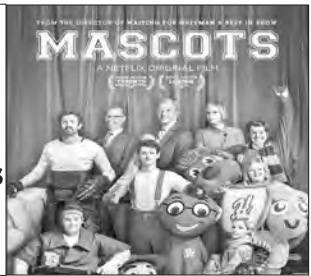




SPORTS, PAGE 6
UWRf's athlete of the week: Alex Herink

NEWS, PAGE 3
Program options make it easy for students to study abroad

ETCETERA, PAGE 8
'Mascots' is the movie to watch this Valentine's Day



STUDENT VOICE

University of Wisconsin River Falls

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Advice from program alumni on studying abroad: just do it



Photo courtesy of Keely Johnson
Keely Johnson and classmates pose in front of Tantallon Castle during a class field trip in Scotland.

Chris Gregg
Falcon News Service

As the sun rises through the tall panes of glass in the castle walls, students begin to stir. As students rise, they peer into the Scottish mountainside. They observe the lush greenery as they prepare to undertake another day of field trips across Europe. This is how Keely Johnson, a sophomore at UW-River Falls, starts most mornings. The only difference between Johnson and her friends back at UWRf is that Johnson's classroom is not just a building – it's most of Europe. Another key difference is the structure of her days. "We have class all day (Monday through Thursday), but it's only one class at a time because of the module-based class structure. We have one class for about six weeks, then it

switches to the next class for six weeks. While doing that we lecture and then go on trips around Scotland actually applying the content to our environment – which is exciting," Johnson said. Sonja Johnson, Experience Scotland program associate, said that if students have any desire to study abroad, it's never too early to start looking into it. She said that the majority of students begin applying to study abroad as sophomores. She also said that 41 students from UWRf participated in the Experience Scotland program in 2017. According to the UWRf Study Abroad website, minimum requirements to participate in the program include being at least 18 years of age. Students must also be in good academic standing and have a minimum 2.25 GPA. Interested students are required to submit an online application.

Fire in Kleinpell Fine Arts building forces evacuation but only causes minimal damage

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A small fire started in the north stairwell of the Kleinpell Fine Arts building on Tuesday morning according to a press release from University Communications. The fire began around 9:30 a.m. when the motor inside a heating unit near the north stairwell shorted out. The surrounding area began to fill with smoke, and the building was evacuated. The River Falls Fire Department responded to the fire while students waited outside in the snow. At around 10:15 a.m., students and staff were told that they were allowed to return inside the building. Classes were not officially canceled, but the building was still hazy with smoke, particularly on the lower levels. "In an abundance of caution," the press release said, "students and staff with personal safety or respiratory concerns are asked to use their own discretion on use of the facility throughout the remainder of today." The Fire Department continued working to ventilate the building, but the smoke was still relatively thick in certain places. "The smoke was bad enough that most professors in the basement dismissed their classes," said Katie Powell, who is a UW-River Falls student who was working in the art department office at the time. A few hours later, she said, the building still smelled like burnt plastic. The building has since been cleared of smoke, and the heating unit that caused the trouble removed from the wall. No one was hurt, and the damage appears to be minimal.

Sonja Johnson said that the cost for the semester-long program is \$8,500. She said that most students spend around an additional \$3,500. This includes airfare, meals during the weekends and any additional travel students may participate in. "We encourage them (students) to look at scholarship opportunities. They don't just fall into your lap, but they are out there," said Sonja Johnson. More information on program-specific scholarships can be found on the Experience Scotland website. One of the most beneficial parts of the trip is the opportunity to gain a different view into how the world is through travel. For Jordan Andreas, a senior at UWRf, the ability to travel

Continued on Page 3

UWRf students face challenge of putting too much reliance on technology in the classroom

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Since the creation of the first cell phone in 1973 by Motorola engineer Martin Cooper, cell phones and their usage have changed drastically, according to Corey Protin from Business Insider. Over time, cell phone companies have continually upgraded the aesthetic and the functionality of the cell phone by making it faster, more customizable and by adding features such as a touchscreen, applications and even internet capabilities. Owning a smartphone also provides you with instant access to information at any time. The appeal of being able to constantly be connected with one's family and friends through texting and social media applications has made owning a smartphone a social norm. However, are cell phones and other internet-enabled devices such as laptops an asset in the classroom or too much of a distraction? "A work of progress," Grace Coggio said, a communications professor at UWRf, when describing what the role of technology is in the classroom. Coggio recognized the opportunities that technology presents, but she stressed that the unwarranted usage of electronics such as cell phones and laptops are a distraction to not only the user, but the professor and other students as well. "Open laptops are a distraction," Coggio said. "Students who take notes on laptops tend to only write what's on the board and miss key ideas." Ultimately, she said she believes that her role as a professor is to "create an environment that is conducive for learning

for everyone in the room." Coggio does this by insisting that devices stay away unless she says otherwise. However, she understands that sometimes things come up that require immediate attention. She said she believes that if her students need to use their technology, they should just leave the room without disrupting their peers. This shows that technology can definitely be a distraction in the classroom, but how else does it impact a student's learning? Rick Burgsteiner, a journalism professor at UWRf, views technology in the classroom as a "supplemental tool." "There's no escaping technology in the classroom," Burgsteiner said. He said he believes that electronic devices are a good means of gathering information and presenting it, but that students can become too reliant on it. Oftentimes, Burgsteiner sees students attempting to use technology to overcompensate for their lack of content in their projects. "If the content is thin, technology will not save you," Burgsteiner said. He maintains a similar policy as Coggio by only allowing it when it is related to the coursework. At the end of the day, Burgsteiner wants his students to focus on the story that he is trying to teach them, and not the technology associated with his classes. Students also said that there can be improvements made in the debate on how reliant we are on technology. "When technology is used in class, professors should have a practical purpose for it, so it does not become a nuisance," said Jared Taylor, a freshman at UWRf. Taylor argued that technology should be used "strictly for schoolwork," and that students should not have access to social media in the classroom.

Allen Croes, a freshman at UWRf, seemed to be more accepting towards the usage of electronic devices in class. "It helps make things more efficient, especially with things like D2L," Croes said. Nonetheless, Croes thinks that having to do assignments and activities "can be inconvenient when it is not in paper." Both Taylor and Croes believe that using technology when it is not relevant to coursework in the classroom is "disrespectful," and that professors should be allowed to kick a student out of their classroom if they are being too disruptive. "In the long run, you're wasting your money if you are misusing technology in class," Croes said. Technology offers students many opportunities to enrich their learning experience. Internet enabled devices provide students with instant access to information that could potentially be useful. Students are frequently required to work on computers for various online assignments and activities. However, students and professors both seem to agree that technology usage in class should be limited to activities that are related to coursework. When a student misuses their devices in class, they are distracting themselves, their peers and their professor, which ultimately leads to a less productive classroom. Professors at UWRf want all of their students to have an ample learning environment, and while they recognize the benefits of technology in the classroom, they do not want their students to become too reliant on their screens. When all is said and done, a college education is an investment, and if a student values spending time on Snapchat or Twitter over their lectures, they may be simply wasting money.

Be sure to follow the Student Voice on Twitter for stories, Student Senate live feeds and more!

News Briefs: Stone Geology Fund established at UW-River Falls

February 13, 2018 -- University of Wisconsin-River Falls alumni David and Patricia Stone have made a generous gift of \$100,000 to the university to establish the Stone Geology Fund. The fund will support scholarships, equipment, student recruitment and program activities in geology.

“This donation is very deeply appreciated and comes at an excellent time for the geology program, corresponding with some curricular improvement,” said Ian Williams, professor of geology. “This money will allow us to strengthen the foundation of our program by supporting student involvement and providing equipment that will enhance student learning,”

“The Stone’s commitment to our program has also included teaching a specialized course in petroleum geology,” said Holly Dolliver, associate professor of geology and soil science. “We are grateful to them for sharing their extensive professional experiences which has given students rare insight into the industry and business side of geology. We are thrilled that they have chosen to provide this additional support for the geology program which will greatly enhance our teaching and research capabilities and high-impact experiences for our students.”

The origins of the geology program at UW-River Falls can be traced back to 1910 when the first geology course was offered as part of a program in the earth sciences. As the program evolved, it was eventually given a home in the College of Agriculture, Food and Environmental Sciences at UW-River Falls. It might be the only geology program in the U.S. housed within an agricultural-based college, but this allows for close interdisciplinary connections with environmental science and soils faculty and programs.

When the term geology comes up, most people think of rocks, especially unique and/or beautiful rocks they found on vacation or sometimes in their own backyard. It’s no surprise, that even though geology is a broad field, many students studying geology report that it all started with rocks for them.

Ethan Dahl, a geology major from Emmons, Minn., remembers being fascinated by rocks as a child.

“I was immediately excited when my uncle told me that there was a career for people who like rocks – geology,” she said.

“I don’t remember, but my dad said we came to the UWRF campus when I was young to get help with identifying a rock. Like me, my dad was a rock collector,” said Stephen Slivicki, a geology major from River Falls. It wasn’t until he came to UW-River Falls though that Slivicki made the connection between his interests and a potential career path. He was undecided about a major until he took the Introduction to Geology course with Dolliver and found a fit.

Slivicki described how a whole new world opens up once students get into the geology program.

“You don’t see the world the same after you learn about geology and the natural environment,” he said. “I can now see where there were once oceans, I don’t just see the features of the land that exist today.”

The geology program already offers a variety of extracurricular experiences for their students, but the gift from the Stones will create new opportunities and help offset the cost to students for things like regional field trips. The program has traditionally offered field trips to different regions of the country and has even arranged for students to conduct research projects overseas.

These new funds might also support student collaboration with a faculty member on a research project. Slivicki is currently studying thin sections of rock from the Chippewa/Eau Claire complex under the microscope to identify the constituent minerals and textures of the rock which helps determine how it was created.

Some geology students opt for internships to help focus their areas of interest in geology. Katie Thoreson of St. Paul has had two internships. The first was at the University of Nevada and involved a lot of data processing for a geochemistry project studying the ratio of iron to nickel in Martian meteorites. Her second internship was with Superior Silica Sands in Barron which offered more variety and gave her a real sense of field work and lab work.

The Stone’s donation will have an immediate and visible effect on the program. Some of the funds will be used to invest in an array of basic, up-to-date equipment and instrumentation that will enhance the student experiences in a number of classes. In instances where the purchase of sophisticated equipment is simply not cost-effective, these funds may allow for rental of equipment, a demonstration by professionals, or help with gaining access to equipment at academic research institutions.

For more information about the geology program, visit www.uwrf.edu/PES/Geology/Index.cfm or email laura.walsh@uwrf.edu.



UWRF professor Vang receives UW System Board of Regents Diversity Award for 2018

February 9, 2018--Bee Vang, who has worked with the Upward Bound program at the University of Wisconsin-River Falls since 2010 and served as program director since 2011, has received the 2018 UW System Board of Regents Diversity Award in the individual category.

Vang received the honor at today’s Board of Regents meeting in Madison.

“We’re very proud of Bee and the good work she has done to support the success of students from historically underrepresented populations,” said UWRF Chancellor Dean Van Galen. “The partnerships and collaborations she has helped build in the greater communities we serve speak well of her professionalism and dedication to her work.”

The Upward Bound program at UW-River Falls is in its fifth cycle of partnership with the Washington Technology Magnet School in St. Paul, Minn. The program is supported through UWRF’s Outreach and Continuing Education Department.

“Ms. Vang has functioned with exceptional dedication to the mission of Upward Bound and a remarkable level of effectiveness in engagement with the high school students recruited to her program,” said Randy Zimmerman, director of Outreach and Continuing Education.

Vang’s success was noted in her award letter from Regent President John Behling, himself a UWRF alumnus.

“We applaud, in particular, the role you have played in providing students with exceptional advising and mentoring skills,” Behling said. “Your receipt of this award is a tribute to your dedication to student success and to the causes of equity, diversity, and inclusive excellence.”

Upward Bound is funded through a competitive grant process by the U.S. Department of Education and is designed to prepare students in traditionally underrepresented populations for high school graduation and college. This year, the program is working with 73 students. In 2016, 100 percent of the program participants graduated from high school and 89 percent pursued postsecondary education.

Partnerships formed through Vang’s work with Upward Bound include synergies with the university’s STEMteach program, TRIO Student Support Services, and the St. Paul Public School District’s Career and College Readiness Office among others.

Vang is the second consecutive UWRF employee to win the Regents Diversity Award. In 2017, Psychology Professor Cyndi Kernahan was honored. Each recipient receives \$5,000 to support professional development or continue the program being honored.

For more information, call Jeff Papas at 715-425-4945

New Montessori degree will begin to be offered in July at UWRF

February 9, 2018--Beginning in July, the University of Wisconsin-River Falls will offer a stand-alone Master of Science in Education degree in Montessori education.

The UW System Board of Regents voted to approve the degree program earlier today.

“We’re very proud of our Montessori education program and the real benefits it provides to both teachers and their students,” said UWRF Chancellor Dean Van Galen. “Under the leadership of Dean Michael Harris of our College of Education and Professional Studies, the team that has developed this program deserves great credit.”

UWRF is the only UW System school to offer a Montessori credential, and one of only two public universities in the United states to offer it as a master’s degree. Previously, UWRF’s Montessori degrees were options in the Master of Science in Education-Elementary Education and Master of Science in Education-Secondary Education authorizations.

According to the American Montessori Association, the Montessori method is a child-centered education approach based on scientific observations of children from birth to adulthood. In order for a program to be considered fully compliant with Montessori principles, it must include multi-age groupings of students which foster peer learning, uninterrupted blocks of work time and guided choice of work activity.

UW-River Falls is affiliated with the American Montessori Society.

Today’s decision by the Board of Regents creates significant advantages for students.

“The main thing is that the degree a student earns now shows what the student studied,” said Michael Harris, dean of the College of Education and Professional Studies (CEPS). “That is advantageous for a teacher in terms of presentation of credentials and also for marketing and internal use.”

Today’s vote capped a nearly year-long approval process which was a partnership between CEPS and UWRF’s Continuing Education office.

UWRF’s program is accredited through 2020 by the Montessori Accreditation Council for Teacher Education.

For more information, call Harris at 715-425-0602.



UWRF University Theatre presents ‘Silent Sky’

February 12, 2018 -- “Silent Sky” will be performed by the University Theatre at the University of Wisconsin-River Falls February 22-24 and March 1-3 in the Blanche Davis Theatre in the Kleinpell Fine Arts building. All performances begin at 7:30 p.m. and are open to the public.

“Silent Sky,” by Lauren Gunderson, is based on the true story and science of Henrietta Swan Leavitt and other early 20th century female “computers” working at the Harvard College Observatory at the dawn of modern astronomy. Leavitt’s breakthrough discovery enabled astronomers, including Edwin Hubble, to calculate the distance between earth and remote galaxies and stars. During her career at the Harvard College Observatory, Leavitt also discovered more than 2,400 variable stars, approximately half of those known during her lifetime. In this blend of science, history, family ties, and fragile love, a passionate young woman from rural Wisconsin must map her own passage through a society determined to keep a woman in her place.

The production is directed by Robin Murray, UWRF professor of Stage and Screen Arts.

The cast features Emma Patrice Johnson of Shoreview, Minn., as Henrietta Swan Leavitt; Lynnia Alden of North Branch, Minn., as Annie Cannon; Becca Donely of Mounds View, Minn., as Margaret Leavitt; Kaleb Wick of Rosemount, Minn., as Peter Shaw; and Brooke Hafner of St. Paul as Williamina Fleming.

Tickets are \$10 for adults, \$8 for seniors (60+) and \$5 for students with UWRF ID and others under 18. The Box Office, located in Kleinpell Fine Arts near Gallery 101, will be open weekdays from 10 a.m. to 1 p.m. beginning February 14. On performance nights, the Box Office opens at 6:30 p.m. Tickets can be purchased in person, by phone at 715-425-3114, or online at marketplace.uwrf.edu.

Student Senate Update: Feb. 16

- A new at-large senator was sworn in: Will Brenes.
- The senate ran through budgets from across campus one by one, struck the “introductory” status of them so that they could be voted on and after discussion voted to recommend them. Some significant points brought up:
- \$5 in segregated fees per student per semester will be reallocated from the University Center operating budget to the C.H.I.L.D. center to pay for increased costs.
 - The student involvement programming budget will be increased by \$10 per student per semester to cover the department of Diversity, Inclusion and Belonging.
 - A one percent increase in budget was recommended for the textbook services budget.
 - For the dining services budget, it was proposed that language be included to ensure that dining service revenue is only spent within dining services – never outside organizations.
- A motion to approve the new SGA bylaws was introduced. The new bylaws include a rule that suspends senate members from their leadership positions if they violate UW System policies. An attempt was made to strike the introductory status of the motion so that it could be voted on immediately, but this failed. The motion will be voted on next week.
- 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.*

Weekly UWRF Crime Report

- Tuesday, February 6**
- All drug complaint was reported at Jesse H. Ames Suites at 5:18 p.m.
 - A motor vegicle accident was reported at the Campus Farm at 6:45 p.m.
- Saturday, February 10**
- Theft was reported at Grimm Hall at 7:14 p.m.
- Tuesday, February 13**
- Fire assist was reported at Kleinpell Fine Arts at 9:39 a.m.

Editor’s Note:
Information for this section is taken from the UW-River Falls Police Department incident reports.

Program options make it easy for students to study abroad

Nathan Lukasavitz
Falcon News Service

Studying abroad in the International Traveling Classroom, UW-River Falls sophomore Sara Heile hoped to learn more about foreign cultures with every country she visited. However, by observing the behaviors of the American classmates studying with her, she realized it was her own culture she was learning more about.

“When we first got to Amsterdam, we had a layover,” Heile explained, “and we got off the plane, and Americans are very loud. The airport was absolute silence, so it was very awkward to hear us being really loud and nobody else talking. When you go to the MSP airport, it is so loud. The airports here (in Europe) are not like that.”

The quietness at the airport, however, is only the beginning of the experiences study abroad students encounter that are different.

“When we first arrived in London, we noticed that everyone dresses really nice,” Heile said, “and I realized that I don’t have that nice of clothes with me, so I’ll feel out of place while I’m here.”

Feeling like a stranger to numerous aspects of her experience abroad, Heile’s recent visit to the Dalkeith Palace in Scotland was no exception.

“They have this food called haggis,” she said, “which is like the really gross parts of a sheep – the esophagus, heart, liver – and they just kind of grind it up, and they make it into a meat, like a sausage kind of thing. I tried it, and it wasn’t that bad, so I’m trying to continue eating different foods for each culture. I’m definitely going out of my comfort zone on foods.”

As one of 27 UWRF students currently studying in the ITC, Heile is certainly not alone as she explores the unknowns in different cultures.

With UWRF ranking second place – following UW-Eau Claire – in study abroad participation among the comprehensive universities of the UW System, 25.1 percent of UWRF seniors reported having a study abroad experience during their time in college, according to the 2017 National Survey of Student Engagement.

The level of convenience that the UWRF Office of International Education provides to its students is part of the reason the university sees study abroad participation from a quarter of its students, according to Education Abroad Advisor Carol Rogers.

“If you were today to start planning to go somewhere in two months, that’s a lot of planning,” Rogers said. “You have to think about how you’re going to get to places, where you’re going to stay, what you’re going to see, and that takes a lot of time. With a class, where the faculty leader has that experience, you’re just going to plug into things, and I think students find that a lot easier.”

Another option that can make studying abroad easier is choosing to go on one of the university’s shorter programs.

“In J-term, when a lot of classes aren’t happening on campus, that could be a time,” Rogers said. “Summer is a stand-alone term also, so if you don’t have anything going on in summer, that could be the time when you pick. There’s just a lot of different flavors to all of this, and it’s not one-size-fits-all. That’s why I think we offer as many programs as we do.”

The wide variety of program options is what allowed UWRF graduate student Katie Stenroos the opportunity to study abroad at the time in her college career when the university typically does not advise students to study abroad – during her last semester before completing her undergraduate degree.

“I was highly involved on campus before going abroad,” Stenroos said, explaining how she had gone on to become the president of the campus rodeo club and how she wanted to complete her involvement and responsibilities on campus without the interruption of leaving to go abroad.

Upon finishing her term as club president, Stenroos enrolled in the Experience Scotland program, giving up her final semester on campus as an undergrad student in order to fully maximize her college experience.

“It was my ideal situation,” Stenroos said. “I knew it was an experience I couldn’t get outside of college – being able to go for 3 1/2 months at one time, having the opportunity to see sights that I would not have thought to go see myself. It’s the best thing ever.”

Advice from program alumni on studying abroad is simple: just do it

Continued from Page 1

gave her a great appreciation for how connected the world really is.

“The world is a lot more connected than you know. Just being back here, this sounds bad, but I feel a lot more claustrophobic here because I can’t travel as easily. Like flying from Scotland to Spain, that was maybe \$70. Whereas here, flying to Chicago is \$100.”

Additionally, students are exposed to different world-views through their own classmates. Students from all 26 UW System campuses are eligible to participate. There are also a number of partnership schools, including Texas A&M Corpus Christi, that contribute to sending students to study abroad.

Katie Stenroos, graduate student at UWRF, said she had students in her classes from UW-River Falls, UW-Superior, Lake Superior State University and Murray State University.

Similarly, Stenroos also described how the trip changed her viewpoint through experiencing another culture in person.

“Seeing another part of the world made me more globally informed. You pay more attention when you actually live there.”

Stenroos fell in love with studying abroad so much that she is now a peer advisor at the Office of International Education. Her advice for students was simple:

“You will most likely not have an opportunity to spend three and a half months without worrying about a job or family or kids. Experience it while you can.”

While the cost of being away from home may deter some students from pursuing opportunities to study abroad, program alumni unanimously provide the same piece of advice: just do it.



Photo courtesy of Sara Heile
Tara Eckhart, a classmate in the International Traveling Classroom, standing to the left of Sara Heile at Arthur’s Seat in Edinburgh, Scotland, on Jan. 26.

Proper planning is key to having a positive study abroad experience

Lauren Simenson
Falcon News Service

Wandering from booth to booth, freshman April Okerson and Alyssa Mori explored the different travel options available during the Study Abroad Fair in the University Center’s Falcon’s Nest last Wednesday. Okerson and Mori expressed interest in the different education abroad experiences but also had some big concerns about how to go about selecting the right program for them.

“I really want to, but it depends on if my family can swing it or not,” said Okerson on deciding if she will ultimately study abroad.

In contrast to Okerson’s worries about paying for studying abroad, the timing is the worrying factor for Alyssa Mori. “One of my concerns is that I’m from California,” she said, “so if I were to do a J-term one, is what I would do for the two weeks before if I can’t fly back from home – so doing a semester or spring break one probably fits better.”

Also on hand during the Study Abroad fair was geography Professor Charles Rader. He has been a faculty member in Experience Scotland, Semester Abroad Europe and International Traveling Classroom, which he will be leading for the sixth time in 2019. As a seasoned faculty member of many different study abroad experiences, Rader is well versed in some of the pitfalls that students experience when considering traveling abroad at UW-River Falls.

Students who are thinking about studying abroad and worrying that it might delay graduation should think ahead and plan for it, Rader said. “Almost every student, unless you’ve changed your major a lot, will have a flexible semester along the line.”

International Traveling Classroom is a spring semester study abroad option that allows students to travel and take classes in a variety of European countries over the course of a semester.

“One thing we have coming up this year in 2019 with International Traveling Classroom,” Rader said, “is that every class meets a general education or university requirement, so for a sophomore going in, if they have some of those requirements that need to be done, everything will move them towards graduation.”

For students who worry about the financial costs a study abroad program might entail, Education Abroad Advisor Carol Rogers recommends looking into the many different study

abroad scholarships.

Additionally, programs such as the Falcon Scholars program and the Wisconsin Resident Education Abroad Grant offer anywhere from \$500 to \$1,000 for international education programs. “But many times,” Rogers said, “the resources available to (students) during a regular semester could be available to (students) during a semester abroad.”

Study abroad Peer Advisor Cassandra Chmielewski draws from her own experiences studying abroad to help students plan a successful international experience.

“I went freshman year, and I did ITC and that was all general education requirements which were all classes I needed,” Chmielewski said. She studied abroad in Europe using money from scholarships and \$890 from the Wisconsin Resident Education Abroad Grant.

Feeling trepidation about being so far away from home and parents in a brand new environment is an obvious and common difficulty that many students who study abroad face. Rogers recommends having a plan in place before you leave for your study abroad program about what you will do if you feel anxious or homesick.

Non-traditional student and grandmother of six, Christine Marriott went to Europe with the International Traveling Classroom program during the 2016 spring semester. For her, health problems were some of her biggest concerns during her semester spent in Europe.

“I passed two kidney stones and had swine flu,” Marriott said. “My professor was right there working with the medical staff, and I was treated as an individual. I was very impressed.” Marriott’s health care needs were covered by the study abroad program’s insurance, which every student is required to have. She saw no bill from her hospital visits.

Even with her medical problems, being a nontraditional student on her study abroad program was the most challenging aspect of the semester for the then-60-year-old university student. “Be aware that no one wants to party with grandma,” Marriott said. “Don’t take it personal.”

Still, she said, “It was the most incredible experience in my life.”

Upcoming ITC group leader Charles Rader advises that with proper planning, a careful look into the resources available and a commitment to finding the positives are key to avoiding some common pitfalls that may befall you on a study abroad education experience.

YOU DON'T WANT THEM RESPONDING TO YOUR TEXT.



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EDITORIAL

Alarms need more communication, respect in order to be fully effective

A fire started in the Kleinpell Fine Arts building on Tuesday, which ultimately prompted an evacuation. Students, annoyed at what they thought was a drill, reluctantly filed out into the snow, many of them without jackets because they thought they would be let back in the building after five minutes. Even after it became clear that the alarm wasn’t a drill, students didn’t take the danger seriously and were occasionally darting back into the building to grab items.

Alarms have become so commonplace in schools that students have begun to not take them seriously. The original purpose of drills, of course, is to ensure that everyone knows what to do. However, this seems to have backfired.

The Student Voice believes that a new system is needed to ensure that people respond appropriately to actual alarms. This means striking a fine balance; people need to know where to go and what to do, but they also need to take the alarm seriously.

In the midst of a situation, students should be fully aware of whether or not they are in a drill. We suggest that fire, tornado, lockdown, etc. drills be accompanied by a verbal statement that “this is a drill.” Everyone should still be required to evacuate so that they know where to go. However, in an actual emergency, they will realize that it’s not a drill and react with more urgency.

Another thing that needs to change is communication. The university offers the option to sign up for a text alert system for emergencies. However, hours after the fire, students still hadn’t received anything that told them what had happened or whether the building was safe. The end result was a lot of confusion; some students were wandering back into the building, and no one was certain if their classes would resume. Later, there were several different versions of what happened floating around campus.

A similar situation played out last semester after the “active shooter” incident. What actually happened was that a firearm was accidentally discharged during a domestic dispute. The university sent emails, texts and voicemails to everyone who was signed up for the emergency alert service, but the information was vague and mislead students into believing that an armed gunman was roaming campus. Rumors spread like wildfire, and people across campus went into lockdown.

There needs to be a middle ground between over and under-reaction to an emergency situation. The best way to do this would be for the university to be more open with students when a situation is playing out.

We understand that the university needs to move carefully and ensure that information is correct. However, students need to be made aware of the full context of what is happening on campus. The university should always release a full explanation of what happened to all students, and they should do so as soon as they are confident of their information. This could be facilitated by directly sending students statements or links from the police or fire departments that explain the situation. This can help avoid confusion and ensure that the university’s statements are in line with those of local law enforcement.

Alarms are supposed to help people. If people don’t know how to react to them, however, alarms lose their importance and fail to be useful.

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

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The Olympics are beginning to help restore my personal pride in America

Lauren A. Simenson

Columnist

I have always been an enthusiastic and very dedicated Olympic fan, avidly watching anything from curling in the winter to badminton during the summer Olympics. The pure athletic excellence that is on prominent display every four years makes me feel equal parts wholly inadequate and incredibly inspired. This year, the Olympic games mean something even more to me than they have in the past.

It has been difficult to feel proud or patriotic about the United States this past year. For obvious reasons. Often it was just plain ... embarrassing to be an American.

This was a common opinion held by many in the States this past year as similarly disgusted people expressed a serious interest in getting out of the U.S. and heading for Canada. While it sounded like a great idea, CNN reported on the reality of this phenomenon in June of 2017 by pointing out that the amount of Americans applying for residency in Canada in 2017 was only 66 more people than the previous year. I won’t lie – moving to Canada or literally anywhere else crossed my mind as well, and I have not ruled it out yet.

As 2017 came to a close and 2018 loomed, looking just as depressing and as vile as the year preceding it, I could not shake the feeling of being so unhappy about a country I had, up until recently, always been so proud of.

Then I watched the opening ceremony of the Olympics. The entire ceremony was memorable due to the seamless union and captivating visuals that highlighted Korean culture. However, seeing all of the countries and athletes participating in the Olympics is what caught my eye the most.

The Parade of Nations, where over 200 diverse athletes marched behind the American flag, was the best feature of the ceremony. I felt incredibly proud to have these athletes

representing the U.S. and representing me in spite of who is currently representing the U.S. in our government.

The surge of patriotism that washed over me as the Pyeongchang 2018 Winter Olympics got underway was immense, and I watched as American excellence was on full display during Adam Rippon’s figure skating program and during the women’s snowboarding halfpipe, to just name two examples.

There is an indescribable feeling that comes from watching such brilliance and realizing they are on “your” team – Team USA. From my couch at home, I groan and cover my eyes when athletes attempt a risky move or when someone wipes out. The Olympics have the effect of being the perfect unifier; you only have to look at what the Olympics did for the relationship between North and South Korea to be shown the awesome power the Olympics have.

The culmination of my almost overwhelming amount of Olympic emotions and pride came during what I am already going to call the best moment of the Olympics: Shaun White winning gold in the men’s halfpipe.

When White, with his wild red hair, won his first gold medal 12 years ago, I (and I’m pretty sure the rest of the United States) was obsessed with him and his insane abilities. This past week, when I watched his most recent victory with that last insane run, seeing his final score was so triumphant. As I watched his face turn as red as his hair as he sobbed and hugged his family after winning gold, he wasn’t the only one that was crying.

To all of the members of Team U.S.A. and the Olympics in general: you have wiped away the horrible memories of 2017 and have saved 2018 for me. Thank you!

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.

Horoscopes by Beth: actually horrible

Bethany Lovejoy

Columnist

Aries
You’re going to lay down in bed and you’re going to think of “Star Wars” and you’re just gonna be like, “wow.” What a gift. What a gift to be in a generation that is releasing “Star Wars” movies and to just really get to be a part of these historical moments.

“The Last Jedi” was great. If you were a blonde creative writing major and you saw that movie you would be like, “this is the greatest movie of all time.” After all, you’re in line with the writer of this horoscope’s constellation.

Taurus
You should spend more time working on your relationships than working it on the dancefloor.

Yes, your skin is ten out of ten, but girl, now is not the time to cut loose, foot loose, put back on those Sunday shoes. Geese, Louise, pay attention to others’ needs.

Gemini
It’s time to get those good times rolling... Down the hill.

You’re going to start the rolling club on campus with five friends, which is cool and all. I’m not going to say it’s a bad idea, but yo – Saturn is not about this.

Cancer
You’re going to go on a weird Wikipedia article search. First, you’re going to be looking for something for class, then at two a.m. the following morning you’re going to be looking through a list of the different breeds of cat and the page for Black River Falls, Wisconsin.

That’s because Pluto is in the page position.

Leo
You’re lactose intolerant. Every single person reading this column who is a Leo is lactose intolerant. It’s been a secret for a while, but now the Milky Way is coming your way. You just need to get on that sweet chocolate soy milk trend.

Virgo

Ho ho ho – Merry Christmas.

You’re going to celebrate the wrong holiday this week. Everyone else will be too amused to tell you the truth, but you’ll gain a lot of friends through your enthusiasm.

Libra
If you had a super power it might be turning into a gerbil or something lame. I mean, “Sky High” thought it was useful, but is it?

Mars is in the gerbil formation.

Scorpio
It’s been a bad week, man. Just remember that everyone needs time off sometimes. Go get a bath bomb or something. Take care. Maybe eat the bath bomb – I don’t know.

Pluto just remembered that it isn’t a planet, and this is a bad time for you.

Sagittarius
Your senpai is going to notice you. Not for your stunning personality or anything, rather it will be for your golden leg-gings and, like, Mars or something.

Capricorn
Light some candles, because this week is going to be a ride.

It’s actually going to be a ride because you lit those candles and you likely live in the residence halls. Our Residence Life kinda bans candles, and it’s a little-known fact. If you even just take out a candle a residence assistant immediately kicks in your door and writes you a warning note.

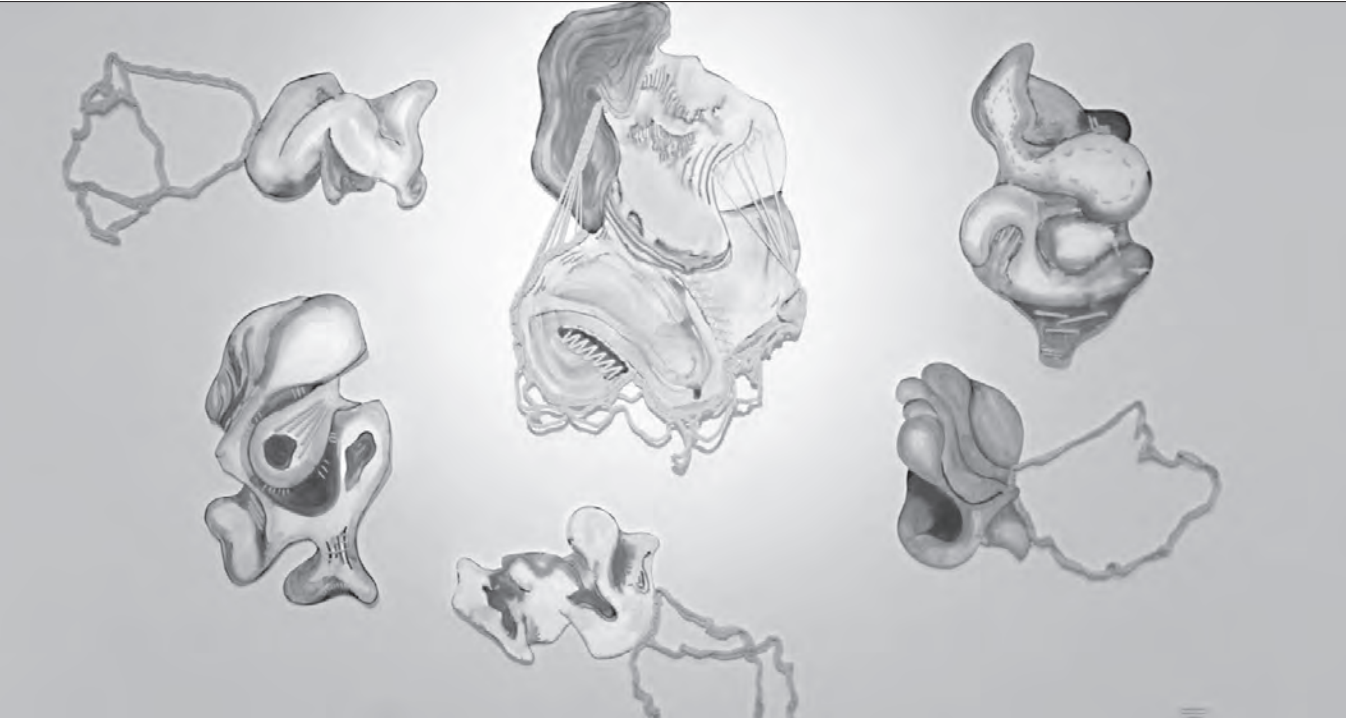
Aquarius
You often feel forgotten this week. That’s because you have been. It’s no one’s fault, or at least not yours. It’s the moon.

The only solution is to shoot the moon.

Pisces
You’re weirdly drawn to cows. Which is, like, wow? I guess? Okay? There’s horse girls, wolf girls, dragon girls ... and then there’s you. You’re ... a cow girl. Think about your life. It’s because Taurus is in line with you.

Bethany Lovejoy is a very tired creative writing student. She sleeps on random pieces of furniture and overcommits to things.

Student Juried Art Show highlights students’ dedication and work



Miranda Ailport/Student Voice
“Figural Abstraction” by Stephanie Lenertz was on display at the Student Juried Art Show.

Student Juried Art Show exhibits, highlights students’ dedication and work in the fine arts

Miranda Ailport
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If you have walked through the lobby of the Kleinpell Fine Arts Center in the last two weeks, you might have noticed the latest art exhibition taking place. There is glasswork, photography, oil paintings, a graphic novel and many other different forms of visual art. The annual Student Juried Art Show has filled the walls with exceptional student work.

How it works is that the art department picks an independent artist to come in and select pieces to be displayed in the show. This year the artist who was chosen was Andy Ducett. Ducett is an artist based out of Minneapolis, Minnesota, and he currently teaches at the Minneapolis College of Art and Design. His job was to come in and choose exhibition pieces from the many student submissions sent to him.

Students could submit up to four pieces for the show. They could be any type of visual art, but it had to be made within the last year. All the glasswork in the show was made in studio at UWRF, which happens to have the second oldest glasswork program inside of Wisconsin.

After Ducett chose which pieces to star in the show, he arranged them inside the gallery. That done, he gathered the student artists in the lobby of KFA, explained his thought process regarding which works he chose to display and then gave out three purchase awards.

The three awards went to one 2D piece, one 3D piece and then one more that could be either 2D or 3D. These pieces will be bought by the University and put into their permanent collection. Every year, the University takes in these three student pieces.

Eoin Breadon, the Art Department Chair at UWRF, explained what a great opportunity it was for students to be in this show. To have artwork in a juried show shines on a student’s resume. It also gives the students a sense of pride and validation to know that someone outside of friends and faculty thinks their art deserves recognition in a gallery.

Breadon also emphasized that creating this artwork provided a great research opportunity. The students needed to



Miranda Ailport/Student Voice
“Skjoldr” by Jonathan Mielke - milk paint on rawhide on poplar.

familiarize themselves with the tools and materials that they were using. They had to find inspiration, draft an idea and then see that idea through. What we see on the wall is the finished piece, but the work that goes into these pieces beforehand is extensive and detailed.

Jon Mielke, a senior majoring in art and who was a student in the show, recounted the amount of work that his piece took to make. His piece is title “Skojlr,” or “shield” in English, and it took him around 40 to 60 hours to complete.

“There was a lot of trade craft, carpentry, re-

search that went into this piece,” Mielke said. “About 90 percent of the materials used in the creation of this shield would have been (used) around some 1,500 years ago – iron, wood, rawhide and milk paint are all pretty basic and have been around far longer than that. I had to tax all the skills I’ve spent the last few years building up, both in and outside the university, so naturally the biggest step was just getting started.”

“There were two major phases of construction,” he continued. “The first was obviously making the shield out of poplar planks faced with a sheet of rawhide and backed with a light linen, putting on the metal dome (boss) and (putting on the) handle, of course. The second phase was arguably more artistic. That involved getting ahold of a casein-based milk paint. So, in short, it’s milk paint on hide with a wooden backing.”

While getting all the materials and constructing might have been difficult, even choosing the right paint design took research. Mielke said he spent “hours researching, looking for historical depictions from the right periods in history for historical inspiration.”

He also said, “You might not think a depiction of a wolf from 750 and 1200 A.D. would be that different, as they are both technically medieval, but you’d be wrong. And finding credible sources in Swedish and Norwegian museum photo collections is tough. Pinterest did not help at all.”

When asked about what it means to be able to display his work, Mielke explained that “it’s really rewarding.” He admits feeling a little self-conscious about his piece due to its unusual nature. He was able to meet with Andy Ducett and talk through his piece.

“Ducett agreed that I needed a solid means of conveying that, just because of the obscurity of the symbolism and personality or the inspiration,” Mielke said.

At the end of the day, however, “the fact that he got it and chose my piece for display in this show was among one of the best learning experiences I’ve had in the program,” Mielke said.

If you would like to know more about Mielke’s piece, you can go to his Facebook page under the name JDartandcraft.

STUDENT voices

Compiled by Yasmine Ruetz

What song describes your life?

Gina Yang
“Treat You Better by Shawn Mendes”

Forrest Close
“Good Times and Bad Times by Led Zeppelin”

Brady Isbill
“Bartier Cardi by Cardi B”

Audrey Klein
“Say It Ain’t So by Weezer”

Brittany Coop
“She’s Country by Jason Aldean”

Josh Paavola
“The Middle by Zedd”

UWRF’s athlete of the week: Alex Herink



Kathy Helgeson/ University Communications

Zach Dwyer

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Alex Herink, a senior basketball player from Hudson, averaged 20 points and 5 rebounds per game last week as the Falcons knocked off WIAC foe UW-Whitewater on Saturday night at Page Arena. The reigning WIAC player of the year is averaging 16 points per game on 48 percent shooting to help

lead the team to a 15-7 record so far this year.

The Student Voice sat down with Herink to discuss the team’s setbacks in WIAC play and their potential for a NCAA tournament run.

Q: What has the competition level been like in the WIAC this season?

A: I think like usual, the competition is pretty high. There’s a lot of teams that are really good, and each night they’re out there fighting. It’s not very predictable and teams are getting it here and there.

Q: Has it been more difficult in your second season, with teams being able to game plan for you?

A: I think it’s a little bit tougher this year because they know who I am this year, while last year was a surprise to them. I’m still trying to do my best and help the team in the best ways that I can.

Q: What was UW-Stout able to do in order to come back on you last Wednesday?

A: They stuck around in the first half and we were only up by two or three. They hit a lot of shots and we slowly started missing more and more. They hit a lot of good-timed shots and they were able to pull ahead there near the end.

Q: What did you take away from that game?

A: If you get a team down, try to keep a team down and not really giving them any chances to come back. Keeping your foot on the pedal and making sure you’re in control of the game instead of letting them run over you.

Q: How difficult was it to watch the whole first half from the bench against UW-Whitewater with foul trouble?

A: It’s never easy to just sit there and watch. I made stupid mistakes and it was really frustrating. They were out there performing and were doing really well. It kind of gave me a little more energy to come out in the second half with a blast.

Q: What was the mentality coming out of halftime?

A: For me it was to basically bring the energy. Both teams had played a first half and I had to sit the whole first half. I knew I could harness that energy and take it to the court. When they would be dragging, I still had a bunch of energy to keep going.

Q: How were you able to avoid foul trouble in the second half?

A: It’s one of those things where you’re just trying to be cautious with it and play your game. At the same time, you still got to be wary to not mess up or get another foul and make little mistakes like that. The hardest part is still being aggressive and playing your game.

Q: What was the team able to do defensively to force the Warhawks into tough shots?

A: We did more ball pressure on the outside to make them drive or take a contested shot. They hit a lot of shots, but we still stuck to our game plan and made them take ones they weren’t wanting to take.

Q: Have you expanded any aspects of your offensive game this season?

A: I’ve taken quite a bit of threes. There are teams that are doubling me more than last year, so if I’m outside I’m driving or taking a pull-up jumper instead of just a three. Having a mid-range game is something that I’ve incorporated slightly that I didn’t have last year.

Q: What role do you think the team’s depth will play in the postseason?

A: I think it will benefit us ... having a bunch of people who can play, especially as the games coming are more aggressive and intense. To have fresh legs and people that can keep up with the speed of the game and participate and give their tid-bits of what they do best is very beneficial to us.

Q: How does Coach Berkhof’s method of playing people for short stints benefit you?

A: Overall, you go out there and play harder in shorter spurts. You may only play 2-3 minutes at a time, but at the same time you’re giving it your all instead of not hustling or playing defense as well if you were to play the entire half.

Q: What needs to turn around in the WIAC tournament to earn an NCAA berth?

A: We need to focus on the little things. Whether it’s a de-fensive stance or making an extra pass on offense, I think the little things is what’s hurting us right now.

Q: What is your fondest memory of your time as a Falcon?

A: It would probably be last year after cutting the down the nets after winning the WIAC championship. That was a great team to play for and a great moment to be a part of.

Men’s hockey ends regular season with signs of growth



Tori Schneider/ University Communications

Eddie Matsushima controls the puck against UW-Stevens Point on Dec. 12. Matsushima recorded a hat trick against UW-Superior last Thursday.

Zach Dwyer

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After a deflating 5-0 home loss to UW-Superior a few weeks ago, the Falcons knew they had to respond differently on the road in Superior, according to Eddie Matsushima, a junior captain for the UW-River Falls men’s hockey team.

“We altered our mindset a bit because they laughed us off the ice,” Matsushima said. “We played with an edge against Superior. With it being towards the end of the season, you have that ‘win or you’re done’ mindset.”

The Falcons came away with a 4-1 win on the road at Superior last Thursday behind Matsushima’s second hat trick of the year. Matsushima was named WIAC player of the week for his performance.

“All the credit goes to (my line mates),” Matsushima said. “I definitely got kind of lucky, because nothing was a clean shot. All three hit the goalie and went in, but sometimes you need that.”

Matsushima added two goals in the second period and one goal in the third, with all of them assisted by sophomore Ausie Miller. Matsushima now has 14 goals and 9 assists through 22 games this season.

The team was on their toes and sharper in everything they did in the second matchup, head coach Steve Freeman said.

“We possessed the puck more and played better defensively and got a great game out of (goalie) Zach Quinn,” Freeman said. “It’s individual mistakes and breakdowns that hurt you, and we eliminated those and that gave us a better chance at success.”

The team returned home for their last regular season game against UW-Stout on Saturday. The game ended at a 2-2 tie, only a few days after the Falcons lost to the Blue Devils 3-1 in Menomonie.

“It was a fast game that went up and down, and we got more involved physically than we have in the past,” Freeman said. “That’s a real positive, because it becomes evident with our lack of depth. We’ve lost nine games by one goal this year.”

Instead of only forcing Stout to a tie, the Falcons were still pressuring the Blue Devils late into the third period and over-time, with chances to win the game.

“We came out and played pretty well, but it was just a matter of guys finding the net,” Matsushima said. “We were fighting the puck a bit and the bounces don’t go our way.”

The Falcons were “fighting the puck” by having a lot of chances and things that should go in but just weren’t on that particular night. Matsushima said this could come from simply nerves or trying to score as many times as the previous game (like his hat trick).

The Falcons finished their regular season at 7-15-3 overall and 1-6-1 in the WIAC. They will match up with UW-Superior again when they travel to Superior for a two-game series on Friday and Saturday in the four versus five matchup in the WIAC tournament, also known as the Commissioner’s Cup.

One of the biggest challenges with this team’s season has been the number of new players and injuries, Freeman said. The difference in their systems is also very different from junior hockey.

Cayden Cahill, a freshman from Alaska with 10 goals and 10 assists in 25 games, has been one of the standout freshman on this young Falcons team. Beyond the adjustment from going back to school, where most juniors players start their freshman year of college at 21, there are other aspects of DIII hockey that make the transition difficult.

“It’s a lot faster and there’s more hitting and body checking,” Cahill said. “System-wise, it’s more of a man on man kind of thing in juniors. Here we play systems and you stay in your own little space.”

With 16 new freshman, Freeman said the learning curve

has been steep. However, the perseverance he’s seen over the season makes him say that he believes it will pay dividends in the near future.

“I think we’re recruiting class away from being back in the championship hunt next year,” Freeman said.

Without the excellent way the older players have stepped up this season, Freeman said it could have looked much difference at this stage.

“Our veteran players have really led the way and I have a lot of respect for how they’ve handled the season,” Freeman said. “This is with them being some of the better players in the league, and they work and lead by example.”

Cahill thinks the team is coming into their stride at the proper time. Although both of the first two Superior games were lopsided road victories for both teams, he said that this weekend will likely look different.

“There’s gonna be a lot more sacrificing of the body to stop shots,” Cahill said. “It’s about who’s going to put their nose in there, because nobody wants to go home a loser.”

Matsushima also said he assumes it will be a tight series, especially with the way they answered the call the last time the Falcons came out on top.

“I wouldn’t expect anything less than a hard fought battle from them this time,” Matsushima said.

Both Cahill and Matsushima said they think the Falcons still have the potential to make a run at the WIAC postseason title due to their improvement from the first time they played most of their WIAC foes.

“I think we can take the WIAC if we put our mind and our heart into it,” Cahill said. “It’s going to pay a heavy price, but we have to all buy in.”

“That’s the beauty of it,” Matsushima added. “In the play-offs, everybody is beatable.”

Women’s Hockey ties UW-Eau Claire 2-2



Tori Schneider/ University Communications
Erica Schramel (3), Maddy Illikainen and Callie Hoff celebrate in the first period after Illikainen’s sixth goal of the year put the Falcons up 1-0 early in the first period. UW-Eau Claire would fight back to force a 2-2 tie.



Tori Schneider/ University Communications
Jessie Anderson (25) skates after the puck against UW-Eau Claire last Saturday afternoon. The Falcons tied the Blugolds 2-2.



Tori Schneider/ University Communications
Carly Moran handles the puck against UW-Eau Claire last Saturday afternoon. Moran scored in the second period to take a 2-1 lead, but the Falcons ended up with a 2-2 tie.



Tori Schneider/ University Communications
Kora Torkelson moves the puck ahead against the UW-Eau Claire Blugolds last Saturday afternoon. Torkelson has nine goals on the season.

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'Mascots' is the movie to watch this Valentine's Day

Bethany Lovejoy
Reviewer

“Mascots”: more like mass consumer entertainment.

Fun, not interesting or cool fact for my five readers: columns are not actually written on the day that a paper comes out if you’re a weekly paper. That is, they aren’t written that way most of the time.

This kind of obvious fact doesn’t really stand out in my columns unless you get close to or pass a major holiday. Like Valentine’s Day, for instance. I am going to be sitting in the Student Voice office editing the Viewpoints page on Valentine’s Day, and our Etcetera editor Gloria will be editing this review, which would have been written two days prior. The paper will then come out on a Thursday night but likely not be read by the masses (the professors and bored people waiting in the hallway) until Friday morning.

Thus the date on the paper.

Why is this important?

Because I am going to (or going have) watched the heck outta this movie for Valentine’s Day with my boyfriend.

I know what you’re thinking, looking up at that big old title that says, “Mascots”. “Bethany, he is going to leave you. Why would you subject anyone to that?”

But lo’ and behold my chosen five, for I have found a remarkably good movie. Is it Jack Black good? I mean, he’s not in it so that really sucks, but...

Yo, this movie is the bomb.com. I’m talking about an international mascot competition in the middle of nowhere. Possibly televised by the gluten-free network.

Let’s meet the contenders:

The guy who dresses as a huge fist: spoiler, he raises the middle finger of his mascot suit and it is disturbing.

This guy is a dude known for many roles. He is the dude who plays the police officer in the movie “Bridesmaids” and also the guy who voices the narrator in the best-children’s-show-of-all-time, “Puffin Rock” (that’s right – he narrates the heck outta Oona and Baba). The actor’s name is Chris O’Dowd.

In this movie, he is not narrating cute puffins as they learn about sharing and loving one another (on their lit-tle is-laaaaaand). This dude, who I’m just going to nickname Seamus, is a sex offender who is banned from many arenas due to his lewd acts.



He kinda has sex with everyone in this movie and smokes a lot of weed, therefore he only has one friend who is super done with him. He’s here for the gold, though: to be the best mascot there can be.

Contenders number two and three: Shouty and How-is-he-Doing-That (who should be divorced).

These two are married and have a few kids. Shouty is a turtle in their act and she really cares about it. She thinks if they win this trophy then maybe it will save her marriage. Nothing can save her marriage, however, because she is married to How-is-he-Doing-That.

How-is-he-Doing-That is a beady little man – a literal weed of a person. He is so long and grotesque that it hurts my very soul. His eyes are sunken into his skull and his upper jaw is further distended from his face by at least a few inches.

He is gross.

He is so gross.

Also, he’s an octopus mascot, but who cares? If a naked

mole rat was starving and given a tacky toupee, that’s How-is-he-Doing-That.

I call him How-is-he-Doing-That because he manages to have sex with two of the most attractive characters in this movie who are:

Barbie and Dollar Tree Barbara, the posable fashion doll.

So Barbie and Barbara are sisters, but only one is really performing. This is Dollar Tree (Barbara). Barbie is beautiful and perfect and pink, she’s recently divorced and her life sucks, which is why I was all like, “Good for you, honey,” when she got with the fist man, but then all, “Oh, honey no,” when she slept with How-is-he-Doing-That.

Dollar Tree is performing as an armadillo who gets hit by a car. She has a very long and confusing act that is basically an interpretive dance about being an armadillo and a person?

It was weird.

Anyway, she got sick so Barbie had to do her super-disturbing routine.

Next contender: Mario.

Mario is the man who dresses up in a plumber costume and chases a poop across the stage. He came with the partial intention of getting some. However, women do not like men who chase poop. Also, his coach is super gross and kinda offensive to a little person.

Next up: Precious Baby Sugar Plum Child.

He’s a hedgehog and the best thing in the world. He just wants to make his dad happy and people laugh. His wife loves him and I love him. Every single time he went on screen I went to reach for it but had to remind myself that I can never have such perfection.

There’s other people in the movie, but nobody cares about them.

So there’s basically just a ton of sex and drugs at this convention for mascots, people fighting each other and just...

Wow, wow it was good. It’s hard to talk about it without spoiling the movie, and it’s hard to want to spoil the movie.

Listen, I’m going to be real with you: it’s on Netflix. Nine out of 10 college students have Netflix. Either go on your account and watch this, or go on the account you stole and watch this.

Ten back-flipping pencil mascots out of ten.

Bethany Lovejoy is a junior at UWRF. She is a creative writing major, and all she does is sleep, watch Netflix and tell you to watch Netflix.

Portugal. The Man appeals to long-standing fans and new

Bennett Rynanen
Review

Before they took to the stage last Friday, Portugal. The Man set the expectations for the rest of the night. A message appeared on the screen behind the stage reading, “We are not very good at stage banter, so tonight’s performance will feature some slogans written by our management. Thank you for your continued understanding.” It wasn’t the last cynical message to appear, but it was an accurate forecast. They didn’t spend much time talking to the crowd, allowing them to move seamlessly through their spectacular set list.

With their latest album, Portugal. The Man dialed down the aggression compared to their previous works and received their first taste of top 40’s success. However, anyone in the sold-out Palace Theatre who was expecting a night of gentle, sing-along pop music was in for a surprise.

The band opened with an astonishingly authentic cover of Metallica’s “For Whom the Bell Tolls” and followed it up with Pink Floyd’s “Another Brick in the Wall (Part 2).” Hav-

ing earned the crowd’s attention, they finally started playing their own music.

Beginning with their 2013 classic, “Purple Yellow Red and Blue,” they delivered hit after hit. “Atomic Man” was up next, followed by “Modern Jesus.” The band didn’t embellish much on any of their songs, but they played them loud. The raw, hard hitting rock vibe even made it into their new stuff.

“Feel it Still,” arguably the most popular song on the set list, took full advantage of the distorted electric guitar, making for a much heavier version of the original track. It may seem bold to not save their most successful song for later, but the crowd didn’t seem to mind. Even if they didn’t recognize every song, they liked what they heard.

The pace finally dialed down a few notches when they played “So Young,” giving lead singer John Gourley a chance to truly showcase his powerful range. As the set reached its final stretch, the tone picked back up. The Beatles-esque chorus in “So American” gave the crowd a chance to sway along to lilting vocals while not sacrificing anything in the way of volume.

They closed with two of their most heavy hitting songs of all. Longtime fans cheered in enthusiastic anticipation during the opening chords of “Hip Hop Kids,” and the whole crowd was cheering for more at the end of “Holly Rollers (Hallelu-

jah).”

When Portugal. The Man left the stage for the first time, there was no tension over whether they’d be back. A message reading, “Please Stand By” filled the screen.

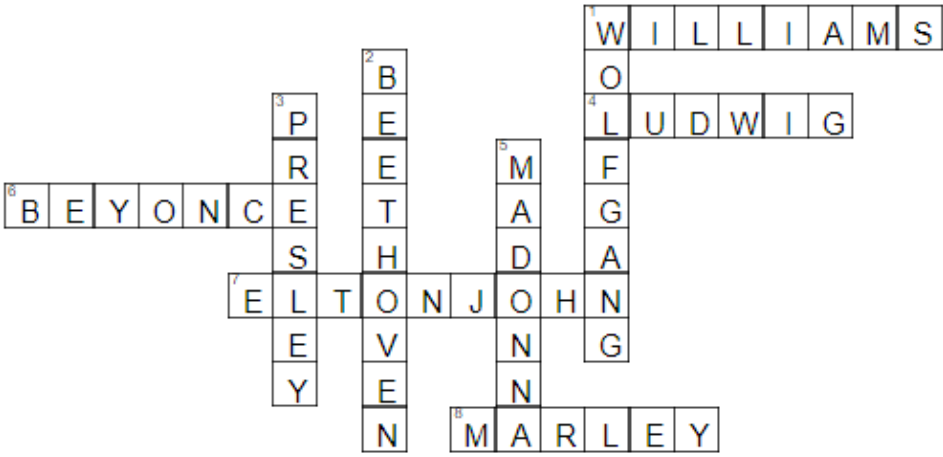
Bassist Zach Carothers was the first to return, taking a minute to voice his appreciation. He let the audience know how excited they were to be in the Twin Cities and the Palace Theatre in particular, which he described as, “a perfect mix of new and old.” As he was saying this, the screen behind him read, “he said the same thing yesterday.” They evidently couldn’t pass up the chance at one more joke.

Although Carothers only promised one more song, what the band delivered was a beautiful mashup of “Sleep Forever,” “Smile” and the Beatles’ “Hey Jude.” It was the perfect way to ease the crowd out of the energetic show that preceded. Even if Portugal. The Man’s top 40’s hits were what lured in a large portion of the crowd, it didn’t take them long to win them over to their old sound. A week may have passed already, but after that show, the Palace Theatre is no doubt feeling it still.

Bennett takes every opportunity he can to see live music, even if it means playing third wheel to his sister and her fiance, as was the case on Friday.

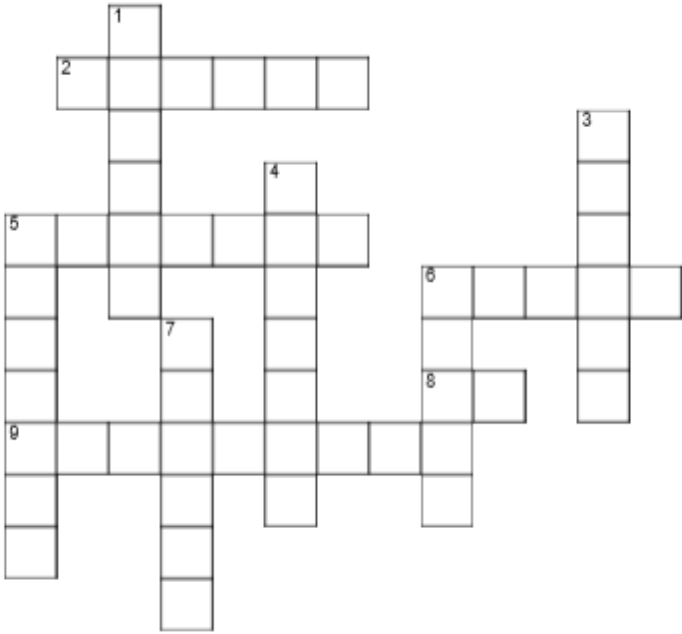
Last Week’s Answers

Musicians and composers



Puzzle of the Week

Finish the Song Lyrics



- ACROSS
- 2 "Whoa, we're halfway there, whoa livin' on a ____"
- 5 "Oppan ____ style"
- 6 "A ____ nation army couldn't hold me back"
- 8 "You can call me ____"
- 9 "Why do you build me up (build me up) ____, baby"
- DOWN
- 1 "Hello darkness my old ____"
- 3 "Rising up, back on the ____"
- 4 "Carry on my ____ son"
- 5 "I don't know why you say ____, I say hello"
- 6 "I'm in love with the ____ of you"
- 7 "'Cause every ____ thing's gonna be all right"

Find Freddy’s lost feather in this issue of the Voice and win two free movie passes to the Falls Theatre!

The first person to report the find to zachary.dwyer@my.uwrf.edu. AFTER 10 a.m. Friday wins!

Now Playing: “Peter Rabbit”

The winner will be announced on the Voice’s Twitter and Facebook accounts:
@uwrfvoice and facebook.com/Uwrfstudentvoice

Check out the Student Voice online at uwrfvoice.com.