

THE GUSTAVIAN WEEKLY

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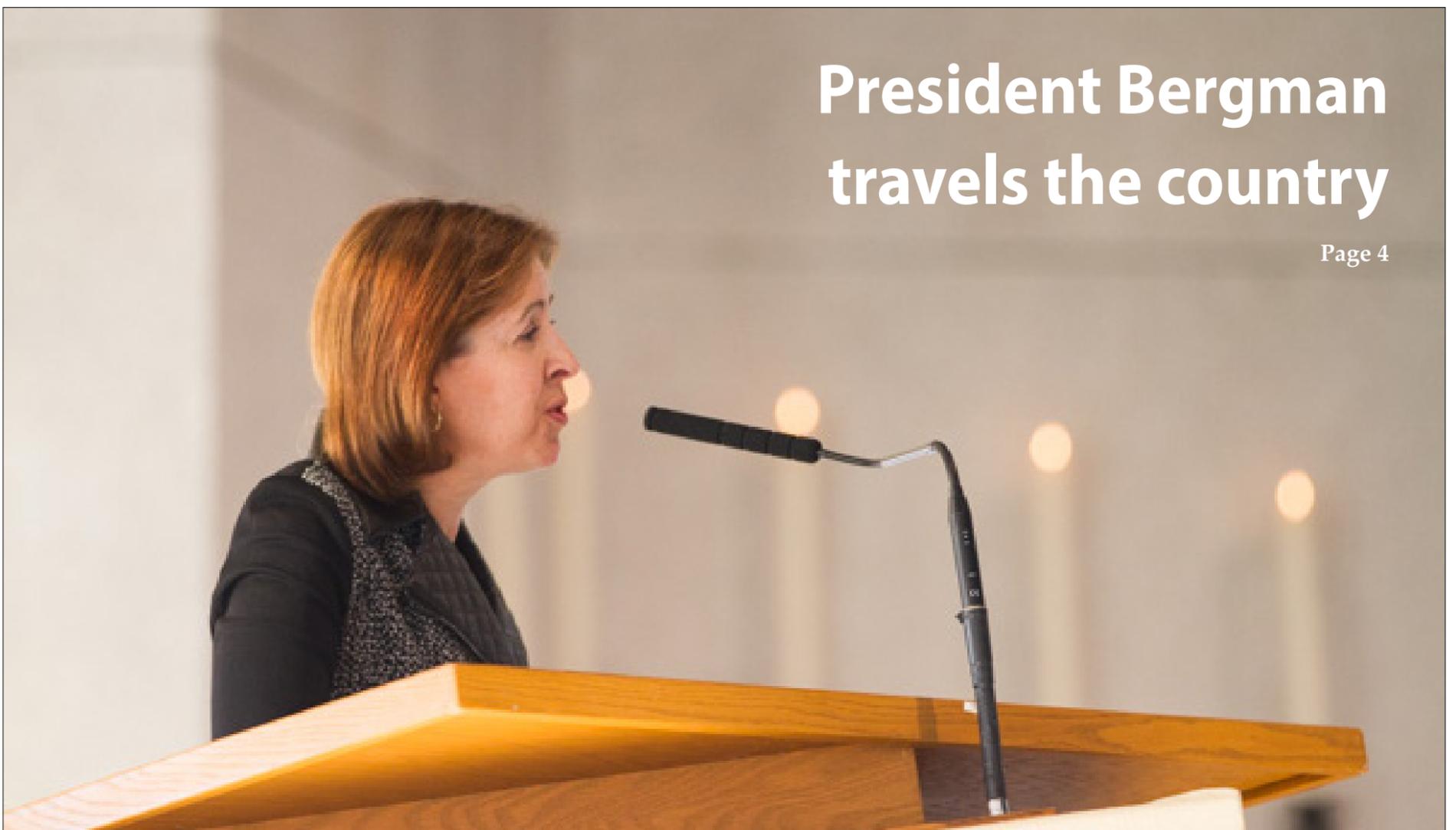
Men's Baseball season starts strongly



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President Bergman travels the country

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A fake bias incident's real effects on campus

Copy Editors
Elizabeth Adams
Elliott Robinson

Opinion Editor
Amy Leininger

First-year Mikayla Kendall waited for her friends inside Beck Academic Hall after her Monday morning class. The friends were exiting the building at 10:00 a.m. when another student paused and stared at something on the back of the entrance doors. Curious, Kendall looked as well, and was appalled at what she found.

"I read it three times," Kendall said. The group of students stood for a moment shocked, and looked around for some sense of context for the posters they saw. The posters read "A NOTICE

TO ALL WHITE AMERICANS: IT IS YOUR CIVIC DUTY TO REPORT ANY AND ALL ILLEGAL ALIENS TO U.S. IMMIGRATIONS AND CUSTOMS ENFORCEMENT THEY ARE CRIMINALS AMERICA IS A WHITE NATION."

Kendall tore down the sign before any more students encountered the hateful message. What Kendall did not know was that the posters had been hung by the Action Piece Committee, a student working group operating in conjunction with the Bias and Bystander Intervention Education events which were to occur during the week. The posters were hung with the intent of facilitating conversation about the importance of bystander intervention within the campus community.

As Kendall searched the nearby buildings to make sure other posters hadn't been hung, she

discovered an identical poster hung in another academic building.

"We continued to walk to Olin," Kendall said. "We took down the signs that were at Olin. And then we went to the Fine Arts building and Nobel to make sure there weren't any signs there."

When she returned to her dorm, Kendall contacted her Collegiate Fellow, seeking aid in reporting the incident to administration.

Kendall's CF told her to fill out an online bias incident report through Gustavus' website. Her CF also contacted Campus Safety to report the incident.

"[Officers] were sent out because they didn't know about [the incident]... Why would you have officers responding to a call that's fake? I don't understand why you wouldn't tell them," Kendall said.

Kendall later learned that at the time of her discovery, administrators working alongside the Action Piece Committee were supposedly present at the Beck and Olin Hall locations to provide context and guidance for students encountering the posters. When Kendall found the second poster inside Olin, there was no administrator present.

"The way the signs were hung up, I had to walk into Olin to take them down," Kendall said. "So that would have been plenty of time for someone to come up to me and say 'hey, this is what's going on'. No one did."

In the Weekly's correspondence with Dean of Students JoNes VanHecke, she offered an explanation for the absence of administrators at the Beck and Olin Hall locations.

"Two administrator members of the Bystander Intervention

Committee arrived approximately five minutes prior to the originally planned time for posting the sign," VanHecke said. "Unfortunately, due to last minute changes, the sign was posted and subsequently torn down from that location approximately ten minutes prior to their arrival."

Administrative response was another element of Kendall's confusion. VanHecke replied to Kendall's bias incident report later that same evening. In an email thanking Kendall for her action, VanHecke notified her that the incident "[was] NOT an actual hate/bias incident."

The posters were in fact involved with a planned action

'A fake bias incident's real effects on campus' continued on page 4

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Behind the posters

Members of Action Piece Working Group admits to mistakes in planning and executing bystander event

Copy Editors
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This week the Gustavian Weekly sat down with a faculty administrator and members of the Action Piece Working Group, a student working group composed of student members from the Diversity Leadership Council and I Am We Are, which developed a series of events for the bias and bystander intervention education week held prior to Spring Break. They facilitated the poster event which occurred Monday, March 20 on the Gustavus campus. During this interview they wished to remain anonymous due to the hostile responses directed at the members following this incident.

The Gustavian Weekly: Can you describe the process of developing the action pieces? When did your planning for these events start?

Student One: Before the actual week of events that were going to happen, we spent at least a month planning [the action pieces]. We started with wanting to get our quote-unquote 'boots dirty'. We wanted to do something with action, we wanted to do an action piece... That started about a month prior to the actual week taking place.

GW: In the DLC email sent to students at 8:30 p.m. on the night of the action piece, it was noted that the Action Piece Committee submitted an application to the Institutional Review Board for review. Why did the committee determine that you should submit that review?

Student Two: We had meetings with various people, and one of the people that we talked to, a higher head, suggested that we [submit] just in case if we were violating in that aspect. We did fill out the application... we got a response back from IRB Director David Menk, and he had told us that we did not need approval because we were not analyzing or collecting data on students.

GW: We spoke with Menk, he verified that your committee did not need IRB approval. He went on to express several concerns with potential uncontrolled variables of the action piece. He said "how will you handle the student who witnesses the event, stew on it for awhile, then calls her family?" He was also concerned about social media's interaction with this event. Did these become concerns for you when you heard that response?

Admin: Those questions had already been posed in a number of meetings, with different individuals across campus. So while they were very valid concerns, we had already met with people with marketing and communications, and a number of other groups to make sure we had addressed those even before they were posed by [Menk].

GW: As you monitored the action piece, were you surprised by the response?

S2: The initial response that we wanted, taking down the poster, yes. We did not expect the other reactions of the blow up, how fast it actually grew, hence why we had multiple meetings that day, and we really were persistent at getting the information out to the students of what's actually happening and sending out the email.

Student Three: Our idea was, or how we would regulate it if it did go onto social media, was members of the action piece would try to facilitate conversation. Did you report it? Did anybody notice anything that was suspicious? Trying to get them to be active bystanders when they see a bias hate crime ... they can know how to report it.

S1: We tried to measure almost every variable that we could. The one variable that we couldn't measure was somebody's time, and the way that the poster would be received without an administrator present. That was the one thing that we could not measure.

GW: Could you explain the discrepancies between the action piece that took place at the Beck Academic Hall, and the one held at the Olin Hall of Science. [The picture of the bias poster was taken during a period when no

administrator was present at the Beck Hall action piece location]

S1: In Olin we had our administrators present at the actual event when the posters were up, and that was the only thing that was different about the two buildings. So the two buildings, they both had the posters up, they also were supposed to have the administrators right on site, and also the A-frames were outside. The A-frames had posters on both sides and were by each door where the posters were. The one thing that was different in Beck was that the administrator just wasn't right on time.

Admin: This was one variable, that despite all of the planning, it was unforeseen.

GW: Can you talk us through the timeline of putting the posters up, and the administrators arriving? When were the posters and the A-frames in place?

Student Four: The posters were put up promptly at 10:00 a.m. and I believe the administrator did not get there until two or three minutes later. But in that small frame of time, two to three minutes, someone had already taken a picture and posted it on Overheard at Gustavus [the Facebook page composed of Gustavus students, faculty, and alumni which first hosted the images of the poster].

S1: For all of the events which were originally planned for the remaining of the week, they had two sites for each scenario, and each site was gonna have its own, you know, A-frame and administrator, assigned administrator for each one of those sites. [The posters at each site were identical]

GW: So had the administrator been there, and a student taken a picture, would the administrator ideally have intervened?

All: Yes.

S3: At Olin an administrator was there to see if someone had seen it, or were affected, and take them aside and tell them "this is what's really going on" and then reassure them.

GW: So this action piece was initially

described as "invisible theater". Is that an accurate term for the poster event?

S1: Guerrilla theater.

GW: Can you describe what guerrilla theater looks like?

Student Five: Invisible theater is putting, surrounding people into situations... these situations would be somebody shouting something at each other, somebody doing something to somebody else, however, the two people doing these things to each other are both actors, are both consenting people. Guerrilla theater is more like the TV show "What Would You Do?" You put strangers into situations and see how they would react.

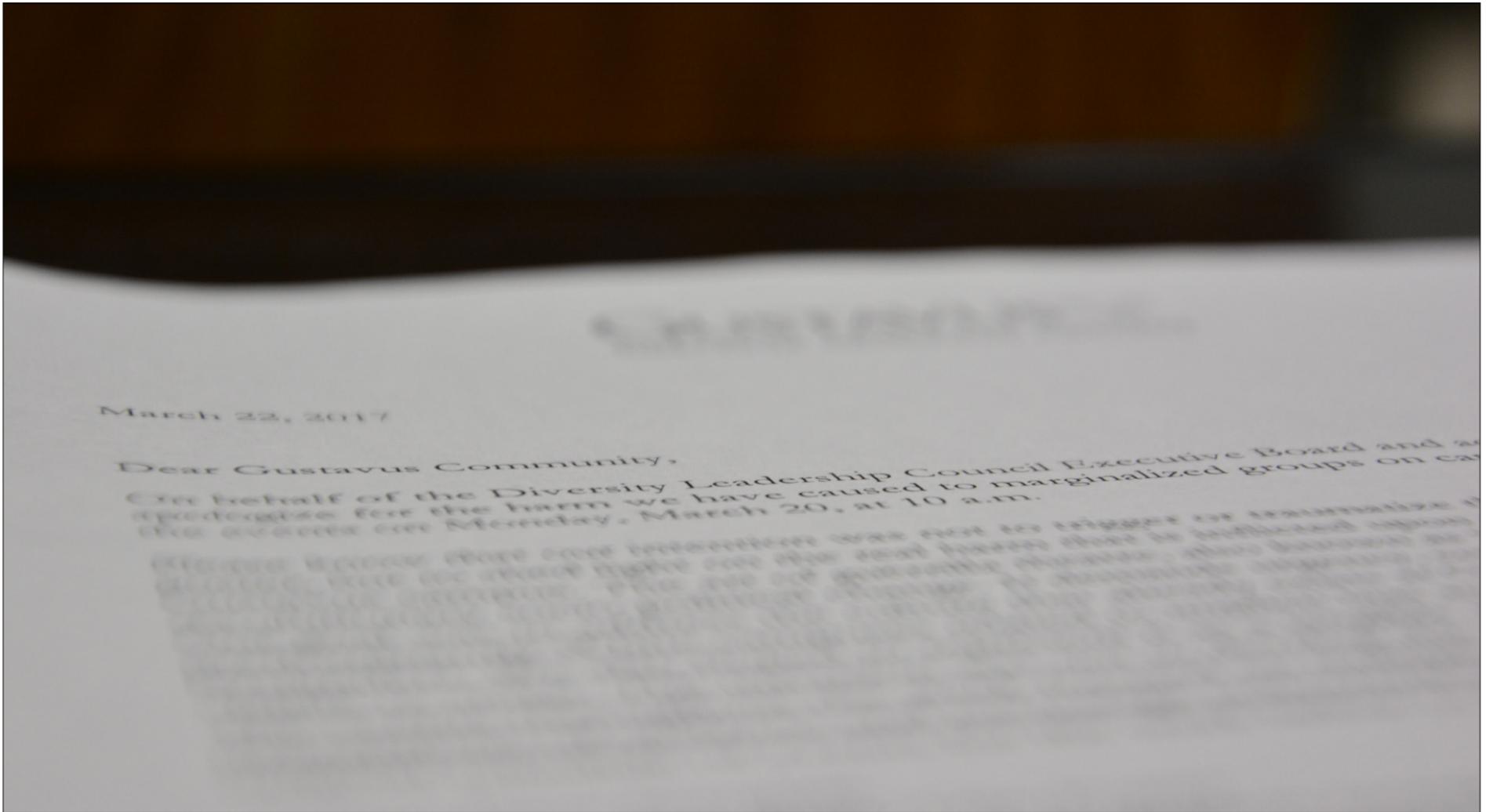
S1: So other events were more invisible theater, and this incident poster was more guerrilla theater.

GW: You had several ideas for actions pieces later in the week, can you describe either your disappointment or frustration that these events could not go on after the incident on Monday?

Admin: First of all, we have to acknowledge the fact that we hurt people on campus. As a committee, [we have to] acknowledge that and have conversations with people that are personally impacted and hurt and in pain as a result of the flyer. Everyone in this room has not stopped thinking about the impact and the hurt and the pain that has been caused to those that identify as undocumented and/or have family members that are undocumented.

S3: I would say that we saw it as a necessity, to not keep going forward with [the events]. We realized the hurt that we caused and we wanted to acknowledge that fact and stopping it was the right thing to do... We wanted to focus on the people who were truly hurt and get to them first. [In response, a closed meeting was held for those students directly impacted by the bias incident on Thursday, March 23]

S1: I think that after Thursday's conversation as well, disappointment that the people that were hurt were being overshadowed by other voices and that



Philip Evans

The Diversity Leadership Council issued a letter on March 22 apologizing for any distress they caused to members of the community. Many other parties involved have issues similar statements acknowledging that the events were poorly planned and executed.

there were a lot of people speaking on behalf of other people's hurt and pain that just didn't have the experience to do that. It wasn't their experience, they couldn't speak for other people's lived experiences.

GW: Time frame wise, was there a reason you wanted to do it the week before Spring Break?

Admin: The reason it was done that week, was because... as a committee we agreed that we need to prepare the campus community, more specifically students, how to be active bystanders when they go down to Florida, or Duluth, or New Orleans, because things are going to happen and we want them to be equipped. So that's why the planning was done right before the week of Spring Break.

GW: Was the fact that this event took place during midterms a concern of yours? Did you consider students might react negatively, and as a result suffer academically? We have heard of students who were very negatively impacted, and didn't go to class and ended up potentially skipping their exams. Was that considered a risk?

S1: I would say, I want to say yes, just because we're students and we live also through midterms. I think so.

S4: I will say though, speaking with those people of color whose personal identity were affected, this is their reality 24/7. That's their reality 24/7 and, I don't know, that's all I have to say about that.

Admin: I like what [Student Four] said, we'll leave it off with that. That is a reality, we'll leave it with that.

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President shares Strategic Plan with potential donors

Staff Writer
Andrew Deziel

Over the past several months, President Rebecca Bergman has traveled to 11 major U.S. cities to discuss with curious alumni and parents the college's new Strategic ACTS initiative.

The ACTS initiative is designed to reaffirm the College's commitment to the core values of a liberal arts education and prepare students for personal and professional success in a world that is undergoing rapid technological, economic and social change.

The mission statement of the initiative is as follows: "Gustavus equips students to lead purposeful lives and to act on the great challenges of our time through an innovative liberal arts education of recognized excellence."

Much of Bergman's tour focused on elaborating on the full meaning behind these words as well as the implications of the College's commitment to them. "I have described it as unpacking the vision statement," Bergman said. "I talk about how the goals and strategies within the strategic plan fits in alignment with our vision and core values."

The ACTS initiative is centered around three main goals. The first is focused on continuing to diversify and expand the Gustavus community so that it is representative of an increasingly diverse America.

The second goal concentrates on the College's aim to create a distinctive and integrated Liberal Arts education that helps students develop into adults who are both good citizens and desirable employees. Adding onto the traditional building blocks of a Liberal Arts educa-

tion and the College's core values of excellence, community, justice, service and faith, Gustavus will reform its educational curriculum to adapt to a time of great technological and cultural change.

The third goal aims to achieve financial, institutional and environmental sustainability for the College. To this end, Bergman highlighted in her presentation to the alumni the importance of donating to the Gustavus Fund so that the demonstrated financial need of students may be met.

One method alumni can use to attract potential students to Gustavus and help those students meet their financial needs is through the Alumni Referral Scholarship. "The Alumni Referral Scholarship gives alumni the opportunity to offer a student in their network a 1K per year scholarship if the student applies and is accepted," Berg-

man said.

In her discussions with alumni, Bergman explained the various ways which they can give back to the Gustavus. These included helping students gain experience through the mentor program and returning to Gustavus for various on campus events, thus enabling student-alumni interaction.

"We want alumni to come back to events and interact with campus and each other and students today," Bergman said.

Bergman also asked for feedback from alumni on how Gustavus could make improvements on fulfilling its promise of providing a relevant Liberal Arts education that prepares students for today's world. To date, more than 300 alumni ranging from graduates of the 1950's to the present day have given their feedback on this question as well as on what made their Gustavus experience

particularly special.

"The stories that people tell about what made a difference to them at Gustavus tends to be a story about...an individual or member of the faculty or two that made a big difference," Bergman said. "Everyone has a class that they can talk about that they can still remember very vividly."

The President's tour will continue with a stop in Texas immediately following Easter weekend and wrap up after visiting a few locations across the midwest this summer. Bergman says she looks forward to bringing alumni and parents into the conversation. "It's a great opportunity to bring what's happening on campus to a wide variety of place people," she said.

'A fake bias incident's real effects on campus' continued from page 1

piece organized by the Action Piece Committee, composed of members from various on-campus organizations working in part to facilitate the bias and bystander intervention education week.

Kendall's concern was for her peers who might have witnessed the posters and reacted negatively. "This affected kids like it was a real thing," Kendall said.

"When I was taking down the signs, I was focusing on how scared other kids would be," Kendall said. "I would be scared... This campus has been known for being accepting. Why would people want to scare the students at the school? When kids are scared to go to class because of these posters, what does that help?"

This sentiment was reflected across campus. Some students were academically impacted in the week following the incident, magnified by the stress of midterms.

"I contacted [a number of the affected students], and before the break they were very, very hurt," Maddalena Marinari, professor of American history and Immigration history, said. "In fact, a couple of them went home earlier for Spring Break."

One of Marinari's immediate concerns for students was the academic impact.

"We had students who didn't come to class because of this," Marinari said. "I suspect that we have students who did not take their exams because of this. There are really serious practical consequences that could affect the students' academic performance, which I think is a really really serious problem."

For Angelique Dwyer, professor of Spanish and Latin American Studies, the incident found its way into her own courses, and how she would approach her students in the following days.

"I teach Spanish 200, which is called 'Crossing Borders,'" Dwyer said. "The entire course is about immigration, it's about the journey coming from Mexico or Central America to the U.S.," said Dwyer.

Because of the rapidly changing and increasingly fraught political climate, it is necessary for Dwyer to continue updating her immigration-focused course. In light of the bias incident, Dwyer was prompted to consider how the course's already shifting assignments would be received by the campus.

"Their midterm assignment was 'create a poster in advocacy of DACA students on campus', like Gustie DACA and undocumented students. So my thought was, wait... I'm having these students put these posters up [after this incident]," Dwyer said.

Dwyer was unsure of what kind of on-campus environment her students would be adding these posters to. She felt it was important to discuss the incident with them.

"I came into class and the first thing I said was 'Guys, we need to talk about this'" Dwyer said.

Some of these conversations, which occurred in a number of classrooms, allowed for students to talk through the incident. For Marinari, this event facilitated discussion in her immigration course.

"I teach an immigration history class, and essentially the first 45-50 minutes was all about this [incident]," Marinari said. "I got to hear, you know, how do Latinos feel about this, how do white students who are trying to do the best thing that they can feel about this. Essentially, a

lot of them were hurt that they were lumped into this category. That's what happens often to minorities, so I guess if the purpose of this exercise was to say 'hey, look at how being generalized and essentialized feels', I guess it worked... Some classes really wanted to talk about it and think things through while others didn't. You can't force people to be activists. For me, it's really sad that a lot of the things I talk about in class, I can refer back to this episode."

Concern for student wellbeing was also a point of discussion for other members of the campus community. David Menk, director of the Institutional Review Board, first learned about the Action Piece Committee's planned events from an application they submitted to the board for review. According to Menk, the IRB had little jurisdiction over the planning of the incident.

"It was a performance, it was an activity, but nothing that falls under the guise of research, and so for the IRB, our role is to make sure that whenever there is human subjects research on campus, that those students are protected," Menk said. "When I read through the application, it was very easy to see that it was not research, so I just responded back and said that they didn't have to have IRB approval because they weren't doing anything research related... Had [the application] required IRB approval, it would not have been approved, just because there were too many uncontrollable variables. If they were doing it as a data collection, they would have needed to put a lot more safeties in place."

For Menk, several concerns regarding the planned action pieces remained. These concerns were largely for student wellbeing, and were addressed by Menk in his emailed response to the Action Piece Committee's

application.

"How will you handle the student who witnesses the event, stew on it for awhile, then calls her family to tell them about the terrible thing that she witnessed, or posts about it on social media?" Menk said. "How about the student heading home for break and the last thing they hear before they go home are the racial slurs being yelled? What messages will that say about the students of Gustavus before they hear about what is actually going on or if the parents picking them up hear, and will they get an explanation if they've left campus early?"

Menk's concerns about the proposed event prompted him to share his thoughts with the student working group.

"An exercise such as this opens the door for way too many uncontrollable variables that can have some pretty negative consequences for both those involved and unaware bystanders," Menk said. "All I had to say is that 'it's not an IRB thing' but because, looking at it, I just felt strongly enough that something should be said."

Many community members hope there are lasting lessons to be learned from the event.

"If there's any kind of silver lining here, it's that at least we can say, 'Okay, this is a teachable moment.' I think these students who did this, they learned so much," Dwyer said. "And so I think that's something that these students will never forget. However, that silver lining is very much at the expense of students who are on campus who are undocumented, and are DACA students and are very vulnerable and afraid... The most important thing to realize is that these are real people. We're talking about real people, and these repercussions are real. It doesn't just mean 'Oh, they [undocumented students] are gonna be suspended for awhile',

no, they will be deported. And if they're deported, what is going to happen to their families?"

Marinari acknowledged the impact to the community and the importance of forming new strategies to move beyond this incident.

"I want us to be proactive rather than reactive. Let's start talking about it before we have a crisis. I don't think we can let these concerns simmer and then blow up this way. Let's create an environment where people can express their frustrations naturally, people ask for help naturally. In a perverse way, this showed who your allies are. I don't want anymore Gustavus students to say 'I don't know who my allies are.' It sounds like we could talk about how to talk," Marinari said.

Dwyer emphasized the importance of remembering the College's past in order to look forward.

"Gustavus is a college of immigrants, founded by immigrants... I think you move forward by addressing the issues, taking advantage of any potential teachable moment there might be, and then just emphasizing that you can't focus on educating the majority and sacrificing the minority in the process," Dwyer said.

Editor's Note: The Weekly reached out to the affected campus community. At the time of print, no affected student has come forward to speak on record about their experiences following the incident. The Weekly made the decision to respect their privacy and wellbeing and have not pursued them further.

GUSTIE of the WEEK

Henry Adebisi

Kayla Cardenas
Staff Writer

Junior computer science and political science double major Henry Adebisi from White Bear Lake, Minnesota is ready to end his third year at Gustavus on a high note.

Henry is a part of Chapel Choir, PASO, Student Senate, and the Omega Kappa fraternity along with working at the Diversity Center and being a Collegiate Fellow (CF).

Henry has taken advantage of numerous opportunities during his Gustavus career, resulting in worthwhile memories.

"Building Bridges my first year. The topic was rape culture and it was something I had never learned so it was a real eye-opening experience," Henry said.

Many of his fonder memories revolved around Africa Night.

"Every year it's always a blast and I always look forward to it."

Of course, many of these memories ended up forming amazing friendships. Henry made a strong connection with Spencer Kight during their first

freshman dive.

"Nobody was dancing," Kight said, "So he and I randomly went out on the dance floor and did some 'dirty dancing' we'll say, and it was the start of a beautiful friendship!"

Their friendship strengthened over the years here at Gustavus from being fellow CFs to brothers in the Omega Kappa fraternity.

"He always tells me positive things to build me up and he's always there for life advice because he's wise and compassionate," Kight said. "He's almost like a second father to me because I often times look for his opinion on certain things and he helps guide me to be a better person."

In their spare time, the two indulge in their passion of music.

"One of the biggest hobbies and passions that we share is our love for listening to and playing rock and metal music. We usually make time to jam some sick tunes, and we've even written a pretty dope song together."

Along with rocking out with Kight, Henry enjoys a range of activities from working out to playing Dungeons and Drag-

ons while watching/analyzing standup comedy.

Henry has also enjoyed sharing his love of music with the Choir of Christ Chapel.

"My first Christmas in Christ Chapel in which I got to sing in was fantastic. My first year I joined choir the 2nd semester, so I didn't get the chance to participate in C in CC then. So, sophomore year it made the experience fun and meaningful."

Kight confirms that Henry has got "an absolutely beautiful singing voice."

Respectable, creative, and authentic are common words people close to Henry describe him as.

"Henry is very creative, both in terms of his musical talent but also in how he approaches problems and new situations," Henry's academic advisor Katherine Knutson said.

"Henry gives a lot of respect to everyone and gets respect in return," Kight said.

Knutson and Kight also express that Henry upholds the Leadership pillar; one of Gustavus's key values.

"In our fraternity, I've seen him take leadership roles on and always be a team player.



Abby Anderson

Henry's involvement at Gustavus has left him with many positive experiences.

He constantly tries to help out and set a good example for other people to follow," Kight said.

"Henry is a leader on campus in a way that isn't pretentious or dominating; instead, he leads through his service to his community," Knutson said.

As the ground thaws and the sun shines down on this last part of the school year, this Junior Gustie of the Week has already started to think about

his future after Gustavus.

"My dream job is to be an Immigration Attorney; however, I think I am probably going to end up working for the Minnesota government in some way," Henry said.

Traveling is also on his mind. Henry has not studied abroad during his time at Gustavus, however he would love to visit Japan in the future.



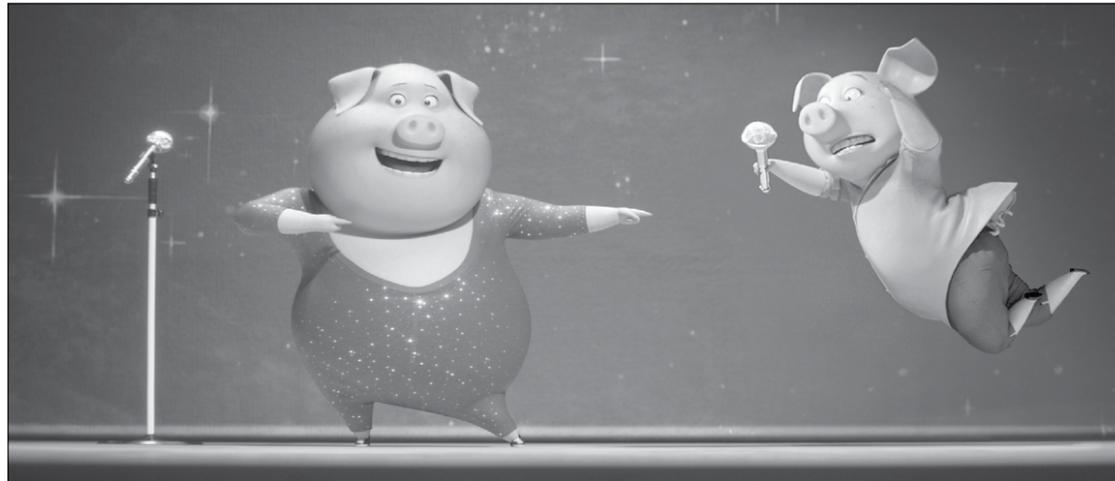
Abby Anderson

Henry is often seen in the Diversity Center striking up a fun conversation with his friends. His peers love his sense of humor and authenticity.

Sing a different tune, please



Ben Keran
Staff Writer



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"Sing" is all right, but you're better off watching a Disney flick if you want singing animals done right.

What plays eerily similar to a season of *American Idol*, *Sing* is the most passable movie out right now.

Sing is about Buster Moon, a koala who owns a once-grand theater that has fallen on hard times. Buster loves his theater above all and will do anything to preserve it. Faced with his life's goals on the verge of destruction, he has one final chance to restore his theater by creating the world's greatest singing competition.

There's not a whole lot to *Sing* as far as the script is concerned. Any and all conventional methods of screenwriting are present: a son trying to prove himself to

his father, a stay at home mother who is trying to show she's more than just a mother, and a failing business relying on one final show to save it. If you think *Sing* is not going to impress you with its music selection, it certainly is not going to impress you with its storytelling ability.

As previously mentioned, the comparison to a season of *American Idol* is the only relevant critique for *Sing* because of how uninteresting the story is. Visually, the only time the movie works is during the songs, which is because the songs are

when the animation seems to be most focused on clever visual gags, such as how different animals sing and what songs they choose to sing.

The song choice of the film lends to a combination of problems. For instance, a larger audience who listens to "Shake it Off" by Taylor Swift would much rather prefer the original as opposed to an extremely average version by some Hollywood actor using auto-tune.

Another problem is that a decent portion of the songs they do include and to which the

audience is meant to sing along with, aren't recognizable. The audience is unable to sing along with the movie because it can't identify the song, nullifying any musical connection the film also wanted.

Sing also uses footage of other characters reacting during a different character's performance as a clear attempt to cut down on animation costs. It becomes more obvious when the reaction shots last for 30 seconds each during the final performances, which seem to be the most complex and difficult animations

in the entire film. This creates an extremely boring effect that not only provides a layer of separation from the story we have been expected to connect with, but also doesn't give us anything interesting to look at. Anything the film wants us to get from it becomes irrelevant.

If that wasn't enough, the actual singing in *Sing* is awful! There's a significant difference between each character's singing voice and speaking voice, and it's clearly auto-tuned. None of the voice actors seem to be able to sing as well as the film wants, so it changes their voices. It creates an unnaturalness to the characters we are meant to relate to in the story.

Another important detail to note about *Sing*, is that it opened in between both *Zootopia* and *La La Land*. When considering *Sing*, it becomes hard to separate these other superior films from it because they do everything *Sing* wants to do, but significantly better.

In summary, *Sing* is fine. It uses some songs that most people know and some that absolutely nobody knows. It uses cameos as a source of humor, which tires very quickly. It is full of color and fun little dancing animals that will make you smile, but not much more.

Zach Anderson wraps up with Christ Chapel recital

Kristi Manning
Staff Writer

During daily Chapel Break and at Sunday Worship services, the chapel is often filled with the powerful sound of the pipe organ. The triumphant, deep, and bold nature of the instrument not only helps introduce melodies to various church hymns, but it also adds to the spiritual environment of the space.

It may not be as common for young musicians on college campuses, however there are multiple students here at Gustavus who have taken up the organ as their second or third instrument, and have grown to love its large, rich sound. Senior Music Education major Zach Anderson started playing organ as a high school junior, having played piano for eight years prior to that.

"I chose the organ because it is an instrument that not everyone plays, and I fell in love with the instrument, the wide range that an organ can perform makes it fun, because it can jump from loud in your face type sound to soft and delicate and everywhere in between," Anderson said.

Since then, Anderson has grown as a player especially when it comes to his technique.

"Over the past four years, Zach has developed a much stronger technique than when he entered the studio. Each year he progresses in his ability to play more difficult Bach

pieces, which is a true sign of his development. The Passacaglia that he will play on Sunday is a very challenging piece that he would not have been able to play 3 years ago. He has progressed most prominently with his pedal technique," Adjunct Assistant Professor of Organ Chad Winterfeldt said.

Winterfeldt also mentioned that because students like Anderson are excited about playing the organ, he is setting an example for others who may want to try it out.

"I love to see young organists be excited about the instrument, and to want to share the music for this marvelous instrument with others. Zach will be an encouragement to the next generation beyond him to also play the organ. That's a fantastic thing," Winterfeldt said.

Anderson spends around ten hours per week practicing music, whether it is preparing hymns for a church service, or working on the pieces that he will perform for his senior recital. He is a disciplined player, and has worked very hard to prepare for a successful performance on Sunday, April 9 at 7:30 in Christ Chapel.

Anderson described the organ as a demanding instrument, as it requires the player to use both their hands and their feet. The process to learn a piece can be challenging as he needs to combine all four limbs, as well as know whether to change between the organ's multiple keyboards in order to produce



Submitted

Zach isn't the only Gustie performing this weekend. Be sure to check out Stephanie Peterson's clarinet recital and David Kozisek's tenor recital on Saturday, April 8. There's also a Choir of Chapel Home Concert on Monday, April 9.

various sounds.

Anderson will be performing four pieces at his recital including, "Passacaglia and Fugue in C minor", BWV 582 by J.S. Bach, "Nimrod" from Enigma Variations by Edward Elgar, "Allegro maestoso e vivace" from Organ Sonata No. 2 by Felix Mendelssohn, and Variations on "The Old Hundredth" by Denis Bedard. Three of the pieces are traditional organ repertoire, while one of them is considered more contemporary.

All of the pieces include different themes, variations, melo-

dies, and harmonies that make them each unique and challenging. However, Anderson's favorite piece that he will be performing at the recital is Passacaglia and Fugue in C minor, BWV 582 by J.S. Bach.

"I love Bach, so that is my favorite piece, there is so much thought process behind how he wrote the piece, especially the fugue which takes the melody from the passacaglia and moves it around to different voices on the organ, which really makes the listener pay attention to where the theme is being

played. It averages to about 15 minutes, but because of the complexity, the piece flies by. I am really excited to present this one," Anderson said.

James Patrick Miller, the Douglas Nimmo Professor of the Gustavus Wind Orchestra has worked with Anderson in the Gustavus Wind Orchestra as a trombone player, and has also seen his musicianship and talents shine through on the organ.

"Zach is an emotional and thoughtful musician. He is truly invested in the effect of the music," Miller said.

Tales from Abroad

Caroline Probst
Guest Writer

Hej alla från Sverige! Life is good. I have now lived in Sweden for over two months and I don't even want to think about having to leave in June.

As soon as I stepped off the plane, I fell hard for this place. When I first drove from the airport to my cousin's, it almost felt like I had never left Minnesota. The trees lining the highway looked like Minnesota trees, the landscape looked like the Minnesota landscape, even the weather was the same. Except for the beautiful old buildings, nothing was different.

Maybe this is why I've never been homesick, because this place felt like home as soon as I got here. The only thing I need is a dog and I'm set to stay here forever.

This is my first time ever leaving the United States and although I'm traveling a little, my goal has been to explore my host country the best I can.

So far, I've done this with the help of my Swedish cousins who live throughout the country. There is no better way to see a new place than to have a local guide you.

As winter is slowly coming to an end, the Swedes are flocking

outside to sit in the warmth of the sun.

There is no better feeling than going to a cafe, getting a pastry and a coffee for fika, and sitting outside or taking a walk through Gamla Uppsala around the Viking burial mounds, an important part of Scandinavian culture.

At Uppsala University, classes are different than at Gustavus. I only have a couple classes a week and most of them aren't mandatory. I only take one class at a time, but I am expected to study 40 hours a week as a full time student here.

I've had classes here that are made up by all exchange students and I've had a class where I was the only exchange student in a class of all Swedes.

"This place felt like home as soon as I got here. The only thing I need is a dog and I'm set to stay here forever."

The student life here is comparable to no others. There are thirteen nations that put on events every day of the week. They have student run pubs and restaurants, and have clubs every week, often themed.



Submitted

Caroline and her twin sister explore the various sites in Amsterdam, Netherlands such as Tilburg and the Hague.

As an exchange student, I can choose to join any nation or join multiple nations.

As any typical exchange student, I'm traveling Europe as much as I can without missing out on the fantastic student life that Uppsala University provides. My first trip was up to Swedish Lapland, with a quick stop in Norway.

I was able to pet and feed reindeer, go dog sledding, snowmobiling, snowshoeing, see the Northern Lights, sauna and roll in the snow, and many more classic Scandinavian winter activities.

I traveled to Amsterdam,

Netherlands to visit family friends and also explored Tilburg and The Hague, the political capital of the Netherlands. I will wrap up my travels this semester by going to Krakow, Poland, my family's farm in Northern Sweden, the Faroe Islands, and Italy.

One of the major reasons I decided to study abroad in Sweden was my family. My ancestors all came from Sweden to Minnesota in the early 20th century and we have kept in touch with our cousins there.

Over Easter break I will have the opportunity to visit the family homestead where my great-

grandfather grew up and where my family still lives.

I also got the chance to go to a Swedish elementary school to visit my little cousin's second grade English class.

As a guest from another country, I felt like a celebrity because I was constantly surrounded by second graders trying to talk to me, both in Swedish and in English.

My time at Uppsala University has been an unforgettable experience and I know the friendships and memories I've made here will last for years to come.

Tack och ha en bra dag!



Submitted

They may not be her own dog, but Caroline still had a blast dog sledding with the locals amongst numerous breathtaking Scandinavian winter activities.

THE GUSTAVUS BUCKET LIST

Known for its strong academics, qualified professors, and welcoming community, Gustavus is home to a variety of distinctive opportunities. While some of these include more traditional moments like Homecoming and sporting events, there are many experiences unique to Gustavus.

Below are just a few of the many possibilities Gusties have available to them!

<p>1. Study Abroad</p> <p>Join over 50% of Gusties and study abroad during your time at Gustavus. Travel to Sweden, Ireland, Spain, Argentina, and more!</p> <p>“Last spring I dropped everything and studied abroad in Malaysia. I probably learned more in five months than I have in my entire undergraduate career. It was a life changing experience that I would highly recommend,” Senior Jenna Arvidson said.</p>	<p>4. Attend Christmas in Christ Chapel</p> <p>A tradition since 1973, Christmas in Christ Chapel is brought to life by over 300 students, faculty, and staff each year through music, dance, spoken word, and the visual arts.</p> <p>Each year a different theme is chosen with choirs and orchestras performing live for over 5000 audience members.</p>	<p>8. Participate in Intramural Sports</p> <p>Round up some friends and join an intramural sports team!</p> <p>“I’ve played intramural basketball, volleyball, and football. They’re an easy way to stay involved and active while hanging out with your friends,” Junior Jake Glaser said.</p>
<p>2. Take a Walk in Linnaeus Arboretum</p> <p>Located conveniently on campus, Linnaeus Arboretum includes formal gardens, trees, and beautiful trails.</p> <p>The idea for the Arboretum was initiated in 1972 when President Barth asked Charles Mason, professor of Biology, for trees around the president’s house.</p> <p>In 1973, the first trees of the arboretum were planted by volunteers.</p>	<p>5. President’s Ball</p> <p>Dance the night away at the annual President’s Ball. A semi-formal dinner event, the dance features live music and an opportunity to spend time with peers and participate in a popular Gustavus event.</p>	<p>9. Eat a Frost-Your-Own</p> <p>To the ordinary eye, one might assume its a frosted sugar cookie, but any Gustie recognizes the wonder of a caf frost-your-own.</p>
<p>3. Traying</p> <p>Grab a cafeteria tray and participate in the infamous Gustie tradition of sliding down the snowy hill outside Old Main during the bitter winter months!</p>	<p>6. Homecoming Game</p> <p>Taking place each fall, Homecoming is a celebration with family, alumni, current students, and the greater Gustavus community.</p> <p>Homecoming Week features performances, activities, free food, and more!</p> <p>“Last year, I made an effort to participate in every Homecoming Week activity. It was a great way to embrace Gustavus and be a part of a larger community,” Junior Walker Pearson said.</p>	<p>10. Get Involved!</p> <p>Gustavus offers over 100 student organizations and 21 men’s and women’s varsity sports, offering students many opportunities to get involved with the community.</p> <p>11. Nobel Conference</p> <p>Started in 1963, the Nobel Conference brings students, educators and members of the general public together with the leading thinkers of our time, to explore revolutionary, transformative and pressing scientific questions and the ethical issues that arise with them.</p>



What's on **your** bucket list?