

## Dells jobs for summer

Waterparks offer lots of work, fun, housing challenges, friends from around the world

By Thi Nguyen

Wisconsin Dells, the “Waterpark Capital of the World,” is a familiar name to Wisconsinites. Not only is Wisconsin Dells a relaxing destination for visitors, but it’s also a destination for college students from all over the world to find summer jobs.

Every summer, the Dells welcomes thousands of students, including American and international students from Latin America, Eastern Europe, and Southeast Asia. Those international students come to the Wisconsin Dells under the work-travel program, which helps students learn about American culture and improve their English while working and traveling in America for four months.

Employers in Wisconsin Dells offer students many different types of jobs, such as lifeguards, servers, cashiers, ride attendants, bartenders, and housekeepers.

Jobs are so abundant that it is common for a student to have two jobs at the same time, and some students even have three.

Students with serving or bartending experience have an opportunity to make good tips, even though they could earn



Vu Duong (left), a student from Vietnam, and two other international students work as ride attendants at Mt. Olympus during a rainy day in 2009. Thi Nguyen photo

an average of \$8 per hour with other positions. Resorts such as Wilderness Hotel & Golf Resort and Kalahari Resort tend to offer better wages than other employers.

Out-of-state students are normally interviewed on Skype, while in-state students get to be interviewed in person. Also, most applications are filled out online.

International students have to go through English tests given by agencies in their home countries before their positions are secured.

Most employers do not provide housing to students, except for Noah’s Ark Waterpark and Chula Vista Resort. In other words, students have to find a place to stay by themselves.

Because of the short stay, it is not easy to find apartments because owners require tenants to sign a minimum six-month lease.

However, some owners offer apartments for six to eight people at the price of \$10 per person per day, including utilities, but most students

stay in motels for the same price. The difference is that apartments have their own kitchens, while motels only have shared kitchens or a kitchenette. The earlier students come, the better housing they can find.

Working in the Dells would not be so much fun without entertainment. Employees are allowed to use their workplaces’ facilities for free when they are off work.

Moreover, the Wisconsin Dells Visitor and

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Have you met Devin Bickner? Page 3



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Create a resume in four steps. Page 5



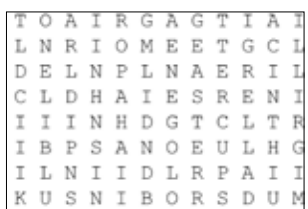
Not your usual study tips. Page 5



Success isn’t just about grades. Page 6



What is campus like at night? Page 8



Time for a spring word search? Page 7

## Bright ISON comet may rival our moon

Some link comets to diseases or fear poisons in tail

By Christopher Kujawa

From October through December, a comet named ISON is expected to be visible in the sky. It’s expected to be as bright as a full moon, making it visible in daylight. This is assuming that the “sungrazer” comet doesn’t fracture and fizzle out as it passes the sun, which has been known to happen, as with comet Kohoutek in 1973. “That was supposed to

be the comet of the century,” said Harald Schenk, who teaches astronomy at UW-Sheboygan. “We had telescopes set up in the mall, and we had to use them to see it. It couldn’t be seen by the naked eye.”

Assuming that ISON does pass the sun without fizzling out, it should fill the night sky with a green light as bright as a full moon. It may give almost a *Star Wars*-style twin moon effect for three months.

The comet could also split apart, which would give the effect of being

a string of green pearls across the sky. Greenish comets are apparently rare.

“The color comes from a chemical inside, which is poisonous. Arsenic, I think it is, which has a greenish color,” Schenk said.

When asked about the possibility of the poison coming into our atmosphere, Schenk said, “That’s what they were worried about when comet Halley came back in 1910. It also has this poisonous substance in its tail, and the Earth passed right through the tail.

“These people, these hoaxsters, were trying to sell ‘Comet Pills.’ You know, ‘Eat my pills and you’ll survive!’ Just like on the Internet nowadays, you have all these people selling all kinds of garbage. That’s exactly how it was back then,” Schenk said.

“The tail of a comet has less material than a vacuum that you can produce in a laboratory, so some people say it’s difficult for anything to filter through the atmosphere.”

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## The Voice staff

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Thi Nguyen receives a scholarship from Mass Mutual representatives (from left) Dennis Hassl, Matt Zarter and Rod Eissens.

Photo by Ashley Horst

## Mass Mutual awards scholarships to minority students

By Thi Nguyen

The Mass Mutual Scholars program is a one-time scholarship for minority students of African American, Hispanic, or Asian descent who are pursuing careers in the insurance and financial services industry.

If they are chosen, students could receive \$2,500 to \$5,000 from Mass Mutual Financial Group based in Springfield, Mass.

About 30 students receive the award every academic year, with a total award amount of up to \$150,000.

Like other scholarship programs, the awards are based on students' financial needs, academic merit, leadership skills and personal goals.

To apply, students should go to the program's official website [www.act.org/massmutual](http://www.act.org/massmutual).

Students can save and edit their applications any time.

Also, students are supposed to send in their official college transcripts and copies of passports or green cards after they are finished with the online applications.

This year, applications will be accepted until May 3, and chosen scholars will be notified by email sometime in June.



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# Q & A

## DEVIN BICKNER

Reporter Kirk Schuchardt talked with Devin Bickner, UW-Sheboygan's new math professor, about studying liberal arts, going beyond calculus, and more.

**Question:** Can you explain to me what you wrote in your dissertation "On Normal Networks"?

**Dr. Bickner:** It's about evolutionary biology. Studying how the species evolved. My work is on sort of the math side. Looking at specific types of networks. They come from trees. You've probably heard of the tree of life? Trying to construct this big thing that represents the evolution of all species. So, that's the tree. People are starting to think that trees are no longer adequate so they need to invent new types of ways to represent the species. So that's networks. A specific kind of network is the normal network. I'm studying properties of the normal network. How big they can get, what sorts of properties, and those things, I guess.

**Question:** Do you have any advice for math majors?

**Dr. Bickner:** My advice for all math students is to do their homework. For math majors specifically, take as many math classes as you can.

Also, if you think you want to be a math major, don't assume that upper-level mathematics is the same as calculus. That's a safe assumption for most majors....

A lot of students think that if they can do calc well and enjoy that, advanced mathematics is going to be the same thing, but it's not. It's quite a bit different.

**Question:** How is it different?

**Dr. Bickner:** It's very theoretical, very proof-based, a lot of writing proofs. Proving theorems, not just finding an integral a hundred times, which is what calculus seems to be.

**Question:** If you hadn't been a professor, what would you have been?

**Dr. Bickner:** If I hadn't been a professor... I always wanted to do glassblowing. But I'm terrible at art.

**Question:** What was the most valuable thing you learned in college?

**Dr. Bickner:** In college? The most valuable thing I learned was to do my homework.

**Question:** Okay. Did you not do it as much?

**Dr. Bickner:** I didn't do my homework in high school, and I didn't do very well.

When I finally got to college and tried, I figured out that if I do my homework I get good grades.

**Question:** How do you respond to a student when he or she asks, "When will we need to find the slope of a tangent line in real life?"

**Dr. Bickner:** I usually tell them that for most of the stuff you will never actually have to learn. You'll never have to know it, but this is a liberal arts school. We're trying to get people just to learn some of everything. A lot of the times, students, especially when it's something that



Devin Bickner

Carrie Hoppe photo

they struggle with, try to not want to learn, try to not care....

If you just want to learn what you're going to do at your job, that's an apprenticeship. That's what they used to do hundreds of years ago. You knew what you were going to do when you were young. You were just going to do the family business. You were going to learn what to do.

I think that we've matured as a society, and so we want people to be a little more well-rounded. They want everybody to learn a little bit of everything. If you happen to like the math that you do, that's great. If not, better luck on the next subject.

I like to think that math teaches people how to be critical thinkers. Math is varied. There are a lot of rules. There's a lot of structure to it. There are things that you can do and you can't do. I'd like students, when

they're doing math, to learn how to apply logic to something that they might not have otherwise applied logic to. So even if it's something that they'll never actually learn how to do, or need to know how to do in the future, at least maybe they've learned a different way to assess the situation or think about things like that critically.

**Question:** How do you try to engage students in a class if they're not really math majors?

**Dr. Bickner:** I guess a lot of the students seem to respond to more applications, more examples of things, like ones with the business applications and so on for business majors. Maybe if they see it as a problem they might actually encounter in the future, they'll get more involved. I like to have them think about it, too, but some students just don't want to be there.



## Casino Night

Learn popular games and win Wombucks on April 19

Are you bored? Looking for something to do on a Friday night?

Well don't make plans for April 19 from 7 to 10 p.m. Student Government Association is holding Casino Night in the UW-Sheboygan Commons.

Now is your chance to play poker, blackjack, and other popular card games.

No real money will be used during these card games. Wombucks will be given out if you win a game. Those Wombucks will then be turned in at the end of the night for a chance to win prizes.

"It's a fun and free way to learn all games at a casino; the prizes are sweet too," said Amanda McGovern, Student Government Association's financial director.

So be sure to come to UW-Sheboygan April 19 to win prizes and learn the correct way to play popular card games.

Hope to see you all there!

—Kelsey Murphy

# The Do's and Don'ts of Job Interviews

Picture this. You applied for a job that you think would be perfect for you. You get a call from the hiring manager that they want you to come in for an interview. You are thrilled with the opportunity and schedule the interview, but you don't have much interviewing experience. The last time you met with anyone for a job was for a very part-time position clearing tables at a family-style restaurant where the owner asked you, what hours can you work and when can you start? You have never had a professional interview. What do you do?

Recently Stephanie Sandum met with two human resource professionals at Kohler Company, Nate Leaman, manager-HR, Supply Chain & Quality, and Laura Murphy, HR generalist, Supply Chain. She asked them questions about what they expect from the people they interview. Specifically, what would they advise an inexperienced college student before an interview? This is what they said.



**Question:** When interviewing applicants that don't have a lot of interviewing experience, what are some things they can do to stand out from other applicants?

**Laura:** I highly recommend taking advantage of career resources offered at their college to help with interview preparation. Also talk with people that have experience in interviewing (i.e., a teacher, parents, or a family friend).

**Nate:** Appearances matter. Set yourself apart right away by how you compose yourself. Be prompt. Your interviewer knows you may not have a lot of experience. What we look for is if you fit with the company culture and show an appropriate level of professionalism.

**Question:** Name at least three

things that impress you during an interview.

**Laura:** Eye contact, professional dress and a firm handshake. It impresses me when the applicant has researched the company and has questions ready to ask us.

**Nate:** Have clear, concise, applicable responses. Have examples ready of project work, demonstrated skills, and how you can make an impact in the position.

**Question:** What are some simple things an applicant can do to make an impression?

**Laura:** Be self-aware, especially of your strengths and weaknesses. A good tool to help out with self-awareness is to do an assessment. Some examples would be Myers-Briggs, Caliper Test, and Firo-B.

**NATE:** Don't confuse your strengths and weaknesses. Don't state a weakness which is really a strength. For example: "I work too hard." "I care too much."

**Question:** Give me an example of something you've observed in an interview that an interviewee should not do.

**Laura:** Do not use slang or profanity. Don't offer too much personal information that's not relative to the interview question.

**Nate:** Answer all questions you are asked. Don't skip over them. Some questions may be asked in multiples. If you don't remember all of the questions, don't be afraid to ask, "Did that answer your question?" **HINT:** Write the question down so you can reference it.

**Question:** Fill in the blank. Before your interview, you should always...

**Laura:** Prepare! Prepare! Prepare! Try role playing and writing down answers to questions you think may be asked.

**Nate:** Think about questions you would have for the employer. The interview is not only to interview you, but also to interview them.

One of the Student Success Center's objectives this year is to increase their support with career guidance and tools to help students work toward their career goals.

Contact Tom Bruflat or Bobbi Johnson in the Student Success Center for more information.

## Comet could create Star Wars-style twin moon effect (continued from page 1)

Just when I thought I could breathe a sigh of relief, Schenk added that scientists speculate that some of our diseases may have developed over thousands of years from the surface of comets.

The diseases might "reside on the comet's surface, and they can mutate over thousands of years. If they come close to the planet, they can be affected by the bacteria," Schenk said.

One thing that separates the ISON comet from many others is that it comes from outside our solar system. This is the first time that ISON will make a trip

around our star system.

Unlike most comets, this comet is said to have a hyperbolic orbit, as opposed to an elliptical or parabolic orbit. As a result, "nobody knows how big it is yet," Schenk said. "They haven't calculated or anything like that."

Star gazers in the Northern Hemisphere, with the aid of a telescope or binoculars, should be able to see the comet now as it makes its way toward the sun. Its tail is not currently visible; it will look like "a fuzzy ball" until it gets too far away to see.

The ISON comet also broke

tradition by being named after the telescope used to discover it, as opposed to the names of the people who discovered past comets. The comet was discovered in September 2012 by Russian astronomers.

Comets like ISON come from a spherical celestial body called the Oort Cloud, which acts as a border between our star system and the ones nearest to it. Comets circle rapidly around the cloud until they eventually shoot out. Comets can come towards the sun from any direction.

ISON will not be a direct threat

to life on Earth. It's estimated that it will be a little less than half of the sun's distance away from the Earth.

A future comet, named "2013 A1," is expected to come about a year after ISON (October 2014). Scientists predict the 2013 A1 Comet may hit or come close to hitting the planet Mars. The Mars rover named Curiosity is set to take pictures of it.

Assuming ISON doesn't disappoint us all by fizzling apart when it circles the sun, it should be a spectacle come October to December.

## Dells resorts offer more than jobs (continued from page 1)

Convention Bureau gives every employee an entertainment card with which he or she can visit any place in the Dells for free, including Noah's Ark Waterpark, Mt. Olympus Theme Park, and jet boat rides.

Students can use the entertainment cards at restaurants, too. Participating restaurants of-

fer a 20 percent discount for card holders.

For those who want to make some money in a short time—while being able to visit places for free and, of course, learning different cultures—Wisconsin Dells can be an ideal place. It is a great place to make friends with students from different countries,

such as Russia, Ukraine, Brazil and Vietnam.

Activities in the Dells start on Memorial Day, so it is best to apply for jobs before that date to secure a good position and a place to stay.

Check the websites for individual resorts and waterparks in the Dells for openings.

**The Voice needs writers, photographers, artists, and more.**  
**Enroll in CTA 104—Applied Journalism.**  
**Volunteers are always welcome, too.**





## Create a Resume in 4 Easy Steps

By Stephanie Sandum

Let's face it. Many of us are probably lacking in work experience and feel we don't have a lot of information to create an impressive resume. Did you know that a lot of work experience is not necessarily needed to bulk up your resume? There are many areas that you can explore to help form a foundation to your resume. The good news, your resume will be an evolving piece of information that will grow as you gain experience.

### STEP 1: Pick a Resume Format

There are many types of resumes. A functional resume is one of the most common resume formats and lists experience by skill set. This resume format would be most appropriate to use when you don't have a lot of work experience. This resume format presents information in the following order:

- Personal contact information
- Summary of skills
- Education
- Work history
- Memberships and affiliations

Another popular resume format is the chronological resume. It is used to present work experience in chronological order. As you gain work experience, this format type is the perfect way to display the job positions you have held.

*HINT: Use a resume template in Microsoft Word to help you create the perfect resume.*

### STEP 2: Create a List of Your Skills

A resume is a summary of experience and skills that highlight your abilities. If you feel that you are lacking work experience, some elements you can include in your resume that demonstrate your experience and potential include:

- School Experience – Use the knowledge you have gained in college to highlight abilities like critical and creative thinking, written and oral communication, quantitative literacy, technical literacy, information literacy, teamwork, leadership, and problem solving.
- School Projects – Think of specific school projects and what tools you needed to complete those projects successfully like using computer programs or other technology, being resourceful, and the ability to meet deadlines.
- Volunteer Work – There are many elements involved in volunteer work. Use your volunteering experience to highlight your service-oriented attitude, your level of compassion, communication skills, leadership, direction, and hard and soft skills you have gained.

### STEP 3: Putting It All Together

Now that you have some information to work with, you can combine that experience with a position you want to apply for by doing the following:

- Print out the job advertisement or job description that you are interested in. Connect your college and volunteer experience directly to the expectations of the job.
- Use power verbs such as organize, plan, prepare, execute, motivate, mediate, develop, guide, facilitate, etc.
- Show your potential to adapt, learn, and meet the needs of the employer.

### STEP 4: The Cover Letter

A cover letter is a very important part of your resume. Cover letters are typically read first and could make or break any further attention. If the cover letter doesn't pass the review, chances are your resume won't even be acknowledged. Cover letters serve as an introduction and an elaboration of skills relative to the position that interests you. Connect your experience to the job requirements by giving specific examples. Whereas a resume is a summary of information, a cover letter includes more detail like "I helped organize a charity event by contacting 25 school alumni to raise funds," or "In my communications class I led a project that created a proposal for more parking spaces at my school."

### Additional Resources: The Student Success Center

Following these steps is a great way to start your resume. You can also take advantage of the services that the Student Success Center provides. Contact Tom Bruflat in the Student Success Center for more information.

—Tom Bruflat contributed to this report

## Study Tips

"From my own experience, to study for a test, you have to plan ahead—one week before the test day is the latest. Cramming is never a good idea because, in my opinion, on the test day you will forget at least some of that rushed information.

"I normally read all the chapters in books again, in case I may have missed important information before. Then, I read over all the notes and corrected exercises. If that way doesn't work out for you, ask your professors about what you can't figure out yourself. I find the professors at UW-Sheboygan very helpful and approachable; they're always there to help you, so don't be shy or scared. I always take the email option since they reply very quickly, and that saves me time and money from going to campus."

—Thi Nguyen, sophomore

"Do the homework you were assigned as soon after as possible. It will be easier to do when what you learned is fresh in your mind. Also, look over the problems from your homework a few times a week to help retain the information better for tests."

—Kit Deubler, Mathematics Department

"When trying to memorize, start out by reading the first item until you know it without looking. Do the same with the next. Then, see if you can repeat items 1 and 2 without looking. Keep adding items until you can say all of them several times without looking. If there are some things you are having trouble memorizing, writing them repeatedly will help further engrain them.

"Read everything again once right before bed. The things you learn will be more likely to transfer into your long term memory if you sleep right after."

—Nicole Struck, sophomore

"Use mnemonic devices and set key terms to the tune of your favorite songs."

—Allyson Boehlke, freshman

"Lower your expectations for yourself. Study for an A, but expect a C. Let's say you get a B on a test. If you are grateful for it, then you'll realize your studying has been effective and worthwhile, and you'll be more likely to study in the future. At least I feel that way."

—Kirk Schuchardt, freshman

"My study tip is the gummy bear thing. You take a few gummy bears and spread them out across the page of your text book. Then, you read the pages, and whenever you get to a gummy bear, you get to eat it!"

—Trisha Balma, sophomore

"For studying, I am a huge fan of making flash cards! They're great for testing out your short-term memory regarding vocabulary, and you can take them along with you for last-minute studying if you need to do so. Other than that, I just refer to my notes and take a closer look at anything I still don't understand and try to figure it out."

—Amber Beardsley, sophomore

"Use available resources, like tutors. Also, if you're stuck on something [when studying], move on and come back to it later."

—Matthew Fahres, freshman



In the Student Success Center, Tom Bruflat coordinates tutors and much more.

Don Markgraf photo

## Bruflat: Success isn't just grades

### College's short-term challenges provide long-term benefits

By Don Markgraf

The new Student Success Coordinator has some advice for first-time college students. "The hardest thing about college: It's all about short-term challenges that provide long-term benefits," said Tom Bruflat, who joined UW-Sheboygan during the fall semester.

"It's hard to make that connection," Bruflat explained. "Students are challenged everyday: assignments, reading and studying, family, work, short term daily, weekly, monthly challenges, and stressors."

To help students with these challenges UW-Sheboygan offers services that include tutoring at the Student Success Center. One of Bruflat's main responsibilities is coordinating all of the peer tutors who work in the center. Before coming to UW-Sheboygan he worked at UW-Oshkosh as an academic adviser.

Many students find it difficult in finding help with their academics. The SSC provides peer tutors for most of the classes that are offered on campus. Tutors are fellow students who took (and earned a high grade in) the class they now tutor for, so they have seen the class from a student's perspective.

Use of the tutors is free, and students may work with the tu-

tors individually or as a group for as much time as feasible. Although some of the tutors currently list English classes, students will want to use the Writing Center's tutors for any English class or writing assignments. The Writing Center is located directly above the SSC and also has free tutoring available for students.

Bruflat continued his advice for first-time college students by saying, "While students see some short-term benefits, it's really about setting themselves up for the rest of their life.

"It may be difficult at times, but all the hard work will pay off in the long run," he said. "The grade is important, but it's not everything. How much effort you put into the class, and how much you learn and grow, are just as important. Go into a class with an open mind, and if it's difficult, try and find at least one thing that's interesting to stay focused and motivated. Know that each class is a part of something bigger and important in the long run."

The SSC hours are Monday-Thursday 9 a.m.-7 p.m. (with free coffee 2-7 p.m.) and Friday 9 a.m.-3 p.m. The tutoring schedule, along with the specific classes for each tutor, is posted in the window next to the entrance. No appointment is needed, but tutors are also available by special requests. Many faculty members encourage their students to use the tutors through their syllabi.

The SSC is an open door, com-

fortable space to use the computers, study with classmates/friends, and work with peer tutors. All students in the SSC care about their academics, so it's a place to connect with positive people on campus. There is a suggestion box in the room for ideas, comments and feedback, so the SSC can be even more responsive to students' needs.

Bruflat is looking to expand the tutoring for more classes and adding more tutors for Friday mornings. He said he also wants to strengthen the career exploration and career development piece. It's not utilized much, and it's such an important part of helping students figure out what they want to do in the future and what their strengths are going to be.

Bruflat was born and raised in Fond du Lac. He earned a master's degree at Minnesota State University, Mankato, in counseling and student personnel, and a bachelor's degree at UW-Madison in social welfare and Latin American studies. He is married (Ali) and has a 21-month-old son Weston, along with their two dogs: Maisie and Murphy.

Bruflat enjoys fishing, golfing, hiking, hunting, biking, and walking the dogs. The family also vacations in the family cabin up north as much as possible. One thing he would like to do someday is travel to Norway. His dad's family is from Bruflat, Norway, which is a village and church from the 14th century that are still thriving.

### Tips for thriving, not just surviving, in college

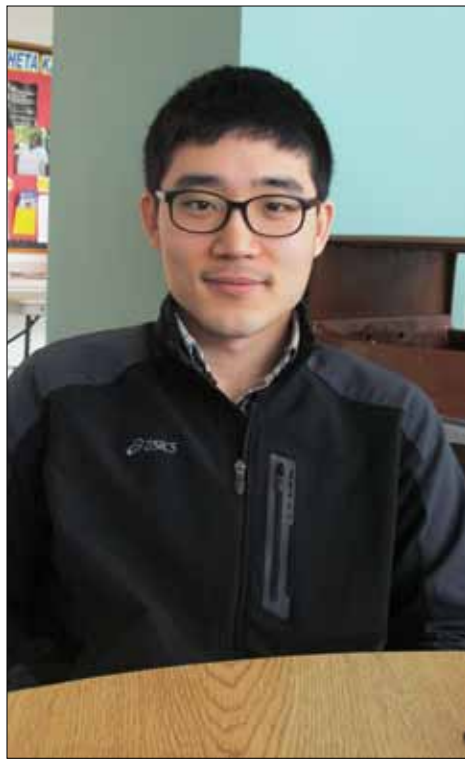
- ✓ Don't assume anything before you start, and know that while what you've done before attending college is important, it's not necessarily going to predict how well you're going to do here.
- ✓ College is a clean slate; discover and focus on your strengths, recognize and manage your weaknesses.
- ✓ Understand that college is different than high school for a lot of different reasons—the biggest of which is how well you hold yourself accountable and manage your new freedoms and responsibilities as a college student.
- ✓ You won't find any other community with so many people wanting to help as you will in college. There are free resources on campus, along with caring instructors and staff, but you need to be able to recognize when to ask for help and have the courage to do so.
- ✓ Don't underestimate the basics! (attending class, taking good notes, studying regularly throughout the semester, getting enough sleep, etc.). You can't build a house without a good foundation!
- ✓ Surround yourself with as many positive people as you can. Focus on what you *can* do, what you *could* do, and what you *will* do; forget about all the times you've heard that you *can't*, *shouldn't*, or *won't* do something. Use those negative messages as motivation to prove them wrong!



# Spring break: What were your plans?



Matthew Fahres



Byeong Park



Ivan Castillo



Amanda Krueger

**By Thi Nguyen**

Like other students nationwide, UW-Sheboygan students were excited about spring break. Some of them have made their travel plans long before the break started.

For example, Matthew Fahres, a freshman, said that he was going downhill skiing in Michigan.

Even though Fahres has gone there many times, he couldn't wait for the trip.

Byeong Park, who is an international student and also a sophomore, was planning to go to New York City to visit his best friend. Park explained that because he's an international student and spring break is normally short,

he doesn't have enough time to go back home to visit his family in the Eastern Hemisphere. Instead, he has traveled to a lot of cities in the States during his previous breaks.

However, some students, such as Amanda Krueger and Ivan Castillo, were not be able to go anywhere to enjoy their break

because of work. But Krueger said that she would like to visit any place on the world map in the future, from U.S. states to foreign countries, including Hawaii, Alaska, Italy and Australia. Castillo, a sophomore, wished to travel to Cancun, Mexico, because he's already been to many cities in Mexico except Cancun.

## SPRING WORD SEARCH

ALLERGIES	N	A	S	L	I	D	O	F	F	A	D	B	S	H	G
AMPHIBIANS	H	O	I	T	S	V	S	G	T	L	I	U	E	Y	N
APRIL	C	L	I	T	O	A	I	R	G	A	G	T	I	A	I
BLOSSOM	Y	I	O	L	N	R	I	O	M	E	E	T	G	C	L
BOOTS	A	O	N	D	E	L	N	P	L	N	A	E	R	I	L
BUNNY	B	P	A	C	L	D	H	A	I	E	S	R	E	N	I
BUTTERCUPS	D	L	R	I	I	I	N	H	D	G	T	C	L	T	R
BUTTERFLY	S	U	U	I	B	P	S	A	N	O	E	U	L	H	G
DAFFODILS	A	M	C	I	L	N	I	I	D	L	R	P	A	I	I
DANDELION	Y	L	A	K	U	S	N	I	B	O	R	S	D	U	M
DEER	S	N	L	S	L	E	B	U	T	T	E	R	F	L	Y
DUCKLINGS	S	T	F	E	D	I	S	W	O	B	N	I	A	R	A
EASTER	N	I	C	R	R	T	N	E	Q	U	I	N	O	X	M
EGG	E	S	A	E	O	B	P	G	S	E	L	D	D	U	P
EQUINOX	E	G	T	R	S	T	M	J	S	N	E	S	T	S	Q
GARDENING	R	T	M	A	Y	N	N	U	B	L	O	S	S	O	M
GREEN	G	S	D	W	H	F	I	D	E	E	R	E	N	U	J
GRILLING															
HATS															

HYACINTH  
 INSECTS  
 JUNE  
 LILY  
 MAY  
 MUD  
 NESTS  
 PICNIC  
 PUDDLES  
 RAINBOWS  
 ROBINS  
 SANDALS  
 STORMS  
 SUNSHINE  
 TORNADO  
 TRILLIUM  
 UMBRELLA  
 VIOLET





Snow surrounds the Acuity Technology Center.

# CAMPUS LIFE AT NIGHT

Photo essay by Heather Hughes

On March 7, it was a drizzly 20 degrees when I arrived on campus, which is a tolerable Wisconsin night if you dress in layers. At 4 o'clock I started to snap my first pictures. If you happened to see someone standing on top of their car, that was me. I walked the entire campus a couple times that night. I stood in windows looking down, walked quickly by classrooms, and sneaked up on very understanding professors and students. My goal was to show in pictures the campus life at night.



Harald Schenk (in the yellow coat) takes his astronomy students outdoors for a night sky viewing session.



Robin Starck teaches an evening algebra class.



The library offers even fewer distractions at night.