



The Hoofprint

Volume 38 Issue 1

Buffalo High School

Monday, October 23, 2006

Rollin' out

Examining homecoming from every angle

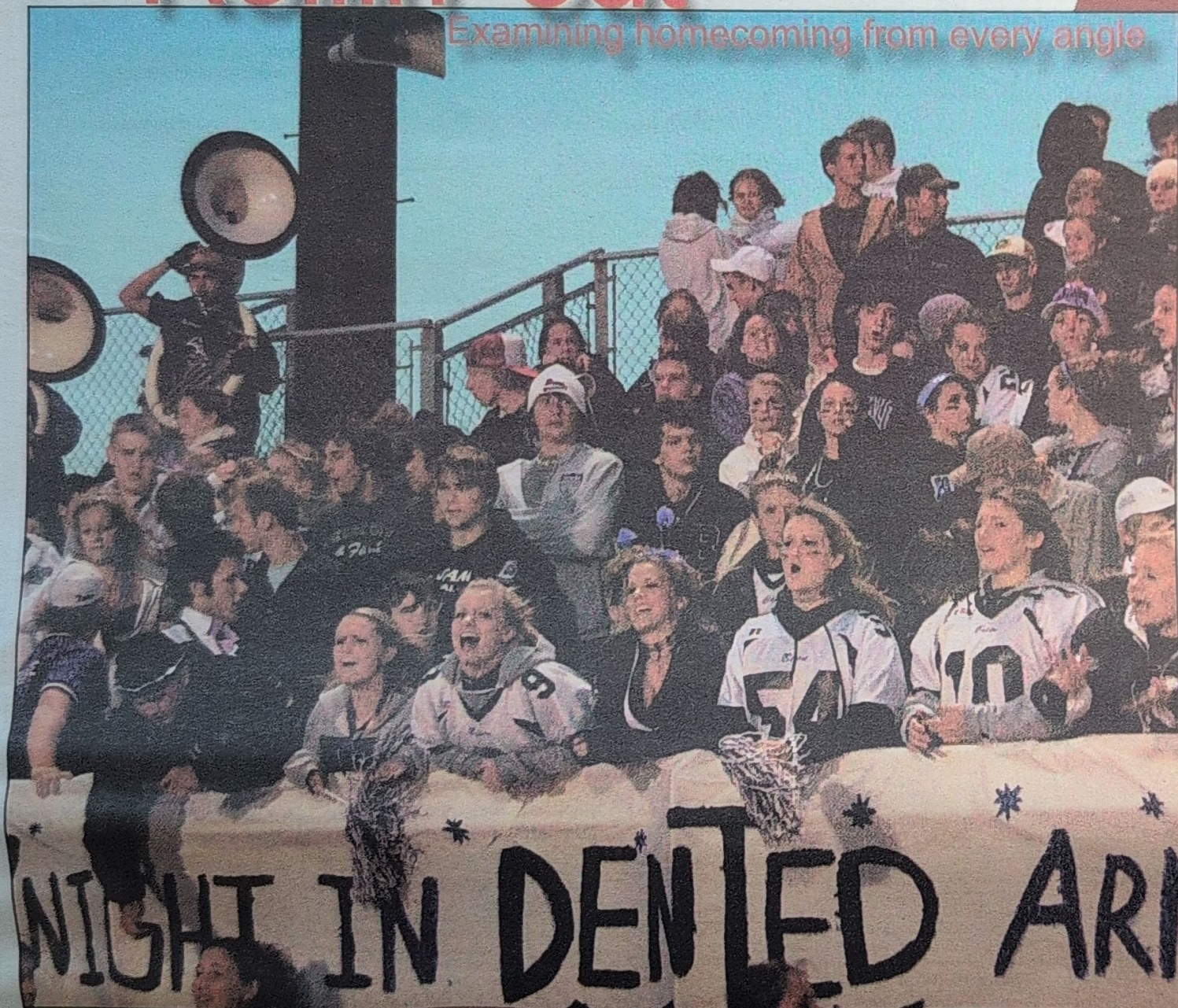


Photo by Kait Hagberg

Above: Fans cheer loudly for the Bison football team. After the team scored one of their two touchdowns.

Right: Senior Kory LaCroix singing his original composition "Thank You For This Life" for Monday night's Coronation. Later on that night, LaCroix was crowned Homecoming King. Far Right: During Thursday's Fear Factor AAA challenge, the Freshmen team of Megan Davis and Beau Gagnon fought for the win against the sophomore class. Along with the other three legs of the competition, freshmen took third. The senior class won the event.



Photo by Dylan Menzies

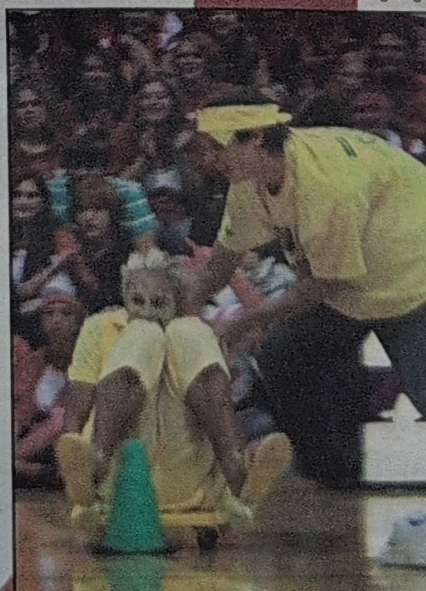


Photo by Eli Krumholz

Restricted freedom

Student and staff computer activity subject to monitoring

Aimee Cote
Staff Writer

With his hard work completed, Sophomore **Brady Matzke** opens internet explorer, ready to master a new game after a tough block of work, not knowing that his every action was being recorded.

"We can look at anything a faculty member or student is doing or has loaded onto the computers," said Director of Technology **Tim Wilson**.

While using school computers, all students and teachers can be monitored. Internet history can also be logged and reviewed. The intent of this policy is to limit the abuse of school resources.

"Computers are only supposed to be used for educational purposes," Wilson said. "Teachers and students are not allowed to use the computers for personal needs. The policy allows us to block inappropriate websites, or websites that have been misused. I think it's a great policy. It's helping to keep everything educational."

Wilson said that every student should be aware of this policy.

"Each teacher goes over the internet policy with our students on the first day of school," said English Teacher **Tracy Hagstrom**. "Whether or not the students listen is their fault."

The district believes this method fully informs students about the policy. However, students say they disregard reading the whole policy and simply sign the sheet that acknowledges they read it.

"I remember the sheet and my teacher telling us to read it through then sign it, but she didn't say much more than that," said Matzke. "I just signed it. It was the first day of school so it was hard to focus on anything really."

The district claims to have informed everyone, but not everyone believes they were informed the fine points of this policy.

Monitored
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Photo by Grace Ruzicka

Mononucleosis has effected both the football and hockey teams with two players diagnosed during crucial times in their seasons.

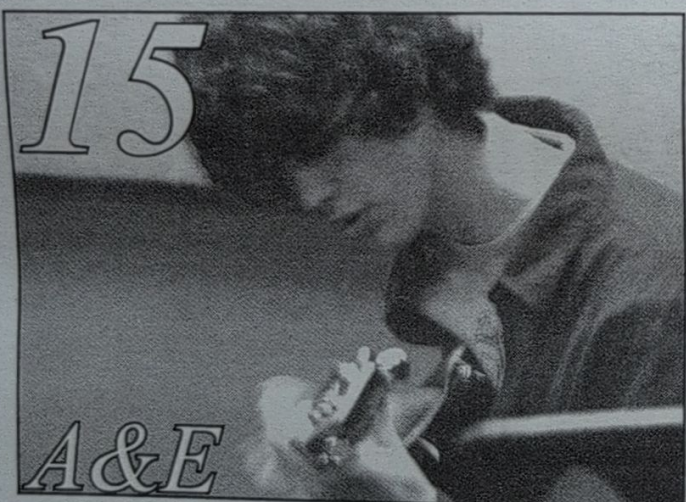


Photo by Kelsey Bergman

"I took the job for Garage Band," said Brad Sher-mock, instructor to the after school music class, Garage Band. "I wanted a chance to teach a class that was different from a normal band class."



Photo by Kayla Gold

"Why does our school need to make more profits off it's food products than multi million dollar food industries?" Students take notice to higher lunch prices.

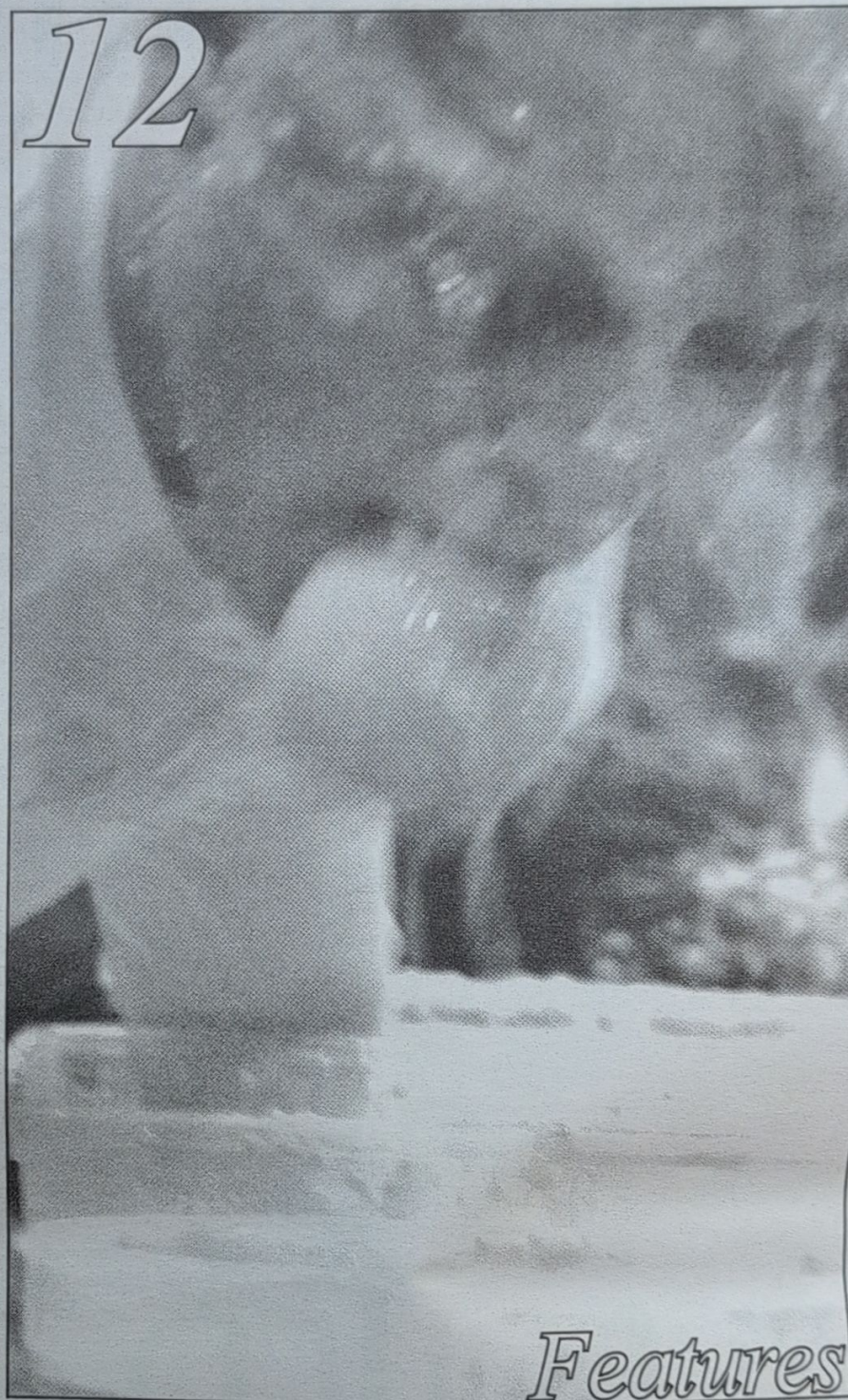


Photo by Mariah Laqua

Class Color Day, a 28 year-old tradition, continues strongly this year. Students wore a color according to their grade with Freshmen in yellow, Sophomores in red, Juniors in blue, and Seniors in black. Seniors won the AAA activity, Fear Factor, followed by Sophomores, Freshmen and Juniors. The tradition will continue into the 2007-2008 school year.

"Class Color Day brings your grade together for at least one day," said Sophomore Jesse Doyle. "It's all in fun."



Photo courtesy of Todd Lubben

"FFA is more leadership-based now than farm-related," said FFA member Junior Sara Marquette. "It's more about your knowledge than it is, 'Oh, what type of tractor is this?'" With FFA transforming into a more cosmopolitan, wrtier Kati Pooler examines the chage and what it might mean for the "farm kids."

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

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

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 mail@hoofprint.net.

Monitored

Continued from page 1

District takes steps to prevent abuses of technology by students and staff

policy.

"It really bothers me that they didn't tell us our use would be limited and they have full access to our accounts," said Junior **Zach Greenfield**. "I never knew about this before."

The burden of ignorance about the policy falls into one of the two hands who hold responsibility.

"Maybe it should have been more emphasized," said Principal **Matt Lubben**. "We gave out the sheets on the first day of school explaining the policy. It was up to the teachers to pass the sheets out and up to the students if they wanted to read it or not. We are going to focus on the computer and internet issues. I just thought the policy was being emphasized."

The policy directors legally have no right to watch or search through files of a specific student or teacher without a legitimate reason, for example inappropriate e-mails.

Not everyone uses school computers, but the expectation is to treat school computers like a student would their locker.

"It is not your locker; you do not have expected use of privacy. Meaning, Principal Miller can go through your locker but needs a cause. If there is talk of someone stashing a knife you can bet he will go through your locker, and he can do it without a warrant," said Wilson. "Same goes with computers. They are not yours."

Responsibility must act like a privilege and not a right. Therefore administration can still take that privilege away.

"Blockage access has been denied and you can't even enter some websites that aren't even remotely dangerous," said Greenfield. "Most of us have done nothing wrong and don't have anything bad on our accounts. So why should it get taken out on us too?"

If two students scandalize their rights given on the computer and abuse their time doing so, the possibility of the administration blocking those websites greatly increases. The punishment for those students now applies to the whole student and staff body.

Blocked material doesn't always consist of inappropriate knowledge. The misuse of any data on the computers could result in blockage.

"Last year in one of my classes I would always go on the internet and play games when I was done with my work," said Matzke. "Then one of the days it came up as a blocked site."

This policy is not intended to block every site or spy on students and staff.

"The reason for this policy is to inform. Not threaten," said Miller. "I don't want people to think its perverted stuff. Its not as glamorous as people want to think. It's just people doing stupid stuff."

The technology department has full access into any student or staff members account. With that responsibility comes a great deal of risk. By means of having 100 percent access might result in having skepticism towards the tech department if anything goes with an account. Wilson has confidence in his staff that they will not abuse their capability of "spying" on students or staff, or of searching through private documents.

"Realistically, I don't know for sure. I don't spy on them to see if they are spying on you," said Wilson.

For some people, the thought of others being able to monitor doesn't sit well.

"It's weird that they can see anything I'm doing online," said Sophomore **Sally Nadeau**. "I feel like I did something wrong so now they have to watch me. How do I know they aren't crazy? It's not a big deal

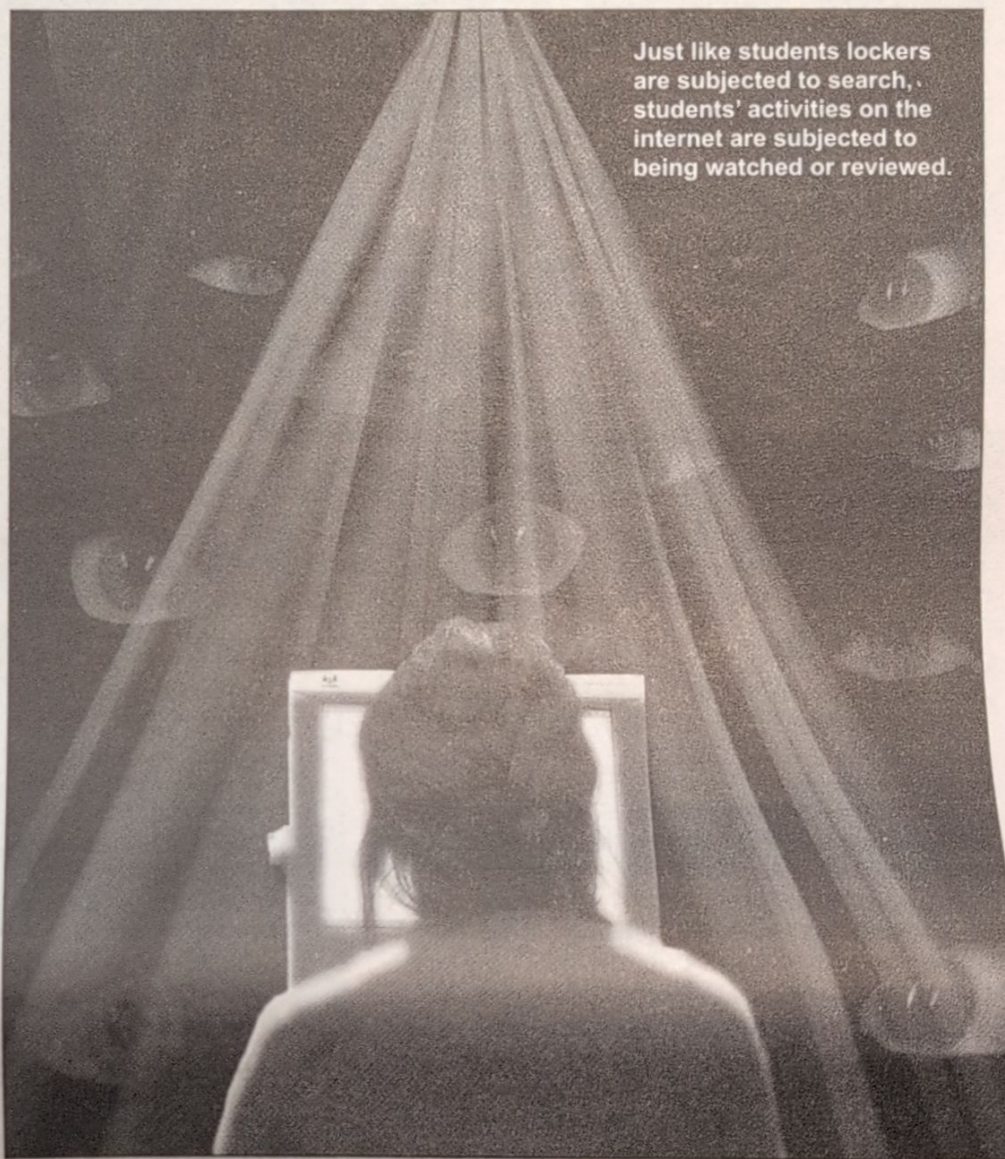
because I don't use the computers a lot, but it still doesn't feel right."

Others feel entirely at ease with the access the technology department obtains.

"I have no problem trusting the tech department. There are a lot of other things people should worry about," said English

Teacher **Dave Robinson**. "I think we're doing well. We're not cutting edge with technology but we're not cavemen. I think spying is the last thing we should worry about. Students are pretty trustworthy. Some kids do bad things, but that's the freedom of it."

Just like students lockers are subjected to search, students' activities on the internet are subjected to being watched or reviewed.



Graphic by Dylan Mansur

Commended Scholars

PSAT scores qualify Magee, Fouquette, and Haglund for special academic distinction

Journalism Staff

Fifty-five thousand high school students pore over the PSATs, pencils darting across the answer sheet, a bead of sweat gathers at the forehead and frantically race to finish before time runs out. Times up, and they're done. Walking up to the front and turning in their paper, they are hoping they have done well. A few weeks pass with no word of their scores, until one day the mail came with their scores and a letter of recognition for the national merit scholarship program. Three of these students include Seniors **Derek Magee**, **Logan Haglund**, and **Ben Fouquette**.

The top 50 thousand students out of 1.4 million are recognized. The top third enter a competition and move on. The lower two thirds are

recognized as commended students.

"I took the test the same way I'd take any other test. I mean, you want to do well, but whatever," said Magee.

Students who win the national merit scholarship are almost assured a full ride to many colleges.

"We didn't win, we already lost," said Fouquette. "If

we won we would have gotten a lot of money, colleges would be drooling over us."

The students who receive a commendation letter do not move on in the competition for a scholarship, some of them do get scholarships from corporation and businesses.

"We are actually only commended scholars, which is the lowest amount of recognition," said Magee. "It's like a pat on the back, but it doesn't mean anything."

"Well I'm gall darned excited about it, you know it doesn't actually mean anything for your future" said Fouquette. "So its pointless, but I made it to the paper."

"It is a great honor, but nobody really knew what it was about," said Haglund.



Ben Fouquette



Derek Magee



Logan Haglund

Photos by Grace Ruzicka

Difference Of Opinion Homecoming Events Go Head To Head



Photo By Kata Hagberg

Laura McAlpine and Tony Nybo
Journalism Staff

As the clock winds down, the atmosphere of the game intensifies. The roar of the crowd grows, while the determination of the players sky rockets. This is not a typical Friday night at home. This is the scene at the Homecoming game.

Forty-eight percent of students said that the Homecoming Game was more important than the Dance.

"The Homecoming Game is the most exciting game of the year," said Social Studies Teacher **Nicole Kunze**.

"I think that the Homecoming game is more important than the dance," said Freshman **Meghan Gruber**. "Because if we win the game then the dance will be more fun and everyone will be more excited about it."

Twenty-two percent of students said that the Homecoming Dance was more important than the Game.

The theme at the Homecoming Dance was V.I.P. Roll out the Red Carpet.

"I think that the dance is more important," said Freshman **Isaac Preffer**. "Because then you can get together with your girlfriend or boyfriend and dance and talk with each other, and at the game you can't really do that because there is too much noise in the background."

But there is no question about it the teachers say that the best Homecoming event is the Fun Night.

"I think that the biggest event during Homecoming is the Fun Night," said Principal **Nick Miller**. "The atmosphere is really relaxed since it is only our students and the best part is the students don't have to worry about dates or getting dressed up."

"Fun Night is the more laid back and relaxed part of Homecoming," said Kunze.

"The students have the most fun at the Fun Night," said Miller. "They don't call the game a 'Fun Game' or the dance a 'Fun Dance' that's why we have a 'Fun Night' so the students can have fun."

The students feel differently about Homecoming Fun Night than the most of the staff does.

"Fun Night is really boring," said Junior **Tara LaFave**. "There is no D.J., so all you do is sit around



Photos by Grace Ruzicka

and do nothing."

"Fun Night is really stupid," said Senior **Ryan Pikkarainen**. "Because it is at school and school is not supposed to be fun."

But the biggest question still remains, is the school making students pay a reasonable amount to get into the Homecoming events?

"The school charges us so much for sports and activities," said Gruber. "So I think that they should give us students a break on prices."

"I don't think that we should have to pay every time to get into the game," said Junior **Styles McGrath**. "At my old school we paid 35 dollars for an activity card so we could get into all the games, dances and other big after school events and activities that we wanted, I think that our school should do something like that."

It is a split agreement through out the school on which of the Homecoming event is more important than the other. But everyone seems to agree that Homecoming is a time of celebration.

Top: The football team lines up for a play at Friday nights Homecoming football game. *Right:* Seniors **Abbey Calder** and **Kayla Gold** feel the power of hypnosis at the Homecoming Fun Night. *Left:* Senior **Jessica Heap** and Junior **Alex Zachman** compete in the Texas Hold 'Em Tournament at Fun Night.

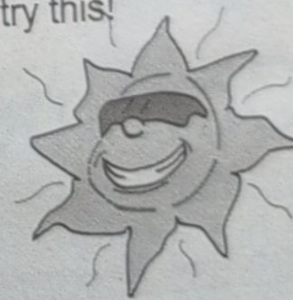


Photos by Grace Ruzicka

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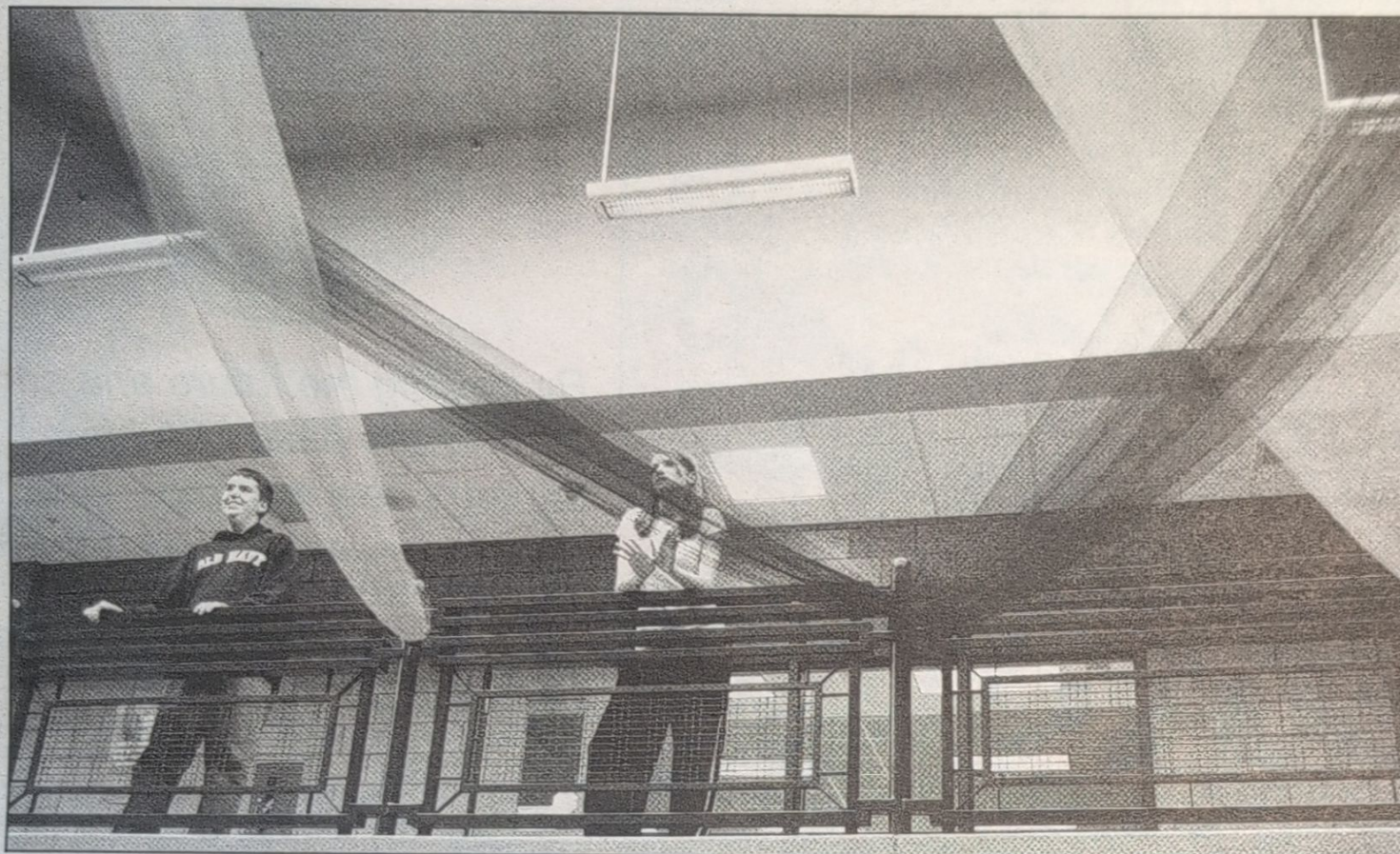
Gladiators: Two years after the elimination of Gladiators, students still miss it. - **SSR:** Students sound off on changes.

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Banners of Spirit

Student Council brings life to Homecoming



Freshmen Jake Dublois and Maren Jung gaze over their work after decorating the atrium on the week before homecoming. For the student council, homecoming decoration and planning starts before the school year and accounts for much of their total involvement.

Brielle Colebank
Journalism Staff

As homecoming approached, the students at Buffalo High School weren't the only ones fretting to get ready.

"September 29 was mandatory for all of us to decorate for the homecoming week," said student council member Freshman **Ashley Michalko**. "We had already had two days after school from three to six to help make decorations and we were supposed to have spent as much time as we could at the meetings."

The Student Council plans homecoming, an often laborious task.

"This year we hired a hypnotist, and got a cash box for students to win money," said Michalko. "We also got a bus company to get people rides to the high school for the party. We had to talk to tons of people, like teachers, and parents for chaperones. Then to the custodians for the gym space, and then banks and the activities director for the cash box. I can't even remember who we all talked to—we talked to so many people."

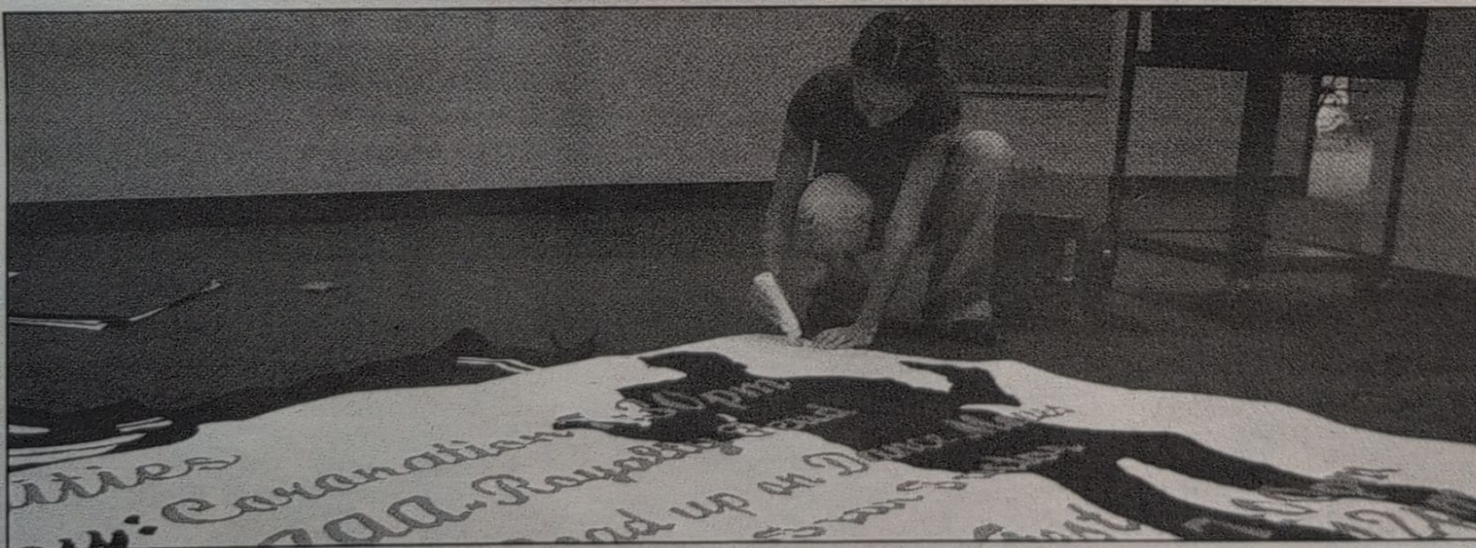
However, the event takes team work.

"All of the 20 student council members are helping with homecoming. We need all the help and support we can get," said Michalko. "Our teacher, **Mr. [Evan]**

Ronken, helps us out a ton. He also lets us do stuff on our own, to learn how to be responsible and become more independent. **[Senior] Kory LaCroix** is the president; he also does a ton of stuff. He helps us with talking to people, setting up meetings and runs the meetings when we have them."

But after all the work, the members anticipated the reactions of their peers.

"I couldn't wait for homecoming week," said member Freshman **Maren Jung**. "I especially couldn't wait for the fun night and dance. Just thinking about the look on everyone's faces when they walked in made me want to work harder."



Sophomore Anna Brown works on one of the large signs advertising the schedule during homecoming week. The student council designed the AAA and evening schedules to revolve around their chosen theme, "VIP Backstage."

Hoofprint, Tatanka win gold for '05-'06 season

Both publications take home top honors from national and local judges

Bill Kane
Journalism Staff

It's a good time for BHS publications. Yearly, the several local and national press organizations choose among the best publications in the country, and this year high honors fell on both BHS publications.

Both the Hoofprint newspaper and the Tatanka yearbook were named Gold Medalists from the Columbia Scholastic Press Association, First Class Publications from the National Scholastic Press Association, and Silver Medalists from the Minnesota High School Press Association - placing them within the top ten publications in the state.

The newspaper is judged out of 1,000 on various parts of the process.

"The newspaper went from a 650 to a 950 last year," said English Teacher **Ryan McCallum**, adviser for both publications.

The yearbook, however, came into the awards with a richer pedigree.

"I wasn't surprised," said *Tatanka* Co-Editor-in-Chief Senior **Kory LaCroix**. "I knew the work that the staff and editors put into it deserved the gold. It was just a matter of that confirmation."

The awards are based on the preceding year, but many current editors of both media worked as part of last year's crew.

"I enjoyed being a part of something that the school cared about," said *Hoofprint* Co-Editor-in-Chief **Ashley Adams**.

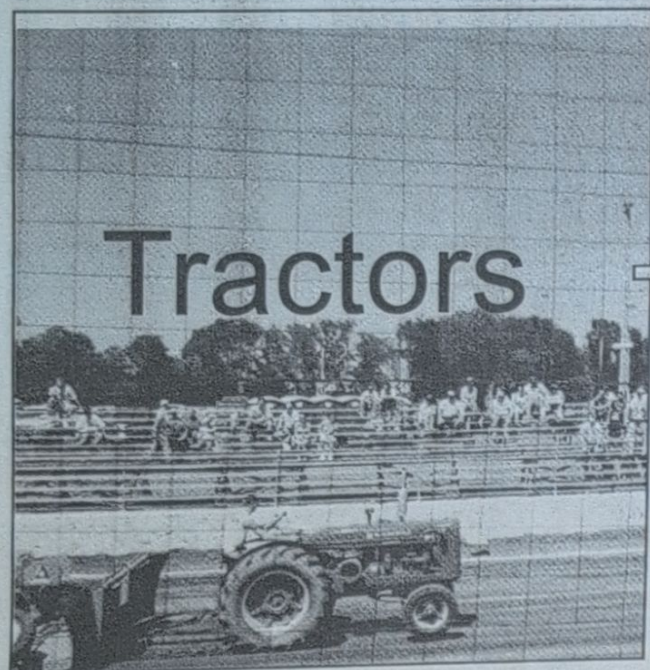
"It felt like I was writing for a big-time paper," said *Tatanka* Co-Editor-in-Chief **Jason Hohl**. "The people made it fun and it was fun to see it all come together."

However, both publications overcame difficulties in the process.

"The biggest problem was communication," said Adams. "So many people weren't showing up. We had to replace like half of the staff. I came on during a deadline week not even knowing how to do a layout."

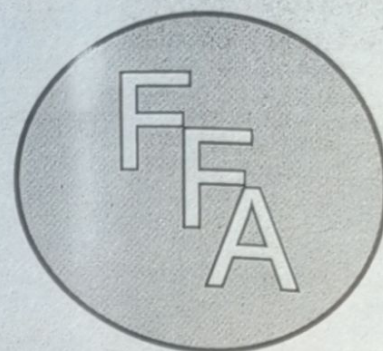
But nothing the newspaper felt compared to the yearbook's network crash.

"The computers crashed towards the end and we thought we lost everything," said Hohl. "When I heard that I felt like taking a golf club into Best Buy and just smashing anything that could break."



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The New



By helping the future and embracing the past, FFA hopes to blend new with old

Photo by Klersten Rogness

Reaching Out



Photo courtesy Todd Lubben

The staff sits down to a complimentary breakfast served by FFA students. The FFA serves the staff breakfast annually as part of its FFA week.

Kati Pooler

Journalism Staff

"My favorite memory is when my friends and I dropped a cookie off our balcony and dropped it on to someone else's," said FFA President Senior **Matthew Desmarais**. "We spent two hours trying to get it back."

With jackets referencing farm equipment, driving tractors to school, and lifetime memberships to the Jeff Foxworthy Fan Club, the FFA members might not look eager to change their "hick" image. But whether attending a celebrated national convention, or helping the community through corn drives and petting zoos, the FFA hopes to buck its much-stereotyped image.

In the corn drive, FFA members collect and sell corn from the community and use the money to sponsor children at Camp Courage, a retreat for children with special needs.

"You get a chance to meet many of the local farmers," said Vice President Senior **Randee Swearingen**. "And the proceeds go to a great cause."

The community involvement gives the "farm kids" a more cosmopolitan view of their organization and themselves.

"I feel we're getting FFA out there more as an organization than just a bunch of farm kids doing contests," said Junior **Sara Marquette**.

Some of the events in FFA look more like field biology than farming.

"We identify mammals, fish, and insects in the fish and wild life competition," said Swearingen. "We do a practicum and take a written test as well."

The composition of the group has also changed over time.

"FFA is more leadership-based now than farm-related," said Marquette. "It's more about your knowledge than it is, 'Oh, what type of tractor is this?'"

Still, the FFA members continue to drive their tractors to school on the last day, carrying on the old traditions of a changing organization.

FFA visits the Wright County Fair



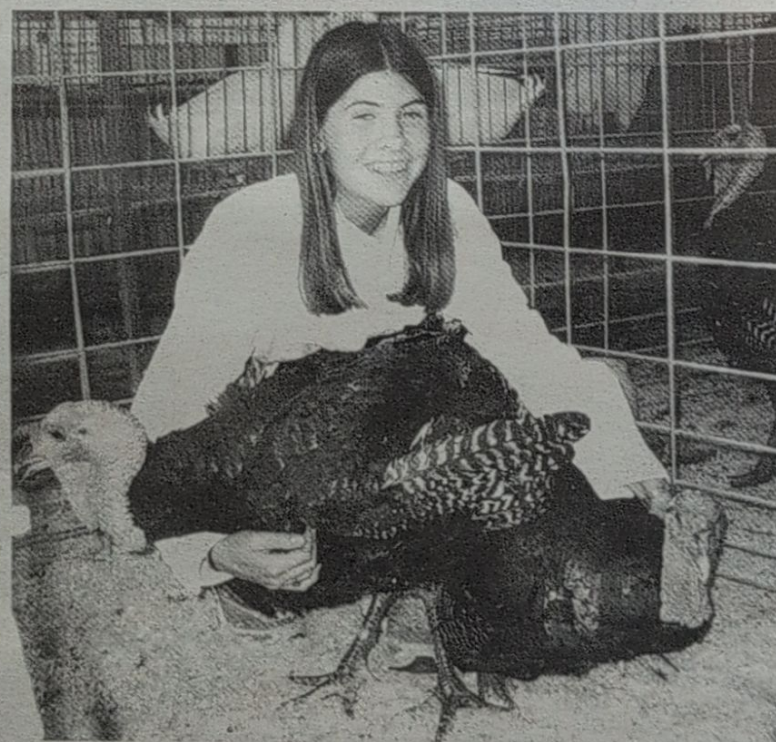
Photo courtesy Todd Lubben

The FFA members sit through the long bus ride to the national convention in Tennessee. Going to Nationals gives the FFA a chance to promote its activities.



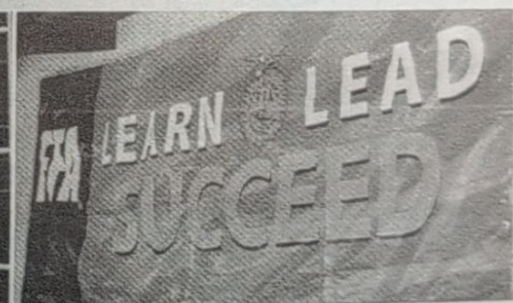
Photo courtesy Todd Lubben

Members Seniors Rachel Velasco and Raechel Larsen show a young girl proper handling of a puppy. Care of animals plays a large part of FFA training.



Photos courtesy Todd Lubben

Junior **Sara Marquette** takes her prized birds to market at the Wright County Fair. Top right, the FFA banner hangs festively over the fair. Middle right, children play at the FFA's petting zoo set up on the grounds. Lower right, FFA members prepare for an event in advisor **Todd Lubben's** classroom.



Privileged students take freedom for granted

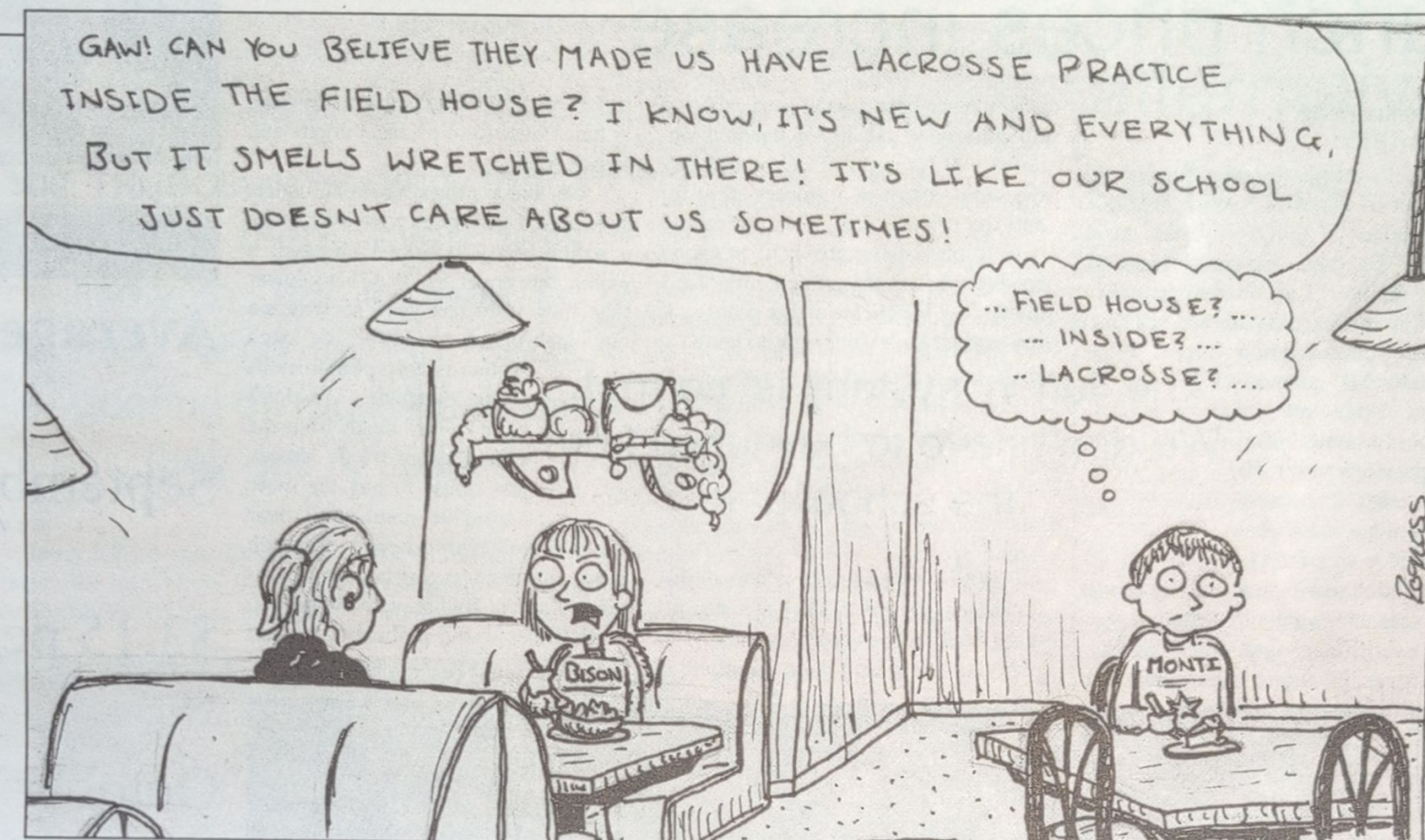
Eye of the Bison

Hoofprint Editorial



We live in a world that has become defined by rules and policies, yet BHS has remained largely unaffected by unnecessary rules. While most high schools have a strict dress code, here students can wear whatever they want. The facilities are unmatched and the faculty is arguably the best in the state. Yet, instead of thanking the administration, students find ways to complain. The student body wouldn't be so critical if they realized how well they were:

At Maple Grove Senior high, all sophomores ride the bus. They don't have a choice; there just isn't enough room in the parking lot, plain and simple. It doesn't get much better for the upperclassmen either; they must pay \$105 a year just to park. Here, students complain about how crowded it is, or who is in charge of the parking lot (anybody remember Parking lot Bethke?) At Maple Grove a sophomore would kill just to be allowed to drive to school.



One of the most unknown perks here is that the staff builds its class schedule around the students, if 200 people want to take journalism, 200 people get to take journalism. Very rarely does a student get left out of a class they signed up to take. Instead of being OK with that, students line up on the first day of class to change their schedule that took a whole summer of work by the counselors and administrators to put together. They do it for many reasons: to

be with friends, to get an easier teacher, or to get the lunch they want. It's disrespectful. After all the hard work, and the time and effort, students spit in the face of the very institution that gives us the opportunities to better their futures.

Instead of planning budget cuts, the school builds \$13 million athletic complex, and don't forget about the state of the art Performing Arts Center our school already has. Despite being in the bottom tier of class

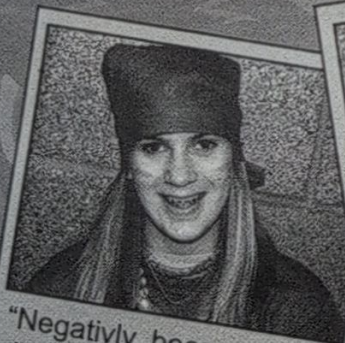
AA in terms of school population, Buffalo remains one of the best funded. Case in point, Wayzata's hockey team doesn't have its own varsity locker room, much less a JV one, and the theatre program is the only one in Minnesota going to Scotland for the Fringe festival. When was the last time a sports team or activity didn't have the same or better opportunities than a bigger or privately funded school? The answer is never. They take coach busses

on trips, and get all the equipment and clothes they could want or need.

So the next time anyone has a complaint about how things are done around here, they should think about how much worse it could be at a different school and cut the administration some slack, all they do is try and make this school a great place to come everyday, and help students learn the best way they know how; they should be thanked for it.

How would you grade our administration?

Photo Poll



"Negatively, because they don't let us have fun anymore."

Junior Danni Hauer



"B-, it's cool how they give us a lot of freedom with our clothes, but there is no more early dismissal and they have SSR on Friday. What's up with that?"

Senior Sean Bruhn



"B, because we get more freedom than other schools, but they're more strict when we get more freedom."

Sophomore Sara Larson



"I'd give them an A. Our school runs like a well-oiled machine."

Senior Derek Magee

Poll by Sam Polski

Monday, October 23, 2006

Opinions

Gas prices decrease, while lunch prices increase

Samantha Polski
Opinions Editor

Let's face it, this year lunch prices are out of control. I know that over time prices of things raise due to inflation, but there is a point where we draw the line. Last year gas prices hit an all time high and with that our lunch prices were raised at a considerable amount. (Most things went up about 10 cents from the previous year) We dealt with it because most of us knew that the cost to ship food to our school was increasing. However, this year things are a lot different.

Even though gas prices are on a steady decline, most of our lunch food

prices have been raised to a point of ridiculousness. \$1.80 for flavored water? \$0.90 for yogurt? (You can buy the same yogurt at a grocery store for half the price!) Why does our school need to make more profits off it's food products than multi-million dollar food industries? Where are all the profits going anyways? It's our right to know.

"The lunch system is corrupt... We don't have to buy lunch from the school..."

But is there a bright side to all this madness? Perhaps this is just a step toward fighting obesity in America. I'm pretty sure that isn't their intention. If

it was we'd be buying Lean Cuisines at lunch instead of pizzas, burgers and french fries.

Our lunch prices would be understandable if gas prices were over \$4.00 a gallon, but last time I checked, a gallon was under \$2.20. That's lower than they were last year, so why are our lunch prices so high? The lunch system is corrupt and needs to be changed. We don't have to buy lunch from the school and if we do we can just refuse to buy the more expensive items until their prices are dropped. If enough

people starting bringing bag lunches or refused to buy higher priced items, the lunch prices would probably drop and everyone would be a lot happier.



Average Gas Prices:

September 2005:

\$3.15 per gallon

October 2006:

\$2.09 per gallon



Left: Junior Kiley MacKereth still buys snacks at school despite the high prices. "Last time I checked, a gallon was under \$2.20." Above: The trucks that ship our food to school are run by diesel. Diesel and gas are cheaper than they were last year. However, lunch prices are on the rise.



Finding rewards through punishment

Mitch Biermann
Activities Editor

Though no one keeps records of this sort, I believe I remain the only student in my grade's top ten to ever make the Buffalo Community Middle School In-School Suspension room a semi-permanent residence - and like it.

Of course I didn't know that at the time.

"Tyranny! Oppression! O Cruel world with your many tortures-for what do I deserve thee?" And, like Patrick Henry on the mount, I flailed my arms with the melodrama of classical oratory.

Assistant Principal Hayden remained unmoved. "I don't punish you; you punish you." That should have made it easy to win appeal.

In my cell, a four foot wooden cube, I would glimpse the agony of those who came before me and, for all I knew, never left. A scratching on the desk: "I hate this place." I would study the inscriptions like an anthropologist uncovering Atlantis, running my fingers along the knife's

thick grooves like a paleontologist dusting off dinosaur bones. In the dead silence of that room, I finished my work of the day in less than an hour, reading for the remainder. Every morning before the ordeal began, I voyaged to the library, where Mrs. Krumholz - surprised by my newfound joy in reading-would point out "the classics"; Hobbes, Locke, Hume, Kant, and the other monosyllabic names of rotting Europeans.

The "punishment" came only on the day I read Tom Clancy.

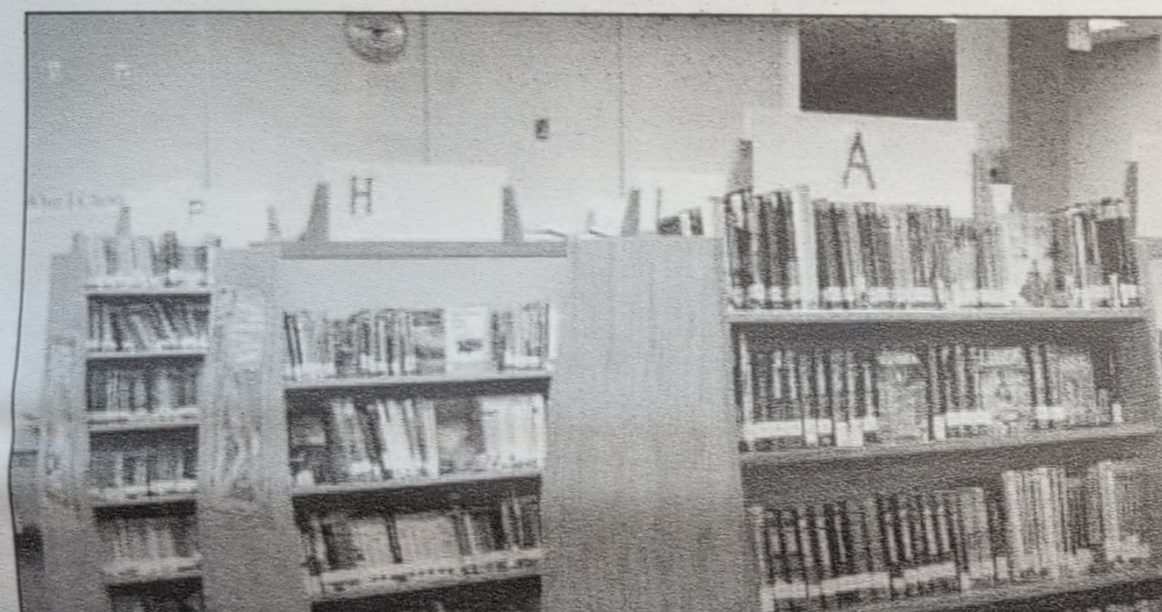
Some people say suspension of any sort is a bad policy, that it perpetuates a vicious cycle; students behave badly in class because they don't get it, but suspending them makes them even less likely to "get it," and so they wind up in class goofing off more because they get "it" less. But that argument presupposes that students "get it" in middle school in the first place. I learned more in ISS.

On the other hand, my learning certainly wasn't due to any administrative brilliance either. To the principals, my reading was coincidental. I could have just as easily spent my time counting the pencil holes in the ISS room's ceiling (hundreds, possibly thousands, according to my colleagues' estimates.)

ISS isn't bad. It isn't good. It's just there.

I remember reading until my vision grew so blurry the after-image of the manila pages fused with the white walls of the room into cookies n' cream. I rested, tiredly looking at my companions the way a field biologist studies gazelle. I wonder cynically sometimes if they traded the white room's figurative bars for real ones, or if they realized, like I did, that all bars are figurative.

The middle school library served as an In-School Suspension room for students that "acted out" in class.



Radio: Lacking alternative options

Elizabeth Schoenle
Journalism Staff

Driving down the road at 11:49 in the evening slowly waiting for 93X to turn into Metal Shop, I arrive at my destination at 11:57 without hearing one metal song. Since when are metal heads insomniacs? Do they really stay up that late to listen to the radio?

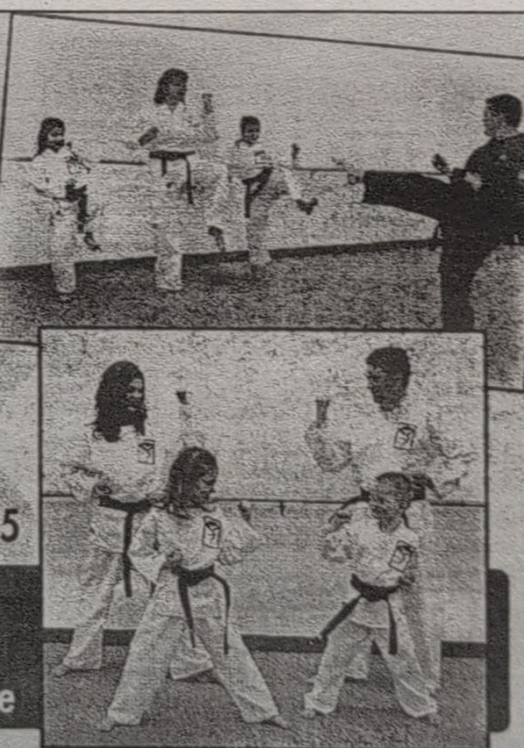
The radio should not be limited to Hip-Hop and Country. Alternative listeners have been growing in population as the weeks go by, and there is not one metal station to be seen that plays Mushroomhead or GWAR.

There is something wrong with the radio, it is meant for the general population, and not for growing population. Not everyone listens to the same type of music, a lot of people don't care about bling bling or riding dirty as well as others don't like screaming or thoughts of despair, but the beauty of the radio lies in your own taste of music and your ability to change the station.

Yet there is something corrupt with the radio, you can always hear a hip-hop or rap song, but where are those reggae or hardcore songs? There needs to be at least one station that alternative listeners can count on to play a good Avenged Sevenfold song, that doesn't include Bat Country or Seize the Day but something from Sounding the Seventh Trumpet. There is so much more to music than what's being played, and it's disgraceful to hear these so called artists singing about their humps and their lumps.

I blame the radio for this so called music because what do artists and bands shoot for when they are making a record, that number one spot, and how can they reach their goal? Through the radio. The radio shouldn't be a competition of who's the best at making the most money, rather a library of music, for the entire population, which can be heard through out the day.

"Since when are metal heads insomniacs? Do they really stay up that late to listen to the radio?"



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Exploring Germany

Students experience the sights and cultures of Germany

Collin Tierney
Copy Editor

By the time I finally arrived at my host family's house, I had been awake for over 25 hours. My eyes were shot and bleary. Although I could make out everything I saw, I wasn't quite sure if the giant steel bar my host mother lifted off my new bedroom's dresser was real. It was, she informed me, "Just incase." Before bed every night, she advised setting two steel bars in front of the backyard door. Is the stereotype that Germans are paranoid true? Apparently so.

On June 6 of last summer, 12 BHS students accompanied by faculty members **Michelle Strassburg** and **Jodeen Fitzgerald** arrived in the German city of Frankfurt. For three weeks, we stayed with the families of exchange students who had spent last October in Buffalo. In order to travel over seas, students had to complete language courses up through CIS German 4. Most of us stayed in or around the suburb of Kronberg, a town of 20,000 people with less than half the space of Buffalo.

Much of the landscape resembles exactly what you would expect to see in Germany—rolling hills covered by clumps of pine and deciduous trees. Beyond that and the medieval architecture, however, the stereotypes end.

On June 7, we attended school. Since our trip was only three weeks, we couldn't participate in class so much as observe. Though the effort was in vain, I tried to participate. Europe is known for exceptional education standards, but, at a glance, the school we attended did not meet those standards.

Graffiti smothered the outside of Altkönigschule, and the carpet in the main commons was littered with thousands of mashed pieces of gum. A teacher's life in Germany is rough; the students don't shut up. I sat in on my exchange partner's chemistry class and attempted to complete a worksheet. Even with a bilingual dictionary, I couldn't get far without the help of the teacher, whose voice was for the entire hour drowned out by chatter. Needless to say, most learning gets done at home in Germany.

While we were there, Germany hosted the 2006 World Cup. Save the U.S., the event consumed the entire globe. Soccer politics were impossible to escape during our time there. We happened to tour our way through the older section

of Frankfurt as 30,000 English fans invaded for their game against Paraguay. While we huddled together for a group photo, pedestrians clad in red and white and drunk on one-too-many liters of golden, foamy German beer punted beach balls at us.

In the evening of that day, the American students played the Germans on their school field. Seniors **Lucas Rogness**, **Caitlin Scott**, and **Chris Rohlik** helped us give the Germans a surprising run for their money in a 7-8 game. We lost, but it was worth it to overhear, **Julian Flach** as he moaned out loud, "The Americans are better!"

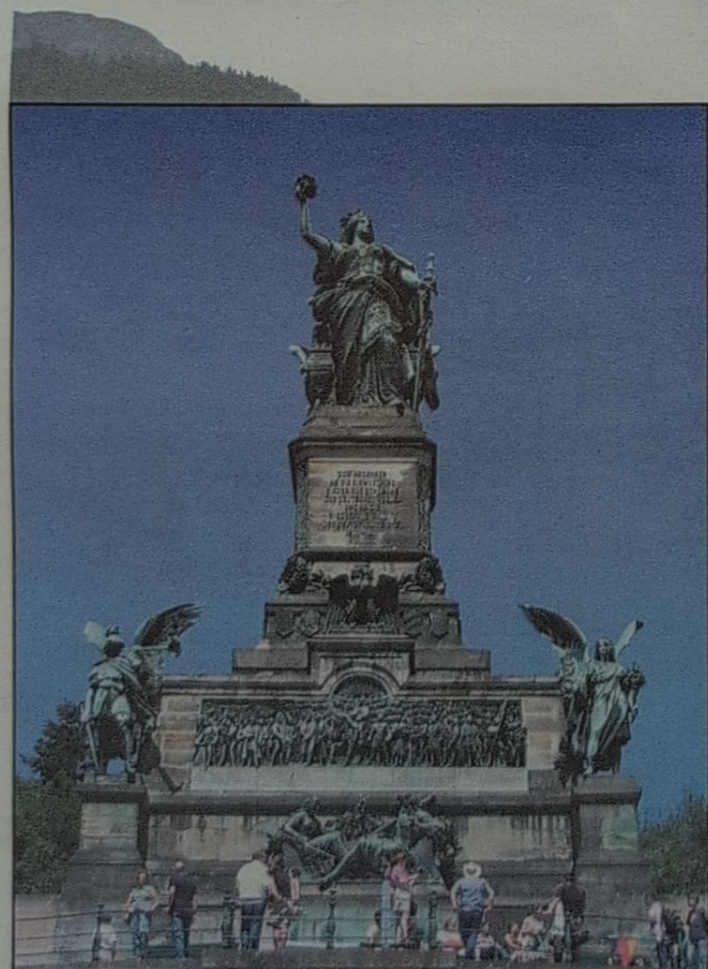
"The landscape resembles exactly what you would expect to see in Germany—rolling hills covered by sporadic clumps of pine and deciduous trees."

-BHS Graduate Brianna Emmel

Marienplatz, we decided to meet him. Phil agreed to show up at the Munich Olympic Stadium by 9 pm. Unfortunately, it started raining at 8:30, so instead of staying to talk to him, we fled to a Pizza Hut and enjoyed our first American food in two weeks. More interesting about the trip to Munich, however, were all the different people we saw while touring the streets.

Possibly the most incorrect stereotype of all is the cold, efficient image Americans envision of Germans. Leaving Germany—and our friends—was for many of us the most difficult part of the trip. As BHS Graduate **Brianna Emmel** put it, "I have a lot of friends [in Germany] who are just as close as my friends in America." Senior **Joe Mitlyng**'s exchange partner even plans on visiting again in the next few weeks.

An exchange to any country offers more than sightseeing. Immersion into a culture—and especially one of a different language—not only teaches you about other people but yourself and your own culture.



Left: Two hundred fifty meters above the town of Rüdesheim stands the Niederwald Monument. Completed in 1877, the 10.5-meter bronze statue symbolizes the re-establishment and unity of the German Empire. Germania, the figure at the top, bears the Imperial Sword and the German emperor's crown. Below: The Ruins of Heidelberg Castle are perched on the wooded hill of Königstuhl, 80 meters above the Neckar River. The town of Heidelberg is also home to Ruprecht Karls Universität, established as Europe's oldest university in 1386. Right: 2006 BHS Graduate Linnea Logas snaps a photo of the skyline and surroundings from the tower of Das Deutsche Museum in Munich. The museum featured a chronology of technological advancements throughout history in both Germany and the rest of the world. Photos submitted by Collin Tierney



Seniors Joseph Mitlyng, Nicol surrounding Rüdesheim. Mult



People Witstine, Lucas Rogness, Christopher Rohlik, and Junior Derek Hanson stop to take a closer look at a small castle in the hills. Multiple castles much bigger than this still remain along the Rhine River and surrounding area. Photo submitted by Collin Tierney

Did you go anywhere this summer?

Photo Poll



"I went to Wyoming for Lone Tree Bible Ranch."

Kaia Hagberg
Senior



"I went to New York City because it's the bomb."

Rachel
Weiland



"I mostly sat at home."

Kezia McCarty
Junior

Poll by Mariah Laqua



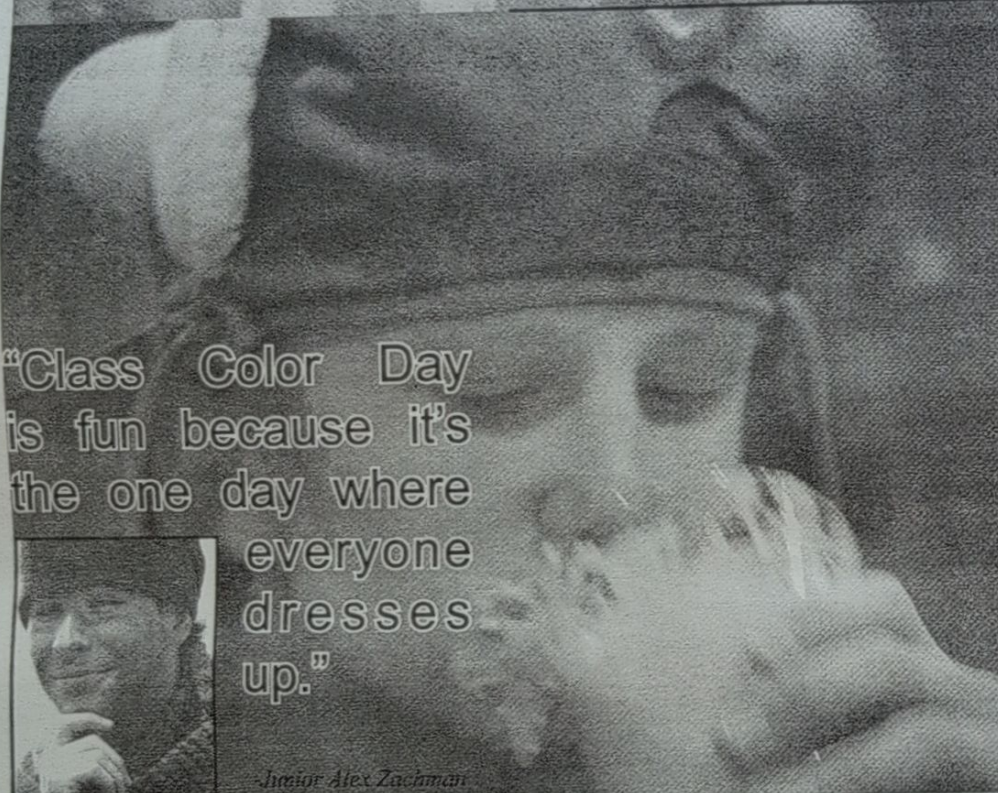
Left: En route to Rüdesheim, exchange partner to Senior Lucas Rogness, Marc Schindwolf, shares a snack with 2006 BHS graduate Linnea Logas and Senior Chris Rohlik. Trains were often the most practical way to travel while in Germany and the rest of Europe. Above: Below the ruins of Heidelberg Castle, Schindwolf and Junior Evan Bauernschmitt voyage across a bridge stationed above the Neckar River. Photos submitted by Collin Tierney



"I really liked it except for the Seniors.

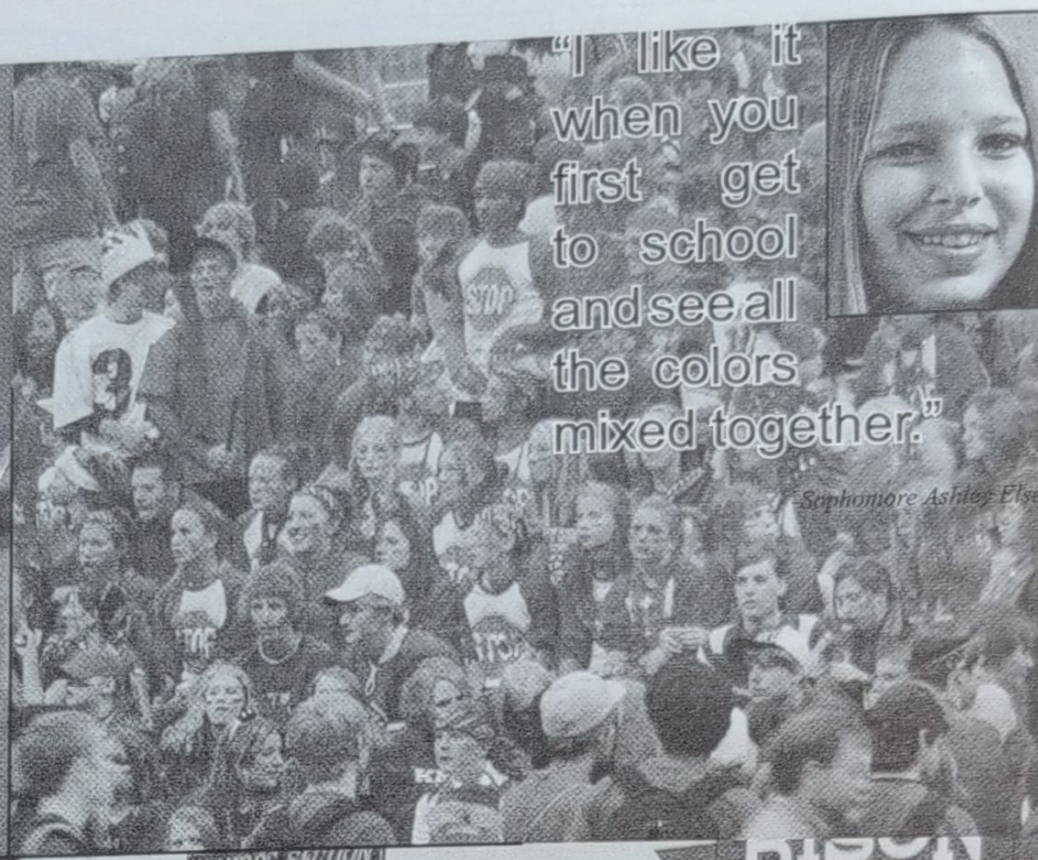
They're mean and they keep scaring me."

Freshman Mary Froelich



"Class Color Day is fun because it's the one day where everyone dresses up."

Junior Alex Zachman



"I like it when you first get to school and see all the colors mixed together."

Sophomore Ashley Elser



"Class Color Day is a lot of fun, and it's the one day of the year where we all get rowdy."

Senior Jessica Dault

Photos by Mariah Laqua

Class color day: Rivalry or discrimination?

"Our school teaches us that we're not supposed to judge people on who they are and what they wear. Having people of a certain age wear a certain color goes against that."

-Freshman Emily Anderson

Alyssa Tryggeseth
Journalism Staff

As students pile into the muggy gymnasium the bleachers transform from purple to a sea of class pride. From freshmen yellow to senior black the separation between the grades cannot go unnoticed. While some students feel that Class Color Day is a way to bring each grade together, others feel that it gives students a chance to put down others.

Class Color Day has been a time-honored tradition since 1978, first started by Social Studies teacher **Laurie Raymond**, and then taken over by Social Studies teacher **Evan Ronken** in 2004. Both teachers feel that Class Color Day is a positive way to get the classes excited for Homecoming, just as long as students' behavior remains appropriate and responsible.

"Class Color Day is fine, as long as they don't take it too seriously," said Ronken. "Just pep up your own grade and don't put down others. Be proud of your grade."

But the rivalry between the grades is inevitable. Seniors feel that it is their day to shine, while the underclassmen are still learning that it is ok to stand out.

"Seniors are allowed to feel better for a day," said Senior **Kelsey Wright**. "Class Color Day compliments us once a year."

Having different colors for different grades brings up mixed feelings. Some students believe that it brings class unity, while others feel that it prompts students to judge others by their age and the grade they belong to.

"I feel that Class Color Day is negative," said Freshman **Emily Anderson**. "Because our school teaches us that we're

not supposed to judge people on who they are and what they wear. Having people of a certain age wearing a certain color goes against that."

Eighty percent of students feel that Class Color Day is a fun tradition to have, and that it is one that allows students to show their school spirit and take pride in their own grade.

"Class Color Day brings your grade together for at least one day," said Sophomore **Jesse Doyle**. "It's all in fun."

From the first Class Color Day for the ninth grade with initiates wearing yellow to the final day of honor with Seniors going out in all black, Class Color Day has remained popular throughout its existence. As long as students do not get out of hand, the days of the color filled gymnasium will continue each year during Homecoming week.

Testing authenticity

Students doubt the credibility of hypnotized participants at Fun Night performance

Ashlee Styve and Grace Ruzicka
Hoofprint Editors

Handing their six dollars to the greeter at the door, students decide where to head first. They check out the Texas Hold 'Em tournament and the volleyball games going on, but attention turns to the mob consuming the entrance to the PAC.

As the doors open, the pushing and shoving to get in begins and the crowd floods the auditorium. Once everyone is seated, the show can begin. All attending are asked to take a test to determine whether or not they can be hypnotized. After this is finished, 20 people who passed the test, or at least pretended to, are asked to go on stage for the show.

Closely watching the participants, it is immediately obvious who is faking.

Students predict that forty-three percent of the participants are faking. Yet, Hypnotist Sami Dare believes that five percent are faking.

"At Fun Night, most [students] are pretending," said Senior **Logan Haglund**. "They do it for laughs, but I have seen people that have truly been hypnotized."

While students have different thoughts on whether or not their peers are actually hypnotized or not, ninety-seven percent believe that a certain amount of people are hypnotized.

"Some might have been pretending, but other than that I thought it was real for the most part," said Sophomore **Sara Larson**.

Not only are some of the students on stage hypnotized, but members of the audience can "fall under" hypnosis as well.

"I fell under in the audience," said Senior **Kayla Gold**. "I have been hypnotized before in, like, my Sophomore, Junior, and now Sen-

ior year. Freshman year, I had my friend make sure I stayed awake. I was just dazing out, and ended up going under. The last thing I can remember is someone's cell phone vibrating behind me."

When asked if they would regret anything they said or did while they were hypnotized, most said they wouldn't.

"Not at all. It was fun, everyone laughed, and it isn't like I did anything that will completely ruin my reputation," said Junior **John Kreitlow**. "Nothing like that happened, right?"

"I fell under in the audience. I have been hypnotized before in, like, my Sophomore, Junior and now Senior year. Freshman year, I had my friend make sure I stayed awake. I was just dazing out, and ended up going under. The last thing I can remember is someone's cell phone vibrating behind me."

-Senior Kayla Gold



Top Left: Sophomore Kaehler Reitz pretends to paddle away while hypnotized. Top Right: Junior Jennifer Personette and Senior Brittany Schille pretend to pet a bunny. Bottom Left: Audience members watch as students perform under the affect of hypnosis. Bottom Right: Sami Dare stands before the audience before beginning the show. Photos by Grace Ruzicka



Left: Hypnotist Sami Dare goes through students being hypnotized. Fakers were then picked out and asked to leave the stage. Photo by Grace Ruzicka



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Following the beat of a different drum

New music class, Garage Band, introduces students to a new way of learning.

Tom Polzine
Journalism Staff

Out from one of the band rooms comes the sound of a heavy drumbeat, guitars, and basses jamming - the sounds of preparation heard before practice. Garage Band serves as a class intended to help musicians grow in their music ability.

"I hope to teach better musicianship through reading, writing and performing music," said Garage Band teacher, **Brad Shermock**, who insists all his students call him Brad.

Shermock was chosen to be the teacher when the Arts Magnet program called McNally Smith University to see if they had anyone with the skills needed to teach the class. They didn't find anyone who would

and on Monday through Thursday he teaches Garage Band between 2:30 and 4:30.

"I worked with him while he was a trumpet teacher at Maple Grove," said Rabehl. "I didn't know his broader skills as a guitar player and a music theory teacher."

Shermock has a way of getting things done on time, and done in the best way possible.

"He teaches by telling you 'this is what you need to do and this how you do it,'" said Rabehl. "He decides what you need to know."

Garage Band is a class that, in Shermock's opinion, is different from a normal class.

"I took the job for Garage Band because I wanted a chance to teach a class that

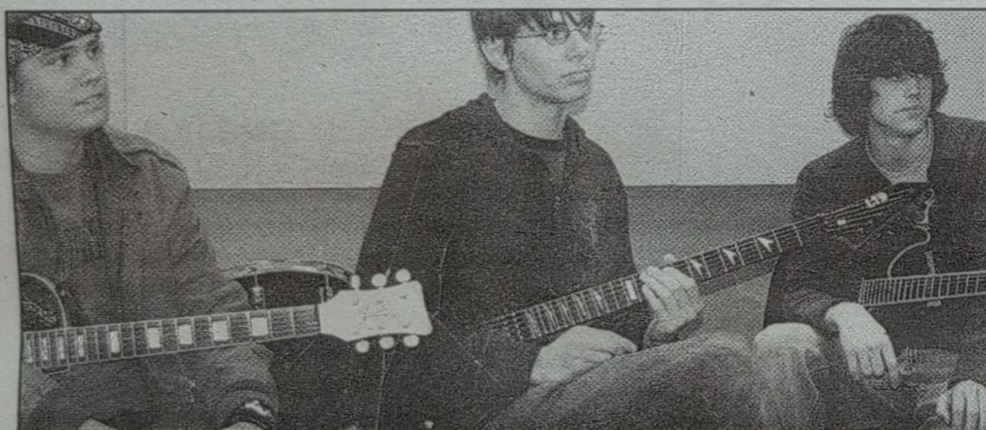


Photo by Kelsey Bergman

Sophomore Tom Polzine, Senior John Stensing, and Senior Grant Backes listen closely to beat playing on the stereo. The class is held every Monday through Thursday after school.

fit the bill, but Shermock, who used to teach there, found out about the offer and called band teacher **Scott Rabehl**.

Shermock gets to school by first block. He teaches lessons during the school day,

was different from a normal band class," said Shermock.

Everyone gives input in this class. The class has no strict forum; musicians are able to decide what songs they play and what

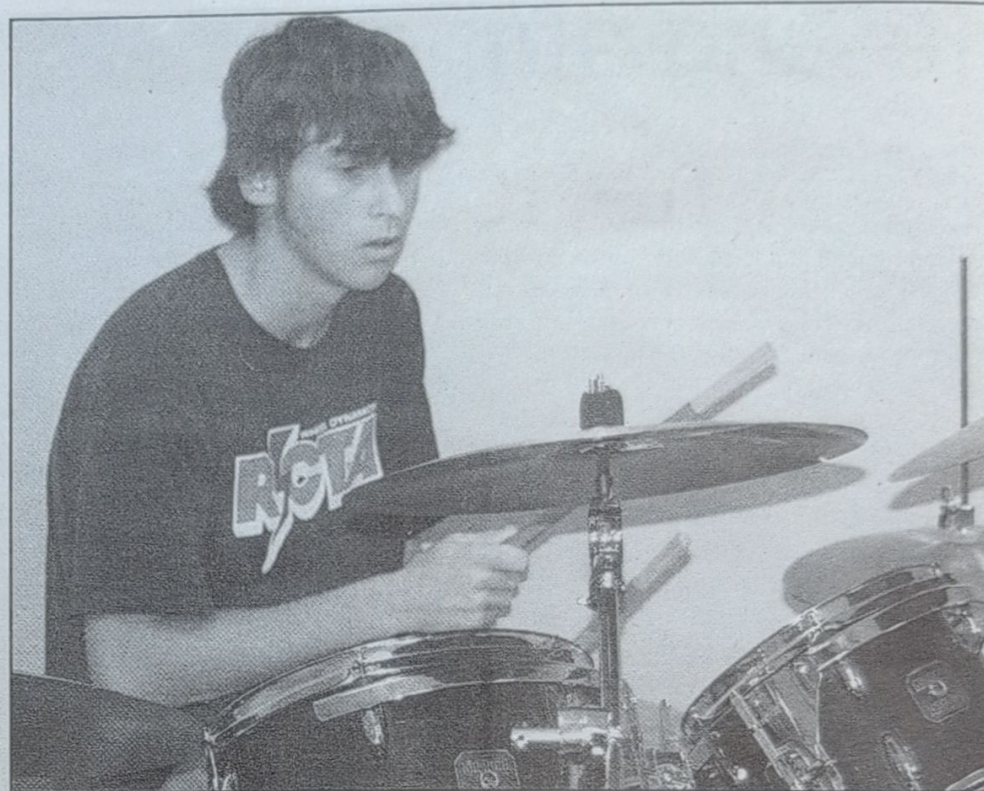


Photo by Kelsey Bergman

Above: Sophomore Chris Lundquist warms up on the drums while fellow classmates, contribute to the beat with their own instruments, including Senior Grant Backes (below) with his guitar. "I'm hoping to learn more music theory," said Sophomore Alex Euerle.

kind of music they work on. The class will often have a blues progression jam where the whole band gets together and plays a three chord progression repeatedly. Everyone takes turns improvising when cued by Shermock. He gives the tempo and will sometimes demonstrate how he wants the progression to sound.

The students also write their own songs; everyone in the class helps to write a song, and then they assign parts. They have been working on a funk song called Garage Funk that they wrote.

Instead of doing a worksheet or writing a paper, homework for Garage Band typically involves writing music, lyrics, and melody, and studying music theory. The tests include performance tests and theory tests, although most of the grade is class participation.

"I'm hoping to learn more music theory and how to apply it to a song," said Sophomore **Alex Euerle** who was in Garage Band last year as well as this year.

Shermock has experience to go with his

plans for the class.

"I have played for Prince, Chaka Khan, the Woody Herman band, and the Glenn Miller Orchestra," said Shermock.

He plays guitar, trumpet, piano, and he sings whenever he needs to demonstrate a certain thing, or fill in for someone missing in the band.

Garage Band is intended to teach music to students in a more unique way than a normal class.



Photo by Kelsey Bergman

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Behind the scenes of American Idol

Jennifer Personette
Journalism Staff

Just as soon as the doors unlock, thousands of Minnesotans rush in to the Target Center and await their turn to tryout for American Idol. Junior **Rachel Smude** included.

Smude has been singing since she could talk, so when American Idol made its debut in 2001, it immediately caught her interest.

"I've always watched it on TV so I decided what the heck? I might as well tryout," Smude said.

From watching past seasons of American Idol, Smude knew a lot about it, but tryouts weren't what she expected.

"I thought I'd be standing in line all day, just moving two inches a minute," said Smude, "but we just all sat in the Target Center with a ticket, and they called us down by sections. We'd

go to the floor with 12 tables, no walls in between them, and sing for two producers.

You really had to focus because you could hear everyone else around you. If you made it to the next round, you would get a yellow ticket and go right (and that would mean that you would go through about 3 more auditions before you'd sing for Simon, Randy, and Paula the next day.) If you didn't make it, you'd go left. Most people went that

way."

Even though Smude failed to make it into the next round, she refused to let it get her down.

"I pretty much knew I wouldn't get in," Smude said. "I didn't even care when they said no. I went into it expecting rejection because then I didn't have my hopes up. That's when you get upset and I don't like being disappointed. I didn't tell anyone I was trying out, either. I didn't want people to think I thought I was better than anyone. I don't like all the attention. I did it for fun and for the experience; it's an experience of a lifetime, a one time opportunity. It's one of those things you have to do just to say you did it."

According to Smude, only about 50 people made it through to the next tryouts and it took about 400 auditions before the first person made it.

"It was a bummer," said Smude.

"You could hear people that were so good, but they didn't make it. You'd think that this is impossible. You didn't know their criteria or what they were looking for: if it's your looks, personality, talent, or just luck

of the draw. Then you'd see all these weird and bad people make it through and you'd remember that a lot of it is for the ratings."

Not only is American Idol set up for ratings, Smude says, it is also somewhat scripted.

"In the beginning I got to see how they actually make the show. They'd tape us screaming and waving our arms," said Smude. "They also made us sing 1999 by

I've always watched it on TV so I decided 'What the heck? I might as well try-out'."

-Junior Rachel Smude



Photo by Kelsey Bergman

American Idol or not, Junior Rachel Smude continues to pursue her passion for music as she practices a melody with her fellow students during choir. Smude auditioned for the hit reality show at the Target Center this September. "There are those things you love to do even if you don't know why, and you just do them," said Smude.

Prince. They have it so planned on exactly how they want it. One time, they had us scream for like ten minutes! I mean honestly... It was cool though."

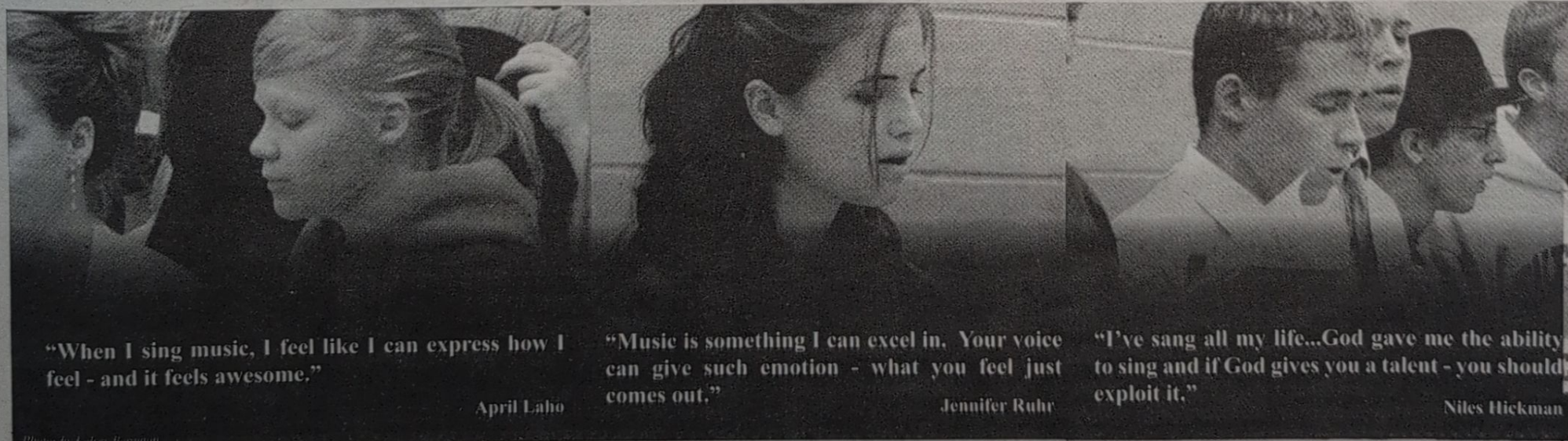
Even in the end, Smude said that if she

could she would do it again for sure. It is something she said she would never forget.

"It was so much fun and way worth it," said Smude. "I did it for me, for fun, for the experience."

Artists' Exposé

Revealing the voice beneath the song



"When I sing music, I feel like I can express how I feel - and it feels awesome."

April Laho

"Music is something I can excel in. Your voice can give such emotion - what you feel just comes out."

Jennifer Ruhr

"I've sang all my life...God gave me the ability to sing and if God gives you a talent - you should exploit it."

Niles Hickman

Diagnosed disaster Mono keeps athletes off the field

Kandace Point
Journalism Staff

Senior **Ross Trousdale** was driving home from a hockey tournament in Alexandria in early July when he started to feel himself drifting off to sleep.

"I just thought I was a little tired," said Trousdale.

He felt himself becoming more and more tired and worn out.

"I even went into the doctor," said Trousdale. "They couldn't figure out what it was."

The doctors thought he had ruptured his liver. They performed an ultrasound to see if his spleen was enlarged. After eight days they found out it was Mononucleosis, which can sideline an athlete for a complete season.

"I even took the monospot test and it turned out negative," said Trousdale. "So I don't know how they figured it out."

Mono, a virus also known as Glandular Fever, can cause a person to be very weak for a long amount of time. Loss of appetite is also a frequent sign; weight loss is common among mono patients.

"All last year, before I had Mono, I would eat almost \$15 worth of food at lunch, and now I just can't eat like I used to," Trousdale said.

When someone is infected with Mono they are usually in bed for about two weeks and spend the next couple months slowly recovering.

"The second time I got Mono I didn't get out of bed for 15 days," said Trousdale.

"The only time I got up was to go to the doctor or to the bathroom."

Doctors usually recommend two months without physical contact after having Mono.

"I couldn't stand that long without hockey," said Trousdale.

Returning to a normal schedule too soon can increase the risk of relapse. It usually takes a couple months for a person to get their normal strength back.

"Even two full months later I still feel winded when I get on the ice," said Trousdale.

For most athletes it is a disappointment to be out of sports for so long.

"I was the starting Quarterback for the football team," said Senior **Josh Ortmann**. "When I found out I had Mono I learned I couldn't play, so our back up had to fill in for me."

Ortmann was out for three games of the season.

"...Out of no where I was out and wasn't able to contribute to the team."

-Senior Josh Ortmann

"It was really hard because I had been working so hard all summer, training and getting ready for the season. Then out of no where I was out and I wasn't able to contribute to the team," said

Ortmann.

"It was hard to watch him [sit] out of the games when I knew how bad he wanted to," said Senior **Kory LaCroix**.

Mono can hit at any time and it can happen to anyone. This makes it especially hard on athletes who tend to train all year.

"It's disappointing, but just something you gotta deal with," Ortmann said.



Photo by: Grace Ruzicka

Starting Quarterback senior Josh Ortmann looks on during the Bison's 14-6 loss to Big Lake. Ortmann was sidelined after contracting mononucleosis in August and wasn't activated until the Bison's home win versus Cambridge-Isanti on September 19th.

Injuries riddle football team

Bison lose key players to injury

Elizbeth Schoenle
Journalism Staff

Screaming at the top of his lungs, Senior **Kory LaCroix** sits on the sidelines with an unstable knee, watching the football team lose the first three games of the season against Prior Lake, Big Lake, and Becker.

"If we trusted each other and the coaches more we could be doing a lot better," said LaCroix. "It's hard to watch your team do poorly."

According to Senior **Mike Robasse**, the football team has been struggling to learn the new wing-t offense, on top of having to work around with the absences of Kory LaCroix, **Robbie Aslesen**, and **Josh Ortmann**.

"Without Kory and Robbie we're missing a big piece of the defensive line," said Robasse. "Plus, our Quarterback, Josh Ortmann, has been out for the first

three games because of mono."

Junior **Josh Frankie** took Ortmann's place as Quarterback. Although, the games didn't go as well, Ortmann feels the team did a good job during his absences.



Photo by: Grace Ruzicka

"We were struggling a bit, Frankie did a great job for the situation he was put in," said Ortmann. "But, we'll get things turned around."

Things have changed since last game against Becker. Since Ortmann has been back they won 19-14 against Cambridge.

"They weren't expecting us to play very well, and we showed them," said Junior **Bobbie Martin**. "The win motivated us to play harder for the next game; it brought everyone's spirits back."

The team is practicing every day, working for another win against Rogers and the homecoming game against St. Michael.

"It's easy and fun to come to practice when what you're doing makes you successful on Friday night," said Gunderson. "We'll get better every week."

Coach Gunderson goes over a play with the offense during Buffalo's loss to Big Lake

Sicora wins State Championship title for tennis

by the numbers

1

-number of state titles

3

-number of state tournaments

6

-number of years playing tennis

196

-number of wins

16

-number of losses

35

-number of outside school tournaments

Kendyl Graham
Journalism Staff

Walking onto the court in all white, feeling pressured into winning the match. **Michael Sicora**, State Champion, is used to this routine.

"I feel lots of pressure," said Sicora. "I like lots of pressure."

Pressure is the key that this Tennis player uses to get motivated before a big match.

"Ever since I started High School Tennis, State is the best you can do," said Sicora. "Your goal is to win State."

As relief and excitement swept his mind, Sicora reached his goal in the summer of June 2006.

At 16 years old, Sicora was the youngest State Champion since 1997.

Sicora has been playing tennis since he was 11 years old. He decided to start playing tennis in Summer school of the year 2000.

"I played all sorts of sports and wanted to try tennis," Sicora said, "I wanted to try something new."

Sicora's father plays a big role in Sicora's tennis career. Sicora's dad was the one who got him started in tennis. After winning his first match Sicora and his dad realized that tennis was something that he would stick with. He has been playing ever since.

Sicora was 12 years old when he won his first Tournament, Regional and National. Sicora was on the High School Varsity tennis team by the time he was in the seventh grade. As a sophomore in high school Sicora was the section champion. He was the first player from Buffalo to make the semi-finals.

In order to keep his tennis skills in shape, Sicora drives to Lifetime Fitness Athletic club in Eden Prairie at least five days a week for two to five hours of practice, that doesn't include driving.

"I was really excited out there because I knew I had a good chance of winning" Sicora said.

All the years of practicing paid off for Sicora as he won state

champion. As soon as he won State Champion he felt a total sigh of relief.

"When I was in seventh

grade I remember telling my Gym teacher I want to win state in tenth grade," Sicora said.



Photo by Sicora Family

Junior Michael Sicora takes title as state champion, making him the first on the wall of state champions for over a decade.

Traditional sports on the decline Students find interests in alternative sports

Aaron Naser
Journalism Staff

There are the players on the grid iron and the adrenaline junkies. Both are a type of athlete, but are not the same in many aspects. Football, basketball, baseball, wrestling, and hockey are some of the main sports our school offers, but there are students that don't participate in any of these sports. Athletes with lesser known sports.

Some students don't think the school offer much.

"Out of school sports are more fun and extreme," said Senior **Jason Hohl**. "Well I can't say all are more extreme

I haven't played football. That looks pretty intense."

Though there are differences between the athletes that doesn't mean they don't have similarities. Both require practice and training to prepare.

"I lift weights," said Hohl. "With a well balanced diet and lots of practice, I get out to wakeboard when I can."

Even though both sports have similarities with training, some of the extreme sports require more trial and error to learn.

"Yeah, one time I was doing some really heavy squats," said Sophomore **John Scott**. "My hernia blew out so I dropped the weight really fast and fell to the floor in agonizing pain"

"After enough face-plants, you know what not to do (wake boarding)," said Hohl.

One major difference between the in school and out of school athletes is the aspect of teamwork.

With the two-types of athletes come different motives. Some of the out of school athletes play their sports for relaxation rather than competitiveness.

Out of the two breeds of athletes there is a difference. They can be seen in the training, preparations, and in the sports itself. Even though they are different in many ways that doesn't mean one sport is better than the others.

"The sports are different," said Hohl. "Wakeboarding is what I got into. It's where my passions are."

Seniors **Cody Mastel** and **Ryan Douglas** and Junior **Charlie Druar** catch a game of volleyball during intramurals. Intramurals have provided a friendly atmosphere to usually intense sports.

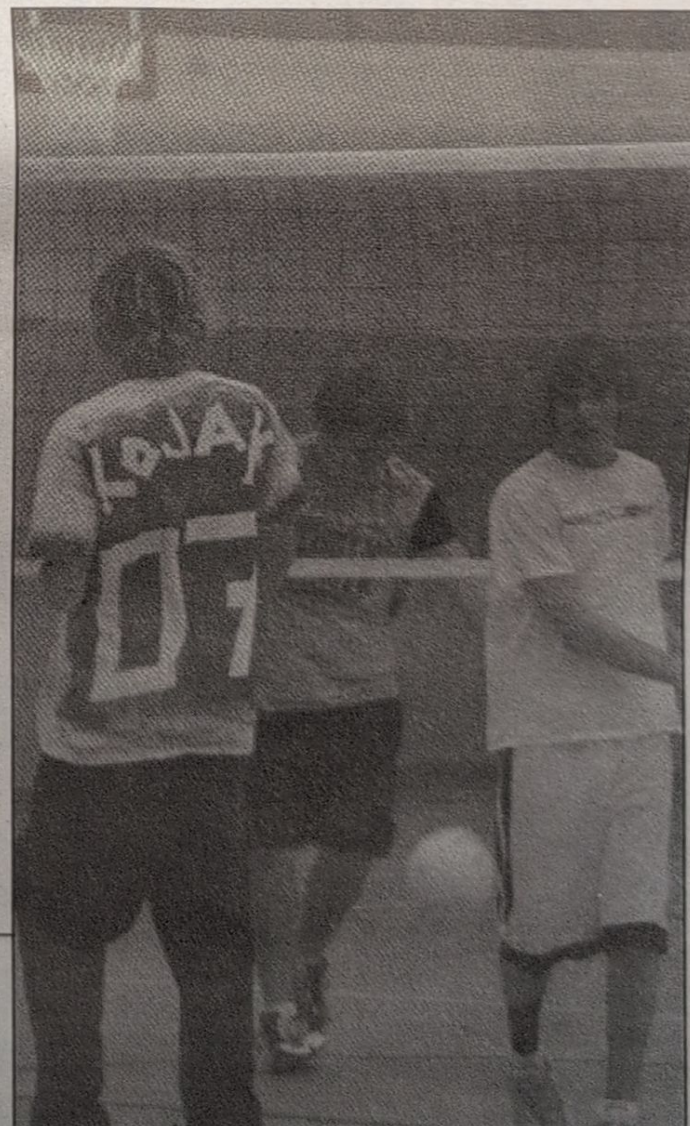


Photo by Grace Ruzika

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Intramurals showcase lighter side of athletics

Ryan Douglas
Journalism Staff

The school clock says six a.m. The sleepy varsity players are getting ready to practice. Meanwhile, the intramural players are at home in the comfort of their own beds. They won't have to be at their designated sport for another twelve hours; and that is if they even feel like going. If they decide not to show up, no one will punish them, no coaches yelling in their face, and they will still be able to play in their next game. That is... if they decide to go.

These are some of the reasons many high school athletes decide to quit varsity programs and become intramural athletes. Other reasons include; over-bearing coaches, lack of time, and just plain not enough talent.

Some intramural sports include; basketball volleyball, DDR, golf, badminton, and soccer.

"Basically, I'm not talented enough to play athletics in a 'Minnesota State High School League' sort of way," said

Senior **Ben Fouquette**. "Not to mention after you lose a big game you can just go to Culvers afterwards and forget about it."

Talent isn't the only thing that forces athletes to join intramurals. The intensity of the practices often influences the decision. That was the case

with ex-basketball player Senior **Logan Hoffman**.

"I like coach Guida, but he is just too intense during the season," said Hoffman. "I'm much more of a laid back kind of guy. That is why I play intramurals, everything is more relaxed."

Many players oftentimes don't agree with their coaches, however, some coaches are the reason fans attend varsity games.

"I love going to basketball games and watching Guida freak out," said Senior **Jack Durand**. "Plus the games are so intense."

Basketball and hockey were the favorite varsity sports among students, both mostly because of the intense atmosphere, something that lacks during



Photo by Eli Krumholz



Photo by Grace Ruzicka

Left: Senior **Abbey Calder** celebrates a score during intramural volleyball. Intramurals offer a laid back atmosphere for athletes.

Right: The Bison offensive gets ready to run a play in their 14-6 loss to Big Lake.

Boys soccer lacks attendance *Program performance fails to draw crowds to any game*

Alyssa Kerber
Journalism Staff

Larson kicks to Wachter, he passes the defense. Wachter kicks the ball to the goal line...and he scores. There's one thing missing, there's no cheer...where's the crowd?

Since soccer is not that popular of a sport, not many people show up for the game. Soccer is a mid summer and fall sport, for teens that do it during the school year.

"I think the reason there aren't many fans is because there are other activities. It's too cold out and soccer is not that big of a sport like football," said Senior Captain **Josh Wachter**.

Sectionals are where all the best teams compete to be section champions. For a team to be invited to sectionals is a big deal.

"This team has a lot of potential," said head coach **Jeff Lindstrom**. "I would like to

go far into the sectional playoffs and increase victory mark."

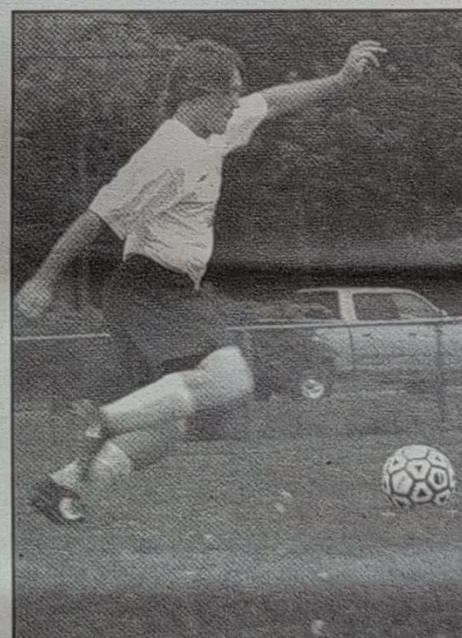
Most members of the team want to go to sectionals. The team has been doing well so far in the season. As of September 27th, the team has won six out of thirteen games.

"I really want to be sectional chaps," said senior forward **Ron Larson**. "Or even win the Mississippi 8 cup."

Monticello is Buffalo's strongest competition. The team still looks forward to playing them. On September 7th, Monticello beat the team 0-2.

"Monticello is a really tough team to beat," said Wachter. "But I still like playing them."

With more people coming to their games, and the school giving the team some support. The Buffalo Boy's Soccer Team could go to sectionals.



Photos by Dylan Mansur

Top left: Senior **Erik Olson** kicks the ball in the Bison's 3-1 win over STMA Top right: Seniors **Forrest Nadeau** and **Michael Halagan** watch as Buffalo scores Bottom: Before the game the soccer teams gathers to discuss their game plan

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Girls



Photo by Kala Hagberg

Ellena Becker
Journalism Staff

High school athletes have changed over the last few decades. Female participation at the high school level has increased dramatically since the federal law regarding opportunities available for female athletes (Title IX) was passed in the 1970's. This created more opportunities for girls and women's sports.

More programs are being offered due to the increased interest level.

"The girls and guys' sports being offered to them are all pretty equal," said Activities Director **Tom Bauman**.

In the past girls athletics weren't given the same attention as boy's sports. Over the years progress has occurred but many myths about girls sports still persist. Stereotypes still pose a problem.

"I like to work hard in all sports, but I still have fun. People think girls aren't as serious about their sports as guys," said Senior **JaRae Ellefson**. "I know girls that are

more serious than most guys."

One general misconception is that boys aren't as emotional as girls in clutch situations. Last February after the boy basketball team's loss to Monticello emotions ran high.

"Every possession was critical that game, all the way up until the end," said Junior **Dee Broadnax**. "We were all physically and emotionally drained after that game."

"People think girls aren't as serious about their sports as guys"

-Senior JaRae Ellefson

There is no proof that females don't care about their sports as much as males do.

"It's an individual quality to be aggressive, not a gender quality," said Girls Varsity Basketball coach **Scott Sorenson**. "What makes a person aggressive or competitive is a combination of what you are born with and something that can be taught."

Boys

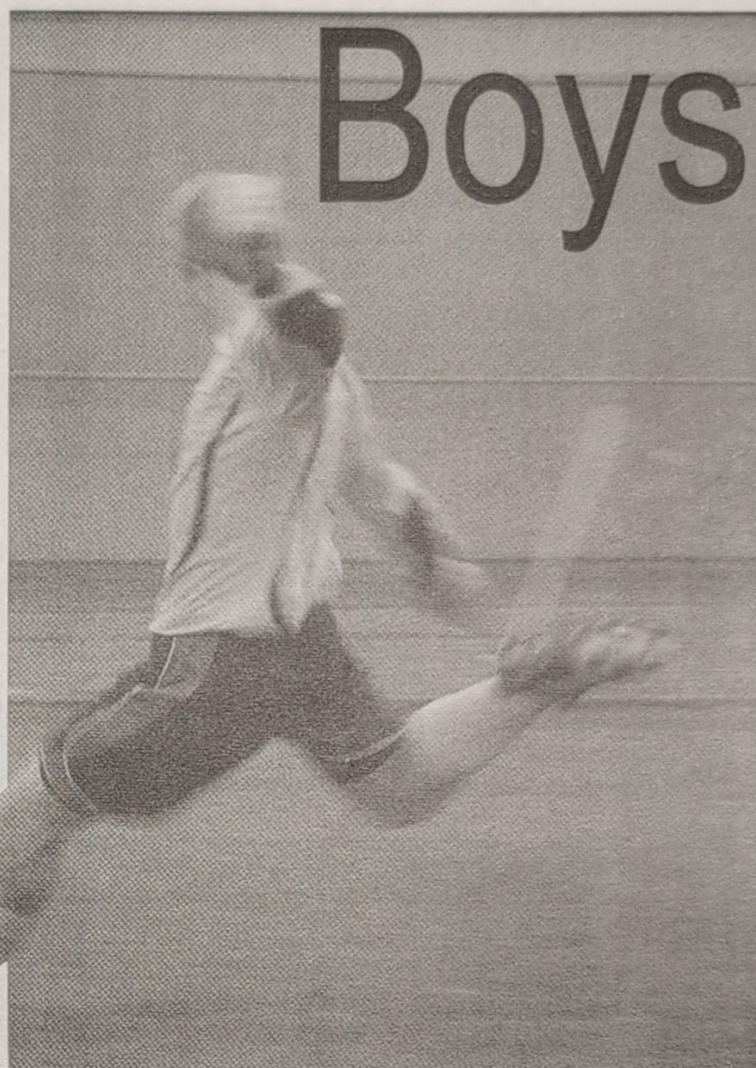


Photo by Dylan Mansur

Even though there may be some minor frivolous difference when it comes down to the basis of emotion and what female athletes bring to a game it seems that males don't always prevail.



Photo by Eli Krumholz

Senior JaRae Ellefson battles a Cambridge player for position during Buffalo's 1-3 loss. The team won their first play off game last week, 2-1 over Moorhead.

Quick Hits:

Volley Ball:

The team is 19-6 overall with big victories over Hill Murray and St. Charles. ND Senior outside hitter Amalia Schroeder leads M8 in kills (236) and digs (288).

Football:

The is Josh Ortmann is second in the M8 in completion pct. (58.9). LB Matt Jeska leads M8 in sacks (5). The team upset Cambridge-Isanti 19-14 in week three of the season.

Girl's Tennis:

The team lost two closely contested matches but rebounded to win the conference tournament. Both #1 singles (Dana Van Bruggen) and #1 doubles (Kathleen Dehmer, Krista Nauman) earn #1 seeds for sections.

Girl's Swim/Dive:

Senior **Sarah Devore** breaks the school record in the 100 yard breaststroke 4 times, along with the 200 Individual medley and 100 Butterfly. Breaks pool records at Shakopee, Cambridge (Breaststroke, 400 relay), and Monticello (100 Butterfly, 400 Relay)

Girl's Soccer:

The team broke the school record for wins with 5 (previous record: 4) Sophomore Anna Lundeen scored both goals as the team upset Moorhead 2-1

Boy's Soccer:

9-9-1 overall, 9-4-1 in M8. John Huff leads M8 in saves (138) Team lost play-in game to #8 seed Alexandria 0-1

More statistics online at Hoofprint.net

Graphic by Dylan Mansur

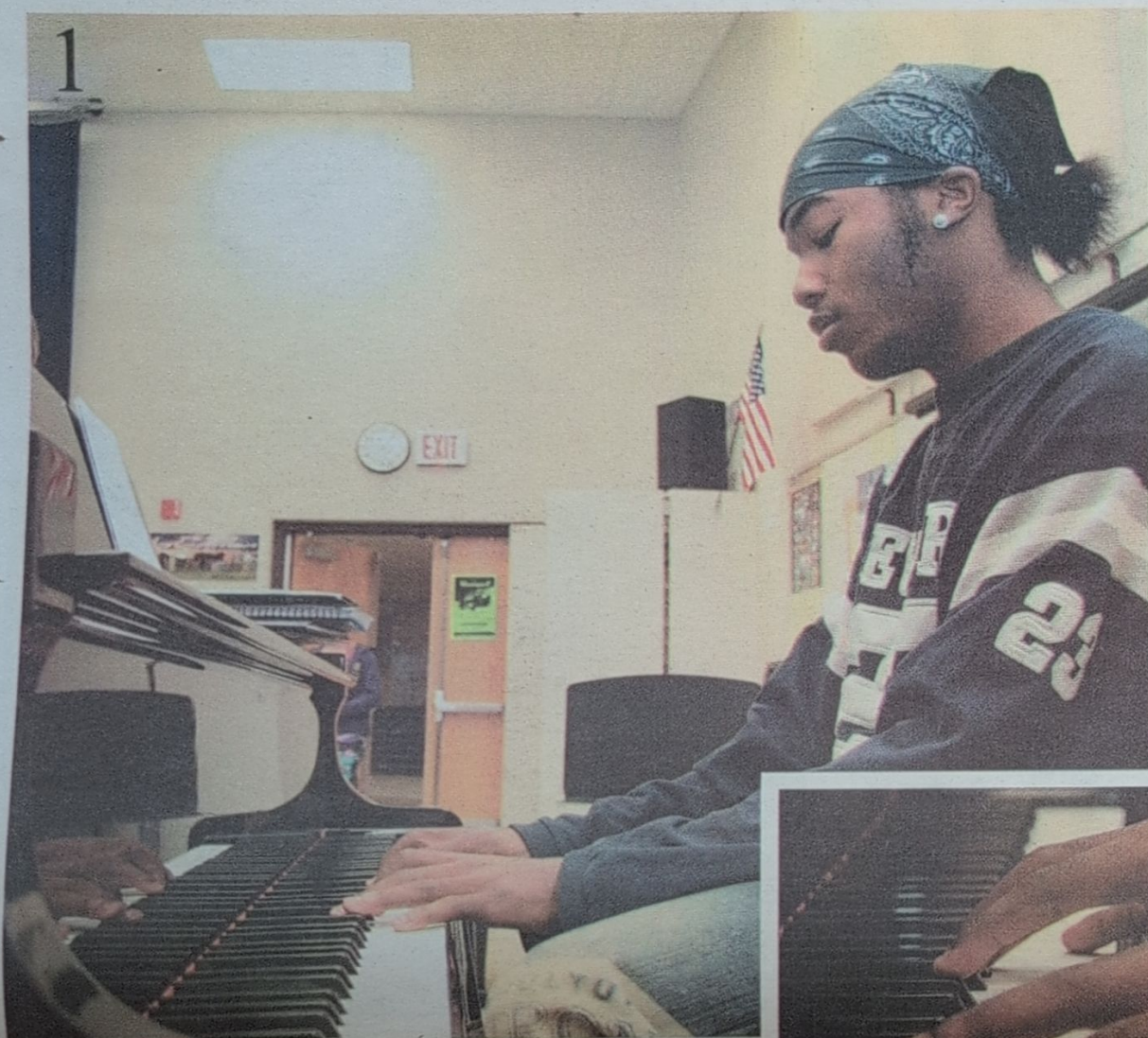


Photo by Eli Krumholz

No Notes Attached

Travis Dillard can't read music, but he taught himself to play by ear.

Molly Frost
Journalism Staff

After his lunch break, **Junior Travis Dillard** heads to the choir room once again. He sits down at the piano and begins playing, without reading any music. He attracts a small crowd every day at the same time and place.

Dillard started playing piano at a young age and has taught himself to play completely by ear.

"I can't read notes," said Dillard. "But when I hear a song, I can remember it in my head. Like if I heard a song right now, I would remember it and I could play it."

Dillard has never played for a large audience, so people are not completely aware of his artistic talent.

"The biggest audience I've played for is at school," said Dillard. "I just started playing in front of people because I was too scared to before."

Dillard comes to BHS from Brooklyn Center as part of the Arts Magnet Program.

"I get up at four in the morning just for school," said Dillard.

His love for the arts doesn't stop at the piano.

"I sing and I rap," said Dillard, "and I'm really good at portrait drawing."



Artistic Expression

Students accent their talents through a variety of arts

Kezia McCarty
Journalism Staff

People come from all different types of backgrounds, with different interests and hobbies. From painting to drawing to writing poetry and stories, students find ways to express their individuality. While some present their talent openly others find it easier to keep it hidden.

"It's nothing to brag about, some people just don't wanna hear about it," said Junior **Kelsey Platzer**. "Only about half of my friends know that I draw."

Platzer has just been published for a self portrait. Her drawing will be entered in the North western suburban 2006-2007 calendar, along with the artwork of Seniors **SunMee Sandusky**, **Allison Eckhoff**, **Heather Kirkham**, **Heather Muhonen**, Juniors **Carlie Louisiana**, **Kelsey Bergman**, and **Kurt Mankenburg**.

Besides basic art such as drawing and painting, there are many students who express their artistic ability through writing.

"I was inspired to write poetry in elementary school," said Senior **Alex Nord**. "It has to come from an experience. Only my close friends, and family know about it, I dragged all of them down to a java joint once for open mic night."

Some students started early, while some are fairly

new.

"I've only been drawing for about a year," said Platzer, "but I've taken classes and im thinking about going into art advertisement for college."

Art school seems pretty familiar for Sophomore **Kelsey Leistico** who has been painting for four years.

As students try to stay inspired, they use the classes provided to further their interests in the arts.

"I think that I'm going to major in art," said Leistico. "I haven't taken any classes yet, but I'm taking Art I and Ceramics I this year."

Classes such as basic art, ceramics, drawing, painting, and creative writing have offered these students a chance to advance.

"The talent is already all there, they just help students discover it," said Creative Writing **Teacher David Robinson**.

Taking these selected courses allows young artists to show how they visualize the world around them. Its gives us a look at the world through someone else's eyes, a different perspective of life, and a different perspective of art in general.



Photo by Rachel Goldberg



Photo by Grace Ruzicka



Photo by Rachel Goldberg

1: Junior Travis Dillard plays piano as third block choir students enter from lunch. 2: Senior Alex Nord practices her writing skills in English Teacher David Robinson's creative writing class. 3: Junior Kelsey Platzer finishes a painting for her second block painting class. 4: Senior SunMee Sandusky, whose artwork is featured in the North West Suburban calendar, works on her painting.