

Co-curricular activities improve participants' academic life

by Lori Akes

Co-curricular activities may be the key to academically fit students.

"Big D! Let's go guys! Come on!" Big D? What does that mean? Not only does this big D symbolize defense on the court, but it also has meaning off the court.

Students in co-curricular activities are coached the "3-D" in accordance with the "Big D", which are discipline, determination, and dedication. All three of these things have a significant effect on a student's academic life.

It is proven that a healthy body equals a healthy mind to a certain extent. "But

there is always an exception to the rule," said senior Andy Peterson. "I knew a man who was very fit and couldn't find his way out of a telephone booth."

However, when an athlete is taught the values of discipline, willpower, and determination, all he has to do is apply these skills and circulate these skills in his work.

Volleyball coach and English teacher Joel Squadroni believes that sports better a student's skills. "Willpower and determination are learned skills. It's hard work, determination, and the improving of one's abilities that makes the athlete a better student."

As far as sports in school go, you must meet certain eligibility requirements in order for you to participate. One of these is maintaining above C average. This is an incentive for the student to be "all-around" rather than devoted to one thing.

Principal Nick Miller commented, "A national study shows that students who participated in activities have a higher grade point average. I don't know if it's just that higher students academically only participate, or if that study actually says something."

One teacher said, "If it weren't for these co-curricular activities, I can think of many students who

wouldn't have made it through high school. Competition is a motive to keep going in school, because school is a type of competition."

Sometimes, however, the case is a student academically is gifted. He has developed study skills and doesn't have time or doesn't find these activities exciting enough to participate.

A recent study at the University of Minnesota showed that by giving a student in activities compared to a student not in activities, the one in activities had a deeper concentration and by some type physical activities, that student was less emotionally stressed.

Emotional release is an important factor for young people because a lot of things go on inside a student's life and as this pressure builds, there must be a place and a time to let it out. There is no better place than some type of physical activity.

Does a physically fit body equal a physically fit mind? For most people, yes. This is why doctors encourage taking up some type of personal enjoyment or physical activity that is essentially helpful to your health. So whatever it is you play and do, keep it up, because I bet you didn't know that all those aches, pains, bumps and bruises actually helps make you a better student every day.

Fan participation contributes needed support to team

by Katie Friesen

Thirty minutes before the football game, a myriad of players exit the doors, running towards the field where many dreams exist. Lined at the gate are a mob of fans who have come to form a human tunnel. They holler and scream words of encouragement as the team runs through.

Senior Tina Erickson, cheerleading captain, expressed her belief that, "fan participation is when the people at the games participate in spirit yells, give our team positive encouragement, and when the crowd tries to keep a positive attitude no matter what is happening out on the field."

Teacher and wrestling coach, Gerald Bakke stated that, "fan participation is more than going to a game -it's doing extra things like playing in the band or riding the fan bus to an away game."

"Fan participation is actively encouraging your team and cheering them on," states an anonymous teacher. "Sometimes just being there is all that is needed, by letting them know that you are watching by verbal displays in a positive manner."

Activities director Nancy Bergert has stated four criteria of fan participation, "cheering and encouraging our team, not booing, jeering, or distracting the opposing team — the crowd is not to interfere with the two teams in any manner — and standing to show our respect to the country during the National Anthem."

The majority of people felt that fan participation is better this year because of a new attitude stemming from the administration.

"There's a difference this year," said Bakke, "because of the new principal and his promotion of a positive attitude and respect for BHS."

On the other hand, some people, like Gerald Rohl, feel that fan participation isn't really better this year compared to past years.

"Fan participation isn't as good this year because there seems to be less competition," commented sophomore Terri Hohl.

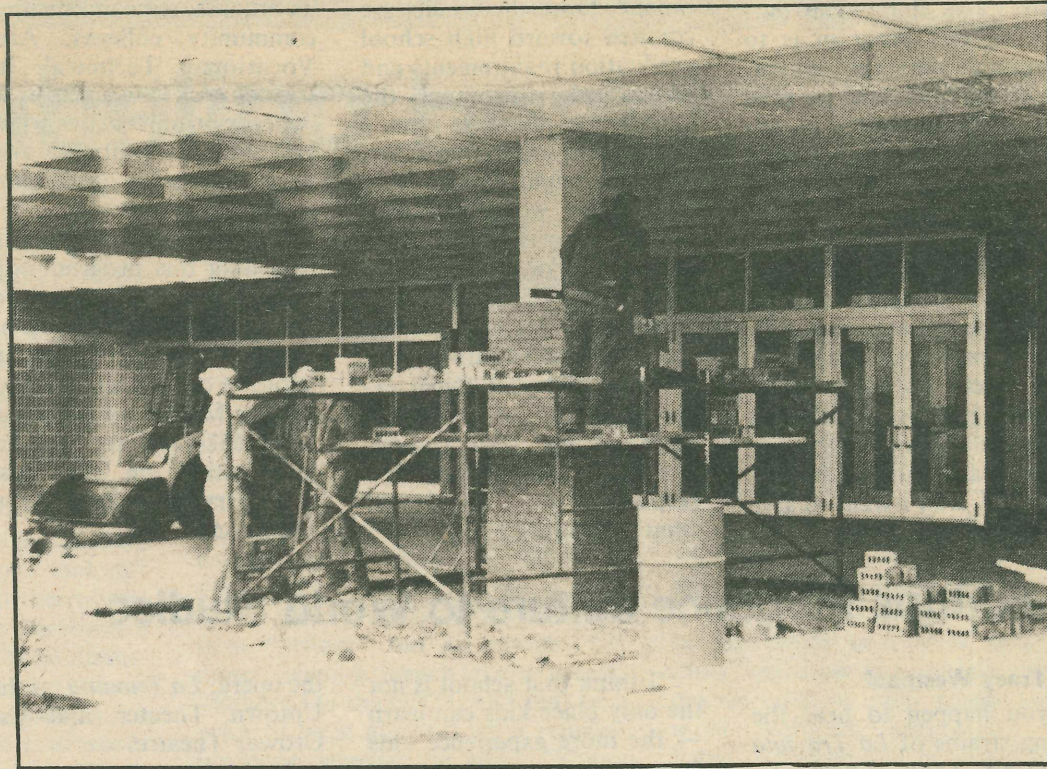
Tennis coach and teacher, Julie Swaggert stated, "fan participation has gotten better but people still need to be reminded of what an appropriate behavior is."

Senior Chris Erickson strongly believes fan participation is better than last year but it also has a long way to go.

Senior Wendy Wermager has the same opinion and commented that we are carrying our spirit into the classrooms, which means we are participating fans whether in or out of school. Participating fans whether we're at a football game or at McDonalds.

Tina Erickson said, "I just love it when the fans are up in the stands yelling and cheering our team on, and having a good time with the yellbacks and cheers. Our fans are great this year — there's no other way to put it. They have so much positive spirit!"

BHS gets facelift



With the
addition of
seven security
lights, and
three pillars
(containing
1824 bricks)
BHS improves
the building's
facade.



the
with the
drivers' personal
records. The bus
Association (NSPA)

School board considers seven hour, modless day

by J. Wagner

A seven hour school day may be in the making for BHS students next fall and that may include doing away with study mods.

According to Superintendent Darrell Miller, "A reason they might be considering this is because of a cable TV communication system we might have with nine or ten schools next fall. All of the schools, except Buffalo and Elk River, have seven period classes and in order for this program to work our periods would have to start and end at the same

time."

However Miller stated, "But, I haven't heard anything yet. In order for a change, the faculty and administration would write a proposal for the school board."

Boyd Emmel, who is presenting a seven hour day concept to the faculty on Oct. 23, stated, "I believe a seven hour day is very likely. I think the administration will push for the change but teachers will resist, particularly if that means six hours of teaching or supervising kids rather than five

hours."

Emmel also said that we probably won't have mods if we have a seven hour day or "possibly mods will become something that is a much shorter length of time and at a different time of day."

There have been problems in the past with study mods and some students feel that others waste their time and use them unproductively.

Ann Peterson, junior, said "Students use study mods if they need them, otherwise they use it to talk to their friends."

Junior Karrie Kmiecik

agreed, "I think the majority of students abuse their privilege of mods, however we should not deprive the students that use mods efficiently."

However, teachers and administration feel study mods have improved this year at BHS. Some students use mods to finish homework, study, or do research for a class while others participate in activities or meetings.

One such activity is Pop Singers. Senior Becky Wiese, participant in Pop Singers states, "Mods help us to rehearse our songs because

getting together after school once a week isn't enough."

Junior Chad Kjoilien added, "I use mods for sports, watching films and practicing for choir."

Other students spend time in study mods to study or to take extra effort in classes that need additional work.

Scott Weyenberg, junior, said, "I use study mods to finish my homework, especially for my harder classes."

Recent policy presents alternative

by Angie Nord

High School students have another choice to make. Until recently, all that most students had to think about was whether to continue their education after high school. Now juniors and seniors are able to enroll in courses or programs at eligible post-secondary institutions.

A fact sheet on post-secondary enrollment options states that "The purpose of this program is to promote rigorous educational pursuits and to provide a wider variety of options to high school students." This program is not intended to be only for gifted and talented students. All public school 11th and 12th grade students are eligible to participate on a full-time or part-time basis.

Elizabeth Halonen, junior at BHS, had looked into this program along with her sister, Mary, but decided not to go. "I didn't want to give up my job and it would be

hard competing with older students," explained Elizabeth. Mary is attending North Hennepin and seems to enjoy it even though it is a lot of hard work.

As with any program, it has its benefits and drawbacks. There is no charge to the students for the cost of tuition, textbooks, materials or fees which would save a student a great deal of money. Since the credits are counted toward high school graduation requirements and postsecondary program, the student will also save time.

An opposing view of this program might explain how the student would miss out on the experiences of their junior and/or senior year. They would also have to give up their job for lack of time and competition against older students. Mary Halonen expected "a lot of work and more of my own responsibilities. To carry out those responsibilities one must want to learn."

Deciding whether to apply for enrollment in post-secondary courses is an important decision. Start by planning early. Talk with counselors at your high school and the postsecondary institution about the courses that interest you. See how these courses relate to your overall educational goals.

Eligible institutions are the University of Minnesota and its branches, state universities, community colleges, Area Vocational Technical Institutes (AVTIs) and private colleges or universities which are four-year, liberal arts, degree granting institutions located in Minnesota.

For further information regarding this program contact: Your high school counselor, the admissions office at the postsecondary institution of interest to you or call the Minnesota Hotline at 1-800-652-9747 and ask for information on the Postsecondary Enrollment Options Act.

Truancy penalties more severe

by Tracey L. Uecker

The BHS attendance policy was revised in July of this year. The changes made were all in the area of cutting down on the students unexcused absences from school.

"All of us working with the students and the (unrevised) policy in the building felt that there had to be some changes, stated Assistant Principal Carol Salaba.

Salaba also feels that the revised attendance policy will move truant students "faster to the ultimate penalties for that truancy."

The consequences for unexcused absences, changed in the revised attendance policy, are found in this year's Student Handbook and simply state that for the: 1st truancy - 2 hours of detention are assigned for every hour missed.

2nd truancy - Modified learning center (MLC) will be given for 2 days.

3rd truancy - (MLC) given for 3-5 days and a

parent/student conference with the assistant principal.

4th truancy - Out of school suspension for 3 days.

5th truancy - Out of school suspension for 5 days and another conference.

6th truancy - Notification that the student may lose credits.

This system cuts down on the use of (MLC) greatly compared to the unrevised policy.

Before this change, the truant student would have received the same consequence for the first truancy, but would have been assigned (MLC) for 2nd-9th truanies; and the 10th truancy credit loss was possible.

"Hopefully by making stricter penalties, the students who skip will understand that we (the administration and staff) want them here so they can learn," commented Peg Pasche, a teacher that supports the revised attendance policy.

Field trips introduce culture to World Studies

by Tracy Westphal

If you happen to hear the lilting strains of *La Traviata* floating throughout the hallways of B.H.S., they may be coming from students who have actually seen the opera.

Mr. Ause, originator of several cultural field trips this year, is taking world studies out of the class room and onto the streets.

"I think that school is not the only place kids can learn — the more experience kids have, the more they will learn," Ause reasoned. "These field trips also provide added dimension to actual school work."

So far this year, Mr. Ause and his students have gone to the Minneapolis Institute of Fine Arts, the Guthrie to see *Midsummer Nights Dream*,

the opera, *La Traviata*, at the Uptown Theater and the Ordway Theatre.

Ause stated that the students who are in his classes and attend these outings are the "cream of the crop." Usually, only world studies students go on these field trips, but anyone can attend the after school events as space permits.

Mattson finds new insurer

by Kristin Harrold

Cancellation of school was one of the few alternatives school District 877 had after finding out Mattson Bus Company's insurance was being terminated on Oct. 7. Grinnell Mutual of Iowa was cancelling their coverage because of problems with two of their bus drivers. The company's

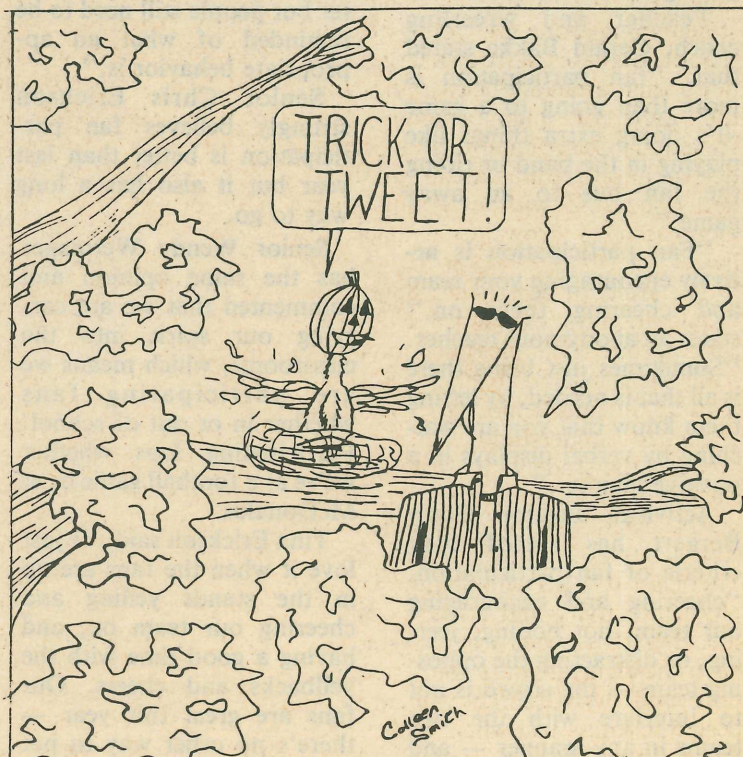
owner, Dick Mattson obtained a one week extension on the insurance. This allowed more time to search for insurance coverage with the Minnesota Auto Insurance Plan, a group of insurance companies that insurance coverage can be acquired from when no other is available.

The U.S. Fire Insurance

Company of Freeport, Illinois is the new provider for Mattson Bus Company.

Although they have now found an insurance company from which to obtain coverage, there are still problems. The cost of this insurance coverage will be almost twice as much as Mattson Bus Company has paid in the past.

Stretch



Advice to teachers:

Time is a terrible thing to waste

With the many positive changes that have occurred over the past quarter, it is often too easy to see only the bright side of education at BHS, and to ignore the few deficiencies that have not been cured. However, one needs to look at these problems in order to continue making BHS a better place to learn.

One of these deficiencies is encountered by students every day, in too many classes. Picture this: A teacher enters the classroom ten minutes late. He or she proceeds to waste the next ten or fifteen minutes, or in many cases the entire hour, chatting amiably with students. A convenient film or videotape may be shown. By the time the period is over, the teacher has pocketed another three to eight dollars, and prepares for the next class.

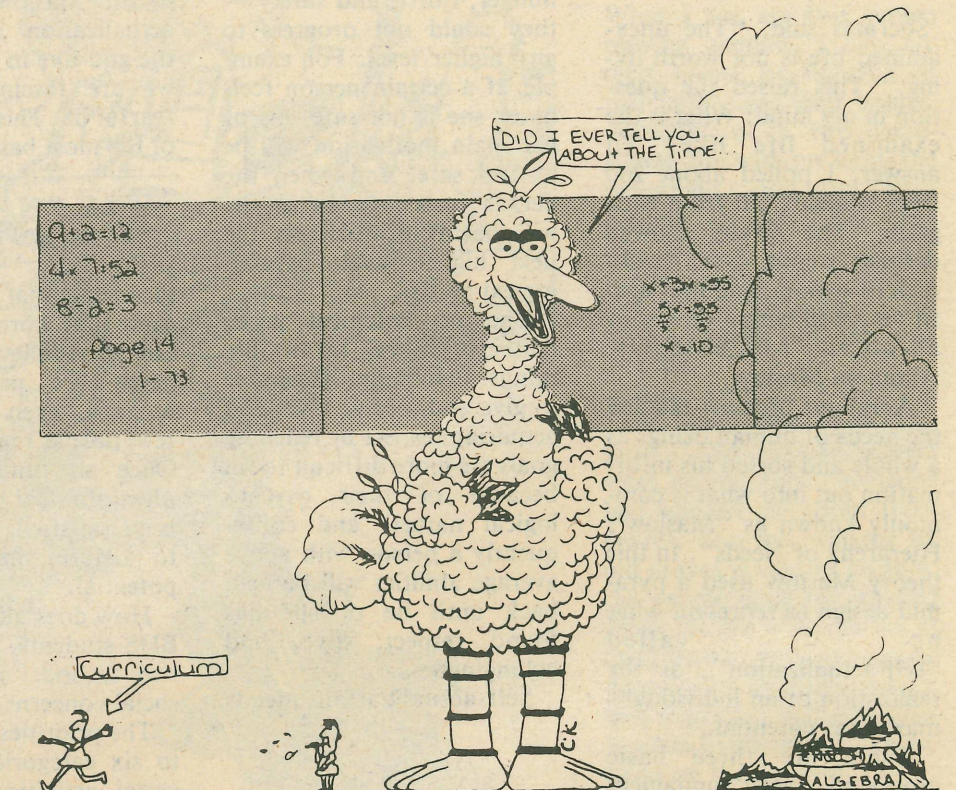
What is amiss here? When a student enters a classroom at the beginning of a period, there is an allotted time in which learning is to take place. When precious minutes of that time are filled with witty conversation, entertaining stories, or just sitting, those minutes are nothing but wasted time. If, for example, two periods per day are wasted, the student is getting only three-quarters of

the education he or she is entitled to.

Some teachers find it more convenient to discuss their personal hobbies and interests, or to push a button on a VCR, than to pull all they can into making sure the students are really learning.

More often than not, the teachers encounter very little objection from students, who would much rather chat with their classmates than be made to think. And granted, some humor and deviation from the curriculum is pleasant and necessary to help a class relate to their teacher and to the material being presented. But when a teacher takes the easy way out, and declares one hour a "study period," or resorts to making it a comedy hour, students' time is being misused.

What is needed is a more conscientious, caring attitude on the part of both teachers and students. Teachers need to follow the curriculum and class outlines. Overall, students must want to learn, for it is their future that is being shaped in high school. And the teachers must see to it that they are doing what they are paid for — teaching useful information or skills, and not just "copping out".



Guest Essay

Taming the labeling beast

by Tamara Demott

America; the land of opportunity. Where everyone can do something and be somebody. The American educational system plays a large role in determining what a person can do and what he can become. In elementary schools the beast is a small and fairly harmless creature darting in and out of hallways and classrooms. Yet even then very few can control it. As it grows larger it becomes a deadly beast stalking millions of teenagers across the country; devouring them and consuming the schools they attend. No longer can anyone control it or avoid being controlled by it. You may feel the simple labeling and stereotyping done by youngsters at school compares more to a large mosquito than a deadly beast rampaging the halls of high schools; that something so common could never determine a person's fate. Yet it does, and it does so without giving them any room to grow, to change...to live.

The effect of beastly labeling is not visible in a quick glance over any school; but with close examination from the inside of a school as common as Buffalo Senior High you can begin to understand. Like most schools, the students in District #877 classify each other under five basic labels; each known for something completely different from the others. There are JOCKS who are known for physical activity and athletic ability, the BRAINS who are expected to have the right answers for test question, and the REBELS who are expected to know just when, where and how to break the rules, and what happens when you do. Some one was once quoted as saying that 'beauty is

in the eye of the beholder'; but in America majority rules. So if you are known for your looks by the majority, you are labeled a BEAUTY. There is one more group, which is not known for their looks, or grades, or anything. In fact, they are usually not even known to exist. The people in this category are identified as RECLUSES or, more commonly, as OUTCASTS.

Each of these groups lives a different lifestyle. Some live in libraries, others in front of a mirror and still others in gyms and lockerrooms. With a difference in lifestyles comes a difference in languages. Most discussions between JOCKS are about sports. Therefore the majority of a JOCK'S vocabulary consists of words like pass, teamwork, intensity, sweat, official, etc. There are those labeled as BRAINS who aren't physically able to protect themselves as JOCKS can. Instead they arm themselves with words only Webster's Dictionary can define. The language of a REBEL is constantly changing, except for the four letter words, to avoid the possibility of anyone in authority understanding what their plots and plans are. Any exchange of dialogue between BEAUTIES is usually related to the looks of themselves or someone else; and often on topics such as hair, clothes, fashion, styles, etc. On the other hand, the extreme OUTCAST has no one to talk to, and therefore needs no special language.

All of these groups share the same basic language in addition to their own special vocabularies. They all use some of the same words, although they don't always have the same meaning. As an example, a REBEL may use a "match" instead of a lighter, a JOCK may say he has a

"match" instead of a game, and a BEAUTY uses "match" to mean the shirt and pants go together. If you simply say the word "weight" a JOCK thinks of pumping iron, a BRAIN thinks of the effect of gravity

more to jail. Of course to the BRAIN, "school" can be defined as an educational institution designed to expand the mental capacities of the human mind.

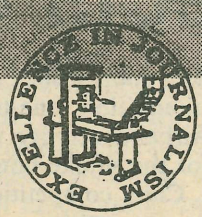
These labels are not related to a

"You may think this simple labeling could never determine a person's fate yet it does..."

on mass, measured in grams or pounds; and a BEAUTY thinks of other people "waiting" for her to finish getting ready. Of course the term "school" has an entirely different meaning to each labeled group. "School" to the OUTCAST may be a place to be in a crowd while remaining alone, whereas the BEAUTY may feel it is a social gathering to discuss the latest styles. To the JOCK "school" is like a pregame warm-up, but to the REBEL it compares much

social ladder. They can not be classified with one group above another, which is above all the others. Yet somewhat of a status ladder is involved within each label group. In most instances the people on the drastic ends of each group are the most admired, respected... and hated. Admired and respected by the other members under their own labeling, yet hated by the leaders of other

Beast to 5



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Questions concerning coverage should be directed toward the journalism department.

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Student survey finds differences in maturity among classes

by Andrew Lundsten

Socrates said, "The unexamined life is not worth living." This raised the question in my mind: What is the examined life like? To answer, I polled about 200 BHS students, 50 from each grade. The results showed definite trends from freshmen to seniors, and they also fit very well with a theory of a noted psychologist, Abraham Maslow.

Abraham Maslow studied the needs of human beings as a whole and sorted his information out into what is commonly known as "Maslow's Hierarchy of Needs". In this theory Maslow used a pyramid design to represent what he called "self-actualization", or the realization of an individual's maximum potential.

There are three basic groups of needs: fundamental, psychological, and self-actualization needs. He believed that until humans satisfied the fundamental, or

more materialistic, needs — hunger, thirst, and safety — they could not progress to any higher level. For example, if a certain person feels he or she is not safe, his or her main motivation will be to feel safe, and when the person feels safe, he or she will begin to work on the next higher level: psychological needs.

The psychological needs concern more intangible things. Belonging, being able to give and receive love, and acquiring respect by reaching goals are more difficult to fill because of their psychological nature, and consequently a person with above average abilities will be held back until he or she has found respect, love, and belongingness.

Self-actualization needs

are the most difficult needs to fill. Maslow defines self-actualization as "precisely the god-like in ourselves that we are fascinated by and fearful of. This is one aspect of the most basic human pre-

"This is one aspect of the basic human predicament, that we are at the same time worms and gods."

dicament, that we are at the same time worms and gods." He also believes that these needs are present in all humans, even though very few people reach this level. Once all fundamental and physiological needs have been satisfied, humans seek to realize their individual potential.

How does all this relate to BHS students? The poll had two sections: priorities and social concerns.

The priorities were split into six categories — school, social activities, boyfriend/girlfriends, jobs, family, and recreation. The polls were given to heterogeneous classes to get as many diverse interests as possible.

Both males and females showed significant differences between freshmen and seniors. The seniors' priorities reflect independence and security whereas the freshmen's

priorities show more concern over material things.

This relates directly to Maslow's Hierarchy: while the freshman are still mainly on the fundamental level, the seniors have satisfied their physiological needs and are between trying to fill safety needs and esteem/recognition/belongingness needs. Senior Gary Boisclair stated, "For me, my grades and classes are most important, but during times like Homecoming and Sno-Daze, social activities take first

Maslow's Hierarchy is a pattern which people seem to follow. However, Maslow preferred to analyze people as a whole, not individually. Each person has his or her own destiny to fulfill and while people may be alike in general, their individual makeup varies greatly.

Differences between what peoples' priorities are and what they should be (according to Maslow) often occur. There are always exceptions in society. Psychology teacher Cindy Khalil gave her opinions on students' priorities in general. "I think that the first thing students should be concerned about is getting as diverse an education as possible, regardless of where they're going in life. In high school you have the chance to take 6 different classes, and I feel it's important to get as much out of

"The first thing students should be concerned about is getting as diverse an education as possible."

place and academics take an easy second."

that the sophomores and juniors are between these two levels, mostly trying to fill safety and loving needs. Their fundamental needs have mainly been satisfied.

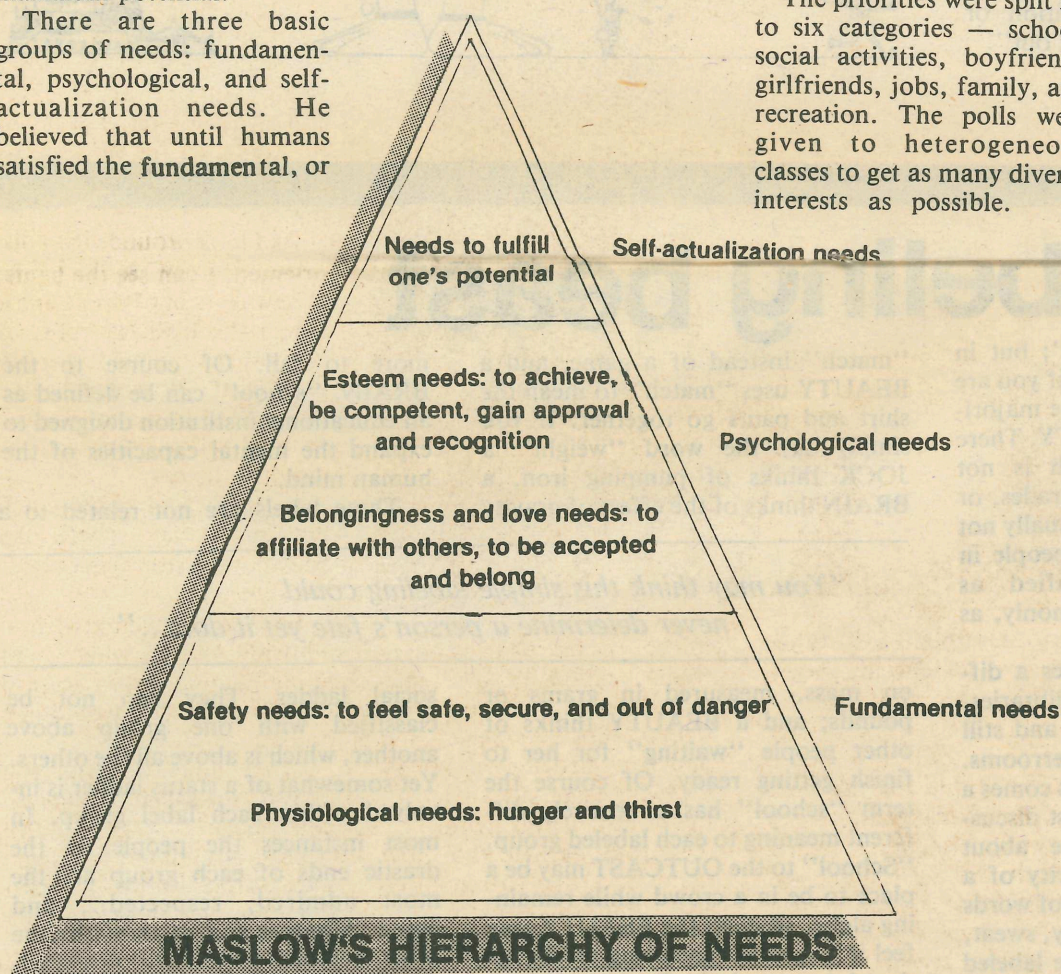
The social concerns were divided into five parts: federal economy, nuclear arms, education, foreign relations and sex. Here there is a great difference between the sexes. The females' concern in nuclear arms and education changed inversely from freshmen to seniors as compared to the males.

This further illustrates the needs according to Maslow's Hierarchy. The seniors have mainly abated their fears of nuclear war and the arms race; education, while still a serious issue, doesn't concern them as much because they have adapted to their fuller schedules.

them as you can."

Breaking away from the uating to the psychological needs doesn't always happen in one shot. "I see good, conscientious students trying to hold down part-time jobs — many of them below minimum wage — for materialistic reasons, and consequently, they're too tired to stay awake during school. This is where they miss their chance at a diverse education." Khalil explained.

Outside of school, extra-curricular activities and sports are important in filling competency and recognition needs. Freshman Darlene Gamer commented, "Students should get involved in sports and the other activities, early in high school before they're weighted down by their schedules."



Faculty reflects on homecoming activities

by Lisa Naaktgeboren

Amid the fanfare and confusion of Homecoming week at BHS, students were being watched. Activities underwent great scrutiny by participants and spectators. While music from every decade blared through the hallways, while students played Scrabble or fought in the Tug-of-War competition, BHS faculty took notes. They evaluated not only the activities, but student performance as well.

Of the 18 survey sheets returned, five teachers or administrators felt that "all" of the mod activities went well. But more specifically, the faculty rated the Homecoming Trivia Bowl, Friday's pepfest, and the stu-

dent council slide show as successful. In addition, one teacher felt that the Airband activity was "good, except for the smoke bomb."

Class competitions were just that — competitions. The Scrabble contest after school on Thursday went considerably well, according to many of the responses, as did the Tug-of-War. The parade, however, was an unsuccessful attempt at class spirit. One suggestion from an administrator, to "build the floats in one afternoon — at the same place, and then go straight to the parade," may put an end to the "unmanageable behavior" of some students. The parade could also be

improved next year by "having buses ready to transport the band from the high school to the parade route," remarked one faculty member. Another teacher would like to see "encouraged class cooperation, and discouraged class competition."

Of the evening activities, Monday's coronation proved "very successful," and surprisingly, so did the dance. Stated one teacher, "the dance was a great success this year — kids were great — and the band was good... the kids even stayed until 12:00!" The volleyball serving contest on Thursday night "needs work," according to most teachers.

In order for the dress-up days to be

successful, "more student participation" is necessary. If a majority of kids dressed up, this daily activity could be a lot of fun!

Despite the varying responses of the faculty, despite the not-so-successful activities, BHS students and teachers have reason to be proud. Boys and girls cross country are both conference champions. The football team has the best record in recent BHS history. And the volleyball girls are maintaining a level of pride with their consistent victories. BHS has an All-State yearbook and an All-American newspaper. It adds up to a good Homecoming and a great fall for everyone.

A Halloween dare:

Visit to graveyard chilling experience

by Kathy Melin

It was a dare that prompted me to stay in a cemetery for a half hour last night.

The adventure began with my parents reacting somehow as I expected them to, barraging me with questions. "Why?", "Who's going with you?", "Can't we go with?", "Well I don't like it, it isn't safe."

Earlier in the evening, while at work, a customer asked if I was working the graveyard shift. I could only laugh, "If you only knew."

I checked my watch as I started out at 11:43, I couldn't help but notice how few stars were out on this cold night.

I hoped that the gate would be open so I didn't have to climb over the fence.

Worse yet, if I got scared enough to scream, what could I say if someone called the police? "Here's my presscard!"

I came equipped with a pencil, note pad, flashlight, two candles, matches, and a tape recorder.

Getting out of the car, another car slowed outside the gate, then stopped, I gasped, "If that car pulls in here — I'll die!"

I contemplated whether or not to lock the car doors. I didn't.

It is 11:46 as I start walking around, reading the headstones. "Amasa Akley. Founder of Buffalo Village. 1817-1886."

Slowly, my flashlight dimmed and died. I had to defy my mother and use a candle to light my way. I couldn't see anything ahead of me, only underneath. To make matters worse, it was so cold that my breath would obscure the little view I did have.

"Time check: 11:51."

I didn't realize how slowly time passes in a graveyard. "Mary F. 1859-1917. William J., 1860-1956, Ellis." "Oh Yuk!" I walked into a cobweb, and I couldn't get the sticky substance off my face.

I discovered that if some-



one (or thing) scared me, I couldn't run away, I lost all sense of direction. The candle wax is dripping all over my hand. And if I did run, I'd either crash into trees or graves.

"Time check: 12:03"

I wonder if it is disrespectful dripping candle wax on the graves. "Rebecca Shatér, born 1848 'there is rest in Haven'," "Emanuel Melin, 1899-1961." "Ouch!" I just

burned my thumbnail. When I blew my hand — I accidentally blew the candle out.

Yes, this is a very dark cemetery.

As I fumble for the matches, vivid pictures of my elementary frights whirl through my head. It was rumored that if you repeat "bloody mary" 100 times, you would see a dismembered bloody head roll by.

When I was younger, lying

in bed, the more I tried not to think "bloody mary", the more I did, and would get scared. For months I hid under my bed covers, shivering with fright as I tried to fall asleep. It was awful.

I firmly decided that now is not the time to reminisce about things like that.

The shadows in this place are terrible. I saw the shadow of something in front of me. Being realistic, I know it is

me, but the shadow doesn't seem to move with me. Cautiously I turned around, just to check. I am certain that it was my candle, with its light distorting the shadow, I think.

I look across the cemetery. What I see are two bodies moving around, I can see their heads, necks, part of their arms, and their bodies. Actually, it is two headstones, but with my light, the moonlight, and the wind moving in the trees; they look alive.

I get up and start walking. One of the biggest fears I had before coming out here was weirdos I might find... perhaps even dead weirdos! "Ow, ohh, ick! That was gross." Ohh, how the shivers went up my back. Someone had warned me about fresh graves. You see, walking by old graves is said to be safe, the people must be satisfied living there. Who knows if these newly dead people are happy with their new home, and might get aggitated easily when living people like me tread on their graves.

"What time is it now? 12:16". I don't care if a half hour isn't up yet, I want to go home. I am not scared though, I just feel like leaving.

As I look around, I am disoriented, I can see the lights, far away — but I don't know where the highway runs, or any other landmark I could recognize. It seemed like hours, first trying to find the road to follow, then following it to the car.

It is 12:18, I could catch my breath and check my watch at the stop sign outside the cemetery.

I was instructed to check in with my parents when I got home. Actually they seemed to doubt that I would get home.

"I'm home." "Are you okay?" she asked. "What do you mean?" "I couldn't sleep at all. I didn't think you were safe." "Okay, next time you can come out with me!"

"No way!"

Beast continued:

label groups (mostly because they are so different in lifestyle, values, etc). As an example, the BRAINS may almost worship the most drastic BRAIN; while the most radical REBEL may place the most drastic BRAIN just a step above your average sewer rat.

Up to this point only the extremes of each group have been discussed. Not everyone is an extreme of one specific label group. A survey of 154 9th and 10th graders in their required classes showed that 15% of the students believed themselves to be OUTCASTS; 20% said they were REBELS; 25% checked BEAUTY; and JOCK and BRAIN were each checked by 35% of the students. This

comes to a total of 130% which shows that people do feel they belong to more than one group. Many people who checked BRAIN also checked JOCK and/or BEAUTY, which goes against the popular stereotypes of dumb jocks and dumb blondes. Quite a few REBELS and BRAINS also believed themselves to be OUTCASTS. In addition, 40% of the students at B.H.S. checked 'none of these', feeling they were too much a mixture of traits to fit under any one of these labels.

All of this labeling would be just fine if people could choose their own labels as they did on the survey. The problem arises when other people decide what type of person you are, and identify you as such. That's when labels become beasts devouring op-

portunities. Once a person has been labeled, the layout of his road through life has been plotted; taking away the opportunity to choose the direction his life will lead. Opportunities go right along with a person's labeled identity. Those labeled as a complete mixture of labels are given some opportunities in all areas. Those given extreme labels get maximum opportunities in that area only. Rarely will a REBEL be included in a basketball game with the JOCKS, or invited to a Mary Kay party. If the REBEL did manage to get a few A's others may be surprised, but would still consider that person strictly a REBEL. The one opportunity that most search for, yet few find, is the opportunity to change their own labels as they themselves grow and

change.

With all this despair, comes a glimmer of hope. It comes within students in elementary and junior high schools. Their hearts and minds have not yet been devoured by this beast. They still have a choice to work together and co-exist like "The Breakfast Club" and "The Pit Crew" (where a group of six guys, one from each label group and one that is a complete mixture of these, lived in the same room and also worked together successfully for three months at Camp Onomia the summer of 1985), but tame this creature while it is still small and fairly harmless. Or, they can feed it, and let it feed on them, until it devours society, schools, students, and even the opportunity to live.

Boys CC accomplish first ever conference title

Photo by Tom Olson

by Dan Mcneil

For the first time in the history of the boys' cross country team at Buffalo, which started in 1968, the team took first place in the conference. The Bison easily defeated second place Chaska with a score of 37 to 70 to win the conference meet. Eden Prairie, who was expected to challenge Buffalo for the title, placed fourth, due to injuries.

Senior captain Trent Graf believes one reason for the team's improvement has been, "the unity and respect the team has received from school has helped a lot. We got a lot more this year than other years." Coach Jeff Olive sights another reason, "we are slightly improved and the competition isn't quite as tough as it has been in recent years." Other reasons that have helped the team take conference is the team's ability during the race to stay as a group longer than before, and a hard-working attitude.

The team has suffered a minor injury to lead runner,

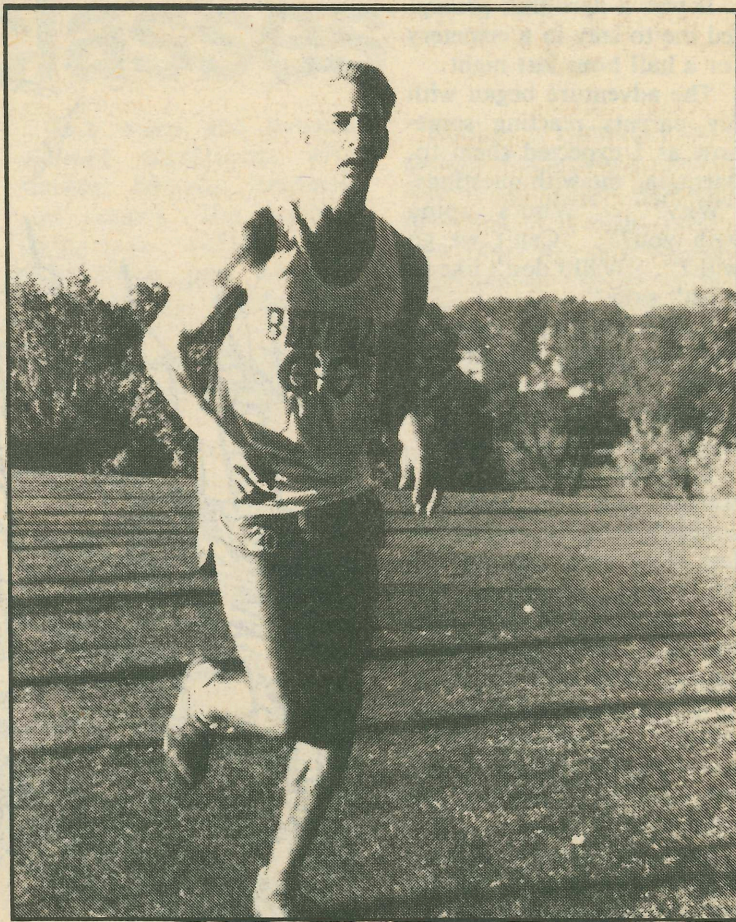
Rick Toms. Toms injury is a stress factor on his right leg. Because of this, Tom has reduced his training to primarily swimming and bicycling. When it comes time for the regional race he says, "I am pretty sure I will run." The only other weakness the team seems to have is, "we could all use a little more upper body strength," says sophomore Brady Erickson.

The team's strength is based on its depth. As Senior captain Kurt Bruhn points out, "we have a lot of depth, more stronger runners than other teams." The team had four members placing the top ten at the conference meet to receive all-conference medals. It was sophomore Toms second time to receive the award, junior Jonz Norine, and seniors Mark Geurts, and Robb Miller's first time to receive the award. Only two other people have been able to make all-conference more than once besides Tom. Graduates Bob Cross did it twice, and

Lance Mason did it three times.

According to Olive, the junior varsity team has been outstanding. In every meet that the junior varsity has run, they have always placed in the top three. The main contributors to the team have been Troy Larson, Bob Olson, Wade Peterson, Mike Otten and Randy Streng. The team has a very prosperous future ahead; as Olive puts it, next years team has "outstanding potential." Three out of the top seven varsity runners are underclassmen, and the junior varsity has seven out of the top 10 junior varsity runners in the conference.

The regional meet will be held Friday, October 25, at New Ulm. Olive says that Buffalo can finish in the top 3 or 4. The competition to beat is Monticello, Mankato West, New Ulm and Eden Prairie. According to Olive, the Monticello team is "outstanding, on the brink of exceptional." According to Erickson, the team feels



Keeping pace, Jonz Norine captures 2nd in conference

they have a good chance to be one of the top two teams there. "We are as good as they are (Monticello), it just depends on who has the bet-

ter day." If Buffalo has "the better day," they will get a chance to run in the state meet November-3.

Girls volleyball: finding what it takes to win

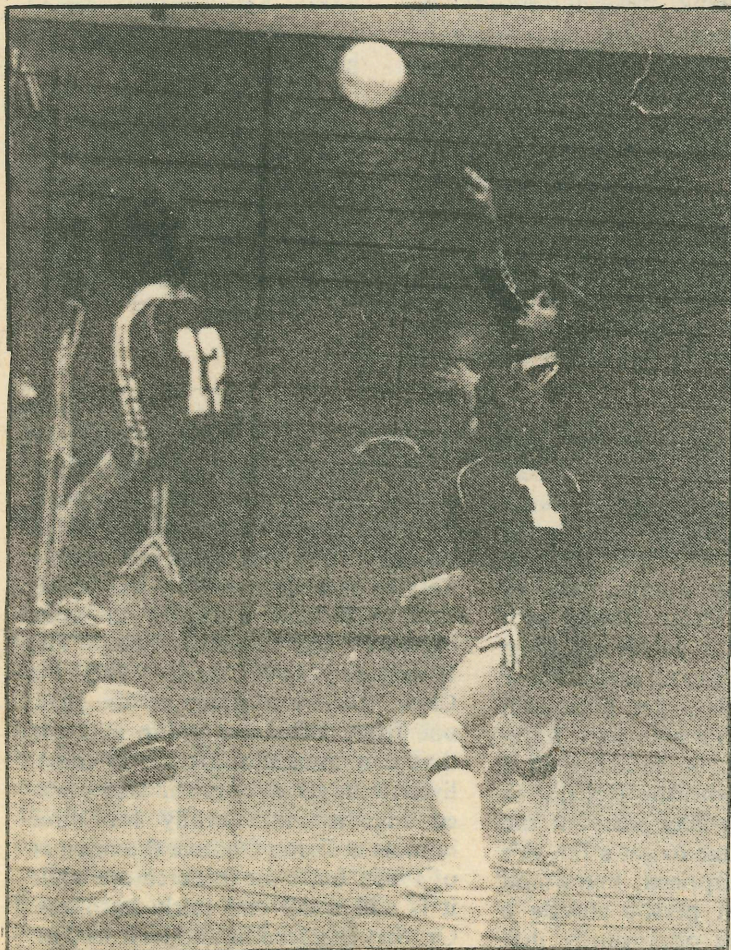
by Shonna Hayes

"The game against Waconia is the game we will have to be mentally ready

for," stated coach Joel Squadroni.

Waconia's team is basically a defensive team. "We should do well against

Photo by Dave Gervasio.



One of only two freshmen on the varsity team, Debbie Wermager strives to return the ball to her Mound opponent.

them," Squadroni added.

Like a professional athlete, a high school athlete, has to prepare for a game psychologically as well as physically. "Sometimes when I'm done in a class I sit and think about what I'll do when the ball comes to me," said senior captain Chris Erickson after the game against Mound on Thursday, Oct. 11, in which they were victorious in straight sets, 3 games to none.

The Bison will host Prior Lake, a team that looks good this year, on Thursday, Oct. 31st, "This game will be our mon-conference tune-up," said coach Squadroni. "Winning or losing is not important. This game will be a practice game for sub-regions."

Last year's Bison team had a record of 7 and 10. This year, the Bison as of October 11th, had turned those two numbers around with an impressive 10-7 record overall.

"We had a lot of talent last year, but this year we have the parts to make the team run well," said coach Squadroni.

The Bison's morale is very high this year. "They've got a great attitude," Squadroni said. "We go into a game and think we're going to win."

Tennis team improves season

by Aaron Stueve

The BHS tennis team ended the season Thursday, October 10, with an improved 7-9 record.

According to coach Julie Swaggert, the team was expecting to reach a .500 record or better. They didn't quite reach this goal, but did improve from last years 6-10 season.

Coach Swaggert said that the team could have been .500 if they would of beat St. Michael all three times they played them instead of beating them twice.

They also improved in the conference standings. In the 84-85 season, they finished out with a 2-5 record, and like the overall record, improved by one game with a 3-4 conference record.

That moved them from 6th to 5th this year over Chaska (2-5), Shakopee (1-6) and Waconia (0-7).

The tougher teams of the conference who placed above the Bison were a strong Eden Prairie (7-0), Hutchinson (6-1), and Mound (4-3).

Junior Carrie Melgaard figured that Eden Prairie was definitely the strongest team on the conference followed by Orono and then Hutchinson.

Coach Swaggert feels "If we work hard in the off season, and the kids have

determination, we will have a good year, next year."

The team is losing only two seniors from varsity spots. They are Paula Stocke and Tanya Quast who usually play in the 3rd and 4th spots.

Swaggert has high hopes that they can place as high as 3rd in conference next year.

Junior Natalie Leff feels "We will have a good team due to the fact that it will be mostly seniors on the team."

The only thing that concerns Swaggert is the length of the season. She said "the tennis season is too short to get better." Melgaard thought it wasn't too short. She claims it gets hard to play. Leff also thought it wasn't too short because they start so early anyway.

Tuesday, October 8, and Thursday, October 10th, they went to team and individual sub-regions.

On Tuesday the team beat Monticello in their first match, but then lost to Willmar quite readily. That did give them a 2nd in sub-regions, but they will not advance to regions.

Leff with partner sophomore Janis Jondahl and juniors Dana Mason and Stephanie Erickson made up the doubles teams. They, unfortunately, also lost both their matches to doubles teams from Hutchinson.

Homecoming loss darkens brightest season since 1980

by Adam Gislason

Even with their disappointing 27-0 homecoming loss to the Shakopee Indians. The Bison may well be on their way to one of the best seasons ever. Head coach Rick Toso commented, "We have already established a winning season. One more win would be great, two more wins would be a dream come true."

At the beginning of the season, coach Toso predicted at least a .500 season. The Bison have done better than that, most of it due to hard work and devotion. "Our team had dedicated themselves to doing something great this year and they're going to get that done."

The commitment that coach Toso and the rest of the team stressed so much in the early stages of the season seems to have held the entire season. Coach Toso went on to say, "What has gotten us such a good record this entire year is the commitment of the players, dedication, priorities, and focusing their goals on the familiar team motto: Doing-it-right."

Senior Joe Cunningham had these views on the Bison's successful season: "Hard work and dedication is what's gotten us there. We've had a lot of confidence in ourselves, and I think that we surprised a lot of teams this year."

Coming off of their homecoming loss to Shakopee, which dampered the Bison's playoff picture, some unanswered questions still remain. In order for them to make the playoffs, teams such as Waconia and Shakopee must lose either one or both of their remaining two games. By the time this issue of "the Bison" is published, the fate of the Bison will have already been determined.

The biggest game of the year appeared to be the homecoming game versus Shakopee. Going into that contest, the Bison were 5-1. It was a game filled with interceptions, fumbles and a blocked punt, and finally a Bison defeat at the hands of the Shakopee Indians.

Cunningham went on to say, "Homecoming was

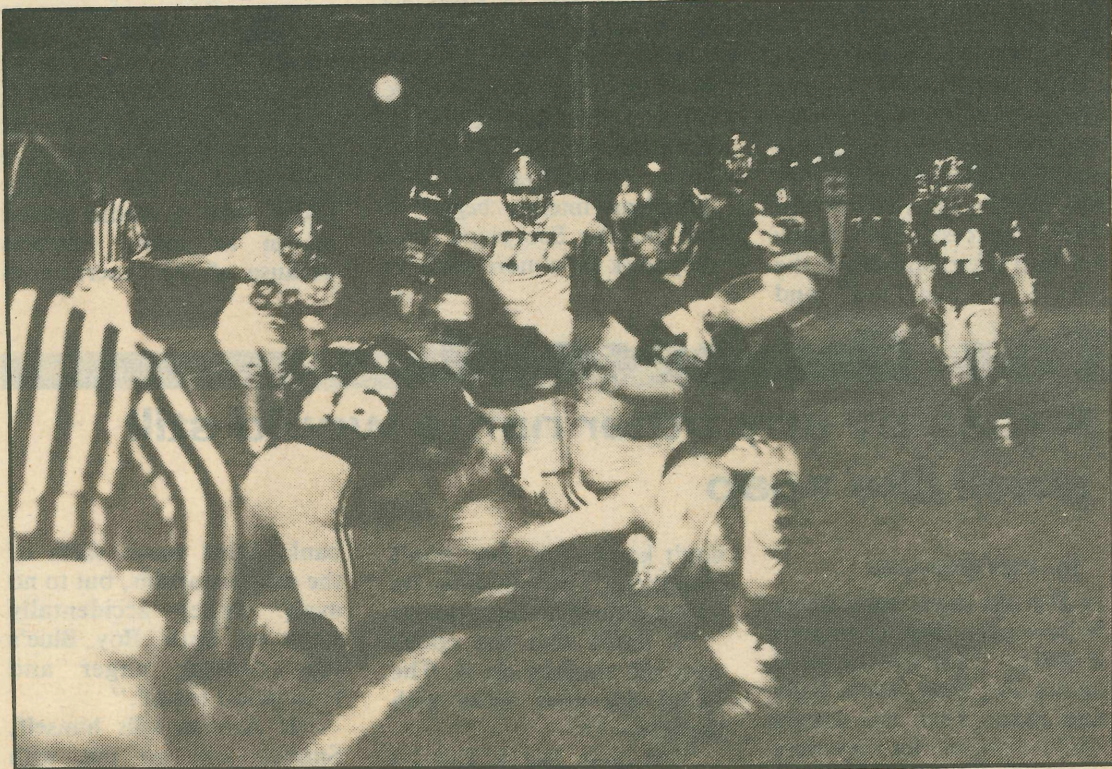
especially disappointing for me as well as the rest of the seniors. For us Seniors, it was the last homecoming game that we will ever be in. Losing in front of that many

people really hurt."

Coach Toso summed up the season. "Football is a true team sport. It takes a lot of people working together to make something good

happen. Our players, especially our seniors, can pride themselves in putting together one of the best overall seasons since 1980."

Photo by Tom Olson



Leading a flanker reverse, junior Vance Grover avoids tacklers while heading upfield.

Good Sports

Volleyball player doesn't mind sitting out

by Adam Gislason

Being on the BHS volleyball team has its ups and downs. An obvious "up" has to be playing full time on the varsity squad. But that's not the way it is for every varsity member on the volleyball team.

Junior Kim Erickson is one of those players. She is the kind of player that doesn't get a whole lot of playing time during a game, but when she's called into a

game by Coach Squadroni, she usually comes through. Erickson is the "Ted Brown" of the team. She can usually be depended on.

How much varsity time does Erickson get? "It depends on where we play and who we play and also what kind of night that the other players are having," she stated, "most of the time I go in for Stacy Carver. Other times I switch off with Tracy Hoefling to go in for

Lori Akesteter in the back row." Erickson says that she is usually brought in for her serve because it is so consistent.

Erickson went on to say that "it doesn't bother me that I don't get a whole lot of playing time at all. We are a really close team and we really get along well together. We all agree we have to do whatever we have to in order to win."

Erickson says she really

looks up to her teammates, especially captains Chris Erickson and Wendy Wermager. "Wendy and Chris have taught me and the rest of the team a lot. Things such as leadership, and other qualities like when to be serious and when not to be. When you're on "B" squad, I think that you take the sport less serious, but when you're a member of the "A" squad you're dead serious. You have to be."

Being that Erickson isn't getting too much playing time this year, she's "really looking forward to next year, and I'm really glad that I had a chance to get some varsity experience this year as a junior. We have a really good team this year and it should be even better next year. Our team has the potential in the next few years to have a state team. All we need is a lot of team dedication and talent."

Girls CC aiming for State

by Dan McNeil

In 1980 the girl's cross country team finished seventh in state. For three consecutive years Buffalo has returned to capture a tenth, seventh, and ninth place seating in state. Once again the girls plan on returning, however, this time the team has its sights on finishing as one of the top five teams in the state.

Coach, Len Helwig, believes "we can finish in the top five in state if our lead runners, Teresa Masters and Sheri Ruter run like I think they can." Helwig is not only counting on the top runners to carry the weight, but also

sixth and seventh positioned runners, Leslie Ocel and Amy Rhodes, of whom he says, "Ocel and Rhodes will not let a fifth place runner beat them from any school!"

The strength of the team that will carry them to the state meet is depth. The team has four all-conference runners, Masters for her third time, the second time for sophmores Ruter and Jodi Decker, and the first time senior Jackie Kilian has received the honor. As Ocel puts it, "we don't have a few good runners, we have a lot." Kilian believes another reason for the team's success is, "we want to win badly."

Mental toughness is the only area the team seems to be lacking in. Helwig believes the team has to learn how to run with the pain, even if it hurts and not to slow down. Kilian agrees, "we have more mental problems than physical." According to Kilian, the only way the team can remedy the situation is to think positively and believe in themselves.

The junior varsity team has shown great support for the varsity team by running strong all year long. With 26 girls on the team and only 7 that run varsity, Helwig still has a number of top athletes to choose from. Next year's

team will lose five seniors: Jody Stiller, Amy Light, Teresa Masters, Jackie Kilian and Leslie Ocel. With four out of the top seven runners returning, the future looks very bright.

Although the girls took the conference with a score of 43 to Hutchinson's 46 and Eden Prairie's 50, Helwig believes that wasn't the team's best and they will do better at regions which is Friday, October 25 at New Ulm. According to Helwig, "There is no doubt that we are the best team in our region." The teams giving Buffalo the strongest competition are Hutchinson, Eden Prairie,

Fairmont and Monticello. "Hutchinson has better lead runners than Buffalo, but that's where our depth will pay off," says Helwig, of the competition.

To get ready for regions the team has changed the practice sessions to work more on their speed. Helwig states, "we have the stamina, now it is important that we increase our footspeed." The way the team is working on footspeed is to run shorter, timed distances on the track, and when they get bored with that the team runs hills. According to Masters, "We are working more on speed work to get stronger finishes." The team is looking forward to a regional title and state meet, which is to be held on November 3.

Scorpions gain momentum after global tour

by Mike Ready

After an extensive tour that spanned the globe and boasted sell-out show after sell-out show, the Scorpions got the idea that it was again time to give their fans another live album. This gave the Scorpions the idea to make a live documentary of the phenomenally successful "Love At First Sting", "World Wide Live". Which is the sequel to Tokyo Tapes".

The Scorpions have been an up and coming band in Europe and the Far East for over ten years, but have only recently attained due air play and their current "World Wide" success. This really fell into their laps after the release of "Blackout" and

"Love at First Sting". The current line-up of Rudolf Schenker and Matthias Jabs supplying the band's noted electrifying guitar work, and Klaus Meine handling the brash vocals. And Herman Rarebell and Francis Buchholz bring up the rhythm section, became permanent in '78 with the release of "Lovedrive". Former members like Uli Roth who left to form his own band the "Electric Sun", and Michael Shenker who formed his band "The Michael Shenker Group". With the installation of axeman Matthias Jabs, American interest began to fall on the Scorpions, and they took on a more melodic

sound. Matthias with his contemporary yet unique sound keeps the band on the rise and constantly evolving. This can be seen in their last four albums which are on "World Wide Live". But high goals and hard work have also been a contributing factor in bringing them to the level they are at now.

The album is the next best thing to being at one of their concerts. The performances are intense, electrifying and catches the band in top form. The audience participation is frantic and is kept to a near uproar by Klaus Meine. Live performances are generally better than a studio mixed album in many respects because of the general con-

cert persona, extended guitar and drum solos plus the chaos of the crowd add to character of a live album. The album hasn't been studio mixed within an inch of its life so it does retain a lot of the auditorium feel.

"World Wide Live" has so many hits that it could have been called "Scorpions Greatest Hits Live". "World Wide Live" contains all the major hits off their last four albums. "Lovedrive", "Animal Magnetism", "Blackout", "Love at First Sting". Hits like "The Zoo", "Rock You Like a Hurricane", "Big City Nights", "No One Like You" and the list goes on. The acoustical song "Holi-

day" from the album "Lovedrive" shows another side of the band and their versatility. Another Hot Spot on the album is the "Six String Sting" which is masterfully woven into the song "Can't Get Enough". Here Matthias takes the spotlight and demonstrates some phenomenal guitar playing that may even rival the hailed solo "Eruption" by Eddie Van Halen.

The creation of a live album is a tricky thing at best, but the Scorpions have captured the concert mood on vinyl. I highly recommend this album to the die-hard fan or to someone who is just getting interested in the band.

For the record

A rose by any other name would still smell like soap

by Tina Sadowski

In the old days, soap opera writers gave their characters simple, run-of-the-mill names like Stan, Moe, Sally and Fran. Then the writers realized the stories they were doing were stupid, so they decided to come up with new names, and they did a remarkable job.

I myself prefer the "verb" names: Hope, Yank, Chase, Sloane (J'Sloane me the money until Monday), Cruz, and Bragg.

There are names that represent foreign and far-away lands, such as: Sierra, Devon, Frisco, Gates, and, a true classic, Dakota. Whether North or South I

don't know. But, hey, don't stop there. You can move on to the adjective department:

"I don't like the couch with the squares on it. The Dotty one goes better with the ferns. Or—

"I'll have just a Tad bit more of this wonderful gila-monster surprise, then I must be going."

I can just imagine these for future names: "Bumbles tells Conveyerbelt to stop messing around with Spic and Span."

"Nigel threatens to unleash Yo-yo's true past if she doesn't hand over her one and only son, Cornflake."

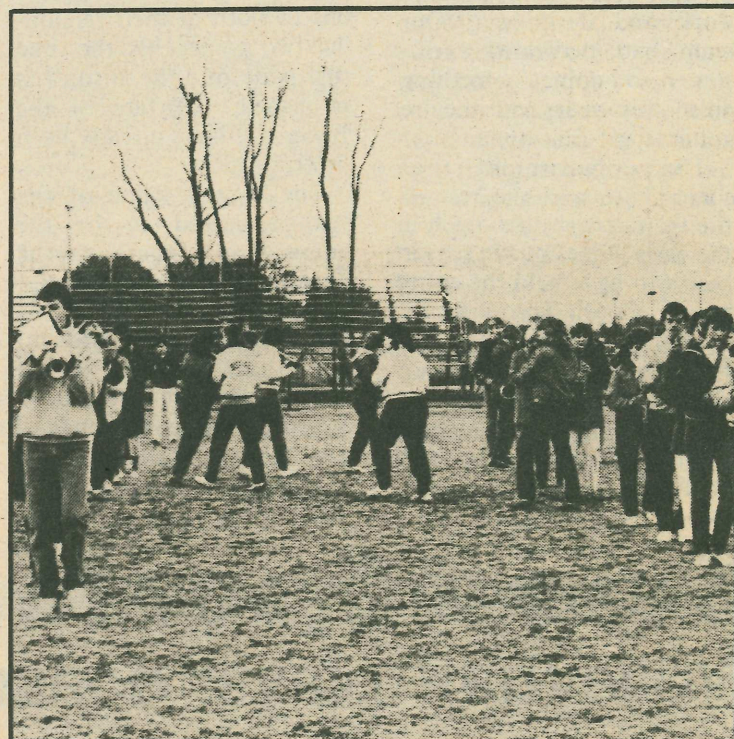
"Santa dares Brazil and Pokey to break into the

bank. Ethel warns them of the dangers of this, but to no avail. Pokey accidentally steps on Little Boy Blue's toe, causing anger and frustration for all."

"If Amoco kills himself, Snoopy will go out with Brussels Sprouts just to spite Eraser's new mistress, Ho-ho."

Eventually soap operas will get so boring they'll be using names like Constantinople and Supercalifragilisticexpialidocious and Fourscoreandtwentyyears-ago. Then they'll be forced to go back to Stan, Moe, Sally, and Fran. That'll be the day!

Whoa.



Morning practices prepare band

by Buffy Ess

With homecoming finally out of the way, band students will be able to sleep an extra hour on Tuesdays and Thursdays. If you attended the football game October 11, you may have noticed the band's half-time performance on the field. Needless to say, they didn't simply go out there and start moving around. It took practice. And practice they did.

"It wasn't too great getting up so early in the morning but it was necessary because of students in after school activities," said junior band student Jeannine Wagner.

Senior Katie Friesen said that "besides the fact that I didn't like getting up so early in the morning, I think it was best to have them because, basically, practice makes perfect, so in the long run, I think they're a great idea."

Junior Jeremy McLain said that she thought "it would be more beneficial at seven or eight at night."

Band director Rolf Mohwinkle added that morning band practice is "the only time that we can all get together. We've tried mods

but there's hardly enough time to get in and out of the building. It is certainly an inconvenience to some, but at this point I don't see any other solution other than not perform at all. We are doing what most other high schools bands do in the fall as far as any football marching is concerned." Most bands that perform at games rehearse every morning during the fall (our school practices Tuesdays and Thursdays for three weeks until homecoming).

Morning practices for band are not merely a passing fad for Buffalo. Mohwinkle added that the practices "will certainly take place in the future. We have only used six morning rehearsals so the time is very minimal."

As for having an effect on students' academic work, Mohwinkle strongly disagreed.

"Certainly it has no bad effect on school work," he stated. "If it does then there are probably other problems involved that are not related to the music program. It simply means planning ahead for a short period of time."

Conflict over student parking stickers arises

by Angela Handt

One of BHS' new problems this year is the towing of students' vehicles, due to the neglect on the students' part for not getting parking stickers.

Many don't fully understand the purpose the stickers serve. "I'm not too sure but I think (the stickers) have something to do with making sure the students read the parking lot policies," Senior Laura Peterson said.

Junior Nikki Sohns said, "I've no idea what they're for but really don't see the need. I myself only drive once a week. What's the purpose of a sticker then?"

Regardless of their purpose, they are required, as three BHS students well know, for when it was seen their cars had no stickers,

they were towed.

One such student is Junior Dawn Wandersee. She encountered a big problem while trying to retrieve her vehicle, she was told it was at Virgil's Towing Service, in Maple Lake. She drove there to find there was no such service in that town. She then came back to school where she told the office her finding. Then she called the station to find it was in downtown Buffalo with a \$17.00 towing fee. Her excuse: "I knew it would get towed, but I had to drive because of the journalism trip."

The purpose of the stickers, according to the administration, is so BHS can have a safe and orderly parking system. Also, if something occurs with a vehicle it's a lot easier to identify

and report without asking a lot of unnecessary question.

Assistant Principal Mark Minkler is in charge of regulating the parking stickers. "Everyone had ample time to get a sticker, since the date was announced a month in advance. I hate to see (the vehicles) towed, but we had to do it. This year, about 98% of the students have stickers, compared to the 48% of past years," said Minkler.

According to Minkler the parking sticker policy has been enforced to this degree. Most other schools in our area also have some type of parking sticker policy. "We have to pay for our parking stickers and we have very limited parking," answered Tammy Poppler, a junior at Watertown High School.