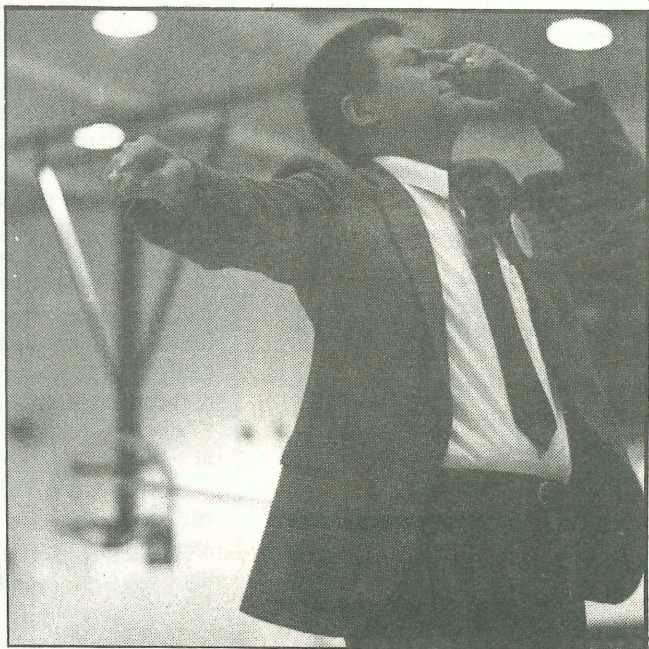
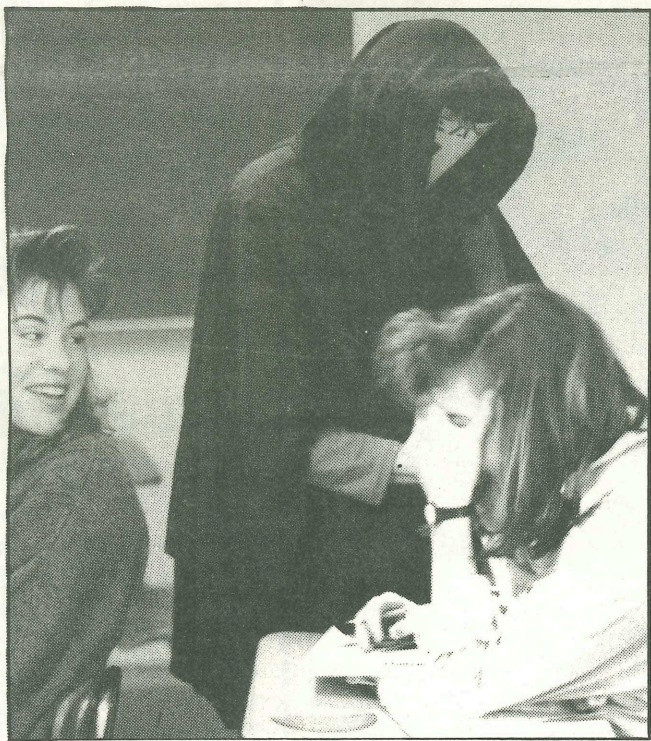




SADD WANTS YOU to not drive drunk. During the week of SADD pre-Prom activities, Principal Nick Miller [top] demonstrates how an intoxicated person's judgment and movements are affected, by trying to touch his nose while fain- ing drunkenness. Death, [bottom] personified, taps fresh- man Monica Tormondsen on the shoulder, while her twin, Melody, looks on. Throughout the day, every 22 minutes one BHS student symbolically "died" in an alcohol-related crash. (Photos by Tammy Ottenstroer)



Legislation concerning students:

Student job curfew passes in MN House, 95-35, goes to MN Senate

By Kerry Koch
Staff Writer

High school students soon may not be able to work after 11:00 p.m. preceeding a school day.

A bill requiring a curfew on working hours passed with a 95-35 vote in the Minnesota House of Representatives, and will be introduced to the MN Senate this year.

"In some families it's part of the family income. It should be up to the parents to decide," said State Senator Betty Adkins (District 22).

Representative Tony Onnen (District 22B) voted against the bill. "It's preventing [students] from having the jobs that are available to them," he said.

"It's preventing [stu- dents] from having the jobs that are available to them."

Congressman Bob McEachern (District 22A) voted for the bill. He said, "During school months, you should have a curfew so students will be awake, and alert, so they can absorb as much education as they can."

"[Education and jobs] are both important, but education is more important than earning \$3.50, or whatever, an hour-- they will be better off down the road," McEachern stated.

Any employer found with high school students working after 11:00 p.m. will be charged

a \$50 fine for each underage employee. If the employer refuses to make certificates or lists of employees available [re- quired by section 181A.01 to section 181A.12 in a book of Minnesota statutes] they will be fined \$500. If the employer repeats the violations, they will be guilty of a gross mis- demeanor.

Some people believe that if students work late they will not perform well in school the next day--their primary role.

"I think the student has the choice. If they can handle both work and school let them do it, but if they can't handle it [the legislature] should decide which is best for them," said a BHS sophomore.

U.S. Congress considering proposal lowering voting age: 12

By Tracy Beise
Staff Writer

Imagine having a younger sibling voting in the next presidential election. A proposed bill in the United States Congress, may reduce the minimum voting age for all elec- tions from 18 to 12.

Proponents claim that young U.S. citizens should have a voice and the bill is attempting to in- crease awareness about youth concerns and get kids involved in the political process.

Government reading infor- mation is written at a sixth grade (12 year old) level. Adults read

this, and many 12-year-olds would have the same access to information, giving them just as much knowledge about issues as adults.

Opponents believe 12 is too young for the legal and governmental responsibility for voting.

"I don't think it will ever hap- pen," said State Senator Betty Adkins (District 22).

Tony Onnen, State Representative for District 22B, is against the bill. He doesn't think 12-years-olds are old enough to be voting, and he doesn't think the bill will pass.

State Representative (Dis- trict 22A) Bob McEachern

doesn't think it is a good idea. He said, "You're only a kid once. Let them have that respon- sibility when they are older."

If all the 12 to 17 year olds would vote in elections, it would only make an 11% difference, but in a close election 11% may swing it one way or another.

"Sixth graders shouldn't be able to vote because it gives them too much responsibility," said sophomore Aimee Gros- singer.

Junior Kim Larson said, "If a 12 year old isn't legally allowed to be punished as an adult for crimes they have committed, then why should they be able to vote?"

Honor roll numbers raise questions, lead to teacher survey on grading techniques, A+'s

By Jeremy Hebert
Staff Writer

Due to the abundance of students on the honor roll, a questionnaire was given to BHS teachers on grading.

There was a total of 125 persons on the 'A' honor roll for second quarter, and 352 students on the 'B' honor roll. 477 students made the honor roll--about 1 out of 2.5 BHS pupils (40%).

On a bell curve, the amount of A's should equal the amount of F's, the amount of B's should equal the amount of D's, and C's should be most com- mon--the average grade.

"Grades are a competition, a way of ranking," said Principal Nick Miller. "Grades are over- rated, a necessary evil in education."

So recently 35 teachers took a survey to deter- mine what to do about the situation--if anything, and why it has happened.

One question asked was: Do you think there are too many people on the 'A' or 'B' honor roll?, to which 23 out of 35 teachers said yes.

"Yes, there are too many B's, not necessarily too many A's," answered health/gym teacher Martha Driscoll. Another teacher confirmed that many teachers use B's as an average.

Another question asked dealt with A + 's equal- ing 12 points.

Miller said that when it's worth 12 points, the grade point average is easier to break down. There is a disadvantage though, he said, "You can't get 12." In order to achieve 12 points a student would have to get A's or A + 's on all assignments, report cards, and final exams for 4 years without a break- ever.

Grades also can be very inaccurate, since "you can ask students if they've learned something, and if they got a high grade. They don't necessarily mean the same thing," said Miller.

INSIDE

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endangered by work curfew bill.

Pg 4
BHS Primary: In the beginning,
there was high school.

Peer Helpers listen, no preaching, advising

By Sarah Miller
Staff Writer

Peer Helpers is a one-to-one, you-talk-we-listen group that hasn't made much noise at BHS, but has helped many students.

The members are not trained counselors—they're students. The 26 people involved do not give advice, they listen.

"I would look at Peer Helpers...as quiet involvement of the students at BHS," said counselor Gloria Rose. There aren't any t-shirts, announcements, or posters promoting the group.

Peer Helpers was organized in the fall of 1986 by the Wright County Health Foundation. With a grant and development by counselors Mary Lynn Leff and Rose, senior Lisa Riebeling, and BHS graduate Jessie Nau, Peer Helpers became reality.

Last year when the membership increased, more activities were added, including: an orientation for freshmen, programs at the Primary and Junior High Schools, tutoring, and listening to the concerns of BHS students.

"Peer Helpers lets me be of help to someone who may be in need of help," said senior Eric Carlson.

Membership increased this year as a result of a recent survey given to BHS students with the question: "If you had a problem, who would you talk to?" The students' names that appeared frequently were contacted, met with one of the counselors, and those that went on to become Peer Helpers, attended a retreat. The retreats are designed to help the students learn how to listen and deal with topics like drugs, depression, suicide, etc.

If any student would like to talk to, and just be listened to by a Peer Helper, contact a counselor.

BRIEFS

BHS to host TV 11 Health Fair

BHS will be the host of one of the state-wide KARE 11 Health Fairs on Friday, April 14 from 4 p.m. to 9 p.m.

The Fair offers many health tests and information. Most tests are free, including: blood pressure screening, blood sugar level, body fat measurement, height and weight, lung capacity measurement, and vision. A \$7 cholesterol test is optional.

Along with TV 11 personalities, many local groups are supporting by volunteering time and know-how.

Parents give BHS high rating

316 parents of BHS students took a parent opinion survey after the first quarter conferences. The results show that most parents gave BHS a "B" (44.9%) and the BHS teachers another "B" (40.2%) for their performance. The principals were given "B" (42.4%). Over-all District #877 was rated quite high, with the most common grade being a "B", and a few scattered "C's".

Student in top 10%

Sophomore Kevin Marquette placed in the top 10% of all participating high school sophomores in the St. Cloud State math contest on Saturday, April 8.

Odyssey of the Mind students develop creative thinking

By Kelly Buehl
Staff Writer

Stacking 20 nails on the head of another. Spelling "fish" in creative ways. These are example problems that students involved in Odyssey of the Mind confront.

The competition consists of two parts, spontaneous problems and long-term problems. Students involved receive the latter problem before the competition.

This year's team consisted of six students. Buffalo took third place in regional competition

and missed going to state by only eight points.

"Odyssey of the Mind has helped me to think of creative ideas at home and at school," said sophomore David Jepsen.

"My favorite part of the problem is spontaneous, everyone is giving the same amount of time. You're

equipped only with your creativity to accomplish the task," said senior Matthew Hinz.

Anyone can join Odyssey of the Mind next year by talking to adviser Joel Prazak. He said, "You don't have to have good grades to be in Odyssey of the Mind."



PHOTOGRAPHY

Ken & Kathy Lunderby
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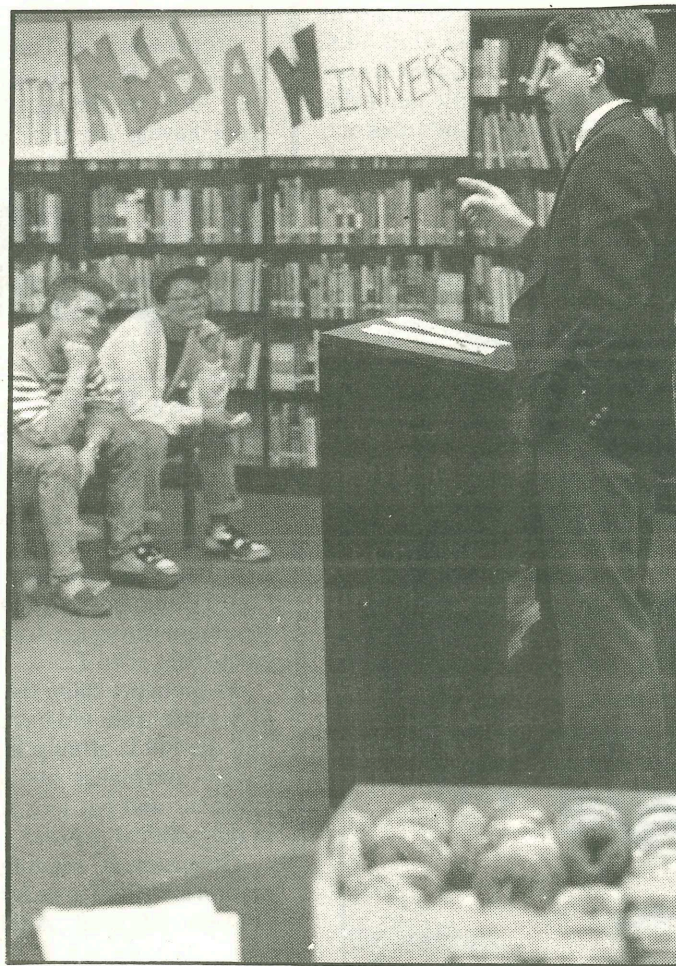
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Address _____

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Bring this order form to the table set up in the mall during all lunches on either April 26 or 27.

Ad policy: "The Bison" reserves the right to refuse any classified advertisement for any reason.



DONUTS AND POINTERS were shared at the biannual Model "A" Club award ceremony. Recipient Jesse Caskey and Student Council member Leif Nygaard listen intently to the new Community Ed. director, Chuck Klaassen. (Photo by Paul Wilson)

Citizen Bee: 'social studies' redefined, questions hit 1st year team at sub-regions

By Tracy Beise
Staff Writer

Remember the days when the teacher told the class to stand up for a spelling bee? The horror of spelling the word wrong and having to sit down first. But there are students in BHS who go through that stress, in a slightly different way.

Students in Citizen Bee answer questions about current events, geography, government, economics, and history.

This was the first year of a Citizen Bee team at BHS and it was basically an experimental thing. The team went to sub-regions, and two team members qualified for the second round, but none went any further.

Senior Tyler Oberdeck, sophomore Jennifer Riebeling, and junior Jill Weyenberg were the BHS team participants this year. Junior Eric McNulty was the alternate.

"There's been a need for Citizen Bee for our students," said Leroy Erickson, social studies teacher.

"This is a real experience for me. I'm learning a lot of new things in a very different way," said Riebeling. "I suppose you could call it another example of education beyond the blackboard."

14 students tried out and four made the team. Students involved sign up, practice together during mods, and take two different tests.

Any student who wants to get involved next year can talk to Erickson or Pam Thompson, EAGLE teacher.

But I'm not tired...

Curfew bill puts student workers to bed; out of job

Call your legislators quick!

A job curfew bill has passed in the Minnesota House of Representatives with a 95 to 35 vote which will, if it becomes law, penalize employers who have teenagers working after 11 p.m. on the night before a school day.

If employers violated the curfew they would face a \$50 fine for each employee, and a \$500 fine if they refused to submit lists of their work schedules. If violations continued, the employers could also be charged with a gross misdemeanor.

This bill would hit employers hard, but not as hard as teenagers who may lose or not even be considered for jobs. Employment opportunities for teenagers are already limited enough. Besides, what adult would consider working for minimum wage and replacing a teenager?

The government is attempting to impose a uniform bed-time for students. Bright-eyed and eager students who "absorb as much education as they possibly can," according to Representative Bob McEachern, are its aim. This is

fine and dandy, not realistic though.

Curfews are not an issue for the state to decide but for the individual, and in almost all cases involving teenagers, the family has its say.

If a student can handle both work and school let them. And if they can't, let their family deal with it.

Here's an issue where students will be directly affected. The bill will be presented to the Senate sometime this Spring so call or write to your district senators today.

District 22

Sen. Betty Adkins
Room 235 Capitol Building
St. Paul, MN 55155
(612) 296-5981

District 48

Tad Jude
14803 78th Ave. N.
Maple Grove, MN 55369

Call the Senate Public Information number, (612) 296-0504, for other senator's addresses and for Jude's telephone number.



COLUMN

Ability sets students equal, not donations

By Jon Shamla
Associate Editor

Applications are American.

When you want a job in America, you apply. When you want to attend a specific college, you apply. When you need a scholarship, you apply.

A section of the American application centers around ethnic background. Do you consider it fair for white applicants to receive a scholarship or position simply because they are white? If not, how can you consider just a position where minority applicants receive a scholarship or position because they are members of a minority?

On a job or scholarship application you do not see a personality box asking you to fill in a dot about whether you are offensive, arrogant, stupid, creative, friendly, or nosy.

No one wants to be chosen because of their race. I don't, and I don't want my competitor to be either. I want to be chosen on the basis of my ability.

Modern "thinkers" seem to approach the problem of unequal social conditions with the quick-answer solution of money. Throwing money at this problem is not an acceptable answer. Justice does not follow racial borders, and awarding a scholarship (money) to a minority only because of that fact is dis-

crimination. Discrimination is the act of generalizing rather than individualizing, and that's exactly what is happening.

The proponents of "affirmative action" are following the same logic the Roman Empire followed with the Jewish people. The Romans felt that if they dispersed the Jewish community, they would inter-marry and become less dedicated with time.

In fact, the Romans strengthened the Jews by spreading their population and beliefs over a larger area.

In the same way, "affirmative action" will not lessen the incidents of modern discrimination, but escalate them.

REVIEW

Cope sings of escapism; refuses to deal with music on business level

By Nathan Davis
Staff Writer

With the release of his latest LP, "My Nation Underground", singer/songwriter Julian Cope is breaking ground in the U.S.

One reason why it has taken this pop figure (head of the U.K.) eight years to get a foot in the door in the U.S. is that he won't sell out and "do battle with the monsters of the music business." That would make him a "monster" and that's not his style.

His music is quite light and easily danced to, with occasional strong guitar

riffs. His voice, a cross with the deepness of Michael Stipe and the clarity of David Bowie.

Cope headed a band named "Teardrop Explodes" in the late 1970's. In the early 1980's he broke into his solo career, releasing "World Shut Your Mouth" and "St. Julian". After a period of taking drugs, he now insists he is "a complete fitness freak." He still admits to having "a big obsession with escapism. I've always had a 'leave the planet' image. It's very human, a desire to rise higher."

"...I know a place where we can hide from the human race..." shows his obsession with escapism.

The title track of the album was partially inspired by an evangelist of death, (a preacher of the after life, the joys and sorrows of dying). "I tried to make the lyrics as morally sound as possible," Cope said in the February issue of "Music Express", "Once an evangelist takes on the role of God's acolyte, then he's a lost person."

You won't find his music on KQ or other ordinary Twin Cities stations. College stations and programs such as "120 Minutes" and "Post Modern MTV" are where you'll hear Julian Cope's unique style.

BISON

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Seniors reminisce first years at BHS

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By Deborah Uecker
Feature Editor

For seven years some of BHS' students went to this school.

"I remember walking through the halls and it would be the biggest deal when you would look between the lockers and there would be people standing their making-out...everyone would just stop and stare," said senior Lisa Frisell.

Approximately half of the 1st, 2nd, and 3rd grade students from the fall of 1973 to the spring of 1980 went to school at BHS, a total of six years. This year's senior class was the last class to go for all three grades.

"It kind of made me more comfortable to come here again because we knew our way around," said senior Anne Schroepfel.

"The reasons they were put there was because there was room at the senior high and the elementary was full," said Bill Youngs, Dean of students at BJHS who taught first grade students then at BHS. It was better to split the primary school students than to break up the elementary students, said Youngs.

Some inconveniences were encountered with the arrival of the students. "All of the English rooms were given to the little kids so all of the English teachers had to move," said Karen Swenson, English teacher.

When the 8:15 bell rang class began. "I don't remember hearing bells. I never paid attention to the time... I couldn't tell time. They had six hours and we had three different classes," said Schroepfel. Each student had a homeroom and one other room where they would go for reading and math.

Where's my desk?

Lack of classroom materials proved to be a challenge. "We started school without any furniture. It was difficult until supplies arrived," said Youngs.

"We had tote desks, little kids are extremely flexible," said Kris Johnson, who taught 3rd grade.

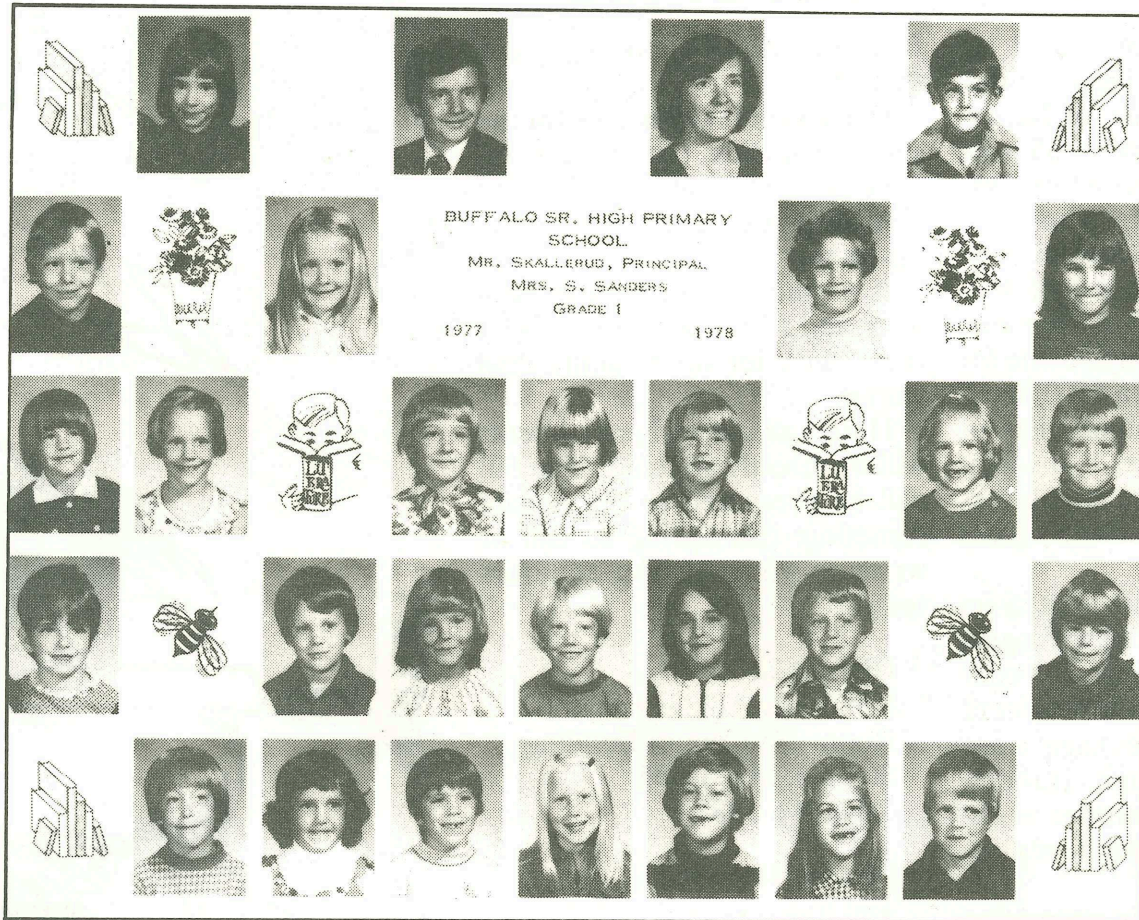
"They (tote boxes) were just little boxes with a plastic lid that you could keep your books and everything in," said Frisell. "You could stick it on top of your lap and use it for a desk."

Recess and lunch

A playground containing swings, a slide, and a merry-go-round for the students was first located behind the school and was moved up to the front by the visitor's parking lot.

Lunch was an organized and well-supervised event of the day. Each classroom had its own table and its students sat there everyday along with their teacher.

"You had to check with your teacher to see how much to eat. If you didn't eat the right amount they would tell you to eat more," said Frisell. "You would hide stuff in your milk carton and cover it with your napkin so you didn't have to eat it."



Mrs. Sanders' 1st grade class of 1977-78: top row; Kim Dicks, Principal Skallerud, Mrs. Sanders, Craig Gage, second row; Dan LaFave, moved, Lane Wilcox, Kristen Oistad, third row; Kirsti Sanderson, Barb Malueg, Mickey Stevens, Kara Kjellberg, Steve Jordet, Emily Bergstrom, Geoff Tenney, fourth row; Sara Napper, Eric Carlson, Amy Peterson, Steve Nowak, Jennifer Peterson, Mike Brings, Anne Schroepfel, fifth row; Tom Rebeschke, Renee Ingersoll, Jennifer Jancik, Stacy Heacock, Scott Scholz, Lisa Frisell, and Joel Halonen.

The occasional 'food fight' surfaced also, but on a small scale. "We threw one pea...and Mrs. K. Johnson yelled at us. We said, 'Don't tell our parents, don't!' She told us, 'Okay, we won't. Just don't do it again,'" said senior Michelle Lundeen.

Where's the gym?

Along with going to their own separate library, the students also went to gym.

They could count on gym, but not its location. "We would have it in the wrestling room sometimes. When we went down the stairs I wouldn't really know where I was going and I felt like I was getting lost. We were going down the stairs and took all of these turns to get to the wrestling room," said Frisell. Gym also took place in the front foyer.

Potty time

Going to the bathroom was anything from frightening to fun. "It was so cool putting up those big signs that said, 'Don't smoke, it's a joke.' We would paste them up in the bathrooms and go in there the next day and they would be all ripped down," said Schroepfel. "I was afraid there would always be people in there smoking and they would just look at me like, 'You're just a little kid, I can do anything I want to,'" said Frisell.

"I don't think they'd ever let us go by ourselves, we always had to go in a group," said Lundeen.

BIG teenagers

Some high school students signed up to be classroom helpers to the teachers. "They came for about 45 minutes per day and got credit for it," said Johnson.

The older students were other-

wise seldom seen during school. "We never saw them except in the halls," said Lundeen. "No one tried to beat us up or anything."

"It seems like more people now would harass

little kids and try to stick their foot out in front of them for a joke. I would have to say they were nice to us then," said Frisell.

"I wouldn't mind having little kids in this school now, it would make things more interesting," said Schroepfel.

Discipline

Being bad and being punished for it was the same then as today. "The worst thing I did was tumble to much in phy.ed. because we weren't supposed to do headstands. If you did those you had to stand in the corner," said Schroepfel.

"If you were really bad it was heads down until you learned."

"If you had a comb, you weren't supposed to comb your hair during class," said Lundeen.

"If you were really bad it was heads down until you learned," said Frisell.

Homeward bound

A couple of minutes before the high school students were released, teachers helped their primary students get on the right buses.

"The teachers would sit out there with us and wait for us all to get on the bus. If someone didn't get on, you could run up to your teacher and say, 'I don't know where my bus is,'" said Frisell.

Rescue

And if things were going really bad you could always go to the nurse and tell her your woes.

"I remember going there because you'd get so worried about the littlest things. I forgot my lunch ticket, and my library book and everything was going wrong. I went to the nurse because I didn't feel good. I was telling her all my problems so she called my dad and said, 'Michelle's feeling a little blue today.'"

"So my dad came and brought my money, and my library card, and everything was better. You were either really, really sick or you weren't sick at all. You would never just go because you didn't want to go to Higher Algebra," said Lundeen.

On June 2, most of the BHS Primary 3rd grade graduates will also graduate from high school.

They will have the opportunity to graduate twice from the same school. How many other people can say that?

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Headphone use discouraged, but not forbidden

By Carmen Burgess
and Tammy McCoy
Staff Writers

Use of headphones on school grounds is highly discouraged, but not forbidden says school policy.

"We want to discourage the use of headphones in school, because they are a real target for theft," said Principal Nick Miller, "It should be left up to the teacher to decide whether or not they want students to have headphones in class."

In a survey of 89 students, 94% said that headphones should be allowed in school.

"I think it is optional for students to use headphones. As long as the teacher isn't teaching it makes no difference," said sophomore Jenny Grossklaus.

30% said we should be able to play them during class.

"I think students should be able to use headphones all the time. If they don't pay attention in class, that's their problem," said sophomore Erika Hogen-son.

"It is a good policy and the final decision should be left up to the teacher," said counselor Nick Bakken.

But there are those who disagree.

"Kids don't hear what's going on around them," said Head Librarian Marcia Paulsen.

Strongly against the use of headphones, librarian aide Joanne Wolff said, "They don't belong in school."

In the same survey 80% of the students said that they listen to their headphones at decibel levels greater than five.

Studies show, a hearing loss occurs in students by tenth grade.

"You can't listen to headphones and learn at the same time; there are enough hours away from school. All of your attention is needed in the classroom," said School Nurse Evie Holland.

Less than 5% of those polled said that they had headphones stolen.

"Headphones are extremely easy to steal. When someone is caught (and it does happen) the school reports it to the police. They are then charged with theft. The school suspends the person and the stolen property is often recovered," said Assistant Principal Lloyd Strywoll.

Although students may not be allowed to listen to them during class, and may risk having them stolen, anyone can bring headphones to BHS.



TUNING-IN, freshman Kayla Heuring listens to her headphones in Kip Wold's 1st hour Physical Science class. Listening to headphones is discouraged, and may not be permitted in class depending on the instructor, but is allowed at BHS. (Photo by Jeremy Hebert)

Bringing new meaning to pigging out: Former pork queen shows pigs, part of family business

By Julie Salonek, Emily
Casperon, Kerry Koch
Staff Writers

Jokes about farmers' daughters abound. Even "Pork Queen" carries humorous connotations, but breeding and showing hogs is serious business for one BHS sophomore.

Tracy Beise represented Wright County as the first Pork Queen at the age of six. "I would do it again if they needed more people," said Beise.

As hog farmers, Beise and her family show pigs in an open contest category, which includes all the classes of hogs from boars to sows. Showing takes place in such states as: Missouri, Illinois, Kansas, Iowa, and others surrounding Minnesota. "It's about all the vacation we get," Beise said.

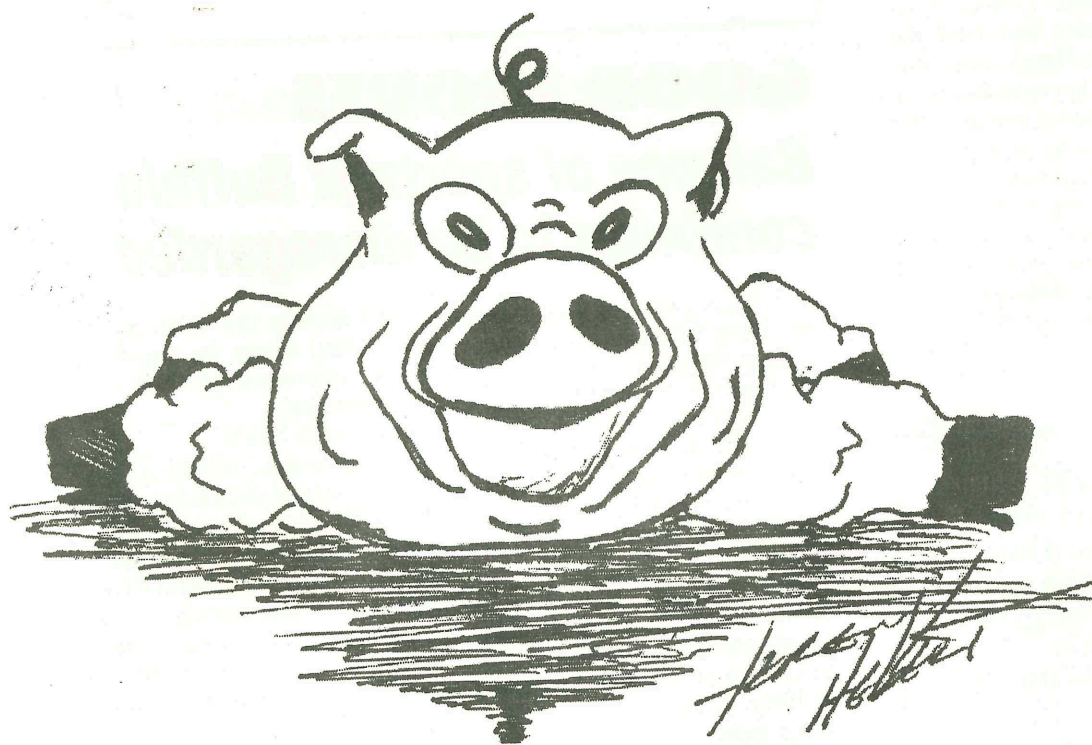
Winners at these events receive money and trophy prizes as the Beise family did in 1987.

Judging includes having to walk the pigs and answer any questions judges have about the hogs. Sometimes at these events things get hectic. Pigs may escape from their pens. In that case, the owners must chase the pigs down and corner them.

Other problems may also arise. When the boars are aggravated, they are prone to fighting. Foaming at the mouth and biting are signs of this behavior. To calm the pigs down, the owners place a board between the pigs. This makes the pigs forget why they are fighting.

"Normally the pigs behave and are easy to handle," said Beise.

Being a part of a hog farm family may be a laughing matter to some, but to Tracy Beise it's daily life.



Mentorships offer students opportunities to learn in fields of study

By Julie Salonek
Staff Writer

Independent study courses, otherwise known as mentorships are a choice senior EAGLE students have to help them prepare for their future occupations.

Each of these students work with an mentor four to six hours a week, or in accordance with the mentors schedule. They are required to spend an entire day each quarter to develop their

skills in their chosen profession. These skills range from a pilot to a doctor. Mentors and students develop by helping each other discover new aspects in their field of study. "It's a good program. You have opportunities to consult someone in your field," said senior Matthew Hinz.

Hinz is pursuing a career in navigation and engineering. He was nominated to the Navel Academy and is now waiting for the results. Hinz will be creating

model planes for semester project.

Senior Jennifer Jancik, another mentor student, is studying in the field of medicine. Her semester project focuses on living wills. Jancik will try to interview older people as part of her project. She will present this issue from a ethical point of view instead of the technical laws of the matter. "Mentorships are a great opportunity to gain first hand knowledge about the field you are interested in," said Jan-

cik. "There is activity involved in what your doing."

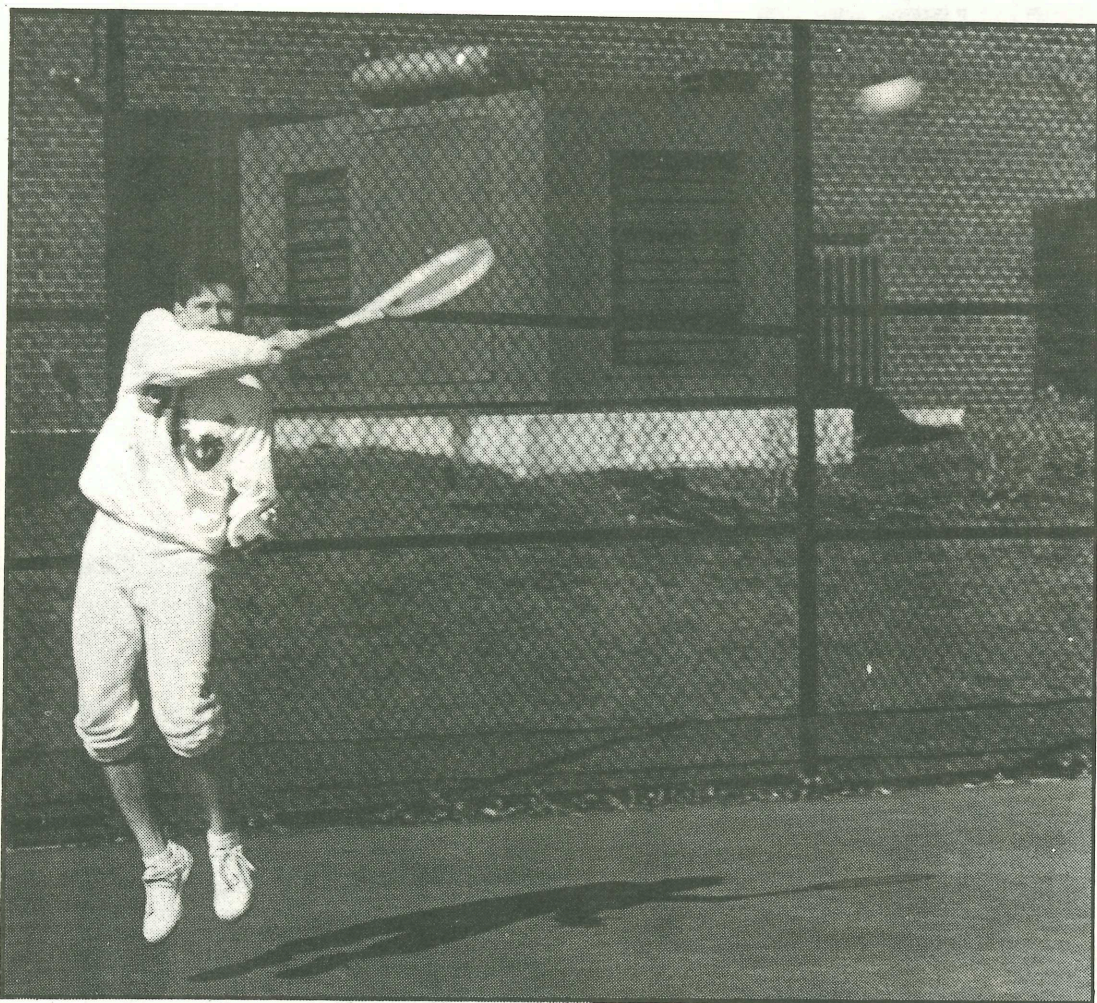
Jancik goes to the Buffalo Clinic once a week or if possible twice. At the clinic Jancik observes patients and helps her mentor, Dr. Cynthia Larson.

Most of the work the students do is during the school day, they do not meet with their mentors. They discuss any kinds of problems they have with their advisor Pam Thompson. "The students usually put in a lot of effort because they're pursuing

something for which they have a strong passion," said Thompson.

The students are also required to keep a daily journal for themselves along with a professional journal. Their journal tells what advancements that have been made in their field during a two week period.

Mentorships are a program in which students can gain knowledge, information, and learn specific skills about pertaining to their future careers.



WORKING ON HIS SERVE, junior Eric Johannes goes through a practice at the Junior High. The first home conference match will take place next Tuesday at 4 p.m. on the Junior High courts. (Photo by Paul Wilson)

Tennis looking to overpower .500 record

By Paul Hance
Staff Writer

After ten practices, the boys tennis team will jump into seven matches in the first two weeks of the season.

"That's close to half our season," said Coach Charlie Keifenheim.

To adjust to the schedule, the team has been playing more matches rather than practicing skills drills and analyzing play. Keifenheim believes this has helped the players' composure.

Despite the abrupt start, the team is looking to better last

year's 8-8 conference record. Sophomore Josh Mackey said the team would have to defeat three key teams: Hutchinson, Mound, and Litchfield--all three exist as tennis powerhouses.

Junior Adam Cohen, ranked fifth in the Star-Tribune's Class AA standings, is one player the team is counting on to help the team overpower Litchfield and Mound, said Keifenheim.

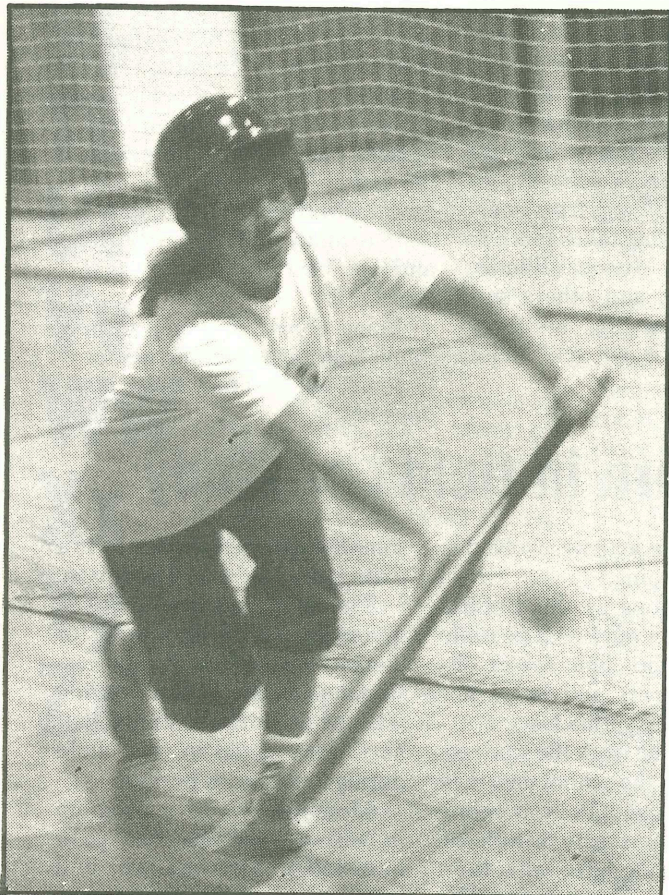
Seniors Tony Mills, Matt Beise, Jeff Wagner, and junior Eric Johannes along with Cohen are the key players for this season, said Mackey.

"Our doubles might not be as good as last year," said Cohen, because the team lost two crucial seniors. Mills and Beise are filling the #1 doubles slot this year.

Tri-Captains Cohen, Wagner and Beise will lead the team against Hutchinson--one of the three key match-ups--in the second home match of the season, Tuesday at 4 p.m. on the Junior High Courts.

"All our singles are excellent," said Keifenheim. "Our doubles are inexperienced, but they played a lot this past summer, and they work hard."

Junior Lori Thompson works on her bunting skills in the nets down in the gym earlier this season. With the warming of the weather (or at least hopeful warming) will bring the first home conference game against Litchfield. With a new coach this year, the Star Tribune placed the Bison in the "Long Shot" category to win the conference. (Photo by Paul Wilson)



PRACTICING PUTTING ON THE CARPET is senior Scott Enter. Due to the late spring and poor course conditions the golf teams have been forced to begin practices indoors. (Photo by Sheila Mobley)

GOOD SPORTS

Balance of sports at Buffalo continues to be disregarded

By Troy Foede
Sports Editor

So, they're finally going to give a couple new sports to our athletics program.

That's special and not just because of obvious reasons either.

When in search of a new conference last Fall, these new sports would have enhanced our sports agenda to a higher caliber program that would have made Buffalo more appealing to other conferences.

Maybe that's something that should have been looked into before the break-up of the SWC and seriously considered then instead of now.

Of course, there are bureaucratic limits on what sports can be added. Specifically, whether the boys or girls get the sports.

Our school has finally decided to catch up with the rest of the crowd and give our school the "fair" number of sports as the MSHSL has ruled and other schools have shown. Just giving this school any new sport would seem like a miracle.

According to MSHSL rules, "fair" means giving the girls an even number of sports and

doesn't include the concept of introducing sports by popular interest expressed by students or community.

But what's "fair"?

For example, would it be "fair" if a school decided to give girls a couple new sports when an interest in, let's say, boys soccer appeared much greater? Or any sport for that matter.

Buffalo, as a community, has supported a rather large soccer league--from elementary students to a recent traveling league for high school students--for more than five years. Nevertheless, this school has not instigated a soccer program of any sort--boys or girls. Not even an intramural system to test the interest of students.

If girls soccer and swimming and diving become full-time sports, the girls will possess an 11-10 advantage in numbers of sports available to participate in.

Will that fix anything?

An uneven number will still exist. The sports program will remain lopsided which will bring the school right back to where it started.

Why not start a boys sport with two girls sports to obtain a balance between boys and girls? Or, maybe that's too easy.

Three new sports for girls enter planning stages

By Marina Durand
Staff Writer

Swimming and diving, synchronized swimming and soccer are all in the planning stage for possible additions to the girls sports program.

The school board wants to balance the number of sports offered by the school for girls and boys.

As it stands now, the girls have nine extra-curricular sports, while the boys possess the opportunity to join ten sports.

The school board will most likely add boys swimming and soccer as soon as the girls sports are underway. If girls show little interest in the new sports, the boys will still receive a chance to participate.

Girls soccer and swimming and diving compete in the Fall,

while synchronized swimming competes in the Spring.

"It will most likely enhance the program rather than take away from the other sports," said science teacher Julie Swaggert.

Conferences Buffalo has applied to have encouraged the addition of these sports to the athletic program. The school board has given Activities Director Nancy Bergert three to four years to get the new sports started.

Fifth and sixth grade girls will receive an opportunity to participate in these new sports.

Reactions to the upcoming additions appear mixed.

"I think that it's a good idea to add a swimming and diving activity because I feel it's a nice addition to girls sports," said sophomore Kris Spike.

Swimming has become one sport that, over the past couple

of years, has generated interest when discussed.

"I think they should offer it to both girls and boys," said sophomore Jason Topp.

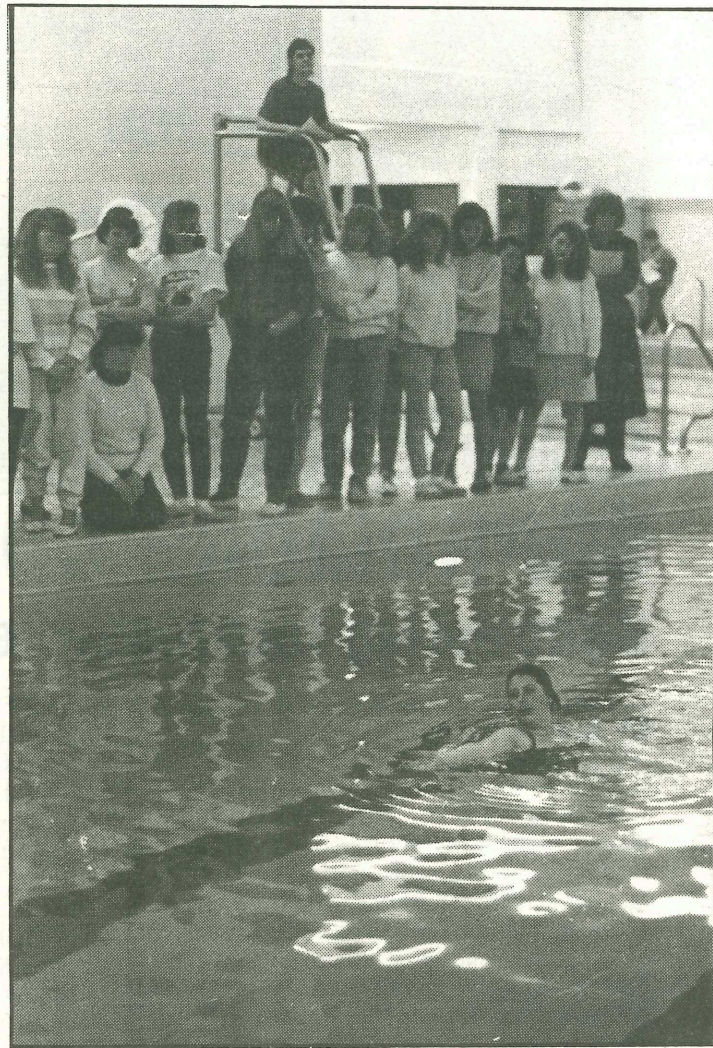
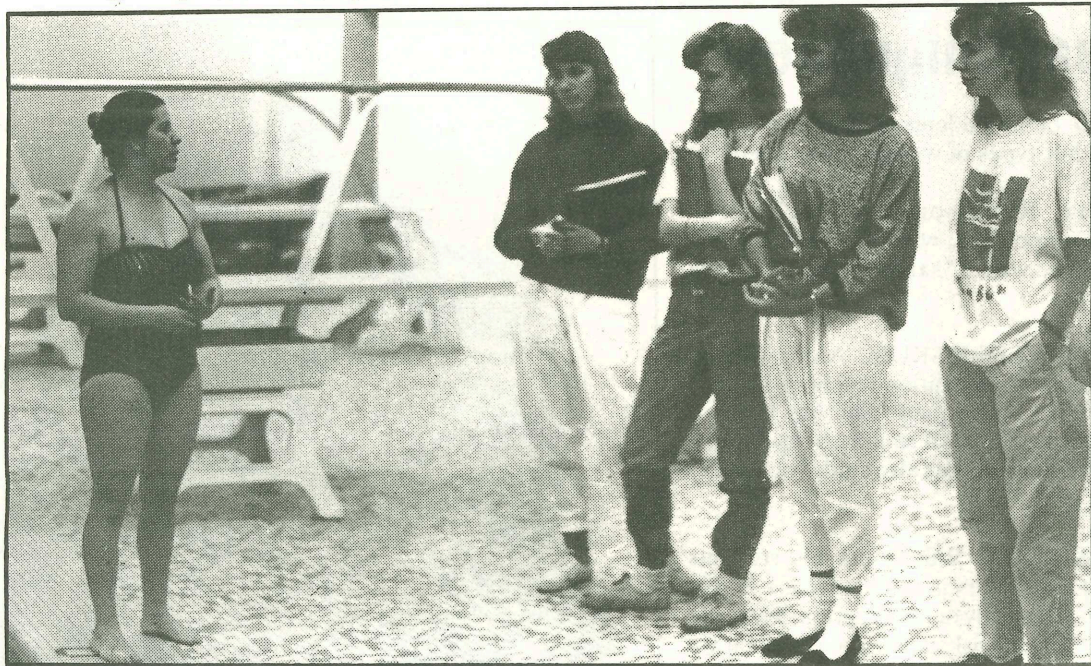
Taxpayers are also saying it's time they used the pool for something more than just physical education and community education purposes.

"If there's not a swim team here they'll go to where there is one," said Swaggert, in reference to the possibility of losing student athletes to open enrollment.

As the first coach of many girls' sports in Buffalo, Swaggert feels qualified to start a new program. She also started a swim club two years ago.

"There is a great participation in all three sessions throughout the year by Elementary and Junior High students," said Swaggert.

"It will most likely enhance the program rather than take away from the other sports." --Julie Swaggert, teacher



INTERESTED STUDENTS ATTENDED a synchronized swimming exhibition during mods. Synchronized swimming along with girls soccer and swimming and diving have the possibilities of becoming new sports offered to students. (Photos by Paul Wilson)

SAT PSAT ACT

The Test Is When?

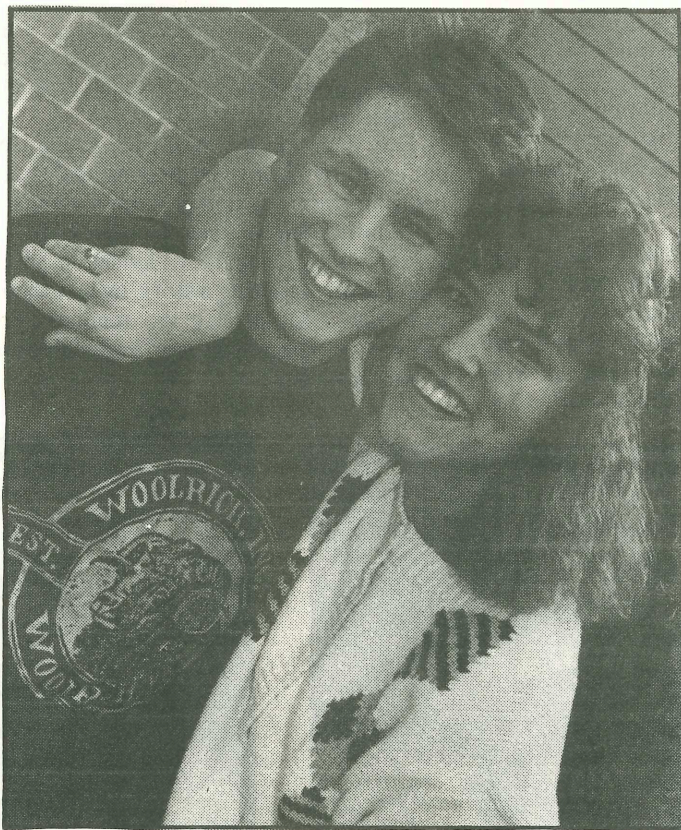
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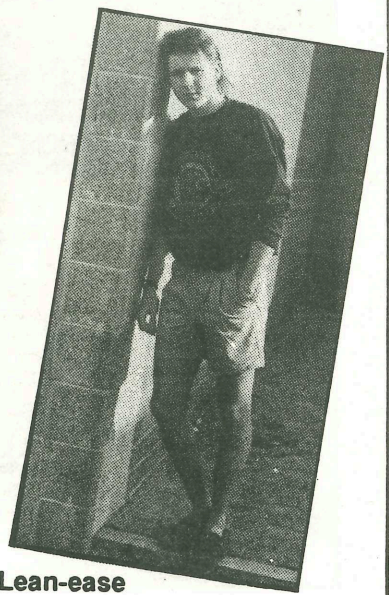
SQUEEZE-EASE

Clothes should put you at ease. Find brand names that mean style and comfort like Woolrich, Guess, Ocean Pacific, and Cambridge Dry Goods at Cohen's.

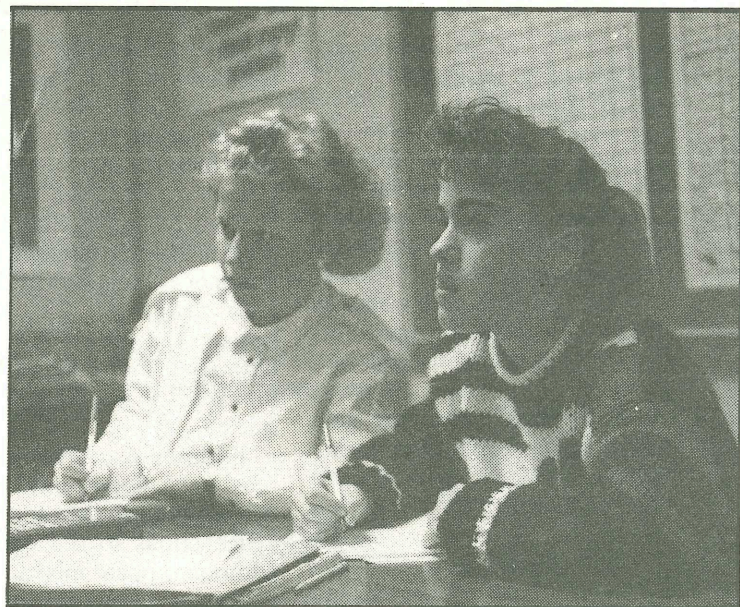
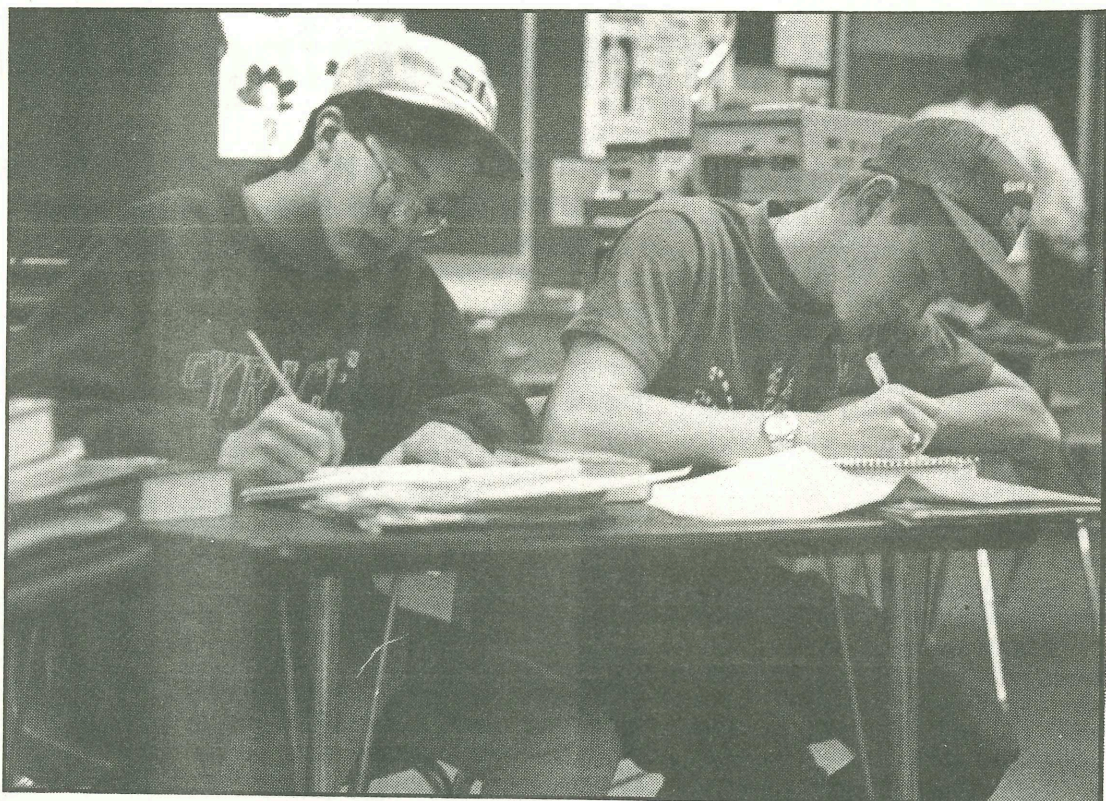
Cohen's
BUFFALO



Flirt-ease



Lean-ease



TAKING NOTES, sophomores Jim Jondahl and Jim Hendrickson learn about editorial writing. [top left]
[Top right] Michele Moon and Jodi Miller also learn about editorials in David Robinson's Sophomore Composition class.

SOPHOMORE COMPOSITION: Contrasting techniques equal uniqueness

By Jason Chalupnik
Feature Editor

Vocabulary tests, required writing assignments, sentence structure, oral speeches, and reading of novels, short stories, poetry, etc. are familiar activities in BHS English classes.

Most of the classes can be considered as rungs on a ladder—one must complete the first step before beginning another. Each person may determine how high up they want to go by adding electives beyond the graduation requirement.

Sophomore Composition is a required class that must be passed to graduate.

There are four different teachers that teach the class. Their names, along with their methods of teaching, are listed below.

SHARON BARSNESS: Barsness has her students do a variety of activities, some of which are short speeches, viewing of movies, journal writings, research papers, along with other writings.

"I don't feel that learning parts of speech helped me in my writing," said sophomore Angela Antil. She also went on to add that the broadening of her vocabulary, through studying vocabulary in class, was very helpful towards good writing.

DAVE ROBINSON: Robinson has his students be on a "first name basis with their pen or pencil." He also teaches the techniques, or ways of writing any form of publication. Along with this, a third of his students then submit their writings for the publication of the "The Bison". Out-

side of class all of his students are open to writing journals or other types of writing, from poetry to factual essays.

"I felt that Robinson, my teacher for Sophomore Composition, was an interesting person, but the class...wasn't," said sophomore Cheryl Barse.

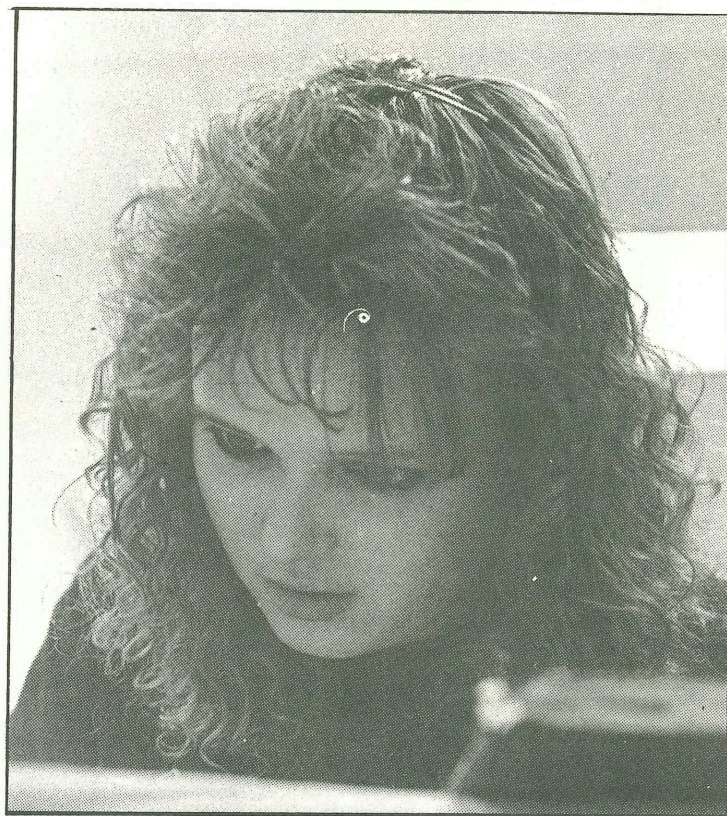
DENISE WAHLIN-FISKUM: Along with the other Sophomore Composition teachers, she has her own teaching techniques. She has her students take part in writing a sample Soap Opera. Along with this, her students also study vocabulary and spelling.

JAMES WILCOX: Wilcox has his students focus on what vocabulary is and how to use it. He also focuses on the study of punctuation. Here, he gives the students worksheets on punctuation usage.

Although Barsness, Robinson, Wahlin-Fiskum, and Wilcox all have slightly different methods or ideas of how to teach this course, they are all similar.

Every student has their own way of learning. It could be by "hands on experience", teacher lectures, or even working in groups with peers.

"I loved Sophomore Composition because I enjoy writing. I feel that I learned a lot about the techniques of writing a story, by just writing on my own, and then getting the teachers help," said junior Lori Thompson, who had Robinson's Soph. Comp. last year.



[Above] Caroline Whitaker, intently studies her paper. **WRITING QUESTIONS** is one way that sophomores Jesse Caskey and Don Birdsall study for an upcoming vocabulary test. [bottom right]
[Bottom left] Dennis Brunn spends his 4th hour class learning about interviewing.

--Photos by Paul Wilson

