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Koinonia

Association of Christians in Student
Development

Fall 1991

Koinonia

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FALL 1991

Koinonia

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

Decision Making in the 90s: The Role of Intuition

by Dr. Todd S. Voss

(Note: This is the second of a two-part article on the topic of Intuitive Decision Making. The first part, printed in the previous issue of the *Koinonia*, was an instrument to assess your personal intuition potential and accuracy.)

How do they do it? Those "Debbie Fields" type *Fortune 500* entrepreneurs and visionary leaders you read and hear about who risk it all on a decision, against all odds, contrary to the advice of others, in opposition to the market data . . . and be right on target time after time?

A hunch, a gut feeling, a calculated guess, a preconceived notion, an instinct, a forewarning, a suspicion, an inkling; we use these terms frequently in our lives, but is there really such a God-given sense as intuition, and if so, can we examine or enhance it?

Assuming you agree that decisions are strongly influenced by the anticipations we make about the near or distant future, the answer to these questions is yes! These anticipations or predictive judgments (Hogarth, 1980) lead to

choices. The foundation of these predictive judgments is largely intuitive, which can be both analyzed and enhanced. The real concern is this: In a society where information and technology continue to increase in complexity at an astounding rate, our frequency to make intuitive decisions and the importance of those decisions is growing at an equally rapid pace. In essence, a mere interest in the topic of intuition is being swiftly replaced by the necessity to understand it as a decision making tool.

So where do we begin? Actually, the first step in unraveling the mystery of intuition is found by reviewing specific aspects of memory and cognition theory.

Researchers believe we have a limited memory recall and processing capacity that is primarily sequential in nature. As we learn, we develop techniques to reconstruct memory fragments and retrieve information, but without the proper training, most of us are plagued with subjectivity and bias in the reconstruction process. For example, we try to seek explanations and impose patterns on almost everything we "experience" no matter how extreme or falsely they are tied into cause and effect. We also fail to take into account the way we conceptualize the world and the way we ascribe meaning to information and patterns of observations.

Our memory is largely built on the basis of what we observe or experience. Without looking for proper points of reference or "cues", inferring future results is difficult when experience is not available to back up our predictions. We have a natural tendency to seek information to confirm our already formed ideas rather than look for possible disconfirming evidence. In addition, positive feedback is weighted more

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heavily in memory than negative feedback. Finally, we need to be aware that the event in question and environmental conditions are intricately related in our memory recollection process. As a result, the outcomes of a decision need to be assessed in relation to the specific environment impacted.

Memory theory alerts us to several items to consider in the process of enhancing predictability and intuitive accuracy.

1. Be cognizant of our areas of expertise. The accuracy of our intuition decreases dramatically when we are making judgments about unfamiliar variables. In these cases we need to solicit the advice and help of experts and creative thinkers.

2. Be specifically aware of the memory "cues" we perceive when making a decision and carefully assess the weight of their predictive ability in the environment. Attempt to combine several cues to solicit more memory fragments, and strengthen the association.

3. Consciously think or plot out the process of judgment. Like an athlete, the more we train

ourselves to avoid the pitfalls and enhance our recall techniques, the better decision maker we will become.

4. Assess our emotional state of mind. Moderate stress and a stable neutral emotional level are required to make a sound intuitive judgment. A lack of emotional stability produces an overemphasis on an argument in favor of a *preferred* alternative, a failure to search for new alternatives and later a regret for taking action and a fear for the outcome. This does not mean we need to be cold and calculated in the process. Highly emotive individuals, and those in human service environments have a greater tendency to use intuition in their decision making. However, accuracy is increased when the emotional involvement in a decision is assessed and controlled accordingly.

5. Consider the manner in which the situation is *structured* in the environment. Be aware that the order and subjective cost of finding information has an impact on decision making. For example, our tendency is to weigh the first piece of information received about a problem

ACSD 1991 National Conference Report

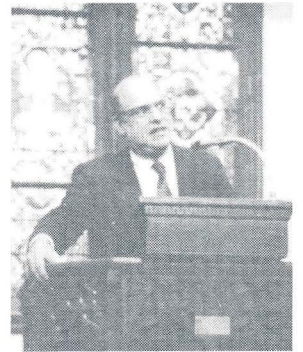
by Lee Demarais

"I have been challenged to make my faith more obvious to others in my workplace." This was one participant's response to the excellent national conference held at Gordon College, June 3-6, 1991. The theme "Growing up in North America, Society's Impact on Today's Student", along with a focus on the integration of faith and its role in developing college students carried a strong message to all participants.

The pre-conference workshops began with topics on the implications of multiculturalism and ethnic-identity for our programming, when Christian organizations are toxic, and the relationship of depression and anger to dysfunctional families. The opening banquet brought the 315 conferees together to hear from ACSD President, Deb Lacey and the President of Gordon College, Dr. Richard Gross.

Tuesday morning brought the beginning of some very special times of worship in Prince Chapel. Richard Farmer, Dean of Chapel at Gordon lead the services. Scripture, prayer, stories, humor, and music, led by Dr. Farmer set an atmosphere for worship that blessed all in attendance.

Four keynote speakers spoke to the conference attendees. Tony Campolo, Professor of Sociology at Eastern College, in his very animated way talked about the need to understand that young people respond first to experience. If we plan to reach them, we must first grab their attention and hearts with experiences such as living in a ghetto, and then later teach them content, allowing them to relate the information being taught back to their experiences. Arthur Levine, Senior faculty member at Harvard Graduate School of Education, told of the change in student interests over the past two decades, especially toward optimism and activism, and the opportunity for education to respond to this change. Russ Rogers gave a brief history of Student Development and an analysis of the



more heavily in our memory than the last. Also, the amount of work or emotional drain required to collect information can negatively impact our predictive abilities.

6. Remember our human limitations in processing information. We tend to block out relevant arguments when they are conflicting, and we are simply unable to process all the details required to make complex decisions. Use the resources available to us to store and analyze information -- even as simple as paper and pencil.

Are there even more specific techniques that we can use to enhance our intuitive abilities? There are several that seem to actually strengthen our intuitive abilities and accuracy in decision making.

1. First and foremost, pray and request God's guidance in decisions. He is truly interested in even the little decisions of life, and gives wisdom in discriminating between the alternatives -- no matter how equally "good" the alternatives may be.

2. Record intuitive decisions or predictions and the basis for them. Let's say our intuition influences us to lean a certain way in a decision, and later we discover that it was a successful decision. In hindsight we have a tendency to put the memory fragments together that led up to the decision in a distorted way. We end up crediting our intuition to a greater extent than what we originally had been influenced. This sways us to focus on the wrong cues the next time around. On the other hand, let's say our intuitive response led us to an unsuccessful decision. Without previously recording it, we have a tendency to quickly forget that we used an intuitive process to reach the decision, or even worse, we put memory fragments together that make us believe we "knew" it was a poor decision all along.

Recording decisions or predictions allows us to track our successes, learn from our failures, and actually increase our predictive abilities in time through practice.

3. Work on developing an active imagination. An imagination that allows us to dream and explore also gives us the ability to conceptualize different possibilities and how we might appreciate different outcomes.

4. Creatively problem solve and get other creative thinkers to help. We can increase our creative outcomes by having faith in our ideas, bouncing ideas off of others, questioning the obvious, challenging the assumptions, mentally imaging outcomes, using analogies, entertaining "impossible" ideas, challenging the status quo, and practicing as much independence in character and judgment as possible in the environment. We should be willing to take risks and have the courage to make mistakes.

5. Finally, work on increasing the sheer number of thought trials regarding an issue or decision. The probability of reaching a sound intuitive decision is increased considerably when we invest the mental effort to ponder all the angles regarding the decision to be reviewed and weigh their probable consequences. Similarly, it is often helpful to place ourselves in a different environment, or better yet, a wide range of environments, while we consider a decision. This action results in a much broader band of productive thought trials thus stimulating the intuitive response.

Enjoy exploring and developing your intuitive notions! Try a few of these techniques, and avoid the memory pitfalls that distort our processing of information and analysis. If you do, I have a "hunch" you will become a more accurate and successful intuitive decision maker.



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relationship between student development theory and practice. Rebecca Pippert, author, expressed that the hand of Christ that holds ours has been wounded, and He can identify with our hurts. She encouraged us to be vulnerable and open, and to show our pain and hurts to others in order to identify and minister to those that are wounded.

The excursions were great! With the capable Gordon College staff leading each small group, we were guided throughout Boston to see the *oldest of the oldest* in the United States. The location of the oldest (Latin) grammar school,

the oldest Anglican Church, the oldest pulpit in continued use, the oldest commissioned warship in the world (the Constitution), the oldest college (Harvard), and many other historic sites. Many walked at least seven miles and tried to absorb the history most of us had only read about. The excursions culminated at the Park Street Church (one of the oldest) in downtown Boston, where we listened to a presentation given by Rebecca Pippert. At the conclusion of the evening session we all had a delightful walk to the harbor and a enjoyable evening boat ride.

"...Gordon put together a great program! The workshops were very insightful and the general session speakers were great, but as always, the fellowship is the best."

Skip Trudeau
Anderson University



"...I've appreciated the worship, the teaching, and the interaction."
Barb Dewald
Sioux Falls

"The 1991 ACSD national conference, at Gordon, was relaxing, reflective, and renewing, and that's all I'm going to say except that the Gordon staff did a great job."

Deb Lacy
George Fox College

"The Gordon staff needs to be commended. This is one of the best conferences we've had. Every year it gets better. Arthur Levine, Russ Rogers, Tony Campolo, and Becky Pippert are excellent resource people. The workshops are great and the fellowship is superb."
Norris Friesen
Huntington College



"One of the best conferences I've ever been to, and I think the Gordon staff did a great job."

Becky King
Northwestern College

"This is my first ACSD conference, and I have really been challenged and inspired by the speakers and the workshops. There are a lot of things going around in my head right now as to how I can implement and use some of what I've learned back on Taylor's campus."

Mariam Giles
Taylor University

"The last ACSD that I went to was at Azusa, and I'm leaving Student Affairs as of this year, and so this conference is my last hurrah. I'm going to miss it, mostly because of people here, and the opportunity we had to interact. I think Gordon's done a great job."

John Moore
Fresno Pacific

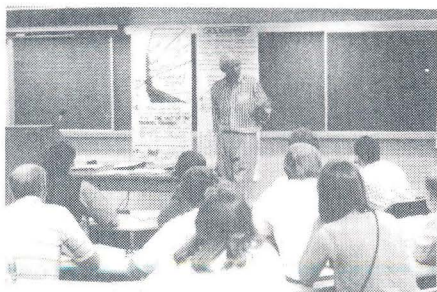


"I think one of the things I learned is just the gravity of the impact that the media is having on students today, and some of the implications for children."

John Kruger
Redeemer College

"As always, I appreciate the opportunity to gain new insights and hear about new programs at the conference, and this year was no exception."

Ron Coffey
Huntington College



"It's always a good time to renew friendships, and meet some new people. That's what I've enjoyed, and also to hear a few challenging thoughts to keep me going, and give me some new ideas."

Scott Makin
Indiana Wesleyan University

"I really appreciate everybody's willingness to share their ideas. This is my first year. ...the openness of the people and the workshop leaders has been really helpful."

Shawn McMullen
Cincinnati Bible College & Sem

"It was great!"
John Back
Biola University



ACSD Conference

"It's a real shame that we had to come a couple of days early because of air fares, because then we had to spend all of that time in Boston having a good time, besides, it's one of the best conferences I've ever been to."

Kurt Pasco
U Of Dubuque



"The harbor was great and the conference was challenging. The keynote speakers had excellent things to say, and it was a refreshing time to look back over the year."

Denise Beed
George Fox College

"I really enjoyed the whole conference, especially the keynote speakers, and just having the time in Boston was a lot of fun; the historical sights were great, especially if you're from Upland, Indiana."

Kim Johnson
Nyack College



"This year's conference was really enlightening as well as fun. A lot of times you go to these things and its one or the other, and it was a nice mix. I really enjoyed the praise that Richard Farmer brought to the morning sessions before we got started. It really helped us get focused. This is my third time at the conference, and it keeps getting better and better."

George Jackson
Messiah College

"I really enjoyed last night with Becky Pippert because I happened to have met a friend that's a non-Christian, and I couldn't believe what a strong evangelistic message it was. Between the Parable Players and her message, it was just what was needed."

Pam Morris
Moody Bible Institute



"It was wet, and I didn't bring an umbrella or a coat. They told me it was going to be 80% humidity here. I appreciated being able to talk with other career counselors and directors of career centers about integration of faith with career services. That was real helpful. I liked the idea of a tract where we can meet together with people in our areas and talk turkey."

Jean Back
Biola University



The Reflective Christian

by Norris Friesen

Daniel Taylor's book, *The Myth of Certainty*, is timely and destined to become a classic of sorts in the broader Christian community. In his first chapter, Taylor defines a reflective Christian as "... first and foremost, a question asker — one who finds in every experience and assertion something that requires further investigation" (p. 16). A reflective Christian is one who is intrigued with the meta message. True reflection, Taylor writes, leads us like the writer of Ecclesiastes toward ultimate questions.

Reflective Christians are needed on our campuses today. All too often, the students asking the difficult questions are viewed as a threat rather than an intellectual ally. Taylor states that reflective Christians are a gift from God with an important task to do. Part of that task seems to be a healthy questioning of our mission and practices in order to align them more with the kingdom of God "on earth as it is in heaven." Discerning God's purposes for our campus is a formidable task, and one that should not be undertaken alone. Taylor states that we do not make sense out of the world by ourselves, but rather within the context of others trying to do the same. Dr. Russ Rogers, in a Staley lecture at Huntington College, identified four dangers of the Christian college: 1) Too much conformity and not enough individuality; 2) Not enough initiative and too much complacency; 3) Not enough resolve and too much fear; and 4) Not enough wonder and too much weariness. It seems that some of these dangers could be minimized with the help of the reflective Christian.

Reflective Christians need our help in order to be used of God on our campuses. By our example we need to help to create them and nurture them. However, our subculture may present more alienation than it does support for the reflective thinker. "Being reflective is both a blessing and a curse, a potential for strength is both a blessing and a curse, a potential for strength and for weakness. It can lead equally well toward truth and error. Life can be richer, more textured, more challenging, more meaningful. Likewise, it can become more barren, more threatening, more overwhelming" (p. 18).

Daniel Taylor will join us in Huntington in June, 1992 as a keynote speaker and resource

All too often, the students asking the difficult questions are viewed as a threat rather than an intellectual ally . . . Reflective Christians need our help in order to be used of God on our campuses.

leader. Plan on coming and learning how we, as student development educators can become more intentional in helping our students develop a personal faith that risks commitment to God without abandoning the gift of the inquiring mind.

Taylor, Daniel. (1986). *The Myth of Certainty*. Waco, TX: Word Books.

ACSD Raises Research Stipend Amount

The ACSD executive committee voted in June to raise the amount of financial support available for research projects. Previously, the organization has granted stipends of up to \$200.00 for projects. The decision was made to consider applications for larger amounts of financial support. The executive committee is seeking to stimulate applications from members engaging in projects and papers that will provide important information/research that will benefit the membership of ACSD. Applications are available from Norris Friesen. Applications should be filed with Norris by May 1 for a June decision, and by October 1 for a November decision.

Henry Nelson Available As Consultant

Henry Nelson, who recently retired from Wheaton College as Vice President for Student Development has made his services available as a consultant to Christian Colleges. Dr. Nelson has an Ed.D. in Higher Education Administration from Indiana University, a Masters of Education, Guidance and Counseling from Boston University, and a BA in Psychology from Taylor University. He has done post graduate study at Columbia University and Boston University. He served as Vice President for Student Development at Wheaton College from 1971 to 1991. Previous positions included Dean of Students and Associate Professor of Education at Wheaton, Vice President for Administration at Trinity College in Deerfield, Illinois, Director of Student Affairs and Associate Professor of Psychology at Taylor University, as well as other positions in higher education (state universities and community Colleges, in addition to his experiences in Christian HE), government, and business.

Colleges interested in inviting Dr. Nelson to their campuses for consulting should contact him through Wheaton College. He has graciously offered his expertise for expenses only (meals, travel, lodging, and administrative).

Factors That Motivate Students to Attend College Sponsored Activities

THE CHRISTIAN COLLEGE ACTIVITIES INDEX

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A Study to Determine What Motivates Students to Attend or Not to Attend Activities on Christian College Campuses

CoCCA
Coalition of Christian College Activities

The challenge of the student activities professional is to provide a high quality program designed to get students involved on campus. A challenge made more difficult by the lack of budget, the raising costs of providing activities and an often times apathetic student population. So, what motivates students to attend college sponsored activities on a Christian college campuses? This was the basic question the Coalition of Christian College Activities (CoCCA) attempted to determine as we conducted a nation wide survey this past academic year. The instrument used was the Christian College Activities Interest Index. CoCCA was unable to discover any existing instruments that would test college students motivation to attend college sponsored activities and therefore developed the CCAII. The Index has two parts. The first part deals with demographics while the second part is an item response section. In the response section 29 possible motivators were listed. Students were asked to score each motivator on a scale from 1 to 10 with 10 indicating the highest level of motivation and 1 indicating the lowest level of motivation. Response was good. CoCCA received 1,769 Indexes from students at 27 schools.

The graphs in Table 1 depict the demographical breakdown for the participating schools and students. The results from the survey confirmed many of CoCCA's basic assumptions while also providing a few surprises. One of the most significant findings was the identification of the top and bottom ten motivational factors (Tables 1 & 2) that influence students to attend or not to attend activities.

TABLE 1
TOP TEN MOTIVATIONAL FACTORS:

RANK	ITEM
	Activities that...
1	...are either free or very low price.
2	...are scheduled at convenient times during the semester.
3	...my friends attend.
4	...feature professional performer or entertainers. (i.e. comedians, musicians, etc.)
5	...are at a convenient location.
6	...feature contemporary Christian music or concerts.
7	...are for entertainment only.
8	...provide opportunities for worship and /or spiritual development.
9	...emphasize social interaction with other students.
10	...feature current and popular movies.

TABLE 2

BOTTOM TEN MOTIVATIONAL FACTORS:

RANK ITEM

- Activities that...
- 20 ...are advertised by traditional means such as weekly announcements, posters, fliers, etc.
 - 21 ...provide opportunities for active participation versus just entertainment.
 - 22 ...allow me the opportunity to be a part of a service project for my campus or my community.
 - 23 ...reflect diverse needs and interests represented in the student body.
 - 24 ...allow students to participate and interact with faculty in non-classroom settings.
 - 25 ...are offered during the week as opposed to just weekends.
 - 26 ...are designed to make me aware of other people and their cultures.
 - 27 ...increase my awareness of other cultures.
 - 28 ...focus on current events such as national and world political affairs.
 - 29 ...provide me the opportunity to be on campus more often.

Four other significant findings that confirmed the researchers basic assumptions were:

1. The level of attendance at activities decreases as students advance in grade classification.
2. The distance a students' home is away from campus affects their attendance at activities. Students living farther away attend more activities than do those who live closer.
3. The more informed about activities a student is the more likely they are to attend more activities.
4. Students who have cars are less likely to attend activities than are those without cars.

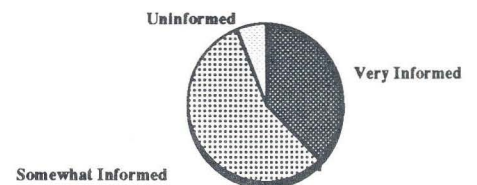
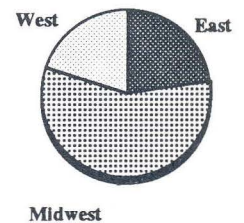
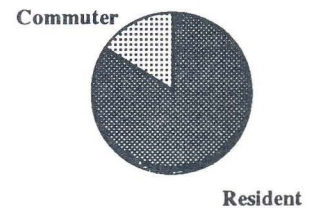
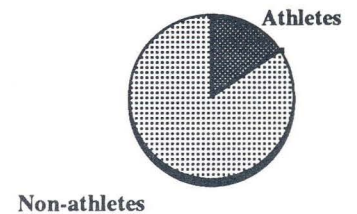
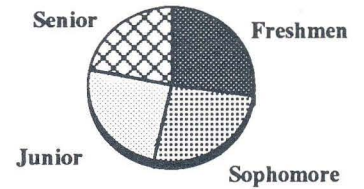
One basic assumption that was not confirmed was that the researchers assumed that female and male students would be motivated by different factors; however, female and male respondents identified the same top ten was factors. There was a slight variance in scores but the top ten was basically the same.

These are only a few of the areas touched on by this study. A more exhaustive presentation of these and other findings were presented at the June 1, 1991 ACSD Conference at Gordon College. For a copy of presentation materials contact Scott Makin, Associate Dean of Students, Indiana Wesleyan University.

It was CoCCA's hope that by doing this study we would provide ourselves and other practitioners with helpful information and insights while serving our campuses in the area of Student Activities.

TABLE 3

DEMOGRAPHICS



Position Changes

Ellie Addleman, from Director of Residence Life, to Counselor at Messiah College.

Doug Bradbury, from Resident Director to Coordinator of "Issachar's Loft" - a Center for Discipleship and Leadership at Messiah College.

Rose Marie Burriss, to Director of Career Development at King College.

Daryl Couch, from Resident Director to Director of Residence Life at Messiah College.

Mike Gough, from Chair, Business Administration, to Associate Dean for Student Development at Mid America Nazarene College.

Daryl Grant, from Associate Dean at Winnipeg Bible College, to Dean of Students at North American Baptist College.

Dave Harden, from Dean of Student Development at The King's College to Assistant Dean of Students at Geneva College.

Donna Holcomb, from Assistant Dean/Resident Director at The King's College to Resident Director at Messiah College.

Kim Johnson, from Resident Hall Director at Taylor University to Associate Dean of Students and Director of Residence Life at Nyack College.

Nancy Jones, to Director of Wellness and Health Services at King College.

Cornelis G. Kors, from Dean of Students at Redeemer College to Director/Ecclesiastical Professor at Fuller Theological Seminary (RCA).

Trevor Martin, from student at University of Alberta to Athletic Director at North American Baptist College.

Shawn McMullen, to Campus Minister at Cincinnati Bible College and Seminary.

Rob Priestley, from Music Team Ministry with Venture Teams International, to Resident Director at North American Baptist College.

Deone Quist, from Assistant Resident Director at Malone College, to Resident Director/Religious Services at Geneva College.

Angela Ristau, from student to Resident Director at North American Bible College.

Edee Schulze, from Resident Director to Director of Residential Life at Wheaton College.

Leeann Shaw, from Resident Director at Ashland College, to Resident Director/International Student Advisor at Geneva College.

Marty White from Residence Life Director at Mid American Nazarene College to Director of Resident Services at Tokyo International National University.

Marci Winans, from Assistant Dean of Students to Dean of Student Development at Fresno Pacific College.

Rick Zomer, from Calvin College, to Resident Director at Geneva College.

REGIONAL CONFERENCES

APPALACHIAN NOVEMBER 19TH MILLIGAN COLLEGE KEYNOTE SPEAKERS

DR. FRED BADDERS,
PROFESSOR, APPALACHIAN STATE
UNIVERSITY

JOHN ELLIOTT,
MUSICIAN & LECTURER

BILL KALLENBERG,
DIR. OF STUDENT LEADERSHIP DEV.

MARK TROYER,
DIR. OF LEADERSHIP DEV., ASBURY
COLLEGE

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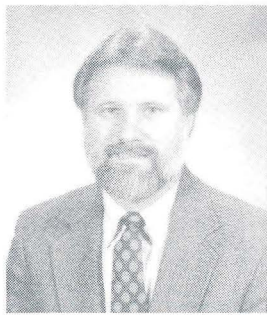
LAKE JANUARY 24 & 25 ANDERSON UNIVERSITY

FOR ADDITIONAL INFORMATION CONTACT
LINDA CUMMINS (317) 641-4194



1991-92 REGIONAL DIRECTORS

Left to right, Steve Beers (Central), Jeff Ederer (California), Dwain Harwick (Appalachian), Linda Cummins (Lake), Dave Harden (Northeast), Tim McKinney (North Central). Not pictured, Carol B. Sinnamon (Southeast Region), Becci M. Rothfuss (South Central), Staci McIlwee (Mountain), David Waggoner (Northwest).



The President's Corner

Nancy Schlossberg, in the book *Designing Campus Activities That Foster a Sense of Community*, states that "...the

creation of environments that clearly indicate to all students that they matter will urge them to greater involvement" (p. 14). She defined mattering as a feeling that others depend on us, are interested in us, and are concerned with our fate. She contrasts mattering with "marginality" which is simply defined as a feeling that the individual doesn't matter. Schlossberg concluded her chapter by stating that institutions that focused on mattering enhanced student involvement which in turn influenced student satisfaction, institutional loyalty and persistence.

I identify with the above statement and feel that ACSD is the kind of organization that is committed to fostering communities of learning where not only students are made to feel like they matter, but which is serious about helping students to integrate their faith with their learning, living and values.

As I look at these next two years, I am both excited and humbled. God has given me a unique opportunity to serve as president and I hope that with your help this organization during the next two years will continue to have a positive impact on our profession. I also feel privileged to follow in the footsteps of Ruth Bamford, Don Boender, Jay Barnes, and Deb Lacey. They have provided excellent leadership, and I hope that I can be the kind of catalyst they were to encourage and expand the mission of ACSD.

I will be using the KOINONIA to update you on ACSD activities, and to occasionally share with you some personal and professional reflections. If you have agenda items that we, as an organization, should address, please do not hesitate to contact me.

I look forward to working with you.

Norris Friesen
President, ACSD

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Correction for Spring 1991 Koinonia

A paragraph was left out of the article "Wisdom in Waiting" which was published in the Spring Koinonia. The following paragraph should be inserted above the second quote on page three of the newsletter.

...through the *act of marriage*. As Tim LaHaye has so powerfully brought out, this is the proper term for sexual intercourse. The *aloneness* that Adam felt in the garden was solved as he became one with Eve. The prohibition of premarital sex serves at least two important functions. It protects the possibility of realizing such an intimacy in a future marriage relationship and it preserves the integrity and self worth of those called to be celibate. Low commitment sex always robs both partners of the deep sense of value we are obliged to give one another as people created in His image. Sexual sin for the apostle Paul, according to Tim Stafford, is never a *victimless crime*. Lewis Smedes commenting on I Corinthians, chapter 6, states it this way:

The editor apologizes for any inconvenience caused by the omission. A reprint of the article in its entirety is available from the author.

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FUTURE ACSD NATIONAL CONFERENCE SITES

- 1992 Huntington College
- 1993 Houghton College
- 1994 Westmont College
- 1995 Anderson University
- 1996 ??????

Interested in the challenge and rewards of hosting the National Conference?
Contact Norris Frieson for additional information.

Application deadline for the '96 conference is May 1, 1992. Preference will be given to midwest schools.

Faith

COMPOSING A LIFE OF MEANING

*"Now faith is the substance of things hoped for,
the evidence of things not seen."*

Hebrews 11:1

**Plan now on being a part of ACSD
June 1-4, 1992 at Huntington College!**

Koinonia

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