



The Hoofprint

Volume 38 Issue 3

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Keeping the peace

Students debate dance floor behavior and supervision

Justine Houfer
Photography Editor

From the heat of the room sweat drips down students' foreheads. The mass of people move to the beat of the rumpling bass and music. Strobe lights flicker, students clap, and raise their hands until the song comes to a stop. Some separate from the crowd and rush toward the doors to take a first breathe of air while the rest stay on the dance floor for more.

Homecoming and Prom, both student run fundraisers interest majority of the student body because it brings the excitement of dancing, getting together with friends, and making new memories.

However, others prefer to avoid the dance scene all together.

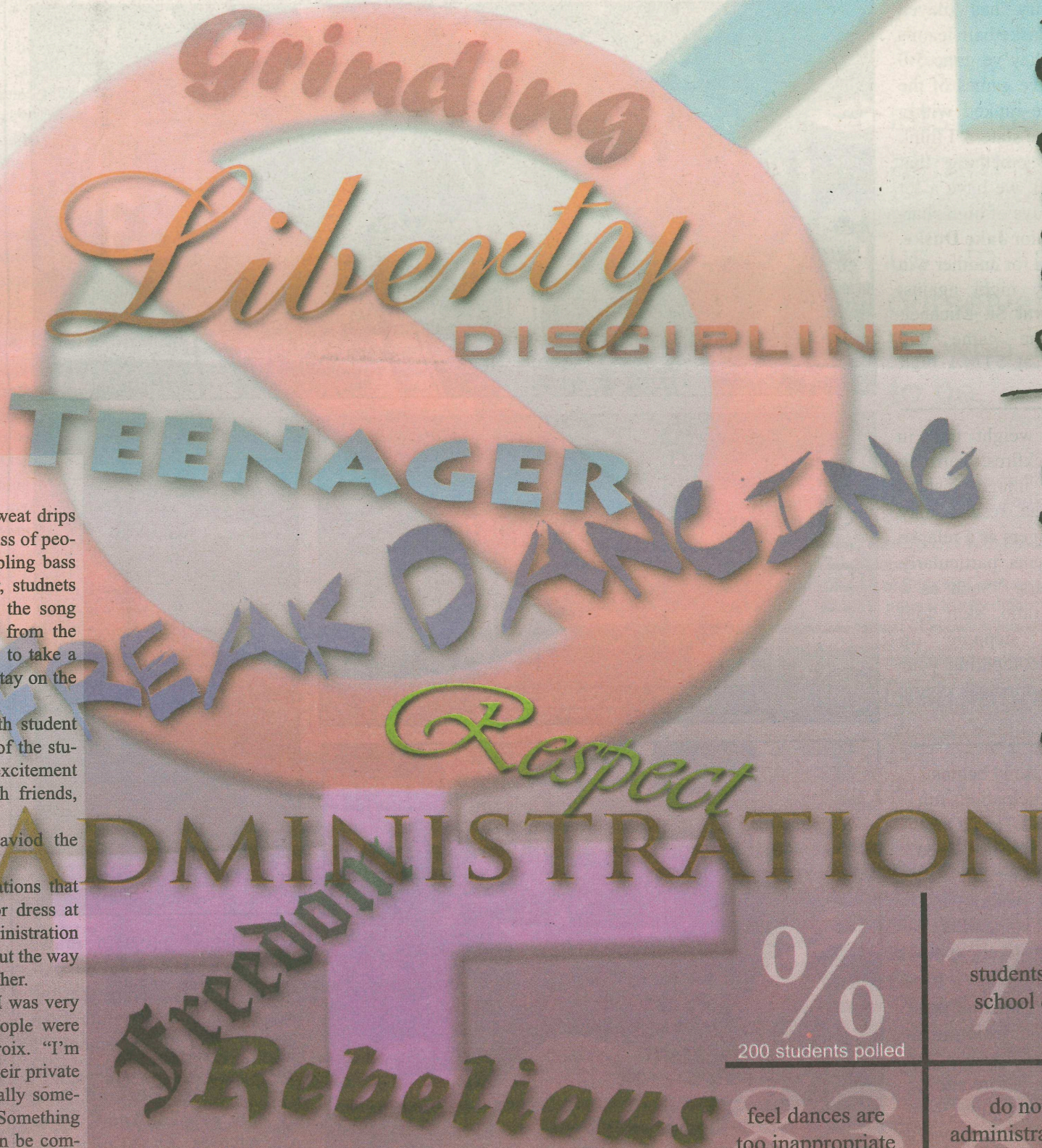
There are no rules or regulations that apply to the students' dancing or dress at the school. Just recently, the administration had complaints from students about the way some students were dancing together.

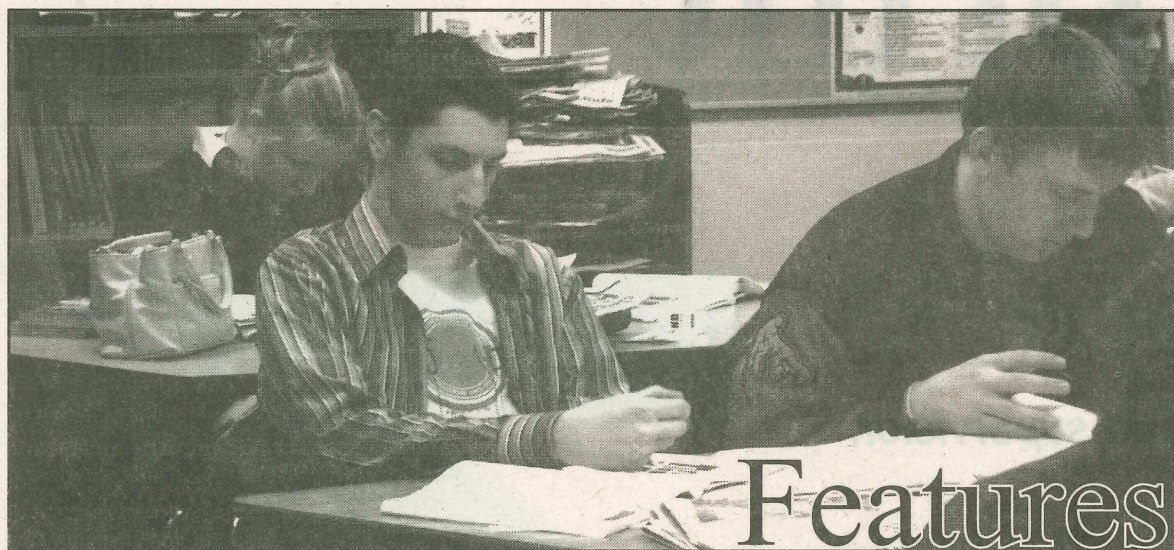
"At the homecoming dance I was very disappointed with how some people were dancing," says Senior Kory LaCroix. "I'm sorry, but watching friends rub their private parts all over each other isn't really something I look forward to seeing. Something has to change. Not everyone can be comfortable with people humping them."

Keeping the peace

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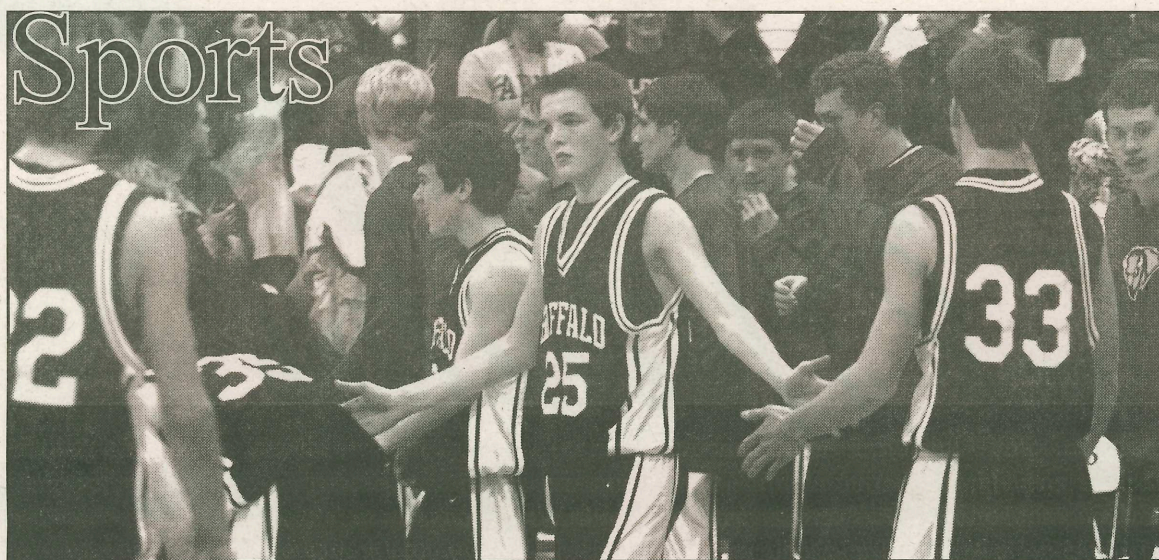
Are we out of control?





Last year 22 Foreign Exchange students attended school, while this year only four do. Foreign Exchange students meet the challenge of starting over in a new community and culture, making new friends, and staying in touch with old ones. "When I came over here it was such a shock when I tried to speak English," said Foreign Exchange Student **Adrien Richter**. "When you go to classrooms, it is really friendly; everyone wants to talk to you."

Team chemistry has played to the Boys Basketball team's advantage as they've gone 5-0 in their first five games of the season and are ranked within the top 10 in the state. "I think chemistry is something that evolves; I think we have a lot of talent and guys of high character," said Junior **Jake Duske**. The team looks for another win on Wednesday night against Conference rival St. Michael-Albertville, the game will be held away at STMA high school.

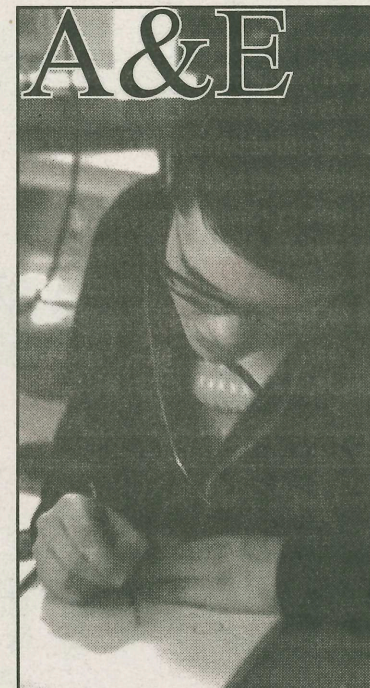


The required weight unit in gym class backfires, harming students' body images instead of helping. The results may prove to be triggers as a relapse in health problems, particularly eating disorders. "Such as a waste to hip ratio, skin fold measurements, stepping on the scale, and comparing your weight to the medical charts provided."



As Knowledge Bowl begins their season, anticipations run high for Buffalo's Team One, last year's Juniors who placed third at State. In nine days they travel to St. Anthony to compete against some of the state's best teams likely to be encountered in April.

"It'll be tough against all those city schools," said Senior member **Mitch Biermann**, "but we've beat them before and we can do it again. To quote Robert E. Lee, 'They're there; we'll whip 'em there.' Of course, that was before Gettysburg, and he lost that."



Arts Magnet program draws mixed reactions from its participants. With feelings that the program fails to integrate them with the rest of the school. "I don't live in this district," said Junior **Jacklyn Hedlund**, "and the only people I know are in Arts Magnet. All 20 of us are kept together in all four classes every day. So even though I've gone here for a year and a half, I only 'know' about 25 people."

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The mission of The Hoofprint is to be authoritative, aggressive, essential, caring, and creative as a leading source of news and information for the students, staff, and faculty of Buffalo High School.

The Hoofprint is the official newspaper of Buffalo High School and is published monthly during the school year.

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Keeping the peace

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Of 125 students polled about how they would react if a policy were to be put into action at dances, 84 percent claimed they would be upset and wouldn't attend the dance.

"What's the point? No one would go because this is how we dance now days. If you don't like how we are dancing, then don't come to the dances," says Junior **Katherine Camargo**. "We will dance how we want and if the school wants to change it then we will find other places to do it. Like clubs."

The administration believes that this is a discussion students should have among themselves; that writing a policy or a set of rules at this point wouldn't be effective. Though schools around the nation have decided to put limitations into action at their schools dances, they have placed these rules because of the way their students were dancing. For example Minnetonka High School and Milwaukee High School in Wisconsin are two of the many schools who have taken action with a new dancing policies.

"People are misinformed about how this whole situation started. Some students came to me and some of the administrators and told us about what was happening on the dance floor," said Principal **Nick Miller**. "I really don't want to get involved with the topic at this point. But I do think people have to think about what the line is of how far to go on the dance floor."

Kayla Stender
Journalism Staff

Individuality and different styles are scattered across the school. People can be caught wearing anything from tank tops and hoodies to almost nothing. The school has given us the freedom to wear anything that students are comfortable in.

"Our dress code is very liberal," said Principal **Nick Miller**. "Students can wear anything that does not make references to drugs or alcohol, and doesn't jeopardize other students health, or safety. Some students in the building work with machinery,

we just don't want any clothing or accessories to get caught in that."

The student handbook clearly states the expectations for student's apparel no bare torso is one of the restrictions. But with every rule made, there are always rule breakers.

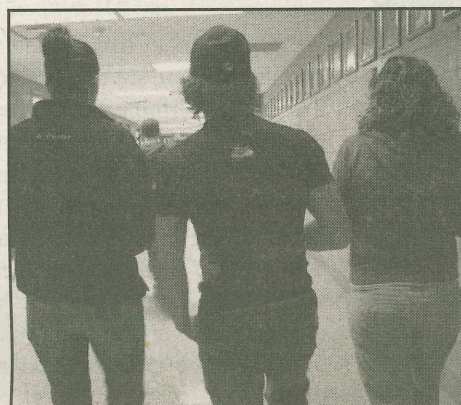
"I don't have to deal with dress code violators often," said Miller "Females are the hardest to approach, the problem with their clothing is often they show too much skin. But for the most part we don't have problems with the dress code. I think it is very effective."

One hundred percent of students sur-

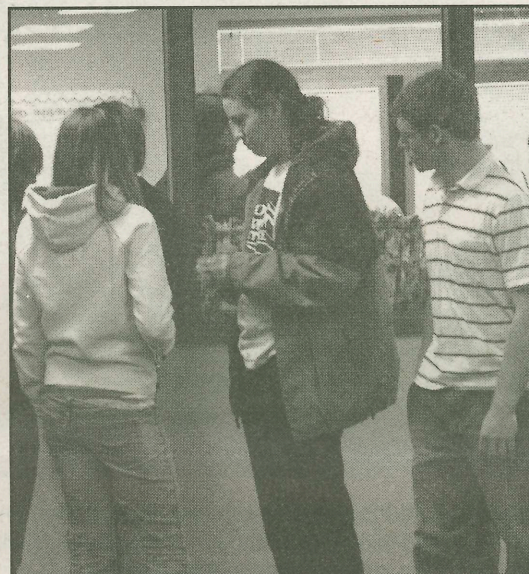
veyed were fairly happy with the dress code and didn't mind the few rules we have, but what are the feelings of those who violated or just don't like the code?

"I've broken the dress code," said Junior **Alyssa Kerber** "I wore a shirt with different types of beer printed on it, I don't think it's a big deal though, you see shirts like that all the time and no one wears anything too revealing."

"I'm okay with the dress code," said Freshman **Jackie Finn** "Our school lets us wear almost anything and allows us to express ourselves and be who we want to be."



Photos by Emily Andrews



"Our school lets us wear almost anything and allows us to express ourselves and be who we want to be."

- Freshman Jackie Finn

Top Left: Seniors Kati Pooler, Chris Banek, and Kelsey Finnvik make their ways back to class returning from lunch. Banek sports his latest finds from *Hot Topic* a hat and new army belt with built in bullets.

Top Right: A group of students waits outside their classroom, with the unpredictable climates of the school students keep their jackets on hand.

Bottom Left: English teachers Traci Hagstrom and Joel Squadroni walk up the stairs back to their classrooms after a long day at school. Teachers have a totally different dress code for their days at work, such as casual Fridays which consist of allowing jeans.

Dance ethics debate To grind or not to grind? Kory LaCroix and Mitch Biermann battle

"I chose to do it so I wouldn't feel left out. I feel that, although most kids do this... some of them do it because they're peer pressured. They're

intimidated, and though others might think it's okay, they feel harassed, they feel offended and they feel violated."

-Kory LaCroix

Seniors **Kory LaCroix** and **Mitch Biermann** debated sexually explicit dancing and grinding at dances. A full audio and transcript is available online at Hoofprint.net.

Highlights

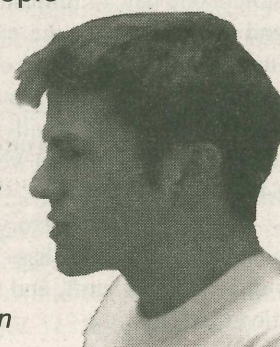
Biermann: I don't want our school to turn into what the middle school is. I don't want it to turn into this sort of place where students are getting chased by the administration all the time and they're cracking down and there are all these rules. I just don't think that's efficient. Think

about it logically, in the sense that the more crimes you make the more crime there will be. The more rules you make, about "oh this is disobedient," the more disobedience you'll have; because there's always going to be somebody that's going to break a rule. So, if you don't want to see disobedience, don't make anything disobedient.

LaCroix: I really don't think Miller will put in a written policy. Just like he didn't put in a policy for hats, he hasn't put in a strict policy for dress code. He's going to get on the announcements one morning and say, "Hey, you guys, think." And yeah, he's going to enforce that, but is he going to write it into words? I really don't think so. I think that it's up to our student body to say, "What do we value? Is this okay? Can we not dance that way? Do we know how to dance any other way?"

"It's not that I don't hate grinding, I do hate it. But that I love liberty more. I think that when you start enforcing this sort of nanny-state mentality on people, whenever you have them making decisions for people it erodes independence and that spirit that drives America."

-Mitch Biermann



Kory and Mitch Debate: Looking for complete debate audio and full transcript with highlights from actual live debate

Found at:

HOOFPRINT

Preventing theft in school

How to protect students' valuables

"We get a report [of something being stolen] about every other week," said Physical Education Teacher Troy Holland. "Most of the time they get away with it."

-Physical Education Teacher Troy Holland

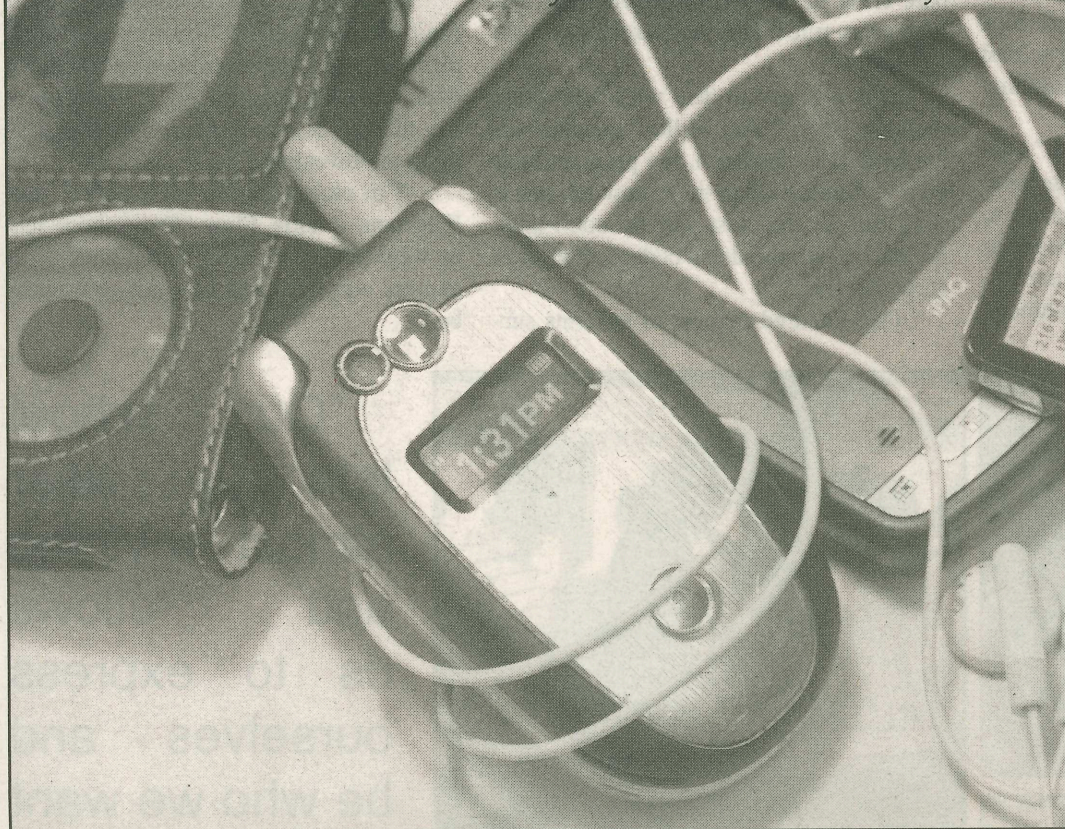


Photo by Michael Lundebrek

Students come to school with cell phones, ipods, and the like everyday and though the number of theft is decreasing, teachers still get reports of missing things, even though some students will leave these expensive valuables sitting out while they are in a physical education class.

Joe Mitlyng
Journalism Staff

The place in the school that things have been getting stolen from the most is in the locker rooms. If not kept under lock, things like iPods, Playstation Portables or cell phones are susceptible to getting stolen. The period after Winter Break is when thefts are at an all time high because students bring their new gifts to school. But even during the normal school year, theft is still rampant in the locker rooms.

"We get a report about every other week or third week," said Physical Education Teacher **Troy Holland**. "Most of the time they get away with it."

On the other hand, when students are caught, there are a number of things that will determine the consequences such as the value of the item stolen, whether or not they are a first time offender, and whether or not they are an adult or a minor. Stealing anything below \$250 dictates a misdemeanor, while \$251 and above is a gross misdemeanor, and anything valued at \$500 or more is considered a felony theft.

"Teens are the highest percentage of victims of crimes," said School Resource Officer **Glenda Ridley**. "And also the highest percentage of perpetrators."

With the holiday season

approaching soon, the gifts that students receive will have an effect on the amount of items stolen within the next few months. Expensive electronics are the most vulnerable because of their size and value.

"We'll probably see another trend after break," said Ridley, who offers her tips on how to keep valuables safe. "You have to securely lock [your locker] and spin that lock."

But this only works if the valuables are locked up in the locker after you lock it.

"The students will put things in their lockers and leave their bags out," said Holland.

In the locker rooms, students are asked to lock up their valuables and not to leave items such as backpacks or clothes outside of a locked locker. Also to make sure that they don't forget items they bring into the weight room or gyms during class time.

Certain codes are now being enforced more to cut back on theft by students, such as teachers being asked to pressure their students into locking their lockers and into making sure everything is in it before they lock it up. According to Holland, overall locker room thefts have dropped by about one third since last year based on the amount of reports being brought to the teachers' attention.

"The ultimate person that is responsible is you," said Ridley.

Thievery in the band room

Tom Polzine
Journalism Staff

"My first thought is that nothing is ever stolen; it always turns up," said Band Director **Scott Rabehl**. "Who would want a large shank euphonium mouthpiece, and what would they want with it? So far nothing has turned up."

Thoughts like this crowd the heads of the music departments' staff.

Three mouthpieces were stolen, one pair of timpani mallets, and some reeds for the woodwind instruments. This came out to be about \$190.00. The mouthpieces were worth \$150.00 all together, and the timpani mallets were worth \$40.00.

Never in the history of the band department has anyone stolen as much stuff, and not been identified.

"I 'lost' a six al euphonium mouthpiece," said Senior **Eli Krumholz**. "Which was the best euphonium mouthpiece the band owned."

Only small things, that can be snuck out easily, have been taken. Had the thief taken a French horn the school would have lost an equivalent of \$2500.00.

"There's not much we can do except tell all band students to lock their band lockers. A solution would be to refix all the band lockers with a padlock fixture for a combination lock," said Rabehl.

A few students locked their lockers over the weekend, and came back on Monday to find them wide open with something missing.

"We suspect that someone came and used our master key to open the lockers, and then put it back. That's the only idea we can

come up with," said Band Director **Lee Kjesbo**.

Band students are starting to get very paranoid because of this sort of incident.

"[Senior] **Nick Job** freaked out when he thought his keys were missing, but it turns out that he just set them down in the midi room," said Krumholz.

At the beginning, students thought that someone was just pulling a prank, or that their stuff was just misplaced.

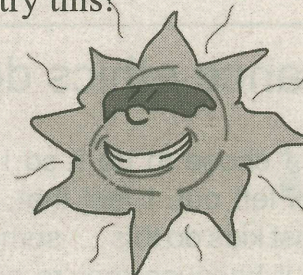
"At first I thought that Kjesbo or Rabehl took my bass trombone mouthpiece to get a point across that I shouldn't leave it in the trombone case, but then it never turned up," said Junior **Mitch Mills**.

"The thief, or thieves are being very specific about what they are taking," said Kjesbo. "They aren't just grabbing whatever they can."

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Photo by Michael Lundebrek

Knowledge Bowl

amid high hopes to place well at State, finds fun, challenge

Emily Anderson
Journalism Staff

Leaning back in his chair with a broad grin on his face, Senior **Derek Magee**, spokesperson of the Buffalo Knowledge Bowl team, laughs at the suggestion that Knowledge Bowlers sit around reading the dictionary for fun.

"If I'm *really* bored, I'll read Wikipedia," he said. The tall, lanky Magee began Knowledge Bowl in sixth grade, but took freshman year off to join a sport before realizing he wasn't athletic.

Never a tremendous strength, physical prowess—or the lack of it—is something KB members share.

"For me, it gives me a chance to compete without being athletic," said Senior **Andrew Burns**, "because I'm definitely not athletic."

At last year's State Competition, Buffalo's Team One (the KB "team" actually functions as several small teams at meets) took third place—the highest finish in the activity's history. Math Teacher **Peggy Pasche**, in her 17th year of coaching, ranks it as one of the most memorable moments in her entire career.

"When the team I took to State last year got third, it was the highest we've ever gotten. It was a great feeling," said Pasche. "Plus this was a team of all juniors, which wasn't true for most of the other schools at State. So they're back this year, and we want to go to State again."

Team One, now Seniors—Magee, Burns, **Mitch Biermann**, and **Sam Stone**—returns this year in hope of repeating, or beating, their performance of last Spring.

"Last year, we got third at state, and that was huge for me. This year I hope we do as well or better than we did last year."

But with State still far off in mid-April, Knowledge Bowlers list KB's social aspect as their main reason for joining.

"I just enjoy the people and the practices," said Magee. "We basically spend a lot of time sitting back and laughing. It's very laid-back compared to most organized activities. It makes it easier, because then it's not as stressful."

In addition to basking in the non-traditional nature of their practices, members feel a need to rebut the notion that Knowledge Bowlers are intellectual élites.

"People automatically think we're geniuses or something," said Freshman **Tyler Schenk**. "We have lives, too. I just love competing in general. It's not all just about being smart."

On the Tuesday before break, KB formally began its long season (early December to late April) by completing the St. Anthony Tournament's written round. State anticipations run high as Buffalo's Team One and Two compete in the tournament against many non-section foes likely to attend, and play well at, State.

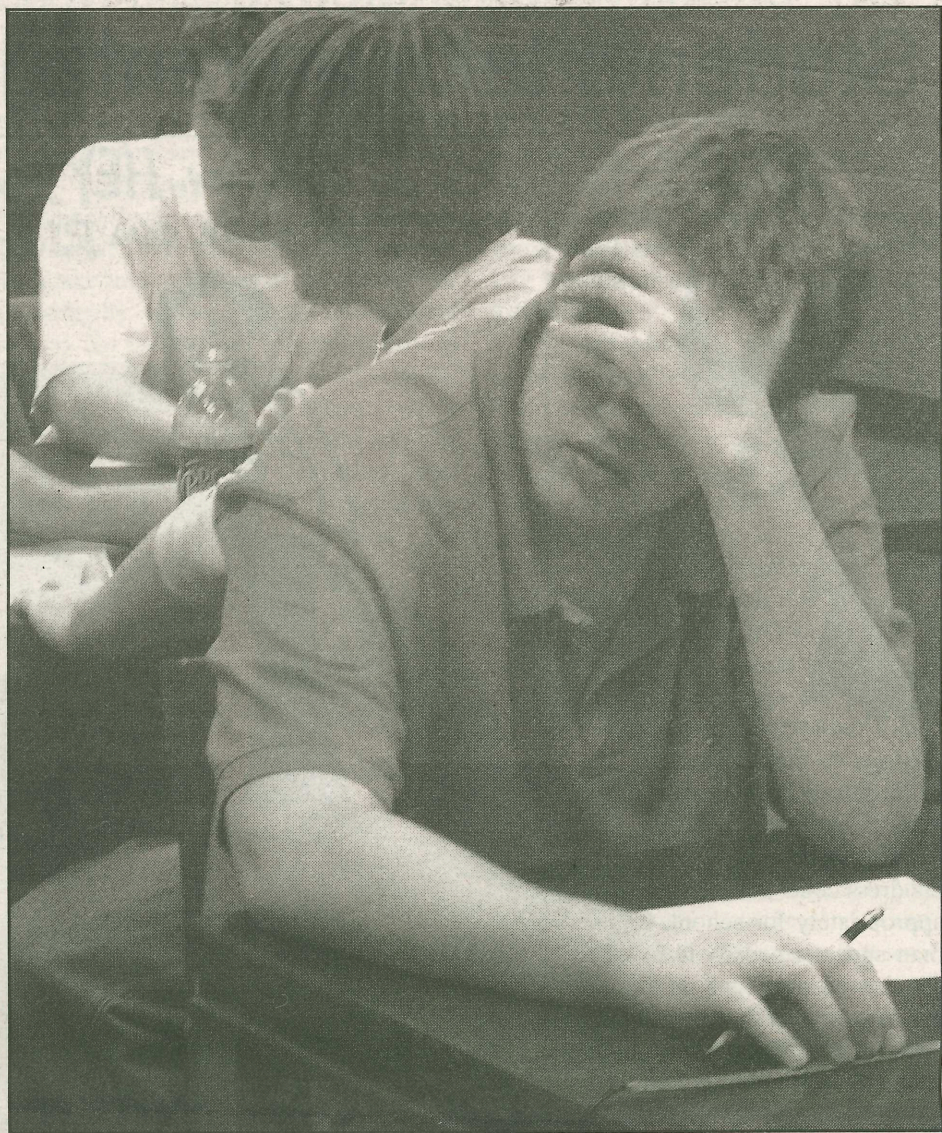


Photo by Kiersten Rogness

Senior Zach Benjamin struggles with a question during practice while Seniors Andrew Burns and Mitch Biermann ponder it behind him. Although Knowledge Bowl practices are relaxed compared to athletics or other activities, members still play competitively in preparation for the real thing.

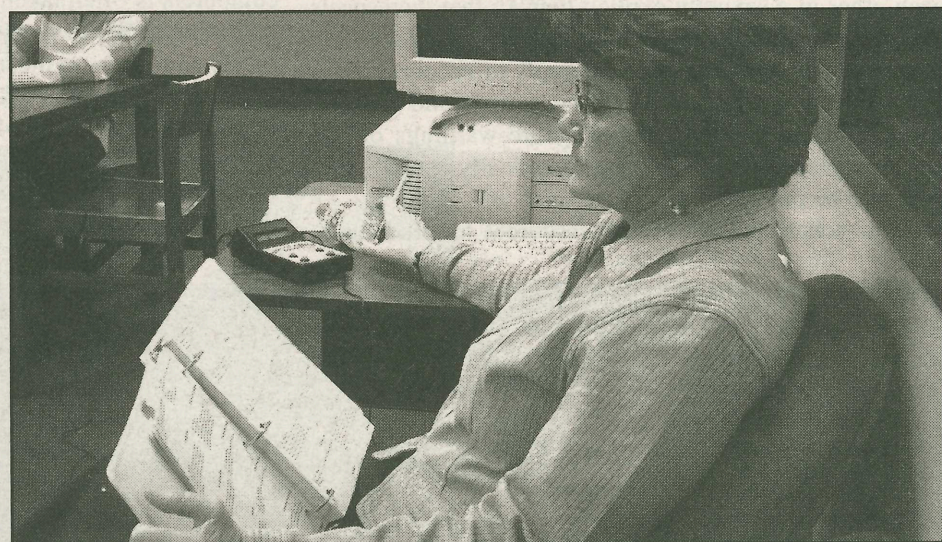


Photo by Kiersten Rogness

Knowledge Bowl's veteran leader and Coach Peggy Pasche reads questions during a practice leading up to next Friday's tournament in St. Anthony. Pasche hopes the tournament will offer Buffalo's top teams a chance to skirmish against some of the state's best teams, their likely competition if they advance to State in April.

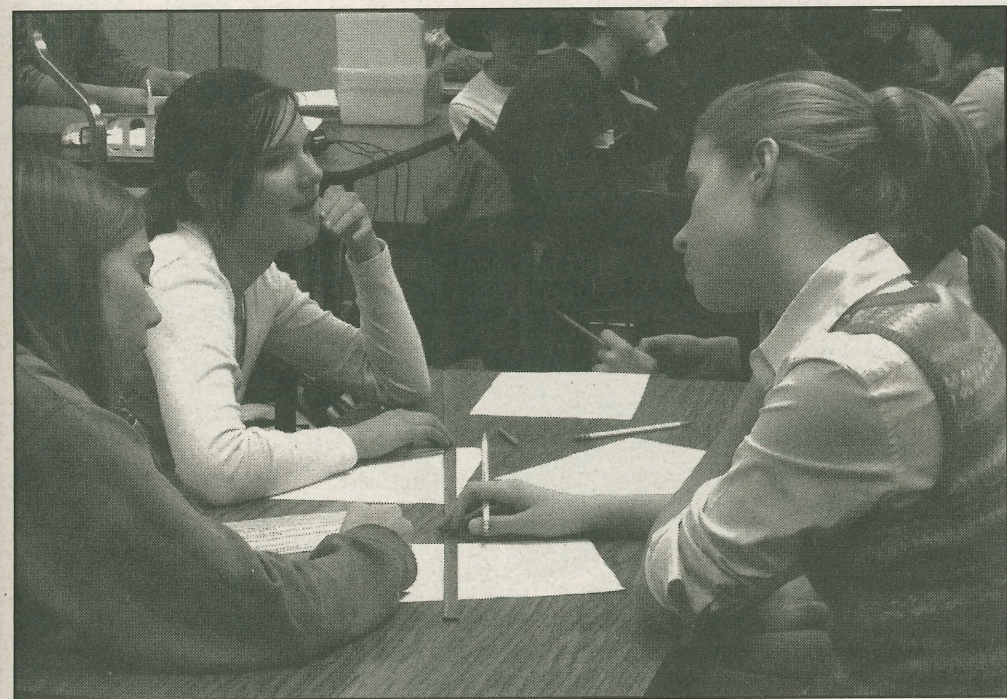


Photo by Kiersten Rogness

From left, Sophomores Jordan Haglund, Elizabeth Logas, and Nicole Groenke compare answers to a question fired by Junior Varsity Coach Dough Voerding. For JV members, Knowledge Bowl is an opportunity to follow in the footsteps of years of State Varsity teams.

Activity Brief

Biermann makes Nationals in Student Congress

Senior **Mitch Biermann** will be attending the National Forensics League Student Congress Tournament in mid-June of this year. Biermann qualified at the Minnesota Northern Lights District Qualifying Tournament. Student Congress blends aspects of Speech and Debate with parliamentary procedure. He was nominated by judges and scorers of the event and was selected by a vote in his chamber. "I really love the two-way system of qualifying," he said. "It rewards speakers both for good research skills and the ability to entertain an audience, which for me usually means making fun of people I disagree with. It's good that there's an activity where both of my main skills can be on display." Biermann is the first student from Buffalo to compete in the event.

Students take advantage of administration's trust

Eye of the Bison

Hoofprint Editorial

Despite trust instilled in students by the administration, some students continue to push the limits of the system. Among disruptions, students grind at dances, violate the dress code, wander the halls during class time and use the internet inappropriately.

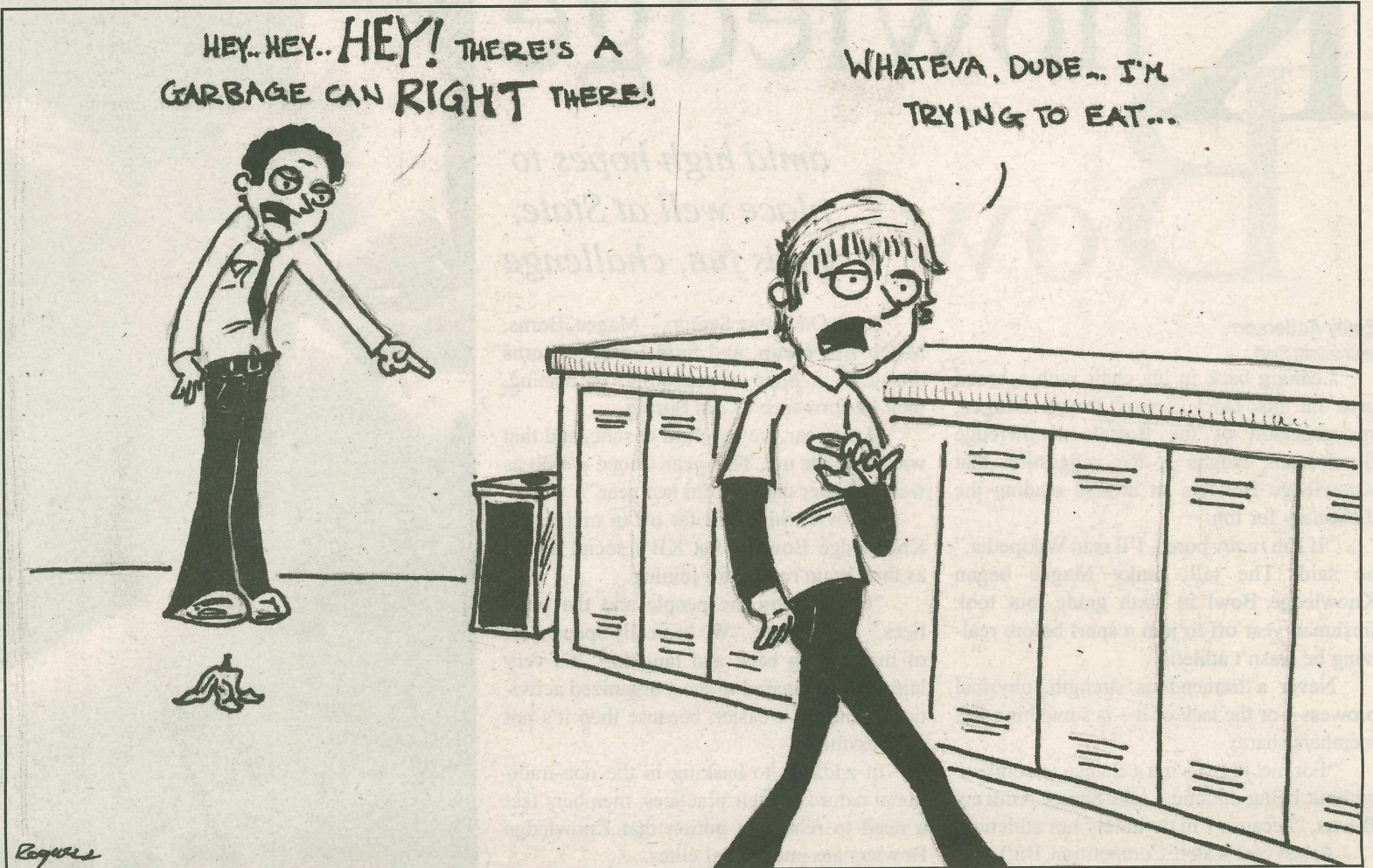
Regardless of the already lax dress code, students dress inappropriately for school. Rather than appearing ready to be educated, students focus on attracting members of the opposite sex with their clothing - often times to the point where it is offensive. If teachers came to school in mini skirts, baggy jeans or low cut tops, parents would be calling. Yet, students who would be offended by such a display, do the same, if not worse.

At dances, some students 'grind,' rubbing against each other in a sexually explicit display that disrespects those surrounding them. Rather than enforcing a policy against it, the administration attempts to encourage students to stop and think about their actions and choices. Instead of doing this, students ignore warnings on the announcements in the morning, practically asking for a policy to be put into practice.

The school provides many resources for students to

HEY..HEY..HEY! THERE'S A GARBAGE CAN RIGHT THERE!

WHATEVA, DUDE.. I'M TRYING TO EAT...



use for their benefit, one of the main ones being the Internet. Some students choose to use proxies, rather than do work, and play flash games rather than use computers to finish assignments. In the morning in the library, a row of computers is often taken by several students playing the online multiplayer game Runescape rather than freeing up the computers to those who do not have the Internet at home with which to do research and e-mail teachers. Obviously, though, there will be a student always breaking the rules. The students who take advantage of their privileges are usually the ones that complain the loudest when they force administration to take action against them.

Students need to take the time to use common sense, and to realize how their actions could affect the student body. The administration has shown through a long history of respect for students and student expression that they aren't actively searching for ways to limit the rights of students. The only time that restrictions are made is in response to abuse by students.

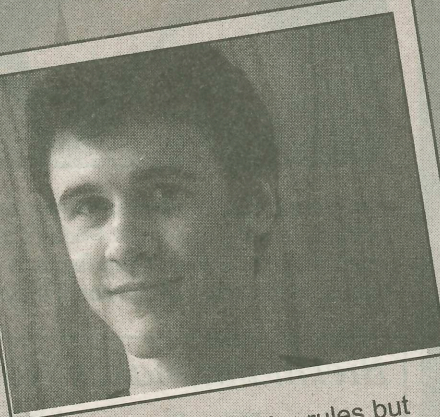
As a student body, we need to become better at policing ourselves, in order to keep the many privileges that most of us take advantage of, and understanding the reasoning behind the decisions and policies of administrators.

Do we have too much freedom or not enough?

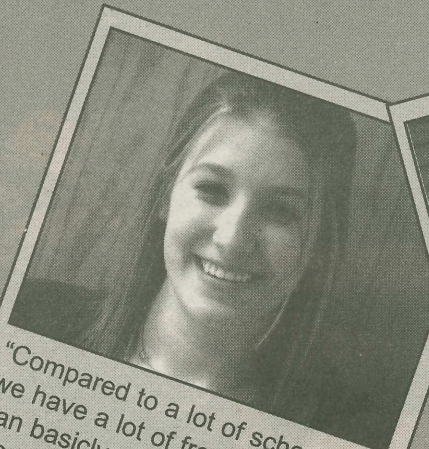
Photo Poll



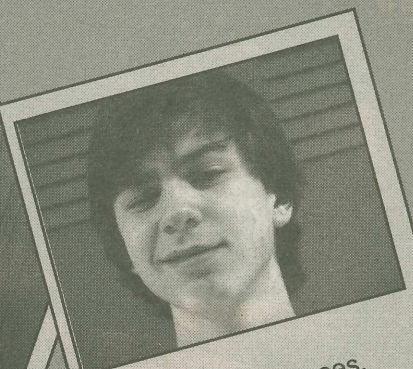
"We have enough rules already. I get yelled at everyday for breaking one."
- Senior JaRae Ellefson



"Some people bend the rules but that's expected. I've shown up late to school when I could have been on time."
- Sophomore Kevin Hayer



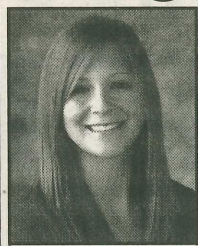
"Compared to a lot of schools we have a lot of freedom. We can basically do anything as long as it's legal."
- Freshman Brittany Doboszinski



"As far as school goes, freedom helps. It pressures us to make good choices."
- Junior Adam Lee

Poll by Aimee Cote

Weighing the options



Emily Wick
Guest Writer

In both the required classes of 10th grade Health class and 10th grade gym, there is a unit set aside for studying weight. What is a healthy weight?

How is it achieved?

And are you there right now? As anyone who has been

through those classes would know, there is a day dedicated to doing all sorts of tests to analyze your weight. Such as, the waist-to-hip ratio, skin-fold measurements, stepping on the scale, and comparing your weight to the medical charts provided. For students who struggle with an eating disorder, this day holds a certain dread.

One third of all high school girls struggle with some form of an eating disorder. When stats like that are heard, students don't realize that this means their own school. They think it is somewhere else in the nation or state. But, for every three girls they see walking through the halls at Buffalo, one of them has some kind of eating disorder. What they look like doesn't matter. The waiting rooms at the Eating Disorder Institute in Methodist Hospital are not only filled with sickeningly skinny girls. "Normal" looking girls could be in just as much danger as one who has starved herself to half of her original weight. Super thinness is not a requirement of an eating disorder.

Anorexia and bulimia are not the only forms of disordered eating. Anorexia athletica, compulsive over-eating, exercise



bulimia, and a combination of all of those make eating disorders very broad and very powerful, striking every person in a different way.

If one out of three girls that go through Health 10 and Sophomore Physical Education struggle with an eating disorder, it is not wise to force them to step on a scale and look at charts that may tell them they are overweight..

Imagine a girl who struggled with bulimia, went and got help, was feel-

Gym class requirements cause distress, student health problems

ing good about recovery and hadn't vomited in a month. And now she finds she is "overweight" according to the medical chart, although her doctors tell her she is at the perfect weight. These charts and measurements don't take into account that she is now eating normally. They don't take into account the way her metabolism is learning how to

work again. They don't make sure she knows that being healthy is more important than

being thin. Being faced with numbers and comparisons while in recovery for an eating disorder can cause relapse. The way that this aspect of health classes has triggered eating disorder thoughts and behaviors would probably shock those who are teaching it.

At this point in their lives, student know whether they are at a healthy weight. The chances are that those who are overweight know it and think about it often enough without having to get it confirmed at school. Those people struggling with their self-esteem and weight issues do not need another voice telling them that they need to skip lunch that day and opt for a Diet Coke instead.

Removing this subject from the health and fitness curriculum make sense. Healthy eating habits and exercise should still be included, because a healthy lifestyle is important for everyone. But bringing out those tape measures and scales is just another way that society tells high-schoolers with disordered eating that they need to lose weight. School should not enable or encourage this behavior. Though they might be doing it unintentionally that doesn't change the fact that it is happening.



Cartoons by Kelsey Bergman

Striving to be skinny Images of thin models provide motivation to reach lower weight goals



Anna Frenette
Guest Writer

Why do people think skinny models in fashion magazines are such a big problem? It is better that we use girls that are smaller in these magazines. The media is making

fashion magazines out to be such bad role models, when in reality maybe they are actually helping girls. With the obesity trend just seeming to get worse, what harm is it going to do to a girl to look up to someone that is in better shape than she is?

Obesity is a major problem. Rates of obesity have tripled over the last twenty years in teens, and women are more likely to fall victim to this trend than men. Women's plus size store Lane Bryant is expected to increase its number of stores from 650 to 1,000 in 5 years. The women's plus size market now makes up a quarter of women's clothing sales.

Nothing makes me want to look good more than seeing a girl in a magazine that



Photo by Emily Andrews

Popular magazines, such as the ones shown, contain images of models and celebrities showing the teens who read them images of "in shape" women.

looks really good. So if we begin to associate being smaller with looking good, we will also begin to understand that in order to look like that, we need to make changes to look like that. The media has been saying that being bombarded by that image is bad for girls, and that it gives us 'poor body image'. Maybe 'poor body image' is really us understanding that we are not doing all that we can for ourselves.

All of the things that the media is doing to help don't seem to really be reaching teenagers. When I watch the news all I see are programs for adults to help their kids lose weight. But most teenagers do not eat at home that much and since when have teenagers been known for listening to their parents? So by the time that a girl is the age to really be paying attention to fashion magazines, she is probably beyond her parents' help. She is making decisions herself, and if she decides to be smaller those fashion magazines can help. You can almost always find a diet and exercise plan that is good for you, and not over the top. So possibly the cure for obesity could be found in fashion magazines.

Foreign Exchange Students face challenge of no

Paige Brummer
Journalism Staff

Last year 22 foreign exchange students attended our school, this year only four. We chose to invite foreign exchange students to attend here for many years. Schools may choose not to have them a part of their school and community, most schools do.

"They enliven and enrich our student body," Counselor **Mary Lynn Leff** said, "They bring another viewpoint, a foreign opinion, or influence for us to learn from."

There's been a variance of exchange students from year to year, and as Leff said, there is always a learning experience.

"We learn all kinds

of things. They look at international affairs from a different view than we do. We learn about different cultures, ways to dress, and their food," said Leff.

Leff hopes that the exchange students learn American students are generous and kind and that international relationships improve between countries.

Arriving in America, hard or not, we wanted to give them the best experience they could get. For this reason they became enrolled as seniors so they experience prom, and celebrate graduation.

"One of the hardest things for an exchange student is coming to a school where friendships have established over the years," said Leff.

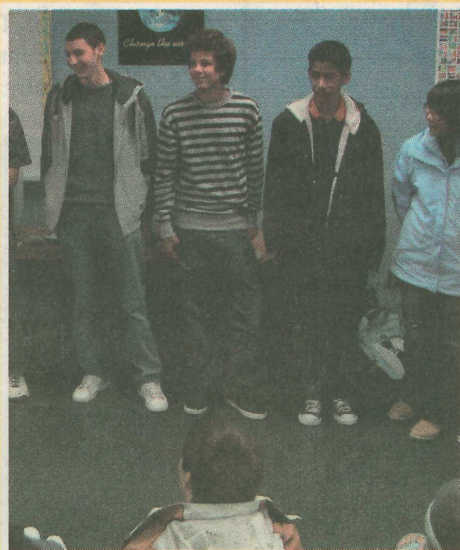
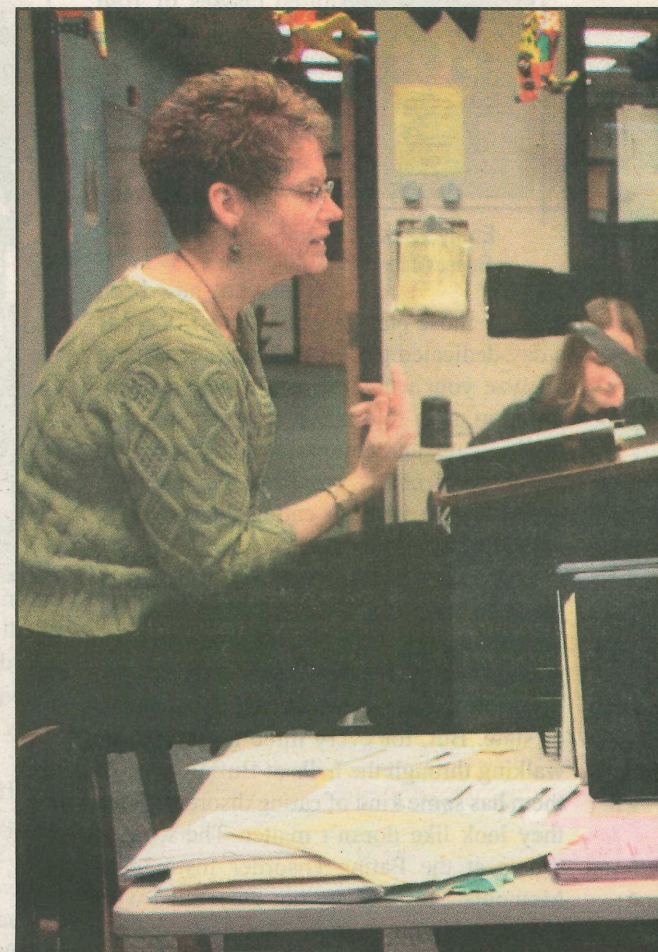


Photo by Andrew Melchert

Foreign exchange students Adrien Richter, Max Resh, Aroon Korn Thongsawang and PoYee Cheung answer questions during an International Club meeting. Each year International Club has AAA gatherings featuring exchange students.



About the students

Adrien Richter

Richter is an 18 year-old exchange student from France. Thinking English would be good to learn he started it four years ago, but the learning style in France focused on writing and little speaking.

"When I came over here it was such a shock when I tried to speak English," Richter said. "When you go to classrooms, it is really friendly; everyone wants to talk to you."

Richter came from a school that had 400 students from three grades; each grade had five classrooms. For the past couple months Richter said he has become more and more excited for this experience. Richter felt scared leaving his friends and family; he's going to miss his girlfriend and friends most.

"It was really cool because if you weren't excused from class, they didn't try to catch you and punish you. They just told you that you were only working for you and your future."

Now a part of our community, he realizes how

our countries differ. Richter can't drive until he turns 18 years old in France, so everyone would be on there bikes going from place to place. It was uncommon to go "down town" with friends.

"It is just such a wonderful community. You can do what you want; there aren't a lot of restrictions."

Po Yee Cheung

Cheung, an exchange student from Hong Kong, came to help her enter a career as a veterinarian. Her first choice was to go to England, but only being 17, they wouldn't let her go; just too young.

Cheung, with no choice where she could be placed, received Minnesota. Students were able to choose what country they would be attending but could not be in a city in New York or California.

Cheung started learning English at the age of six. Now 17, she is getting the experience she always wanted.

"Schools are bigger here," said Cheung, "There are a lot more teams here."

Basketball, ping pong, and boys volleyball; the sports that Hong Kong chooses from. In sports we get one on one attention with the coaches, but do we get that in school?

"In Hong Kong there is more one on one attention [in school]."

Cheung had the same people in all her classes; no block scheduling like we hold at our school. They are allowed an hour for lunch to socialize and hang out with friends.

Cheung's going to miss her friends the most. Cheung can't see her family for one

year. She keeps in touch with her family by phone.

"Excited," said Cheung, "but a little bit scared too, because I [have to] leave my family for one year."

Max Resch

Resch is an exchange student from Germany trying something new. He decided to learn English when he was on a trip and saw Americans walking, thinking it was different.

It took Resch five years to learn English. Now at age 16 he finished school in Germany and now starting it here again.

Germany supports small

schools, but they hold thirteen grades. However, no middle school, a school from grades five to thirteen. Here, students choose elective classes, in Germany they can't choose, they are assigned.

Resch enjoyed being on the soccer team, as Germany has no sports teams.

Aroon Korn Thongsawang

Thongsawang is a 16 year-old foreign exchange student from Thailand who has been studying English for seven years.

Thongsawang said he was really excited to meet other exchange students going through the same thing.

He was scared at first, it was hard to get the message across when talking.

"The teachers are nice and they help me," Thongsawang said "the students are also friendly to me."

He's going to miss his family the most. Thongsawang gets to talk to his parents once a week. They talk about school, his host family, and things that happen while he stays in America.

"My host family is very caring, they help me with anything," said Thongsawang. "I want to learn American culture and bring my culture to America."



ew environment

Foreign Exchange student Max Resch listens to English Teacher Tracy Hagstrom's lecture on Julius Caesar in 10th Grade English. Resch is also taking Physical Education, Art and American History.

Photo by Kayla Gold



Top Left: Foreign Exchange Student Aroon Korn Thongsawang works on a miniature boat in Energy Power and Transportation class. Top Right: Thongsawang examines a model in electricity class. Bottom: Junior Phillip Reed and Foreign Exchange student PoYee Cheung work on projects with Math Teacher Carlton Urdahl during calculus.

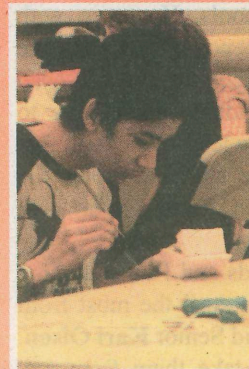


Photo by Kayla Gold

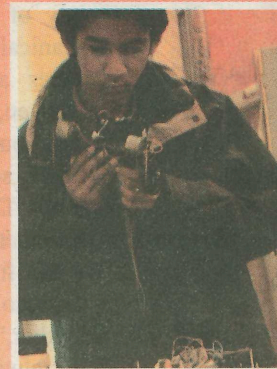


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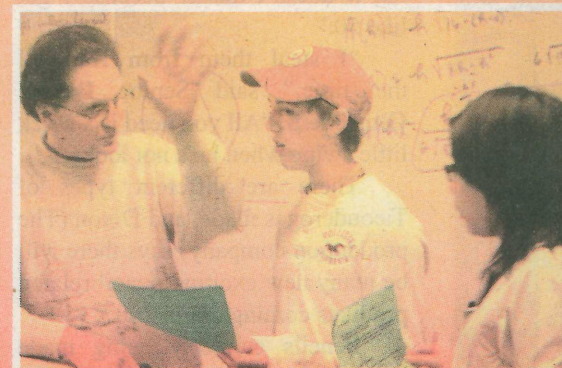


Photo by Kayla Gold

FOREIGN EXCHANGE STUDENT FACTS



Adrien Richter

Age: 18

Country: France

"It's a wonderful community. You can do what you want; there aren't a lot of restrictions."

Photo by Kayla Gold

PoYee Cheung

Age: 17

Country: Hong Kong, China

"I'm excited, but a little bit scared too, because I [have to] leave my family for one year."

Photo by Grace Ruzicka



Max Resch

Age: 16

Country: Germany

Years Studying English: Five

School Sport: Soccer

Photo by Justine Houfer

Aroon Korn Thongsawang

Age: 16

Country: Thailand

"The teachers are nice and they help me, the students are also friendly to me."

Photo by Kayla Gold

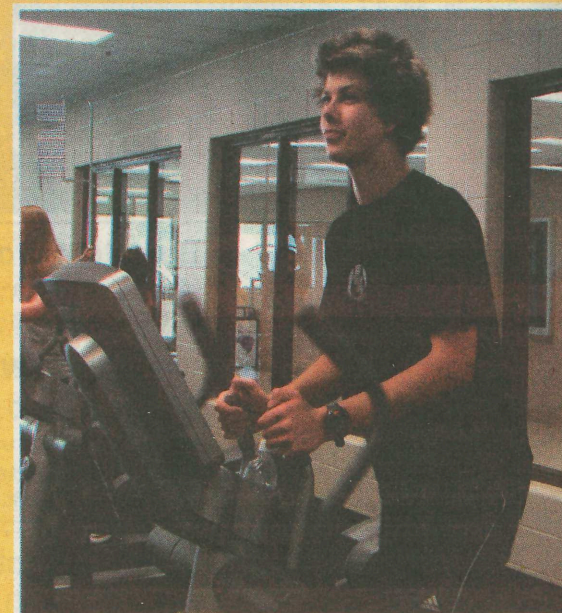


Photo by Justine Houfer

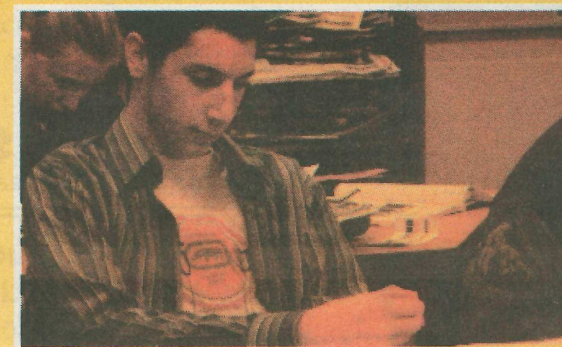


Photo by Kayla Gold

Top: Foreign exchange student Max Resch works out on an elliptical machine during gym class. Bottom: Foreign exchange student Adrien Richter works during Economics. Richter is also taking American History, Personal Finance, and Law and Order.

Ryan Douglas
Journalism Staff

The pencil, the most overworked and under-appreciated tool in the school system today. Although technology has become prevalent, the pencil is still considered a necessity and plays a vital role in the society of schools. However, with mechanical pencils, convenience becomes a factor. With no need to sharpen, students don't have to worry about the lead. Even with that in mind, some students prefer the standard Dixon Ticonderoga over any competitors.

"My friends and I have a game to see who can steal the most from each other," said Senior **Karl Olson**. "They always take them from me, but it doesn't matter because I got like 50."

"I steal them from Karl all the time," said Senior **Darrin Olmscheid**. "All you need is a quick little swipe when he's not looking."

There are different types of Ticonderogas made, and Dixon (The production company) says there will be many new exciting pencil related products coming out in 2007.

Pencils currently being made by the company include; The

TRIconderoga, which is in the shape of a triangle, and the black Ticonderoga with the black eraser.

"Never leave a black Ticonderoga alone on a table," said Junior **Bill Kane**. "It will get stolen."

English teacher **Joel Squadroni** orders special Ticonderogas that you can't buy at the local Wal-Mart.

"My favorite pencil to write with is the Dixon Ticonderoga 2.5," said Squadroni. "Which has harder lead than your average number two Ticonderoga. I use a Ticonderoga because the pencil is a writing tool, and a carpenter uses a better hammer to do his job"

Although a pencil can't make an essay any better, it may instill confidence to the writer.

"I think my thoughts are more clear and I don't have to worry about breaking the lead," said Olson

"Pencil tricks are easier to do with Ticonderogas too," said Olmscheid. "The weight is more balanced."

Priced around the same as regular pencils, Ticonderoga consumers feel that it is a better pencil.

"It's the worlds greatest pencil," said Olson. "It even says so on the box."

Holidays in school

Christmas decorations in school building provoke both support and ethical questions from students

Whitney Orr
Journalism Staff

Thanksgiving break ended so now the school goes for another Winter break. Seeing the Christmas tree in the front office gets staff and students ready for this next holiday break. Many public buildings hesitate at the thought of displaying decorations for the holidays because of the holiday's often religious context.

"We have different students of different backgrounds come to this school," said Principal **Nick Miller**. "We include all holidays to keep the school happy."

Of 80 students; 50 percent decided that any holidays should or could be displayed in school.

"Valentine's Day is my favorite holiday," said Junior **Jamie Pester**. I would dress up like cupid spreading flowers and hearts everywhere."

Fifty percent of the 80 students of thought dressing up for the holidays as a childish act.

"I don't dress up," said Sophomore **Eric Kolasa**. "It's unnecessary."

Although Holidays aren't emphasized at all in school, students decorate their lockers and bring goodies for themselves or the ones important to them if they want.



Photo by Kayla Gold

"I bring gifts or candy to people that are important to me said Junior **Andiy Johnson**, little gifts and chocolates, it's a good excuse to show people that you care."

Students bringing holiday treats may think this is harmless and inoffensive; though other students could be offended by the decorations.

An example of a situation like this occurred in Pennsylvania. The school had a multicultural committee, so they decide to set up a display with a Crèche, a menorah, and a Kwanza scene for Christmas. Students who seen the crèche thought it was too religious, the principle ordered the crèche to be removed from the school, The Supreme Court dealt with cases like this prior to this one.

Many students could not care that decorations affect others, and some could care that we should save the decorations for home.

"It's school," said Kolasa. "Teachers and students shouldn't slack off and be more generous because of the holidays."

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school

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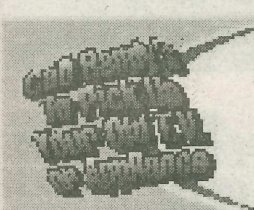


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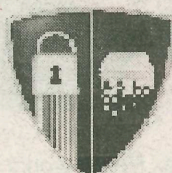


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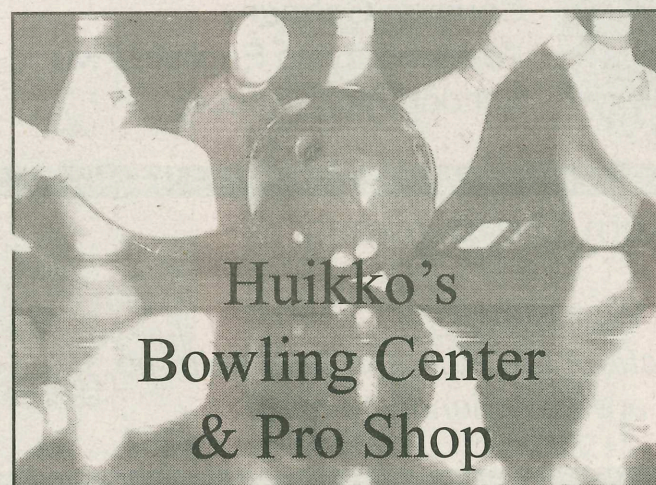
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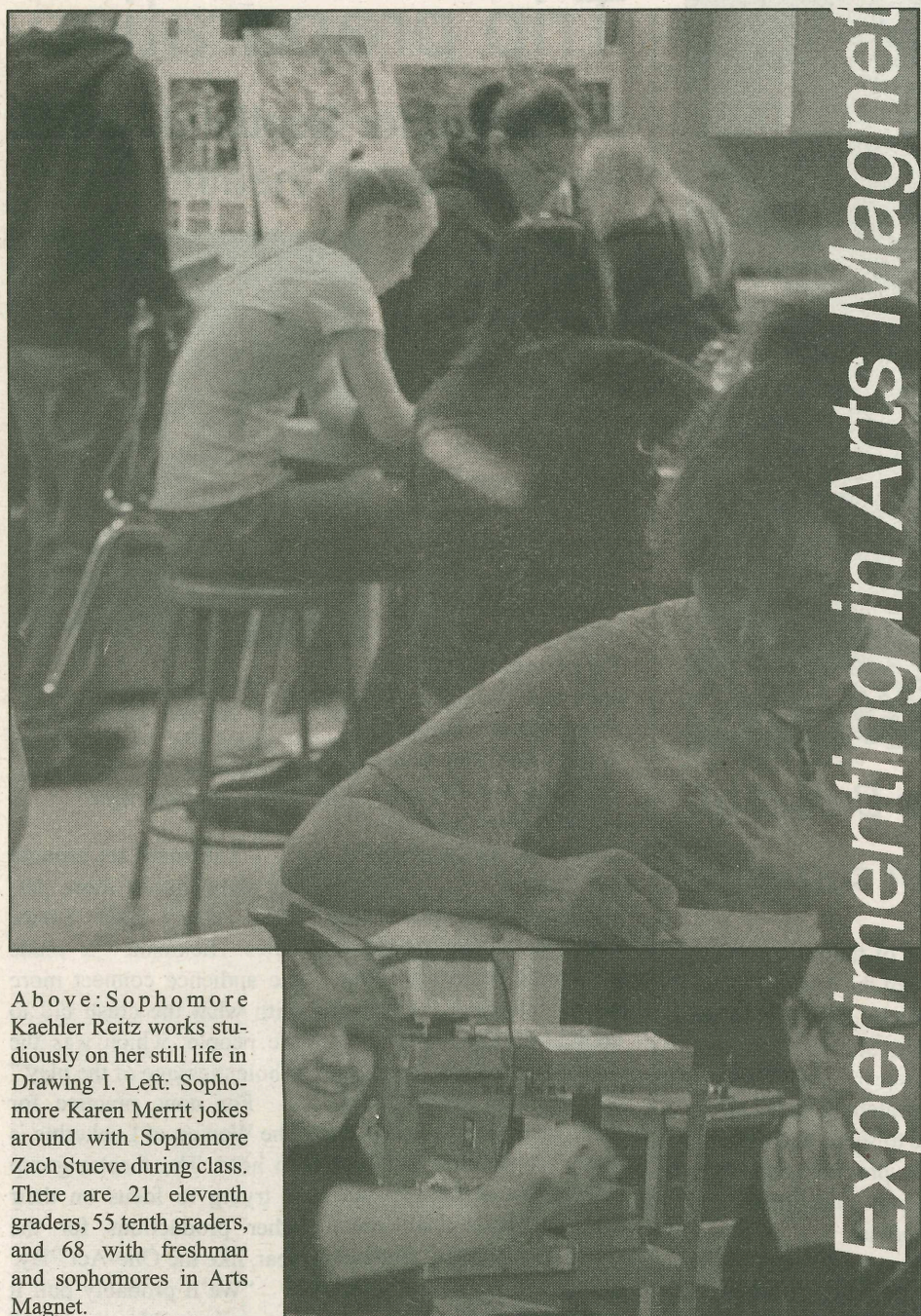


**Huikko's
Bowling Center
& Pro Shop**

**Students roam
the halls:**

A controlled experiment shows teachers rarely ask for passes

Found at
HOOFPRI
.net



Above: Sophomore Kaehler Reitz works studiously on her still life in Drawing I. Left: Sophomore Karen Merrit jokes around with Sophomore Zach Stueve during class. There are 21 eleventh graders, 55 tenth graders, and 68 with freshman and sophomores in Arts Magnet.

Experimenting in Arts Magnet

Caitlin Theisen
Journalism Staff

We're like guinea pigs," said Junior **Heather Mero**.

Mero, who is part of the Arts Magnet program which was brand new last year, uses the term to describe herself and fellow classmates the in Arts Magnet program.

"[Arts Magnet] is still in its first years and there are a lot of flaws," Mero said.

Arts Magnet is designed to create diversity in the school and classes, and class sizes at present are small, and since separate grades have separate classes, students see only the few others in their grade in each core class.

"I don't live in this district," said Junior **Jacklyn Hedlund**, "and the only people I know are in Arts Magnet. All 20 of us are kept together in all four classes

every day. So even though I've gone here for a year and a half, I only 'know' about 25 people."

While others don't have a problem with it.

"Just because we have a select few core classes that are arts infused doesn't mean that we're secluded,"

fering for it every day."

About 20 percent of Arts Magnet juniors said they joined to see what the program was about, or because they felt unsatisfied with their normal classes and were looking for the more involved teaching style Arts Magnet gives.

"Some would like it and some would absolutely hate it. It depends on your learning style."

- Junior **Melissa Knott**

"When I was a freshman, classes were really boring to me," said Kanawyer. "I couldn't focus; things just weren't as hands on."

For those inclined, Arts

Magnet provides experiences in the diverse field of arts that are otherwise hard to come by.

"I'd only recommend it to certain people," said Junior **Melissa Knott**. "Some would like it and some would absolutely hate it. It depends on your learning style, and if you like art or not. And a lot of people don't like being secluded from normal classes. If you can deal with that though, then go for it."

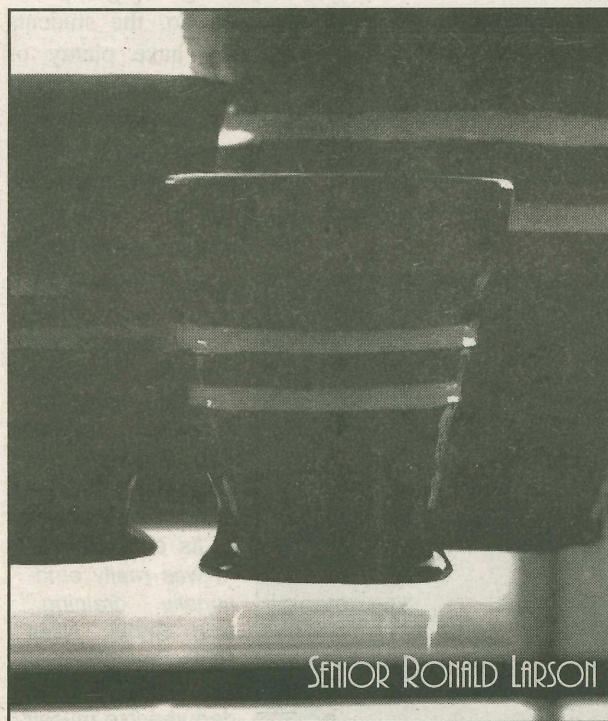
said Junior **Keisha Kanawyer**. "We have the same electives. They don't make specific electives for us, and it's not like we can't take normal electives. It's just a different way of learning."

Some students feel others may not be joining the program for what they believe are the right reasons

"There are a lot of people in it right now who really aren't [interested]," said Hedlund, "and they're suf-

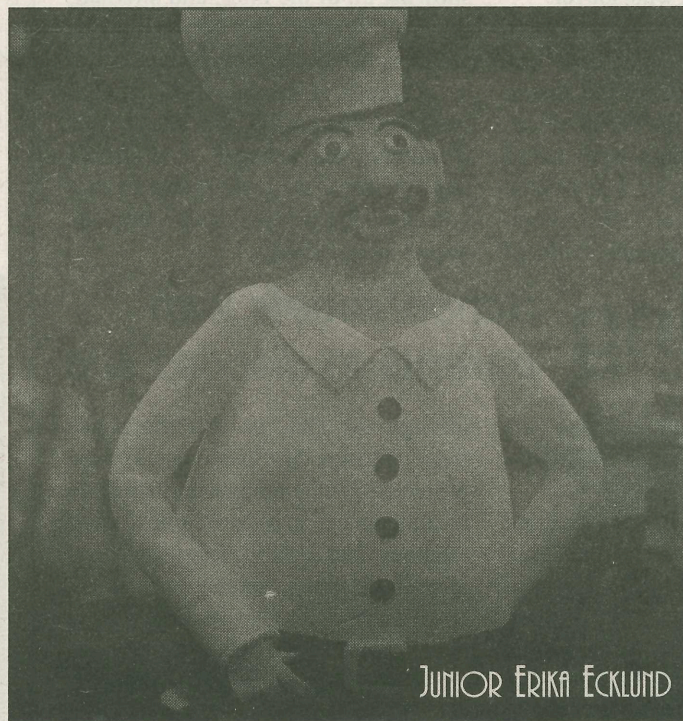
Photos by Kaita Hagberg

Artists' Exposé Showcasing the talent behind the sculpture



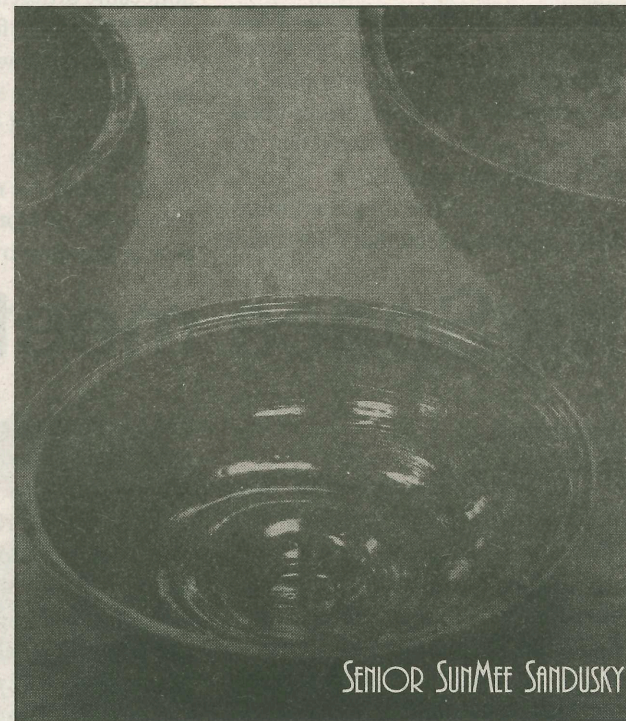
SENIOR RONALD LARSON

Photo by Kelsey Bergman



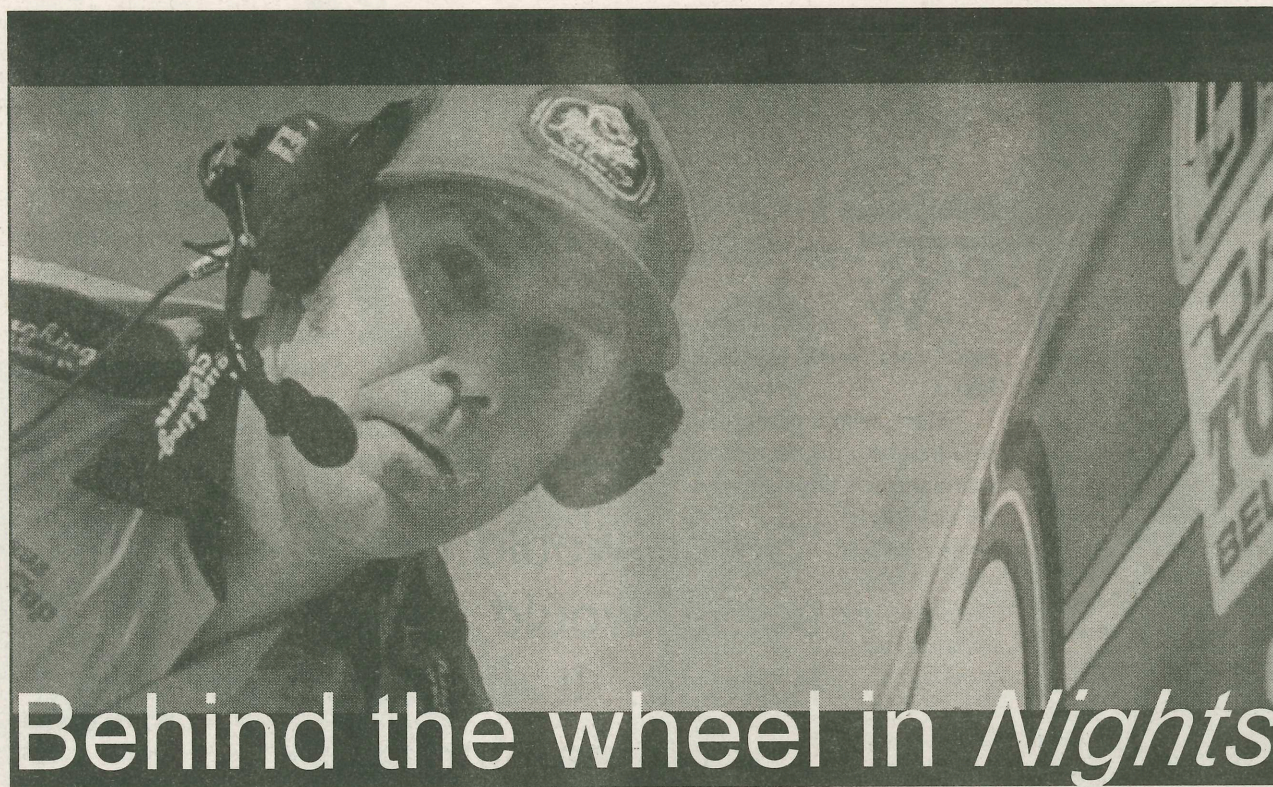
JUNIOR ERIKA ECKLUND

Photo by Kelsey Bergman



SENIOR SUNMEE SANDUSKY

Photo by Kelsey Bergman



Behind the wheel in *Nights*

Graphic by Dylan Mansur

Recently released on DVD, *Talladega Nights: The Ballad of Ricky Bobby* presents viewers with its own form of comedy

Dylan Mansur
Graphics Editor

Talladega Nights: The Ballad of Ricky Bobby proves to be another shining example of why Will Ferrell is one of the greatest comedic icons to date.

It isn't long before you are thrown into the universe of dim-witted, speed-junkie of a man, Ricky Bobby. Most of the movie seems to be improvisation, as though the actors were given a rough outline of how the scene should go. Granted, this style works very well for the cast, as most of them prove to be exceptional at said improvisation. There is a noticeable chemistry between Ferrell and co-stars John C. Reilly and Sacha Baron Cohen, providing an excellent opportunity for them to play off of each other. The actors never break character, which is no easy feat for improvisational comedy.

The tone of the movie is immediately set with a seemingly fabricated

quote from Eleanor Roosevelt. It became evident to me that this version of the movie had been changed from the theatrical version, which I was familiar with after seeing it twice. Being a supposedly 'unrated' version, I was extremely disappointed to see that they actually cut content from the DVD version. They almost made up for this by adding more scenes or extending others, adding about 17 minutes worth total. These extended and additional scenes are noticeably funny, but not necessarily worth the cutting of the original scenes.

From the base menu, you are given the option of two versions of the movie, which prove to have no noticeable difference whatsoever.

The special features are a force to be reckoned with. The gag reel leaves something to be desired, due to the fact that most of the better bloopers and alternate scenes were saved for the end of the movie. The deleted scenes are exceptional, often showcasing the improvisational skills of

the actors. Some of the most notable ones being more of the dream-like sequences when Ricky Bobby is in the hospital, including about ten minutes worth of Reilly improvising. They are humorous, but watching them all in one sitting starts to seem like a chore, although they do provide some finer details that are only later mentioned throughout the movie.

One of the best special features is the 'Line-O-Rama,' which is a compilation of some alternate lines throughout the entire movie, which keep you in a state of a hearty belly-laugh the entire time. It may not be very long, but it is excellent nonetheless. There is an entirely different special feature showing all of the lines, and alternate lines, of Walker and Texas Ranger, which is equally as impressive.

Overall, I would strongly recommend purchasing this DVD, and if nothing else, a rental. You should know if this is the style of humor that you enjoy, for it makes itself quite apparent quite quickly.

Trip preparation

Preparing for Scotland results in a cutback of theatre props

Elizabeth Ricker
Journalism Staff

At 7:00 p.m. the doors open and people begin to filter into the PAC only to be disappointed as their eyes meet the stage. What is usually a large, elaborate set is now only a few platforms covered in fabric and some suitcases scattered about. But before the curtains open and the lights go down, Theatre Director Tracy Hagstrom takes the stage and explains to the audience the reason behind the small set this year.

Hagstrom explains that due to the upcoming trip to the Fringe Festival in Edinburgh, Scotland, they must be able to take the set with them on the plane overseas. The festival also only allows each theatre group so many props and a two-hour time slot to set them up, perform the play and take them down. The theatre students didn't find it any more difficult to perform.

"It actually wasn't that hard," said Junior Emily Carlson, "We didn't really need much anyway. [The play] relied more on the people."

A large set wasn't necessary for this production many students said. The play is about the emotion. With a smaller set, the audience was less distracted and focused more on the characters.

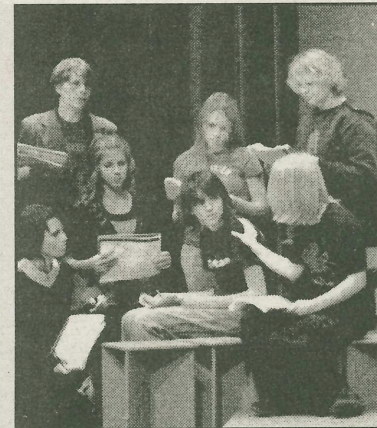


Photo by Dylan Mansur

The people of *Lockerbie* comfort Junior Mariah Laqua, during rehearsal. The backdrop for rehearsal varied little from that used during opening night.

"The small set brought the show into a more personal area," said Senior Niles Hickman, "It made the audience connect more with what the crash did to the people; which was the whole message of the play."

For now, practice for *The Women of Lockerbie* is on hold. The theatre group is trying to focus on their other productions for the year, like the *One-Act Play*.

"We'll probably pull it out again in May or June," said Senior Jimmy Person, "so we can start refreshing our memories and cleaning it up for Scotland."

Although there are many things the group still needs to do, the students feel they have plenty of time to prepare for the festival before their departure to Edinburgh on July 31, 2007. The Theatre students agree that to be able to travel on this trip is an opportunity of

MySpace meeting School meets with parents to discuss site

Brad Palmer
Sports Editor

Don't be surprised if there are two more sets of eyes on your MySpace: Your parents'.

During conferences, school administrators held a meeting for parents in the Performing Arts Center to discuss MySpace and other blogging sites that many students use. The PAC was sparsely filled as parents came to listen to an unbiased report on MySpace and the use of other elec-

tronics. Parents left conferences with more knowledge of their children's actions online.

The event stressed that MySpace can be a great tool when used correctly, but also that the majority of teenagers use it incorrectly. The entire presentation showed both sides of the MySpace story with both positive and negative examples. However, the horror stories outweighed the positive aspects. Stories of rape, drug deals, child molestation and gangs echoed

through the PAC as extreme pages from teenage MySpace users were projected for the parents and students in attendance. Images of guns, gang clothing, and girls wearing revealing clothes filled the screen. With light commentary and many examples, the event's leaders attempted to navigate the world of online blogs for parents.

The event gave parents some tools to help keep their children safe on the internet without prohibiting them from using it altogether.

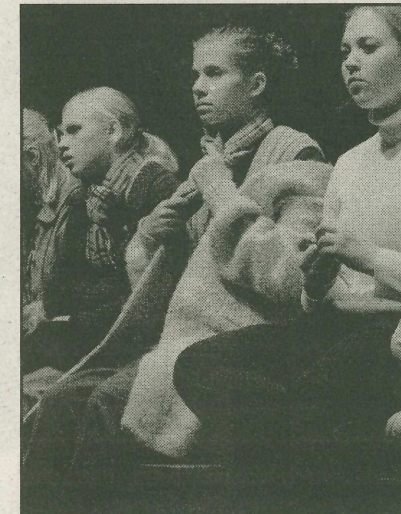


Photo by Dylan Mansur

Junior Emily Carlson, Sophomore Anna Brown, and Sophomore Amanda Burdorf relax after dress rehearsal. *The Women of Lockerbie* emphasized the emotions of its characters. "It was really emotionally draining," said Senior Niles Hickman. "Personally, I just had to dehumanize myself to get through the intensity."

Freshman reaches Olympic caliber

Bored with just skiing, Cody Ling decided to style

switch gears to a more artistic

Kyle Willetts
Journalism Staff

Freshman **Cody Ling** is a two time Junior Olympic skier in freestyle skiing. He has won numerous awards from all over. This is just some of the things he has done in his skiing career.

Cody's mom used to be a ski instructor in Colorado before he was even born. When he was born she got him into skiing at the early age of two.

"She spent a lot of time with me just at the Bunny Hill at Power Ridge when I was just learning how to ski."

His family skis and is pretty good; they love to go on road trips every winter to Colorado to ski.

"I have a lot of friends that ski in Colorado and it is my favorite spot to ski and just have a good time."

Cody learned very fast and was already racing at the age of seven. He would always be in the park in between races.

"I always liked to go hit jumps and do tricks more then race." Said Ling.

When Cody was practicing for his freestyle team he landed a Cork 720 and was excited.

"That was the trick that opened all the doors to more tricks and being able to compete at a higher level, once I landed that I knew I was capable of a lot of others." Said Ling.

A lot of things can go wrong when you do your tricks and you have to be spotting your landing the whole time. You can loose you ski in the air and not know how to land it or catch a wrong edge wrong edge when taking off. The worst injury Cody has had from a crash snapped collar bone in half.

"It was all most a compound fracture, and the night it happened my parents felt bad

so they took me to Cold Stone for some ice cream and I got Salmonella poisoning from it. So that night I had a snapped collar bone and was up all night throwing up my guts. It was horrible." Said Ling.

Cody stands only 5ft 4in and 110 pounds which isn't very tall or big. In skiing this helps and gives him an advantage in some ways but also provides unique challenges.

"I am to spin better then taller guys, but they are able to pick up more speed when the hit their jumps."

Cody's height has played into his best trick; the Cork 180 and also his signature trick the 360 Switch up on rails.

Cody has had sponsors through his entire career and Smith and Dakine were his first.

Later came his others Salomon, Windells Ski Camps, and Enom.

"They have been very supportive for me and provide all my equipment and help with lodging and air fair for my ski trips."

Cody is going to be singing a contract with

"Skiing with just my friends and not being serious is a lot better and less stressful. I don't have to worry about anything. When I am skiing I like to listen to music it helps calm me. I like to be able to ski and just chill."

-Freshmen Cody Ling

Smith and this will be the first aid sponsor he will have.

"Smith is going to have me in magazines and I will be in three movies this year. One of them is named Just Ski," said Ling.

Cody has experienced many different places during his career. He has been to Canada, Oregon, Colorado and Utah. This winter Cody is going to Stockholm Sweden and this summer he is going to New Zealand.

"I can't wait to go to Sweden; it's going to be a blast," said Ling.

Having won the Junior Olympics two years running Cody has many goals for his future.

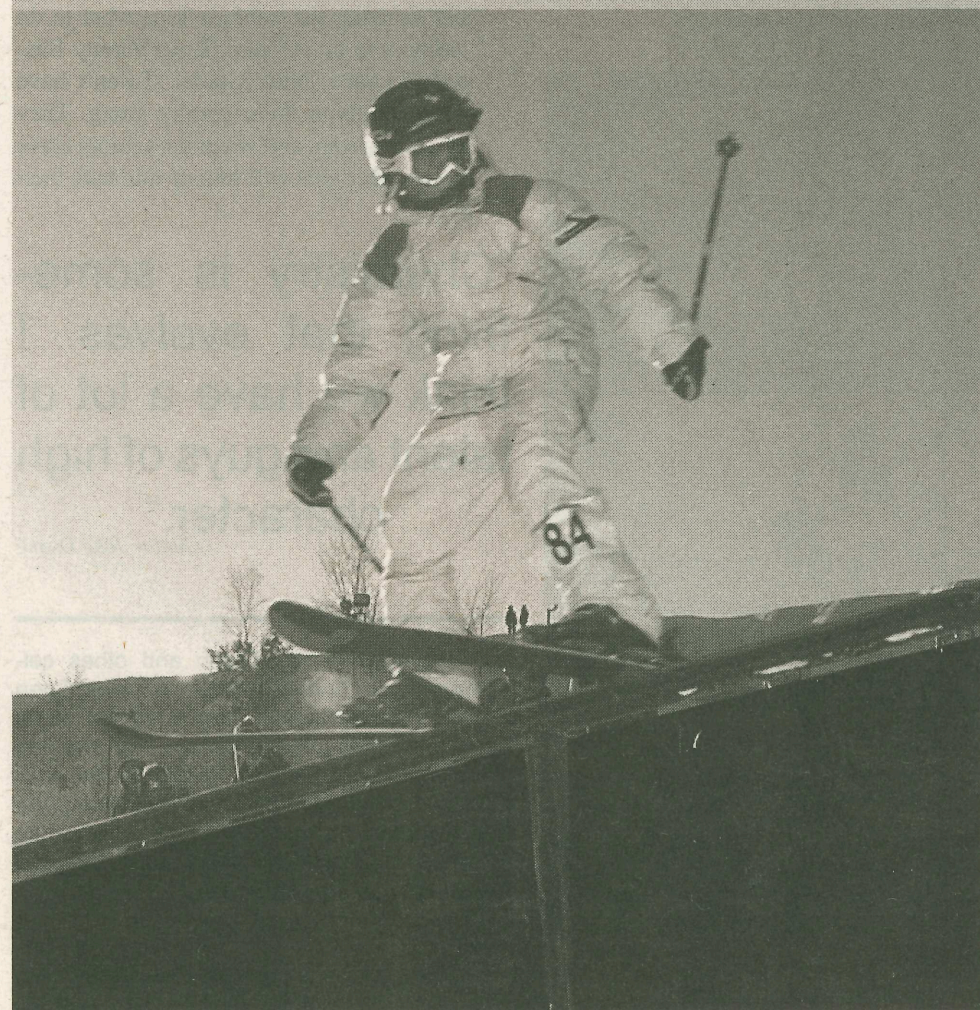
"I want to make it to the X-Games someday. Getting into major events like the U.S Open, Vermont Open and Aspen Open would be awesome."

Having such a special gift can translate into problems in Cody's everyday life as he isn't home for long periods at a time but tries to make the most of the time he has.

"Skiing with just my friends and not being serious is a lot better and less stressful. I don't have to worry about anything. When I am skiing I like to listen to music it helps calm me. I like to be able to ski and just chill."

Left: Freshman Cody Ling slides down the rail during a tournament in Montana. Cody has a signature 360 rails spin which adds depth to his already large arsenal of moves and techniques. Right: Ling attempts a Cork 1080 as a crowd gathers underneath. Ling has been in Freestyle Skiing since the age of 12, switching from racing. "I always liked to go hit jumps and do tricks more then race," said Ling.

Photo submitted by Mick Ling



Strength in unity

Basketball team learns the importance of chemistry after having a perfect star

Kati Pooler and Ellie Becker
Journalism Staff

People watching the Buffalo Boys Basketball team this winter will not have a hard time recognizing them. There are very few new faces this year. Returning this year to the team are six seniors, three of which remain starters, and a sophomore who will support the back court as well.

These quality players will bring depth and hopefully chemistry like last year's squad. Experience will carry this year's team to last year's hopes. Expectations will be very high this season, since last year's team was a runner up in the Mississippi 8 conference.

"Together we have relentless strength," said Senior Karl Olson. "Individually we are strong, just not as powerful as when we work together. We excel better as a team and achieve more as a whole."

"Chemistry is a potent factor in a team's ability to perform well," said Senior Darrin Olmscheid. "Without it we wouldn't be as successful as we hope to be in striving for the conference championship this season."

The boy's basketball team is a strong contender on the Mississippi 8 conference this year. Other teams to watch for are St. Michael-Albertville, Monticello, and Becker.

"It's about team chemistry," said Senior Josh Ortmann. "We're learning to work together. That's the only way the conference championship will happen for us this season."

"I think chemistry is something that evolves," said Junior Jake Duske. "We have a lot of talent and guys of high character."

Basketball is not just a winter sport anymore. The players work hard year round, and because of it they continue to build their team chemistry.

"We have a group of guys who worked hard this summer," said Duske. "We're much more athletic and we're deeper because of it. We'll be able to play more up-tempo this year."

Size could be a factor this season; Buffalo is playing with a smaller team compared to the other teams in the conference.

"This is a small, scrappy team that works well together," said Sophomore Erik Olson. "Every kid on this team knows how to play the game, and everyone enjoys playing the game together. I think that the chemistry on this team is going to help us go a long way."

The senior leadership will help develop the underclassmen as the season goes on, and prepare them to be leaders next year.

"As a coach it's nice to see the seniors showing the younger kids what to do and how to do it," said (Boys Varsity Basketball coach) Nick Guida. "I don't have to worry about them getting along. They work as a team, and when the seniors leave the younger kids will step up and take their place."

"Chemistry is something that evolves. I think we have a lot of talent and guys of high character."

-Junior Jake Duske

Photos by Mitch Mills and Elias Krumholz
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Welcoming a new class >>Administration takes it upon themselves to make the freshman transition to high school easier



Principal Nick Miller and Administrative Assistant Bob Driver speak at an assembly for the freshman class about being successful in high school and how to make the transition from the middle school easier.

Photo by Eli Krumholz

Alyssa Tryggeseth
Journalism Staff

At the senior high school level, students encounter a larger and more complex setting, a more diverse student body, and a wider range of curriculum choices and extracurricular activities. For the first time, students become familiarized with graduation requirements, their grade-point averages and class rank are computed, and the importance of these criteria for college entrance or employability becomes clear.

Researchers from the American Journal of Community Psychology have found that "there is evidence that children's vulnerability for academic failure is heightened during school transitions. On average, grades and attendance have been found to decline in the year following a school transition."

To prevent students' failure, the school has introduced the Ninth Grade Transition Program this fall. The program's focus is to not only ease the transition into high school but help students stay academically focused and excel in the classroom by providing more communication and feedback among teachers, parents, students, and administrators.

"We try to do anything it takes to make the transition from middle school into high school easier," said Administrative Assistant Bob Driver, "We are the 'Bridge,' essentially."

Driver is the main figure in charge. He serves as a liaison between parents,

teachers, students, counselors, and administrators to help promote that all freshmen achieve success and find happiness in the high school environment.

The program sends out a newsletter four times a year to ninth grade parents keeping them informed of activities and important information. As well as tracking the ninth grader's attendance, holding meetings during AAA, and sometimes identify struggling students and get them together with a junior or senior mentor.

The program held a summer course taught by English Teacher Ryan McCallum and Math Teacher Stacy Eggers. They worked with 35 students over the course of a four week period for half days, four hours at a time. The incoming freshmen did assignments like those assigned to high school students, so they would learn to meet the intensity of high school academics.

McCallum and Eggers talked with the students and tried to eliminate any fears, and helped them to get ready. Administrators, seniors, and Resource Officer Glenda Ridley were brought in so that the students could get to know them outside of a regular school day.

"It was really fun," said ninth

grader Sam Schaeffbauer, "It gave us a chance to get used to high school; and McCallum and Eggers worked really well with us."

But the most recognized activity that the program held was the Youth Frontiers Respect Retreat held on October 4 and 5. It was a day devoted to helping ninth graders become more comfortable with each other and learning that

"We try to do anything it takes to make the transition from middle school into high school easier."

- Administrative Assistant Bob Driver

respect is essential. And the feedback from the retreat has been positive.

"I liked the retreat," said ninth grader Matt Saari "The lunch was good, and I liked it because it was fun, we partied, and it wasn't just a big sermon."

Not only did the ninth graders benefit from the retreat, the school as a whole did as well.

"I liked the retreat because no one got left out," said Senior leader Mos Greenprice "And they talked about one very important topic, which was respect. They drilled that topic into our heads so we would all understand how to respect others throughout our high school career; and that it would help us after high school, in real life, in the real world, because that's where it is needed

the most."

"If the freshmen learn how to respect each other that would be a great catalyst for them leading the way, to be an example of showing respect for themselves, people around them, and future freshmen," said Greenprice.

"The ninth graders that I have talked to said they enjoyed the retreat," said Counselor Kristen Lane "The students enjoyed that the teachers didn't run the day; and instead stayed in the shadows, and allowed it to be about them. The retreat was a day well spent. It was day that took them out of their comfort zone, and let them get the sense of 'community' that BHS tries to portray."

The success of the retreat was a bonus for the Transition Program. And the overall success of the program is evident in the grade statistics from first term.

"At first quarter mid term 85 students were failing," said Driver "And by the end, there were only 23 students and 35 failing grades."

The question of whether the program will continue is still up in the air.

"I believe the program will continue," said Driver "The summer transition course was successful because it allowed the ninth graders to become more familiar with the school before entering the building, and now the ninth graders have a group of people advocating for them. I can see it continuing but it will be determined over the course of the year."

Betting the big blind

"Poker night is an intense roller coaster of emotions."

-Senior Justin Gyllen

>>Students get together to play poker to win big and meet new people.

Jenny Personette & Kandace Point
Journalism Staff

"We were at a 20 plus one no limit tournament at Zach T's house," said Senior **Brandon Knight**. "I was playing very well at the final table until my last hand in small blind. Everyone folded to me and I called big blind. Zach decided to triple the big blind; I called with six-five of diamonds and the flop came, six-four-four rainbow. Top pair and check, Zach went all in and it turned out he had four rag and I lost."

Translating in *English*, what Knight was saying is that he had tried to see the community cards and Zach made him pay more because he had risen before the flop (first three exposed cards.) He thought he had the best hand, and he tried to slow play (hide his big hand,) but he was wrong. So instead he checked (passed without betting.)

The birth of poker dates back to the 19th century when it was introduced to the US by the Louisiana Purchase of 1803. Poker has caught the interest of many adults and more recently teenagers.

"I started playing poker when I was a freshman," said Senior **Zach Benjamin**, "I learned how to play by watching it on T.V. and playing with my neighbor at home. I started the poker 'boom' and taught pretty much everyone how to play."

According to our senior poker players, once the "boom" got started, it's been hard for some of them to stop playing.

"I can admit that yes, I am addicted to poker," said Senior **David Lehman**, "but I don't see it as a bad thing. I love the game. There's nothing wrong with that."

The reasons for being addicted vary from player to player, but more commonly it's the satisfaction of defeating their opponents that really gets them going.

"It's when you start winning," said Benjamin, "that you become addicted because then you feel like you can win again and that you can always do better."

Of course winning money also plays a role in the addiction; however, after a few of the players got jobs they realized they can make money working instead of just playing poker.

"I worked full time and it wasn't as much fun when I got into [poker] anymore," said Knight, "now I just go to poker games to hang out with my friends."

Just like how it is with sports, playing poker is a way for the guys to make friends, maybe even life-long friends.

"I became friends with all the guys because of playing poker with them," said Senior **Ryan Douglas**. "We became close friends."

Going right along with making good friends, the guys have also created some good memories.

"I remember going to Canterbury for the first time," said Benjamin. "Exactly when I turned 18, I was there. I had four jacks the first time. It was almost a \$200 pot and I won \$90. Everyone pretty much knows how to play there. It had such a



Graphics by Dylan Mansur Photo by Mariah Laqua

Freshmen Jordan Laqua and Chris Zumach and Eighth-Grader Alex Gatzke play Texas Hold'em for the last can of Dr. Pepper over Winter Break.

cool environment and atmosphere based on poker."

Since the players can't make it to the casino every time they want to play, poker nights are often held at one of their homes.

"During the summer we played three to four days a week," said Senior **Justin Gyllen**. "We had all night sessions starting somewhere between eight and ten. Taco Bell breaks are the only breaks aloud. Poker night is an intense roller coaster of emotions that ends in a stronger bond between you and your friends than you had when you arrived."

When games are hosted at someone's house, the guys usually follow casino rules, but they also have some of their own.

"If you win a lot," said Benjamin, "you don't just 'cash out.' If you get up and leave everyone will hate you."

The boys mean it when they say they'd get mad if someone "cashed out" like that, but they take cheating even more seriously.

"If anyone ever cheated," said Gyllen, "we'd all go around and kick them where you don't want to be kicked, and then we would split up all of their winnings."

All in all poker seems to have played a big role in these seniors' young lives. For some, the game will continue to be played for years to come.