



WE ARE SPARTANS

— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

IMMS Messenger January 2016 Volume XI Issue XXXII Indian Mound Middle School McFarland, WI

SQUEEZED FOR SPACE

Maddie Johnson
and Rachel Hansen

IMMS 8th Grade

Indian Mound Middle School looks to be most affected from students added because of the increasing population in McFarland. According to the United States Census Bureau, in July of 2014, the population was 8,182 compared to the population in 1990 of 5,288. The school is overpopulated to the point of having shared classrooms, one less computer lab, and moving the orchestra down to the high school and replacing it with a math class on the stage.

Principal Aaron Tarnutzer said the lack of space is caused by many reasons. The increase in population including open enrollment, new programs, and the structure of the school are just a few. "McFarland is unique as we have the highest percentage of students attending our schools when they live in another school district," Tarnutzer added.

Many people have suggested the possibility of adding onto the school, but the odd shape and structure of the building make it difficult to add on to the school.

"The school was designed to be built larger, but they reduced the square footage to save money," said Tarnutzer. "In fact, we have the smallest square footage per student of any building in the district with the second largest [amount of] students." Indian Mound Middle School is placed on top of a historical Indian hill,



Maddie Johnson and Rachel Hansen photos

Above: Students participate in math class on the IMMS stage.
Below: The IMMS sensory room is dedicated space for helping students who have needs for the specialized equipment.



hence the name of the school.

These factors all contribute as to why adding on to any side of the school, without harming the history within McFarland, isn't possible.

A new development of houses in McFarland, Juniper Ridge, is said to bring approximately 190 new homes into McFarland. We asked if this development

would put our schools over capacity.

"It is not anticipated that this development will put the school district over capacity. Rather it is more likely that as the development adds homes, the district will limit or eliminate available NEW open enrollment seats," said Jeff Mahoney, the Director of Business and Technology.

The school's structure and Juniper Ridge are not the only issues adding to the population problems. With the many new programs available at Indian Mound Middle School, shared classrooms is a common thing to see if you were to take a walk around the building.

New additions such as sensory rooms and double classes lessen the space available. Many students at our school have special needs. These needs require rooms where the students don't have the many distractions of a regular classroom.

The Wisconsin Open Enrollment Program started for all school districts in 1996. The open enrollment program allows students to live in one town and go to school in a different one.

"Open enrollment will always exist but the space available will dictate if seats are available for non-resident students. The school board must annually determine how much space is available for non-resident students," Mahoney answered, after being asked if our district has ever looked upon ending open enrollment. "The McFarland School District would lose \$2 million in funding if we would eliminate this program."

The school is heavily lacking space, and it will become more of a problem in the near future. How will our school cope with more and more new students? Indian Mound is a priority among the other crowded schools. McFarland is growing, and we need to make sure our schools grow with it.

Students visit science fair

By Payton Behnke

IMMS 8th Grade

Eighth-grade students at Indian Mound Middle School went to the Wisconsin University Science Museum in Madison on Oct. 23. The museum is a place where UW students or community members get to display and share their science projects, or what they do in everyday life. Each project showcases unique talent, from growing soybeans to DNA bracelet making. The many different stations kept all the students busy and entertained.

At the DNA station, students made bracelets. The bracelets were a visual that represented what DNA looks like in your body.

Ellie Harried said, "It was cool because we were learning about it in science so I knew what they were talking about; we also got to make bracelets."

At the soybean exhibit, students could grow their own soybean with two water beads in a small bag, and then take it home to put in the sunlight for one week. It was a great exhibit that appealed to all ages.

Mrs. Halverson, IMMS ELA teacher, took two of them to bring home to her kids. She said, "I knew my kids would love seeing the beans grow."

Mr. Coleman, IMMS science teacher, took one group to the Flight Simulator at the Engineering Building. There, students learned and experienced what it's like to be in a cockpit of an airplane.

"When we first got there, it looked like a racecar, but after the teacher explained how to fly it, it made sense. We were able to experience what it was like to land and what a crash would be like," said eighth-grader Hunter Kroneman.

Another popular activity was the robot zoo. The robot zoo is a tent with tons of robots that UW students or adults have built.

Student Carson Lehnerr said, "My favorite robot was the one who could solve a Rubik's Cube." It only took the robot 57 seconds.

Students also visited Babcock Hall, where they learned how ice cream is made. At the dairy plant, they also made wine and cheese.

Many students said they learned from each exhibit and they would want to go again to this eye opening experience.

Related stories

Flight simulator, p. 4

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Dumb mistakes that middle schoolers make

By Audrey McMillan

IMMS 7th Grade

Have you ever made a mistake that made you want to be able to go back in time and change whatever you did? Do you have one big regret that you will never forget? Chances are that won't be your last. How might we learn to be smarter about our mistakes or learn to avoid them as much as possible?

Ms. Stokes, IMMS physical education and health teacher, tells us her point of view on mistakes and what seems to be the causes and results that mistakes bring with them.

"Kids nowadays take things for granted. They don't notice all of the people and opportunities around them," says Ms. Stokes. Peer pressure plays a huge factor in mistakes and rash decisions; "kids want to look cool and don't think about the consequences." It would seem that middle schoolers want the easiest way to do things and the option that requires the least amount of effort, and that is not the best way to get things done.

Although making mistakes can make you feel stupid and worthless, they are a part of life and middle school. It might seem like once we learn our lesson, we're done with mistakes. But we will constantly be making mistakes whether it's leaving math homework at home or getting into a fight with friends after saying something regretful.

It's hard to avoid mistakes, but you can make better choices. While you can't stop mistakes, you can prevent some. Here are a few

tips to keep in mind when you are faced with decisions, where the wrong choice might become a mistake.

1. Avoid drama--although it may seem like it's fun to talk about the latest gossip at school, it's a recipe for trouble when you don't know when to stop.
2. Be respectful of others--it isn't cool to make fun of people or bash them behind their backs; nothing can end well with that.
3. Hang out with people with whom you are comfortable--you should be able to choose your friends and not worry about what people will think of them.
4. Don't rush into things--when making a big decision, you should be allowed some time to think it through; cool off a little to avoid rash decisions that you will regret later.
5. Know your boundaries--chances are if you think something is wrong it probably is; don't do something you aren't comfortable with because everyone else does it. The worst thing you can do for your confidence is give in to peer pressure.

No matter what you boil it down to you can't avoid mistakes even if it seems like a possibility. You have to remember to stay true to who you are and trust your instinct on what the right thing is. If you think that it's something you will look back on and be proud of, then it's the right choice. Like Shakespeare said, "To thine own self be true."

Most IMMS students feel positive about iPads

Erika Granados

IMMS 8th Grade

Have this year's technical difficulties changed students' opinions about iPads?

According to an IMMS Messenger survey on iPad use, the answer would seem to be yes.

That deduction comes from the more positive comments from seventh grade students, who had more agreeable experiences with the devices last year, compared to the negative comments from sixth graders and eighth graders.

From seventh grade respondents, the survey showed 99 percent liked the technology, and 1 percent didn't.

Seventh grader Audrey McMillan was interviewed about her iPad use. She said, "They are amazing! So efficient! It makes it easier to get work done. There is no need to use paper. Paper is easier to lose. You don't have to look up at a computer; it's right at your fingertips."

This echoed one of the survey comments from another seventh-grader, who said, "They are extremely useful for looking up things, homework, calculators and for projects especially."

The seventh graders are in their second year of one-to-one

iPad use at IMMS, and the sixth graders also have that access. Their approval rating of the iPads was slightly lower with 96 percent who said they liked the iPads and 4 percent who said they didn't. However, almost twice as many sixth graders responded to the survey.

"I feel good about the iPads because the students are taking it seriously but also enjoy learning on them," said one sixth grader.

On the benefits side, the most frequently acknowledged plus of iPad availability is organization.

"I feel as if it helps us be more organized and productive," said one sixth grader.

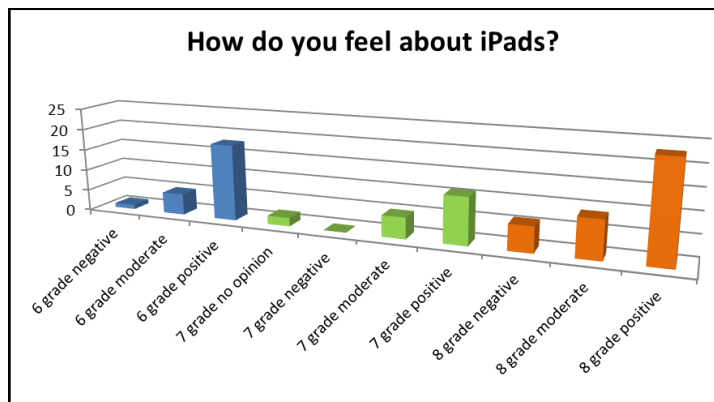
Another sixth grader said, "I put all the homework I need to do in it and not an assignment notebook."

Of the sixth-grade respondents, 56 percent noted keeping track of work and homework as an asset.

Another benefit that students frequently mentioned was having resources at their fingertips. Those mentioned specifically by students surveyed included calculator, dictionary and Internet.

"When you have a question, you can look it up," said one sixth grader.

"It helps because you can



have quick connection to the Internet," said another.

When responding about how they use iPads, many students noted they use My Homework app, Schoology, Notability and Google apps. The sixth graders listed noticeably more apps than other grades. They also mentioned Study Blue, Khan Academy, Duo Lingo and more.

However, IMMS students have had increased problems with apps such as Chrome and Notability this year. Losing notes for a test can be critical.

Other negative notes about iPads include having to charge them having them cause distractions. One student also said they can complicate the work.

But any negatives, or even preferences for paper and pen,

could not diminish the desires to have iPads. That was especially evident among comments from eighth grade students, who do not have one-to-one access to the devices this year.

About 20 percent of all eighth graders responded to the survey. Eighty percent of them use iPads in some classes, most frequently science.

Not having an iPad regularly did not sit well with most of them.

"I think that it's cool that some people get them but not really fair that not everybody does," said one eighth grader.

"Our grade is the only one that doesn't get to take them home," said another.

"I feel like eighth graders deserve iPads," argued a third.

An eighth grader commented that it would make it a lot easier to remember assignments.

Another answered with, "You could have all your homework and papers on your iPad instead of all the trees we kill to produce the worksheets and math homework."

When asked if there would be a hurdle in not having an iPad, an eighth grader replied, "Yes, we can't take pictures of notes or calculate right away."

One eighth grader was even more adamant, saying, "Yes because in sixth grade my grades were way better than in seventh and eighth when I didn't have iPads."

Of the 23 sixth graders, 12 seventh graders and 40 eighth graders surveyed, there was no consensus about which grade was better for iPads. However, they all felt middle school and high school would be the most helped by having access to the devices.

One sixth grader argued that's when it would make the most difference, saying, "It might if you're in middle or high school since we need the Internet for some assignments and we wouldn't have quick access to it," without iPads.

Grave Mercy features history, drama

By Audrey McMillan

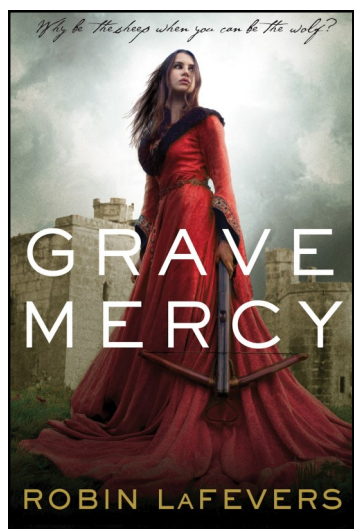
IMMS 7th Grade

In *Grave Mercy*, Ismae is chosen by death to be his assassin. After escaping from a cruel arranged marriage, she seeks refuge at the convent of Saint Mortain, where she is trained in the arts of poison and murder.

Her escapades take her into the high court of Brittany, where she is forced to make decisions that could affect the lives of everyone in her country. When she is assigned to help the Duchess's brother, Duval, protect the soon-to-be ruler, she is thrust into a world of lies and secrets. Everything she once believed begins to crumble around her. She must protect her country and her heart as the French armies press closer and the young duchess struggles to claim her throne. Ismae must question who she can trust, where her loyalties lie, and how far she is willing to go as her ability to distinguish truth and lies being to blur.

Author Robin LaFevers creates

a 15th century world that will leave you on the edge of your seat as you turn the pages. It's a perfect read for someone who has a love for history and dramatics as this book's pages are overflowing with just that. I would recommend this book to anyone who is able to grasp the formality of the speech in the fair assassins trilogy. This book is composed with the grace and elegance of what we have lost through the ages. It will leave you with a better sense of what our world was like centuries ago and a new feel for all things classical. *Grave Mercy* is one of my all-time favorite books, and I'm sure that it could become one of yours, too.



Ask Lili: Be friends before intensifying roles

By Lili Grossman

IMMS 7th Grade

Advice of the Year

I'd like to say again how important being yourself is. Some people might think that being yourself isn't a big deal, when really, it kinda is. Pretending to be someone else can lead to big-time trust issues. I should know, because one of my friends pretended to be someone else and, well, we're not friends anymore. I think what some people don't see is that being yourself helps your confidence. When you pretend to be someone else, your true colors don't show. And if you don't show your true colors then, well ... Who are you?

Advice of the Quarter

Four words: Don't follow the crowd. And this also kinda leads into being yourself. When you follow the crowd, you're not following your heart. Now, if the crowd is doing the right thing, obviously join them! But if you see a group of people bullying someone, or doing something they're not supposed to, stand up. Don't join them just so you can look "cool." Because after middle school comes high school, and after high school comes whatever you decide to do with your life. And what kids think of you now won't even matter. So follow your heart and what you think is right. Not the crowd of fear.

Advice to you

Hi Lili, I know somebody who I don't want to be friends with anymore but I don't know how to tell her. What do I do? Sheesh. Ending the friend-

ship. That's always tough, no matter how you do it. If you're close, I think the best thing to do is to be upfront with her. If you have reasons (like she's being mean to other people), then tell her what she's doing (kindly though, please). Not everyone realizes how they are acting, even me. If you're not really that close, sit with someone else, walk to class with them. Eventually your friend will realize that you aren't tight anymore. However, don't gossip or bully her. That will make the situation one hundred times worse. Believe me.

Dear Lili, (I don't know who you are, but I trust you.) There is this guy, he's cute, funny, athletic, kind of like me. He knows me but, I feel like my life is hopeless! I told some of my friends but I'm not sure I can trust them. Please give me some advice!!

Oh boy. The does-he-like-me/does-he-not card. I'm not quite sure what you are asking me, so I'm going to assume that you're trying to ask him out. If I'm wrong, I apologize. So, with asking a guy out, if you really want my honest opinion, don't. We're in middle school for goodness gracious, wait 'til high school. But if you really want to ask this boy out, don't use the words "do you want to go out with me?" Most boys find that awkward and don't like the title of "boyfriend" and/or "girlfriend." Start by being friendly to this guy.

If you're already friends (and I mean good friends), ask him to go someplace that you both like. That place is up to you to pick. (Although, it would be a

good idea to pick a place you both like.) Get to know him better. Even if you guys are the best of friends, you might be surprised about what you'll find out about him. So if you really want to ask this guy out (and only you can tell if it's a good idea or not), start slow. And you have to be sure that you want to make him your "boyfriend."

I want to say again that if you guys are good friends, you might not want to take it to the "awkward" level. When you put the label of boyfriend/girlfriend or dating, the teasing begins. First it's your friends, then your friends' friends, then their friends, and eventually your whole grade. And maybe the gossip will get to the entire school. You just don't know. Plus, if his or your feelings get hurt, it's not like you can just snap and be good friends again. He might not be able to trust you in the way that he used to, or vice versa. So if there is any doubt that you're not sure it's a good idea, don't do it.

I'm not sure who you are, but I'm sure that you are an amazing person. You have your whole life ahead of you, and I would like to point out again that we're in middle school. But it's up to you to decide, and if you do take it to that level, go slow and for goodness gracious don't be clingy! Guys hate it (or at least most of them do) when a girl hangs all over them like their world would end if they weren't in it. What I'm trying to say is, be careful and follow your heart.

Tell me if the advice worked and thanks for writing!

IMMS Messenger January issue contributors include:

Alexis-Rose Fischer, Erika Granados, Lili Grossman, Patrick Heasty, Ellie Kregness, Jayden McClendon, Kami McGinn, Audrey McMillan, Klaus Schwoerer. To participate, contact Adviser Ms. Ndlovu at NdlovuT@mcfsd.org.

Janitors deal with gum and more

By Klaus Schwoerer

IMMS 8th Grade

IMMS has a trio of unspoken heroes: Janitors. Their job is not an easy one, and this review highlights that. They contend with all sorts of things. Cleaning the floors, restocking paper towels, the occasional vandal, and more unbelievable things. Heck, as I interviewed Mr. Siebert, he and the others were moving pianos from the band room. Siebert almost had a finger tak-

en off in the middle of the interview!

Q: What are some main things you do?

A: Everything *laughter*

Q: What do you like about the job?

A: I like being around the kids.

Q: What don't you like?

A: I don't like the messes kids leave.

Q: Has Indian Mound recently had any major problems

A: The only ones we've had are in the restrooms. There's vandalism, too, sometimes.

Q: What changes do you want to see in student behavior

A: I'd like the student to respect the building and themselves a bit more.

Q: How would you rate the cleanliness of the bathrooms, cafeteria or halls?

A: They're good. They're good.

Q: Is having to remove gum

a frequent problem?

A: Yep. Gum, vandalism, broken chairs. You name it.

Q: Sounds like a handful

A: It is. We've been doing this a while. We're used to it.

And used to it they are.

Dealing with the kids themselves is hard enough, but you'll have to roll with it when you're mopping pee off the bathroom floor. I know it's hard (and usually gross), but remember, you can make it easier by spitting your gum in the trash.

26 fun winter activities for 2016

By Jayden McClendon

IMMS 6th Grade

Places to visit

The Henry Vilas Zoo:

One of the only free admission zoos in America!

Wisconsin state parks:

Including Lapham Peak Unit, Delafield, and Kegonsa State Park, Stoughton

Embrace the outdoors

- cross country skiing
- winter hike
- ice skating
- build a snowman
- play snow soccer
- go sledding

Enjoy the indoors

- cozy up next to a fire
- wear fuzzy slippers
- curl up under a blanket with a good book
- jump on a bed with family
- take a long bubble bath
- complete a jigsaw puzzle

Just because

- hold a steaming mug on a cold day
- watch the movie *Ice Age*
- watch the snow fall
- smell pine needles

To help out

- donate toys/clothes/food to a cool place
- learn about your family history
- volunteer at a community meal

Eat and drink

- bake a pie
- drink eggnog
- arrange an indoor picnic
- make pine needle tea
- make snow cream

For these and other ideas, check out:

<http://www.todayparent.com/family/activities/50-essential-winter-activities/image/2/>

<http://www.realsimple.com/work-life/entertainment/winter-activities>



Staff photo

Physical education teachers dress, from left, Ms. Stokes, Mr. Kubicek and student teacher Ms. Boushea up in their holiday finest.

Answers to Trivia Competition

The winner of the IMMS Messenger 2015-16 Second Quarter Trivia Hunt was Brock Felton-Brown.

Here are the answers to the trivia questions:

How many lockers are there at IMMS?

After two eighth-graders counted the lockers in the hallway and locker rooms, the total they came up with was 1,367.

What teacher has been at IMMS the longest?

If you ask Ms. Stokes how old she is, she won't wanna tell you, but she's been teaching for 31 years! She originally taught PE at the high school (she was the pool director) and moved to IMMS in the winter of '89-'90. She still teaches PE, but started health 12 years ago. The reason she has such an extensive career is because she loves it.

What is the CPU processing power of the school's Dell Optiplex 390 Computer towers?

The processor on the towers is an Intel i5-2400 that runs at 3.10 GHz. You can find this information by clicking on System in the Control Panel.

Where is the biggest map in the school?

Anyone who had Mr. Heuer for any class (the contributor of this question had him) would notice the massive world map that occupies the space on the wall the SmartBoard doesn't already take up. Ms. Burke has an identical map in her room, but it is significantly less noticeable. Heuer's map doesn't span from floor to ceiling, but it's pretty close.

How many teachers are there at IMMS?

This one was a little tricky, but after having Ms. Davis count 'em up, we figured out that there are a total of 43 teachers. This doesn't count assistants, custodians, nurses, the secretaries, the lunch staff, or Mr. Tarnutzer and Mr. Jondle.



Sweet Singin'

Ms. Lemens, IMMS choral music teacher, center, leads middle school students along with members of the MHS Blue Notes in holiday songs during the December assembly.

Staff photo

The Package of Doom: The epic attack

By Ellie Kregness

IMMS 6th Grade

Recap: In Chapter 1, the princess of Camelot was being rescued by Sir Guille of Camelot and the loyal servant Eleanor. However, the princess did not realize her identity.

"You have got me confused with someone else," she said.

Chapter 2

"No we haven't!"

Suddenly!

"YOU WILL NEVER DEFEAT ME!" Augustus, enemy of Camelot, said in a booming voice.

As the epic battle began. Augustus summoned in an atomic bomb thinking it would never be able to kill him.

"HAHAHA! SEE YA LATA, LOSERS! OH, WAIT! MAYBE NOT. YOU WILL ALL DIE!" Augustus yelled in a sing song voice.

BOOM

Then she woke up with a start.

"Oh, good! It was all a dream. I thought everyone including me died from an atomic bomb!"

Ghost Boy

By Alexis-Rose Fischer

IMMS 6th Grade

Frustration spreads across my face, like a cook with no recipe. *This test is awful. Why do the teachers expect us to finish this?* I just wanted the bell to ring, to go home and do nothing. That was the only thing to do, ever since my dad fired me from his after school business.

I started to walk home, when a boy ran past me. It was more like ran through me. I felt the shiver run down my spine. Shocked, the feel of the passage whooshed through me. *Was it a ghost or an illusion?* I'm sure it was a small boy. I saw him with my own eyes. *I must be seeing things.*

The next day at school, I pictured the small boy in my mind. He wore a striped shirt and faded jeans that were baggy and longer than his legs. He had long brown hair and blue eyes that were almost see-through. It's like he was glowing. When my head got back together ... he vanished. That's the last time I saw him ... Well, almost.

Later on, I would come across the same boy, his long, brown hair swaying past me. Again, I would feel the sudden chill. It took a while for me to realize ... he was a ghost.



Alex Daspit, at right, paints scene elements for the IMMS production of Lion King Jr.



In the foreground above, Alexis-Rose Fischer and Ali Lindaas join crew members making bones for Scar's cave. At right, Emily Roe cuts out one of the cave bones.



Photos by Klaus Schwoerer

Lion King Jr. set to take stage

By Kami McGinn

IMMS 6th Grade

This year's IMMS musical is *Lion King Jr.*, which follows a young lion named Simba (Will Karls), the heir of his father, Mufasa (Cooper Hiltbrand). Simba's wicked uncle Scar (Sophia Kvalhiem) is planning to take the throne from Simba and Mufasa by killing Mufasa and making Simba think it's his fault. Scar's plan works, and Simba runs away. On his journey, he meets Timon (Alexcia Johnson) and Pumba (TJ Hare), who try to help him forget about the crime he thinks he has committed. Simba stays in the trio until he's an adult (John Stuntebeck). Then, he learns he has to get back or the pride rock will be ruined.

Mrs. Lemens, IMMS choral music teacher and musical adviser, said she picked this play

Lion King Jr.

Where: McFarland High School Auditorium.

When: 7 p.m. Thursday-Friday, Jan. 28-29, and 1:30 and 7 p.m. Saturday, Jan. 30.

because "well, it was the first year that it was available to us to do, and I thought it would be fun for all the kids in the play."

She said the challenge in doing this play "will be the language because it is based in Africa, so there are some words the kids don't know how to say. There are also lots of props and costumes."

What will draw people to watch the play, she said, is how so many people know the movie that it would bring them in to see it.

Main Cast List

Rafiki- Callie Korth
 Young Simba- Will Karls
 Young Nala- Emma Swaney
 Adult Simba- John Stuntebeck
 Adult Nala-Lillian Grossman
 Mufasa-Cooper Hiltbrand
 Scar-Sophia Kvalheim
 Zazu-Mckenzie Bell

Sarabi- Kynaeda Gray
 Sarafina- Emily Caldwell
 Banzai- Alison Popelka
 Shenzi- Grace Nelson
 Ed- Nicole Fish
 Timon- Alexcia Johnson
 Pumba- TJ Hare

Sleep station: Students learn teens need more rest

By Carter Johnson

IMMS 8th Grade

When IMMS students visited UW-Madison science exhibits on Oct. 23, one of the coolest stations was the sleep station. A guy sat on a chair with little suction cups on his head.

"What are those on his head?" asked a little girl.

"They are little suction cups with electrodes on his head. They measure brain waves of sleep," said the woman running the station, as she pointed to a computer.

"They look like little mountains," said the same girl.

The point of the station was to show that teens are not get-

ting enough sleep. This is a big problem in today's community. Kids are losing sleep because of school, phones and video games.

I made a survey and I had everyone in my class answer. Most people who answered the questions said that they get 6-7 hours of sleep a night.

What keeps them up at night?

Most people said, school and their phones.

At the sleep station, a board said, "Teens were not getting enough sleep." It said that most teens got 6-7 hours of sleep each night, same as my survey.

While I was at the sleep station, a group of teens walked up, and the women running the sta-

tion asked, "How many hours of sleep do you guys get?"

"We get about 5-6 hours of sleep," said the teens. I was surprised by this because I get 10 hours of sleep every night.

The man with the suction cups on his head had to stay perfectly still for the electrodes to be able to measure the good brain waves. The good brain waves were little tiny up-and-down lines, while the notable ones were huge up-and-downs.

The sleep station offered information to which teens should pay attention. Teens do listen to the warnings but don't actually do it. That's why teens are getting bad grades and are really tired.

Flight Simulator: Future pilots can test planes, weather

By Bryce Thompson

IMMS 8th Grade

The flight simulator is a marvel of technology and engineering. It's used to help future airplane pilots achieve their goal of being an airline pilot. A simulator was recently on display at the science fair on the UW campus in Madison. Fortunately, I got to try it out.

The simulator itself is innovative. It has three screens that all connect together to form one screen. When I walked into the room, the first thing I saw was the cockpit. Because the simulator chair shakes and rumbles, participants have to be buckled

up. The simulator has many modes.

The students who built the simulator run the program XPlane. They didn't build the program, but they built weather parts to put in it.

And the simulator wasn't the only one there. Other smaller simulators were there. One was based off of a propeller plane from the 1940s. Another was based off of the F-18 fighter jet.

I followed up with one of the workers there. I asked him what it takes to be a good pilot. He respond with, "Steady hands, geographical awareness, and a fast thinker."

On all the simulators there

was a wingman control stick and a gas pedal that controls speed. Participants also could choose what plane they wanted to fly, the weather in which they wanted to fly, and the airport from which they took off. The one that I tried out was the Chicago O'Hare airport, and I was flying the F-18. All the simulators also are based not on MPH, but on knots. I asked one of the workers what one knot is equivalent to and he said that one knot equals 1.5 MPH.

Overall, the flight simulator is an innovative piece of machinery that can end up helping pilots in real situations that they can experience in air flight.

Spartan Spotlight



Adrien Dutter plays defense

By Klaus Schwoerer

IMMS 8th Grade

There are two things this issue's Spartan would be doing after school in the fall: homework (ugh) and football.

Adrien Dutter's no stranger to the sport; he's been playing for three years. This proud supporter of the McFarland Spartans would be found most likely playing D-line and safety, mostly because "you have to remember all those kinds of plays in offense."

He's got his goals set, that's for sure. He plans to play for a college team. It doesn't matter what team he plays for, he just wants an opportunity. He also has goals as a player: to not be so biased towards defensive positions. He fears no challenge, but rather is looking for one. If I would ask a football player to show me the ropes, I now believe Adrien is that guy.