



The Hoofprint

Volume 37 Issue 5

Buffalo High School Friday, March 3, 2006



Valentine's Day puts the spotlight on high school relationships

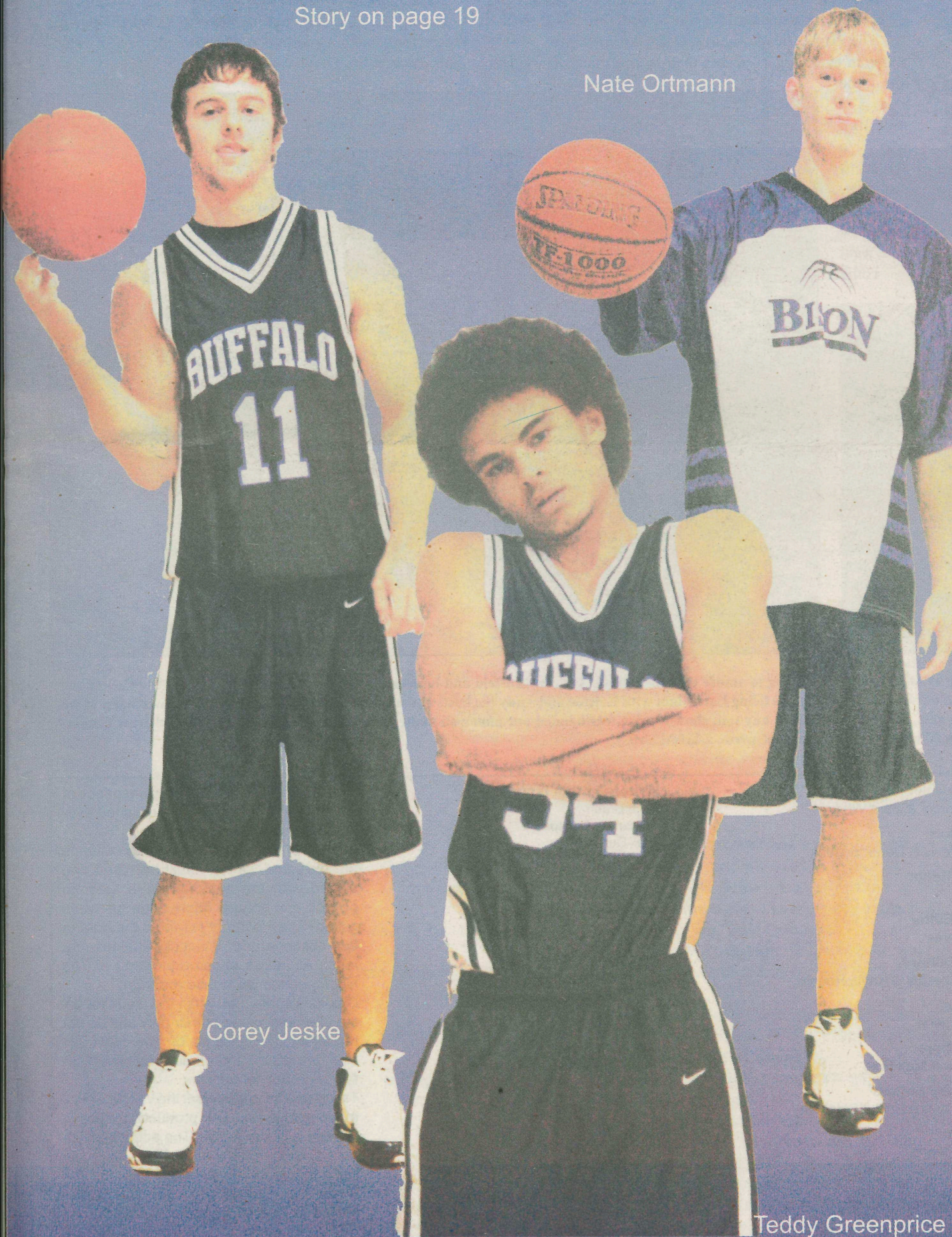
Stories on pages 10 and 11

BREAK OUT

Boys' Basketball finishes year as Conference runner-up

Story on page 19

Nate Ortmann



Corey Jeske

Teddy Greenprice

BAC opens to the Public

Rachel Kunde
Journalism Staff

The dedication to the new additions at Buffalo High School took place on Monday February 13, 2006. School board members, BHS staff, parents, students and community members were all invited to this dedication ceremony.

The night began with the National Anthem sung by the **BHS Singers**. Following the National Anthem, Students Council President **Maria Freund** gave the audience the students' perspective on the new additions to the school.

"I started out by thanking everyone for coming to explore the new additions of the building," said Freund. "I said the students were excited about the new buildings and thought it was a very smooth transition between the old and new parts of the building."

As the ceremony progressed principal **Nick Miller** made introductions about the staff at BHS, school board members, Superintendent **Jim Bauck**, construction members and the community education director **Chuck Klaassen**.

"When Mr. Miller spoke he thanked the tax payers and community members," said Freund. "Mr. Miller said we can now accommodate 2,000 students."

Later in the program, Klaassen spoke about the purpose for the new Bison Activity Center. He explained that the students and staff have first priority for the use of the BAC, Community Education has second priority, and if they manage the BAC will be open to the public. But first and foremost the BAC was meant for the Bison (students and staff).

The additions were finished six months ahead of schedule. The cafeteria construction began in the summer of 2004 and finished November 2005. The classroom construction began in the fall of 2004 and finished for the school year 2005. The activity center construction began spring 2005 and finished ahead of schedule this year. Students and staff occupied the BAC in January 2006.

The ceremony ended with **Jerry Rothstein** from Donlar Construction presenting the keys to Miller and the BHS staff.

"The keys symbolized the process of building was over and would be functional for everyday students life," said Freund.

With all the additions finished in the school, students will be able to go on with their everyday lives without the construction.

Local talent performs at the Tri-M Variety Show

Kelly Schimmele and Sarah LaFavor
Journalism Staff

As the audience delivers another standing ovation, the Tri-M Variety Show performers take another bow. Pride floods their veins as they deliver another successful show.

The Tri-M Variety Show was started as a way to recognize the achievements of student and faculty, and performances include instrumental acts, vocal performances, dance routines, and skits. However, not everyone makes it into the final performance.

"If I don't make it", said Junior **Emily Robbins**, "I won't be too crushed. It just means I have to practice more."

The Tri-M lets students who aren't in a music class such as band or choir perform their talents before the school's audience. Students who make it get to perform on stage and be part of an organization.

"Tri-M," said Senior **Kayla Haggen**, "looks for different kinds of gimmicks to find something that people will want to see. Like Jonathan [Coward] last year did the dance from Napoleon Dynamite, and people loved it."

Tri-M judges try to find unusual or outstanding musical

or acting talents throughout the auditions.

Making the Tri-M Variety Show happen takes work, dedication, and support. The show last year had one of the highest student turnouts in its history. The show is something that will stick with the performers.

"I hope that we can do as well this year as we did last year", said Choir Director **Mike Walsh**, "because that was a great show. It had a lot of support, and we're hopeful that will happen again."

Many of the acts last year are still mentioned today, and are considered a standard for the new performers to reach.

The Tri-M tries to figure out ways to make the Variety Show an even larger success than in years past. They look

for the best sounding acts, a different variety, and ones people will want to come

and see. The more support, the greater success.

"There shouldn't be so many acts that suck," said Ellis, "We need more Eva [Walsh]. Like an Eva performance in between every act."

Performing in front of an audience for the Variety show created mixed feelings for some students.

"Performing on stage is exhilarating," said Haggen, "You feed off the energy of the audience, and you give it back through your performance."

The show is more than just a show to the students participating. It is the culmination of months of planning, and the performers who auditioned can now say they've earned their place in the Tri-M Variety Show.



Photo by Justine Hooper

Junior Samantha Carlson belts out "When You Say Nothing at All" during the second act of the Tri-M variety show. The show consisted of two acts, with eight performances each act including multiple singing acts, ranging from self-composed pieces to songs from the Broadway show, *Wicked*.



Photo by Justine Hooper

Trying to amuse the crowd hosts Andrew Binsfeld and Kristen Weller crack another joke. With the Variety show theme being *Late Night with Kristen and Andy* the hosts not only introduced the acts but interviewed a few as well. As on any talk show a prize was handed out under an audience members seat, Sophomore Katherine Camargo won the prize, a Tri-M hat.



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.

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

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

Opinions contained within this issue reflect the viewpoint of the author only and do not represent the opinions of The Hoofprint staff or the staff and administration of Buffalo High School.

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Cell phone usage banned for teenage drivers

Laura Hartneck
Journalism Staff

Booming music and upbeat conversation. The Minnesota State Legislature has issued a law prohibiting provisional license holders to use their cell phones while operating a vehicle when in motion. This law has been officially effective since January 1, 2006.

Not only has this law posed a problem in a teenager's daily routines but may actually prove to be effective according to students.

"I truly believe people are idiots when they're sitting on the couch at home," said Senior **Mitch Decker**.

"Teens are just learning to drive and are inexperienced, usually distracted by friends, the radio and cell phones," said Lt. **Dan Anselment** of Patrol Division at the Wright County Sheriff's Office.

As cell phones become even more popular, they're also serving as driving hazards and a distraction among teenagers. The expected outcome from this law is to educate teen drivers to concentrate on driving.

The Minnesota State Law states, "A provisional

license holder may not drive while communicating, or otherwise operating, a cellular or wireless telephone whether hands held or hands free while vehicle is in motion. An offense may be defended by stating the violation was made to obtain emergency assistance, preventing a crime about to be committed or in reasonable belief that person's life or safety is in danger." The law bans using a cell phone in any way, including text messaging.

"It is specifically targeted towards provisional license holders, but there is 'inattentive driving' which involves adults also," said Anselment. "Examples of inattentive driving include drinking coffee, playing with the radio, blowing a stop sign and speeding. We expect this law to be pretty effective, we know it may take a while for people to get used to it."

If pulled over while on a cell phone, violators could be charged with a citation that would remain on their driving record.

"If I was driving and a cop drove by when I was on my cell phone, I would probably just say 'hold on' and

put my cell phone down and keep driving," said Junior **Gina Roberts**. "It's a ticket that I don't need or want to pay for"

Each individual that may be pulled over doesn't always receive a ticket. The officer makes a personal judgment to distinguish whether they can simply talk to the driver or if a citation should be issued.

"My parents don't believe me when I tell them I need new brake pads and I was arguing on the phone with my dad and drove through the garage," said Roberts.

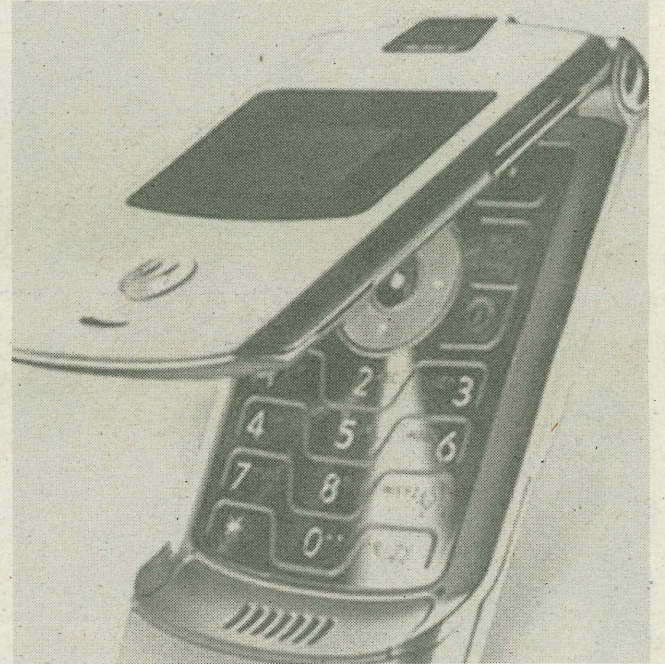
The consequence of being involved in a car crash while on your cell phone could result in losing your license for 12 consecutive months or until the driver turns 18 years old. This consequence is the same with the inattentive driving law mentioned.

"It is a state law and it is in effect until legislature repeals it, which may never happen," said Lt. Anselment.

This law is here to stay and as long as cell phones are popular, provisional license holders should obey it to ensure their own safety and driving record.



Photo by Emily Andrews



Left: Senior Rachel Kunde pulls into the High School parking lot, while talking on her phone. Though the new law makes this illegal, most students try to find ways to avoid getting caught. Some students have purchased head sets so that cops cannot see their cellular phones they are using while driving.

Above: A cingular razor phone, one of the most popular new mobile phones on the market, also comes in pink and blue.

News Briefs

Shorts from Buffalo High School

Stu-co hosts EMASC rave

Student council held a rave for the Eastern Minnesota Association Of Student Councils (EMASC). Proposing resolutions and a leadership convention, exchanging ideas for new and old school activities. Senior President Maria Freund accompanied by three Junior bouncers hosted the Procession. Schools from around the state participated in the convention and took part in the day long event. Fun and dancing in a rave kicked off the convention, next Miller presented a speech welcoming the surrounding schools. Then they got down to business discussing resolutions and debating in order to make changes to their schools activities. Just under two-hundred students came out for this event.

Things you should know

- All seniors must register and pay for the All Night Grad Party prior April 28, with your \$40.00 fee or after May 1st the fee will raise to \$50.00.
- Yearbook orders must be turned in to McCallum's room A210 or the front Office by March 16 in order to be guaranteed a yearbook this year.
- Bison Bistro is open everyday after school until 3:10pm, your purchases will be taken out of your school lunch account. There is a microwave available but only items that are purchased from the Bison Bistro.
- Hoofprint is always accepting letters to the editor, if any student would like their voice heard, please feel free to write

Blood drive comes to town

Next friday, March 10th NHS will be hosting the annual blood drive. Students must be 17 years of age or older and weigh at least 110 pounds. Food and beverages will be served to those who donate after their donation takes place. Giving blood helps to save millions of American lives every year. One unit of blood saves approximately 34 lives, last year the school donated 104 units of blood. This year NHS is hoping to donate at least 107 units of blood to the American Red Cross. If signed up you will receive an appointment card stating your time of donation. The blood drive will take place from eight o'clock am to one o'clock pm, and it will be set up in the Performing Arts Center.

Students defeat staff in heated, fun competition

Traditions of Snow Daze week begin to rival Homecoming activities

Katie Millerbernd
Journalism Staff

The music in the hallways, the decorations, the friendly student-staff competitions, penny wars, and the dress-up days all make Snow Daze a unique week for students. With all of the different activities going on students had different choices for which one was their favorite.

"I loved the music in the halls," said Junior **Brian Kothrade**. "I think it put everyone in a better mood."

"My favorite part was bowling," said Senior **Corey Habiger**. "I liked beating the teachers; I just hope none of my grades drop."

Students enjoyed the student-teacher competitions that took place during AAA.

"I would have to say that the student teacher basketball game is my favorite part," said Sophomore **Sa-**

rah Marquette. "It was fun to watch the students beat the teachers, plus it gives us something fun to do in AAA."

Some students enjoy the day of the week we don't
"I liked Olympic day. I can't believe some of the things people dressed as."

-Junior Justin Gyllen

have to be at school.

"My favorite part of Snow Daze is that it's a four day week," said Senior **Nate Ortmann**.

Students found that they could use the dress-up days to express themselves in ways that they would

have not been able to in a normal week.

"I loved the dress-up days," said Freshman **Sarah Ramsey**. "It makes the day more exciting, and people feel if they want to dress weird they can because everyone is dressing weird, it brings out our personalities."

Although students agreed that dress-up days were fun, their favorite days were different.

"I liked Olympic day," said Junior **Justin Gyllen**. "I can't believe some of the things people dressed as, like Senior **Justin VanKeulen** was dressed as a bob sledder."

"I liked neon day," said Freshman **Marky Fennig**. "People had really bright colors on that didn't match, it looked really funny."

Winning the majority of the events, the students ended up taking home the travelling Snow Daze trophy, also getting their name engraved in it.

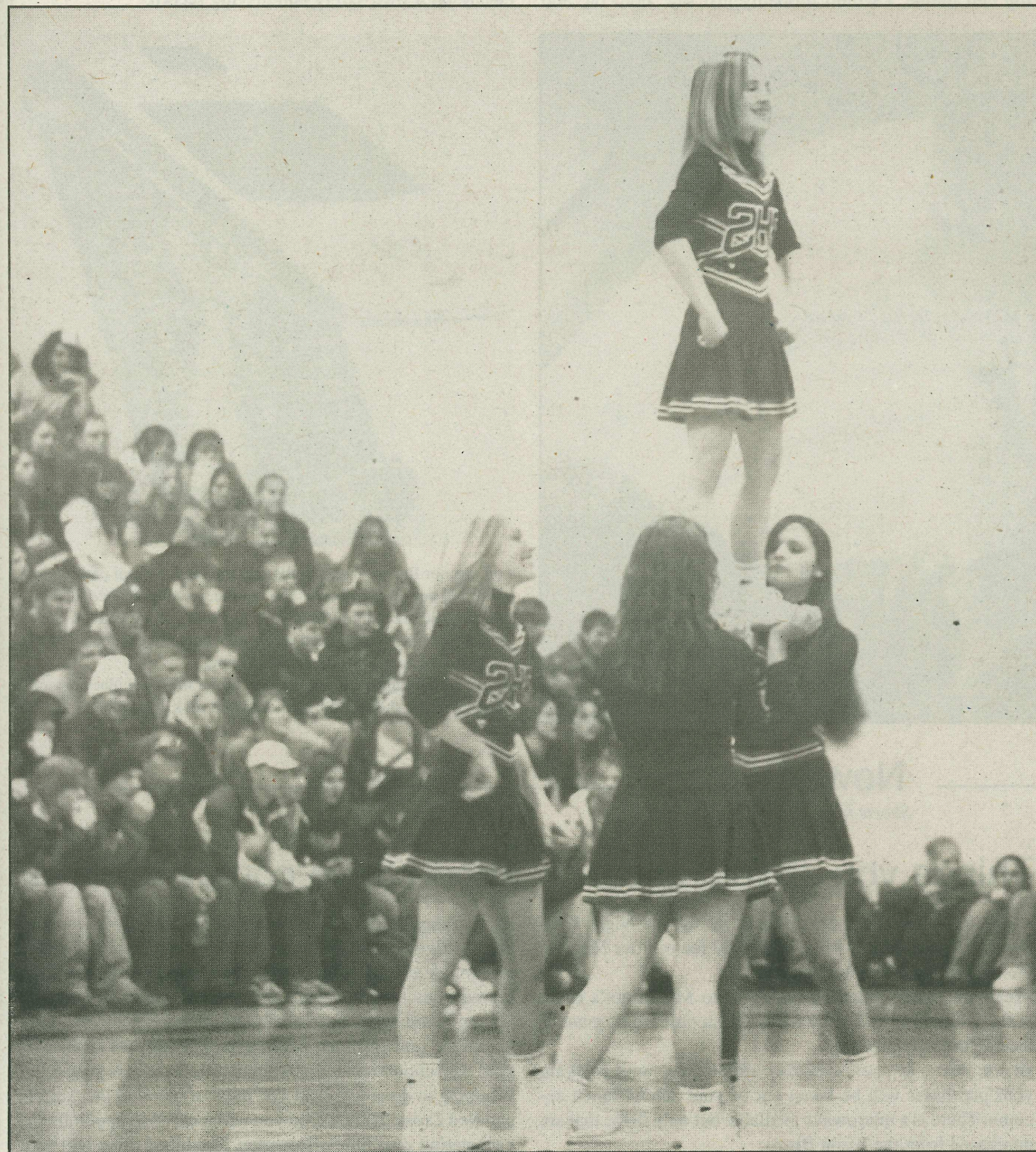


Photo by Jeff Gilmer

Cheerleaders try to get the crowd involved in a cheer during Thursdays Pep-Fest kicking off the Snow Daze week. The final showdown was between the teachers and students came down to the Penny Wars. Students won the Penny Wars, and the Snow Daze competition.

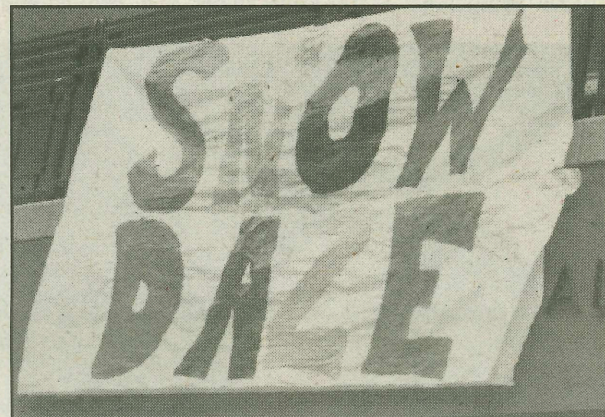


Photo by Max Rixe

The Snow Daze banner hung in the front atrium for the school to see, signifying the beginning of Snow Daze week.

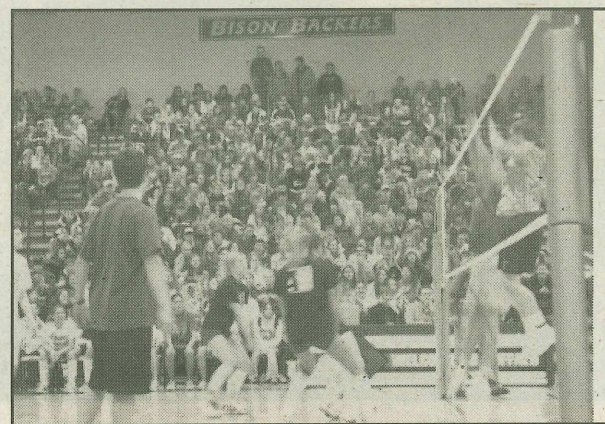


Photo by Jeff Gilmer

Above the students try to gain a point on the teachers in the staff vs student volleyball game held, Tuesday during AAA.



Juniors **Jillian Miller** and **Kathrine Blizel** dance the Electric Slide with the rest of the crowd at Friday's dance.

Pushing past stress

Drumline advances to fourth competition

Sam Polski
Journalism Staff

The floor shakes and the high school bleachers rattle as drumline practices for their next competition.

Winter drumline has been practicing two to three times a week since November.

"It's a lot of practice and a lot of commitment. I don't get to hang out with my friends or my girlfriend on Saturdays like I want to," said Junior **Jason Brummer**.

"Being in drumline prevents late Friday nights, because Saturday's practices are pretty early," said Junior **Nick Sisco**.

Saturday's practices are seven and a half hours long and Thursdays are three hours long. Sometimes drumline practices on Fridays too.

"It's fun to be there, but it's also demanding," said Sisco.

"We talk about anything at any time. It's only a strict atmosphere when we play," said Sophomore **Zach Klien**.

When mistakes are made at practice, the coach will usually make the group do push-ups.

"I counted how many I did once. I did 160. There is a lot of physical and mental endurance," said Sisco.

However, push-ups are not the only obstacles that they have to deal with.

"There is a lot of discipline, I get huge bruises on my arms," said Junior **Chris Rohlik**.

"Marching and holding up our cymbals and drums makes us pretty sore and sometimes the mat falls on people," said Klien. "Lugging around the drum set on the stupid drum cart was the worst. Only the front wheels on this thing worked. We went to St. Cloud and had to go up a huge hill. That was an adventure."

It may seem challenging, but there are rewards and benefits of being in drumline.

"Traveling and going to other schools is probably the best part," said Brummer.

"Running the show is fun, that's when you can tell that all the hard work has really paid off" said Rohlik.

"We get trophies if we win competitions and I think that the school gets some money. You can letter fast. You can letter in your second year," said Klien.

"I get better at music, there is more to socialize about and it's good exercise," said Sisco.

The drumline hosted their annual Buffalo Stampede, including eight other drumlines, on February 26. They perform at Burnsville High School's Blazin' Rhythms tomorrow at 1 p.m.



Photo by Jeff Gilmer

Sophomore Sara Marquette concentrates on the keys, while Freshman Ben Stephens quickly switches mallets. During the course of the show, Stephens played two roles, playing on marimba and providing a tempo on auxiliary.

Mock Trial goes to state



Photo submitted by Laurie Raymond

Mock Trial team "Buffalo Blue" won the regionals competition Friday, February 24. This is Buffalo's first time competing at state in 14 years.

Jason Priebe
Journalism Staff

They have high expectations for this case, this season, and themselves. They are Varsity Mock Trial. The experience of social studies teacher and Head Coach **Laurie Raymond** is proving to be a valuable asset to the team, which is competing in the state tournament.

"We are well on our way to having a good season," said Senior **Jessica Wilkens**, "making this a great season."

Their 16-2 record shows. It is not all easy however, they spend many hours after school reviewing and revising the case and their questions. The fact that they spend three days after school per week practicing and sometimes staying as late as 7 p.m. shows you they are a dedicated team, but when you sit in on a practice and see how much work goes on behind the scenes then you will truly appreciate how far

they have gone this season.

"Some say we practice too much, but our record shows it is paying off," said Senior **Bryant Torkelson**, after beating Monticello in the final round and becoming the Mississippi 8 conference champs.

They have currently won the 3rd round of regions with a score of 202 to Eagle Valley's 184. The state tournament will be held on March 14 and 15.

The key to their success is the relationship between team members and their ability to communicate their questions. There are many things that go in to making a good presentation in front of the judge.

"It is the memorization, knowledge of the rules, and understanding of your witness statement that sets them apart from many of the other teams that we have competed against," said Torkelson.



Photo by Jeff Gilmer

While they push through another measure, Senior Michael Bennett and Freshman Johannah Comee perform Channel One Suite, a jazz piece. Buddy Rich, a famous drummer throughout the 60s and 70s, performed the piece and the drumline show strives to capture the feeling of the jazz at the time.

Despite strong feelings, readers misuse their newspaper

Eye of the Bison

Hoofprint Editorial



The Hoofprint reinvented itself this year, incorporating an editorial, multiple changes in design, and a constantly developing style, ultimately trying to create a paper that readers enjoy and respect. The newspaper started with an editorial about Silent Sustained Reading and the school started talking, but no one wrote in voicing their support or opposition. This trend continued through every issue until last issue, where *The Hoofprint* received one letter to the editor. Cultures United wrote a well thought out letter concerning an article about discrimination, and they remain the only group to respond to the paper. Readers are not using the Hoofprint as it is intended, a forum to create communication between the students and staff.

Although *The Hoofprint* tries to report opinions that set the groundwork for discussions, readers fail to respond. Instead of addressing the newspaper with a letter about

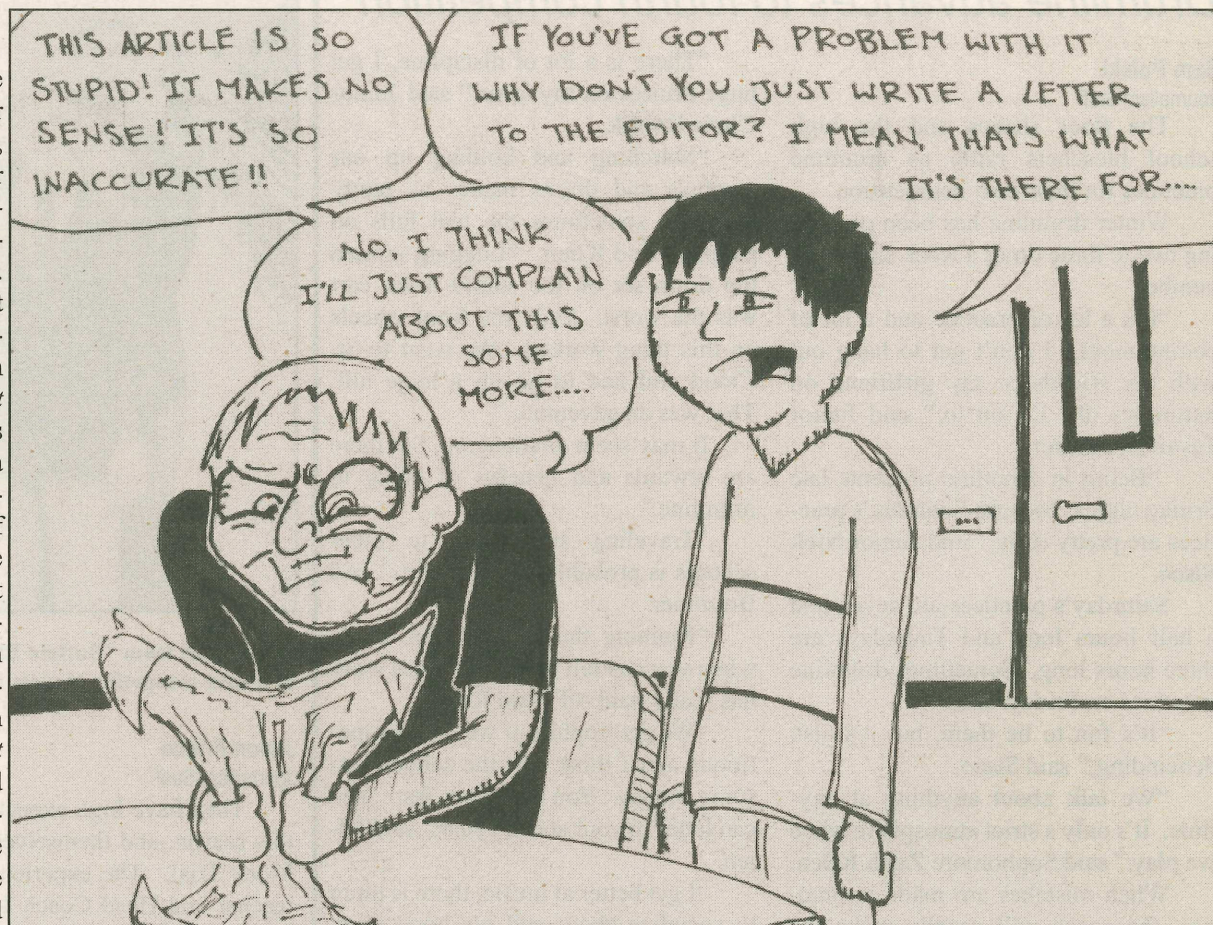
how they felt about an article written by an individual or an issue affecting the school, they blame *The Hoofprint* for biased reporting. *The Hoofprint* makes it clear opinions belong to individuals. The Hoofprint also states it welcomes letters to the editor and guest columns. On several occasions, *Hoofprint* staff addressed individuals voicing concern, seeking a response and trying to communicate the importance of responding. Although the idea intrigued the readers at first, they never wrote a response. A letter fewer than 250 words seemed to demand too much time from the readers. *The Hoofprint* staff found readers believed it easier to critique the newspaper quietly and not share that their opinions with the school, a move that could actually bring about change, not create a gossip ring for a day or two.

This apathy exists not only within students, but also among administration and staff. *The Hoofprint* staff prints the newspaper to allow students to practice free speech in a safe

THIS ARTICLE IS SO STUPID! IT MAKES NO SENSE! IT'S SO INACCURATE!!

IF YOU'VE GOT A PROBLEM WITH IT WHY DON'T YOU JUST WRITE A LETTER TO THE EDITOR? I MEAN, THAT'S WHAT IT'S THERE FOR...

NO, I THINK I'LL JUST COMPLAIN ABOUT THIS SOME MORE....



environment. However, when teachers express their views in inappropriate ways, such as, not handing out *The Hoofprint* or trash-talking it, how can students learn? In order to teach students an appropriate way to use free speech, staff and administration should set an ex-

ample by writing letters to the editor and showing students how to let their voice be heard in a proper manner.

While teachers sit in their rooms, critiquing the newspaper, and students chat with their closest friends for the hundredth time on why they

agree or disagree with the latest article, the newspaper becomes useless, because readers don't have the courage to submit a letter that tells the entire school what they believe, or maybe they don't enough time for 250 words and a chance to make a change.

Standing for what is right

Emily Wick
Journalism Staff

"Hello, my name is [insert name here] and I invite you to stand, face the flag, and say the pledge of allegiance."

Every Tuesday, an announcement calls over the PA system and students arise from their seats to say a pledge to their country. They mumble the words, too tired to think about what they are saying and the meaning of it. Yet one or two students remain seated, eyes down. Refusing to say the Pledge of Allegiance is a liberty that belongs to every student.

The Pledge of Allegiance is a verbal expression of what America is: "One nation, under God, indivisible, with liberty and justice for all." It was originally written to express the ideal America and invoke desire to strive for that nation. It represents the path this country travelled to gain freedom and keep it. Why would people choose to be silent when it comes time to recite those words?

Perhaps these individuals don't agree with the current government. Some people hate the war and the Bush administration enough to burn American flags. Notice, though, that the Pledge is not directed toward the current president and

his administration. "And to the republic for which it stands...." The Pledge affirms unity and patriotism toward our country. Whether their parents voted for Bush or Kerry isn't the issue here. America demands allegiance no matter who is in charge.

Another possible issue is the "under God" line. If a person doesn't believe in God, it makes sense that they may be opposed to endorsing that this country is "under God." In that case, they would also resist spending American money, since it states "In God we trust" on every coin and dollar bill. If testifying in court, they couldn't vow that they were telling the truth because they must say "so help me God." The Christian religion is rooted in many aspects of America's history and that doesn't change as time passes. Those that disagree with the statement can leave it out, especially if they maintain that the rest of it is true.

Standing to acknowledge the freedom America offers is an opportunity offered every Tuesday. Whether or not individuals agree with all parts of the pledge, they should be willing to overlook the issues of the past and stand up for what America represents: "liberty and justice for all".

The Birthday Blues

There is a more sinister side to "happy" birthdays beyond presents and cake

Samantha Polski
Journalism Staff

"302 days left until my Birthday... 154, 97, 26... and finally, it's here." People pass by with congratulations. You thought they were saying Happy Birthday to you to be nice, but it was merely because they pity you.

Birthdays are pretty good until, about the 16th year. At this point, most people discover the "true meaning" of birthdays and wish time would freeze. The "true meaning" is that we are running out of time in this world. After you are old enough to have your license, saying, "Happy Birthday" is just the more polite way of saying "Good job, you are one year closer to death."

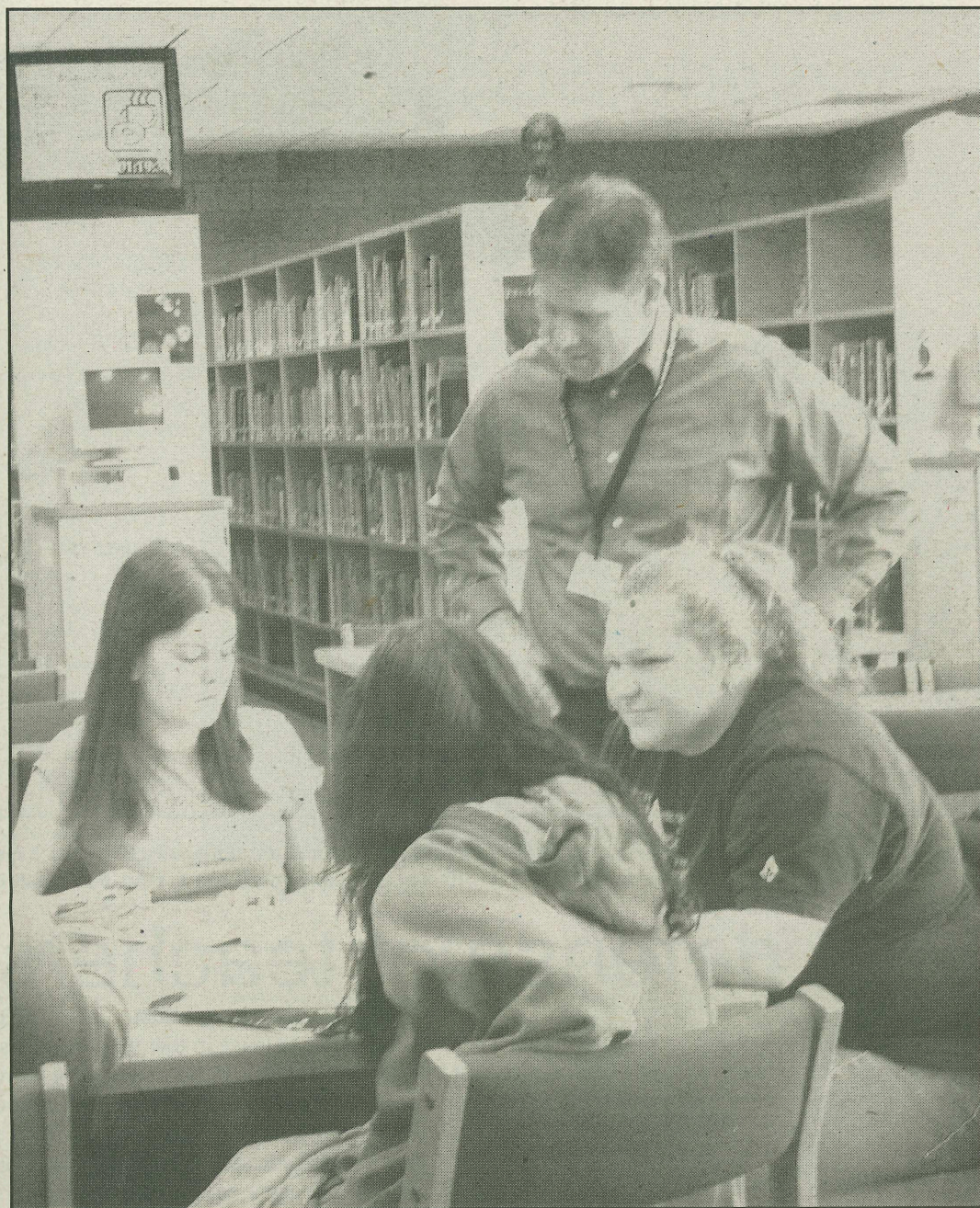
The cake and ice cream are just there to try and distract you from the aging process. Blowing out birthday

candles isn't exactly a high-point any more. That's when it really sinks in that you are "blank" years old and there is no turning back. Taking pictures of the "joyous occasion" only makes matters worse because no one wants to pretend that they are happy. Wait at least a few days after the party to take any pictures so that they can flash you one of those, "I forgot that I'm aging" smiles.

At some point in time someone decided that cake wasn't enough and they threw in the idea of presents. If you receive tons of presents, your family and friends probably assume that your life expectancy is minimal. However, contrary to popular belief, less is definitely more.

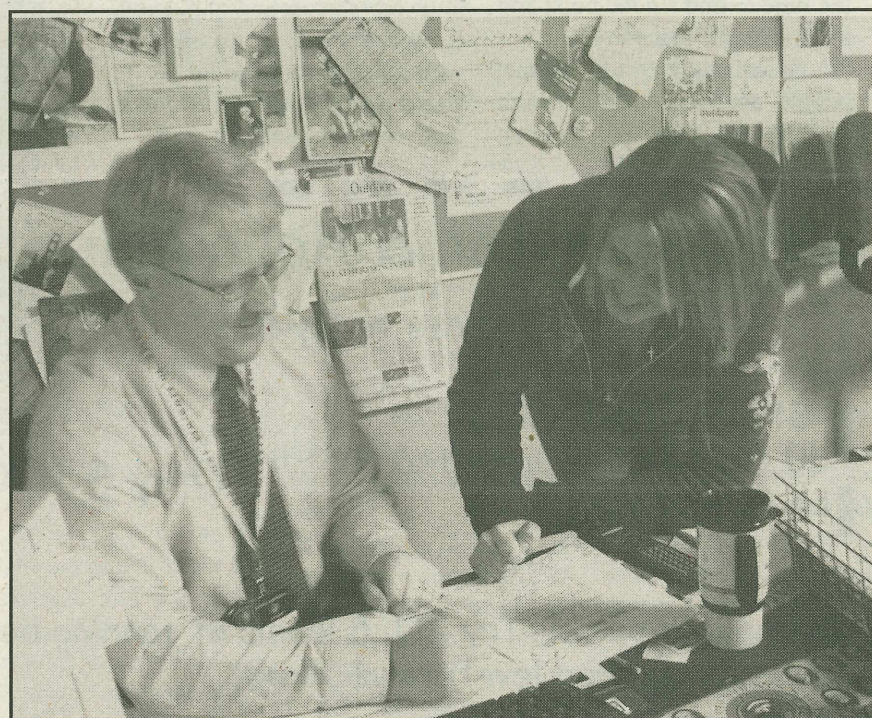
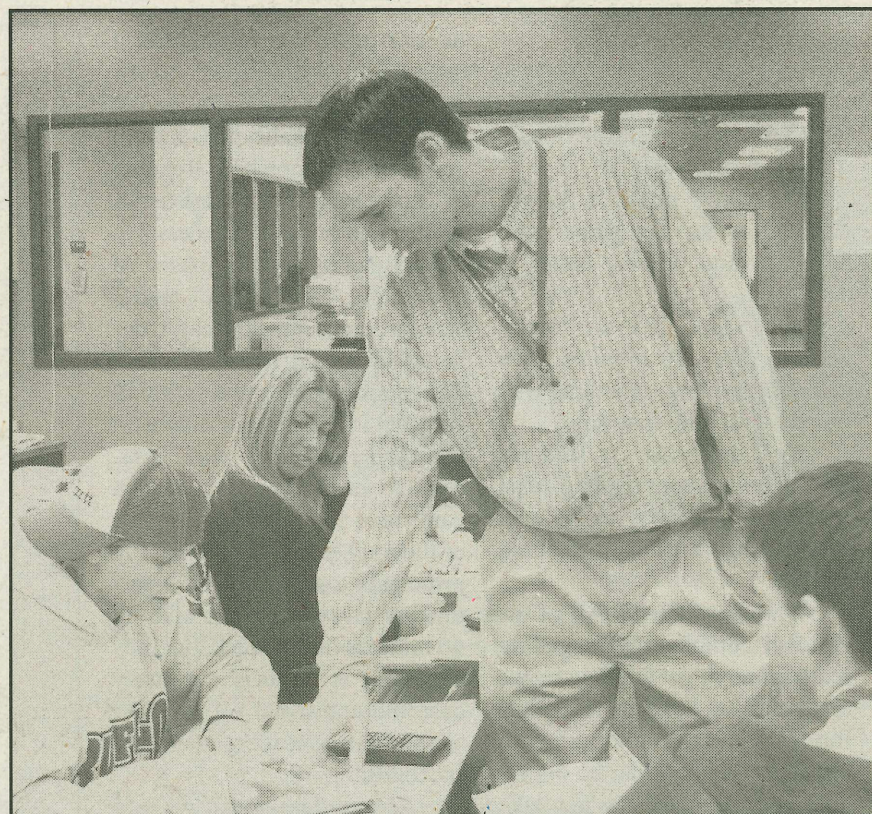
Instead of counting down for the day that your mother had to go through excruciating pain to give birth to you, try to enjoy the other 364 days.

Staff obtains no acknowledgements for their help



Photos by Katrina Frank

Lower Right: Social studies teacher Devin Davidson helps answer Freshman Dana Bjorge's questions on a worksheet during American Experience. Upper Right: During AP Statistics, students are given time to work on tomorrow's assignment and to ask questions. Taking advantage of this opportunity, Senior Luke Zumbusch asks Math Teacher Joel Peterson to explain a math problem, while Seniors Ashley Allen and Greg Jeska listen to help understand the problem. Above: With a jump start to their new assigned project, Manifest Destiny, Social Studies Teacher Scott Palmer answers questions from Sophomore Britney Berchert, Paige Lambert, and Stacy Bauer, clearing up all confusion before starting their research.



Sara Hauer
Sports Editor

While our teachers, administration and other staff members constantly praise students of all of their successes, students do not respectively return the thanks.

We often take for granted the fact that our school and community really does care about its students, and the achievements they make. Most schools only concentrate on a traditional teaching method where its teaching staff meets with the students. But here at BHS, 80 minute long classes not only to make full year classes half year, but also to allow more creativity in teaching. Teachers also open their doors to students before, during, and after school in order to help with homework, assignments, and for conversation.

But, besides the teaching staff, counselors, custodians, paraprofessionals, and secretaries also contribute to the "friendly factor" at this school. As students walk down the hallway, these people always offer greetings, and most of the time by name. Not many people can say that their

school employees know and address their students in this manner.

Our school offers many different activities, and sports to spark the interests of its students, as well as a few objectives that the student body doesn't necessarily appreciate. All in all, the things we don't necessarily appreciate occur to help us to expand our knowledge, or to gain skills necessary for the future.

The reason so many families decide to open enroll in our school is not because administration falsely talk the school up and the community up to a exceedingly wonderful level so they look good, but because they speak the truth about its students, and the community that surrounds our school making our school more vulnerable to open enrollment.

So, instead of complaining about how much you don't like school, or think that the staff dislikes students and just exists to make your life more complicated; take a moment to think about the great things at BHS. The teaching community truly cares about its students, and more importantly

cares enough to do anything to ensure an even greater, more successful generation. Take some time to thank your administration, teachers, counselors, and staff members of our school because they are part of what has made our school so successful on so many levels. Without them, BHS wouldn't be what it is today. All the lucky opportunities we get to share with the teachers and staff allow us to be more suc-

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 Cosmic Bowling

Readers discover the hidden message of SSR

Megan Otten

Staff Writer

"Ugh! I hate RRRRR-RRRRRR...., I mean seriously who reads anyways?"

"Oh my gosh, I know! Reading is for big geeks who have no and nothing better to do!"

"For sure! We are totally wasting those 20 minutes. We could so be doing something way more useful with that time!"

The dull roar of students complaining about reading soars from one locker bay to the next before Silent Sustained Reading (SSR).

But guess what? All of the childish complaining is getting really annoying. Obviously, we are going to have to read during AAA and that's not going to change. Reading can be enjoyable and "cool" if you just take the time to find a good book and a comfortable place to read..

Surprisingly to some, people actually do care about reading and enjoy it. Reading

doesn't make you a geek, but it does make you smarter. Reading improves a person's mental capabilities and also makes them an interesting person. Reading is knowledge, knowledge is power, and power is success.

Reading is the basis of everything. If you can't read a science problem, you can't understand it and therefore can't do the problem. It goes with all subjects in school, but it doesn't just relate to school work, it relates to everyday life. If you can't read the signs on the side of the road, you can't drive. The principals and teachers aren't making us read to just take up 40 minutes of our week, but they are doing it because they truly care and know that we need the simple skill of reading to ever be successful in life.

As a student body, we need to be more accepting of reading. If we have to do it, we might as well make it fun. So sit down, stop talking, find a good book that you enjoy, and just read.

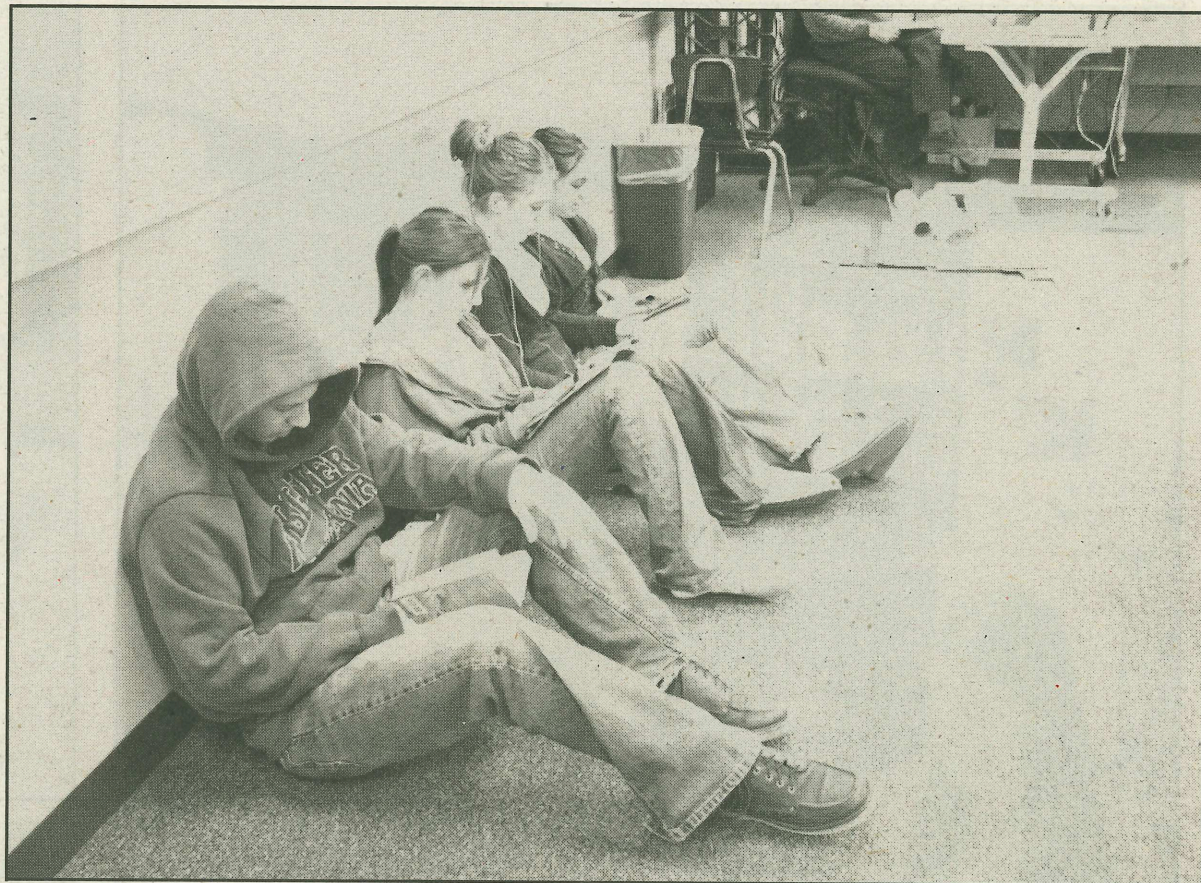


Photo by Sara Hauer

Ipods turned up and books out, Sophomores Sam Sarna, Whitney Latzig, Jesse Laumann, and Jessica Bartl pick a spot on the floor to read during Silent Sustained Reading (SSR.) SSR offers students an opportunity to read, participate in book discussions, and find new literature.

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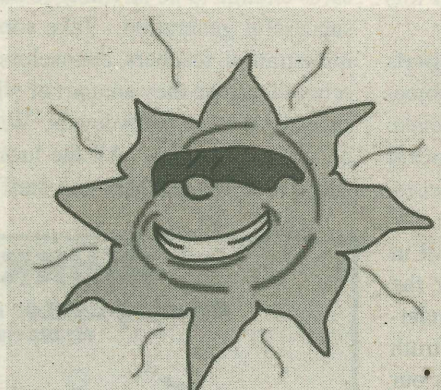
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In defense of teachers

Sarah LaFavor

Journalism Staff

She scribbles down the final answer on her worksheet and the teacher flips the switch to shut the movie off. She knows that without the aid of the Egypt video, she would have never been able to understand the material.

While a few teachers abuse the privilege of showing movies, most don't show them at all. Teachers are under the pressure to entertain their students rather than teach them, for the fear of boring them. Cracking under the pressure, teachers give in and show movies instead of having their students read the same material the movie covers.

Not all teachers give in, however. Teachers have realized the importance of reading the book instead of having a two-day "break". Students only get to see movies once or twice at the most during the term. While movies provide entertainment, reading gives details watching them can't. It presents essential background information and stimulates the imagination much more. Television, while it becomes an essential teaching aid when used in moderation, does not present the same benefits when abused.

Books and traditional methods of teach-

ing, quickly becoming outdated, are viewed as an inconvenience in today's classrooms. Why take the time to read something when you can learn the same material in two hours, and spend less energy doing it? To just sit and watch something appeals much more to students because then they don't have to really think.

Students are becoming more critical of teaching methods. It is not enough for teachers just to hand out worksheets because there is no entertainment for the students in the worksheets. If teachers don't entertain students most the time, every day students are here, they won't listen. If teachers don't

Teachers are under the pressure to entertain their students rather than teach...

teach the things people agree with and understand, it's not worth their time. If they don't understand the material, they don't care, which means that the students won't even learn anything from the class.

Television can be a helpful tool for teachers, and most teachers have mastered this skill. Infrequent movies that are shown to clarify information on complex topics should continue to be shown to students. This way, most needs of their students are met and teachers are able to teach their students without the fear of boring them. Movies can be good if they are used for this reason.

Sleep deprivation takes its toll

Jack Durand
Journalism Staff

A familiar irritating shriek rips him out of his blissful private world as he awakes to the dread of knowing it's already time to go to school. This is the scenario many students go through as they crawl out of bed in the morning.

With this lifestyle many students find it difficult to do what is needed to get through the day.

"In school it's hard to concentrate on what you're doing," said Senior **Corey Meyer**. "In sports, you don't have the energy you need to go hard the entire practice."

Seventy-five percent of students get six to eight hours of sleep a night, when physically they need eight to ten hours. As teens progress through puberty they actually require more sleep.

"When I have to work until 11 p.m. one night then get up at 6 a.m. the next morning I'm exhausted," said Junior **Dustin Jude**.

With the chaos of daily life it's very difficult for students to catch up on their sleep.

"When your sleep deprived you don't learn as well," said Health Teacher **Mary Bremmer**. "Your brain doesn't have the ability to store information as well. If you play sports your reaction time is slowed down dramatically."

Even though students may see that they need more sleep they aren't able to make time for themselves.

"I sleep whenever I can," said Jude. "I try to on the weekends, but sometimes it doesn't work because I have to go to work."

On the weekends, when many students say they try to catch up on sleep, it's often their own choices that prevent them from succeeding.

"On the weekends I try to catch up on sleep," said Junior **Ron Larson**, "But I don't because I end up staying up late with my friends."

Many times self-discipline is the cause of missed sleep in the student life. An overwhelming majority of student blame themselves for missing sleep.

"I blame technology," said Meyer. "I stay up on the computer, play video games, and watch TV way later then I should."

So if every morning feeling students are rolling out of bed, feeling unfit to make it through the new day, know that although the life of a student is rough, evidence shows that ultimately they are the one that chooses to stay up and watch another episode of *Family Guy* rather buckle down and try go to sleep.



Cartoon by Kelsey Bergman

Desperate to switch

A new quarter brings a flood of students into the counselors' office to switch classes

Miranda Ford-Bonnema
Journalism Staff

"Hey! They made the switch, I'm in."
"Great, what did you say so they would

change your class?"

"I told them I wanted to be in a different lunch."

What's wrong with this conversation? Read the last sentence one more time. The student isn't telling the truth. Wanting a different lunch is not one of the options when wanting to change a schedule.

"I won't change a schedule if the student wants a different lunch," said

Counselor **Mark Jones**, "or if they just want to be with friends."

Counselors agree on some main points.

"I won't change a schedule if there's not a good reason," said Counselor **Mary Lynn Leff**, "and a good reason is up to me."

What is a good reason?

"A good reason for changing a schedule is if a student has not done well enough in the first part of a class to continue on with the second part," said Leff

Though the reasons may be few, counselors have decided on reasonable excuses.

"A good reason," said English Teacher **Vicki Cary**, "is if they register for a class and don't get what they expected."

The counselors make their "accepted reasons" very clear when refusing to change a student's schedule.

"When I won't change a student's schedule, I explain why," said Jones. "I let them understand why I can't change it."

Students have caught on to the "good reasons" and now find ways to use them against the counselors.

Of 50 students, 46 percent said they

have lied to a counselor at least once, and 32 percent said they make up a fake reason so that they could be with their friends.

Students may get away with their lies, but the counselors are starting to question student's reasons.

"I'm sure students have lied many, many times," said Leff. "We suspect it quite often so sometimes I will say, 'What is the name of your friend in that class?'"

When wanting their schedule changed, a student doesn't always think about the consequences or who this procedure is affecting.

"I think student's just see their schedule," said Leff. "It gets so much more complex than students can possibly understand."

Counselors along with teachers feel effects of class switching later on.

"When kids

come into my class a week after we start, I have to get them caught up," said Cary. "That's the difficulty."

Students may make up lies to get out of classes that they chose to be in for the sake of being with friends.

"You shouldn't drop a class just because your friend isn't in it," said Cary. "Eventually you're going to have to do something without your friends."

"Eventually you're going to have to do something without your friends."

-English teacher Vicki Cary

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Ready for relationships

Molly Frost
Journalism Staff

They walk down the hall hand-in-hand, ignoring the fact that anyone else is around. He smiles at her and puts his arm around her waist. It's clear to everyone around that they're together.

Thirty-four percent of students have had four or more boyfriend-girlfriend relationships compared to the 16 percent that have never had one. How does a high-school relationship actually start?

"It starts with a physical attraction," said Senior Amy Frizvold. "Then you get to know each other's personalities."

Students seem to agree that the physical aspect controls the interest.

"It starts with thinking some chick is hot," said Junior Joe Mitlyng. "So you go over and talk to her. Then when you do, you find out she's really cool and you hang out with her."

While some base first impressions on looks, others think about the depth of a relationship.

"The girl takes everything more personally and seriously," said Sophomore Alison Dykhuizen. "They generally care more about the relationship and put more effort into it."

The majority of students want to be in a relationship. Fifty-five percent of students would prefer to have a significant other.

"People may be insecure and need that kind of security," said Frizvold. "You can always have someone there for you who

is also like a best friend.

The reason for wanting a relationship is not always on an emotional level, however.

"When you have a girlfriend for awhile," said Freshman Dan Ngandali. "Then you're allowed to start doing stuff with them."

There are students who prefer not to be in relationships for different reasons.

"It's better not to have a girlfriend when you just want to be with your friends," said Mitlyng. "Then you don't have to worry about her getting pissed at you for doing something stupid."

A relationship by definition is a romantic involvement. Some high school students see it that way while others don't.

"[To be] dating means to be with one person and not seeing anyone else," said Frizvold. "[Relationships] depend on the commitment two people are willing to make."

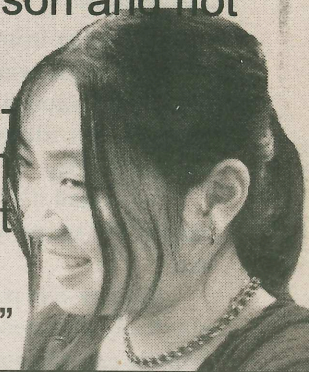
Students have different opinions on dating and relationships, but the majority feel it can be an important part of their high school experience.

As another couple holding hands in the hallways, Sophomore Andy Carlson and Junior Erica McIver show that they are together. Photo by Kayla Ronnie

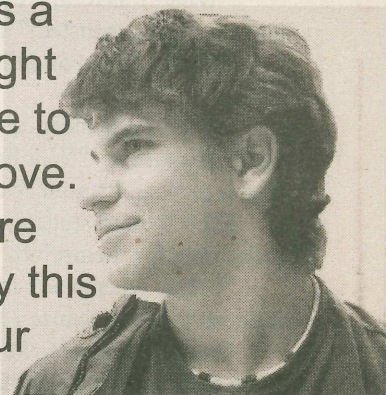


Amy Frizvold
Senior

"[To be] dating means to be with one person and not seeing anyone else. [Relationships] depend on the commitment two people are willing to make."



"When I was a kid, we bought roses to give to people we love. Even if you're single, enjoy this day with your friends and family."

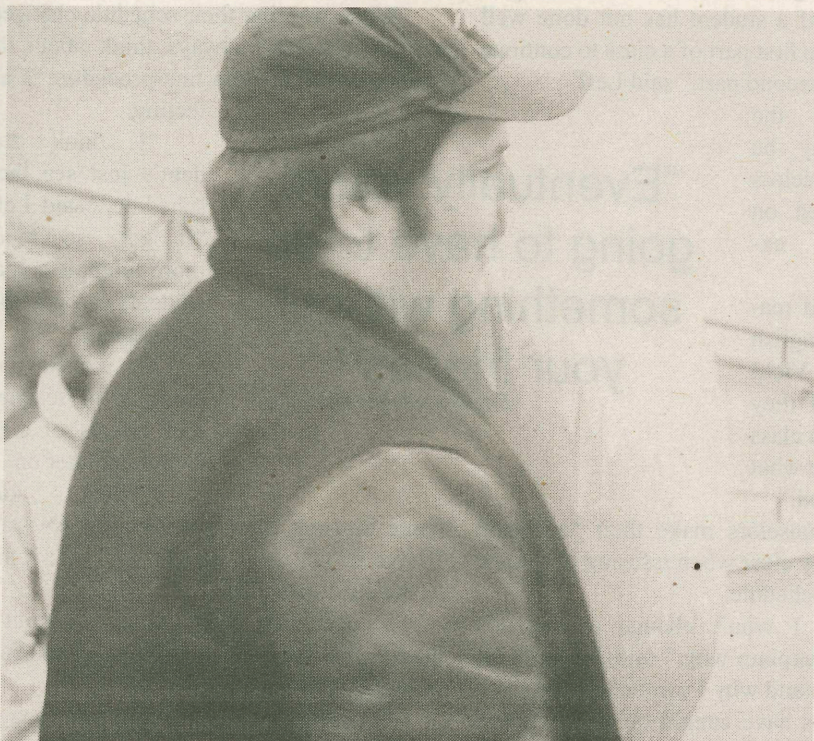


Andre Vauthey
Senior

Remembering Valentine's Day

Emily Wick
Journalism Staff

Every pair of female eyes in the sophomore hallway watched the girl carry the bouquet to her locker. Rich red roses accented by white baby's



Senior Mike Mullen Carries flowers away from the table after retrieving them. Students who could drive found it easier to pick flowers up after school.

Photo by Kayla Ronnie

breath gave off an alluring scent. The girl's smile lit up with joy at the fact she was loved and feelings of jealousy arose in the hearts of the other girls. Yes, it was Valentine's Day once again.

Valentine's Day is dedicated to the celebration of love. Around February 14, flowers, chocolate, roses, and diamonds were common occurrences in every location. Hallmark plays it up with fancy store displays and television commercials advertise expensive jewelry. Magazines offer tips on how to find love before the big day. Yet for those without a Significant Other to concentrate on, the strong emphasis on love can cause feelings of shortcoming or dissatisfaction where there normally wouldn't be.

"It's a good way for serious couples to celebrate their relationship," said Junior Jason Hohl. "But for those of us single lovebirds, it royally sucks."

The single love birds are not alone. Of 94 students surveyed, 63% are single. On the holiday that emphasizes a romantic relationship, those that are single had mixed responses to the celebration of Valentine's Day. Some called it mushy, overrated, and expensive. Others say it doesn't affect them at all.

"You don't need a boyfriend or girlfriend to feel loved on Valentines Day," said Senior Becca Menough.

Flowers and hearts are a common theme around February every year.



Assistant Principal Matt Lubben directs students at the PAC after the list of names was announced during AAA and after school. Principals decided to wait for students to pick up flowers due to the very large amount.

School retain a positive attitude.

"I have nothing against the holiday because relationships are a wonderful thing to have come."

Students agree that there can be

Clare Cole
JMNG Teacher

"I think it is good [for students] to kiss a lot of frogs until they are able to find their prince or princess."



Joe Mitlyng
Junior

"[Initial Interest] starts with thinking some chick is hot so you go over and talk to her then you find out she's really cool."



Students debate taking relationships past High school sweethearts

Mike Muntifering
Journalism Staff

Walking through the hallways of the school, hands are held and lips are locked. High school relationships are very common. On average, almost everyone seems to have one or two. Some use these relationships as an experience in life, while others are just messing around. As the years in high school get fewer, those that talk about just "messing around" or getting serious should think about and decide what they're really looking for.

According to students, Valentine's Day could make or break a relationship. Some teens have already established something good and want to move on to the next level, possibly continuing the relationship through college. Students say it is easier said than done.

After being in a relationship with his girlfriend of three years, who is now a freshman and Winona University, Andy Okerstrom is able to point out ups and downs of

long-term relationships.

"We always seem to be in a good mood when we are around each other," said Okerstrom. "It can be hard at times but we both do our best to make it work."

People also wonder if they should marry their high school sweet heart. Some say no because there is a lot to learn out there and people learn a lot by dating more than one person.

Of 11 teachers at BHS a majority were against marrying a high school sweetheart. Teachers brought up opinions stating college is a place to meet new people and explore new worlds.

"I think it is good to kiss a lot of frogs until you find your prince or princess," said Teacher Clare Cole.

As high school clocks tick down to zero and students finally graduate, they face the road of being single and exploring new worlds with people or choosing to stay where they have been. It can be a difficult decision, but no one else can make the decision. Think about it, it might change a person's life.

Flowers are a common way of showing love. Student's debate whether or not high school love is enough to continue past high

new ing the op- with the one who has difficult decision, but no one else can make the decision. Think about it, it might change a person's life.



Single or in a relationship, students celebrated this day



Americans are notified of the holiday in stores, schools, homes, and even gas stations.

"It kind of started in Elementary school, with the boxes and candy. It's like we were brought up with it," said Menough.

While some think it started closer to home, others place blame on the media.

"Part of it has to do with various mediums like TV and music because so much has to do with having a partner," said English Teacher Tracy Hagstrom. "There's so much emphasis on couples."

Though being without a Significant Other on Valentine's Day may cause some heartache, the students of Buffalo High

"I like this day because you see everybody happy. Even if you don't have a boyfriend or girlfriend, you can still see people's love for each other," said Senior Andre Vauthey. "We have such a busy life, we don't take time to tell each other we love them, so it's important to have a day for that."

Students mentioned positive things about being single, such as having no need to spend money on Valentine's gifts, having more than one Valentine, and spending time with good friends and family. Romantic love is the focus of the holiday, yet students found other ways to show love and be loved on Valentine's Day.

"I can show love to my friends," said Vauthey. "When I was a kid, we bought roses to give people we love, for my family and best friends. We wish everyone a happy Valentines Day. Even if you're



At the end of Valentine's Day, Junior Aly Graunke finds her way to the Performing Arts Center to pick up flowers. Students talked about the positive side of being single on Valentine's Day was being able to spend more time with family and friends.

Photo by Kayla Ronnie

single, enjoy this day with your friends and family."

oliday and celebration of it," said Hohl, "a wonderful thing and everyone's time will be a positive side to Valentine's Day.

Saturation

Cell phone use dominates the lives of students more than ever

Katie Millerbernd
Journalism Staff

The room is quiet and then all of a sudden students look up when they hear the suppose to be silent vibration of a cell phone. The student with the phone snickers and makes sure that the teacher didn't notice. Cell phones have become more and more popular, and it seems that everyone has one.

Eighty-nine percent of students surveyed own cell phones and 100 percent of students with cell phones surveyed said that they owned cell phones so their parents could get a hold of them. Fifty-four percent of students said that they have to call their parents when they leave or arrive at a destination. Twenty-two percent of students surveyed said that sometimes they wish they didn't have a cell phone, because their parents can always get a hold of them.

"If you have your cell phone with you, your parents can always get a hold of you," said Junior **Ashley Deisting**. "It gets kind of annoying sometimes."

Eighty-four percent of students surveyed said that if they didn't have a cellphone they don't think that they could get away with things that they are able to get away with all

because they have a cellphone.

"I don't think that you could get away with more if you didn't have a cellphone," said Senior **Brittany Rinas**. "Because if your parents know your friends phone numbers they can just use those."



Sophomore Amanda McKown talks on her cell phone while wandering in the halls. One-hundred percent of students said they owned a cell phone so their parents could get a hold of them.

Some use a cellphone to contact their friends and plan out their Friday nights, other use it as a way to talk to their parents. But no matter how they use a cellphone, cell phones can be used a way to get out a trouble and be somewhere that students should not be at.

"It's better if you have one because you can just lie to your parents," said Senior **Natasha Bursch**. "Just tell them you're somewhere else."

When students love having a cell phone to get out of trouble, the adults also like having cell phones and having their kids have cell phones as well.

"I make my kids call me when they are leaving a friends house," said SLD teacher **Candace Cornelius**. "My kids are a lot more mobile then I was as a kid, it's more of a safety issue."

Cell phones didn't become a big thing till about the 1990s and even then many people did not have them, now cell phones are seen everywhere and company's spend billions of dollars a year on making cell phones better. But what about when there where no cell phones?

"I would have to tell my parents where I was going,"

said English teacher **Joel Squadroni**. "No one worried as much then, it was a safer time."

"I didn't have a need for one," said Art teacher **John Gunderson**. "I didn't have a lot of free time, most of my activities were planned out."

89% of students own a cell phone
84% use a cell phone to avoid trouble
22% wish they didn't own a cell phone

Paying their way

Credit cards replace cash in students' wallets

Missy Mans
Staff Writer

Seventy-one percent of seniors have me, and only one percent of freshmen do. More juniors have me than sophomores, and 47 percent of parents pay for me. I am preferred by those who have me, and envied by those who don't. What am I? Only the most valuable quantity of plastic, a credit card.

Of 200 students, 46 percent have either a credit or debit card. Students have strong opinions about fellow classmates owning a credit card.

"I think most of [the students] don't make enough money," said Senior **Kyle Swenson**, "and aren't responsible enough of to use them."

Responsibility plays a role in the opinions of those who are against students possessing credit cards, as well as those who are for it.

"I think as long as they are responsible and have to pay for their own bills, it is okay," said Senior **Raemi Brandon**.

Some student's opinions about classmates owning a credit card fluctuate between the pros and cons.

"I think credit cards are good when kids need them for emergencies," said Senior **Kelly Ross**, "but when they brag about having a credit card it's annoying."

Students don't only use their card for

leisure activities. They also find it helpful in emergencies. Fifty-four percent of students found a credit or debit card to be handy when they needed gas.

"One time I was driving in a horrible snow storm and I didn't have any washer fluid so I

couldn't see where I was driving. As I was pulling into the gas station to get washer fluid I ran out of gas," said Senior **Chase Mastel**. "I noticed I didn't have any cash, but I had my debit card so it was all okay."

Of the 51 percent of students who don't have a credit or debit card, 49 percent said they would like one. There were varied reasons as to why.

"If I lose a card I can just cancel it," said Freshman **Paige Lovejoy**, "but if I lose cash, then it's just gone."

Despite the inconvenience of a credit card, there always lingers the most infamous drawback, debt. Students have their stories about 'maxing' out their credit cards and running into problems.

"One time at Hollister they said it was declined because I can't spend over \$100 a day with it," said Junior **Laura Hartneck**, "and I didn't have cash to pay for it."

Some of the problems are brought on by the students themselves, but other times it is a result of the actions of others.

"[My credit card] was stolen and the person drained my account," said an Anonymous Senior. "\$3,060, plus another \$600 in the hole."

Regardless of the 32 percent of people that reported a problem with their card, half of students like to use their card compared to the 31 percent who still prefer cash.



An anonymous student uses their credit card at a local ATM. Forty-six percent of students have either a credit or debit card.

Photo by Jolene Tokkesdal

Selling out for labels

Students decide whether name-brands are worth the extra money

Rachel Richards

Journalism Staff

The want to consume is nothing new. While trying on a rack full of clothes at the mall, fashion pressured students' buy out of the want for labels.

Hollister, Aeropostale, Abercrombie and Gap, some people feel the need to wear the labels to look cool. Others don't have a problem shopping at Wal-Mart, Target, or TJ Max. They have different options on their mind when shopping then labels.

"I prefer clothes without a label," said Spanish Teacher **Sara Reinert**, "You can always get expensive styles at discounted prices. Style matters, labels don't."

Even though labels don't seem to be that important, people still shop at the most popular stores to get the best fit.

"I like Hollister jeans. They are really good for your 'assets'," said Junior **Paulina Lang**.

How fit is defined, has

changed right along with fashion.

"We want clothes to fit the body we have," said internet source **Lara Greene**, a costume and period corset maker in New York City, "fit is the most crucial part when purchasing a garment."

Seventy-six percent of students stated that they would prefer to wear

said Lang, "I go there as long as it's cute."

Many people do seem to buy clothes on their versions of 'cuteness', and others are a bit more relaxed and open-minded on their style choices.

"I just get clothes I like," said Junior **Ellen Pokorney**, "Labels don't matter that much."

People realize they worry how they look, and to satisfy themselves, they choose their clothing more wisely.

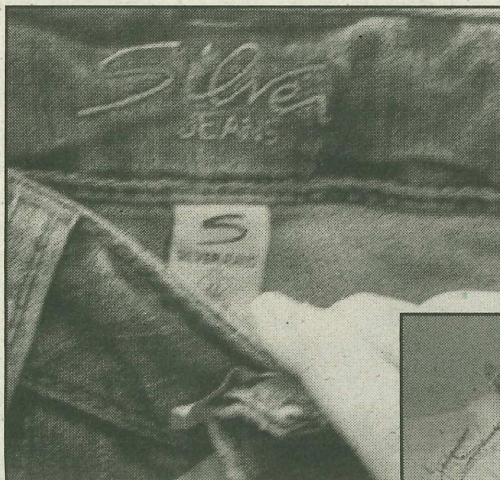
"I don't classify myself as a style," said Senior **Andrew Athen**.

"I look in the mirror every morning and ask myself if I look hot, and if I do, I'm out the door."

"I get my style ideas from myself," said Junior **Elizabeth Schoenle**, "Anything that's cheap tickles my fancy."

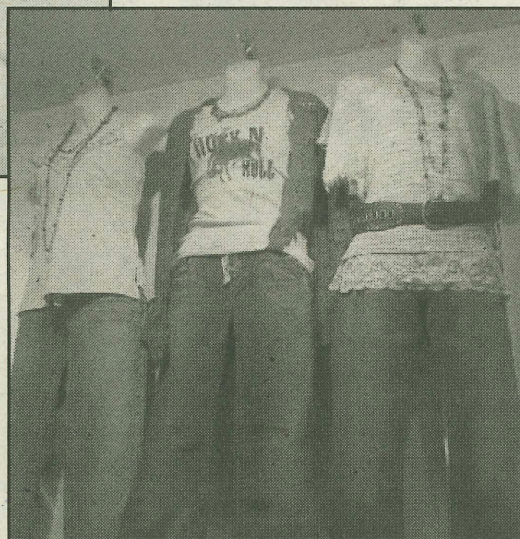
Whether labels really do count, or don't,

doesn't really matter in this universe, everyone will still be conscious on the way they look. Style is, and always will be a big part of society and status in the world today. It doesn't matter what someone wears, what brand someone wears, it's how they feel



Photos by Jolene Tokkesdal

At a local store, lable and non-brand clothing catch students eyes and money. Seventy-six percent of students stated they would prefer to wear something comfortable.



something that's comfortable and still in style, rather than buying clothes that had a label.

"That stuff is a waste of money. I do try to stay in style though by seeing what other people are wearing." Said Sophomore **Aaron Yonak**. "I wouldn't go looking for a shirt that says 'American Eagle' on it,"

TEACHER

Nicole Kunze-Social Studies Department



Photo by Jolene Tokkesdal

Kayla Ronnie

Feature Editor

Teaching a variety of classes and keeping the attention of a few different ages, being present as the lottery-winning lunch ladies were on TV as the many news crews filled the cafeteria this teacher was to have lunch duty in. In her third year of teaching (second at BHS) Nicole Kunze has experienced all of these at least once.

This year Kunze teaches ninth grade American History and eleventh grade World Studies in contrast to the variety of business classes last year.

"As a new teacher you get what you're given as far as classes," said Kunze. "It's nice to have the variety too. Learning about other cultures is fun."

Not only was the variety of classes interesting to Kunze, but also found the time of day to have an effect on students.

"I found that first hour freshmen are a lot lower key

than the fourth hour freshmen, but eleventh graders are low key all around," said Kunze. "It just depends of the students you get."

With a major in History and a minor in Psychology, Kunze is able to teach different classes.

"I wanted to get into school counseling so that brought me to psychology and eventually into teaching," said Kunze. "I always enjoyed history."

As she enjoys the classes she teaches now, she remembers things she had enjoyed as a child.

"Every summer my family and I would go to a farm in North Dakota to spend time with each other," said Kunze. "We went for a month every summer from when I was a year old to when I was 18."

Kunze finds the many different subjects more interesting as she teaches.

"Every time you teach a new subject you learn something new," said Kunze. "You can never know everything."

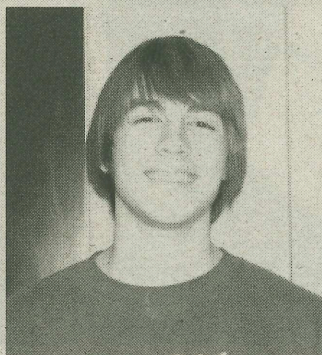
Photo Poll

What students think about brand clothes

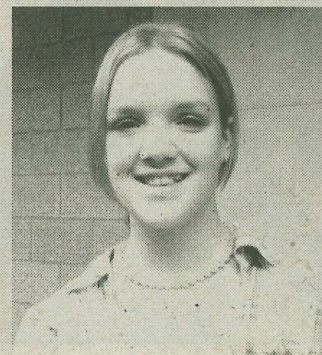
Poll by Jolene Tokkesdal and Kayla Ronnie



"I ignore brand name clothes, I go for the bargains."
Maria Freund
Senior



"I like brand name, but I'm not going to pay big bucks for it."
Ben Stephen
Freshman



"It doesn't matter if they're brand name, but it is a plus"
Cassie Rohlik
Sophomore



"I shop at thrift shops, I like clothes that are already worn in."
Griffin Trevino
Sophomore

Orchestra

W Mitch Biemann
Arts and Entertainment Editor

"We're not the Mole People," said Junior **Kiersten Rogness** of orchestra. "We're just normal people."

Separated from the choir, dwarfed by the band, and isolated from the school as a whole, the BHS Orchestra seems to possess an extraordinary amount of privacy in a large school already easy to blend in to. Some, however, enjoy that special seclusion.

"I like the environment and the people," said Senior **Amber Michaels**. "It's fun to be around and play all new things that you didn't know you could before. We like to experiment with stuff."

However, some see a slight downside to the arrangement.

"It's kind of nice," said Senior **Shanda Hendrickson**, "but in some ways it seems like we're not part of the music program. Because—not that recognition's a huge thing—but we don't often get recognized as being part. It's kind of like the band and orchestra are lumped into one, which isn't—I mean, they're very different. So, I mean, we aren't recognized as our own thing."

Orchestra, however, might play a type of music students aren't necessarily drawn toward.

"There's a lot of people in the school whose type of music is not orchestra-type music," said Senior **Steven Hendrickson**. "I mean, band has, like, even drums, which make it—I wouldn't say, 'Rock,'—but more of a pop-type sound. And orchestra is just a mellow, just classical music."

"The band and choir usually do more contemporary music," said Senior **Rhandy Southa**. "Like, we do some contemporary stuff from recent composers, and some fun music, but mainly we play more classical music."

The upcoming March 14 Concerto Concert features the older members of orchestra.

strings up for their First Annual Concerto Concert on March 14th at the Buffalo Presbyterian Church at 7:30

"We have our First Annual (I guess she wants to make it annual now) Concerto Concert," said Southa. "A Concerto consists of an orchestration of string players and then a soloist. I'm playing a viola concerto, and Shanda Hendrickson is playing an organ concerto."

Hendrickson's organ concerto is one of the more anticipated parts of the upcoming concert. She believes much of the organ's appeal is its exclusivity.

"Well, the school doesn't have an organ," she said, "and it's a little hard for a school to have. It's an unusual instrument in the way that there aren't that many people that play it. I guess it's been called, sometimes, 'a dying art.' I mean, you have church organists, but other than that there aren't a lot of people. So Mrs. [Nancy] Evenmo just wanted to feature the organ, just because it was different."

An admiration of Mrs. Evenmo, who taught some of the students since elementary school, further unifies an already close group.

"We have a lot of voice in it," said Michaels. "Evenmo will always ask us if we like the piece and if we want to play it and keep it. So it's not just her decision."

"She's really cool and kinda crazy," said Sophomore **Dakota Carlson**. "She's fun, a lot of fun. What else is there? It's Evenmo."

"She makes everything more relaxed," said Rogness. "She'll do, like, a chicken dance. We're like, 'Oh that's so awesome!' She just makes it, I don't know, Evenmo. 'Evenmo' should be like a verb."

"She is a really laid-back teacher," said Steven Hendrickson. "But when push comes to shove, when it's close to concert she'll get on peoples' side if they don't have their music down. So it's still fun, yet we still get our music sounding good."

The orchestra's First Annual Concerto Concert takes place on March 14 at the Buffalo Presbyterian Church at 7:30 and will feature many upperclassmen in spotlighted solo performances.

Background Photo by Kiersten Rogness

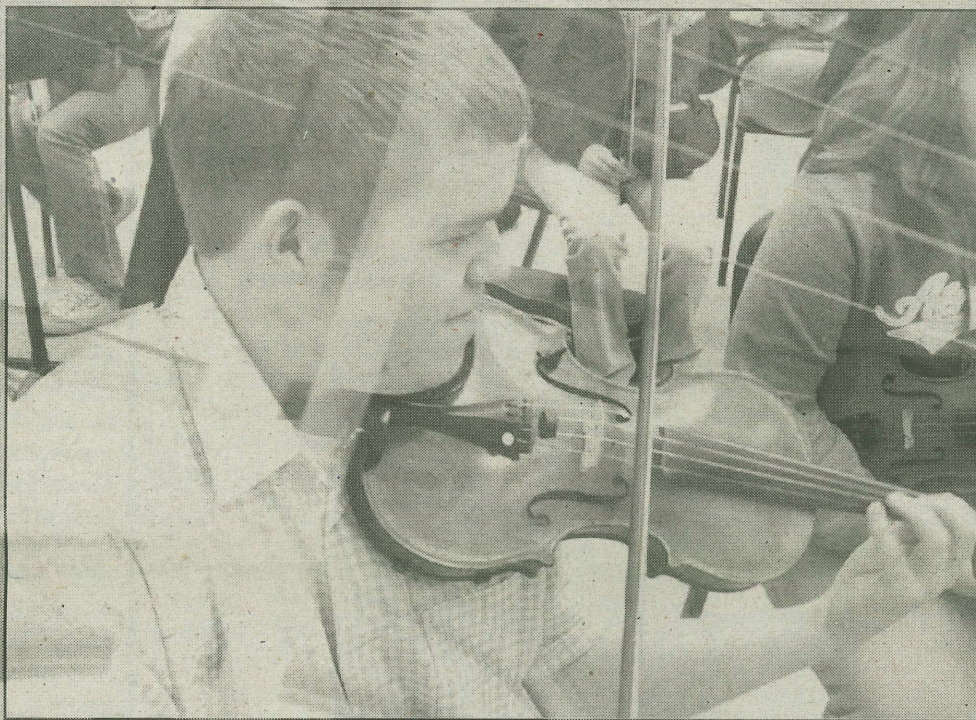
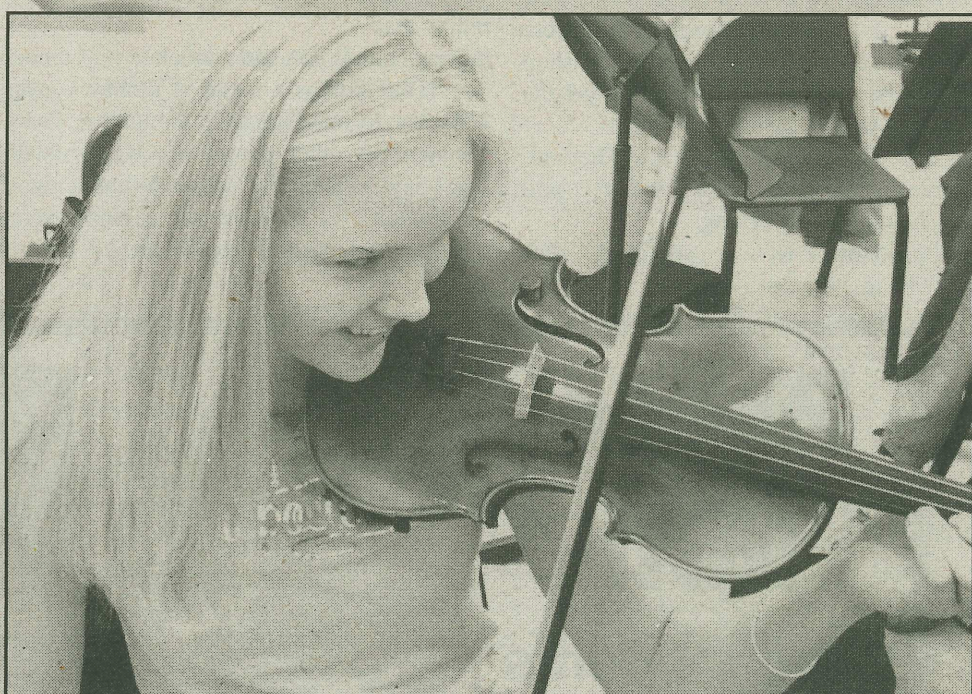


Photo by Mitch Biemann

Above, intensely, Steven Hendrickson plays his violin, while below right, Andrea Bodin plays her's with a smile, and below left, Dakota Carlson looks serenely off into the whiteness of her sheet music. Orchestra provokes different emotions from individuals in the orchestra.



Photos by Mitch Biemann



Nice Hands
The Orchestra
looks best up
close

Photo by Mitch Biemann

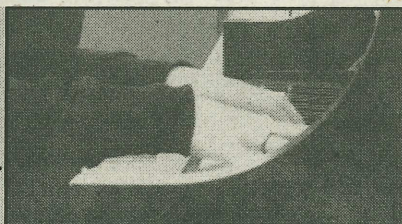


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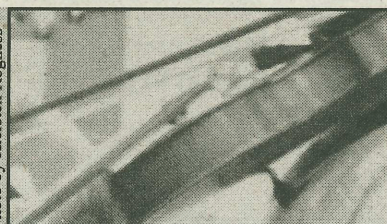


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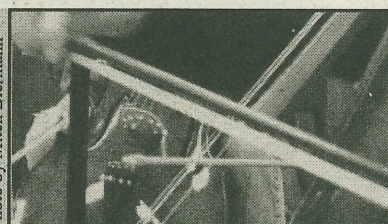


Photo by Mitch Biemann



Rhetoric

Mitch Biermann

Arts and Entertainment Editor

For the BHS Speech team the 2006 season brings trials, tournaments, and, at least at its start, plenty of tribulations. Following 2005's conclusion, veteran seniors graduated, scheduling conflicts arose to lure members to competing extra-curricular activities, the head captain resigned, and long-standing coach **Melissa Bertsch** withdrew to a limited advisory capacity. The end result: a power vacuum that blew out much more than it sucked in.

When the '05 season ended leadership positions, like usual, were vacated, and some felt the departure of decorated seniors negatively impacted the team.

"I think we're not as exuberant," said Senior and Captain **James Conrad**. "I think we know when we go to each meet we're not gonna win as much. We're gonna win, just not as much."

In most seasons, captain spots would be filled by new seniors. But at the beginning of the '06 season, the One-Act Play temporarily drew away Captains Senior **Kayla Haggen** and Junior **James Person** from speech activities.

"I wasn't able to participate, as some of the people in the school know," said Person, "because I was involved in the One-Act, but I'm glad to be here now to help the team. And in actual fact they haven't really needed my help all that much because they've been doing considerably well."

"I missed, probably, three of my practices, which have really hurt my overall—getting my speech ready," said Haggen. "And I have missed all of the speech meets because I've been at One-Act every Saturday when speech has been going on."

But most members of the team don't begrudge the captains' absence.

"I like One-Act," said Conrad. "I, mean, I think that's important. I respect that they're doing that. That means we get better people in speech."

Further, former head captain Senior **Ted Helland** resigned following the '05 season.

"I was a little upset Ted quit," said Conrad, "since he was supposed to be our head captain. It's tough, but ya' gotta do what ya' gotta do."

With the head captain missing in action, and the two other captains on leave, Captain Conrad was the only one left to guide the team through its first few meets.

"It sucks, but, uh, I got through it," said Conrad. "I put in a lot of time so far, even though there hasn't been many people practicing."

But the speech team has been more affected by the quasi-absence of their beloved former head coach. Following the '05 season, Bertsch resigned to a limited advisory capacity.

BHS Speech members practice the art of public speaking while recovering from a season's slow start

The affect of her withdrawal had varied individually.

"I think it affects it big time," said Sophomore **Jessica Landowski**, "because she was such a great coach and helped us through, like, everything. And now that she's not there, it's like, it's just like a missing piece of the puzzle. Like, you can't—I don't know, it's just really hard to explain. She was a really great coach."

"It's a lot less practices," said Junior **Karen Baker**. "There's not many practice times that I can go to. It sucks. It means a lot more practicing on your own."

"Well, the other coaches have to work harder," said Haggen. "I think they've taken over pretty well, though, from what she's been doing. You just see little minor changes. Like the newsletter—it looks a little different—or the scheduling for practices is on **Mr. [Grant] Popp's** door instead of Mrs. Bertsch's. It's little stuff."

For the other coaches "working harder" takes different forms. **Michael Worcester** is a historian and curator at the Cokato Historical Society, and has been coaching for over a decade, earning a diamond degree from the National Forensics League for his efforts.

"In speech you have to do what you have to do," he said, "which is work with the kids that you have available in the time that you have available, and just forge ahead. You can't dwell on what's happened because what's happened is happening. And you just keep going."

Worcester left Dassel-Cokato speech after an administrative reshuffling and joined Buffalo speech last year, the same time the younger Grant Popp joined the coaching staff.

"It's nice to have someone," said Popp, "who knows what's going on with all the ins and outs of the meets, and knows enough about every event where, if there's things I don't know, he always fills in the gaps. It's a good learning experience."

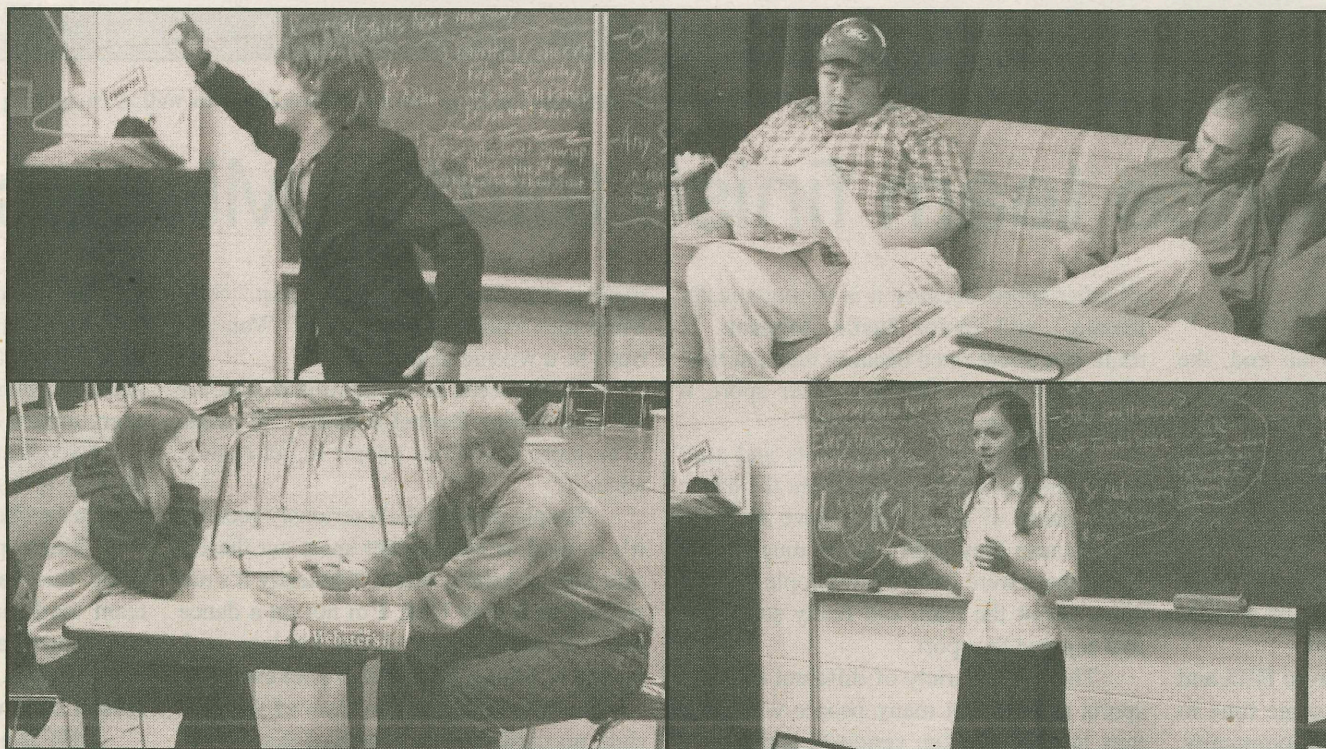
The team seems to have a

collective desire to move on.

"You know what, it's been hard," said Conrad, "but the fact is we have two great coaches that both have been in speech in the past. One is a, probably I would say, decorated coach from the state. The other is a young guy getting in. I like 'em both. I think they're great. It would be awesome to have Mrs. Bertsch among 'em. But I understand that she's trying to get her Master's Degree, and is raising a kid and wants to have another kid. And I totally understand that, and I respect that greatly."

With past challenges behind them, the speech team hopes to gain traction as it enters the final leg of its season.

"In speech, like other activities," said Worcester, "as the season goes, and you practice more, and you learn from your tournaments, and you grow as a speaker, you improve yourself week after week."



Photos by Mitch Biermann

Above left, James Person performs his Humorous speech, before Kayla Haggen, bottom right, gives her GS (see sidebar) speech. Humorous pieces often involve difficult gestures and extravagant body contortions as students act out their characters; in GS, gestures are much tamer. Above right, James Conrad goes over his GS speech with Mr. Popp while, bottom left, Mr. Worcester works with Karen Baker on her Informative speech. Speech involved hours of after school practice.

Scategories

Contrary to popular belief, most speech categories have nothing to do with politics or persuasion. Most are akin to an eight-minute acting performance. Here are some of the most "un-speechy" categories.

Duo Interpretation

In "Duo" two speech members perform a short piece that can be funny, serious, thought-provoking, or dramatic. In BHS the duo of Kayla Ronnie and Jessica Landowski won "Best-in-Site" at the Annandale Early Bird Invitational. Their piece involves a parody of the greek tragedy *Medea* by Eurpides.

Humorous

In Humorous students compete at making the audience laugh. Ironically, most rounds are silent, however, because the students involved have heard each other's speeches so often. For watching, however, Humorous is one of the most popular categories. Captain James Person has competed in Humorous since middle school.

Great Speeches

In "GS" students speak about, well, speech. A GS speech involves segments of the original "great speech" intermixed with analysis by students. At BHS both Captains Kayla Haggen and James Conrad compete in GS. Conrad's speech contrasts two papal addresses; Haggen's looks at remarks made by President Bush.

Dramatic

In "Drama" students try to move the audience to tears (or at least shellshock) with an eight minute performance that can involve fairly heavy content. Competition in Drama is particularly steep because of the large amount of students in it. For BHS Michael Bennett competes with his speech detailing an unrequited lover's death.

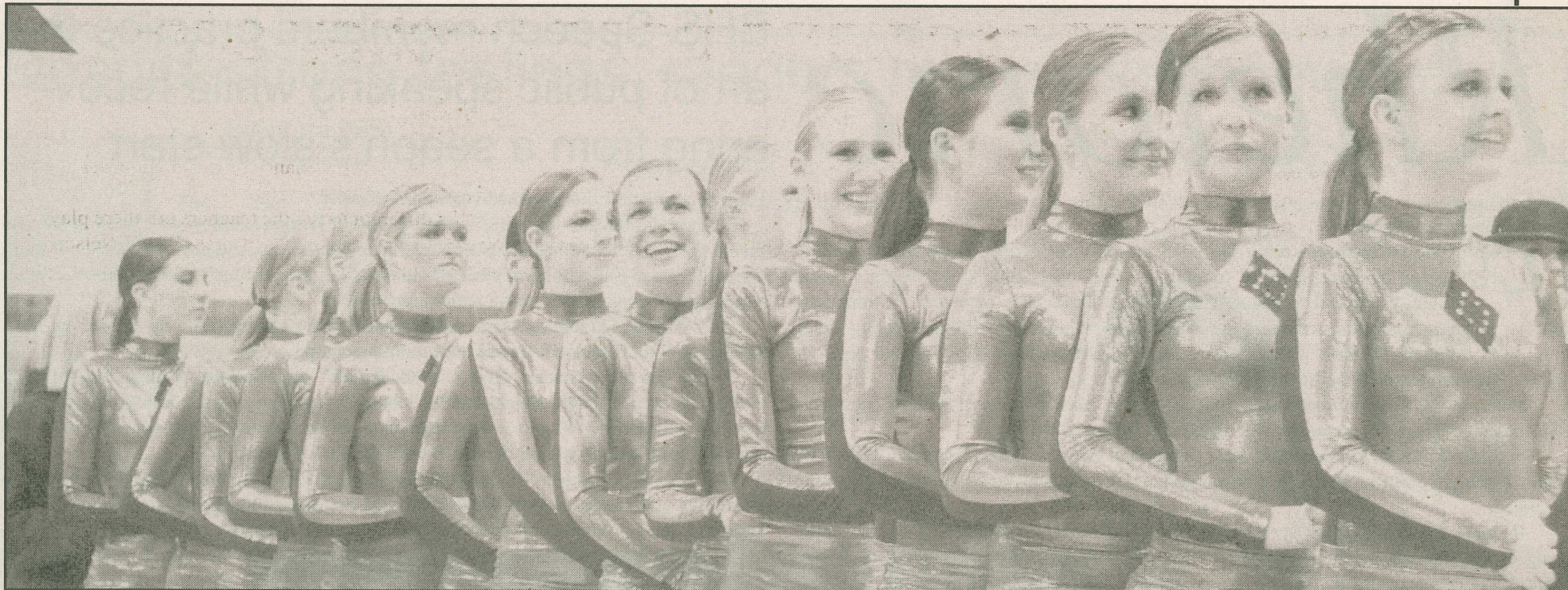


Photo by Sara Hauer

This Buffalo High School Dance team lines up prior to a performance. The team performed during halftimes for Boys and Girls Basketball, as well as competing in their own competitions.

Bison Dance team finish third in Mississippi 8

Samantha Carlson

Journalism Staff

As the season comes to an end, the girls on the dance team look back on the season and are proud of what they have accomplished this year. It all started the first day of practice. As the team came together not everyone was familiar with the other teammates. Throughout the season that definitely changed. Not only did they place in the Mississippi 8 Conference as a team, but they also made it to sections.

Dance is a fairly new sport to BHS and because of that, it has taken some time to become known and liked by the community, especially the student body.

"I don't view dance team as equal to

all other sports because it is stereotypically female," said Junior **Justin Johnson**. "I think it is under rated because they put time and effort into it like any other sport, it should be taken more seriously."

When asking other students and staff their opinions and thoughts about the dance team, many of them didn't have much to say because they didn't know much about it, but there were quite a few people that did know about the team and really supported and enjoyed the sport.

There is a variety of different kinds of sports at BHS but many people wonder if they are all be taken seriously and treated equally?

"It should be treated equally, they

work just as hard as any other sport." Says Minorities teacher **Jerry Bakke**. "You just can't be a weenie in dance!"

"There needs to be more publicity for it," said Senior **Rachel Kunde**. "It needs to be more known for people to get excited about it."

"People should take it seriously because it's as hard as every other sport out there," said Senior **Ashley Allen**. "Honestly it's not as easy as it may look, I'm not on a dance team or anything but I did hip-hop with people in Minneapolis and it's not easy."

Practice took place in front of the PAC right up until the last month of the season. Until the new activity center was finished that's all the practice space they had. They

practiced Monday through Friday from 2:45 until 5:30 almost every night. Practice time helped the girls improve very much. Although there was occasional down time, every minute counted.

Even though there was tension with the girls at times, they learned how to really work as a whole and pull through.

"Many people have different views about this varsity sport. The girls on the team work hard and hope that eventually our school as a whole will support us completely," said Sophomore Captain **Alison Dykhuizen**.

BDT is a second year team. They hope to become better, more popular, and hope in the future to bring the team to state.

BHS boarders keep humor despite injuries

Kayla Gold and Erica MacIver

Journalism Staff

"Me and my friend were in the terrain park and I slipped on a box and cut my shins on the edge and flew into him," said Sophomore **Kurt Mankenberg**. "He hurt his butt pretty bad and it was really funny until we looked at my shins."

67 percent of the students surveyed snowboard. Of those, many have stories like Mankenberg's.

"I was going too fast and leaning forward. I fell on my stomach. I thought I got the wind knocked out of me and then I felt sick," said Senior **Eric Anderson**. "I was in the hospital three-four days [for a lacerated spleen], but I can't remember because of the morphine."

51% of people that snowboard have

been injured in their first couple years snowboarding.

"My second year snowboarding I was coming down the mountain and crashed into a person when I hit an ice patch," said Sophomore **Megan Hauck**. "The ski of the person landed on my thumb and fractured it."

"A few years ago there was a triple kink rail at powder ridge and I was doing a 50/50 grind and my feet slipped out from under me," said Mankenberg. "I fell with my tailbone right on the rail. It was the worse pain I have ever felt."

Three out of four students that snowboard have had concussions while snowboarding.

"I didn't black out. I was real dizzy and lost my sense of time," said Anderson. "It

felt like I had just woke up and it seemed like yesterday that I was boarding."

Some even had the experience of having there crashes video taped.

"I was going for the kink rail and I fell off and hit my head on the ice," said Mankenberg. "These two kids video taped me rolling around on the ground and everyone was

laughing."

Some

snow-

boarders

are able

to do tricks

off jumps, like

Gerick Engle. En-

gle can do tricks off a jump with a lip then a flat surface and a landing, that type of jump

is called a kicker.

"I had a concussion after hitting this crazy kicker in Colorado," said Engle. "I was trying to spin and I caught my edge and landed on my back therefore giving me a concussion."

Even though some have had serious injuries there are those other events that they can sit back and laugh about.

"Me and some friends set up a jump to take out this fence and I crashed through it," said Engle. "We were bored and we were making a snowboard video so we decided to videotape it."

Snowboarding is dangerous sport but yet it remains a popular sport for high school students.

speaking the lingo

digger, headplant, and wreck are all snowboarding terms for wiping out

Old man winter can't end pond hockey season

Zach Braun and Max Hanson
Journalism Staff

As Senior **David Nelson** walks down the path towards the Greenbriar hockey rink on Wednesday night, he shows disappointment seeing no one else around. He hangs his head in dismay, knowing that he needs to wait another week to play.

The problem with pond hockey is the ever-changing weather that a Minnesota Winter brings. The outdoor ice caused many problems for the students and staff who play at Greenbriar.

"It sucks," said Social Studies teacher **Dave Macalena**. "The weather has been really poor."

With another disappointing winter falling upon

Greenbriar hockey, the players are left with the setback of an irregular schedule.

"We have only been out there four or five times," said Nelson, "most of the time the ice has been really crappy."

When the weather permits for a game of hockey, Greenbriar offers an atmosphere fit for all skill levels.

"I suck so bad," said Macalena. "I couldn't play organized hockey. I don't really know the rules, but at Greenbriar I can't get called for penalties."

Although the skill levels differ from player to player, most everyone can still enjoy playing.

"Most students that play are better than me," said Supervisor-Aid **Eric Bethke**. "It's not intimidating,

just unfortunate."

When students and staff get together to play, it gives the two sides a chance to get to know each other outside of the school setting.

"It's different to see the teachers out there playing, you get a new perspective of them," said Nelson. "I don't see them outside of school much, and playing with them in a recreational setting is pretty fun."

While the students that come to play on Wednesday nights may change from year to year, the current teachers will remain.

"As long as we have cold weather and ice," said Macalena, "we will play for years and years to come."



Photo by Jackie Carlson



Photo by Jeff Gilmer

Bottom - Pulled closely to the low bar, Senior Tegan Laumann prepares for a transition to the high bar during the Buffalo Invitational. Besides the struggle for a perfect score, the Gymnastics team built relationships with each other in practices, through food, games, and jokes.

Top - The 2005-2006 Girls Gymnastics team take a break from a tough physical practice.

Concentrating on a perfect 10

Gymnasts ignore various distractions, shift their focus to performances before each meet

Christy McDonald and Dakota Sorenson
Journalism Staff

The crowd is cheering as the Gymnastics team marches out onto the floor in two lines next to Monticello. Every gymnast from each team is introduced to the crowd before they sing the National Anthem. But what you don't see is how they get to this point.

Before each meet whether it's away or home the team always eats together. If it's a home meet they have a home made meal made by one of the parents. And if it's away they get a bagged lunch that another parent made and eat it on the bus.

At each meet the team warms up together in stretching and warming up different parts of their routines. They also warm up not just physically but mentally as well.

"It's really important to visualize your routine in your head before you perform," said Senior Captain **Laura Sandberg**.

Each gymnast has their own way of warming up and

preparing themselves for the crowd. Whether it's pretending they are in their underwear or tuning them out all together.

"Before my routines I try to forget about the crowd and just try to put all my focus into my routines," said Sandberg.

The Gymnastics team practices Monday through Friday. The practices last from 3:15 to 5:30, and are at the Buffalo Middle School Gym.

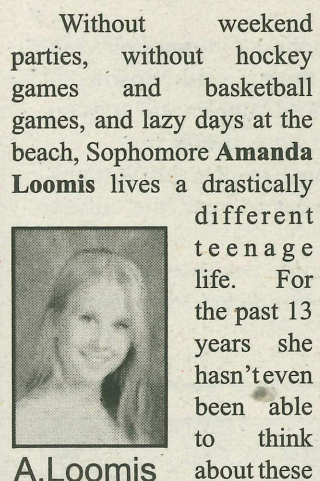
Part of the preparing themselves mentally is to work with their nerves.

"It depends on how I feel at the moment," said Sophomore **Erika Gillespie**. "Sometimes I feel nervous and other times I don't even care."

So how do they get to that point where they are waiting for it to be their turn on the mat? There is a lot they do to prepare themselves for each meet against whoever they're competing against that week, but it's all apart of the sport for them. Just something they're familiar with.

Sophomore dancer earns high school credits

Amanda Schiller and Kailee Trogstad
Journalism Staff



A.Loomis

Without weekend parties, without hockey games and basketball games, and lazy days at the beach, Sophomore **Amanda Loomis** lives a drastically different teenage life. For the past 13 years she hasn't even been able to think about these possibilities.

Loomis has been dancing since the age of three when her mom placed her in the Performing Arts Center in Maple Grove. By determination and success, she is now on her way to accomplishing a lifetime goal.

"I want to be in the New York City Ballet," said Loomis, "I want to go to

college and major in dance and I want to either become a professional at a company or be a dance instructor."

Loomis open enrolls at Summit School of Dance in Plymouth, where she now dances. Each day she is dismissed immediately following third block to finish her school day.

"I travel 60 miles a day and practice over 23 hours a week," said Loomis. "I practice until 4:30 and then again at 8 p.m. for two and a half or more hours, each day."

Loomis had to make many commitments and keep good communication with her teachers in order to have the opportunity of leaving school early.

"To me, it's not getting out early," said Principal **Matt Lubben**, "It's going somewhere else to finish her school day ... she gets

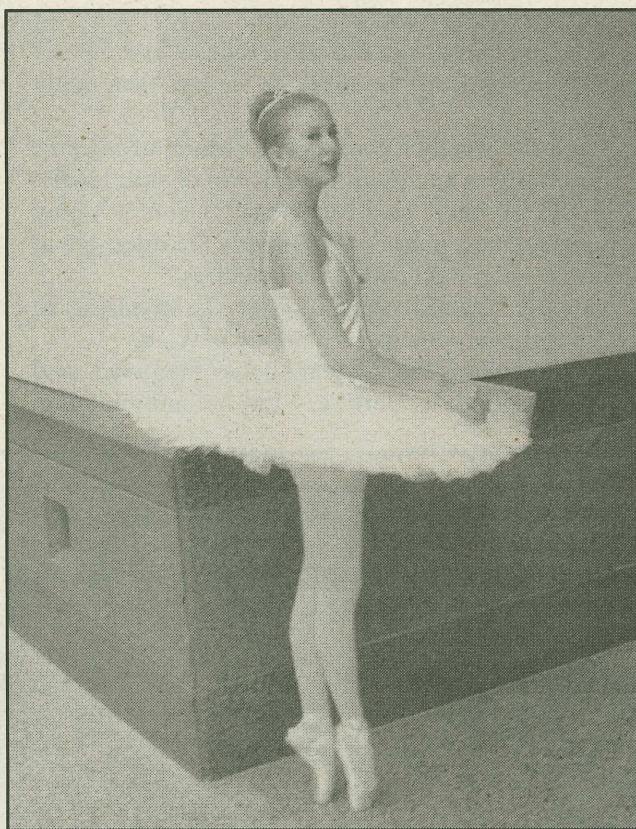


Photo by Kailee Trogstad
Sophomore Amanda Loomis gets ready to begin her recital. Loomis leaves school daily to attend dance class in Plymouth.

graded like any other student here, her coach made out a rubric specific to Minnesota Standards."

Loomis has had many opportunities and memorable experiences. She has travelled to over six states and competes in four major competitions a year. Dancing not only takes talent but is a major time commitment as well.

"The best experience I've had was when my solo won the ballet competition," said Loomis. "For five weeks during the summer, I go to the New York Ballet Theatre and people from all around the world go there but I'm really the only one from Minnesota."

Loomis has had to make many sacrifices for the excitement and memories of dance.

"It bothers me a lot that I have no social life," said Loomis. "I can't do anything with my friends or go to any sporting events ... I'm really close with my friends at dance, so I guess that's okay."

Loomis still has strong ties to Buffalo and says she can always rely on her friends and can trust them when she needs someone to talk to.

"I don't know anyone who would give up their social life as much as Amanda does for dancing," said Sophomore friend **Abby Johnson**. "She'll do anything; she's so passionate about it."

Knowing that she has to work hard to get what she wants, even when she gets tired of doing it.

"Yea, I get sick of dance a lot," said Loomis, "but then it just kind of goes away and I like it again ... I wouldn't change anything ... I have no regrets."

"It feels good to know what I want and that I can get it," said Loomis. "I know where I want to go with my dancing career and I'm not wasting any time working for it."

Cobraz go 6-0 in intramural b-ball



Jake Foure



Luke Costanzi



Zach Braun



Shane Jensen



Jake Gnerre



Amy Jensen



Mitch Decker



Jeske/Antony

•With a perfect record and plenty of confidence, the Cobraz see themselves as Intramural champions

Nick Matson
Journalism Staff

Senior **Mitch Decker** shoots a three point shot from downtown and it's nothing but net. This helps the Yellow Cobras go undefeated in intramural basketball. A nice pair of pants, dress shoes, dress shirt, and a tie, the Yellow Cobras, of eight players walk around school all dressed up to show they have a game to play.

Although they can't be conference champions or go to the High School State Basketball Tournament, they are known to be the best team in intramural basketball.

"We are 6-0," said Senior **Jake Gnerre**. "There isn't much competition other than the Average Joe's."

The Yellow Cobraz have six players that have played basketball within their sports career. Their experience of

basketball helped their team to win all their games.

"This has helped us because we have out talented each team," said Junior **Luke Costanzi**. "We are more experienced than the other teams."

"We have many different talents," said Senior **Zach Braun**. "We all have reasons for being part of the Yellow Cobras."

The Yellow Cobras had a good offense of Braun, Gnerre, Decker, Costanzi, and **Amy Jensen** in their victory over the Blueballers by 60 points. Offense however isn't everything to their team. The three other players bring strong defense to the team.

"**Shane Jensen** is an emotional team leader who hustles, and plays tough defense," said Costanzi. "**Max Hanson** is also a big defensive stopper that brings a lot of energy to the team and **Jake**

Foure takes care of the rebounds."

Before their games on Monday nights the Yellow Cobras get together and have a pre-game meal or just hang out. They take their pre-game to a level just like that of regular high school sports.

"We get some team bonding," said Foure. "Then we go and play a friendly competition."

The Cobras have a strong feeling that they will be playing in the championship game, but they are not sure who they are playing yet.

"We most likely be playing the Average Joe's," said Gnerre.

"Vegas Oddmakers put them on 1-3 on the championship," said Costanzi.

The Cobras don't know yet who their opponent will be in the championship game, but they believe they will be playing in it. They still have not found a team that is talented as them or has beat them and they continue to win every game, but still haven't found the team to give them an upset.

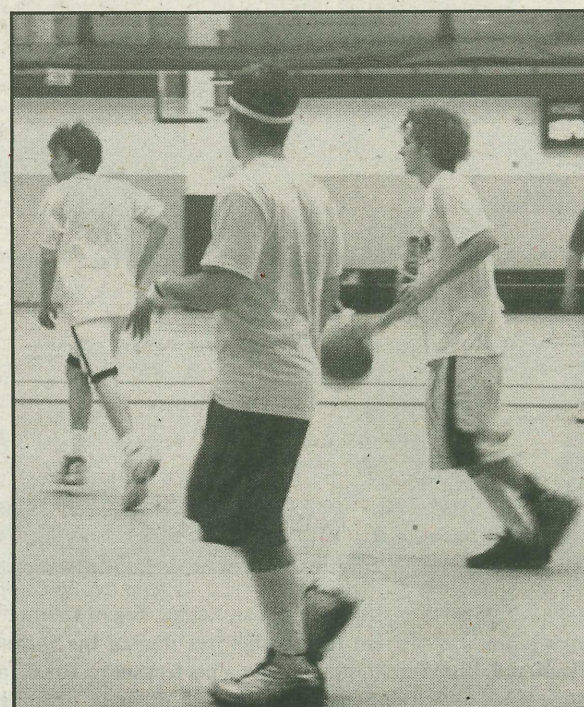
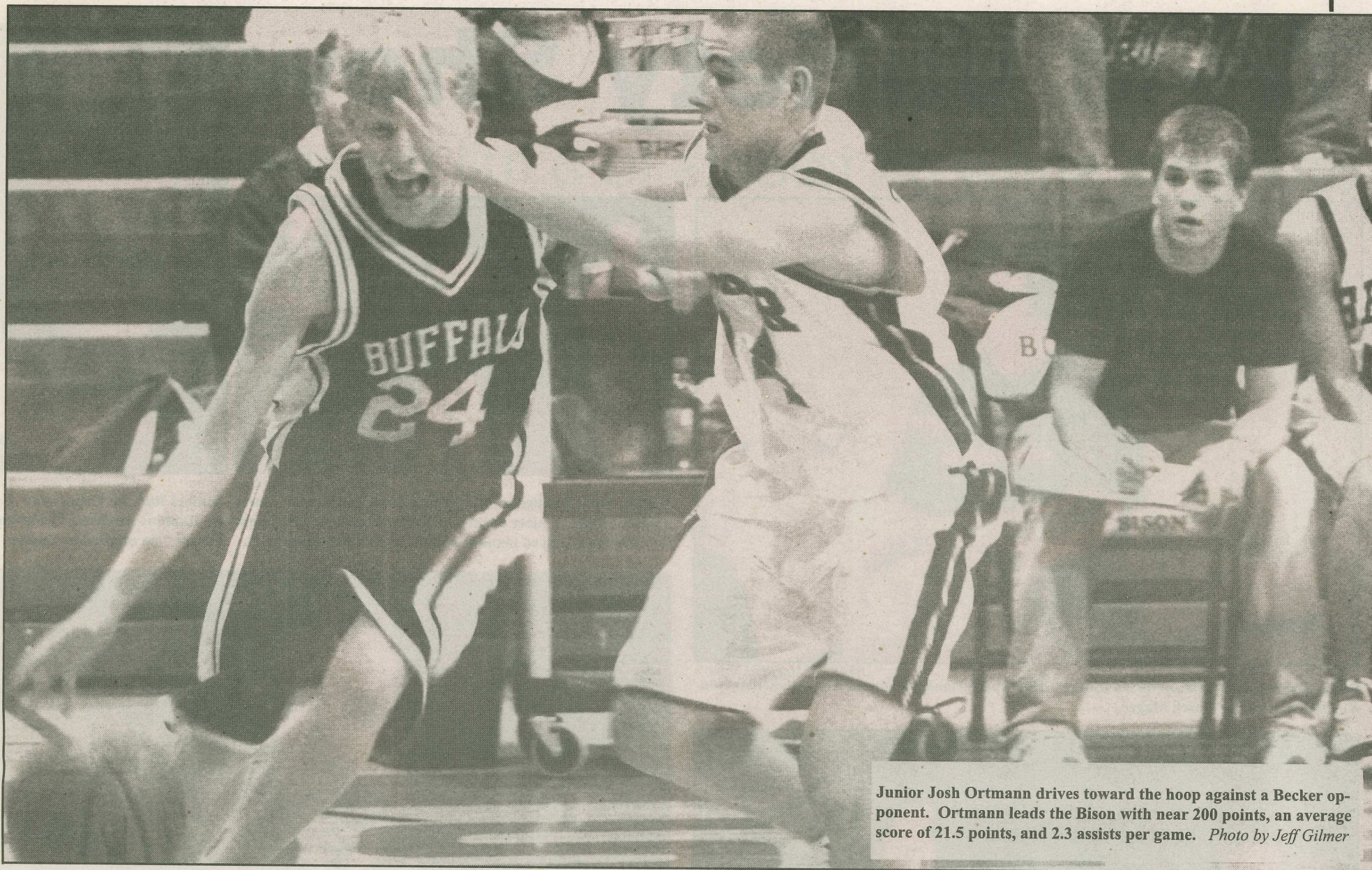


Photo by Jackie Carlson

Seniors **Jake Gnerre** and **Zach Braun** of the Yellow Cobraz move the ball up into the offensive zone. The Cobraz had a perfect 6-0 record for their season.



Junior Josh Ortmann drives toward the hoop against a Becker opponent. Ortmann leads the Bison with near 200 points, an average score of 21.5 points, and 2.3 assists per game. Photo by Jeff Gilmer

Dedication leads to breakthrough season

Jake Middagh
Journalism Staff

After spending the last few seasons stuck near the bottom of the North Suburban Conference standings, the boys basketball team finished second in their Mississippi 8 Conference debut, falling just one with short of Monticello in the final Conference standings.

Their record stands at 15-7 overall, heading into the Section Tournament.

"Part of the reason for the turnaround has been the Captains," said Coach Nick Guida. "The captains [Juniors **Josh Ortmann**, and **Karl Olson**, and Seniors **Nate Ortmann** and **Corey Jeske**] set high standards and force the younger players to work hard and the coaches expect that."

During the summer, players woke up at around 5:30 a.m. just to practice and prepare for the season.

"This summer, the players really bought into Guida's system and are playing well and don't expect that to change anytime soon" said Junior **Darrin Olmscheid**.

Fans also noticed the enhanced team play more than in years past because of improved bench play.

"Coach [Scott] Sorenson does a good job getting the right guys in the game," said Olson. "With the right amount of rest for the players it keeps high intensity on the floor that's why Sorenson's job is so important to our team."

The opening of the Bison Activity Center provides 36 additional basketball hoops, giving the team extra space to practice.

"With the addition of the activity center, it will help us get more a routine down, get more shots up and be better overall as a team," said Sophomore **Jake Duske**.

The activity center helped keep the team climbing the ladder

toward a successful post season, but both the players and the coaches have also committed to put a great product on the floor.

"Guida puts in hard and long hours, watching video tapes and thinking of new strategies for every opponent that the Bison face," said Olmscheid.

When the coaches commit to putting in hard hours at work and in their free time, and the players come to practice they make it worth while.

"Practice is what brings the team together," said Junior Bryce Miller.

The team learned what extreme levels it must go to put themselves on top of everyone which leads to their success.

"The intensity that the team brings to practice and the hard work that the coaches expect out of us every day to practice is what makes us as good as we are," said Ortmann.

At the beginning of each year, Guida said he tries to find a new mesh of young guys that will fit in at the varsity level of play.

"With the younger players coming up this team will keep going in the right direction," said Duske. "Guida makes the best out of what he has to make it a winning team."

Guida made an exerted effort to get the guys to win and he expects every ounce out of them.

"With the improvement of the team Guida made efforts buy new equipment, such as new basketballs and the Gun, which is a big rebounding machine that allows you to get more shots up, which is huge for us," said Ortmann.

"The improvement this year should continue into next year and the years after because everyone knows the importance of a win, success and constructing a winning team built on chemistry," said Ortmann.

Bison Stats

1318 total points

-Total point leaders-

Josh Ortmann 429

Karl Olson 246

Darrin Olmscheid 242

-Field Goal Percentage-

Jake Duske 52.6

Josh Ortmann 49.3

Karl Olson 49.0

-Freethrow Percentage-

Josh Ortmann 89.2

Karl Olson 73.9

Nate Ortmann 68.8

-Average Assists-

Karl Olson 4.0

Corey Jeske 2.3

Josh Ortmann 2.3

-Average Rebounds-

Deuntae Broadnax 4.0

Karl Olson 3.8

Darrin Olmscheid 3.2

-High Scorer-

Josh Ortmann 32

Tri-M Variety Show

Students show off talents to a full theatre

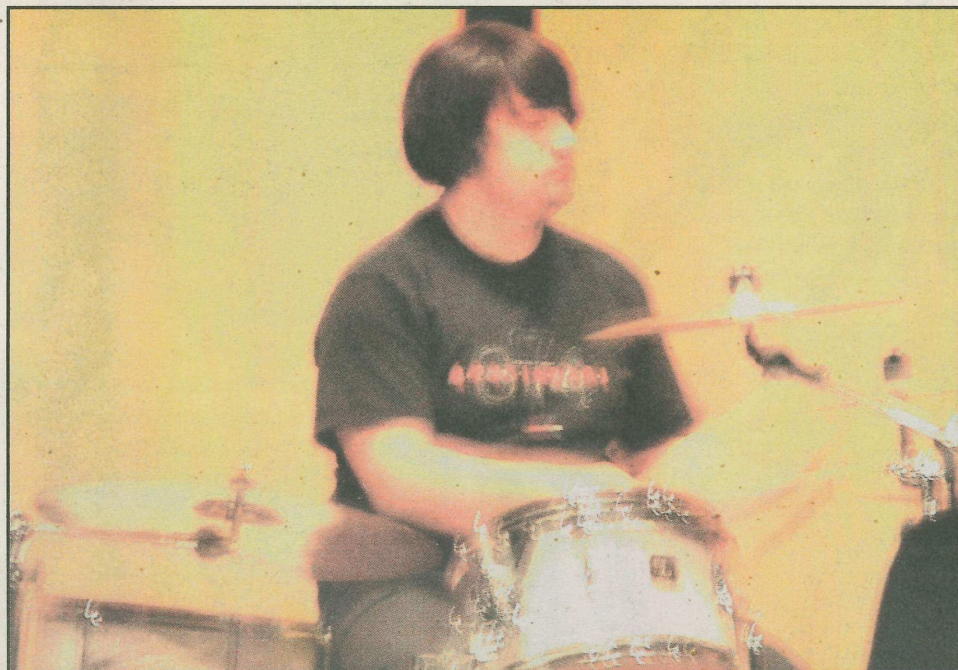


Photo by Mariah Laqua
Senior David Harri jams out on his trap set. Harri performed a drum set trio with Senior Ken Koepsell and Junior Derek Magee.



Photo by Paul Perkins
Juniors Tony Schnieder, Nick Marandino, and Senior Maria Squadroni play a piece written by Senior Linnea Logas. Logas (Ms. PacMan) played piano to complete the video game pack.



Photo by Paul Perkins
Juniors Raechel Larson and Emily Robbins perform, "I am Your Future," an original by Larson.



Photo by Justine Houfer
Emcees and seniors Andy Binsfeld and Kristen Weller imitate the famous duo, Sunny and Cher, while introducing the next act. By tradition, Tri-M hosts change outfits between every act, usually rushing to change into various suits and dresses.



Photo by Paul Perkins
Senior Miranda Ford-Bonnema sings "Anytime." Fifteen seniors participated in the show, including Ford-Bonnema, Katie Schultz, Maria Omann, Dustin Bethke, Jenna Nordschow, Kim Dougherty, Justin, Neuberger, Derek Schenk, Bob Kanawyer, Maria Squadroni, Linnea Logas, Kayla Haggen, Kristen Weller, David Harri, Ken Koepsell, and Andy Binsfeld.