

THE HOOFPRIINT

BUFFALO HIGH SCHOOL BUFFALO, MN ISSUE 4 JUNE 2016



FROM THE EDITORS

As another year nears completion at BHS, we once again stand in awe at how quickly the year has passed, and how suddenly we are young-adults making big decisions. Whether next year is a large step in a new direction, or if it is yet another year in Buffalo, our community will always be home.

Memories made at BHS will be retold to our children in our now-near future, and relived regardless of our location. Although each year our school separates and adapts to students coming and going, we have collectively grown up together; a bond throughout our developmental years that will - hopefully - never be broken.

In this time of change as our senior class graduates, it is important that we all remember that regardless of where we are in the world or who we are with, there is always a piece of us back in Buffalo, MN. Wherever you are next year, or this summer, or tomorrow, cherish your memories made in Buffalo, but don't forget to move forward and discover the world.

Leighton McAlpin & Meghan Cahill
Managing Editors

Top Picks



Anxiety

As anxiety becomes a more prominent issue, we must recognize its effects in our high school. Whether anxiety is caused because of school or other triggers, it is troublesome for those at BHS with it.



Activities Budget

In a system supported by thousands of dollars, it is difficult to comprehend where sports money disappears to. From transportation to coaching and food, each budget is individualized.

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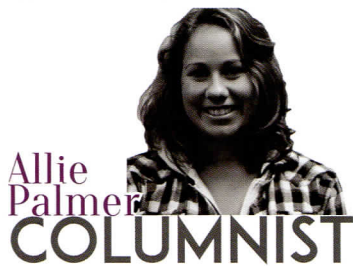
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JUST THE NUMBERS

High school is more than the sum of its parts



■Photos by Emily Linderholm



As the year comes to a close and students look at their transcript to reflect on the past year's "accomplishments", they find a collection of classes, tests, and grades, but more than anything else, they find numbers. Though those numbers do mean

something, they certainly don't mean everything.

Senior year is all about the numbers, from your ACT score to your final grade in AP Calculus. It seems like your future is determined by numbers. It is easy to think those numbers represent who you are. ACT scores, GPA, grades, and class rank are just some of the statistics that reflect a small portion of who you are. No number can show your compassion for others. No number can show passion. No number can show how you treat yourself.

I'm a hypocrite to all of this. I focus greatly on grades, GPA, and test scores. I put myself down if I don't do as well as I expect to. I've seen and heard people think poorly of themselves due to a poor test result, causing them to say things like, "I'll never get into college" or "I won't get a scholarship". Although these numbers are a large part of our view of the world right now, ten years from now no one, including yourself, will care what your grade was during your second quarter of English sophomore year.

This is not meant to dismiss the significance of all those things; it's meant to be a reminder that you are more than those numbers. It may sound morbid, but at the end of your life people won't remember your ACT score, maybe not even where you went to college, but they will remember how you treated them.

"Although these numbers are a large part of our view of the world right now, ten years from now no one, including yourself, will care what your grade was during your second quarter of English sophomore year."



ARE YOU JUST SAYING THAT TO BE NICE?

BHS takes a hard look at anxiety and its effects



Carson
Reichardt
COLUMNIST

My name is Carson Joseph Scott Reichardt. Every Tuesday for the last few weeks, my voice has come over the intercom to perform the Pledge of Allegiance.

After Mister Guida finishes summarizing recent Bison highlights, I get a phone handed to me so that I can ring in the new day.

It's a tradition, but despite how familiar I am with it, every time, without fail, my heart begins racing, and I get a little short of breath. I get paralyzed, wondering if I'll mess it up. And if I do, how will I do it? Will people notice? Will they point it out or just leave me to wonder how well I did?

That's just one example of how I feel on a day-to-day basis. **I'm more familiar with anxiety and indecision than I am with anything else in my life.** Even while I'm writing this article, one of the most truthful to myself I've ever penned, I'm wondering if people who choose to read it will think I'm just being self-indulgent, or if they'll see that I'm trying to draw attention to something that so often seems to go overlooked in high school. In the past, *The Hoofprint* has run articles about overcrowded student schedules and how they try to cope, but it's time to take a long, hard look at what, exactly, the effect of these schedules is.

The most telling statistic was discovered in a study conducted in 2000 by the American Psychological Association. According to their research, typical schoolchildren have the same levels of anxiety on a day-to-day basis as child psychiatric patients in the 1950's.

Compounding the problem is the fact that according to an article published in *The Atlantic* in 2014, anxiety levels have continued to rise since then. Not only is the problem real, it's getting worse.

Even worse, the number of people suffering from anxiety is increasing, as well. According to a paper published in *Psychology Today*, over 17% of individuals suffer from anxiety disorders every year, and over the course of our lives, 28% of people will. **In 2014, a paper titled *Anxiety Prevalence Among High School Students* found that 80% of adolescents met the diagnosis for multiple subtypes of anxiety disorders (including, but not limited to, obsessive-compulsive disorder, social anxiety, panic disorder).**

Due to the fact that these disorders are now commonplace, the physical ailments caused by them are now more apparent. High anxiety levels are linked to hypertension, diabetes, respiratory illness, and arthritis, as well as other ailments. Not only are students hurting themselves mentally and emotionally in the present, they're also setting themselves up for physical ailments in the future.

With a problem clearly identified, the question of what can be done about high school anxiety is raised. There's no instant cure-all for anxiety. Certain medications, such as Benzodiazepines and Carbamates, have anxiety-relieving effects, but they are often highly addictive and provide only temporary relief. Counseling often has a proven positive effect, and chemicals released during exercise are also shown to reduce anxiety levels.

The long and short of this issue is that anxiety is a complex issue with a variety of causes and no easy solution. It's not an easy issue to discuss openly, but it's extremely important to address, and soon, or else we'll be facing a generation of anxiety-ridden wrecks with problems in all aspects of their daily lives.

■Photo by Emily Linderholm

Anxiety in BHS students...

60% of BHS students say they suffer from anxiety.	89% of students feel that school raises their anxiety.	58% of students know someone with an anxiety disorder.
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SUMMER

A sweet mixture of work, fun, and relaxation

Carter Barton
Journalism 2 Writer

Fading from darkness, a constant rumble can be heard around the block. Loud and noisy, it is only added to by laughs of glee that occasionally accompany the constant sound of wheels on asphalt. Four boys fly down the hill, laughing and doing tricks as they zoom past on skateboards.

"I have no idea," said Freshman **Caleb McCormick**. "I just do it for fun."

The scene changes to a boat zipping across the water, tugging at the arms of younger teenage girl on a pair of skis. Skipping from wave to wave, her smile only emphasizes the utter delight she finds in being flung behind a boat at 45 miles per hour, even with the slight discomfort in her arms as hold on desperately.

"When you first get up I just get this joy because honestly it's so hard to do, especially with slalom skiing. And when I do tricks or go over the wake it's just that same joy. It's really fun, especially when you are with friends and can do crazy stunts together," says Freshman **Cassie McNitt**. "It takes a lot of bravery to do certain things, so there is even a little bit of fear and adrenaline added to the mix."

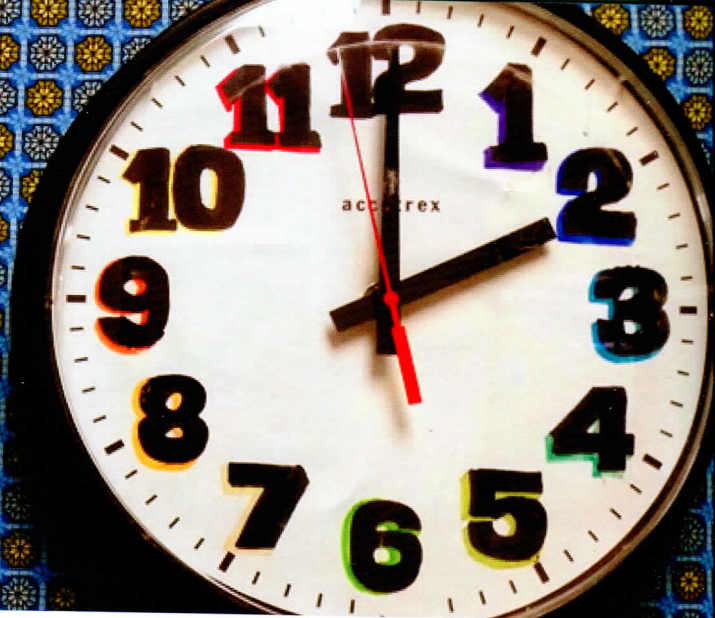
Again the scene changes, but this time it feels

different. No laughing can be heard, no smiles can be seen. A sense of bitterness can not only be seen on this person's face, but seems to emanate through the inside of their car. Looking at the clock, a scowl comes across their face as they fully realize the time. It's 7:00 AM on a Saturday, they should be sleeping in, but duty calls. Reluctantly, they pull their keys from the ignition, open the car door, get out, only to close it once again. Only then do they walk into their first day of their Summer job, a mixture of emotions jumbled inside them.

"When you get there, it isn't that bad, but before you get there is when it really sucks," says Senior **Cole Shuherk**. "That is when you are getting out of bed and eating breakfast when you would rather be sleeping in."

It's unbelievable sometimes, what you may hype up to be amazing, but then someone else may see that same thing and dread it. Summer is only one of many of those things, and it is just around the corner, bringing varying emotions with it. For some people it brings feelings of joy and freedom, meanwhile for others, it brings a feeling of dread as they have to return to Summer jobs or various tasks now added to their already busy plate.

AAA BY THE MINUTE



Sofia Nikula
J2 Writer

What actually happens at the end of the day

Adull drone fills the building for a few brief seconds and the hallways surge with students. It's Friday, **1:54 p.m.** Although classes are done for the day, all without senior privileges are still required to attend AAA to get some work done before departing for the weekend. Seniors leave early, and friend groups unite and split again as people have different obligations and agendas to attend to.

1:56 p.m. Off the freshman wing, Social Studies teacher Todd Manninen guards the door to his classroom, even though nobody is trying to enter. The room is completely empty. Without seniors in the building, Manninen's room is left quiet. Minutes of passing time dissipate, and soon fewer students are walking through the area. A crowd of freshman girls are denied entry and redirected to the PAC for their class meeting. The warning bell sounds, and on cue four students walk in.

"Wow! It's so, like, empty, you know?" a blonde girl shouts to the general audience and takes a seat with her friend. They chat for a bit, and an older girl comes in to turn in a piece of late work for Social Problems. "What kind of arguments do you guys get into?" she asks the older girl about the class.

"I don't get into arguments," Manninen interrupts the conversation, and immediately the student's eyes go to the bandages on his hand.

"What happened?! Did you get into a fight?"

"Nope, cut myself on porcelain," Manninen explains.

The bell to signal the beginning of AAA sounds, and students all around Buffalo High School begin the last twenty minutes of the week.

2:02 p.m. In the hallway just outside the Black Box Theatre, the chaos is only a little muffled. Inside, it's immense. Screaming, shouting, and yelling ring through the room as students who participated in the Day of Silence with the Gay Straight Alliance bring a voiceless day to end with a bang. Soon, the discord is brought back to control as junior Brandon Bednarek shouts over the crowd, "What were

specific things you had a hard time with?"

There's a general sound of response as people all try to talk at the same time. "Mallory!" he calls, bringing attention to a single person so everyone will listen. They listen to several different people express the difficulties of not talking for an entire day.

"I have to say that I ignored a lot of the students who weren't talking," English teacher Amy Sparks said. "And that was really eye-opening because that means that silence becomes something you don't see or you ignore and it festers into a problem."

2:07 p.m. Other than some quiet murmuring and the rustle of page turns, English teacher Joel Squadroni's AAA is mostly silent. People sit alone or in small clusters, reading classic novels or chatting quietly with their friends. Squadroni paces the room. He looks at what people are working on and does some of his own things. "Most are reading for extra credit, some are getting a head start on doing nothing," Squadroni said.

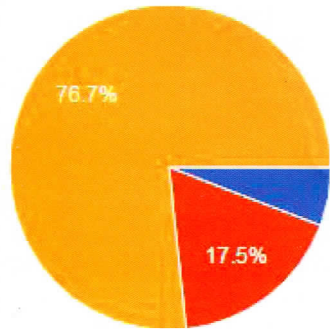
2:11 p.m. People take a break from equations inside math teacher Carlton Urdahl's classroom. On either side of the room, a game is taking place. Some students sit in a circle and play Coup, while another group plays One Night Ultimate Werewolf. A few others aren't involved in the games and sit quietly, talk, or use their phones. A student in the back of the room pleads her friend to tell her whatever she wants to know.

2:17 p.m. "I need to work on tongue, it's so hard to tongue." Right now, there are only a few people left in the band area. The noise of loud, dissonant notes played together is heard throughout the place as two students fiddle around with their instruments. Inside a practice room, a group of kids play cards. Otherwise, there isn't much action. Outside the music department, a mess of freshmen released from their class meeting and an assortment of other students clutter the space. The chatter is vibrant as they wait for the clocks to hit 2:20. Soon, the final bell will sound, but for some the day was over twenty minutes ago.

THE PARENT PORTAL

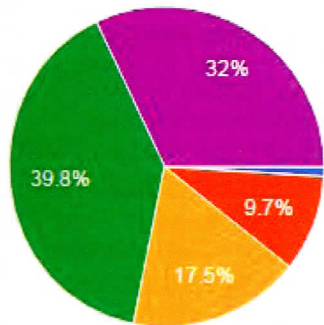
Students weigh in on how Infinite Campus impacts their academic life

Do you think campus portal has mde your life as a student better or worse?

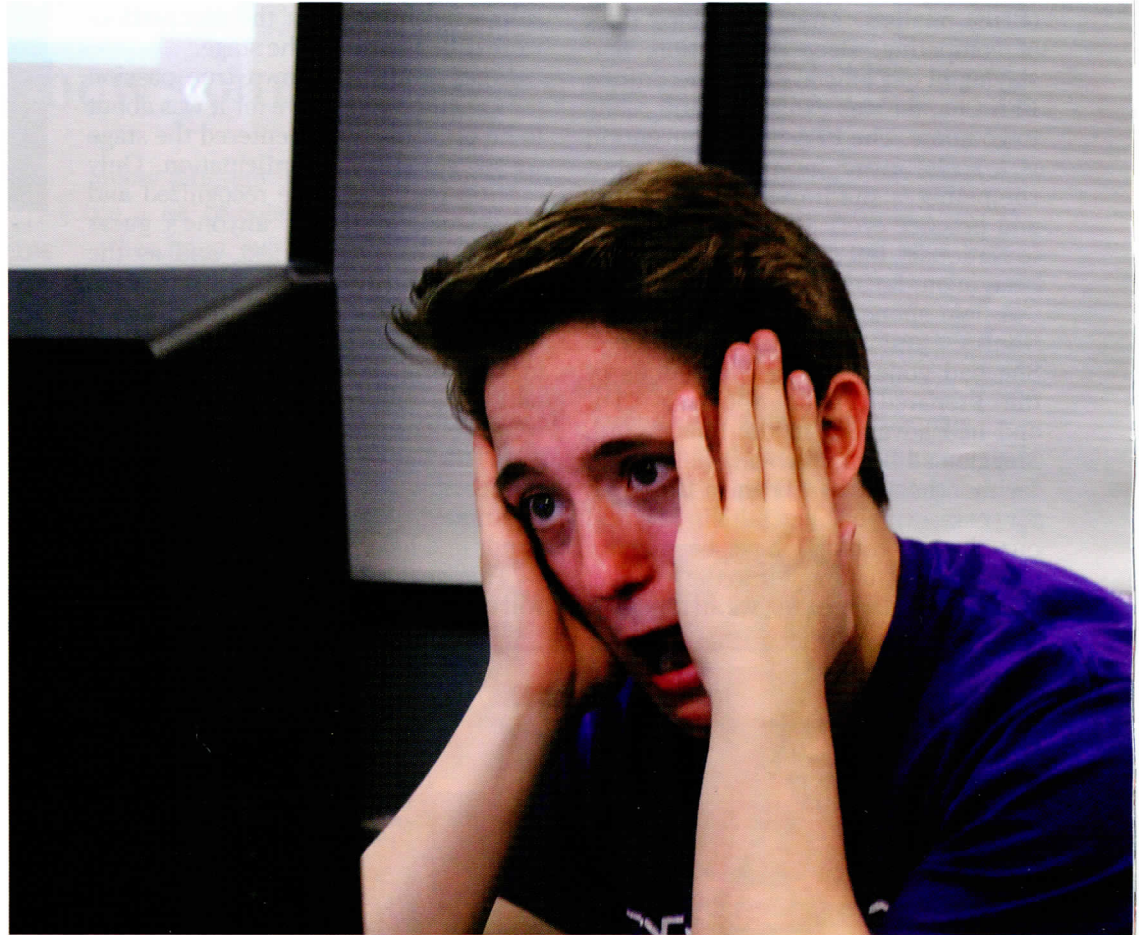


■ Better
■ No Change
■ Worse

How often do you check your grades on parent portal?



■ Once or twice per week
■ Daily
■ Once or twice per quarter
■ Once or twice per month
■ Never



■ Photo by Ethan More

Alec Wakefield & Ethan More
J2 Writers

Parent portal has become an integral part of school life over the past several years for all students at BHM Schools, whether they like it or not. We recently sent out a survey to BHS asking them how they use parent portal, if their parents use it to monitor their grades, and their opinion of how useful it is to them as a student. The results we received varied from praise for how useful and effective the site is for students and parents as a tool for monitoring performance in school, to criticism of it for making life as a student far more stressful and difficult than it needs to be. The results from the survey showed that the majority of students agree that parent portal has made their school life easier, but there were also a number of critics saying parent portal had made life more difficult for them. Whatever students opinions of Parent Portal are, it appears the site is here to stay, whether it's for better or worse.

PROS

- Keeping track of assignments
- Checking test scores
- Accessing grades on your phone

CONS

- Extra stress from grades
- Nagging parents
- More responsibility in school

SHINING ON TO NATIONALS

Maggie Socha advances to Nationals

Lucina Goede
Journalism II

A dim light shone over the stage as the FFA State officers called the last few Career Development Event (CDE) finalists. After three long days of competing, sleep deprivation, and staying in our official dress, the Buffalo FFA Chapter was exhausted and ready to go home. The FFA State Convention is a social event for most of us, but competing is still important. We study and practice every week to earn a trip to Nationals, but sadly, the odds hadn't been in our favor.

A light shone in the eyes of **Maggie Socha**, a junior at Buffalo High School. She had gone through two rounds of the Prepared Public Speaking CDE and had advanced to the final round. Maggie had been practicing her speech for months and had been in this CDE for years; everyone had faith in her, and our chapter couldn't have been more proud of her making it into the top five.

As the day dragged on, we all fought to

stay awake for a single moment - to see what place Maggie would get. Tensions were high and the time couldn't have gone by any slower. The end neared, and our adrenaline went up and our stomachs dropped as the competitors were called out onto the stage.

A girl who had shown true passion for agriculture, her love for it was about to be proven. As they entered the stage we all stood up in anticipation. Only the top four would be recognized and congratulated. It was anyone's guess what would happen next, and as the room fell quiet. Time seemed to stop. No one could imagine what Maggie was feeling. We peered over the railing in front of us, and from fourth to first, names we didn't recognize or care about were being called. Finally two people were left: one to go home with it all, and the other whose name wouldn't even be mentioned. We grabbed each other's hands and held our breath.

"This year's first place winner, who will be advancing to nationals, is Maggie

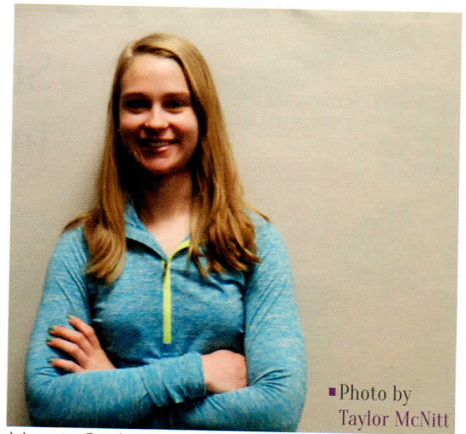


Photo by
Taylor McNitt

Maggie Socha, state champion for the Prepared Public Speaking CDE, will be going on to nationals in October of 2016.

Instantly tears filled our eyes and our hearing was temporarily lost. A girl who had spent countless hours working on her speech had gotten exactly what she deserved; a chance to compete with the best of the best this coming October. As the first person to make it to nationals from Buffalo in years, it was an unforgettable event for Maggie - and for us. It was an honor to experience it.



Photo by Taite Stevens Aldrich

Student Council members
paint posters for the dance

Noah Zimmerman and Tucker MacCallum
Staff Writers

For the past couple years BHS only hosts one dance for all students to attend. This year, that's going to change. On June 3, 2016, BHS is hosting a Hawaiian themed dance in the courtyard. June 3 is also the date the yearbook is being released.

Student council members were already making banners for the dance a month in advance. They herald the dance as the "Last Chance Dance".

Another first for this dance is that it's being hosted in the courtyard. The

courtyard has no official purpose, but some teachers take their students out to work in the courtyard on nice days. This will provide a change of scenery and stray away from the normal "Cafeteria Dance" that has been traditionally associated with school dances.

The dance has been reported to run from seven to "dusk".

"'Dusk' is the actual time that administration gave us," said junior Student Council member **Carson Reichardt** when asked about this peculiar and

unspecific end time.

"We're gonna have lots of hanging lights, a concession stand, a DJ stand all decorated. We aren't gonna have a DJ, though, we want it to be aux court," said senior Dance Chair **Sabrina Munsterteiger**. "It's real casual attire, Hawaiian shirts and shorts. We really want to appreciate students extra this year."

+ The dance is June 3, from 7 pm to dusk. For more information contact Student Council members. +

BUDGETING YOUR PASSION

A closer look at how your activities pay the bills

Lily Hershley

Staff Writer

It's a warm fall day and students find themselves at Buffalo Community Middle School with a bunch of friends and classmates paying a few bucks to enter the varsity football game. But where does that money go? The money goes into something our school district calls the General Fund.

"The General Fund is basically just a big pot of money, but it funds the whole district," said Activities Director **Tom Bauman**. "So textbooks at Montrose are no different then volleyballs here, or computers at Tatanka."

Money from our general fund is what gives sports and activities the money they need to thrive. Each activity has its own budget and that budget relies on four sole factors: staffing, transportation, workers and officials, and equipment and supplies.

"The General Fund gives me an allotment of money around a million bucks, and then what I have to do is disperse that throughout fifty activities and look at what their needs are," said Bauman.

With staffing, for example, there are lots of people a part of football and

many different levels, so there need to be a lot of coaches. Lacrosse, on the other hand, has less players and only two levels - JV and Varsity - so less coaches are needed. Cross Country has lots of athletes too, but football still gets more money. That is because football requires a lot of equipment. Bauman has to sit down and consider each factor when distributing money to activities to try and make it as fair as possible.

"They all have a life of their own with staffing and levels, their transportation needs, their workers and officials needs, their equipment and supplies needs, and then their other needs. For example, some activities don't travel at all, where other activities are traveling three times a week," explained Bauman.

All of the activities in our school obviously wish they were given more money. With more money, a sport could get new and better equipment, and a school newspaper could print more copies and issues. But with the amount of money that is able to be distributed, not all activities get what they want. That is why many activities do fundraisers. Funding is great for activities because it generates the money to fill more needs. Hoofprint

sells pizzas while baseball sells water softener salt; there is quite a variety.

"Most sports that we have are all underfunded, but the booster clubs and team fundraising help make it work. Some teams have a very good fundraising system set up while others lack a good strong foundation," said Bauman.

When taking the time to think about all the factors that play into the budget each activity gets, it all ends up to be very fair. As a school we spend lots of money on school activities, but all branches of our district are getting the money they need. Activities at our school are something that we can all enjoy. They are extra time outside of classes with teammates, coaches, and friends where we can have a good time and share our love of sports, academics, and other great groups.

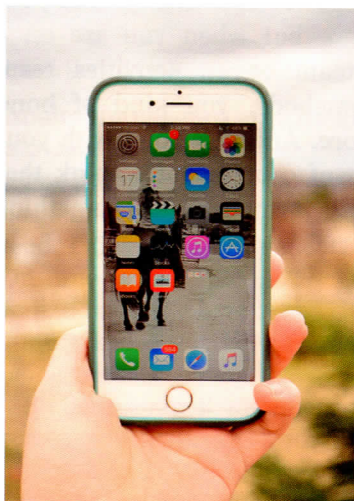
"Activities to me are special, they are emotional for people," Bauman concluded. "You have friends in your classroom, but when you are on a sports team or an activities team with somebody, you kind of bond even more. And you bond with your teachers of course, but I think that bond with your coaches is something very special."

UP TO CODE

Compared to other schools, how does the BHS dress code measure up?

	Backpacks	Hats	Short Shorts	Phones
 Buffalo High School	✓	✓	✓	✓*
 Rockford High School	✓	✗	✗	✓*
 Orono High School	✓	✓	✗	✓*
 Maple Lake High School	✗	✗	✗	✗

* Phones allowed in certain classes, based on individual teacher's preference.



Photos by Hannah Park

Buffalo High School has an almost non-existent dress code. We can wear hats, short shorts, use electronic devices, and carry our backpacks from class to class. This makes Buffalo unique among neighboring schools.

Maple Lake High School, on the other hand, is much less lenient. Their Student Handbook forbids saggy jeans and handkerchiefs hanging out of pockets. Phones and other electronics cannot be seen at school, and if one is lost or stolen, the school won't help you find it.

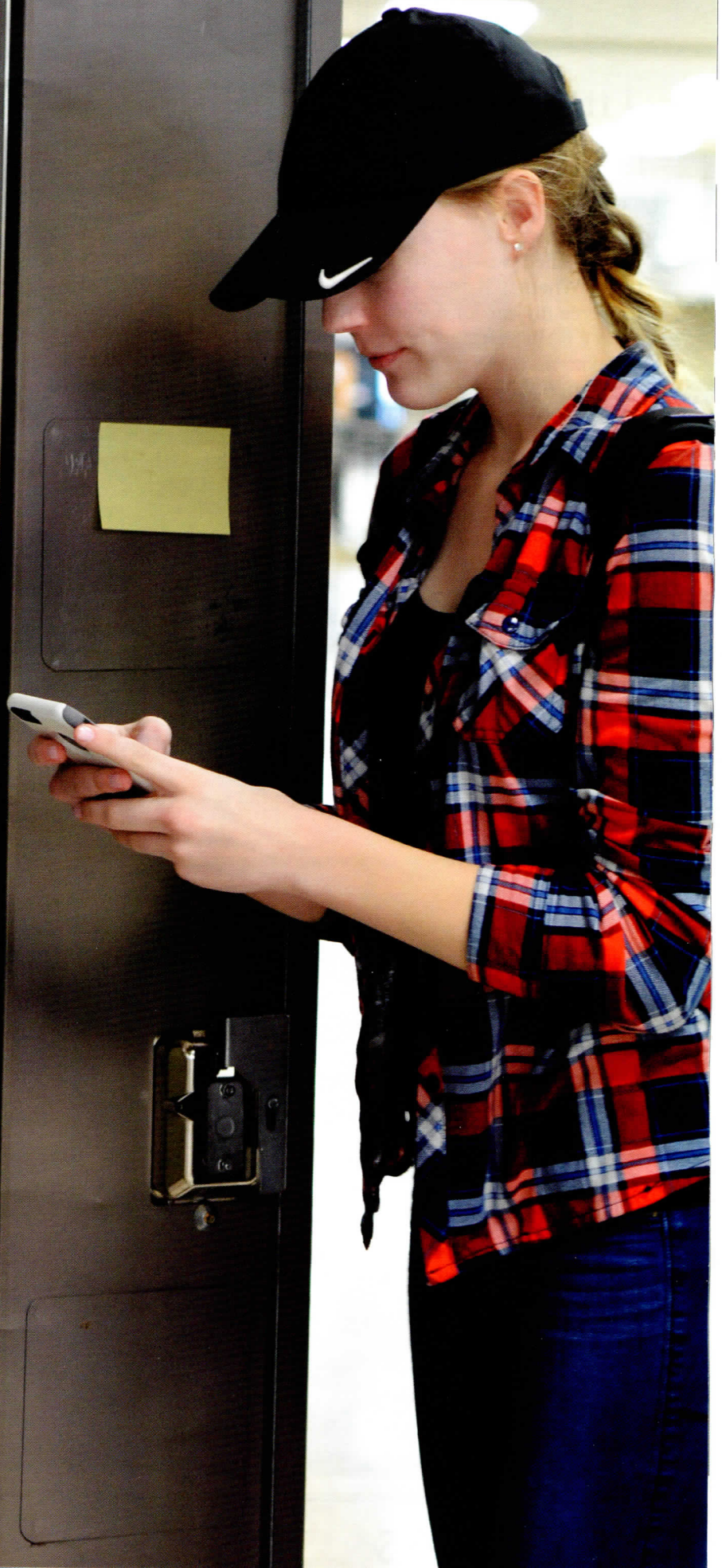
Orono, on the other hand, has a similar dress code to Buffalo, but short shorts are prohibited.

If you visited Rockford High School, short shorts and hats are nowhere to be found. **Maddy Bremel**, a Rockford Junior, commented on her school's current dress code, saying, "The handbook says it's strict, but they don't really enforce it much. The one thing that they really don't like are hats and inappropriate messages on shirts. Otherwise, they don't enforce the rules. It doesn't really affect me because I wear sweatpants and t-shirts everyday, and I don't understand kids who wear hats inside. It seems unnecessary to change anything."

A BHS sophomore commented on our permissive dress code by saying, "I think that clothes are a way to express yourself and with Buffalo High School being so artistic and creative, people wouldn't like that taken away."

Sophomore Cecelia Miller, wears a hat and backpack while checking her phone at her locker.

Photo by Hannah Park



CHASING THE DREAM

The story of Coaching Legend Gerry Bakke

Josh Anderson & Caleb Drews
J2 Writers

The Dream

"I would do almost anything to get the kids going, to get them excited, whether they were in my classroom or on my team. Whether it took dying my hair green or promising to pierce my ear for a week if we won the food drive," said **Gerry Bakke**, former head wrestling coach and teacher.

Bakke was much more than a teacher or a coach. He was a friend, a mentor, an inspiration, and above all a dream-chaser.

Since he was young, Gerry Bakke knew that he wanted to preach. His father had always told him that the two best jobs were a minister and a teacher because you could preach. At first Bakke wanted to be a minister, but realized he could only preach once a week. Bakke looked at his second career choice, teaching, and realized there was many perks to it. He could preach five days a week and get involved in coaching sports and other activities.

The Teacher

"When I was young I wanted to teach and coach in a big school," said Bakke. "I came to Buffalo and was very impressed with the school and heard about the potential with the wrestling team."

Bakke started off with a great teaching opportunity. He

Gerry Bakke, School Photo 1987

was offered the opportunity to teach and start a new class at BHS called Minorities. Bakke took the offer up and made the class his own.

"I loved not teaching out of a text book," said Bakke. "I got to make the class what I wanted it to be."

Over Bakke's teaching career at BHS he taught many classes including: Minorities, Diversity, Social Problems, Current Events, and even spent some time teaching Civics. Every day he came to school excited to teach and work with kids. There was never a dull day whether it was in the classroom or on the field.

The Coach

Bakke had a large impact on athletes. Gerry Bakke coached wrestling, track and field, cross country, and boys tennis. Although Bakke had an influence in all of those sports he had the biggest impact in wrestling.

"I always dreamed about winning the state tournament," said Bakke. "Ever since I was a kid."

As a high school wrestler Bakke placed sixth in the state at 103 lbs. Ever since then he has strived to reach his dream of winning state. He loves seeing kids reach their goals and achieve their dreams and to see his students reach the goal they always dreamed of. He made it his goal to help athletes reach theirs.

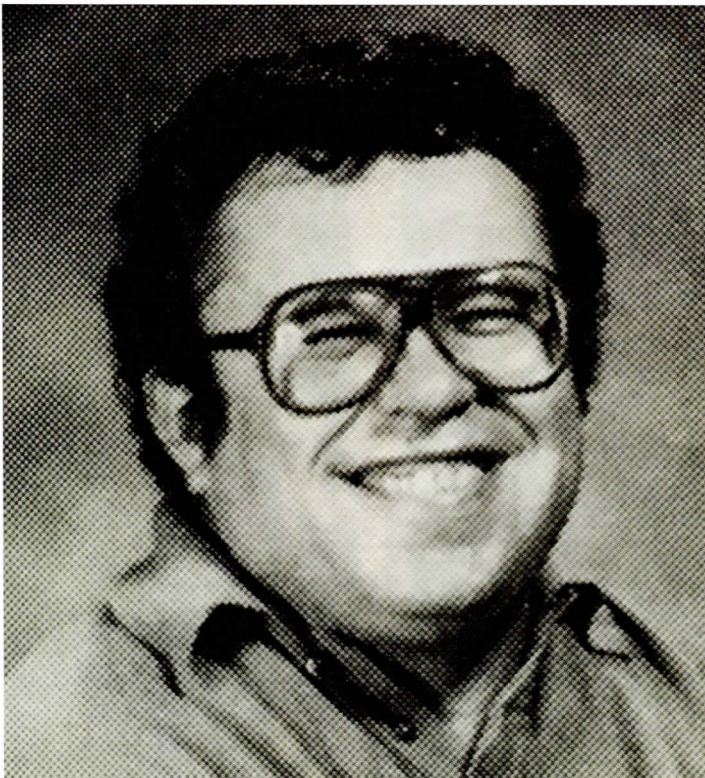
"The best part of coaching is at the end of the season, during tournament time," said Bakke. "All year we've talked about goals and I finally get to see them reach their goal. I loved being able to give a kid a dream and watch him achieve it."

Bakke led seven out of the eight Buffalo teams that made it to the state tournament, producing many state entrants, placers, and winners. He took one of the teams to state to a team 3rd place finish at state. He believed so strongly in never giving up and most of all dreaming, because dreams do come true.

Although Bakke was not able to lead the Bison to a State Championship, what he did for the wrestlers was so much more and he learned a lot from it.

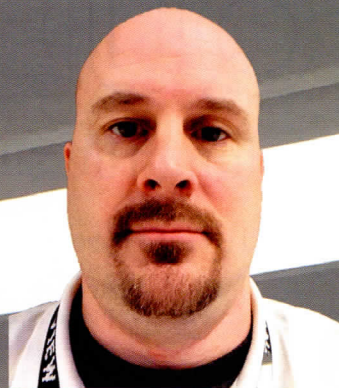
"The biggest thing isn't winning," said Bakke. "It is that when you go back and you go to a football game and the kids that have graduated 5, 10, 15 years ago will make it a point to find you, and talk to you, and say hi to their coach. That's the biggest thing, the relationships that you make for a lifetime."

To thank Bakke for all of his time and all of his hard work, Buffalo Middle School dedicated their wrestling room to him. With the help of his nephew, Brandon Benzer, the Bakke Wrestling Room was dedicated to Gerry Bakke on February 4, 2013.





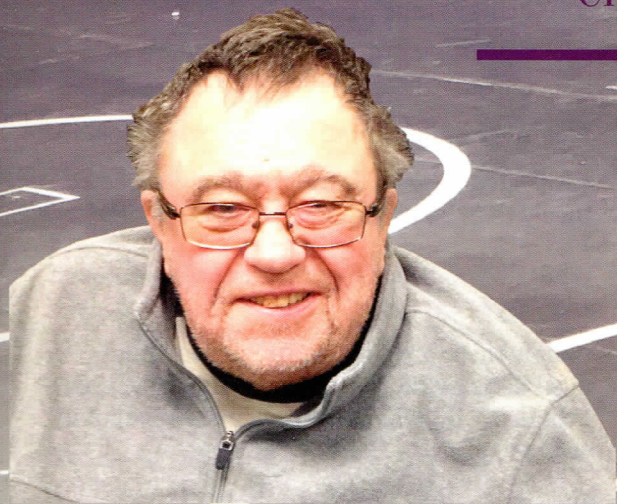
"He is a ball full of wrestling knowledge. He loves working one on one with kids." -Jason Maurer



"He is a person of integrity who cares deeply about others. He cares about doing the right thing."
-Jason Scherber

Bakke Wrestling Room

"He is a wonderful and devoted father, husband, teacher, and coach."
-Cindy Khalil



"I want to be remembered as the short, little, fat guy who believed in dreams."
-Gerry Bakke



"He's a legend." -Riley Habisch

QUESTIONNAIRE

Scratching the surface behind the mindset of Calista Susa

Jilli Hovland & Kenna Kunesch
Spotlight Editors

Q What event has impacted your life significantly?

A My bleeding on the brain last April 7.

Q What lessons have you learned because of it?

A To not look at life that it's just "life". It's more meaningful, and helped me become more grateful for the life I live. I feel more compassion towards others as well, cause I know they may have gone through situations that has made them who they are. We are all very different, but we all have that in common.

Q If your entire life was a movie what title would best fit?

A "Live Life to the Fullest."

Q Would you give a homeless person CPR if they were dying? Why or why not?

A Yes, because I would want to at least try to help them. I would feel too guilty knowing I didn't help when I could have.

Q If you had a friend that spoke to you the same way you speak to yourself, how long do you think that person would be allowed to be your friend?

A Some days I try to inspire myself, other times days are tough, so it would depend on the day.

Q What one piece of advice would you offer a newborn infant?

A I would offer them anything because I don't think they would remember what I said, but if they did it would be to be proud of the life you live.

Q Is it better to love and lose or never to love?

A When you don't have it you dream of it, and when you lose it you doubt it, both have their ups and downs.

Q What's one of your favorite habits you have?

A That I am confident and outgoing.



Visit Calista's CaringBridge at <http://www.caringbridge.org/visit/calistasusa> ■ Photo Courtesy by Calista Susa

Q Is it more important to be liked or respected?

A Respected because I would rather get treated nicely than be liked and get treated poorly.

Q What do you think about the education system and why?

A I know there are a few improvements that need to be made. People learn differently, so I think it would be great if they could adapt to each person.

Q What do you value the most about a friendship?

A I value the comfort that comes with knowing they will always be there. It's different than family because you don't need to be stuck with them.