11-1982

Koinonia

Scott Mkain

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The Executive Committee met for its annual business meeting at Bethel College, St. Paul, MN, October 11-13. Bethel is the host for our 1983 ACSD Conference. We had a great time of fun and fellowship as well as a lot of planning for the organization and the upcoming conference.

Bethel’s facilities are beautiful and the setting nestled among the trees is peaceful and relaxing. They even have a small lake on the campus which is inviting to those of you who like canoeing. The Minnesota countryside in itself is enough to make a good conference. You will be hearing more about the theme and speakers as we seek to make the Conference professionally challenging to you.

Two years ago it was decided that the Executive Committee would take over much of the planning of the actual conference and let the host school be responsible for the facilities. Much of our time at this meeting was spent working with the Conference plans to put together a program, speakers and the suggestions that you have given from past conferences. We also began to do some planning for future conferences. Many speakers make their engagements a year ahead of time. In order to be providing you with the challenging people and topics, we have sought to begin to plan two years ahead especially on main speakers. We feel in the years to come the conferences will be the result of some good long-range planning.

The remainder of our time was spent on the organization in general and planning so that it has a dynamic impact on our profession as well as a challenge to our personal growth. Some of the topics discussed were strengthening the regional directors’ position, adding continuity to the Executive Committee as new officers are elected, a Professional Journal, task force membership involved in meaningful tasks. During the next year we trust that you will see some of these ideas come into existence. Others are dreams that we are still seeking ways to bring into fruition.

Lest you think our trip was all work, ask Kermit how many pieces of pie he ate during the three days. We did a lot of talking and laughing late at night over pie and coffee. All in all, it was a good trip where much planning was done, we had fun, and fellowshipped with each other and the Lord. We trust that you will be a part of the Conference in June, 1983 at Bethel to experience this planning as a reality. We would also invite you to interact with any of the Executive Members on ideas, dreams, or visions that you might have for ACSD in the coming years.
HELP WANTED!

Since I have been a member of ACSD, I have heard numerous people express their desire to see this organization provide valuable professional information. Certainly the annual conference does just that, but there is a need to provide another medium which will provide professional expression.

I propose that a journal be formulated with quality articles from ACSD members that speak to various areas of Student Development in the Christian College. This journal can only materialize if you are willing to do some research, experimentation, and writing which reflects the talent and experience represented by ACSD membership.

My goal is to have the journal ready for the conference at Bethel College next June. Please contact me if you would be interested in helping develop this much needed addition to our association.

c/o Brent Garrison
LeTourneau College
Box 7001
Longview, Texas 75607
(214) 753-0231 work
(214) 663-2565 home

Plan Now to Attend the
1983 ACSD Conference
June 7 - 10 — Bethel College
St. Paul, Minnesota

FOR YOUR PROFESSIONAL GROWTH

Walters, R. P.
AMITY: FRIENDSHIP IN ACTION.
Walters takes the technical writings of
Eagan and Carkhoff and puts them into
a practical understanding for those who
do not have a psychological background.
He discusses basic friendship skills in the
first book — communication styles which
hinder friendships, how to begin friend­ships, how to deal with anger and
inappropriate interactions, non-verbal
responses that enhance communication,
and assessment of the needs in the other
person. In the second book, Walters
takes you through a series of steps that
teach you how to actively listen. In the
third book, Walters develops the Christian
perspective out of which this should come.

Augsberger, D.
CARING ENOUGH TO CONFRONT.
Describes a lifestyle for Christians
who care enough to confront others when
conflict arises; discusses trust, anger,
change, prejudice, blame, guilt, loyalty,
and conscience. A good book on con­frontation skills.

Austin, A. W.
FOUR CRITICAL YEARS.
This book deals exclusively with what
takes place in students’ lives during their
years at college. A good resource book
for understanding the struggles of a
college student.

Banks, R.
PAUL’S IDEA OF COMMUNITY.
Grand Rapids, Michigan: Wm. B.
198 pages.
"It is in Paul that the most profound and
clearly developed understanding of
community is found. Indeed, what the
apostle had to say about community is
relevant to far more than just the way
people get together in churches. In this
timely study, Robert Banks examines and
clarifies Paul’s idea of community,
placing it in its historical context
(comparing Paul with the Stoic and
Epicurean and Cynical philosophers, the
Hellenistic mystery cults, and first
century Judaism), and drawing out its
significance both sociologically and
theologically.” This is a very technical,
profound and extensive study on the
Christian community.

Sanders, J. O.
SPIRITUAL LEADERSHIP.
“Sanders writes that spiritual leadership
is a blending of natural and spiritual
qualities. He adds that even natural
qualities are God-given, and their effec­tiveness can only be reached when they
are used to the glory of God.” Sanders
continues on to discuss the essential
elements of leadership starting from the
Pauline and Petrine letters.

Holmes, Arthur.
THE IDEA OF A CHRISTIAN COLLEGE.
Grand Rapids, Michigan: Eerdmans
A rationale for Christian liberal arts edu­cation; deals with the foundations of
education in human values, nature of
man; suggests the fundamental purpose
is to cultivate creative active integration
of faith and learning.

Powell, J. R.; Piyler, S.A.; Dickson, B. A.
and McClellan, S. D.
THE PERSONAL ASSISTANT IN COL­
LEGE RESIDENCE HALLS.
Houghton Mifflin Company.
An excellent book that discusses the
various aspects of an R.A.’s role in the
residence hall. It will give you a candid
picture of some of the difficulties and joys
of being an R.A. Also, it will provide
ideas for enhancing what you are doing
in the dorm.
ACSD is pleased to announce that once again in 1983 placement services will be provided for both candidates seeking positions and institutions with positions available. Forms are provided below and on the reverse side for listings in future ACSD publications, including the Annual Conference Placement Bulletin. There will be three such listings: a winter listing, a pre-conference listing, and a conference listing. The deadline for submission to the winter edition is January 10; the pre-conference deadline is March 1; the conference deadline is May 13. Positions listed in the winter edition will also be carried in the pre-conference edition. Positions must be resubmitted to be carried in the conference edition. Please return completed forms to: ACSD PLACEMENT SERVICE, c/o STUDENT DEVELOPMENT OFFICE, MESSIAH COLLEGE, GRANTHAM, PA 17027. (Feel free to photocopy both forms for additional use.)

POSITION AVAILABLE

DIRECTIONS: Following the model paragraph below, briefly summarize the job, duties, qualifications, salary and other information you wish to include. Be sure to identify the contact person and list the institution's address.

Model Paragraph: NOBLE COLLEGE, Dr. James Furman, Dean of Students, 203 Ross Avenue, Greentown, MN 08662. Position: Residence Hall Director (9 month, live-in position). Duties: Providing adjustment counseling for residents, coordinating the student staff, performing administrative functions, and coordinating programming within the residence hall. Requirements: Master's degree in counseling, student personnel administration or other helping profession; however, equivalent degrees and experience will be considered. Salary: $11,000–$13,000, depending on education and experience. Available: August 1983.
**CANDIDATE**

**DIRECTIONS:** In the space below, and using the model paragraph as an example, summarize the pertinent information about yourself for listing in ACSD placement publications. There will be three such listings: a winter listing, a pre-conference listing, and a conference listing. The deadline for submission to the winter edition is January 10; the pre-conference deadline is March 1; the conference deadline is May 13. Candidates listed in the winter edition will also be carried in the pre-conference edition. Candidates must resubmit a placement form to be listed in the conference edition. Please return your completed form to: ACSD PLACEMENT SERVICE, c/o STUDENT DEVELOPMENT OFFICE, MESSIAH COLLEGE, GRANTHAM, PA 17027. (Graduate students are also encouraged to participate in this service.)

**Model Paragraph:** HERSCHMAN, REBECCA, 626 Hartford Street, Cambridge, MA 04777, (317) 555-1212. BA Sociology, MA Counseling. Experience: Currently counselor at Houston Road Christian Counseling Center (2 years), 2 years short-term missionary experience, 3 years teacher. Interested in student development work, counseling college students, student ministries. No geographical preference. Available immediately.
IDENTITY, A NEW LOOK
Scott Makin, Director of Residence Life—LeTourneau College

There have been many different suggestions made as to the major needs of college students. Among these, Author Chickering’s seven vectors seem to be one of the most widely accepted. In commenting on his seven vectors, Chickering states “at one level of generalization, all the developmental vectors could be classified under the general heading ‘identity formation’” (Chickering, 1969, p. 78). This suggests that Chickering agrees with Erikson in believing that identity is the major need during this stage of development. Chickering has made Erikson’s concept of identity more understandable and pragmatic for the college situation and has put it in observable behavioral objectives.

Chickering and Erikson (and most other student development theorists who are writing about identity) further understand that a person’s sense of identity is established when:

He, the person, knows who he is and can envision those qualities which are most central to his existence. With a subjective sense of self, the person can look back and recognize himself in the child he was ten years ago, or look forward and fairly accurately predict what he will be like in the future. (Knefelkamp, Widick and Parker, 1978, p. 7).

This implies that our role as student developmentalists is to help students discover “who they are” (their personal qualities, values, beliefs, vocational skills, etc.). When the students approach this realization then we can say that they have achieved a sense of identity.

It is this common understanding of identity at which I would like us to take a new look. Identity is more than discovering who we are.

As humans we were created with a strong need to feel like “a somebody” rather than “a nobody” (Wagner, 1975). That is, when we discover who we are, we need to feel that who we are is lovable, worthwhile and competent (“a somebody”). Therefore, to adequately understand identity, it is imperative that we view identity as being comprised of two components: knowing who we are and feeling that who we are is lovable, worthwhile and competent. Hence, we cannot stop short at helping students discover who they are, rather we need to help them feel like somebodies. Otherwise, we do not really meet their true need for identity, but only its shadow.

Involved in this new perspective of identity are three feelings for which we all strive in order to gain this feeling of being a somebody. Those are belongingness, worthiness and competence (Wagner, 1975).

Belongingness centers around acceptance and love. According to Wagner (1975) belongingness is:

...an awareness of being wanted and accepted, of being cared for and enjoyed. It is the ‘part of’ and ‘we’ feeling experience when we sense we are wanted or desired by some person or a group of people. (p.33)

Our need for belongingness can easily be seen in our concern for our personal appearance. Attention getting is another vehicle used to gain belongingness.

Worthiness starts with a deep and somewhat intangible feeling that we are a good person and not a bad person. Worthiness is also feeling that we are right or that we are doing right. This is why the lack of worthiness centers around the theme of importance. We all have a strong need to feel just as important or more important than those around us. We strive to feel that we possess inherent value and are a significant part of society. A lack of worthiness is to feel inferior, or not as good as others. Our concern for worthiness is evidenced by our preoccupation with the accumulation of statuses (positions, achievements, possessions, etc.) which affirm our worth.

Finally, competence focuses on how well we do things. While worthiness concentrates on our inherent (inward-behavior). "Can I perform better than the next guy at work, on the playing field, in school?" is the question competence asks of us. Competence also deals with our sex-role adequacy. We need to feel that we can adequately attract the opposite sex and perform our sex-role. This need for competence is seen in the overemphasis placed on performance as we strive to perform better than others.

These are the three feelings that blend together to give us the feeling of being a somebody. Hence, identity is not achieved by discovering what we value, we believe or our personal qualities. Rather, it is only achieved when we feel that who we are belongs, is worthwhile and is competent.

REFERENCES

EDITORIAL

How do we determine that which we are doing as Student Development professionals is right or truthful? Do we not borrow so much from secular education and other Christian colleges without putting that information through critical evaluation.

I'm sure you must answer the same way I do, a resounding yes. There is nothing inherently wrong with borrowing ideas or research from others, but there is something very wrong if we accept student development models, counseling techniques, or even resident hall design, from anyone without determining if that information is true or not. I would propose to you that all truth is of God, but truth can only be determined through a proper philosophy of epistemology, or the nature of truth. Psalm 19 speaks of two methods of determining truth: 1) God’s natural creation; 2) God’s Word.

All of us would agree that God’s Word is truth, and yet how effectively do we seek to truly integrate that truth into the student development philosophy of the colleges in which we work. How beautifully the living Word speaks to the vital issues we face each day with students: The nature of man, counseling, building community, etc. Secondly, truth can be discovered in the natural world God has created, although marred by the fall of man. This point can be demonstrated by the tremendous scientific and technological discoveries throughout history. I would interject here that these discoveries consistently point toward the inescapable conclusion that God is the creator and sustainer. The natural man, those without Christ, have often advanced into the area of truth by studying, experimenting, and analyzing and we, the redeemed, have openly accepted those truths discovered by unsaved mankind. We have also developed an extremism in our outlook toward philosophies and information developed by the natural student development professional. We either accept wholeheartedly everything they develop (we do not want to appear uneducated) or we refuse to accept anything they develop.

Please consider the idea of becoming eclectic to the secular student development information which comes your way. It could contain truth or it could be in fallacy, only the believer holds the key to determining truth when there is question —the Word of God and the new nature given when we accepted Christ.
Regional News

Lake Regional Conference

The Lake Region held their conference on November 5 and 6 at Calvin College. Dr. Cornelius Plantinga, Professor of Systematic Theology at Calvin Seminary was the keynote speaker and spoke on “compassion.” Workshops were also conducted, directed toward Deans, Resident Directors, and Resident Assistants.

One of Our Own

Mr. Russ Rogers, presently a doctorate candidate at Michigan State University, has been mentioned as a candidate for Graduate Student Member-at-Large of the ACPA (American College Personnel Association). The election will be held this fall. ACPA is a division of the American Personnel and Guidance Association and is dedicated to promoting student development in higher education.

South Central Conference

On October 8 and 9 the South Central Region held their ACSD regional at John Brown University, in Siloam Springs, Arkansas. The theme was: Authority, Assertiveness, and Servanthood. This conference was held in conjunction with a Student Government Association meeting. Special speakers were Dr. Hudson T. Armerding, past president of Wheaton College, Andrea McAleenan, Dean of Students at Gordan, Dr. Garry Friesen, Director of Biblical Studies at Multnomah, and Dave Klopfenstein, who now teaches in the graduate school of Wheaton College.

Jay Basler Moves

Jay, who was Dean of Students at Bethel College in Kansas, is now in the Chicago area as Dean of Students at Trinity College in Deerfield, Illinois. Jay has been replaced by Norris Friesen, the Associate Dean of Student Development at Tabor College, Hillsboro, Kansas 67063 as regional director for ACSD.

Central Regional Conference

This year's Central Regional Conference theme was: Reality Therapy Applications in Student Development. The conference was held at Mid-America Nazarene College in Olathe, Kansas, September 17 and 18. Jerry Weaver, a Kansas therapist, was the keynote speaker. There were also eight workshops covering many aspects of student development.

Director Change

Mr. David L. Wilson, Director of Student Programs, John Brown University, is now the ACSD regional director (JBU, Box 3026, Siloam Springs, AR 72761).

Note: Please let the editor know of any personnel changes or special activities in your region.