

THE TROJAN'S Trev-Echoes

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BOOK OF THE YEAR:

Disciplines for the Inner Life

By Jean Wheel
Staff Writer

Bob Benson's book *Disciplines for the Inner Life*, has been chosen as Trevecca's book of the year. We learned of this book during a chapel service that Dr. Dunnington held as a memorial for Bob Benson. Dr. Dunnington has also written an excellent review of *Disciplines for the Inner Life* which follows: (This book can be purchased in the bookstore for \$14.25. This is one book you will not want to be without.)

Book Review: *Disciplines for the Inner Life*, Bob Benson, Michael W. Benson. Word, Inc., 1985. 356 pgs.

Just last week I was asked once again, "Can you recommend a good devotional book?" That is always a hard question that can only be answered by knowing something about the person who is asking. I usually recommend different type books for different types of people. I think, however, that I have discovered a new resource for devotional reading and spiritual growth that will become my standard answer to the question. *Disciplines for the Inner Life* has something that could help almost everyone looking for devotional resources. I am excited about the potential usefulness of *Disciplines* . . . as a guide for enriching and deepening the devotional life.

Nazarenes should have special appreciation for this volume since

it represents the writing and editorial work of two widely respected elders in the church; author and retreat speaker, Bob Benson, and his son, Michael, a Nazarene pastor in California.

Disciplines for the Inner Life is a devotional guide divided into five major sections. Section One deals with "Disciplines for the Inner Journey" and includes 19 segments, each designed to be used for a week at a time. Weekly themes here include discipline, solitude, confession, Bible reading, study, fasting, etc. The "order" for each day includes an invocation, a Psalm, a Scripture lesson (one following the weekly theme; other references to be read for those desiring to read the Bible through in one year), literature, instructions for growth in prayer, a hymn, and a benediction. The weekly segments under each major division follow this pattern throughout the guide. They may be used in consecutive order, day-by-day, or approached thematically according to one's desires and needs. Section Two of *Disciplines* . . . addresses "Obstacles to the Inner Life" such as doubts, temptations, distractions, God's absence, guidance, etc.

Section Three, "Patterns for Living Inwardly," focuses on the Lord's Prayer, the Lord's Supper, the Beatitudes, the Parables, and the Jesus Prayer.

Section Four moves the reader toward "Inward Graces of the Centered Life" as humility, obe-

dience, simplicity, the mind of Christ, purity, and charity become the weekly themes.

The final section, "Outward Fruits of the Inner Life" concentrates on the expression of Christian devotion in service, commitment, compassion, awareness, celebration and gratitude.

The "selections for meditation" in each of the 52 weekly segments are fresh, illuminating, and provocative of spiritual insight and inspiration. The index of authors carries 140 names ranging from spiritual giants of the past like Augustine and Wesley to pilgrims and sojourners of the 20th century like Bonhoeffer and Hammerskjöld. Readers will also find choice selections from favorite authors like Hannah Whitehall Smith, Thomas Kelly, Richard Foster, Henri Nouwen, Thomas Merton and A. W. Tozer.

In addition to the enjoyment of "old favorites," reading selections from this devotional guide will undoubtedly send the reader looking for the complete works of authors newly met.

Disciplines for the Inner Life is a literal treasure chest of devotional literature. It could be used of God to bring discipline, insight and inspiration to the spiritual life of those who adopt its use. The father-son team of Bob and Mike Benson has made a solid and lasting contribution to the devotional life of the church. I recommend their work to all who wish to live "richly, deeply and spiritually."

Music Department Releases Spring Schedule

By Nathan Hyde
Editor-in-Chief

The Spring Recital Season is here, and with it comes a full slate of musical activities that began with Commencement Concert Auditions and will end with the Commencement Concert. Spring Quarter is a busy time all over the Trevecca campus with the Music Department being no exception.

Starting off the quarter last Friday was a full afternoon and evening of Commencement Concert Auditions with Music Majors and non-majors alike vying for an opportunity to perform a solo with full-orchestra accompaniment. Also complete is the Student Recital held on April 7 in the Fine Arts auditorium which allowed students to perform recently studied works before their peers.

Coming up the beginning of next week is a concert by the Nashville Intercollegiate Orchestra, a group of college students selected from all of the colleges and universities in the Nashville area directed by Dr. Robert Gregg of Belmont College and assisted in conducting responsibilities by Mr. Phillip Ketcham, a TNC alumnus (B.S. Music, 1983). Also taking the stage next week will be the Opera Workshop performing Mozart's "Bastien and Bastienne." The Opera Workshop is formed from students desiring to learn about operatic music, and in this course they will have the opportunity to perform shorter works by major composers. The dates and times for the Orchestra and the Opera are set for Monday, April

14 at 8:00 p.m. and Saturday, April 19, also at 8:00 p.m. respectively.

The remainder of the Spring Quarter activities are listed below:

APRIL
14 Nashville Intercollegiate Orchestra - 8:00 p.m.

19 Opera Workshop: Mozart's "BASTIEN AND BASTIENNE" 8:00 p.m.

*25 SENIOR RECITAL - David McCullough, Tenor - 8:00 p.m.

*29 SENIOR RECITAL - Ed Wynn, Tenor - 8:00 p.m.

MAY
2-4 Wind Ensemble Tour

*12 STUDENT RECITAL - Dwight Roysdon, Trumpeter - 8:00 p.m.

16 STUDENT RECITAL - 10:00 a.m.

15, 16, 17 Lyceum Production of "BRIGADOON" - 8:00 p.m. Benson Auditorium

*19 SENIOR RECITAL - Mike Clyburn, Percussionist - 8:00 p.m.

24 Concert in the Quadrangle - 6:00 p.m.

26 Student Recital - 3:00 p.m.

26 FACULTY RECITAL - Mary Bates, Soprano - 8:00 p.m.

30 Madrigals Home Concert - 8:00 p.m.

31 Opera Workshop: Leoncavallo's "PAGLIACCI" - 8:00 p.m.

JUNE
5 Commencement Concert - 8:00 p.m. - Benson Auditorium

Career Counseling to hold Career Day

The Career Counseling Center is planning a Career Day on April 22, 1986 from 12 Noon to 4 p.m. in the P.E. Center (gym).

A wide range of employers from different career fields will be invited to this Career Day. All students are invited to come and talk with representatives of many organizations and receive information about employment — maybe job applications in some cases. This will be a time of informal

discussion with the various employers.

Various groups being represented include the banking industry, the U.S. Armed Forces, and private business. This is a good opportunity for all students to see possible career options up close.

Please register in the Career Counseling Center as soon as possible if you plan to attend. 1237 is the extension number.

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Editorial

Editorial Policy

Opinions expressed in editorials and letters are not necessarily those of the students, faculty or administration of Trevecca Nazarene College, or the *Trev-Echoes* staff, but are those of the author.

Letters are welcomed, but they must be typed and should not exceed 300 words. Unsigned letters will not be accepted, but names will be withheld upon request.

Trev-Echoes reserves the right to edit without impairing the meaning.

Letter to the Editor

Editor

I would like to attract attention to something on campus which many people may have noticed but few have publicly articulated. That is, I want to express my appreciation of the job Melinda Nabors has done this year as A.S.B. President in the hope that the rest of the Trevecca community will join in and show her the genuine thanks that she deserves.

Although she has been active in Student Government for the past several years, it has been this year that her abilities and hard work in

student leadership have become highly visible to me. While other A.S.B. presidents have seemed content to "occupy" their office and do what others have "expected" of them, Melinda has been willing to risk many of the privileges and future benefits of her office (such as "connections" with powerful alumni and business leaders) to try and bring about improvements in the lives of the students of Trevecca and improve relations between the students and administration on this campus.

In the past, student-administration relations haven't been all that they could be, and SGA has usually (it seems to me, at least) shied away from trying to improve them. This year, with Melinda's leadership, SGA has met many of the issues standing in the way of good student-administration relations and confronted them (the issues) head-on. In this respect, I think SGA on the campus is (finally!) beginning to fulfill its primary role as stated in its constitution. (Article I, sects. 2b, 2f and 2g.)

Hopefully, what has begun under Melinda's excellent leader-

ship will be continued in the future by the ones who we select to be next years student leaders, especially the office of ASB president. For this to continue, it is crucial that we exercise our right and responsibility to carefully and intelligently choose our leaders. By so doing, we will demonstrate to our future leaders that we support them, as well as sending a message to the administration that we take the role SGA plays in student campus life seriously. We can do this by making our choices on April 14 and acting on them by voting, or we can show the administration and our student leaders that we really don't think SGA is that important to us. I think this has happened in the past, when it has taken over a week to just get a quorum necessary to elect our representatives to the administration.

So let's get out and show next year's student leaders, as well as the administration, that we take SGA seriously by voting on April 14. And, the next time you see Melinda, tell her how much you appreciate the job that she has done this year. "Thanks Melinda!"

Michael G. Clark

National Library Week

"Awesome," that wonderfully overworked adjective of the '80s, is used to describe everything from a Dan Marino pass to Lee Iacocca's Chrysler comeback.

The Grand Canyon is awesome. So is Amy Grant! In fact, the number of things that people think are awesome is awesome.

There's something else that's truly awesome. But people don't call it that. They call it the library.

This year, millions of Americans will get a head start on the road to success at the library. An estimated 15.5 million people use the library's awesome resources each week - for consumer information, tax forms, voter registration, government publications; to plan their careers, vacations and retirement; to scheme, dream, prepare, hope and ponder.

You want awesome? Americans borrow more than 1.1 billion items a year from public libraries alone. They borrow videocassettes, feature films, records and audiocassettes. Some libraries are now loaning microcomputers and software.

Many libraries across the country offer less traditional items such as instant cameras, auto jacks, Sanders, garden and power tools, typewriters and sewing machines. One even loans evening dresses. Of course, you can still borrow books, paperback best-sellers along with the classics.

The library's resources benefit all ages. Newborns benefit when parents borrow books on child care. Toddlers can attend story hours and check out picture books. Students use the library for homework assignments. Seniors find a variety of books and programs to serve their information and entertainment needs.

What about people who can't read? Many libraries across the country have established literacy programs with volunteer tutors.

April 6-12 is National Library Week. America's libraries are urging us to get a head start at the library. Better check it out. It's awesome.

Mackey Library

Wellness finds strength in Biblical principle

with Dr. Gary Johnson
Physician Assistant Program

The concept of wellness is a relatively new development which has its own history, dating back to the efforts of Halbert L. Dunn, M.D., in the late 1950's. Dunn was a distinguished administrator, physician, lecturer and writer. He defined wellness as, "a direction in progress forward and upward, toward a higher potential of functioning. The whole being of the person, mind, body and spirit are integrated in the functioning process."

Wellness can be described in contemporary terms as a way of life. Wellness is a lifestyle that an individual creates to achieve their highest potential for well-being. One's lifestyle consists of actions he/she is able to control including diet, exercise, rest, stress, bad habits and attitude. Achieving a high level of wellness involves continual striving for a more healthful way of living. Wellness means taking responsibility for one's own health by learning how to stay healthy, giving up harmful habits, practicing good habits and responding to the body's warning signs before something serious happens. The body must be kept strong, fit and well-nourished so that it is able to resist disease and overcome injury. The mind and spirit are important too. A positive attitude helps one to combat stress and tension. Why should a person learn about wellness? So they can enjoy life to its fullest! When a person is well, they have more energy and endurance, spend less time feeling tired or ill. The person who is well sleeps better and feels calmer and more confident. The person's good health is manifested in improved muscle tone, proper weight, healthy skin and hair, and generally healthy wholesome appearance. Their increased vigor and enthusiasm is noticed by other people.

The Bible has much to say about healthful living. Recently, I saw a bumper sticker that read, "Don't tell me what kind of day to have!" Some people may, perhaps, reason that the care of the human body is up to them personally and that no one has the right to tell them what to do regarding the care of their body. This reasoning, according to the Bible, is wrong on at least two accounts. First, God created man in His own image (Genesis 1:26,27). Second, as stewards over our bodies, we are to glorify God (I Corinthians 10:31). The Bible rates health right at the top of the list in importance (3 John 2). The Bible declares that man does not own his body but that man's body was bought with a price. Man is, therefore, to glorify God with his body and spirit which belong to God (I Corinthians 6:19,20). Man's mind, spiritual nature and body are all interrelated and interdependent. What affects one, affects the other. If man's body is misused, his mind and spiritual nature cannot become what God ordained that they should. God gave health rules so that man would be preserved alive (Deuteronomy 6:24). Since God made man Himself, God knows what is best for the human body. Following God's rules results in "saving health" (Psalm 67:2) and more "abundant" life (John 10:10). Following are 14 health rules which are broadly interpreted from Bible scripture.

- The diet God gave to man in the beginning was fruit, grains and nuts. Vegetables were also added a bit later (Genesis 1:29,2:16, 3:18). In Leviticus 11 and Deuteronomy 14, God gave man permission to eat such animals as deer, sheep, cows or any animal with a split hoof and which also chews the cud. Fish which have fins and scales are cited as good for food.

No general rule is given to distinguish between clean and unclean birds. In Leviticus 11, a list of twenty birds is mentioned as being prohibited. Some fowl considered as good for food include dove, partridge, quail, chicken, turkey, etc.

- Do not harbor envy or hold grudges.
- Eat meals at regular intervals and do not use animal "fat" or "blood" (Ecclesiastes 10:17; Leviticus 3:17).
- Do not over-eat (Proverbs 23:2).
- Make mealtime a happy time (Ecclesiastes 3:13).
- Use of alcoholic beverages is forbidden (Proverbs 20:1, 23:31-31; I Corinthians 6:10).
- Tobacco is condemned. Nicotine contains a deadly poison that enslaves a man (Deuteronomy 29:17-19; Romans 6:16). Tobacco users are servants of nicotine. But Jesus said that man is to worship the Lord thy God and serve only Him (Matthew 4:10). Use of tobacco injures health and defiles the body (I Corinthians 3:16, 17). Use of tobacco wastes money (Isaiah 55:2). Man is God's steward of the money given him and it is required in stewards that a man be found faithful (I Corinthians 4:2). Tobacco using is a fleshly lust (I Peter 2:11). Use of tobacco never draws anyone closer to Christ. The tobacco habit is unclean (II Corinthians 6:17).
- These evils disrupt the body processes. The Bible says that envy brings "rotteness of the bones" (Proverbs 14:30). Christ even commands us to clear up grudges that others may hold against us (Matthew 5:23, 24).
- Maintain a cheerful, happy disposition (Proverbs 17:22; 23:7). A cheerful, happy disposition imparts health and prolongs life.

- Put full trust in the Lord (Proverbs 19:23; 4:20, 22). Trusting in the Lord strengthens health and life. Health comes from obedience to God's commands and from putting full trust in Him.

- Balance work and exercise with sleep and rest. (Exodus 20:9' 10; Ecclesiastes 5:12, Genesis 3:19; Psalm 127:2).
- Keep the body clean (Isaiah 52:11).
- Be temperate in all things (I Corinthians 9:25; Philippians 4:5).
- Help those who are in need (Isaiah 58:6-8). The Bible says that when we help the poor, sick and needy, we increase our own health.

It is interesting to note that the health principles advocated by Bible scripture support many present day attitudes regarding health promotion and wellness. Religion and the credibility of the Bible may impart strength and will power to motivate individuals to achieve a high level of wellness by adopting and adhering to health promoting lifestyles. In his article entitled *How Religion Heals* (Journal of Religion & Health, Spring-Winter 1981), Harry C. Meserve states that, "Religion may provide individuals a strong, steady constructive force which helps determine the general direction of an individual's life resistance to disease, ability to recover from injuries and setbacks, and capacity to develop resilience and adaptability in the midst of life's crises and challenges. Ordered lives where the individual is in control of his feeling, his habits and his behavior do have a better chance of being healthy than chaotic or haphazard lives where the individual feels that life is always doing things to them."



Features



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Great expectations

Are your career goals realistic?

By Tony Lee

As a college senior, Donna Lehman had an aggressive career plan. She wanted to work in public accounting for about eight years before leaving to become a corporate controller. But after two years in the work force following her graduation from Ball State University in Muncie, Ind., Donna's priorities changed dramatically. She got married and, soon after, had a child. Donna now works 32 hours a week, half of those at home.

Kent Clingenpeel thought his first job after college was "a dream" come true, until his paychecks started to bounce. The University of Oklahoma graduate stayed with his nearly bankrupt company a few more months, he says, because "it was hard to admit that it was time to leave after putting in so much effort."

During his final year at Michigan State University, David Eizelman was offered and accepted a management trainee position at Saks Fifth Avenue, a New York-based retailer. Two weeks before graduation, David was notified that the training program had been discontinued due to financial difficulties and his job offer was rescinded.

After interviewing with more than a dozen companies on campus as a senior at Union College in Schenectady, N.Y., Randi Ribakove turned down job offers from IBM and General Electric to accept a sales position with Texas Instruments. Two years later, Randi realized she hated her job. It took her another year and a half to

land a better position.

College seniors place a lot of importance on setting career goals. Yet realistic goal setting is an extremely difficult task to accomplish while still in school, according to information gleaned from a newly released survey of recent college graduates. In fact, seniors who naively set rigid goals for themselves — which don't leave room for changes in their personality or the job market — probably will face job-related disappointment in the years immediately following their graduations, the survey suggests.

Kent, David, Randi and Donna all had ideas of where they wanted to be after graduation. As college seniors in 1982, they participated in a nationwide survey conducted by David Hopkins, an associate professor of business and public administration at the University of Denver. In the survey, more than 2,000 students nationwide outlined their "real world" expectations on topics ranging from the importance of their families and personal happiness to career goals and future work assignments.

About 18 months later, the students were contacted again by Dr. Hopkins and asked how their previous expectations compared to what really happened. In most cases, some aspect of their personal or career goals had changed dramatically. And in some instances, the students' careers were nothing like what they had expected.

"By my second year in accounting, I was averaging 70 hour

*Adams, Elizabeth Dawn
 *Almon, Jayne Marie
 Balcom, David Bruce
 *Banks, Allyson Kimberly
 *Barber, Cindy Dawn
 *Barker, Terry Nelson
 Beecham, Mickie Bonita
 *Benjamin, Wanita Ellen
 Berger, Ginger Lynn
 Blackman, James Fitzhugh
 Blain, Edward Eberlin
 Blanchard, Melvin Sylvester
 *Blier, Penny Lynn
 Bourne, Lori K.
 Brown, Kevin George
 Brown, Martha Manning
 Buck, Robin Dailene
 Buttrey, Jenifer Louise
 Calkin, William Joel
 Clark, Michael Grady
 Clements, Lori Susan
 *Colquette, Joetta T.
 *Cooper, Susan Renee
 Cullen, Susan Faye
 Davis, Stanley Byron
 *Day, Pamela Jean
 DeYoung, Linda Marie
 Diehl, Dean Mark
 Diehl, Duane Weston
 *Dolan, David Matthew
 Duckett, Karen Ruthann
 Dulan, Thomas
 Duncan, Kathryn Elaine
 Eaton, Danny Thomas
 Eby, Mark Edward
 Eby, Tammy Leann
 *Egan, Emalie Love
 Elkins, Theresa Ann
 *Ferrell, Melba Angelyn
 *Finch, Paul Wood, Jr.
 Flannery, Claire Lynn
 Franklin, Sherri Denise
 *Frizzell, Barbara Jan
 Garber, Stuart Alan
 Gay, Mary Jean

*Indicates a 4.0 average

workweeks. I never dreamed I'd be working that many hours when I was in college," says Donna Lehman, who now works as a part-time accountant for a small Indianapolis accounting firm. "When I was working so hard, I viewed it as a vehicle to get ahead, but it really wasn't a lot of fun," she says. "Having a family has really changed my expectations."

Like many of her fellow graduates, Donna says she planned to spend her life climbing the corporate ladder. "I was really career gung-ho after graduation and willing to make every sacrifice for my job," she says. "Now my family, my religion and my friends are more important to me than my job. I'm very surprised at how my values have changed since college," she says.

In both the initial and follow-up surveys, students were asked to rank their career priorities in 17 areas. They show that money, family ties and gaining solid work experience all rose in importance. Conversely, attending graduate school, learning to work well with others and earning on-the-job freedom lost some appeal. In both surveys, students said they were willing to sacrifice free time and

DEAN'S LIST Winter Quarter 1986

*Gentry, Margaret Anne
 Green, Samuel David
 Gresser, Rebecca Joy
 *Gunn, Lisa Diane
 *Hansche, Tim Jorgen
 Harding, Rae Thyra
 Hatton, Deborah Lynn
 Heaberlin, Mac Von
 Hendrixson, William Douglas
 Henry, Sandra Leann
 Henson, Christopher Mason
 *Higginbotham, Suzanne Elaine
 Hood, Carolyn Yvelle
 *Huffman, Lisa Marie
 *Hulse, Mark Randall
 Humston, Michele Leann
 *Hunt, Karen Brittain
 Irwin, Christopher Todd
 James, Kimberly
 *Jewell, James Edward
 Johnson, Gina Marie
 Johnson, Timothy William
 Jones, Alanda Sue
 *Jones, Larry Irvin
 Killion, Ellen Kaye
 Knotts, Michelle Lynn
 *Knox, Shauna Lynn
 Koon, Chris Dewayne
 Linens, Davis Wayne
 Loar, Rebecca Lee
 *Maynard, David Lee
 McClurg, Steven Kipp
 McDaniel, Delana Michelle
 *McGranahan, John Wesley
 Miller, Glenda Joy
 Milliken, Lori Diane
 Mingleford, Laurel Denise
 Mishina, Shinichi
 *Morgan, Amy Lenoir
 *Murphy, Donna Betty
 Myhlhousen, Michael Samuel
 Napier, James Andrew
 Narkestam, Par Magnus
 *Neff, Brad Frank
 *Onstead, Jerry Lee

*Park, Jae-Boem
 Parrish, Susan Leanne
 *Pearson, Doreen Bernice
 Perhealth, Claude Ray
 *Perry, Stephen David
 Pitzer, Timothy George
 Poore, Brian Jeffrey
 *Poston, Regina Lea
 *Potter, Phillip Lynn
 Pulliam, Carla Annette
 Quinn, Richard Thomas
 Ratcliffe, Arthur Philip
 Reading, Janelle Beth
 *Redman, Gwendolyn Dawn
 *Rich, Janet McCullough
 *Robertson, Amy Suzanne
 Robertson, Randy Wayne
 Rondeau, Bill Paul
 Rowan, Ruth Rene
 Sadler, Shannon Elizabeth
 *Sharpe, Catherine Renee
 Sherman, Carla Beth
 *Smith, Jeffrey Galt
 Smith, Ronald David
 Smith, Timothy David
 Stokes, Benton Kevin
 Sturdivant, Melinda Carole
 *Sturgill, Sheila Kay
 Tharpe, Barbara Ann
 *Tinker, Gregory Lee
 *Tolar, Bill Keith
 Ventling, Daniel Wayne
 Waller, Lance Derek
 Watkins, Amy Ruth
 Watkins, Molly Margaret
 Wells, Jeffrey Alan
 *Wheet, Billie Jean
 *Whetstone, Cynthia Kaye
 *Whittington, Valerie Lynn
 Wilson, Janet Lee
 Winesett, David Craig
 Wonders, Richard Daniel
 Woody, Kimberly Claire
 *Yingling, John Patrick

vacation time for their work. "During the 18 months since college, I was surprised at how stable some things remained, like the importance of being close to their families," says Dr. Hopkins. "Yet many more graduates than I expected changed their career expectations," he says.

Why did so many students alter their expectations after 18 months in the working world? Probably because their expectations weren't based on reality to begin with, says Dr. Hopkins. "Some students think that their majors determine what careers they will be in, while others think that just because they have a college degree, they will become executives overnight," says Dr. Hopkins. "Once they start working, they realize that that doesn't happen."

Adele Scheele, a Los Angeles-based career columnist, consultant and author who holds a Ph.D. in management, agrees with Dr. Hopkins. She says most students don't spend enough time investigating the corporate world that they are about to enter.

"There is a myth that comes from television that success can be found overnight," says Dr. Scheele. "That leads seniors to

develop vague notions of what a college degree is really worth," she says.

"Students are susceptible to myths because throughout their lives, the school system has dictated that every three to four months (the length of a semester), they get promoted," she says. "Once they start working, students get disappointed when they don't receive a raise and promotion every few months. It's disillusionary, and graduates end up either hating themselves or their company for promising something they didn't deliver," Dr. Scheele says.

'A Different Ball Game'

"In college, you're more idealistic. You feel like you can conquer the world," says David Eizelman, the Michigan State marketing major whose job offer was rescinded. "When you study in school, you study books, but it's a totally different ball game after graduation," says David, who is now manager of a jewelry store in Lansing, Mich. "You become willing to sacrifice your free time and other personal things for your job because now you have to support yourself."

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Features

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Scott Anderson, a mechanical engineering graduate from the University of California at Santa Barbara, says he had no idea of what to expect when he accepted a process engineering position at Oximetrix Inc., a Silicon Valley-based medical products manufacturer. "They don't tell you in school what you'll be doing on a day-to-day basis, so it was a completely new experience for me," he says. "It seems like an exercise in futility for seniors to try to plan their careers while still in school. My advice is just choose the area you know best and go with the flow," he says.

One reason why most students can't accurately predict their futures, even for just the first few years after college, is that "work is radically different from everything they've ever experienced in school," says Dr. Scheele. "All along, students are taught to expect something from others — from parents who satisfy them to teachers who offer knowledge and guidance," she says. "At work it's the opposite. You're expected to provide something in exchange for a paycheck (and often nothing more). It can be a rude awakening."

Success Wasn't Enough

When Randi Ribakove accepted her sales position with Texas Instruments in New York City, she thought her personable sales style would help her succeed. Randi did succeed, earning a top salary and gaining her boss's respect. But she grew to hate her job.

"I got sick of spending days with design engineers talking about technical problems," says the math and computer sciences double major. "Electrical engineers are better suited for technical discussions, while I'm best suited for sales." Randi says she had different expectations of what the job would include when she accepted it, but adds that "it's no one's fault. I just didn't know if I'd like it until I tried it." She recently turned down a large pay increase from Texas Instruments to accept a lower-paying sales position with a

New York data processing consulting firm.

Unlike Randi, the majority of students in Dr. Hopkin's survey placed significant importance on money. Almost 70% of the students questioned in the follow-up survey said they prefer salary increases by a two-to-one margin over any other type of reward, including reduced workloads, more time off and profit sharing.

"Since I started working, it's been a fight to make it from paycheck to paycheck," says Kent Clingenpeel, who earned a computer sciences degree from the University of Oklahoma. "In a performance appraisal, money had become more important to me than any other aspect of work," he says, "including increased responsibilities or more freedom."

Another area that maintained its importance among surveyed students was the need to enjoy their jobs. "You have to be happy with your work" to do it well, says Kent, now a data processing manager at Ward Petroleum Corp. in Enid, Okla. "It's terrible if you wake up in the morning and think, 'I don't want to go to work.'"

Not all students have to determine their career goals by the seats of their pants. There are ways to gain practical experience and insights into potential job opportunities while still in school. The best place to start is the college placement office, says John W. Crooks, manager of college relations at Eli Lilly & Co. in Indianapolis and president of the Bethlehem, Pa.-based College Placement Council.

"Ask counselors in your placement office to help you find out what is going on in your discipline, industry and geographic area," he says. "They have volumes of information." If you still aren't sure what to do after researching the field, Mr. Crooks recommends interviewing for a general management trainee position. At Eli Lilly, for example, "each trainee is given a couple of years to determine what area of the company is (his or her) forte. Then that person can move into a particular career path, or say 'this isn't for me' and leave," he says.

Another way to develop a clear understanding of a career field is to spend time in that field before graduating. Dr. Scheele offers the following suggestions on how that can be accomplished:

1) Get an internship, but only if you're willing to work just as hard as the full-time employees. "An editor at *Rolling Stone* magazine told me that too many interns expect an outline of what they should be learning, and that's not their intent," says Dr. Scheele. Companies want student interns "who don't have to be protected and can deal with chaos and ambiguity without constant directives," she says, adding that students who can work on their own will get a far more realistic picture of how a company works.

2) Work full-time in your expected career field either during a semester off or over the summer. You may like what you see, but if you don't, you'll still have time to explore other fields. It also will help you get accustomed to a substantial loss of vacation time, which you should expect after college.

3) Ask to do research for a professor who also works as a business consultant. You can get a good feel for what really goes on at various companies while building a relationship with a possible mentor.

4) Use term papers to investigate potential employers. Remember, most executives are more willing to share their thoughts with a hard-working student than with a job hunting graduate.

If even your best efforts to understand the working world fail and your first job becomes a disaster, Dr. Scheele says you probably shouldn't change jobs right away. "Stay with the position and learn from it. You can't get accustomed to bolting every time something goes wrong," she says.

John D. Shingleton, director of placement services at Michigan State University, says that in addition to investigating certain jobs, students should determine how they will measure success in those jobs. "What does success mean to you? Is it just bucks, or is it a total package of the type of work, the pay, the travel, the location . . . ?

SPRING 1986 CHAPEL SCHEDULE

T	MAR	25	Bethany Nazarene College/Bethany Chorale
W		26	Chaplain Dunnington
T		27	Mr. Mike Malloy/Mr. Gary Wood -Christian Counseling Service
F		28	Good Friday Service
M		31	Melinda Nabors — S.G.A. Forum
T	APR	1	Dr. Adams
W		2	Chaplain Dunnington
T		3	Rev. Freddie Williams, Missionary to Haiti
M		7	Benson Revival Series: Night services at College Hill; Begins Sunday
T		8	(Rev. Hal Perkins)
W		9	(Moscow, Idaho)
T		10	()
M		14	A.S.B. Elections
T		15	Dr. Paul Wardlaw, Nazarene Compassionate Ministries
W		16	Mr. Robert Short, Author, <i>Gospel According to Peanuts</i>
T		17	Chaplain Dunnington
M		21	Jeff Steinburg — Gospel Concert
T		22	Rev. Danny Morris — The Upper Room
W		23	Dr. Millard Reed, Pastor, First Church of the Nazarene
T		24	Dr. Adams
M		28	Class Elections
T		29	Chaplain Dunnington
W		30	Academic Awards Convocation (Phi Delta Lambda)
T	MAY	1	Paul and Trish Jackson, Song Evangelists
M		5	Mr. Gerald Willis
T		6	Dr. Charles Strikland, General Superintendent, Church of the Nazarene
W		7	Kelvin St. John, Missionary to Guatemala
T		8	Kelvin St. John
M		12	New Vice-President of Religious Life
T		13	TBA
W		14	Chaplain Dunnington
T		15	Rev. Kenneth Clements, Military Chaplain Ft. Knox, KY
M		19	Claude Perhealth
T		20	Chaplain Dunnington
W		21	TBA
T		22	Summer Ministry sending service — Joe Bowers
M		26	Memorial Day Convocation
T		27	Academic Excellence Convocation
W		28	ASB Installation Service
T		29	Awards Convocation

Students have to be sophisticated enough to put this all together," he says. Otherwise, "their expectations will never pan out."

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Sports

Trevecca's tennis team working towards TCAC title

TNC Sports Release

The tennis team has two returning lettermen this year. Pelle Narkestam who played # 2 last year and who has a combined singles record of 68-25 and 55-16 in doubles; and Richard Knowlen from Hot Springs, Arkansas who played #5 last year.

Pelle is Trevecca's second Academic All American with a 3.76 GPA. Pelle is majoring in Business Administration.

This should be a rebuilding year with the loss of All American Dick Johansson and with four new players. But the new prospects show a lot of promise.

New players include Magnus Berglund, Ulf Dahlstrom and Olof Lundin from Sweden and Jeff Boyett from McGavock High School in Nashville.

Magnus, Olog and Jeff are all

freshmen. While Ulf is a transfer from Pan American University in Texas and is classified as a sophomore.

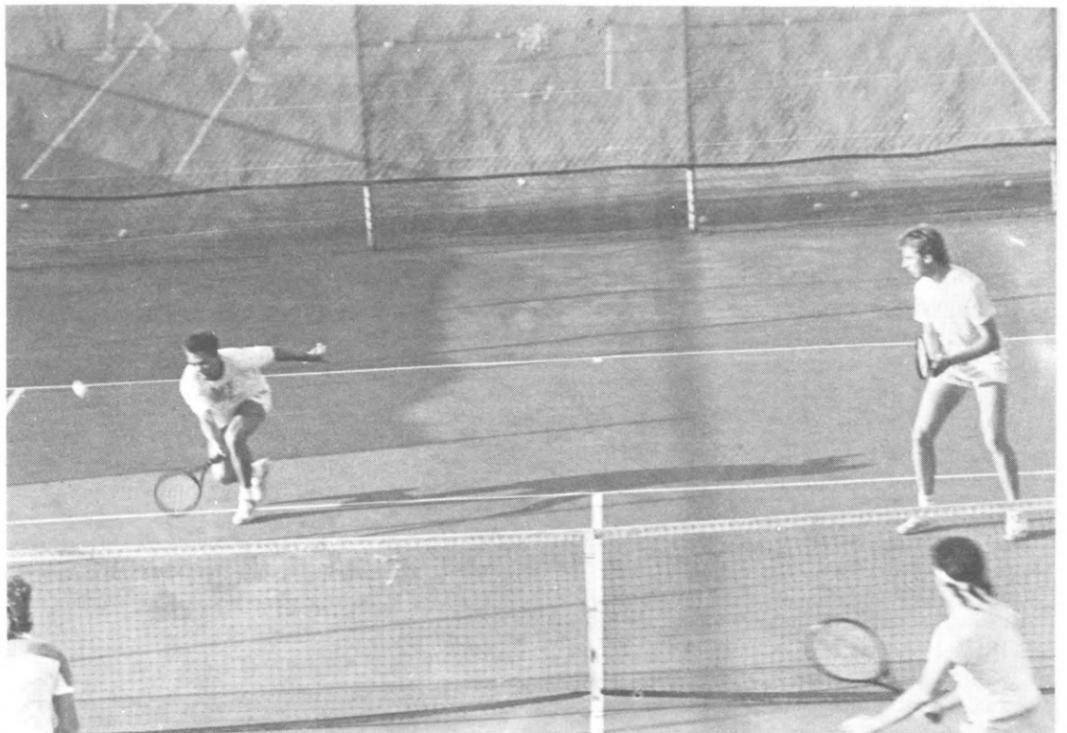
This is the first year for tennis in the TCAC, so our eyes are first set on winning the new confer-

ence, which is the toughest of the two conference in District 14.

Outstanding players in the conference are Sergio Castilo from freed-Hardeman, Greg Chambers from David Lipscomb and Gunnar Adalberth from Union.

There are always four or five tough teams from the TCAC and winning the conference is a big task.

The District 24 tournament will again be held in Nashville April 30 - May 1st.



Ulf Dahlstrom and Magnus Borglund, two members of Trevecca's varsity tennis team match strengths with area foes in men's doubles.

Photo by Stephen Perry

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1986 Trojan baseball highlights game-for-game

2/24/86 TNC 3, KY Wesleyan 2
Popcorn Thompson grounded a single up the middle in the bottom of the eighth inning to give the Trojans a season-opening victory. Marty Wood went the distance with a 6-hitter, striking out 6 and walking only 2.

Photo by Stephen Perry

2/26/86 TNC8, Vanderbilt 3
Dwayne Gunter's four hits and a big 2 run double by Vince Insogna backed Eric Lavoie's 14-strikeout performance. Lavoie lasted until the ninth, when he got last out relief help from Randy Cash.

Continued on Page 6



Dwight Rowe, #30, of the TNC baseball team is suspended at full stretch in the process of pitching another good game for the Trojans.

students, faculty, alumni

The Nazarene Connection

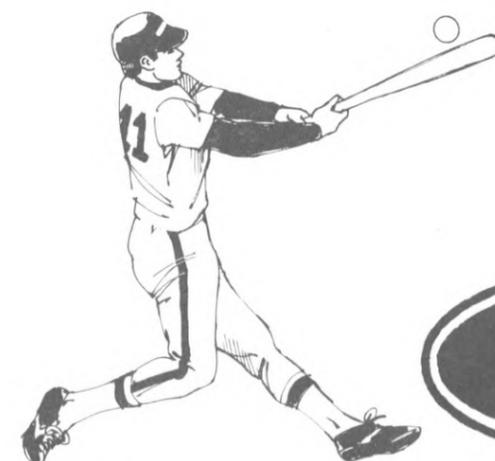
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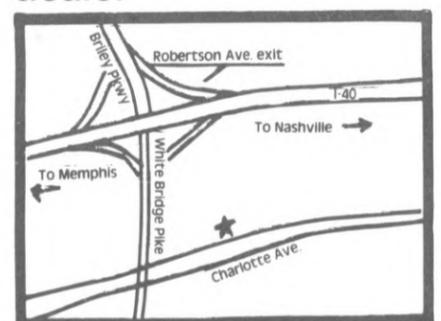
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Sports

Continued from page 5

2/28/86 TNC6,3 Lincoln 2, 2

Dwight Rowe threw a 3 hitter and struck out 10 in game 1. Doug Thompson's first inning triple which scored two runs was the big blow. In game 2 freshman Neil Helton allowed 4 hits in 6 innings to claim his first collegiate victory. Thompson again had RBIS.

3/1/86 Tenn Tech 14, TNC 8

Tech scored all its runs in the second inning, then held off the Trojans in Cookeville. Doug Thompson's grand slam home run was a highlight for TNC, who used 6 pitchers.

3/3/86 TNC 10, 5

Univ of the South 8, 0
Freshman Orville McCollough scored four runs and Chuck Lawrence picked up the win in game 1. Then McCollough pitched a 3-hit shutout (5 innings) in game 2. Randy Harpster had 3 of the Trojans 9 hits in the second contest.

3/4/86 TNC 13, Lincoln 3

Brian Voss Pitched 5-1/3 innings of 1 hit relief to claim his first collegiate victory. Harpster (4 for 5, RBIS) and Vince Insogna (2 for 3, 5 RBIS) led the Trojan's offense. Insogna hit a grand slam.

3/5/86 MTSU 18, TNC 15

The pitchers took the day off as MTSU out-slugged TNC! Despite an early 11-3 lead and 5 RBIS by Lavoie, four Trojan pitchers yielded 16 hits and 18 runs.

3/8/86 TNC 19, 6 Kenyon 4, 4

Eric Lavoie crashed 2 home runs and drove in 7 runs in the opener and Vince Insogna's 3 RBI's backed Neil Helton's pitching in the nightcap to give the Trojans a sweep.

3/10/86 Union 8, TNC 5

The Trojans, who committed 6 errors in the game, fell behind 4-0 early and couldn't overcome Union at Jackson Field. Tommy Locke got credit for the victory. Popcorn Thompson homered for Trevecca.

3/15/86 TNC4, 12

Northwestern IA 0, 3
Marty Wood threw a 4-hit shutout in the opener as Lavoie homered. Then, Randy Cash worked four strong innings in the nightcap while P. Thompson and M. Wood led a 15-hit Trojan barrage with 3 safeties each.

3/17/86

In Melbourne Florida, the Trojans tuned up for the week by

deflating Brevard J.C. 2-1. Trevecca is one of 8 teams participating in the 19th annual Christian college Tournament at Cocoa, Florida. the site this year is Cocoa Expo, former spring training home of the Houston Astros.

3/18/86 TNC 8, Grande 5

An 11 hit attack (including 4 by B. Wood, 3 by M. Wood and a 2-run homer by E. Lavoie) and Tim Bell's excellent relief pitching (4-1/3 IP, 3 H, 5K) brought TNC back from a 5-2 deficit to victory.

3/18/86 Northwestern, IA 2, TNC 1

Despite 7 hits, the Trojans could score only a single run. Long drives by Gunter and Harpster with runners on base were hurled in on the spacious field. D. Rowe threw a four hitter in a losing curve.

3/19/86 TNC 24, Judson 5

Jason Smith and Doug Thompson led 21-hit attack as the Trojans buried Judson. McCollough got the victory.

3/19/86 TNC 2, Cedarville 1

Freshman Neil Helton threw a 2-hitter (5 K's) and Allen Sipe got the winning run home on a ground-out. P. Thompson and Gunter had 2 hits.

3/20/86 TNC 8, OK Baptist 7

Vince Insogna's 2 out, 2 strike single tied the game in the bottom of the seventh and Popcorn Thompson followed with the game-winner (his third hit of the game), a single to rightfield. Eric Lavoie got the win in relief.

3/20/86 TNC 21,

Mid America 4

The Trojans shell-shocked Mid-America with 17 hits in support of Randy Cash. P. Thompson (2 triples), D. Thompson (44 hits) and D. Gunter (3 for 3) led the bombardment.

3/21/86 TNC 8,

Campbellsville 1

Tim Bell (3 inn) and Eric Lavoie (4 inn, 7 K's) combined on a one-hitter to stop the Tigers. Lavoie and Gunter had 2 hits apiece.

3/21/86 Rio Grande 3, TNC 2

Despite a strong pitching performance by Orville McCollough, the Trojans were unable to out-score Rio Grande. They tied for 1st place in the tourney with Northwestern (IA), and were awarded 2nd because of an earlier loss to the Raiders.

The Job-Hunter's Handbook: Attitude is a key factor on the job

This is the first article in a series dealing with the ever-present problems related to job-finding, both for careers and for part-time employment. The series comes from a book entitled, The Job Hunters Handbook.

Hints for the Job-Hunter

"I'VE GOT A DEGREE. WHAT ELSE DO THEY WANT?"

So you've spent four (or five, or six) years getting a degree. Maybe you've spent your summers getting some experience. Will that be enough to get the job you are hunting for?

THE KEY: ATTITUDE

There are two young men in Topeka that I would like to hire today. As yet, I haven't a place for them, but a week rarely goes by without my wondering if I can use them. Why? Because I know that they are good workers. Good businessmen are constantly looking for good employees because they are hard to find.

There are lots of people with the necessary education, experience, and/or skills for every job. What is rare is people with the right attitude. Attitude is always the difference between excellence and mediocrity.

Here's a list of six characteristics employers are seeking. If an employer discovers that you have these attitudes, he will want to hire you.

TEAM SPIRIT

Every employing organization is a team. Even if there is just you and one other person, you are a team. To be a good team member you need to:

- accept the authority of your boss,
- serve as an equal with co-workers,
- respect the rights and needs of your subordinates.

People with team spirit give credit rather than take it. Whenever Ewing Kaufman, president and founder of Marion Laboratories, has a chance to talk about his

company, he talks about how the employees make the company what it is. He could talk about how he founded the company, had the vision, and put it into action, but he doesn't because he has team spirit. As a result, the company has many applications for every opening. Everyone is attracted to a place where people give credit rather than take it.

SOLUTION-ORIENTATION

Solving problems is the function of every employee in every company. The problem-oriented person gripes about the problem. The solutions-oriented person observes the problem and looks for solutions. When he finds one he tells it to whomever has the authority to implement. Solution-oriented employees increase company sales and productivity and automatically find themselves on the road to advancement.

Your ability to solve problems depends upon your attitude more than your intelligence. If you choose to focus on problems all you will see is problems. If you look for solutions, that is what you will find.

PATIENCE

Few things can disrupt the workplace more than an impatient person. Impatience puts everyone on edge, pushes people to make mistakes, and takes the fun out of work. And whoever heard of someone being loved or praised or promoted because of his impatience?

The patient person does not have to apologize for words spoken in the heat of the moment. He finds the opportunity to do the right thing at the right time. The less-talented patient person often achieves more than the talented impatient person.

PROFESSIONALISM

What is the difference between a professional and an amateur, the average and the expert? The professional works at developing a skill until he has achieved the best possible performance, he then

works to maintain that level of proficiency. The amateur simply performs his skill, satisfied if a job is done even if its below par. The pro does his best even when he doesn't feel like it. The amateur just does as he feels. The pro understands that his work and his performance are every bit as important as the company president's. He takes pride in his job, his workmanship, and the products he produces. He realizes the importance of good performance.

A study by the temporary-help firm, Accountemps, concluded that "the average on-the-job performance of American workers is only fifty-three percent of their total capability." That means that most people are content to waste almost half their time at work! Be different. Be professional.

ENTHUSIASM

Former General Motors executive Harry F. Banks captured the significance of enthusiasm when he said that "A salesman minus his enthusiasm is just a clerk."

Enthusiasm is the feeling that comes from a positive mental attitude. An employee with enthusiasm will be excited about the company's goals and products rather than apathetic or negative.

The attitude you choose determines the feeling you experience. Every employer wants happy employees. Happy people work harder, encourage others, and build stronger companies.

You will probably never find these five characteristics of a good employee on the list of qualifications for any job. Nevertheless, they are important considerations in any employer's mind. Even if he is not consciously aware of his desire to find someone with these attitudes, he has the desire. They are so important that they may get you a job when you have no experience.

For more Job-Hunting Hints, read *The Job-Hunter's Handbook, A Christian Guide available at your Christian bookstore.*

