

Inside this issue

From Docotr to
Writer 3

The Transiton From
Walsh to McVey 5

UND vs.
Abilene Football 7



[f/dakotastudent](#)

[t/DakotaStudent](#)

[@dakotastudent](#)

For more content

visit www.dakotastudent.com

Mid-term Voting in North Dakota

With the deadline for midterm voting closing in, it is important for students to know they are eligible to vote.

Ava Stockstad
Dakota Student

On November 8th, mid-term elections will be taking place to elect new members of Congress in both the Senate and House of Representatives. On this day, state and local elections will also occur for positions like mayor and city council.

While mid-terms may seem unimportant, they have a large impact on the direction of the country. Mid-terms take place halfway through a president's term and allowing new representatives to become a part of Congress at this time can completely change the trajectory of the Senate and House of Representatives. A president never works solely on their own; the influence and ap-

proval of Congress is almost always a part of the President's decisions. It is quoted from a George Washington University professor of politics that "a president's ability to accomplish his agenda has everything to do with whether his party controls the two houses of Congress." Not to mention, the majority of legislation passed in the United States is passed at state level, rather than federal level. This emphasizes why mid-terms are so influential to today's political state and climate.

Voting is considered a civic duty, and it is something everyone should be a part of. Some might argue that their vote is insignificant, but especially in mid-term elections, every vote counts. The higher the voter turnout from younger generations, the better representation

our state and federal Congress will have. Students and young adults deserve to have their voice heard in government and showing up for mid-terms will count toward that.

If you want to vote, come November 8th, and you are not required to be registered in North Dakota. There should be several different voting locations in your area that will be listed online, and by simply bringing your ID, means you are set to fill out a ballot. You can also request a ballot by mail online, so you will not have to leave home to place your votes.

One of the most exciting parts of North Dakota's mid-terms is the run for the state's lone House seat. Independent candidate Cara Mund has joined the ballot against Kelly Armstrong attempting to take over

a seat that has been held by GOP members since 2011. Meanwhile, Senator John Hoeven is seeking reelection while Democrat Katrina Christiansen is attempting to take over his seat.

To learn more about the candidates you can vote for this year, databases like Ballotpedia.org share information on each candidate – like what partisan group they identify with, their stance on current political issues, and their past in politics and leadership. North Dakota's highest voting concerns are regarding taxes and crime this year, so learning the stances of this year's candidates regarding those issues will help you to be prepared for filling out your ballot.

The right to vote is a valuable privilege, and for anyone eighteen

years old and over, the mid-terms are a perfect opportunity to join the voting pool. Look into exercising your right to vote this month in order to benefit both yourself, your community, and your future.

Ava Stockstad is a General Reporter for Dakota Student. She can be reached at ava.stockstad@und.edu



PHOTO COURTESY OF UNSPLASHED IMAGES

Mid-term elections in North Dakota will take place November 8th, 2022.

Listen

to the

Dakota Student Podcast

new episode each week

dakotastudent.com/podcasts

Dakota Student

The Art of a Snowday

Snow day guidelines have changed due to Covid-19

Claire Arneson
Dakota Student

As the crunchy leaves are soon to be covered with snow, most of the cold days and snow days will start to track up this year, but these past years, no school-snow-days lacked a bit of nostalgia. When I was younger and saw the announcement that our district was closed on tv, the phone started ringing as the school called, and my little sister and I were delighted. Now that I have been in college, I can still say I feel some of that giddiness like I did when I was younger. Yet, with Covid-19 forcing us to distance learning for a year, have we lost the snow day we know and love? Instead of staying in bed and not going to class, we have to hop on Zoom and pretend to listen to a lecture. After all that Covid-19 has taken from us, have we lost our special snow day?

One of the first questions I ask is how does the

university decide when it is necessary to cancel school due to cold weather? After navigating the University of North Dakota website to find answers, google ultimately brought me to the University School of Medicine and Health Sciences webpage. Under the Campus Closure tab, the only information we are given following the Inclement Weather Policy says, “the Medical Education Center follows NDSU’s lead for weather-related closures or local emergencies (i.e., weather warnings or flooding). If NDSU closes, no classes are held, and the MEC is closed. No staff or faculty are expected for administrative duties.” But why are we following guidelines in Fargo when we are farther north and experience different weather than them?

After being disappointed with this answer, I decided to try and find other guidelines for other schools in the Midwest. Unfortunately, I could

not find anything about the Grand Forks Public Schools and their policies for weather and cancellation, so I turned to another source that I knew all too well: my high school. Champlin Park High School, located in my hometown of Champlin, Minnesota, relies on the National Weather Service to determine whether or not to close. They state, “if the National Weather Service issues a “wind chill warning” stating that exposed skin can become frostbitten in less than 15 minutes, the district will likely decide to close.” The district - Anoka Hennepin - decides to close usually before 5:30 AM allowing time for both parents and children to prepare for the day to come.

How does this compare now? To start, we do not get the notification that school is canceled as early as we should. Just this past year in February, when the Friday before presidents day weekend was canceled, students were

furious that the university did not decide sooner to cancel. The students were angry because they wanted to leave early to make it home before the storm hit and ruined their plans for traveling. Looking back at the emails that I have gotten regarding closing, they are not sent out at a consistent time at all. I have an email sent at 7:30 AM, and another sent at 8:30 AM. This does not give enough time to those who have 8 AM classes or need to work around this to plan out their day.

Even if classes are canceled, it seems professors are going rogue and either holding classes over Zoom or holding classes regardless of the university calls. With COVID-19 pushing us to conduct distance learning online for the duration of the 2020 spring semester, does that mean we no longer get a day off when school is closed? While talking to classmates, many have complained that even if the

school decides to give us a day off, they are still required to log on to Zoom and attend class. It is safe to assume that without Covid-19 to thank for this form of teaching, we would not have to log on to the computer when we could be sleeping.

Many mornings I have woken up and dreaded getting out of bed to brave the cold to get to my classes. I have often bundled up and headed outside, and the wind was so abrasive I cried. Unfortunately, without a helpful guide from the university on what constitutes the school to close for weather, the students are left playing “Will They Won’t They” on whether they brave the outdoors or stay inside. With distance learning, we have lost the delight of a snow day.

Claire Arneson is a section Editor and General Reporter for Dakota Student.

She can be reached at claire.arneson@und.edu

DAKOTA STUDENT EDITORIAL

Editor-in-Chief

Kelsie Hildebrand
kelsie.hildebrand@und.edu

Arts & Community Editor

Claire Arneson
claire.arneson@und.edu

Social Media Manager

Aspen Jewkes
aspen.jewkes@und.edu

Web Editor

Victoria Ledum
victoria.ledum@und.edu

Business

Cole Britton
cole.britton@und.edu

Find us on Facebook
www.facebook.com/dakotastudent

Or send us a tweet
[@dakotastudent](https://twitter.com/dakotastudent)

Follow us on Instagram
[@dakotastudent](https://www.instagram.com/dakotastudent)

The Dakota Student reserves the copyright privilege for all stories written and published by the staff. Permission must be given by the Editor to reprint any article, cartoon, photograph, or part thereof.

The Dakota Student is a student operated newspaper published by the University of North Dakota.

Opinions expressed in this publication are not necessarily those of UND or the administration, faculty, staff, and student body of UND.

The Dakota Student is published every other Wednesday during the academic year except during holidays, vacation breaks, and exam periods.

The Dakota Student is printed by Forum Printing from the Sustainable Forest Initiative.

The Dakota Student welcomes feedback regarding articles and photographs, and prints corrections for articles containing factual errors.



Thunder Rays offers a student discount every day!

From Doctor to Writer

My journey to becoming an English major

Claire Arneson
Dakota Student

In high school, I remember telling my 12th-grade English teacher, “I would never get a degree in English.” He told me I was excelling in the class, engaging - something that was rare for me in high school - and just having a good time. I denied this. In reality, I was having a great time reading “A Street Car Named Desire,” and analyzing Blanche and Stella’s dynamic as sisters, but I made it clear to him and all my other English teachers growing up, that I would go to college, major in psychology, and become a physician’s assistant, which is just a fancy way of saying a doctor without a PhD. The fact of the matter was, as I was told a million times growing up, you cannot get a career out of a humanities degree.

I grew up in Champlin, Minnesota. The schools within my vicinity were exclusively science and math schools. I went to an elementary school specializing in math and environmental science. My middle school proclaimed to be a “specialty school for math and science” and my high school ran an International Baccalaureate program, which I still have

no idea what the point of this was but it sucked. I grew up surrounded by the influence of a STEM career. STEM also partnered up with Girls in Science, a program that took girls on trips to colleges where you would do science experiments and eat at the college dining center. The only reason we girls would go was to get out of school and stuff our faces at the buffet. They also offered specialty classes at surrounding technical colleges. My parents encouraged me to go into a health career from a young age, and for a long time, I thought that was what I wanted to do. My mother is a surgical technician, and my dad does something with heart monitors. My household was always pro-STEM.

When I am referring to STEM, I am talking about science, technology, engineering, and math. It is important to note that STEM and the humanities work hand in hand. They work together to form conclusions and solve problems. Ideally, students from either major should be encouraged to take a variety of courses from each other. However, over time society has sought to split them apart. From Study Break, writer Madison Feser notes the decline could have been due to the great recession.

They note, “between 2009 and 2015, the number of STEM majors in bachelors and above programs grew by 43%, while humanities declined negative 0.4%.”

When I became a student at UND, my first major was Psychology with an emphasis on Pre-Physician Assistant. I was in the pre-health group chat and was enrolled in math, biology, chemistry, and psychology classes, and like many others in my class, we maintained our grades and sanity in the fall of 2020, which was in the middle of the Covid-19 pandemic. Being a freshman during this time was very depressing. It was towards the end of my freshman year, in the spring of 2021 when I realized that I hate science. I did not care for significant figures or chemical reactions, and although I do love aspects of these classes, I did not feel passionate enough to continue. As many health majors know, the next class following CHEM 121/122 is organic chemistry. A class everyone hates, and if you like this class, I am sorry.

The one class that held my attention during this time, and kept me engaged was ENGL 110. My professor really inspired me, and I know this graduate assistant teaching a class over zoom at eight

in the morning might not be in the mood to inspire students, but the class made me realize how much I love English. I love analyzing stories and media and figuring out what hidden meanings they have. I love to read and write, and I prefer a ten-page essay to a multiple-choice test.

So with my parent’s permission, and to their dismay, I became a general studies major, which is a good thing to do when you are trying to figure out what you want to do with your life. I took a creative writing class, intro to business, public speaking, and a women’s studies class. Literally just trying to get a taste of all the classes I could take or the person I could become. After a month into the semester, I realized then that I would become an English major, and with that, I was screwed. I had always been the daughter who would grow up and become a doctor. I was supposed to be the successful dermatologist who would take her family on lavish vacations and put her parents in a nice nursing home. I remember getting a call from my parents when I told them my decision over text. My dad was more confused than upset, but I remember him asking me what I would do with an English degree. I remember my mom saying that

I would not make any money. They asked me what I wanted to do, and I did not know.

After this call, I heavily doubted my choice. I thought I had just ruined my entire life. After I had googled, “what can you do with an English degree,” I was in a better place. There are actually many things you can do with an English degree. You can become an editor, go into digital and book publishing, grant writing, and one of my favorites, crossword puzzle makers. I could also go to law school and become a lawyer, which made my parents feel better about my decision, but I did not plan on going to law school. If my parents ask though, I am. I started writing both creatively and technically. I even get paid money to do what I love. Writing, researching, and just expressing myself. I got a poem published, started working for an online blog, got a job at the library, and started working for the school’s paper, Dakota Student.

STEM and the humanities have worked hand in hand throughout my life to teach me and guide me through my education. I do not regret my journey to my major, but I do regret the influence that was pushed onto me from an early age. That is not to say that I despise all STEM majors, but

I just wish that I was able to figure out my true passion early on rather than finding out “late in the game.” College is about figuring out who you are and what you want to be. We are often encouraged to figure out what we want to do in high school, declare our majors, and stick with it for the rest of our lives. I do not know about the rest of you all, but I was an idiot in high school. It is unrealistic to have our whole lives planned out from the age of seventeen, so if you are deciding to switch majors, do not be hard on yourself. Do what makes you happy. Do what you want to do. And maybe take an English class.

Claire Arneson is a section Editor and General Reporter for Dakota Student. She can be reached at claire.arneson@und.edu



PHOTO COURTESY OF VICTORIA LEDUM

Merrifield Hall is where many English classes are held on campus.

A Study Room of One’s Own

An Examination of Study Spaces on Campus

Gabrielle Bossart
Dakota Student

Where to study is a common question among students on the University of North Dakota’s campus. It is typically acknowledged that everybody learns and studies in different ways. Some students need to study in absolute silence or else they cannot focus. Others need to have white noise or classical music in order to keep them on track. Certain students may prefer to study alone in order to avoid distraction, but others may not get anything done unless they have an accountability partner to help them stay on task. There are a variety of students on UND’s campus and with them a variety of study styles. As such, there are places all over campus for students to study, but whether there are enough dependable spaces to support differing student’s needs is an important question and an ongoing investigation.

A lot of modern universities and businesses are focused on collaborative group work, and group projects are certainly not lacking on UND’s campus. Plenty of programs include an abundance of group work, and as such, it is important to have places where students can go to work with each other on class projects. However, oftentimes the study rooms on campus are occupied, and it is not unusual that only one person occupies them. Students at UND come from a variety of places, especially with the aviation program enrolling students from all over the country and the world. However, many of the students at UND are local to the Midwest, and typically, Midwesterners tend to be more individualistic people. This could be a reason why many study rooms are often taken by a singular student, and why most students will opt to sit as far away from other people as possible when given the choice.

This phenomenon can be at least partly attributed to manners. For instance, if a student knows that they have to watch videos in order to complete an assignment and do not have any headphones, they might seek out an enclosed study room to not disturb their peers. Another aspect of this could be the concept of personal space that is typical among Americans in general. We Americans certainly enjoy having our own space in which to work and live, and that often extends from residences to campuses. The idea of having your own private nook in which to study is attractive to

many students, and therefore, when given the choice of sitting at a table next to another person or at a table at the other end of the room, most people will choose the farther option. This choice does give the illusion of more space, and therefore, a sort of privacy that most people enjoy when studying or working.

This tendency towards individualistic studying becomes a problem when many of the spaces on campus are designed more for open collaborative work than individual or small-team work. Open study spaces are particularly unattractive to individual students juggling hybrid classes and schedules. These students may find themselves on campus for an in-person class and then on Zoom for an online synchronous class only fifteen minutes later. Oftentimes, fifteen minutes is not enough time to walk to one’s car, drive to one’s residence, and get set up for a Zoom. In this case, students who do not live on campus are at a disadvantage. In those fifteen minutes, they have to find a dependable place on campus where they can attend their Zoom classes in relative privacy.

A student’s first thought might be the library. The library on campus has limited study rooms available for students on a first-come, first-served basis. These study rooms do offer a variety of features, as some have nice windows, others have

light controls, and various whiteboard spaces. Some rooms even have monitors and screens that students can hook their computers up to for presentations or other academic-related purposes. While these study room features are helpful and cater to student needs, the rooms are almost always completely occupied during the school day and during other busy study times, such as Sunday evenings. The upper floors of the library also tend to be quieter in the common spaces to accommodate for those students that need silence to concentrate. The well-liked reading room on the second floor does not require silence, but it is typically silent anyway with most students opting to do groupwork elsewhere due to the loud, echoey nature of the room.

Not wanting to break the peaceful silence of the reading room, most students would opt to not participate in their zoom classes there, especially if the classes require active vocal participation. Even with headphones in, the student would still have to disturb the quiet with their required participatory responses. With no open study rooms and nowhere to go where they could reasonably expect not to be overheard by others or disturb those who are studying, a student might venture to the Memorial Union, but the union has the same problem. The few enclosed study rooms available

throughout the building are first-come, first-serve and, like the library, are almost always completely occupied during the day. Wilkerson maintains the same issue. That leaves no dependable, enclosed spaces in the three student-oriented buildings on campus where students can study, attend online classes, or take tests.

There are other options, however, for students who need to take a proctored test. In some buildings on campus, such as the Education building and the new Nistler building, testing rooms can be reserved by calling ahead and scheduling in advance. There are study areas in other buildings as well, like the union and the library, but many of them do not allow reservations, and therefore, cannot reliably be counted on as a sure space to study. Because the various study rooms on campus are frequently occupied, it is safe to assume that many students enjoy and perhaps even prefer to have their own space when studying on campus. This may be because of the aforementioned reasons or for other reasons as well. Some students may prefer a study room because they have a lot of papers that need to be spread out over a large surface for examination. Maybe they require a whiteboard and would like to keep the writings, perhaps part of an assignment, private. It is possible that they will need to watch a video or listen to

something out loud for lack of headphones or other reasons. Whatever may be the case, it is apparent that the study rooms on campus are extremely popular and oftentimes, the demand outweighs the supply.

There is, of course, no shortage of open spaces littered with various tables, chairs, couches, and other furniture on campus. The reading room in the library has beautiful, high ceilings and benches along the wall that are heated in the winter. There is also a fireplace and plenty of armchairs that are great for reading. Of course, there is also a variety of tables for studying in this room. In the Union, a three-story atrium provides plenty of natural light as well as various tables, chairs, and couches for students to gather and study. The new Nistler building also includes a large atrium focusing on natural light and wide-open spaces. All of these open spaces are beautiful, and the natural light is sure to be wonderful during the coldest days of winter. However, while many of these open spaces are often used by students, it is interesting to ponder how many of the students in these spaces would prefer a study room if one were open to them.

The University has undergone several renovation projects recently. Updating the Memorial Union, constructing a new business school building, renovating

the library, and redoing areas of the quad are all updates that the University has made to campus in recent years. A recommendation for UND regarding study spaces is to consider more private study rooms in upcoming renovations. This could be accomplished through the development of buildings that are not currently in popular use or simply through the addition of more study rooms in renovations that will take place in the next several years. More study rooms would cater to the changing needs of students as hybrid courses become more prevalent and as students’ desire to “set up shop” in a private room remains consistent. I think it is also important to consider differing uses for the study rooms, and as such, some of them could be reserved and accessed with student ID cards. This would take the stress out of finding a place to take a test or attend a class. Additionally, several study rooms could also continue to operate on a first-come, first-served basis to accommodate everyone. UND may have no shortage of study spaces but adding more enclosed study rooms is never a bad idea for a campus in the Midwest.

Gabrielle Bossart is a General Reporter for Dakota Student. She can be reached at gabrielle.bossart@und.edu



PHOTO COURTESY OF ASPEN JEWKES

There are private rroup study rooms all over the Memorial Union from frist floor all the way up to third floor.

The Transition From Walsh to McVey

Freshman students share their experiences on what moving during the middle of the school year is like for them



PHOTO COURTESY OF VICTORIA LEDUM

Students were able to tour mcvey last week before moving into the hall.

Ava Stockstad Dakota Student

Construction for the newest dorm on campus has just concluded, and a flood of students have made the decision to move their belongings from Walsh to McVey. This year’s incoming students who chose to live in Walsh dormitory were promised to move into McVey at the end of the semester once construction was finished. Moreover, this past week, a handful of Walsh residents were given the go-ahead to move in early, and many of the new dorm suites are now inhabited by those who were eager to get into their new space.

Walsh Hall was first built in 1959 and contained 257 beds. Three years later, the hall was expanded to include another 164 beds. This suite style was a new layout for the dorms, and upon its arrival at the UND campus, Walsh was considered one of the largest and most modern dorms to be available to students. In fact, Wash was the first hall on campus to receive cable television in 1979, according to archival UND Housing information.

When it comes to the new addition to campus, McVey Hall is not a new name to the university. The first McVey Hall was built in the 1960’s and served as both an all-male and co-ed dorm throughout its time. After its demolition in 2021, the university promised a new McVey Hall that would be completed by the spring semester of the 2022-2023 school year.

So, what was the moving experience like? “We had the option of doing self-move-in, which gave us a week to move our own things into our new dorm. We also had the option to have a designated day where professional

movers could transport our things,” says Kayla Stine, who just moved into McVey this past week. She chose to move her things herself, and the entire moving process only took her a day with the help of friends and UND Housing staff. For months, talk about the move into McVey had filled the halls of Walsh, and now, the transition was finally taking place.

McVey’s interior varies intensely from Walsh’s cramped hallways and common spaces. Modern kitchen and common areas, uncovered windows, and high ceilings make McVey’s dorm floors comparable to a hotel or expensive apartment complex.

“Moving into McVey was very similar to how it was moving into Walsh this past August. Luckily, this time, we got huge rolling bins to help us move a lot of our belongings at once. We did not have that when we moved into Walsh. There was not even an elevator,” Stine says.

When interviewing McVey resident Megan Erickson on what it was like for her to move her things, she said, “the move-in process was both easy and difficult. We chose to move in early and on our own, which was tricky and very tiring. Once everything had been moved over to McVey, staff made it very easy to bring everything into our dorm, which made transporting our belongings very smooth.”

On move-in day, staff stood outside in the rain and wind to guide vehicles through the parking lot and assist residents in bringing their things into the dorms. At Walsh, more staff and volunteers were outside to help answer questions and avoid traffic jams with the influx of

cars in the area. Even amidst the brutally cold conditions, faculty members were dedicated to being helpers and supporters of students making the transition from dorm to dorm.

“McVey is a beautiful hall,” says Erickson. “The furnishings and room space are great. The size of the windows makes a huge difference.” On the first floor, the shared kitchen and common space is lined with windows. For now, residents get the sight of construction occurring just outside their dorm building, but in the future, the windows will look out on a courtyard area.

Erickson also reflected on the common spaces on each floor. “Also, when we were living in Walsh, we did not have much common space and now we do. We can finally get to know the people that live in our hall and on

our floor.”

When talking to another freshman student, Marina Pendleton, she said, “the middle area that connects the suite is a lot bigger, which I love. It makes the space a lot more open and homier, along with the huge windows.”

It is no surprise that students value making connections with their neighbors, and after spending the first couple months with minimal common space, it makes sense that McVey residents are feeling hopeful to get to know those on their floor.

Even amidst all the wonderful improvements in McVey, new residents do have some minor complaints. Stine says, “My biggest personal complaint is the doors. It sucks that we cannot leave our suite door open for a few minutes if we wanted to.” The doors in McVey are heavy, and they automatically lock,

which means suite doors are always shut and inaccessible without a key. While it is a thoughtful safety precaution, it can make things a bit harder for the dorm residents themselves. “The doors slam very loudly, and everyone can hear it. So far, I have not fully slept through a night because I can always hear slamming throughout the night.”

Pendleton also mentions a downfall of the dorm rooms. “Compared to Walsh, the furniture we get is much smaller, like the closet and desk. I have had to downsize my clothes, which is hard. Also, there is only one microwave in the entire building, and it is on the first floor. Living on the fourth floor makes it kind of tedious to go all the way down just to make a cup of ramen.”

Something else that could be important to note is the parking situation. McVey is closely connected to Brannon, Selke, and Noren, and residents in these dorms are given access to the H18 parking lot just outside these halls. While there is overflow parking across the street behind the Gorecki Alumni Center, cold weather makes walking to the dorms from the overflow parking lots an inconvenient and possibly dangerous task. Selke resident Aubree Koering says, “As a 5’4” female, having to park far away in the winter when it is dark is a scary thing. I am never able to find a parking space late in the evening because it is always full. I paid a lot of money for a parking pass, and it is disappointing that I often cannot find convenient spots.” This is a struggle for many residents with cars on campus, and there has been

concern about how much more difficult the parking situation will become with the influx of students in the shared parking lot.

With the demolition and rebuilding of McVey comes renovations with a handful of other residence halls. Bekke and Hancock were just recently torn down and renovations across campus are underway. The reason for these demolitions and renovations is that the State Board of Higher Education approved a proposal from UND to tear down 35 of their buildings in order to make changes to campus structures. Squires and Walsh are also listed as residence halls that will be torn down. UND has a plan to spend \$134 million in order to provide new and remodeled student housing, and the new McVey dorm is just one of the many new buildings we will be seeing on campus in the future.

Soon, we can hope to see a handful of dorms being upgraded. While the demolition of our campus’ historical halls may feel like a loss to so many students, the new dorms in UND’s future will hopefully introduce thousands more memorable moments for students in the years to come.

Ava Stockstad is a General Reporter for Dakota Student.

She can be reached at ava.stockstad@und.edu



PHOTO COURTESY OF VICTORIA LEDUM

There were model rooms set up during the tours so students could get an idea of what their new home would look like.

UND Club Spotlight: Triathlon Club

Gabrielle Bossart
Dakota Student

The University of North Dakota has over 250 student organizations with a variety of missions and goals. Student organizations can be created by any student and are typically based around things such as specific programs of study, hobbies, or interests. Some clubs have big goals and are very active in the community, such as Engineers Without Borders. Other clubs are more focused around hobbies and are centered around getting people together for a fun time, such as the Games Club. The UND Triathlon Club is a student organization on campus that is focused on getting students together to not only have a fun time, but also to encourage a healthy way of life. The Triathlon club was founded in 2017 and is currently led by co-presidents Madeline Patterson and Adam Roy, both currently juniors. The stated purpose of the group is to “help students stay physically fit while also meeting other students who enjoy similar interests.” The Triathlon Club thus appeals to students who are looking to stay active, socialize with

their peers, and live a healthy lifestyle.

As the name suggests, the Triathlon Club focuses on training students for triathlons and encouraging them to participate in local races. Triathlons are endurance races that involve three sports: swimming, biking, and running. Typically, triathlons take place in that order, with participants starting with swimming in either an indoor pool or an outdoor body of water, getting on a bike and cycling for a certain distance, and finishing with a run. To encourage exercise and training, each semester the club meets several times a week for practice. They hold practices for all three sports on a variety of days in order to accommodate as many students’ schedules as possible. This semester, for cycling, the club meets on Monday evenings in the UND Wellness Center cycling studio. On Tuesdays, Wednesdays, and Thursdays, the club holds practices at the UND Hyslop Center swimming pool for evening swims. Running practice takes place early on Wednesday mornings to appeal to students who enjoy exercising in the morning and also to accommodate early



Emily Shanley and Grace Boedigheimer, members of the Triathlon Club, take part in one of the clubs many swim practices to prep for their big races towards the end of the year.

class times and busy schedules. Longer runs also occur on Saturdays in the later part of the morning. Members are not required to attend every practice to remain in the group, although, they are encouraged to attend what they can. The club also hosts various social gatherings throughout the year, such as holiday parties, where members can get to know each other and spend time together

outside of practice. In addition to practices and social events, the club also participates in about two local triathlons a semester. These triathlons are typically put on by local businesses, such as the YMCA. In the spring, the club additionally hosts a triathlon that is exclusively for UND Triathlon Club members. Currently, the club is sponsored by two companies, Daydreams Spe-

cialties, a local print and design store, and Roka, which specializes in eyewear and apparel for athletes. These sponsors support the mission and goals of the Triathlon club and offer special discounts to club members as part of their sponsorship. Sponsor logos are also included on any apparel put forth by the club. Each semester, members can purchase clothing items branded

with the UND Triathlon Club logo in order to promote the club and show their pride in being a member. If you enjoy running, swimming, or biking, the UND Triathlon Club is a great way to participate in these sports, stay in shape, and meet new people.

Claire Arneson is a section Editor and General Reporter for Dakota Student. She can be reached at claire.arneson@und.edu.

Classifieds

Help Wanted: Personal Home Care with disabled, public school/collegeinstructor. Meal prep, light housekeeping, toileting, showering, transfers. Will train. \$18.00/hr.Flexible 2 hour shifts workwell with student schedules. US Citizen or green card. Paul Mortenson: Home 701.775.5176 Cell 701.610.1548 pemortenson@gmail.com No texts please!

NOVEMBER 2022

If you want an event, meeting, or organization to be included in Dakota Student’s biweekly calendar, email kelsie.hildebrand@und.edu with the details.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2	3 - Fluff and Stuff @6 pm at the MU	4	5
6	7 - Nacho Day @11 am	8 - ND Human Rights Film and Arts festival @1:30 pm at Empire Arts center	9 - Disney Trivia @ 7 pm at the MU	10 - Carrie the Musical @7:30 pm - Kitchen Basics @5:30 pm at the Wellness Center	11 - Carrie the Musical @7:30 pm - UND Hcokey vs. Denver @6:07 pm at the Ralph	12 - Carrie the Musical @7:30 pm - UND Hcokey vs. Denver @6:07 pm at the Ralph - UND Football vs. SD @12 pm at the Alerus Center
13 - Thanksgiving meal voucher starts	14	15	16 - Next issue of Dakota Student Out! - Rock Wall Game Night @6 pm at the Wellness Center	17 - Cake Pop day @11 am at the MU - Nap-a-thon @1 pm at the Wellness Center	18 - UND Hcokey vs. Miami @7:07 pm at the Ralph	19 - UND Hcokey vs. Miami @6:07 pm at the Ralph

UND Football Wins Against ACU, 34-31

Claire Arneson
Dakota Student

On Saturday, October 29th, amid the Halloween-weekend activities, the University of North Dakota’s Fighting Hawks took on Abilene Christian University Wildcats. After losing to the number one team in our division, the South Dakota State University Jackrabbits, the Hawks came out strong in the first quarter. North Dakota called tails, and won the coin toss but deferred to ACU. ACU received, and UND defended the North end-zone.

At 13:23, after several incomplete passes, UND gets the ball and then loses it just as fast. At 8:37 ACU

QB Maverick Mclover made a pass to Kobe Clark for a touchdown, and then their kicker, Blair Zepeda, makes a successful point after. The ball turns over, and soon UND had a fourth down. From the 20-yard line, UND kicker Brady Stevens makes a field goal, making the score UND 3-7. ACU gets the ball back but fails again to move down the field. Right before the first quarter ends, UND quarterback Tommy Schuster makes an impressive pass to wide reciever, Bo Belquist, 37-yards down.

Belquist makes a touchdown at 13:34 in the second quarter, which is followed by a field goal point after, making the score UND 10-7.

As ACU has the ball on the third down, UND defensive back Kadon Kauppinen intercepts the pass. UND gets the ball again and tries a field goal from 44-yards that was ultimately too wide. ACU’s Tristan Golightly gets a touchdown before the end of the second half. Just after, UND QB Schuster makes a 4-yard pass to wide receiver Garrett Maag for a touchdown, followed by another successful point after.

As halftime comes to an end, ACU kicks the ball 65-yards to the receiving UND team. UND gets a delay of game penalty, and punts the ball to ACU at 10:28. UND racks up a good amount of penalties before

ACU’s Zepeda makes a field goal from the 30-yard line, changing the score to 20-17. UND takes the ball and running back Tyler Hoosman rushes the middle for a touchdown. Another point after puts UND at 27-17. Although ACU faced a false start penalty as well as a delay of game, they managed to make a deep right pass of 12-yards to make a touchdown, and then a point after.

The Fighting Hawks knew they needed to prepare for this final quarter if they were going to win the game they had to bring it. UND starts with the ball then loses it but redeems themselves with an interception by defensive back Malachi Buck-

ner at 11:40 of the fourth quarter. Hoosman yet again rushes the middle of the field, getting a 5-yard gain and a touchdown. Stevens kicks yet again to get us a point after, increasing the score to 34-24. ACU comes back with a vengeance and makes a touchdown at 7:48, as well as a successful extra point.

UND’s offense was on a roll today with Schuster being 23/32 throwing for 292 yards and 2 touchdowns. Hoosman was the star of the successful rushing offense racking up 112 yards on 20 carries averaging 5.6 yards a carry. Belquist 1 touchdown and 7 receptions for 100 yards averaging 14.3 yards a catch. Maag also had one receiving

touchdown. The back-and-forth offensive game kept the game interesting and the fans on their toes. Overall UND had a successful defense with some key turnovers who were able to hold ACU’s hot offense and push out a win.

Claire Arneson is a section Editor and General Reporter for Dakota Student. She can be reached at claire.arneson@und.edu



PHOTO COURTESY OF VICTORIA LEDUM

The Fighting Hawks battle the Wildcats this past Saturday, October 29th, at the Alerus center in Grand Forks.

Classifieds

Comfort Keepers

EMPLOYMENT TYPE: Caregiver/Personal Care Assistant

ADVERT RUNNING DATE: 3 weeks

JOB HOUR PER DAY: 5 hours

SALARY: \$22 per hour

WORKING HOURS: days flexible

DUTIES: Med reminders, maybe a meal prep, some light house cleaning

INTERESTED CANDIDATE CONTACT fancocancano@gmail.com

Students get:
Fast, free
delivery and
binge-worthy TV
Students pay:
\$0 until
spring semester

Start your 6-month trial.

amazon.com/joinstudent

prime student


