



The Hoofprint

Volume 38 Issue 2

Buffalo High School

Friday, December 1, 2006

Lockdowns required

Administration wades through new state lockdown mandate



Photo by Grace Ruzicka



Photo submitted by Glenda Ridley



Photo by Grace Ruzicka

Top: Officer Ridley waits in the parking lot, making sure students follow the speed limit when coming and going. **Middle:** Monitoring the hallways is another way for the administration to keep track of the activity through out the day. **Bottom:** During in-service meetings, the topic of security is one topic of discussion among faculty.

Graphic by Dylan Mansur

Kandance Point and
Jennifer Personette
Journalism Staff

"Would everyone please clear the halls and find a classroom at this time. Please secure all classrooms." Students look at each other in confusion as the teacher gives them instructions on what to do if it were a real emergency. Is this drill enough preparation for the real thing? Some students don't think so.

Since Columbine in 1999, school shootings in the U.S. have become more frequent

and schools have been forced to take action. In some schools lock down drills are almost as common as fire drills, but in other schools they are less common. Students here are unsure on how their classmates would react in an emergency situation.

"It would be chaos," said Sophomore **Luke Marty**. "We never go through the drill. People would just be running and screaming."

"I can see people panicking," said Junior **Abby Johnson**. "They only kind-of told us the plan. I asked a teacher to go over

it once and they didn't really know what to do. We need to go over it more as a school, just in case."

Recently, State laws have changed, requiring five lock down drills per year. But it is not clear who should participate in the lockdowns and who should know the plan.

Plans differ from school to school. For example some schools use a card system, where they have green, yellow and red cards that they set under the door or post somewhere outside the room, to represent the conditions of the people in each room.

Green represents that everyone and everything is ok.

If it is unsure whether everyone is ok, a yellow card is set out. Red means that people are hurt and help is needed immediately.

"We are aware of the card system but we haven't chosen to use it yet because of the flaws," said Officer **Glenda Ridley**. "It is difficult to have a specific plan for the drill because you can't plan for every scenario."

Lockdowns
Continued on page 4



Photo by Elias Krumholz

Students continue the traditional use of "The Rock" as an artistic median and focal point of student life, with over twenty-two years of paint coating it. "Even when someone else paints over it," said Junior **Ben Holthaus**. "You still know that under it you left your mark."



Photo by Emily Andrews

With their regular season completed the Swim team prepares for sections and the state tournament. Practices and meets this year showed the student body that the Swim team plays with a level of intensity not found in most sports, a level of dedication that most others couldn't match.

With the Scotland trip drawing near, the theatre department juggled planning for the trip and channeling emotion for the Fall performance. Now that the play was performed, actors continue to practice and add Scottish dialect for the Fringe Festival.



Photo by Dylan Mansur

Correction:

The editorial of the November issue of The Hoofprint incorrectly states that Buffalo High School's drama department was the only representative in the state at Scotland's Fringe Festival. Minnetonka also will be participating in the Festival. The Hoofprint staff regrets this error.



Photo by Mitch Biermann

Bested at the state Mock Trial finals last year by now-absent South Minneapolis High School, Buffalo Mock Trial aims at moving up to the top spot in the top tournament of the season, which began two weeks ago with the Minnesota State Bar Association's release of the '06-'07 case.

Freshman killed in a hunting accident



head by 45-year-old, **Steve Ferguson** of Maplewood. Ferguson is being charged with second degree

manslaughter. Lanie was wearing a blaze-orange hunting pants and coat with a camouflage hunting cap, while hunting with group of hunters. Ferguson said he heard leaves crunch near his tree stand. He believed at the time that a deer was approaching and fired his rifle twice, hitting Lanie with the second shot. Lanie died at the scene.

A funeral service was held on Friday, November 24 at St. John's Lutheran Church in Buffalo.

A memorial fund has been set up at Klein Bank in Buffalo.

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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.

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The halls have eyes

Students voice their opinions about cameras in the halls

Caitlin Theisen
Staff Writer

Big Brother may be watching, but the school isn't, which is a common error in the minds of many people. Cameras have grown into a literal part of the scholastic scenery, such that it is sometimes even difficult to remember they're there.

But if anyone is paranoid of being constantly watched, it shouldn't be because they are in school. Principal **Matt Lubben** makes that clear.

"We don't watch [the students]" said Lubben. "The cameras are used as a resource. Like, I don't sit here and watch students eat lunch. Why would I do that? It's stupid. They're for safety. If kids know there's cameras, they're not going to go punch someone in the face. It's very preventative and great for providing evidence and solving mysteries. If someone tells us that another person pushed them in the cafeteria, and that person says the other pushed them first, we can go back to that time and see who is lying."

According to Lubben, going back and solving issues is about all the cameras are used for, aside from the daily warning to kids that anything bad they do is most likely caught on tape.

However, if a situation arises that makes the need for a monitored camera desirable, appropriate measures will be taken. Journalism and Publications Writing Teacher **Ryan McCallum** experienced this firsthand.

"We had an incident where somebody had stolen something that was previously locked up," said McCallum. "We wanted to see if we could catch any suspicious activity. It was a decision made by Resource Officer **Glenda Ridley**, and I was all for it because I wanted to catch them."

McCallum said that only Officer Ridley, the principals, and he were supposed to know of the camera's placement at first.

"The students spotted it after about two months though," said McCallum. "They wanted to know what the suspicious thing in the ceiling was. It made them uncomfortable that they were being watched all the time. So that was a drawback."

Despite the effort, nothing was solved.

"It only made me kind of nervous, the students a little nervous," said McCallum. "I don't think it needed to be up there as long as it was, almost a year. It just never feels good to be recorded."

Since the camera's removal, no additional issues have arisen.

"I think the culprit felt extremely lucky that they got away with what they did," said McCallum.

Whatever the culprit felt, he or she was lucky. Classrooms, resource areas, and bathrooms are about the only places without cameras. The rest of the building is covered so thoroughly that some have grown indifferent to them.

"I think they're just there to scare kids," said Junior **Emily Mueller**. "Let them know they can be watched. I don't think they're a big necessity. We have enough teach-

ers and people to watch. If you put fake ones in it would probably have the same effect. They're not that big of a deal."

"I think we're pretty good," Social Studies Teacher **Devin Davidson** said. "I think there's only two doors that aren't locked, and we have greeters. I actually don't think about it that much to be honest."

Although many schools have installed cameras for safety reasons, they don't seem to prevent things like shootings or other incidents that are rapidly increasing. As such, it is questionable whether the \$300 spent per camera could be better used toward another cause.

"I don't think many things would happen if they were taken away," said Freshman **Kayla Richards**. "Our school doesn't have that kind of curriculum. I think people know better than to start fights or do stupid things like that. I'd feel pretty much the same if they were gone. I don't think people pay much attention to the cameras anyway."

Even if no one pays attention, perhaps the idea of their presence still lingers in the back of students' minds.

"I think our school is pretty safe," said Mueller. "Because of procedures and rules, kids know the consequences and what not to do."

Lubben, however, still stands by them as a real contribution.

"Kids have always thanked us for being there, especially to solve problems," said Lubben. "Nothing but positive."

With the nation constantly attempting to better the education system, cameras will likely play a big part in the future of schools.

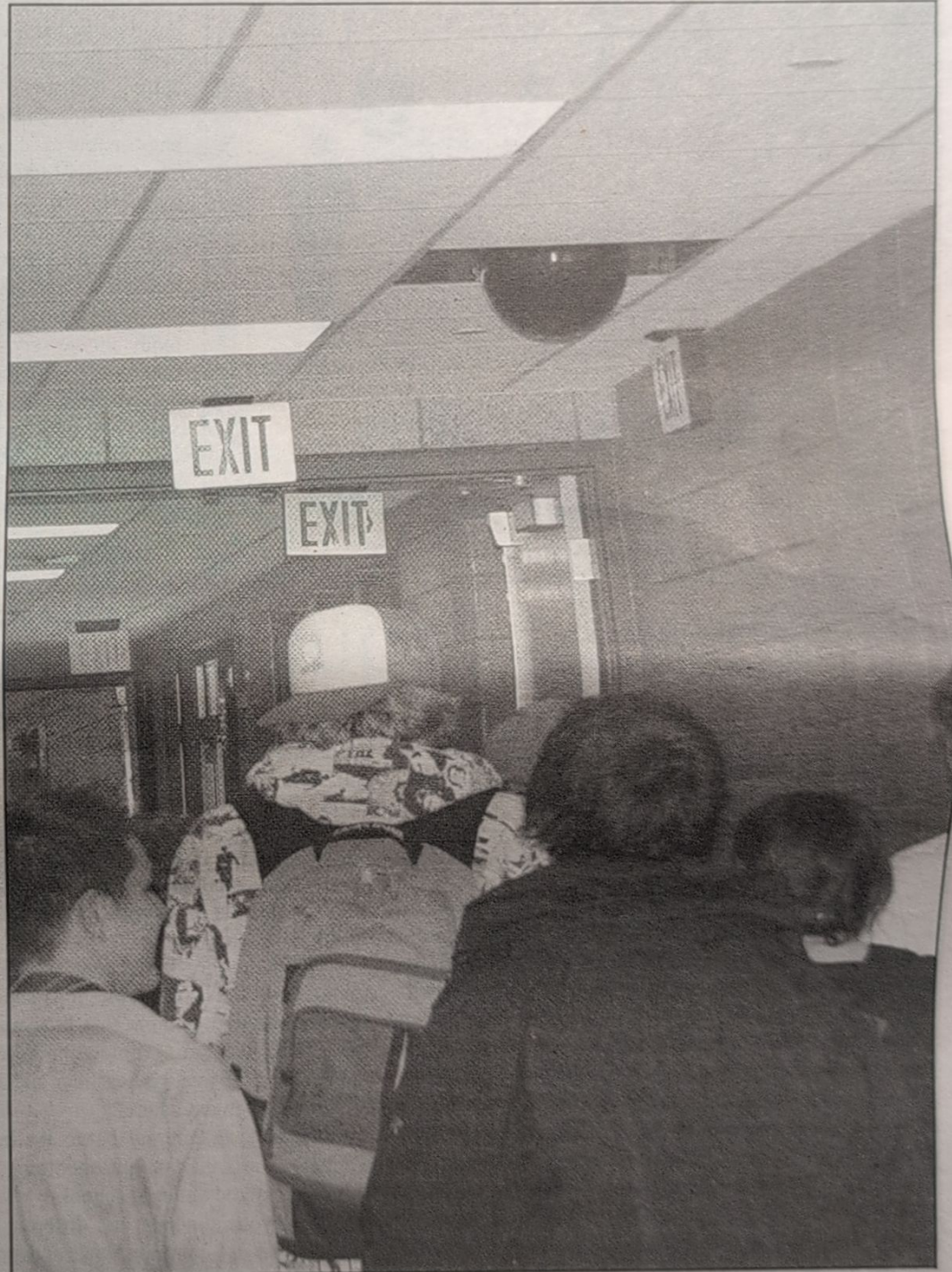
"I think there will be a time when cameras are in pretty much all

the classrooms," said McCallum, "for looking at discipline or something."

If this idea is ever contemplated, those deciding probably won't consider it an invasion of students' or teachers' privacy.

"I do not think they are an invasion of privacy," said Davidson. "I think when you're in a public building you give up a little of your rights sometimes."

"We look at videos only when we need to," said Lubben. "Safety, to us, is more important than going looking for students doing the wrong things."



As students leave the building they don't realize that they are being watched by cameras covered by black plastic circular domes. With at least two cameras in each hallway and one on each light pole in the parking lot, the administration tries to keep the school safe by monitoring these cameras throughout the day.

"I don't think many things would happen if they were taken away. Our school doesn't have that kind of curriculum. I think people know better than to start fights or do stupid things like that. I'd feel pretty much the same if they were gone. I don't think people pay much attention to the cameras anyway."

-Freshmen Kayla Richards



Paige Brummer and Alex Elletson
Journalism Staff

"I don't remember the situation," said English Teacher **Ryan McCallum**, "but I was actually in this school before it was complete. The floor wasn't done yet, the walls were just being built and the ground was just dirt."

McCallum was a part of the class of 1997, the first class to graduate from the new building. On January 6, District 877 opened its new high school for current students.

"We got 'Bison on the Move' bags on the last day before winter break," said McCallum. "We had to put all our stuff in them. We didn't get a day to move in. When we came back from break it was like the first day of school."

Celebrating the building's tenth anniversary in January of 2007, staff and students alike can't believe how young the building still looks. The custodial staff has been recognized by teachers as unbelievably hardworking. Custodians strive to keep the building looking clean everyday.

"[Principal Nick] Miller has

done a great job of taking care of things. Everyone else has to help too, but we owe it to him for his direction," said Science teacher **Charley Keifenheim**. "It's hard to keep something clean when you have almost 2000 teenagers here everyday."

Numbers have increased from only 1,583 students in 1997, to 1,721 students currently attending this school.

"The hallways are more crowded now. It's starting to get clogged again," said McCallum. "I didn't think that would happen. I thought a million kids could fit here."

As hallways continue to get more and more crowded, class sizes don't increase as much due to the added staff members each year.

"[The staff] has gotten so much bigger," said Keifenheim. "It's hard to know all the other staff members names."

Each year a number of new members are hired to the school staff. Teachers find it difficult to get to know each one personally.

"I hardly know anybody now," said Art Teacher **Jon Holtz**.

"We're just so big and I'm down this long hallway away from the rest of the Art department."

Despite the crowdedness of the school, teachers still enjoy working here as much as they used to.

"[My favorite thing about working here] is working with students," said Keifenheim. "It keeps you young. I've seen friends and family who have other fields of occupation who don't have the humor we still have. It's a good thing. It's nice having a teenage perspective. You guys have such a fresh look on life."

Teachers enjoy having such hardworking students in their class. Many of them think we should celebrate the anniversary of the school in honor of the many students that have attended the high school.

"I think it would be cool if we had an early dismissal, or two hour late start," said Junior **Abigail Bursch**.

Miller is up for any ideas on how to celebrate the 10th Anniversary. He hasn't really thought about it. He says there are no plans, but he's open to any sug-

Lockdowns required Administration wades through new state lockdown mandate requiring five lockdowns per year

Lockdown

Continued from page 1

because you can't plan for every scenario."

Some students aren't fully aware of the plan or how it works. Questions have been asked about its reliability.

"What if a shooting happened during passing time?" asked Senior **Laura Hartneck**. "We have the Juniors and Seniors upstairs, and the Freshmen and Sophomores downstairs. What if it happened in the Sophomore hallway? They'd probably make an announcement, but no one would be able to hear it. Administrators would be running around on a rampage with their walkie-talkies and everyone would just stand back."

Our school is putting together a plan for these kind of situations.

"We have a plan," said Activities Director **Tom Bauman**. "An announcement will come over the P.A. system, telling students to take cover wherever they can and get as many people safe as possible."

At that point, the teacher then becomes in charge of the classroom.

Meetings are being held to inform teachers on specific things they should do. They need to make sure students are calm and quiet. Then cell phones get turned off so other teachers and administrators can communicate.

"Communication is the most important thing in these situations," said **Ridley**.

The point of the lock down is to keep everyone safe inside the building for any reason necessary. Students and Staff alike believe that feeling safe in school is very important.

"It helps to see the staff having relationships with the kids," said Hartneck. "It's nice to know they care and it makes students feel more comfortable."

The goal is to keep the atmosphere safe and comfortable for everyone.

"Prior to the first recent school shooting I was thinking about all of the previous shootings, and I was ignorant enough to think that they were a thing of the past," said Johnson. "It blew me away to find out that they are still an ever present fear and I realize now that it could happen anywhere."

There is an internal battle for both students and teacher on whether or not shootings and lock downs should be talked about in school.

"Everyone's needs are different," said Bauman. "We need to use common sense and strike a balance."

Plans and ideas are being brought up with staff more often now so that they are informed, but it is still an issue of whether or not to involve students in the process.

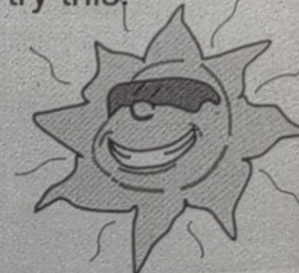
"It's difficult in so many ways," said Bauman. "It's difficult emotionally, to communicate in the right way about it, and to address the situation."

"We should discuss it more," said Johnson. "It's a tough subject to talk about, but it needs to be brought up."

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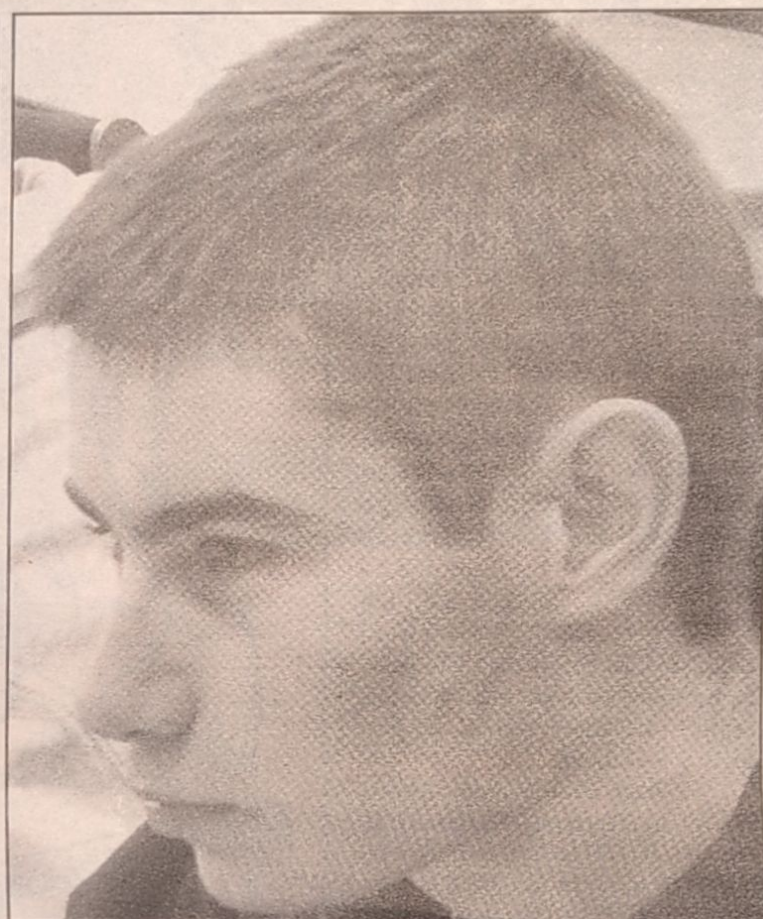
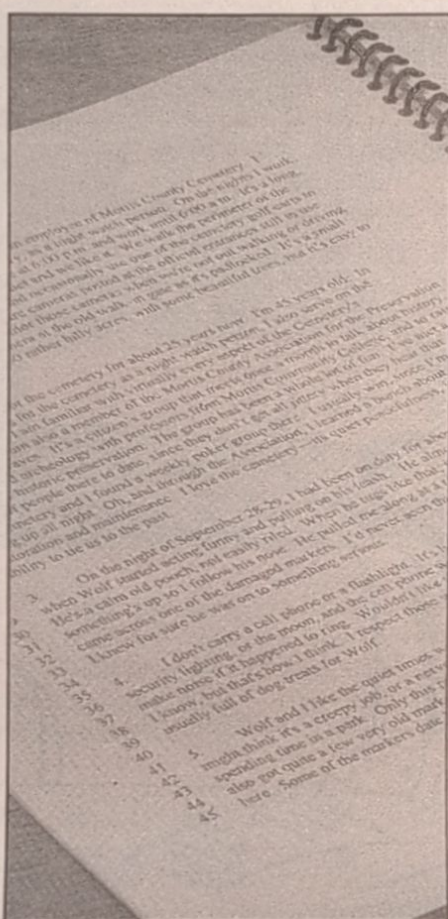
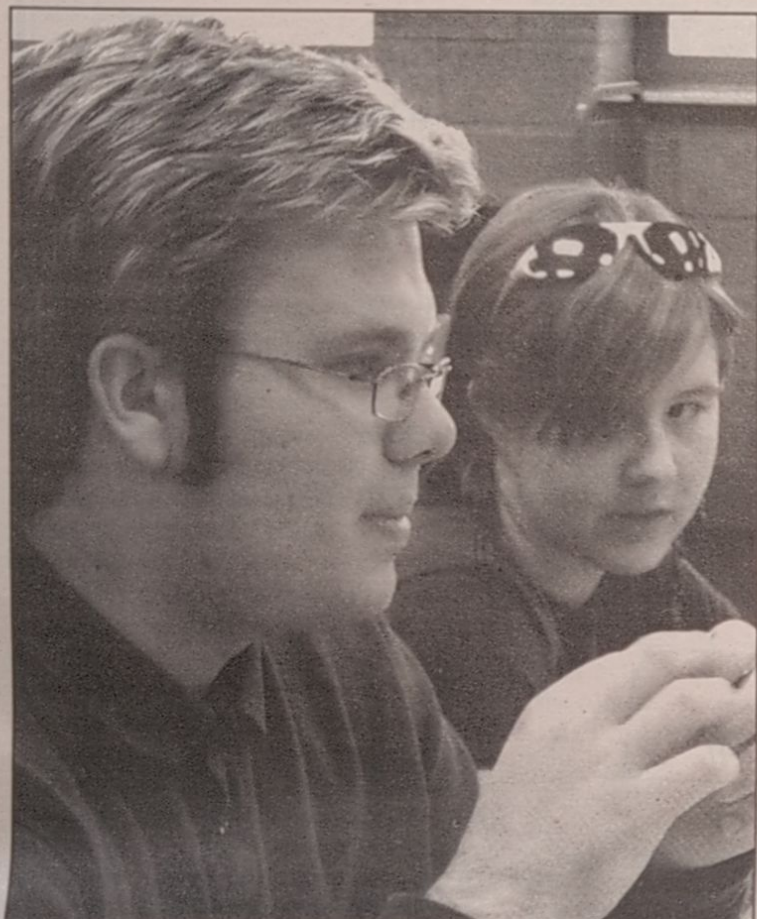
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Case in point

With the new season's case released, and a major rival vanquished, Mock Trial aims to take first place at state



Emily Anderson
Journalism Staff

The buzz in room C203 slowly died down as Mock Trial Coach Laurie Raymond went to the podium. Shuffling papers nervously, she told everyone to quiet down before giving the Buffalo Mock Trial Season's opening benediction in which she expressed her optimism for the season.

"We should be just as competitive this year," said Raymond. "There will be six seniors this year, when last year we only had three. I'm definitely having higher expectations."

While Raymond spoke, team members contemplated their chances for the year.

Some members, like Senior Collin Tierney, argue it's more than just being competitive.

"There are so many factors that are based on luck, especially the judging," said Tierney.

The race, in other words, is not always to the swift: judging for Mock Trial competitions is based on how well the team presents their case, not if they win or lose it.

"It really depends on who the judge is," said Tierney, "and who presents their case the best to him or her. But the strongest team is definitely going to win, and our team is the strongest."

On October 24, the Minnesota State Bar Association released the '06-'07 case, precipitating the start of the Mock Trial season. The case stays the same throughout the year, and will be used in every competition.

"This year is another criminal case," said Senior Chris Roberts. "It's about a cemetery vandalization, which is spooky. It should be fun. It seems like a unique case."

Civil and criminal cases alternate on the Mock Trial docket.

"I've been in mock trial for four years," said Tierney. "And this is my second criminal case. It should be really interesting. The last one was a murder case, which I really liked. Murders are the best storylines. They're the best to work on because they tend to have the most details."

Many varsity and junior varsity members are returning this year to Mock Trial, trying to carry on the legacy of last year's seniors and their second place state finish. New members this year received a crash course in the hard rules and expectations that would be placed upon them.

"We'll practice ten hours a week after school," said Raymond. "We do one late night, from four to eight. We work with attorneys, and so we have to wait until they come here after work. Members need to go home and give their stuff to their siblings and parents and go over it. They need to talk to mirrors to work on their speaking. All of these things I encourage them to do—to study. People need to like being involved in public speaking, they need to be intense on topics, and they need to be someone who likes a challenge."

Mock Trial works with two local attorneys, Karen Wolf and Kevin Tierney. Tierney says his dad was one of the main reasons he became involved in Mock Trial.

"My dad was a judge when I was in middle school," Tierney said. "He really encouraged me to get into this. Now it's something I'm thinking of being when I'm older. Being a lawyer is definitely a consideration for me."

The coaches stress team-building nights,

where the team can relax and get to know each other.

"A huge reason I joined was because it was a big team-building activity," said Freshman Katherine Stanley. "That really appealed to me. I also really like debating, and I think Mock Trial is going to be fun. As a freshman, I think I can do a lot more in this activity, whereas, in SSU or something, I probably wouldn't be able to do as much. All of the people in Mock Trial seem really nice, too, and I think I could really get to know some of them well."

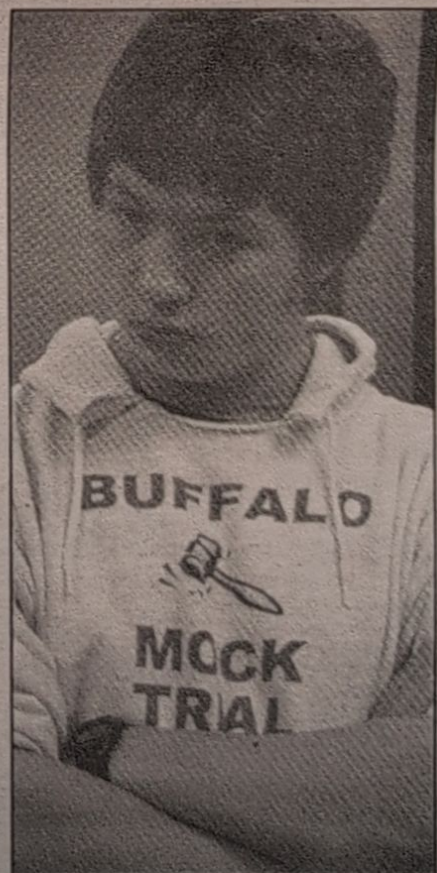
Returning members say they look forward to the "fresh meat," that the new members should add an interesting angle to the season. What's more, many junior varsity members will likely move up to varsity. The new faces, according to veterans, will reenergize the team.

"This year's going to be great," said Roberts. "Half of the members of JV are probably moving up, so they'll know the general gist of it. The incoming freshman—and maybe some sophomores—will think it's intimidating at first. But when they get into it, they'll really enjoy it. I'm looking forward to how the team is going to turn out."

The team last year finished with a 21-3 record. They lost at State, however, to South Minneapolis High School, finishing second overall. But South's head coach retired in the off-season, finishing the year for the reigning champions. Buffalo Mock Trial aims to win the tournament this year.

"I want to win," said Roberts. "But what I really hope this year is that the Junior Varsity Coach, Mr. [Evan] Ronken, doesn't drive the team van into a ditch again."

Left: Seniors Chris Roberts and Jessica Heap and, right, Senior Collin Tierney, discuss the case (middle) after school a few days following its release. The case this year involves a vandalization at a cemetery. Annually, the case's release marks the start of the Mock Trial season. Sophomore Jacob Westman (below) also joined them, coming back for his second season. The team isn't completely senior-dominated, but with many veterans of last year returning, top spots will probably be limited.



Lockdown drills prepare students for unexpected

Eye of the Bison

Hoofprint Editorial



From tornadoes to fire, the amount of practiced drills throughout the school year continues to seem endless against an already never-ending school

day. Now, as a new mandate passes through, students must face the reality of a more serious kind of drill: a lockdown.

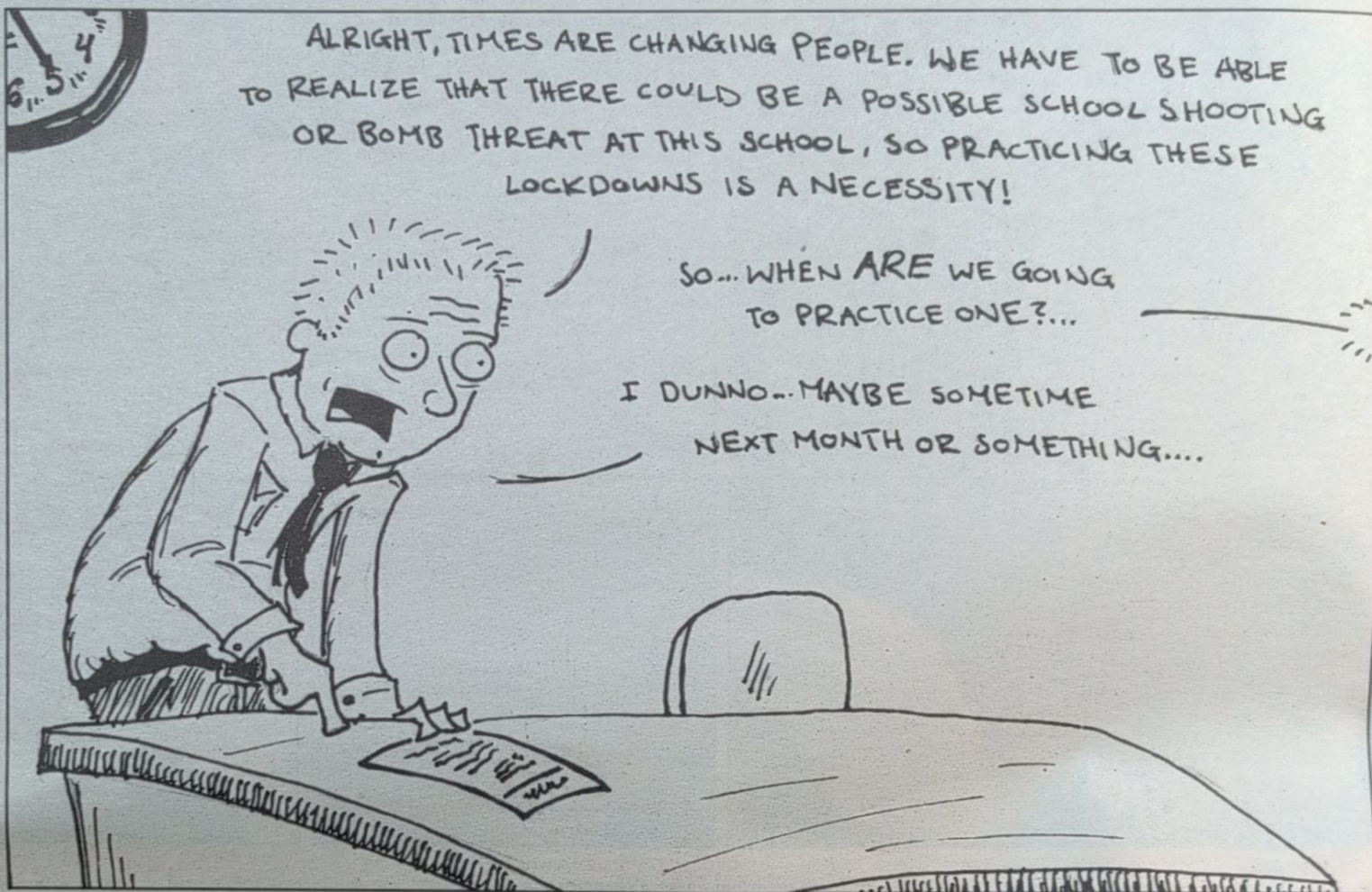
Looking at Red Lake, Rocori and even Monticello as the city next door with school ending early due to a bomb threat, statistics continue to show Minnesota as a state with its danger continuing to grow. Instances such as these continue to hold interest amongst students and citizens statewide, also causing some to wonder what actions are being taken to prevent violence in school.

Lockdowns hold unnecessary meanings and only seem to make people more paranoid. Students would not react the way they practiced. Unlike a fire or tornado, which have a somewhat predictable pattern and projected place of safety, no one could prepare for a shooting. Involving students in the practice of a lockdown only seems to turn into a set up. When a person gets the idea in their head to kill another person, no drill can protect anybody. However, the idea of teach-

ALRIGHT, TIMES ARE CHANGING PEOPLE. WE HAVE TO BE ABLE TO REALIZE THAT THERE COULD BE A POSSIBLE SCHOOL SHOOTING OR BOMB THREAT AT THIS SCHOOL, SO PRACTICING THESE LOCKDOWNS IS A NECESSITY!

SO...WHEN ARE WE GOING TO PRACTICE ONE?...

I DUNNO...MAYBE SOMETIME NEXT MONTH OR SOMETHING....



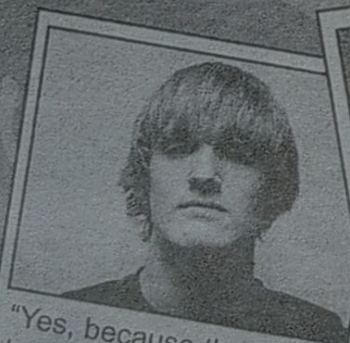
ers practicing a lockdown could prove necessary, someone should possess some preparation for such a drastic event, but high school students just could not handle the reality of it all.

Despite its meaninglessness, the state passed a new mandate stating each school is required to hold at least five lockdowns a year and with the exception of one teacher practiced lockdown. Some may notice an apparent absence of them so far this year. With a quarter of the year already gone, and the second one started, it is understandable to question how much protection our school really has.

"Involving students in the practice of a lockdown only seems to turn it into a set up. When a person gets the idea in their head to kill another person, no drill can protect anybody."

Are lockdown drills worth the hassle? Why or why not?

Photo Poll



"Yes, because then we know what to do if their ever was a real lockdown."

Sophomore Jake Dick



"It depends on how often they are. If we do one once a week it gets kind of repetative. It would be kind of like the boy who cried wolf."

Junior Brian Shepard



"Yes, because kids still bring drugs and bad stuff to school and practicing lockdowns keeps things under control."

Senior Ali Fitzpatrick



"If we do one once a year...I think that's good enough. We can learn what to do after one."

Freshman Luke Weinzettl

Marriage now, means college savings later

Mitch Biermann
Activities Editor

Now is college admissions season, and like other years, many seniors are inevitably worried about the high cost of a post-secondary education. Fortunately, there is hope for those in need. I am writing to alert middle-income students to a new financial assistance plan.

If a student is legally independent from his or her parents, the FIAFSA (Free Income Application for Federal Student Aid) does not require that the student list their income when applying for financial aid. Thus, if a student became independent on paper before the January 1 FIAFSA availability date, that student could expect a dramatic increase in financial aid.

This is where the new financial assistance plan comes in.

By getting married, students could declare independence on these key financial matters, and so it is my encouragement that students begin planning for a winter wedding.

The plan is a very sensible one for students who, squashed between the labels of "rich" and "poor," find little financial help available. The matter is a very simple one legally. Any two 18-year-olds may file marriage forms at the courthouse for a fee of under \$100, a paltry sum compared to the vast



Photo by Kayla Gold

savings in college tuition.

For couples still 17 before the January first date, they need only fill out a one-page petition form at the courthouse - with the consent of the parents - to marry. When asked on the form to state their reasons, they may use Rod

Stewart lyrics to express their sincere devotion to one another throughout

"The institution of marriage would be strengthened, not weakened, by the introduction of sham marriages"

the length of the contractual obligations.

However, some have criticized the plan as amoral, noting that the students do not "love" each other as such, and that the marriages are shams. But these claims are simply not valid.

When both partners found real significant others, the two would have to

wait to wed for perhaps three or four years before the contract expired. This contractual waiting period would thus curb the rates of rush-in weddings, and filter out those not ready to get married. As a result, the institution of marriage would be strengthened, not weakened, by the introduction of sham marriages.

In many cultures around the world, marriage is seen as a financial arrangement. It is merely proposed here that those values be translated into the language of college applications. Q.E.D.

Restroom Privileges

Teachers send the wrong message by rewarding students for not using the restroom during class

Ashlee Styve
Business Editor

A student taps her foot, anxiously looking up at the clock and wondering why the seconds seem to be ticking by so slowly. But she doesn't want out for the obvious reasons. She isn't dying of sheer boredom. She isn't going to run to see her boyfriend at the sound of the bell. Rather, she will head off to the bathroom.

All the years we have been in school, we have had teachers with different policies on using the restroom. In kindergarten, we had designated bathroom breaks lead by the teachers. As we got a little older, we were sometimes allowed to go upon asking; as long as we took a pass. This lasted until middle school, and some were fortunate enough to abide by this policy until they reached high school.

This is where "passports" come into play. A system not only used frequently by the teachers, but sometimes favored. It keeps students in class. They get a predetermined number of passes for each quarter, which can be used for things such as using the bathroom, being tardy,

or going to your locker. If you don't use any of them for the entire quarter, they can be turned in for extra credit.

This can be looked at in both a positive and negative light. Don't use the passports, and you are rewarded with extra credit. If you use the passports to use the bathroom, you won't be given extra credit. Just because you needed to do something all humans do many times a day without thinking twice.

Teachers shouldn't reward students with extra credit just for having good bladder control.

When teachers give extra credit for things like avoiding the restroom, it sends an inappropriate message to students about what they should value in education and learning.

As teenagers, we are given many responsibilities. We are allowed to drive, have jobs, and some of us can vote, yet some teachers don't allow us to leave class for five minutes to go to the bathroom. We put lives in danger when we get behind the wheel, and we can determine the fate of the country by voting. Just let us go to the bathroom without making a big deal out of it.

Junior Abigail Johnson manages to get out of class and use the restroom. Students realize the use of passes for the restroom by teachers are unneeded; high school students should be able to handle the decision of going to the bathroom without approval.

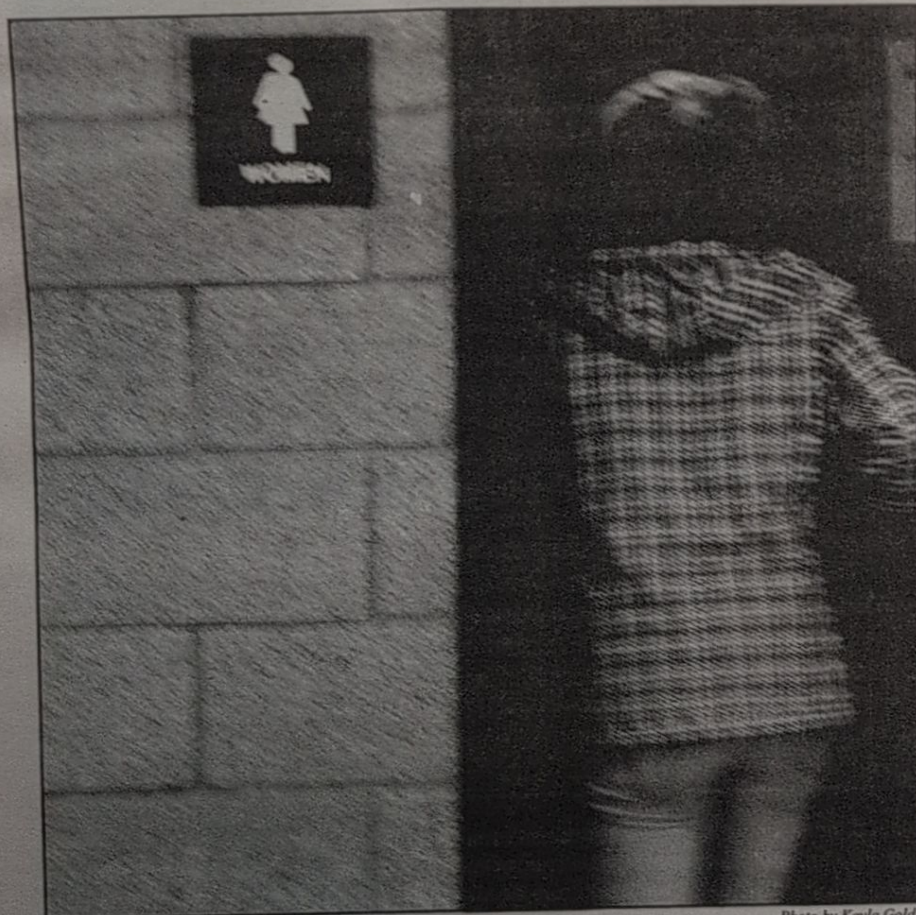


Photo by Kayla Gold

Dressed to Impress: Students care more about what other people think than how comfortable they are in their clothes

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Stages of Sleep

Non-R.E.M. Sleep:

This is where physical rejuvenation of the body takes place. It starts off with very light sleep (stages 1, 2) and eventually becomes very deep in stage 4 sleep. Brain waves in stage 4 are characterized by large peaks and valleys.

R.E.M. Sleep:

This is where dreaming occurs. The brain waves are very rapid, and the eyeballs twitch hence its name Rapid Eye Movement. R.E.M. sleep is where brain connections and refreshment of the mind occur.

F.A.Q.'s

Q. Why do I wake up groggy sometimes?

A. The most likely reason for this is because you woke up during a stage of REM sleep and your brain didn't have enough time to finish whatever it was doing, therefore you feel groggy, this is most common when a person naps for too long and enters a REM stage instead of waking up before or after one.

Q. Why can't I remember my dreams? Is it because I'm just one of those people who don't dream?

A. You can't remember your dreams because you've woken up after they've occurred. The only time a person remembers a dream is when they wake up during one. Don't worry everyone dreams, some just don't remember them.

Q. Sometimes it seems like I can control what happens in my dreams, is this for real?

A. Yes, it's referred to as lucid dreaming. This is a type of dream sequence in which the person dreaming can make decisions that affect the dream.

Q. Why can't I fall asleep?

A. Chances are you probably just can't get relaxed and comfortable. It is impossible to make yourself go to sleep (it's called "falling" asleep for a reason.) The easiest way to fall asleep is to be relaxed and not thinking about anything, and eventually it will happen.

Fatigue, stress, and irritability:

Lack of sleep causes students to perform poorly in academics, athletics

Alex Rixe
Sports Editor

Humans can go over 20 days without eating, but only 6 days without sleeping. It is Rapid Eye Movement (REM) sleep that has been proven in medical studies to be more essential to human survival than eating. Without REM sleep for a prolonged period of time, the brain would gradually deteriorate until it could no longer function and become brain-dead, the body would follow shortly after.

Simply put, REM is dreaming; a process that starts 90 minutes into sleep and restarts every 90 after that during normal healthy sleep. As the night progresses, REM cycles get shorter until wake time. Its main functions are to provide energy to the brain and body, therefore aiding in daytime mental performance. Psychologists don't agree

on the reasons for dreaming, but nearly all stress the importance of four REM cycles per night's sleep (for teens). This means that a teenager should sleep between 8 1/2 and 10 hours per night, but the average high school student gets only 6.9 hours of sleep per night.

"Going to bed at Midnight and waking up at six simply isn't good enough," said Doctor Paul Westling, "Especially for athletes, the mind and body need more time for rest."

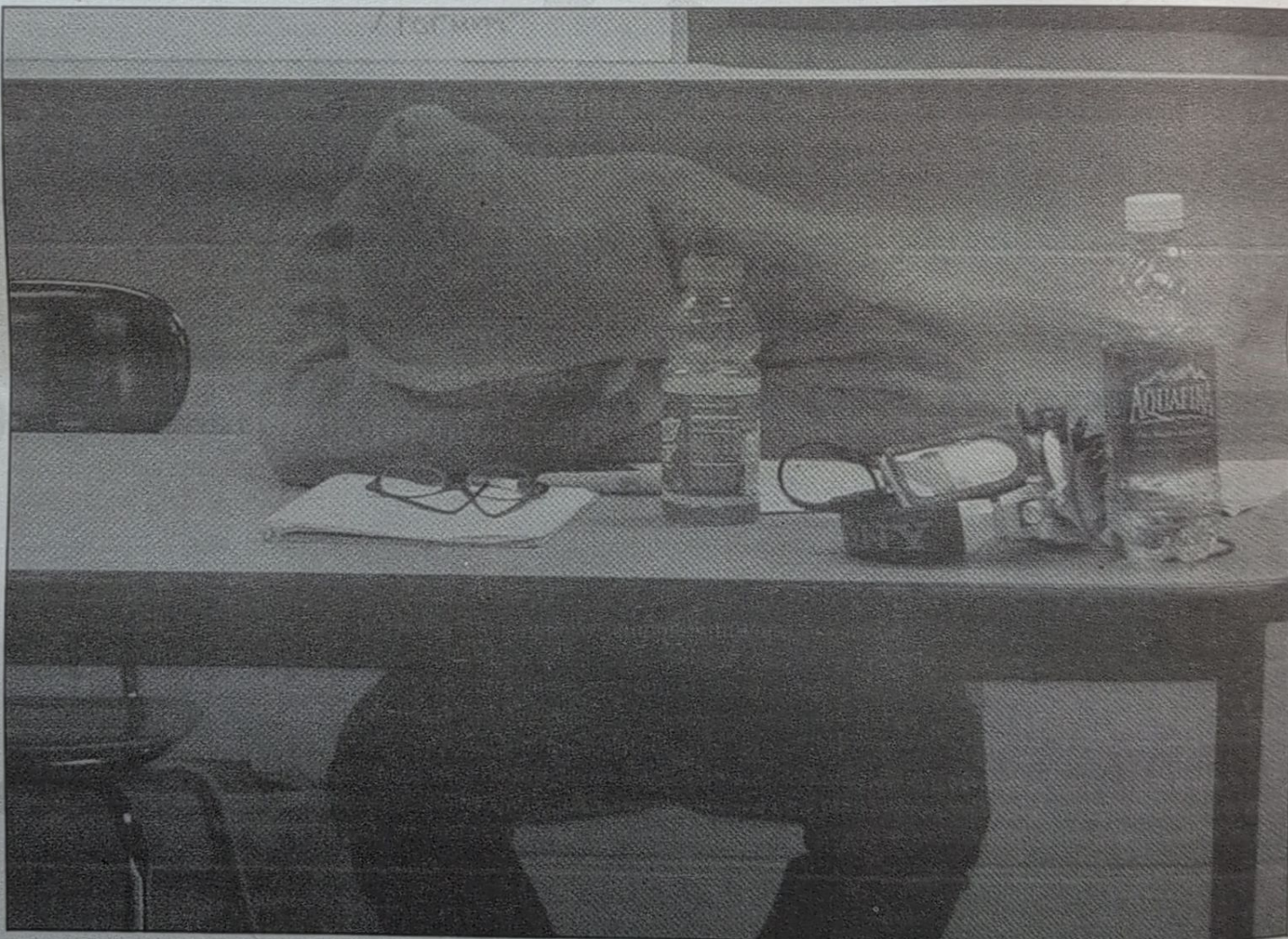
Teenager's busy schedules are a main obstacle in finding the time for sleep. 72 percent of teens polled said they were "just too busy" to get to bed at a decent time. With after-school sports and activities taking up much of their time, as well as part-time jobs and other commitments, there is little time left for homework and eating, much less enough time to get to

sleep. 14 percent of students will be late to school this week because they overslept.

"I stay up so late doing homework that I end up oversleeping and come to school late," said Junior Briana Lubben, "It's better than having late-work."

The problem is getting worse because once a week 25 percent of students fall asleep in class and another 22 percent fall asleep while doing homework. The NSF cites America's dependence on caffeine and television as major contributors to our sleep problem. Experts suggest reading or listening to music to help relax an hour before bed, but 76 percent of teens watch TV or go on the internet instead, making it more difficult to fall asleep.

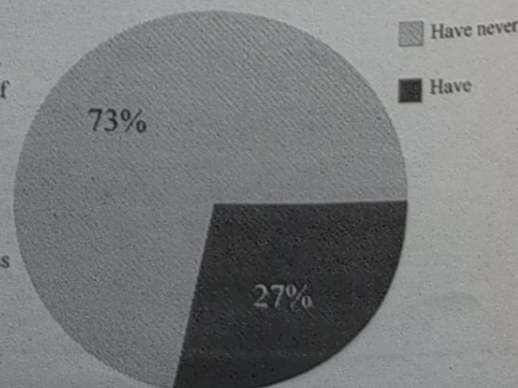
"The issue with teens and sleep will not go away by itself," said Westling. "It's going to be a problem until (teens) take it upon themselves to get enough sleep."



Above: Senior Liz Schoenle takes a break from working to catch up on her sleep. More than 30 percent of students acknowledged falling asleep somewhere they shouldn't have been asleep i.e. school, while driving, or at work.

Right: The National Sleep foundation's poll: Sleep in America, has found a disproportionate amount of teens "driving drowsy." According to the NSF driving while drowsy is the equivalent of driving with a .08 blood alcohol level, which is legally drunk in Minnesota

Twenty-seven percent of adolescents have had a car accident or near accident due to drowsiness in the past year



Leaving memories

Twenty-two years worth of paint transform "The Rock" into a symbol of school spirit, rivalry and tradition

Ashlee Styve
Business Editor

Pulling into the parking lot late at night, students shut their car doors quietly for fear of being heard. Grabbing the spray paint from their trunk, the group of students heads to "The Rock" in hopes of continuing a ritual that students participate in each year.

Since 1984, students left their mark using the nine-ton rock as an artistic medium. Multiple layers painted on the rock leave memories for former and current students.

"We painted it for Homecoming, and did it at three in the morning," said Junior Michelle Paulson. "There were some Seniors there, but they were sleeping in their cars."

Besides painting the rock to show school spirit or rivalry, students found other reasons for painting it.

"After we beat the last team, we were the conference champs for swimming so we painted it," said Sophomore Kalyn Kaminski. "There was a lot of fighting though. We didn't get enough spray paint, and everyone wanted it painted different colors."

"It's been painted too many times to count. And for all different reasons, too,"

said Activities Director Tom Bauman. "For memories, recognition – it's not just for Homecoming."

With layers of paint coating the rock, students guess the actual thickness of the paint. Of 118 students, forty percent believe three or more inches of paint cover the rock; ten percent believe less than an inch.

"We went out during drum line one day, and peeled some of it off," said Senior Derek Magee. "It isn't as thick as people think it is."

Upon measuring the thickness of the paint, approximately 5/6 of an inch of paint covers it at its thickest spot, and about 1/4 to 1/2 inch of paint covers other spots.

"I have trouble believing that there is only that much paint," said Kaminski. "I thought two or three inches for sure, but I guess weather or people

wrapping it in plastic and putting Vaseline on it could affect it."

Regardless of the paint's thickness or the reasons for painting the rock, students will continue this tradition.

"Even when someone else paints over it," said Junior Ben Holthaus. "You still know that under it you left your mark."

"After we beat the last team, we were the conference champs for swimming. So we painted it. There was a lot of fighting though. We didn't get enough spray paint and everyone wanted it painted different colors."

-Sophomore Kalyn Kaminski



Photo by Grace Ruzicka



Photo by Elias Krumholz

Top: Sophomore Ashlee Styve drills into paint coating "The Rock" to measure its depth. Of 118 students, forty percent believed the paint three or more inches thick. Bottom: Seniors head inside on Class Color Day after painting the rock black during Homecoming Week.

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Exploring hallway art

A look into the history and the meaning behind the murals

Kezia McCarty and Heather Olson
Journalism Staff

Walking down the hallways the walls are covered with big mural paintings done by students; the histories and the work put into them unknown to the students who walk these halls everyday.

There used to be a class called APR Studios where students created these paintings. Now students volunteer or are asked to paint the murals after school.

"The paintings are mostly just for showcase," said Art Teacher **Jon Holtz**. "It's also kind of cool, because when students leave Buffalo High School, they can leave their mark in the school."

Created by a foreign exchange student from Germany, **Johannes Schuster**, in the early 1980's, the football painting next to the computer room holds special

meaning. After graduating, Schuster became a journalist for Newsweek - a job that resulted in his death while he was researching a story in Iraq. The school honored him with a three day event called Moral Courage. The artist's mother was

flown in from Germany to listen with the students to several speakers and the ceremony was broadcasted through the radio.

"He was a very talented student; he was a great writer, an actor and great painter," said Principal Nick Miller.

Over time they will take one painting down and replace it with another. The

small piece of paper and then they all voted on 10 that would be the backdrops," said Art Teacher **John Gunderson**.

Senior **Carlos Aguirre** painted the wizard, the boy leaning against a tree, and the lake with mountain - which altogether, took about two months to complete.

"I like the wizard one the best. It was

my first painting of the three I did so I took more time on it," said Aguirre. "They got easier for each one I painted".

Students have different feelings about all of the paintings along the walls.

"I think there cool" said Freshman **Charlie Swanson**. "They give the school

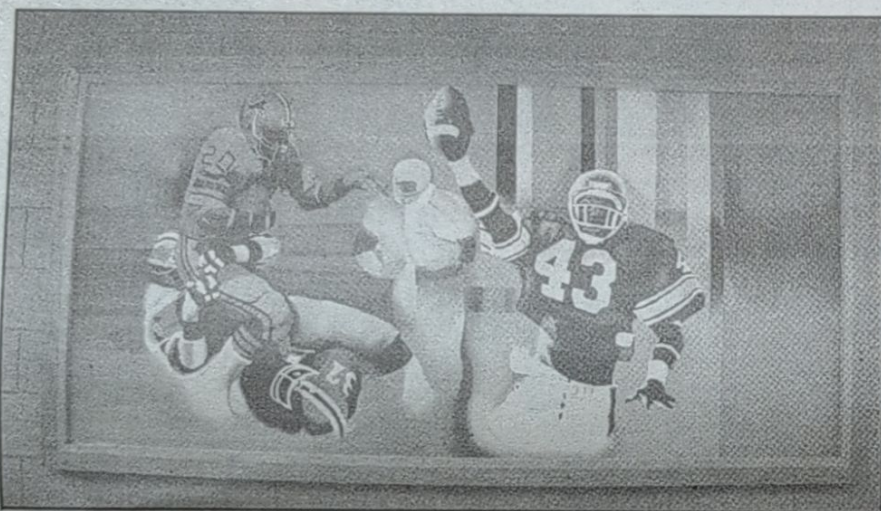


Photo by Kala Hagberg

football painting is likely to stay forever.

The paintings on the walls of the cafeteria were assembled by selected art magnets students, who all pitched in to make them.

"Each student did two paintings on a

a good look."

There are paintings all over the school. Some hold a real meaning behind them, while others allow students to leave their "mark", but each of them is a way to decorate the school.

Breaking into movie making

Film group, Coughga, shares insight into the art of making homemade movies

Tom Polzine
Journalism Staff

They've been on the streets, in sandpits, and on buildings to get the footage they need. They plan and work for hours to get the perfect movie. Made of seven students, Coughga creates home videos -- whether it's for fun, or for a school project.

"We started in eighth grade," said Senior **Luke Rogness**. "We found out that [Matt Patterson] owned a video recorder, so we made a crappy kung fu spoof."

The groups members include seniors Nick Sisco, Luke Rogness, Chris Rholik, Chad Schimmele, Matt Patterson, John Stensing, and Erik Olson.

Specializing in comedy, Coughga produced films such as *Frank*, *The Missing*, a documentary of a road trip to Iowa, and more.

Frank featured a character that went into Arby's almost every day. He befriended a jar of mayonnaise, and fell into

dismay when a bully came and smashed it into a garbage can. After scene after scene of crying, Frank finds himself a jar of peanut butter and befriends it.

Besides Arby's, Coughga has filmed at BeeBee Lake, the school library, Monticello, Iowa, many places in Buffalo, the sandpit behind Wal-Mart, and on the roof of the middle school.

"In the eight grade, we found out [Matt Patterson] owned a video recorder, so we made a crappy kung fu spoof."

-Senior Luke Rogness

"It's really spacious [on the middle school]," said Sisco. "The dome is soft and foamy, and there were a bunch of generator-like things. There were a lot sports balls up there, and we found a chair with handcuffs on it."

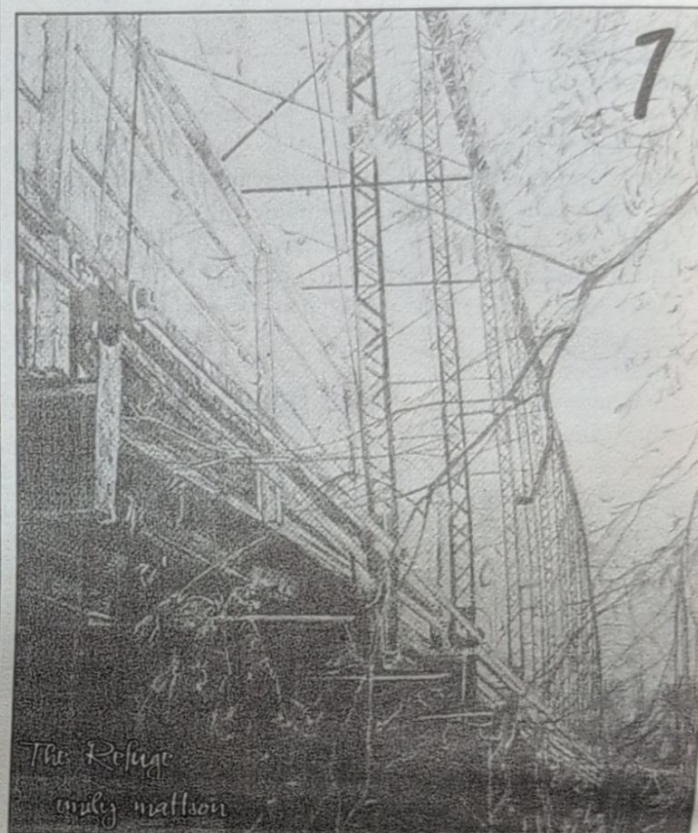
Together, these friends and filmmakers created movies all throughout high school, and have planned to

keep making films for the rest of it.

"I don't have just one great experience," said Schimmele. "We've been doing it for about three years and they have all been great experiences."

Artists' Expose'

Featuring the artist behind the pencil



1. "As a little kid, everyone had that place where they could go to escape from their life or their parents for a little while," said Senior Emily Mattson. "That place was the inspiration behind my drawing." 2. "Anyone could do well as an artist if they took the time to really see what they're drawing," said Junior Kurt Mankenberg. "For some, drawing just comes naturally."



Photo by Dylan Mansur

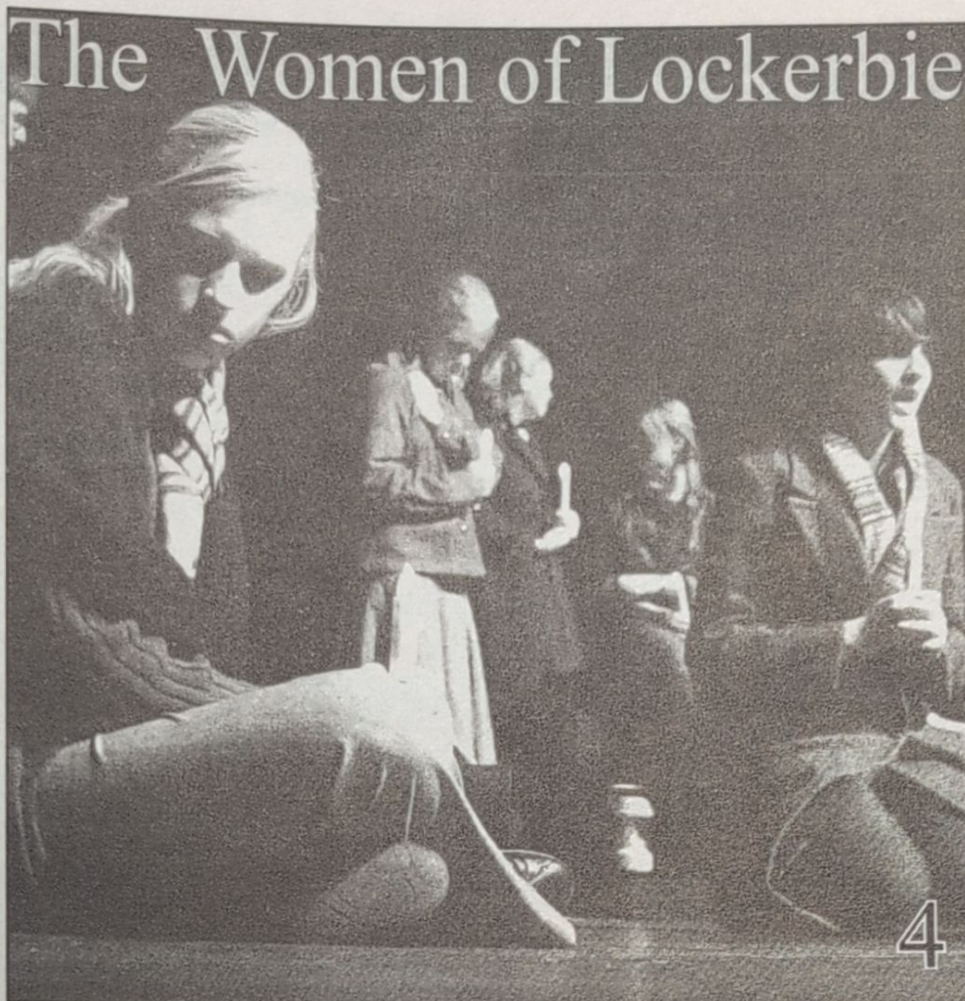


Photo by Dylan Mansur



Photo by Dylan Mansur

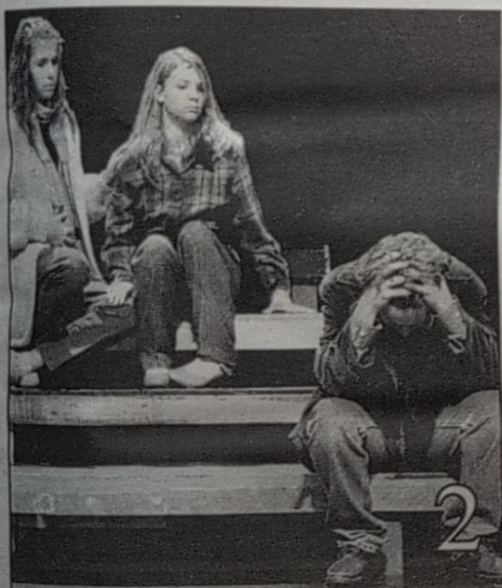


Photo by Eli Krumholz

Channelling emotion

Cast and crew come face to face with the challenges of portraying their characters

Kelsey Bergman
A&E Editor

With opening night came an array of emotions for the cast and crew of *The Women of Lockerbie*. The challenge arose when these actors and actresses put aside their own emotions and took up those of their characters.

The basis for *The Women of Lockerbie* came from the explosion of flight 103 over Scotland on December 19, 1989. The story followed the lives of the loved ones left behind and how they dealt with the pain of losing those closest to them.

"It's really difficult to react emotionally, actually," said Senior **Matthew Patterson**. "You can try to react to the play itself or you can think of a personal experience and react to

that. You have to look back at how you felt at that time and do it again - only more exaggerated and bigger so the audience understands. Everyone has a different way of doing it, too."

During rehearsals, the cast dealt with the frustration of developing their characters.

"I think the most challenging thing is sitting

struggles with. You'll be back stage dancing or joking around during rehearsal, and the next second you're screaming at someone or getting in a brawl with another character."

Despite a rough start, the cast and crew knew they could count on a loyal audience for opening night.

"Opening night usually gets a good turnout," said

Sophomore **Phillip Rossin**.

"I think people have heard about what we're doing and have learned to care

more about it."

With the support of their fans and that of each other, the cast and crew tackled the challenge of capturing the essence of their characters, the strength, of the people of Scotland, and the spirit behind the *Women of Lockerbie*.

"It's really difficult to react emotionally. Everyone has a different way of doing it."

-Senior **Matthew Patterson**

on stage for long periods of time without saying anything," said Junior **Mariah Laqua**. "Because it will be the fiftieth time you've heard something, but you can't be expecting it - you have to stay interested and react to what's going on - and that's hard. I think that's the thing everyone

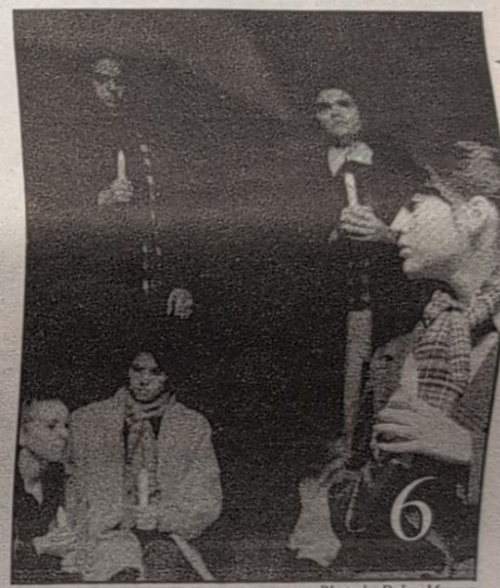


Photo by Dylan Mansur



Photo by Dylan Mansur

5. An emotional moment captures Junior Emily Carlson as she expresses her grief. 6. Junior Mariah Laqua mourns the loss of a loved one during the candlelight vigil. 7. Senior Matthew Patterson holds the body of Freshman Greta Hagstrom-Dahl.

1. Junior Emily Carlson and Senior James Person comfort in each other while unpacking their child's suitcase. 2. Sophomore Anna Brown and Freshman Greta Hagstrom-Dahl sympathize with Person's character. 3. Carlson collapses in grief. 4. Sophomore Amanda Burgdorf finds solace in the shadows during a candlelight vigil.

New rules prove new challenge for team

Alyssa Kerber and Andrea Parsons
Journalism Staff

Skating down the ice, Senior **Ross Trousdale** deeks out one defenseman. Still moving, he passes the second defense. He uses his arm to guard the puck and defend his position. The black and white striped sleeve of the referee shoots into the air and the whistle sounds. The crowd boos as the referee gives Trousdale a penalty. In the past years what he did would have been perfectly legal but that's not the case anymore. New rules provide new limitations to what players can do.

Some of the new rules include not using any part of your body to guard or protect the puck, and no little hooks or tugs to catch up with the player in front of you. The team's reactions to the changes are mixed.

"I think it will speed up the game," said Senior **Pat Carlson**. "But there still are some really bogus rules."

"I love the new rules," said Trousdale. "They play to speed and skill and not just strength and size."

The new regulations teach the players a new style of hockey. Past hockey games focused on checking, which is contact initiated by a defending player against an opponent to get the puck away from him. Boys' Hockey representatives believe the new rules will improve the game.

"I like the new standards of play because they really help clean up our game," said Head Coach **Mike MacMillan**. "I think it will make us more successful and we really need to focus on our shooting anyway."

Usually when a player is checked the crowd cheers. This shows that the crowd rewards aggressive play. These new changes will play to what Coach MacMillan has already taught his players.

"My coaching will not change because I'm really skill oriented," said MacMillan. "These rules and regulations may be difficult for my force players who have had a lot of penalties."

Dealing with the new rules changes is just one thing the players will deal with. Throughout the seasons they are always trying to improve their skills.

"The new rules will be good for the game," said Senior **Josh Wachter**. "But it's going to take some time to get use to it."

"This year I want to focus on us and make our game all that it can be," said MacMillan. "I want our team to act as if every team is our rivals so we work two times as hard to beat them."

The Bison lost their first game 5-1 on November 24 against Edina. The new rules will show, for there will be more penalties than usual. Players are always trying to improve their game and the new rules will help them focus on skills rather than strengths.



Photos by Kayla Gold

Above Left: Senior **Ron Larson**, with linemate **Sophomore Luke Marty**, break the puck out of the defensive zone and start a rush on the opposing net during Captain's practice after school. Former NHL player **Shjon Podein**, a native of Rochester Minnesota, ran the on-ice sessions after school. Buffalo Phy-ed Teacher and Track and Field coach **Jason Karn** ran dryland practices four times a week during the training camp.

Below: Senior **Alex Finn** fires the puck on net. The team plays a three scrimmage series every Captain's practice with the losers having to do extra conditioning at the end of the session. The punishment includes the infamous "Herbies" inspired by the film "Miracle".



Bowlers illustrate fun time

Elizabeth Schoenle and Joe Mitlyng
Journalism Staff

Normally, students sit in the bleachers, loudly cheering their friends and classmates playing on the court below. But step into a Special Olympic game, and the student body remains elusive, replaced by only their parents proudly cheering on their kids. The reason for this being that most students know very little about the

Special Olympics, not knowing when they play or even what it consists of.

"I have no idea who they are or what they do," said Senior Chad Mielke. "If they made the information out to the rest of the students, more people would come."

The Special Olympics have been around the school for over twenty years, according to Special Education Teacher Julie Wenzel. A relatively short time compared to most other sports, but she offers insight on to why she thinks it still remains mostly unknown among the student population.

"It might be partially our fault for not making it a point to have it posted," said Wenzel. "The tournaments should be included more on a regular basis."

Seventy-four percent of students surveyed said that the Special Olympics don't get enough recognition, and out of that percentage, 60 percent said they would watch them compete. Although over half of them said they would go, it stops short on explaining what is stopping them from supporting them.

"I've never seen them play," said Senior Paul Perkins. "I never even heard any announcements about it. They should get some props. They are a team, just like any other sport."

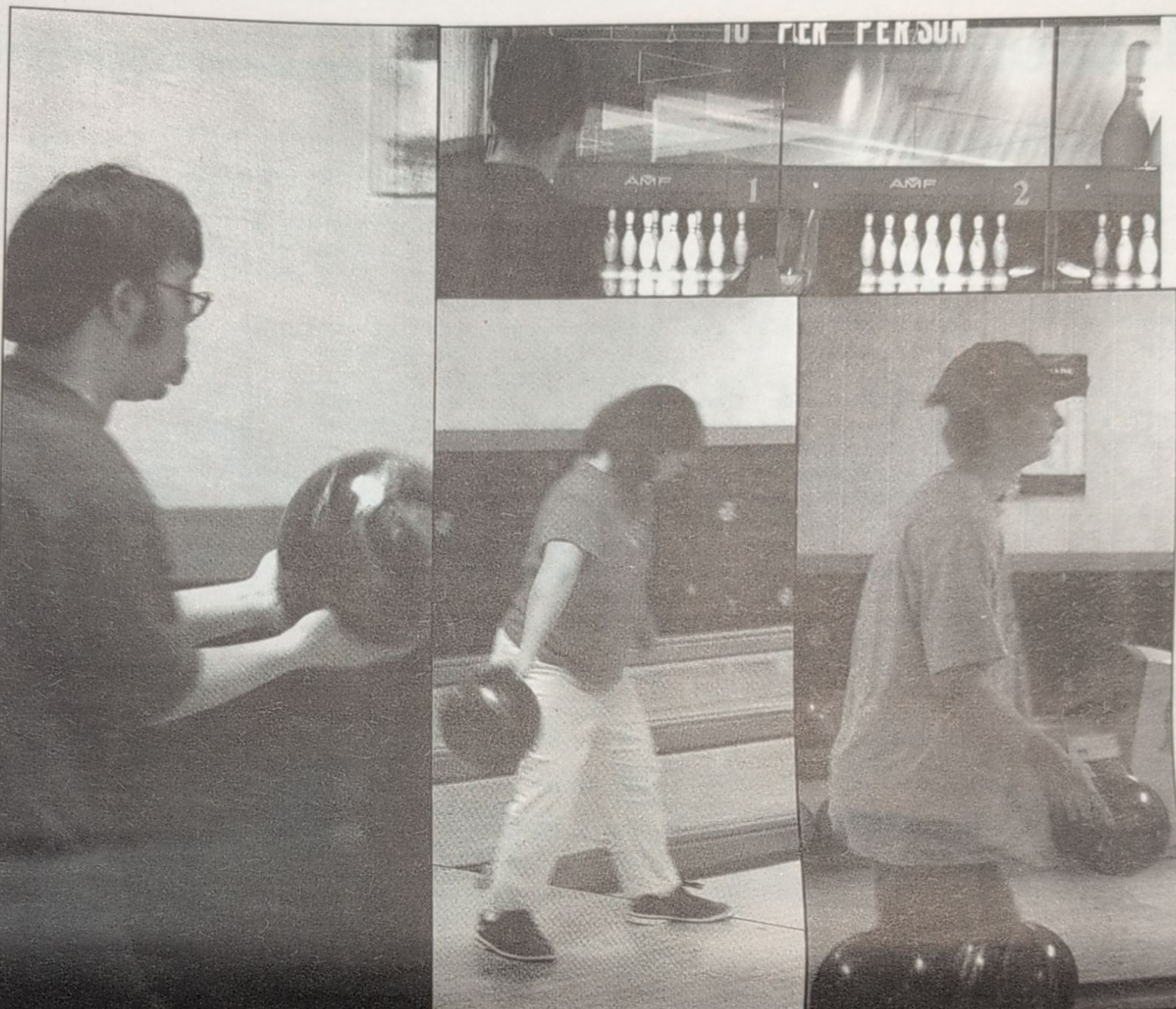
The team practices together at Huikkos twice a week. Although the competitive edge remains, it's not the only reason that the students participate for.

"It's just to have fun, and it's a way to get away from my parents," said Freshman Isaac Penner.

"We're doing good in bowling," said Freshman Keaton Bowden. "People should come and cheer us on and support us."

"They are a team, just like any other sport."

-Senior Paul Perkins



Photos by Kayla Gold

Left: Senior Darrin Downs focuses before his shot. Top: Freshman Keaton Bowden hopes the ball takes a turn back toward the pins at last second. Middle: Isaac Penner and Katie Stevens prepare to bowl. Seventy-four percent of students surveyed said that the Special Olympics don't get enough recognition, and out of that percentage, 60 percent said they would watch them compete.

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Extreme Height *Students find uncommon adrenaline rush in Snowboarding*

Ryan Pikkarainen and Ellie Becker
Journalism Staff

Time slows down, seconds take hours to pass. There's nothing to think about, but your mind is still in overdrive. Adrenaline races through every vein in your body. Peripheral vision is almost non-existent as snow and wind whip past. People are yelling and screaming but it all seems miles away. Knowing that crashing is a very high possibility, the only thing left to do is jump.

"When you are snowboarding, the only thing that matters is you and you board", said senior **Emily Mattson**. "You don't realize the other people yelling and stuff around you."

"When you come up to the jump, it feels like you are going way faster than you really are," said sophomore **Matt Lehtola**. "Your hands start to clam up and it gets harder to breathe."

Launching off the lip over the 45 foot expanse and praying to make it to the other side, but knowing it won't happen, the preparation for impact begins. The first step is accepting the imminent crash. Step two is bracing for the impact then.....WHAM! It doesn't end there, after smashing into the back wall of the gap, there is still a 15 foot slide to the ground where fallen ice chunks pose a second threat. Sitting up slightly dazed and checking for possible injuries, upon finding none. The rest of the ride downhill continues to the chairlift where the frozen seats take you to the top of the world again for another shot at victory.

"All the while you are flying knowing that you are going to get owned," said senior **Andrew**

Sorvala, "You are praying that its not going to hurt as

bad as you know it will."

These stories are plentiful enough in the world of snowboarding. It's not all about flipping, spinning, and grinding with perfect landings, like so many snowboarding movies. There is a lot of pain involved in getting good enough to make a 100 foot plus front side 540 and backside board slides on 30 stair handrails look so easy.



"Getting hurt before you finally land something big is almost expected," said junior **Adam Lee**.

"Getting hurt before you finally land something is almost expected."

Junior **Adam Lee**

It may not look like it, but it is very easy to get hurt snowboarding. A rider can get hurt by simply falling while riding and break an arm or leg because of landing wrong.

"I saw some kid clear the spine at Powder Ridge and he landed right on his back and broke his spine," said senior **Cory Illies**. "It was sweet, the ambulance and

everything came to take him away."

Stepping off the chairlift, where supreme rule over snow and ice lies in your dominion. That 45 foot gap now looks bigger, but somehow less of a threat.

Looking down from the top of the hill at the gap and knowing its distance is its only strength and your only weakness. Preparing to strap in and go for it once again, a familiar feeling takes over your body, complete with the clammy hands and short bursts of breath. Now strapped in and shoving off, the ride and the rush starts over again. Maybe this time victory will be won.

Left: Andrew Sorvala prepares to land Rodeo Five, a front flip with a 540 degree turn. Bottom: Wade Kariniemi is midway through his Cork Five, a back flip with a 540 degree rotation. "They're hard tricks because if you mess up, you can get hurt really bad," said Junior **Bill Kane**. "A lot of people don't even try them because they know that."



Submitted by Jordan Kariniemi

New intramural met with praise from students

William Kane
Journalism Staff

As said in the well known film of 2004, "Dodge, duck, dip, dive, and dodge." These techniques may be useful for students getting ready for the upcoming intramural dodgeball season.

"We are going to have it," said Assistant Principal **Bob Driver**. The idea came from Coon Rapids, who started an intramural dodge ball program last year.

"It was the most successful intramural program they have ever had," said Driver. "There were around 10-12 teams each week."

Although many people are interested, some are inter-

ested for different reasons. The actual dodgeball itself isn't the only reason guys want to play. The co-ed aspect is affecting their decisions.

"Co-ed would be fun. I want to look at hot chicks," said Junior **Aaron Yonak**.

Although whipping a gatorskin at an attractive, defenseless young girl may sound fun, there are some other ideas on ways to break up the teams.

"I think it should go by weight," said Yonak. "So like how ever many people it takes to weigh like 800 pounds or something."

Just like in the movie, there will be six players on each team. The season will begin one week after winter break

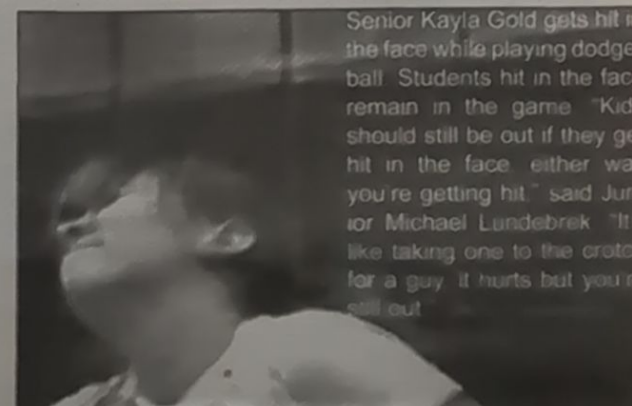
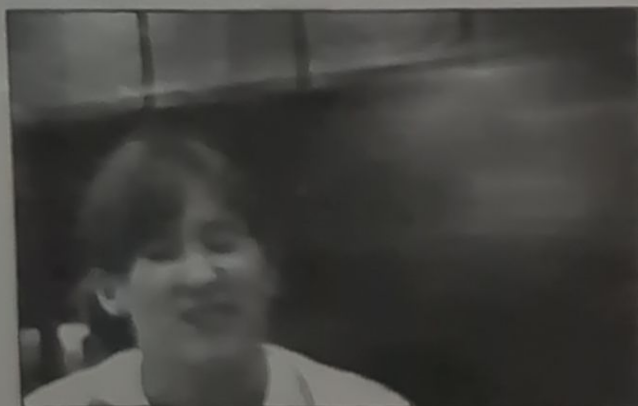
along with all of the other winter intramural sports.

"It should begin in winter because the winter is boring and it would give us something to do," said Junior **Steven Gaughan**.

The staff also would like to make a team, something that would raise interest among students.

In the previous years there has been basketball, broomball, bowling, and volleyball at the Snow-daze competition. Many a student would enjoy extracting revenge placed on the teachers in front of the entire student body.

"I would love to whip a dodgeball at some teachers that didn't give me good grades," said Senior **Brandon Knight**.



Senior **Kayla Gold** gets hit in the face while playing dodgeball. Students hit in the face remain in the game. "Kids should still be out if they get hit in the face either way you're getting hit," said Junior **Michael Lundebrek**. "It's like taking one to the crotch for a guy it hurts but you're still out."

Rougher Waters

Swimmers prove their sport is just as tough as any other

Megan Davis
Journalism Staff

It's August 14 and another girls' swim season is starting. 16 meets later, on November 24, the season will end. During this time, the swimmers will practice: 2000-4000 yards in a three hour practice, Monday through Friday and sometimes Saturday.

Some people think that swimmers work harder than other athletes, but others think it's about equal.

"Swimmers work a little harder," said Freshman **Kenzie Haight**. Haight is not a swimmer, but watches swim meets. "If you put other athletes in their place for a week they'd probably see how hard it is."

"Swim practice is more conditioning than technique," said Senior **Sarah Devore**. "Swimmers work hard and kill themselves for it because if you want it, you have to. It's all relative to the sports though. You really can't compare two sports in toughness."

The swimmers have to follow rules as well. They aren't supposed to drink pop or eat candy during the season, according to Senior Swimmer **Kailee Trogstad**. Also, the girls are not supposed to shave their legs during the season in order to get more drag in practice. Devore said they're not so much rules as suggestions meant for your benefit.

It's also very necessary for the swimmers to be at all the practices, even when they're sick, unless it's really bad.

"If it's the day before a meet and you miss practice you miss that meet," said Skelly. "You can't miss more than two or three practices total."

The swimmers will taper towards the end of the season to help them get ready for sections. They swim less yards harder, with more rest.

"Tapering helped me cut time last year at sections," said Skelly.

Although swimming is truly an individual sport, the girls are a team at heart.

"We rely on each other," said Trogstad. "It's a lot

of teamwork. At practices, we swim against each other, but it's all about team building. We push each other."

The team acknowledges the individuality side of the sport as well as the team side.

"We're all competing as a team for points," said Devore, "but you're competing for varsity spots too."

Swimmers think their sport should get more attention from students at the school, and others in the community.

"It's so intense to watch," said Jude.

Haight thinks that people should see if they like swimming, before deciding not to watch it.

"I think everybody should at least watch one to see what it's like," said Haight.

Freshman **Dani Jo Shepard** was on the swim team last year, but joined volleyball this year instead.

"They work their butts off," said Shepard. "Hardly anyone goes to see the meets."

Some things are harder about swimming, and some are easier.

"Practices are hard," said Devore. "Knowing it's going to get a little bit harder each day. But you get to see the girls everyday. That's what gets you through it."

Trogstad started swimming during the first week of school in her seventh grade year after switching from tennis. But she decided not to swim last year due partially due to her bad ankles.

"I have really bad ankles and have been told many times by doctors that I needed to quit," said Trogstad.

Trogstad ended up going back to swimming that year.

"It's like an addiction," said Trogstad. "But a good one."

Right: Freshmen Maggie O'Donnel gasps for air in mid stroke. Buffalo went on to Bottom left The team huddles for a discussion after finishing a meet. **Bottom Right:** The crowd watches silently as Junior Cassie Rohik performs her dive during a meet.



Photo by Emily Andrews



Photo by Emily Andrews

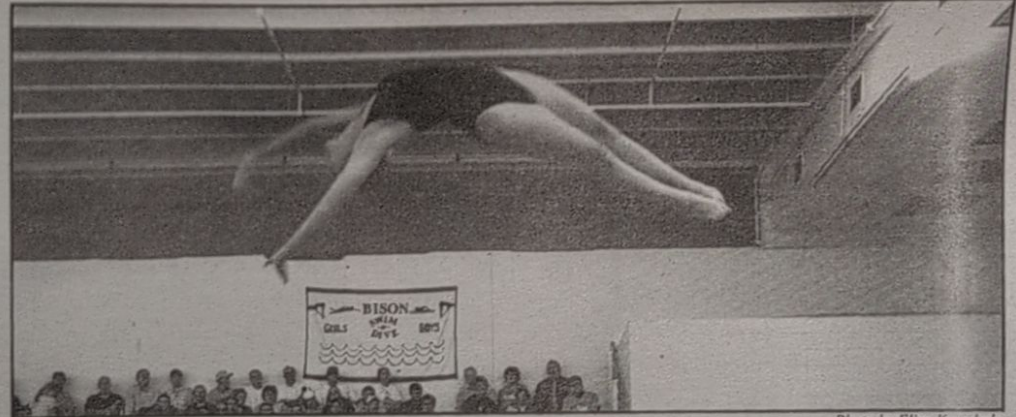


Photo by Elias Krumholz

Sports Shorts:

Boys' Hockey: With Captain's practice finished the squad's next event is their annual scrimmage fest at the Civic Center. The first game was Thanksgiving weekend at the Cable 12 Turkey Trot Tournament against Edina. The team will try and replace its four leading scorers (93 points) with young talent and more focus on defense.

Girls' Hockey: Replacing long-time coach Bob Driver, new coach Ray Dahlof looks to improve on last years record: 10-16-1. The leading returning scorers are Junior Mikaela Mahoney (12) and Andrea Parsons (10).

Boys' Basketball: Having experienced players returning, the team is already ahead of the curb. The season started November 20. There were three days of try outs to determine teams. Buffalo will host a Boys Varsity scrimmage competing against six out of conference teams.

Girls' Basketball: Season started Monday with the first few days of practice being try outs. And with no cuts being made this year determining teams will be easier. JV and Varsity will attend their first scrimmage on November 18th for a fundraiser for Toys for Tots.

Gymnastics: With 30 new middle schoolers joining the team and moving into the Bison Activity Center this year's team will have much to get used to. Having always had their practices at the middle school the team will have to compete with the basketball teams for space.

Nordic Skiing: First year officially having a boys ski team, both boys and girls are eligible for sections. Buffalo is the only school in Mississippi 8 conference with a nordic ski team forcing Buffalo to find another conference to compete with. The first official meet will be on December 7.

Graphic by Dylan Mansur

Hard At Work

>>>Custodians put in long hours to keep our building clean

Kayla Stender and Ali Geelan
Journalism Staff

There are always people who fall under the radar, people that help with the things taken for granted. Each day students walk through the doors and see spotless floors, clean bathrooms, and smudge free windows. Responsible for these conveniences are the team of Custodians who are here every day at six a.m. to eleven p.m.

"People say being a custodian is a gross, boring job, but it's just the opposite," said Custodian **Jana Russell**. "I am a really hyper, high strung person. It would just kill me to have to sit in a desk all day."

The custodial staff consists of thirteen custodians and one head engineer; they control everything from checking the boiler to setting up tables in the cafeteria before and after lunch.

"We are all one big family," said Russell. "If we get company we clean even more, just like you would with a house."

Despite their busy schedule, the custodians enjoy going to work each day.

"I really like being around kids," said Head Engineer **Kevin Underberg**. "But now I work behind the scenes, I mostly only see my fellow workers."

Aside from their self explanatory job of being a 'janitor', day to day routines can be hectic and even a little unusual.

"I hate cleaning up body fluids," said Custodian **Pat Pawelk**. "But otherwise my daily routine consists of cleaning the lunch area."

Aside from their day to day routines, teachers have special requests for them to do. For example: fixing a desk or table, cleaning up a spill, or fixing a computer or television.

"When teachers need something done for them, we stop what we are doing and help them," said Russell. "Just the

other day I had to move pop cans into the concession stands for the Activities Director."

When school ends for the summer the work doesn't stop, it gets harder.

"We clean rooms, shampoo carpets, and rearrange all the furniture," said Russell. "I would say working in the summer is a lot more physical labor compared to during the school year, we also get volunteer college students to help out, which helps a lot."

During all the chaos at school, students like to help out. Recent surveys showed that ninety nine out of one hundred students clean up after themselves.

"Our school is so clean compared to other schools," said Freshman **Shelby Quady**, "but the bathrooms could use some air fresheners."

Far right top to bottom: Custodian Steve Weese opens the supply closet to get a push broom. Substitute Custodian Eric Illies sweeps the kitchen area of the cafeteria after school. Custodian Sharon Myers uses the elevator to bring her supplies downstairs to begin cleaning after school.

Photos by Rachel Goldberg



Above: Custodian Rick Thompson pushes boxes to the library. Right: Custodian Richard Liefert sweeps up a pile of dust in the Visual Tech lab.

