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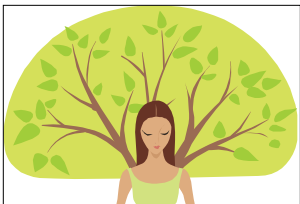
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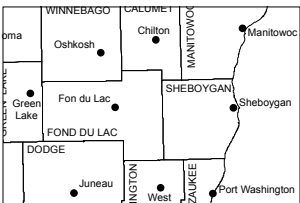
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Heather Hughes photo

Drop in millennials driving not seen locally

Study links lower numbers of teen drivers to economy

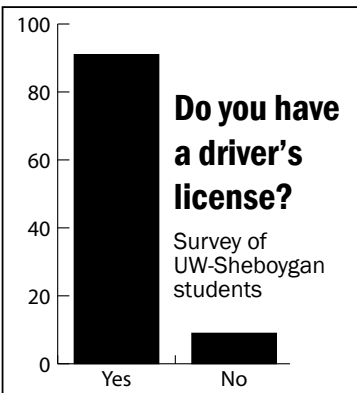
HDLI NEWS—A recent drop in teen driving likely comes down to economics. Millennials, born in the 1980s through the early 2000s, may want to drive just as much as they did a generation ago but simply can't afford it, a new report from the Highway Loss Data Institute (HLDI) suggests.

While some observers have speculated that the rise of cellphones and social media has made driving less of an imperative in teens' eyes, the study shows that the decline in teen driving coincided with the economic slowdown, and the shortage of work has disproportionately affected teenage job seekers.

"It looks like teens just can't afford to drive," said HLDI Vice President Matt Moore. "Paying for their own cars, gas and insurance is hard if they can't find a job. At the same time, kids who count on mom and dad to help

them also may be out of luck if their parents have been affected by the recession."

A recent study from the U.S. Centers for Disease Control based on survey data estimated that the



proportion of high school seniors with a driver's license fell from 85 percent in 1996 to 73 percent in 2010. The proportion of seniors who reported that they didn't drive during an average week rose from 15 percent to 22 percent over the same period.

At UW-Sheboygan the trend is not as evident, based on a recent Survey-Monkey survey. Based on the first 100 responses to the survey, 91 percent

STUDENT VIEW

Sam Kuhn, a freshman interested in the publishing industry, says he probably doesn't fit the trend of millennials waiting to get cars and driver's licenses.

Kuhn got his license six months after his 16th birthday. However, all his friends who had cars got their licenses earlier.

"As soon as my brother gave me a car, I was like, 'License,'" he said.

STUDENT VIEW

Miles White, a freshman hoping to go to medical school, said that the trend of millennials being in no hurry to drive describes him perfectly. He doesn't own a car, and he commutes to campus on the bus.

"Although I was encouraged to drive and own a car, I never felt like I had a real reason to justify the cost. I was in a position in my life where I was able to buy things I needed online and have them delivered to my door. When I needed to travel, I could walk, bike or take the bus.

"In addition, as a young male, car insurance was simply unaffordable living on my own working a minimum wage job. I simply couldn't justify an expense that would put me in debt without any significant return."

STUDENT VIEW

Alex Hernandez, a sophomore history major, does not drive. "The main reason why I do not have a license is because I do not feel ready for it yet," he said. "I have a very narrow awareness of my surroundings. I think a big reason for that is, I am a very monotasked person. I like one thing to focus on and excel at that one thing, before moving on to the next thing."

Q & A

THOMAS CAMPBELL

Thomas Campbell joined UW-Sheboygan this fall as an assistant professor of communication/theater arts and University Theater director. Voice reporter Rowan Norman talked with Campbell about his work on campus.

Question: Why did you pick theater to start with? Was this an “out of the blue” decision or did you see a play and think “I want to do that when I get older”?

Answer: Well, I was actually in a play when I was 6. I was a lost boy in Peter Pan, and I actually hated it. It was a traumatic experience. I had one line and was supposed to jump up and yell ‘Yea.’ At my point, I jumped up and forgot my line and was devastated. But I kept on doing it, and by the time I was 14 or 15 in junior high, I began doing drama club. By the time I was 18, I was really into theater. I began writing and directing plays.

I spent one semester as a psychologist, and I missed the theater. Doing something different was actually what brought me back. I declared my major to be in theater and got my B.F.A. [bachelor of fine arts] in directing from the University of Wyoming.

Question: So after graduating from Wyoming, why did you pick UW-Sheboygan?

Answer: Well, that was 10 years ago, and I’ve got a lot of experience. I got my M.F.A. [master of fine arts] in 2007 in playwriting from Southern Illinois University. Then I moved to Denver for a couple of years and did some work out there, and in 2010 I went back to Southern Illinois and got my Ph.D. in speech communication and theater. I finished that up in the spring and started applying for jobs, including here. I fell in love with the town and the school, and when they offered me the job I jumped on it.

Question: So, why did you pick the play Picasso at the Lapin Agile?

Answer: One, I think that Steve Martin is a genius. He’s super smart and super funny, and that’s what this play is. Picasso at the Lapin Agile is comedy. It’s absurdism. It’s jokes. All sorts and kinds of humor are in the play, but it’s also really really smart.

And that’s what Steve Martin does. He takes something that is intellectually challenging and gives it to us in a way that we find entertaining and accessible and enjoyable.

You have this play that’s about Einstein’s Theories of Relativity and Picasso’s paintings and how they go together. You kind of go, “That’s so much to try to deal with!” You walk away from the play going, “Wow, that was really really cool. That was a lot of fun.” It’s a smart play, funny play, and people are going to walk away having learned something.

Question: What kind of ideas do you have for next semester?

Answer: Well, next semester we are going to be doing Paula Vogel’s How I Learned to Drive, which won the Pulitzer Prize in 1998. It’s a beautiful beautiful play. It’s very challenging in terms of its content about a relationship that a young woman has, though not appropriate. It’s also very funny, and it’s very challenging in terms of what the play gives us as people. This idea of “how I learned to drive” becomes a metaphor for how do we live.

[Editor’s note: Since this interview was conducted, the next University Theater play has changed to The Vagina Monologues.]

I haven’t yet chosen the shows for next season, but I’m a firm believer that art should challenge, art should elevate us as a culture. We should see a piece of art, even if we don’t like it, we should still understand it, understand where it’s coming from. We should put ourselves in a position where we are open to things that might make us uncomfortable. In the future, when I think of the shows done by the University Theater, I want people to associate the theater with shows that are smart, engaging, challenging, but also entertaining.

Question: Going off of the How I Learned to Drive discussion, what



Thomas Campbell

would be your ideal car?

Answer: I’ve always, always, always wanted a Jeep Wrangler, four-wheel drive, soft-top of course because you have to be able to take it off in the summer. Even if the doors come off, that’s cool, too.

Question: How would you spend your ideal Friday: at a fish fry or a high school football game or at your home?

Answer: Probably going out to a nice restaurant and seeing a show or movie with friends or my partner or staying home and reading a good book.

Question: Still going off of the “ideal” questions, what would be your ideal cause for an apocalypse? Think zombies or robots or loss of electricity.

Answer: I don’t know if I can say that an apocalypse would be ideal, but what is the best of the worst? That is a rough question, but I don’t know the answer to that. I don’t want to think of a world where mass amounts of people are in danger

or dying, so I’m going to wish for a world that is preventing all of those things from happening.

Question: Do you see your plays and musicals as being a version of time travel?

Answer: Yes, especially because in Picasso at the Lapin Agile somebody from the future comes back and visits that era. So yeah, I feel that it gives us an opportunity to see what a particular culture was seeing and examining in a particular point of their lives and understanding what other people are dealing with emotionally and psychologically.

Question: What is your favorite TV show, including ones that have been canceled?

Answer: Firefly (which appeared on FOX for one season and was produced by Joss Whedon), but I also watch The Mentalist, The Daily Show, Family Guy, a lot of news programs. I am a Joss Whedon freak, especially the older shows like Firefly or Buffy.

The Voice staff

The Voice is produced by students enrolled in CTA 104, Applied Journalism—Newspaper, at the University of Wisconsin-Sheboygan.

The Voice also welcomes contributions from student-volunteers. The students are solely responsible for the newspaper’s content.

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Q & A

JOE SERVANT

Voice reporter Tyler Eddie recently interviewed men’s basketball coach Joe Servant about this season’s team, balancing academics

and athletics, and related topics. Eddie is a forward on the Wombat basketball team, in addition to being a staff member on the Voice.

Question: So Coach Joe, now that you have had some time to get your team together and workout a little bit, how do you feel about the upcoming season?

Coach: I’m very excited about the upcoming season. This year we have a lot of talented players, and the team is showing a lot of potential. Everyone so far is dedicated and focused on the task at hand, so yes I’m pretty excited.

Question: How do you expect your players to be prepared for the season on and off the court?

Coach: The first thing I expect my players to do is be on top of their grades, because without the grades, basketball isn’t going to matter at all. Besides grades, I want my players to make sure they work on conditioning and sharpening up some of their skills to better prepare them for the grueling season.

Question: What are you doing to help your team stay on top of their grades?

Coach: I do a weekly check of their grades on D2L, and I talk to each one of their teachers to see if they are participating and staying on top of their homework.

Question: What made you want to come and coach here at UW-Sheboygan?

Coach: Well, I went to Sheboygan Falls High School, and I also came here to UW-Sheboygan to play basketball, so I felt it would be perfect if I could come back and coach at the school I played for and help kids learn the game of basketball just like I did.



Joe Servant

Question: How does coaching affect your life in a good way?

Coach: Being a coach is great job because, my whole life, basketball has been my passion, so having a job where I can work with kids that love the sport just as much as I do makes me happy. At the same time I get the chance to help kids turn into young men.

Question: When it comes to your team what do you think that they can do better at in practice?

Coach: There are a couple of things we really need to work on, and that’s communication. We need to learn to talk and trust each other. We also need to pay more attention in practice, so the next time we go over something I won’t have to keep



Shanti Daniels photo

repeating myself.

Question: How have you been getting along with your players so far?

Coach: So far everybody has been respectful and attentive. Every now and again a player might get frustrated or angry at me for being on them in practice if they mess up on something, but that’s going to happen sometimes when you are dealing with a passionate and dedicated group.

Question: How do you help your players balance school and basketball?

Coach: I always stress the importance of school. I tell my players every day that school comes before sports. Once you get your school stuff in order you

will have nothing but time to work on basketball.

Question: When there is a time when your team is down and needs some motivation, what would you do to pick them up and motivate them to get back in the game?

Coach: When my team needs motivation I try not to yell and [instead] give them some words of encouragement. Instead of yelling at them or getting mad, I might just tell them what they are doing good and then point out what they need to fix.

Question: Well, thank you coach for taking time out of your day to let me interview you, and good luck to you and your team in the upcoming season.

Coach: Thank you, and no problem.

Due to tremendous growth, we are now hiring dedicated individuals to work with children on the autism spectrum. This is a great opportunity to make a positive impact with children and their families, while working in a growing and rewarding profession.

As a Line Staff, you will routinely interact with children and their families in their home, utilizing applied behavioral therapy techniques. Hours for these positions include afternoon, evenings and some weekends but we will work with your schedule. All positions require a playful and interactive personality, excellent communication and in-



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a professional career where
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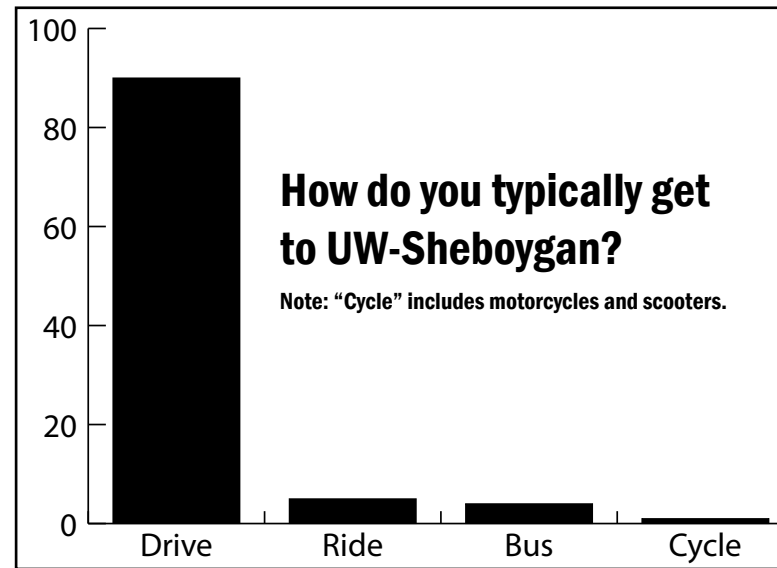
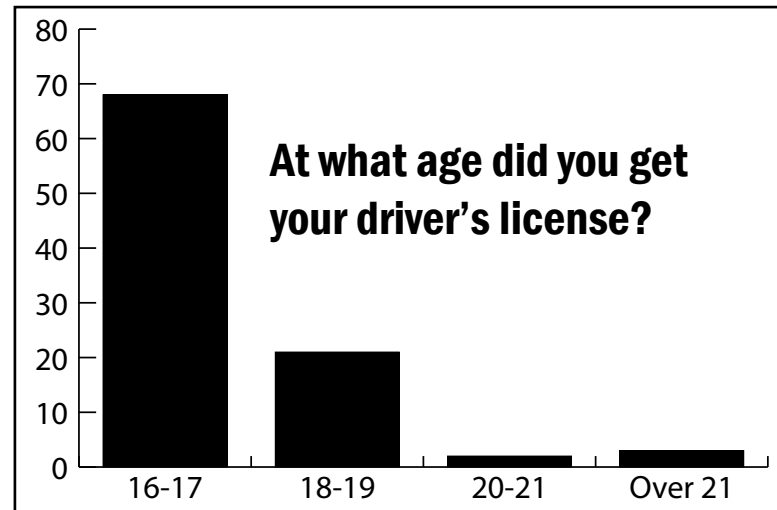
terpersonal skills, a strong work ethic, a high school diploma or GED, reliable transportation, proof of auto insurance, and the ability to pass a thorough background check. Must be mobile, and able to lift up to 35 lbs. Bilingual English/Spanish skills are a plus.

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Wombat Survey: Who Is Driving?

SurveyMonkey survey by David Hesketh
Thank you to the 100-plus UW-Sheboygan students who responded



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Driving, millennials, and the economy

(continued from page 1)

of students under age 21 have a driver's license, and 90 percent of students drove themselves to campus.

Other than driving themselves to campus, 5 percent of UW-Sheboygan students caught a ride and 4 percent rode the bus. One percent of students indicated that they rode motorcycles or scooters to campus.

HLDI looked at the differences in the unemployment rates of teens and

prime-age workers (ages 35-54). The unemployment rate, defined as the percentage of the total labor force that is unemployed and actively seeking employment, increased for both groups between 2006 and 2010. However, the rise was steeper for teenagers—11 percentage points compared with 5 percentage points for prime-age workers.

HLDI analysts noted the relationship between the higher unemployment

rates among teens and the falling ratio of teen drivers, especially when compared to prime-age drivers (35-54).

"As the economy picks up again, it's possible that more teenagers will get behind the wheel," Moore said. "Unfortunately, that may also mean a rise in teen crash fatalities, which have been trending downward."

Editor's note: David Hesketh contributed to this report.

ALL ABOUT CARS & COMMUTING

T M N F C D S S F L C M C H S
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Q^{club} & A

LUCE, LITERARY MAGAZINE

Reporter Deanna Wiehr recently met with Erica Wiest, one of the faculty advisers for Luce, UW-Sheboygan's student literary magazine. Their discussion about Luce offers information about this extracurricular activity, so students can see if the annual literary magazine is something that they would like to try. If students have been leaning toward joining, Wiest encourages them to contact her.

Question: What is the name of the club?

Answer: Luce, which I believe means light. I don't know how that name got started or why it was chosen for the magazine.

Question: What is the club's purpose?

Answer: The club's purpose is to gather writing and artwork from the campus community and publish it in the magazine once a year. This shows appreciation for the artwork, writing and the author.

Question: What does a normal workday for the staff consist of?

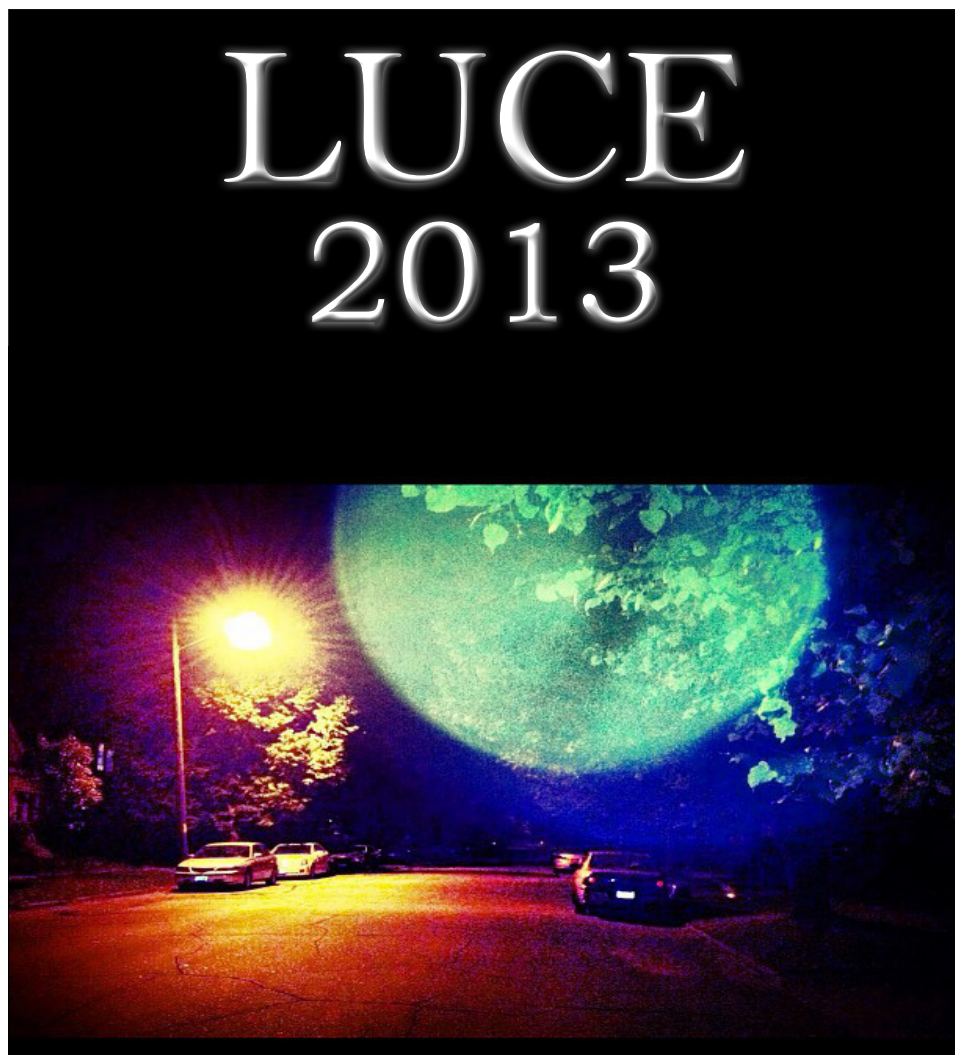
Answer: The writing club meets throughout the semester to recruit members and get word out for deadlines and submissions. The staff gathers submissions and discusses the merits of each piece and votes on what should be included in the magazine. The staff then takes the selections they chose and decides how the layout should look.

Question: What are the positive results that students who work on the magazine can expect?

Answer: The students will have a better sense of their own opinions about art and writing. There is good practice with students discussing their judgment of what they like and don't like about the artwork or writing. Students will learn about magazine publishing and what goes into the process of printing a magazine.

Question: Are there any special requirements that students should have before they join the writing club? Is it open for all students?

Answer: There are no requirements for the club. Students join because they are interested in writing and art. A lot of our members also submit



work to the magazine, especially writing, so their own interest in creative writing leads them to join. The club is open for all students.

Question: How does a student who wants to join go about getting involved? Who should they get in contact with?

Answer: They should talk to one of the advisers of the club—me or Professor Joe Milicia.

Question: How many literary magazines does the club publish a month?

Answer: One per academic year. The magazine is published at the end of spring semester. We have a public

reading/celebration when the magazine comes back from the printer.

Question: It's a good way to celebrate the hard work and dedication put in by all staff members. What are some of the job titles involved in the literary magazine?

Answer: President, treasurer, secretary, editors, layout editors.

Question: Is the club an extracurricular activity or can it be taken for a credit?

Answer: The club is an extracurricular activity. On some campuses it is offered as a class, but we haven't developed that option yet.

Question: What advice would you give to a student who wants to join, but is kind of nervous about actually joining? They may feel they do not have the skills that qualify them as a staff member for the magazine.

Answer: Try it out if you enjoy literature and art, or even if you want to appreciate the arts more. You can learn new skills as you go along.

Luce is only one of many clubs that UW-Sheboygan has to offer. There are other great and interesting extracurricular activities on the campus to be involved in. If you have any questions about any of the extracurricular activities feel free to contact your adviser, stop in the Student Affairs, or you also can look on the school's homepage under the Student Life tab for a listing of student activities and clubs. A student can also start their own club, or organization, if they have one in mind that they will like to see on campus.

As Wiest said in the interview, "Try it out, because you never know unless you try, and new skills are learned." That is true for any club that is interesting to you, so don't let the fear keep you from exploring your interests and getting involved on campus. It just takes time and patience to find the club that fits you.

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TO BE CONSIDERED FOR PUBLICATION

Student newspaper offers opportunities in newswriting, photojournalism, desktop publishing

Outside of athletics and fine arts, two of the major student organizations on most college campuses are the student government and the student newspaper. UW-Sheboygan has the Student Government Association, and the student newspaper is the *Voice*.

Students who are interested in

writing and taking photographs, not to mention having their work published in newsprint and online via the college website, should consider joining the *Voice*.

The *Voice* staff is a mix of students who are earning academic credit for their work, as well as volunteers who are involved in the

writing, photography, and design as an extracurricular activity.

Students earning credit enroll in CTA 104: Applied Journalism, a one-credit course that offers three tracks: newswriting, photojournalism, and desktop publishing.

Most students come to the *Voice* with no previous journalism ex-

perience. *Voice* adviser Melissa Olson-Petrie works to ground students in the basics, such as interviewing and structuring journalistic stories, so they can begin contributing to the newspaper. The staff also breaks larger projects into smaller pieces that individual staff members can tackle.

Spark: Tobacco-free campus being discussed

17 Wisconsin colleges, universities are involved in American Lung Association program

By Wesley Melton

Spark, a statewide program administered by the American Lung Association in Wisconsin, aims to generate awareness and change perceptions regarding the benefits of having tobacco-free campuses.

Ten four-year University of Wisconsin campuses, along with UW-Sheboygan, are partnering with Spark and working on tobacco-free campus initiatives—whether that is working toward a tobacco-free campus policy or working on educating students and enforcing a tobacco-free campus policy already in place.

There are now 17 schools in Wisconsin participating in Spark, including Marquette University. Five of them are already tobacco-free, and 12 are currently working toward a tobacco-free campus. Other Wisconsin campuses are already tobacco-free (see list).

Kristine Feggstad and Lauren Johnson, Alcohol and Other Drug Education wellness coordinators at UW-Sheboygan, will be providing information about Spark during several campus events this year:

On Dec. 11 they will offer information about tobacco-free initiatives in the Commons from noon to 1 p.m. Their information table will include refreshments and giveaways.

Earlier, Feggstad and Johnson organized lunchtime presentations for students and faculty that discussed questions including: Why are campuses moving toward tobacco-free policies? What tobacco products are new on the market?

“We are putting information out there,” said Johnson.

“Determining support” while concurrently giving a “better understanding” of tobacco-free policies is their mission. While support does exist for tobacco-free policies, which would ban smoking at UW-Sheboygan, several issues must be addressed before the institution of such a policy.

“I’d be very upset” if smoking was banned at UW-Sheboygan, said student Jerome Duenk. “I am an adult, and I am aware of all of the potential health risks involved. It is my choice to smoke,” he said.

Other concerns raised on campus include comparisons to the environmental detriments of using electricity and automobiles or the consumption of popular processed meats.

“Look at the way tobacco products are marketed to our children,” said Feggstad. “The packaging and even the variety of fun flavors seem to be unfairly directed toward children or young adults.” Since there is such an incursion by tobacco companies on young people, Spark seeks to educate those in the 18 to 24 age group, which is the range that most people who smoke begin smoking. Feggstad said that it is important to provide information about the benefits of not smoking to this age group since that is the target market of tobacco companies.

Johnson also explained that in raising awareness of the risks of tobacco use, schools participating in



the Spark program can learn if students are receptive to tobacco-free policies. Questions they aim to answer with Spark include: “Are students and faculty in support of this?” and “Why would this be a good thing?”

Feggstad and Johnson wish to “start the conversation” about the costs and benefits of tobacco use or tobacco-free policies, not to invade the privacy of people who already smoke.

“I get what people are saying,” said Feggstad, “about being able to choose what they want to do with their own body. Are we doing things, as a nation, about other things such as emissions and other forms of pollution? We are, but we have to figure out what are the next steps” regarding health and wellness. As educators, there is a responsibility to help people be happy and healthy. “We just want to educate as much as we can,” Feggstad said.

According to the U.S. Federal Trade Commission, the money cigarette companies spent in 2011 on U.S. marketing amounted to approximately \$23 million per day, which is about \$27 for every person (adults and children) in the United States per year. It is very expensive to persuade people to do something that is harmful. Spark is trying to provide the other side of the story.

The Centers for Disease Control reported that more than 440,000 people die in the United States from tobacco-related diseases every year, making it the leading cause of preventable death. The CDC lists exposure to secondhand smoke as the third leading cause of preventable death in the United States, killing over 52,000 non-smokers each year. The World Health Organization estimates that by 2030 tobacco will account for 10 million deaths per year.

For more information about the Spark grant, contact Kristine Feggstad on campus.

On Dec. 11 wellness coordinators Lauren Johnson (left) and Kristine Feggstad will offer information about tobacco-free initiatives in the Commons from noon to 1 p.m.

Photo by Carrie Hoppe

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- ✓ Carroll University
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- ✓ Gateway Technical College (3 locations)
- ✓ Herzing University—East Campus
- ✓ Madison College (5 locations)
- ✓ Marian University (3 locations)
- ✓ Medical College of Wisconsin
- ✓ Milwaukee Area Technical College (4 locations)
- ✓ Moraine Park Technical College
- ✓ Nicolet Area Technical College
- ✓ University of Wisconsin-Baraboo
- ✓ University of Wisconsin-River Falls
- ✓ University of Wisconsin-Stout
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- ✓ Wisconsin Indianhead Technical College-Superior

Q & A club

HEALTH & WELLNESS CLUB

One of the clubs that plays an important role in the UW-Sheboygan community is the Health & Wellness Club (HWC). Voice reporter Deanna Wiehr recently interviewed Kristine Feggestad and Lau-

ren Johnson, who are the club's advisers. They discussed what the Health and Wellness Club is all about and the importance of student voices in promoting good health.

Question: When does the club normally meet (specific days, how many times a month, and where)?

Kristine: The first meeting was Oct. 24 at noon in the Student Organization Room. At that meeting, members discussed future meeting days and times and the agenda for the club.

Question: What is the HWC all about?

Kristine: The HWC is a club that is centered around the maintenance of, and awareness of, health, wellness and fitness to the UW-Sheboygan community. HWC promotes and provides the campus with ideas on health and wellness.

Question: What are some of the benefits the club provides?

Kristine: On-campus yoga classes are offered twice a week during the free hour period. They offer five-week sessions with instructors. They provide mats to individuals who need them.

Question: Earlier you mentioned the club could use some new energy/leadership. What exactly do you mean by that?

Kristine: Student leadership, student involvement. Help make important decisions on the ideas and agenda for the club.

Question: Is the HWC a semester or yearlong extracurricular activity?

Kristine: We would like it to be yearlong. There is money in the budget. Our constitution is up and running. All the club needs is members.

Question: What are some of the exciting and interesting events the club puts on?

Kristine: Yoga, fundraisers (for some cause).



The Health & Wellness Club offers yoga classes twice a week during the noon free hour. Classes should resume early in the spring semester. Future activities will include putting together a team for local 5K events and hosting a health and wellness week in February.

Question: What is the history behind the HWC in the UW-Sheboygan community? When did the club get started? Why did HWC get started and how?

Kristine: There was a male student who wanted to get students involved with promoting health and wellness on campus (physical and mental). He tried to get some fitness classes started. I got involved during 2011-2012.

Question: What would you say is the major role of the HWC?

Kristine: Promoting health and wellness. Collaborating with students already doing health oriented activities.

Question: As clubs and organizations have presidents, vice presidents, etc., does the HWC have any officers, or do the students, staff, and faculty involved in the club work together as a group to make important decisions?

Kristine: There is a president, vice president, treasurer, secretary, and executive director that would be elected, according to the constitution

of the Health and Wellness Club. The positions are all nominated within the group, which includes self-nominations, and there will be voting with majority rules by the group, immediately following a nomination.

Question: Is the HWC open to individuals outside the UW-Sheboygan community, or is it only for those individuals within the college community?

Kristine: Individuals within the UW-Sheboygan community.

Question: What does a normal meeting for the HWC consist of, what can the students, faculty, and staff expect?

Answer: At the first meeting the club members will discuss what types of activities they would like the club to do. The activities suggested can be either informal or real organized activities. All suggestions are welcomed.

Question: What experiences can students gain from joining a club as important as the HWC?

Answers: (from both Kristine and Lauren) Lots of knowledge about health... It brings people together that have a common interest... Really informed about the activity... We need more student voices in promoting good health.

Question: How does an individual go about getting involved? Who do they get in contact with?

Kristine: Individuals can get in contact with the advisers by email. I'm at kristine.feggestad@uwc.edu, or stop by my office, which is room 2216. Lauren Johnson is at lauren.johnson@uwc.edu or stop by room 2216. The other person that individuals can get in contact with is Cassondra Meyer at meyec8979@students.uwc.edu to get more information.

Clubs, such as the Health & Wellness Club, have much to offer students and UW-Sheboygan

By Deanna Wiehr

The Health and Wellness Club is just one of many important and exciting clubs within the UW-Sheboygan community that have so much to offer to all individuals.

HWC provides beneficial and powerful information and suggestions about how to effectively

maintain health, wellness and fitness on the UW-Sheboygan campus and out in the community.

Without a club as important as the HWC, it can be hard to keep a campus unique and interesting. A club, such as HWC, is a great thing to consider joining because each club provides students with

knowledge and experiences in subjects or fields of their interest.

A club is also a great way to find new hobbies or interests and to meet new people. So why not join the Health and Wellness Club and help to promote health and wellness strategies at UW-Sheboygan.

As wellness coordinators Kristine Feggestad and Lauren Johnson said, "The Health and Wellness Club needs more student voices in promoting good health to all UW-Sheboygan students."

So, give the club a try. You never know, it just might make all the difference.

ProCon

HAVING HIGH SCHOOL CLASSMATES
AT COLLEGE WITH YOU

Sheboygan North and South high schools have the highest numbers, but students come from as far away as Merrill, Racine, and other states

While UW-Sheboygan does pull students from local high schools, it attracts students from high schools from as far away as Merrill, Shorewood, Racine, and outside Wisconsin.

Sheboygan North and South high schools have the strongest contributions to the student body, with 49 coming from North and 37 from South.

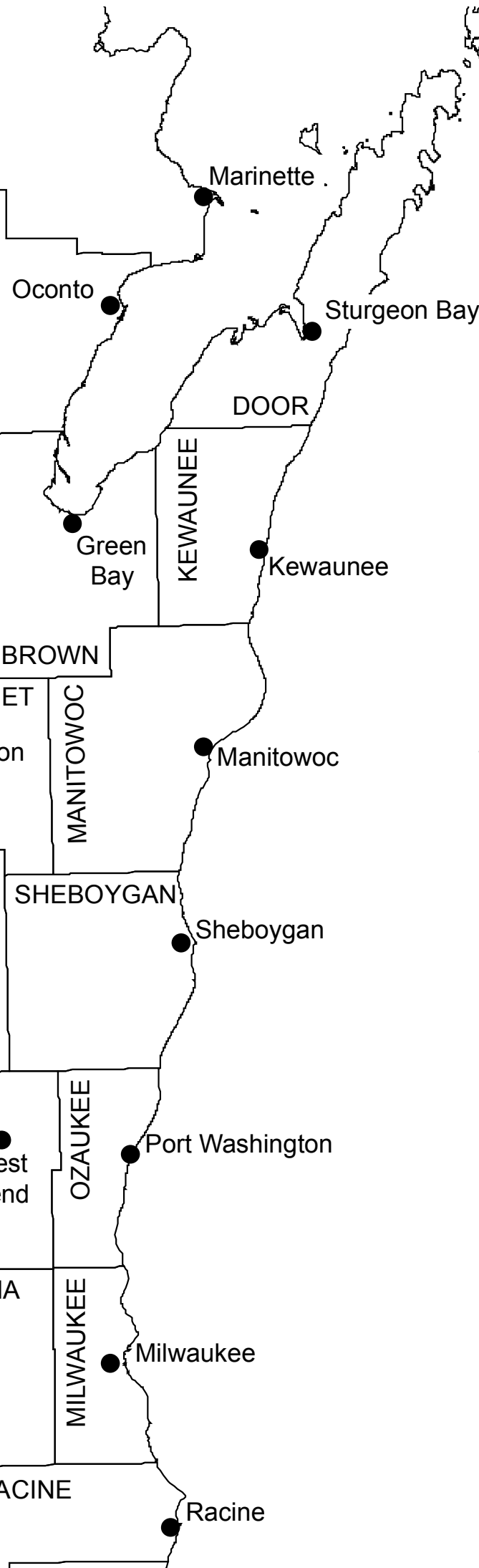
Sheboygan Falls and Plymouth high schools are the next strongest, having 20 and 18 students here, respectively.

A three-way tie exists with Cedar Grove-

Belgium, Port Washington and Random Lake with 5 students each.

The student body increased by 188 this fall with students coming from 28 schools. These numbers represent only new students under the age of 20. All numbers were provided by Academic Affairs.

—Rowan Norman



Tyler Reineking, a graduate from North High School, said that, although he does see people from his high school, it doesn't really affect his college experience. "It's interesting to see people around [from high school] to say, 'Hi,' but it's not like friends or anything."

Jon Block says that he was homeschooled and that he sees other homeschool students here. He also sees more traditional high school students that he has befriended throughout the years. Block is currently undecided.

Trent Mikalowski, a graduate of Sheboygan Falls High School, said that the number of people from his school "doesn't bother" him, but "it's better than the entirety of my graduating class." He plans to major in criminal justice.

STUDENT VIEWS

Diego Ruiz, a freshman planning to study social justice, sees some people he recognizes from Sheboygan North High School at UW-Sheboygan. "My first day here I couldn't find a class, and a friend from high school helped me," said Ruiz.

Elijah DeJong, a homeschool graduate who hopes to major in history, didn't know many colleagues from high school "I find that I connect the most with the people I sit next to in class," he said. He admitted, however, "The more familiar the face, the easier it is to connect."

Diamonique McNeal came to UW-Sheboygan after graduating from Shorewood High School. She is the only student from her high school at UW-Sheboygan. "I like it," said McNeal, a freshman who plans to pursue a nursing degree. "It's a fresh start to meet new people. Because my friends aren't here, I'm forced to do homework."

Ashley Wierzbach, a sophomore studying photography, graduated from North High School. She said she doesn't like having her high school classmates around. "There was a lot of drama, which follows you," she said. "It's like being back in high school."

Kayla Anttila, a freshman studying accounting, said she enjoys seeing friends and familiar faces from South High School on campus. "I love it because, it makes the school environment more comfortable with people that are familiar!"

Damien Jackson came to UW-Sheboygan from North Lawndale High School in Chicago. "I like that my friends don't go here, otherwise I'd be getting in trouble," he said. Jackson, a freshman interested in studying criminal justice, currently lives in Oostburg, and he recognizes other students from Oostburg on campus.

Contributors include David Hesketh, Rowan Norman, Deanna Wiehr, Melissa Olson-Petrie

UW-Sheboygan Fall 2013 Freshman Registrations by High School			
Auburndale High School	1	Sheboygan North High School	49
Cedar Grove-Belgium High School	5	Oneida Nation High School	1
Face 2 Face Charter High School	3	Oostburg High School	8
Grafton High School	1	Plymouth High School	18
Howards Grove High School	10	Port Washington High School	5
IQ Academy	1	Random Lake High School	5
Jerome I. Case High School (Racine)	1	Riverview Academy	2
Kiel High School	3	Sheboygan Area Lutheran High School	2
Kohler High School	1	Sheboygan County Christian	2
Lincoln High School (Manitowoc)	1	Sheboygan Falls High School	20
Marinette High School	1	Shorewood High School	1
Merrill High School	1	Sheboygan South High School	37
New Holstein High School	1	Waupun Senior High School	1
Non-Wisconsin high schools	3	Wisconsin Home School	4
Note: These counts do not include students who were older than 20 at the start of the semester.			