

# The Hoofprint

Volume 39 Issue 1

Buffalo High School Thursday, October 11, 2007



**budget** cuts

teacher cuts.  
parking fees.  
increased activity costs.  
larger class sizes.  
**if the referendum fails**



## News Briefs

### ● Statewide smoking ban took Effect October 1

**Caitlin Theisen**  
*Opinion Editor*

On Sunday night, bars and restaurants across Minnesota held dozens of tobacco users enjoying one last puff before midnight. As of 12:01 Monday morning, lighting up in a public place was against the law.

The goal of the ban is to lower deaths and diseases from second hand smoke. Deaths alone reached over 500 civilians in 2006. After seeing a positive effect in the other 21 states with the smoking ban, Minnesotan government hopes for similar outcome.

Many establishments felt forced to install designated smoking patios to keep their business, costing the average owner more than they felt was necessary.

The fine for individuals breaking this law reaches \$300 as a petty misdemeanor. Also, if they so choose, the Minnesota Department of Health can slap an establishment owner with a \$10,000 fine.

Popular tobacco free locations include bars, restaurants, bowling allies, hotel lobbies, and public transportation.

### ● Student population hits record

**William Kane**  
*Journalism Staff*

The official count for the student body enrolment last year was 1,720 students. 1,817 is the count so far this year.

With over 500 students, the freshman class makes up the largest portion of the new count.

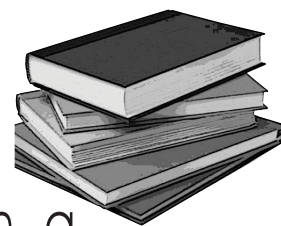
“The freshman class is huge,” said Assistant Principal **Matt Lubben**. “This school was built ideally for 1,600 or 1,700 kids, but it can hold 2,000.”

Even though the class sizes have been steadily increasing in the high school, Lubben isn’t concerned about the school becoming over-populated.

“The class sizes have sort of exploded over the past few years in the younger grades,” said Lubben.

However, with the current student population it’s hard not to think about a solution if the class sizes continue to increase.

# Home work vs coming



● Students struggle to keep up with their homework while participating in homecoming



*Photo by Kelsey Bergman*

Scaling the stairs, Freshman **Dylan Williams** picks up his pace at the sound of the bell. Preoccupied with dress-up days and after-school sporting events, students lag behind in school work.

**Kaylynn Annis**  
*Journalism Staff*

The widely participated week of homecoming may prove a stressful week. Full of activities, dress-up days and sporting events, homecoming week may leave some with little to no time for homework.

“I want to go to all the events and participate in all the days, but I have no time for home work, and when I do have time, I am just too

tired to do it,” said Freshman **Linnea Pallesen**.

Homecoming spirit is carried out much longer than just the seven and a half hour long day. Students participate in after school events and go support all the athletic teams.

“Every one is so pumped up this week that it shows in sports,” said Senior **Jordan Haight**. “Our team had the best meet so far this season, because everyone is

just excited about it being homecoming.”

With all this excitement and activity, students are trying to find a balance between a weel of fun and keeping up with their school work.

“It’s hard to find a good balance, but homecoming is only one week out of the year. I can worry about catching up on school after this week is over,” joked Junior **Kalyn Kaminski**.

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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.

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Mr. Bakke's  
**WRESTLING CAREER**  
At a Glance

“I always wondered what it would be like to weigh over 140 pounds, well let’s just say that I found that out.”

-Social Studies Teacher Gerald Bakke

**Sam Lefebvre**  
Journalism Staff

“There were two things that I wanted out of my wrestling career,” said Social Studies teacher Gerald Bakke. “I wanted an individual State title and I wanted to have a state championship team while coaching.”

Bakke did just that and much more to the sport of wrestling. In 1968, Bakke a junior at Albert Lea High School, weighing in at 95 pounds, earned his way to the State Tournament and placed sixth. Bakke also helped get Buffalo’s wrestling team to seven State Tournaments as a coach. Of those seven trips, Bakke had the most success in the 1990 and 1991 seasons.

“In 1990 we took third place in State,” said Bakke. “Then we came back again the next year and took fourth place. Both times we lost to Apple Valley by one match and it only came down to a point or two from us making it to the finals.”

Bakke started wrestling in fifth grade in Albert Lea, Minnesota. In sixth grade he was put on the high school team. He wrestled three years on the varsity team there weighing in at 95 pounds all throughout his high school career.

“I was the coach’s project,” said Bakke. “I remember when I was in seventh grade my coach told me that I had to turn Catholic so that I wouldn’t miss practice so much because of all of my confirmation classes. So I went home and told my dad and my dad told me ‘Whatever the coach tells you to do, do it, but we are Lutheran not Catholics.’”

For Bakke’s first two years of college he attended Bethany Luther College in Mankato, Minnesota and joined the wrestling team there moved up a few weight class. In 1973 Bakke transferred to Gustavus Adolphus and wrestled his last two years of college, still a small guy weighing in at 118 pounds.

“I always wondered what it would be like to weigh over 140 pounds,” said Bakke. “Well let’s just say that I found that out.”

Throughout Bakke’s wrestling career there was one fan that stuck out above the rest, his younger brother by two years, Daryl. Daryl was there for Bakke through thick and thin.

“He would get so into it that he would cry if I lost,” said Bakke. “He motivated me to win. My junior year I was wrestling the two time state champ and I was beating him 7-2. My brother, Daryl, wasn’t there yet because he was getting a ride from one of my teammate’s parents and they had stopped at a restaurant. But my brother didn’t eat at

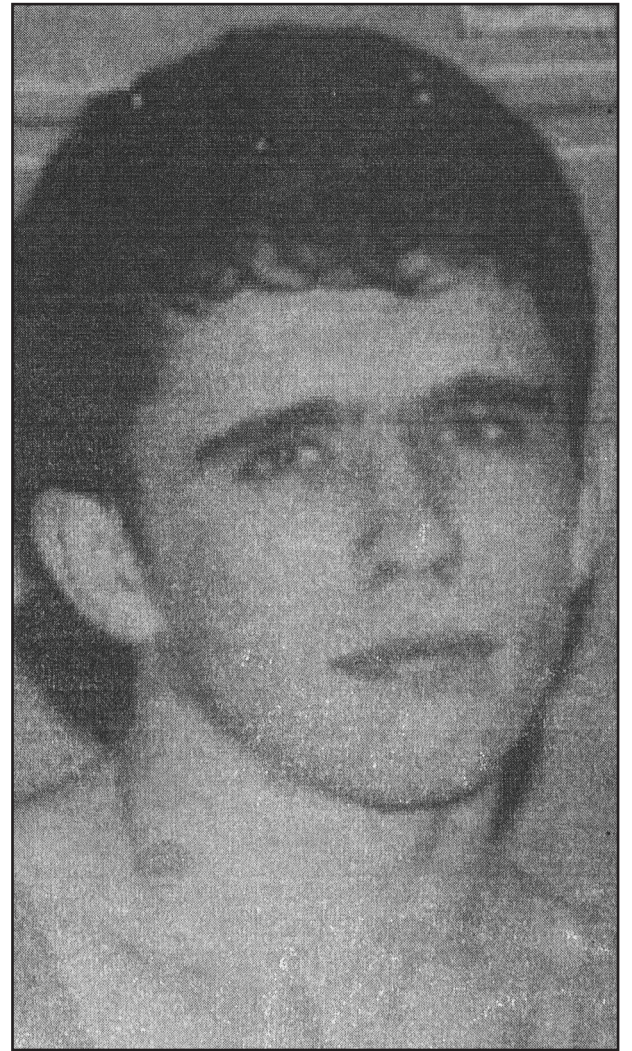
the restaurant; instead he ran the rest of the way to the match. It was one of the happiest moments in wrestling for me. He was that dedicated to see me wrestle. And I won that match.”

In 1997 Bakke had a sudden heart attack which gave a close to his coaching career.

“I physically couldn’t do it anymore after the heart attack,” said Bakke. “But I still like to be a part of it when I can.”

Spending all of those years in the sport of wrestling one can only imagine all of the awards Bakke has earned for his hard work and dedication to the sport. Bakke has earned two coaches of the year awards, one in Iowa in the year 1978 and the other in Minnesota in the year 1991, both in the AA division. In 1998 Bakke was recognized again for his coaching skills and was inducted into the Minnesota Coaching Hall of Fame. His most recent recognition came in September 2007 when he was inducted into the Bethany Luther College Wrestling Hall of Fame. But even with all of those awards under his belt he will still tell anyone that the best reward is the experience.

“I love to see young athletes achieve their goals and do great things,” said Bakke. “Remember, the key is the journey.”



*Photos submitted by Bakke*

Above: Social Studies teacher Gerald Bakke wrestled as a junior for Albert Lea High School. Bakke went to the State Wrestling Tournament and placed fifth. “I was 104 and a quater pounds in this picture,” said Bakke. “Not to be exact or anything.” Below: At the 1991 State Wrestling Tournament, Mr. Bakke tells one of his Buffalo wrestlers to think. Bakke brought the Bison to seven state wrestling tournaments during his coaching career.



# PASS

## Question 1

Allows the district to maintain the current education programs that are running

Hire additional Special Education Staff

## Question 2

Allows the district to upgrade all technology hardware, software and technology infrastructure

Provides teachers with necessary professional development

## Question 3

Allows the district to hire more teachers

Smaller class sizes

“With less money, there will be **CHANGE**”  
-Principal Rick Toso

**Bill Kane and Michael Ludebrek**  
*Journalism Staff*

Community members will soon vote on a levy referendum that will greatly affect the residents, students, and staff of District 877.

Voters will head to the polls on November 6 to vote on a levy that proposes three questions. Question one must pass for everything to remain as it is: class sizes and current programs will be maintained. Question two allows the district to upgrade or replace technology hardware such as having “smartboards” in every classroom, or classroom amplification systems (the teacher would speak into a microphone.) Finally, the third question must pass in order to reduce class sizes. The district would be able to hire staff that they weren’t able to hire for the 2007-2008 school year due to a district-wide “hiring freeze.”

The school board recently announced the plan that will take effect for the 2008-2009 school year if the levy fails. That plan calls for over \$1.75 million to be cut from the school’s budget, with over one million dollars of that being cut from instruction (teaching staff). What this means for students attending BHS during the 2008-2009 school year is higher class sizes, less individual attention for the students, and fewer elective class choices (which means the course description book may be a lot smaller next year).

“The loss of teaching positions is probably what the students will, initially, feel most impacted by,” said Bauck. “But when the kids come to school and see the mess that they made the day before, they will start to see other impacts.”

\$275,000 will be cut from administrative costs, meaning reduced student safety.

“Having less people available when there is a crisis would mean the ability to carry through and respond would become a little more handicapped,” said Bauck referring to a situation such as severe weather or a bomb threat. “Situations like that take time to work through and follow up.”

Block scheduling is an expensive schedule to run. Because of this, the risk of a failed referendum could result in the loss of the current scheduling system and the return to a six or seven period day.

“That decision will be at the discretion of the principal,” said Superintendent Jim Bauck. “Mr. Toso will decide if we abandon block scheduling or not.”

With money being cut from the student activities department, higher prices for activities are probable. The plan calls for fewer activity choices for students, increased participation fees by 25% (which would mean fewer kids getting involved in them), and even high school students paying for parking privileges.

Some programs are set up to be eliminated already in the 2008-2009 school year if the levy fails.

“Elementary music would be eliminated in the first year,” said Bauck.

Even more programs are set up to be eliminated in the 2009-2010 school year.

“When a program is eliminated, it is very difficult to bring it back,” said Bauck

“The loss of teaching positions is probably what the students will, initially, feel most impacted by.”

-Superintendent Jim Bauck

Suggested modifications in the levy for the 2009-2010 school year, if it does not pass, are: eliminating Gifted Education programs, eliminating summer school (struggling

students would have a much more difficult time trying to get back on track), eliminating the activity bus (even fewer kids would get involved in activities), increased walking distances to school, eliminating selected activities, raising the activity fees an additional 25%, reduction in even more teaching positions.

“People would pay more for Buffalo activities and other things than they would in taxes if the levy passes,” said School Board Chair **Patti Pokorney**.

The community took a survey in 2007 and some of the things they specifically asked for from our education system is lower class sizes and to provide more class choices. In order for the education to fulfill what the community asked for, the levy must pass.

“If we want our kids educated, we’ve got to step up,” said School Board Treasurer **Dean Brown**.



“I think block scheduling is good because we can focus on our subjects more.”

-Junior Christopher Lundquist





Top: Business Owner Roger Maresh helps a customer. During his retirement sale customers bought garbage bags full of movies. Bottom: A sign announces Mr. Movies' retirement sale. On the first day of the sale, lines stretched into the parking lot. Photos by Chelsey Peterson

# End of an Era

**Ben Kolbinger**  
Staff Writer

As the crisp, cool October air blows through the streets of downtown Buffalo, **Roger Maresh** looked upon Mr. Movies for the last time. His reign as 'King of the Rentals' came to a close after over 20 years of faithful digital service.

"There aren't so many big things I'm going to miss," Maresh said. "It's all the little things; idle chat with the customers as they come and go, the fireworks going off right outside every year. Watching the town grow, and all the little kids I used to know are growing up. There was even one woman who came in with a cake made to look like two of our movie rental cases."

Many students, like Maresh himself, hold onto the little experiences rather than the larger things.

"Well, I don't remember anything overly big happening there," said Junior **Jacob Westman**. "I'd go in for a bottle of pop or something whenever the fireworks came around, you know, nothing real special. But still, I'll miss being able to just waltz in like that any time I like."

With the doors closing one final time, businesses and students all seem to entertain

ideas for how the building should be put to use.

"I'd make it come back," said Sophomore **Wesley Miller**. "I liked the place; I went once or twice every few months."

"I think they should make it an animal shelter," said Junior **Danica Gertjeansen**. "That, or keep the store open and splash a bunch of paint everywhere. The old paint job was really bland."

"I honestly don't have any idea what it's going to turn out to be," said Maresh. "I've had a few interested people come by, but no one has wanted to commit to the contract so far."

The lack of business concerning the contract remains just one of the many difficulties Mr. Movies and the staff have faced since the store opened.

"Oh, I suppose we've had about a dozen shoplifters over the years," said Maresh. "Most of them would just admit it up front, and they'd get taken downtown by the police and charged for both the stuff they stole, and for shoplifting. There's only been one kid who tried to run for it, soon as he tripped the alarm. I ended up catching him out in the intersection right outside. We've never had an armed robbery, though."

"How anyone could be stupid enough to

steal from a store where there's just one way in and out," said Westman, "is completely beyond me. I mean, the door is *right* by the registers, too."

For the customers and the staff, it's fortunate none of the would-be thieves escaped; Mr. Movies celebrated Maresh's career with a "Roger's Retiring" sale - and a store can't sell if their merchandise is stolen. Some people are still finding deals, though, as lines form outside to buy, buy, buy.

"I swear, there were people in that line there for over an hour at a time," said Junior **Matt Sandhoefner**. "People were going in empty-handed and coming out with garbage bags full of stuff, Garbage bags!"

Though the store changed from a prosperous rental shop into a barren wasteland of empty shelves, Maresh did not entirely miss out on Mr. Movies' final 'hurrah.'

"All the movies that I never saw in theaters, all the ones I missed," said Maresh, "well, I got first picks on all of them before they went on sale."

With garbage bags in hand and ideas of what is to come in head, customers continue to carve a swathe into the remaining media. Maresh looks on from his post, ever-vigilant in the fight against technological boredom.

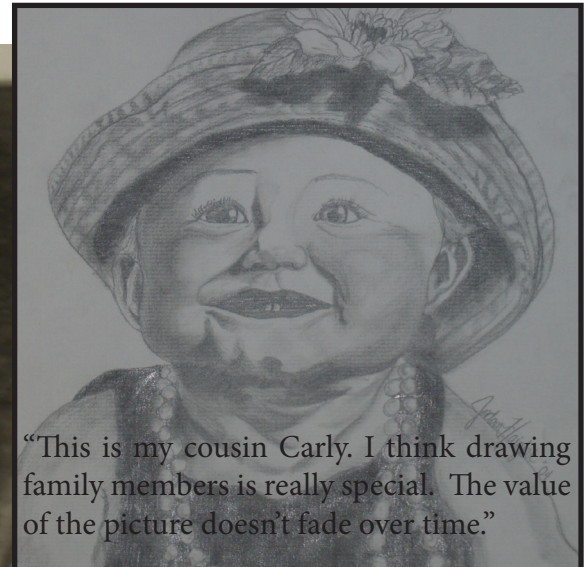
"Oh, I don't think retiring is as hard as everyone thinks," said Maresh, a grin on his face. "I mean, sure, I'll miss the place. But maybe now I'll have time to catch up on some movies."



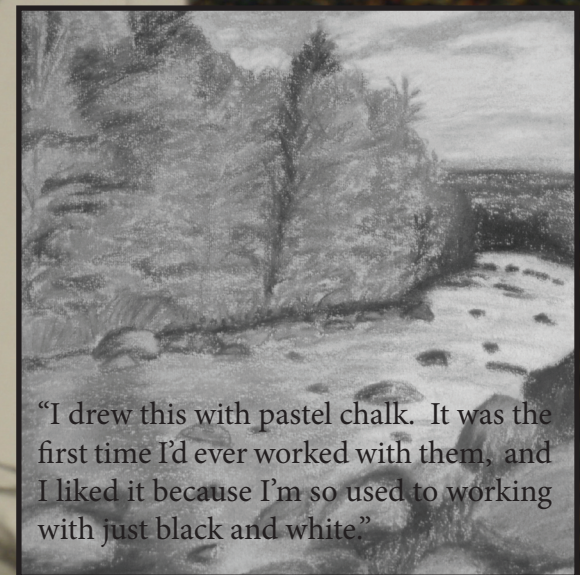
# [ARTIST EXPOSE: Jordan Haight]



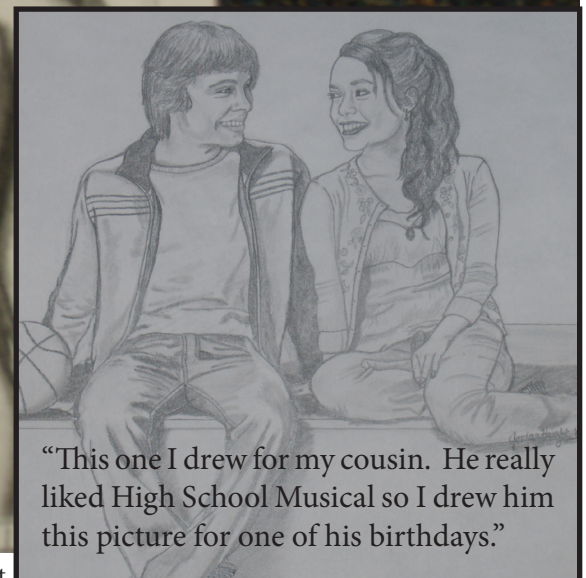
“Drawing is kind of a stress reliever; a lot of times when I’m watching a movie I’ll set up my stuff and just draw. There’s not a lot to think about, actually. That’s why I like it.”



“This is my cousin Carly. I think drawing family members is really special. The value of the picture doesn’t fade over time.”



“I drew this with pastel chalk. It was the first time I’d ever worked with them, and I liked it because I’m so used to working with just black and white.”



“This one I drew for my cousin. He really liked *High School Musical* so I drew him this picture for one of his birthdays.”

Senior Jordan Haight has been drawing since 7th grade. She uses charcoal pencils and her imagination to create works of art.



**Kyle Willetts**  
Staff Writer

With over 1.5 million pre-ordered games, and over \$300 million in sales in its first week, *Halo 3* became the most profitable entertainment release event in any medium. With those numbers come high expectations.

On September 25 at midnight, gamers finally got their hands on the much-anticipated game. Students across the country took a Halo Day to celebrate the release.

"I will be standing in line at midnight to get it, and feeling a fake Sick Day for the release," said Senior **Zack Kassulke**.

This is true dedication to the game, not only getting it but standing in line and taking a day off of school to play it on the first day. Standing in line at Wal-Mart anticipation and excitement all around, the final countdown began at 7 p.m., and continuing until gamers got their own copies at midnight.

"I have been waiting all summer for this game," said Junior **Tyler Schetti**. "I can hardly hold my emotions in."

Students were found throughout the store and Seniors **Kassulke** and **Robert Laumann** were both found in the front of the line.

"Me and Zack are going to play online tonight once we get it" Laumann said. "There is a new feature where it tells you how many gamers are online playing *Halo3*. The first day it said just about 700,000 were on when I looked" Laumann said.

The game is packed with new features and gamers strive to beat it on Legendary (the most difficult game type). With "Forge" and "Theater" some of the new features, Forge allows you to reposition maps for custom games and Theater allows you to look back on your games played and record any

part of the game you want to highlight on.

"This game lives up to all the hype," said Junior **Brad Palmer**. "Even if it didn't have all the new features it would still be the best game of the year. No other game will come close."

Above: Senior Kyle Willetts, English Teacher Ryan McCallum and Junior Brad Palmer team up during a game of team slayer on *Halo 3*'s map "Isolation". "The maps on the game are much more complex than previous games," said McCallum. "They make each encounter more intense and varied."

Junior Brad Palmer rides the beam lift, carrying a flame thrower, to ambush the unsuspecting opposing team. With the new Theater feature, all players can take and share screenshots/videos of their games.



# Pictures ..... ..... of health

*Two new nurses begin their careers at Buffalo.*

**Caitlin Theisen**  
*Opinions Editor*

In the spacious, white health office at Buffalo High School, you can see a number of things. As you walk in the door, a huge shelf stands directly opposite you, packed from top to bottom with every health resource imaginable. Along the wall on your right are chairs, and behind them, posters discouraging smoking are tacked up. On the left you will see one of the health Paras, Justine Stephens or Mary Piekarski, manning the desk in front of a large colorful painting of fish. Two things you may not end up encountering in the sterile office however, are the school nurses.

"We have to run between the high school and middle school," said Nurse Stephanie Gleason. "So it can get pretty stressful. Sometimes we're stuck at one place all day."

Buffalo High School hired two new school nurses this September, Stephanie Gleason and Julie Stunpfl. They work on a job-share at both the high school and middle school, alternating the weekdays between them. Nurse Gleason works Mondays, Tuesdays, and Thursdays, with Nurse Stunpfl taking Wednesdays and Fridays.

"I like the share job because of the flexibility," said Stunpfl, "and Stephanie and I both because we both have kids. So if we've got something going on or if our kids are sick, we can swap days."

Gleason has an eight and five year old, and Stunpfl has four kids ages six, nine, thirteen, and fifteen. Both enjoy working with kids, and confided it as a major reason they took a school nursing job. But as of right now, neither has very much contact with students, being brand new and up to their elbows in health forms.

"There could be three nurses working 24/7 and everything still wouldn't get done," said Gleason. "The Paras

handle more of the daily duties like illnesses, so you'll probably see them more than the nurses. But thank God they're here."

With the Paras taking care of all that they do, one might question the need for actual nurses.

"The Health Paras don't have the nursing license," said Para Justine Stephens. "My duties are the same when they're here as when they're not. The most I can do is say what something looks like. We would get in big trouble if we acted as nurses."

So, what happens if an emergency arouses and a certified nurse is needed?

"We always have someone to call if [the nurses] are at the middle school, and they both have pagers," said Stephens. "But usually a student can wait until after school to see a doctor. And if they can't wait, it's 911 or a parent to handle the situation."

Both nurses agree that they hope it doesn't come to that. Although strikingly different in their personalities, both live in Hanover and were friends previous to the job-share.

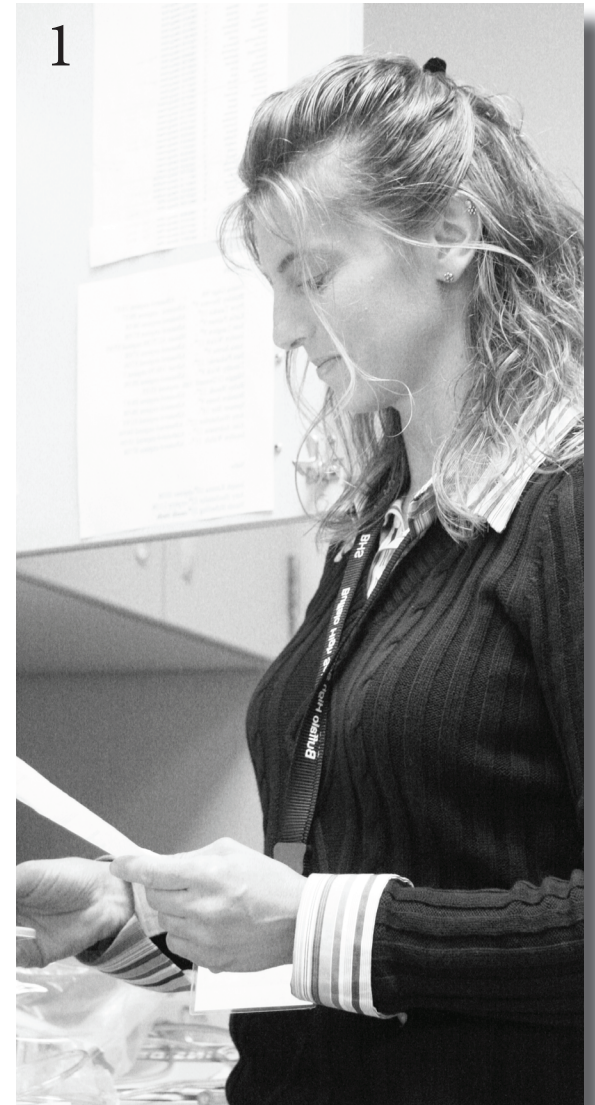
"We didn't know the other had applied for the job," said Stunpfl, "so that was kind of funny."

The pair are excited at joining the school and enjoying themselves so far.

"I grew up in Brooklyn park," said Gleason. "So coming here I just thought, 'Wow!' This seems like an incredible school."

With luck, the majority of us won't need to be assisted by our ladies, but if an event occurs, there can be no doubt of receiving quality care.

"My philosophy is that the youth is the future," said Gleason. "We should take care of them."



1. Nurse Stephanie Gleason checks her medication inventory sheet while preparing for the day.

3. Nurse Julie Stunpfl organizes articles in her new office. On days when she has off, Nurse Stephanie Gleason takes over

2. Justine Stephens instructs new Nurse Stephanie Gleason. When not filling out paperwork, her days are filled assisting kids in the battle for their health and welfare.



Right: While playing a song on expert, Junior Joe Wagner, jumps up with style. Left: In agony, Junior Brad Palmer plays through a song. "It used to be fun, but now Guitar Hero 3 the songs are too technical, it's just not just for fun anymore."

The long awaited release of Guitar Hero 3: Legends of Rock, leaves some with mixed feelings.

**Chelsey Peterson**  
*Photography Editor*

Guitar Hero 3 has been something a lot of students and even teachers have been eagerly awaiting.

"I've been peeing my pants waiting for this game since I destroyed all the songs on the first and second one," said Junior **Joe Wagner**.

There are some new features, such as the new wireless guitars, boss battles, and the all new battle mode.

"I look forward to the fact that I'll be able to play with

"I've been peeing my pants waiting for this game.

-Junior Joe Wagner

my brothers [with the new online capability]," said English Teacher **Ryan McCallum**. "With the previous game, it got to the point where we would fire up the game, and then call each other and say 'Killer Queen, Ready, Set, Go!'"

Now that it's out, some are a bit disappointed.

"I think Guitar Hero 3 is a step back from the second version. I'm playing it more out of obligation than enjoyment," said McCallum. "The game play is improved, but the sound track is worse. I'm thinking about selling it at a very discounted price. I've never sold a video game in my life; I would gladly part always with Guitar Hero 3."

Others would disagree, some enjoyed the game.

"Amazing," said Wagner. "I'm on the battle with the devil right now, but some jerk faced, inconsiderate people have to take away from my precious Guitar Hero time so have to wait to finish it."

For some, the disappointment just continues.

"Online play is predictable and boring," said McCallum. "Talented players prey on beginners and, if you're on the difficult levels, you can expect to play the same song over and over again. The songs that the majority of people choose to play are so lame that it's not even worth it to play online."

This game is a challenge for even an experienced

player.

"I had to do it on hard mode because the battle with the devil on expert is too hard for me right now," said Wagner.

Some think that this game could have been better and others think it was one of the best games ever.

"Guitar Hero is the best game ever," said Senior **Kyle Willetts**. "Because it is something both guys and girls can enjoy."

"I'm playing more out of obligation than enjoyment."  
-English Teacher Ryan McCallum





All photos by Kelsey Burgman



Deuntae Broadnax

Chelsey Trogstad

Kayla Christoffersen

# Ready to Strike



Cecelia Gilmer

Dana Van Bruggen

Michael Lundebrek

● Candidates, **Deuntae Broadnax**, **Benjamin Holthaus**, **Michael Lundebrek**, **Brandon Ordorff**, **David Pallesen**, **Jack Thompson**, **Griffin Trevino**, and **Kyle Willets**, **Dana Van Bruggen**, **Chelsey Trogstad**, **Allison Thompson**, **Allie Robasse**, **Cecelia Gilmer**, **Taylor Ellefson**, **Alison Dykhuizen**, and **Kayla Christoffersen**, sit in anticipation while listening to the Seniors **Krista Nauman** and **Jessica Bartl** read the history for the class of 2008.

● Homecoming King **David Pallesen** plays 'Kings and Castles' during last Monday's coronation. "I was nervous, I remember the first line of the song my voice was not there," said Pallesen.

● Queen **Allie Robasse** shares her excitement of being crowned with **Allison Thompson** and **Cecelia Gilmer**. "I didn't really believe it, basically it was a lot of oh my gods," said Robasse.

● **Alison Dykhuizen** and **Benjamin Holthaus** make their grand entrance during the homecoming coronation.



# Homecoming

## Strikes a Royal Note

### Students gain memories to last a lifetime

**Emily Danielson and Kaylynn Annis**  
Hoofprint Staff

Rewind to the 21st of September, the first pep fest of the year where 16 seniors were announced as the 2007 homecoming king and queen candidates. The nominees for the boys were **Deantae Broadnax, Benjamin Holthaus, Michael Lundebrek, Brandon Ordorff, David Pallesen, Jack Thompson, Griffin Trevino, and Kyle Willets.** For the Girls **Kayla Christoffersen, Alison Dykhuizen, Taylor Ellefson, Cecelia Gilmer, Allie Robasse, Allison Thompson, Chelsey Trogstad and Dana VanBruggen.**

Expressions varied from person to person whether they didn't quite hear all their name or it took them a while for them

to realize that it was their name called.

"When they first said my name I did not realize it was me, but when I did I was like shoot, I got to go up there," said Lundebrek.

"I was like 'holy crap,' I only heard the 'ersen' from the Christoffersen because people were cheering so much, I was really excited," said Christoffersen.

"I was excited, also I was like oh sweet I get to go chest bump with Michael," said Pallesen.

The variety of the seniors nominated showcased the different groups of people represented.

"I think that everyone who is up there all deserve to be up there. It is cool how we all

represent different groups," said Christoffersen.

After the original shock of being nominated was over, the candidates looked forward to the coronation with nerves and anticipations.

"I'm nervous I think it would be a good opportunity to be homecoming queen and I don't really have a thing, and I think it would be cool if being homecoming queen was my thing," said Ellefson.

With the coronation over with and the king and queen announced the candidates are all in good spirits with each other.

"It was just such a great memory and one that I will remember forever," said Christoffersen.

"I was very honoured to be crowned and I was surprised and I'm glad it was Kory that crowned me because he is one of my good friends."

-David Pallesen

"Coronation was very fun, everyone looked excellent and delicious. I had a lot of fun."

-Deantae Broadnax

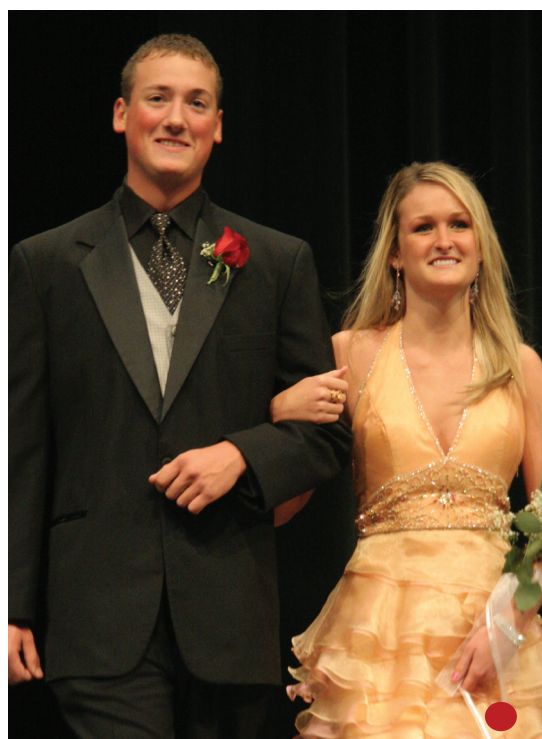
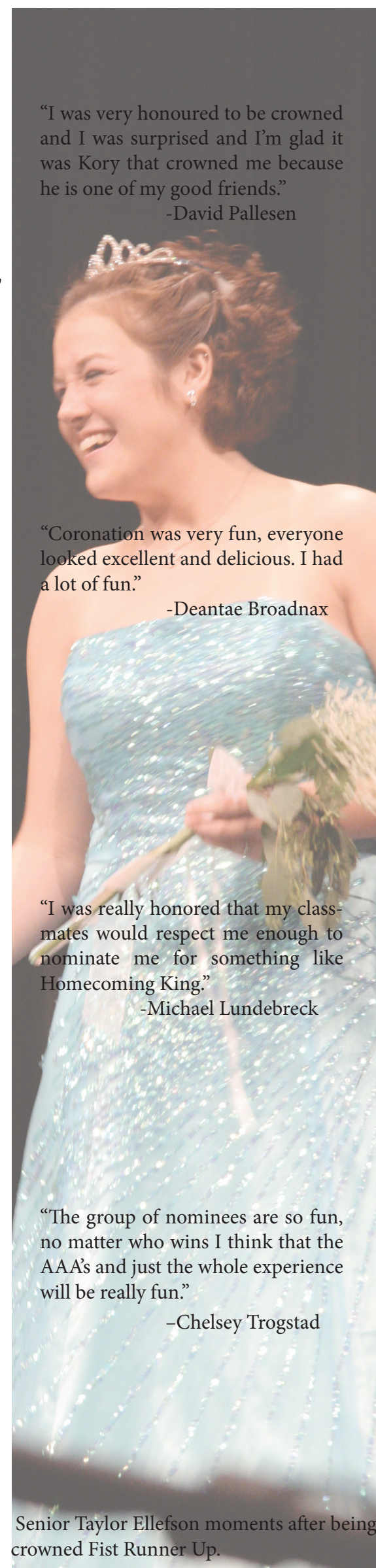
"I was really honored that my classmates would respect me enough to nominate me for something like Homecoming King."

-Michael Lundebreck

"The group of nominees are so fun, no matter who wins I think that the AAAs and just the whole experience will be really fun."

-Chelsey Trogstad

Senior Taylor Ellefson moments after being crowned Fist Runner Up.





# R-E-S-P-E-C-T

## FRESHMEN FIND OUT WHAT IT MEANS AT THE RESPECT RETREAT

Walking into the Bison Activity Center (BAC) on Thursday, October 25<sup>th</sup> or Friday, October 26<sup>th</sup>, one wouldn't find a gym class playing floor hockey, instead, one would find half of the freshman class, a few teachers, a handful of Junior and Senior leaders, and two guest leaders.

Those two guest leaders, Jamie Zuel, who went by Zuel, and Tara Carroll, came from Youth Frontiers, a Minneapolis-based organization that puts on retreats, such as the respect and courage retreats, for schools all over the country. This is the second year Youth Frontiers has put on the respect retreat for freshmen.

"The goal of the respect retreat is to raise awareness of building respect within our school community," said assistant principal **Bob Driver**. "and it aligns perfectly with our district's quest of anti bullying."

The retreat was an all-day event full of games, small-group discussions, Tara singing/guitar playing, and Zuel's lessons, and more.

Throughout the day, Zuel focused on three main lessons.

Respect yourself. Zuel's first lesson was an important one for everyone. He talked about how almost no one totally respects themselves. He used one example in particular he called "three wrong." He talked about how many students would get a test back and see that they got 97 out of 100. But instead of seeing the 97 they got right, they would only see the 3 they got wrong.

Respect Others. For Zuel's second lesson, he gave the students a lesson focusing on the about twenty percent of students who disrespect others. For this lesson, he told a story about his sister. In middle school and the beginning of high school, his sister was a

really happy girl, who had a really good singing voice, so she was in choir, along with lots of other activities. Then in her freshman year, someone called her "fat" to be mean, but it wasn't true. However, she took it seriously, and her self esteem plummeted, and she started taking diet pills and not eating. Luckily, after a few months, Zuel caught on and helped her out, but it took her 10 years to be fully sure of herself again. The lesson to be learned here is that one comment can change someone's life, and disrespecting another person, even if it's just once, can ruin their life.

"I think that Zuel's last lesson was the most important one," said **Senior Leader Amanda Miller**, "most people think that just not disrespecting people is enough, but it's not."

Stand up. Just as Zuel's second lesson focused on the twenty percent of people who disrespect others, his third lesson focused on the other eighty percent. The eighty percent of people who don't necessarily disrespect others, but just stand there and watch it happen. He shared another story involving people who chose not to stand up for someone who was being disrespected. While they weren't the one's doing the disrespecting, they did nothing to help the person who was being

disrespected. What he was trying to get across to the students that not disrespecting others isn't enough in itself, you have to stand up for those who are being disrespected.

At the end of the day, students had the chance to go to the middle of the large circle of students and say an apology, an opinion, or anything like that, as long as it was respectful, of course.

Respect yourself. Respect others. Stand up.

So R-E-S-P-E-C-T isn't just an Aretha Franklin song, it's a virtue, an important one.

“ IT  
WAS FUN AND  
MEANINGFUL AT  
THE SAME TIME.”  
FRESHMAN BRITTNEY DOWNS

522

FRESHMEN  
STUDENTS

24

UPPERCLASSMEN  
LEADERS

2

YOUTH FRONTIER  
LEADERS

# Get Schooled

## *Worksheets are a necessary evil with unmotivated students*



Ashlee Styve

*“Okay, so what we are going to do is today is simple. I’m going to pass out a packet, and all you have to do is read it. If you guys can handle that, then we won’t have to take a quiz or do anything to go along with it. Just read the packet.”*

Those are words that we don’t hear very often coming from the mouths of our teachers.

In a classroom today, it isn’t very uncommon for a teacher to hand you a packet of reading with worksheet, or put in a video and give out a guide.

Many students, including myself, have complained when teachers have had us read or watch movies that involve us filling out guides or taking notes. But really, didn’t we bring that upon ourselves? A teacher doesn’t just wake up one morning and think, “Hey, I think I’m going to make all of my students complete a worksheet for everything we do in class!” That isn’t how it works.

A student’s behavior has a tremendous impact on a teacher’s decisions. Students claim that if given the chance to read or watch the movie without doing worksheets, they wouldn’t abuse this privilege.

They would pay attention and the worksheet or note taking wouldn’t be necessary.

This claim is pathetically false. Students abuse chances given by teachers on a daily basis. If a teacher honestly believes that their students are capable of reading the assignment without having to do any extra work, they must be sadly mistaken. When most students know they won’t have to prove they read it, do you think many would read it at all? They no longer need to. They aren’t being required to fill anything out, they aren’t being graded, and so what’s the point of reading it? Is it to learn something? Don’t get me wrong, there

are students who care about the education they are receiving, but some students don’t care if they are learning anything. All they care about is the grade they receive, and some don’t even care about that.

When teachers trust students to work for their own benefit, they choose not to take advantage of the opportunity. Instead, they decide to take advantage of the teacher and choose to text message friends or listen to iPods. They deliberately waste time the teacher has given them to work on the reading they promised they could do without a worksheet.

The consequences of these actions could affect a person long after high school is over. Although some may not have realized it yet, getting the work done isn’t worth anything if you don’t learn anything from it. Breezing through your classes isn’t the way to go. You may come away with a great grade, but do you remember anything from the grammar lessons in ninth grade English? That info could come handy with many things down the road. Resumes. Job applications. Not to mention little things like writing an email to your boss, or letter to your customer. Most people would want to make an intelligent, professional impression, not one that makes you look incompetent.

So next week in Chemistry when you are asked to do a worksheet with your reading or fill out a video guide in World Studies, think about why that is. It’s not because the teachers are mean or lazy, but because students continually abuse chances and privileges given to them by teachers. If we put away the cell phones, stopped texting and actually paid attention, not only might we earn more privileges and trust from teachers, but we might just learn something.

“A student’s behavior has a tremendous impact on a teacher’s decisions.”



# Courteous

## *Derogatory language shows ignorance and disrespect*

# Conversation



Emily Anderson

We’ll all heard them. We’ve all said them. In schools across America at this very moment, someone is using a phrase like “You’re so gay” or “This is retarded.” Even here, people are using

these phrases constantly. But I feel it is time we step up and work to discourage these phrases, which may seem funny at the time, but are very hurtful to certain people.

My nine-year-old nephew has a chromosome deficiency and mild autism, and many classify him as “mentally retarded,” even though he isn’t considered that medically. Due to speech, therapy, and medication, he fits in almost as well as any other kid. He tries not to let his difficulty in understanding things or his slower reactions to social situations show, and prides himself on being one of the top students in his class, coming home everyday with a green light and notes from the teacher praising him. But one day he came home and was confused. He went to his room and brought out his dictionary, silently flipping through pages. After a moment he stopped, then asked my sister how to spell “retard.” She was shocked

at first, but once she composed herself, asked him why he wanted to look it up. He told her that some kid at school had called him one, and that he didn’t know what it meant, so he didn’t know if it was a compliment or an insult. This is in elementary school. The boy who had called him that didn’t have a clue what the word meant, he had only heard it from an older brother.

It really gets to me when people say things that, most times, they don’t even the meaning of. Ask someone what the definition of retard really is and see what kind of blank stare you get, or some crap answer about mental retardation.

For the record, to retard means “to hinder.” If you think about it, in a sense you’re retarding your English skills by using the word without knowing the full meaning. It’s our job to be educated when it comes to these types of things.

It is our job to be role models for the younger generations and to not use those

types of derogatory remarks. Since when did “retard” and “gay” become suitable replacements for “weird” and “lame”? They just add to the negative stereotypes everyone has against those specific groups already, and saying them makes them seem socially acceptable – which they’re not. And we shouldn’t let them be, ever. We need to stop

using them so we may one day be able to rid name-calling and taunts. Because whether you realize it or not, when you say those words, someone is being affected by them emotionally. You may not be directing the comments specifically at one person (in most cases, you’re

probably directing your comments at inanimate objects), but they won’t see it that way. You’re trashing on their sexuality, or their disability, or their skin color, whatever it may be, when instead you need to be showing them compassion and respect. It doesn’t matter if you don’t agree with that group or dislike it or whatever your

issue may be, you still need to treat them humanely. Because having third graders using the word retard is not okay. It is a serious problem.

We also need to depend on the staff to intervene when these phrases are brought up, to make sure we know that using slurs like that are not okay. Of my four teachers, all who have overheard these phrases, I have witnessed only one intervene and tell the student that it was not acceptable to use those words. And she did it in a joking way, asking, “Your book has homosexual tendencies? Really?” and laughing. She let it be known that she didn’t approve of the usage of words, yet made a mockery of it, which sent mixed signals. She didn’t enforce the rules the first time she heard it, which opened up new freedom for students – they could say it, and she wouldn’t really do anything about it. They waited a whole two minutes before using the words again.

We as people need to make a first stand against these words. We need to work to end negative stereotypes and group bashing. What we say now affects the future. To quote the famous Jimmy Buffet, “We are the people our parents warned us about.” Let’s work together and not be those people, and instead be the people who better the world by ending hateful remarks and slurs.

“It is our job to be role models for the younger generations and to not use those types of derogatory remarks.”

# LIFE

## Changing Events

*Student shares her reflections on the 35-W Bridge collapse*



Photo by Paige Brummer



Paige Brummer  
Journalism Staff

Wednesday September 19, I watch a family of three standing on the 10th Street Bridge overlooking the 35w Bridge, or what used to be a bridge. The family consists of a mother, father, and a young boy who

I'm guessing to be about five years old. The mother and father gaze in silence well the boy asks question after question, the parents ignore everything that comes out of his curious mouth; they seem speechless.

Wednesday, August 1, was a day to go

down in history, a day I know I will never forget.

\*\*\*\*\*

I was working at Culvers at the time and a customer came up to the counter and said that his mother just called, he said she was an emotional wreck and told him to watch the news, something big just happened. We turned to channel five news. What we saw was going to define our generation forever.

We saw the forty year old bridge, collapsed across the river with dozens of cars, a school bus, and a "Tastee" truck along with it. I sat there for a few minutes watching the TV showing the news camera lapping around the scene. I can't watch for too long

because I'm called back to do my job. My mind is racing with questions: What would have happened if it wasn't in the midst of rush hour traffic?

I count down the minutes until I get off, just so I can go home and watch more of the news. At work we can't have the volume up on the televisions, so it was hard for me to comprehend the meaning of how something like this could happen. The first thing that went through my head; another terrorist attack.

Once I get home I stared at the television until late at night. Hearing the number of dead, or missing people hurt me. At that time, four lives were taken, and twenty people were claimed missing. I didn't know

anyone who was on the bridge, but I still felt for them.

That night I prayed, I prayed for the missing, the dead, the families involved, and that one man who approached the counter at Culvers.

\*\*\*\*\*

I went September 19th to see the bridge and the improvements that have been made. They have the majority of the road cleared out from the river, but the frame still remains that supported the eight-lane bridge.

To me this shows a symbol of our community. We work hard to only piece our community back together after such a tragic time. We are strong and will always hold our ground.

# Hunting for Home

*What is the meaning of home?*



Caitlin Theisen  
Opinions Editor

On the surface, we know who we are. We know where we're going, and how we plan on getting there. However, it has been my experience that the things on the surface that everyone can see never seem to be as important to us as the things people can't see. Dig deep into the layers of human complexity, and I think that, for many people, it's not about where they're going or what they're doing. It's about what they're leaving behind, and whether they have something to fall back on if they fail. For a majority of us, that infallible thing is our home, but as we get older, and our once simplistic view of the world becomes increasingly clouded, I think we lose a sense of what a home really is.

When we're younger, home is our house. Our whole life is concentrated on this one spot that gives us everything we need. But what happens now, when we're older, when our lives suddenly don't revolve around just one idea? What happens when our home can't supply our needs anymore? What happens when we grow up?

Many of us will call it finding ourselves, and begin to develop plans and actions for the future, and work hard to satisfy our

goals. There is two "ands" in this sentence. We will know who are. We will know where we're going, and do our best to get there. On the surface, we'll be set.

But as we are filling our minds and hearts with the things we want to accomplish and do and see, what's going on underneath? I think at some point, all of us are wanting to know when things got so complicated. We want to go home, to the place where everything made sense. But somewhere down the line, we realize we've lost it.

Personally, I don't believe home is any one thing, and the reason a house takes on the persona is simply for convenience. Home can be anything we want it to be, because home is only a feeling. Tangible things don't make homes. It's the state of mind they put us in that creates that perspective. I think many of us lose our sense of home because we don't realize that what we're searching for doesn't exist as we pictured it as kids. We are no longer so innocent.

For me, home is the feeling of being safe and loved at the same time, a feeling I've only found to exist in people. When we find the right ones, all of a sudden it doesn't matter who we are or where we're going. As long as they're around, we don't have search anymore for a way to recover what we've lost. can't start with Because we've found it. We are Home.



Photo by Caitlin Theisen

# Failed levy jeopardizes quality of education

## Eye of the Bison

Hoofprint Editorial



Voting can be a very distant concept for students. The outcome of an election or referendum affects everyone, but rarely requires High School students to be informed about the issue at hand. On November 6, the passed or failed referendum will have the biggest impact on student life at school. Unfortunately, students have little to no choice in what will happen.

The levy referendum asks three questions: Do we want to maintain current programs, services, and class sizes, and add special education staff? Replace and upgrade technology? Reduce class sizes in the elementary and middle schools? The answer to these questions is simple.

The quality of education for every student, before, during, and after school, is at stake on November 6.

Though the levy costs may seem high, the average household (\$200,000) only spends an extra 81 cents a day to pass all three questions. Without involving numbers, any parent, student, teacher, or other relatives wanting students to succeed should be able to say yes without difficulty. Individual families of students

may end up shouldering a greater burden if the levy fails.

Though some may be discouraged by inability to vote, students still have a voice. What our student body thinks

about what happens in the future matters. The staff of The Hoofprint encourages everybody to educate themselves about the levy and to continue to discuss these possibilities with your family

and friends. Discover what is important to you and your future, and encourage a better quality education for you and those who will follow.



## How do you feel about the possible effects of a failed levy referendum?

### Photo Poll



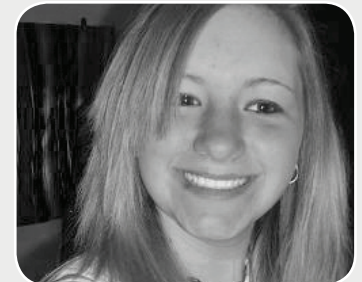
"I myself think that, as a student body and as a community, we need this referendum passed."  
-Junior Greg Quady



"I don't want it to fail. The four class schedule is great, and we learn way more than we would with a 7 class schedule."  
-Freshman Sarah Lundquist



"I don't want to have 40 kids in my classes! The teacher's gonna lose my papers in that stack!" - Freshman Colm Macnab



"It frustrates me. Teachers wouldn't be able to handle even bigger class sizes."  
-Sophomore Lauren Humason



# FAIR

**19** teachers through out the district will be laid off in the first year

**25** percent increase in middle school and High school participant fees

**20** percent increase in Activity Passes

**25** percent additional Increase in middle school and high school activity fees

**0** intramural Activities

**20** teachers through out the district will be laid off in the second year

**\$** parking permit fees implemented

“If we want our kids educated, we’ve got to step up.”

-School Board Treasurer Dean Brown



“I don’t think it’s a good idea. The school has enough money the way it is.”

-Sophomore Brandon Arnold



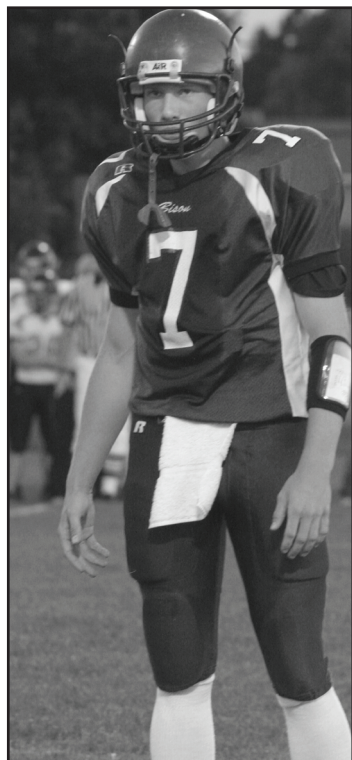


# Skill

The Football showcases their talents by capturing the first three games of the season



*Photos by Kelsey Bergman*



Top: Set and ready, the Bison offensive line prepares for the snap during the fourth quarter versus Big Lake on September 14.

Above: Senior Kyle Willetts is carted off the field during the Big Lake Game. Willetts tore ligaments in his right foot and broke his fibula in two places.

Top Right: Senior Jake Duske sprints past Big Lake defenders. When this issue went to press Duske was ranked third in the metro with 625 rushing yards.

Right: Junior Brooks Beilke looks to the sidelines for a play. Beilke beat out Senior Josh Franke for the starting Quarterback this year.

## Rian Anderson *Journalism Staff*

The Buffalo Football Team started to interest fans this season. After winning their first three games, the Bison started to show their full potential this season.

With an impressive Homecoming win against the Roger Royals, Buffalo's season now sits at 4-2.

Senior leadership proved itself as a major component to the team's success. Senior Jake Duske rushed for 665 yards so far this year and Senior Dee Broadnax has scored off an 80 and 55 yard run. While Senior Kyle Willetts dislocated his foot, tore ligaments in his ankle and broke his fibula in two places he still has provided a leadership role for the team.

"Even though I'm injured it doesn't mean I can't help the team," said Willetts. "I'm doing my best to help them on the field even if I can't be out there with them."

On September twenty-first Buffalo played Becker. The team played a close game with them, but in the end they just couldn't catch up. The ending score was 24-14.

"After the game I was really sad and depressed. I sat in the back seat the whole ride home with pads on, helmet on, mouth guard in, all strapped up," said Junior Bruce Manz. "I was so upset I punched a locker afterwards."

"The entire team was disappointed. We just weren't prepared, we thought the game was won before it started," said Junior Colton Carter.

The players went in strong, but didn't play their full game. On September fourteenth Cambridge-Isanti played Becker and creamed them with a score of 41-13. Buffalo took this in account and ended up not being as ready for what Becker might do as they should've been.

Ever since the loss the team came into practice focused and dedicated. Without practices everyday the team might lose its edge. Constant practice keeps players mentally set, and ready.

"I don't like practices," said Junior Casey Druar. "But then again, we would not be as good as we are today without practice."

The team had already lost one game, so they were really buckling down in practice for their next game against Cambridge-Isanti, the hardest game of the season. Cambridge is in first place for the conference with a tough offense to beat. Buffalo really studied Cambridge and got their plays down. They were ready to go. On September twenty-eighth Buffalo and Cambridge went head to head. Throughout the game the score was very close, but Buffalo leading most of the way. Cambridge came back and scored a touchdown with just fifty seconds left of the game taking the lead, and the game. The score was 36-30.

With last year's record at 3-6, Buffalo came a long way this season. Buffalo's next game is tomorrow, October 12, at Cummings field.

# Practice pays off

**“It’s great to watch all the things we do in practice help us get a win,” - Senior David Pallesen**



Photo by Grace Ruzicka

**Carter Vogt**  
Staff Writer

The Boys’ Soccer Team has practiced in all sorts of weather throughout the year. A soccer player needs to be durable in order to start a game. But to get ready for a game, the athlete experiences rough drills and conditioning for hours.

The desire for perfection relates to any team, and the soccer team wants everything this year. But to get to the peak of the season, they need to make it through the weeks’ exercises.

“I don’t like the conditioning or the passing drills. They are just boring. We condition every day,” said Sophomore Brent Kettacker.

“We have a variety of different conditioning drills. Sometimes we sprint laps around the field in 65 seconds or less. We can go for long runs or seven laps of a complex set of running and sprinting,” said Senior Captain David Pallesen.

The first week of soccer

is considered as the toughest of all, appropriately called “Hell Week”.

“The week definitely reminded me of hell. We ran all the time. The worst part is when you’re lying in bed in the morning and really sore. Then you remember that you have to go and run again in 20 minutes,” said Sophomore Jon Kramnic.

It may feel like hell in

“**The worst part is when you’re lying in bed in the morning and really sore.**”

- Sophomore Jon Kramnic

the moment, but there’s a reason for the madness.

“It’s a lot of running, but it pays off. We’re in better shape than a lot of the teams we play,” said Senior Captain Jon Zitur.

“Our team plays well through the second half. We take pride in our fitness,” said Pallesen.

There are plenty of negatives in practice, but players can find some fun too.

“I like playing Glockenspiel, a game where we try to score on each other with headers. Penalty Kick Shoot outs are fun too, but the loser sprints a lap around the field,” said Kettacker.

“I like working on shooting and playing games. They help with the competitive nature of the sport,” said Zitur.

All the drills, shooting, and conditioning done in practice serve the purpose of preparing the athletes for the game. Whether running laps or playing games, they benefit the team in the long run.

“It’s really great to watch all the things we do in practice help us get a win,” said Pallesen.



Photo by Kelsey Bergman



Photo by Kelsey Bergman

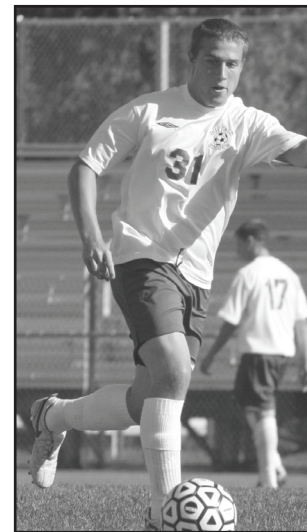


Photo by Kelsey Bergman

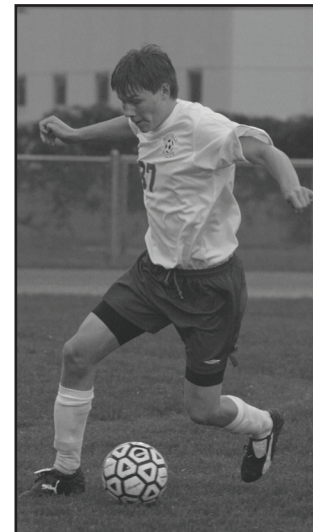


Photo by Kelsey Bergman



Photo by Grace Ruzicka



Photo by Kelsey Bergman

Top: Hands joined the Boys Soccer team gears up for the Cambridge game. The Boys have worked together and have created a strong team chemistry.

Far left: The Boys’ soccer team idles with strong weather incoming. Weather has tormented the team with the majority of these games falling on days of bad weather.

Left: Junior Luke Marty maneuvers past a Zimmerman defender.

Top Left: Junior Al Gutknecht prepares to pass during the Cambridge game. The team has used their chemistry to improve their game as passing has become an even more important piece of their game.

Top Right: Junior Zach Blaisdell looks for a teammate to throw the ball into.

Bottom Left: Senior John Zitur sets up a kick during the Cambridge game. Zitur is one of the only seniors on the team.

Bottom Right: Junior Alec Ackmann fakes an opponent during the Cambridge game. Ackmann, along with a large amount of Juniors make up the team.

# Students learn valuable lessons in landscaping

*Class participants discover more than what meets the eye through agriculture elective*

**Cora Fox**  
*Journalism Staff*

In the spring time, students choose the classes that they would like to take during the upcoming school year. But in the cases of some students; seeing the course 'Landscaping' in the registration booklet evokes thoughts such as, 'I don't want to be a gardener,' or 'That's not a real class.'

When students think of the landscaping class, they think all the class does is trim trees and plant flowers. That the students are learning to be gardeners. This idea seems to be proven by the fact that they are seen frequently in the school courtyard.

"They've already been out there," said Assistant Principal Matt Lubben, "Trimming bushes and trees. Pruning it all up."

The truth is that what people think is only half of the real idea.

"We build retaining walls, sodding, patios," said Landscaping Teacher Todd Lubben. "Hands on stuff."

Unfortunately, the school doesn't have the need for all of the building jobs that the landscaping class would like to learn about.

"We go out into the community to work on stuff like patios," said Senior Ethan Painshab.

Not only are they learning valuable information, but the students are helping the community as well.

"I want [the students] to learn how to take a project from start to finish," said Lubben. "I hope they learn team work, getting along, and how to take orders."

They learn important skills such as organizing a landscaping option on the computer. The students take pictures of the site that they are working on. Then, when the picture is loaded on to the program, you can add walls, patios, benches, trees, anything to help you with your work.

"For designing a landscape its around \$500 a program," said Junior Dyllan Opsal, "Its ridiculous!"

Landscaping class isn't just gardening. It's much more than that. The class goes out into the community learning and helping all the way.

"Its nice to know how to do things that people teach you," said Sophomore Nick Libert.

Painshab worked on landscaping over the summer outside of school.

"This way I can learn more about it and be more efficient."

Together, the students of the class work together to get the jobs done. Learning cooperation, responsibility, and making



*Photo by Chelsey Peterson*

new friends the entire time.

"Life is who knows you. What [people] think of you," said Lubben.

"One day I plan to landscape my own house, so I might want to learn now," said Opsal

She recommends this class to other students, with a word of advice.

"Do it, but don't be afraid to get dirty."

Junior Nika Sharp works on trimming hedges in the school courtyard during landscaping. "I see them working out there every once and a while. I think the class would be a good experience," said Sophomore Melissa Ellis. Students also spend time working on projects that benefit the community.

# Weighing the options of going post secondary

*Juniors and Seniors discuss the benefits of leaving high school behind to go PSEO*

**Maria Fuller**  
*Journalism Staff*

Thirty five students from Buffalo High school have decided to go post secondary this year. Nine of which are Juniors, 26 are Seniors.

"Going post secondary gives you more freedom, though it can be more work. But, if you're up for a challenge you can have fun!" said Junior Jessica Nikula, who is

attending St. Cloud State University. "The classes are definitely harder than high school; more lectures, homework, and more reading."

The homework isn't the only difference between high school and college.

"Post secondary gives you more freedom. At college, it doesn't feel like you are in a jail all day, and the teachers aren't as strict as they are in high school,"

said North Hennepin Community College Student Kathleen Herrala.

Senior Whitney Hillukka, also attending North Hennepin Community College said, "I really like post secondary because you get free college, but you have to study a lot more and sometimes I even get lazy about it."

School hours vary at college. It's not like a normal school like ours when we are at school from 7:45am-2:20pm every day. Instead of the same hours, five days a week, many times the classes are on different days and for different amounts of time.

"Some days I am at school for only fifty minutes," said Hillukka.

Hillukka also studies about three hours a day to make sure she does well in her classes.

"Studying is the most important part of going post secondary for me," said

Nikula. "The amount of time I put into studying is a good indicator of how I am doing in my classes."

The benefits from choosing to go post secondary can be substantial for the participants.

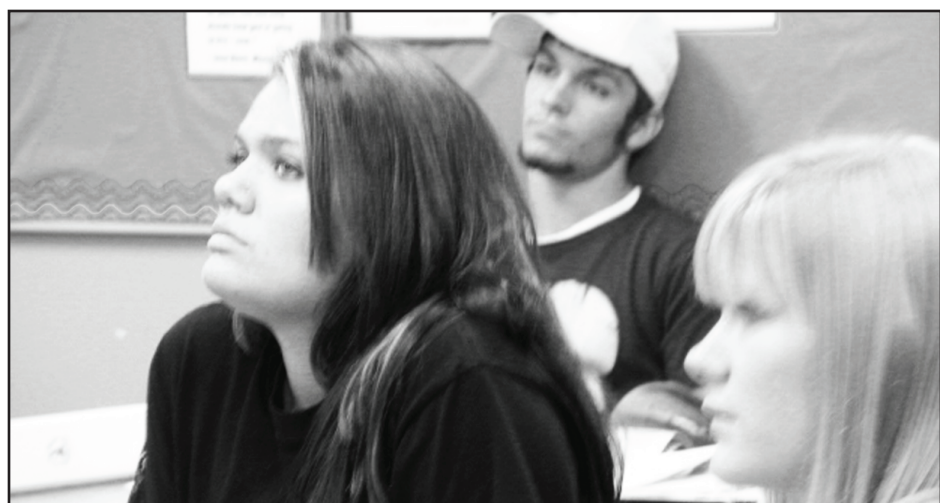
"I definitely think post secondary is beneficial especially if you know what you are going for because you get free college credits while you are still in high school," Said Herrala.

Herrala knew that she wanted to go to college for Radiology, and decided to go post secondary to get two free years of college.

Hillukka has always wanted to go post secondary ever since she knew it was an option, and may be going into the nursing program. She also looked up to her older siblings.

"I think it's a very good opportunity," said Hillukka

Seniors Bri Lubben, Danny Maghrak and Emily Mueller listen to CIS Writing teacher Vicki Cary. Many students took advantage of the college classes offered at the high school instead of choosing the post secondary education option.



*Photo by Chelsey Peterson*

Front: Amy Dyr Dahl, Jamie West, Lauren Johnson, Niles Hickman, Maggie Lungstrom Second: Jim Person Jr., Bobby Person, Gretchen Ottness Third: Miranda Cole, Emily Carlson, Amanda Burgdorf, Nicole Groenke, Matt Patterson, Greta Hagstrom-Dahl Fourth: Nick Robinson, Justin Leeper, Tom Polzine, Kiesha Kanawyer, Ashley Groenke, Filip Rossin, Mike West, Taylor Evans, Griffin Trevino, Grace Ruzicka, Kristin Carlson, Colin Hack, Rachel Smude  
*Photo courtesy of Tracy Hagstrom*



Westminster Abbey



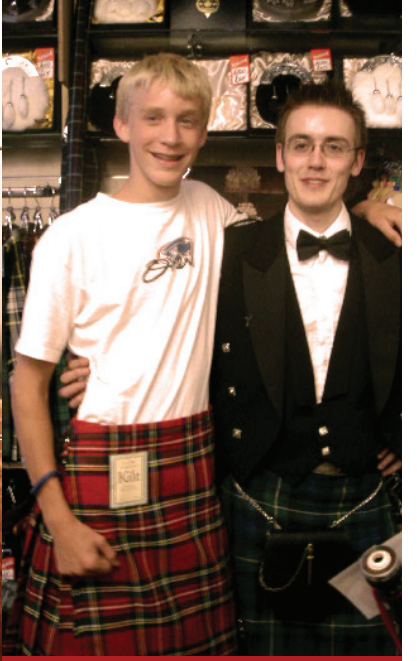
Big Ben



Edinburgh Castle



Above: Amy Dyr Dahl feeds Hamish The Highland Cow.  
*Photo by Grace Ruzicka*



Above: Colin Hack tries on a kilt at The Scotland Shop, with the help of an employee, Matthew.  
*Photo by Grace Ruzicka*

**Theatre takes 'The Women of Lockerbie' to the Fringe Festival to spend a...**



Above: Senior Emily Carlson, Junior Kristin Carlson and 2007 Graduate Niles Hickman stand by an English guard.  
*Photo by Grace Ruzicka*



Above: Senior Rachel Smude and 2006 Graduate Maggie Lungstrom enjoy a cinnamon roll at a Scotland fund raiser.  
*Photo by Grace Ruzicka*

# Summer in Scotland