

# the HOOFPRINT

5 MAY 2011



# Eiyneck steps away, students step up

Spanish Teacher Nancy Eiyneck takes an unpaid leave of absence, while higher level Spanish students step up to the plate.

BECCABJORK  
STAFF WRITER

For many seniors, being a Teachers Assistant is a time to relax, do homework, and enjoy the last moments before graduating. But when Spanish teacher **Nancy Eiyneck** had to unexpectedly leave, her TA's stepped up to fill the role of teacher. Students **Amanda Munoz**, **Michael LaCroix**, **Olivia Haggerty**, **Rebekah Bjork**, and **Trace Kluck**, have dedicated their "free time" to helping teach the Spanish 2 and 3 classes. They spend the full 80 minutes helping the kids with lessons and learning the language.

Eiyneck faced an extremely difficult situation fourth quarter of the 2010-2011 school year. Both of her parents were very ill, so she chose to end early, and take unpaid leave for the remainder of the year. Wednesday, April 20, was Eiyneck's last day on the job.

"It's already different without her here, and its only been a few days," said Spanish teacher Daryl Boeckers. "She is so important to us, and is basically the mother of the department. It's weird not hearing her walk in every morning saying 'Hola Buenas Dias'."

Munoz helps teach the Spanish 3 class all by herself, under the supervision of a non-Spanish speaking substitute. She teaches the lessons, goes over notes, and works on their communication skills.

"It's so hard because I am all by myself. I don't have anyone to tell me what to do or how to do it," said Munoz.

LaCroix, Haggerty, Bjork, and Kluck have all advanced to the college level of Spanish, and help with the Spanish 3 classes.

"I am honestly grateful to have students who are capable and willing to help out the non-Spanish speaking sub. It has made a world of difference for me," said Eiyneck.



NICKWEEKS

Eiyneck is known for being an open and caring teacher whose energetic and vibrant personality reaches everyone. Many seniors have a close bond with her, including Senior **Dj McMoil** who has helped in her classes all year during his Post-Secondary (PSEO) block.

"Eiyneck is one of the best teachers in the school," said McMoil. "She's one of the many great teachers in her department, and students relate to her well. She provides a perfect learning environment and a role model to come to if you need help with anything, spanish or not."

Eiyneck will still be around to help with some of the grading of the classes and for prom. If circumstances allow, she plans on returning next year.

## Where in the world?

### 13.7 percent of BHS students cannot locate the "Show Me State"

PAUL BRUMMER & NATESPANIER  
STAFF WRITER & COPY EDITOR

13.7 percent of Buffalo High School students could not locate the state of Missouri on a map of the United States in a recent Hoofprint survey of 131 BHS students from all four grade levels. Of those surveyed, eight were freshmen, 35 sophomores, 36 juniors, 33 seniors, and 19 did not report their grade level.

Seven of the 8 freshmen, 87.5 percent, were able to pinpoint Missouri on a map. 32 of the 35 sophomores, 91.4 percent, answered correctly. 32 of the 36 juniors, 88.8 percent, answered correctly. 24 of 33 seniors, 72.7 percent, answered correctly. 18 of the 19 unspecified students, 94.7 percent, answered correctly.

Thirty-three percent of young Americans aged 18 to 24 could not locate the state of Louisiana on a map of the United States, according to a 2006 National Geographic survey. Additionally, 48 percent could not locate Mississippi and 50 percent could not locate the state of New York.

Buffalo High School currently does not have a required geography class on its curriculum, which may have led to the 13.7 percent of incorrect locating.

"We used to have a required geography-only class, but not enough students signed up for it," said social studies teacher **Devin Davidson**. "What we do instead is implement our current required social studies classes with geography; so students in U.S. History learn U.S. geography, and students in World Studies learn world geography."

U.S. History and World Studies are required sophomore and junior classes, respectively, and it showed with sophomores and juniors each scoring over 88 percent correct. Seniors on the other hand, aren't required to take any social studies classes, and this showed as they scored the lowest of the four grade levels.

"I think it would be great if there was a required social studies class for seniors," said Davidson, "but with the current scheduling I'm not sure how they would fit it in. It would sure help so that they don't lose [their geographical knowledge] though."



NICKWEEKS

Above: 13.7% of students failed to locate Missouri on the U.S. map test.

Below: Senior Grace Ricker, Junior Michael Burdorf, and Senior Kayla Schimmele work on a class project together.



NICKWEEKS

THE  
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# Teens and driving: good or bad

Many adults are wary of teen drivers, but is that an accurate stigma?

LINDSEY HARTFIEL & MAGGIE WALSTROM  
STAFF WRITERS

"People always say that old people are the bad drivers. Their statistics are very low when it comes to severe crashes. They're experienced and they aren't risk takers....But some say that teens are bad drivers too. In Wright County in 2010 no teens were killed on the county roadways," said Buffalo Officer **Glenda Ridley**.

According to mnsafedriving.org, 16-year-olds are three times more likely to die in a motor vehicle crash than any other drivers and 23.8 percent of those deaths are due to speeding.

Adults seem to be constantly invaded by new and inexperienced drivers. Drivers that are new to the rules of the road because of this there tends to be a high number of crashes and fatalities.

"I would say that it is definitely situation to the individual. There are plenty of good drivers.... however there are also those that are not making good decisions and creating the stereotype," said Social Studies Teacher **Dan Dehmer**. "At the same time, you have to take in to account the statistics. Insurance companies place young drivers into high risk groups, because the statistics have shown that as a group they will offend more often. Take it for

what its worth, but I would also say that I am a better driver now than I was when I was a teenager."

According to mnsafedriving.org sixteen year olds have a higher crash rate than drivers of any other age. And there's 11 million dollars in hospital charges to teens injured in motor vehicle accidents.

"I was in a crash last October, I wasn't driving, my friend was and he was being stupid and flipped the car causing it to roll three times," said Sophomore **Maddi Herzfeld**.

"Some kids probably should wait to have their license, but it should be on the parents part to determine this and there's some kids who are deathly afraid of getting their license. You get the younger kids who are the risk takers, and their brains aren't fully developed until they are 24 years of age and they'll have high insurance rates until they're 25 years of age. The ratio of teen crashes are high, but you have to put in all the factors; your peers/peer pressure, cell phones, radios etc. You don't behave the same when your parents aren't in the car," said **Ridley**.

Sometimes better grades for students can mean better insurance rates and that can also sometimes mean that they are better drivers when on the road.

"I think that I'm a great driver, because I think safe when I drive. I have trust issues if someone younger drives," said Senior **Jamie Green**, "the worst drivers I think are kids who are mentally not ready to drive. If they can't put down the phone for a few minutes to drive they will get distracted and cause a crash or a death."

"I'm okay with the driving ages, but it's the attitude that gets me. If you have a bad attitude then you probably aren't a cautious driver. Teens have a feeling of invincibility and feel like nothings going to happen. I go to driving school every three years because I'm a police officer. I know to look in the mirrors and look what's going on, I'm always watching my surroundings. The one thing teens need to do is be a defensive driver, it's a learned behavior that comes with more experience," said **Ridley**.

Sometimes grades are not the only thing that influences how teens drive, it also can be their parents and how they live too. Stereotyping a teen driver as good or bad can be wrong or right. People can't judge a kid by how they drive, because of their grades or how they live. Just like how someone can't judge a book by its cover.

**16 YEAR  
OLDS**

**ARE THREE  
TIMES MORE  
LIKELY to die  
IN A MOTOR  
VEHICLE  
CRASH than  
any other  
drivers**

# Would you like fries with that?

12 percent of BHS students work at fast food restaurants

MARIE CHRISTENSON & NATHAN HAECHREL  
STAFF WRITERS

Walking in the doors of a small building, the smells of grease, salt and burgers cooking on the grill are in the air. Greeted by friendly faces and big smiles from the employees behind the counter, ready to take an order, and some of these faces are Buffalo High School students.

At Buffalo High School 12 percent of students work at a fast food restaurant and 34 percent of students would consider working at a fast food restaurant. But the reasons for these choices may vary from person to person.

"[McDonald's] was the only place that would hire me and the schedule is flexible with my other activities," said Junior **Tori Line**.

There are also other reasons for working at fast food restaurant.

"The environment is good, the people are fun to work with and it is a job," said Culver's employee Junior **Nicole Bunten**.

In 2008, 21 percent of fast food workers in America were between the ages of 16 to 19, according to the United States Department of Labor. Although the reasons may differ for working at fast food chains, Bunten and Line both agree that the work place is more enjoyable thanks to fellow workers.

"We all get along really well and they are like my second family. It is like chillin' with friends for me, we tell jokes, talk to each other about anything, we listen to music all while getting our work done," said Line.

It seems as though fast food employees are not as lazy and unorganized as some have assumed. Seventy-three percent of Buffalo High School students say that they would not be embarrassed to work at one as a teenager. But these teenage employees still feel as though they are looked down



MICHAEL SWEARINGEN

McDonald's is a popular fast food joint for many with its cheap food and fast service.

upon by the people they serve and by fellow students.

"[People think] we are ground zero and do not have anything better," said Bunten. "Just because you work at a fast food restaurant does not mean you are crap. I try to ignore the stereotypes but I wish that people would just stop and give us a chance."

**"[People think] we are ground zero and do not have anything better. Just because you work at a fast food restaurant does not mean you are crap. I try to ignore the stereotypes but I wish that people would just stop and give us a chance."**

-Junior Nicole Bunten

# Setting the Pace

Hoofprint.net takes home a Pacemaker Award

LAUREN LAHR  
STAFF WRITER

On Saturday, April 16th, the National Pacemaker Award Winners were announced in Anaheim, California. The Hoofprint's website, Hoofprint.net, won the award for the first time ever. The National Pacemaker Award "an award for excellence in American student journalism, given annually since 1927. The awards are generally considered to be the highest national honors in their field, and are unofficially known as the "Pulitzer Prizes of student journalism."

"It is nice to be recognized for all the work that we do online. Most work, in publication classes, is unappreciated for the time put into it. I think it is really cool that we are the site that is an example for other schools to look at," said Senior **Stephanie Bunting**.

One unique thing about the Hoofprint is that there are no editors of the site to tell students what to write about. The class of Journalism students choose what newsworthy stories to write. Each week, each student has an assignment to create a great story about something going on around the school or even around the world. Having a variety of stories that students want to write about is what makes the site so successful.

"I like the fact that we get to choose what stories we want to do. It makes the website more true to the school. This makes me more accomplish and motivated to write good stories because, I know the whole school will be reading it," Senior **Lauren Wilson** said.

No other Buffalo High School publications have been awarded a Pacemaker.



NICK WEEKS

Executive Director of the National Scholastic Press Association, Logan Aimone, discusses the Hoofprint.net

# 10 places at BHS dirtier than a toilet

Hoofprint Investigates where bacteria flourishes.

JESSICA ELSERPETER & HEATHER GERHARDSON  
STAFF WRITERS

Wash your hands, cover your cough, sneeze into your elbow, or use a Kleenex,” are all phrases we heard as a young child. Things begin to change as you get older, the responsibility solely depends upon yourself. As people grow older they don’t always have a teacher or adult guiding them to cleanliness or peers singing the alphabet around them as they wash their hands. As people practice better cleanliness they keep the things around them clean, thus the risk of getting sick decreases.

Samples were taken from various places among the school and were left to incubate for the weekend. Monday morning all ten petri dishes had some sort of bacteria growing on them, excluding the toilet.

Although it goes against common sense, toilets can some of the cleanest places in a building, depending on the circumstances. Because they get cleaned so regularly, and well, it is a hostile environment for microbes to grow upon.

The problem isn’t that the toilets aren’t being cleaned, it’s just the fact that students don’t always keep up with daily hygiene procedures as often as they should. In order for everyone to have a healthier environment, we all need to do our part in keeping up good hygiene.

## Top ten dirtiest places

1. Locker lock
2. Ketchup dispenser
3. Paper towel handle in bathroom
4. Keyboard
5. Boys locker room fountain
6. Handle of bathroom stall
7. Soap dispenser from the bathroom
8. Stapler
9. Push handle of front door
10. Handle of bathroom sink
11. The toilet



Top: Petri dish of bacteria grown from a swab of a locker lock

Bottom: Petri dish of Bacteria grown from a swab of a BHS toilet.

Photos by Heather Gerhardson and Jessica Elsenpeter.



## Don't Worry, Be Happy

Czanstkowski begins her own Happiness Project.

STEPHBUNTING & LAUREN WILSON  
STAFF WRITERS

Junior **Kala Czanstkowski** kicks a small blue box, now designated as her ‘sad box’ across the room.

Loosely based off the book *The Happiness Project*, Czanstkowski has created a system with two boxes- one for happy thoughts, and one for sad.

“In *The Happiness Project*, the lady looks at her life and thinks it could be better. It encouraged me to create boxes for myself to work through my every day life,” said Czanstkowski.

Messages in the bright pink ‘happy box’ range from a good score on a chemistry test to Christmas memories, which Czanstkowski hopes to update at least once a day.

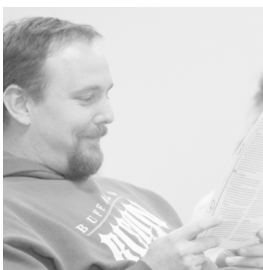
“I write things that brighten my day, then I can pull them out randomly, or before I go to bed and remember the best parts of my day.”

In contrast, the sad box, covered in painting tape, contains the not-so happy events of the day.

“When I write out the bad things they don’t bother me as much, and I can move on with my day. I can also just beat up the box.”

Although there are few guidelines pertaining to what qualifies for either box, Czanstkowski has only one permanent rule: there must always be more happy cards than sad at any one time.

“I’m trying something new here, it makes me happy, and also spreads happiness around me. Making myself happy makes others happy too. Happiness is contagious.”



Top: Science Teacher Micah Morris wonders if the grading system should be altered.

Middle: History Teacher Tracy Hulley expresses her views as Science Teacher Michael Boggess listens intently.

Bottom: Art Teacher John Gunderson participates in the discussion.

## In with the new

Faculty members discuss changing the grading culture.

COLM MACNAB  
OPINIONS EDITOR

“Should work, behavior, and participation be separated out from report card grades, and what should a grade really reflect?” asked Administrative Assistant **Vicki Cary**, motioning to 30 Buffalo High School teachers who gathered to discuss alternative grading practices during their prep periods. Throughout the day, every teacher participated in the discussion.

Before each teacher entered the Bison Room during their preps on Thursday, April 21, they were given an article, “Grading Practices: The Third Rail”, detailing the rationale behind Minnetonka’s new grading system; changes like doing away with the point system, percentage scale, behavioral demerits, and less extra credit have severely changed the way students approach school.

According to the article the teachers read, “It is incumbent on educators to ensure that grading and assessment practices give students chances to succeed. Lethal grading practices can harm students and set them on a course for failure.”

Grades in Minnetonka are now determined by what a student “masters,” and rely largely on tests and in-class assignments. This new method was met with some skepticism from BHS teachers, stating it doesn’t deal with the core values that a student learns while in a school setting, and merely focuses on what someone ‘knows.’

“It [Minnetonka grading system] is narrow in

content,” said English Teacher **Joel Squadroni**, “It doesn’t deal with honesty, respect, contribution, it just grades what someone knows. I guess I’m old-fashioned but I still think things like integrity and respect are just as important to teach.”

Some teachers thought that factoring out discipline from the grading system was a poor choice.

“It’s kind of saying ‘let’s just give everyone a hug,’” said Art Teacher **Jon Holtz**, “I mean, where did that get us?”

Others were unsure of the new changes in Minnetonka.

“Are we lowering the standards?” said Social Studies **Tracy Hulley**, “I mean, we certainly don’t want students to lose hope, I guess I just don’t know.”

Some teachers were less than willing to discuss the new changes implemented in schools around the nation. This is due to the fact that discussing grades can be one of the most controversial of subjects in an educational environment due to the emotional connection a teacher has with how he or she grades.

“I think grading is an extension of a personality,” said Squadroni, “and when someone tells you that their grading system isn’t valid, it’s more of an attack on a personal attachment. I’m certainly not afraid of new grading systems. There are plenty of interesting things Minnetonka is doing that I would love to try.”

# TEACHERS BEYOND THE BLACKBOARD



“I’ve played in many bands over the years, and it’s awesome. My current band, The Crow Poets, is full of extremely talented musicians. We play everything: rock n’ roll, the blues, jazz, we could even play country and western at the same time. It’s nice to be the worst musician in the band; it helps me improve. I love running into students at gigs. They freak out and it makes me laugh. The other band members think it’s really funny and tell me how old I am.”

English Teacher  
David Robinson



English Teacher  
Joel Squadroni

“I like to cook Italian food so I started an herb garden. I chose to grow my own because if the herbs are fresh, then their flavors are stronger. I grow, clean, wash, dry, and crush rosemary, parsley, sage, basil, oregano, and thyme into small bottles that I label myself. I use these herbs mostly for my summer sauce blends.”



AMANDABURGGRAFF  
STAFF WRITER

From the first day a student climbs the school bus steps while their mothers snap pictures of their first day of school, students have spent countless hours with teachers. It may be easy to assume that grading papers is what their lives entail, but high school teachers have extended their lives beyond the white board. With each teacher comes a lifetime of experience beyond the four walls of their classroom. They have insight to challenges they have faced, accomplishments they have achieved, and stories to be heard. Or, as quoted by George Henry Lewes says, “We must never assume that which is incapable of proof.”

“I was an exchange student. I lived in Denmark for a year after I graduated from high school. I lived with a family from Silkeborg, then my junior year of college I went back [to Denmark] to the University of Corbera Nanna. Half my classes were in Danish and the other in English.”

History Teacher  
Tracy Hulley



Social Studies Teacher  
Brigitta Bergquist

“I have artificially inseminated a cow. My uncle owns the family farm and he invited me to watch them artificially inseminate their cattle. He asked me if I wanted to try so I put on the shoulder long plastic glove and stuck my hand up the cow’s rear end. It definitely defined the word “weird” for me.”

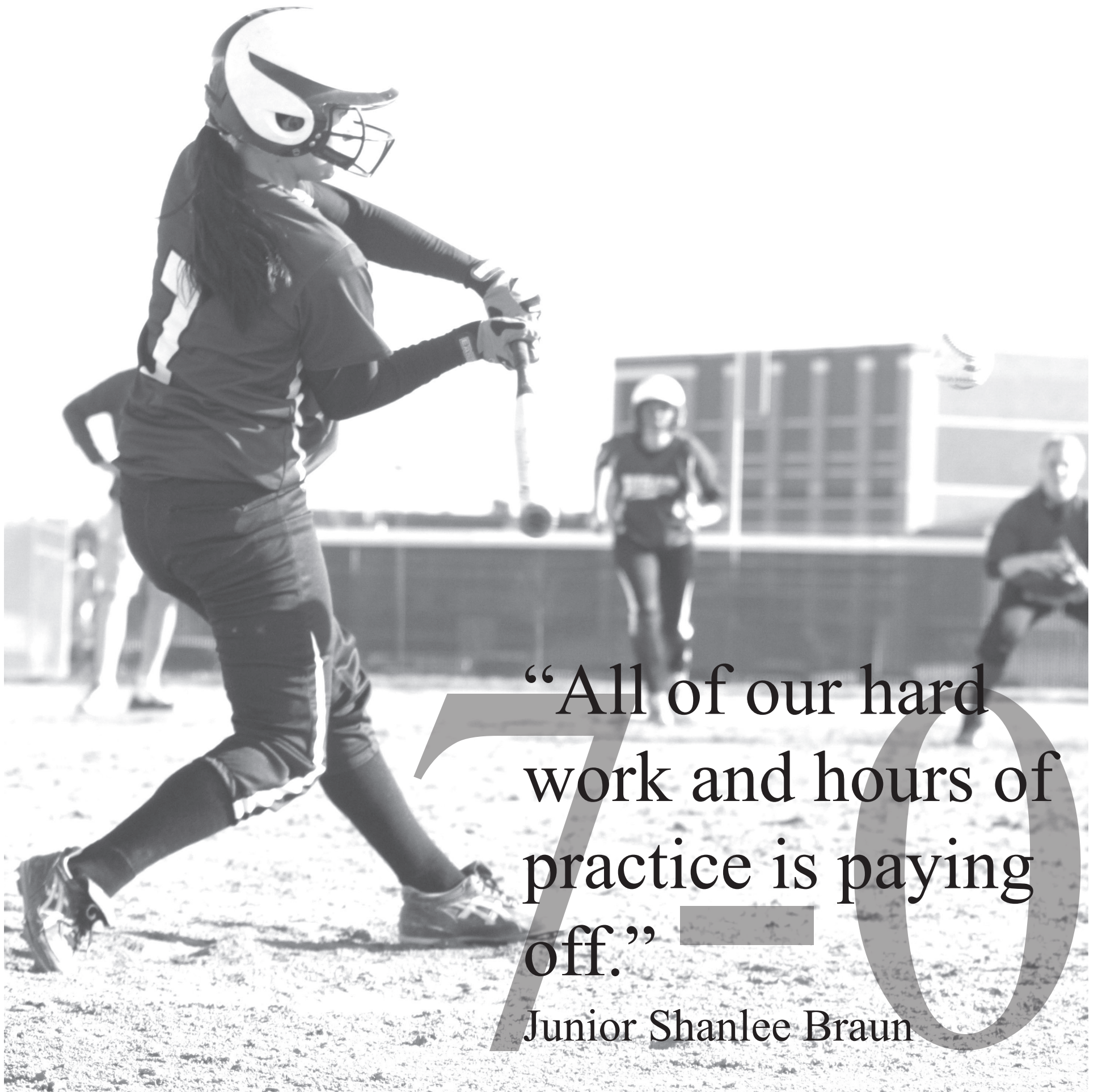


“I am a ten-year ticket holder for the Wild; I actually don’t know much about hockey, at all. I just got roped into it. In 1996, my son bet me to put money down for the tickets and we ended up winning them. They are good seats, so they aren’t worth giving away. I went to one game this year, my husband and son typically go to the games, else we sell them. I like sports, but I don’t know all the details. This year, I learned what a hat trick was.”

Spanish Teacher  
Daryl Boeckers

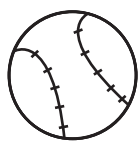


-Social Studies Teacher Cynthia Khalil



“All of our hard work and hours of practice is paying off.”

Junior Shanlee Braun



Friends, family, and players gather together for baseball game in memory of Sam Munoz

# PLAYING IN REMEMBRANCE



Pictured: Senior Matt Kelly, Junior J.D. O'Donnell, Freshman Katelyn Ratford, Junior Colton Haight, Sophomore John Vega, Sophomores Chris Scott, Freshman Mitch Annis, Freshman Jay Bollum, Sophomore Brody Stevens Photos by Nicholas Weeks

**BETHLEIPHOLTZ**

SPORTS EDITOR

Each year, the Bison host a game in memory of Sam Munoz, who was killed in a car accident in October 2008. He was a lifetime baseball player with a strong passion for the game.

“The idea for the game came from Coach Beilke and the Diamond Club,” said **Amanda Munoz**, Sam’s sister. “It’s just a way to remember Sam and the game that he loved.”

The fourth annual Sam Munoz Memorial Game took place on Saturday, April 23. The Bison took on the New Prague Trojans, but fell short with a final score of 6-3. The crowd was made up of many current students, in addition to Buffalo alumni, family, and friends.

“It mattered to us that we lost, but as long as we played hard and gave it our best effort, we knew that we had tried. We were all definitely out there playing for Sam,” said Senior **Brian Holthaus**.

Josh Munoz, Sam’s younger brother, threw the first pitch of the game.

“It was really nice to see Josh throw the pitch,” said Senior Nick Weeks. “I thought the team had so much respect for the Munoz family. They let Amanda speak and it was really nice to see the community rally around this family.”

A silent auction and raffle were ongoing during the game. All the proceeds went to the Sam

Munoz Memorial Scholarship, which will be given to one of the senior baseball players this year.

“I think the scholarship fund is a great idea,” said Munoz. “Sam fully intended to play baseball after high school and I know he would have loved to give that opportunity to others who love the game.”

The scholarship is considered special because of the fact that it goes to another baseball player with a passion for the game.

“It’s great to see that they have a fund for Jon [Kramnic] and Sam scholarships,” said Weeks. “To see that money go towards helping a future is wonderful. It’s cool that it goes to the sport that he [Munoz] loved and to a person that has as much enthusiasm for the game as he did.”

Although the weather didn’t cooperate, the fan turnout was still successful.

“There were a lot of people there even though it was cold,” said Senior **Connor Liska**. “Everyone had blankets, hot chocolate, and pizza to keep warm.”

The Munoz family has opened their home to friends and family for a bonfire after the game each year. The bonfire is a way to share memories of Sam with one another.

“It’s just a way to talk about Sam and share fellowship with the food and the fire. There’s also a time of prayer. It was a happy and sad mix. There were times that everyone just spent remembering, but other times were full of laughter,” said Munoz.

“Sam fully intended to play baseball after high school. I know he would have loved to give that opportunity to others that love the game.” -Junior Amanda Munoz

## SUCCESSFUL START FOR SOFTBALL

### Girls softball wins 6 straight

**MORGANLUBBEN**

STAFF WRITER

The Buffalo High School girls softball team opened the season on Monday, April 11 with a smashing 11-1 victory over the Royals from Rogers.

“Beating Rogers by that much was a great way to start our season” said Senior Shortstop **Kasey Wycoff**. “It really got us off to a good start and set the tone for the rest of the week.”

Buffalo continued rolling on Tuesday afternoon, taking it to the Princeton Tigers 10-1 at the Buffalo High School softball field.

On Thursday, April 14 the Bison faced County Road 35 arch rival St. Michael – Albertville in the cold, windy weather. Buffalo continued their early season dominance, beating the Knights 7-1.

They went on to defeat Zimmerman, Becker, and Spring Lake Park as well. They are now 6-0 overall.

## LACROSSE OFFICIALLY A SCHOOL SPORT

### Lacrosse players raise funds to become school sport

**DANINORDIN**

STAFF WRITER

Lacrosse has been a club sport for Buffalo in the past years, but this year it is officially considered a school sport. After raising \$20,000, Boys’ and Girls’ Lacrosse is now official. In order to keep this as a school sport, they must raise \$20,000 each year; \$10,000 for boys and \$10,000 for girls.

“I am glad that it is finally a school sport,” said Junior **Sam Mayhew**. “It sucks that we have to fund for it, but most of the guys on the team are all from the club team. We all know each other and have all played together before.”

The girls team also is hoping for a good season, although they don’t

really know what to expect.

“I have no idea how this season will go,” said Junior **Amanda Krcma**. “However, we have a lot of returning players as well as new players which makes us a bigger and better team.”

The lacrosse teams don’t have the same Mississippi 8 Conference as the rest of the school sports do. Since most of the schools in the area don’t have lacrosse as a school sport, they are forced to play teams like Shakopee High School, St. Thomas Academy, Spring Lake Park High School and Monticello’s club team.

“I think now that lacrosse is a school sport we will have a tougher challenge considering were playing conference teams and club teams,” said Krcma.

## ADAPTED SOFTBALL

### Bison beat Minnetonka-Wayzata in final moments

**TYLERBURG**

STAFF WRITER

The Buffalo Bison Adapted Softball Team won in thrilling fashion Wednesday April 21 beating Minnetonka-Wayzata Lakers with a final score of 15-14.

The Bison were behind and struggled the whole game losing 5-1 after the first inning. The Lakers held constant pressure and had a strong bat scoring another two, making the score 7-3 after the second inning. The Bison would remain four behind after the third, trailing 8-4.

The Lakers extended their lead in the fourth, scoring five runs while the Bison went scoreless making it 13-4. The Bison started their comeback in the fifth inning, scoring five runs and holding the Lakers scoreless, making it 13-9. Wayzata scored once in the sixth while the Bison added five more, bringing the score even at 14-14. The Bison scored in the bottom of the seventh giving them the win when **Claire Strege** had an RBI single driving in **Chelsey Angermeier** for the win.

# Second Nature

Hoofprint investigates stereotypes and why we make them

LIZADAVIS  
STAFF WRITER

One of the first lessons you learn in elementary school is that you shouldn't judge anyone based on the way they look. That it's shallow to form an opinion about somebody or something solely on appearances. However, the fact of the matter is that we all do just that on a daily basis. Consciously or not, humans have the overwhelming tendency to make evaluations of character based on their first impressions.

*The Hoofprint* conducted a study where three glasses of a beverage were offered. They were all different colors; one was a murky green, one blue, and one pink. In actuality, all glasses were pink lemonade, but the vast majority of people chose the pink or blue cup rather than green because most people aren't used to drinking green beverages.

The results of this survey hearken back to humankind's early survival days, when people learned that drinking from the pool of green sludge would probably cause illness. Thus, some stereotypes or preconceived notions we have are based on deeply-rooted survival instincts. Some, but not all. What about stereotypes based on clothes?

So another study was done in which people were shown different styles of shoes. Respondents were then asked to describe the personality of the shoes' owners, not knowing ahead of time which shoe belonged to whom. The results showed that people tended to make extraordinarily strange and incorrect assumptions about the owners, based only on what type of shoe they wore.

A study done by Carleton University in Ottawa, Canada

has proven that the brain only takes 50 milliseconds to form a perception on something. In our modern world, this is prevalent. People are judged on clothes, manners of speech, and even something as small as shoes. But the results from the second survey have no clear biological connections; there's no advantage to survival in picking one pair of shoes over another. So why do we still make assumptions when there are no real benefits?

From an early age, we're taught that certain colors, objects, and people carry different connotations. For example, we associate red with alarm and yellow with happiness. We're taught not to trust strangers and, by extension, anything out of our realm of comfort. Thus, later in life when we encounter things that we aren't used to, we are immediately disdainful of them. If you're walking down an alley at night and you see a person in dark clothes leaning up against the wall, you'd probably be creeped out because of the way he/she is dressed and the fact that you're in an unfamiliar setting. The stranger may be the nicest person on the planet, but one would never know that based on a first impression.

When you come to high school as a freshman, the first couple of weeks are probably spent in fear. Being in a new environment where nothing is familiar is extremely off-putting. Adjusting to an unfamiliar setting includes establishing a "comfort zone" of sorts; finding the sort of people you'd like to pal around with. And when you see somebody that doesn't fit the parameters of your familiarity, you tend to stay away from them. This explains the shoe phenomenon. When shown a style that you're unfamiliar with, your judgements

tend to be more hostile than they would if you dressed that way yourself. We stereotype anything that is different from us because that's how we've survived thus far: in our comfort zones.

Stereotypes are often shallow and one-sided because it's an efficient way for the mind to organize information. We mentally categorize people based on first impressions and there they remain simply because it's easier. Once everybody is cozy within their specific stereotype, humans have the tendency to reject new information about others if it doesn't fit within their preconceived ideas. Though it's easier to go through life believing that everything is black or white, in reality people come in all shades of gray, green, blue, and pink.

Getting rid of stereotypes forever is nearly impossible to do due to our upbringing and our biological makeup. However, one thing that we are in control of is our outward responses.

"What we know best is our own experiences, so it's part of our nature to judge quickly," said English Teacher **Joel Squadroni**. "It's important to try and understand the other side first so we have perspective on the judgements that we're making. The old adage 'try being in someone else's shoes' is truly the most important thing to live your life by."

People will not like or get along with every person that they meet, but at the very least humans are capable of responding empathetically. Learning to consider other peoples' points of view and overcoming your deeply rooted assumptions are keys for our society to prosper.



#1



#2



Popular

Fancy

Athletic

Gossipy

Nerd

Preppy

Normal

Sensitive

Jerk

Stuck Up

QUIRKY

Outgoing

ST

FL

# Which One Would You Drink First?



# 4

PERCENT  
Of  
PEOPLE

Picked green  
FIRST

83% Of People Chose Green Last



# 65

PERCENT  
OF  
PEOPLE  
picked pink  
FIRST



# 31

PERCENT  
OF  
PEOPLE  
Picked blue  
First



# #3



# #4



# #5



# Reserved

# Colorful

# Materialistic

# ARROGANT

# Emotional

# Blonde

# Irty

# Cocky

# Independent

Pictured from left to right: **Freshman** Jordan Wurtsberger, **Sophomore** Bailey Braatz, **Senior** Lauren Wilson, **Sophomore** Delany Alexander, and **Sophomore** Michael Swearingen stand to the left of their shoes. They volunteered their shoes in a survey conducted by Hoofprint members. To the left are some of the words that students used to describe the owner of each shoe.

# The American Genocide

## BHS Student looks at Alternatives to Abortion

Some of you may feel like this is too strong of a title for this article. Although after reading it I hope you will see how this is actually what it is. This article is about abortion. I would like to start out by letting anyone who might be post-abortive know I am not accusing or blaming you for anything and I hope you can find someone to talk about it with.

Abortion in this country is a big deal. there are literally millions of murders of the unborn lives every year. I will start by giving you a few statistics:

- Every Single year there are 1.3 million abortions
  - That is roughly 3,700 abortions a day.
  - That is 2.5 abortions every minute.
  - Since Roe vs. Wade in 1973 there have been 48 million abortions
  - Since 1973 America has replicated the death toll of the Holocaust 4.4 times.
  - That is 2.5 legal murders every minute in America.
- This is absurd. America is suppose to be a country filled with

freedom and opportunity, and the unborn have none. However our government gives the legal right to "Professionals" (Who take the Hippocratic Oath to protect life) to kill an unborn child. Now this is the part that makes no sense. If a pregnant women in this country is attacked and both the mother and the child are killed the attacker can face two charges of murder. Although if a woman who is desperate walks into the Planned Parenthood clinic and is convinced to have an abortion and they kill the baby, the clinic and doctors are not charged with anything. Therefore I can only conclude that according to the law life begins when the mother decides she wants the child. That is absurd. By those standards there are millions of people out there that have nobody to care for them or want them, however if a doctor killed them that wouldn't be socially (and quite frankly, morally) acceptable.

Abortion isn't the only option for a woman that is pregnant, but doesn't want the child. First you have to realize that the idea that the child will wreck your reputation, or make your life

harder is not a justification to kill it. There are alternatives. Did you know that for every 40 families looking for an adoption only 1 finds a child? There are also risks in having an abortion, such as tearing to the wall of the uterus making you sterile for life. Another problem is that the father gets absolutely no say in the decision. There is nothing you can do if your girlfriend or wife is going to get an abortion. I invite you all to do just an hour of research on this subject. It isn't that hard, after all you have to research the Holocaust in school for several school years. Please look into both sides, but keep your mind open and make your conclusions afterword. Hopefully you will see that abortion just isn't worth it. It is my hope that people a hundred years from now and look at this generation and see that we were the ones to put an end to this American Genocide. Until then I say NAY!

Sincerely,

Michael "Buskid" Holmstrom

# The Cost of Water

## BHS Junior Disagrees with Charging One Dollar for Hot Water

To Whom it May Concern,

My name is Kelsey Cox and I am a junior. Recently, one day at lunch, I wanted to have some tea. I had a sore throat and I had already brought my own tea bag so I just needed some hot water. Thinking that I could just get a cup of hot water from the kitchen I went in to ask.

When I asked the woman in the kitchen if I could get some hot water she denied me initially, and then after I said I was sick and needed it for my tea she told me it would cost me \$1.00. In a state of minor shock I took the water and left for the check-out. The woman working there inquired as to why I was paying for water. Then, the kitchen staff member came over to make sure I was paying \$1.00 for the water. The check-out woman asked her why the water cost this much and that she could understand charging for the cup, possibly, but why the water. Avoiding conflict I paid for the water and left.

I strongly feel that this situation was an outrage. I don't

feel like it is even reasonable to charge any fraction of that high cost for the cup because we are already provided with essentials such as silverware, napkins and bowls for free. Even ketchup and mustard are provided without cost, so why must a cup of water cost anything?

Are they charging for the energy it takes to heat the water? If so, that is unnecessary because they already have a machine that dispenses hot water for Ramen noodles. What difference does it make to the energy cost if the water ends up in Ramen or as tea?

In the la carte area you can purchase numerous items for less than \$1.00, things that are not given for free everywhere else. Gushers, animal crackers and even yogurt cost less than \$1! In Minnesota, both public and private institutions are obligated to provide water, without cost. So why was I forced to pay \$1?

At any restaurant one can receive a glass of water for free. At Buffalo Books and Coffee tea costs only \$0.75, which covers the cost of the cup and the tea bag. I brought my own

tea, the cost of cups is covered by taxes and water is free everywhere in the building. Therefore, the \$1 I paid did not end up compensating for what I received. Did they really need the extra dollar for an unrelated expense? If so, why was I singled out for just seeking relief for my sore throat?

I am almost certain that you could inquire anyone and they would feel that charging \$1 for hot water is egregious and ridiculous. If this high cost is to remain, I suggest that what the money goes towards be more clearly defined. Moreover, I think that the charge should be eliminated. So in conclusion the \$1 I was forced to pay was unfair, unnecessary and unjustified.

## 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.



# The Digital Domination

## Junior looks at the Cons of Facebook

LIZADAVIS  
STAFF WRITER

“Did you see what her Facebook status was last night?” “So yesterday I was talking to so-and-so on Facebook...” “Put that picture up on Facebook, I need a new profile picture!” Conversations between kids at school are filled with these sorts of phrases. The reality for youth living in today’s world is that social networking sites such as Facebook can dominate our lives. While there are some pros to Facebook (such as staying in touch with distant family and friends, the ease of planning and organizing events, and sharing pictures and videos about recent activities), I feel that the cons outweigh the benefits. Our social networking-obsessed culture has lost the value of face-to-face interaction, which has led to an increase in bullying. Facebook can be extremely time- and thought-consuming as well.

The average Facebook user has 130 friends. However, I’d bet that if you went through your list of friends and only kept people who you actually talk to on a day-to-day basis, the number would be staggeringly smaller. Think about it. Do you really need to see where that person from your freshman year algebra class went on vacation? Or 25 random things about your friend’s cousin’s boyfriend? By calling people your “friends” on Facebook, it’s easy to believe that spending time online is an adequate substitute for actually spending time together. Posting on someone’s wall is not the same thing as talking to them at school. As a culture, I feel that we’re shying away from face-to-face communication because it’s just plain easier to use technology.

Using technology to communicate allows people to say things that they wouldn’t normally have the courage to. We all know that’s true; it’s easier to say something daring or hurtful if you aren’t there to see their reaction. The recent suicides of two teenage girls near Marshall, Minnesota are believed to be related to Facebook bullying. Haylee Fentress and Paige Moravetz, eighth graders from the Marshall area, had been receiving hurtful posts and comments on their Facebook walls for months prior to their tragic deaths.

“There are the cliques, and there is Facebook,” Joel Deruyck, Paige’s stepfather, said in an interview with the Star Tribune. “Many nights she [Paige] posted something on Facebook, and then

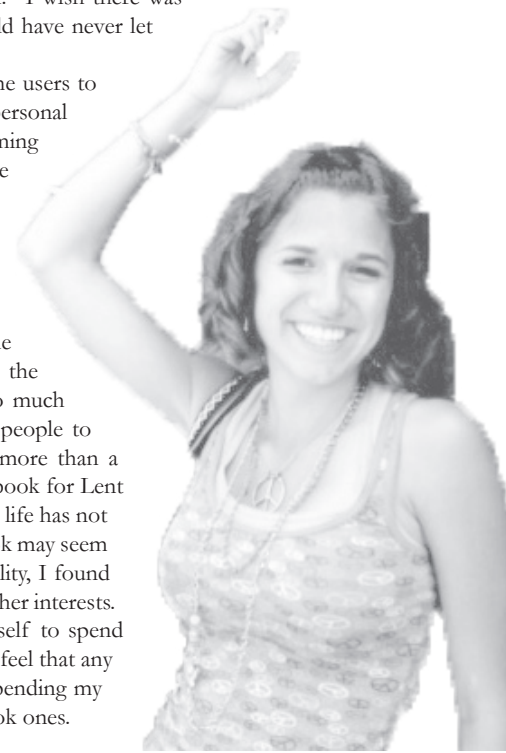
she would be distressed about some of the posts that came after.”

“The things that they [teenagers] say back and forth to each other [on Facebook] are instant, and it’s horrible what they say to each other,” added Tracy Fentress, Haylee’s mother. “I wish there was no such thing as Facebook, and I wish I would have never let my children on it.”

Though sites like Facebook have led some users to forget how to effectively communicate in a personal setting, conversely I feel that some are becoming unable to spend time “unplugged.” I know people who check their Facebook first thing in the morning, as soon as they get home from school, and then spend hours surfing around every night, not to mention the hundreds of mobile updates they receive during the school day. Because we share so much information electronically, it’s hard for some people to spend time away from the online world for more than a couple of hours. However, I’ve given up Facebook for Lent for the past two years and found that my social life has not suffered because of it. Forty days sans Facebook may seem like a long time to be disconnected, but in reality, I found myself having a lot more free time to pursue other interests. Now that Lent is over, I’m only allowing myself to spend about twenty minutes per day online because I feel that any more than that is unnecessary. I’d rather be spending my free time with real friends, not just my Facebook ones.

“I wish there was no such thing as Facebook, and I wish I would have never let my children on it.”

-Tracy Fentress



# Bald Girl, Party of One

## One student’s simple act created an unintentional identity

KAEELI LUND  
STAFF WRITER

I was in McCallum’s classroom a few weeks ago where the Journalism 2 class was discussing and creating six-word memoirs. A six-word memoir is basically trying to sum up who you are in a simple, six-word sentence. Wracking my brain for one that suited me, I asked McCallum if he had any ideas. He thought for a moment, then said, “I am more than my hair.”

He went on to explain, “People always associate you with different hairstyles, or what you’ve looked like, but you are more than just a hairstyle or a look, Kaelie.”

Tears sprang to my eyes as I thought about his words, because it’s true. Underneath the girl who dyed her hair purple, shaved her head is a person with ambitions, dreams, and thoughts. I’m more than just what I look like, what people see me as: I am me.

I don’t think people realize why I shaved my head. A lot of people thought I did it to get attention, and even more people thought I was a lesbian, or that I had cancer. Quite a mix, but here’s the real story: Last year, through Hair Dying for Haiti, I dyed my hair bright purple. Along with Maple Grove Senior High, we ended up raising over \$10,000. But in the process of dying it back to brown, it had become completely wrecked from the bleaching and excess dying. I became so irritated with my hair that in July, I reached my limit; no more could I deal with the hair that dragged me down everyday.

“Shaving my head was the best decision of my life.”

-Kaelie Lund

So instead of complaining any longer,

I simply rid myself of the symptom: my hair.

At the salon, when I told the stylist I wanted to shave my head, she

absolutely refused to believe me. When my sister and I managed to convince her I was serious, she handed me a scissors and I went to town. Chopping off the hair I hated so much, I cut as much as I could then allowed the stylist to razor it away.

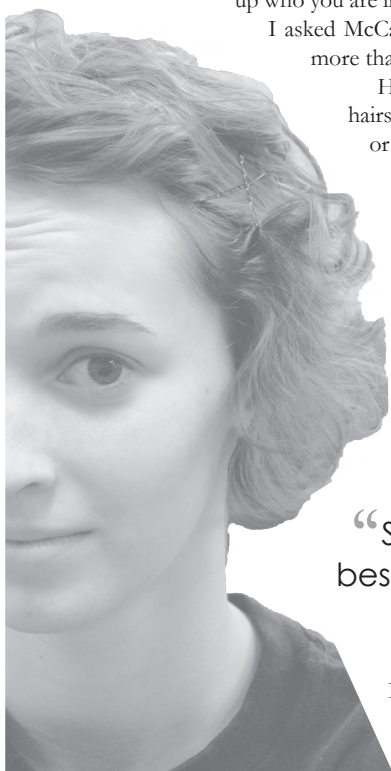
I walked out of that salon as a bald girl. Only the thinnest layer of fuzz was left on my head, and I had never felt so exposed in my entire life.

I got stares. Mothers looked at me pityingly in grocery stores, waitresses avoided making eye contact with me, and older women clucked and shook their heads. Handfuls of high school girls openly looked at me and burst into laughter--but the worst looks were the ones that didn’t happen at all. The minute I shaved my head, it appeared that I had become invisible to any attractive boy my age. I’ve never been one that guys hooted or hollered at, but the fact that they now went out of their way to avoid looking at me made me feel repulsive.

Those were the only days I regretted shaving my head. The days where no matter how much pink I wore, or how short my dress was, or how much eyeliner I was wearing, I couldn’t feel pretty. I was still the freaky bald chick, and I saw that in people’s faces as they smirked at me, or looked at me with the “Thank-God-You’re-Not-My-Child” glances.

Thinking back, I must have really stood out since most people at this school tend to blend together if you look at them too long. I never intended to do this for attention. I never thought it as gutsy, or that I was brave. I just did it to get rid of my hair--but I am so glad I did. It gave me a new perspective, a glimpse into the life that some brave people live everyday, people that didn’t have a choice. I met a woman who broke down crying when she met me because she had been in a car crash and her head had been shaved for brain surgery; seeing me had brought back all the memories she had tried so hard to push away. We talked for a while, I listened to her story. That would have never happened had I not shaved my head.

Shaving my head was the best decision of my life. I would have never met that woman, or others who shared their stories with me. I would never have been able to experience starting over completely with no turning back. It was a radical decision, but it helped me realize that sometimes one needs to make a radical decision before starting over.



## Is Stereotyping a Problem at BHS?

“Kind of. Depends on who you are and who you talk to.”  
-Senior Andrew Sandahl

“No, I don’t see it very much. I think our school is pretty good at not stooping down to that level.”  
-Junior Blake Schmidt

“Sometimes it does. Sometimes we judge too quickly without knowing what the person is like”  
-Freshman James Remer

“I do. There is a lot of different cliques and groups. It depends on the person”  
-Sophomore Kyle Cole

“No, not really. I don’t really hear anyone stereotyping other people”  
-Sophomore Chandler Engle



# Reaching for the Alien Shore

Hoofprint examines what it takes for students to leave their comfort zone

In *The Hoofprint's* continuing mission bringing truth to the student body we are always searching beyond the norm, and looking for the stories that get missed in the business of everyday life. We as a staff realized however, that by doing that we were ignoring one very important fact: Teenagers don't like to leave their comfort zone, and though this doesn't make the most interesting news it is still an important facet of our life. Teenagers like to dress, and act like on another to fit in. So this issue we set out to answer the question 'Why do we as a majority tell people to be themselves and value individualism, but as individuals still conform to our peers?'

People are busy. We are busy with our business going to school, work, activities, etc. We have routines that get us through the day. Being "ourselves" would require of us to break routines. That adds conflict to life that many people conflict to life that many people aren't looking for, so they simply ostracize the person who is being them-self. Not always out of malice, but rather out of a sense of "I don't want to be apart of it, or be associated with this disruption." So when we hear "be yourself," we are really being told "be yourself, just not around me". Nowhere in life is the dreamer or the misfit so alone than in High School.

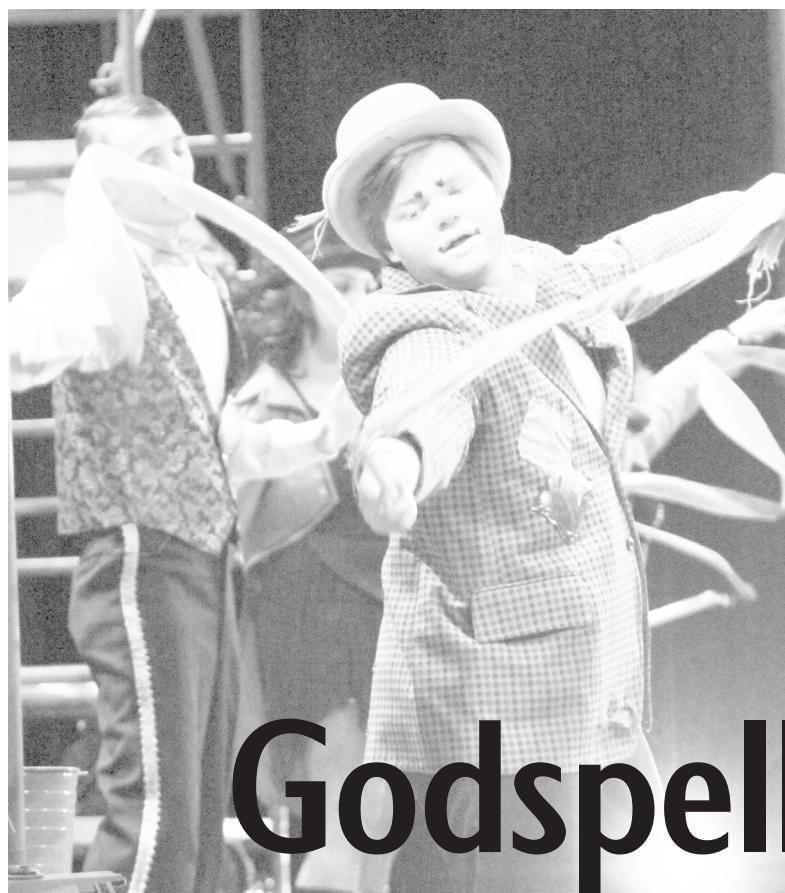
Much of what we do is based on pre-perceptions that are outside our control. We are pressed into these solitudes: color and culture, language and race. We find people who are similar in these respects, and stick with them. That is how striking similarities appear in groups but on a whole creates the illusion of diversity. These factors though are just variations on a theme; the theme of being human. We as a people need to build up our empathy for others, and be willing to set out towards that alien shore. There are some stigmas that are simply out of our control that are placed upon us, but by broadening our worlds beyond such things, we may truly flourish as individuals.

The origins and consequences of the formation of such clique's is not hard to see, but addressing and fixing the problems has been an unsolvable problem so far. Growing up it all seems so one-sided, the blacks and whites of life are clear to our naive eyes. Opinions are all provided, by our families, our religions, our friends, the media, and corporations. Everything we are taught during some of our most vital years of learning and growing, are detached

and sterile consumable's, created off in some mass-production zone. Life is not clean, or emotionless, and as we grow it is impossible to fall back wholly on bumper-sticker slogans. People can deal with black and white, but grey? What does one do with grey? Our response so far is to fall into the groups of like-minded individuals for answers and support, but this is not an answer to the problem but the symptom. When these cliques form they not only close themselves off from the problems of life, but from everything that is out there. The tragedy of this is that it is worse than the blatant evils of this world. It is apathy. Aside from those in your group the rest of the world does not matter. They are too stupid, too weird, too selfish to deserve thought. Their problems pale in comparison to what you have to deal with, and if they don't want to see the world in the same way there is no reason to give them a second thought. If one does not acknowledge suffering, then there can be effort to fight against it.

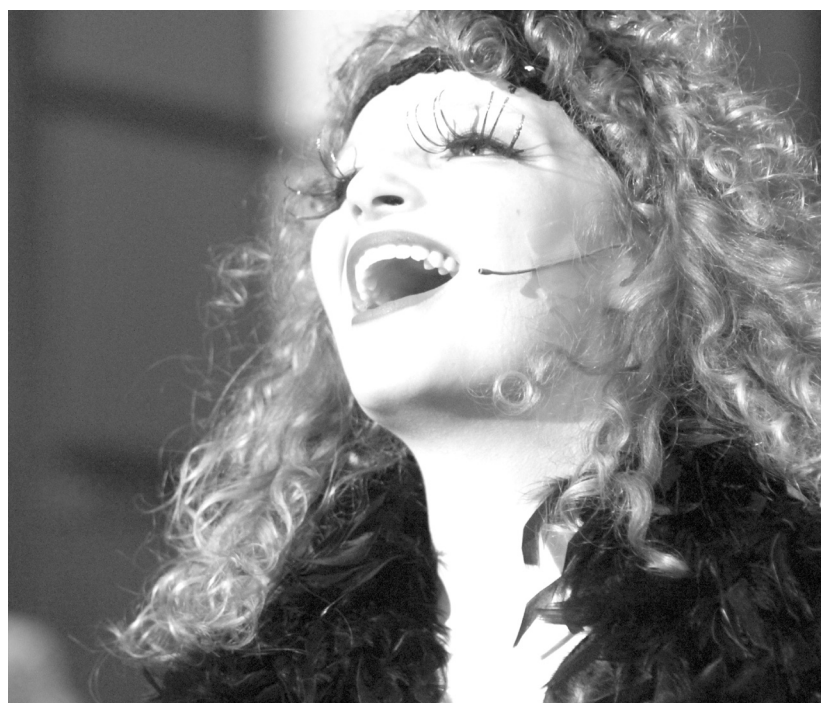
What *The Hoofprint* has looked into is not a new phenomena, but when we decided to tackle this question we looked into what could be done. The obvious answer of "Don't judge a book by it's cover," that is drilled into us in our youth is not the way to go. The judgements we make and our response to problems, are deeply entrenched biological functions that help us stay alive. With them we can identify dangerous situations early, and do something to protect ourselves. To ask us to stop forming judgements is impossible, but that does not mean that there is nothing we can do. It is impossible to be friends with, or even to like everyone. That does not mean that we can't be sympathetic to others. We need to realize that the masses we are passing in the halls are not filler in our days, but real human beings. If we can even make that step we can make progress against the harmful aspects of stereotypes.

In our comfort zone we are able to glide through our days in a well rehearsed act. It's time we took a break from this worn performance, and find the fine line between actor and act. Though we may be some of the greatest actors, it is the act that will be ultimately be judged. We have to make choices in our lives and those choices have to have voices, our actions have to have purpose in bringing forth positive progress. Kurt Vonnegut perhaps said it best, "We are what we pretend to be, so we must be careful about what we pretend to be."



# Godspell Hits the Stage

Above: **Senior Pickle Hjelmborg** performs his solo at opening night. Left: Junior **Charlie Aldrich** and Junior **Andy Jacobson** perform with ribbon on opening night.



Above: **Junior Lydia Wagner** performs her solo at opening night. Left: Junior **Liza Davis** represented heaven with her fellow castmates.



# Did you just call the teacher ‘Mom?’

## Students reflect on having their parents lead the classroom

EMILY SPIER & PAIGE HABISCH

STAFF WRITERS

In a class filled with strangers there seems to be a time in every teacher’s life where they have their own child in their class.

Some students not only have their parents at home but also in the classroom. They say their parents’ expectations for them are different than their everyday students. Even though it’s Freshman **Annika Nelson**’s first year at the high school, with her mom, P.E. Teacher **Martha Driscol-Nelson**, she still finds benefits of having her right down the hall.

“Subconsciously, she will expect more of me even though she may not say she does. She knows me and what I’m capable of, more than anyone else,” said Nelson.

Most students say they would prefer not to have their parents as a teacher. However, they don’t seem to notice how beneficial it can be to have them in school.

“All I have to do is find her and she’ll do what she can for me. I see her all the time; home, school, and gymnastics. It’s kind of nice to have a break from each other sometimes, which is hard to get,” said Nelson.

Sophomore **Brad Norman** doesn’t have his mom, [Spanish Teacher] **Michelle Norman**, as a teacher. He finds time where having her around can be very useful.

“It’d be weird but if I need papers signed or anything I can just go to her office and get it,” said Norman.

According to Freshman **Brittany Morain**, who doesn’t have a parent working in the district, students who do have their parents as teachers seem to get treated in a different way.

“I know them better so I tend to get mad at them faster,” said Driscol-Nelson.

Nelson agrees with her mother on the fact that it’s easier to talk and explain questions and concerns to their parent than it is with any other teacher or student.

Sophomore **Andrei Casey** had his father, Social Studies Teacher **Dave Casey**, as an eighth grader in the middle school.

“It was easier [in class] because I live with the guy so we knew how to react to each other,” said Casey.

Although some students may not want their parents working in the school, there are various opinions on the conveniences there would be.

“

Subconsciously, she will expect more of me even though she may not say she does.

—Freshman Annika Nelson

Left: Physical Education Teacher Martha Driscol-Nelson and her daughter Annika Nelson



## Examining different stereotypes here and other Minnesota high schools

BRITTNEY LaFOND  
STAFF WRITER

“You got your freshmen, ROTC guys, preps, J.V. jocks, Asian nerds, cool Asians, Varsity jocks, unfriendly black hotties, girls who eat their feelings, girls who don’t eat anything, desperate wannabes, burnouts, sexually active band geeks,” says **Janis Ian**, a typical goth-like outcast character from the movie *Mean Girls*.

“This film is about how you’re characterized and stereotyped by who you hang with and how you dress,” says **Robert Ebert**, movie reviewer from the Chicago Sun-Times.

The real world isn’t always like that though; most schools are stereotyped by towns and what their reputation is. In a recent survey, 78 percent of BHS students believe that our school has obvious cliques.

“Most people jump from clique to clique but there are obvious cliques here,” says Junior **Sam Siemers**.

Forty-six percent of BHS students think that they have different stereotypes from other schools in Minnesota. Different students have different opinions on how their schools are stereotyped.

Osseo High School Junior **Megan Balcer** says, “Some schools like to call us the ghetto school and Park Center is our little sister school because they want to be like us.”

Osseo High School is about 10 miles from Armstrong High School which is located in Robbinsdale, MN. That’s about 10 minutes give or take and Armstrong is already stereotyped as something different than Osseo.

“Armstrong has a tendency to be considered the ‘preppy’ school, but as far as cliques go, but everybody talks to everybody here so it’s all good,” says Junior **Rowan Munson**, a student from Armstrong High School.

FAIR School Downtown is a fairly small school, and they end up being stereotyped as a secondary school but actually it’s a fine arts magnet school.

“People think that our school is for kids that don’t do well, like an alternative school,” says Senior **Danielle Wright** a student from Fair School Downtown.

You guys are in the middle of nowhere, surrounded by countryland. When I think of Buffalo I think of farmers and farms.

-Osseo Junior Megan Balcer

According to **Manny Ortega**, assistant superintendent for secondary schools, in Fort Collins, Colorado, it’s a misconception that students at smaller schools are “a troubled group of kids.” Whether small or big school, most schools get stereotyped. For instance, twenty-four percent of out of 100 students think that Buffalo High School has a stereotype of being a farm school or “hick” school.

A stereotype is the continual portrayal of a group of people with the same narrow set of characteristics; schools get stereotyped by the area or place they are located in, according to **Linda Seger**, author of *Creating Unforgettable Characters*. Say Brooklyn Park, they are the ghetto school.

“It’s how we portray ourselves and since we have nothing good we have to be known for something. Most of the people here do drugs, drink, and smoke so we have the reputation for being ‘ghetto,’” says Balcer.

Why is Buffalo High School stereotyped as a farmer or “hick” school?

“You guys are in the middle of nowhere, surrounded by countryland, when I think of Buffalo High School I think of farmers and farms,” says Balcer.

So hypothetically Buffalo is out in country land so we are farmers, Osseo is in a not so good area so they are considered ghetto, FAIR School is small so they are now an alternative school, and Armstrong is just considered preppy. We all have stereotypes based on town, size, or placement of the school.

78% of BHS students believe that our school has obvious cliques.

24% of students believe BHS is a “farm” school

46% of students believe BHS has different stereotypes from Minnesota schools