.

Today, girls are keeping their hair either natural or straightening it, and guys are doing some sort of flipped-out bowl cut. Girls are wearing skinny jeans, scarves, moccasins, and a whole lot of make-up, while guys are wearing a lot of flannel and skateboarding shoes. So just in case, keep those skinny jeans and your scarf collection because who knows? The cycle may continue and they could be out of style and back again in the next 20 years. We might be start up again repeat past fads, but maybe there is a whole new look on the way for the next generation of teenagers.



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“It was pretty bomb when we walked down the hallways, all of us as Seniors, screaming ‘2011!’ It’s CRAZY how fast school has gone by. I remember being in 9th grade watching the seniors do that, and I thought ‘Wow! One day I’m going be doing that’ „

-Senior Jonathan Payan

