Falcon Caring

Students with meal plans can donate extra meal swipes to Falcon Care for food insecure individuals. | PAGE 2

Plans underway for minor in leadership | PAGE 10

Baseball takes down Dayton in walk-off | PAGE 11

Local high school holds indoor walkout | PAGE 4

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Many students say they have numerous unneeded swipes left at the end of the semester, but there is a way to help other students with those extra swipes.

Falcon Care, a program on campus through which students who may be food insecure can get swipes for the dining halls, is encouraging students to donate their swipes to help other students in need.

“Currently our demand of Falcon Care swipes is greater than our donations,” Michael Paulus, director of Dining Services, said over email.

Dining Services created Falcon Care, which started on campus in 2014, to ensure students who need more swipes can get them.

“It’s very easy to donate: go to the dining halls and ask to donate. Then, tell five of your friends, and they can tell five of their friends,” Tiffany Smith, the civic action leader for the BGSU Ending Hunger initiative, said.

Smith feels there should be an increased conversation about food insecurity between students to raise awareness, but she also thinks “students are beginning to think about food insecurity.”

Students who need the support can get a meal card worth five swipes per semester. Students in need are referred from the Counseling Center, the Falcon Health Center or Residence Life, Smith said.

Students who have extra swipes and want to give can donate one swipe a week, 16 total for the semester.

“Our current policy allows students to donate one meal per week each semester, up to 16 per semester. We encourage those who care to donate ... do so early in the semester, as the need for Falcon Care by the general student population is throughout the academic year, not at semester end,” Paulus said.

However, there is also a desire for students to spend their swipes carefully, and not over-donate early in the semester.

BGSU Ending Hunger, previously called Presidents United to Solve Hunger, is looking to provide support to students who are food insecure.

Food insecurity means that a person does not have reliable access to a sufficient amount of nutritious food.

“Currently our demand of Falcon Care swipes is greater than our donations”
– Michael Paulus –
Director of Dining Services

Falcon Care continued on page 3
Falcon Care continued from page 2

Outside of the Falcon Care program, BGSU Ending Hunger has a mobile pantry where students can get a supply of fresh produce, nonperishable goods and other foods. The next mobile pantry is on March 28, 2018. The group is also screening Food Evolution, a documentary about healthy food that debunks myths about organic food and genetically modified organisms, Smith said.

The biggest successful event in numbers for BGSU Ending Hunger has been Million Acts of Good, during which students boxed up 225 packages of food for those in need.

Students who want more information on BGSU Ending Hunger can find it through the Center for Community and Civic Engagement website.
Local high schools walkout

By Chase Bachman
Columnist

In life, optics are a really important thing. The way we perceive something really affects our attitudes about it. Just by looking at something, we may judge it. If food looks gross, we assume it’s disgusting. When we see labels on clothes, we already have an opinion of it. Sometimes these opinions are unfair to the reality of the situation.

The same can be said of the nationwide school walkouts that occurred last week. Across the country, students assembled out on the lawns of the schools to protest the lack of action being taken by the government to prevent gun violence in schools.

These protests varied in size and activity, but the message was essentially the same. Students were demanding change be made. They made speeches, chanted or marched with signs. Most of these protests were clearly visible to anyone driving by, but, were it not for the local news media, Anthony Wayne High School might have lacked that visibility.

The reason being that Anthony Wayne conducted their protest indoors, in the auditorium. This is where the optics come into play. As an Anthony Wayne alum, I initially felt disappointment in the school. Virtually every other school in the area allowed their students to walk outside and make themselves visible to the world, why was Anthony Wayne inside?

At first, I thought it was the conservative administration that disagreed with the goals of the protest, and looked to repress any sort of assembly. As it turns out, there was a great deal of cooperation between the administration and the students in organizing the protest.

The student organizers agreed to hold the protest indoors strategically. On a day with less than ideal weather (the high that day was 40 degrees) the indoor protest was made to allow more students the chance to participate. It was also part of the compromise that made the walkout happen.

There were disagreements on the point of allowing teachers to participate in the walkout. The walkout, however, was about more than having all of the protestor’s demands met. According to Thomas Hilt, one of the organizers of the walkout, progress is about compromise.

“If we had the walkout our way, we would be facing repercussions, and more importantly, we would be hurting Anthony Wayne’s name,” Hilt said. “If we had it the administration’s way, we would be toothless. It was about compromise to do this walkout.”

Despite the appearance of the teachers, or the hosting of the event indoors, the students of Anthony Wayne still made progress. Estimates have the number of kids participating between 250 and 500. In addition, approximately 200 unique letters were collected and sent to legislators. The letters contained students’ concerns regarding gun violence and safety in school.

In some ways, Anthony Wayne’s protest was actually much more successful than others. Other schools didn’t even send letters to Congress. The action taken by Anthony Wayne is, in some regards, much more effective at influencing the minds of lawmakers than kids standing in the cold chanting.

These students are working with the powers that be with the understanding that cooperation and togetherness are key to change, as opposed to rebellion and lines being drawn.”

— Chase Bachman —
Columnist

is much more complicated than that. What Anthony Wayne High School is doing could be the key to real change being enacted, because, ultimately, students and others deserve to live in a society where they feel safe.
Respectful language in news

By Meredith Siegel
Columnist

As a journalist, I understand that language can be very important and can have a huge impact on the way a situation is received. People of marginalized groups also believe language, and the way they are referred to, is incredibly significant.

This is especially true for the transgender community, which receives little coverage from the media and is shrouded by a lot of misunderstanding. To be transgender is to feel that your gender identity is different than your assigned sex. Transgender is an umbrella term that covers many identities, many that fall out of the traditional gender binary, but the most understood definition is a person transitioning from male to female or from female to male.

Language has been used against the trans community in harmful ways through slurs, like many people of other marginalized identities, and so it is imperative, especially for journalists, to get these terms right. Transgender or trans should be used to describe an individual with that identity, unless they explicitly ask otherwise.

Trans people should be referred to with the correct pronouns always and journalists should ask which pronouns are most appropriate to use. Though this should only be done if you are not sure, to not only be respectful to trans people but also to be careful not to out them.

Most undocumented people prefer “undocumented” over “illegal” because it is a much more respectful term, and no matter what you believe about immigration in the United States, it is important to represent groups how they want to be represented.

Journalists are aiming to spread truths and the correct language surrounding a marginalized group is a truth. All people deserve to be respected and using discretion when choosing which words to use is a part of that.

Marginalized people are also contributors to and consumers of news. If they aren't being treated in a respectful and accurate way by news outlets, they aren't going to get their news from that source.

Using chosen language from marginalized groups is not about political opinion, it is about respect and accuracy. Journalism can breed contempt for vulnerable groups if they are using disrespectful language. Journalists are not doing their job if their chosen language alienates a certain group of people.

Not using the chosen language of marginalized groups keeps out their perspectives. Journalism is dominated by middle-class white people, which only brings about so many perspectives.

Think about the language you use and how it might affect a group of people, because language does have power.

Tips for daily conversations

By Stepha Poulin
Forum Editor

We all have a tendency to say the wrong thing at the completely wrong time. As the old saying goes, hindsight is always 20/20. Use these tips to work towards redeeming any past social failings. Nobody is perfect – but this list is a good starting point to improve addressing one's peers.

1. Don't be afraid to admit you forgot someone's name.

Sometimes, we meet someone new but are too busy or preoccupied to remember their name. It's awkward to ask someone their name again which leads to many people avoiding the confrontation. The longer you wait, the more awkward it will be. If social preservation is that important to you, try asking for someone's full name instead of just asking for their name. There's a small chance they'll think you just never knew their last name.

2. Try to steer the conversation away from yourself.

It's hard for people to listen to someone talk without relating the topic to themselves someone. This is a tendency of our culture, but it's refreshing when someone steers away from doing so. Try asking people questions about what they're talking about rather than relating what was brought up to your own experiences.

3. Avoid asking people, “How are you?”

In my opinion, this question has become robotic “good” or “fine.” If an acquaintance or colleague actually takes the time to talk about their feelings, we often are surprised by the response. Don't ask this question unless you're prepared for the worst. A good alternative is asking someone a question that's less vague, like, “What have you been up to today?”

4. Don't be afraid of “awkward” silences.

Silence is not deafening. At times, it should be welcomed. It can be much more awkward to fumble for words while attempting to fill every instance of silence. Most of us aren't professional public speakers – it's okay to sit in silence at times.

Read more at bgfalconmedia.com

SUBMISSION POLICY

LETTERS TO THE EDITOR:
Letters are to be fewer than 300 words. They should be in response to current issues on campus or in the Bowling Green area.

GUEST COLUMNS: Guest Columns are generally longer pieces between 400 and 700 words. Two submissions per month maximum.

POLICIES: Letters to the Editor and Guest Columns are printed as space on the Forum page permits. Additional Letters or Guest Columns may be published online. Name, year and phone number should be included for verification purposes. Personal attacks, unverified information or anonymous submissions will not be printed.

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WORSHIP

SUNDAY AT 10 AM

Sunday school is held the first Sunday of the month, from 9:45-11 a.m., with a potluck following for everyone at church or Sunday school that day.

COME CHANT WITH US

Conveniently located close to campus with a congregation that is “small but mighty” is how the former Senior Warden describes St. John’s Episcopal Church, located at 1505 E. Wooster St., on the corner of Mercer and Wooster streets. It is still true, says the current Senior Warden.

People of all denominations and backgrounds are welcome to worship at St. John’s, including those of no faith. The church offers services based on the traditional English Anglican Church.

Enter into the mystical worship provided by chanted Compline, Thursdays at 9:30 p.m. St. John’s Bridges, the Episcopal Campus Ministry, in collaboration with St. Timothy Episcopal Church, Perrysburg, also meets on Thursdays at 6:00 p.m. for free homemade suppers with students throughout the academic year. The group is growing as students bring new friends with them each week. Dinner is followed by an Interfaith/Multicultural discussion group, Thursdays at 7:30 p.m. You may have dinner and stay or leave depending on your schedule, or come back for Compline (the “bedtime prayers of the church.”)

The last week of Bridges for the semester is April 26th. Bridges will begin again fall semester. Hope to see you then.

St. John’s Episcopal Church
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The last week of Bridges for the semester is April 26th. Bridges will begin again fall semester. Hope to see you then.
**Friday March 23**

- **Earn Your Superhero Badge**
  5-7 p.m. | Ages 6-10
  Bowen-Thompson Student Union Nest/BG1 Desk

- **Meet and Greet with Heroes and Princesses**
  5-7 p.m. | Ages 6-10
  Bowen-Thompson Student Union Ballroom

- **Cirque du Hero**
  5-7 p.m. | All Ages
  Bowen-Thompson Student Union Ballroom

- **Voices at BGSU**
  6 p.m. | All Ages
  Bowen-Thompson Student Union Ballroom

- **Movie: The LEGO Batman Movie**
  7 p.m. | All Ages
  Bowen-Thompson Student Union Theater

- **Ice Skating**
  7-9 p.m. | All Ages
  Slater Family Ice Arena

- **Transit of Venus**
  8 p.m. | Ages 14+ 112 Physical Science Building

- **Laser Tag**
  8 p.m. - 2 a.m. | Ages 12+
  Olscamp 101

- **Movie: Justice League**
  9 p.m. | Ages 14+
  Bowen-Thompson Student Union Theater

- **Paint the Rock**
  10:30 p.m. | Ages 14+
  The Rock

**Saturday March 24**

- **Superheroes Superfuel**
  9 a.m. | Ages 6-10
  The Oaks Test Kitchen

- **Superheroes Superfuel**
  10:30 a.m. | Ages 11+
  The Oaks Test Kitchen

- **Donuts with the Dean of Students**
  10 a.m. - 12 p.m. | Adults
  314 Bowen-Thompson Student Union

- **It’s a bird, it’s a plane, it’s ECO!!**
  10 a.m. - 12 p.m. | Ages 6-13
  201A Bowen-Thompson Student Union

- **Superheroes In Action Books**
  10 a.m. - 12 p.m. | All Ages
  208 Bowen-Thompson Student Union
Saturday March 24

Instrument Petting Zoo
10 a.m. - 12 p.m. | All Ages
201B Bowen-Thompson Student Union

Carnival
10 a.m. - 2 p.m. | All Ages
Bowen-Thompson Student Union Ballroom

Caricature Artist
10 a.m. - 2 p.m. | All Ages
207 Bowen-Thompson Student Union

Which Superhero Are You?
12 - 2 p.m. | Ages 11 - 13
314 Bowen-Thompson Student Union

Thanks Sew Much
12 - 2 p.m. | All Ages
315 Bowen-Thompson Student Union

Herpetarium Reptile Encounter
12 - 3 p.m. | All Ages
308 Bowen-Thompson Student Union

Hometown Heroes
12 - 3 p.m. | All Ages
Memorial Hall

Adventures Along The Spectrum
Professor Photon reveals the secrets of light!
2 p.m. | All Ages
112 Physical Science Building

Together We Ball
1 - 3 p.m. | All Ages
Student Recreation Center - Basketball Courts

Superheroes in Populär Culture
2 - 3:30 p.m. | Ages 6 - 10
Jerome Library - 4th Floor

Athlete Meet and Greet
2 - 4 p.m. | All Ages
Student Recreation Center

Jr. Composites
2 - 4 p.m. | Ages 6 - 13
Student Recreation Center

Honoring the Real Superheroes
2 - 4 p.m. | Adults Only
Sebo Athletic Center: Wilcox Room

Find Your Inner Daredevil
3 p.m. | Ages 6 - 10
Eppler Gym

Dive In Movie
4 p.m. | All Ages
Student Recreation Center: Cooper Pool

Photobooth
3 - 5 p.m. | All Ages
201 Bowen-Thompson Student Union

Life Sized Games
3 - 5 p.m. | All Ages
207 Bowen-Thompson Student Union

Heroes Make A Brighter Tomorrow
3 - 5 p.m. | All Ages
208 Bowen-Thompson Student Union

Sunday March 25

Easter Egg Hunt
11 a.m. - 1 p.m. | All Ages
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Ice Skating
3:30 - 5:30 p.m. | All Ages
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Leadership minor slotted for next spring

By Adam Gretsinger
Copy Chief

Student leaders at the University will soon have an opportunity outside of group positions to qualify their leadership skills.

The College of Education and Human Development, in conjunction with the Department of Higher Education and Student Affairs and the School of Educational Foundations, Leadership and Policy, is planning a minor in leadership for the Spring 2019 semester, according to Jacob Clemens, the University’s associate dean of students, in an email.

Maureen Wilson, a chairperson on HESA, proposed the minor, according to Sarah Meusling, senior administrative assistant for Academic Affairs, in an email.

The school’s Center for Community and Civic Engagement will assist in the planning process by creating the curriculum for a minor-specific course. Director of the CCCE, Jane Rosser, said she is excited about the prospective program.

“It will address a need for many students on campus,” Rosser said.

She said the higher education department had approached her center for assistance in creating courses for the proposed minor because of its work in supporting student community leaders. The center currently offers non-credit certificates for service leadership and helps students run alternative spring break projects.

Rosser said the value of a leadership degree is that it offers a quantified evaluation of a student’s leadership skills, unlike the informal certificates and break projects they currently give. Having leadership as a minor is “good for career choices, good for (graduate) school applications,” she said.

Having leadership as a minor is “good for career choices, good for (graduate) school applications,” she said.

The CCCE-planned course is currently called “Leadership and Social Change” and will focus on affecting community change based on social issues. Inspired partially on the center’s work regarding its existing service leadership programs, the course will ask students to design their own service projects or programs to help citizens.

Rosser said the class will be taught according to a specific curriculum, but that professors assigned to it will have opportunities to innovate their teaching.

She said that though this course will be the only one the CCCE will have a part in planning, it will be a “great opportunity for students” outside of majors with integrated leadership training as part of their education.

She used the example of a creative writing major who wants to lead or start a literary journal to illustrate her idea; those looking to lead in their fields of study could use the minor to help develop their professional skills and “best practice” knowledge not otherwise taught in major courses.

She also said those with majors that integrate leadership education could benefit from the minor. Students majoring in administration or management could “strengthen a particular focus” in leading peers otherwise not covered in their courses, she said.

Though the college currently hosts a graduate program in leadership studies, the University decided to introduce a similar minor to give undergraduate students an opportunity to experience a similar type of learning.

The leadership studies doctorate focuses primarily on educating students who have already earned master’s-level degrees in academics and who may be looking to attain leadership positions in education institutions. The program is not just for those on the academics track, though, as it also looks for students who have years of experience in any type of professional or leadership position and aims to help students reach for faculty positions in private businesses, public institutions, human resource groups and other organizations.

Rosser said the undergraduate adaptation of the leadership doctorate has been in the works for years, but that approval for the minor is still not there. She said the process will involve peer evaluations, course approvals, committee reviews and state education validations.

Wilson said in an email approval for the minors’ courses is complete, but that the Records and Registration office has yet to notify her the courses are in the system. She also said the minor itself only needs to be seen by one more council, but that review will not happen in time for this fall semester.

Though the final look of the minor is uncertain, contributors are looking forward to its approval.

“We’re ready to teach courses in the next academic year” despite the wait for Spring 2019 semester, Rosser said.

Leadership continued on page 15
Baseball takes down Dayton in walk-off

The Falcon baseball team defeated the Dayton Flyers 5-4 on Wednesday afternoon in the Falcons’ home opener.

“I thought it was a great team win,” Falcons head coach Danny Schmitz said. “I thought we did a lot of great things today, we talked about the three phases with pitching, defense and hitting and I thought we did a really nice job.”

The game was originally scheduled to be held in Dayton, however, with bad weather predicted to hit the area, the game was moved to play in Bowling Green.

“We’ve been on the road for the first 19 games of the season,” Schmitz said. “It’s nice to be home, we had a game scheduled for last Tuesday, but it got canceled due to Mother Nature, so it’s nice to be at home and nice to get a win.”

The team got on the board first in the second inning as junior infielder Gama Martinez hit an RBI double to make it a 1-0 game early, however Dayton jumped ahead in the third with an RBI sacrifice fly and a two RBI double. In the fourth, the Falcons were able to tie the game back up with an RBI single from junior outfielder RJ Williams and junior infielder Neil Lambert. The team was able to go ahead in the fifth as senior infielder Derek Drewes hit an RBI double to make it a 4-3 game.

However, in the sixth, Dayton was able to tie the game up once again as they took advantage of a bad infield hop to get an RBI single, as the game remained tied until the bottom of the ninth inning, when freshman infielder Dylan Dohanos came through with a two out, bases loaded RBI single to give the Falcons a 5-4 victory.

“It was a great two out rally,” Schmitz said. “We pinch hit Dylan Dohanos and the freshman came through. (He’s) a local boy and that’s a good way to start out his home career, so I’m really excited for Dylan.”

The team was also happy with the performance of their freshman players throughout the game, as freshman pitcher Ben Beutel started for the Falcons and allowed no hits with two strikeouts after one inning.

“He was a big key for us in the fall,” Schmitz said. “He’s been on the shelf, so it was nice that we got an inning out of him, Nick Neibauer got two hits and Dylan got two hits, so it was a good day for freshmen.”

The team will next play on Friday, Saturday and Sunday afternoons at home against the Ohio Bobcats.

“They’re (Ohio) one of the favorites this year, so we’re going to have to come out and be ready to go.”

UPCOMING GAMES

MARCH 23 (FRI.) 3:05 P.M.
VS OHIO UNIVERSITY

MARCH 24 (SAT.) 1:05 P.M.
VS OHIO UNIVERSITY

MARCH 25 (SUN.) 1:05 P.M.
VS OHIO UNIVERSITY

MARCH 28 (FRI.) 3:00 P.M.
AT FORT WAYNE

MARCH 30 (FRI.) 3:05 P.M.
VS EASTERN MICHIGAN UNIVERSITY

MARCH 30 (SAT.) 1:05 P.M.
VS EASTERN MICHIGAN UNIVERSITY

Junior catcher Justin Mott swings in a game last season.
Rugby player looks to become entrepreneur

By Zane Miller
Sports Editor

Junior lock Allen Viancourt helped the Falcon men's rugby team to their 37th straight MAC championship earlier this school year, but is also focused on becoming an entrepreneur to help the team to a 38th in 2018.

Viancourt joined the University's entrepreneurship program, The Hatch, last year to develop a product that he believes would be incredibly useful for any sport playing on a grass or turf field, particularly for rugby.

"My brother and I were home on break and we were talking about how nice it would be to have a rugby field that would change lines," Viancourt said. "Often times, if we play on a football field, we have to use these really obscure lines, so it would be nice if we could change lines digitally."

However, through working with The Hatch, he was able to redevelop the idea into something that could be used specifically for game planning, now known as Tech Turf.

"It's now a digital projection system for turf fields," Viancourt said. "A coach would have their iPad in a facility like the Perry Field House and dim the lights. The X's and O's would be projected onto the field, so that the players would be able to walk through the X's and O's and things like that."

Viancourt also states that although the new technology is still in a development phase, he hopes that it will eventually catch on and be used by rugby teams across the world that don't have a practice field specialized for playing.

"That was my freshman year, second semester, but thank God it was only a semester," Viancourt said with a chuckle. "I was taking 12 credit hours and then doing rugby on top of that. Fortunately, our main season's in the fall and we were playing a little bit of rugby in the spring, but our 15's season is in the fall, so I really dodged a bullet there."

As a rugby player, Viancourt says he started playing at a younger age than most of the other players in his school, however, he had to be a bit sneaky to pull it off.

"I was in eighth grade and my brother played," Viancourt said. "He was about four years older than I was, he was in senior high school at the time and we were playing at the high school club level. I ended up joining the team kind of undercover because I was in eighth grade, but I was the same size I am now, so I was a part of that and then I just kind of kept playing through high school, my brother came to Bowling Green to play rugby here and by the time I was a senior in high school, I decided to come in here and play rugby as well."

In addition to rugby, Viancourt also played more traditional sports as a high school athlete, but claims that he tried to follow in his brother's footsteps as far as his athletic career.

"My brother and I were wrestlers and football players in high school," Viancourt said. "My brother started playing rugby from an early age when someone on his wrestling team suggested it and I followed suit."

Viancourt also says that his favorite part of playing with the rugby team has been being able to travel and play overseas.

"Going to England my sophomore year, it was really cool to play different teams there. The English are less physical but they're much more skilled and to play against them at a high level, it was an honor to do that and to kind of hang out with them and see that they have the same positions that we have and that they have the same camaraderie."

He also says that being a part of the relatively small community of rugby players throughout the world is another reason why he enjoys being a part of the program.

"The community of rugby is such a small community that you can go around the world and say you're a rugby player and you have a friend automatically, so it's kind of an unspoken (understanding) that you've been through the same things I've been through since we play the same sport."

After completing college, Viancourt plans on looking for career opportunities in the sales business and is even going to be taking a the upcoming semester off of school to pursue those opportunities.

"I'll be coming back and graduating in the spring of 2019, but the goal right now is to find an industry that I can work in where I can learn more about sales roles."
What inspired you to become a Morale Captain?

What made me want to become a Morale Captain was actually in 2015 when I was a first-year student. I participated in Dance Marathon not only as a dancer, but I was on mini core committee as well through Dance Marathon exec. And it was a great time; I really enjoyed my time doing that. Then as a dancer, getting to see how much the Morale Captains really helped me through the event but also were able to be there as resources for other dancers was really great. They looked like they were having a great time, and ever since then I knew I wanted to apply to become one.

What goals do you have for ZiggyThon?

This year will be great because I haven’t ever made it to “comma club,” so I am forcing myself to make it to comma club this year… My goal is to raise $1,600. We’ll see how that goes, but I’m definitely going to make it to comma club this year.

What are you most excited about for this year’s Dance Marathon program?

I am so excited to be able to be there to help motivate others to dance, but also our theme really makes me excited. Camp Miracle is going to be really, really great; I’m so excited for the camp theme and to get to see the kids while they’re there. It’s going to be so great, and I’m so excited to see all the smiles and miracles that we can make happen.

What would you like to say to someone who is interested in joining ZiggyThon in the future or helping this cause?

If you’re on the fence about joining Dance Marathon, definitely just think about giving it a shot… Don’t let (fear) be the reason that stops you from participating, whether you don’t believe you can physically stand, whether you don’t believe that you can raise the amount of money that you need as the minimum. Why we’re here is to help motivate you to be able to do that. I can tell you from my personal experience it’s been something that’s made my college experience, and I would hope that nobody would want to miss out on that.
FALCON $5 PIZZA
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Leadership continued from page 10

Leadership Minor Fast-Facts

- In development by The College of Education and Human Development.
- In conjunction with the Department of Higher Education and Student Affairs and the School of Educational Foundations, Leadership and Policy.
- Assisted by the Center for Community and Civic Engagement.
- The CCCE-planned course is currently called “Leadership and Social Change” and will focus on affecting community change.
- Planned catalog date of spring 2019

THE BG NEWS SUDOKU

To play: Complete the grid so that every row, column and every 3 x 3 box contains the digits 1 to 9. There is no guessing or math involved. Just use logic to solve.

The Daily Crossword Fix

1. voce
2. Remaining
3. Unborn, after “in”
4. Fires (up)
5. Algonquian language
6. Credit fig.
7. Credit card come-on
8. Fishing tool
9. Sardine cousin
10. D.C. in-crowd
11. “__ awake at night”: “Pretty Boy” lyric
12. Name on the 1984 album “My Kind of Country”
13. __ Sinclair, protagonist of Hesse’s “Demian”
14. __ Banos, California
15. “The Office” star
16. Record holder?
17. Be affected by gravity
18. French governing group
19. Qom inhabitants
20. Bankbook ID
21. “Just __”
22. “___ Alegre, Brazil
23. Teachers’ lounge
24. Berkshire attraction for race fans
25. Confession starter
26. Spring time
27. Acronymous WWII gun
28. Big name in back-packs
29. Pets
30. Muslim clerics
31. Strips for brunch
32. Nursery item
33. Bite with un aperitivo
34. Willie of “Eight Is Enough”
35. Text ending in Panama?
36. Eviction consequence
37. Investment in a relationship
38. Medicare card fig.
39. Go down
40. Banos, California
41. Spring time
42. All-night bar?
43. JFK Library architect
44. Less than right?
45. __ Alegre, Brazil
46. Rembrandt contemporary
47. Blemish
48. Harmony
49. Sharp brand introduced in 1977
50. Lou Gehrig’s number
51. Stir
52. On the subject of
53. Acronymous WWII gun
54. Retire
55. Pink-slip
FALL 2018 REGISTRATION

Start Dates
March 26
March 26
March 27
March 29
April 03
April 04
April 06
Graduate Students
Non-Degree Graduate Students
Seniors
Juniors
Sophomores
Freshmen
Guest Students

Open Registration
April 6 thru September 2, 2018

Questions?
Call the Registration HOTLINE: 419-372-4444
8 am - 5 pm | Monday - Friday

Go to: my.bgsu.edu
1. SELECT > student center
2. SELECT > enroll
3. SELECT > add

You can access everything that you need via the “Student Center” at the MyBGSU portal.

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