



The Hoofprint

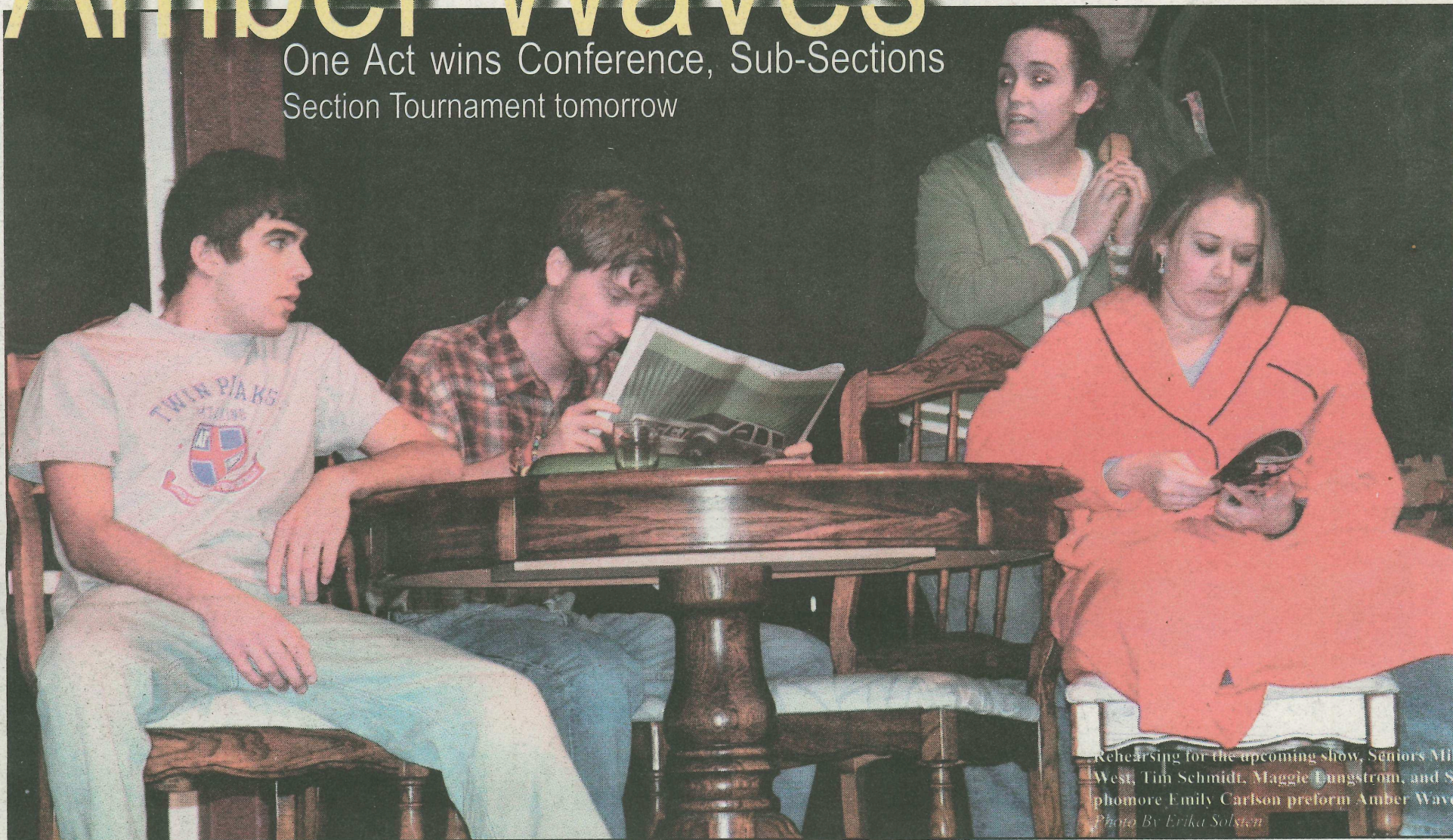
Volume 37 Issue 4

Buffalo High School | 877 Bison Blvd | Buffalo Minnesota 55313 | 763.682.8162 | February 3, 2006

Tracking the Bison

Amber Waves

One Act wins Conference, Sub-Sections
Section Tournament tomorrow



Rehearsing for the upcoming show, Seniors Mike West, Tim Schmidt, Maggie Lungstrom, and Sophomore Emily Carlson perform Amber Waves. Photo By Erika Solsten

Jake Gnerre
Journalism Staff

In the history of Buffalo High School, the One Act Play has participated in the State Tournament more times than any other activity. After winning the first Mississippi 8 Conference Title and taking first at the Sub-Section Competition, the cast and crew of *Amber Waves* is looking to add to their legacy with another trip to the Festival as they compete in the Section Competition tomorrow.

The actual performance can only last up to 35 minutes and only 20 students al-

lowed between the sounds crew set crew and cast.

"I knew the chances of making the One Act was slim to none when I attended the meeting in ninth grade," said Senior **Maggie Lungstrom**. "[Director Tracy] Hagstrom told us freshmen that most of the seniors would be landing the parts. The next year during the fall musical, *The Music Man* I tried out and landed a part. During that play I fell in love with the theater, knowing I didn't have much of a chance against the older actors I still went out, I made it, and for me it was the most fun out of all three

plays."

Some of these newcomers joined the crew from a little persuasion by other cast members.

"All of my friends worked in the winter, and instead of getting a job I just wanted to have some fun after school," said Senior **Mike West**, "Plus I had a crush on Bri Matzke."

Although the number of the cast is limited in the performance, the stakes are raised with the presence of competition. The One Act Play is the only show of the year where the performers get a chance to compete

against teams representing other school

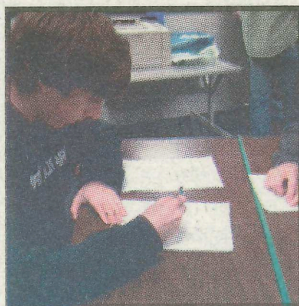
"You want people to come and want it to be good," Hagstrom said. "you also want to win."

The cast and crew of the One Act hope to live up expectations coming off the high-caliber performance of last year. "I think what makes the show so successful is because the people are so dedicated and we take it so seriously," said Lungstrom.

Last Saturday, they placed first at sections in St. Michael-Albertville and compete at Sections tomorrow.

Top Stories

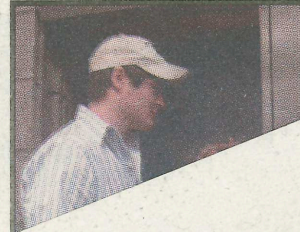
In This Is:



As Knowledge Bowl team one takes the first Mississippi 8 conference championship. Their next meet is away against Princeton, February 11.



Arts & Entertainment Last Monday at 7:30 p.m. Band students took the stage for their winter concert. The featured bands were Freshmen Band, Varsity Band and Concert Band.



S Mice run through the 100

Students, Buffalo High School. Athletes need to strive for their success.

Aspiring college students strive for high ACTs

Melissa Mans
Journalism Staff

Identification, a calculator, and two number two pencils are all you need to complete a four-hour test, and to think that the test determines student's futures. The nationally recognized ACT assessment college entrance exam is a sure promise of mixed opinions.

The sight or articulation of those three capital letters is enough to leave seniors with strong, fabricated opinions. Twelve percent of seniors who took the ACT thought they comprised a reliable way for colleges to determine acceptance of students.

"Everything on the test is common, learned knowledge," said Senior **Dane Grunerud**, "If you got to the test and said, 'oh gosh, I don't know anything,' then you had your head up your ass for four years."

While 18 percent of seniors think that the ACT proves itself as an assessment test, 70 percent of seniors think that the ACT fails as a way for colleges to determine whom they accept.

"They only test intelligence under pressure because it is timed. People who aren't good at tests get screwed over," said Senior **Raemi Brandon**, "It also is only good if you have learned everything which most of us haven't, and are able to remember things learned in ninth grade."

The idea that the test is timed is enough to upset some students, but wasn't the only criticism given by the seniors. Students had other reasons to detest it.

On one survey, a senior said, "I am sixth in my class and have obtained an A+ average, but I didn't do fabulous on my ACT's. The past four years mean much more than this one test day."

Seniors seem to be concerned

about the qualities of a person that the ACT assessment test fails to illustrate.

"I think they are way overrated in college admittance," said Senior **Shane Jensen**, "It doesn't show what kind of person you are."

Even though the ACTs are a big deal to students, some don't think it demonstrates everything about a person.

"It is only one out of dozens of factors that judge a prospective student," said Senior **Jared Aurentz**.

Over half of the seniors don't think the ACT alone exhibits enough to judge a person, and neither do college admittance committees.

"Everything you do makes an impression on the ac-

ceptance committee," said Associative Vice Principal of Enrolment, Marla Freiderichs, at the University of St. Thomas, "If you have a lower ACT score but did really well in school, you are more likely to get accepted than if you had a higher ACT score, but did not do as well in school. The good faith efforts you put in your school work teaches you the ability to succeed in real life."

Just one morning, one break, one mind allowed enough time for students to complete one test, and enough time for colleges to get an impression of what type of student they are considering and who they will allow into their school. The ACT test comprises just one deciding dynamic that could hold the future of many high school students.

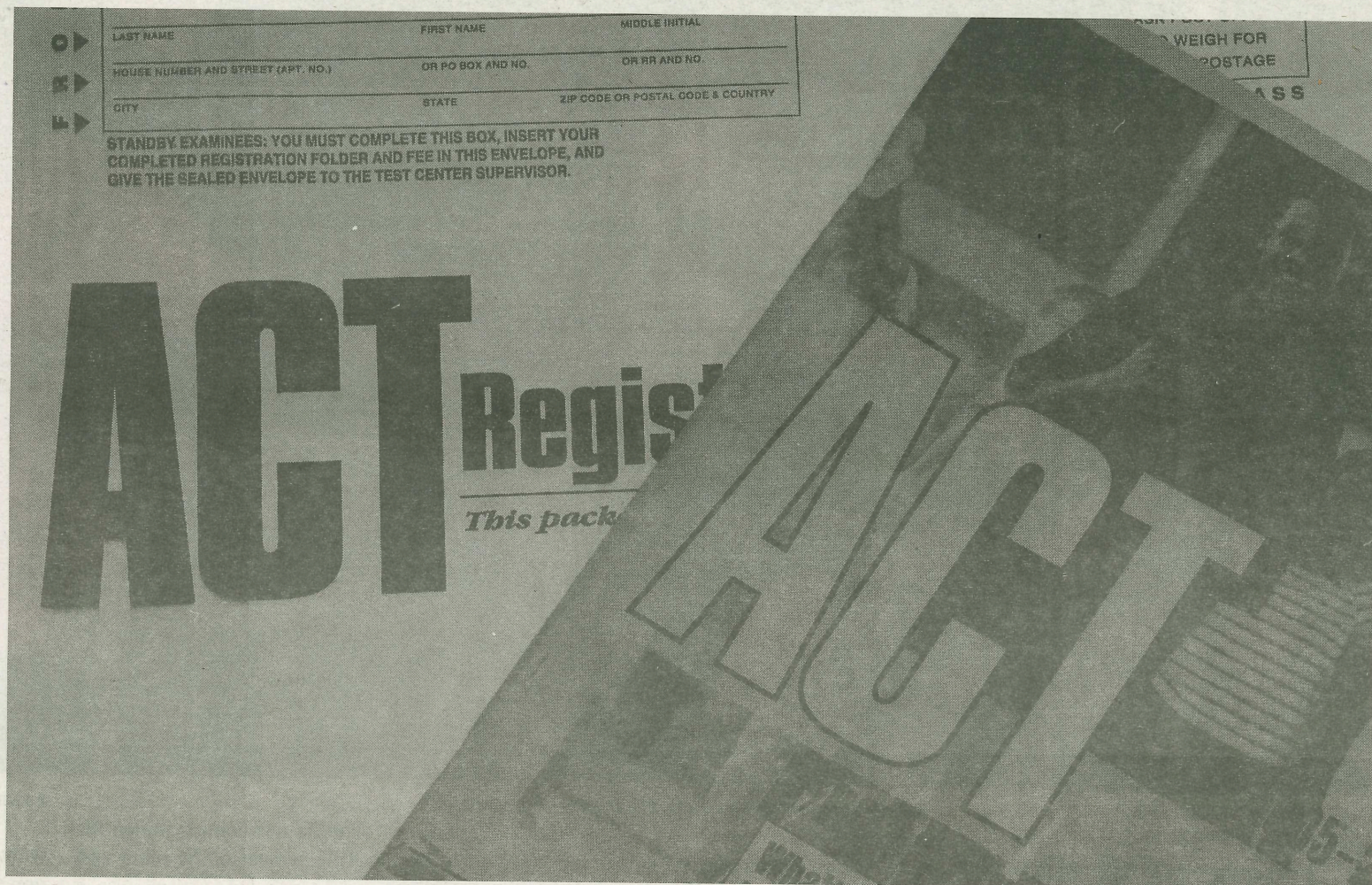


Photo by Ericka Solesten



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

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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.

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

Retail center construction may begin this summer

Ashley Adams
Opinions Editor

As of today, Nelson Builders stopped the progression of Tatanka Commons, the new retail center at the intersection of Highway 55 and County Road 35. There has not been any success on finding retailers; therefore, Nelson Builders have not found a need for a retail center in Buffalo.

The purposed five million dollar project of six buildings consists of a national drug store, a restaurant, a department store, a drive-thru bank or coffee shop, and two other local businesses.

"The current proposed project, if it is moving forward, would consist of three phases," said Wayne Eilam of Nelson Builders. "This would only be phase one. If we are able to

get more retailers to lease, we would move it adjacent to where it would be now. That would be during phase two and three."

Nelson Builders are talking to various stores, like Kohls, to lease, but have been turned down because Buffalo has a smaller population compared to the stores' other locations.

"There has been two main reasons why we haven't found a department store yet," said Eilam. "We are competing with the whole state whether or not the store wants to lease here or not, plus the population of Buffalo is not large enough to meet the needs of the large retail firms."

If all the spaces in Tatanka Commons are leased, Nelson Builders will start building during the summer of 2006.



Photo by Derek Schenk

This lone sign marks the future building ground of Tatanka Commons. Nelson Builders are looking for retailers to lease the space. If all spaces are leased, the builders are scheduled to start construction during the summer of 2006.

Girls get their chance to ask

Girls get the edge in tonight's inaugural Sadie Hawkins dance

Missy Mans

Journalism Staff

Sadie Hawkins! This one's for the girls. It's official; snatch a dress, find some heels, then scope out a guy. Homecoming, Snow Daze, and Prom have forever been our traditional dances, and it has always been the boy's duty to ask the girls to the dance. This year our school has thrown a curve ball into our typical routine of events. A Sadie Hawkins dance.

Girls, get your A game out because its time to be assertive. No more waiting and wondering until the last minute if he is going to ask because this time, it is the girl's turn to ask the guy. This is a unique

change.

Some girls are replaying the episode of Laguna Beach where Alex and Taylor created a scavenger hunt to direct Jason and Talan to the beach, so they could jump out of the boxes and pop the question. Original, and creative. Probably something comparable to what some girls have thought would be fun to try.

Go ahead and scratch the beach idea, because Pulaski Lake is frozen over, but feel free to steal the scavenger hunt aspect, or think of another exciting way to ask a guy. A poem, a sign, an announcement over the loudspeaker, or just asking him face to face will work. Do whatever comes to mind. It is the girl's time to

be creative. The school put out a new event for the students to experience, might as well take it all the way. It is going to be a lot of fun, and it allows for a lot of imagination.

It's great that the school is sporting a new affair this year. Nobody knows what this event will bring. Will it be just the same as the Homecoming dance, or will it pursue a style more like the Snow Daze dance? It is something new to experiment. Just don't make the first time be the last time.

The dance doesn't lie in the hands of the guys this time, so once the girls get out there and ask, it will be a big turnout.

Ceramics auction brings in \$370 for Red Cross

Cole Haskins

Journalism Staff

The Red Cross gained \$370 thanks to the Ceramics II class, who designed and created bowls to action off at the annual silent auction held on Monday, December 19th. The event took place in front of the Performing Arts Center. The choir concert also helped attract people, taking place that same night. People of all ages assembled around the table to admire the students work. Studying the bowls carefully then bidding on their favorite. Ceramics teacher Mr. Holtz overlooked the operation but

says the kids really pulled the whole thing off.

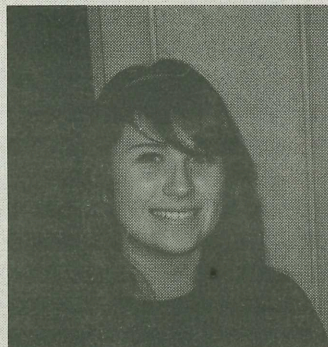
"The two big things that I want students to take out of this," said Art Teacher Mr. Holtz, "is one, that art can be used as a powerful tool for change and two, that we should really give back to our community just because we can."

When deciding where the proceeds should go, the class decided and quickly agreed that the money raised should go to the Red Cross Organization. Their donations are given to different groups of charitable need such as the victims of Hurricane Katrina.

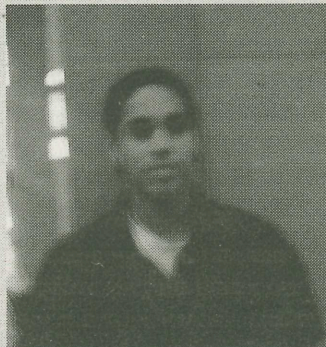
Photo Poll

What do you think about tonight's Sadie Hawkins Dance?

Poll by Derek Schenk



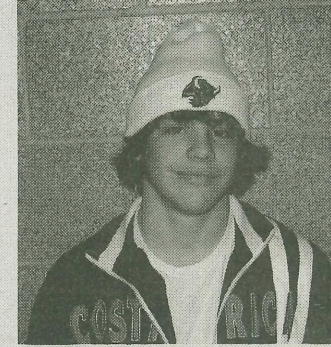
"I think it's a good confidence builder when the girls are in charge"
Jade Kalash
Senior



"I think it's cool, less work for us guys"
Dan Ngandali
Freshman



"I'm scared I'll get rejected by a guy"
Paige Brummer
Sophomore



"Finally the girls will know how hard asking someone out is"
Luke Marty
Freshman

Jobs for Minnesota Graduates

Planning for success

Leadership experience

Ashley Adams
Opinions Editor

Jobs for Minnesota Graduates, otherwise known as JMNG, is a college and career class where students are taught to write resumes, applications, and how to make it through an interview.

"We also have guest speakers from the military or from a college," said Senior **Tyler Campion**. "We take a test that shows us our interest and skills and where to head. It gives people who are confused a head start. It is a class I look forward to, and is the only reason I come to school. Too bad it's only 80 minutes long."

JMNG runs all year long for the senior class and half a year for the multi-year class.

"I think the senior program is more important because it is their graduating year," said Sophomore **Marketta Hill**. "They are actually filling out applications to college or choosing a career. They are not practicing like we are. They have to go

right out there to either start working or go to college."

Even though JMNG students learn certain skills to help become successful in life, they are required to have 40 hours of community service.

"The community service hours can come from anywhere," said JMNG Teacher **Mr. Evans**. "Students can receive hours from helping out at church, at a retirement home, helping out a day care, or at a humane society. Community service is suppose to let students give back to their community and to learn things about themselves."

The goal of JMNG is to have the students find the right career or college and build meaningful relationships.

"They learn what is important to them," said Evans. "They find out their abilities and interests to help find a career. Everything they learn will help them to become successful in life. Each student takes something out of the class, hopefully it is something beneficial."

Keith Saunders
Journalism Staff

The Jobs for America's Graduates program, or JAG, recently held its 25th annual awards luncheon and National leadership Development Conference (NLDC) in Washington D.C. From Tuesday January 8, until Sat, January 12, students attended this five day conference.

"They have the conference in D.C every year this is my fourth trip", said career specialist **Kelvin Beck**, a former NBA player.

There were representatives from over 30 different states, including Minnesota which sent eight representatives from eight different schools. The Schools included Fridley, Rogers, Brooklyn Center, Buffalo, Rockford, Elk River, Osseo ALC, and Champlin Park. The events of the program ran for five days, students were flown through Regan International air port and were given room and board at the Hyatt Regency hotel.

The events included an awards luncheon in which the United States Attorney General **Robert Gonzales** attended. The leadership development conference in which the students were broken up into groups

of twenty (all from different states) and competed in team building activities. There was also a dance sponsored by the Hyatt Regency. There were two different tours of D.C. A day time tour and a twilight tour the daylight tour consisted of a tour of the tomb of the Unknown Soldier, Lincoln memorial, the Smithsonian, or Holocaust museum, and the veteran's memorial.

The night tour consisted of visits to the Jefferson memorial, the US capitol building, the night display of the 50 Christmas trees of America. There was then time for students to visit the Pentagon City mall. There was also a talent show in which **Curtis Majors** of Osseo ALC, in Minnesota competed. There was a meet and greet with Mrs. America.

The last event was a closing dinner in which the president of JAG **Ken Smith** thanked everyone for their participation in the program and wished everyone continued successfully in life.

"The entire NLDC was an awesome experience for me," said Senior **Lara McLean** from Rockford High School. "Every one should get a chance to experience something like that at least once."

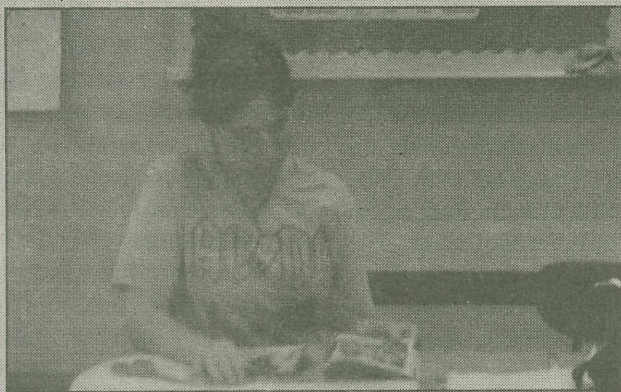


Photo by Derek Schenk

Freshman **Tysha Nelson** cuts out images for a project in JMNG. The class teaches students choices they can make.

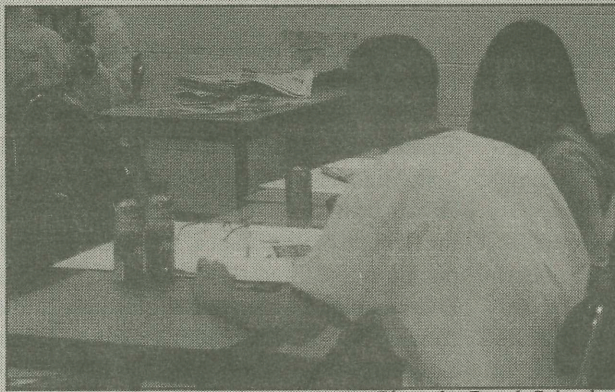


Photo by Derek Schenk

Freshman **Nicole Heberling** and Junior **Adam Deem** helped work on a poster. Friendships were made through JMNG.

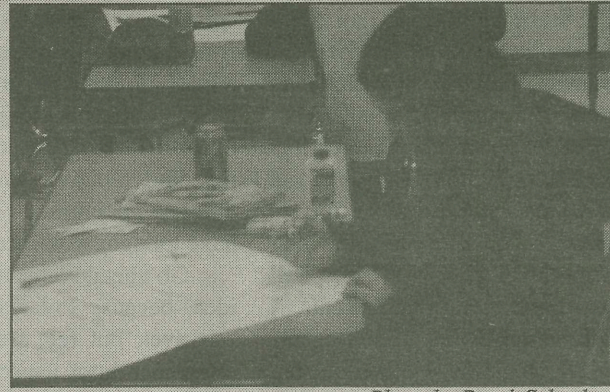


Photo by Derek Schenk

Freshmen **Dawn Lensegrave** works quietly on a poster. JMNG taught students skills to become successful in life.

A second chance

Students work hard to gain extra credits

Rachel Miller
Journalism Staff

Looking at your report card and becoming upset because you failed a class, thinking of what you could have done better and wondering if you still would have passed. Trying to figure out what your going to do either you could take it over again as part of your regular schedule or taking extended day classes.

"It is very hard to do", says American Experience teacher **Cindy Khalil**, "On the first day I hand out a lot of homework so then they know what they are get-

ting themselves into."

Extended day starts in early October and lasts 6 weeks; it is from 2:30 to 4:30 two days a week without a break. If you join extended day you cannot miss one day, it doesn't matter if you have everything handed in perfect, you have to attend every single session. If you're an athlete this might cause some trouble because you can't be in extended day and be in a sport since you will have to miss a lot of practices.

Another option is to take summer school but that might not be the best time since jobs and vaca-

tions get in the way.

"Some like summer without all the other classes", said Assistant Principal **Rick Toso**, "We have had this program for about 5 years. It's grown a lot each year phoenix learning center offered this kind of program so we kind of adopted it since so many students went to Wayzata and after we got extended day the drop out rate reduced."

"If kids just did their homework the first time it would be so much easier", said American Experience teacher **Cindy Khalil**, "Just do your homework so you don't end up in extended day."



Photo by Alex Nord

Senior **Brandon McClellan** works with Senior **Alec Rognstad** after school for extra credits. Extended day allows many students to make up credits during the year rather than taking classes during their summer break.

Music Listening makes return visit to State

Sarah Hauer
Sports Editor

After over 12 hours of team studying, and countless hours of study time alone, the Music Listening Team proved their immeasurable time spent memorizing composers, songs, and music history was well spent.

For the fourth consecutive year, the Music Listening Team advanced to the state competition, after their near perfect score of 95 out of 100 at the regional competition. The one rule that disappointed the team: only one team can go to the state competition if they hold the top two positions. While Buffalo held the first and second place spots, Osseo took third with 86 out of 100 points, two less than second place. This led to a huge disappointment.

"We really felt bad for our other team, it was so close. Once we looked at the score," said Senior **Eva Walsh**, "We looked at the other team and I think Osseo thought we were booing at them because we were sort of pouting and making sad noises."

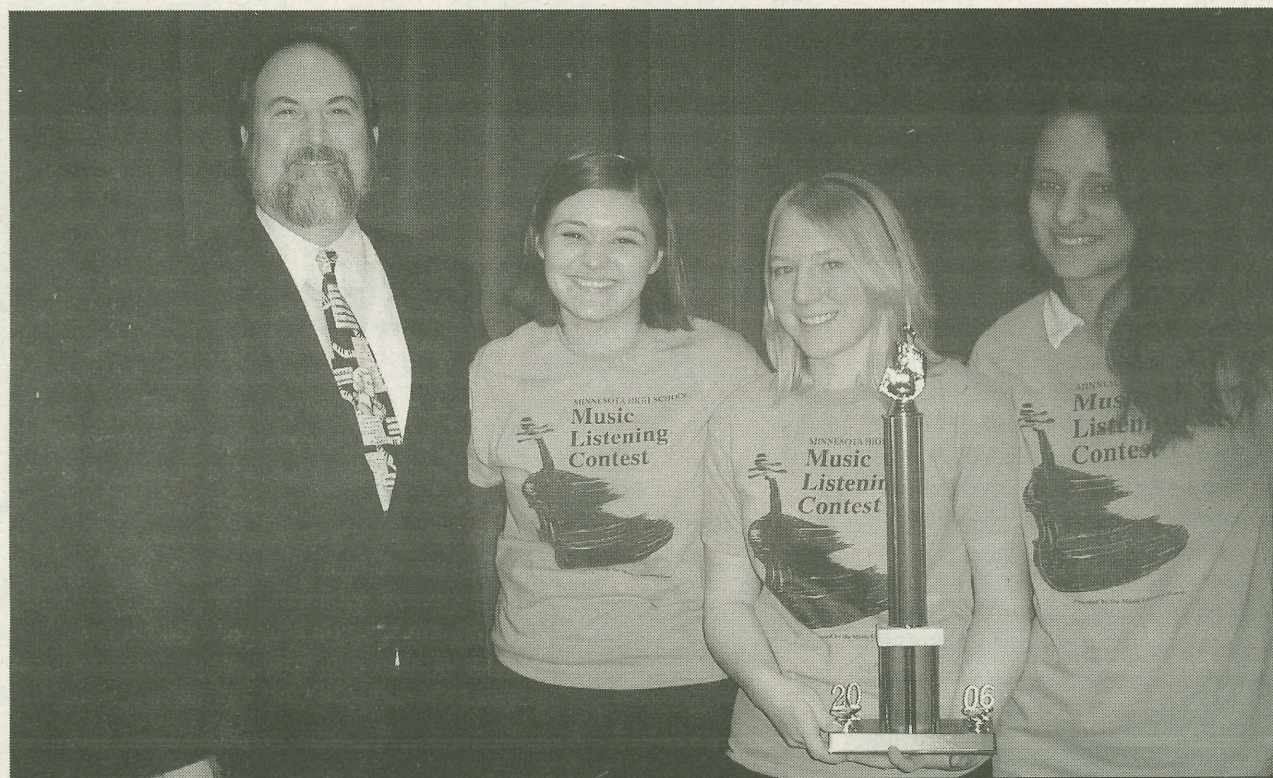


Photo submitted by Mike Walsh

Coach Mike Walsh, Eva Walsh, Emily Keskey, and Sara White show off the trophy they won from taking first at regionals. This is the fourth consecutive time BHS's Music Listening team has gone to the state competition.

In early November, the teams received their near half inch, 130 page study guide to prepare for the regional contest. This guide holds information on 35 different music examples, including composers, historical to contemporary.

They also practice the lightning round where a six to ten second clip of music plays, and the team needs to identify the composer, and title of that piece, which all leads to the regional competition, and eventually the state competition.

"It's kind of hard because we only get one shot to make it to the next round," said Walsh. "Either you make it to state or you don't."

In preparation for college music classes, students decided to join the team. They also figured competing would give them basic knowledge about music that they need for current high school courses.

"My dad wanted me to join, but I also joined because it is a lot of fun," said Walsh, "It is good learning experience and a huge amount of knowledge to take in. My older sister calls me and asks for help in her music courses, that's kind of fun."

The music listening team will compete at the state competition at Augsburg College on February 3, 2006 in hopes of returning home with the first place title once again.

Knowledge Bowl's winning ways continue

Performance improves; Team One hopes for a return to state

Alex Nord
Activities Editor

Varsity knowledge bowl team one took first place out of 56 teams in a competition held at St. John's Preparatory School in Collegeville Saturday, January 21.

A multiple choice 60 question written test determines which teams vie against each other in the next rounds where three teams participate in four rounds. Fifteen seconds are given to buzz in and answer.

"Everyone seemed very on game, and we were buzzing in really early," said Junior

Sam Stone of his fellow team mates.

BHS's first top-ranking this year, team one (Stone and fellow juniors **Andrew Burns**) took fifth and sixth at the previous two competitions.

"This is a re-building year," said Coach **Peggy Pasche**, "we have a small group of seniors and our best group is all juniors."

In hopes of taking a medal at state like last year, Knowledge Bowl practices three days a week. Participants are encouraged to memorize and study geography, grammar, and data, in order to succeed,

The top two scoring teams at competitions receive medals, and the

top six sweets. Junior varsity contends at the same competitions and was in the top six of their division on Saturday.



Photo by Alex Nord

Junior Ashley Groenke hides her head after answering a wrong question. Although the questions are hard, Knowledge Bowl is a very relaxed environment.

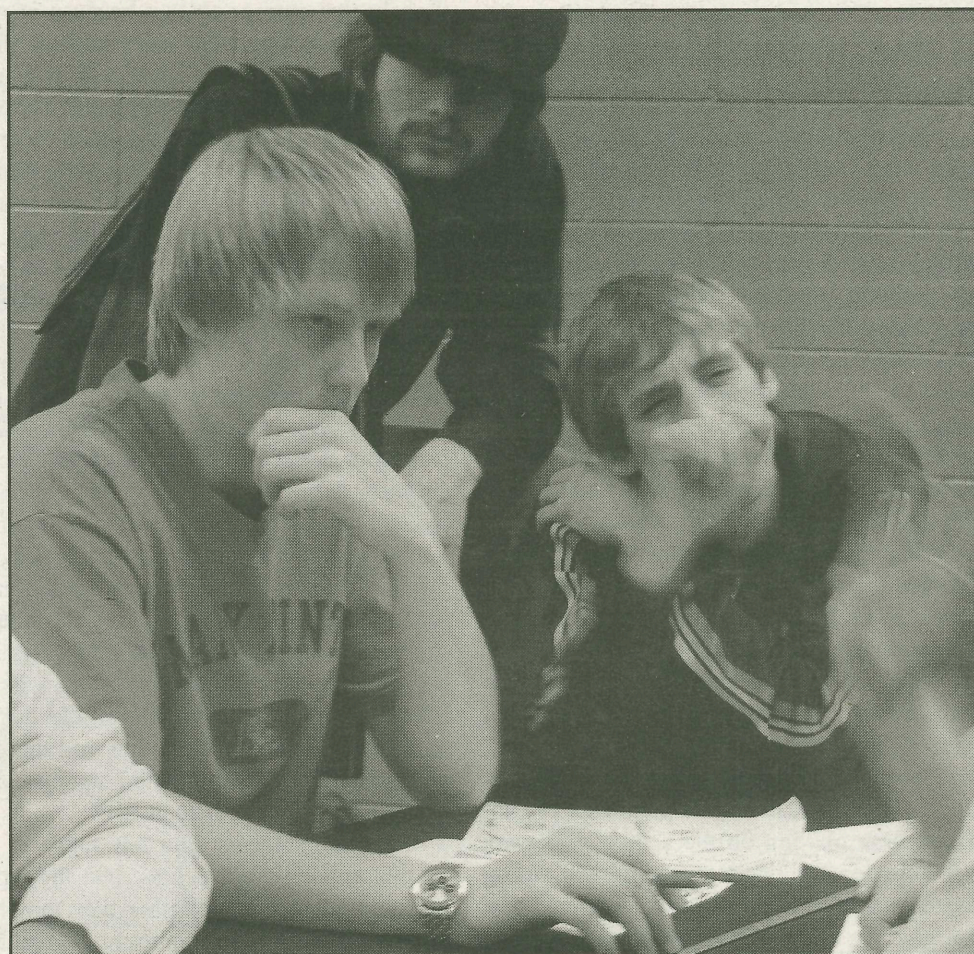


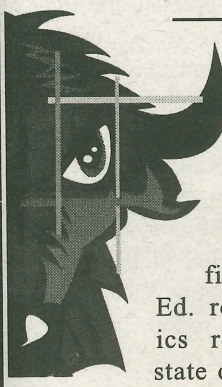
Photo by Alex Nord

Seniors Jesse Klingelhoets, Justin Leeper, and Mike Lenczewski debate an answer at practice. Knowledge Bowl prepares for regionals three days a week in the math resource area.

Students, staff deserve praise during construction process

Eye of the Bison

Hoofprint Editorial



Six new basketball courts in a new activities center, five new Tech Ed. rooms, ceramics room, a new state of the art kiln room for ceramics, additions on to all locker rooms, a bigger weight room, a forty foot addition to the cafeteria, a four lane walking track, and an orchestra room, are some of the additions made to the high school with in the past year.

With the referendum passed, the superintendent, school board and staff made the decision to use most of the money for construction. With the plans drawn up and the con-

struction crew ready, construction began at the end of the last winter. Students and staff adjusted to the many changes going on at their school.

With over half the school under construction, teachers and students adapted to the changes. Construction put many new teachers on carts, some shared rooms, and students were left without a parking row; however, not a single complaint was voiced throughout the whole process.

The locker rooms were finished first, then the weight room and Tech Ed/Ceramics rooms, and finally the lunch room and activities center. The construction crew finished their supposedly long task in a year's less time and under budget.

With the news of the ac-



tivities center finally finished, seniors became relieved to know that graduation will go on without a plastic curtain to

hide the rubble, and that they would be the first to graduate from the improved school. The new additions made life for

staff and students hectic for a year, but the many years of enjoyed learning to follow will make it all worth it.

Your Voice

Letters to the Editor

Share your voice

Submit a Letter to the Editor

Cultures United responds to "Discrimination... against the races"

To Whom It May Concern and Hoofprint Journalism Staff:

Many students came together out of concern after reading the last publication of the *Hoofprint*, especially the feature article "Discrimination... against the races," by Lucas Rogness. Some students were very angry by the article's content and photograph, as it sent many hurtful messages. This letter will hopefully educate the student body about how some students experience racial discrimination daily at BHS, which the article seemed to discount: "Racism is a problem in a lot of locations across the country, but according to the students at BHS, there doesn't seem to be a big problem with it here." We disagree. From our experiences, racism does exist at BHS, and the article was inappropriate and misleading for the following reasons:

First of all, the photo taken by Jolene Tokkesdal with the caption, "Students at lunch can be seen separating themselves by race..." was a sore spot for many students for the following reasons: 1. Students pictured were not asked their opinion on the subject and were not able to give their reasoning for sitting together at lunch. 2. Students pictured did not give the newspaper permission to publish their picture in the paper under such a context. 3. The students pictured felt targeted, as if they were doing something wrong by sitting

together during lunch. When we discussed opinions of students sitting together at lunch, many individuals felt that they sat together because of culture and language, not race. We thought that sitting together because of common interests was what most students did at lunch (i.e. sports team members); why were the students pictured any different? The writers of the article may have assumed these students sat together because of race; the students pictured said they sat together because of common interests and friendships, not race. The article perpetuates a false belief that minority students isolate themselves from the rest of the student population.

In our opinion, the article was inaccurate in reporting the reality of racism at BHS. First of all, the survey used to report whether racism existed or not at BHS was only a group of 58 students: "Only 4 out of 58 students surveyed thought racism was a problem at the school." Was a group of 58 students large enough to give an accurate representation of the entire school body? How many of the 58 students surveyed were actually racial minorities who may have personally experienced racism at BHS? In our discussion of the article, over 50 minority students spoke up and said that they personally felt discriminated against daily because of their race here at BHS.

Overall, students who felt angry or hurt by this article, didn't believe that the writers intended to offend, but rather they may have been misinformed or ignorant to the reality of how it feels to be treated differently because of your race. (Perhaps the author should have interviewed more racial minorities and asked

them about their experiences with discrimination before writing this article.) The students who came together to speak out against this article do want to embrace the greater BHS population, not isolate themselves from other students; yet, it is impossible to ignore the fact that many BHS students do racially discriminate against other students, and this unacceptable behavior is overlooked and often tolerated by the general population at BHS. Students and staff need to start seeing the discrimination that happens and speak out against it, so that the minority students who are mistreated don't feel like they have to accept the harsh words and looks they get in the halls, or be told that the racism they feel is imaginary.

The article also stated, "There have constantly been signs of racism throughout the history of mankind and overall, racism to a lot of people is what will be America's downfall, but for the students at Buffalo High School that's a whole other story." We would like to share our side of the story too because we all need to have a voice here at BHS. Consequently, the students who are speaking out in this article have formed a club that plans to now be active at BHS. The club is *Cultures United*, and it will be meeting regularly. If you would like to get involved in stopping discrimination at BHS, please watch for our meetings and come be active in this club.

Trying to change the ways at BHS,

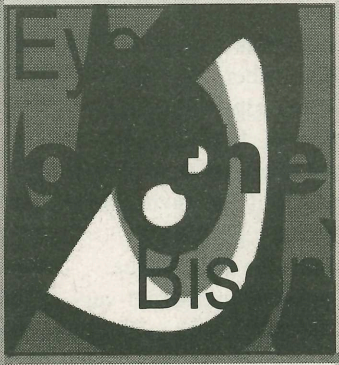
Cultures United

The Hoofprint encourages readers to submit Letters to the Editor and Guest Columns. Feel free to submit letters pertaining to any aspect of Buffalo High School or to respond to any opinion column in *The Hoofprint*.

All letters must:

- be typed
- be double spaced
- limit 250 words
- be signed with author's name
- include year in school
- include contact information

Submit all letters to the envelope outside Room A-209. See page 2 for more details.



"Educational" videos reduce classroom learning

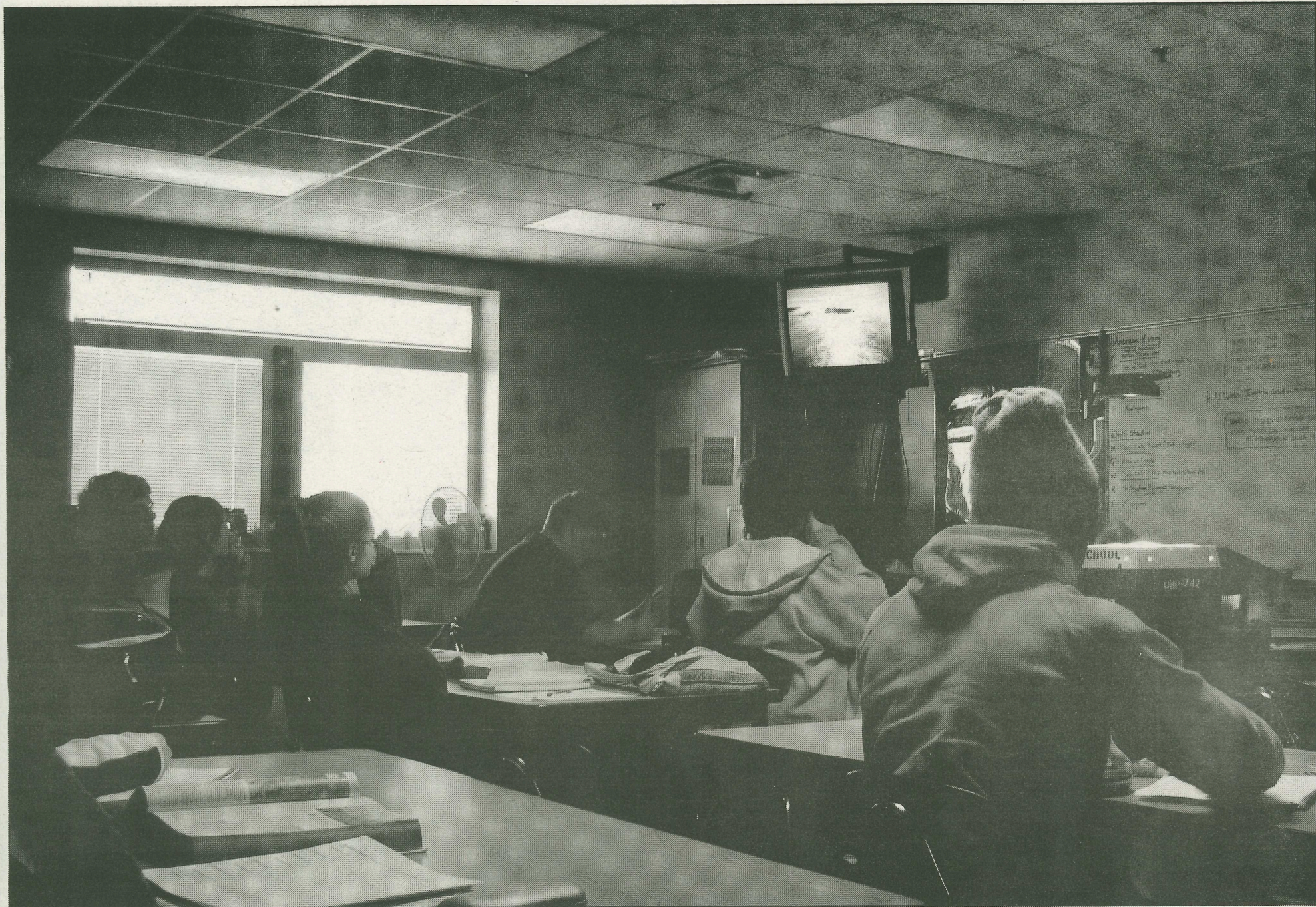


Photo by Mariah Laqua

Sophomores Jon Wren, Mark Jensen, Eric Schneider, Valerie Trulsen, Kari Lynn Natysin, Ivan Benitze and Junior Justin Hanks watch a movie on the Battle of Lexington to help re-enact what happened so the information from the text book was easier to understand. "Our teacher will put in a movie, but she will also talk about parts in the movie that are hard to understand and explain them better than the movie did," said Trulsen. "It was easier to see the things happening in the movie then by just reading it in a textbook. You were able to see how battles actually took place."

Jamie Scott
Journalism Staff

Waiting for the teacher to explain the section in the chapter that they were suppose to read, the student realizes that the teacher has a movie in their hand. This video, like all the rest, doesn't relate to what they are reading in the text book, and the student realizes that maybe someday teachers will start to teach again.

Recently, students are starting to notice all the movies that teachers make their students watch, but what they don't know is that it has gone on for a long time. Teachers are abusing the privilege of having a television in their classroom. They show a video every chance they get. Each unit that is taught seems to come with more and more movies, and less teaching. Students are use to having movies that they quit paying attention to their reading or whatever they are suppose to be reading.

Videos are the easy way out of teaching. Teachers simply hand out worksheets, which the students are required to fill out, and put the movie in. Once it gets going, they slack off and take a nap or catch up on other things that should have been done outside of the class. Where is the teaching in this? Students come to school to learn about new and

sometimes interesting subjects, but if teachers decide only to through in a movie, it is no longer interesting.

If the videos went with the subject that the teachers are supposed to be teaching maybe then the videos would be beneficial. The teachers could be teaching about the respiratory system and show a movie based on stories from survivors of the flu epidemic. It doesn't make sense. This just gets students confused and frustrated. If there is a purpose to showing this movie, most teachers do not tell their students what it is. This way, the students don't see the point of the movie and do not pay attention.

Most "educational" videos waste students' time. Their grades are not based on the worksheets that they do on the video, but on how well they do on the test. No students can do well if the teachers do not take the time to teach the unit. Standing up in front of the class and explaining what is going on in the unit provides students with more knowledge than they would ever receive from the video. It would make work harder for the teachers, but they became a teacher to teach students, not to have a video do it for them.

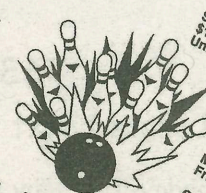
Once teachers realize the unimportance of the videos they show in class, maybe then students will start to learn. VCRs should be banned from the classroom because that

just gives teachers more inspiration to show movies. If the library was the only place in school that had VCRs, teachers could then check them out, only if they had a video that related well to the subjects that they are teaching. This way the school could monitor who is showing a movie.

Videos give teachers the excuse to be extremely lazy. Lazy teachers do not teach their students well enough that the students remember information from the class at any point during the class. If students forget what they learned in class, which most do, what is the importance of school?

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Media's portrayals of women prove unrealistic

Megan Otten
Journalism Staff

Ha ha ha he he he... "So um, is like two plus two, ah, three?" Have you ever had the cute little popular, blonde girl sitting in the front row of your math class acting like she doesn't know anything just to get attention and supposedly look cute? Well guess what, it's not cute. It's demeaning. Acting unintelligent is not cool or cute.

Girls can't be blamed for why they might think it is cute to be dumb. Look at the girls on TV and in magazines. Paris Hilton, Jessica Simpson, and Hilary Duff are nothing short of that image; the dumb, cute blonde. Hate to break it to you, but it's mostly an act. Yes, each girl has her "blonde" moment every now and then, celebrity or not. But that is the image they are forced to portray and live up to because of who they are.

Look at the sophisticated, professional women of our world. They still have quite a bit of money, or at least a decent amount depending on their occupation, but they don't walk around acting unintelligent to become successful. Success is something that is worked for with an intelligent mind, not earning it by: acting cute, being the most beautiful, having money, or being fa-

mous. Yet, it is sad to say that this is what this world has come to. But just because that is the expectation, doesn't mean you have to conform to it and follow along.

Want to know why women are not given the respect and not put on the same level as men? It is because of the way that women act and present themselves. The media says that women need to be skinny; consequently females stop eating, or throw up to reach that skinniness. The media says that for a woman to be attractive she has to have a large chest; thus women spend large amounts of money to get fake ones. The media says that an aging, old woman is not beautiful; therefore women use botox and get surgery to reduce and eliminate wrinkles. Women conform to society and the set standards. That gives the image that women are easily controlled and persuaded. Those are not characteristics for a leader. Men, in consequence, are considered: the leaders, the stronger, the bigger, and the better ones.

Women need to give themselves respect, more than they do now. Don't be stupid, be intelligent and real. Just because the media portrays beautiful in one specific way, doesn't mean that way is the only beautiful way. Beautiful is a woman.

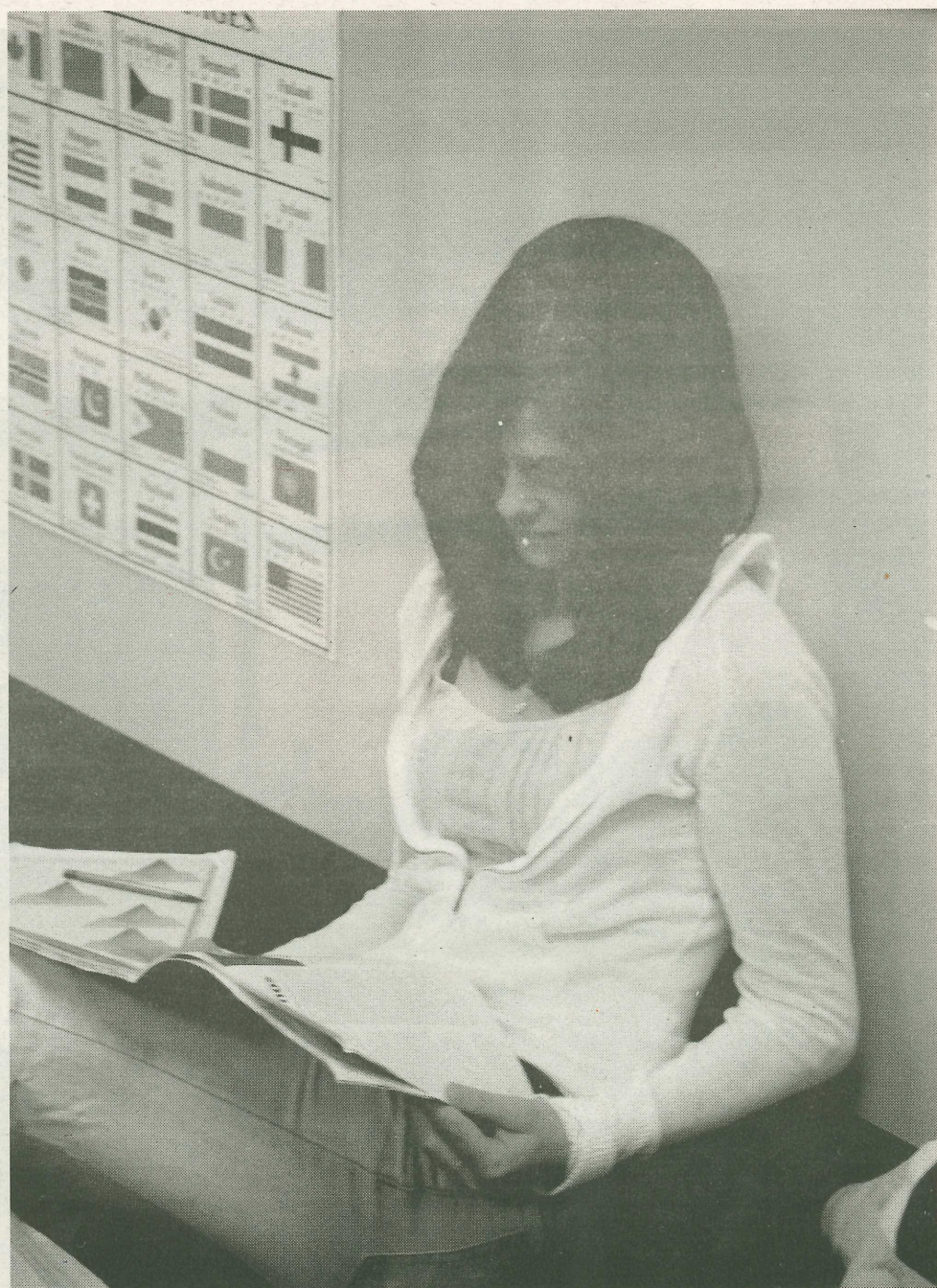


Photo by Erika Solsten

Waiting for a friend after school, Sophomore Rebecca Popp pulls out her copy of *Cosmo* magazine looking for interesting topics. Media, including movies, television shows, commercials, and magazines shed their light of what they think is beautiful on women, making women more likely to change who they are to become the ideal women, skinny with a small IQ.

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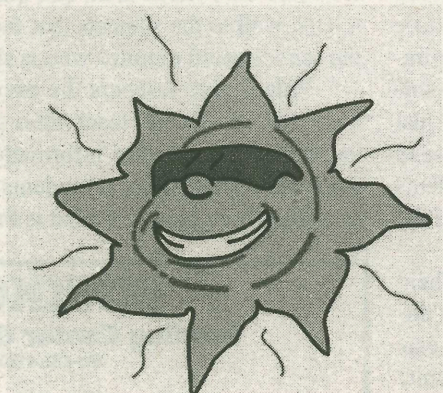
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Fast food replaces home-cooked meals

Brad Willets
Journalism Staff

The bell rings, the day is not close to over. Students rush off to their activities after school from play practice to basketball tryouts to drumline. Students days are filled with many activities which leaves little time for dinner, so instead of going home they choose to hit up the local fast food restaurants. Certain days are filled with so many activities that students don't even get the chance to go home and have a home-cooked meal.

Fast food is unhealthy, but the fast food industry is making billions of dollars off of the teen consumer. Fast food has negative aspects as well as positive aspects also. The food is very cheap, and very fast and to some people it tastes good, but the food is also very high in fat. There are 1,270 total calories in McDonald's Chicken Selects. That is half of an average teenage girls total calorie intake for the day in one item, and if you add a medium pop and large fries with that, the numbers soar through the roof.

"A positive is that it is very fast, but the negative is that it is very high in fat," said Health Teacher **Mary Bremmer**. "People just buy the food without thinking about their health."

"It may be proven but it has yet to make me fat or unhealthy," said Senior **Patrick Hessler**. "I usually get a Big Mac and fries and eat out."

Students are always on the run, moving from one activity to another, and they have to eat and don't have time to go home, instead they choose to hit up the McDonald's drive through.

"My favorite fast food restaurant is McDonalds, because they serve you breakfast, lunch and dinner," said Sophomore **Dee Brodnax**. "I eat it because I am always on the go and I'm not really a home type person and I eat fast food about four times a week because most of the time when I get home from practice it is usually too late to eat at home"

Forty-two percent eat it more than once a week. As for the most popular place to eat, 63 percent of student's preferred Taco Bell.

"Taco Bell, its so delicious," said Senior **Kim Dougherty**. "Fake Mexican food is the best, and my favorite is the cheese quesadillas."

The bell rings, students rush out to go to McDonalds or Taco Bell. The world is filled with fast food restaurants and it's hard to change the way Americans decide whether or not to eat at those fast food places.

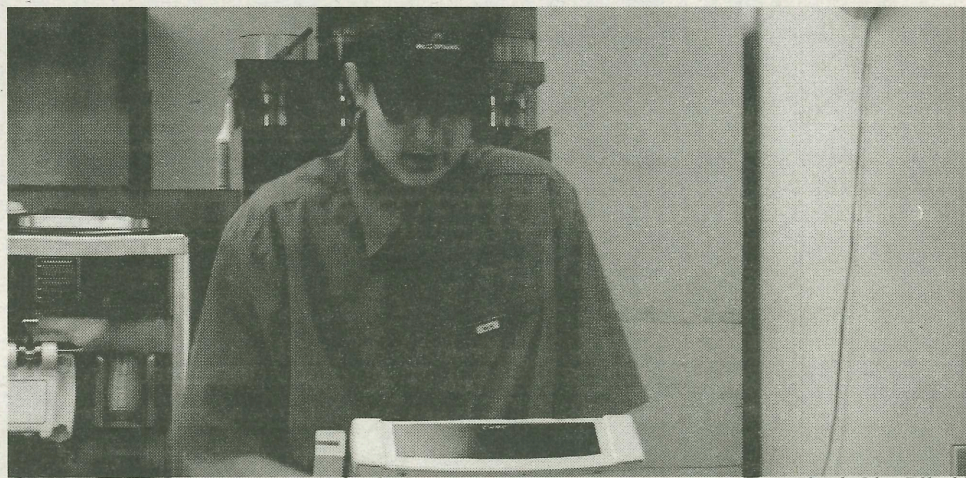


Photo by Jolene Tokkesdal

As an employee of one of the fast food restaurants in Buffalo, Junior **Richard Koerner** gets ready to end his shift. Seventy-eight percent of students surveyed eat at fast food restaurants.

Bottom's up

Students debate about the true meaning of a party

Megan Otten
Journalism Staff

"Hey, what are you doing tonight?"
"I think I'll stop out at that one party. You comin'?"
"Well... Is it going to be a party party? Or some lame-o?"

Is a party really a party without alcohol? Of 30 students surveyed, 21 said that a party isn't a party without alcohol. They also went on to say that a party is generalized and thought of a place where people would be drinking and alcohol would be present. When there isn't drinking, people would say that their having people over, or something of that matter. They wouldn't call it a party without alcohol.

It is not uncommon to hear about the latest parties from the weekend before. When 160 Buffalo High School students were surveyed, 77 percent said that they have tried alcohol at least once in their life.

"I think drinking is a really common thing. I only know of a very few number of people that have never drank before," said Senior **Laura Farbo**.

It's obvious that people drink, but people drink, or choose to be one of the few that don't drink, for various reasons.

"I don't drink because I was always taught by my parents that it was wrong," said Junior **Erika Solsten**.

"I don't need to alter my consciousness to have fun or to deal with problems," said an anonymous Senior guy, "I've seen what it does to a family and how screwed up things can get. I want to turn out better than that."

"I drink because there's not a lot going on in town," said an Anonymous-Senior girl, "It makes you have a more exciting time."

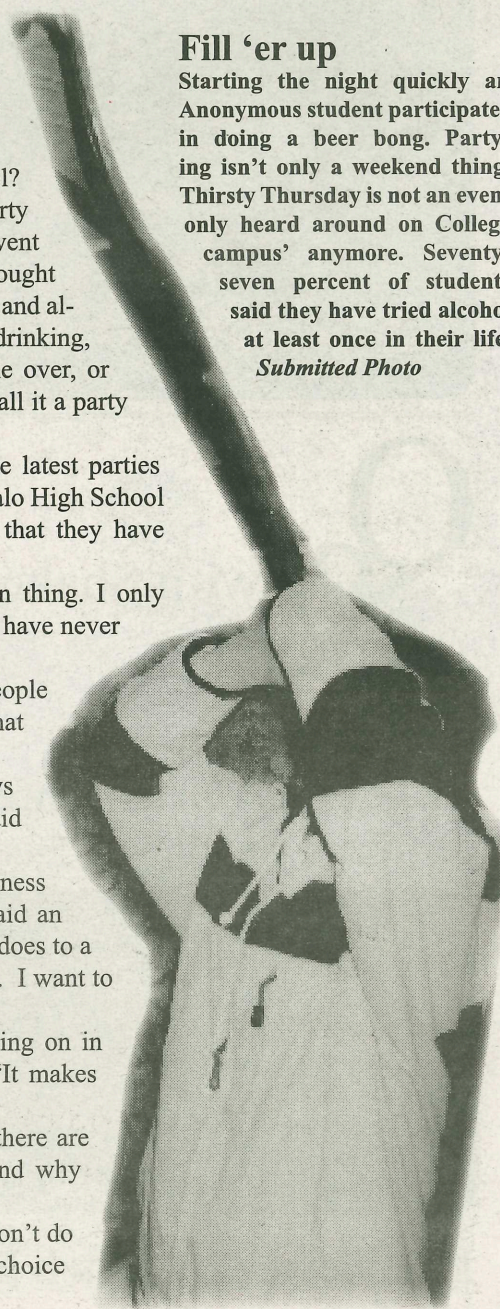
There are those who drink and then there are those who don't ever drink but understand why others do.

"I can understand why people do or don't do it," said an anonymous Senior girl, "It's a choice people have to make for themselves."

Fill 'er up

Starting the night quickly an Anonymous student participates in doing a beer bong. Party-ing isn't only a weekend thing. Thirsty Thursday is not an event only heard around on College campus' anymore. Seventy-seven percent of students said they have tried alcohol at least once in their life.

Submitted Photo



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Music Program presents Winter Band Concert

Led by the Concert Band on January 23rd, BHS's three bands performed at the Winter Band Concert, their most important and formal of the year. The Concert Band's premiere piece, *Carmina Burana* symbolized that, demanding patience to pull off its six movements. Mr. Kjesbo conducted the medieval salvo (middle). As the Concert Band played, the clarinetists (bottom-right) lended their unique sound to the ensemble, while Abbey Weinreis assisted on piano (bottom-left). But the low brass cemented the band, led by the trombones (top-right). Before playing, however, band members tuned in the band room prior to performing. Middle-right, Mr. Kjesbo tunes Varsity Band clarinets. The lower Varsity and Freshman Bands began the performance, which Mr. Rabehl (top-left) conducted much of. In fact, soaking up the experience of the older players is one of the Winter Band Concert's primary purposes for the lower bands in the long evening.

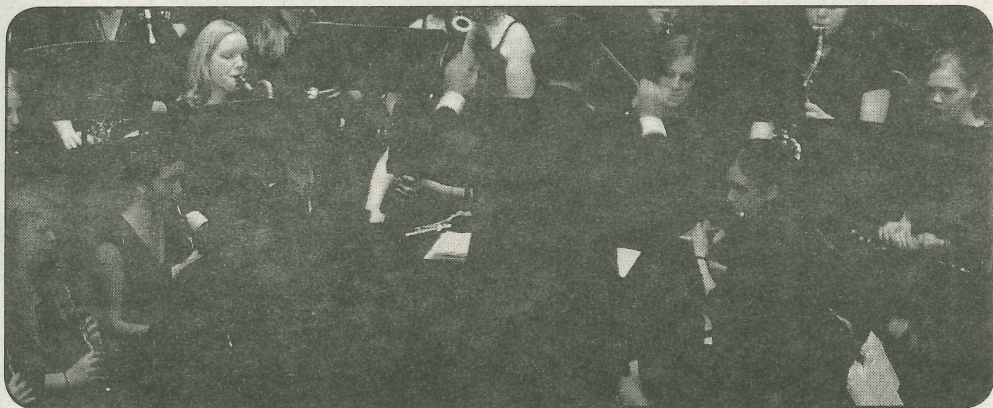


Photo by Jackie Carlson

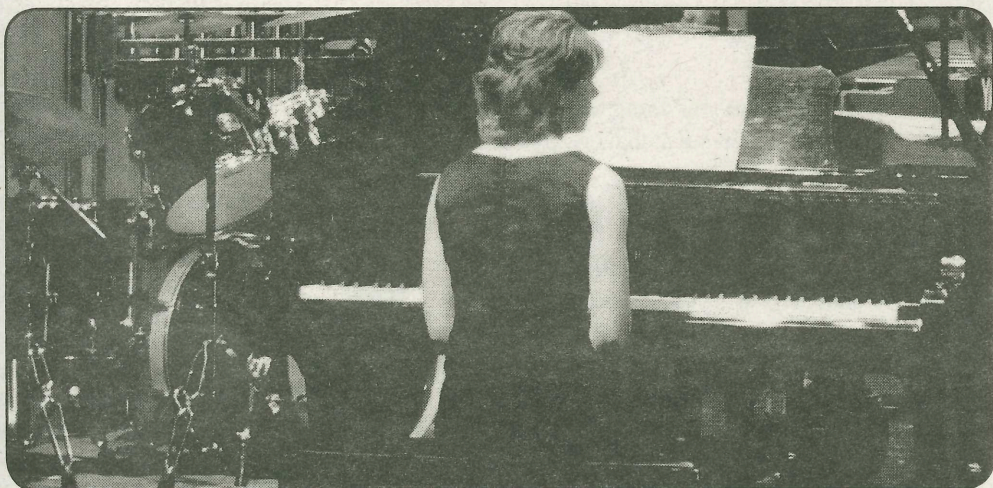


Photo by Emily Andrews



Q & A with Shakeel Khan

on the Winter Band Concert, Concert Band, and Improvement

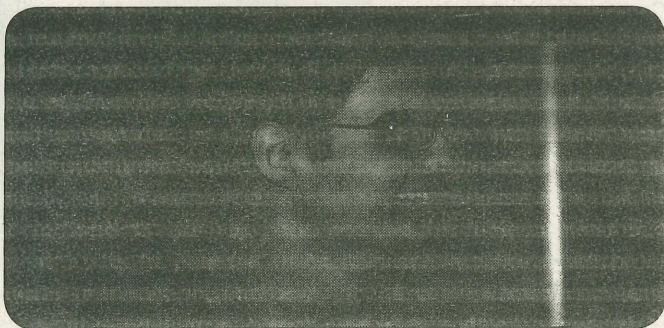


Photo by Mitch Biermann

Interviewed by Mitch Biermann

What's good about the top band, the Concert Band, in our school?

What's good about it is, usually, most of the kids are at the same level. They still want to learn, and they want to play difficult music for the most part. But they don't have to practice as much to be as good, because they have experience and everything. But personally, I think there should be another band, higher than the Concert Band for the kids that really want to excel in music. I mean, if I could change something about the whole band thing at school, it'd be to have another like, top, top-notch band.

Where could the Concert Band improve?

I think if they could somehow manage a way to get kids to practice on their own even more. Because some kids do. I mean, it's obvious for the ones that do, because they bring skill and stuff to the rehearsals. But like, in World Studies you know how they have movies that they kind of lure you in to watch, but you learn? Well, if they could try to find something like that with music.

But basically, individuals practicing more on their own would improve the overall band.

So who are the best players in the Concert Band today?

I'd have to give that to **Derek Magee**, because he made All-State for percussion. He was in the All-State Concert Band; I was in the All-State Symphonic Band. There's not much difference between All-State Concert and All-State Symphonic, but the symphonic was definitely bigger, so I

think that was the only difference. But he is definitely one of the best, if not *the* best, right now, percussion player.

In the trumpets, **Matt Steere** is still very phenomenal. He puts himself down a lot. He compares himself to me. And I'm a very modest musician. I'll never—I mean, I will right now because it's an interview about me—but, I'll never brag about trumpet playing unless I'm just kidding around. And Steere, he'll kind of put himself down, but he is a very, very good technical player.

And **Maria Squadroni**. She's amazing at trumpet as well. Her Uncle has been my private lesson teacher since it was eighth or seventh grade when I started with Randy Grist, who was probably the most influential in my trumpet playing because he's helped me the most.

Dustin Bethke on saxophone. He's an amazing saxophone. I really hope that he continues in his life. For Juniors, **Tony Schneider** on sax. He's very good. He's a quiet guy personality-wise and he kind of is saxophone-wise, but if he'd play out a little more—and that goes for just about everyone in our band, if they'd play out a little more, express themselves more, we'd sound three, four times better.

Brad Abramowski on French horn. It's not his first instrument so that's why he may be afraid to play out, but he's a very good French horn player. For trombone, **Zachary Triplett**, he's kind of a practice—I don't know, he's kind of addicted to that.



Photos by Emily Andrews

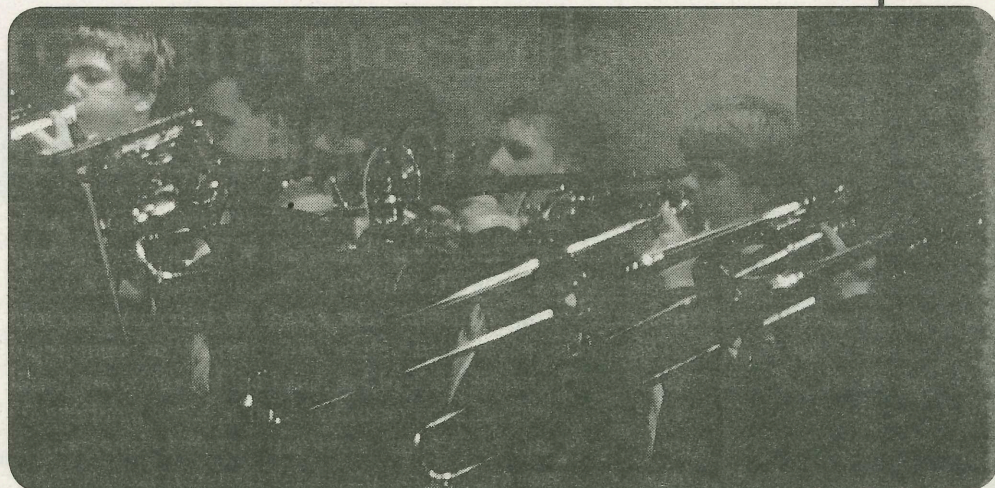


Photo by Emily Andrews



Photo by Mitch Biermann



Where could you improve?

I've always felt that my sight-reading ability, it's—for my school, my band right now I'm (I don't want to, like, brag or anything), but, I'm definitely above average at our school. But sight reading really difficult pieces well—I mean knowing the time signature, key signature, rhythms, articulation, everything like that—sight-reading that well would really help me improve my playing. So I think sight-reading would definitely be a thing I could improve on.

Okay, at the Winter Band Concert coming up on the 23rd, what's going to go well?

I think every song we're working on is going to go pretty well because we've had awhile now to work on them and we're trying a difficult piece. We're doing a piece called *Carmina Burana* by Carl Orff. It has 13 movements for the arrangement of the band, and I actually played that song this summer, and I'll be playing it again at Orchestra Hall on February for my All-State Band. We played all 13 movements at All-State, but we're only doing three or four in regular band. So that is really going to enhance the concert, I think, for the audience and, just, the amazing sounds, and there are some solos—I have a little solo along with an Oboe in one movement—and I think that's probably are best piece.

And then we're playing some stuff we kind of have to play. At every concert there's a march, and usually a slow song, and something—at least in Concert Band—that's really challenging. So our winter concert should be really good.

So you're playing *Carmina Burana*. Some might say that you can't do it justice without a choir. Is that true?

Personally, no, I don't think so. But yeah, that's true, a lot of people think that. And several people in band have suggested—and Mr. Kjesbo hasn't gotten back to us on it yet—but for the Showcase [Concert] to play it again, but with the choir and, you know, the orchestra.

That would take a while, because for any type of group to rehearse the amount of students, people in general, involved—it makes the rehearsals so much harder, because then people are gone, they have excuses, sometimes they don't want to show up—and it's just harder.

So with that many people playing one song I think it would be very difficult. But it would be really good, and I do kind of wish that we had the choir and everything, too.

What's next for you? Are you going to keep playing the trumpet, go pro?

I have been thinking about that, yes. I'm definitely going to play in some sort of form in college, whether it be—I'm not sure how much quality I'm going to go to—but I'm definitely going to play. And I would like to kind of go pro as a minor, because for me I get a thrill out of performing, and I don't really get any sort of thrill—I mean, whenever I learn something, like, really cool I try to explain, like, it to my friends, or parents, or something. So I do like some education but I don't really see myself getting into education for music as much as I would for being a performer itself.



Photo by Emily Andrews

Trendy Tattoos

Students find a way to express themselves through body art and piercings at Wingnut

Aly Graunke

Journalism Staff

Tattoos, piercings, and other forms of body art are a creative way to express your own personal interests and who you are to others. One person who brings out his individuality is **Shane Post**.

Post, the owner of the "Wingnut Tattoo and Piercing" shop that are open in Anoka and now in St. Cloud, started piercing himself when he was 11 years-old and later started piercing his friends.

"I just kind of fell into my job, I think I got lucky," said Post. "I love doing what I do. A lot of people spend lots of time looking around at what to do, but I just feel into it."

Every year the APP (Association of Professional Piercers) Convention is held in Las Vegas. Post has attended several years where he takes classes, such as anatomy.

Post opened the "Wingnut Tattoo and Piercing" shop in Anoka on April 9th of 2004, and the new shop in St. Cloud on August 13th of 2005. The name "Wingnut" just sort of came out of nowhere though.

"I was driving on a road in California with my ex-girlfriend and we were thinking about some different names," said Post. "We were just a bunch of idiots and finally I was just like, Wingnut. It doesn't mean anything, it's just different. It makes people smile or laugh when they hear it."

Post does a number of different things at Wingnut including: piercing, branding, tattooing (with five tattoo artists), scarification, tongue splitting, and suspensions (hanging the

human body from or partially from hooks.)

"We've been doing suspensions for well over five years," said Post. "We travel a lot and do crazy shows with suspensions all over the country. Because of my knowledge and training I've had, the risk with suspensions is very minimized. Everything we use is clean and sterile, I've never had anything go wrong. I've suspended about 200 people, some get light-headed and pass out, but the risk really comes from the crowd. A few weeks ago a woman in the crowd threw up. There could be a minimal amount of tearing but that's it."

"I love what I do," said Post. "People come in and trust us with their bodies. I like that they can come into a safe environment, I really enjoy the people I work with and the people I meet. I also get to travel so much. There isn't really anything I don't like about my work, the

only thing I don't like is other shops do cheap, low-quality work that they are just doing for money. I wish everyone operated on the level I choose to. Some days are dead at the shop and we only have two, maybe three customers, but we also have some days that are rocking, we'll be busy we won't have time to eat lunch. Our busiest day we had 46 customers. Also sometimes are busier than others, like summers are always busier than winters."

Post has done a lot of work to himself such as tattoos, around 30 piercings, a split tongue, implants, suspended himself 14 or 15 times, and recently had a magnet placed in one of his fingers.

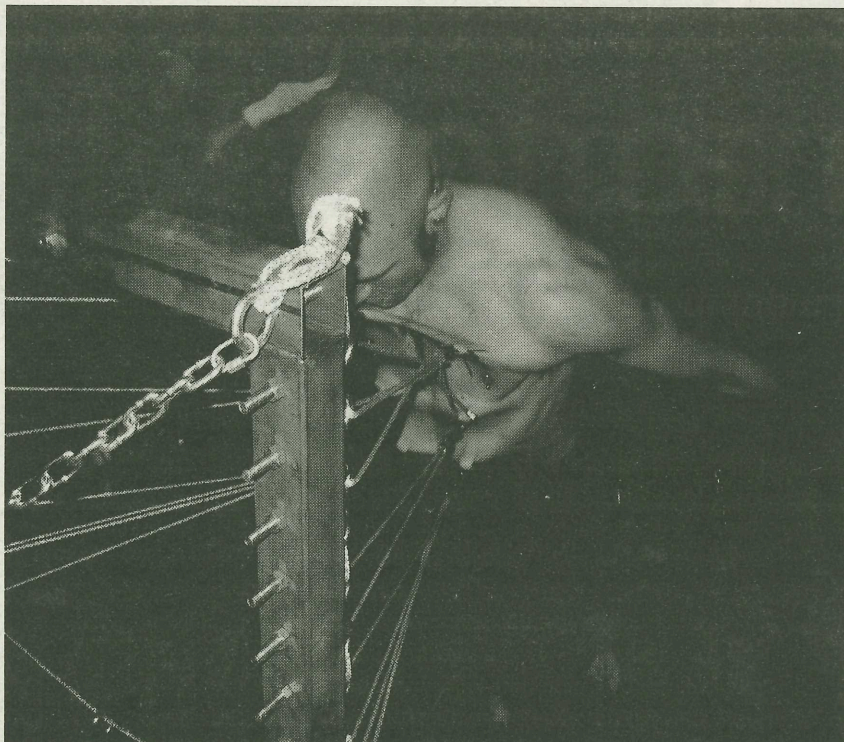


Photo by Aly Graunke

Suspended in the air with metal hooks attached to his skin, another client of Wingnut takes advantage of the many options provided for them. "I've suspended about two hundred people, some get light-headed or pass out, but the risk really comes from the crowd," said Post.



Photo by Kayla Ronnie

Becoming a rising trend amongst high school students, Sophomore Kezia McCartney is part of the six percent of students with a tattoo.

Did You Know:

- Out of 104 juniors and seniors polled, six percent have tattoos and 56 percent have piercings.
- Of those students with piercings 96 percent have their ears pierced, 17 percent have bellybuttons pierced, nine percent have their nose pierced, seven percent have their tongue pierced, and 11 percent have other piercings such as eyebrow, nipple or lip.
- Twenty-two percent of students said they'd consider a job at a tattoo parlor.
- Forty-five percent of students said that they are considering getting a tattoo or piercing - or adding one.
- What's holding those students back? Forty percent said their parents won't let them, 30 percent said because they aren't 18 yet and 19 percent said because they don't have the money. The rest said they either had no time or they were scared it would hurt too much.
- Thirty percent of students have pierced themselves or someone else.
- Nine percent of BHS janitors have tattoos.



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Sliding down the snowy trail

Students think about sledding from years past and its everlasting innocence

Rachel Kunde
Journalism Staff

"I was sledding down the golf course hill going 'mach 10', swerving to avoid hitting the little kids, spinning out of control going down the icy hill until my sled abruptly stopped and I landed in a swamp," said Senior **Kallie Sandell**. "I had to shake out the snow from my coat, and spit out the cattails in my mouth, before I could climb back up the hill for another ride."

Sledding is a favorite winter activity among people of all ages, but is sledding as innocent as it was when you were a little kid?

"When you are younger, the joy is screaming down the hill," said Senior **Max Hanson**. "But once you hit adolescence you are seeking a better thrill."

Sledding used to be about going down the hill, but as students get older, more and more students try to make the "sport" more challenging, dangerous, and most of all exciting.

"One time I hit a jump and did a one footed can-can land on the ground and did a back flip because the sled slipped from under me," said Senior **Dan Kalk**. "But I landed on my back and it hurt."

"When I was little my dad built a bobsled course throughout our entire yard," said Junior **Matt Rayl**. "Then he iced it so it was smooth and I shot out into the street."

"At my eighth birthday party we went to Anderson Hill in Mariah Park, and I was going 50 million miles per hour," said Senior **Joe Landowski**. "but I ran into a tree and my legs wrapped around it."

The list of injuries could go on and on. A "sledder" might get very minimal injuries such as cold face, or a more serious injury, such as getting a concussion or breaking a bone. Students obtained a variety of different injuries associated with sledding.

"Some one always gets hurt," said Senior **Justin VanKeulen**. "It's all fun and games until someone gets hurt, then it's hilarious."

But even with the risk of injuries, students make up new ideas to make sledding more thrilling.



Photo by Rachel Kunde

Senior **Joseph Landowski** waits for his turn on the slopes. Though they grow physically, students of any age continue to find pleasure in simple activities such as sledding.

"[Junior] **Alicia Oie** and I went on four to five tubes stacked and almost hit a little girl," said Junior **Kaia Hagberg**. "We would try to get further but then we would just end up in the swamp."

After that thrilling ride of sledding down the steep and slick snow packed hill, the dreaded climb back up the hill may be the least liked part of sledding along with trying to avoid little children.

"When I was younger, we had a sled dog to bring you back up the hill," said Senior **Andy Okerstrom**. "It would chase us down the hill, and then pull us back up."



Seniors **Mitch Paumen**, **Jerika Comee**, and **Nick Abel** relax as friends take their run. Students remember crashes and burns they've experienced long ago, for others maybe not quite as long.

Winterizing the city streets

Icy roads cause major problems for drivers

Amber O'Flanagan
Journalism Staff

"Swerving to miss a deer, swerving to miss the truck," said Senior **Tony Freund**. "I couldn't slam on my breaks because there was an 18-wheeler behind me so I ended up in the ditch."

Driving in the winter in Minnesota can get unsafe at times. Black ice, slushy and icy roads puts people into the ditch.

People who don't give themselves enough time between cars are usually the people who end up in accidents or the ditch.

"The worst accident I saw before my eyes was a Saturn turned into a convertible by the back of an 18-wheeler," said Freund,

"the driver walked away from the accident, but the car was totaled."

A lot of people have gone in the ditch, including some of the students at BHS.

"I parked on the side of the road and parked too far over and ended up in the ditch," said Senior **Nikki Schug**. "It was scary."

Police officers are able to give good advice to students for what to do in those situations.

"If you are heading towards the ditch, let your vehicle go straight into the ditch," said Officer **Kevin Weeks**. "Otherwise you might risk rolling your vehicle."

Police officers drive in a lot of conditions, blizzards, slick icy roads etc. They try and keep everyone safe.

"In my patrol car I have been in a blizzard with snow all the way up to the side of the mirrors," said Weeks.

"The worst accident I remember was a car going west bound that hit a car going east bound. The two cars collided and the west bound driver was hurt pretty badly so I had to go to the car and physically hold his neck and the fire department cut the roof off the car around us."

If it's snowing and the weather forecast is bad consider the surrounding area and the circumstances. If it leads to cars in the ditch fol-

low safety instructions from adults. It happens to everybody.

"If you are heading towards the ditch let your vehicle go straight into it."

Kevin Weeks
Officer

Secret skills hide within students

Students with artistic abilities often go unrecognized

Lucas Rogness
Journalsim Staff

The term "art" contains many classifications within itself. It can involve sculpting, music, painting, drawing, ceramics, and so on. Defining art with one specific definition proves difficult for a number of people. This holds true even for the unknown artists at BHS.

Art contains many different descriptions and a lot of people look at it differently.

"Most people think of visual art unless you're a musician, then it's different because then you think of music," said Senior **Linnea Logas**.

One role art plays is in the vast field of music with the art of composing. A number of talented musicians can be found at Buffalo High School and Logas stands out as one of those students who has been composing for 13 years now and has up to 50 completed original pieces.

"I love the feeling of sitting at the piano, hearing the orchestra in my head that no one has heard before, then the challenge of writing it in a way people have not heard," said Logas.

For a lot of people, a way to express their thoughts and feelings is writing it all into a notebook or journal - sometimes to vent anger or even to relieve stress. For others, they choose to express their feelings through drawing, music, paintings, or any other form of art.

"I enjoy drawing because I like putting my thoughts and visions on paper and looking at things differently than other people," said Junior **Jason Hohl**. "Also that you're creating images you see in your mind so others can see

it on paper."

Graphic design serves as one other form of art not many people put into consideration. The school offers it as a class, but only as a one term class with no advancement to a Graphic Design II course, which would be helpful for students with talents in graphic designing who plan on choosing it as a career.

"I took Graphic Design and it was only one term and the teacher for it isn't

Design."

Working on a certain piece of art can take a lot of time and dedication. This holds true to those few students who work rhythmically on the murals which can take the whole school year if needed. Many people walk down the halls not even second guessing who could have completed the works for the school's mini-art gallery.

"Murals are a tough thing to do. It's a big process that kids hardly ever finish. They do a good job at first but then they finish just to get done," said Art Director **John Gunderson**. "There's no class for doing murals so the people working on them have to come in after school or in AAA."

Many people enjoy working in the field of art, but almost every person possesses their own reason for getting started in what they carry out.

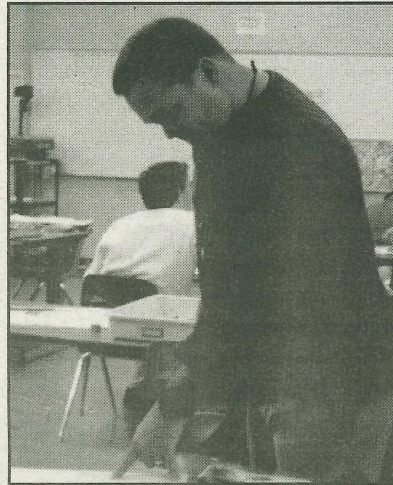
"My friend was totally into it and now he's a pro-graphic designer," said Sibley. "He's inspired me to get into it."

There are students who want to choose a career in art, and the courses in this school serve as the starter classes to embark on their ambition to obtain that career. The school provides a variety of

art classes from Animation to Ceramics and also the Arts Magnet program holds a number of the students and allows them to express their creativity to a further extent as seen in their Reach presentation which was held on January 6th and 7th. Fifty-four out of 64 students surveyed said that the school had a good art and music program for students who may want to choose a career down those paths.

"The school covers a pretty wide range of art skills and classes use a lot of freedom," said Hohl. "I think that's what art is, it's the ability to use your freedom to create anything."

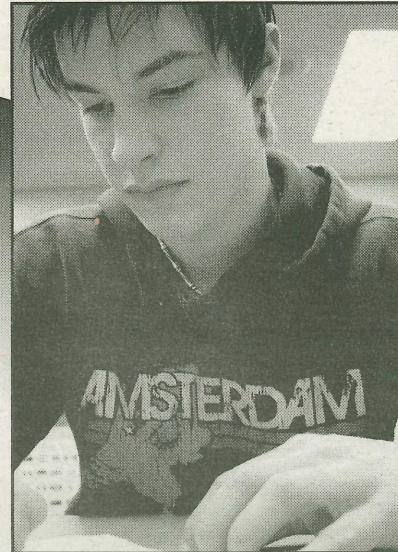
However much the definition of "art" varies, a vast proportion of it lies hidden in the talents of many students.



Upper right: Jason Hohl draws during downtime in class. Photo by Mariah Laqua

Bottom: other hidden artist Kelsey Bergman finishes her distorted portrait in drawing class. Photo by Kayla Ronnie

Upper left: John Gunderson teaches one of his many art classes. Photo by Kayla Ronnie



really hands on," said Sophomore **Ben Sibley**. "There are a lot

of drawing and painting classes but not enough Graphic

Religious Diversity

Students discuss religious differences

Tiffany Jeske
Journalsim Staff

Although religions are similar enough to come together in the category called religion, they are also different enough in their beliefs and other aspects. There are countless religions, each different from the other and they all serve the same purpose. Individuals have the right to choose their own faith and worship their own God.

Of 100 students surveyed, 95 percent of students are Christian. Two percent were Atheist, a religion which believes that there is no God. They are self-reflective, and don't necessarily pray to anything.

"I believe that there is no greater power. People always ask me why I'm not Christian and they try to convert me back and make me believe that there is a God", said Senior **Stephanie Alden**. "I initially stopped believing in God due to circumstances where everything was wrong, I looked elsewhere for faith, and Atheism just seemed to fit."

Only one percent was Agnostic and two percent didn't have a religion.

"I don't have a religion, in Hong Kong we have religious freedom where we can be what ever we want," said Senior **Lisa Tsang**.

"A lot of people say that they are Christian, but don't really live it out, but I try to," said Senior **Jennie Haasken**. "One time my friend and I were reading the bible at school and this one kid, who usually stands by us walked away



Each religion's symbol represents a different meaning.

to avoid us, but we didn't mind it. Some people look at us like we were cult members of something."

From the earliest known evidence around 100,000 years ago to the present day, religion continues to be a vary influential aspect of human lives, we are taught at a very young age what our parents learned from their parents and that more often than not will be taught to us at a young age to instill the same beliefs. As we grow older we realize that we do have a choice of our own to make, but generally speaking the values that we are taught tend to carry on in the same manner. Religion is a freedom for us to choose but also helps us to transmit our values from one generation to another.

"I came to school and a girl was screaming, 'there was crap everywhere!' The girl's locker was right next to mine and her locker was filled with mouse crap."

Lockers hold traces of unwelcome guests

Mice invade students' lockers

Elizabeth Ricker and Bradlee Willetts
Journalism Staff

"I came to school and a girl was screaming, 'there was crap everywhere'," said Sophomore **Kaylynn Annis**. "The girl's locker was right next to mine and her locker was filled with mouse crap."

Although 86 percent of students surveyed have never seen a mouse or signs of a mouse in the school, they are infesting the walls of our school. According to the janitors, most of the mice creep around the 10th grade locker bay, in and around the tall lockers on the sides of the class hallways. Mice can squeeze through a space as tiny as a quarter of an inch. They are also capable of jumping 12 inches, which makes them able to sneak in and out of lockers in the night stealing student's food.

"I had candy in my locker from my birthday and I went to my locker and there were turds everywhere and my candy was all eaten and chewed to pieces," said Sophomore **Jill Marketon**. "I reported finding the mice turds to the office and they sent a janitor to clean it out, she sprayed it and got all of the turds out."

"For safety and health regulations exterminators spray the cafeteria to order to keep all insects and rodents away," said Janitor **Jana Russell**.

Despite the precautions taken, there are witnesses who have claimed to see mice in and around the cafeteria.

"I was about to go to the ketchup thing when I saw

one run behind the fork's and spoon spot. At first I didn't realize what it was, but then I figured it was a mouse, and I screamed a little, well kind of a lot," said Sophomore **Allie Thompson**. "I had D Lunch, so I figured that mouse was running around all day long."

Mice carry diseases which could be spread through contact with food.

"They can transfer diseases through food," said health teacher **Mary Bremmer**. "They also reproduce rapidly. Mice have no concept of birth control."

We experimented and locked-and-loaded two mouse-traps in the 10th grade locker bay. One trap went into an empty locker and one went into an open space between the cement and the lockers. During the first trial, over Christmas Break, our traps were sprung by the mice, but the mice got away with the freshly baked chocolate chip cookies. Again for the second trial, we set the traps and the mice managed to escape with the cookies and without scratches. So we set out in search for a better way to catch the little culprits. So, for the third trial we used a sticky trap. The first night there was mouse hair in the trap but no mouse. After the forth or fifth trial with the sticky trap, it became clear that the mice have moved on to other parts of the school. We came close many times but the traps were too big for the space and scared the mice off. But we have conclusive evidence that mice were at our traps, leaving mouse droppings and taking our food.

Feature Teacher

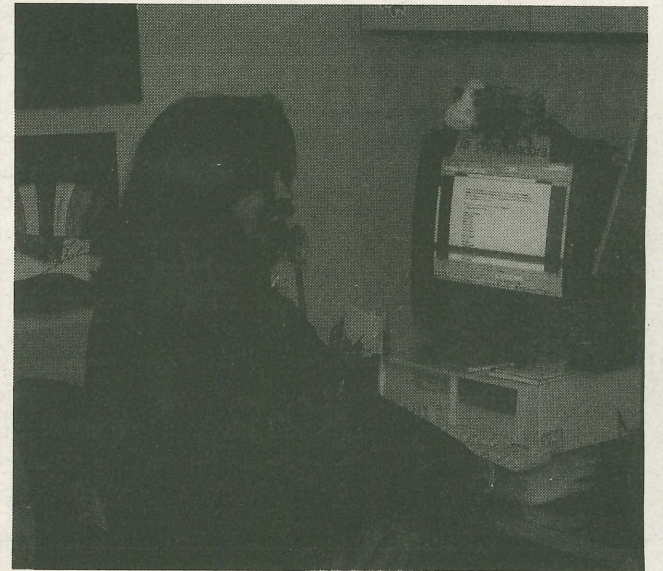


Photo by Jolene Tokkesdal

Nancy Eiyneck - World Languages

Jolene Tokkesdal
Features Editor

"Clase de la buena mañana, recepción a la clase española." In English that would mean, "good morning class, welcome to Spanish class." These are the first words spoken in Spanish on the first day of the term. From mother to teacher, Spanish teacher **Nancy Eiyneck** is this month's feature teacher.

Eiyneck has been teaching 13 years. Along with teaching, she is involved with the exchange students, is busy with her three children and Eiyneck is also the Junior Class Cabinet advisor with history teacher **Tracy Hulley**.

"I love working with Mrs. Hulley. She's so fun and so awesome," said Eiyneck. "We enjoy doing prom together every year. No matter how stressful prom might be or last minute things are it's fun. I love watching all the girls get dressed up and watching them walk down and see my work all put together. If she gets feature teacher she has to mention me now that I mentioned her."

If school wasn't enough

Eiyneck has three young children ages twelve, eight, and four.

"I'm always busy with my children," said Eiyneck. "They are always involved in sports. It's always ballet or basketball, here and there."

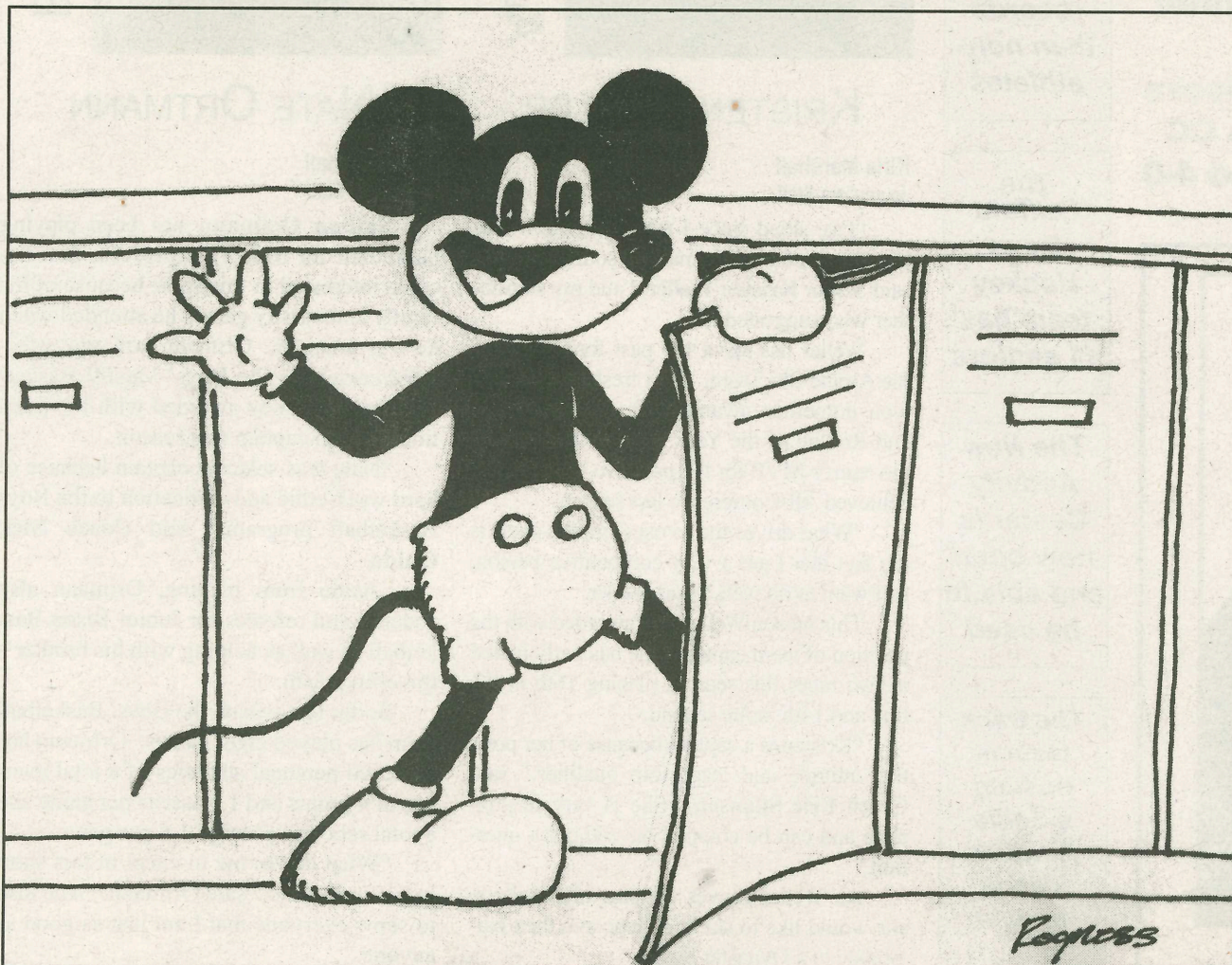
Eiyneck took four years of Spanish in high school and also in college.

"College was awesome, I had such a fun time," said Eiyneck. "I loved being able to talk Spanish and teach it. I also love taking student trips. I've been to Mexico twice and it was the time of my life. I love going there and I can't wait to go again."

Eiyneck also enjoys being part of the International Club at school. The International Club is a club that students get together and learn about other countries. The exchange students give a presentation about their country to help students understand their home.

Eiyneck also enjoys crocheting and reality TV shows such as "24" and "Survivor."

Congratulations to Eiyneck for being Feature Teacher. Adiós.



The perks and pains of managing sport teams

Brandi Dufour
Journalism Staff

Taking stats, filling up water bottles, sweeping gym floors, video recording, and keeping things organized are some of the jobs managers are required to do. Sports managers help the team out in many ways and are crucial for a team to operate smoothly.

People often wonder; why would anyone want to do all that work for a team and then not play?

"I played hockey in the past and I know a lot of the players," said Junior Boys' Hockey Manager **Michael Halagan**. "After playing hockey for a while I kind of missed it and being a manager was a way to get back to it."

Managers get many things out of their job. Having to attend every game and some practices they get to

spend quality time with the players.

"I like watching hockey and I get into the games for free," said Senior Girls' Hockey manager **Laura Walz**. "I like hanging out with the team and spending time with all the girls, it's a lot of fun."

For some managers, it is more of a tradition than anything.

"I wanted to manage because my sister did it," said Junior Boys' Basketball manager **Margaret Suerth**. "I also get to go to the practices when the boys play shirt vs. skins and that's nice."

Being a manager requires dedication to the team and sometimes that means giving up personal time and making sacrifices.

"I miss not being able to sit in the stands with all the fans and my friends," said Suerth. "I really don't like filling up the water bottles

either."

Some people view managing differently than others.

"I wish I played [Girls' Hockey]," said Walz. "I didn't because my parents aren't really into hockey and you have to start really young."

Managing a sports team can be fun and yet a lot of work. For a team to run its best, it needs a dedicated manager behind it willing to accomplish the tasks they are asked to do. The relationship between a team and its manager is beneficial. Both the team and the manager get a lot from each other.

"It is fun being around the team and all my friends," said Junior Girls' Basketball manager **Anna Gutknecht**. "I've also always liked to know the nitty-gritty details of the game, so it works out perfectly."

"I get to go to the practices when the boys play shirt vs. skins and that's nice [but],
I really don't like filling up water bottles."



Photo by Erika Solsten

At a Boys' Basketball game, Junior Managers **Margaret Suerth**, **Sunmee Sandusky**, **Kathleen Dehmer** and **Sarah DeVore** mark down statistics for the team.

SPORTS' BRIEFS

- Boys' Basketball hurdles into first place in Mississippi 8 Conference
- Boys' Swimming surpasses five school records at Cambridge meet
- Buffalo Danceline takes third at the M8 Kick/Precision meet in Cambridge.
- Boys' Hockey defeats Hopkins in 2-1 thriller
- Wrestling places third at Annandale/Maple Lake Invitational
- Dana Van Bruggen and Michael Sicora each take fourth place at Flagship CC
- Girls' Hockey defeated by Moorhead 4-0

How 'bout that?

Athletes have better attendance records than non-athletes

The Buffalo Boys Hockey team has 11 seniors

The New Activity Center is now open and able to be used

The track team is hosting a Sadie Hawkins dance tonight

Highlight Athletes



ALPINE SKIING

KRISTEN WELLER

Kirie Marshall
Journalism Staff

"I've skied since I was four, but it was my step-brother who made it sound so fun," said Senior **Kristen Weller**, "and my step-father who suggested it."

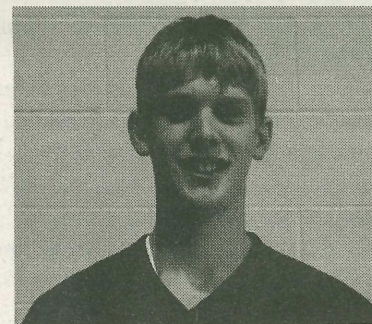
Weller has spent the past four years on the Alpine Ski Team. As a freshman, Weller won numerous awards such as 200pt Club and Rookie of the Year. She has been voted the team's MVP for the past two seasons and achieved All-Conference last season.

"What drives me to excel in this sport is the fact that I am a very competitive person, so I want to do well," said Weller.

This season Weller was awarded with the position of team captain. She has participated in two races this season, placing 16th in the first and 14th in the second.

"Kristen is a captain because of her positive attitude and leadership qualities," said Coach **Eric Skanson**. "She is very responsible and can be counted on without a question."

As Weller moves on past high school, she would like to ski in college and then participate in a Dynastar league.



BASKETBALL

NATE ORTMANN

Kirie Marshall
Journalism Staff

Nathan Ortmann has been playing basketball for over 12 years. He first became interested in this sport because of his family and varsity games he attended when he was younger. Ortmann now plays forward/center for the Boys' Varsity Basketball team and was awarded with the position of team captain this season.

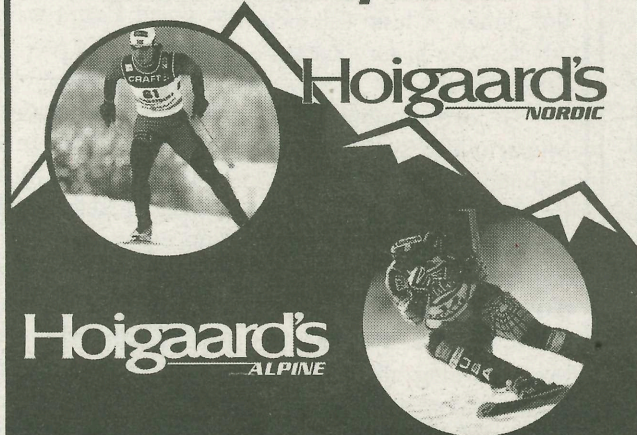
"Nate was selected captain because of hard work ethic and dedication to the Boys Basketball program," said Coach **Nick Guida**.

Aside from playing, Ortmann also coaches and referees for Junior Bison Basketball as well as helping with his brother's travelling team.

So far this season the Boys' Basketball team has played eight games. Ortmann has achieved personal statistics of a total average of 4 points and 1.1 assists per game and a total rebound average 1.6 per game.

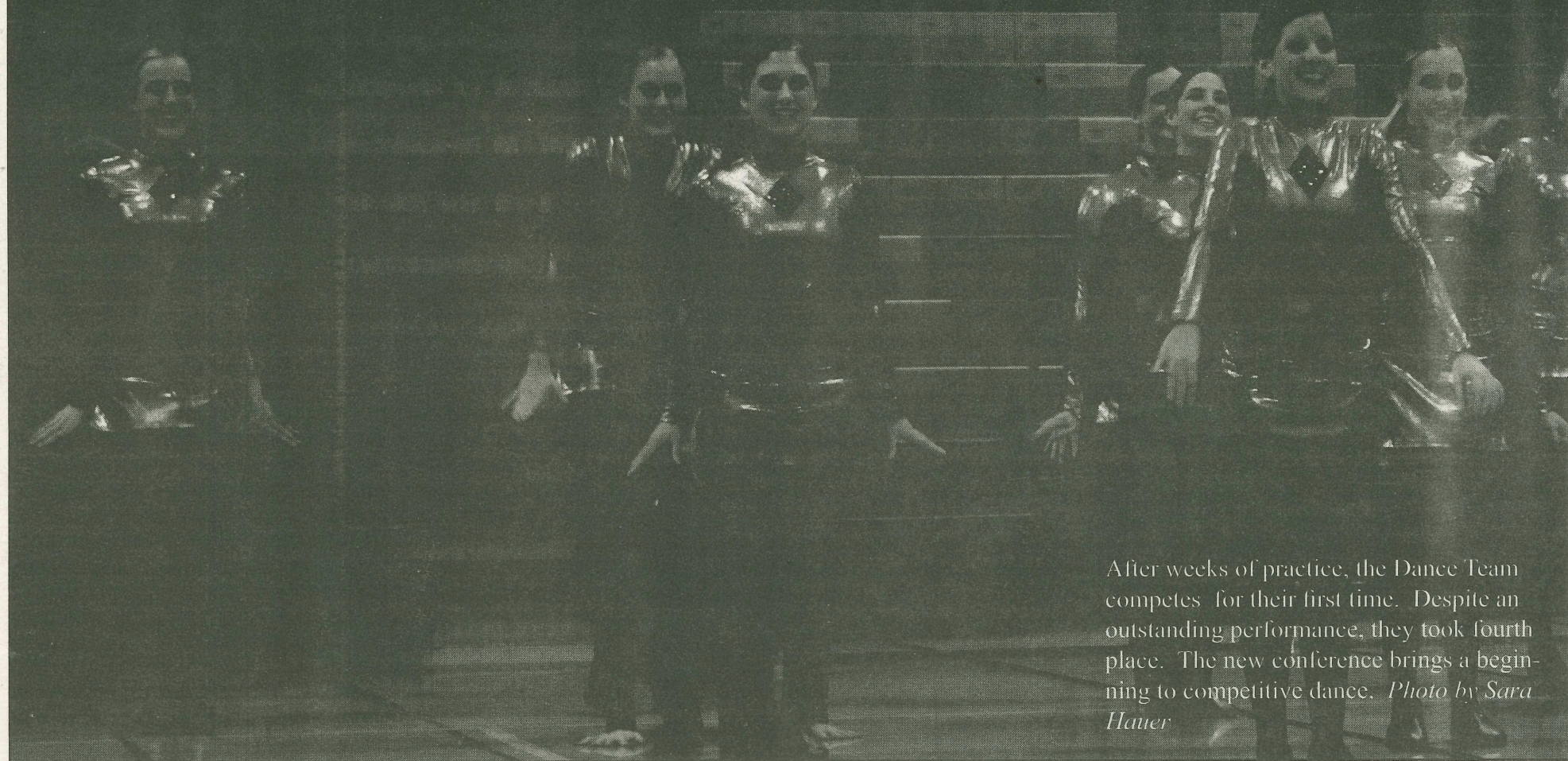
"What drives me to excel in this sport is my work ethic," said Ortmann. "And also to show everyone that I am just as good as anyone."

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Dance team gears up for Varsity competition



After weeks of practice, the Dance Team competes for their first time. Despite an outstanding performance, they took fourth place. The new conference brings a beginning to competitive dance. Photo by Sara Hauer

Megan Otten
Journalism Staff

Girls everywhere. Drama, turmoil, and gossip. Over-accentuated make-up. Brightly colored, revealing costumes, loud music of different styles, and bright lights everywhere while instructors try to make sure everything is in place. Commotion.

No matter what kind of dance: school or studio, these are typical things that go on before a competition or performance. This is a dancer's life, love, and passion. But not everyone views dance with that much obsession. Dancers realize that dance in general, and the participants aren't very accepted or appreciated.

"That's where it's hard for dance," said dance team captain, **Sophomore Alison Dykhuizen**, "our school doesn't completely accept dance as a varsity sport."

After realizing the problem, they decided how they would deal with it.

"We work as hard as we do to prove that we are a sport, a varsity sport," said Dykhuizen. "There's not much we can do other than just keep working hard, and people are going to have to realize and accept it on their own."

Most girls start at a young age and spend a lot of hard work and time at. Some choose to dance at studios while others choose to dance on a school dance team. Each has their reasons for where they dance.

"I have thought about it [being part of the school dance team], but I don't have time. Even if I did have the time, I don't know if I would," said **Senior Missy Mans**, "They are still a new organization, and therefore are not at the same skill, or level, that I am used to. It is a step back, and I don't think it would be that fun."

"I've been through school and studio [dance], and I like what I'm doing now," said Dykhuizen. "Everyone works towards being on a varsity sport."

Whether or not one is better than the other is not the issue. Both different views agree on one thing.

"We learn in different ways," said dance team member, **Junior Samantha Carlson**, "not worse, just different."

And to add a little more in-depth opinion.

"It is way different. It is a different style of dancing," said Mans. "In studio, I compete in seven different dances, and school dance team you learn one or two dances a year. Studio also demands more of your time than school dance does. I went to dance team tryouts one year to see what it was like, and it was way more laid back. Definitely not as serious."

No matter the variables, whether or not outsiders appreciate it or not. This is an enjoyed sport, a passion. Things are learned and taken away from the experience other than just the dance steps.

Andy Okertrom
Journalism Staff

What were you doing at six-thirty in the morning during your summer vacation? While you were sleeping, the boys' basketball team was up and ready for practice. They put a lot of effort into their game, looking forward for this season. They practiced four days a week, along with going to numerous camps.

The boys spend most of their time together during the season as well as the off season. Spending this much time together brought them closer together.

"Everyone on the team is close, it makes us play well together as a team when we step on the floor," said Senior Captain **Corey Jeske**. "We are starting to realize what our role on the team is, and how we can make the team better."

The team doesn't have a big guy that they can feed the ball to in the paint this year, but what they lack in size, they make up for in quickness. They run a full

court press and play actively on offense.

There is a lot of depth on this year's team, according to Head Coach **Nick Guida**. This is a big advantage with their high-tempo play along with the new MSHSL rule of two 18 minute halves rather than four, eight minute quarters.

"I try to focus on being a team leader by doing what I need to in order to get better each day, and making sure the team is doing the same," said Jeske.

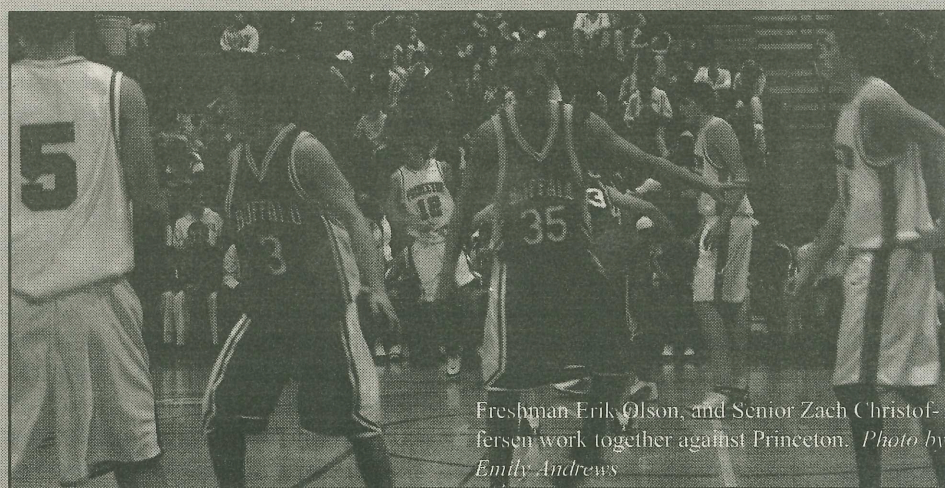
The dedication of the captains is portrayed throughout the whole team.

"We practice with a very high intensity," said **Sophomore Deuntae Broadnax**. "This carries over to when we hit the floor for the game."

The team's hard work ethic during the season is anticipated by the coaches.

"We have high expectations for ourselves. We have a lot of returning players," said Guida. "With that being said we have to get better every day and if we work hard the wins will come by themselves."

Basketball showcases dedication



Freshman Erik Olson, and Senior Zach Christofersen work together against Princeton. Photo by Emily Andrews

Bison Gymnasts set lofty goals

Kalyn Kaminski
Journalism Staff

The bars, beam, floor and the vault are all things that the gymnastics team practices five times a week after school. Improving old techniques and learning new things.

In the beginning of the season the girls are encouraged to set goals to meet in the beginning of the season. These goals are individual and team goals.

"A main goal for this season is to improve in everything," said Senior **Teagen Laumann**. "We are also trying to bring the team closer together."

A long time in a sport can get tiring and possibly boring. Improving in the sport can become more difficult as you move up and can cause a loss of passion in the sport.

"I have been in the sport for nine years," said

Freshman **Briana Smith**. "Sometimes I feel like quitting, but then I just get over because I would feel so incomplete without it."

Off season work can affect your high school season positively or negatively. It's difficult to start again after being on a break for so long.

"Strength and Conditioning, camps, and club gymnastics is what I do to help with my high school season," said Sophomore **Kandace Point**.

This season with a new conference there is a lot of things that you can't predict about the season. Such things as wins and losses.

"So far the season is going pretty good, better

than we expected," said Junior **Lauren Rohlin**.

With the season at a good start the girls strive to continue improving and learning new skills. With the hope of state competition at the top of everyone's

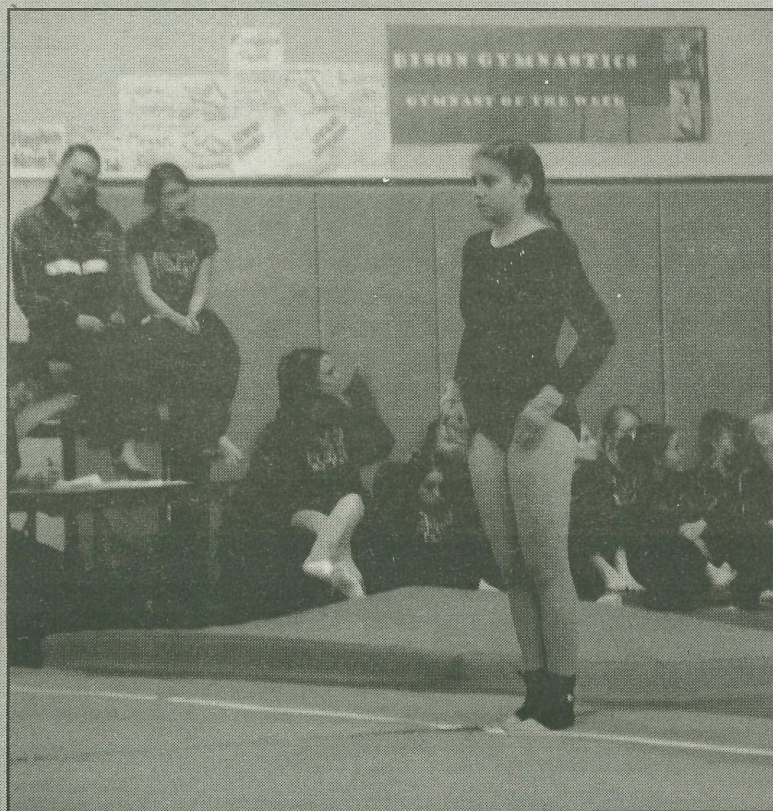


Photo by Laura Ackmann

Seconds before the beginning of the floor portion of a gymnastics meet, Senior **Laura Sandberg** prepares to start her routine.

Guida reaches target heart rate

Sarah DeVore
Guest Writer

While five of the Varsity Buffalo Boys' Basketball players battled against their latest opponents, the Princeton Tigers last Tuesday night, Head Coach **Nick Guida** paced in front of the bench. With over five minutes to go in the first half, Guida called a time out to discuss strategy and vent some anger.

Although Guida often used time outs to motivate the team by yelling, one thing differed from all other games; today he wore a heart rate monitor.

"I have always had such a competitive nature, whether I'm coaching or actually competing," said Guida. "I thought it would be interesting to wear a heart rate monitor and see what happens during a game."

At 4:30 pm., an hour before the junior varsity game started, Coach Guida put on the monitor and started tracking his heart rate for the night.

As the varsity game approached,

Guida watched his heart rate increase from 90 to 130 beats per minute. The average male heart rate, when not involved in physical activity, ranges from 70 to 80 beats per minute.

"I wonder what kind of stress I'll put on my body if I continue coaching the way I do now for the next 30 years," said Guida.

Studies have shown that high stress situations over long periods of time can lead to high blood pressure, heart disease, asthma and depression.

However, thoughts of high blood pressure fled Guida's mind as the varsity game started and his heart rate jumped over 120 and at times actually stayed above 133 beats per minute, putting him in his target heart rate zone for over 14 minutes.

Anyone who went to the game saw the passion that Guida coached with and how much thought he put into what should be done on the court.

"He's so into every game," said Sophomore Spectator **Justine Houfer**. "When he gets really mad the vein on

his forehead pops out."

Everyone received the chance to see Guida at his best when just three minutes remained in the game. In a burst of anger Guida tore at his tie, struggling to remove it. As his heart rate boosted over 150, he threw the tie to the ground, irritated with how the team performed a play.

"It's frustrating when we aren't executing the way we should or performing the way we are capable of," said Guida. "Sometimes it's hard to remember that they're still kids and they'll have their ups and downs."

Fans cringed in the stands at the sharp words that came out of Guida's mouth during the time out. However, the players, accustomed to Guida's coaching methods, took his loud tone to heart and used Guida's passion for the game as motivation.

"His intensity makes you want to play better," said Junior **Karl Olson**. "Seeing how much he cares makes you want to put in the same amount of effort."

Warm weather hinders fishing on Buffalo Lake

Ice fishing making local anglers hot under their collars

Chris Solorz
Journalism Staff

Each year as the ice begins to form over Minnesota lakes, die hard fisherman can be found on two to three inches of ice, sitting on a bucket, just waiting to fall in. They are taking a risk of falling through but at the same time are the ones catching all the fish.

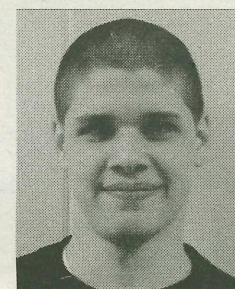
Fish are more active right after the ice forms than any other time in the winter season. But don't take that as an invite to march out there. In the past ten years 62 people

have died in Minnesota from falling through the ice.

"I wouldn't walk out onto the ice unless there is at least a good three to four inches," said Senior **Eric McGaffey**.

Most people say they won't go out unless there is at least three to four inches and have seen others out there for a good week or so. The Minnesota Department of Natural Resources says "there is no such thing as safe ice". This makes

sense considering that there can be eight inches of ice in one spot and an inch of ice ten yards away from that spot on a spring fed lake. You should wait until the ice has at least four solid inches to put out your portable fish houses and a good five to six inches before snowmobiling on it.



Eric McGaffey

"I wouldn't walk out onto the ice unless there is at least a good three to four inches."

So far this season, there hasn't been any big accidents with people or cars falling through but the weather hasn't been on the fisherman's side so far.

"At first I was catching crappies left and right," said Senior **Jeremy Read**. "Even a couple walleyes here and there, now since it has been so warm, I don't know if that made the fish stop biting or what because I haven't caught a couple small ones on Buffalo Lake since."

This seems to be the case for everyone out on Buffalo Lake. No one is catching much of anything anymore compared to the beginning of the season.

"Early in the season Buffalo Lake gets robbed of fish," said Senior **Chase Mastel**. "Literally, it just gets nailed in front of the court house, everyone catches them, then they disappear, like we caught them all."

Many people fish Buffalo Lake in the early season, then as the season goes on people start to move to other and find other gold mines where the fish are just hitting left and right. That is the hard part though; finding the right time, right lake, right depth, and the right kind of bait. That's all that's holding fishermen back from catching that trophy fish.

Wrestling experiences new start, new coach

Amber O'Flanagan
Journalism Staff

The new conference, Mississippi 8, a new start, a new coach. Former Head Coach Jon Barlund moved to Frazee, and Paul Arens has stepped in to take over the job as head coach.

"It was a good decision for him to leave and be closer to his family," said Freshmen Coach **Dave Macalena**, "I'm excited about our new coach who brings new fire to our competition, he works hard and you can tell he really cares."

For the Seniors, this year will be the first year without Barlund and his teaching techniques.

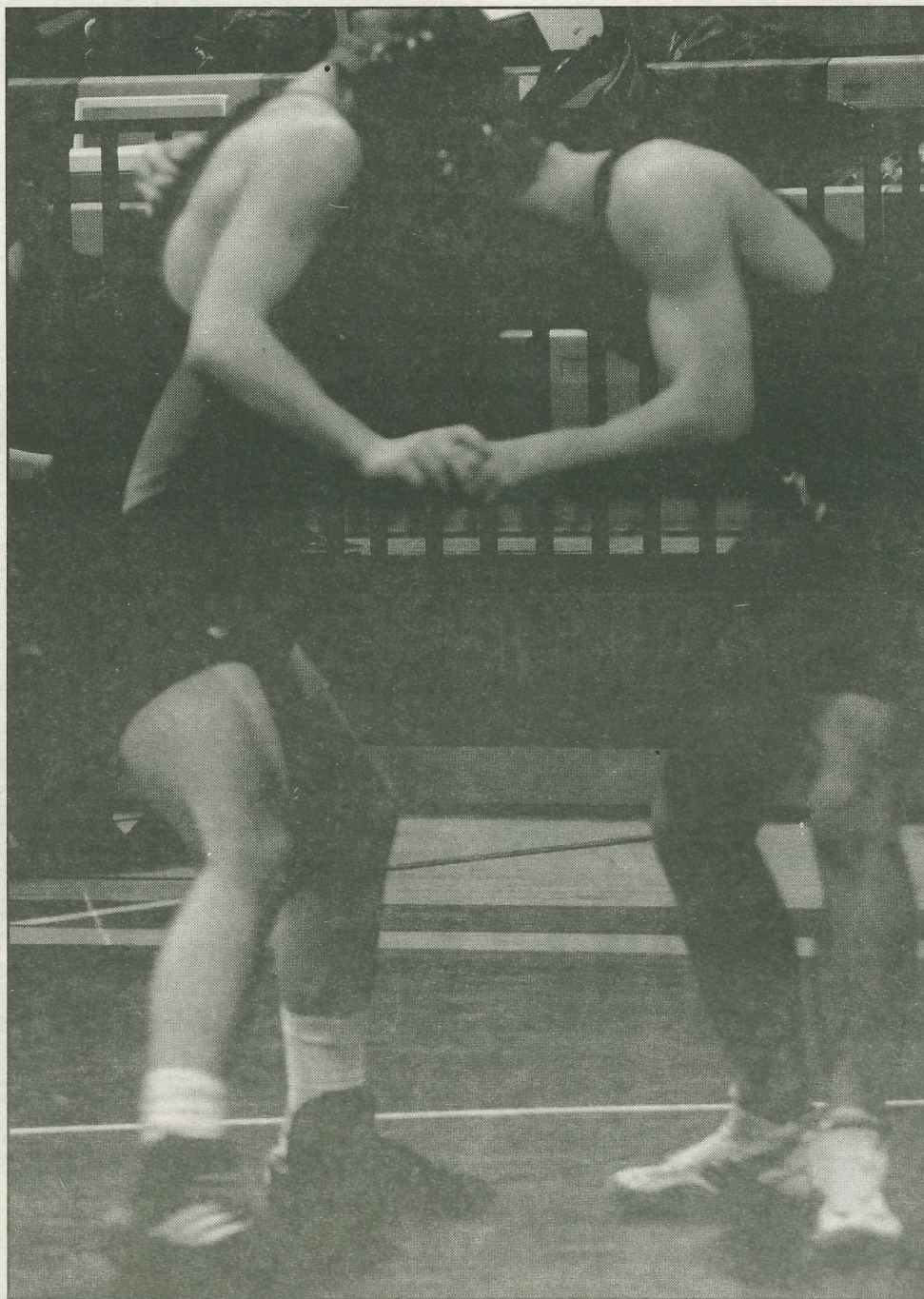
"It's been more intense," said Senior Captain **Justin Franke**, "I liked Barlund a lot, but we needed a change."

The captains this year are Seniors **Franke**, and **Erik Rogness**, and Junior **Brad Abramowski**.

"I do enjoy being a captain I like the fact that someone is noticing that I am working hard and I get to lead my team into battle," said Abramowski, "At the same time, it's hard, you are expected to do a lot."

The new Mississippi 8 conference will be a tough conference, competing with St. Michael-Albertville who ranks first in the state.

"The team is up and coming, we have a big team, new wrestlers fill empty spots from previous years very well," Said Macalena, "It's always tough to beat St. Michael-Albertville, but we always focus on success and winning the section then state tournaments."



Photos by Sara Hauer

Struggling to find the position for the best result, Junior **Derek Klatt** weens his way into the perfect setting, while teammates and coaches offer their undying support as they await the outcome of his match. Wrestlers anticipate a winning season and show improvement in preparation for the Section tournament held in late February, and the State tournament in early March where they will face Minnesota's top ranked St. Michael-Albertville.

With the score tied in round two, at the Buffalo Invite, Sophomore **Brandon Ordorff** attempts to flip his opponent for a score. As the team learns a new coach's methods and expectations, they also learn to play by their rules.

Alumni share their college sports experiences

Brad Willetts
Journalism Staff

After a student's senior year of high school, they are done with organized athletics. Many leave great memories behind from the grid iron to the track. For those few that do go on to play college athletics, it takes a lot of pride and great work ethic to play.

"You need to be completely dedicated to the sport and training your body," said former Buffalo High School student **Chad Anderson**, "You just need to love what you're doing, otherwise it's

really hard to make it."

Anderson plays football, and runs track for Bethel University in St. Paul. Being in one sport is difficult enough, but a two sport athlete at the collegiate level is just unheard of, and three sports is just crazy. Former Buffalo High School student **Ben Hanson** participates in three sports at the University of Minnesota.

"It takes a lot of time, and commitment," said Hanson, "It is a lot less structured, and at the college level, practices are sometimes early in the morning because

everyone can't just practice after school like in high school because everyone has completely different schedules so it makes practicing more difficult."

Some college students play their sport for all the wrong reasons, reasons other than for the love of the game, or even just to stay in shape.

"There are a few that are just in it because their parents or school reputation," said Anderson, "but for the most part everyone loves it."

Playing a sport at the college level is much different than play-

ing at the high school level.

"I race against the top people in the world," said Hanson, "I race athletes who race at the international level. It's a lot tougher competition than Cambridge and Irondale at the Buffalo Triangular. I also race against Olympians, and against the world champion at the 1600."

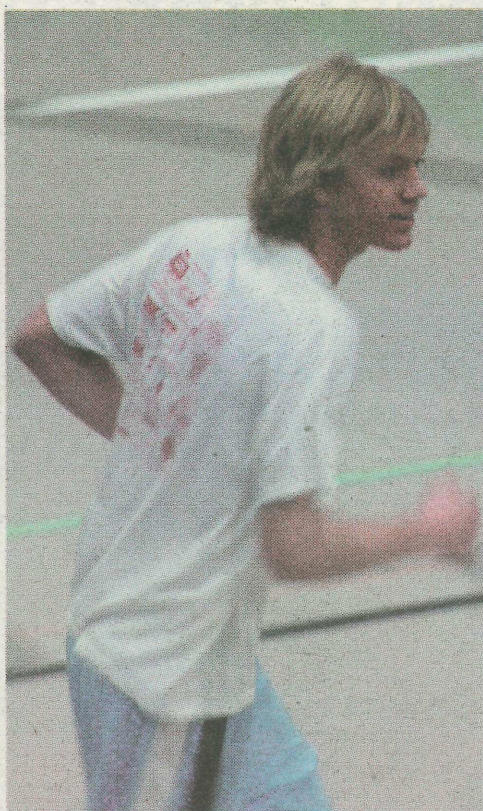
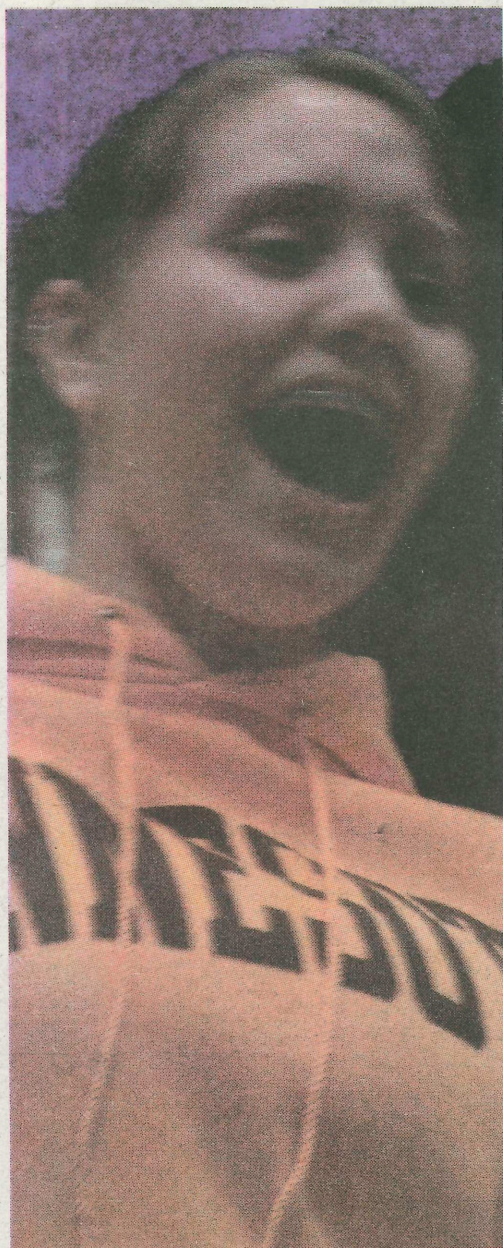
To stay in tip-top shape, these athletes can no longer choose to go to the weight room to work out and get a nice routine in. They work out two, sometimes three times daily to stay in the best condition

possible.

"All and all it takes discipline and time management skills. You need to work out a lot harder and you don't always have a lot of free time, but you need to find a happy medium between your social life, academics, and athletics," said Hanson, "That is what it takes to be a high caliber athlete at the college level."

At the college level athletes must show more dedication, work ethic and responsibility than in high school. Athletes need to strive for their success.

Right: Watching the ball travel down the court Junior Logan Hoffman participates in intramural basketball. Below: Freshman Margaret Yurick tries out her skills at the new intramural sport, DDR. Photos by Alex Nord

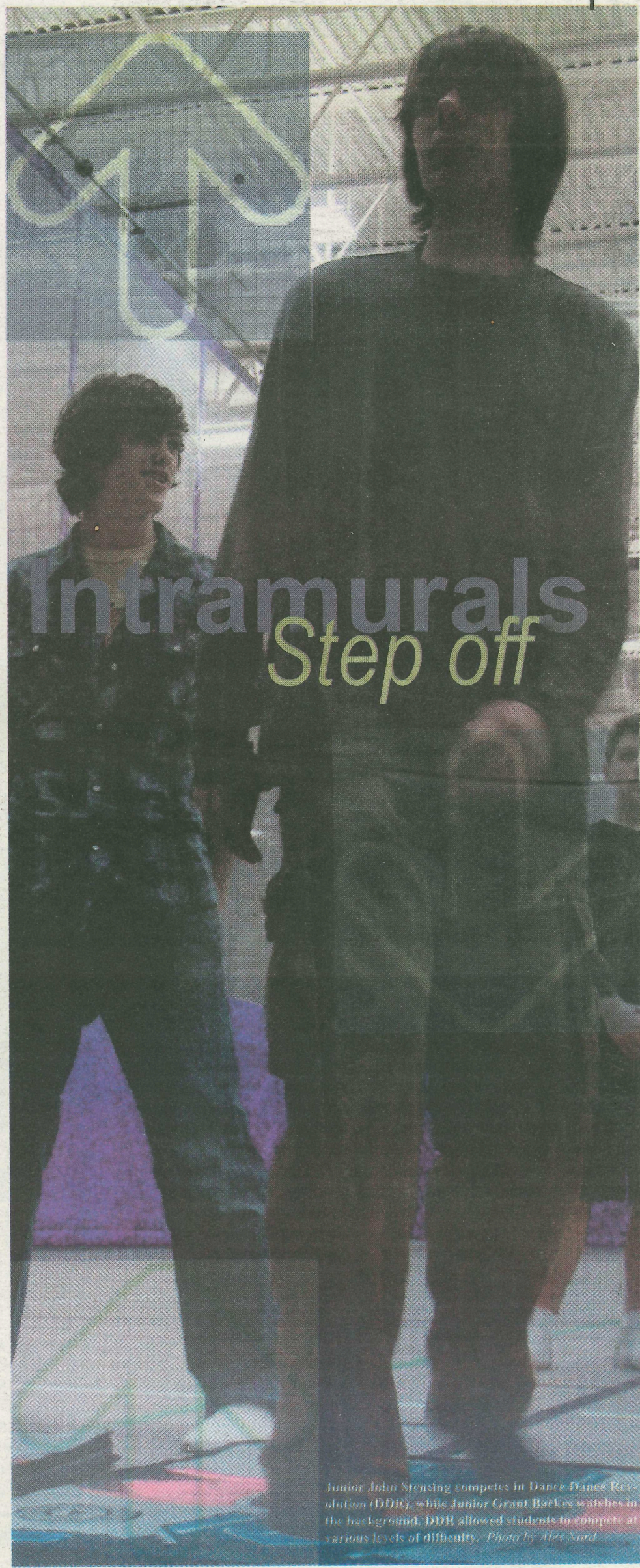


Winter Intramurals

Dance Dance Revolution joins basketball and badminton as an intramural activity

Step off

While waiting for his badminton partner to serve, Senior Nick Gilmer prepares for the opponent's next move. Photo by Alex Nord



Junior John Stensing competes in Dance Dance Revolution (DDR), while Junior Grant Backes watches in the background. DDR allowed students to compete at various levels of difficulty. Photo by Alex Nord