The Art of Integration

Making faith a part of teaching is an intentional process at George Fox University

What makes a college education Christian? How does what we believe make a difference in teaching and scholarship at George Fox?
The integration of faith with learning has been a value of this university since its beginning, but lately, those questions — their answers — are being addressed in a much more intentional way.

“A lot of people would think of Christian education in terms of the Christian disciplines: professors praying in class, students going to chapel,” says Robin Baker, vice president for academic affairs. “All of those things are important, but they’re not what distinguishes a Christian education.”

Assistant Professor of Art Mark Terry agrees. In his experience, such practices are the rod by which many students measure whether a professor has integrated faith and learning in the classroom. He sees Christian education as the involvement of a faith that looks beyond behaviors and appearances of “religiosity” and seeks “what God has to teach us about Himself, ourselves, and our world in the pursuit of a college degree.”

When it comes to the academic disciplines, in some ways, a Christian education is the same as the education provided by public schools, Baker says. Whether it’s English, history, or science courses, George Fox professors approach issues in similar ways as other researchers and scholars. However, with a Christian education, there is the belief that the center of all truth is Christ. Everything is interpreted in the light of the text of the Bible and by Christ in us.

As a result, while science may teach you’re doing.

How do we naturally do this? Give us examples.”

What did Church and the others learn?
“To be a good integrator of anything, you have to be natural in both areas that you’re trying to integrate together,” he says. “So if your faith isn’t a natural part of your being, it’s kind of hard to integrate it into music or art or biology or anything, because you don’t see the natural opportunities, those teachable moments when you can bring the faith element into what you’re doing.”

Hearing from Leading Christian Thinkers
How does one love God with his or her mind?
According to J.P. Moreland, a well-known author and professor at Talbot School of Theology, the mind is the core of transformation, and that’s why, in the Christian religion, the role of teacher is so central to the spiritual life.

Moreland spoke twice to George Fox faculty, students, and staff — his February visit funded by a Christian College Consortium grant for faculty development.

In a morning chapel address, he told his audience, “The richness of your spiritual life is not just a function of your relationship with people, your worship, and chapel. It is every bit a function of what you do in class. If you don’t give yourself to your studies — especially in those areas that help you learn to think as artists, that it really doesn’t feel like work to integrate faith and learning,” he says. “However, it does require that we be very intentional about the act of weaving.”

continued on page 2

Mark Terry, assistant professor of art, feels fortunate that nearly everything about art is an act of creation and therefore provides the opportunity for revelation about the nature and person of God. “I feel that matters of faith are so deeply and naturally intertwined into the fabric of what we do as artists, that it really doesn’t feel like work to integrate faith and learning,” he says. “However, it does require that we be very intentional about the act of weaving.”

continued on page 2

continued on page 2
The Art of Integration
continued from page 1

a Christian, you will not have a set of convictions that are deep enough to cause you to be different from your culture.”

Moreland’s emphasis on the importance of a Christian worldview in keeping with the Reformed tradition, says Baker. In contrast is the Wesleyan tradition, which places great emphasis on the contributions of the spirit.

Leonard Sweet, a guest lecturer at George Fox in March, was the counterpoint to Moreland. A futurist and author, Sweet is the E. Stanley Jones Professor of Evangelism at Drew University and an expert in postmodernism.

“For Sweet, the very terms we use to describe what it means to be Christians suggest that we’ve bought into the whole idea that to be a Christian means to assent, or agree, to a series of propositions,” Baker explains. “Sweet’s point was that to be a Christian is so much more than rational assent. We know God not through just the rational world and thought and the senses, but also through the spirit.

“For me, that was really powerful. He’s right, but that’s not always easy to build into an academic curriculum.”

Providing a Background for Integration

Beginning this September, all new faculty at George Fox University will take a series of three courses, one per year, designed to help them integrate their faith with their academic disciplines. Taught each fall, the courses will be led by Tom Johnson, dean of George Fox Evangelical Seminary.

Baker is excited about the curriculum.

“This will help professors understand what it means to connect their theology and their passion for Christ with what they do as teachers,” he says. “Getting new faculty together in a group, reading significant works, and then talking about how to connect their faith with the students in the classroom will really advance the mission of integrating faith in a true sense — both in spirit and rational thought — at George Fox.”

The first-year course, taught by John Johnson, will cover the basics of Christian theology, provide an overview of the Bible, and give a general introduction to integration.

In their second year, participants will work on the specifics of integrating faith and learning in their particular area.

“A variety of approaches is needed because academic fields are different and also because people are different,” Johnson says. “We’ll want professors to pick an approach that’s comfortable for them and that fits their content area and their discipline.”

The third-year course will address Quaker distinctives, with the goal of helping faculty think about integrating faith and learning in a Quaker context.

Sharing Personal Stories

When it comes to integrating faith and learning, the main question often is, How? At this past fall’s faculty conference, George Fox professors heard concrete examples from some of their own, including Mark Terry and Sherrie Schulke, assistant professor of social work.

Terry, in his fourth year at GFU, had never seen faith integration modeled by teachers or peers prior to coming to George Fox. Despite the absence of such an example, he considers himself fortunate, since nearly everything about art is an act of creation and therefore provides the opportunity for revelation about the nature and person of God.

Terry loves showing his students, in Exodus 31 and 35, that artists were among the first people to be given spiritual gifts by God for use in his service.

“In God’s holy word, then, artists are called. They are called with a spiritual gift in the same way that pastors and teachers are called,” he says. “I think that’s powerful. It’s subtle, but it makes a difference for George Fox students. When they do what they do, it’s a holy calling.”

The discipline of art is also particularly suited to a discussion of Jesus’ parable of the talents, Terry says, given our common understanding of “talents” as gifts and abilities.

“While tithe and financial giving are extremely important aspects of a mature faith relationship,” he says, “the aspect of stewardship I want our students to grasp has more to do with how they make use of their gifts.”

That’s why many artists incorporate a stewardship component, from designing logos for church programs free of charge to contributing pottery to Empty Bowls, an artists’ event that raises money for the hungry.

“I feel that matters of faith are so deeply and naturally intertwined in the fabric of what we do as artists, that it really doesn’t feel like work to integrate faith and learning,” Terry says. “However, it does require that we be very intentional about the act of weaving.”

Schulke, like Terry, finds some natural connections between her discipline and faith.

“My students say Jesus was the ultimate social worker — not in a way that demeans the divinity of Christ, but they really see Christ modeling what they hear in the profession,” she says.

Schulke speaks of the themes in the Bible — of caring for the poor, the widow, the orphan, the stranger — that are found in both the Old and New Testament.

“I try to connect my students to the Bible as a starting point, and we really look at the example that Christ was in reaching out to people and addressing their human needs.”

Recently, however, she learned that such efforts weren’t enough. Through a long, honest conversation with one of her students, she discovered that, while they weren’t saying so, her students were struggling. Those doing field experiences their junior year were experiencing spiritual crises. Pat answers were inadequate for addressing the easy they were seeing in the world, and the suffering of little children.

“It’s hard,” Schulke says. “You’re trying to get such information to them you forget to hear back from them about how they are processing it or how it’s affecting them.”

In response to her discovery, she has begun using “reflection papers.” “I want them to interact with the material and tell me what they’re thinking about it,” she says. “It’s been a really good way to hear from the students.”

At the same time that Schulke was learning she needed to “listen in a deeper way” to her students, she was discovering she needed to be more open with them about her own life.

“As a professional social worker, you don’t self-disclose. You don’t share with your clients because you’re there to listen to them,” she says. “But students want to know about their professors. It’s not obvious to them that I go to church unless they go to the church I attend. It’s not obvious what I’m doing in my spiritual life unless I talk about it.”

Whether through informal conversations or structured learning opportunities, George Fox faculty are continuing to grapple with the process of integrating their faith with their teaching. The result is that such integration is more than talk or theory at the University. It’s actually happening — in the classrooms, residence halls, and athletic fields.

And these stories are just a small portion of those which could be told.

— Anita Cirulis
STATEMENT OF FAITH

THE TRINITY
We believe in one eternal God, the source and goal of life, who exists as three persons in the Trinity: the Father, the Son, and the Holy Spirit. In love and joy, God creates and sustains the universe, including humanity, male and female, who are made in God’s image.

GOD THE FATHER
We believe in God the Father Almighty, whose love is the foundation of salvation and righteous judgment, and who calls us into covenant relationship with God and with one another.

GOD THE SON
We believe in Jesus Christ, the Word, who is fully God and fully human. He came to show us God and perfect humanity, and, through his life, death, and resurrection, to reconcile us to God. He is now actively present with us as Savior, Teacher, Lord, Healer, and Friend.

GOD THE HOLY SPIRIT
We believe in the Holy Spirit, who breathed God’s message into the prophets and apostles, opens our eyes to God’s Truth in Jesus Christ, empowers us for holy living, and carries on in us the work of salvation.

SAVATION
We believe that salvation comes through Jesus Christ alone, to whom we must respond with repentance, faith, and obedience. Through Christ we come into a right relationship with God, our sins are forgiven, and we receive eternal life.

THE BIBLE
We believe that God inspired the Bible and has given it to us as the uniquely authoritative, written guide for Christian living and thinking. Humble and the Holy Spirit, the Scriptures are true and reliable. They point us to God, guide our lives, and nurture us toward spiritual maturity.

THE CHRISTIAN LIFE
We believe that God has called us to be and to make disciples of Jesus Christ and to be God’s agents of love and reconciliation in the world. In keeping with the teaching of Jesus, we work to oppose violence and war, and we seek peace and justice in human relationships and in social structures.

THE CHURCH
We believe in the Church as the people of God, composed of all who believe in Jesus Christ, who support and equip each other through worship, teaching, and accountability, who model God’s living community, and who proclaim the Gospel to the world.

CHRISTIAN WORSHIP
We believe that Christ is present as we gather in His name, seeking to worship in spirit and in truth. All believers are joined in the One Body of Christ, are baptised by the Spirit, and live in Christ’s abliding presence. Christian baptism and communion are spiritual realities, and, as Christians from many faith traditions, we celebrate these in different ways.

THE FUTURE
We believe in the personal return of Jesus Christ, in the resurrection of the dead, in God’s judgment of all persons with perfect justice and mercy, and in eternal reward and punishment. Ultimately, Christ’s Kingdom will be victorious over all evil, and the faithful will reign with Him in eternal life.

The University’s reworking of its Statement of Faith stays true to original tenets

G eorge Fox University has a new Statement of Faith. However, the new document realistically might be called a “Re-statement of Faith.” The wording is updated, the order changed, but the ultimate tenets remain the same.

President David Brandt has termed the new statement a “This is How We Live” document.

True, the Statement of Faith is a legal document for the University and, as such, is included in its bylaws — it is the guideline for the day-to-day life of the institution.

The process of re-evaluation was triggered by the incorporation into George Fox College of Western Evangelical Seminary, which had its own Statement of Faith. One Christ-centered university speaking with one voice was an ultimate goal of the merger.

The lofty idea of a deep, perfect, spiritual benchmark often comes down to the choice of a few words. That was where the nine-member presidential task force spent its hours. Carefully parsing sentences and paragraphs, the group considered intent, nuances, and implications.

The nine-member presidential task force considered intent, nuances, and implications. Carefully parsing sentences and paragraphs, the group considered intent, nuances, and implications. When instructing the task force, Brandt, who chaired the committee, listed a few basics: The new Statement of Faith needed to be clear, clean, broad-based, and, as much as possible, without jargon.

“IT SHOULD NOT bring strife into the community, but productive conversation,” he noted. He asked that the statement be reworded to be positive — rather than state negative concepts and he asked that the wording be for “the people on the street, as well as for seminarians and theologians.”

Howard Macy, professor of religion and biblical studies, was one of the members of the task force.

“We wanted a faith statement that is both faithful to the Friends witness and accessible to folks who are not Friends,” he says. “I really believe the revised statement of faith is, in most ways, more compatible with Friends doctrine than the [former one].”

Others on the task force included administrative secretary Gloria Foltz, psychology professor Kathleen Gatcherson, seminary dean Tom Johnson, campus pastor Gregg Lamm, seminary professor Larry Shelton, human resources director Peggy Kilburg, and board of trustees member Joe Gerick, superintendent of the Northwest Yearly Meeting of Friends.

The yearlong process of revision began with the task force, which was supplied with statements adopted by other Christ-centered colleges and universities nationwide. The initial draft and subsequent revisions were posted for employee and student discussion, then revised again. The final draft was endorsed by the President’s Cabinet and the executive committee of the board of trustees, then submitted to the full board in February 2000. After some field trials and recommendations were addressed, and the statement reconsidered and approved by trustees in September.

“Attempts at revision always carry some risk,” Brandt admits. But he’s pleased with the results, calling George Fox’s new document “a useful, accessible statement of our critical and important theological commitments.”

— Barry Hubbell

This We Believe

The University’s reworking of its Statement of Faith stays true to original tenets

With All Our Minds

During my growing-up years, young boys learned to say they didn’t like school. In cold climates, children pray for snow so schools will be closed. University students talk about not letting classes interfere with their education.

While such ideas and attitudes are usually meant in jest, they also may accurately reflect parts of our culture. The life of the mind sometimes takes a back seat to other values.

The Pharisees decided to take Jesus to school one day. “If thou art the greatest commandment in the Law?” Jesus’ response is recorded in Matthew 22. “Love the Lord your God with all your heart and with all your soul and with all your mind.”

Cornelius Plantinga, Jr., dean of the chapel at Calvin College, in his article, “Pray the Lord My Soul to Keep,” says about this verse, “We are intellectual beings, and Jesus Christ calls us to mindless love; he calls us to intellectual love.” Since the intellect is the heart of the university, especially the Christian university, we would do well to think about such strong language from Jesus.

Followers of Christ are commanded to intellectual love. I don’t often find the words “intellect” and “love” brought together. Our culture tends to think of love as mindless — or at least driven more by our affective selves than our cognitive selves. Jesus’ answer to the Pharisees was taken from Deuteronomy 6:5, with one change: Moses commanded the people to “Love the Lord your God with all your heart and with all your soul and with all your strength.” Loving God with our minds comes from Jesus, not Moses. Our Lord and Savior commands mindful love of God.

Plantinga suggests that “loving God intellectually means taking an interest in God, and in the peculiarities of God, but also in the works of God?” If this is true, it sets the stage for the Christian university: We know God as Creator of the physical universe, as well as of all living beings. All of creation is ours to study and to know when we love God with our minds.

This is the heart of the Christian university. This is what drives us to learn and to teach at George Fox University. This is why it is imperative that we integrate Christian faith with all learning.

Since Plantinga says some of this better than I can, I will share several further thoughts from his article found in Christianity Today (Aug. 10, 1998): “Love the Lord your God with all your mind. Let this command defeat every anti-intellectualism. What a sin this is, and how much of the Christian church happily commits it! Anti-intellectualism is anti-Christian… Love the Lord your God with all your mind. Let this command also defeat every selfish intellectualism, every worldly intellectualism, every idolatrous intellectualism. Let it remind us that the life of the mind has nothing to do with carving a niche for ourselves, or making a name for ourselves, or conquering some field of study. The life of the mind is an act of love, an act of reverence.”

The task of the Christian university is large. I certainly need to continue working on loving God with heart and soul, but also with my mind. Many of us are actively pursuing this commandment. The integration of faith and learning is an ongoing process that, for me, has become a lifelong quest. We at George Fox University have the privilege and responsibility of implementing Jesus’ commandment to love God with all our minds.

I pray the goal of George Fox University always will be to win minds for Christ.
Faculty Awarded Research Grants

A first round of research grants has been awarded to six George Fox faculty members, with more to come this spring.

While continuing to teach, another four faculty members will do special “research leaves” during the next academic year through grants that will allow a one-course reduction in their teaching loads for one semester.

The awards were announced in March by the Faculty Development Committee. According to committee member Beth LaForce, the summer grants amount to $3,000 each, but also may be supplemented with up to $1,500 in additional funds to cover supplies and related expenses.

The research leaves also are awarded in the amount of $3,000, but cover the cost of having adjunct instructors teach one three-credit class for a semester to allow the teaching load reduction.

The summer grant recipients, and their research topics, are:

- Steve Delamar (chemistry), who will write a Scripture index and introduction to Charles Worsh’s Old Testament Pseudepigrapha.
- Phil Smith (philosophy), who will review writings he has been doing on virtues and integrate them into a possible book chapter.
- Bill Jolliff (art), who will compile poems for possible publication and also do some additional original work.
- Carlisle Chambers (chemistry), looking at new substances with novel optical or electronic properties.
- Mark Terry (art), exploring traditions in wood-fired art and constructing and firing a wood-fired kiln.
- Howard Macy (religious studies), who will work on a book project called Laughing Pilgrims: Humor and the Spiritual Journey.

Those taking research leaves through a partial reduction in their teaching loads during 2005-06 are:

- Gene Dykema (business), researching “Complexity and Interdependent Systems in Economics.”
- Debra Worden (business), looking at the investment decisions of Generation Xers.
- Dirk Schroeder (business), who will prepare a graphic pictorial representation on the process involved in set design.

T he Department of Business and Economics also will restructure its program offerings for the coming year.

In an effort to meet a growing demand among business stu-
dents and to keep up with the business programs of competing universities, the department will offer three majors: accounting, business administration, and economics. Previously, stu-
dents had the choice of a business and economics major or an accounting major.

According to department chairperson Michele Johnson, the major in business and economics has, until now, focused primarily on business and offered a concentration only in eco-
nomics. Faculty believe they can provide greater breadth and depth of learning by splitting the major.

With economics as a separate major, the business adminis-
tration major will offer concentrations in finance, manage-
ment, marketing, and international business.

The department cites a growing student demand for a finance concentration as one of the reasons for the proposed restructur-
ing. Competing colleges and universities currently offer such a finance emphasis.

“Investments’ is a hot field,” explains associate professor Debra Worden. “Everyone wants to know how to invest their funds — such as retirement money or extra income — to earn the highest return possible, and to understand the risks involved. The financial services industry is a growing market in the U.S. and global economy. And corporate finance is the study of how a firm raises capital and how it decides to spend that capital, all in the name of increasing shareholder wealth.”

“It’s an exciting field. It’s the application of accounting and economics.”

Under the new curriculum structure, each concentration will require two four-hour courses, and all senior business majors will be required to take a senior capstone course. With the current system, each concentration has four or five three-hour courses and no senior capstone course.

Also with the new structure, the required hours in the busi-
ness major will be reduced from 45 hours to 42. This will allow students to increase their liberal arts background while deepening the quality of the senior experience in the concen-
tration. Students will be able to focus on fewer courses during the senior year.

The new economics major and restructured business administration major will not require new curricula or faculty.

Each will simply draw from courses already offered.

— John Fortmeyer
Wired for Learning

A portion of Legacy Campaign dollars will help fund critical high-tech educational tools

History professor Caitlin Corning uses it to give her students access to European newspapers. Admission director Dale Seipp needs it to track responses to 16,000 inquiries from prospective students each year.

Whether one attends class, teaches, or works in an office, technology is an indispensable part of a college education. That’s why George Fox University’s Legacy Campaign includes $1 million to fund technology needs. And that’s why the new Stevens Center will have five “wired” classrooms and space for the institutional technology department.

Talk to people using computers and the Internet at George Fox, however, and you’ll find it’s not a matter of technology for the sake of technology.

“It’s really for the learning,” says Keri Macadaeg, executive director of institutional technology. “We all have different modes of learning. In order to best reach students, it’s important we integrate those different methods in our teaching. Technology can help us do that.”

Macadaeg lights up when talking about how computers can enhance learning for a variety of students. Lectures may be fine for those who are good auditory learners, but for those who learn best visually, accessing the Web may be a better solution than an overhead projector.

Hands-on learners may benefit from computer courseware materials outside the classroom. And for the introverted student who has difficulty speaking up in class, time to reflect on the material and then respond in writing via a class e-mail discussion or chat room may give him or her an opportunity to be heard as never before.

Macadaeg also points to the sheer volume of information that technology provides.

“The resources available on the Internet are so rich,” she says. “Yes, we need to teach our students to critique that information, to use discretion. But it’s just incredible the wealth of information you can get sitting at a computer to do a research paper.”

Corning is one of the leaders among George Fox faculty who are using the Web in their teaching. All of her syllabi are online, where they can be updated to reflect the latest changes to a course or accessed if students lose their paper copy. And because most of her classes have some kind of Internet assignment, her online syllabus is a gateway to those assignments, containing interactive links.

“Technology opens access to materials students wouldn’t be able to get other ways,” she says.

This semester, she has a number of different classes monitoring European newspapers and reporting on current world events.

“There’s just no way the University could afford the 50 newspapers that the students are reading,” she says. “We could never afford to have them, and even if we did have them, there would be a delay in getting paper copies.”

Corning echoes Macadaeg’s comments about different learning styles. Because history is a lecture-intensive subject, creating multimedia ways to present some of the information can really help the students who are visual learners, she says.

“If I’m lecturing on ancient Rome, I can go to Pompeii on the Web and tour the official sites online,” she explains. “It gives it more immediacy. I can go to an archaeological site and explore it in class while I’m talking about it. If we’re studying Renaissance art, I can go to the

Sistine chapel, pull up the art, and talk about Michelangelo. It seems much more engaging to me, rather than me just lecturing up there.”

Corning and Macadaeg also agree on the importance of technology in preparing students for the world beyond college.

“Regardless of the discipline, I think it’s critical to give our students marketable skills,” Macadaeg says. “It doesn’t matter what field you’re entering; you’ll need a technical background.” Art majors, for example, need to know how to use computers if they’re doing graphic design, while music majors may work in an industry in which recordings are digital.

Corning concurs. “We shouldn’t be graduating anybody who isn’t
Two alumni couples make regular giving a lifelong habit

Roger and Louise Sargent

Roger and Louise are the type of husband and wife who finish each other’s sentences. Married 25 years, they met while studying at George Fox, and have been giving to their alma mater nearly as long. They’re among those who, while not major donors, are nonetheless important to the University because of their faithful, consistent support.

For the Sargents, that giving began back in 1979, shortly after Roger’s graduation from Western Evangelical Seminary, when he was pastor of Rose Valley Friends Church in Kelso, Wash.

“We started giving on a pastor’s salary,” Roger says.

“At the time, it was probably a bigger percentage of our salary than it is now,” Louise adds.

The Sargents remember former alumni director Gary Brown calling on them in 1990 with news of a Collins Foundation challenge grant. Told the foundation would match alumni gifts if a certain percentage gave, the Sargents’ response was, “Sure, we could do that.”

“We started out at $25 a month, and then we moved up to $30, and then we moved it up to $50,” Roger explains. “Once we started giving monthly, we just continued doing that.”

Over the years, the Sargents have contributed to such projects as the library renovation, sports facility, fine arts auditorium, and alumni scholarships. They’re members of the President’s Council, although Roger says it wasn’t the membership benefits that attracted them, but rather the desire to give to whatever was the current need.

The Sargents’ monthly contribution to George Fox is made automatically and electronically from their checking account. Monthly donations, they say, fit with the way they pay bills.

“We give monthly because that way we do it,” Roger says. “I guess it’s a matter of it being a habit of giving...”

“...rather than a decision every time,” Louise adds.

The Sargents also admit that giving to George Fox was something they saw modeled. All of their parents are alumni and have donated to George Fox.

“I guess, too, we believe in the mission of the school, the mission of a Christian liberal arts education,” Roger says.

“I don’t think it’s a sense of duty or obligation,” Louise says. “It’s a sense of staying connected. It was a good place for us, a good place to be, and we don’t want to let go completely.”

The Sargents believe in George Fox enough to send their children to their alma mater. Their daughter, Bethany, is a junior music major at GFU, and son Jeffrey has been accepted for next fall. Their youngest son, Anthony, is a seventh grader in Kent, Wash., where Roger is a fire-fighter lieutenant for the Seattle Fire Department and Louise does research and assessment for the Kent School District.

Despite having one child in college, the Sargents have continued in their support of George Fox.

“We give her money, and we give the college money, and she gives the college money,” Louise jokes about their daughter.

“I guess we’re not looking for an excuse not to give,” Roger says.

“My goal at some point is to give more on a monthly basis. It won’t always stay at $50, but right now, that’s what we decided upon.”

Roger admits that $50 a month — or $600 a year — might not seem like much. On the other hand, “a little bit given by a large number of people can add up to something,” he says. “If there were a thousand

$1 Million Still Needed to Fund All Campaign Goals

With nine months remaining in the Legacy Campaign, George Fox University needs just $220,000 to reach its $22 million goal — but $1 million to fully fund all of the campaign’s projects.

“The largest portion of the million dollars yet to be raised is for the Stevens Center,” says Dana Miller, vice president for university advancement. “We’re closing in on our goal and things are progressing well, but we still have some work to do. The $800,000 still needed for the Stevens Center isn’t going to just magically appear. Our prospect pool is getting very thin.”

Hanging in the balance is a $500,000 challenge grant from the Kresge Foundation that George Fox will receive if it raises the entire $7 million needed for the Stevens Center.

“The challenge was to finish the project,” Miller says. “We had a balance of approximately $1.2 million at the time of the challenge, and we’ve raised $490,000. So we have another $800,000 to go.”

According to Miller, there are people who have given a second gift to the Stevens Center, in part to help reach the Kresge challenge.

George Fox University has held area dinners for the Legacy Campaign in Boise, Idaho; Los Angeles; Seattle, and Spokane, Wash. In early May, Miller and his staff will be in Eugene and Medford, Ore.

“We hope to raise a portion of the remaining balance as the result of those regional events,” he says.

Also being pursued are grants to support the George Fox engineering program. Recently expanded to offer a full four-year major, the program will move into Wood-Mar Hall after the building’s first two floors are renovated.

Currently, nearly half a million dollars in undesignated gifts are earmarked for completing Wood-Mar’s renovation. However, if other dol-

lars are raised specifically for Wood-Mar and the engineering program, that $450,000 could go to other projects. However it occurs, Miller says, “The bottom line is, to finish all of these projects — to get to a zero balance — we still need more than $1 million.”
CAMPAIGN UPDATE

As of March 1, 2001, a total of $21,779,155 had been committed toward the $22 million goal, leaving a balance of $20,845.

However, to ensure that each and every campaign priority goal is met, a total of $220,845 must be raised before the end of the campaign. The scheduled completion date of the campaign is December 31, 2001.

$450,700 in unrestricted commitments have not yet been allocated to a specific priority.

Jim and Jeanine Le Shana

The Le Shanas’ first exposure to giving to their alma mater came while they were still students, during the Beards for Books fund drive. Jim played a leading role in the effort, and since they weren’t married at the time, both made three-year pledges.

Designed to help George Fox increase its library holdings, the student-led campaign was conducted among students, faculty, and staff. Its premise was simple: if a certain dollar amount was reached, a certain member of the George Fox community would shave off his beard. The longer the individual had worn a beard, the more money had to be raised to make him clean-shaven.

A thermometer with pictures of each goal’s target charted the fund drive’s progress, while ceremonial clippings took place in chapel every time a specific dollar amount was reached.

“It went surprisingly well,” says Jim. “There was a great deal of enthusiasm, and it was fun. There were guys whose family members had never seen them without a beard.

“I suppose for Jeanine and me that did become the beginning point of our understanding that we had a larger contribution to make to George Fox. It was going to be ongoing, and it started at that moment.”

The Le Shanas both graduated in 1981. Jeanine (Myers) was the first in her family to go to George Fox, although her father and two brothers graduated from Western Evangelical Seminary. Jim’s father, David Le Shana, was president of the college for 13 years, and Jim’s older sister, Debbie, is also one of its alumni.

After graduating, Jim and Jeanine moved to California, where Jim joined the staff of Rose Drive Friends Church in Yorba Linda, Calif., a 2,000-member congregation with 10 full-time pastors and 14 part-time pastors on staff. Jeanine works part time in its children’s ministry and volunteers in the music ministry. Jim was associate pastor for 14 years and currently is serving as interim pastor since the death of C.W. Perry, the senior pastor. Now living in Placentia, Calif., the Le Shanas have three sons: Jason, 15; Jonathan, 12; and Jared, 7.

The Le Shanas’ experience as students at George Fox forms the basis for their desire to give to the University. Jim talks about the impact their college years had on their lives, their spiritual journeys, and their growth.

“It made a contribution to us, so we want to make a contribution back to it. We believe in the purpose and vision of George Fox University,” he says. “We believed in it 20 years ago, and we still believe in it today. God is using it to prepare young men and women to be effective not just in the workplace and in the home, but to be effective ministers for Christ in all of those arenas — to make a difference in the world for Christ.”

Jeanine agrees. “With George Fox, I think we both gained so much,” she says. “We want a place like that for our kids to be able to go.

“It’s the realization that everything they have belongs to God which motivates their giving, she says. And while they can’t give much, they’ve given faithfully for the past two decades.

“It’s not like we give a ton, but if we keep doing what we’re doing, maybe by the end of our lives it will be more than some big donors.”

Besides, says Jim, places like George Fox can’t continue unless people support it.

“I know that the needs of the University aren’t one-time needs,” he says. “They’re ongoing needs, so we want to give on an ongoing basis.”

And according to Jeanine, that kind of giving has an added benefit.

“We have a constant connection to George Fox,” she says about their giving. “It reminds us to pray for the school and to be interested in the school because of our investment.”

— Anita Cirulis
comfortable with the new technology," she says. "It's a job skill. Not just the ability to work the technology, but to be able to make good judgments about it. Not just, 'How do I find material on the Internet?' but 'How do I evaluate what I find?' Students more and more are citing Internet sites, but just because it's on the Net doesn't mean the material is correct."

As the admission staff recruits students to George Fox University, Seipp says access to technology is an issue.

"For today's student, the question is not, 'Do you have it?' and they're surprised when we do, but 'You do have it, don't you?' because it is an expectation," he explains. "They've grown up with instant access. That's their norm. They expect to be a part of that online community, to do research, or to find entertainment 24 hours a day."

It's not just the technology available to students but the technology available to his staff that is critical to Seipp's performance of his job.

When it comes to record keeping and communicating with prospective students, he says, "there's no way we could even attempt to deal with the quantity of students we deal with without up-to-date technology."

Seipp also sees the growing importance of the Web in students' college searches. Increasingly, high school juniors and seniors are going online in search of information about their choices. This year alone, nearly 200 students, or one-fifth of the total number of applicants to George Fox University, applied online — double the number from last year.

Meeting the demand for technology by students, faculty, and staff is a constant challenge. Computer hardware and software change so fast that budget requests made eight months in advance when budgets were being planned are outdated by the time the new fiscal year begins.

Technology is expensive, and costs often fluctuate. The average T1 connection costs $10,000 to $15,000 per year. (A T1 line is like your modem at home, only much faster, capable of supporting the needs of approximately 200 Internet users simultaneously.) George Fox, with its single T1 line, is at its limits in bandwidth. By contrast, the smaller Reed College in Portland has three.

Attracting and retaining institutional technology (IT) staff is difficult, since George Fox University can't compete with the salaries available to people in the high-tech field. That's why the $1 million in the Legacy Campaign earmarked for technology was so crucial, and why gifts like $500,000 from the Meyer Foundation and $300,000 from the Lilly Foundation were so appreciated.

"We would have been dead in the water if we had not received the Meyer grant," Macadaeg says. "I don't know how I can thank the Meyer Foundation enough for the grant we got from them. We had just one router box, old and obsolete, that was managing everything. Now we have the Meyer Foundation enough for the grant we got from them. We had just one router box, old and obsolete, that was managing everything. Now we have four routers, and what we were able to purchase because of the Meyer grant."

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The availability of technology to administrative offices, such as that of the registrar, is critical to the smooth operation of the University. Dale Seipp, who oversees undergraduate admission, says, "When it comes to record keeping and managing communication with prospective students, there's no way we could even attempt to deal with the quantity of students we deal with without up-to-date technology."

Below: The availability of technology to administrative offices, such as that of the registrar, is critical to the smooth operation of the University. Dale Seipp, who oversees undergraduate admission, says, "When it comes to record keeping and managing communication with prospective students, there's no way we could even attempt to deal with the quantity of students we deal with without up-to-date technology."

"If I'm lecturing on ancient Rome, I can go to Pompeii on the Web . . . I can go to an archaeological site and explore it in class . . . It seems much more engaging, rather than me just lecturing."

Caitlin Corning, assistant professor of history

Above: The availability of technology to administrative offices, such as that of the registrar, is critical to the smooth operation of the University. Dale Seipp, who oversees undergraduate admission, says, "When it comes to record keeping and managing communication with prospective students, there's no way we could even attempt to deal with the quantity of students we deal with without up-to-date technology."

B e l o w : Paul Chamberlain, professor of chemistry, helps a student process and examine data. Thanks to funds raised through the Legacy Campaign and grants from the Meyer Foundation and the Lilly Foundation, more resources are being dedicated to helping professors integrate Internet research and software applications into their teaching practices.
George Fox senior Aaron Dahl witnesses history (and makes a little of his own) by being first in line for the Supreme Court hearing that decided the presidency

I t required great personal fortitude on his part, but a George Fox senior was first in line to see history in the making.

Aaron Dahl, of Beaverton, Ore., who spent fall semester in a special studies program in Washington, D.C., was first to get in line for tickets to the U.S. Supreme Court proceeding Dec. 11 that eventually ended the stalemated U.S. presidential election.

But doing so required him to literally camp out next to the court building for a very cold winter weekend.

Dahl showed up outside the Supreme Court building at 5:15 p.m. Saturday, Dec. 9, and stayed there until Monday morning with only a couple of blankets and a pillow, getting only about 20 minutes total sleep.

More than 200 people, several of whom had lined up Saturday night like Dahl, waited in hopes of getting one of 60 seats inside for the public.

"The first night, I thought I was going to die," says Dahl. "Then on Sunday, it started to snow a little. My body was shaking uncontrollably from the cold."

But as one of the 60 people who finally made it in to sit through the entire 90-minute hearing, it was clearly worth it all.

"Completely," he says. "My roommate sat next to (then-Missouri Sen. and now U.S. Attorney General) John Ashcroft. I spoke to (columnist) George Will for a second. It was incredible. Jesse Jackson was in the room, as well as Bob Dole and Geraldo Rivera."

The nine Supreme Court justices heard oral arguments on a lawsuit by Bush, who was then still governor of Texas, to stop the hand recounts of presidential ballots in Florida. Al Gore, who was then the vice president, contested the state election after Bush was certified the winner by a few hundred votes. The Florida Supreme Court had ordered the recount.

Days later, in a sharply divided opinion, the nine U.S. Supreme Court justices ruled narrowly in Bush’s favor, thus effectively ending Gore’s chances of a win and thereby ensuring the presidency for Bush.

Dahl, a business and history major with a political science minor, was one of three George Fox students enrolled in the American Studies Program sponsored by the Council for Christian Colleges and Universities, based in Washington, D.C. The program is designed to help students connect biblical faith with public life and vocation. In addition to attending classes on public policy and public involvement, the George Fox students find internships with agencies and organizations that complement their career interests.

In a happy coincidence, the Court was involved in this historic decision during Dahl’s time in Washington.

Dahl and the No. 2 and 3 people in line found a way to bring order to the process for securing seats inside the Court building. Developing their own ticket system by tearing up a legal pad, they kept a running tally of the people seeking seats, calling roll every two hours to make sure they were actually putting in the time to get inside the courtroom. The situation became larger than life: Ticket holders felt the need to check with the three leaders before going to the bathroom, getting blankets from their car, or picking up coffee — anxiously trying to secure their ability to witness history.

"You don’t need my permission to go to the bathroom," Dahl found himself repeating. "You have two hours — just be here for roll call."

A strong camaraderie developed among the people in line, despite sharp political differences.

"We had completely opposite viewpoints, but had a really great time in line," says Dahl, who supported Bush in the election. "It’s an incredible moment in history to see how things happen in our election process."

Kevin Trowbridge, communications director for the Council for Christian College and Universities, was curious enough Monday morning to go down to the court building to observe the crowd of demonstrators outside. He says the court hearing was a terrific example of what students in the American Studies program can experience in the nation’s capital.

"It’s a great opportunity for them to get a taste of what’s going on in America," he says. "History is being made, and they get to see it."

— John Fortmeyer
Achievements Earn Awards for Four Alumni

George Fox honors four graduates with alumni awards during Homecoming festivities in February

Marjorie Weesner

As a champion of women’s athletics, Marjorie Weesner has many former students at George Fox who recall her simple command: “Come on, ladies, get up and move!”

That admonition came from someone who herself kept things moving at the University. Weesner has long demonstrated an ability to blend straightforward honesty with kindness, and outspoken opinions with a winning charisma. That ability earned this 1953 George Fox graduate and longtime coach and faculty member the respect of her peers, the athletes she coached, the students she taught, and the people she helped.

Now, the University’s Alumni Association has honored Weesner as its 2001 Alumna of the Year, an honor recognizing individuals who achieve distinction through dedication and exemplary character and service while supporting the mission and goals of the University.

During a total of 31 years on staff, Weesner demonstrated visionary leadership as an assistant coach and as an outstanding academic advisor. Her faculty colleagues selected her as a faculty representative to the Administrative Council. In 1993, Weesner retired with the status of professor emeritus.

Weesner helped establish the Women’s Conference of Independent Colleges, which was the first women’s athletic conference in the Pacific Northwest. She established a scholarship for women in 1973.

Along with Earl Craven, she helped start the physical education department and oversaw its growth into the heart of the University’s performing arts."
ALUMNI NOTES

Norval Hadley (G49) was noted in the winter 2000 edition of World Vision Today as one of 50 people spotlighted by World Vision President Richard Stearns as symbolic of the tens of thousands of people who have worked for the international ministry over the last half-century. The listing noted that he sang in the Vision Quartet during ministry founder Bob Pierce’s 1950s crusades, and later became “a dynamic World Vision prayer intercessor.”

Stan Cuyler (GFS68) is senior chaplain for the Wylene Unit at the Texas Department of Criminal Justice.

J John Booth (G72) was recently published in the January 2001 issue of Church Musician Today. Booth co-wrote the feature “Good Thoughts About Worship” with Rick Hope.

Ron Hays (n74) recently traveled to India with Northwest Medical Teams, Tigard, Ore., to assist in earthquake relief efforts.

Dave Maurer (G89) is an accounts payable accountant for TraneOregon in Tigard, Ore.

Stephen Gallop (DCE91) is pastor of First Baptist Church, Warden, Wash.

Darci (Nolta) Vandenhoek (G92) is an evidence technician for the Hillsboro (Ore.) Police Department. Her husband, Kirk (G93), manages one of the mobile dental units for Northwest Medical Teams, Tigard, Ore.

Steven J Johnson (G76) is pastor of First Baptist Church, Goldendale, Wash.

Matt Milligan (G92) is vice president–new business sales manager for Oregon, Washington, and parts of Idaho and Montana at Boyd Coffee Company, Portland, Ore.

Ruben Montenegro (G96) is business development manager for Oregon, Idaho.

Nique Stewart (n99) is owner of Maxi-mum Health & Nutrition, a health and nutritional business in Melbourne, Australia, which assists people who are interested in natural supplementation of diet.

Joel Platt (G99) is a half-time kindergarten teacher at Tualatin (Ore.) Elementary School.

Meredith (Naylor) Welton (G99) and her husband, Brent, are working at Double K Christian Retreat Center in central Washington. Their duties include planning and directing a summer adventure camp for junior- and senior-high-age youth.

Micah Routon (G00) and Bryan Thompson (G00) are working to produce several new videos and other ministries with Dave Graffenberger of the “Every Creature Crusade,” sponsored by the ministry organization OMS International.

MARRIAGES

Scott Brown (G92) and Amy Odman, Dec. 16, 2000, in Portland, Ore.

Kristina Arnold (G95) and Richard Lim, Jan. 20, 2001, in Portland, Ore.

Brian Thomas (G93) and Katie Hawkins, Oct. 29, 2000, in Orange, Calif.

Raymond Cheung (G96) and Winni Huang (G99), Dec. 17, 2000, in Portland, Ore.

Philip Nelson (G96) and Tracy Osborn, Dec. 3, 2000, in Portland, Ore.

Jill Tusant (G96) and John Shafery, Aug. 18, 2000, in Salem, Ore.

Mark Frisius (G98) and Ellen Fridberg (G99), Jan. 13, 2001, in Grandview, Wash.

Jonathan Knosp (G99) and Wendy Mueller (G00), July 8, 2000, in Eugene, Ore.

Christopher Skaggs (G99) and Rebekah vanZwoll (G00), Oct. 28, 2000, in Tualatin, Ore.

Sarah Swearingen (DCE00) and Jeremy Hansen, Oct. 27, 2000, in Salem, Ore.

DEATHS

Arthur Ellis (G59), Jan. 15, 2001, in Denver, Colo.


BIRTHS

Bryan Fawver (G99), June 22, 2000, in Lacey, Wash.

Nique Stewart (n99) is owner of Maximum Health & Nutrition, a health and nutritional business in Melbourne, Australia, which assists people who are interested in natural supplementation of diet.

David (G91) and Jennifer (Fyock) (G91) Kinard, a boy, Grayson Walker, Aug. 9, 2000, in Seattle, Wash.

Kristi (Marquette) (G94) and Steven (G96) Brown, a girl, Marquette Marie, Aug. 13, 2000, in Portland, Ore.

Erik (G94) and Rhonda (Harper) (G94) Roehe, a boy, Andrew Erik, Sept. 16, 2000, in Portland, Ore.

Colby (G94) and Tonya Scheer, a boy, Teddy Jay, June 18, 2000, in Tualatin, Ore.

Tina (Stauffer) (G95) and Anthony Bucher, a girl, Hannah Brielle, March 25, 2000, in Eugene, Ore.

Rob (n95) and Christy (Miller) (n95) Goodwin, a boy, Jonathan Elias, Dec. 13, 2000, in Oregon City, Ore.

Melissa (Bateman) (G95) and Michael Knox, a girl, Angela Marie, Nov. 1, 2000, in Clackamas, Ore.

Chris (G95) and Kristen (White) (G97) Schiltzku, a boy, Rowan William, Dec. 28, 1999, in Hillsboro, Ore.

Emily (Bergman) (G96) and Brian Kirby, a boy, Avery Lee, Nov. 27, 2000, in Renton, Wash.

Jill (Schiewe) (G97) and Michael (e97) Arzie, a boy, Caleb Michael, Nov. 30, 2000, in Tualatin, Ore.

Brendan (G97) and Laura Ford, a boy, Camden Jackson, Dec. 13, 2000, in Portland, Ore.

Laura (Parmley) (n91) and Andrew Carlson, a girl, Ellie Ann, July 2, 2000, in Kirkland, Wash.

For all George Fox University alumni, parents, students, and friends!

Tickets available on a first-come, first-served basis. Contact the Office of Alumni Relations: 503-554-2114 or phillips@georgefox.edu

Career Help Available Through Alumni Office

The Office of Alumni Relations is teaming up with the IDAK Group (a national firm specializing in helping adults in midcareer transition) to offer a Midcareer Advancement Seminar to George Fox alumni, students, and guests.

The seminar is a three-part extensive career assessment process, matching the natural talents of the participants to more than 60,000 career options. This is an adult-focused process designed to help people move ahead in their careers.

This year, the seminar will take place the first three Tuesday nights in May — May 1, 8, and 15 — from 7 to 9 p.m. at the University’s Portland Center (12753 S.W. 68th Ave., Portland). The first two-hour session is free. For participants continuing with the second subsequent two-hour sessions, the cost is $165 per person.

Contact the Office of Alumni Relations by April 23 at 503-554-2114 or phillips@georgefox.edu to make your reservation.

Saturday, July 28, 2001
4:30 p.m. game time
$8.50 per person

Enjoy America’s favorite pastime, see PGE Park, Portland’s newly renovated stadium, fellowship with George Fox friends, and save money!

Tickets available on a first-come, first-served basis. Contact the Office of Alumni Relations: 503-554-2114 or phillips@georgefox.edu
Scott Rueck rises from interim coach to the leader of a No. 1 ranked team

**From Fill-In to First**

Scott Rueck, who never played college basketball, is the only George Fox basketball coach to lead a team to a No. 1 national ranking.

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**BRUIN SPORTS**

**Women's Basketball**

Ranged first in the nation for a part of the season, the George Fox women's basketball team ended its year with a home loss to St. Thomas (Minn.) in the second round of the NCAA Division III National Championships.

The season featured a nine-game winning streak, a new record for the start of a season. Northwestern College (Iowa), the No. 2-ranked NAIA team at the time, ended that streak, but the Bruins finished tied at 11 more in a row, tying a team record set last year.

At 20-1, the Bruins climbed from a preseason ranking of 15th to the top spot in the nation, becoming the only team in the last three years other than three-year defending national champion Washington (Mo.) to be ranked No. 1.

A close loss at Williamette dropped the Bruins to No. 4, but the team bounced back to win three more, clinching an outright Northwest Conference title with a 15-1 league mark, and then defeating Pacific Lutheran in the conference tournament title game to earn an automatic bid to the NCAA.

The Bruins tied the team record for wins in a season (23) and set new marks for fewest losses (3), best winning percentage (.880), best field goal percentage in a game (.619) and fewest turnovers in a game (7). Senior center Katie Lacey (Orange City, Iowa) was named NWC player of the year for the second consecutive year, while junior guard Nicole Prazeau (Portland, Ore.) earned second team all-conference honors. Scott Rueck was NWC coach of the year.

Lacey finished her career second in all-time George Fox women's scoring (1,254 points), fourth in free throws (446), and 10th in steals (130). She holds records for career field-goal percentage (.543), season shooting (.582), free throws (228) and attempts (161), best field goal percentage in a game (1.000) and best free-throw percentage with a miss (.900).

A three-time first team all-conference selection, she has been named to the CoSIDA Academic All-District VII Team the last two seasons.

Senior wing Tabitha Geller (Eagle, Idaho) ended her career as the Bruins' all-time leader in three-point field goals (550) and three-point attempts (446).

**Men's Basketball**

While the final 2000-01 men's basketball record was the same as last year at 8-16 (5-11 Northwest Conference), there were many positive signs that George Fox Bible basketball may be on its way back.

First-year coach Mark Sundquist, who replaced veteran coach Mark Bennett last year, had little time to recruit and had to make do with a lineup usually much smaller than the opponents. The Bruins made up for their lack of height with hustle, aggressive defense, and plenty of outside shooting.

The Bruins, tied in the nation last year in three-point field goals, were third this year, leading the Northwest Conference with an average of 9.9 threes per game. Primarily responsible for that number were the conference’s top-scoring duo, wings Jordan Green (Cashmere, Wash.) (18.4) and Travis Melvin (Pleasant Hill, Ore.) (17.8), who combined for 137 three-pointers.

Green, the first team all-conference player the previous two years, was second team this year — but only because league coaches changed from 10 men-all-conference team to a five-man team. The senior led the conference in steals (3.38), assists (5.04), and free throw percentage (.879). He finished his career seventh in all-time George Fox scoring, (1,468 points), third in steals (251), and 10th in assists (373).

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**record for season three-point accuracy.**

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"It has been kind of a perfect job," says Rueck. "I've had little time to recruit and had to make do with a lineup usually much smaller than the opponents. The Bruins made up for their lack of height with hustle, aggressive defense, and plenty of outside shooting."

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"It has been kind of a perfect job," says Rueck. "I've been blessed by doors opening at the right time. It's not often that someone who doesn't play college basketball gets a head coaching job at the age of 27."

The "interim" coach title, by the way, has long been removed.