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Studying strategies adapt over time, even for 4.0 students

Zach Dwyer
Falcon News Service

College can be a difficult transition for students, especially those who had school come easily to them in high school, said Kathleen Hunzer, the director of the Honors Program and a professor of English at UW-River Falls. High school came pretty easily for her in Langhorne, Penn., but it went very quickly from, “I got this” to, “I don’t got this” once she started at the College of New Jersey, she said.

“I’m first-generation; my parents didn’t go to college,” Hunzer said. “I couldn’t ask them for advice, and I kind of had to figure it out on my own. That adjustment from high school to college can be difficult, because who do you ask questions to?”

According to UWRP institutional research, 43.5 percent of undergraduate students on campus are first-generation students. This means they’re trying to handle the increased workload and responsibilities of college without the benefit of having people close to them who have done it before.

Earlier this decade, the National Center for Education Statistics reported that about 34 percent of undergraduates nationwide were the first in their families to go to college. This leaves UWRP facing this problem at a higher level than the national average.

“If you’re really smart in high school, you have this tendency to not ask questions because you think, ‘I should know this,’” Hunzer said. “That transition can be difficult, because



Photo courtesy of Annaka Isenberger
A group of Honors Program members enjoy a game during a social event that Hunzer described as an outlet to get away from the stress of classes.

college is an entirely new study technique and assessments are different.”

Hunzer has gone all the way from being the overwhelmed student to being a person that advises students on how to overcome those same struggles. She has made it an emphasis of the Honors Program to use a tutoring network to connect students who have taken a class with those who haven’t and might be

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Success in the classroom should not be judged by a letter grade

Lauren Simenson
Falcon News Service

Economics Professor Hossein Eftekari feels very lucky to have been able to teach at UW-River Falls for the past 33 years. He feels that the university offers its students a great education at a low cost. One of the best parts of his job is interacting with students in class and one-on-one during office hours. The problem is, not enough students take advantage of his office hours and therefore struggle in class.

“I highly encourage my students to come and see me. Unfortunately, they don’t,” said Eftekari. “They don’t ask their questions in class. They need to come on a regular basis if they’re weak. But, unfortunately, they don’t come. I believe some of them are very shy. Another issue is that coming to a professor’s office is intimidating, or they have a fear of that. I usually tell them, please consider me your friend. I don’t see myself above my students and neither below them, but on equal grounds.”

Eftekari is not the only UWRP professor who notices the failure of students to seek help from their teachers. English Professor Kate Maude, who often teaches fall semester freshman English classes, says that students do not take advantage of campus resources or instructor’s office hours.

“I think a lot of times students feel like they are interrupting or disturbing their instructors when they come to their offices,” said Maude, “but that is why instructors have office hours is to meet with students.”

Remedial math coordinator and math professor Grettel Hecht found that one of the biggest obstacles standing in the way of good grades for many of her students in Math 10 and Math 30 classes is a phobia of math.

“The students who are successful in those classes,” Hecht

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Chartwells improves dining options after student feedback

Bennett Ryyanen
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Dining services on campus have been a concern for a while now. From underwhelming options in the Riverside Commons to a lack of affordable meals in the Rapids, the frustration with the meal plans’ value is widespread. Last semester, students started to voice their dissatisfaction more than ever before. In mid-November, the problem was finally addressed.

The Student Senate called a meeting with representatives from Chartwells to answer questions about dining options. Following the meeting, they resolved to make improvements over J-term. For those who aren’t up to date with the situation, the changes may not be obvious.

Susan Boettcher, the director of dining services, described the many new options that students may not be aware have been added. Many suggestions were made at the Student Sen-

ate meeting in the fall. Chief among them were an all-encompassing meal from the Rapids, gluten-free options in Freddy’s C-Store and more healthy options across the board. All of these changes were made.

In the Riverside Commons, the changes are the most extensive. The highlights include the pasta selection, which has expanded and moved to the chef’s table. Four toppings are now available, along with whole grain pasta. To utilize the new space, the pizza selection has expanded as well. Most notably, between 7 a.m. and 9 a.m., the stir fry station serves built-to-order scrambled eggs. This provides a fine consolation for students who must be up early for class.

Regarding transfer meals, Chartwells has introduced monthly meal deals. These allow for students to get an entire meal in the Rapids without having to spend dining dollars quite so regularly. “Every month they’re different, but I don’t know

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Who wants improved grades? Raise your hand, because that's the key to it

Nathan Lukasavitz
Falcon News Service

Mai See Xiong, a Hmong-American senior at UWRP, recalls going through her entire childhood education and even a semester of college with a fear of asking questions in class – all because her parents taught her that doing so was frowned upon and might land her in trouble.

In a recent printmaking class, however, Xiong didn’t hesitate to ask studio art instructor Nikki Schneider to re-explain numerous aspects of a project assignment, and now she works as a student mentor, allowing multicultural freshmen and sophomores to ask her questions they might lack the courage to pose in their classes.

“I had a professor in one of my classes, and she was always pushing, ‘Don’t be afraid of asking questions because the more questions you ask, the more I can answer for you,’” Xiong said while recalling a piece of advice from an instructor at Century College, the school she attended prior to transferring to UWRP. “So I decided it’s time to start asking questions and learn things the right way, rather than just trying to figure it out by myself.”

This single decision is what she cites for her enhanced academic performance.

“I started noticing that my grades were improving a lot. I was doing a lot better,” Xiong said, mentioning the fact that she was nearly meeting the academic expectations her parents had for her, a benchmark she had not previously been able to attain.

“In my culture and in my family, parents always have high expectations for their kids,” she said, “so if you get an A minus, they would be really upset with you.”

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Opportunity fair showcases options



Yasmine Ruetz/Student Voice
Students meet with employers during the UW-River Falls' opportunity fair on Wednesday.

News Briefs:

UW-River Falls grad makes mark during Super Bowl week, raises awareness about homelessness

The New England Patriots and Philadelphia Eagles may be ready to meet Sunday in Minneapolis in the Super Bowl, but one graduate of the University of Wisconsin-River Falls is more concerned about those who have no home field — or home — to call their own.

Michael Mader has formed a thriving e-commerce business known as Hippy Feet. It’s dedicated to serving the homeless, and he’s using the Super Bowl buildup to get his message across.

“We have a pop-up shop and warming area open in downtown Minneapolis and it’s been great for raising awareness,” Mader said. “It’s also good to see local businesses making an impact during Super Bowl week.”

The Hippy Feet Warming House is located on Nicollet Mall near South 10th Street.

Hippy Feet is a general benefit corporation. Companies of this type must show a positive impact on society in addition to profit as its legally defined goals. The company’s benefits are important.

For each pair of socks the company sells, another pair is donated to a homeless shelter — but the good work doesn’t stop there. The homeless can also receive temporary employment and leave with cash in their pockets.

“For some people, it’s the first stepping stone of many,” Mader said. Socks are the most requested item at homeless shelters.

“At this time of year if you don’t have socks, you have a lot of potential problems,” Mader said. “You walk to stay warm and without socks you can get blisters, or other serious health issues like trench foot.”

Mader’s online business has received publicity from Twin Cities media.

“That’s great because it promotes mission and helps drive traffic to our store,” Mader said. “People can track our progress. In 18 months, we’ve donated about 11,000 pairs of socks.”

Mader, of Woodbury, Minn., graduated with a marketing major from UW-River Falls in 2016.

“I never had an internship, but wanted a marketing degree,” he said. “I wanted to make an impact on the world.”

A traumatic brain injury Mader suffered in 2015, however, put his plans on hold.

“I was in the hospital for three months and some people thought I should drop out,” he said. “Instead, I started writing a business plan for a stock company. I wanted a positive change in the way I was living and to help change the way people around me live.”

Mader entered Hippy Feet in the UW-River Falls Innovation Challenge undergraduate business program in 2016 and won \$27,000 in grants. Now, he’s working with Microsoft, making custom socks in a corporate gift package for employees in Fargo, N.D., which will double the number of donated socks the company can make available.

“We can give a pair of socks to every homeless person in North Dakota when we’re done with this,” Mader said. The company also works with mysister.org, which raises money and awareness to prevent sex trafficking through apparel.

But what do visitors to Mader’s warming house say.

“They love the idea,” he said. “We have a place and a lounge for people to come in, sit down, hang out, and just be casual while they learn about us.”

For Mader, the local aspect of his business is especially important.

“At the Super Bowl, we’re competing with the Nikes of the world, Tostitos, Sleep Number, people spending big money to be a part of the atmosphere,” he said. “I’m glad we can provide local vendors to have a piece of the pie and give Minneapolis-based companies a chance to be seen.”

For more information about the warming house, visit <https://hippyfeetwarminghouse.com/>. For more information about Hippy Feet, visit www.hippyfeet.com.

Racial bullying at B-W schools sparks concerns about safety

When Amiya Murphy moved to Baldwin last year, she was excited to start at a new school.

After moving from Eau Claire, she found the sprawling rural fields pretty in the summertime. But a few months into Murphy’s fifth-grade year, she became a bully’s target.

As one of a small handful of black students in the Baldwin-Woodville School District, the comments started as remarks about her skin color but escalated as the year went on.

Toward the end of the school year, a classmate shoved a picture of a Confederate flag in her face.

“He said, ‘worship my flag, you black,’” Murphy said. “He called me the N-word several times that year.”

Cases like hers are sparking concern among some parents and students in the primarily-white school district, located between the Twin Cities and Eau Claire. They say some students have been the victims of repeated racial bullying at school, but they feel their pleas to district officials have gone unaddressed.

B-W school officials insist all complaints related to bullying or racial slurs are investigated.

“I can guarantee it’s not something we’ve swept under the rug,” said Viking Middle School Principal Scott Benoy. “It’s discouraging to think there’s a sentiment that I’m ignoring these things.”

State laws require Wisconsin schools to create procedures for handling bullying, which includes confidentiality and establishing disciplinary action for any retaliation.

This school year, the middle school logged two instances where a student was suspended from school after making racially-charged comments toward other students.

According to the Wisconsin Department of Public Instruction, the school district recorded 10 discrimination complaints during the 2015-2016 school year. That same year, neighboring New Richmond schools logged five complaints despite having roughly twice as many students than Baldwin-Woodville schools.

Those complaints, however, cover a wide range of discriminatory charges involving bias or harassment related to race, age and disability, among others considerations.

Substantiated complaints involving racial harassment and bullying often results in a suspension, Benoy said. Severe cases, like when a student is threatened or is repeatedly harassed, are reported to law enforcement.

“I can’t change a family’s attitude. I can’t change a particular child’s attitude,” Benoy said. “But I can make the behavior stop or at least attempt to make the behavior stop.”

Some students at Viking Middle School said they’ve given up reporting every instance because the frequency of harassment has become so numerous.

Kendra Ombati and Imari Klein, both eighth-grade students at Viking Middle School, said they’ve regularly experienced racist taunts and threats from about a dozen different classmates.

Ombati, who’s been in the school district since Kindergarten, said the bullying and racial slurs began when she started fifth grade. Since then, she said she’s been the target of racial slurs at least every month.

Last fall, Ombati said classmates on the bus told her they planned to join the Ku Klux Klan and that she “would be next.” Other times, she’s been brought to tears after repeatedly being called the N-word.

“It’s stressful knowing I’ll have to deal with this my whole life,” Ombati, 13, said. “I don’t know why I’m being treated differently.”

She said she found it difficult to focus on her studies and has started to fall behind in some of her classes.

Fearful for her daughter’s safety, Beth Ombati said she spoke with school officials at the beginning of the school year but doesn’t feel they’ve taken strong enough action.

Chief among her concerns are whether staff and faculty receive any training on bullying when it relates to race.

“It’s a serious issue,” Beth Ombati said. “There are kids committing suicide over being bullied. It doesn’t seem like they know what to do.”

According to the most recent demographic information by the DPI, Viking Middle School is 94 percent white, with 22 students of color making up the student body of 360.

Those figures roughly mirror the sister communities of Baldwin and Woodville, according to the U.S. Census.

In 2013, school officials suspended a high school student who put a miniature noose on a black student’s desk while wearing a white cone on his head.

Superintendent Eric Russell, who was principal of the school then, said police also issued a citation to the student.

He added that it’s difficult for schools to address bullying and harassment when it goes unreported, especially for repeat offenders.

“We don’t want to be naive about it either,” Russell said. “If there’s something going on, we want to know about it.”

UW-River Falls professor working at South Pole with undergrad

February 6, 2018--What’s it like to live and work at one of the most extreme places on earth? University of Wisconsin Physics Professor Suruj Seunarine and University of Chicago undergraduate Lindsay Berkhout can now tell you. They are working on a National Science Foundation project studying solar storms using detectors at the Amundsen-Scott Station at the South Pole.

The research centers on trying to better understand some interesting extreme behavior of the sun. Occasionally, solar storms create continuous, invisible streams of high-energy particles known as cosmic rays. They can damage electronics and even disable the electrical grid. The Antarctic team is researching the solar spasms and seeing if the measurements they make with the neutron monitors can provide early alerts.

Seunarine and Berkhout’s travel to the South Pole was far from routine. It started with commercial flights to Christchurch, New Zealand. The following day, they got their cold weather gear to keep them warm on the “ice,” the nickname seasoned travelers use for Antarctica. Multiple weather delays kept them first in New Zealand, and then at McMurdo, the US Station on the Antarctic coast, for more than a week. They arrived at the South Pole station almost two weeks after leaving home.

This was Seunarine’s second trip to the South Pole, but he was still overwhelmed by the experience.

“This has been an amazing adventure in travel and science,” Seunarine said. “I imagine it’s the closest I would get to understanding what it might be like living on another planet.”

While at the South Pole, they performed maintenance work on the neutron monitors.

“One of the coolest parts of this trip was being able to see the experiments we were working on firsthand,” said Berkhout, who spent summer 2017 working on astrophysics research at UW-River Falls. “Traveling to the South Pole is an adventure that I will never forget.”

Seunarine and Berkhout’s posts about their trip can be found at <https://i3uwrfr.wordpress.com/>.

This is the fourth season that UW-River Falls has brought students to Antarctica for the neutron monitor project. Jim Madsen, chair of the UWRF Physics Department, has brought a total of five students with him on prior trips. Madsen and Seunarine also work on the international IceCube project, <http://icecube.wisc.edu/>, at the South Pole.

For more information, email Madsen at james.madsen@uwrfr.edu.

River Falls barn dances start on February 17

The old-time string band Gritpickers will play the River Falls barn dance series on Saturday, February 17 in the gym of the River Falls Academy (the former Meyer Middle School) at 439 West Maple Street in River Falls from 7:00 to 9:30 p.m.

Based in the Twin Cities, Gritpickers delight old-time music and dance fans with their lively double-fiddle arrangements.

No prior dancing experience is necessary. A skilled caller runs through the steps with newcomers and more seasoned dancers alike. Partners are optional. All dancing is social and singles are welcome. Children are especially encouraged to participate in the opening family-friendly segment from 7 to 8 p.m. The second part of the evening features somewhat more advanced dances.

Remaining dates in the 2017-18 season feature: Greenwood Tree on Saturday, March 17; and Barn Cats on Saturday, April 14.

The barn dance series is volunteer-operated and jointly sponsored by River Falls Community Arts Base, River Falls Parks and Recreation, and Allina Health River Falls Area Hospital.. Admission is \$5 for adults and \$2.50 for 12 and under. Inexpensive refreshments are available. Information at <http://www.riverfallscab.org>.

Follow the Student Voice on Twitter

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Weekly UWRF Crime Report

Thursday, February 1

- Disorderly conduct was reported at Kleinpell Fine Arts at 1:39 p.m.

Friday, February 2

- Harrassment complaints were reported at McMillan Hall at 5:00 p.m.
- A motor vehicle accident was reported at Centennial Science Hall at 6:52 p.m.
- Underage alcohol was reported at 620 S 3rd St. at 10:36 p.m.

Saturday, February 3

- All drug complaint was reported 620 S 3rd St, at 11:19 p.m.

Sunday, February 4

- All drug complaint was reported at Parker Hall at 10:55 p.m.

Tuesday, February 6

- All drug complaint was reported at Jesse H. Ames Suites at 5:19 p.m.

Editor’s Note:

Information for this section is taken from the UW-River Falls Police Department incident reports.

Student Senate Update: Feb. 2

The Student Senate brought in John Murphy and Joe Kmiech from Technology Services to talk about the upcoming transition from D2L to Canvas. The transition should be complete by Fall 2019. Discussion topics included:

- How quickly the transition should be made – would an abrupt or gradual switch be better for students?
- Training materials – what will students and professors be able to reference when they have questions about the program?
- Technology Services will be sending out a survey in March to analyze student use of technology.

Inclusivity Senator JJ Knapp made a motion calling for a \$10 increase in a student segregated fee aimed at funding diversity programming and education through the Center for Diversity, Inclusion and Belonging. The motion passed 14-2-1.

There was an ad hoc committee meeting for the upcoming Mental Health Awareness week, during which they discussed plans for movies and activities.

The information in this update comes from the minutes posted to the Student Government Association Falcon-Sync page every week and from the live tweet posts gathered by Student Voice staff. The Student Senate meets every Tuesday at 7 p.m. in the Willow River Room of the University Center.

Who wants improved grades? Raising your hand might be the key to academic success



Photo courtesy of Mai See Xiong
Mai See Xiong standing in front of her family at her brother’s 2001 high school graduation, in which he finished among the top 20 students in his class.

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The demand for total perfection makes it tough to have conversations with her parents regarding grades, classes or schoolwork, Xiong said. “They’ve never gone to college or high school, and they don’t know the challenges you suffer through.”

Feeling well aware of the challenges college students face, she recently became a mentor with the UWRF Aspire program, which is designed to help students of color, among others, succeed academically. Currently, there are 46 students enrolled in the program, said Jannie Gonzales, the Aspire coordinator.

“After just running some grades, our Aspire students were really successful this fall semester,” Gonzales said, mention-

ing that 20 of them got above a 3.0 GPA.

Much of the success that Aspire students achieve is largely attributed to the work of the 10 student mentors who work for the program, she said, because it provides mentees the opportunity to hear “any guidance our mentors can give to them after having taken some of the same classes themselves.”

In addition to the work or preparation of the mentors, there is another trend that seems to correlate with the achievement of students in the program.

“I’ve been seeing with our students, the more involved they are, the better they are with academic success,” Gonzales said.

Student involvement, however, is believed to contribute to academic success not just for students in the Aspire program but for students in general, according to Martin Olague, director of the UWRF Center of Diversity, Inclusion and Belonging.

“Most studies show that when students are more active in participating on campus, they see great improvement,” Olague said. “Even though it seems like they’re taking time to do more things, their grades improve as they do more things.”

Regardless of how the students choose to get involved, simply participating in campus activities allows them to establish networks of support, according to Olague.

“Once a student feels a sense of belonging in a community, they feel more invested, and it trickles into everything else,” Olague said.

However, even when students choose not to become involved, the relationships they establish with professional staff on campus can be a factor in determining their academic success.

“Sometimes new students have a hard time connecting with other students,” Olague said, “but when they connect with staff, a lot of times they’re better able to develop more connections and, ultimately, to succeed.”

Connections that provide people for students to share their situations with is usually what it takes to provide them with the support needed to progress academically on campus, according to Olague.

“The first thing I heard when talking to students,” he said, “was they felt like they were the only ones going through certain experiences on campus and there was no one else to talk to about them.”

Xiong plans to continue her work as a mentor in the Aspire program in the hopes of getting students to understand that “there are other students out there who will empathize with them, understand their situation and help them through it.”

Success in the classroom should not be judged by a letter grade

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said, are the ones who are “attending class regularly and not letting (themselves) get far behind, because especially in math, concepts build on each other.”

Students seeking better grades should be cautious about focusing too much on the letter assigned to each course at the end of term, Eftekari said. He added that too much emphasis is put on making the grade and not on learning the material.

“In my experience, students are not taking higher education seriously,” he said. “It is a cultural problem and it is extremely difficult to resolve it. The main objective of higher education being learning, and how to learn by yourself is lost in the process.”

“As long as the students focus on getting a good grade, I don’t think they are going to get a quality education,” he said. “If you really learn a topic, deeply, a good grade will usually come with it.”

He also notes that a phobia of math, a lack of time management and not studying regularly are problems for students. They also don’t take advantage of campus resources or of professors in order to learn the material better and achieve good grades.

“My message to all students is to take your education seriously,” said Eftekari. “Do your best; you are here for education. That should be your priority.”

Chartwells improves dining options after students give them feedback

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whether students know where to find them,” Boettcher said. The best places to check are the digital menus located throughout the University Center, UW-River Falls’ website and the University Center’s social media accounts.

The increasing enrollment over the last few years has required Chartwells to think on their feet. “We have 2,600 guests with meal plans, so we’re always evolving ... What worked one semester may not work the next,” Boettcher explained. Chartwells is always seeking feedback from students. After all, it’s how the recent changes were accomplished.

Boettcher explained that the text-to-solve program is the most effective way to be heard, as the message goes straight to every manager. The managers’ emails are also posted on-site at the University Center, and there is always a supervisor on duty for problems that require immediate attention.

Kaylee Kildahl, the student body vice president, also weighed in on the changes. She thought that some of the J-term changes were a result of the Student Senate meeting,

while others were not. Chartwells had changes planned prior to the meeting, such as improved training and color coding with utensils. However, the additional dining options were suggested by the senate. It was about half and half.

Kildahl assured that the student government has been very impressed so far. “It just showed that they listen to students with their initiatives,” she said. The senate is planning another meeting with Chartwells to follow up, but according to Kildahl, their outlook is very positive.

The changes have been well received by everyone involved, but most students’ perceptions haven’t necessarily improved yet. Collin Huebel, a sophomore and frequent Riverside Commons visitor, was unaware of any changes. However, when he learned about a few of the new improvements, he was pleasantly surprised. “It sounds like they need to do a better job letting us know about the changes,” Huebel said.

Chartwells’ changes over J-term hit all the right marks. Options in the Riverside Commons have expanded and transfer meals now include affordable, all-encompassing options. Student perception has hardly changed, though. It seems that Chartwells’ next big improvement may be in improving their publicity.

Study strategies adapt over time, even for students with a 4.0 GPA

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struggling. They also stress the advantages of the math and writing help centers.

“Some of our students do struggle with that, but I think with mentorship and guidance they can get through it,” Hunzer said. “But sometimes they just don’t like to admit that they’re struggling.”

No matter how well a student did in high school, changing study habits is an ongoing skill that can make students better learners for the future, according to Hunzer. This is usually thought of as hitting students the hardest when they first enter college.

Sonja Pearson, a freshman in the Honors Program, has clearly seen that work is required to reach her goals.

“I was very studious in high school (at South St. Paul),” Pearson said. “I was an athlete, but school was also very important. I was definitely someone who would stay back and do homework versus going out with friends ... and I’m passionate about doing well.”

Pearson said she has adapted to spending more time taking notes outside of class than just listening to what the teacher says. She also uses one notebook for in-class notes and one for textbook notes to keep herself organized.

While she takes her studies very seriously, finding a balance in her life is one of the biggest reasons that she has found success in her first semester, she said. “I’m in to Cross-Fit, and it takes up just as much of my time as when I was in soccer (during first semester). I plan my workout times, and programming and dieting has to go along with it. If I didn’t have my workouts, it would be hard to get through the day. My workouts keep me sane.”

The exercise and sports science major said that she realizes most other freshmen are busy always hanging out with each other in the dorms. However, she structures her day very strictly to make sure she goes to bed at a proper time and stays healthy and alert for each day.

While a structured schedule and detailed note-taking works for Pearson, almost all students have a different strategy for reaching the goals they strive for. However, some students expected the transition to be pretty easy, such as Taylor North, a junior animal science major. Taking chemistry her freshman year showed her that college was going to be very different and that she had to figure out how to study efficiently.

“In chemistry, I started doing all of the problems in the back of the book,” North said. “I started reviewing a lot earlier, and I had to start studying a week ahead of time.”

This increased workload allowed her to find three different methods that work for her: Quizlet, whiteboards and audio recordings. North enjoys using Quizlet because she can look at the online flash cards anywhere and run through it quick before classes or while riding in the car. She also started writing down formulas on whiteboards to commit things to memory.

“In chemistry, we have to name so many mechanisms, write everything down a million times, and it’s constant repetition,” North said. “In biochemistry, I also recorded myself saying the reaction, and then at work I would listen to it. I managed to get an A, so whatever it takes.”

Staying busy is a way that North also stays focused on her studies. North had a 4.0 GPA last semester but still always enjoys having something to do, whether it be her Brock and Bridle work in the fall or one of her part-time jobs. This allows her to get out of the zone from studying.

“It’s good to forget about it for a couple of hours,” North said. “I know when my body says to stop studying. Whenever I come back, it’s way easier to remember, and I never stay up past 11. If you look over your notes right before you go to bed, it will commit it to memory ... I will never stay up past 3 a.m. to study.”

Going into college with confidence that you can grow from what you were good at in high school is one of the most important things you can do, according to Montana Lins, a junior animal science major who has maintained a 4.0 GPA.

“I knew if I have to study for five hours straight, I’m going to be prepared to do that, even though I never had to do that in high school,” Lins said.

Like North, Lins has found a variety of strategies to study, not relying on a single method. In his freshman year he mostly studied by himself so he could avoid distractions and losing focus. As he reached higher level classes, however, he began studying with others to see different views on the topics and get instant feedback and higher thinking.

“I think I can count on one hand the number of classes I’ve missed,” Lins said. “I go through and physically re-write my notes before tests. Sometimes I will be writing them three times before I actually take the test.”

This extra effort is what helps Lins commit the material to memory and achieve the results he desires. While Lins spends more time than most of his peers studying, he still finds necessary social time.

“I enjoy people; that’s my escape,” Lins said. “If you have a good group of friends or even one friend to eat dinner with at the end of the day and wind down before studying, it helps.”

This theme of staying well-rounded is one of the most important aspects of overcoming initial challenges in college, the Honors Program director Hunzer said. She has worked with freshman throughout her 15 years at UWRF and has seen and experienced firsthand how to overcome the difficult times.

“(Students) need some kind of outlet and exposure to other ideas,” she said. “A lot of our students have one or two jobs or commitments at home. They’re trying to balance a lot of things and juggle a lot of balls, and you can only juggle so many at once before they start falling.”

Do you have something to say?
Write a letter to the editor.

Email your thoughts to zachary.dwyer@my.uwrf.edu

EDITORIAL

Student orgs. should prioritize quality above all

UW-River Falls, as part of its marketing campaign, likes to advertise to students that it has over 150 student organizations on campus. This leads students to arrive on campus expecting a wide selection of diverse clubs with well-established members and goals.

What we at the Student Voice have found is that the total of 150 student organizations, though technically accurate, does not convey the quality of the clubs. With a university population of only around 6,000, membership across 150 clubs tends to stretch people pretty thin. Many of the clubs only have a handful of members.

When clubs are so small, it can often be difficult for the organization to have any sense of direction. With so few people, duties like outreach and marketing often fall on one or two people, and the same one or two people are often also tasked with coming up with activities and organizing meetings. The small body count also makes it difficult for new members to integrate into the club culture, and it’s hard to develop the close-knit friend groups that many people seek when they join a club.

The nature of leadership within clubs is also a problem. In most cases, leadership falls entirely on the students running the organization. Sometimes this works out all right, when you have one or two individuals in charge that are highly motivated. When those people step down, however, the club might begin to flounder and participation from the other group members will likely decrease. Student leadership is important, because it teaches valuable skills for the real world. However, this succession from one person to the next needs help in order to be smooth and effective.

We think that the best way to facilitate this succession is to have increased involvement from the faculty advisers of the clubs. Very often, advisers are merely names that never become involved in the actual workings of the organization. While this isn’t the case in every instance, many faculty are also advisers for multiple clubs, so it’s difficult for them to prioritize and lend the leadership that the organizations need. While the goal should always be that the students lead the organizations overall, faculty guidance is important so that they can set students up to succeed.

An overarching problem that contributes to this, however, is the fact that faculty are stretched thin as it is on campus. Budget cuts and staff reductions make it difficult for professors to cover their classwork, let alone extracurricular activities. Clubs are a logical first thing to cut when you’re overwhelmed with work.

This problem with thinly-stretched resources could potentially be resolved by consolidating the number of clubs on campus. This is not to say that campus needs to cut clubs. Rather, we think that a good portion of the 150 organizations are in fact very similar and could be combined. This would simultaneously solve the problem of small member counts and stretched resources.

For example, the Environmental Corps of Sustainability and the Student Alliance for Local and Sustainable Agriculture both revolve around the concept of sustainability. ECOS broadly advocates the concept, while SALSA is more specifically focused on agricultural sustainability. By combining the two clubs, the organizations would have a larger group of people working together. They would also bring together two ideas that, when combined, stand a very real chance of creating useful change.

Clubs are an essential part of the social experience on a college campus. We think that they should be of high quality, not just high quantity.

Editorials represent the opinions of the Student voice Editorial Board and are prepared by the editorial staff.

STUDENT VOICE

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How many women have to be abused before we believe them the first time?

Lauren A. Simenson

Columnist

“No one believed, because no one listened,” said Rachael Denhollander in a press conference posted on Reuters.com. In 2016, Denhollander was the first woman to publicly accuse sports doctor Larry Nassar for sexually abusing her. Denhollander is now one of more than 265 women who have accused Nassar of sexual abuse. Abuse that went on for decades by a renowned doctor who was entrusted to treat these women and girls.

Denhollander, in this same press conference, remarked that Nassar was not the only person to blame. She said that others knew but turned a blind eye, and that they did nothing to investigate accusations or pay attention to obvious red flags. This allowed Nassar to continue abusing female athletes under the guise of medical treatments.

The women who make up the victims of Nassar’s attacks are part of the biggest sexual abuse case in sports history. The total is now 265 women, and only now are we hearing their stories and getting them justice.

It is their accounts of the abuse they suffered, of being shamed and blamed, of being silenced for attempting to come forward and the long wait they had to endure before justice was finally enacted that now haunts me.

Denhollander was right when she said Nassar is not the only one to blame for this colossal case of abuse. The University of Michigan State, USA Gymnastics and current culture are also to blame. How else could 265 women have been abused for decades without someone, anyone, doing something about it? The hashtags #WhyWomenDontReport and #MeToo help shed light on why women in general do not come forward with accounts of their assaults, with how prolific the problems of rape culture and victim blaming are and

Abundant options at UW-River Falls make college life easier for vegans

Miranda Ailport

Columnist

I became vegan around four years ago. When I first started, I didn’t know what I was doing. I could eat fruits and vegetables, but what else?

A few times I went over to dinner at someone’s home and I had to explain awkwardly that turkey burgers were not vegan. Turkey is an animal. Vegan means that you don’t consume, wear or purchase anything that contains animal product.

There are three main reasons people go vegan: they transition to a vegan diet for health reasons, for the animals or for the environment. I chose veganism because I couldn’t look into an animal’s eyes and understand why it should give its life for me just so I can eat it when I can just eat plants.

I’ve found that veganism is a lot easier than some people would think. For example, Oreos are vegan friendly. This should probably be alarming, but they’re so delicious. The hardest part of veganism is, like I said before, explaining to people what exactly I can and cannot eat and where we get our protein from.

I sometimes struggle with finding food when I am out to eat. Naturally, I was concerned about my ability to eat on campus. I haven’t yet met any other vegans or vegetarians, but I’m sure they are out there on campus and I’m sure they struggle with this too. I thought I’d share what I’ve been eat-

Learning to learn: the hidden value of making yourself read dense books

Sophia Koch

Columnist

Whenever I encounter a book that’s particularly dull, long or full of complicated words and concepts, I describe it as “dense.” A lot of textbooks fall under this category, as do most scholarly research articles and one or two sci-fi books (“Dune” by Frank Herbert is reminiscent of a college textbook on politics, and you run the risk of knocking the earth out of orbit if you drop a copy of “The Hitchhiker’s Guide to the Galaxy” by Douglas Adams).

My reading habits are slightly odd in that it takes a very good reason for me to put down a book. Sometimes I’ll even have a very good reason, and I’ll keep reading simply because I hate leaving a book half-read. As a result, I’ve stubbornly plowed through a decent number of very dense books. Oftentimes I’ll only have half an understanding of what I read, but I’ve come to appreciate the hidden value in difficult reading material.

A lot of important information often becomes encoded in dense reading material. Laws, for instance, are usually very heavy on jargon and difficult to read through if you don’t have extensive schooling in the field. Everyone would probably agree, however, that laws are important things to understand since they govern a large chunk of our lives. I would argue that the average person should be capable of going online to the Wisconsin State Legislature website, looking up a bill and understanding what it means.

I don’t think this is the case, though.

We’ve become used to having things broken down for us by teachers and media outlets into easy-to-digest bites of information coupled with color photos, helpful diagrams and

the scale of problems with sexual abuse and harassment.

In a piece published on NYTimes.com on Jan. 26, 2018, Rachel Denhollander published an op-ed piece titled, “The Price I Paid for Taking on Larry Nassar.” In her op-ed, Denhollander talks about how she had assembled evidence of the abuse she suffered by gathering medical journals detailing the proper technique Nassar should have used, experts on the “procedure” Nassar performed on her, a character letter of herself written by a district attorney, etc. All of this was meant to prove her case because she rightfully feared she would not be believed. If this does not speak loudly as to just how bad the problem of not listening to or believing women’s accounts of sexual abuse is, then I do not know what else would.

According to Denhollander’s account, she was the first to step forward and was soon followed by hundreds of women and girls with their own accounts of abuse. Even more notable, Denhollander writes how, “at least 14 coaches, trainers, psychologists or colleagues had been warned of his abuse.” The first accusations of Nassar’s abuse was reported 21 years ago in 1997 at Michigan State University by two teen gymnasts to their head coach. Nassar has just now been held accountable and sentenced for his abuse and for possessing child pornography.

The goal of the #MeToo movement is to show the magnitude of the problem of sexual harassment, assault and violence that women face in our society. The Larry Nassar case exposes the magnitude of sexual assault and violence brought on by a sole individual.

How many more women have to suffer abuse before we believe them the first time?

Lauren Simenson is a senior majoring in journalism and communication studies. Her interests include eating dark chocolate, online window shopping and reading anything she can get her hands on. While not at work, at school, taking naps, or doing homework, she likes to cook, canoe, fish and write.

ing around campus to help my fellow animal lovers out.

UW-River Falls thankfully serves many vegan and vegetarian options if you are looking for that type of food. They serve vegan chocolate chips cookies, so I’m pretty much sold! Freddy’s Convenience Store has veggie sushi, fruit cups and even a kombucha drink for sale. I only have an hour break for lunch on Monday, Wednesday and Fridays, so it’s a nice way to grab something quick but healthy to eat for lunches.

The Riverside Commons serves heaps of vegan options. The explicit vegan options are in the allergen-friendly area with the purple spoons. I’ve had delicious sweet potatoes and plain rice there. The salad bar, sandwich bar and stir-fry bar can all be modified for vegans. My favorite meal is a hummus and veggie wrap, blood oranges, chocolate chip cookie and some chocolate soymilk. There are tons of combinations, though. Einstein Bagels and Erberts and Gerberts also have vegan and vegetarian options. In the morning, if I need something warm, I get a hot tea with soymilk.

Veganism is something that’s really starting to catch hold in our world. More and more people are looking for options that don’t contain animal products or are looking for options that don’t contain gluten or dairy. While I’m hoping for vegan pizza or maybe vegan hot dogs somewhere in the lunch line, I’m grateful that UWRF has food I can eat and feel good about eating.

Miranda Ailport is an environmental science major. When she’s not at school, she loves doing anything and everything outside with her dog, Hazel.

bolded key words. It’s definitely not a bad way to get information, since it’s often extremely effective. However, if we rely too much on letting others break down information for us, we lose the ability to do it for ourselves.

Sometimes we need to understand information that no one else has thought to put into layman’s terms. For instance, you might find yourself with a research paper to write, and the professor requires that you cite five or six scholarly articles to support your essay. To do it right, you would have to understand what those five or six scholarly articles are talking about.

Reading dense books in your free time is a good way to practice for these instances. You can do it at your leisure; my method was to read one or two pages a night before bed (this was great because it doubled as a sleeping aid). As you go, you need not feel obligated to completely understand what you’re reading, but you can move slowly, test your ability to decode the overall meaning and practice looking up words that you don’t understand.

Pro tip: learn to memorize the Greek or Latin roots of prefixes and suffixes like “auto” or “meta.” If you understand the roots of words, you can often decode even the most complicated, terrifying-looking terms without having to look them up.

Learning how to read dense books is all about learning how to learn. If you train yourself to take in complicated information, you will no longer have to rely on others to translate it for you. No information will be beyond your reach, and there’s no telling what you’ll be capable of.

Sophie Koch is a journalism major and biology minor at UWRF. She spends way too much money on books, gets lost a lot in the woods and periodically drops her phone in the river.

Horoscopes by Beth: The super unpredictable awakening

Bethany Lovejoy

Columnist

Aries
This is kind of weird to say, but the Aries constellation is aligned with the great pickle of Mars, so it’s gonna be a weird week. You’re gonna be a little salty, briny, green?
I think green.
You’re gonna turn a little green, hun.
Pick up some red concealer and try to fix that color wheel until you got that whole weird situation figured out. You should likely stay home.

Taurus
Did you know that Horoscopes are hard to write?
Well now you do.
Horoscopes are hard to write and Jupiter is in line with Saturn.
Try figuring that one out. Like, should you stay home? Will you find love? I don’t know, the stars say that’s your business this week.

Gemini
You can throw democracy out the window.
No, just like throw it. Not in a communist way, but you can throw democracy out the window. Mars is aligned with Gemini and you are just super strong politically this week. I mean good for you, that’s totally awesome, but try not to go

overboard, buddy. No one really wants to know your political beliefs.

Cancer
You know those old silent film movie stars with the drawn-on eyebrows? Like, the really thin drawn-on eyebrows? Straight up took a sharpie ultrafine to their forehead? You’re going to try and make that work this week.
Props to you because that would be the largest style change of this decade. Honestly, though, sometimes you just gotta leave things in the past, man.

Leo
Honey, you’ve got a big storm coming. There’s love on the horizon, so get to the horizon.
This person is going to be tall, dark, handsome and vaguely described. Totally go for it and fill me in on the details when you get him. I believe in you.

Virgo
There’s some shady garden tools in your life and you just need to throw those rusty old tools down.
Pluto has slid into the “oh boy” position and you gotta tell some people to check themselves before you wreck them.

Libra
You’ve been listening to our Lord and Savior Hulk Hogan and I know it. Not only are you looking like a WWE superstar, but also your pasta-making skills are on point.
Just remind yourself that there’s always someone in the corner waiting to chair smash you back into reality. Don’t let them pin you to the ground in the ring of life.

Scorpio
You gotta chair smash Libra.

I know what you’re thinking: “Why would I do that?” But listen to me. Libra is a weirdo who somehow got the idea in their head that they were Hulk Hogan.

Case in point, are you going to let Libra disrespect a WWE legacy? Ignore the bomb pasta they’ve been making, you gotta do it. And when you do it? Pin ‘em to the ring.

Sagittarius
Hey dude, are you on a campus tour? Because it’s about to feel like you are. Like, a well-trained tour guide, where other people are gonna mention weird facts that are just going to make you want to do things.
Such as come to UWRF, the nicest school thirty minutes from the Twin Cities.

Capricorn
Wow, your life is just falling apart.
Maybe take a nap or something: a break, you know?

Aquarius
Girl, we both know you’re poor. Mercury is not in the money position for you.
Watch some Netflix or something.

Pisces
Do you read movie reviews? Because you should read movie reviews. Like the one by me.
I mean, it’s not great or anything, and you definitely won’t know what the movie is about, but ... Really what else are you doing with your life?

Bethany Lovejoy is a Creative Writing major, her parents are very proud.

STUDENT voices

Compiled by Yasmine Ruetz

When you were a kid, what did you want to be when you grew up?



Josh Miller (sophomore)
“A Rancher”
Major: Agriculture Engineering & Technology



Aly Meath (freshman)
“Veterinarian”
Major: Criminology



Serinity Kimble (freshman)
“A bus driver”
Major: Biology



Seehee Park (sophomore)
“I wanted to marry someone who made dominoes”
Major: TESOL



Howard McKee (graduate)
“A ballet dancer”
Major: Student Affairs Administration”



Long Vue (junior)
“Ninja Turtle”
Major: Biology

UWRF’s athlete of the week: Brynn Liljander



Kathy Helgeson/ University Communications
Brynn Liljander recently broke the career three-point record at UWRF.

Zach Dwyer
zachary.dwyer@my.uwrf.edu

Brynn Liljander, a senior from Isanti, Minn., led the Falcons with 16.5 points per game last week as the Falcons women’s basketball team suffered two tight losses. Liljander recently set the UWRF women’s record for three-pointers made, and she currently leads the team with 15 points per game, 2 assists

per game and almost 2 steals per game.

The Student Voice sat down with Liljander to discuss her senior season and what the Falcons need to do to overcome their four-game losing streak.

Q: How difficult was it to rehab last season after tearing your ACL only a few games in?

A: That was really difficult, especially because I didn’t know for sure if I could play right away. After figuring out I could play (this season), I rehabbed even harder. I started (rehabbing) the day after my surgery, which was really tough for me because I was in a lot of pain. It went really well and I feel like I got back on track super well and super fast.

Q: How tough was it to watch from the bench as the young team went through their struggles?

A: It was definitely hard for me to watch, but I feel like I learned a lot from watching the game and seeing it more from a coach’s perspective. It was very difficult to watch, especially not being able to do anything to help.

Q: Which people in your life helped you get through that time?

A: I would definitely say my teammates and my coach. There were times when I couldn’t fully straighten my knee and I was getting really frustrated because I should have had it down by then. I talked to my teammates and coaches and they said to just keep doing my rehab and keep thinking positive. That helped because it was really frustrating.

Q: Did your dad’s health problems last season help put the injury in perspective for you?

A: He had a heart attack, so it was really hard not having him at those games (to start last year). It was almost a blessing that I got hurt because he recovered, and he can come to my games. If I wouldn’t have gotten hurt, he probably wouldn’t have been able to come to any of my games. He’s my biggest fan and it was really good to have him at all the games this year.

Q: What does breaking the three-point record at UWRF mean to you?

A: I had no idea (about it). I got a text from my dad at like 4 a.m. saying that I broke it. I was like, I don’t even know how you figure that stuff out, so that’s pretty cool. Ever since I was younger, that’s something that I’ve really worked on is my three-point shot.

Q: What’s the strongest part of your game?

A: My scoring and just getting everyone involved by passing at the point guard position. I feel like I contribute the most

by scoring. If we need a quick bucket, just having that ability and getting to the free throw line when we need to. Also making the right passes when the game is on the line. As the point guard, you have to be more vocal, so it’s been really nice being a captain this year and having that role; they mesh really well.

Q: What was working well in the early stages of the year to start off 14-3?

A: We were all really playing well and no one was playing selfish. Everything was clicking and we were doing the right things. We were shooting really well and making the extra pass and doing everything that we needed to do to win games.

Q: What has been the biggest problem during this four-game losing streak?

A: Rebounding is the biggest thing and we got to start rebounding. I think last game our offense turned a corner, because the three games prior to that, we weren’t shooting well and just not syncing as well as we did in the beginning of the season. Definitely rebounding is the thing that needs to be concentrated on the rest of the season. It’s just effort that needs to be put in. It’s just a mindset; you’re either gonna do it or you’re not. It’s hustle and just wanting it.

Q: What do you do as a leader to keep this team motivated after a rough stretch?

A: Just staying positive in practice every day is super hard for a lot of people to do because going on four losses is tough. Coming in and staying positive and having that motivation we had at the beginning of the season. Also knowing our season could turn back around in a second.

Q: What can you still accomplish in the WIAC playoffs? Can this team take down anybody?

A: These last games we have to do really well. Even if we just get a turning point in rebounding or the little things, I think that will really help us. I hope we go far in playoffs. If we get these little things down, nobody can beat us. At the beginning of the season we had this personality that nobody can beat us. Now that we’ve lost four games in a row, we need to find that personality again.

Q: What will you remember the most about your time as a Falcon?

A: Definitely how I’ve grown as a person. Also the friendships I’ve made through my coaches and teammates is one of the best reasons I came here.

Professional advice: behind the scenes at Super Bowl LII

Ace Sauerwein
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Media members from across the country flocked to the Twin Cities area for the week of Super Bowl LII. I spoke with multiple members of the media and asked them all the same question: what advice can you give a college student looking to break through into sports media?

During opening night last Monday at the Xcel Energy Center in St. Paul, I talked with people working in a variety of mediums within the world of sports media. I spoke with sportscasters in the studio and the booth, sideline reporters, newspaper reporters and behind the scenes producers.

The first person I spoke with was Sports Illustrated writer and author Peter King. On top of his print career, King has appeared on multiple radio shows and the TV show “Monday Morning Quarterback.” As a well-rounded journalist, King gave me five pieces of advice. The first piece of advice was to “read every day and read different things.” To get a better knowledge of the business, King also said to read different writers.

The second piece of advice is something almost anyone could abide to. “Get off your phone,” he said. “There’s too many people now whose lives are lived on their phone.” It won’t be any help when jumping into the job market. “No employer is ever going to say, ‘how many texts did you send today?’” added King.

The third piece of advice was to get as many repetitions as possible for what you want to do. “Whatever your love is, whether you want to be a broadcaster, whether you want to write, do it every day,” King said. “Even if it’s not going to be on the air or it’s not going to be published. Just practice your craft.”

Piece of advice number four is to become a diverse journalist. “Don’t only do one thing in college,” said King. At Ohio University, King said he only wrote articles, but in “ten years of getting out, there’s people that want me to do TV, there’s people that want me to do talk shows,” said King, who hadn’t practiced broadcasting prior to graduation. Lastly, King said to simply “be curious.”

Former Super Bowl winning quarterback and ESPN analyst Trent Dilfer’s advice was, “reps and be yourself.” Like King, Dilfer emphasized the importance of getting as many repetitions as possible. He also added not to copy anyone else and to create your own style.

Specifically, when Dilfer was a color commentator in the booth for a game, Dilfer said he aimed “to be a storyteller while you’re watching the game (and) help the audience better understand what’s going on through storytelling.” Dilfer cited Jim Nantz, Miki Tirico and Joe Buck as play-by-play broadcasters to study for aspiring broadcasters.

To coincide with the broadcasters in the booth, there’s the sideline reporter to contribute in his or her own way. The sideline reporter handles more of the interviewing during the game, and for Minnesota resident and NBC Sports sideline reporter Michele Tafoya, she said it’s important to always keep the fundamentals in mind.

“You never ask a yes or no question,” said Tafoya. “You gotta stick to the who, what, where, why, when, how.”

Finding the right formula for asking questions is essential, too. “Find different ways to open that same door, because you could ask the same question a million different ways,” said Tafoya.

Reporting isn’t all about questions, either, she added. “You’ve got to listen because there is opportunity in that answer that they give you to follow up or to segue you to your next question.”



Photo courtesy of Ace Sauerwein
Super Bowl Opening Night took over the Xcel Energy Center in St. Paul this past week as U.S. Bank Stadium hosted Super Bowl LII on Sunday. The Philadelphia Eagles defeated the New England Patriots 41-33.

When it comes to getting a job out of college, Tafoya said don’t be picky.

“Don’t expect you’re going to be working in L.A. in two years, because unless you’re wunderkind or Al Michaels, you’re not,” said Tafoya.

“Football Night in America” host Dan Patrick also spoke about the path after college.

“I think there’s no direct route,” said Patrick. “You gotta get involved, you have to have something in front of the camera or something on tape if you’re doing radio.”

Patrick continued to emphasize the importance of repetition and jumping into the business as soon and as much as possible.

“If you aren’t already in the business by the time you’re in college, then you’re way behind. Get internships. It’s really, really important, because once you’re in you’ll hear about jobs,” said Patrick. “There’s a lot of things that go into this.

Everybody thinks if you got a catchphrase, you can be a sportscaster. That has nothing to do with it.”

Patrick, like Tafoya and the others, pushed the importance of a journalist’s fundamentals such as writing and interviewing as well.

Although I am not a professional in any sense of the term, my advice for anyone tossed into any form of sports media, or any media for that matter, is to develop some thick skin. Many members of the media were more than willing to talk to a nobody reporter like myself, but there were a select few who had no time for advice questions. My favorite response I received that night was, “how did you get a fake media credential?” Ouch.

Women’s basketball falls to Stevens Point 70-72



Tori Schneider/ University Communications
Taylor Paulsrud (25) looks to pass the ball against UW-Stevens Point last Saturday at Page Arena. The Falcons lost in the final seconds 72-70 after holding a double-digit lead in the second quarter.



Tori Schneider/ University Communications
Brynn Liljander (10) drives into the lane against the UW-Stevens Point defense last Saturday at Page Arena. Liljander finished with 17 points as the Falcons dropped their fourth game in a row.



Tori Schneider/ University Communications
The Falcons huddle together before they take on UW-Stevens Point last Saturday at Page Arena. The Falcons now sit at fifth place in the WIAC.

Sports Recap

Women’s basketball

The Falcons dropped their fourth game in a row when they fell to the UW-Stevens Point Pointers on Saturday in a tight 70-72 loss. UWRF was up by 17 points after senior guard Brynn Liljander hit a three-pointer to go up 32-15 on the Pointers. However, UW-Stevens Point slowly clawed their way back in to the game by hitting 10 of their 12 free throws in the third quarter and by shooting 44 percent from the field in the second half after shooting only 27 percent in the first half. They also outrebounded the Falcons 48-33 and had 14 more offensive rebounds. Carly Cerrato led the Pointers with 23 points and four three-pointers off the bench, while Mickey Roland had a double-double with 10 points and 10 rebounds. Liljander added 17 for the Falcons, while Crystal Pearson made five shots to add 14 points off the bench. The Falcons bounced back on Wednesday night by defeating UW-Stout 93-65 at home. Taylor Karge led the team with 28 points and 9 rebounds, while Brynn Liljander added 24 points and 5 assists. The team shot over 50 percent from the field and held Stout to only 19 percent from outside the arc. UWRF now sits at 15-7 overall and fifth in the WIAC at 6-5 in conference play. They travel to Whitewater and Eau Claire this week before returning home next Saturday for their regular season finale against UW-Platteville.

Women’s hockey

UWRF took down St. Scholastica on Tuesday night with a 3-1 win over the Saints. The #5 ranked Falcons scored two goals within the first

eight minutes of action, with Kora Torkelson and Jessie Anderson netting goals to put the Falcons up 2-0. The Saints would strike back in the second period when Alexia Klaas scored on the power play to drop the deficit to 2-1. However, freshman Callie Hoff scored a short-handed goal in the third period to put the game out of reach, her 17th goal of the season. She also has 14 assists overall to give her 31 total points, which only trails senior Carly Moran with 39 on UWRF. The Falcons outshot the Saints by an impressive 51-13 margin. The win moves the Falcons to 17-4-2 overall and they maintain their position at the top the WIAC at 5-1-1.

Women’s track and field

UW-River Falls traveled to Iowa this weekend to compete at Wartburg College. The team finished in 7th place with 23 points. Allison Stewart finished fifth in the 60m dash with a time of 8.27 seconds. Katelyn Moore placed second in the mile with a time of 5:26, while Nikki Jurik finished sixth in the 3000 at a personal record of 10:34. The Falcons travel to St. Thomas on Friday.

Men’s track and field

UWRF also competed at the Wartburg Indoor Select hosted by Wartburg College. The Falcons finished in 7th place with 12.5 points. Alan Hehr jumped 1.81m in the high jump to place ninth overall, while Colton Sorensen grabbed 4th place overall in the heptathlon by scoring 4,204 points. That results puts him at ninth overall in the WIAC this season. The UWRF men also travel to St. Thomas on Friday to look to improve on their season before the WIAC indoor meet.

Sports Schedule

- February 9 men’s indoor track and field at St. Thomas
- February 9 women’s indoor track and field at St. Thomas
- February 10 women’s hockey vs UW-Eau Claire, 2:05 p.m.**
- February 10 women’s basketball at UW-Whitewater, 3 p.m.
- February 10 men’s basketball vs UW-Whitewater, 5 p.m.**
- February 10 men’s hockey vs UW-Stout, 7:05 p.m.**
- February 14 women’s basketball at UW-Eau Claire, 7 p.m.
- February 14 men’s basketball vs UW-Eau Claire, 7 p.m.**
- Home games in **BOLD**

‘Emo the Musical’: a big Australian why

Bethany Lovejoy

Reviewer

Think of the worst idea you’ve ever had.

Was it climbing a tall tree? Maybe overdrawing your account? Applying for a job too late?

Whatever it was, it’s not as a bad as “Emo the Musical.”

“But Bethany,” you say with such naivety, “How could a musical about a subculture of people who are obsessed with death not work? There’s a musical about the Addams Family.”

And lo’ I believed the same; I was in fact a very watered-down emo in the days of my youth. Lo’ black eyeliner and skull printed t-shirts’ memories will never be put in their graves.

I wanted so much more, so many red lights and screams of terror, “My Chemical Romance” constantly playing in the background.

That did not happen.

Here’s what did happen, with heavy spoilers as per the usual.

There’s this sad, drowned rat of an Australian boy who is 0/10 not a babe. I’m not going to say he looks like he smells like mildew and stale fries, but if there was a type of person to smell like mildew and stale fries, it would be this dude. He goes to a super fancy rich kid school and is like, “bluh I have no friends”.

Everyone basically hates him at his school, so he decides to hang himself on the front lawn.

You know, where people can’t see him and stop him from hanging himself and dying.

On the front lawn.

Across from a bunch of obvious windows, where kids can see.

So being good stock characters that we never see, his parents transfer him to what I can only call hell on earth. So, this stupid school.

This stupid school.

Dear god, this stupid, stupid, stupid school.

There’s only two types of people at this nuclear fallout area of a school: religious zealots and emo hell kids. The emo hell kids rule the school for reasons unknown, while the religious zealots rule academics and being happy, pregnant and gay.

Ya’ll starting to see what I’m putting down?

It’s like high school musical if high school musical had the budget of a broken-down burger king.

Anyway, so the dude, Ethan, sees that there is a friendly, neighborhood emo band at this school. A super-kind-a-locally-I-guess-famous band for other kids who enjoy black eyeliner and stuff. He is extremely excited about this.

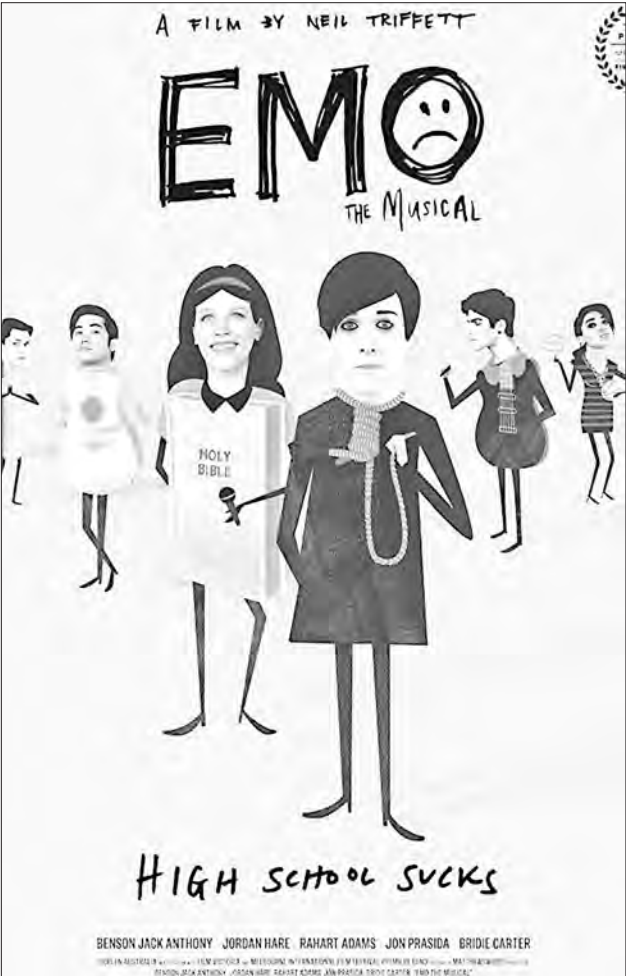
So, he goes up to his fellow emos and is like, “Can I please join yer band mate?”

And the band is like, “I dunno mate, are ye emo?”

And the guy basically says something that is along the lines of, “Life is meaningless, and I also totally tried to hang myself on this totally visible tree outside the totally sad school.” He also smashes the drums and shreds the guitar in a really artistic way.

Which the band decides is metal as heck (it is not in fact metal. What is really metal is getting help if you need it).

And so, they let their new mate into the band.



New mate goes into the hallway to get ready to leave the school and sees this totally hot, totally not weird girl singing.

And he’s like, “Wow.”

And she’s like, “Come to church with me.”

And he’s like, “Wow, no.”

But they’ve already made eye contact so of course he’s destined to date this chick. And she is a whack job.

I’m gonna be real with you. I’m not a religious person, so my bench mark for too religious is at an average height. Like praying before meals and stuff, awesome. Verbally abusing gay people and disrespecting unmarried pregnant people? Not cool. No fish on Friday? Fine, cool, whatevs. Staging a crucifixion in your backyard? Ya’ll might wanna think about your life.

And this chick is scary...

While he’s got this main girl who is a cool emo/the best singer in this ungodly movie, this Christian chick is all up on him and being really kind of disrespectful to awesome emo girl?

And she just keeps trying, so hard, so very hard, to convert someone who is not about that Jesus life. They go to her room at one point and she admits to him the, “Biggest religious revelation of my life.” She really liked this dude and he was unbaptized, so, you know, without his permission...

She held him underwater in a pool and baptized him right there.

Like, excuse me?

If any, and I mean any, of my friends held me underwater in a pool, they completely and utterly reserve the right to throw a punch. As an unbaptized person it’s a right you should reserve to, you know, not be forcibly baptized?

Emo dude is like, “Uh, wow, that’s really weird, but your lips are soft, so I guess cool? I don’t know though, like what?”

And she’s like, “Well nice time converting—conversing with you. See you, ha ha, take this bible that my parents bought me and find the way to our lord and savior Jesus Christ.”

And he takes the bible and later burns it with the encouragement of the emos (Who are preparing for a competition to be the most emo band ever, but main guy doesn’t really care that much.)

The emos are all like, “You can’t hang out with that girl, she’s totally making you cheat on someone which is horrible. Also she’s literally singing a song about how Jesus would probably be an emo.”

He responds with, “Yeah I kinda see that.”

The emos ask him to take his burnt bible back to this girl, but lo’, a plot twist. She answers the door in her swimsuit. She starts dragging him into the backyard and is like, “Come swim with me.”

Sirens are going off in everyone’s head except the dude’s. The camera zooms in on her face as he sits. He notices the holy water tubs left conveniently out in the open. A serene smile spreads across her face.

“I have to go,” he says.

And this crazy girl tries to basically WWE his face into the water?!

Also, there’s a subplot about pharmaceuticals sponsoring the school and forcing everyone to take happy pills. Antidepressants aren’t bad or anything, but they shouldn’t be handed out like you’re at a Fourth of July parade.

This subplot fades in and out of relevancy throughout the movie.

Ethan screwed up and burnt part of the school on purpose, so they got bribed for it. Then his friends outed a Christian gay dude to his band. Then his band sent him to the conversion camp because these people are horrible people!

The Christian band is down one background guitarist. You know, because they thought it was cool to send someone off to a special camp for making his life horrible.

Ethan somehow decides that these horrible people need a break and therefore puts his heart and soul into playing for the Christian band. Mostly because he still thinks that scary Jesus lady who tried to forcibly baptize him is hot.

Someone pulls a knife, there’s a lot of drama, a Christian girl is pregnant and they act like she might be the virgin Mary (when it turns out to be a Christian dude who made her pregnant).

And this movie just sucks.

I was excited about the musical portion, but legit every song is either a rip off of “Twenty-One Guns” by Green Day or “American Idiot” (also by Green Day).

This is literally the worst movie I’ve ever seen. At one point they start having a freakoutfest because this boy didn’t really try to hang himself on the front lawn (surprise), and they are mad that he did not have a “real” suicide attempt.

Everyone is horrible, and every character is a horrible stereotype.

This movie gets no guns out of Twenty-One.

Bethany Lovejoy enjoys chicken tenders, trips to Aldi with her mom and pasta.

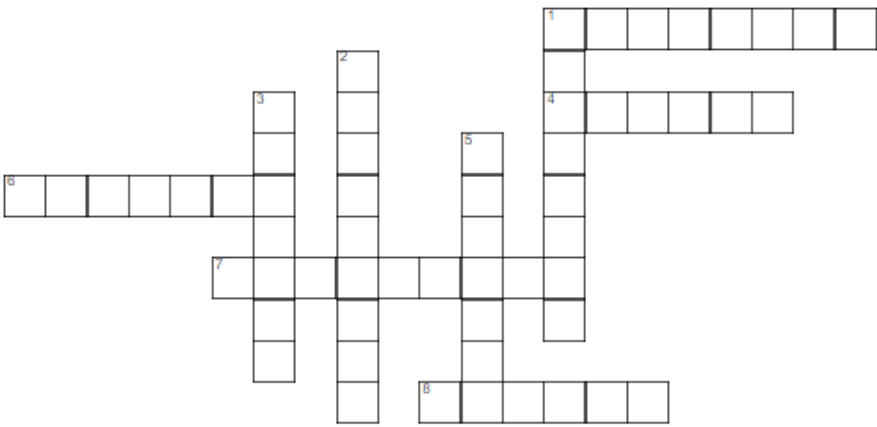
Last Week’s Answers

Lord of the Rings



Puzzle of the Week

Musicians and composers



- ACROSS
- 1 Composed the music for the original Star Wars.
 - 4 Beethoven's first name.
 - 6 Modern American singer. Her debut album featured "Crazy in Love" and "Baby Boy" (first name).
 - 7 Just retired from touring (first and last name).
 - 8 Jamaican singer-songwriter who became a musical icon for his reggae, ska and rocksteady music.
- DOWN
- 1 Mozart's first name.
 - 2 Best known for his Symphony No. 5.
 - 3 "King of Rock and Roll"
 - 5 American "Queen of Pop" from the '80s (first name).

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