

Celebrities have opinions too



Emily Pratt
Staff Writer

Imagine being part of a well-known television show or film series and loving the character you portray, along with the fans you have gained from it.

These fans support you in your blossoming acting career and you show your appreciation for them through social media posts and frequent appearances at events like comic-con in order to meet them.

Now, imagine a large portion of these same fans direct disappointed comments towards you, following your open support of a popular couple, either presented on the show or created by the fans.

A simple reblog was all it took and now you find yourself guilt tripped into appeasing other groups in your so called "fan base."

Spending as much time on social media as I do, I am witness to an ungodly amount of annoying fan behavior.

For the most part, it's fans interacting with each other, which is easy enough to roll my eyes at and ignore.

But occasionally I do come across threads of comments directed at the actors and creators of television, films, and popular novels that criticize their agency as an artist or individual.

The above is an actual example I came across, directed at one of my favorite actors.

It's certainly not one of the worst cases of "fans" criticizing celebrities, but it does shed a light on how entitled these people feel when it comes to how actors promote their own work.

Most professionals simply shrug off the comments and continue with their work, but that is not something everyone is capable of doing. As viewers, we have no way of knowing what these public figures take away from negative fan interactions and how it could affect their work or personal life.

To illuminate the situation a bit more, the actor in question re-tweeted a poll that asked viewers to vote for their favorite television couple, encouraging fans to vote for the one her character was a part of.

Fans of a different couple her character was also a part of reacted with anger, claiming it was rude of her to not share the poll where their fictional couple was included.



Musician Bret Michaels speaks to a member of the Air Force.

Creative Commons

The actor quickly apologized and said that she wasn't aware of this poll, sharing the link in question not much later.

The thing is, she shouldn't have had to apologize.

It's not her job to know every single fan related creation associated with the show, nor is it necessary for any actor to spoon feed their fans everything they ask for.

They aren't robots meant to repeat back whatever viewers want to hear and it's unnerving how many people think otherwise.

The sooner people start treating these artists like human beings, the more comfortable they will be interacting with fans and being themselves in public.

Whether a hot-shot celebrity or a lesser known artist, it is entirely up to them how much they want to interact with their fan base.

I was surprised and rather impressed by how much this actor, previously discussed, interacted with her fans.

I have yet to hear of another who would go so much out of their way just to have an opportunity to meet face to face with those who support them and it's not difficult to figure out why that is.

I'm aware of two actors from that same television show alone who were driven from their social media accounts just because of their interactions with "fans."

One must wonder how many others have to severely limit themselves online, simply to preserve their sanity.

That is not to say that fan and celebrity interaction should stop by any means.

Social media is especially important for beginning artists to give them confidence of their talent and potential.

But viewers of every medium need to realize the impact they have, both negative and positive, on actors, writers, and musicians.

There are many people in these professions who struggle with mental health and it's difficult enough for them to stand in such a spotlight without having to worry about pleasing all of their fans.

Believe it or not, they are people just like us and they deserve to be treated as such.

Go ahead and ask them questions about themselves or their work but don't react negatively if they don't respond the way you'd like them to.

They are entitled to their own opinion because, like each of their fans, they are an independent person with a mind of their own.

It's also important to keep in mind that they have a job to keep, and they can't just criticize certain aspects of their show even if they wanted to.

Similarly, if a show goes in a direction you don't care for,

don't lash out at the writers.

Stop watching if needed and accept that different people have different visions of what a good plot is.

Writers have flaws too and can't be expected to create a perfect story at every turn.

What fans need to start doing is celebrating the individuality of these artistic voices, just as they celebrate the individual-

ity of their favorite characters represented on screen.

Pointing out every issue you have with a writer or actor won't help anyone, it's just rude.

The solution is quite simple: use social media to encourage artists, or don't use it to interact with them at all.



**Have something to say?
Write a letter to the editor.
email lettertotheeditor@gac.edu**

The death of the Gustie community



Oakley Clark
Staff Writer

Let's face it: Gustavus faces a community problem. Greek Life is currently a walking corpse.

Student organizations have falling attendance numbers—Student Senate had an uncontested co-presidential election, and I'm sure everyone has heard the rumblings that went on within the Building Bridges membership this year.

But perhaps most devastating, the lack of off-campus houses has created a social void that remains unfilled.

This off-campus chasm is the cause for these low community engagement numbers.

Let's be blunt: it's immensely more difficult to meet people today than it was when there were off-campus houses at Gustavus.

As young people, we need our own spaces—ones that we control and where we can express ourselves in a non-official capacity.

I want to emphasize "non-official capacity," because the inevitable critique of this opinion piece will be "Well, if people want to meet people, they should just join more groups."

No, going to a group that adds obligations in one's life



Does no off-campus housing mean no community?

hardly compares with meeting someone off-the-clock during the weekend.

First-years and sophomores do not even recall the bumping expression of youth, shenanigans, and community building that surrounded the off-campus weekend crawl.

The fact is that we no longer have an open place to meet people.

Sure, there's the inconsistent Dive dances, but we're watched like children by campus safety

and CAB—a pathetic reality in which we are unable to construct our own norms and have them imposed instead.

Also, in the absence of official regulations on the off-campus scene, people relied on their friends to watch their backs for the, God forbid, possibility of something bad happening, and this socialized a type of care and concern for each other.

The off-campus experience also promoted a type of community policing that often was

more effective than the campus' bureaucratic and often unsatisfactory sexual assault process.

Houses and their owners gained reputations based on safety and fun.

For instance, I remember distinctly my first year that someone who preyed on women was banned from a house.

Gustavus eventually got rid of this individual after three years, but the immediate action of the community managed to provide a public barrier that the college didn't.

It's almost as if people will protect and nurture the things they care about, in this case the GAC community, which in return, makes these things flourish even further.

This reinforcing effect helped build community and all the aspects that come along with good community—trust, solidarity, safety, friendship, and, most importantly for an academic institution, knowledge sharing.

Simply said, meeting people and having conversations irrefutably contributes to that which resides at the heart of the liberal arts: becoming fundamentally better human beings with a greater connection with the world in which we live.

That, my friends, is the power of community.

A friend of mine also made an apt point: it's harder than ever to connect with peers from other classes.

It isn't easy for first-years, who are surrounded by other first-years nearly 100% of the time due to where they live, to somehow find people in other classes.

That's shameful as Gusties

in other classes can play a tremendous role in our personal development during our time here.

For those who remember weekends filled with Gusties in the streets navigating the houses, you most likely recall meeting new people and/or seeing people in your classes out and about and realizing "wow, that person is really cool because I had the opportunity to talk to them!"

These spaces allowed us to be ourselves—to be less serious—which harbored genuine connections.

Now, I'm not saying we should go batter down Charlie Potts' door, and I'm sure Res Life, as the Gustavus administration per usual, will have some very elaborate explanation for why off-campus housing cannot currently be had.

Or, maybe they have very valid reasons or bureaucratic and financial restrictions that cannot be confronted on a whim.

Regardless, the point is that we need to take the liberal arts approach on this issue—we need to look beyond the initial cost/benefit analysis for eliminating off-campus housing and try to see how the lack of these spaces completely changes the dynamics of our community and how we interact with each other.

Community, both on and off-campus, always gave Gustavus the edge compared to other colleges and made this place great—now it's hardly distinctive.

The Good, the Bad, and the Meh

Warm weather is coming.



Midterms are coming.



You're definitely not going to get a good room draw number.



Interns shouldn't have to work for free



Priscilla Otero
Staff Writer

Employers should be required to pay their interns a minimum wage salary.

Every year undergraduate and graduate students alike swarm the internet for an opportunity to intern in their work sector of choice.

It is said that the job market is competitive, and very aware of society's acceptance of many entry level jobs requiring three to five years of work experience in addition to higher education, students in the United States view internships as a form of that required experience.

A great deal more, believe internships to be an opportunity for obtaining employment after graduation.

Unfortunately, many of these internships do not pay an adequate salary, that is if they pay

one at all.

The worst perpetrators are those in the public sector.

Not only is this not acceptable, the lack of salaries provided in the public sector stimulate the lack of access of opportunity for citizens under the protected class and reinforces income inequality in the United States.

By not providing students adequate pay for similar, if not exact job responsibilities as their salaried employees, organizations of employment are creating a system of exploitation.

As active participants of our society, should we continue to support or allow this form of exploitation?

One can argue that interns are not being exploited for those employed have chosen to participate in this style of volunteer work by choice.

Yet, if work experience is required for many entry level jobs, and opportunities for these experiences are scarce, then is it truly an act of choice?

If this is true, then it is also an act of choice to allow for companies to progress these aforementioned expectations.

It is evident that employers have taken advantage of the economic market competition to exploit those willing.

I use the term willing loosely because if I were to poll students across the United States, I am sure I would find college students viewing internships, even if unpaid, as a requirement

in order to find a job after their graduation.

Employers' expectations of new graduates compared to what they must invest in training, and for how much they need to pay their employees, has become unrealistic.

Studies show that while companies complain that young workers aren't getting the right degrees, what employers really look for are workers they don't have to train.

Better yet, employees they don't have to pay to train, or at times, even hire.

According to a study published by the Washington Post, in 1979, young workers got an average of 2.5 weeks of training a year.

An Accenture study showed that in 2011, only about a fifth of employees reported getting on-the-job training from their employers over the past five years.

In other words, job candidates must find their own way to gain experience, primarily this is done through internships, most unpaid.

Now why is this a major problem? Well, besides organizations of employment taking advantage of a vulnerable class, students, organizations that refuse to pay their interns for work that influence the productivity of their organization, reinforce income inequality and discrimination.

Those in the United States

most susceptible to economic inequalities are women and people of color.

I am not stating that members of society who are not under the protected class, or those who are but are not included under the aforementioned categories do not suffer from economic inequalities. What I am stating is that those who are deemed women and people of color suffer exponentially more in comparison.

"It is evident that employers have taken advantage of the economic market competition to exploit those willing."

Since rates of financial hardships are higher for students of the protected class, many do not pursue internships because they cannot afford the living expenses.

This is a major concern for the public sector.

Similar to for-profit corporations, jobs in government require experience as a measure of employment.

The more experience the more competitive an applicant is.

But unlike for-profit corporations that have higher amounts of paid internships, government

internships steer clear.

This results in lower participation rates for those who cannot afford to volunteer, which in turn, results in lower rates of job success and representation in the government sector.

Public organizations and nonprofits have attempted to act on where our institutions fail.

In terms of funding internships, many undergraduate colleges and universities across the United States provide their students with a modest stipend to pursue an unpaid internship. There are non-profit organizations that offer scholarships in attempt to reduce the opportunity access gap.

Most recently, employers are now holding competitions to provide stipends.

Yet the question still remains.

Is it morally and ethically justifiable to allow corporations to hire unpaid workers in society's modern economic climate, especially when these organizations are part of the government and supported by taxes?

While internships are a learning experience, it is reasonable for interns to be paid.

In addition to studies that show that paying interns draw the best talent, not paying an individual for work elevates inequalities and systems of oppression.

Guns don't belong in classrooms



Hannah Haas
Staff Writer

Finishing that assignment on time, organizing your locker, finding the perfect crayon for your artwork and making new friends.

These are things that students in our schools should be worrying about.

Not about the safety of their peers, teachers or themselves.

Everyone has a right to an education.

With that right, we all deserve to feel safe inside our schools.

This is the one place that some students normally know they can come to and feel safe,

get a warm meal and learn something new.

Something needs to change so our kids can feel safe again.

However, that something is absolutely not bringing more guns into the schools and arming our teachers.

As a future educator I can tell you that the last thing I would ever do is have a gun in, or anywhere near my classroom.

I want my students to feel as safe as possible in their school and what should be protecting them is more laws against guns, not more guns.

When a student is getting bullied in school, we don't encourage them to defend themselves or bully the other student back. We teach them about mediation and set up clear rules against bullying.

There are so many things we could be doing to help our students, educators and other faculty members in our schools rather than arming them with guns.

The only thing that we are teaching our students by arming our teachers is that guns belong in schools.

Which is completely and utterly wrong, when that is what we have been working to prevent for so long now.

School is a place for learning, laughter, friendship and much more.

Not a place for weapons, fear and death.

Guns will not educate our children, they will not listen to our children's stories of what they did last weekend, they won't dry their tears when they fall on the playground or someone is picking on them.

Teachers will do all of those things and much more.

We need to be helping our teachers with the resources and support to do all of those things, and giving them guns will only hinder their ability to do so.

There are many schools and teachers out there who are already arming their schools with firearms, safes, bulletproof vests and more.

This makes me unbearably sad and terrified for our future.

As an aspiring teacher I look forward to seeing the smiles on my students as they finally solve a problem they have been working on.

I can't wait to spend time with my students outside and see the joy on their faces as they make snow angels, or make wishes as they blow dandelions into the wind.

I don't look forward to the

idea that a school I've been dreaming of teaching at has added guns to their school.

I am studying how to educate all of students in the best way possible, not how to kill an active shooter.

That is not, nor will it ever be, my job.

That's not to say that I wouldn't do everything in my power to protect my future students but maybe in the process of protecting them, maybe I injure one of them, a colleague or myself.

Once again, my degree is elementary education, not law enforcement.

Schools need more funding more mental health resources and more time to focus on each student as an individual, not more guns.

We need more social workers and counselors in our schools.

This will help our students to feel safe and will provide them with the ability to have someone they can count on.

This is something that needs to happen continually, not just once a quarter.

Mental health issues are what is behind the majority of these mass shootings and social workers and counselors can prevent shootings, and people

dying.

More guns will only add to the number of deaths.

We also need to be able to provide our teachers with smaller class sizes so they feel they can reach every student and be there for all of them.

With that, the adequate time to educate and develop a relationship with each of those students.

The average class size that I have seen is around thirty students, and the time given to our teachers each day with those students is barely enough to teach their lessons let alone to have a strong relationship with each of them.

So it is our job as citizens to do everything we can to make these changes in our education system.

Students need to focus on their math lessons, what they are going to eat for lunch, what they will choose to play with during choice time, what college they will apply to next year and what book they should read next.

Teachers need to focus and be there for their students, keep guns out of the schools so they can be.

Safari Crossword

Across

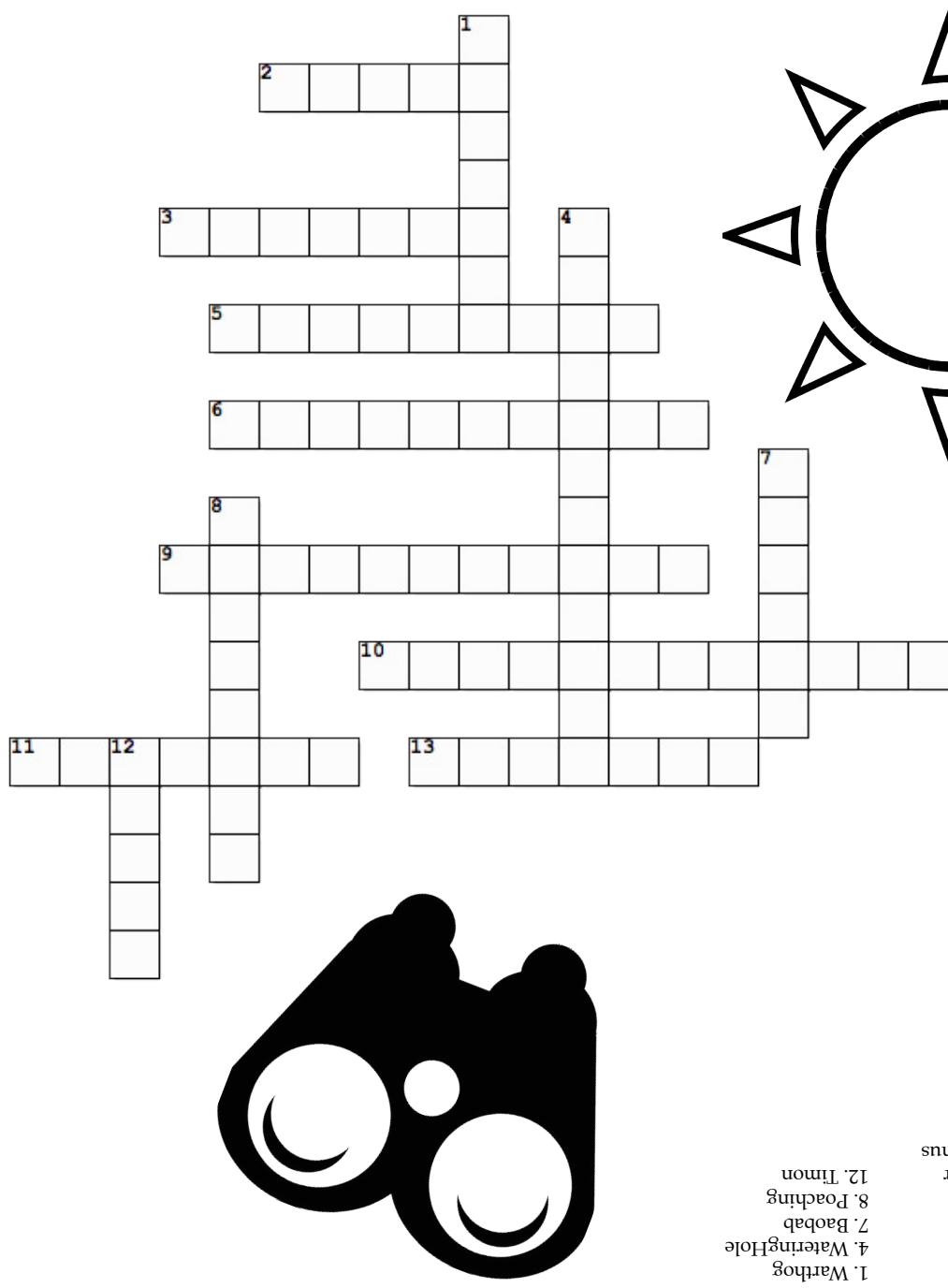
2. This dog-like animal is often described as having a laughing bark
 3. This big cat is the fastest land animal
 5. This national park is located in Tanzania
 6. "The _____ sits in the old gum tree"
 9. This animal don't give a crap!
 10. This animal's name stems from Greek "river horse"
 11. Has the fastest land speed of any bird
 13. Shakira portrays this type of animal in Zootopia

Down

1. Pumbaa from *The Lion King* is this type of animal
 4. A name for where animals drink water; another name for a pub
 7. These huge trees store water in their trunk to endure droughts
 8. This is a huge problem in African national parks
 12. Fictional meerkat from *The Lion King*

Unnecessarily random fact box

Eggnog is also known as "milk punch."



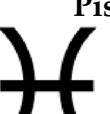
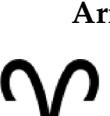
ACROSS
 1. Hyena
 2. Hyena
 3. Cheetah
 4. Warthog
 5. Seengesh
 6. Koalaburra
 7. Baobab
 8. Poaching
 9. Honeybadger
 10. Hippopotamus
 11. Ositch
 12. Timon
 13. Gazelle

DOWN
 1. Warthog
 2. Watering Hole
 3. Chetah
 4. Watering Hole
 5. Seengesh
 6. Koalaburra
 7. Baobab
 8. Poaching
 9. Honeybadger
 10. Hippopotamus
 11. Ositch
 12. Timon
 13. Gazelle

Pun of the week

"RIP boiled water. You will be mist."

The zodiac signs as Courtyard Café beverages

Aquarius (Jan. 20-Feb. 18)  Hot Chocolate	Taurus (April 20-May 20)  Black Tea Lemonade	Leo (July 23-August 22)  Americano	Scorpio (October 23-Nov. 21)  Black Coffee
Pisces (Feb. 19-March 20)  Macchiato	Gemini (May 21-June 20)  Dirty Chai	Virgo (August 23-Sep. 22)  Latté	Sagittarius (Nov. 22-Dec. 21)  Eye Opener
Aries (March 21-April 19)  Cold Brew	Cancer (June 21-July 22)  Cappuccino	Libra (Sep. 23-October 22)  Espresso	Capricorn (Dec. 22-Jan. 19)  Steamer

Men's Hockey season comes to an end

Gusties lose MIAC Championship game 3-1



Gustavus Sports Information

Senior Colin Herson looks for a shot in a game earlier this season against Concordia College. The Gusties season came to an end this weekend with a 3-1 loss to Augsburg.

Nathan Thompson
Staff Writer

The Gustavus Men's hockey team faced a difficult challenge against top seeded St. Thomas on Feb 24 where they fought to a 4-3 overtime victory to advance to the MIAC championship game.

After a scoreless first period, St. Thomas tallied the game's first goal two minutes into the

second period.

The Gusties would respond shortly after with a power play goal from Sophomore Colton Schmidt and would add another to their total two minutes later with a shot from Junior Van Sullivan.

St. Thomas then answered with a power play goal of their own, to even the score at two apiece.

In the third period, St.

Thomas took the lead, sending a shot past Junior goalie Chris Amsden to take the lead.

The Gusties would not wait to answer however, as Senior Jake McCann scored less than two minutes later to push the game into overtime.

"We were down a couple times, which was something that we struggled with at the beginning of the year. But I think we outplayed them the whole game. I think we did better playing physically and playing a full 60 minutes," Senior Captain Tim Donahue said.

Gustavus made quick work of St. Thomas in the extra period, as Schmidt sent his second goal of the past the Tommie goaltender, securing Gustavus' place in the championship game.

"It was all about buying into who we are as a team. You hear a lot of people talking about identity of teams and we definitely found ours. We all bought into what we needed to do to become a championship team," Donahue said.

Amsden stopped 16 of the 19 Tommie shots sent his way and Freshman Mason Etter led Gustavus with five of their total 31 shots in the victory.

After shocking St. Thomas

in overtime the previous week, the Gustavus Men's hockey team moved on to the MIAC championship game against Augsburg in Minneapolis, falling 3-1 to the defending champions.

The Gusties started off the scoring first with an unassisted goal from Senior J.T. Walters at the 16:46 mark of the first period. Gustavus would take the 1-0 advantage into the second period while each team tallied 2 shots on goal in the first frame.

The Auggies controlled the second period, outshooting Gustavus 21-6 and eventually evening up the score with a goal late in the second period.

"We got in some penalty trouble and it definitely threw some wind out of our sails," Donahue said.

About nine minutes into the third period, Augsburg added to their goal total with a shot from Lukas Gillett. Only a few minutes later did Augsburg register the final goal of the night, sending a shot past Amsden for the Auggie's third and final goal.

The final shot total leaned it Augsburg's favor, 48-27 while each team went on the power play three times with neither team converting. Junior Evan

Erickson registered the most shots on goal for the Gusties with 4 and Amsden stopped 45 shots in the loss.

On top of a championship game appearance, multiple Gusties were honored for their accomplishments this season along with Coach Brett Petersen who was named Minnesota Intercollegiate Athletic Conference Men's Hockey Coach of the Year in his 18th season at the helm. It is the third time Coach Petersen has won the award.

Four Gusties were also honored with postseason awards as Amsden received an All-Conference nod and Freshman Robbie Goor, Will LeNeave and Caleb Anderson were all selected as members of the All-Rookie Team.

Nine of the Gusties' twelve wins came while Amsden was tending the twine and his .929 save percentage and his average of 2.21 goals allowed per game ranked 3rd and 2nd in the MIAC, respectively.

"I see a good future for us just because of the past of this team. Gustavus is written in tradition. Our coaches never set the bar lower, we are a bare level playoff team every year and that is our expectation" Donahue said.



Gustavus Sports Information

First-year Mason Etter prepares to pass the puck to a teammate.

Gusties sweep last two competitions

Women's Tennis prepares for Illinois trip



Gustavus Sports Information

Senior Katie Aney returns a ball during a match last season. The Gusties have improved to a 3-5 record with sweeps against Concordia College and the University of Northwestern-St. Paul.

Joe Brandel Sports Editor

As the Women's Tennis season is heading into full swing, the team is hoping to improve its 3-5 record.

The Gusties dropped a number of matches earlier this season in some challenging competitions but are looking to turn things around as they head into more games against conference opponents.

Gustavus Women's Tennis has an impressive team this year, including Junior Briana Hartmann, an ITA Midwest Regional Title winner and All-American, and many other athletes with impressive results from their time here.

The team purposely made a hard schedule against non-conference opponents to help the program build and compete better entering regular season play.

The Gusties are once again being recognized for their talent, earning a spot at No. 29 in the national rankings for Division III, despite their losing record early into the season.

On Feb. 25, the team took a pair of losses to the University of Northwestern Ohio and But-

ler University but they were looked at as positive experiences for the team, according to Head Coach Jon Carlson.

"The team played better and better each match," Carlson said. "Unfortunately our competition got better as the weekend went on. To take on the doubles point from Division I Butler was big. I know it may sound weird, but even though we had losses, it was a very valuable trip. The girls knew they were a much better team in the end."

"We came out of today a better team and I am proud to be their coach."

—Coach Carlson

The fact that the team could compete with schools in higher divisions boosted spirit and motivation for the Gusties as they headed into a pair of games this past weekend.

On March 10, the team hosted Concordia College and the University of Northwestern-St. Paul. The Gusties showed they would not let the losses earlier this season effect their mindset

and goals for the season.

The team started off the day against Concordia, a MIAC opponent that would count towards the team's conference record.

The Gusties made quick work of Concordia, first winning all six singles matches, and then followed up with winning all three doubles matches.

All six of the athletes playing in singles won in two sets. On the doubles side, Senior Katie Aney and Junior Lilly Hartman won their match with a score of 8-2, First-years Ginger Valentine and Hannah Borgh won with a score of 8-2, and Seniors Laura Martin and Lauren Ihle won with a score of 8-3.

The singles and doubles team lineups changed from game to game, showing the depth of the program and their ability to win matches with many different members of the team.

The Gusties dominated the competition and remained focused on winning throughout the day, according to Carlson.

"It was good to get the whole team involved in the wins today," Carlson said. "I'm proud of how we competed

and learned along the way. We came out of today a better team and I am proud to be their coach."

Later that day, the Gusties faced off against the University of Northwestern-St. Paul and the story was similar.

The team was in sync and driven, winning all six singles matches again and only needing two sets to do so in all of the matches.

The Gusties also followed in a similar fashion as earlier in

the day, winning all three doubles matches with scores of 8-3, 8-2, and 8-0.

Coming off of two straight sweeps, the team has their sights set on its trip to Rock Island, Illinois this weekend. The No. 29 ranked Gusties will go head-to-head with two non-conference teams, Augustana University and the University of Wisconsin-Whitewater.

The team faces Augustana at 9 a.m. and Whitewater at 1 p.m. March 10.

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SPORTS & FITNESS

MARCH 9, 2018

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Baseball dominates day two of Arizona trip

Gusties break school record for most runs scored in a game



Gustavus Sports Information

Junior Grant Brockhouse readies himself for a pitch during a game on the team's trip to Arizona. The team made history on this trip, scoring 34 runs in a single game.

Michael O'Neil
Staff Writer

The Gustavus Baseball team opened up its 2018 campaign this week at the Tucson Invite in Arizona. Over four days of competition, the Gusties played 7 non-conference games and came away with an 4-3 record.

They opened competition on March 2 with a doubleheader against Howard Payne University, a small DIII school from Brownfield, TX.

In the first game of the doubleheader, the Gusties relied on some late game magic to seal a narrow victory.

Despite trailing 2-1 heading into the seventh and final inning, the Gusties got two men on base, and First-Year Ethan Mocchi hit a walk-off double that scored both runners. Mocchi led the Gusties on offense, going 2-3 from the plate with two doubles.

Junior Adam Stockwell started the game on the mound for the Gusties and pitched 4.2 innings, allowing two unearned

runs and no base hits to the Yellow Jackets. Fellow Junior Sam Archer closed out the remainder of the game and kept the opposition scoreless to set up the walk-off win for the Gusties.

In the latter half of the double header, Gustavus kept their momentum going as they jumped out to a 3-0 lead in the second inning.

The Yellow Jackets got their footing and answered with five runs off of five hits in the third inning, however.

Gustavus was unable to put together a response and Howard Payne took game two of the doubleheader 12-3.

The next day, the Gusties had two more games against a more familiar team in Carthage College of Kenosha, WI.

After falling behind early in the first leg, the Gusties rallied to take a 4-3 lead in the top half of the fifth inning.

Carthage responded with eight runs in the bottom half of the inning, however, and gained an 11-4 advantage that they would not relinquish for the remainder of the game.

The Gusties scored seven runs over the next two innings but were unable to even the score, and ended up falling 12-11.

First-years Carter Clemensen and Mocchi were most successful at the plate, going 3-4 and 2-3 respectively and combining for four RBI.

The pattern of close finishes continued for the Gusties in their second contest with the Red Men of Carthage.

Once again, it was a First-year that propelled the Gusties to a late victory.

Going into the bottom of the seventh inning, the score was knotted at 3-3 before Cole Pengilly sent a three-run walk-off homerun over the fence to end the game in the Gusties' favor.

First-year Charlie Hutchinson took the mound for the first six innings, allowing three runs off seven hits along with 10 strikeouts in his collegiate debut.

Senior John Lundquist entered the game in the seventh inning for the Gusties and earned the win. Pengilly and Junior

Grant Brockhouse, who had two hits and two RBI boosted the Gustie offense.

The following day, the Gusties took on NAIA foe Concordia Nebraska.

After jumping ahead to a 3-0 lead in the top of the first, the Bulldogs leveled the score with three runs of their own, and then some over the next two innings.

After three innings, the Gusties sat in an 11-3 hole. They didn't quit, though, and scored three runs in the fourth, one in the fifth, and three more in the eighth innings to come within one run.

This proved to be just not quite enough as the Gusties fell by a final score of 12-10.

Pengilly was on fire from the batter's box, going 5-6 with two doubles. Lundquist also had two hits and two RBI.

The Gusties ended their Arizona trip with a bang in one last doubleheader against North Central University.

In the first leg of the double header, the Gusties set a program record for most runs

scored in a single game when they took down the Rams 34-6.

After the first three innings, the Gusties led 21-0. All but two Gusties had at least one hit, and eight Gusties had multiple.

Mocchi led the way once again, going 6-7 at the plate, which ties a school record for most hits in a single game.

Sam Archer, Grant Brockhouse, and Dexter Leer all had four hits, and combined for 9 RBI.

In the second leg of the doubleheader, the Gusties continued their offensive onslaught with four runs in the first inning.

They added four more in the fourth inning and played solid defense to win the game 8-1.

First-year Christian Johnson made his collegiate debut on the mound and earned the win with five scoreless innings, allowing just three hits and tallying seven strikeouts.

The Gusties left the Arizona sun with a 4-3 record and will travel to Des Moines next weekend to take on Luther College March 10.