



The Bison

The Buffalo Senior High School Newspaper

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Death of teacher affects BHS

By Rebecca Ebnet

Editor-in-Chief

BHS recently experienced the death of one of their most beloved teachers and colleagues, John Ause.

Ause passed away Saturday October 29 as a result of complications due to AIDS, at Chateau care center in Minneapolis.

"I am sorry that his illness prevented him from continuing to teach - I don't know how he got AIDS, and I don't care. It doesn't make him any less of a person," said senior Ben Thompson.

Ause began his teaching career in 1974 at BHS with World Studies Odyssey, and Global Odyssey classes. It was then that he began developing his style of teaching which became legendary at the school and throughout Minnesota. In using this unique style of teaching, he forced students to think for themselves and ask questions to find answers rather than lecturing.

"He made me realize that I can discover and learn on my own

without someone to tell me what to do," said senior Leiha Johnson.

Both classes were taught in a blocked two hour time frame, which allowed the students to become more involved with their projects, reports, and performances.

"The two hour block allowed for concentrated learning, and performing plays and trials," said senior Amanda Steen.

The World Studies Odyssey course covered more than countries and capitals, students learned about Socrates, received visits from Plato, staged trials to decide whether to convict the fictional character Dmitriov for his part in the Holocaust.

"The views and points of interest are focused upon - you get different angles on people, actions, and thoughts," said senior Deanne Nordberg.

The Global Odyssey course focused on the many genocides that have occurred throughout history, such as the death of American Indians and the Jews during the Holocaust.

Ause's funeral was held Saturday November 5 at Mount Olive Lutheran Church in Minneapolis. Many students, both past and present, and faculty attended the funeral. Pallbearers were Curt Moe, Fritz Nelson, Dennis Gimmetstad, Dave Robinson, Tom Hoffman, and Joel Squadroni. Honorary pall bearers were Judy Arneson Payne, Janet Evans, Sue Sodeman, Mary Lynn Leff, Marge Hammerslee, Mina Fisher Nelson, and Sylvia Munson. The service was conducted by Rev. Mark I. Wegener, Vicar Gary L. Anholt, Gary and Shelley Schott.

During the service, Sodeman, BHS teacher, spoke about her memories of Ause, and how he affected her life. She mentioned music lessons, jokes that were shared, and flowers received.

"I always called him the Great Sponge because of the amount of interest he showed in everything. If he ever met someone who knew something about anything he didn't, he would pick their brain," said Sodeman.

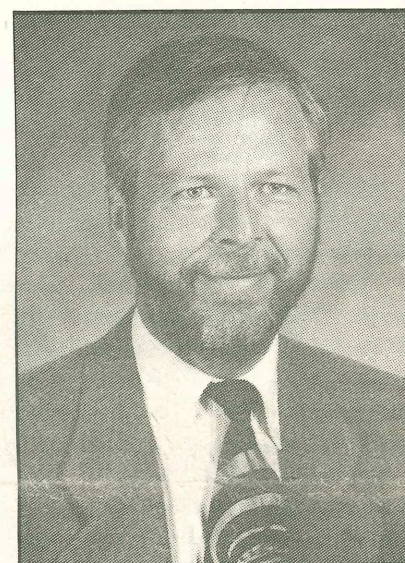
Former student Tammy Leff read a letter she had written to Ause before his death regarding the major impact he had on her life. The letter dealt with the many memories, and a special thank you for the trip to the former Soviet Union Ause headed.

Ause was strongly involved in the development of changes in the educational system, participating in many committees, and task forces. He also developed and taught, in conjunction with the Concordia Language Villages, a "Russian Odyssey" and was a group leader, travelling to the former Soviet Union with students from all over Minnesota, while helping to bring students from the Soviet Union to Minnesota. He served as a precinct chairman for his neighborhood and community.

"I have learned sadly that no matter how valuable and precious you are to society, death is not prejudiced," said Johnson.

Many students and faculty members thought Ause was one of the best teachers, and will be difficult to replace.

"Even though I was at opposites of Mr. Ause politically, I enjoyed our arguments because many adults, especially teachers, say 'I'm a teacher, you can't argue with me,' but he said, 'you can't argue with me because I'm right'," said senior Pete Oistad.



John Ause 1951-1994

West Side Storycast begins performances



Photo by Chrissy Kohnen

STOP! STOP! STOP! Tony cries as he tries to convince Bernardo that the rumble shouldn't go on. Snowboy looks on as all of the commotion is going on around him. Seniors Jason Poirier and Travis Pobuda play Tony and Bernardo respectively. Snowboy is played by junior Bob Fix, Jr.

By Karen Moore

Guest Writer

The first performance of this year's BHS multi-act play, *West Side Story*, was yesterday at the Buffalo Junior High School auditorium.

This story may seem surprisingly familiar to many of you. It is set during the 1950's in New York, and has been linked to Shakespeare's *Romeo and Juliet*. *West Side Story* is a musical involving young love, rival gangs, and tragedy.

"The fifties were very different [than now]," said freshman Mark Mavenkamp. "They were always trying to get more than they had."

The director of the play is Tracy Hagstrom-Dahl. She chose this musical because she likes the play and she wanted to encourage more boys to get involved in drama.

Student director is senior Royce Johanson and choreographer is Erin Walsh. Mike Walsh is the musical director.

"[*West Side Story*] is an incredible work," said M. Walsh. "I think the students are doing a tremendous job."

The cast involves 39 students who are divided into two rival gangs the Sharks and the Jets. The Jets are Americans and the Sharks are Puerto Ricans. Other members of the cast include a principal, an of-

ficer, a lieutenant, and a druggist.

"It takes a lot more work, time, and people than I expected," said freshman Brian Triplett.

There are also a number of students involved in lights, make-up, costumes, publicity, and set crews, along with a 20 piece pit orchestra.

"I like to work with the people and be involved in set crew," said junior Caly Mackey. "It's a great feeling of accomplishment, but it's sad when you have to strike the set."

Crew members don't feel that they always get the credit they deserve.

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Respecting ideas; for students and adults

In today's society, teenagers are looked at in a different light than adults in terms of fairness in stores, in the workplace and sometimes in schools.

Many times when teenagers enter stores they are treated as less than important by employees, who give strange looks, follow them, and generally suspect teenagers as troublemakers.

Usually this suspicion is not true. Not all teenagers are troublemakers, shoplifters, or problems in stores,

yet they get treated like they aren't wanted.

The Bison has also started to notice that this kind of treatment is also occurring in many schools. When students make complaints about certain things in the school that they would like changed, either the plea is not listened to, or is taken half-heartedly.

If a student has a complaint about something at the school ranging from climate control to teachers, it seems that action is taken very

slowly to fix the problem. Sometimes no action is taken at all, leaving angry students, and administration and teachers wondering what the students are so upset about.

Yet, when another adult happens to notice something that should be changed, it seems that action is taken right away, or the plea is acted upon. Never does it seem that nothing is done about the problem at all.

Why can't students' concerns rank up there with

other adults' concerns? Students are the ones who have to deal with these problems everyday, so why can't students' concerns be considered important?

Students in schools notice problems everyday, yet a lot of times they don't like to report them, because they feel that nothing will be done. This discouraging cycle just keeps going on and on, while everybody lets the anger stir up in them, until something finally happens that affects the whole

school and sometimes the whole community.

With so many students feeling like their voices are not being heard, maybe adults should learn to be more caring about what the students want changed, and actually listen and act on their concerns. With a little more concern about students' wants and needs, a school can become a place where voicing concerns can help students to learn how to deal with future job situations and social situations.

First driving mistakes may cause bad accidents

By Krissy Benkowski

Editorials Editor

Driving. A privilege that many kids look forward to all of their early teenage lives.

Remember the day you took the test. The butterflies flying in your stomach as you waited in the driver's seat, trying to tell from the officials face if you were lucky enough to pass.

Remember the first day you drove solo. The freedom you felt as you drove down the road. Only you and ten of your closest friends crunched into the car like a clown car at the circus.

But do you remember your first accident? The first time you got out of your car, the machine you worked all your Friday and

Saturday nights at McDonald's for, to see a chunk of mutilated metal.

For many people, this remembrance isn't the best, and believe me, I never want to live through it again. I can remember the sound, the crash of metal together, I can still close my eyes and hear the dreadful sound.

I can still feel my heart racing against my chest. I felt like I would burst and never live again.

Getting out of the car was the worst. When I saw that my car was fine, I breathed a sigh of relieve, but looking at the guy's car I'd just rear-ended I wasn't so sure.

I looked at him, crying, I begged him not to wait for the police, but to settle between the two of us, but no such luck.

All he did was look at me.

He showed me no mercy, and for some strange reason, it seemed like he was enjoying this. Though his car was fine, I still felt he would take me for everything I've got, which isn't much.

But when the police arrived, I reached my height of hysterics. You see, I wasn't suppose to be where I was when I got into the accident. My parents thought I was going to a friend's house, which I was, but I decided at the last minute to surprise my cousin and pick her up. Instead of taking an easy way to her house, I took a road notorious for accidents.

That's one decision I won't live down. The cop trying to calm me down, not being able to find my insurance card, and hoping my parents wouldn't find out. That

was stupid decision number two.

The car I was driving was my parents' and I knew they'd find out sooner or later, you really can't hide an accident. Then I decided I wouldn't go straight home. Instead, I went to my friend's house, the place I was supposed to be and tried to play it cool. It didn't work.

Driving home that fateful night, I dreamed about life with-

out a car.

In the end, everything turned out okay. The guy I hit tried conning the insurance company and my parents, but having the smart dad that I do, he didn't get away with it.

I did learn, that sometimes it's better to tell the truth, go where your suppose to be going and try not to panic when the cops try to talk to you.

Letters to the Editor



Dear Editor,

I am writing in response to the article in the Opinions section, *Americans hard to find in desperate times*, written by Rebecca Ebnet, last issue.

Rebecca stated that a true American is a "person who loves what this country was founded on." Then she went on to say that this country was founded on freedom.

In the past I have said that I loved what my country stood for, but this year I have come to the stinging realization on what this country was really founded on and how we acquired it.

To begin with, when we came to this country we committed genocide. We killed, through war and disease, 900,000 of the one million Native Americans in this country. And then, as if that wasn't enough, we cheated them out of their land and placed them

on reservations. How can any American be proud of that?

Virtually since this country began, we had slaves. We bought, sold, bred, beat and killed human beings. How can any American be proud of that? Yes, the Emancipation Proclamation and the Civil War was said to have freed the slaves, but what do you call how we treated the blacks after they were free? How can we be proud of beating and killing people because they wanted equality and the rights that whites had? When women wanted more rights we didn't kill and beat them.

I also feel that the way the people migrating to California during the depression were treated was shameful. We allowed people to starve for money because this country is so greedy.

I feel that the majority of the people in this country are greedy. The greed doesn't only

pertain to money (which I feel is the root of our problems, not only in our country, but in the world) but also to power and politics.

I also feel that our country is having a lot of problems because of politics. When you think about it, the two party system we have is inviting gridlock. This is how I see politics: the Democrats and Republicans will rarely take each others side because it is considered weak to give in to the other side whether or not it's the right thing to do for the people. It may sound as though I hate this country, but I don't. I'm not proud of how this country was founded and I just think that it's disgusting how we took other peoples' freedom away to achieve the freedom of this country. I think that this country needs to learn how to treat the human race as a whole.

Royce Johanson
Senior



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Failure in education; blame is on everyone

By Rebecca Ebnet

Editor-in-Chief

One of the most debated topics today in America is that of the declining quality of education.

Newspapers run many stories devoted to dissecting this, as some would say, monumental problem. According to many of the analysts, students' average grades and ability have been declining rapidly for quite a long time.

In comparison to countries such as Japan, American students are sadly lacking in many areas, but especially in the areas of math and science. Everyone is talking about this problem, but nobody seems to have the time or inclination to do anything about it.

At this point, I'm having two reactions. Since I'm the type



In my opinion...

of person who is able to see both sides of an issue, whether I agree with it or not, I'm having problems.

I feel that the students are being attacked for their lack of motivation and skills, and that people should look instead at their teachers, administrators and parents as being possible causes of these problems. However, in using this theory, I am making the students into the victims of the situation, which is not necessarily true.

I can then look at it from the

teachers' point of view. Everyday they must deal with students who don't care whether they pass or fail the class, and have no motivation in their lives what-so-ever to do well.

Then there are the parents and administrators. I can be sympathetic with them as well since I think most of them are trying, though some could try harder. I can understand that many teenagers are hard to live with and resent anybody in power telling them what to do.

So with so many different

opinions floating around in my mind, I think it's safe to say that everybody is at fault, and everybody, to a certain extent, is a victim of the situation.

No amount of new legislation is going to change the American educational system until people change their way of seeing the world. The lethargic attitudes of students, the defensive attitude of parents, teachers and administrators toward students, and the non-committal attitude of government officials.

I think that my point is illustrated best in the recent action in California to ban homework. It was stated that by teachers giving out homework, they were interfering with a students' life.

How is America supposed to get ahead in the world if nobody works for it? Wake up people! Homework is a neces-

sary evil.

Again, I will compare the American style of teaching to that of Europe. In England, students have two options: one of graduating from the equivalent of high school at the age of 16, and the other of staying on for two more years of school to prepare for the college entrance exams. When they graduate at 16, the students are two years younger, and much more able to handle life. They only have to take three years at the University, and earn a degree in which they are much more qualified than Americans.

The "give me" attitude is an entire way of life. Everybody wants to have fun, yet expects an entire world full of opportunities to open up before them. I think Mr. Bakke said it best, "You've got to want it before you can achieve it."

Knowing teachers while young; impression on life

By Amber Veches

Columnist

Ever notice when you grow up that there's always that one teacher you remember? That one teacher that put a little extra time in for you, trying to help you learn something, or finish something?

Then there are certain things you did that you remember.

All of us at some point in time have had that teacher that held memories for many kids. We did those things that still linger in the backs of our minds.

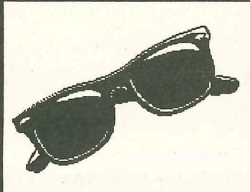
Because I'm a product of the Buffalo school system, I can only talk about the Buffalo teachers, and Buffalo things, but I am certain that they had their counterparts in Hanover and Montrose.

The teacher that I remem-

ber most is Ms. Possis. She was my first grade teacher and I still worship the ground that she walks on. In the morning we got to learn little Spanish words, and she always let us read, and read to us. She was also the only teacher I know of that would read books that I would suggest. Of course, it was in primary school, and they were books like *How to Be a Perfect Person in Just Three Days*. She not only read the book herself, but then read it to her class. Also, she had these cool biography books that she would lend to us as long as we were careful, and a huge book of Shakespeare from which we learned about MacBeth.

Those were the days.

Either we must be very impressionable as young children in primary school, or they have some



Amber's Insights

excellent teachers, because memories from there are the ones that stick.

Picture this: Orange carpet with three sets of colored chairs: yellow, orange and green. The lights are out and you're staring at a wall, and hearing Tchaikowsky music playing in the background. Where are you? Mrs. Luick's room at Christmas with tons of little nutcrackers surrounding you watching an old filmstrip of "The Nutcracker Suite" being played

on her wall. I swear, I would wait for Christmas just for that.

It was also the aura, the whole idea of childhood. The days of playing on the Hamburgers when it was dry and Statue Maker on the tar when it was wet, Chinese jump ropes and Cabbage Patch Kids.

As we moved into the intermediate school, our focus drifted from the teachers to the other students, and who was kissing who out in the field. We did twirls on

the jungle gym until our arms were so sore we could barely hold anything.

In junior high, things got all turned around, and by the time we got caught up with the changes, we were in the big senior high.

Thinking about it, the reason we liked our teachers so well when we were younger was because we got to know them so well. We were with them for seven hours a day, five days a week, all year. Now we have six teachers a day, each for an hour, many for a single semester. There really isn't any time to bond, or really become familiar beyond the point that students do the work, and the teachers grade it. In that, I think that we lose many opportunities to meet, and actually get to know a few great people.

Teacher's impact on students remembered forever

By Ami Miller

Columnist

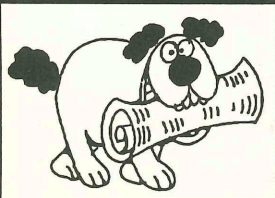
"I knew he was bad off, but I still can't believe it happened."

"What happened?"

"Didn't you hear? Mr. Ause passed away this morning."

I'll never forget the emptiness I felt inside when a friend of mine told me about Mr. Ause. And I'll never forget the teacher who, although I only knew him for one year, made one of the biggest impacts on my life.

Before Ause's two-hour block, I'll admit I was a narrow-minded person. I thought my way was the "right" way and had a very hard time seeing someone else's views. I was very used to knowing exactly



Ami's Answers

what was going on in a class and having a teacher who would answer all of my questions- cut and dried.

Until the moment I stepped into Ause's room, that is.

He was a true believer that we knew the answer to virtually any question. The problem was how to find it.

Instead of simply answering a question, he'd ask me one right back. After a series of his questions and my responses, he helped me to realize that I knew

the answer all along, but just needed to work my way there.

When having a classroom discussion, Mr. Ause wouldn't accept "because." Everything had a purpose and a meaning.

We can't go through life accepting things. We have to question them. We need to find our truths, the beliefs inside our hearts. And we have to find them for ourselves.

I remember doing a trial and having to be a lawyer arguing for the side I originally opposed.

Although it was challenging to make myself believe in the "other side", it was even more tough writing my summary paper.

We had to state the opinions of both sides and then make our own decision. At first it was so clear, but since I was forced to see, to consider, to defend the views of those I had previously disagreed with, I was torn.

Finally, at one in the morning the day it was due, I concluded that my heart and mind couldn't agree and I refused to choose one side or the other.

I was afraid Ause would give me a bad grade, but when I saw the red "A+" at the top of my paper I knew that I had succeeded. This teacher wanted to see an inner-struggle to find my truth, not see which side I was in favor of.

Mr. Ause knew that educa-

tion is the key to knowledge and happiness. He knew he had to make us find our own answers and beliefs. In short, Mr. Ause was one of the most brilliant people I've ever met and by far the most inspirational.

He changed the way I think, deal with tough situations and made me question who I am. Mr. Ause was not merely a gifted teacher, talented philosopher, caring person, or wonderful friend. He was all of these combined into one dynamic individual.

I will always remember what he taught me and what he has helped me teach myself. I will always remember his dedication to ensure the education of each and every one of his students.

And I will always wonder if he truly knew how much he meant to us.

Music means more to students

Local bands in, out of high school enjoy popularity among local music followers

By Amanda Steen

Guest Writer

"Hey Hey, My My ... Rock n' Roll will never die..." A favorite song can bring back detailed memories. A slow sad song can produce tears, while another may make you feel like dancing. Most people don't know the magical factor in music, but everyone has felt it. In Buffalo, students try their hands at creating that musical touch.

Juniors Brian Mevissen (guitar), Adam Kauffman (guitar), Shane Loberg (bass), and Dave Jatko (drums), are among these talented students. The simplicity of the relationships that started the band seem to produce a magic of their own.

"It just happened because we're all friends and always wanted to play together," said Mevissen.

The band itself seems to be stable, even if their name isn't.

Fliers, posted in the halls with "Tweaker" written across the top in bold letters, advertise the need for a drummer.

Josh Lemoine (drums), Tim

Zvorak (guitar and vocals), Eric Sele (bass and vocals), and Jeff Zvorak (bass and guitar) are its present members. They play alternative songs such as *Longview* and *Fake*.

Jim Mifek, a BHS graduate, played in a band with Donny Hanks. The band got its name, *Vampyre*, because their first song was about Dracula. Mifek now plans on attending a music college in Colorado.

The Moaning Lisas are a band lead by Kurt Bakken, a 1990 Buffalo graduate. He plays guitar and is their lead singer. His fellow members are Darin Shower (class of '90), Jason Eby (class of '91), and Scott Varner, who did not attend Buffalo.

Coming up with a name can pose as a problem for some bands. Sometimes, an idea for a name just presents itself.

"It [the band's name] just kinda popped up and stuck [with us]. It's easy to remember and people like it," said Bakken.

Their band plays a varied selec-

tion of music; they have no particular style preference.

"All the way from The Monkeys to The Meat Puppets. It depends on what kind of mood we're in," said Bakken.

The Moaning Lisas play the local bar circuit and are popular at Top Shots, a local bar located in Buffalo. According to Bakken, though the pay is not spectacular, it is enough to allow them to make a small profit. However, there are some drawbacks to taking part in their hobby.

"A lot of crazy, crazy, crazy people come to these things," said Bakken.

Though it takes some sacrifice, band members feel that being in a band has many rewards which more than make up for the drawbacks.

"It takes a lot of money to keep a band going, but it doesn't matter; you just keep spending and spending," said Bakken.

Bands come and go depending on relationships between band members

and their public image.

"The life span of a band is very ephemeral," said one band member.

A good example of this is Muddy Boots, a band put together by former students Todd Reiss, Dan Miller, Kevin Haun, Jason Bresnahan and Eric "The Drummer." The band thrived during high school years, but as members moved on, the band slowly disassembled. Today, Haun sings for a band in Moorehead, where he is currently attending school.

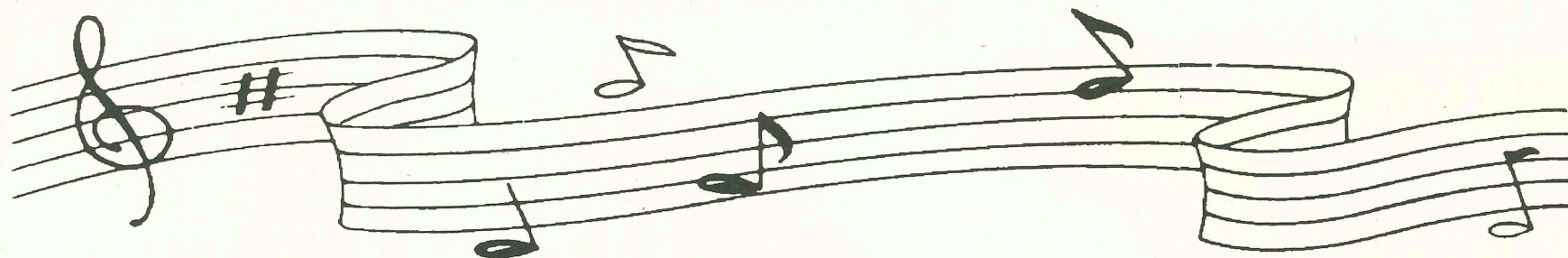
Teachers also enjoy creating music. Dave Robinson, English teacher, plays guitar and blues harp for Live Bait. The band plays most types of music.

"If I did AC/DC, it would sound like John Lee Hooker," said Robinson.

In past years, he supervised Battle of The Bands, but this year the position was passed to John Thyren, the new physics teacher.

"I feel it should be more of a school function," said Thyren.

With the help of Al Adair and Brian Mevissen, Thyren is looking for bands, equipment, a light and sound person, and a place to hold the event.



Varying musical preferences at BHS

By Beth Pratt

Copy Editor

With the many types of music in the world today, it's up to each individual to choose what he or she does or does not want to listen to from day to day.

Students who listen to a variety of music find that there are certain characteristics that they particularly enjoy in music.

"I listen to jazz and alternative mostly," said sophomore Guy Mattson. "I like it because you get to hear different instruments."

Some students actively listen to music, but don't feel that it's necessary to have a large amount of knowledge about the music to understand and relate to it.

For many music-lovers, emotion is the basis on which music is built. It is also one of the major factors between their definition of a good song and a bad one.

"Chopin is the best because he's so dark and vicious," said senior Chris Wessman.

One of the most common types of songs that has repeated itself throughout

the history of music, is, of course, the love song.

"[What makes me enjoy a song] is the lyrics -- not mushy love, but something nice," said Elicia Drake.

There are also some students who prefer not to analyze music and just listen.

"I like alternative because it's loud and noisy," said freshman Joshua Nelson.

Much like emotion can make a song better, lack of emotion can butcher it.

"[Music I don't like] is so slick and commercial," said Wessman. "It has no meaning, at least not for me. There's no passion."

The speed of music often affects the choice people make of whether to like or dislike a song.

"I don't like classical. It's too slow and there's not a lot of words," said senior Marty Thompson.

Another common reason for disliking a song involves lyrics.

"[In the songs I don't like] either the music itself is really bad, or the lyrics are really degrading," said Drake.

Although lyrics can be negative, they can also allow many students to

better understand the music they are listening to.

"I like lyrics that tell a story," said Thompson. "I like it better if I know what they're talking about."

For many students, understanding music also means being able to relate to it.

"I like lyrics that have meaning," said sophomore Mindy Reynolds. "They pertain to somebody. I've experienced what they are saying."

Other times, negative reactions aren't targeted towards just one song, but towards one or more categories of music.

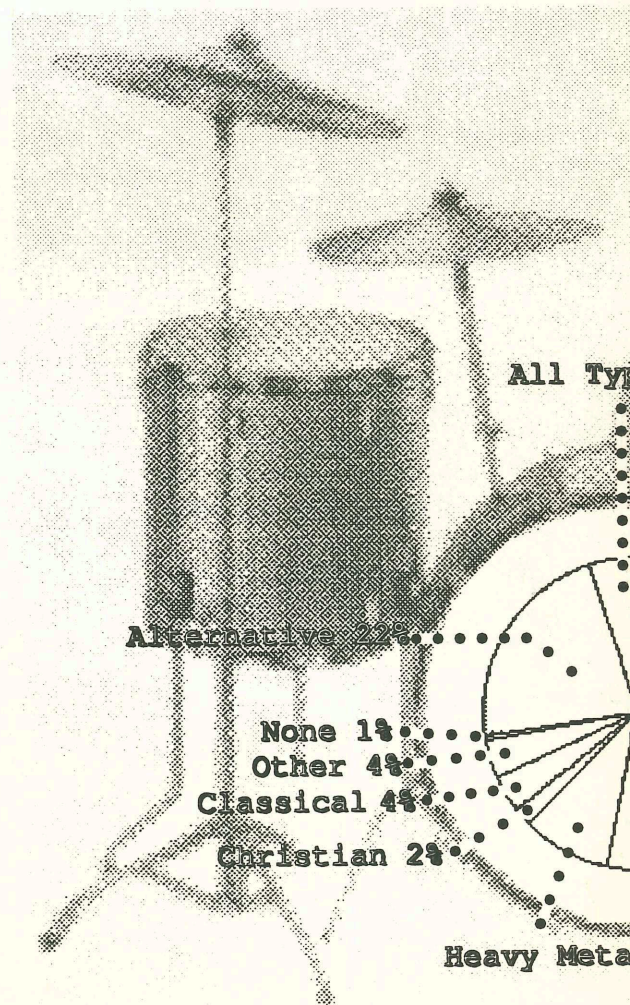
"I don't like rap. It's just talking to a beat," said Mattson.

Some students' choices in music are influenced by their opinion of what is and isn't music.

"I like anything except heavy, heavy metal," said senior Stacey Collins. "It's not music at all. It doesn't take much talent to stir something together and scream at the top of your lungs."

Every student has their own music preferences. The reasons behind different music preferences vary as widely as the music itself and the students themselves.

BHS music



ents than first thought

Emotional impacts of music on today's teens

By Jessica Hrdlicka

Co-Photography Editor

It is nearly impossible for anyone to get through a day without hearing music. It affects people in a variety of ways.

"When I listen to music that's fast, in my car, it makes me want to drive faster," said senior Andy Siffert.

The effects music has on people can depend on the environment in which music is being listened to.

"In soccer we listen to heavy metal. It gets us pumped up for the game," said Siffert.

Some sports teams listen to music before games to prepare the players for the game.

"Music is important to help get the kids really charged up. It adds to the atmosphere," said head basketball coach Neil Fletcher.

Upbeat music can make some people do things faster, but for others slower music can have a greater

effect.

"Upbeat music makes you happier. Slow music is depressing and makes you think," said senior Erin Buselmeier.

Some people listen to music just to listen to music as background noise disregarding any effect it may have on what it makes them do or think.

"When you're walkin' around, you get used to [the music] and the rhythm," said freshman Brady Helgeson.

For some people, music can have different effects, depending on where they are and what they are doing.

"Music relaxes me and it kind of pumps me up," said sophomore Scott Lindell.

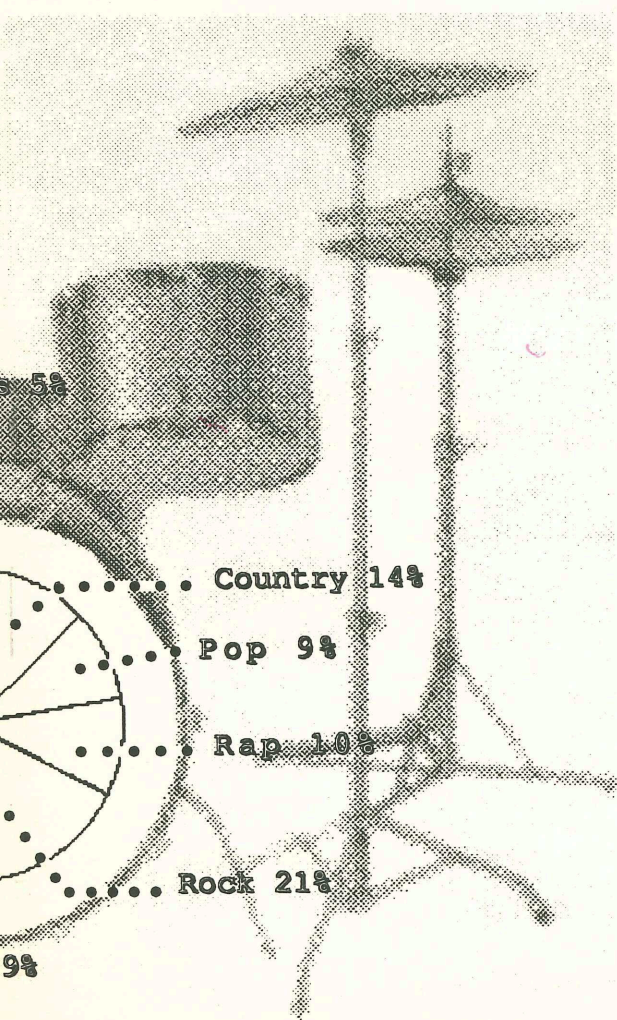
Music can vary for people from just being background noise to an emotional art form.

For some people music has a minimal effect. For others, listening to music can cause a tremendous difference in mood.

I think videos are created by a fairly board director who thinks they are hip to Generation X'.

or Amanda Falkowski-Scott

e favorites



Music videos sending BHS students' minds reeling in different directions

By Kathy Jones

Staff Writer

Music videos have become a very common form of entertainment for today's teenagers. The television in a teen's room seems constantly to be blaring tunes from cable stations such as MTV, VH1, and CMT.

Many people have different reactions to watching music videos versus listening to the music on the radio or recording. Some have a preference; some don't.

"I think that in a video, the message seems to not [be] the same thing as just listening," said sophomore Angie Damell. "It actually gets worse."

Many people agree that watching music is not quite as entertaining as only listening to it.

"I would [rather] just listen to the radio because that way you can imagine what it [the message] is instead of someone telling you what to think," said sophomore Dianne Miller.

Some students feel that the images that appear in videos should only

be seen live at a concert. A concert can often provide a visual experience that could never be reproduced through television.

"I would rather watch a band live at a concert," said junior Amanda Falkowski-Scott. "Videos are much the same -- underclad females, some sort of daredevil stunt (or a brief, usually failed attempt at off-the-wall weirdness), and lots of fashion."

Students' reasons for watching music videos can vary as much as the videos themselves.

"The videos are usually longer and normally play lyrics that are taken out on the radio," said junior Dustin Schultz.

Sometimes those reasons finalize the decision between listening to and watching music. Occasionally, students make the choice to watch videos as opposed to listening to the radio or a recording.

"I would watch videos because it helps you to see more easily what exactly the message is that the artist is trying to convey [through the song],"

said junior Bob Fix.

Some students feel that it is important to comprehend the messages that songs convey and also respond well to the visuals that are provided through the videos.

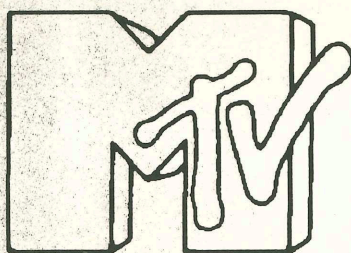
"I watch the videos because they show the meanings of the song and [other] cool stuff," said junior Frank Hesselar.

Imagination, or lack of, may also play a role in students' feelings on watching music videos; whether it's using their own imagination or watching the fruits of another's.

"I like watching the videos because I think that you don't have to use your imagination to see [the meaning] of things [the music and lyrics]," said senior Joel Cotton.

Some feel that interpretation is better when shown through the stories that videos tell, but others prefer to interpret the messages in music for themselves.

"Listening is better because it makes you interpret lyrics and melody as the musician meant them to be," said Falkowski-Scott. "I think videos are usually created by a fairly lame board director who thinks they are hip to 'Generation X'."



One more season for the record books

By Erin Ecklund and
Anna Tessmer

Guest Writers

It's about that time of year when fall athletes search high and low for their well worn warm-ups that throughout the season provided team atmosphere and an inexpensive advertisement to other teams. Fall athletes have been very busy creating another season for the history of our school.

For instance, seeing the first swimmer to ever get a state qualifying time or the football team coming off a 4-4 overall season and losing to top ranked Wayzata in double overtime. The last three months have been filled with ups and downs for every athlete involved, and sometimes the excitement has been overpowering.

The swimming and diving team met many of the goals they had set, which included sending more swimmers than ever to the section meet. Overall, 12 were sent.

"It's been a fantastic season, the best in three years," said head coach Debbie Stevens.

"The team has had a lot of fun while working just as hard, or harder than they ever have," said assistant coach Sara Bradley. "This season has gone very well."

The diving team is sending three divers to sections -- junior Nicole Demott, sophomore Becky Steen, and freshman Tammy Dunn.

"This year we've really stepped up and filled in the void where the seniors left off last year," said Demott.

Cross country had a good season, winning the Apollo meet and staying within the top quarter of teams at any given meet. The girls' team was not as successful as they would have liked. Many thought they would advance to state, but all in all it was not disappointing. Junior Jenny Fiedler, finished 55th out of 134 runners.

"My personal goal was to have as much fun as I could while working hard to do my best," said Fiedler. "I had to overcome my racing anxieties and not just concentrate on winning."

The top finisher on the boys' team was junior Wade Demmer, finishing 10th at the section meet.

The volleyball team fared better than expected, with an overall record of 18-7. This year's record was the best for the Bison since the conference changes were made.

"Everything came together when we needed it to, and so we accomplished more than we thought we would," said junior Noelle Nadeau. On October 29th,

the team lost in 2nd round playoff action to Willmar.

The girls' tennis team had a challenging season with new, young players gaining varsity experience. They ended conference play with a record of 1-6, and an overall record of 6-9. At regions, the team lost 1-6 to the future state competitor, Fairmont. Individually, the #1 doubles team of Missy Kolles and Ami Miller lost in the second round at regions.

"The highlight of our season was when our team won over Hutch, which advanced us to sections at Gustavus," said senior co-captain Missy Kolles.

The soccer team improved as the season went on. They ended up with a 5-9 record.

"We had a lot of raw talent. As we built on it, the team came together," said senior Tim Jacobson.

Although the Bison struggled at times with games, player morale remained high. "The season wasn't great in terms of wins and losses, but we still had a lot of fun," said senior Ryan Weiche.

The Bison were defeated by Champlin Park 3-0 in their section game.

The football team had a great deal of growth and maturity in terms of skill development. The last half of their game against

Wayzata was their best performance of the season.

This year they added eight new defensive players who really stepped up and adjusted to the changes that were necessary for a successful season.

All in all, the fall season went exceptionally well. Personal goals were reached and team goals were met. Many athletes set high standards for themselves and others in the years to come. Congratulations on a great season.



Photo by Wade Demmer

Junior Jenny Fiedler was the lone Buffalo representative for either the boys' or girls' cross-country teams at the State Cross Country meet in St. Olaf.

State tourney time; winners, favorites, losers

By Ben Thompson

Staff Writer

The fall season is coming to a close, and three sports -- girls' tennis, girls' and boys' cross country -- have wrapped up their respective state tournaments.

In girls' tennis, Hopkins (class AA) and Orono (class A) won the state tournaments; Hopkins

beating Duluth East 6-1, and Orono beating Winona Cotter 3-2.

Icing the win for Hopkins were singles members Alison Barnett, Whitney Finn and Molly Cope. Winning doubles matches were Lindsey Spektor, Claire Haug, Katie McGlennen and Brenda Kurschner. The lone win for Duluth East was

Kristin Donley at the #4 singles position.

Orono's victory was a little more narrow, however. Christina Blodgett won the only singles match for Orono, but both doubles teams, Sarah Stroup/Anna Kokel and Olivia Benson/Kate Coward won, giving Orono a one-match win overall.

Boys and girls cross

country finished their seasons with state meets at St. Olaf College on Saturday, November 5.

For the boys, the top three Class AA teams were Lakeville, Duluth East, and White Bear Lake. The top three individuals were Steve Lauer (Osseo), Jay Schoenfelder (Duluth East) and Eric Pierre (Forest Lake).

In Class A, Sartell, Montevideo and St. Paul Academy took the top three

places. The top three individuals were Andy Tate (Morris Area), Kris Weum (St. Paul Academy) and Keith Rahn (Mountain Lake). Michael Stoick of STMA took fourth.

In Class AA, Duluth East, Moundsview and Alexandria took the top three spots. The top individuals were Carrie Tollefson (Laque Parle), Kara Wheeler (Duluth East) and JoAnna Deeter (Eden Prairie). Tollefson beat Wheller by

1.3 seconds, giving Tollefson her fifth state title.

Bison runner Jenny Fiedler, covered the 2 mile course in 15:57, placing 55th.

In Class A, Rochester Lourdes, Morris Area and Murray County Central were the top three teams. Nicole Kuznia (Belview), Johanna Olson (Wadena-Deer Creek) and April Maine (Holdingford) were the top three individuals.

Varsity isn't the only one

By Beth Pratt and
John Peterson

Editors

Prior to reaching the varsity level, high school athletes prepare themselves through C-squad, B-squad and JV programs.

"B and C-squads provide a level of play that challenges players who wouldn't get to compete at a higher level," said varsity basketball coach Neil Fletcher.

Fletcher, who also coaches B-squad football, understands the need to

separate teams by skill level and ability.

"[B and C-squads] also provide a way for more players to be on a team," said Fletcher.

Non-varsity athletes sometimes feel they don't receive the same amount of respect that members of varsity sports teams do.

"[The students and community] have to recognize the little people, because we're out there bustin' our butts like everyone else," said junior Tovah Kirkman.

While the level of

competition at non-varsity events seldom approaches the competitive degree of varsity sports, the participants thrive on the same fan support that drives varsity teams.

"If people are pulling for you, it's a lot easier to take the chances you might not take if you knew no one was watching and no one would hear about it anyway," said junior Erin Ecklund.

C-squad, B-squad and JV teams are the training grounds for future varsity athletes.

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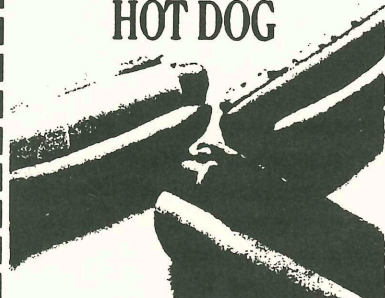
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Bison bowling hopeful for state competition

By Heidi Huikko

Co-Photography Editor

The bowling team is leading the sub-section with seven wins and one loss, and the Bison are ready to move on.

The Bison practice at Huikko's Bowling Center every Tuesday and Thursday, getting all the practice that they need.

"I learned to get along with a lot of different people and to aim for a strike rather than hoping to get one," said sophomore Jill Belland.

"Bowling keeps kids off the streets and out of drugs. I like to help start grass roots for new bowlers," said Les Huikko, the owner of Huikko's and also the coach.

The team consists of junior Heidi Huikko, sophomores Ryan Fay, Jill Belland, and Terry Schroeder, freshmen Megan Duerr and David Birkholz, eighth graders Wade Huikko and Tony Dickhausen, and seventh graders Greg Vukelich, Nate Donovan, and Ryan Ofsthun. They compete as a team bowling a match of five games. The best three out of five games win. Each game is bowled as a baker game, which is where the first bowler bowls the first and sixth frame, the second bowler bowls the second and seventh frame, and so on.

The Bison have made it to state for the past four years, becoming state champions in 1992.

"My goal is to go back to state this year and make it five in a row," said Les Huikko.

The team has a lot of new members this year so they have to try even harder to achieve goals that they have for each other.

"I really want to go to state this year and to do that, I have to stay focused on the game. I can't let my attitude take over because it breaks my train of thought," said eighth grader Wade Huikko.

The sub-section includes Buffalo, Monticello, St. Michael, Big Lake And Howard Lake. Throughout the year each team bowled each other twice. Sub-sections were held at Huikko's Bowling Center November 12. The Bison won the first match in four games to qualify them for St. Cloud. From sections the top two teams advance to state. If the Bison win their first match at St. Cloud they will advance to state December 10.

Bowling has not yet become a lettered sport. People hear about wrestling and football every day, but when it comes to bowling nothing is heard.

"I think bowling should be lettered because we put a lot of time and effort into

practices and the matches are tough," said Belland. "We don't get recognized for any of it."

On November sixteenth the school voted on whether or not bowling should be a lettered sport.

"I feel that if voted yes, we could get

a lot of people interested," said athletic director Nancy Bergert.

To prepare themselves to do well at the section tournament, the team has determined different strategies. If they are successful, they will advance to state competition in Minneapolis.



Photo by Heidi Huikko

Freshman David Birkholz lines up on the approach to concentrate for his release.

Ancient to modern; martial arts is for everyone

By John Wetter

Staff Writer

The martial arts are one of the fastest growing hobbies in the country for people of all ages.

In most towns it seems as if there are many karate studios starting. This is due in part to the explosion of people that want to learn karate for self defense or as a sport.

"[You need to watch for] people that teach martial arts for money, not from the heart," said instructor Dave Poirier.

It is an activity that is the subject of movies such as *The Karate Kid* and *The Three Ninjas*. It can also be seen in many television

shows such as: *VR Troopers*, *Teenage Mutant Ninja Turtles* and *The Mighty Morphin Power Rangers*.

The Martial Arts are activities in which people begin to understand their body and mind.

"It's good for both the mind and for the body," said senior Travis Pobuda.

People that participate in karate say it is a sport that they enjoy. It challenges them to do their best and respect others.

The type of karate taught by D. Poirier is Ryu Kyu Kempo. This particular style comes from Okinawa and was transferred here when American soldiers came home from various wars.

The belts used in this style of karate are (from lowest to highest): white, yellow, orange, green, purple, purple, brown, brown, brown, and black. The black belt has first dan to tenth dan. A martial artist advances in these belts when their level of skill increases.

The colored belts (white to brown) are also given a number. They are white is tenth Kyu and the third brown is first Kyu.

Some believe that karate is too violent and is used as a weapon rather than a sport or the self-defense skill it was meant for.

"Only certain types of karate can be used as sport because some are only for self defense and are too dangerous otherwise," said D. Poirier.

Some students believe that karate is only for protecting ones' self.

"[Karate] is for self defense only, if it was a sport it would be used the wrong way," said Pobuda.

Some people don't consider that others use karate for the focus they need.

"The discipline that I learned in karate helps me to focus mentally," said senior Jason Poirier.

All in all, the Martial Arts seem to affect many people positively in both the mental and physical aspects of their everyday life.



Photo by Stephanie Klassen

Senior Luke Husom teaches beginners Kata, which is a form of practice.

Ken and Kathy

Lundaby

photography

477-5388

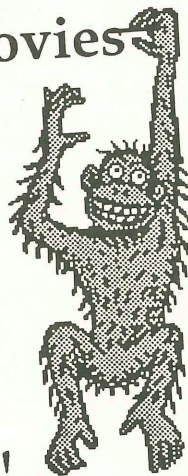


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SCC supports altruism; gives back to students

By Kristina Krueger

Staff Writer

"Altruism: unselfish giving." That is what Student Care Committee's motto is. The goal of the group is letting people know that they are important.

Student Care Committee, also known as SCC, is a service group that has existed for nine years.

"A boy in one of my classes was dying of cancer," said SCC advisor Karen Swenson. "He had been gone for quite some time, and I wondered if any of the kids had noticed. That's basically how [SCC] was started."

SCC sends out balloons and cards to students who are in the hospital or have been gone from school for an extended period of time. Purple perks are also sent out to students who are down in the dumps and need some cheering up.

"Daily perks make people feel better," said sophomore Mindy Reynolds.

SCC has planted eight tree memorials for those students that have died throughout the school year.

"The tree memorials are a good thing to have because they give the student's family and friends something to remember them by," said senior Heather Oberdeck.

SCC also holds the pennies for the Leukemia Drive, gives Christmas gifts to the needy, sells Valentine's Day suckers, welcomes new students to the school and just tries to make everybody's day a little brighter.

"SCC is one of the most genuine groups in the school because it does small things for people when they least expect it," said Oberdeck.

Anyone interested in joining SCC should attend one of the MODS meetings held Wednesdays in room B-3.



Photo by Michelle Anderson

National Honor Society Advisor Karen Rebischke and senior member Katie MacDonald sort through the clothes that were donated during the annual NHS clothing drive. They were getting the clothes ready to be loaded onto the truck and brought to Wright County Community Action.

FFA members deny stereotype

By Becca Geyen

Guest Writer

The National FFA organization has been around since 1929. Members are convinced that FFA is here to stay because of the fun, friends, and various opportunities it offers.

As long as FFA has been around, the stereotype that the organization is only for farmers has lingered. This stereotype is not true.

"FFA is for anyone interested in agriculture, whether it deals with production, landscaping, wildlife management, processing, sales and service, mechanics, and nursery or forest management," said FFA advisor Gregg Adler.

FFA means something different to almost everyone, depending on their special interests and hobbies.

"FFA is for any student who wants to learn about the various aspects of agriculture, whether they are a farmer, or from the inner city," said senior Jenny Griffith.

Some students feel that they benefit greatly from the group's social experience, and others feel that the hands-on experience is the most valuable.

Each year, Buffalo High School's FFA organization holds a corn drive. Its proceeds help the Courage Center that is located between Maple Lake and Annandale. There are also a variety of judging events including

livestock plants, horses, and companion animals.

"In horse judging you look at different breeds of horses and judge them accordingly," said senior Sarah Paripovich, "then you give to an official judge a memorized oral set of reasons as to why you judged them that way."

Many FFA members feel that they don't receive enough credit for their achievements.

"The horse judging team was the first team in the school to make it to state, and we hardly got any recognition," said Paripovich.

FFA has approximately 50 members. Anyone interested in joining can come to the weekly meetings held Tuesdays in Adler's room, E-6.

Rehearsals pay off for multi-act cast

Continued from page 1

"I feel that I do help with the play, but others don't always see that I've helped," said Mackey.

Actors spend a lot of time working to develop their charac-

ters.

"When I walk on stage I feel as though I am transformed from normal, suburbanite, Jason Poirier, to ghetto boy Tony," said senior Jason Poirier.

There are many challenges that go along with acting.

"[The hardest part of acting is] having to go on stage and make a fool of myself and try to look natural while doing it," said freshman Betsy Whittlef.

The characters actors portray can make the actors feel uncomfortable at times, but in the end their hard work pays off.

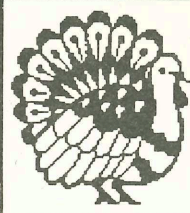
"As soon as you're on stage you become who you're portraying. You're acting not for yourself, but for your audience," said senior Marie Zimmerman.

Actors had to go through many long rehearsals to create a quality performance.

"The kids have worked their buns off to create a musical experience with great potential to move people emotionally," said Hagstrom-Dahl.

Cast and crew members hopes everyone enjoys the show.

"West Side Story has an enormous cast which will create



News Briefs

School closed for conferences and Thanksgiving next week

School will not be in session from November 22-25 due to conferences and Thanksgiving. Conferences are being held on Monday, November 21 from 5:30 to 8:30pm. They are also being held on Tuesday, November 22 from 12:30 to 3:30pm and 5:30 to 8:30pm.

Collage Concert performed

The Fall Band Collage Concert was performed on Thursday, November 10 at 8:00pm, in the BHS mall. Those that performed were the Concert Band, Symphony Band, and Varsity Bands. Each band performed for 10-15 minutes. After a short intermission the Fall Marching Band finished with a performance of their fall show.

Food drive held this week

From November 14-18, 1994 the Buffalo Senior High School's National Honor Society held a food drive. Food was collected every morning from each person's first hour class. At the end of the week prizes were given to the top three classes with the highest percentage of items per person. Students could donate non-perishable grocery items, or paper products. They could also donate money. 50 cents equalled one item. The items collected will be donated to the Hanover food shelf.

Tatanka wins National award

The National Scholastic Press Association (NSPA) awarded the 1993-94 Tatanka staff All American honors. Less than ten percent of all yearbooks submitted are given this rank. Tatanka is now eligible for the Pacemaker award which is only given to four or five yearbooks.

an ecstatic atmosphere," said Johanson. "With their talents of acting, singing, and dancing brought together on stage, this years performance should be superb."

The remaining perfor-

mances of *West Side Story* are tonight and Saturday at 7:30pm, and Sunday at 2:00pm.

Tickets are available at the door. They cost \$3 for adults and \$2 for students and senior citizens.

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