

the **HOOFFPRINT** 13 JANUARY 2011

What
Motivates
you?

Fear?

Fear?

Pride?

Money?

Pride?

Money?



Motivation behind the wheel

What about driving brings out the worst in students?

MICHAEL WILLIAMS
STAFF WRITER

Every student has taken a Drivers Ed class, stressed over their permit test, and eventually proudly displayed their drivers license. The first few years are always full of learning experiences as teenagers become comfortable with life on the road. All reckless drivers aren't young, contrary to common misconceptions. The damages from traffic accidents per year in the US, for all ages, range from \$231-433 billion according to a study done by Harvard Professor Louis Kaplow.

There are many factors that cause risky drivers, including poor hazard detection, risk taking, carrying passengers, alcohol, weather, and even night driving. All of these things can motivate people to do stupid things.

Junior **Matt Roseen** was alone on a dirt road under construction. He wanted to have some fun by whipping circles in the middle of the road.

"Before I knew it, I lost control of my jeep. I went directly into the ditch and smashed right into a utility pole. My jeep was totaled," said Roseen. "I regret it and miss my jeep. I have been with friends on the same road doing the same thing before. I wasn't doing it just to act cool or anything; I just wanted to have fun."

Many people are motivated by music, emotions, or those around them. Those who bang their heads to Slipnot while driving will be more distracted compared to those who opt for classical. People who are having a bad day will drive more aggressively than normal, and blame others for any accidents that ensue. Even having peeps in the car can negatively change your actions.

Junior **Dan Timm** was out looking for some drifting spots to have a good time after a light snowfall with a friend. He had done similar things before when riding with friends because they got bored and wanted to have fun until they "wrecked something."

"I found a nice race spot that looked clear. I got going, wiped the wheel and pulled the E-break to start sliding," said Timm. "I underestimated how fast I was going, and front right wheel hit the curb. It completely broke off. I literally have a three wheeled car now."

Just being a safe driver isn't enough. You have to be on constant alert for other drivers. Junior **Maria Mack** was simply driving down a the road and passed a T stop. Suddenly she was T-boned by a mini van that flew right past the stop sign. The van then rolled five or six times right into a ditch.

"The guy wasn't paying attention because he was talking to his girlfriend in the passenger seat," said Mack. "Pay attention to what you're doing so you don't hurt someone else."

There are many ways to prevent car accidents. Gaining more experience by driving often and taking advice from others are simple ways. There are also extra classes that can be taken to make one more comfortable on the road, and tips to be found online. Even the most careful drivers can make mistakes, even the worst situations can be turned into a learning experience.

Every time someone gets behind the wheel, they are all motivated about something. We all have the choice to make the right choice or the wrong choice. What's your next move?



NICK WEEKS

High Hopes for New Chamber Orchestra

LIZADAVIS
STAFF WRITER

If you play a sport at the junior varsity level, many of you probably aspire to make varsity some day. Underclassmen band and choir members strive for eventual inclusion in the top ensembles, concert bands and choirs. But until this year, orchestra members have never had the opportunity to work towards a more advanced group.

The new chamber orchestra, which is comparable in skill level to the band's Jazz I or the choir's BHS/Treble Singers, provides the perfect opportunity for highly motivated musicians. Concert orchestra is open to anyone that plays a string instrument, where as chamber orchestra is an auditioned and exclusive ensemble—only eight members total.

"Due to the small size of concert orchestra, there has never been an opportunity for some of the more musically driven students to be in an ability-based group," orchestra director Mike Knutsnon said, "Since chamber orchestra is auditioned, it will motivate students to work harder in concert orchestra, in the hopes that they can make chamber some day."

Chamber orchestra meets Wednesday mornings at 6:30, a time when many of you are probably still sleeping. But the sacrifice of precious sleeping time is no matter for the dedicated musicians found there. Their motivation stems from an investment in the more challenging material chamber orchestra provides and, beneath that, a true love of music.

"Since Chamber Orchestra is auditioned, it will motivate students to work harder in Concert Orchestra, in the hopes that they can make chamber some day."

- Orchestra Director Mike Knutsnon

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SillyBandz: The Newest Worldwide Phenomenon

These colorful bracelets quickly caught popularity among America's youth. BCP Imports went from selling 100 packets per week to over one million.

SHELBYMAZNIO

STAFF WRITER

Fads are always coming and going. One year it's camouflage sweatshirts, the next year, jeggings. Some never reach beyond elementary school, others don't leave high school. But recently, colorful bracelets have become a very popular accessory in all grade levels.

These bracelets, Silly Bandz, made their debut in 2008. They were accepted by the younger generation almost instantly. The 'inventor', Rob Croak, first got the idea for the bands when visiting China in 2007. He noticed thin animal bracelets, and found out that they have been selling for years. When he returned home, he asked designers to come up with sample sketches of bracelets. The bands are made from 100% medical grade silicone. His company BCP Imports had already been successful with the Lance Armstrong 'Livestrong' bracelets before. Silly Bandz proved to be a success.

Various themes were created, and now someone can find almost any shape; from simple letter to 'Save the Gulf' oil spill bands. Holiday bands include days like Halloween and Christmas. The choices go on and on. Some bands have even been made to glow in the dark. Although the princess bands are aimed more towards the girls, boys can enjoy NFL and NASCAR Silly Bandz. The current most popular Silly Bandz include: Justin Bieber, Harry Potter, and the Disney Princesses.

And it doesn't stop at the bracelets. To accessorize the bands, kids can buy charms that hook on. If students have an overload of Silly Bandz, they can purchase a Silly Sorter, which is basically a large sheet of fold-able plastic fabric with pockets. When folded up, the Silly Sorter makes a backpack. Silly Bandz have grown from just the bands to an empire full of accessories.

When BCP Imports presented Silly Bandz to the public they started out with only 40 employees and sold 100 packets per week. Since then, the demand for the bands has gone up, increasing the workers to over 3,400 and over one million packets are being sold each week all around the world. \$100 million is made annually, this not including the sales from the 'spin-off' Zanybandz and Crazy Bandz that other companies made which imitate the original Silly Bandz. Each pack of 24 bracelets were originally priced at \$4.95, but different stores, like Walmart, have reduced the price to around \$2.00, making them a little bit more affordable for the younger generation and their families.

People saw and heard about Silly Bandz in many different places. Freshman Jade Grundy heard an advertisement about them on the radio in eighth grade. She was motivated to own some and bought her bracelets at Super America in Monticello. Freshman Marah Walker first got a glimpse of the bracelets this past summer at swim practice. Other girls had them on and she became curious.

Buyers can purchase Silly Bandz almost everywhere: gas stations, Target, Walmart, even ebay.com sellers offer a large variety.

But unlike Grundy, Walker didn't actually purchase her Silly Bandz. They were given to her as a Bison Buddy gift.

"They're fun shapes," Walker said, "It's cool that they glow in the dark."

She likes to wear them at least once a week. Unlike some who wear them everyday, Grundy resorts to wearing them only when they match her outfit.

"They're amazing!" Grundy says, "They're fun to play with and figure what they are. My favorite is the mystery shape. We can't figure out what it is!"

Elementary students have really gotten into a massive trading system of Silly Bands. The young students bring them to school and swap the different colors and shapes. Many of the kids wear them to feel like a part of their class. Wanting to fit in, they keep buying and trading.

As fun as they may be for students across the country, their teachers are a little less enthusiastic. Already, numerous elementary schools have banned Silly Bands, due to the bracelets being a major distraction during class. Parents are upset that teachers are confiscating them, and argue over the fact that many give them out as rewards.

Online, Silly Bandz has over 250,000 fans on Facebook, and the numbers are growing. More than 2,000 videos posted on Youtube have the bands in them.

Over the past few months, the craze for Silly Bands has slowly died down. People who once wore them walk the halls with bare wrists. But that hasn't slowed down the companies in creating even more themes of bands. Disney has come out with designs from Finding Nemo, Monster's Inc., Tangled, and many more. Companies have also given customers the option to customize their bands. For the electronics department, Nintendo has also come out with a Nintendo DS game called Silly Bandz: Play the Craze. The game includes 200 bands that were stolen, and it's up to the player to wipe out the enemy and release the

bracelets from their cages. It is rated E for Everyone, and was available to buy in December of 2010.

Parents with children wearing Silly Bandz are worried about the bands cutting off circulation. But many of the bracelets have been made to fit loosely around the wrist, although most are seen being worn very tight. Snopes.com has confirmed that children need to take off the bands when going to bed at night and when they're swimming. Keeping them on could result in having them embedded into the wrist.

The bands have still managed to be wildly popular with elementary school students, and the Silly Bands have just recently began to expand to a larger variety. Who knows where the trend will go next?



MICHAELSWEARINGEN & NICKWEEKS

Making the community a better place

School activities make getting involved easy

SHELBY MAZONIO
STAFF WRITER

Many students at Buffalo High School are involved in different activities: sports, theater, World Language Club, etc.. And some are motivated to reach out and help the school and community.

Senior **Mindy Pulvermacher** is one of the selected members in NHS, (National Honors Society), along with the top percent of the junior and senior class. NHS is a volunteer group that helps out around the school and community. Students earn service hours by participating in a variety of services such as the Fall Rake-a-Thon, Peer Tutoring, and a variety of school-hosted fundraisers, e.g. the recent Red Cross Blood Drive.

Some may be motivated by the honor of being in the top percentage of their class, but Pulvermacher's motivation is much more than that. "I like to do volunteer work," she said, "It's fun to see peoples' smiling faces when you do something nice for them."

Freshman **Molly Jerde** isn't quite able to participate in NHS just yet, but that isn't slowing her down. Jerde is involved in SSU, Students Stepping Up, which focuses on volunteer activities. One such activity is SSS Elementary Helpers, where SSU members go to an elementary school where they assist the teachers and students. SSU is also involved in the BCMS Impact Retreats, as well as showing incoming freshmen the high school during the BHS tour for the eighth grade students. One of their most recent projects was selling buttons for our veterans. So why join?

"It's a fun way to help elementary students," says Jerde, "It shows leadership, and it's really fun!"

Jerde isn't the only one who enjoys helping younger students. Freshman **Alex Haas** is also interested in SSU, but isn't in the group yet.

"I didn't hear the information," Haas said, "[Helping out the elementary students] would be a lot of fun and it sounds really cool."

Good news for anyone still interested in joining SSU: it's never too late to join! Anytime during the year talk to Social Studies teacher **Tracy Hulley** in C-207 and see what you can do to make a difference.

"Many of the members are motivated because they want to help out others," Hulley says, "It makes them good role models, and they like to be involved."

What motivates you to reach out and help your school and community? It's never too late for you to make your mark.



Senior **Andrew Ortman** donates his blood for the Red Cross in the annual blood drive, led by NHS.

NICK WEEKS

STUDENTS THINK GETTING MONEY FOR 87% GRADES IS EFFECTIVE

20% STUDENTS ARE PAID FOR THEIR GRADES

Good grades means big bucks

Parents pull out their wallets to motivate students to do well in school

KAYLAKOIVISTO
STAFF WRITER

Some like to think that they raised their kids to know that school is important, but occasionally a student needs more motivation to get those grades. What motivates teens to want to try in school? An interesting way is seen by parents who pay their kids money for certain grades, whether it's an amount per "A" or per report card.

Some teens who view school as important are naturally motivated to try hard with their academics, but their parents can always choose to pay them anyway for a little extra boost. Senior **Nellya Scheuermann** knew to do well in school, which she did, but she didn't always complete her homework. Scheuermann got paid \$5-\$10 for each report card. Scheuermann's parents got the idea of paying her money from family friends who did it to their children.

"My parents started paying me when I was 14 and stopped when I was 16 only because I got a job," said Scheuermann. "I already tried in school, but it was nice to get money, I usually went and spent it right away."

100 students were surveyed at BHS and out of the 20 percent who get paid, 50 percent get \$5 to \$10 per "A". Others get paid \$20

or more, which includes Junior **Mikaela Greenfield**.

"I got \$150 from my parents last quarter for getting a [decent grade] in higher algebra because I'm really bad at math," said Greenfield.

Seventy percent of students surveyed say they would try harder if their parents paid them for good report cards. However, 41 percent of students stated that receiving money for good grades is wrong.

"I got \$150 from my parents last quarter for getting a [decent grade] in Higher Algebra because I'm really bad at math."

-Junior Mikaela Greenfield

"Even though my parents paid me, I still think it's kind of wrong," said Scheuermann. "I definitely think that kids should already try their hardest in school."

What about those teens who do struggle in school and have always had trouble keeping up with school and personal issues as well. Money could be the parents last

resort to help the child strive to do better. Is it wrong to bribe your child if you're doing it for the "right reason"?

"It's just a way for parents to get what they want out of their child's education," said Junior **Jason Prigge**.

Eighty-seven percent of students said that getting money for motivation to get good grades is effective.

"If [paying your kids] is effective it's not wrong," said Junior **Grace Lund**. "Sure you can call it bribing but if my dad offered me 100 bucks for good grades I would say, oh yeah."

"Even though my parents paid me, I still think it's wrong. I definitely think that kids should already try their hardest in school."

-Senior Nellya Scheuermann

Half of 100 students surveyed said their parents pay them between five and ten dollars per "A".



NICK WEEKS

Underclassmen Academically On The Rise

Classes on their way to becoming specific for students' academic ability, not their age.

COLTON THOMAS
STAFF WRITER

As you sit down in your General Chemistry class, you look at the other kids. You've seen all of them before. But then you notice a few students who stand out. They're shorter than everyone else. You quickly realize you have freshmen in a class meant for juniors.

According to a University of Iowa report conducted by scholars Nicholas Colangelo, Susan G. Assouline, and Miraca U.M. Gross, the American School system keeps gifted students from being able to excel. The scholars believe that gifted students are stuck in classes with their slower learning classmates. The report concluded that it would be best for grade levels to be abandoned entirely.

The freedom given to make their own schedules finally allows gifted students to find the challenges they crave. Previously, the curriculum kept these students with everyone else. Now they can find classes that better suit their abilities.

"Yes, [Calculus] was challenging because the math is not simple and it requires you to look at math in a slightly different way than you have before. And it does a really good job of incorporating what you learned in other math classes," said Junior Lawrence Michalchik.

A challenge doesn't bother these students.

"You don't play a video game or read a book meant for preschoolers. You want to be challenged at your own level," said Freshman Aaron Hamann.

"When I challenge myself it makes me think, and it's fun, and I learn more. There's actually something to do in class instead of reading a book or playing a game."

"You don't play a videogame or read a book meant for preschoolers. You want to be challenged at your own level."

- Freshman
Aaron
Hamann

Teachers are now becoming used to classes with students from all grades. Though the younger students do well, they no longer stick out as someone who doesn't belong.

"This year we have a really wide range of students in Higher Algebra [...] Because we have such a wide range, I wouldn't say they stand out. But they do tend to do well. They stood out more in the past [when it was far less common]," said Math Teacher Marcia Bauman.

Besides the added challenges, there are other motives for students to take classes earlier.

"I think there are various reasons. One being that our block schedule allows them to double up versus a traditional schedule. Two, kids take classes they enjoy. Three, kids are preparing for post secondary," said Bauman.

When students enjoy a subject, they will often try to take more classes. And taking the higher level classes earlier allows them to take more and learn more.

"I really like science so I didn't want to review [the information] we'd learn in Science Nine," said Freshman Alex Haas.

Despite what 73 percent of students believe, the Iowa report found that skipping grades and going to college early does not socially harm students. According to the report, gifted students are more likely to seek the company of older students.

"I've always had a pretty easy time socializing with older kids, so I'm used to it. And also I knew some of the kids [already]," said Michalchik.

Skipping whole grades may not be possible for most students. But some are able to find a good alternative. Their new freedom allows them to excel.

"When people take [a class] at a younger age they tend to like the class. While those at the normal grade level just take it because they have to," said Hamann.

What motivates you to take higher level classes?



MICHAEL SWEARINGEN

"My parents wanted me to do it, and it was the next step after the classes I had already taken."

- Sophomore Claire Daughters



MICHAEL SWEARINGEN

"I like to have challenging classes because it keeps me interested. When you actually have to think, it keeps you focused."

- Sophomore Michael Simeon



MICHAEL SWEARINGEN

"I want to save money by not having to take them in college. I can learn the material in high school for free."

- Sophomore Cassidy Brown

NEWS



MICHAEL SWEARINGEN

Sophomore Cassidy Brown listens to Math Teacher Carlton Urdahl explain the daily lesson. She joined older students in his higher-level math class; calculus.



MICHAEL SWEARINGEN



MICHAEL SWEARINGEN

Above: Underclassmen use laptops for Science Teacher Charles Keifenheim's Chemistry class.

Left: Sophomores Claire Daughters and Michael Simeon observe a magnet during Science Teacher Edward Cox's Physics class.

I want to know. Can you show me?

Jessica Peterson asks the one question that doesn't get asked enough: Why should people keep learning?

JESSICAPETERSON
STAFF WRITER

If you keep a goldfish in the dark room, what color will it eventually turn? Who blinks more often - a man or a woman? Can a porcupine really float in water? When a student sits day after day on stiff chair, listening to a teacher's lesson, what makes them want to know the answers to questions? What is the secret behind a person's motivation to want to learn rather than being forced to learn?

Students who want to learn would probably be thrilled to catch a porcupine to see if it truly floats when thrown into a tub of water. Curiosity isn't necessarily a bad thing. There's one particular chapter almost every kid goes through. They want to know why the sky is blue, why they can't drink Windex from the bottle, and why don't cats want to take a bubble bath. The question phase lives to its fullest and eventually dies out. Kids become less interested in education. The enthusiasm to want to

know the answers isn't there anymore. Is anyone or anything to blame for this unfortunate predicament?

"You grow up and see the world as it is," said Sophomore **Sterling Steen**. "You've already asked so many questions and got answers. You learn to accept things."

How can the wanting to learn be accomplished? Classes need to be a pinch more spontaneous! Originality is vital. Excessive structure can drive any student up a wall, and there are teachers who plan out the each day's schedule minute by minute. Even classes like art and dance, which ultimately push people to be open and creative, have an organized system. Too much structure can be a bad thing; too little structure can be equally horrendous.

"We have so much to cover in a short time-span. It makes it difficult to slow down to really think about concepts," said Economics's Teacher **Brigitta Bergquist**.

Figuring out a fair balance between the two is determined by the teacher, but achievement is completely up to the student.

Is there anyone out there who doesn't feel content when they succeed in something? Some people have amazingly unique talents that impress everyone. These people know success. They revel in the compliments, urging themselves to learn more to repeat the proud and rewarding feeling they earn. Those who haven't known immediate accomplishment usually don't want to learn anymore. Occasionally, when someone's majorly failed once, trying again would seem like the end of the world, but why retry? Why should people keep learning? Why hand in finished homework?

"I think that there are some students who realize that the more they learn, the more skills they have. When they move outside of

school, those skills become more valuable. Basically you're selling yourself, selling your knowledge," said Bergquist, "but yes, it can be frustrating to see someone succeed in every aspect of life."

More factors are at work. Teachers' attitudes play key roles in a student's school life. The majority of students prefer energetic teachers who are "all over the place" and who can allow themselves to be known personally. When a teacher forms a unique friendship with a student, asking questions won't seem like a very unpleasant, annoyingly painful task anymore.

Author and lecturer **Alfie Kohn** argues that having a grading system is what's causing most of the damage to the joy of learning and asking thoughtful questions.

"Too much emphasis on performance can reduce students' interest in learning. When the point is to prove how smart you are, to get a good grade or a high test score, there is less inclination to engage deeply with ideas, to explore and discover. Even new 'authentic' assessments may backfire if students are constantly led to ask, 'How am I doing?'"

Bergquist believes that there should be grades since there needs to be a way to measure academic improvement. Although:

"In my ideal world there wouldn't have to be any grades. Students would be motivated to learn just for the learning itself," said Bergquist.

Before you can grasp knowledge, it's crucial to know how to go about doing it. Everyone learns differently. The next time someone says "math sucks." The perfect reply would be:

"It's not so much what you need to learn, but how you will learn it, and why."

Weighted Success

Junior Brianna Mass discusses the benefits and downfalls of a weighted GPA scale.

BRIMASS
STAFF WRITER

In any given high school, specifically at more weight than others, it would be impossible to consistently scale classes based on difficulty.

Many students complain that they are Buffalo High School, there are a variety of class difficulties. Here we have "hard" classes and "slacker" classes. Logically, the students working diligently in a more difficult course should get more credit for their work. In fact, many BHS students think weighted grades are a no-brainer. Ninety percent of AP students think BHS would benefit from a weighted GPA scale. Unfortunately, weighted grades in high school are inconsistent and impractical.

No teacher is going to say the class he or she teaches is easy. Students have all different interests, and therefore will struggle and excel in different areas. For instance, a primarily English student could easily get an A in College Prep Writing, while struggling to pass a Geometry. Likewise, administrators and school board

members have differing interests, so who should be chosen to decide which classes are hard? Because no one can universally and without bias

"Besides being inconsistent, weighted grades would be highly impractical."

decide which classes deserve working harder in a higher-level class than a student in a lower-level class, but that is not always true.

"In AP Physics, we get almost no homework," said Senior Justin Marchlewski, "but in regular physics, we had assigned homework almost every night."

Consider the aforementioned English genius. He might be able to sit down and pump out a polished paper in ten minutes, but he would spend more time studying and working to understand Geometry.

Another reason most students wish for weighted grades is that they believe students in

an unweighted system are punished for pushing themselves in advanced classes. I believe advanced classes have enough benefits that they do not need to pad GPA. A student who takes classes more similar to college courses will be better prepared for college, and for college admittance exams like the ACT and SAT.

Besides being inconsistent, weighted grades would be highly impractical. Most college admissions overlook a weighted grade scale. Class rank and GPA are primarily used to reflect each student's work ethic. GPA does not need to represent the difficulty of classes, because when a college receives a transcript, all of that student's classes are listed along with their grades. At that point, the colleges can decide for themselves which classes have more value to them.

As a hardworking student, I believe BHS should stick with an unweighted grade scale. An unbiased, consistent system is impossible, and since they are often ignored, weighted grades are not worth the hassle. Most importantly, advanced classes are well worth taking without adding fluff to a GPA.



What Motivates You To Go To School?



“My friends and the great staff!”
-Senior Brittany Downs

“If I don’t come to school I feel like I haven’t done anything. That’s motivation enough for me.”
-Senior Christian Illies

“I have really awesome teachers like Mr. Schneider who I learn a lot from. They motivate me to come to school.”
-Junior Allesah Beaulieu

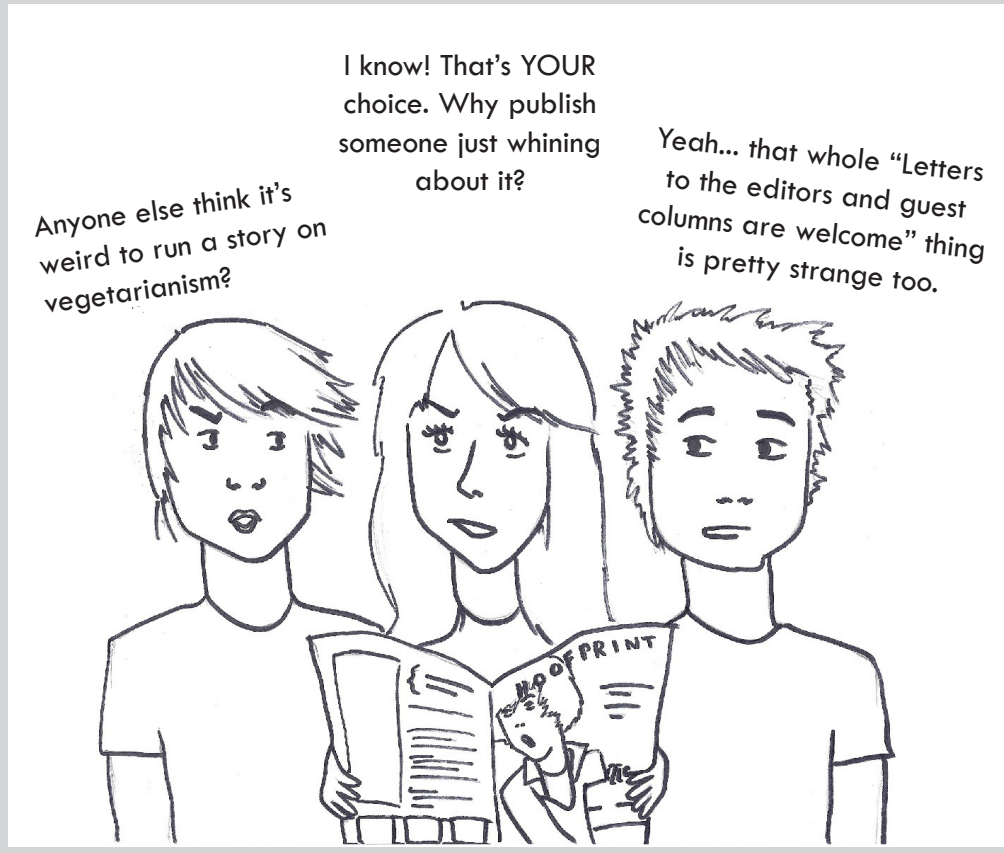
“First, the fantastic department, supportive administration, and the wonderful students”
-Spanish Teacher Mr. Boeckers

“The amazing teachers and my great friends motivate me to come to school.”
-Senior Charles Jacobs

“My friends and the awesome classes motivate me to come to school.”
-Freshman Jay Mason

On a Mission, Following a Vision

The Hoofprint reflects on its duty to the student body, and how students can take part in making the paper better



Everyone has a story. They can be happy, sad, funny, dramatic, or serious. Often they are a combination of these elements. *The Hoofprint* and its staff's motivation comes from giving voice to these stories. However not even the greatest reporter has the ability to get every angle on a story. We rely on outside perspective to report accurately and objectively, through interviews or student writing.

That is our mission. As a school activity we can be more than this. We wish to cultivate writers and an interest in the news media. *The Hoofprint* is here for the students, we need the students to be there for us.

With so much happening in an average BHS day it can be hard to know what to report. Daily events are well covered by the morning announcements, forcing us to find the stories that have been buried by the sheer volume of school happenings. *The Hoofprint* accepts story ideas, editorials, and letters to the editor from the student body. We want student participation, it is through involvement that *The Hoofprint* is able to improve.

This issue, on motivation, would not have been successful if it weren't for the students. Discussions started by the staff for a topic for this issue were sparked by considering what makes a student act. Whether it be to act responsibly, or stupidly these actions shape how our mission unfolds.

Do not fear to report or write about a subject. The Hoofprint will always support a student's right to press, and the staff will stand behind writers 100% if that's what it takes to report the truth. We will not censor the student's ability to write. Our motivation stems from a want of the truth, just as we'll fight to have your story printed, we will flat out refuse to print libelous material. *The Hoofprint* is based on truth and integrity, not sensationalization.

In our 'motivation' issue, we hope to outline why students take challenging classes without weighted grades, point out that society makes money a more important factor than learning, and why people become careless and drive recklessly. We also portray positive motivation. Younger students are now the norm in higher level classes, what it takes to step up for others and the after shock of doing nothing, and the being able to control your outlook of life.

Every moment in our life brings to life these stories that make up our lives. So long as students bring their stories to BHS, the Hoofprint will be there to report. That vision is what gives fire to our spirits as we write these words for the students. Life is but the candle, the dream must give it flame.

Motivation to Teach Differently

What Motivates Teachers To Teach The Way That They Do?

KALACZANSTKOWSKI
A&E EDITOR

Everyone has had that teacher who is just “the coolest teacher ever!” Whether it was the way they dressed, the things they said or the games they played. BHS is bursting with those teachers. What makes them decide that’s how they want to teach their students?

“[I decided] from the teachers I had in school who had a way of reaching kids, to the teacher I student taught with. All of these teachers were essential in forming the way I wanted to teach. What has really been a bonus are the colleagues I’ve taught with and currently teach with at BHS. I have learned so much from watching and collaborating with them!” said BHS Social studies teacher, Tracy Hulley, “[Plus,] you have to go with your heart and teach with a style that you are comfortable with. I can’t stand in front of a room of kids and not be me!”

Some teachers have decided to try allowing students to help other students. This improves both student’s understanding of the topic. Others have chosen to use verbal check-ins as a group to see how things are going overall. Some other ways teachers have been going includes; joking around to trigger better memory of the moment, allowing students options for class projects, acknowledging success and piggy backing discussions off of student comments.

“At the beginning of a term I have the students fill out a form about how they learn best and really try to plan activities where each student has an opportunity to work using their strongest learning style,” said Hulley, “By giving a variety of ways kids can produce something or show they ‘get it’ you increase the likelihood of kids succeeding.”

BHS mathematics teacher, Emily Greeley has been trying new things in her classroom to try to

improve each students grades by giving them the best classroom experiences and reaching out to different learning styles.

“I took a course in the summer that basically said that boys don’t like to sit still. They are constantly fidgeting so if you keep the object small, it doesn’t distract them from class,” said Greeley talking about the usage of small toys in her classroom. “They don’t really [distract]. If someone is using it inappropriately, I just ask them to stop and they usually do.”

“People learn better when they have fun,” said Greeley, “And if I did the same thing everyday, I’d get bored too. I wanna have fun!”

People learn better when they have fun. And if I did the same thing everyday, I’d get bored too. I wanna have fun!

–Math Teacher Emily Greeley

The 4 needs of a student need to be met in order to make the perfect classroom. Competence, autonomy, relationships and fun, are used to make up an interactive and healthy learning environment.

But what motivates teachers to want to teach like this? It sounds like it could be a lot of work for them.

“I was told in college to find a profession you love and you’ll never have to WORK a day in your life!” said Hulley, “I understand the subtle meaning behind that. I do love my job here at BHS and love the kids and my colleagues, but it is hard work to make sure you are trying to reach all your students and provide an opportunity for success! We’re getting kids ready for the world out there and teachers at BHS take that job seriously! I really can’t see myself doing anything but teaching. I get great satisfaction helping kids.”

Giving back to the students

Yanko gives back the experience of teaching and coaching

JACKELLIOT
STAFF WRITER

Like all team competitions, swimming meets are not won by one person. It takes a whole team of dedicated individuals that work together to accomplish a win. Michael Yanko knows firsthand about the team atmosphere because throughout his life he has been a part of them. From swimming to teaching, teams are a big part of how certain people conduct themselves. If a team wins they celebrate but if they lose everyone suffers together. Throughout most of these activities, experiences are constructed and never forgotten.

“In August of 1974 when I was 11, my mother, brother, and I moved to the Dominican Republic where I joined a swim team at the Docic Juegos facility. It was an eight lane pool that was the Dominican Republic’s version of an American Olympic pool. As a team we traveled all over the Gulf of Mexico visiting many pools for exciting meets,” said Yanko.

Over time working together a team evolves into a makeshift family where the members respect and motivate each other. Intertwined with this team spirit everybody has experiences with good and bad teachers and coaches. Team members work through it but those people always leave an impression on us and our fellow team mates.

“I can still remember my coach Carnal Kelly barking out instructions and critiquing us in Spanish over the loud speaker,” said Yanko.

After experiencing the Dominican Republic the Yanko family moved to Detroit in 1977. While in Detroit, Michael continued his swimming and began playing soccer.

“The camaraderie of our team was excellent,” said Yanko. In high school everybody starts to look at colleges, eventually Yanko narrowed it down to Michigan State. In college Yanko played on the soccer team, continued to swim and be involved in team sports. Michigan State is well known for its teaching school and Yanko and felt this could be a noble profession.

“Since there were teachers in my family and I was enrolled in a well known school I was excited to start teaching. Along with swimming and soccer I was also involved in Ultimate Frisbee teams throughout college. Ultimate Frisbee is a high endurance game that involves soccer-like rules with

passing like football; it’s a lot of fun and a work out at the same time,” said Yanko.

Not many know about the game of Ultimate Frisbee, but for those who do, it’s a huge sport and played worldwide. The rules of Ultimate Frisbee have a lot to do with respect and sportsmanship, just like other sports that revolved around having fun and learning new things. Building up confidence and knowledge are big parts of being comfortable in new locations.

Mr. Yanko started out in the same boat as in high school when looking for a teaching job; the team work environment was pulling him in. With many teaching positions Yanko was trying to find where he could be happy and help students to his full advantage. Michael felt a strong passion for helping others. “What goes around comes around. I had my turn now I have to do my part to help others succeed,” said Yanko.

Family is extremely important to Michael Yanko. Family is what brought him to Minnesota along with his desire to teach in this environment. While looking for a teaching opportunity, he found one in a nice institution in a small town called Buffalo. Mr. Yanko started as the J.A.G Teacher, another position that allowed him to be an important member of a team. Recently Yanko was recruited to become the assistant coach of the high school boys swim team. Mr. Yanko brings the swim team approximately 30 years of education experience and his direct knowledge of swimming. Yanko reported that he was ready to take on the challenge “It’s all what you make of it” said Yanko, in reference to being a member of a team.

To sum up the characteristics of Michael Yanko, he focuses on the importance of the team atmosphere, he is a highly experienced professional educator, and was a student athlete in his youth. In addition, Yanko provides help for students that speak a diverse range of languages and does it with a smile on his face. “Mr. Yanko is always striving to make Buffalo a better place,” said Shana Bregenzer-Brenny. Michael is bright, funny, quick with a clever phrase, and an encouraging word. Because of Yanko’s vast international experience and passion for helping others, he is a hidden jewel on the Buffalo High School faculty.

WARNING: Clowns in High Definition

The exciting life of Tracy Hagstrom Durant including plays, family, students and clowns

JONAHMENOUGH
STAFF WRITER

Often times during one of her three classes she will sit behind the podium centered in the front of the classroom. Other times you can find her behind her desk in the back of the room next to her many posters of all the plays she has done. Who could forget all of the clowns right in front of the doorway and on the wall?

If you have taken tenth grade English or have been in one of the many plays like Seussical or Flaming Idiots then there is a chance that you know **Tracy Hagstrom Durant** (better known as H-D). H-D teaches tenth grade English and is also the drama teacher. She has been teaching here since 1992 but actually started teaching in 1980.

“I love what I do, I hope it’s obvious,” said English Teacher Tracy Hagstrom-Durant.

It’s a big decision to become a teacher. Someone who wants to be a teacher needs several years of college, will have many obligations in the future, and, of course, will have many things to correct. So what motivates them to become a teacher?

“My mom was a teacher, I had significant teachers make an influence on me, and also some bad teachers,” said H-D.

H-D also teaches Drama. She is the one who three times a year, decides which plays they perform, sets up the auditions, and makes sure that each play turns out great. She has been teaching Drama ever since she has been teaching. She even did a few plays in college.

“It has been hard, getting harder,” said H-D.

School alone is a lot of work, so what is home life like?

“Crazy,” said H-D. Her daughter has graduated and thankfully her husband helps out a lot.

“Since my daughter moved, school has been more stressful,” said H-D. Life hasn’t always been a joy for H-D. It’s not always a joy for anyone.

“My dad died in ‘85, and my mom died in ‘95,”

said H-D, “I felt like I was ripped off since they died so young.”

When someone loses both of their parents in a short time, it is a hard thing to get over.

“[H-D] is very dedicated at what she does,” said English Teacher **Denise Wahlin-Fiskum**.

“[H-D] is a very good teacher that does lots of things and is very helpful,” said Junior **ChengSai Xiong**.

H-D’s next door classroom neighbor, Wahlin-Fiskum, went to college with her years ago and has shared many great memories.

“When in college we were in ‘You’re a Good Man Charlie Brown,’” said Wahlin-Fiskum, “She was Lucy and I was Snoopy.”

For past and present tenth grade English students, one of the first things they noticed when they walked into H-D’s room was either the Campbell’s cut-outs on the end of the room, the hand chair, or (most obviously) the large collection of clowns. H-D estimates that she has about 350 different kinds of clowns.

“It’s kind of creepy actually,” said Wahlin-Fiskum. The clown collection H-D has is very similar to the duck collection of the BCMS Choir Teacher Jeana Menzemer. So then, what is with all the clowns?

“In college a friend of mine said I was hard to buy gifts for. So she bought me a clown piggy bank,” said H-D.

That’s how it started. Believe it or not, most of the clowns came from students instead of H-D buying them herself. Some students, when they walk into her classroom and see the clowns, become a little frightened.

“Most clowns look happy, I wonder what goes on behind that,” said H-D.

H-D has lived through a lot and experienced many things. How can you sum up one persons life in one word?

“Exciting, never dull,” said H-D. “I feel really blessed.”



Above and Below: English Teacher Tracy Hagstrom-Durant introduces herself to her new students on the first day of school



H-D's collection of clowns is displayed throughout her classroom.



NICKWEEKS

Learning through alternative means

Beyond stereotypes, Arts Magnet offers more to students than is believed



NICOLE NYSTROM
STAFF WRITER

If you look into English teacher **David Robinson's** class, it is common to see kids in a circle, shouting sonnets at one another. Paul Anderson's Chemistry class is creating their own textbooks, while Sheri Tamte's Arts foundation class is dancing to "All that Jazz." All these things take place in the Arts Magnet program at Buffalo High School. Even though it may look like all fun and games, it is a rigorous program that challenges students in every artistic way possible.

This "school inside a school" is extremely valuable to the students enrolled in it, whether it's preparing for college, challenging arts-minded students, or helping them become well rounded people.

The Arts Magnet program is a curriculum that challenges students both academically and artistically. Students come from middle schools all over the region to be part of our Arts Magnets high school. **Cherise Beggs**, President of AMSAC (Arts Magnet Student Advisory Council), said "It more than helped me excel in all aspects of my life. In middle school I was struggling, and the only thing that got me through it was by playing my cello. So my parents thought it

would be a good idea to enforce that talent and enroll me in the Arts Magnet high school. Since then I have 'come into my own'. I've become very outgoing, and my goals are now clear. I give that credit to the Arts Magnet program."

Another way the Arts Magnet program is beneficial is it prepares students interested in pursuing art in the future. One way is by exposing students to community artists. They interact with professional artists and organizations to enrich their learning experiences. For example, right now the Arts Magnet program is offering opportunities for portfolio preparation at MCAD (Minneapolis College of Art and Design). One of the most important events in this program is the Senior Capstone Project. All seniors do a project that showcases their talents that they have worked on and developed throughout their high school career. This is a chance for students to build a resume for their portfolio, and college scouts and critics attend to find up and coming talent.

"This has greatly prepared me for college. Now that I've been exposed to this I know what I want and what I should expect from myself. I've stepped out of my box and become a better artist," said Member of

AMSAC Junior **Cali Kvistad**

A common misconception is that this is a program of "slackers". The truth is, the Arts Magnet program requires all students to maintain a C average or higher.

Beggs said, "The kids are here because they have a passion for art. I believe 80 freshmen are in it and only 15 seniors. Over the years the "slackers" get weeded out. And the kids that make it to senior year are very serious about this."

Another reason people are unsupportive of this program is because they think it is a waste of funds. But what many don't know is that the Arts Magnet program is funded through the state. It takes no money from sports or any other activities. AMSAC is very active in fundraising. According to Beggs they are planning on making artist cards and buttons to sell, and the money earned will go towards field trips and other learning opportunities for the students.

The addition of the Arts Magnet program is a valuable part to Buffalo High School. It has provided a unique way of learning that profits the students in it. So if you see an arts magnets class doing something not normally seen in other classes, you now know that it is providing the students another way to learn.

Balancing Act

Students walk a fine line while struggling making money and keep up on school work.

KELSEY HANE
PHOTO STORY

Many BHS students are feeling a financial crunch, especially with the poor economy we have been experiencing. For many high school students, if they want money, they either need to ask their parents, or get a job. 48% of BHS students surveyed currently have a job, and 86% say they enjoy their job. 43% work in the service industry, 36% work in the food industry and 21% work in retail. BHS students surveyed make an average of \$7.98 per hour and they work an average of 15 hours per week for an average of one year and 1 month. 38% of surveyed students say their job has interfered with their school work in one way or another.

The service industry seems to be the most popular. The average BHS student surveyed that works in the service industry makes \$9.62 per hour at an average of about 10 hours weekly. That's about \$96.20 dollars a week! 25% of service industry students surveyed say their job affects their school work.

"It doesn't really affect me," said Sunshine Station Daycare and Preschool employee Senior **Sarah Oliver**, "It only does if I have a test or a paper due the next day."

Not one of the students surveyed in the service industry said that they did not like their job, however 56% did say they enjoyed being around their coworkers over being around the customers.

I like the coworkers," explained Buffie Chiropractor employee,

Junior **Hannah Buffie** "There's only two other receptionists and they are both really fun to be with!"

Another popular industry to work in for BHS students is the food industry. BHS students in the food industry that were surveyed make an average of \$8.74 per hour and 18 hours weekly. That is about \$159.94 weekly! Only 70% of food industry students surveyed said they like their job.

"My job is alright," said Millcreek dish washer Junior **Angela Robasse**, "I personally don't like what I do, but the people I work with make up for it."

69% of BHS food industry students surveyed said they enjoy the people they work with.

"I love them," said Perkins employee senior Brandon Lowe. "It's like one big happy family!"

Retail is not quite as popular among BHS students, but 83% of the people surveyed who do work in it, say they enjoy it. They make an average of \$7.57 per hour and work 17 hours weekly. That is about \$52.99 weekly. 50% of BHS students surveyed that work in retail say it affects their school work.

"When I get home, I'm really tired," explained Coborns Foods employee junior Jackson Rozeske, "but I always try to get all my work done."

"I like the customers," said Buffalo Books and Coffee employee Senior **Arynn Maznio**, "its fun to hear their stories."



Sweet Joys of Life

People focus so much on the negatives that they fail to notice how bright the positives can always shine.

KALACZANSTKOWSKI
A&E EDITOR

Cynical? I'd say more than ever. Through our life experiences, we become more cynical all the time. After a breakup, through illnesses and dealing with stress in any form. Life is like a two year old, difficult, and people have to find their way around it. But is pessimism an illness on its own?

Being able to find happiness in a bad situation is a huge part of life. Recently, I have been diagnosed with a tachycardic heart and it effects me in uncountable ways. Without my saying, you would have never been able to tell through my smiles and laughter. I'm not trying to say that you have to hide everything that's negatively going on in your life, rather to accept it and make the best of it.

To be tachycardic means that your heart beats at an irregularly fast rate. I need to be especially wise due to the palpitations

I experience. But this is my secret to getting through any day, I smile.

Remember when you were five years old, and you were playing on the playground and you tripped? Of course you were hurt, but you really wanted to play on the swings. So you got right back up, brushed off the dirt and took off running! Why don't we do that now?

"When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened for us." Helen Keller.

People just need these friendly reminders from time to time. Time flies so fast and we shouldn't fret on what's going wrong and forget about the goods. As we get older, that's the one thing that we lose. As you grow, you start to see that not everything is always going to be sunshine and rainbows and your attitude reflects on that.

Sometimes, I think people forget how to motivate themselves to just smile and be happy. They get so darn focused on the negatives happening in their life, that they forget that there are way more positives going for them. You have an education, so smile, you have a family that loves you, smile, you have friends who don't know what they'd do without you, smile. Sometimes a negative event is just a bug in the light. It'll go away with a little time.

“Do one thing each day that makes you smile.”

No matter what they say...

Bullying is not just a part of growing up. It still happens everyday in schools around the world and it is not ok.

KIRSTENKAUFMAN
STAFF WRITER

We've all seen it. That one kid who gets picked on, who gets made fun of, and who gets laughed at. But when someone sees it, what do they do? Help them? Stand by and watch? Laugh along with others? Or just walk away?

In the movie *To Save A Life* one of the main characters, Roger Dawson, is made fun of 0 laughed at. Every day his best friend watches it happen and does nothing to stop it. Things got so bad that it drove Roger to bring a gun to school, firing a few rounds, and then taking his own life. His friend, Jake, feels awful, thinking if only he would have done something, said something, Roger would still be alive.

How many times in the news have we heard or read that someone, somewhere, has committed suicide because they were bullied? There are a lot of students that think bullying isn't a problem. They think that because they haven't seen it, it doesn't exist. In *To Save A Life*, Roger Dawson's bullying went unnoticed and look where it got him.

At Buffalo High School bullying may not be that big of a problem, but that doesn't mean it doesn't happen. According to North Carolina Department of Juvenile Justice and Delinquency Prevention Center for the Prevention of School Violence's recent statistics, one out of every four kids is bullied, and 30 percent of six through tenth graders are involved with bullying whether it be as bullies, victims, or as both. Most teens say that revenge is the

strongest motivation for school shootings. And out of fear of bullying, 100,000 kids bring a gun to school every day. Scary stuff to think about, huh?

What is the difference between actual bullying and just "messaging around"? Sixty-three percent of students here say that messaging around is just with friends and done for a laugh but bullying is meant to cause someone harm. But what if that someone you're "just messing with" doesn't think it's so funny? Four percent of students say that there is no difference.

"Bullying someone is consistent, almost an extreme kind of teasing." said Junior Emily Tushar. When someone keeps teasing someone else over and over again it can sometimes come across as bullying.

“[With] teasing there is smiles and you know it's okay. [With] bullying there are no smiles and it's not okay.”

-History Teacher Tracy Hulley

"There's a difference when you can tell it's actually hurting them." said Junior Kayla Koivisto. "Especially if they ask you to stop and you don't." Just teasing someone, like a friend, is just for a laugh, but if it's actually hurting that person, then it no longer is just teasing.

“[With] teasing there is smiles and you know it's okay. [With]

bullying there are no smiles and it's not okay.” said History teacher Tracy Hulley.

We've all bullied someone, even if we don't mean to. It isn't always done on purpose, but if it hurts the person it's still bullying. Something as simple as calling someone an elementary school name, like a loser or stupid, can still be very hurtful.

"You must first know the person and if you don't take the time to know the person all teasing is bullying." said freshman Levi Bean.

Next time you think you're "just messing around" stop and look and see how the person is taking your teasing. Even if they're smiling, and we've all seen that fake smile, it could be really hurting them. This is a growing problem and if we don't do something to stop it, who knows what might happen? Even if your friends say it's "uncool" to help that person being bullied, stand up for them and pay no mind what others think, even if they laugh at you too. It's not something we can just ignore and hope it will go away.

"Bullying has been a part of social interactions for a long time and only recently has anything been done to fix the problem." said senior Jake Bastin. "Most solutions to bullying involve punishment and does nothing to make the person [stop bullying.] It's like putting makeup on to cover up a zit. Sure, it looks good now but it doesn't get rid of it."

So the next time you see someone being bullied what will you do? Will you walk away or will you stand up and help? The choice is yours but you never know, you just might save their life.

47%
Admitted to
bullying
someone



52% of
students say
they've been
bullied.

Realizing the Little Things in Life

Some people take what they have for granted, not realizing what they really have truly matters.

KAYLA SCHIMMELE
A&E EDITOR

It was Christmas Eve of my fourth grade year in 2002 and I was anxiously awaiting for the day ahead of me. Wanting so badly to simply see the sun reappear, I tried to keep my mind off the holidays. It was late by the time I set my alarm to be the first one out of bed (like always) in my family (and to be the one to sort all the gifts under the tree). Finally, I snuggled in my bed and drifted into a peaceful sleep. My alarm sounded and I woke with pure happiness, sprung out of bed, and ran downstairs. I raced around the corner to see... only the tree? The excitement poured from my face for there were no gifts to sort through. I sat there confused and pondered whether it was all just a nightmare, and finally digested the fact that it was not only a nightmare, but a living one.

The rest of that day was ruined and was one of the gloomiest days of my life. My family gathering was not complete December 25, 2002 and I had to wait to open gifts for an entire week. That week seemed like an eternity at that age.

Since then, I've come to my senses more and more and I've realized, what is a holiday, what is life, without being in the presence of loved ones?

According to Hallmark, the card company, an estimated 1.5 billion cards (including individual cards and boxed cards) are sent each year for Christmas, ranking it number one on the list of most cards sent for one holiday. Cards are mostly sent to show loved ones that others care about them. Although cards, letters, and gifts are nice to receive and give, the one thing everyone should do is just tell those they care about how thankful they are to have them in their lives.

The holiday season is a time for gathering and celebrating with family and friends, gift-giving, and of course reflection and thanks. Sometimes people take these things for granted, I know I did back in 2002. I worried about gifts more than anything else.

What we have is what we should be thankful for. Gifts are nice to receive and give, really nice. I love to give people presents for birthdays and the holidays to show people I care about them and see them smile! I'll spend every free weekend I have during November and December trying to figure out what to get people, but really gifts are not needed when we get to be around those we love to be with. They are just that extra little umph to show we care. We must be thankful for everything we receive, even if it's that really ugly sweater that grandma

gives every single year.

People often wonder why I give gifts to them and I simply say, "Because gifts are awesome!" Basically meaning, I care about you and want to cheer you up/keep you happy with this gift because when you're not happy, I'm not either. I'm happy and love to stay optimistic because happiness is contagious. Most of those people I give gifts to also wonder why I'm always so happy. I believe there is no reason for me to be sour. Sure I get down about things or stressed out from school, working, extracurricular activities, homework, and living off of six or less hours of sleep each night for a week straight, but hey at least I have that much. It's better than having nothing at all. I have what some people don't, with the most important of all being a family that I once took for granted.

I lived an unexpected day without a complete family and it helped create a different perspective for me on everything. I live to be thankful for all I have, live each day to the fullest by looking at the glass more than half full, smile and just try to make those around me have a better day. Even if I'm stoking the fire during winter, get ashes in my eyes, jump up, knock the lamp over, break it, and am completely blinded in the dark, I will still be looking on the bright side of things... at least it will be warm in the



Two "fashionable" sweaters found online. These sweaters were sold out before Christmas time.

PHOTOS BY: BUYUGLYSWEATERS.COM



“Presents are just that extra little umph to show we care. We must be thankful for everything we receive, even if it's that really ugly sweater that grandma gives every single year.”

-Senior Kayla Schimmele

Advertising and Trends

EMILY DEVORE

Silly Bands. Who decided that a piece of rubber, that needs five minutes of twisting to see a shape, is now awesome jewelry? There have always been trends like these and there will be more. In the '70s it was Pet Rocks. It's a rock; as in you could get one by walking outside. Yet they became hugely popular for some reason. Some products, like these, become instant hits and other similar things flop. Students are a bigger part of these decisions than they think.

"Fads take off because someone takes a quirky idea and weds it to an image of slogan to create concept that people immediately get and latch onto," said English Teacher **Laura Hauer**.

Teens are the most targeted audience because they run the economy. They have more money and power to decide what they buy than ever before. With this power comes a price though. It means companies gear all their advertising towards students. Teenagers decide what becomes a huge hit and what becomes something not-to-be-

caught-dead-in. So, it's important for companies to make a good impression on them.

"People ultimately decide what's unique and useful. They say there's an equation for marketing: research + creativity + crossing your fingers," said Mass Media Teacher **Katie Kunz**. "You don't know what people will gravitate towards. That's the mystery of advertising."

Even though some of it is luck, companies still have advertising tricks. Marketing is everywhere. Sometimes it's not even noticeable. Ads consist of anything a company puts out there, that represents themselves, for you to see. According to Superprofile Website, the average American sees 3,000 of these a day. This means advertisers have to find a way to break through and make an impression. There are types of advertisement that work better than others and companies research what those are. They think like their target

“Hearing something from a friend means more and makes you believe in it.”

-Mass Media

Teacher **Katie Kunz**

Advertisers constantly try new tactics to get teens to try out their new products.

does and get into the minds of teens to know what they want.

"They will say something like 'they're not just selling soap, they're selling dreams,'" said Kunz. "They want you to think that the product would somehow make your life better. It's all psychological. It's sophisticated and disturbing."

Instead of just announcing their product, companies try to entertain and relate to consumers. They want students to feel understood and believe that the product will make them happy. McDonalds does this. They advertise their products as making life better, they have a playground to make the kids happy and they even sell Happy

Meals complete with a toy.

When looking for new trends, advertisers hire people to go out and find kids that have

unique styles. They want the kids with their own fashion sense and influence over others. If they find the 20% of teens that are trendsetters they don't even need to connect with the other 80%. The trendsetters do the job for them by making peers want the product.

Overall, their biggest form of advertisement is the students themselves. When a teen buys their product, they're sporting that label for people to see. Noticing peers use a product makes kids want it more than seeing it on a billboard. Companies use this advertising on Facebook too. There's those groups that constantly pop up and say "15 friends like this" and then ask the user to like it. Advertisers want students to see those groups and like them because their friends do.

"I think word of mouth is still the best way to make something popular. Hearing something from a friend means more and makes you believe in it," Kunz said.

This is the hidden marketing that companies count on. Without it, their product never becomes popular.

So even though advertisers have many

NOT MAKING THE CUT

Athletes discuss whether or not perseverance pays off

PARKERMOREHOUSE

STAFF WRITER

Sometimes, athletes don't make a sports team that they try out for. The ones that do make it don't always realize how big of an accomplishment it is. Most kids who get cut from the team they try out for tend to skip tryouts the next year and maybe even stop the sport altogether.

Sophomore **Danny Kruse** tried out for Buffalo's football team and didn't make the cut.

"I practiced when I had nothing else to do, but I think I could have used some more. After tryouts I went home kind of depressed and went on my Xbox," said Kruse. "I don't think I will try out again next year because I got turned down so many times. They lost something special."

Some things that coaches look for in all sports during tryouts are students that know how to communicate, listen, have confidence, and have the required strengths needed for the sport.

What motivates these students who don't make the cut to try out the next year? Freshman **Josh Robinson** failed to make the cut for Buffalo's basketball team.

"When I was told I didn't make the team I was pissed," said Robinson. "I punched my wall when I got home and swore a lot. I might try out next year though because a lot of players are getting moved up. I was really disappointed that I didn't make the team because I've played in the past and was looking forward to being able to play another fun year."

Freshman **Jack Flesher** also tried out for the same basketball team and shares some of the same feelings as Robinson.

"My coach walked up to me and told me in front of everyone at tryouts that I didn't make the cut. I felt really bad at first, but now I don't feel too bad," said Flesher. "I didn't make the team, but that doesn't mean that I won't try out next year. My second grade teacher Mr. Johnson was the one who got me started in basketball and I think that he would be disappointed if I stopped altogether because of one year. I have started lifting and running a little and will try out next year because a lot of my friends are currently on the team and I want to spend more time with them."

Freshman **Mikey Otten** was one of many players not to make Buffalo's Bantam A team for hockey. Otten has made the A team many times in his hockey career.

"When I got a phone call from my coach telling me that I didn't make the team, I didn't feel very good. I was really disappointed that I didn't make it, but I knew I was pretty close," said Otten. "So when I tried out the next year I made it. What motivated me to try out again the next year was the fact that I have done hockey so many times in the past. I've played ever since I could remember, and didn't want to give up just because I didn't make a certain team. I still made the B team, and I made the A team the year after so it all

Is cutting athletes in high school sports acceptable?

"Yes, it is okay. This is high school sports and kids have to understand that the level of play is so much greater and much more serious than youth leagues."

-Senior Hunter Vollbrecht

"It depends on the person. If they are like they are trying their hardest, but just aren't very good, then they shouldn't be cut."

-Junior Steph Klein

"It's okay to do as long as they still have an opportunity to play on a B team or something."

-Senior Brandon Fischer

"[Cutting athletes] is alright if they're bad sports and bring a bad attitude to the team."

-Senior Ana Melgard

Cheerleaders ignore negative actions and focus on the sport that brings them together

IT'S ALL IN THE ATTITUDE

SANDYSWANSON

STAFF WRITER

Excitement filled the air with thirty minutes before the second annual FSN boy's hockey game started. The stands in the Buffalo Hockey Arena were filling up fast and cheerleaders grabbed their spots in the student section and started prepping for the first cheer. The booster club asked the cheerleaders to do one last thing before the game began, so the cheerleaders hurried to get done to be back to their seats before the game. When they returned, they found all of their gear piled at the end of the bleachers in the student section. The cheerleaders soon got the feeling that some of the fans did not want them there.

"From that point on, it was hard to maintain any presence," said Coach **Barb Christensen**.

As the game continued, the voices of the fans overpowered the cheerleaders, as they made rude and derogatory comments. Even so, the game went on and so did the cheerleaders, who lost a bit of enthusiasm.

"There is no way we could have ever predicted this, but regardless of the result, we did our best," said Christensen.

Everyone has their own perceptions of cheerleaders. Many different comments have been made about cheerleaders, consisting of some negatives and others positive. Somehow, the negative comments don't tend to phase the girls, who stay strong in who they really are and why they cheer. Most students they have not been the most respectful. Some of these preconceptions have been building for over decades from past cheerleaders, and tend to affect the cheerleader's reputations.

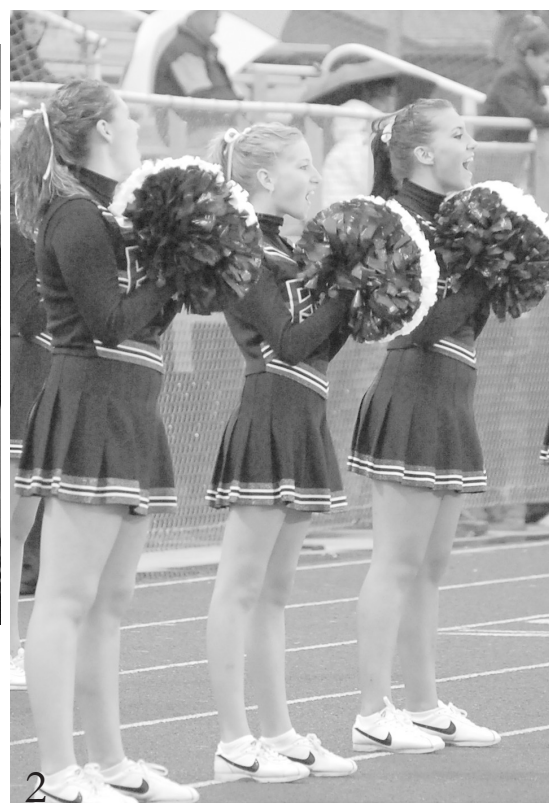
"If you love to cheer, you don't care what people say. You do it for yourself and the team, not for other people," said Varsity Cheerleader **Valencia Ingram**. "You can't let a person or a couple of fans get you down."

Ingram has been cheering since her freshman year, after she enrolled in the Arts Magnet Program. She is now captain and has learned over the past year that definite confidence is needed to cheer. Christensen's method is that her team has to have confidence and show it at all times.

"You will find yourself sitting on the bench if you can't be confident in cheerleading and in yourself," said Christensen.



1 Eighth Grader Kerstin LaPlant and Freshman Lainy VonBank cheer at a football game against Big Lake. Photo by Nina Downer 2 Sophomores Valerie Campa and Danielle Larsen and Freshman Jordan Bjorklund celebrate a touchdown at home game. Photo by Nick Weeks



Pushing through the pain

Senior Aryn Maznio explains the motivation behind her desire to run

SHELBYMAZNIO
STAFF WRITER

The majority of students at Buffalo High School are involved with some kind of sport, whether it be basketball, hockey, football, tennis; the options are endless. Athletes are pushed to do their best and excel to their fullest potential. Throughout a season, athletes condition, practice, and compete. They work hard to bring their team to victory.

Senior **Aryn Maznio** is one of many examples of a hard-working athlete. Maznio began track in seventh grade. Maznio has competed in the long jump, triple jump, hurdles, high jump, the 4x800, and the mile, which is her favorite. Her best mile clocks in at 4:57.

Throughout the years she has enjoyed running for the fun of it. In eleventh grade, she decided to step it up a notch and join cross country.

"I joined cross country last year because I wanted to run with a group of people who loved running just as much as I do," Maznio said.

But the experience was different than what she expected. The training was taken too seriously, and Maznio couldn't find a lot of joy in the running; it was all about winning. It was a disappointment to not be able to run for the fun of it and have a good time.

"Let's just say I would rather run on my own than

on that team because I figure I can run better when I enjoy it," said Maznio.

She kept running, but a pain in her knee made it hard. So on December 16, 2009, Maznio went in to the hospital for knee surgery on her right knee due to plica tissue that had developed, which was putting pressure on her kneecap. The surgery went smoothly and Maznio was up and running in no time. Although her knee will occasionally get sore, Maznio says that running with pain is better than running without.

"How else are you going to know that you're pushing past an obstacle?" said Maznio.

For a while now, Maznio has been slowly getting into a routine of running again. She will be doing track this year, participating in the long jump and, if her knee permits, possibly distance, like the mile.

"I don't think my knee will get any worse," Maznio said. "It's my last year and I love playing sports, so why not? I would've done cross country as well if not for the injury and if I felt I could get past the pressure to do well and run because I want to."

Practice can be difficult, but she pushes ahead and doesn't give up.

"If you quit, you aren't going to get any better, so why would you stop? It may hurt, but you'll come out of it stronger," said Maznio.

Her motivation is her love of running, as well as

runner **Haile Gebrselassie**, who's set 26 world records in the sport.

"When I see runners like Gebrselassie, I feel as though if I could do 10% of what he's accomplished, I would feel just as accomplished," Maznio said. "His philosophy of running is what I would like to model mine after: to run for the pure enjoyment of it and see how far you'll go just to be happy. You're running because running makes you happy and you can't see doing anything else."

Besides running mainly for the enjoyment of it, Maznio has had fun spending time with her friends.

"Most of my friends were already previously involved with the sport. If they weren't, I probably got them to do it," said Maznio.

Running also gives her a sense of accomplishment.

"I feel like I've accomplished something, especially when I go for long distances. It's a lot of hard work, but it definitely pays off," Maznio said.

When she goes to college next year, Maznio plans to keep on running. Living without running is unimaginable for her.

"I couldn't imagine my life without running," Maznio said. "I would be a different person. I'd feel like something is missing that I would never know about. My life would be a heck of a lot different."



UPCOMING EVENTS

Tuesday, January 11

7:00: Girls Varsity Hockey vs. Hopkins @ Buffalo

7:30: Girls Varsity Basketball vs. Rogers @ Buffalo

7:30: Boys Varsity Basketball vs. Rogers @ Rogers

Thursday, January 13

6:00: Girls Varsity Hockey vs. Rogers @ Rogers

6:00: Boys Swim/Dive Varsity Meet vs. Princeton @ BCMS

6:30: Varsity Gymnastics Conference Meet vs. Saint Michael-Albertville @ STMA

7:00: Wrestling vs. Becker @ Buffalo

8:00: Boys Varsity Hockey vs. Rogers @ Rogers

Friday, January 14

7:00: Varsity Wrestling vs. Zimmerman @ Zimmerman

7:30: Boys Varsity Basketball vs. Princeton @ Buffalo

7:30: Girls Varsity Basketball vs. Princeton @ Princeton

Tuesday, January 18

7:00: Girls Varsity Hockey vs. Cambridge-Isanti @ Buffalo

7:00: Wrestling vs. Princeton @ Princeton

7:30: Girls Varsity Basketball vs. Zimmerman @ Buffalo

7:30: Boys Varsity Basketball vs. Zimmerman @ Zimmerman

Becoming Official

Lacrosse teams win their fight to become part of the MSHSL

BETHMACNAB

Being part of MSHSL is a given for most lacrosse teams, but for Buffalo Lacrosse, it's a title they had to fight for. To reach this goal they had to jump through hoops and have the motivation to keep going even when the tasks seemed daunting. It all started after the end of last season with the idea of becoming a school affiliated sport.

"After the state competition last year we were talking about becoming part of MSHSL [Minnesota State High School League]," said Junior **Abigail Larson**. "We had gone to state for four years, and the games were not difficult anymore. It didn't really feel like a sport. We were ready to have more of a challenge. Being part of MSHSL lets us face all different teams; it's a whole new league."

To put this plan into action, they needed to get school board approval, which they gained in fall. They then had the challenge of raising \$22,000 dollars by October first. The team had talked multiple times about the possibility of being in the MSHSL in years prior,

but the idea of raising \$22,000 dollars always stopped them. However, this year the team decided to go for it. In order to raise the money they needed, the lacrosse team and supportive parents held numerous events. From rummage sales to dunk tanks, every opportunity was used to raise as much money as possible. On Saturday September 18th, Buffalo Morrie's Ford hosted an event called Drive One for Your School. They generously donated twenty dollars for each car test driven from 8 A.M through 5 P.M. that day. Angeno's Pizza, also in collaboration with the Buffalo Lacrosse Team threw an all-you-can-eat spaghetti dinner.

"There was a huge turn-out," said Senior **Kelsey Hane**. "Over 400 people attended."

Hours of work went into each fundraiser, planning, getting approval and setting up.

"We did so many fundraisers," said Larson. "Every other weekend we had a meeting with every parent and player at there. We talked about [fundraisers] for hours, all in preparation for events. Any

idea someone had for a fundraiser we just did because we were so desperate for money. We all wanted to become a school team so badly."

After all their work they finally reached their goal in the fall of the 2010-2011 school year.

"All the work is worth it," said Senior **Matthew Feinberg**. "We will be able to have practices right after school rather than waiting for four P.M."

Not only will time changes occur, but the busing will be more organized. Also, instead of having games and practices on a dirt patch behind the softball field, they will have an allotted area for their activities. But to the team, the best part is that they will be able to have a certified coach this year. The coach has yet to be chosen, but the team knows that the all the changes will have a positive influence on current and future members.

"Lacrosse being a school sport is a new opportunity for the other kids to try lacrosse," said Feinberg. "Now, we will have a bigger team and more kids will be able to play."

A Chance to Inspire

A profile of band director
Scott Rabehl



MALIA
STAFF WRITER

The winter sports teams of BHIS are having their first games at home; meanwhile down the hall in the music department the concert band and choir are already practicing for a very important concert. It's not the winter or holiday concert. The event on the entire music department's mind isn't until the February 17-19 Minnesota Music Educator Association's (MMEA) Midwinter clinic held in Minneapolis.

Last school year audition tapes of the music groups were sent to MMEA to be held up against other top bands in the state. Buffalo was chosen. The band hasn't been to the conference for over thirty years.

One teacher that couldn't be more proud is Director **Scott Rabehl**. I want to give these kids a mountain-top experience."

Mr. Rabehl has been teaching at Buffalo High School since the 2003-04 school year. He took over the head director after the beloved **Lee Kjesbo** retired. "He [Kjesbo] had a gift; he knew the stories of every kid. He got out of the office and asked lots of questions," describes Rabehl.

He has worked to follow in his

footsteps to keep the band's philosophies the same.

Walking into Mr. Rabehl's office, one sees a combination of school pictures of his own children, along with his students' pictures, letters from graduated students, and marching band trip paraphernalia. He uses his two young children, Mitchell and Mallory, as good story topics to tell to his entire class.

"That way I can relate to 80 kids at once."

He would much rather be out in the locker area with the students and teaching than doing administration work. Making a personal connection to each student may be difficult, but he knows that that is key to having success that not only lasts a single performance, but

throughout a students' life.

He works hard to continue on the mission of Kjesbo in the band department by showing the students that the more you give, the more you get and the more you get, the harder you will work. He has shown that a personal life and a teaching life are difficult to keep separate.

Mr. Rabehl has not only been a teacher in school. He has taught me important lessons about life outside of music.

-Junior Tommy Olson

"Music is personal to me; it is a part of who I am," explains Rabehl.

One can see the care and passion radiating from him. The salt and pepper of his hair shows that he really does put everything he has into his teaching.

"I went to the conference 10 years ago with another school. I wasn't fun to be around, especially for my wife. I was me-centered."

Now things have changed. "I don't care what I look like in front of all my colleagues [other Minnesota directors]."

Now he is all about his students.

"Mr. Rabehl has not only been a teacher in school," said Junior **Tommy Olson**, "He has taught me important lessons about life outside of music."

Music is a reflection of life. Collaborations between people one may not want to be around is necessary. There is a strong family feeling pulsing throughout the students. They win –and lose –together. Without this simple yet important aspect, it would be impossible to function.

It is not simple to fake this quality. Rabehl makes sure that every student gets to perform all the time. There are no second of first strings. Everyone "starts". This is impossible in almost every varsity activity.

Rabehl explains, "It is a win-win situation. Every single student is included. There is only competition with you, so no one loses."

Rabehl, along with the other directors in the music department, are not only teaching how to read and play music, but how to be a good loser and winner and countless other lessons.

"I can't put the pride into my students.

“But I love it here now!”

Moving from Florida to snowy Minnesota ultimately made Junior Cece Reynolds stronger.

TRICIASLICER
STAFF WRITER

Ya’ll might know **Cece Reynolds** as your typical Junior at Buffalo High School. Getting together with friends as much as possible, going shopping at Mall of America or Menard’s Christmas Land, listening to music or even making music videos, are what Cece likes to do best. This all happened because of her move to Minnesota.

Moving is hard enough when you are a teenager. But moving to a different state is a different story. “When my mom told us we were moving, I had mixed emotions,” said Reynolds, “I love Florida and one of the things I love most about it is that my dad lives there. I hated thinking about being separated from him.”

When you find out you are moving, you always want to tell your friends. In this case it was a different story. “I kept it a secret for awhile. I didn’t really want to tell them because it was hard,” said Reynolds, “I decided to tell everyone on the last day of school in eighth grade. They were upset when I told them but it got better because I spent the entire summer with them and my dad.”

The first day at a new school can be really intimidating for a new student. Your worried no one will talk to you or how well you will fit in. “No one talked to me,” said Reynolds, “I’ll be the first to admit it, but I was so weird.”

First hour gym class on the first day of freshman year was when it all changed. “We had to run on the track. She was all by herself, I felt bad for her so I ran to her and introduced myself,” said Junior **Tiffany Pulvermacher**. “Mr. Sorenson came over to go talk to her because it was her first day.”

Motivation is a key thing to stay positive on the first day at a new school, “I wasn’t motivated, I was tired. I practically slept-walked the whole day, not talking to anyone. I looked around at ya’ll and saw how happy ya’ll were, I guess that motivated me,” said Reynolds.

Cece had many thoughts on the school and how different it was from her past one. Which is a huge adjustment. “Since when are there no hallways outside,” said Reynolds, “But I love it here now! Now I think my old school was pretty lame compared to this one. We had to wear uniforms.”

Over time Cece started to adapt to all the changes in Buffalo. Making new friends made a huge impact on how she likes to live here. “I would have to say that [Junior] **Jackson Rozeske** was my first official friend outside of school and in, Tiffany Pulvermacher too,” said Reynolds, “They just made going to school a lot easier and a lot of fun too.”

Now that it is her third year here, she likes to do certain things with her friends. “I enjoyed the first time that Tiffany, Cece and I went to the Mall of America together. Which we do annually every year now,” said Rozeske, “We like to make videos on You tube, but usually each December we like to go to Menard’s ‘Christmas Land’ to enjoy Christmas.”

“I just love to hang out and have fun with my awesome friends,” said Reynolds, “We all have a lot of great memories together and they are awesome!”

Through all the friendships Cece has made huge impacts on people’s lives. “Cece has inspired me to be a person who isn’t afraid to have fun, and speak out and be myself. Not somebody else,” said Pulvermacher, “Cece really knows how to make a person happy. She loves so many people. She lets them know that and gives out hugs, which I think is her best quality.”

“She is a very loyal person and is honest, even at times when you don’t want her to be,” said Rozeske, “She is always so fun to be around. That has inspired me to speak up more about things that I don’t seem are right.”

Every move has such a huge impact on a person’s life. So are the people you surround yourself around. “Our friends’ positive influence has changed her. This change was for the better, she would even agree,” said Rozeske.

“This move has made me become a lot more outgoing. If I wasn’t outgoing at all, I would probably only have one friend,” said Reynolds, “It has also made me stronger because I am now strong enough not to see my dad everyday like I used to. Now I just see him every other Christmas and every summer.”

Even through tough times, over time you can make the situation positive. “I love it here now,” said Reynolds, “I have awesome friends, Mall of America, and snow!”



1,466 mi = Florida to Minnesota
4 in = Florida’s record snowfall, 1954
36 in = Minnesota’s record snowfall, 1994