

11-1984

# Koinonia

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## JOB PLACEMENT:

Write

Jay Barnes

Messiah College  
Grantham, PA 17027



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Make your plans *early* to fly to Messiah College and save at current low rates.

- Harrisburg Airport (Messiah will provide transportation to campus)
- Baltimore/Washington International

Both airports receive most major airlines. Call your travel agent for further details.

# KOINONIA

NOVEMBER  
1984

## FELLOWSHIP

A Publication of The Association for Christians in Student Development

## Dear Colleagues,

This is my final year as President of ACSD. I've had a great time as I hope many of you have as we have worked to continue to make it possible for us, as members of ACSD, to grow in our knowledge of Student Development and to enjoy fellowship with believers in our profession. We are part of a truly significant profession with potential for touching the lives of many of the future leaders of the Church of Jesus Christ.

There have been increasing opportunities for all of you to get involved in ACSD, particularly through participating in a special interest TASK FORCE and/or being active in REGIONAL ACTIVITIES.

Two of our members who have given of themselves without hesitation to ACSD in its formation and formerly in ACDAM and CADWA were given special recognition in June at our convention at John Brown University. MIRIAM UPHOUSE, formerly Dean of Women at GRACE COLLEGE in Indiana retired after many years of service to our membership. Miriam held several offices in CADWA and was the first President of ACSD following her participation in the formation of the organization. Miriam was honored with a lovely bracelet and with greetings from current and former colleagues. We will miss her gracious leadership. She will remain a valued friend and colleague.

KERMIT ZOPFI has been the lifeline of ACSD for many of our members as he along with Miriam served in its

formation and prior to that as membership chairman of ACDAM. Kermit was honored for faithful and enthusiastic service as treasurer and membership chairman of ACSD. He continues to be Dean of Students at BRYAN COLLEGE.

At our Executive Committee meetings last week at WHEATON COLLEGE, we agreed upon an amendment to our CONSTITUTION which would provide for the election of a PRESIDENT-ELECT

who would serve on the Executive Committee for two years prior to becoming President for a two year term. We are sure that this will strengthen the committee with an additional member and give the President some significant experience before taking office. We will vote on this amendment next year. At that time also, we will be presenting nominations for the offices of President and Secretary.

JAY BARNES has been appointed COLLEGE COORDINATOR for the June Conference at MESSIAH COLLEGE. Please contact Jay with your ideas and inquiries.

The Executive Committee was very pleased to hear reports from the COUNSELING Task Force by Chairperson RUTH IRVINE and the M.K. Task Force by Chairperson JUDITH CAMPBELL. Following Judith's report, the Committee voted to give her a small monetary subsidy to help send her to the CONFERENCE ON M.K.s being held in Manila, Philippines early in November 1984. We have asked Judith

(continued on page 2)



# Task Force Formation

The purpose of developing task forces was to:

1. Give direction to development of professionalism in specific tracks within ACSD.
2. Compile information and presentations in area of specialty.
3. Act as a resource board.

Below the various task forces are mentioned with a brief statement of their intended role and issues:

## Student Conduct

**Role:** to study various discipline systems of ACSD schools and to explore legal difficulties in this area of student conduct.

**Issues:** —legal aspects within student conduct enforcement.  
—concept of restoration in discipline

## MKs

**Role:** gaining a handle on what is taking place on various campuses in relationship to MKs.

**Issues:** —MK re-entry  
—programming to meet needs

## Career Development

**Role:** interaction between school and sharing of ideas

**Issues:** —use of computers in career planning and placement

## Student Development

**Role:** to integrate Christian principles and Student Development Theory

**Issues:** —does being a Christian make a difference in our model?  
—what pragmatic influences are resultant from our philosophy?

## Christians in Secular Campuses

**Role:** to provide a forum for Christians on such campuses

**Issues:** —helping ACSD members to accept these on secular campuses  
—developing programs pertinent to these members

## Dear Colleagues . . .

(continued from page 1)

to bring a report to the general membership at our next Conference.

BILL IRVINE continues to provide us with services and consultation in relation to our needs for computerization of our membership services, member lists, billing needs, etc. Upon his recommendation we are planning to purchase a microcomputer which DENNIS WILLIAMS, our Membership Chairperson and Treasurer, will use to provide a more effective and efficient service to our members.

In this issue of KOINONIA, you will find many ways in which you can be involved in ACSD, such as TASK FORCE INTEREST GROUPS, REGIONAL MEETINGS, SUGGESTIONS FOR NOMINATION OF OFFICERS, AND CONFERENCE WORKSHOP PROPOSALS. These have potential for providing you with opportunities for professional growth and development. If there are topics of interest or areas of concern that you want to propose, please do so by contacting members of the Executive Committee.

We need you to become active in the developmental work of our organization and our profession. We have accomplished a great deal in the past when we met as separate male and female groups. Now together, the potential is even greater. Please join us with other excited enthusiastic members. You are encouraged to send names of interested members to DENNIS WILLIAMS at FORT WAYNE BIBLE COLLEGE. Please let me know how we can serve you better. If you are not sure how you can become involved, please drop me a note. Ruth Bamford, Wheaton College, Wheaton, IL 60187, or Call 312-260-5024.

Sincerely,

Ruth Bamford  
President, ACSD

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Please Consider your Contribution to ACSD Membership by writing an article or book review for the 1985 ACSD Journal.

## Publications Guidelines for Articles Submitted for ACSD Journal

### Publications Policy:

1. Research articles should show relevance to the Student Personnel area of college administration (i.e., residence life, counseling, admissions, health service, leadership/management, placement/guidance).
2. Reactions to current or past journal articles.
3. Review of relevant books that relate to the areas of Student Personnel work.

### Authors submitting a manuscript should:

1. Send four copies (typewritten and double-spaced) to Brent Garrison, Editor, ACSD, Moody Bible Institute, 820 N. LaSalle, Chicago, IL 60610. Three of the four copies should delete the author's name on the title page, etc., for purpose of blind review. *Deadline for submission is February 15, 1985.*
2. Follow the guidelines for format and style provided in the second edition Publication Manual of the American Psychological Association (1200 Seventeenth Street, N.W., Washington, D.C. 20036).
3. Send a print quality figure or table that is to be used in the body of the article, if applicable.
4. Limit article to 10-15 double-spaced pages, including tables, figures, and references.
5. Include the following current vita information for each author: address, title, degree(s), and institution where earned, and specialization(s).

All submitted articles will be acknowledged promptly and processed as quickly as possible. Author will be notified within one month of submission as to acceptance or rejection. Editorial liberty will be taken by editorial staff in areas of grammar, format, or style.

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# Processes in Training Residence Hall Assistants

by Richard P. Walters & Stephen C. Cort

The Christian residence hall assistant (RA) is one of the most strategically placed persons on campus, yet (as is the case with *everyone* else on campus!) faces several built-in obstacles to job performance. This calls for careful selection and training of RAs, but there are even obstacles to having an effective training program. In this brief, informal report we will identify several of the obstacles and provide training for RAs that leads to effectiveness in the relational part of their work.

## The Dilemma of the RA

The RA is faced with conflicting roles due to the various perceptions of the people with whom they are involved through their job. As perceived by students they are seen as the authority and the expert on the floor; perceptions of the administration range from that of physical plant manager to disciplinarian, lay counselor, arbitrator and friend to that of program developer. The RAs themselves often view their role of one of facilitator and friend.

Role confusion may develop, creating alienation and loneliness, job frustration, and decreased effectiveness. This, in turn, is likely to raise dissatisfaction within those the RAs represent and hope to please, namely the students and the administration. Add to this sequence the fact that most RAs enter their jobs as people with strong and diversified gifts who now, perhaps for the first time, find it impossible to meet all that is expected of them. They may then be confronted with their own disappointment and frustration over their inability to cope and perform.

## Resolution

Some of these difficulties can be resolved by clear job descriptions, deliberate support and feedback sessions between the RA and the student development supervisor, and effective training in pertinent relational skills. These factors help minimize

misunderstanding about assumptions and build skills and confidence in the RA upon which expectations for high quality performance can be based. However, this can create a dilemma for the supervisor in the areas of training (pedagogy and content) as well as supervision style.

Again, there are built-in obstacles, the most common of which is the short period of time available for training. This, coupled with the recognition of the need for training that is at once broad and deep has frequently led to unmanageable, unrealistic goals by student development departments. Many RA training programs either fail to cover the necessary material to effectively equip their workers by reducing training to that of administrative nuts and bolts and judicial procedure or in their well intentioned attempt to "cover all the bases" they try to do too much, too fast. However, there can be resolution of this push and pull struggle between time requirements and content needs. The key to such a resolution lies in two areas: interesting and enabling pedagogy plus highly practical (yet theoretically sound and biblically integrated curriculum).

## Important Considerations in Training Programs

Here are the general principles and methods we have followed in ten training experiences with RAs in seven colleges. These principles and methods are being used in additional colleges as well as in training lay helpers in churches and parachurch organizations.

1. The curriculum must be Bible-based. One principle we seek to teach is versatility in relational style. The wide range of relational styles used by Jesus is our perfect example of this versatility. (See Carlson, 1976.)

2. We organize the relational skills on a continuum of "gentle" to "tough."\* "Gentle" skills are low threat, low risk,

and include: how to remember names, conversation openers, avoiding Verbal Villains, nonverbal skills of the listener, active listening, and the use of questions to clarify and expand on topics of interest. "Tough" skills are more directive, consequently likely to be more threatening to both RA and resident, and therefore riskier to the health and continuation of the relationship. Skills in this category include: responding to inappropriate communication, confrontation, giving feedback, and giving ultimatums.

3. Training in a systematic, step-by-step process is most effective. Pedagogy should combine didactic, experiential, and modeling modes of learning during the sessions, plus a unique kind of homework described below. Systematic skills training has several advantages: the trainer and supervisor know the level of proficiency of each trainee at every stage of training; trainees know the level of their skills, see them increasing gain confidence that they can use the new skills at once; are enabled to support and coach one another during training (which enhances the training process and builds stronger community among the RAs); and gather strong commitment to further learning and practice.

4. In the teaching of human relations skills it is nearly always true that the best learning occurs in "real life" between the formal sessions. Despite all efforts to bring "real life" into the classroom, it is necessary for trainees to have new skills work "out there" where they may not expect them to work. Fortunately, such learning can occur in the process of doing RA tasks that need to be done anyway. Each assigned experiment in human

\* The "gentle" skills are taught in the course, *Amity: Friendship in Action*; the "tough" skills in the course, *Boldness: The Proactive Lifestyle*. Both are available for Christian Helpers, Inc. Box 7443, Boulder, CO 80306.

relations (don't call it homework, which is a double four-letter word) is far more convincing than an hour of lecture and is more palatable because it does not compete with the many other demands for the RA's time. To repeat: all training assignments can and should relate directly to the performance of necessary RA duties.

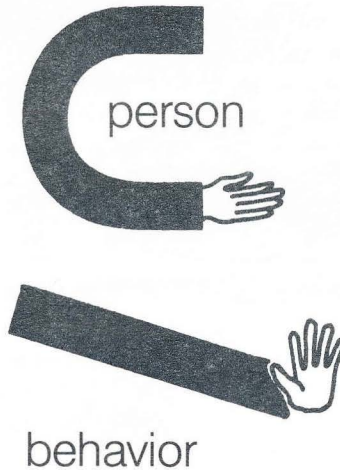
5. The RA needs the full complement of skills the first day on the job. To the extent possible, start RA training in the spring before they begin service in the fall. This is being done many places by incorporating relational training into a credit course. But when that cannot be done, begin training by showing the full "gentle" to "tough" range of skills with which they will become proficient and spend an hour on removing the rough edges (Verbal Villains module), an hour on the importance and power of listening, and an hour on confrontation skills. Flesh out the latter two to the extent possible. Role playing prototypical situations, though leaving theory weak for the time being, has the greatest enduring impact when training time is short.

6. Some of the quickest gains in skills result when trainees drop negative behaviors. This is part of the answer to the short training time problem. We find that this sequence brings quick (although admittedly limited) gains in skills: illustrate an ineffective relational style through a role play that elicits laughter and ridicule of the ineffective method; use group discussion to clearly identify why the method is ineffective; generate discussion to identify characteristics of a better skill; have the trainer illustrate, through role play, this better skill; lead discussion of why this worked better than the first approach; guide practice of the new skill in the session; assign a plan through which the trainees can use the skill in "real life." The Verbal Villains module below follows this pattern. A similar sequence can be followed when teaching any other relational skill.

7. Humor is of great benefit to the training process, especially when ineffective methods are given appropriate ridicule. Caution: training should model the acceptance-of-persons, rejection-of-wrong-behavior principle. The trainer will, then, be careful to not ridicule a person or belief

system. The Verbal Villains training module below flirts with this problem, but we have not had adverse response to it.

8. The Christian is called to love all persons because they, too, are created and loved by God. God commands unconditional love of persons, but it is equally clear that we are to reject evil and that we are called to confront other Christians about evil in their life. The RA is faced with this duality daily. It is helpful to discuss thoroughly this combination response early in training. We often find love only or reject only much easier than the dual response. The dual response is generally easier when we made the somewhat artificial distinction between person and person's behavior. The graphic below quickly illustrates this clearly.



**Encircle the other person in love even if you disapprove of that person's behavior.**

9. Visuals during training enhance attention and retention. Outlines of key points help students follow the training sequence and details in printed handouts give them something to refer back to for "brush up" later on. Activities for practice of skills and increasing the awareness of other persons' needs should be written down.

10. Discussion during training is important because: it illustrates the principle of mutual respect that (we hope) you wish to foster in the relationship between RAs and residents; it garners valuable information trainees

bring with them; and, it helps them take ownership of the conclusions reached.

### **A Training Module: Verbal Villains**

The purpose of the Verbal Villains is to help trainees recognize and reject some ineffective relational styles. If you can get persons to agree that these are not the best methods to use early in a helping relationship, they are likely to be at least neutral instead of ineffective, which is a strong step forward in training. Along with it, you can discuss and demonstrate effective alternatives.

Each Verbal Villain style that is presented has some merit. But, when used early in a relationship or early in a conversation about a problem or need, each is likely to be ineffective at best, and probably destructive. Later in a relationship the helper may do some of the things a Verbal Villain does (e.g., point out cause and effect as the Hangman does), but early in a relationship there are better ways to help.

### **Training Sequence**

1. Describe the hypothetical situation of the new student which appears on the next page. Give the Verbal Villain responses, using illustrations\* on an overhead projector and/or having the script as a handout. Or, better, role play with a student (who has been briefed beforehand) playing the student and the trainer giving Verbal Villain responses. Along the way ask the group, "How do you think you would react if this were your life and I was saying this to you?"

2. Lead general discussion of Verbal Villains.

3. Ask for suggestions about effective alternatives.

4. Demonstrate those which have been suggested, and other.

5. Discuss outcome of these approaches.

\* A set of these cartoons, large enough to use as masters for making overhead transparencies, is available for \$3 (only if prepaid) from: Christian Helpers, Inc., Box 7443, Boulder, CO 80306. Or, the material below can be reproduced in training materials for RAs that are provided at no cost, if the following credit line is included: Copyright 1984 by Christian Helpers, Inc., Box 7443, Boulder, CO 80306. Reprinted by permission.

6. Trainees practice new skills. Obviously it is not possible to practice new skills such as active listening of "I-messages" in a systematic way in a very brief session, but trainees can "wing it" with alternatives to the Verbal Villains. This may be done in groups of three with roles of helpee (who present a hypothetical problem of a sort that is common on your campus), helper (who responds without Verbal Villains), and an observer who listens to helper responses. The observer has the most difficult job, and should identify any Verbal Villains used by the helper and praise the helper for each response that is deemed constructive. The three roles are passed around among the three trainees in each small group.

7. Assignments: Listed for Verbal Villains used by others, listen for own use of Verbal Villains, write these down (in a way that disguises the identity of persons) and bring to next training session.

This module can result in considerable growth in sensitivity to others, awareness of personal response styles, recognition of the need for training, and group-building—within an hour!

#### Situation for Verbal Villains Module

A new student is rather quiet and has been unobtrusive, if not reclusive, during the first three weeks of this new school year. There has been two occasions when it has been necessary for the RA to admonish this student about playing the stereo too loud. One day, in the lounge, the student says to another student, "This place isn't as friendly as I thought it would be. The students just stick together in their own little cliques and won't let anyone new break in. I'm beginning to think I made a mistake coming here."

#### Reference

Carlson, D.E. *Jesus' Style of Relating*. In W.J. Donaldson (Ed.), *Research in Mental Health and Religious Behavior*. Atlanta: Psychological Studies Institute, 1976. And in H.N. Wright, *Training Christians to Counsel*. Denver: CME, 1977. Obtain from Christian Marriage Enrichment, 1913 E. 17th St., Suite 118, Santa Ana, CA 92701.

#### Recommended

Walters, R.P. *How to be a Friend People Want to be Friends With*. Ventura, CA: Regal Books, 1981.

#### Verbal Villain Responses



#### Blitzkrieg Coup, the "Hangman"

*Well, you're getting what you asked for. You turned everybody off playing your stupid music so loud. You made these mistakes; now you'll just have to live with the consequences.*



#### Bubbles Fawn, the "Florist"

*Oh, golly! That's going to change! When people find out all your good points they'll all want to be your friends! You must have lots going for you or you wouldn't be here, and I'll just bet that when the word gets around about what a special person you are that you'll have just oodles and oodles of friends!*



#### Sable Wordsmith, the "Signpainter"

*Hey, don't be such a pessimist. Be a Positive Thinker. Join the "Good Humor Club!" What you're doing is, you're Blaming. That doesn't work! Be an Optimistic Person!*



#### Dusty Archives, the "Historian"

*My goodness, now. That reminds me of back when I was a freshman. That was a year, believe me! You think it's tough now, you should have been here then! It wasn't until the seventh week of school, or was it the eighth... no, the seventh, that I had my first date of the school year. It was with a girl named Sandy, or was it Cindy? Anyway, she isn't here anymore. Well, it was the seventh or eight week of school—one or the other, I'm sure, and....*



#### Presto Whisk, the "Magician"

*Don't worry about it! It'll work out. It has for everyone else!*



#### Soothie Warnin, the "Swami"

*You better start doing something about it. If you don't, it'll be a long, slow, lonely year.*



**Buck Detail, the "Foreman"**

*Hit the books. Study hard. That's the best way to take your mind off your worries. Or get a good hobby—like video games. Stay busy and you won't have time to think about stuff like that.*



**H.H. Demand, the "Drill Sergeant"**

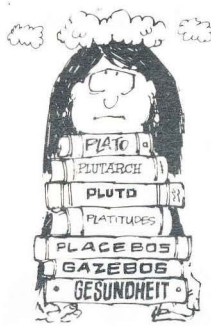
[No one was certain what the initials stood for. Some said it was for Heavy Handed, while others said it was for Hutt Hutt.]

*You gotta pick yourself up and get going, friend. First of all, you have to speak up. Talk so you can be heard. Then, introduce yourself to people. Number three, break into conversations anyway. Change the subject to something you can talk about real good. Four, ask them a lot of questions to get them talking. Number five, if they still ignore you, you . . .*



**Ray Zorwit, the "Joker"**

*That reminds me of the joke about the guy who was so bashful that whenever he went to class he had a paper bag over his head. So, one day, as he was . . .*



**Rosie Bromide, the "Guru"**

*This, too, shall pass. Every dog has his day, they say. The wheel turns, and one day you will be the one on top. When the going gets tough, the tough get going. Put your shoulder to the wheel and push, and there'll be a brighter day tomorrow.*



**Sleuthanne Ferrett, the "Detective"**

*What makes you say that? What people are you talking about? How do you know they are cliquish? Are you really sure they're not interested in you? Where could you go that would better than here? Do you think people would be different anywhere else?*



**Chenille Hugg, the "Mama"**

*Honey, you don't need to feel bad; I'm here! We'll work this out together. And, if we can't change it—well, we will stick together, you and me, and I'll be here, through thick or thin, to protect you and stick up for you and pick you up when you're down and cheer you on when you're up and running. You need someone you can depend on, and, dearies, that person is me!*

**Effective Alternative Responses**

**Active Listening**

1. That must be a pretty heavy disappointment for you. Probably has been a pretty difficult three weeks.
2. I'm just guessing, but it sounds like it's been pretty lonely so far. So much different than what you'd hoped for, that you're wondering if it's even worth staying.

**Offer to Help**

3. I don't know if this is something you want to talk about some more, but if you do, I'd sure be glad to listen and talk with you. We could see what ideas we could come up with.

**Active Listening with Offer to Help**

4. From what you're saying, the situation looks kind of hopeless to you. I'm not sure if there's any way I might help, but if you want to talk about it at least I can see if there's any way I can help.

**"I-message"**

5. It hurts to hear you say that.

**Active listening with "I-message"**

6. That's a lot to be thinking about. From what you say, things must be discouraging to you. I'm concerned about what's going on and I want to help because it's possible for things to get better than they are.

**Conclusion**

The RAs on your campus deserve the best support you can provide. One of the most important means of support is adequate training before and during their service. This can be an experience of personal growth for them that will benefit them for the rest of their lives. It can be an enjoyable experience as it takes place. It can help them avoid mistakes that would be costly in time and emotional energy. It can bring them to a level of competence in which they make substantial contributions to the maturation process of the persons within their influence. Training is a time-saver, and stress-saver for student development administrators at every level. Give it the best attention you can!

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Dr. Walters & Mr. Cort are ministers at the First Presbyterian Church in Boulder, Colorado.

Greetings!

I am writing to you on behalf of a recently organized task force commissioned by ACSD (Association for Christians in Student Development) to develop a strategy for helping the organization to better meet the needs of its members who are counselors on college campuses.

At our National ACSD Conference this past June at John Brown University members of the task force met with other Christian counselors from various Christian campuses around the country to identify and discuss professional needs and ways to meet them.

As a result of this meeting, goals for the task force have been established, which specifically include:

1. The development of a support network of Christian counselors on college campuses throughout the country.
2. To provide opportunities both regionally and nationally for personal and professional growth and development (particularly by designing a program track for professional development of counselors at our 1985 National ACSD Conference to be held at Messiah College in Grantham, Pennsylvania).
3. To develop a newsletter and other published resources to send out periodically to interested Christian counselors.

The first step in the accomplishment of these goals is to organize a list of Christian counselors from college campuses throughout North America and inform them of our efforts to help each other become better counselors.

If this is something you would like to be a part of or would like to know more about, we would like to hear from you. Please write and let us know of your interest or fill out the form on the back and send it to us, thus, indicating your interest, and from which we will add your name to our mailing list. If you would like to talk to someone further about the task force effort, you may call Ruth Irvine, Assistant Director of Counseling at Wheaton College (head of the task force), at (312) 260-5000, or me at (501) 524-3131.

We hope you will join us as we look forward to what the future holds in store for us as we trust God and move forward toward becoming all we can be as His agents in the challenging and rewarding profession of student development and counseling.

May God richly bless you as you serve him.

Your friend in Christ,

*John Hill*

Associate Dean of Student Life  
Director of Counseling

JH/jh  
Attachment



## ACSD Counseling Task Force Information Sheet

Counselor's Name: \_\_\_\_\_

College Address: \_\_\_\_\_

Title and General Description of Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Educational Background: \_\_\_\_\_

How long have you been a counselor? \_\_\_\_\_

Are you a member of ACSD?  Yes  No

Have you attended a National ACSD Conference in the past?  Yes  No

If yes, when and where was the last one you attended? \_\_\_\_\_

If yes, to what extent did it contribute to your professional and personal growth?

If no, please share, if you would, your reason(s) for not attending:

Comments or Questions:

# 1985 ACSD Conference • June 3-6 Messiah College, Grantham, Pa.

*Program Theme—Promise & Paradox: Future Hopes and Present Challenges*

As student development professionals we work in a changing and challenging environment. To paraphrase Charles Dickens, when working with college students one can experience the worst of times and the best of times! As Christians we bring an additional set of challenges and resources to our work. We see the promise, the potential, that is evident in our students, but we also see the reality of the power of sin and imperfections that are part of any community. As we make our promise of commitment to the our Lord, to our institutions, and to our colleagues we struggle to find ways to effectively challenge and minister to our students and to those with whom we work. We face the apparent contradictions, the paradoxes, that are inherent in our work. We are to do more with less. We are to promote individual growth within the dynamic restraints of a community. We are to prepare students for the "real world" while living in a somewhat artificial environment. We are to balance freedom and responsibility.

It is these tensions of promise and paradox that we seek to address at ACSD 85. We hope that you will be part of the dialogue as we address these issues. The Executive Committee invites you to develop and submit program proposals that reflect our theme, "Promise and Paradox: Future Hopes and Present Challenges."

1985's Conference is going to be held at Messiah College in Grantham, Pennsylvania. This location will provide a beautiful setting for not only the Conference, but also for those of you who would like to take a vacation during the same trip. One cannot think of a better location. Some of the nearby spots of interest are:

**Harrisburg/Hershey:** Harrisburg, the State Capital, is just 10 miles north of Messiah College. You may want to use the major transportation lines which

pass through the city or take an excursion during the conference to visit the Capitol. If your family comes along, they'll love Hershey (18 miles from Messiah), the "Chocolate Capital of the U.S." Visit famous Hershey Chocolate World (the tour is free) and the large Hershey Amusement Park. (Be sure to take note of the street lights when in Hershey!) For more info: (717) 232-1377.

**Gettysburg:** 30 miles from Messiah, site of the historic battle which turned the tide of the Civil War, the National Military Park isn't so much a memorial to Union Victory as it is a shrine to peace and a reminder of the waste of war. Miles of carriage roads take you past historical sites and pleasing countryside. Adjacent to the battlefield is the Eisenhower Farm, home of the late president. The town of Gettysburg is home for the Lincoln Train Museum, Battle Theatre's movie about the War and two wax museums. North of the town is the Gettysburg steam railroad. Ninety minute trips available on weekend afternoons. For more info: (717) 334-6274.

**Lancaster & Pennsylvania Dutch Country:** This is the heart of Pennsylvania Dutch Country, 45 miles from Messiah. A visit to the state isn't complete without acquainting yourself with the culture and history of the Amish and Mennonite people. As you travel the highway, it is not unusual to pass high-wheeled, horse drawn buggies and orderly farms powered without electricity. It's in this country that you'll find the best Pennsylvania Dutch food anywhere. (Don't miss out on the shoo-fly pie!) For more info: (717) 299-8901

**Reading:** The "Outlet Capital of the World," Reading, PA is the home of a wide variety of outlet stores famous for low prices and brand name clothing, jewelry, luggage, home furnishings, cosmetics, cookware, linen, crystal—in short, just about anything you can think of. Just 77 miles from Messiah, most outlets are open Mon.-Sat., 9:30 a.m.-5:30 p.m., Sunday, 12-5 p.m. A bonus to the already low prices is no sales tax for clothing in Pennsylvania. Plan on spending a whole shopping day in Reading. For more info: (215) 373-5495.

## 1984 Conference Highlights

To whet your appetites—I'm sure that if you had the privilege to attend the 1984 ACSD Conference at John Brown University you were blessed and came away with much useful information.

Consider some of the comments about that Conference and how your attendance at Messiah College in 1985 will benefit you in your ministries.

See you in June, 1985.

- The most satisfying aspect of the Conference was...
- "fellowship with others in the field"
  - "reacquaintance with friends—the challenge and opportunity to center my work in Christ's purposes"
  - "being stimulated, emotionally through the fellowship and singing, mentally and professionally through the sessions and workshops"
  - "the communion of many Christians gathered sincerely to find out more about the Lord and how they can better serve their students"

## ACSD Northeast Region's Fall Meeting Scheduled

Following on the heels of the challenging national ACSD conference at John Brown University, plans are being finalized for the annual Fall Northeast regional conference. Jim Heisey, Dean of Students at The King's College, Briarcliff Manor, NY, served as host of this one-day program slated for Saturday, November 3, 1984. Jim and his staff had been actively involved in the planning process. The theme—*PERSONAL RENEWAL*—served as a springboard for general sessions and small group discussions. Several outstanding speakers were secured to address two very important issues

related to the need for personal renewal—*Renewal Through The Word*, and *Psychological Renewal*.

The entire conference was geared to focus attention on the need of student development personnel to engage in:

*per x son x al*—relating to, or affecting a person

*re x new x al*—the act or process of making new spiritually, restoring to existence, to begin again

Special emphasis was placed on spiritual and psychological needs of student development personnel experienced in working with young people in their quest for growth and development.

A special session was planned for RAs with time set aside to meet

together and enter into discussion pertinent to their areas of service as student leaders, peer counselors, floor managers, resource persons, and particular individual needs.

## ACSD Lake Region Fall Meeting

The conference was jointly hosted by Trinity College and Trinity Evangelical Divinity School at Deerfield, Illinois. This year's conference was held October 26 and 27.

Dr. Gary R. Collins, author and professor of psychology at Trinity was the special conference speaker with over forty workshops. The conference was. "People Helping as a Life Calling."

## ACSD Leadership:

In an effort to help you communicate with ACSD leaders, the following list of names, titles and addresses is given to encourage your input into this organization:

### Executive Committee

President: Ruth Bamford; Associate Dean for Student Development; Wheaton College; Wheaton, IL 60187  
Vice President: Jay Barnes; Vice President of Student Development; Messiah College; Grantham, PA 17027  
Secretary: David L. Wilson; Associate Dean of Student Life; John Brown University; Siloam Springs, AR 72761  
Treasurer and Membership Chairman: Dennis Williams; Dean of Students; Fort Wayne Bible College; Fort Wayne, IN 46807  
Editor: Brent D. Garrison; Dean of Student Services; Moody Bible Institute; Chicago, IL 60610

### Regional Directors

Northeast: Bob Danner; Houghton College  
Appalachian: John Baker; Liberty College  
South East: [open]  
Lake Region: Jay Baslet; Trinity College  
North Central: Verna Halverson; Northwestern College  
Central: Norris Friesen; Tabor College  
South Central: Kevin Harris; John Brown University  
Prairie: Doug Newman; Foothills Bible College  
Mountain: [open]  
North Western: Arlee Rue; Lutheran Bible Institute  
California [open]

### Task Force Leaders

Student Activities and Leadership Development: Dennis Johnson; Spring Arbor College  
Student Outreach: Robert Griffin; Taylor University  
Christians in Secular Institutions: Russ Rogers; Lansing, Michigan (517) 694-0252  
Student Conduct: John Baker; Liberty College  
Counseling: Ruth Irvine; Wheaton College  
Computers and Technology: Tamara Pankey; Azusa Pacific University  
Career Development: Carolyn Arthur; Bluffton College  
Admission and Retention: Anna R. Braden; Nyack College  
Missionary Kids: Judith Campbell; Wheaton College  
Integration of Christianity and Student Development: Bob Imhoff; Biola University  
Philosophy of Student Development: [no chairman named]

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