

# the COLLEGLIAN

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Bob Jones University, Greenville, SC 29614

## Bruins: from freshmen to seniors

PAIGE BAGBY  
Staff Writer

It was the 2012–13 academic year that saw the young Bruins soccer and basketball teams play their first games. This year, 10 Bruin athletes who started that year will graduate as the first Bruins who played all four years of intercollegiate sports.

Over the span of those four years, the graduating Bruins—Ray Holden, Kyle Turner, Julia Wright, Kendra Jeffcott, Travis Woodham, Ryan McCarty, Daniel Herr, Spencer Martin, Jenn Wise and Tessie Estrella—have experienced everything from injury and defeat to heart-pounding comebacks and milestone victories. But it all started in the summer of 2012, when the student athletes began their training.

Ray Holden, men's basketball team co-captain and Bible major, remembers his experience as a freshman. "My first year, I didn't know anything about college basketball," Holden said. "I was just thrown in."

While many other student athletes shared in Holden's experience, Kyle Turner, an accounting major and the other men's basketball team co-captain, was exhilarated by the opportunity to represent the student body as one of the University's first intercollegiate athletes. "I got to see how it started and how it's all grown," Turner said.

The first four years of the Bruins athletic program weren't always easy. Spencer Martin, the women's soccer team co-captain and a music education major, suffered an ACL injury during the 2014 season. Through the long year she spent recovering, Martin says her team and her coach never left her side and helped her as she regained her strength.

Holden also remembers the knee injury he experienced during the 2012 season that eventually helped him to grow as not only a basketball player, but also as a man.

"I believe God used my injury to draw me closer to Him," Holden said. With the help of his teammates and coaches, Holden took his injury and used it as a study in humility and character development.

But the Bruins seniors pushed through adversity to make the best of their times on the teams. Humanities major and men's soccer team member Ryan McCarty recalled one game against Point University when he and the team fought back from a rough opening and won their first victory against the rival team. Martin remembered her first full game after her ACL injury and the feeling of accomplishment as she realized she'd finally returned to her former playing ability.

Victories were won both in and out of games as the athletes learned the intricacies of their sports on top of managing their academic lives. Accounting major Kendra Jeffcott remembers the serious adjustments that she

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(Top) Seniors Turner, Holden, McCarty, (bottom) Estrella, Jeffcott, Wright and Martin (Not pictured: Woodham, Herr and Wise) Photos: Stephen Dysert

## CLA tests seniors' critical thinking and analysis

BOBBY HULL  
Staff Writer

Bob Jones University is administering the Collegiate Learning Assessment to seniors in order to evaluate how students have grown in core skills during their time at BJU.

The first 50 seniors took the test last Saturday, and the next 50 will go tomorrow. This is the third year in a row BJU has given these assessment tests. They test how well students are learning general education skills such as English, writing and critical thinking.

Doug Garland, the director of assessment at BJU, said the University can use the results from these tests to show parents, prospective students and accreditors just how impactful the education is here at the University.

In order for the test results to be representative of BJU at large, 100 freshmen must take the

test during their first semester and 100 seniors during their last semester.

The CLA consists of two parts. In the first part, called selective response, students are given eight or 10 documents about a subject. Students must read and analyze them to answer a series of questions.

"They're fairly hard questions," Garland said. "It's not like 'in what year did Columbus discover America.' They're much harder."

In the second portion of the CLA test, called performance task, students are given a scenario in which you have to solve an issue. The possible scenario would be to explain to an employer that a product you are in charge of is defective. After reading, students write a short essay describing how they would handle the situation and why.

Once the results come in, BJU is able to compare its scores with those of other colleges

who have also taken the assessment test.

If CLA scores do not meet BJU expectations, the University might implement strategies such as training sessions for faculty or generate new types of assignments that will help students learn core skills better.

Last year, BJU found both freshmen and seniors scored in the proficient range, a good score for a university to have.

"We are really happy that students are scoring at that range," Garland said.

While it is not required of every student, there are incentives for freshmen and seniors to take the tests.

Mrs. Rebecca Weier, director of First-year Experience, said the test is offered to students to take as an elective in their Freshman Seminar class and will allow them to submit their schedules with the seniors. Seniors, taking the test receive \$50 towards graduation fees.



## COLUMN



BRIDGET NEE  
Copy Editor

Have you ever unplugged in the middle of a semester?

As a class assignment my junior year, I had to track my media usage for 48 hours, then take a media fast for another 48 hours and journal my experiences.

The fast didn't cover just social media, but all media and recreational technology, including books, music and texting. The only exceptions were textbooks, phone calls and unavoidable emails for classes or work.

I expected to have some extra time to kill, but I *certainly* wasn't addicted, so I didn't think it would really change anything.

Wrong. First, I learned from all the then-seniors and my recently graduated friends that the project used to be a weeklong fast, and I should just quit complaining and deal already. No pity to be found there.

Beyond that, I experienced the feelings of loneliness, ignorance and boredom. According to technology blogger and author John Dyer, these are feelings our society is becoming less and less able to deal with.

See **COLUMN** p. 3 »



### The Collegian Editorial

## Work comes as purpose from God, not a product of the Fall

As students, we feel like we are in the same, monotonous routine. Monday through Friday we wake up, get ready for the day, go to classes, go to chapel, go to more classes, and, for some of us, work after classes or mixed throughout the day.

In our daily routine, it's easy to not think about the meaning behind our routine or work.

We often think of work as something that became necessary because of the Fall in Genesis. However, this is the complete opposite.

In 2012, Tim Keller published a book called *Every Good Endeavor: Connecting Your Work to God's Work*. Keller's purpose was to show Christians the purpose of work.

*Every Good Endeavor* covers three sections: the nature of work, work after the Fall and the redemption of work.

Keller calls work "impor-

tant and basic" because work was the first event to occur in the Bible: Creation. Keller also makes the point that work brings meaning to our life. In Genesis, God commanded Adam to care for the garden and its creatures – to work.

Towards the middle of the book, Keller shifts into the point that the Fall made work frustrating because of sin. Our work can no longer completely fulfill its purposes.

On the other hand, we must make sure that we do not make work the full meaning of our lives so much that it becomes an idol in place of God.

Our view of work should not stay at that level, however. Because of Christ, our work can have meaning and purpose again.

Since we have a Christian worldview, we must also use it when we view work; we cannot pick and choose when we use it.

Keller uses a great analogy

to show how Christians need to view the world and work.

"It is a mistake to think that the Christian worldview is operating only when we are doing...overtly Christian activities. Instead, think of the gospel as a set of glasses through which you look at everything else in the world."

We at *The Collegian* en-

courage you to keep work in mind as something that is good and from God.

As you go throughout your daily schedule, instead of thinking about the stress and discomfort that work or homework may bring, consider the dignity and purpose of your work as a being created in the image of God.

### SUDOKU

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## TALKBACK

### WHAT DO YOU DO TO RELAX?



senior  
JEFFREY  
STAYER  
"go to a coffee house"



junior  
SUSANNA  
WESTICH  
"read"



junior  
COLLIN  
PEARSON  
"listening to music"



senior  
JOANNA  
CRISP  
"exercise"



freshman  
JUSTIN  
PEARSON  
"sketch"

PHOTOS: KAYLA PIERCE

### THE COLLEGIAN

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## SNAPSHOT

ROB EDGAR  
SENIOR  
BUSINESS ADMIN.

"I've been interested in finance for as long as I can remember. When I was growing up, my parents would watch the evening news, and I would look for the closing numbers on the main indexes. At the time, I didn't know what those numbers meant, but it was a great starting point. Now I can appreciate how much global economics affect the financial markets and vice versa.

I want to build on my interest in finance and on my education and incorporate that into law school. The beauty of law and finance is that the two industries are so broad, you can apply that knowledge and experience to almost any career.

I enjoy following politics because they have a huge impact on finance. This election season determines a lot about the next four years of world economics and lays the groundwork for a bear or bull market."

PHOTO: HOLLY DILLER

### »COLUMN p. 2

They say the loneliest place to be is isolated within a crowd of people. As a fairly quiet person rarely more than 20 feet away from other people in the res halls, classes or the dining common, I can confirm that is completely correct.

I instantly felt separated from the friends I was used to being in constant contact with, even though I was surrounded by people. I couldn't take a funny picture or post a random thought.

During the two days of tracking my normal usage, I

had decided to reactivate my Instagram account. Now I was stuck watching my phone light up with notifications, but I was powerless to interact.

Recorded music counted as media, so I couldn't drown out the isolation even with earbuds or my car radio.

I experienced the new sensation of literally having the world of information at my fingertips, but being completely ignorant because I was not able to touch it.

I couldn't check the weather for the weekend. I couldn't look up a phone number. I

couldn't see if a business was open before making the trip.

I didn't grow up having this problem; I had only recently bought a smartphone, and my family didn't have reliable Internet until my high school years. But this ignorance of anything beyond my immediate surroundings felt foreign.

Finally, I was bored. Not as a general state—there was always something to study or write—but those awkward 10 minutes between classes, waiting for my group in the dining common and sitting in chapel

before the music starts and my chapel buddies show up?

So. Incredibly. Bored. My journal started out as long, philosophical entries about my self-observations. It ended up sounding more and more like desperate texts to myself whenever I would normally have texted a friend.

So yes, I gained some valuable lessons as a result of that project. I learned I was certainly more dependent than I had thought. I learned my attention span had been shortened, and I couldn't read a textbook for more than 10

minutes without reaching for my phone. I learned that I treated technology like a shield to hide behind when I was tired and introverting.

But I also learned something about other people too. Even after telling friends I wouldn't be responding to texts, they still got frustrated when their messages went unanswered. When I lost track of time because I left my (basically useless) phone in my room and showed up to dinner a few minutes late, I was considered rude.

I learned we have come

to expect people to operate on the same timetable as we expect our information. We expect instant communication and connection and get annoyed when that is denied.

I'm not going to suggest everyone should run out and give up media for a week.

But think about how your usage affects you even when you're not using it. What habits are you picking up without realizing?

Above all, remember people are not bytes of information. They are flawed humans who need patience and love.

## Student Voice: Apple stands up to FBI over dangerous order



BRIDGET NEE  
Copy Editor

Bridget is a senior journalism and mass communication major. She loves tea, reading and journaling, and she dabbles in blogging when she has the time. Her dream job is PR writing for a non-profit.

In the shadow of the excitement and media frenzy in Greenville thanks to the recent Republican presidential debate and Sanders rally, a quieter, yet equally important debate is playing out between tech giant Apple and the FBI.

In case you haven't been following it closely, the FBI has requested that Apple hack the iPhone of Syed Rizwan Farook, one of the terrorists in the December San Bernardino shootings. Acknowledging the potential security and personal privacy breaches such a request breeds, Apple refused.

At the request of the Justice Department on Tuesday of last week, a federal magistrate judge invoked a very creative interpretation of the All Writs Act of 1789 and ordered Apple to create code that will bypass the PIN security and allow the FBI full access to the encrypted phone.

The exact text of the statute reads, "The Supreme Court and all courts established by Act of Congress may issue all writs necessary

or appropriate in aid of their respective jurisdictions and agreeable to the usages and principles of law." A "writ" is a written court order. When the U.S. government was still early in its formation, this statute gave lesser courts power to operate.

The White House has given "full support" to the order, spokesman Josh Earnest said, and an initial survey released by the Pew Research Center seemed to show the American public agrees.

But in a recent development, U.S. Magistrate Judge James Orenstein ruled against the FBI in a very similar case in New York. Orenstein ruling called into question exactly how far the government thinks it can push a private company.

To understand the FBI's request fully, a little iPhone knowledge is necessary. The security settings of the iPhone will either erase the memory after 10 failed attempts at the PIN, or lock it indefinitely. The FBI is requesting that

Apple write code for an iOS update that will be pushed to Farook's device and grant them unlimited PIN attempts.

Apple CEO Tim Cook responded the day after the request in an open letter to Apple customers, "The FBI wants us to make a new version of the iPhone operating system, circumventing several important security features, and install it on an iPhone recovered during the investigation. In the wrong hands, this software — which does not exist today — would have the potential to unlock any iPhone in someone's physical possession....

Building a version of iOS that bypasses security in this way would undeniably create a backdoor. And while the government may argue that its use would be limited to this case, there is no way to guarantee such control."

Apple's opponents point to precedents set in the Clinton administration requiring phone companies to build digital networks the government could access. This is why prac-

tices such as phone tapping and subpoenaing call records are generally accepted today. In theory, the new iOS would only affect the one device already in the FBI's custody.

But Orenstein's ruling stated the All Writs Act does not "compel Apple — a private party with no alleged involvement in Feng's criminal activity — to perform work for the government against its will."

The truth of the matter is that Apple has cooperated. They responded to subpoenas and search warrants, and they granted the FBI access to all of the iCloud backups from Farook's device. (The last backup was several weeks before the attack.) They have even made their engineers available to advise the FBI in the investigation.

They are not being selfish with a mother lode of important information they've hoarded up somewhere — they are refusing an order to write (currently non-existent) malware that would destroy

See **APPLE** p. 8 »



# NEWS

## GAs juggle roles on both sides of the classroom

ABBY SIVYER  
Staff Writer

Straddling the line between student and instructor, graduate assistants have a unique perspective.

Meagan Ingersoll, Alex Viscioni, Andrew Minnick and Emily Meyers are a few of the GAs on campus who balance being both instructor and student.

Ingersoll and Viscioni work with students in Fundamentals of Speech, using materials provided by Ms. Jeanine Aumiller, the instructor of record for the class.

Aumiller said though her GAs must come to her to have their lesson plans approved, she does allow them creative leeway with how they present the material to their students.

Aumiller said she works closely with the GAs, especially during their first semester of teaching.

Ingersoll, a second-year GA, said she was first drawn to the position because she wanted to impact freshmen through teaching, like her speech teacher impacted her when she was a freshman.

Ingersoll also said the position has provided valuable work experience and has allowed her to learn through both her interaction with her coworkers and her graduate classes.

Ingersoll said since becoming a GA, she has had a lot more one-on-one interaction with faculty than she did during her undergrad years, and she has enjoyed participating in faculty meetings.

"It means a lot to feel like you're being heard and you're being invested in," Ingersoll said.

Alex Viscioni said he became a speech GA for the opportunity to teach freshmen.

"I really wanted to work with freshmen, because that is the most crucial time in a student's college career," Viscioni said. "There's more to the job than just being the teacher—it's being a mentor and friend."

As a GA, he said he has learned patience through waiting on papers, grading speeches and answering emails.

Viscioni said he has learned how to get his own work done, while still having an open door to his students whenever they need him.

Another group of graduate assistants are the Greek teach-

ing GAs.

Dr. Sam Schnaiter of the Bible faculty said he oversees the Greek GAs, but since they are credentialed, they have complete control over their own classrooms, both how they present the material and the material itself.

Minnick, a third-year Greek GA, said he chose the position for the opportunity to teach.

"I really wanted to teach people Greek, because for me it really opened the Scriptures up," Minnick said.

Minnick said being a GA has improved his time management skills.

"You really have to be disciplined and make your time count, otherwise the one role will overtake the other," Minnick said, speaking of balancing both roles of teacher and student.

Meyers, a first-year English GA, said she enjoys helping En 102 students. As a GA, Meyers' duties in En 102 include grading papers, working in the writing center, helping students with group work during class and assisting students who stop by her office.

Because Meyers received her undergrad degree in English education, she especially enjoys when students stop by her office with questions they have about papers and upcoming tests, as that gives her an opportunity to take the role of an instructor.

Meyers said that since transitioning from being an undergraduate student to a graduate assistant, she has been mentored by the English faculty and has seen their hearts for their students.

"I've been able to see faculty more as people instead of just as teachers," Meyers said.

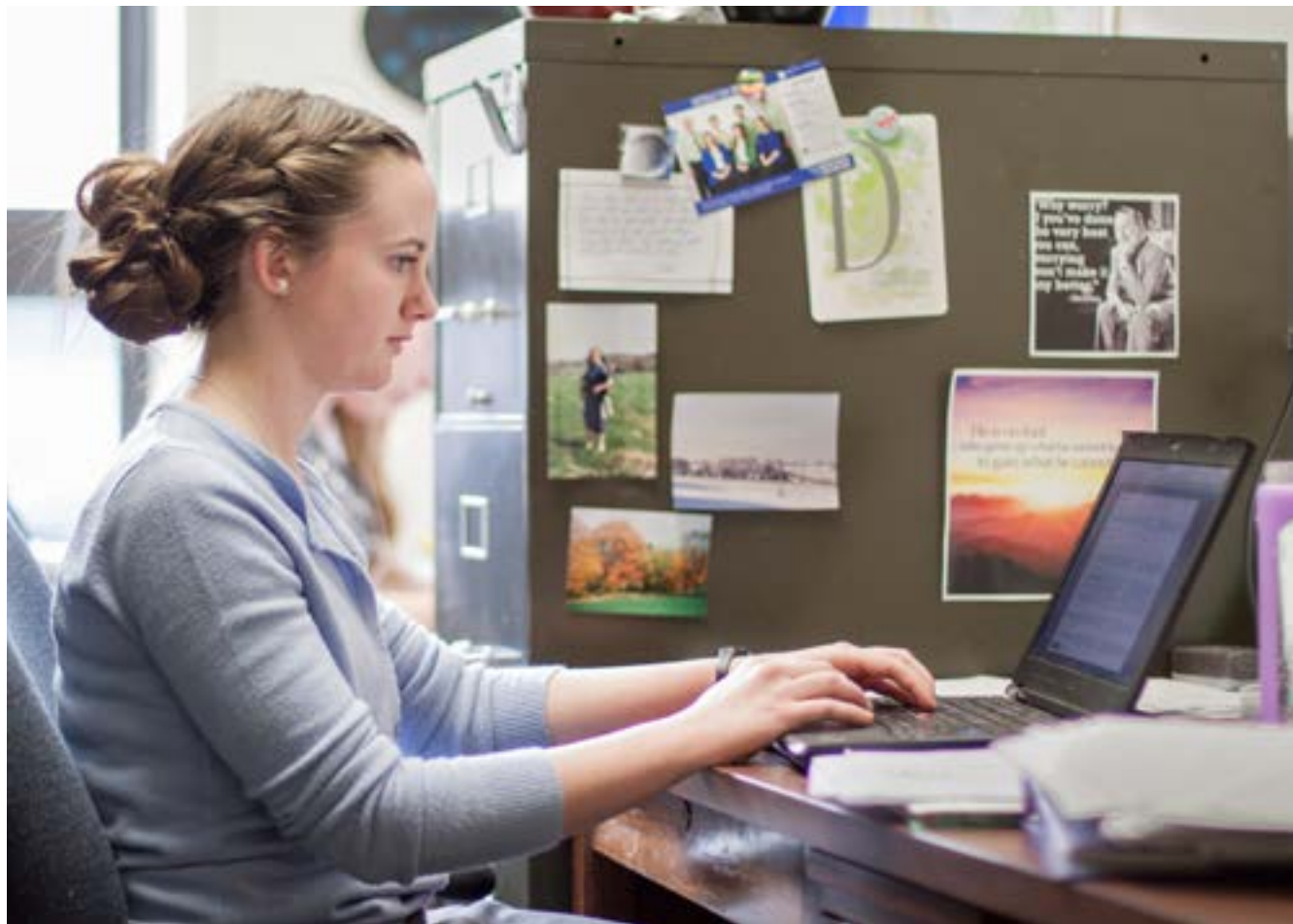
Meyers, who wants to teach English in a middle school or high school after she completes her master's, said that the experience of being an English GA is developing her into a better teacher.

She said she has learned how different students learn, as well as how to better communicate and relate to others.

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Emily Meyers works on grading in her office. Photo: Holly Diller

## O-CHA Tea Bar serves unique bubble tea

REBEKAH ANDERSON  
Staff Writer

O-CHA Tea Bar, located in downtown Greenville, offers students an affordable, refreshing break from studying with its specialty drink, bubble tea.

At O-CHA, customers can relax in a friendly atmosphere and enjoy a tasty tea with fruit chews or boba—the key ingredients which make up bubble tea. The drinks come covered with a plastic seal which is opened by driving a thick straw through the center.

Sarah Marko, who graduated from BJU in 2014, has worked at O-CHA for seven months. Marko said bubble

tea is one of the most popular cold drinks.

"It's our foreign thing that people like to try," Marko said. "Plus you can chew on it!"

Many people incorrectly think that the name "bubble tea" refers to the fruit chews in the bottom of the cup. But Marko said, "It refers to the film on top when we shake it."

Marko said that one appeal for college students is the 10 percent discount on orders. Students can also join the Bubble Club, which rewards customers with a free drink every six visits. "I used to come all the time before I worked here," Marko said.

Bubble teas are usually

about \$3.45. Besides bubble teas, customers can choose from a variety of sandwiches, pastries and ice creams.

Generally, only three or four ingredients make up the bubble teas: milk, flavor, tea and ice.

"Pretty simple," Marko said. She said it takes her only one minute to make any bubble tea beverage.

First, customers select flavors. Customers choose between either a milk tea series or a black or green tea series. Marko said that the black or green tea series is a lighter tasting beverage. Flavors include lychee, peach, mango and others. The milk tea series

includes Thai, Hong Kong, coconut and taro flavors.

Second, customers choose either fruit jellies or tapioca pearls, boba, to add to their bubble beverage. Marko said it takes her about 30 minutes to make the black tapioca pearls. The pearls are made from the extract of a root.

"They're all natural," Marko said. The fine powders are boiled, turning them into the chewy pearls people love.

O-CHA Tea Bar is located at 300 River St. Suite 122, Greenville near Creative Concepts Photography. BJU students can take a quick trip to O-CHA and enjoy delicious, discounted drinks.



O-CHA Tea Bar is located along the Reedy River. Photo: Holly Diller



Bubble tea is O-CHA's specialty and a local favorite. Photo: Holly Diller

# JOURNEY OF THE [BRUINS]



### DEC. 2011

BJU ANNOUNCES ITS DECISION TO PARTICIPATE IN INTERCOLLEGIATE ATHLETICS, BEGINNING WITH MEN'S AND WOMEN'S SOCCER AND BASKETBALL

### MARCH 2012

MIDNIGHT MADNESS ESTABLISHES "BRUIN NATION," INTRODUCES BRODY THE BRUIN AND NAMES COACH NEAL RING AS ATHLETIC DIRECTOR

### AUGUST 31, 2012

BOB JONES UNIVERSITY KICKS OFF ITS INTERCOLLEGIATE ATHLETICS PROGRAM WITH FIRST SOCCER MATCH

### NOV. 12, 2012

BRUINS COMPETE IN FIRST HOME BASKETBALL GAMES

### NOV. 2013

LADY BRUINS WIN FIRST NCAA DII NATIONAL TITLE IN WOMEN'S SOCCER. THIS IS THE FIRST NATIONAL TITLE OF ANY TEAM IN SCHOOL HISTORY

### 2013-2014

BRUINS BEGIN COMPETING IN GOLF AND CROSS COUNTRY

### FEB. 2015

KYLE TURNER AND KENDRA JEFFCOTT BECOME FIRST BRUINS TO RECORD 1000 CAREER POINTS EACH

### MARCH 2015

LADY BRUINS BASKETBALL TEAM COMPETES IN NCAA DI SOUTH REGIONAL TOURNAMENT

### SEPT. 2015

LADY BRUINS CROSS COUNTRY TEAM CAPTURES THE NCAA DI SOUTH REGIONAL CHAMPIONSHIP

### NOV. 2015

LADY BRUINS WIN FIRST REGIONAL CHAMPIONSHIP AND SECOND NCAA DII NATIONAL TITLE IN WOMEN'S SOCCER

### AUG. 2015

BRUINS ANNOUNCE THE ADDITION OF WOMEN'S VOLLEYBALL

### SEPT. 2015

BRUINS ANNOUNCE THE ADDITION OF SHOOTING SPORTS AND TRACK AND FIELD





## Tau Delta Chi Kangas hop past Tigers for 31–27 victory

NATALIE ODIORNE  
Sports Writer

The Tau Delta Chi Kangas claimed victory Saturday over the Theta Delta Omicron Tigers 31–27 after a fierce battle.

Even before the game started, the teams were focused and energized. The Kangas' coach Becca Williams gave her team a pre-game pep talk as the Tigers' fierce determination showed on their faces as they walked onto the court.

Both teams played aggressively from the tipoff. The Kangas' Bethany Stewart put the first points on the board just over a minute into the game.

Within the next 45 seconds, the Kangas scored four more points to put the score 7–0.

The Tigers were undeterred, as Emily Yancey and Megan Plants scored to bring the Tigers within two points of the Kangas.

With 10 minutes left in the first half, the Kangas called a timeout. The Tigers took this opportunity to switch to a 1–3–1 zone defense in an effort to stop the Kangas from scoring.

Despite many traveling calls, the Tigers were able to catch the Kangas with a series of layups from Kate Dingeldein.

With the score tied 12–12, Dingeldein hit a buzzer beater to end the first half with the Tigers up 14–12.

The Kangas' Angelica Greene scored six points in the first half, while the Tigers' Yancey

scored seven points.

The Tigers did not keep their lead very long into the second half. The teams battled back and forth until Greene broke the tie with a long three-pointer. With 12 minutes left in the game, the Tigers called a timeout, down 21–18.

During the timeout, the Kangas were in high spirits. Senior Bethany Williams encouraged her teammates to keep passing the ball to move the Tigers' defense out of position.

The Tigers stayed in a tight huddle and came back onto the court with an intense energy and focus.

With four minutes left in the game and the score 25–20, the Tigers called another timeout. Both teams upped their energy in the final minutes, but the Kangas' Becca Williams dominated the defensive rebounding. As a result, she scored four points extending the Kangas' lead, 31–23.

The Tigers never gave up, but kept fighting to the very end. In the final 20 seconds, Yancey and Dingeldein both scored for the Tigers. Their effort brought the final score to 31–27, but the Kangas took the victory.

"That's the first time we've beaten [the Tigers] since 2012," captain Becca Williams said.

The Kangas fought hard for this victory and were proud of each other.

Williams also praised her team for good passing and moving the ball around well toward the end of the game.



Kate Dingeldein drives toward the basket for the Tigers. Photo: Ian Nichols

## Lanier Black clips Hawks 67–29



Jonathan Johnston makes a valiant effort at the basket for the Hawks. Photo: Kayla Pierce

COLT SCHIEFER  
Sports Editor

The Lanier Falcons Black defeated the Zeta Alpha Pi Hawks last Thursday by a final score of 67–29.

In the first half, the Hawks were able to keep the game relatively close, but the Falcons jumped out to an early lead due to a speed advantage.

Not only were the Falcons fast, but they also had an obvious height advantage in the post.

Braden Jacquot and John Reece were able to repeatedly post up and find their way into the paint, while Rioin Oshiro was able to convert Falcon turnovers into easy fast-break layups.

Lanier used an early 7–0 lead to jump ahead 16–7 and never looked back.

While the Hawks were overmatched, they never gave up as Luke Brubaker and Jonathan Johnston repeatedly attacked the rim.

At the half, however, Lanier still led with a comfortable 30–16 margin.

In the second half, the Hawks ran out of energy, and Lanier capitalized. The Falcons went on a 16–0 run to start the half, highlighted by two semi-successful alley-oop dunks from Ethan Reagan to Kaipo Sotelo.

The Hawks managed to find the basket a few times, but the Falcons went on a 15–6 run by dominating the

defensive end.

The final score was 67–29.

After the game, Jacquot pointed to excellent team play and strong defensive work for their big victory.

"We were trying to run the fast break. That's kind of our game," Jacquot said. "We're [also] trying to open up the lane more by going five-out [on offense]."

Oshiro led the Falcons with 21 points. Sotelo recorded 13 points, while Reece, Jacquot and Nathan Schell each tallied 10 points.

Jesse Mallory led the Hawks with 14 points.

With the win, Lanier moves to 5–2 with a +128 point margin, good for fourth place in the National League.

## Lions take bite out of Bruins

JEREMIAH JONES  
Sports Writer

The Bob Jones University Bruins fell to the Emmanuel College Lions on the road Tuesday night in Franklin Springs, Georgia. The Bruins did well in the first half, but weren't able to hold back the Lions in the second half. The Bruins 95–66 loss dropped their record to 14–15 on the season.

The Bruins came out strong as they looked for some revenge from their 89–67 loss earlier in the season. They jumped ahead early in the half as Kyle Turner hit two three-point field goals in a row.

The Lions stayed right

with the Bruins, and jumped ahead as Emerson McClung had a massive dunk. With the energy of the crowd, the Lions slowly pulled away from the Bruins. At the half, the Lions led 49–34.

Turner led the Bruins with nine points in the first half, followed by Dustin Killough with eight points. The Bruins shot 36 percent in total field goals, and 88 percent from the free throw line.

The second half proved to be difficult as the Bruins looked for a comeback. Killough and Justin Matthews both were hitting shots, but couldn't keep up with Lions' fiery offense. The Lions widened their lead as they went

on an 18–5 run. The Bruins fought back, but couldn't shorten the Lions' lead. At the final buzzer, the Bruins fell 95–66 to the Lions.

Marshall Riddle led the Bruins with 16 total points, followed by Turner and Riddle with 13. The Bruins shot 35 percent in total field goals, and 80 percent from the free throw line.

"We couldn't seem to score on our end, which hurt us," head coach Neal Ring said. We played a tough team tonight, and we'll come back and get ready for Saturday."

The Bruins take on the College of Faith Warriors for Senior Night on March 5 at Davis Field House.

### »»BRUINS p. 1

had to make while she juggled basketball and classes.

"I would sometimes kind of dread practices," Jeffcott said, referring to long hours on the court beyond classes and homework. But in the end, she did benefit from all the hard work. "It's given me more discipline," Jeffcott said.

From overcoming the challenges of team rivalries to developing Christlike attitudes and a sense of family among the players, the coaches have been with the seniors through it all.

Neal Ring, the men's basketball coach and university athletic director, fondly remembered watching Holden and Turner progress as basketball players. "I've watched them develop into men," Ring said. Even throughout the difficulties that they've faced, Ring said his team has embraced what they've been asked to do.

Whether you're cheering on the sidelines or going for the goal yourself, you can look forward to watching the Bob Jones University Bruins continue striving to represent the student body and exemplify the virtue that McCarty described his four years as: "Excellence."



Spencer Martin (left), Jenn Wise and Tessie Estrella pose on the soccer team's Senior Night. Photo: Dan Calnon



Kendra Jeffcott (left) and Daniel Herr both played for the Bruins for four years. Photos: Kayla Pierce, Holly Diller



Senior Travis Woodham hugs his father on Senior Night for the soccer team. Photo: Holly Diller

## Sigma Spartans defeat the Pi Gamma Royals, 48-41

BOBBY BISHOP  
Sports Writer

The Sigma Alpha Chi Spartans beat the Pi Gamma Delta Royals 48–41 Tuesday night.

Opening the game with a layup by Judson Greene, the Royals took advantage of the stagnant Spartan offense to begin the game on a 12–2 run.

Other than some free

throws, Sigma continued their poor shooting throughout the first half.

Greene took the ball to the basket again and got another layup to extend the Royals' lead to 16–5, but the Spartans proceeded to go on a 10–3 run, cutting the Royals' lead to just four at the half.

Greene started the scoring in the second half with

another lay up, and the Royals continued to go into the post to find their offense, taking a 26–15 lead.

Sigma quickly retaliated by going on a 13–0 run punctuated by a Will Gingery three-pointer. Alex Kipp ended the run with a layup despite a foul, and he knocked down the free throw to complete the three-point play.

The Spartans' lead dwindled to just one before Gingery hit a three-pointer, giving Sigma the 37–33 lead.

The Royals' Hart quickly retaliated with a strong take and layup before Kipp was fouled on a three-point attempt. Kipp knocked down all three free throws, giving Pi Gamma the lead.

That was as close as the

Royals would get. The Spartans went on a 5–0 run to give regain the lead.

Down the stretch, the Spartans hit their free throws and held off the Royals' offense enough to give Sigma a 48–41 win.

"We showed determination to keep fighting when we were down at the beginning of the game," Gingery said. "We

started to push the tempo, and then we were able to find our shots and knock them down."

Both teams look to take what they learned from this game into the playoffs.

With the win, the Spartans moved to 7–0 overall and are in sole possession of first place in the National League. The Royals are in 4th place with a 5–2 record.

## Have any ideas for *The Collegian*?

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# Major major changes: why students drastically switch

ANDREW BUDGICK  
Web Editor

“What’s your major?”

It’s a question that comes often for college students, usually coming soon after “What’s your name?” Stating your major tells someone a lot about who you are, what you’re interested in and where you’re going.

For some students, the answer to that question stays the same for all four years at BJU, but for many students, the answer is more fluid.

Many students change from one major to another that is closely associated with their original major. But other students make bigger changes in course and switch to a very different major, one that could lead them down a totally different career path.

Mrs. Paula Watts is the transitional adviser at the University, and she specializes in helping any student who might be thinking about a change (big or small) in major.

“Students often choose a

major or career for reasons like money, job availability and parental influence, which are all good things,” Watts said. “However, my goal is ensuring that they enjoy and love what they do in their service for the Lord.”

Watts said she enjoys not having partiality to any specific program or major.

“It is nice for [students] to have a neutral person that desires to help them be in the major the Lord has for them.”

Watts said it’s often a class that causes students to realize they’re not in the best major for them.

“They are in a class and realize that the major was not what they perceived it to be,” Watts said. “They have a misconception of what their major entails. When they enter a class that is a major course, they realize, ‘Whoa! This is not what I thought it was!’”

For Cody Stiling, a senior accounting major, the decision to switch from church music to accounting had more to do with possibility rather

than compatibility.

“As much as I love music, I knew that I did not want to teach music, compose music, or do anything like that, and I could still use what I know to help out in a local church without needing a specialized degree.”

Stiling saw a need for business and accounting expertise in churches. He believes his current major will open up the most opportunities for jobs and ministry while still allowing him to use his musical talents.

Some difficulties come along with the transition to a new major filled with new professors and classmates, Stiling said.

“Even though I was just a freshman, I had made a lot of new friends and met some great teachers, none of which I really saw very much once I switched, because they are two totally different groups with often very different schedules,” Stiling said.

Stiling had some advice for students who are considering

making a significant change in major. He suggests that students research and talk to as many people as possible (friends, family, advisers, professors, etc.)

“I talked a lot with my brother, who studied digital commerce, and he saw immediately that accounting would be a good fit for me and really encouraged me in that pursuit,” Stiling said.

Above all else, Stiling encouraged students to seek God’s plan.

“Just seek the Lord’s will and try to use what He has given you. He will always take care of everything else,” Stiling said.

Like Stiling, Daniel Nazaruk, a junior business administration major, also began his college career studying music. He started out as piano pedagogy, switched to music education, and then decided to switch to his current major.

Originally Nazaruk intended to pursue getting his doctorate in either composition or directing. But after a lot



Daniel Nazaruk switched his major twice. Photo: Ethan Rogers

of thought, prayer and council, he decided a major switch would be for the best.

“My main concern was that I find a career that would allow me to provide for my family’s needs, now and in the future, and use all the abilities God has given me, not just the artistic ones,” Nazaruk said.

He also had advice for stu-

dents trying to find the right major.

“God has given each of us unique gifts, and finding a career that engages those gifts is a part of practicing good stewardship,” Nazaruk said. “God made us to do work and to find enjoyment in our work. Finding the right major is just one step toward that goal.”

## Don’t let your adviser be an underutilized resource

MELODY WRIGHT  
Staff Writer

Out of the many campus resources available to students, advisers are among the most important, yet the most underutilized.

Mrs. Rebecca Weier, director of First-year Experience, said advisers can help students make their college years a success.

“I think in college, [advisers] can help [students] by helping them make the most

of the time that they’ve set aside in their life,” Weier said. “It’s time they’re not going to get back, so how can they best use that time while they’re here?”

Miss Jane Smith, director of the Center for Advising and Career Services, said advising is one of the most important services they offer. Advisers assist with everything from deciding on classes within a major to deciding on an internship or graduate program.

“Your adviser should really

be the person you go to for advice concerning your career,” Smith said.

Understanding the types of advisers and their purposes are essential in order for students to get the most from their advisers. There are three types of advisers at BJU: first-year advisers/academic coaches, the transition adviser and faculty advisers.

The first-year advisers are trained academic coaches who help guide freshmen during their first year of college. Many students come into college unsure of how to adjust to campus life and how to excel in their classes. These academic coaches should be the go-to person for first-year students adjusting to the university environment.

“I think the biggest change we’ve seen this year is students are in and out of that advising office all the time,” Smith said. Freshmen are able to talk with their coaches about academic issues they are experiencing. The coaches will refer students to the writing center or help them find a tutor or study group.

The transition adviser, the second type of adviser at BJU, aids in decision making for students considering changing their major. Before students change majors, they are

referred to Mrs. Paula Watts, the transition adviser.

Students needing confirmation that they are in the right field of study can go to Watts, who will talk with them about their plans for that particular field of study. “My goal is to ensure that they enjoy and love what they do in their service for the Lord,” Watts said.

Other students who may be struggling in their major can go to Watts for alternative major options that may better suit them. She can assess the students’ grades and evaluate their strengths and interests to help find where they can be most successful.

Transfer students can also

go to Watts, located in the Academic Resource Center, for any help they may need in adjusting to life at a new university.

The final type of adviser is the faculty adviser. Faculty advisers are experts in their field. For some students, faculty advisers are often utilized only when students need their semester schedule approved. But the role of the faculty adviser is much broader.

“What I want is for [students] to build a relationship with that adviser,” Smith said. “I would suggest that you really develop a relationship with your faculty adviser, and that you talk to them regular-

ly.” Students need to be in a mentor relationship with their advisers.

The faculty adviser should be the go-to person for academic questions, plans for after graduation, internship opportunities and grad school decisions. “I feel like the faculty adviser is really the best qualified to do that,” Smith said.

Students are provided with real-world connections for life after college through their advisers.

“The advisers also have a network out there, and they know where some of their graduates have gone,” Smith said.

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the basis of the encryption they have built up over their entire existence.

Furthermore, as Orenstein pointed out, the interpretation of the All Writs Act of 1789 that the Justice Department is trying to use pitches wildly on the side of individual judges’ interpretations.

The reason this act is being used is to circumvent the complicated constitutional rights debate that no one has wanted to approach since Edward Snowden blew the whistle on National Security Agency surveillance tactics in 2013. The more efficient way for the FBI was to avoid the touchy legislative argument and just try to get a direct court order.

And this decision reaches

beyond the FBI. Apple sells products all over the world. It doesn’t take a large leap of the imagination to realize if this code were to be written, it would become an incredibly valuable target for hackers everywhere.

It is really only a matter of time until governments of less friendly countries (or even our own) would potentially have complete access to the encrypted iPhones of citizens.

Despite the pressure and name-calling Apple is facing, it is seeking to protect its interests as well as the product they have developed since their formation. They are not a terrorist-supporting organization; this time, they seem to be the ones standing for private company and civilian security.



Mr. Terry Davenport holds adviser meetings in his office in the Unusual Films building. Photo: Ian Nichols