

the

FALL, 1976

Ambassador

big sandy



AC ABROAD

the Ambassador

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VOLUME III, Number 1

Fall, 1976

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COVER — The summer of 1976 saw Ambassador students expanding their education in foreign lands. Our cover is composed of representative shots taken by AC explorers Mike Greider, Tom Hanson, Charlie Melear and Scott Moss from the British Isles, Scandinavia, Europe and the Middle East.



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CONTRIBUTIONS

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FORSTUP



STUDENTS CALL IT FANTASTIC

By Randy Brelsford

The Department of Foreign Languages and Literatures calls it FORSTUP; participating Ambassador students call it "fantastic," "mind expanding" and "the most profitable thing a college could be involved in." Ambassador College, Big Sandy's Foreign Study Abroad Program (FORSTUP) and other opportunities for international travel are helping students to become truly educated by allowing them to share in the culture of other nations.

The year 1969 marked the first year of participation of Ambassador College students with the archeological excavation in Jerusalem. Four years later a Foreign Study Abroad scholarship program was established which

enabled students studying foreign languages to travel abroad and gain experience in the land of the language which they were studying. That year the program was limited in the number of students it sent abroad but the foundation was laid for a profitable program of international sharing.

Forstup Summer Program

This year Ambassadors were spread from the British Isles through Europe, the Middle East and Central America. Dr. E. Dale Randolph, chairman of the Department of Foreign Languages and Literatures, stated that the goal of FORSTUP is to enable students to "see another culture and be temporarily part of another culture. The students act as our ambassadors in other parts of the world. When they return they help

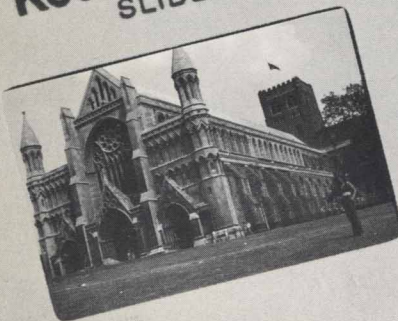
us as instructors to feel a part of the culture they have been exposed to.

"For the past two summers Spanish students have been able to study at the Instituto de Estudios Iberoamericanos in Saltillo, Mexico, through FORSTUP scholarships. The students live with Mexican families, attend classes and experience living in another society. The aim of the Spanish program is not to be American with other Americans abroad, but actually trying to be a part of the culture."

Dee Bishop, senior, studied at Saltillo this summer. "We went to classes, lived with a Mexican family, talked to friends and lived as we

Canterbury, England

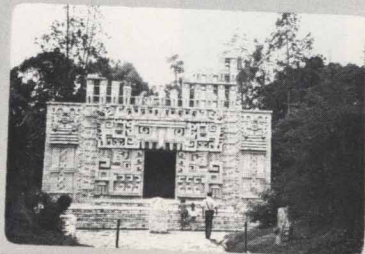
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Mexico City, Mexico

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Athens, Greece

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usually do — only mostly in Spanish. We spent two hours a day with a Mexican tutor, and that helped a lot."

Dee and junior Cathy Folker, also on the trip, then explored some of Mexico on their own after classes were completed in Saltillo. "One of the most important things I learned was that there is not all that much difference in the attitudes of the poor and the rich. The poor are basically satisfied with their lives as are the rich," Dee said.

On the other side of the Atlantic, three German students, John Dobritch, Tom Hanson and I, were working and studying at the Bonn office, headquarters of the German Work. "We worked half a day in the office, then the rest of the day we explored the city, studied or talked with friends and worked on special projects for the German department at school," said Tom Hanson, speaking of his experiences.

Through work-related opportunities we were able to travel to Austria, Switzerland, Italy, Belgium and East Germany.

On some trips we stayed with Church members. They were always glad to have guests from the States and went all out as hosts.

They were interested in life in the United States but were satisfied with life in their own countries.

I found that the German people were more in contact with what was going on in other countries than we are in America. They would have to be; it is not like America where the whole continent is basically one nation. There, if something happens in another country, it could effect them personally; that other country may be only half-hour's drive away by car.

There are small cultural differences which everyone notices when living abroad. "I don't think I could live in Germany," said Tom Hanson jokingly. "I'll never be able to go 45 days without a Dr. Pepper again."

Israel and AICF

Three hours away from Germany by jet places you in Jerusalem. By air-travel standards that is not very far, but by cultural differences it is a world away. For the first time the Ambassador International Cultural Foundation (AICF) sponsored the annual joint Ambassador College and Hebrew University excavation project at the Temple Mount in Jerusalem.

"The dig began in 1969," said Mark Kaplan, instructor in Hebrew. "In the beginning all the students

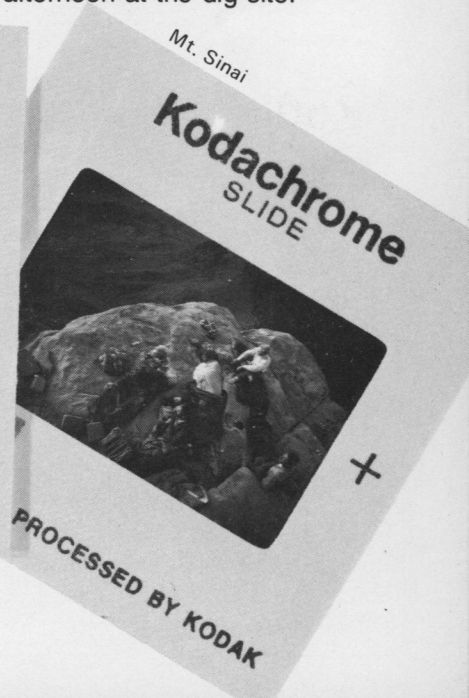
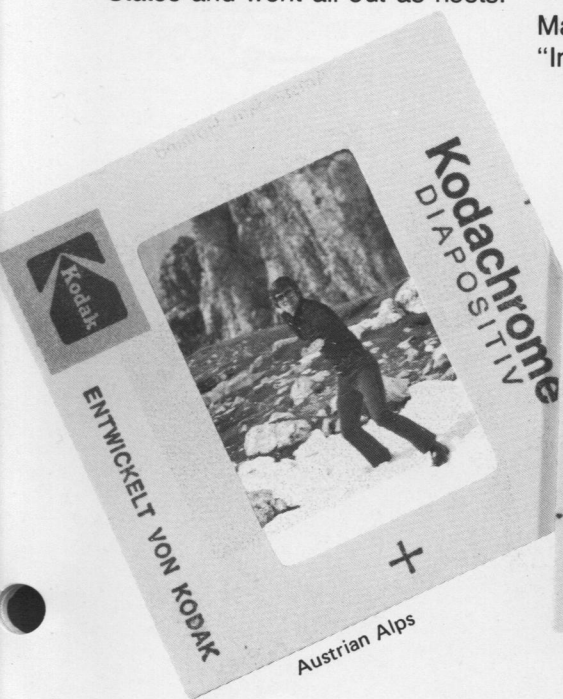
took Hebrew. We had thought that we would open an office in Israel; we needed people with language experience and time in the country. We did not start a large-scale operation there, however, and the result is two programs in operation now. One is the dig, for students with interest in theology, geography, geology or those who want to travel and have the experience of being in a foreign country.

"Secondly, we have a program for those who want to take Hebrew and are interested in the language per se. They go to strengthen their language skills with actual experience, plus learn the customs of the land . . . There is no other way to do it but to go there."

This year the AICF sponsored 12 students to the Jerusalem dig, six from Ambassador, Pasadena, and six from the Big Sandy campus. According to a student who participated, the foundation paid for round-trip youth airfare, two meals a day, hotel bills, tuition for a summer course in the historical geography of Palestine and tours within the country.

Jnay Buffington, senior, said, "The most interesting thing is the people, that and being in the land where all the Bible cities are." Jnay said a typical day consisted of working from 6 in the morning until 1 in the afternoon at the dig site.

Trundheim, Norway



FORSTUP



ABROAD

STUDENTS CALL IT FANTASTIC

After a shower and lunch the group explored Jerusalem, took side trips, toured or studied for classes in the evening. The group traveled extensively in Israel. Activities included climbing Mt. Sinai, visiting Masada, Galilee and Bethlehem and camping in the Sinai Desert.

"The people in the Middle East think entirely differently than we do," Jnay explained. "Your mind goes from a mustard seed to a mountain. You can't believe how much you learn."

SEP, Scotland

Not all travel opportunities are offered through the Department of Foreign Languages and Literatures. Many students plan their own trips or go with a college-related activity. This summer 30 students from both campuses attended the Summer Educational Program in Scotland at their own expense as staffers and counselors.

Scott Toliver, a Big Sandy sophomore, served as a counselor for the camp. "When we arrived there was nothing there at all, just a pasture and a loch. We built a temporary city to house 300 kids. As counselors we worked 24 hours a day, seven days a week. We lived with the kids all the time. The hardest thing was answering questions. The kids would ask everything from, 'What are we having for supper?' to, 'Help me untie this knot.' Sometimes the toughest thing is trying to answer the simplest questions."

Toliver commented on the differences in mentality between nations. "I learned that America has its story, but other countries have their's too. I don't think either side has a corner on credibility. They perceive things differently than we do."

Three students decided to explore Europe by themselves at their own expense this summer. They

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ENTWICKELT VON KODAK

relaxing en route to Oslo, Norway

traveled by train from the Artic Circle in Norway to Greece along the Mediterranean. In Greece two of the group had the opportunity to board an American aircraft carrier based in the Mediterranean.

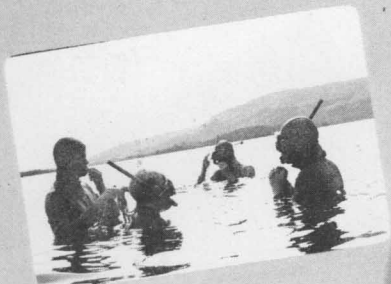
Nancy Watkins said she rather enjoyed the experience. "I was treated like a queen. There were 5,000 men on the ship and I was the only girl."

Future Programs

The Ambassador faculty got into the act of international travel this summer also. Dr. Dale Randolph spent two weeks in Guatemala

Loch Lomond, Scotland

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Loch Lomond, Scotland

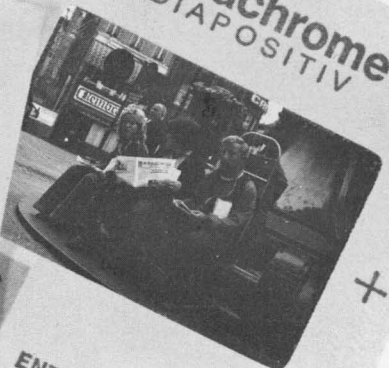
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Amsterdam, Holland

Kodachrome
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ENTWICKELT VON KODAK

City, Guatemala, and San Jose, Costa Rica, this summer renewing contacts and exploring the possibility of instituting an internship program in Central America.

"A year and a half ago I requested funds to make the exploratory trip," explained Dr. Randolph. "My expedition was successful far beyond my expectations. I believe that I can say with no reservations that the internship program would be feasible and welcome in Guatemala.

"The proposed internship program is for people who want an edge on other people with majors in their field. Our plan is to offer Spanish or other foreign languages as support to other majors. For example, a business-administration major might have a Spanish support minor. He could stay one summer in Guatemala on the internship program and work in a local company using his support language. Such experience would give him an advantage in obtaining a job upon graduation.

"The program would be tested in Central America, and if it proves profitable, it will be expanded to other countries. "This program is not for everyone," stated Dr. Ran-

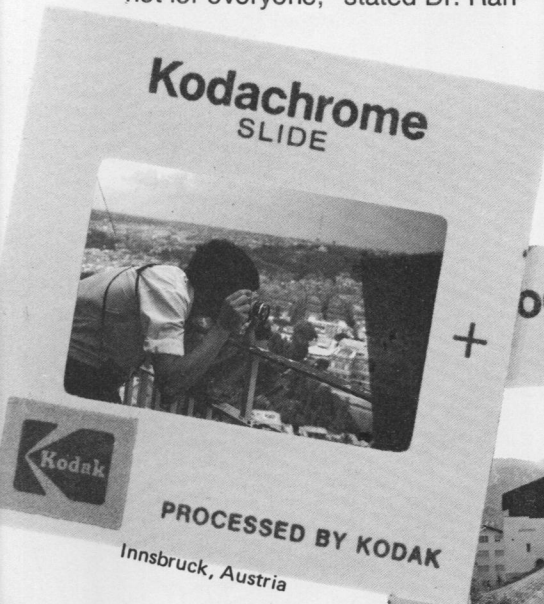
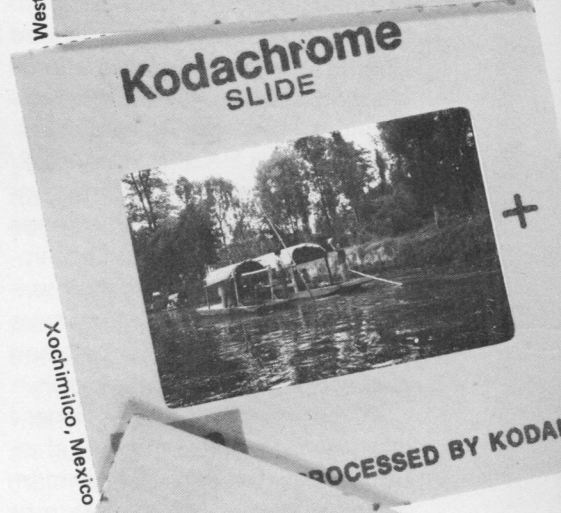
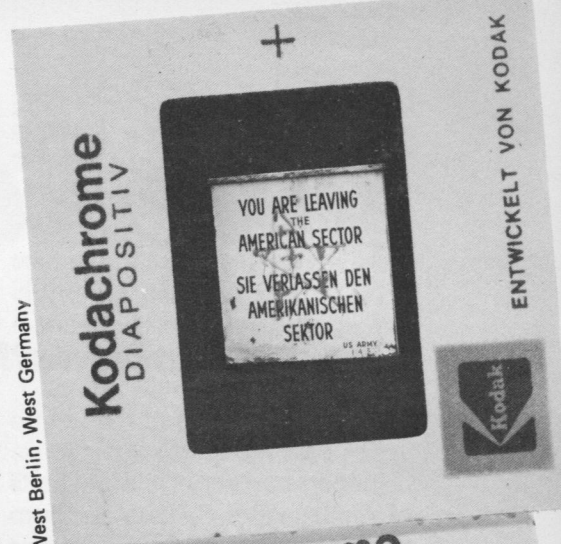
dolph. "It is meant to be a small program for people who want to use language as a tool to get ahead."

Cultural Exchange

Cultural exchange between Ambassador and other nations is expanding. Plans are on the drawing boards now for a joint Hebrew and Agricultural department exchange program with Americans and Israelis. Work is now under way to open communications between our Agricultural Department and a kibbutz in Israel. In this manner agricultural methods and national culture could be exchanged between Ambassador College and Israel.

Cultural exchange and international sharing are keynotes of the present and future programs of the Department of Foreign Languages and Literatures at Ambassador College, Big Sandy. Scott Toliver summed up the goals of the department:

"I'm glad to be back in Texas, but I'm glad the whole world is not Texas. Once you've traveled and come back you notice a local-mindedness in the area. Travel broadens. That's why I'm glad Ambassador offers us such opportunities. It helps you realize that there are many opinions in the world, each relative to the society from which they come."



Vive la Différence!

International students discuss life in the U.S.A.

By Keith Slough

Fifteen percent of the students of Ambassador College are from countries other than the United States. How do these international students view America? What differences have they noticed in culture, in social life and in people?

I asked specific questions concerning the cultural differences they had noticed and what had impressed them most since their arrival on campus this fall. Many have noticed a sharp contrast between American culture and their own.

To get their first impressions, I interviewed a select number of international students, all freshmen. Among them were Helmut Schmerold of Austria, Elleke Wilms of the Netherlands, Paul Ursem of the Netherlands, Lutz Greimeister of Austria, Julie Druce of Australia, Sandra Bennett of Australia, Alexander Rickert of West Germany, Vicki Klaus of Australia and Niramol Vathevisai of Thailand.

Vicki Klaus from Sydney, Australia, and Julie Druce from Kamarah, Australia, came together on the same plane. In the stopover in Hawaii, Julie, for the first time saw "some real live Negroes!"

Attacked by a Bee

Sandra Bennett from Yeppoon, Australia, had only been in the States two or three weeks before she was attacked by a bee. It was the first time she had been stung since she was 4 or 5.

En route to Big Sandy, Helmut Schmerold took a cab through

New York and became a little uneasy when the cab driver took a bottle of spirits from his hip pocket and began to drink while taking him to his destination. But he found most people very friendly. Two bus drivers in New York allowed him to ride their bus free of charge because he did not have any coins, only bills.

Here is the way the international students view America and its culture with that of their own.

What differences have you noticed in the American people themselves?

Helmut Schmerold, Austria: "The main difference in the American and German people is that Americans are freer. We can learn from them how to relax. There is more party life. The dances are different too. We have more of the standard dances in Europe, such as the waltz.

"Americans are also more interested in American affairs. The

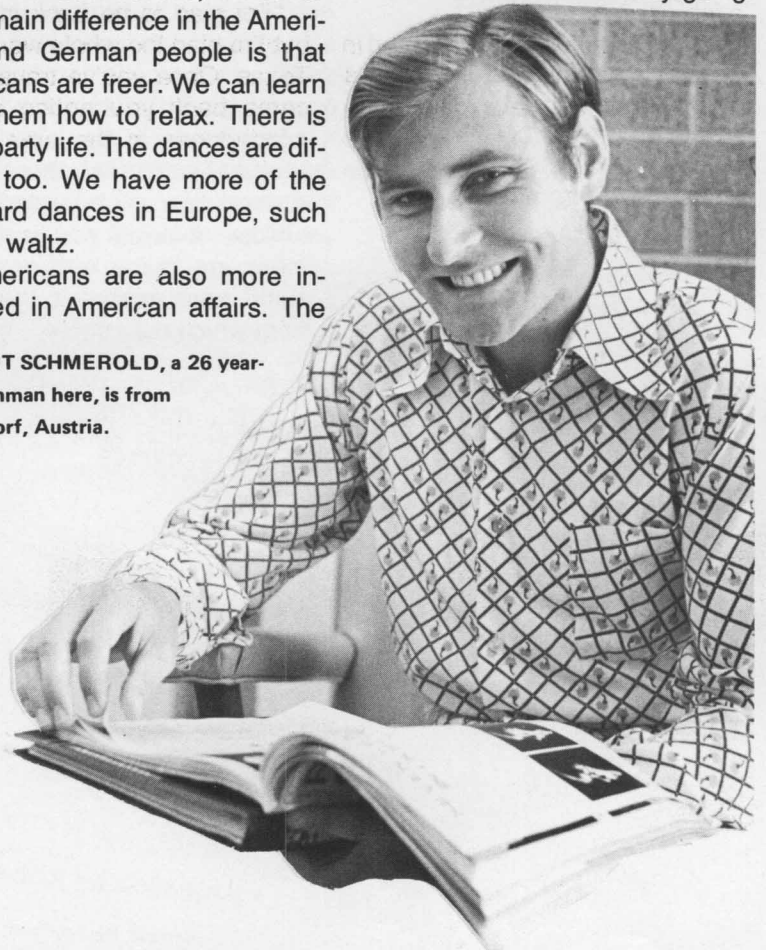
news on television and in the newspapers are primarily concerned with American news.

"Americans are also more prone to organization. That's a problem in some European countries such as England. I was surprised to see how well everyone is organized. In New York for example, with the subway system everything is automatic.

"The American people are also very friendly. They seem to have the ability to take the shyness out of people."

Elleke Wilms, Netherlands: "Americans are more easy going.

HELMUT SCHMEROLD, a 26 year-old freshman here, is from Oberndorf, Austria.



They live more. The families are more loosely knit together than in Holland, however. And they say what they think. Morality seems to be lower here and there seems to be more of a drug problem here than in Europe."

Paul Ursem, Netherlands: "American people are not as interested in other countries, and they have little knowledge of them. Also, the educational level is lower here. College here is like high school in Holland. Examinations, for example, are much easier here."

"In Holland they take better care of their houses overall. They are more concerned with their houses than their automobiles. Here it seems to be the other way around. The Dutch enjoy planting flowers, shrubbery and bushes around

their house to enhance its appearance.

"But the American Army is much more disciplined. In Holland they are no longer required to salute their officers as they walk past them. They can only wave if they want. There is very little discipline in the Dutch army. However they are required to wear a hair net in shooting practices. And I believe there is no longer any official time to get up in the morning. There is very little discipline. The American army is much more disciplined."

Lutz Greimeister, Austria: "There is more self-discipline in the U.S. People are more orderly. For instance, in waiting for a bus, Europeans would all try to be first in line to get on the bus. Americans wouldn't do that."

Alexander Rickert, West Germany: "Americans look at too much television. American people are also more unrealistic probably as a result of their prosperity. They seem to be very easygoing whereas the Germans are satisfied when they can work hard."

"American men like to dress more colorfully. It looks unusual to

me to see a man wearing white shoes. They dress more conservatively in Europe."

Niramol Vathevisai, Thailand: "In Thailand when a student passes by an instructor they stop walking as he passes them, to show respect. Here it seems strange to just say hi and continue walking."

Sandra Bennett, Australia: "The day after I arrived in the States, I slipped and fell in the post office. That's when I found out the American people were so nice. Everyone was interested in helping me. They also seem to be more open and say what's on their mind."

What is it like knowing that you're going to be away from home for possibly the next four years?

Vicki Klaus, Australia: We all miss home. But you know why you came and you're committed to staying when you come. But there's no place like home. And when you have problems you can always talk to someone because they have problems too. It's after you arrive that it really hits you. You lack something. Your parents aren't around and it's a new ex-

Elleke Wilms (left), 18, is from Voorthuizen, Holland. Niramol Vathevisai, 24, from Bangkok is employed by Princess Sukhumabhinn of Thailand.



Vive la Différence!

perience.

Sandra Bennett, Australia: I didn't worry much about it. I was just excited about going to college in America. That excitement replaced any anxiety I may have had over leaving home. Really, I've been so busy, I haven't had much time to think of home. Of course I miss my family, but I'm not homesick.

Julie Druce, Australia: I knew if I came I'd have to leave home eventually. But it doesn't really bother me being away from home.

What about your future plans?

Niramol Vathevisai, Thailand: I'm going back home to Thailand. I came to Ambassador College because my boss suggested I come, and I like it very much. (Niramol's employer is the Princess of Thailand.)

Sandra Bennett, Australia: If I have the money I'd like to travel. I might go back to Canada since I was there for the Feast and really liked it. I don't plan to go home right away and certainly would like to stay here for four years. I like it here. The students are a lot more than I ever imagined them to be. I just wish I had more time to talk and get to know more people.

Vicki Klaus, Australia: I have no specific plans yet but I would like to tour the United States. And being here in America, we're also closer to Europe should I decide to go there.

Lutz Greimeister, Austria: I like it here too. Of course I miss my folks but I've found some people that I can really communicate with.

Have you noticed any differences in dating and courtship in America and with American youth in particular?

Paul Ursem, Netherlands: "Most girls in America dress better.

They're more concerned with their appearance and have well-kept hair."

Helmut Schmerold, Austria: "American girls participate more in games and athletic activities. And girls are different in other ways. For example, in swimming I've noticed some girls riding the guys' shoulders. That isn't done in Austria."

Lutz Greimeister, Austria: "Social life is on a higher level in America. But I feel dating and courtship are about the same."

Elleke Wilms, Netherlands: "They ask you your age here. They don't do that at home. Another difference is that when a guy asks a girl for a date in Holland, it's because she's his girl. He doesn't ask just anybody. But here they date many different people."

Alexander Rickert, West Germany: "Altogether, I like it here! I don't know how it is elsewhere in the States, but the American girls I've met here are more agreeable and easier to get along with. On the

average, they're more sincere, very kind and very nice."

What are the differences in religious awareness?

Helmut Schmerold, Austria: "The American people seem to be more religious, with churches everywhere. Morally, the pornography is much worse in Europe. Even the small towns there have pornography stands on the streets."

"The Catholic religion is the most predominant religion in Europe. Europeans are told it is dangerous to read the Bible, that you can't understand it and it will cause you to have questions."

Alexander Rickert, West Germany: "In Europe they don't like the Bible. In America there is more religious awareness. American money even carries the words, 'In God we Trust.' I've heard that Bibles can be found in every room in most hotels here. Not so in Europe."

Getting to know the international students is almost like traveling abroad itself. Since the introduction of non-Americans in 1974, the Big Sandy campus has not been the same. It may be compared to a microcosm of the entire world.

Freshmen Vicki Klaus, 19, from Sydney, Australia, and Julie Druce, 18, from Kamarah, Australia are international traveling partners.



REFLECTIONS ON VALUES

A Department Head Discusses What Makes Ambassador College Unique

By E. Dale A. Randolph

Since my first day on this campus I have been telling anyone who would listen that this is an institution with an invigorating present and an exciting future. In these short two years I have come to know many who do truly understand that here we have something special, a style and a flavor that are worth working diligently to preserve. This college inculcates on the young person the realization that life is not merely the proverbial treadmill, but is instead a stimulating experience that can be made even more stimulating and more meaningful through academically acquired knowledge, job-acquired skills, socially acquired camaraderie and a sound body to go along with the sound mind.

It would be easier for me if I simply wrote down random thoughts as they came to me, but the reader

taught how to handle responsibility than at most institutions, where in general only student leaders and those with part-time off-campus jobs learn to cope with situations in which they are the responsible party. The people with whom I have discussed the college are deeply impressed by the work program, and it is certainly one of our strongest features.

In my opinion there are two factors that require further improvement. First, only students who have a definite financial need should be given financial remuneration, while those who want work experience but are not needy should either be required to pay to be on the program or should find work off campus. In addition to being a valuable recruiting incentive for those who cannot afford to come here without it, the work pro-

gram also serves as a valuable adjunct to the student's academic work, since it enhances his employability after graduation. Doubtless with the publicizing of the program (outside of Worldwide Church of God circles) there would be a larger number — as well as a greater variety — of students to screen for admission.

what is more aptly termed "party-ing." There evolved a reasonably peaceful solution to the inherent conflict between academics and intercollegiate sports: The athletic scholarship, which brings in highly qualified athletes who in turn bring prestige (and often subsequent handsome donations from alumni and others who may sincerely believe that the nation should encourage its young people to be healthy in body) and excitement to what might otherwise be a dullish, overly bookish atmosphere. The desire — and the need — for partying has been channeled into organized social events. At the University of Virginia we had four "party weekends" during the academic year. They began on Friday morning (with young ladies — it was an all-male university at that time — sitting in on their dates' classes) and lasted through Sunday night. At Ambassador we have the same idea in our "class activities" — note that I am confining myself, here as elsewhere in this article, to strictly college activities; I do not include activities sponsored specifically by the Church.

In these traditional nonacademic areas, faculty members in the academic area have in general long since learned to accept (and themselves appreciate) the presence in their classes of "jocks" (who are probably only there for a season or two) and of the bleary-eyed Monday-morning party stars. The athlete may eventually "flunk out," and the partygoer brightens up on Tuesday. These are, traditionally, facts of college life.

Now, at Ambassador, enter a

"... We have something special, a style and a flavor that's worth working diligently to preserve."

would quickly lose interest in attempting to organize my confused thoughts. I shall cover various aspects of Ambassador College life, those aspects which have especially impressed me. And I should say here that my remarks are limited to ACBS (Ambassador College Big Sandy), as I have never been to Pasadena. Also, the reader should understand that this is the view from my own window; I am not consciously reflecting the views of any other person.

The Work Program

At AC many more students are

program also serves as a valuable adjunct to the student's academic work, since it enhances his employability after graduation. Doubtless with the publicizing of the program (outside of Worldwide Church of God circles) there would be a larger number — as well as a greater variety — of students to screen for admission.

The second factor is the smooth meshing of the academic program and the work program. In American higher education the traditional nonacademic areas have been (intramural and/or intercollegiate) sports and social life, or

REFLECTIONS

third nonacademic area: the work program. Neither faculty nor students have a tradition to turn to for guidance. The working students have a tradition to turn to for guidance. The working student is doing tiring and often exhausting mental and/or physical work — before, during and after which he is attending classes. How much homework should he be assigned? An hour for every hour in class seems reasonable; thus, for a 15-unit load, the student would have a 30-hour course week, which added to his 20-hour work week, would give him a 50-hour week of pure work. Perhaps he

and class time. Perhaps reading lists for every subject is a partial answer; in place of “daily” homework a student might be required to have read the books by the end of the semester, thereby enabling him to choose his own time in which to tackle the books.

“Duty, Honor, Country.”

The U.S. Military Academy’s motto is probably known to most Americans because it was often cited by one of our greatest generals, Douglas MacArthur. He adhered to its strictures as he understood and interpreted them, and in his hands these concepts

“At AC many more students are taught how to handle responsibility than at most institutions.”

should not be assigned any homework at all, considering that he will spend over 2,000 hours in the classroom during his four years, plus an additional 2,000 hours (at 40 hours per week) in the summers doing work that (if his parents and academic advisers are careful) is related, however broadly, to his studies. Perhaps a summer internship program for all rising seniors — involving placing the entire senior class in major-related jobs — would be a sensible alternative to demanding that

“... The work program ... is certainly one of our strongest features.”

work-wearied minds be creative and imaginative between job time

were, in my opinion, secure, as they have been with other distinguished graduates of West Point. Similar words to live by for non-military men were often quoted by my classmates at Virginia, an institution founded by Thomas Jefferson. Mr. Jefferson (affectionately known to my generation of students as “TJ”) believed in duty, honor and country, and his principles of honesty, integrity and fair play visibly influenced our daily life at the university. The honor code (the first in the country, I think) was strictly enforced by the students themselves, and the sending home of those who failed to make the grade with honor was reported in the form of a black-edged box in the newspaper stating that “the Student Honor Committee regrets to announce that a student has been dismissed from the University for the offense of cheating [or lying, or stealing].”

“The way I interpret the recapturing of true values insofar as it concerns campus life, there must be an adherence to morality that is unequivocal. A person does not cheat a little bit, or lie occasionally, or steal infrequently; he either cheats, or lies, or steals, or he does not. At Ambassador this morality is continually expounded upon, delineated and explained to the students. Our weekly forum is a potent hour in which we, as the college family, can hear these true values reiterated, defined and redefined. A well-meaning person needs his feelings and beliefs shared; he has the natural desire to be reminded that there are others who understand his values and empathize with him in his striving to realize those values.

Government Financial Support.

At one time or another all members of my family, including my mother, have worked for the federal government. Randolph men have served in every American conflict since the Revolution, except for Vietnam. However, love of country has nothing to do with how one feels about government influence

“Our weekly forum is a potent hour in which we, as the college family, can hear these true values reiterated ...”

in higher education. Many great American universities would not exist if they did not have financial dependence on an entity which is predicated on recapturing true values. The U.S. government is not dedicated to this philosophy in education, and I feel that the acceptance of federal-aid programs will in the long run devalue the college.

There are other individuals and other organizations that feel, as

does the founder of our college, that education involves the development of the whole individual, and I feel that these other people and organizations would willingly give us material support in our attempt to realize this educational goal. I am a case in point: I am not a member of the Worldwide Church of God, yet I fully support its educational philosophy, and, if I were affluent, I would "put my money

and social behavior is another aspect of the Ambassador College philosophy that sets the Ambassador student apart from the majority of his contemporaries. In my undergraduate days at Virginia all students were required to wear a coat and tie in the classroom, with the result that the dress code became a habit and the coat and tie were worn everywhere. Proper social behavior was to some extent

equivalent of our Ambassador Clubs. In fact, the University of Virginia in the early 1900s was, I believe, a reservoir of those true values in education that we have set ourselves to recapture.

Academic Excellence.

In this regard I think of the differences in meaning of the two Spanish words *instruccion* and *educacion*. The former refers to knowledge and the latter (roughly translated) refers to the total end product, including *instruccion* is called "*bien leido y escrito*" (Spanish students take note of the rare use of the *regular* past participle!), meaning he has read a lot and can write well. On the other hand, the man who is *bien educado* is a well-rounded, polished, mannerly person. It is likely that at one time the distinction existed in English also, but somewhere along the way it was lost. *Instruccion* a student may receive in any American college, whereas *educacion* can only be acquired in a setting in which the individual is treated as a member of a family, wherein are taught all verities, not only academic ones.

Ambassador College is not a unique institution, insofar as its individual parts are concerned. There are other beautiful campuses,

" 'Instruccion' a student may receive in any American college, whereas 'educacion' can only be acquired in a setting in which the individual is treated as a member of a family."

where my mouth is," as the saying goes. For an enlightening article on the subject of government aid to education, I recommend "Colleges Under the Federal Gun" in the *Reader's Digest* of May, 1976.

The Administration.

There is in this organization an attitude of friendliness from above which appears to be considered by the leadership as an essentially active part of the college ambience, rather than something that may or may not "happen." In my experience, friendly, relaxed relationships between students and faculty have been fortunate by-products of the coming together of young people and older people who share a common place of work and an intellectual curiosity. College administration and faculty members enjoy the company of one another and the company of students. It is an environmental situation in which the interaction of *caring* is visibly encouraged by the leadership in general and by Ronald Kelly and Dr. Donald Ward in particular.

Personal Appearance.

The emphasis on proper dress

handled by the extensive social fraternity system, which in my father's time (in 1914 when the enrollment was 500) served as the



Dr. E. Dale A. Randolph is the son of an American diplomat and received his early education in Central and South America. He holds graduate degrees from Tulane University and taught at the University of Virginia, Arizona State and Newberry College in South Carolina before joining the Ambassador faculty in 1974.

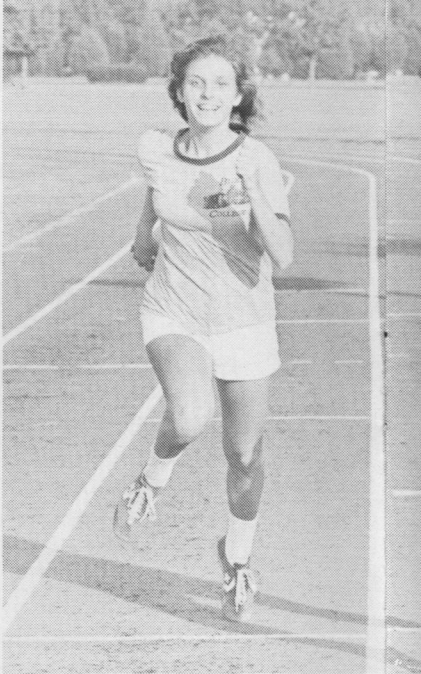
"... The interaction of caring is visibly encouraged by the leadership ..."

other concerned faculties, other dynamic administrations and other student bodies that are a credit to our nation's youth. What *does* make Ambassador very special is that all of these parts have been brought together at this time and in this place. This is a *happy* college, and I sincerely hope that its dynamic trajectory will remain unchecked.



Sophomore Cathy and senior Tony Morelli of North Providence, R.I., are one of the college's 17 brother-sister combinations.

Julie and Sarah Coston, junior and freshman, respectively, from Rocksprings, Tex., are one of the 22 sister-sister combinations on campus.



One of AC's brother-brother combinations are sophomore Bailey and freshman Randy Peyton from Rio Medina, Tex.

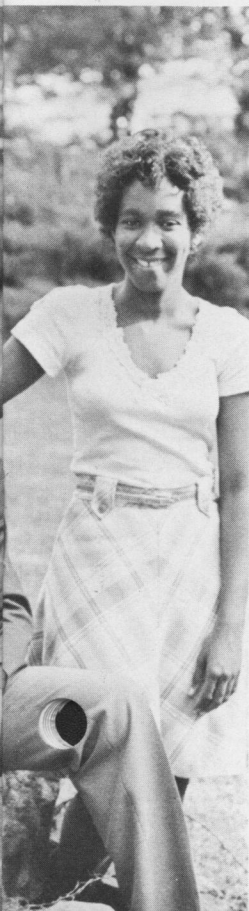


ALL IN THE

FAMILY!



Photos by
John Wright



The Taylors — senior Karin and juniors Sean and Gillian, of Guyana, South America are AC's brother-sister-sister combination.

By Debbie St. John

One term often coined to describe Ambassador College student relationships is "family-oriented." Frequently heard about campus are such phrases as, "He's just like a brother to me," or "I can talk to her as if she were my sister."

However, this type of attitude really isn't surprising since 116 students out of 646, or one student out of every six, have either a brother, a sister or both currently enrolled.

Statistically, the "sibling" ratios are as follows:

Sister-Sister: 22 teams (1 out of 15) or 6.8 percent.

Brother-Sister: 17 teams (1 out of 19) or 5.2 percent.

Brother-Brother: 13 teams (1 out of 25) or 4.0 percent.

Brother-Brother-Sister: 2 teams (1 out of 108) or 0.9 percent.

Brother-Sister-Sister: 1 team (1 out of 215) or 0.45 percent.

Sister-Sister-Sister: 1 team (1 out of 215) or 0.45 percent.

Included among these groups are three sets of twins.

Arriving at these figures was a matter of totaling the number of people with the same last name on the list of enrolled students according to the Registrar's Office (excluding married students, of

course), finding out if (and how) they were related, breaking them down into their categories and computing the statistics by simply dividing the total number of students enrolled by the number in the categories.

Since there consists a substantial amount of sibling relationships on campus, several questions come to mind: Is there anything special about having a brother or sister at Ambassador with you? What's a major disadvantage? Do you feel inhibited in any way because of your sister or brother? Do the two of you feel in close competition with one another?

One of the 22 sister-sister teams on campus is 20-year-old Julie and 18½-year-old Sara Coston, junior and freshman, respectively, from Rocksprings, Tex., 170 miles west of San Antonio.

"I don't think there are any disadvantages," Sara said. "I already knew so many kids here that I didn't get homesick. Whenever you have any problems you always have someone to go to."

Julie basically agreed. "We share clothes and Sara does my washing. She's somebody to talk to that knows a little bit about me."

However, she did say there was one disadvantage: "I don't get care packages and letters from Sara

ALL IN THE FAMILY!

any more."

The Costons compose two out of five members of the cross-country track team. "If anybody is gonna beat me, I'd rather it be Julie," explained Sara. "We give each other confidence and encouragement to run."

From Rio Medina, Tex., come sophomore Bailey (20) and freshman Randy (18) Peyton, one of Ambassador's brother-brother combinations.

Like many brothers, Bailey and Randy are definitely different. Bailey describes himself as the more "outdoors" type and is majoring in agribusiness. On the other hand, Randy's interests lie in oil painting, and he is already exhibiting works in the Sigoloff Gallery in San Antonio. In addition, Randy is majoring in computer science.

Because of their diversified interests, they find themselves in a situation perhaps common to many brothers on campus. "We never see each other except

maybe at lunch or Sabbath services," Randy commented.

Different schedules make it difficult for freshman Kelly Kessler, 18, and her sister, sophomore Kim, 20, to see very much of each other as well.

"She's just four booths down," Kim explained, "but I hardly ever see her. But, if I have a need to talk to somebody, of all of the people who would understand, Kelly would."

Kim did bring up a disadvantage that perhaps could be one of the most "major" ones suffered by a sibling pair on a campus.

"People tend to expect the same work, actions and personalities from both you and your sister."

As Kim explained, "We are both fairly outgoing, but we both have different personality tastes."

Sophomore Tom Melear, 20, and Charlie, a 23-year-old senior from Dallas, Tex., elaborated more on what it is like to have a brother on campus. Unlike Bailey and

Randy, Tom and Charlie share several common interests.

For example, both brothers are avid table-tennis and tennis players. Last year Charlie finished first and Tom second out of "at least 30 to 40 competitors" in the AC table-tennis tournament.

Charlie who is 5 foot 3½ inches, commented about him and his 5-foot-7-inch brother: "Had we both been 6-footers, we'd been great athletes."

"That's not true," Tom contradicted. "Had we been 6-footers we'd been too vain."

"Humility does not come easy to the Melears," Charlie laughed.

But back to the subject of being brothers on campus, Tom explained: "One advantage is that you have someone on campus that you can go to."

"There's no disadvantages. I've been away from home for three years, but now we'll be together for one year," explained senior Ron Berlin, 21, commenting on the arrival of his brother Tom, 19, as a freshman.

"I thought we'd spend a lot of time together," Ron added, "but we haven't so far. With work and track I have a hectic schedule."

Tom summarized his sentiments on having Ron on campus by revealing: "It's kind of nice to have a little brother around."

One interesting brother-sister-sister combination comes to Ambassador from Guyana, South America. Senior Karin (23), junior Gillian (21) and junior Sean (19) have discovered that coming to AC together brought them closer together as a family unit.

Sean summed up their unusual relationship by saying: "There's



Sophomore Kim and freshman Kelly Kessler are sisters from Oklahoma City, Okla.

always someone to go to when I am disoriented. On the Sabbath, when I start thinking about home, I go to see my sisters. Two of my closest friends are my sisters."

One of the 17 brother-sister combinations is sophomore Cathy (19) and senior Tony (20) Morelli of North Providence, R.I.

According to the pair, Cathy and Tony have always had a close relationship growing up, and coming to college did not change that. "I can talk to her about girls and vice versa for her," Tony explained "She's just good company."

Probably no revealing conclusion can be deduced about sibling pairs on the campus of Ambassador College. However, there seems to be one main characteristic common to all: Each has its own distinct differences.

Senior Ron Berlin, of Berkley, Mich., was joined this year at college by his brother Tom, a freshman. The Melears — sophomore Tom and senior Charlie — are a brother-brother pair from Dallas.



THE BIG IN STUDENT

By Mike Greider

Is there anything any different about student government this year?

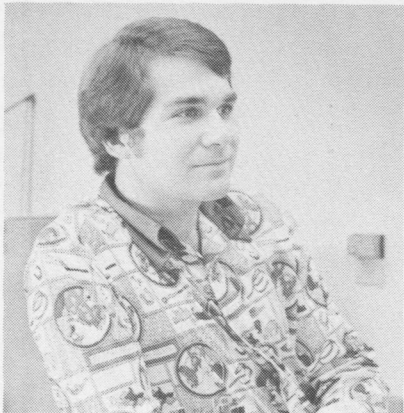
"I would say the big change in student government this year is the



INTERNATIONAL AFFAIRS
Jacki Jones

addition of the cabinet," said Student Body President Steve Schantz.

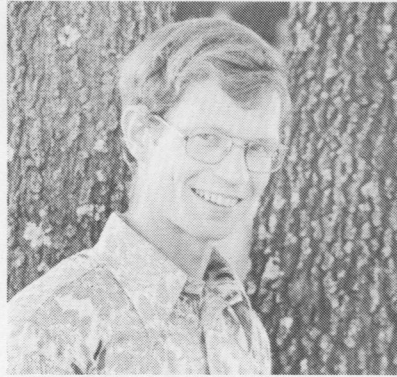
"The idea of the cabinet originated with last year's student-body president, Tony Hill, and student-



BUILDINGS AND GROUNDS
Dale Pack

body vice president Perry Hoag," said Schantz.

The student cabinet is an addition to the present system. These cabinet positions, 15 in number,



COMMUNITY SERVICE
John LaBissoniere

[see box on page 18], will act as assistants to the student-body president in carrying out his responsibilities more effectively and efficiently.

Rather than the student-body



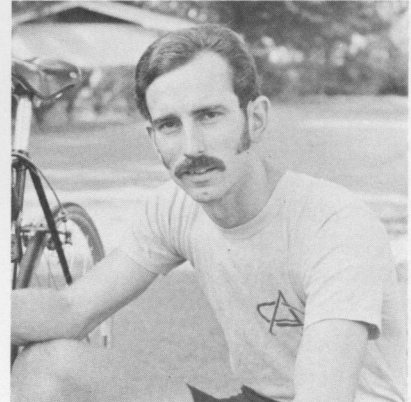
FEAST COORDINATOR
Mike Greider

president concerning himself with details, he should be free to oversee student activities and projects in general. Specific details would be handled by the cabinet secretaries.

Responsibilities of a cabinet-secretary include the following:

First, is to act as an administrative assistant to the student-body president in carrying out responsibilities on behalf of the student

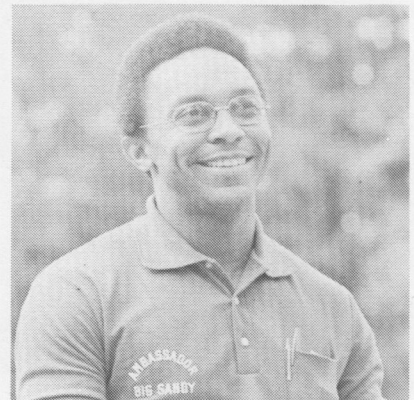
body. Second, is to attend all student-council meetings. Third, is to serve the student council in the following ways:



ATHLETIC ACTIVITIES
Mark Mickelson

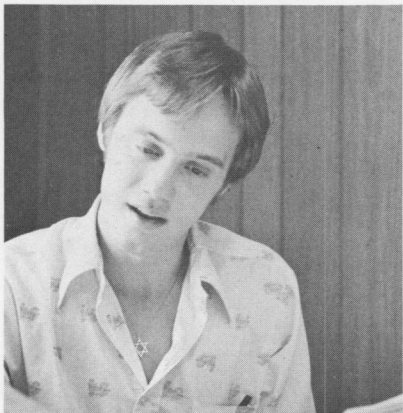
He should be looking for improvements or action that needs to be taken in his area of responsibility and bring it to the attention of the student council for a decision. He will act as an information source to the student council to aid in discussing business.

His service to the student council also includes being a communication link between the council and the staff members or departments with which they work. Finally they



RECORD DEVELOPMENT
Shernon West

CHANGE GOVERNMENT



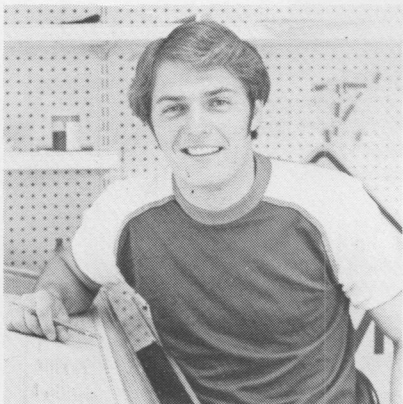
FESTIVAL SHOW
Terry Willhoite

are to take action on decisions made by the student council and administration of the college.

The cabinet will make available a chance for more people to be involved in student government.

"Student council is no longer a think tank; it is a decision-making body, while the cabinet is the workhorse of student government," commented Shernon West, cabinet member.

The cabinet idea is based on the "one-cabinet-member-to-one-responsibility concept. The 16 student secretaries are responsible for one specific area. This specializa-



STUDENT AFFAIRS, MEN
Wynn Skelton

tion affords more efficiency because they can concentrate on one job.

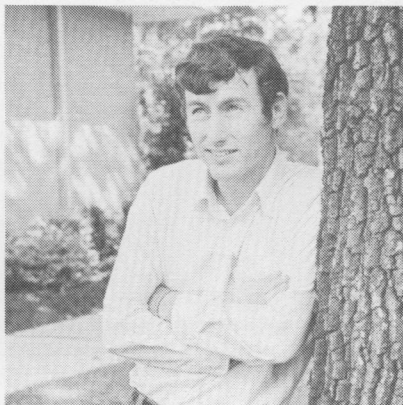
"The cabinet makes it possible



FORUMS AND ASSEMBLIES
Mike Hopper

for more people to be involved in student government," stated overall women's coordinator Anne Wilcox. "More involvement means more student input."

Another purpose of the cabinet is to spread the work load among



CHURCH SERVICES
Mark Anderson

more people, mentioned Schantz. Each cabinet member will have an underclassman assistant who will learn as the year goes on. Then next year the same mistakes will not be repeated. With this, experience can be capitalized on.



FORUMS AND ASSEMBLIES
Randy Shelby

The cabinet is designed to take a heavy work load off the student-body president so that he is not bogged down by little details. This will leave him free to oversee things and to be available to the student body.

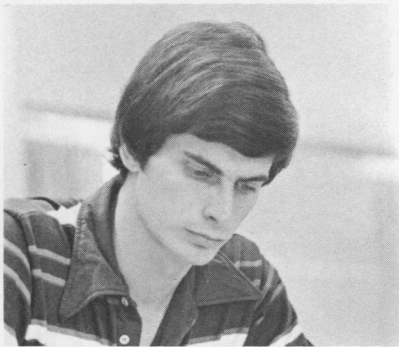
"This way we can make student government a learning experience," said Schantz.

The one key to making this new structure of student government work, according to Anne Wilcox, is awareness on the part of the student body.

"They must know what cabinet members are in charge of what



STUDENT AFFAIRS, WOMEN
Debbie Broach



STUDENT PUBLICATIONS
Alan Guss

areas so they can take their ideas to him. If not, then there is no use in having a cabinet."

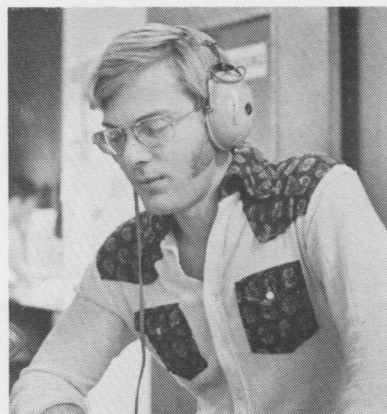
"The student body as a whole doesn't realize what goes on in student government," stated Shemon West. "They don't see the work and planning behind the scenes. If they did, they would appreciate what is being done."

Cabinet secretary Mark Mickelson, who was last year's sophomore-class president, said: "The reorganization of student government was the biggest thing we accomplished last year in student council. I feel the new addition

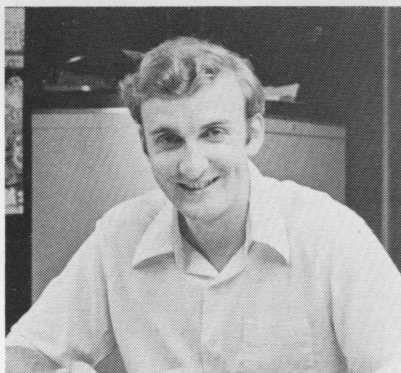
of the cabinet is a real gift to this year's student body.

"We are already getting more things accomplished with the cabinet, basically because they have the time to do the research and leg work for the council."

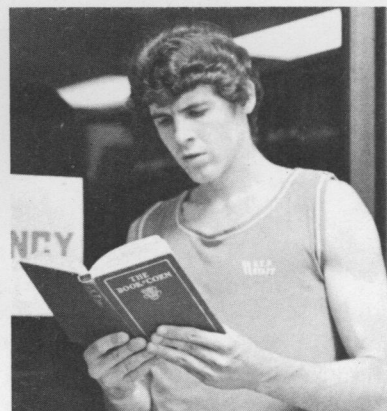
"I feel that the cabinet has made a big difference in student government this year, but students must remember what the college's constitution states, 'The student body is the student government of Ambassador College,'" said Student Body Vice President Lloyd Garrett.



STUDENT-BODY ACTIVITIES
Bob Williams

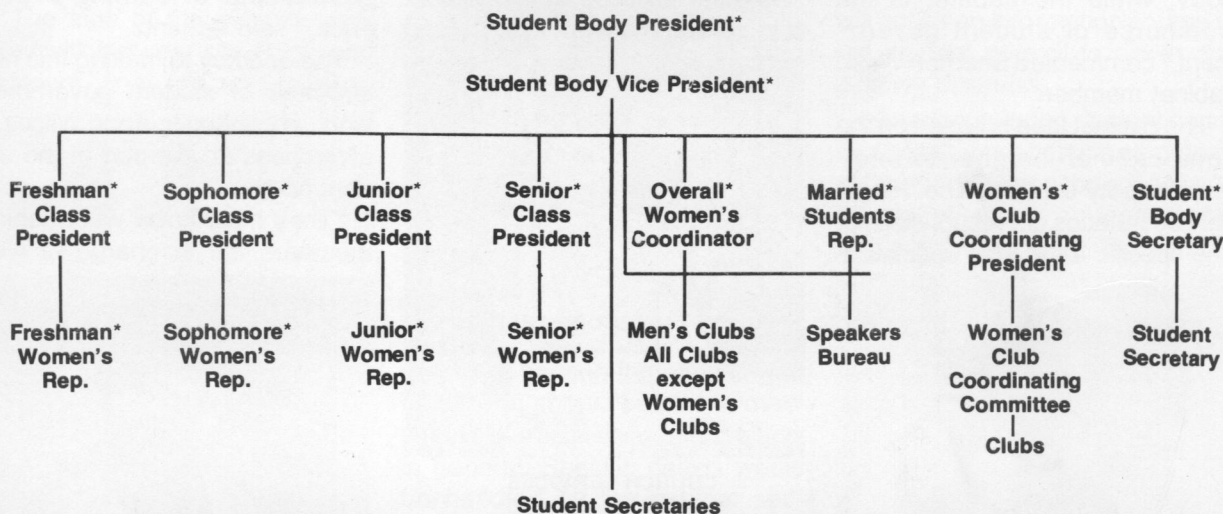


BUDGET AND FINANCE
Louis Gloux



DINING-HALL ACTIVITIES
Barry Kottke

ORGANIZATIONAL CHART

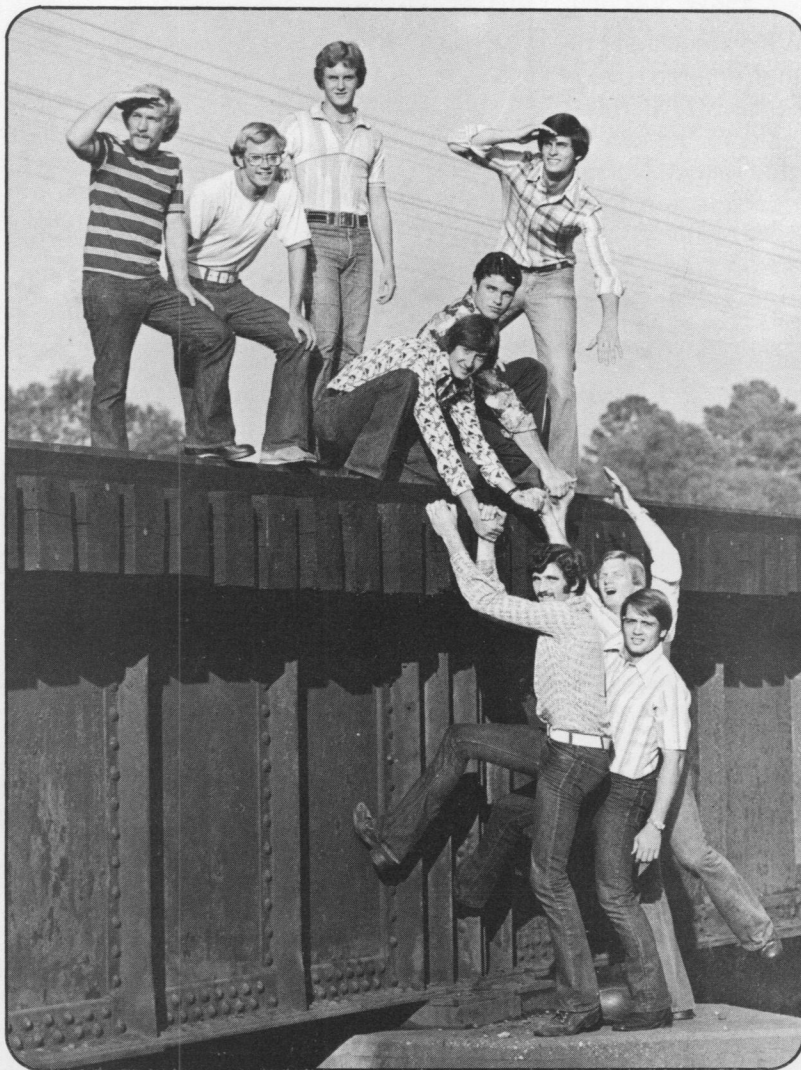


Student secretaries include: Forums and Assemblies, Athletic Activities, Church Services, Community Service, Student Body Activities, Dining Hall Activities, Budget and Finance, Student Affairs Secretaries, Student Feast Coordinator, Record Development, Buildings & Grounds, International Affairs, and Student Publications.

The student body president is responsible to the dean of students and the dean of students is responsible to the executive vice president.

*Indicates voting council member.

SENIORS OF '77



On trestle — Charlie Melear, Jim Todd,
Ron Berlin, Kent Doucet, Cal Culpepper,
Alan Guss. On embankment — Henry
Mez, George Hart, Jeff Wahlen.

"More middle of the road"

Text by
Kent Doucet

Photos by
Tom Hanson,
John Wright

SENIORS

The year 1973 was a year of change for the world, the Church and the college. Also it was the year of one of the largest freshman classes ever to enter Ambassador College. It marked the beginning of the college careers of the senior class of 1977.

According to the Registrar's office, 220 freshmen entered college in the fall semester of '73. Today there are 111 seniors, but only 62 remain from that original class. The other 49 seniors are those who have transferred from other classes or those who remain from the 1974 spring-semester freshman class.

Significant changes were to be made that year of 1973. That was the first year of the two-year-college concept for those who chose to terminate their college education at Ambassador after two years or transfer to another institution. It was the beginning of the admissions policy of giving every available, qualified student the chance to become a student at Ambassador if he or she chose to apply.

There were those who saw this as akin to the college lowering its standards by not accepting the best and the most intelligent.

"I've always heard people say that we were one of the worst classes to be accepted, but I think of us



Standing — Bob Harrison, Wynn Skelton, Pete Kendall. Kneeling — Sherri Watts, Michelle Bumpers.

Academic Dean Don Ward said: "When I think of the seniors I think of balance, balance between brawn and brain. There are some very good athletes in the class and there are those with very high IQ's.

Junior Julie Coston said that she thought the seniors were a very balanced class. "They are not the religious scholars that some in the

through all of the conversations of the people who were interviewed. The seniors of 1977 were the first class to spend their entire college career with the knowledge that by the time they would graduate the Work would no longer be hiring students fresh out of college to be used in the ministry.

This had the effect of allowing the students to be themselves more so than classes in the past have been. When there was the chance that some would be sent out, there was more pressure for the students to hold back.

Dr. Ward said: "The whole college has gotten away from the ministerial complex. The fact that no one is being sent out any more has had an effect upon the students. If we still practiced the policy of sending seniors out as trainees then there would be more of an incentive for the students on the

"We weren't the superclass as some have been in the past. We weren't the superbrains, but we were the most balanced."

as one of the best," commented senior Henry Mez. "We weren't the superclass as some have been in the past. We weren't the superbrains, but we were the most balanced."

This was one attribute of the class that was repeated by students and faculty members alike.

past have been. But they are not on the left either. They are more middle of the road."

One of the major changes that has added much to the personality of the class has been that of the change in the direction of the campus and its overall goals. This was a major common thread that ran

whole to be the same as they were several years ago.”

Senior Class President Jeff Wahlen expressed the same idea:

“There wasn’t the pressure on us to hold back. We were able to do what we wanted without having to think about how it would affect our chances of being sent out. This helped us to be more open than any other class in the past, gave us an incentive to treat the sacred cows of the college with less respect than in the past, and it gave us more freedom of individual expression, which we used both right and wrong. The term is self-actualization. We became more aware of ourselves, what we wanted and what we did.

Even though the class is more open than of the others were, Dr. Ward felt that “they were not rebels.” He also pointed out that most of the real troublemakers

“Those who remained after that first year and are now seniors have a very strong foundation.”

who did not want to adapt to the college’s standards have left. What is left is a group with a solid foundation.

Adding to all this were the

changes in the Church. The 1973-74 school year was a period of trauma in the Church. Many students for the first time found themselves having to make a choice about the church. This was tough on the freshmen that year.

“Those who remained after that first year and are now seniors have a very strong foundation,” explained Dr. Ward.

This has helped unify the class as no other class has been united. The events of that first year have helped draw the class into a close-knit group of dedicated students.

Standing — Beth McVay, Sandra Cranford, Mike Hopper, Theresa Hartman, Marsi Scates, Laura Tomich. Seated — Ann Jungren, Emogene Hornbuckle, Tom Arritola, Jo Ellen Deily, Sue Doerr.



SENIORS

Julie said that when she thought of the seniors she thought of a big bunch of fun-loving men. She said that the men dominated the personality of the class.

Mez said: "People accuse us of being the partying class. Nine out of 10 parties given on campus are given by someone in our class. People who study all of the time will not have anything to remember about college. The most exciting thing that will have happened to them will have been the time a cockroach crawled across their paper and tripped over their pen. When I look back I want to remember something other than books."

"In a sense we were a pioneering class," stated senior Charles Melear. "In some ways we were more liberal than others, but most of us stayed within the framework

of Christianity. The image of the average student before we came to college was that of a 25-to-30-year-old businessman. We had the impact of making it more youth and young-adult oriented."

Many of the students have expressed how close the senior class is to the rest of the student body. Melear went on to say that he felt that this was one of the first senior classes to maintain a close, personable relationship with the rest of the student body.

"When I was a freshman, a senior was something that was set on a pedestal," he said. "The closest thing to perfection since brown sugar. As a freshman I felt in awe of the seniors."

Mez felt that the seniors were more like a big brother to the underclassman, especially to the freshman, than ever before.

Sophomore Tim Collins summed up the senior class:

"When I think of the seniors of this year, I think of athletes. This class has contributed more on the field of athletics than any other group. This class doesn't seem to be like the senior classes in the past. This one is more middle of the road, more balanced.

"They have a better rapport with the rest of the students. They aren't standoffish. In the past I hardly ever talked to seniors. This year they constitute my best and closest friends. These seniors are people."

"There wasn't the pressure on us to hold back. We were able to do what we wanted . . ."



Dee Bishop, Vicki Moore, Ava Norton.



Standing — Phil Edwards, Nancy Scull, Tom Hanson and Jim Valekis. Seated — Jacki Jones, Debbie St. John, Gini Upchurch, Sherry Marsh, and Scott Moss.



Virginia Lane, Michael Foster, Jnay Buffington.

SENIORS



Seated — Karin Taylor, Mary Carr, Ray Diener, Debbie Wood, Cynthia Bangert.
Standing — Cherine Contanch.

Kneeling — Tony Morelli, Lee Berger. Standing — Rhonda Burton, Jacqueline Harvey, Leslie Carr, Nancy Watkins, David Machanic, Tay Mason, Brad Buzbee.





Seated — Mark Anderson, Jim Lewis, Luciano Cherin, Anne Wilcox, Tim Kern, Kathleen Wright. Standing — Jan Wyatt Anderson, Jerry Johnson, Terry Willhoite, Louis Gloux, Jim Wright.

Standing — John Dobritch, Jim Owens, Chuck Fredrikson, Eric Ernst. Kneeling — Mike Grieder.



“In a sense we were a pioneering class.”



Rick Frazee, Randy Hall, Bob Williams, Anne Linge, Barb Harris, Kay Lane.

Seated — Mark Anderson, Jim Lewis, Luciano
 Cherrin, Anne Wilcox, Tim Kern, Kathleen
 Wright Standing — Jan Wynn Anderson, Jerry
 Johnson, Terry Whitmore, Louis Gloux, Jim
 Wright

Standing — John Doherty, Jim Owens, Chuck
 Fackerson, Eric Ernst, Kneeling — Mike

Standing — Carol Allen, Steve Schantz, Dennis Wunderlich, Ray Willingham, Sandy Gordon, Matt Steinke; seated — Warren Melum, Lynn Harris, Dale Pack.





Cheryll Maxwell, Rita Kloss, Bob Danford, Judy Pritchett, Randy Shelby, Debbie Broach.



Diane Bailey, Peter Boone, Paula Barr.



Bernice Fisher, Mark Zebrowski, Kathy Adams, Joni Borghese, Roy Newell.

SENIORS



Olga Otasevic, Cindy Hopkins, Lydia Darnell, Carol Galloway.

“They have a better rapport with the rest of the students. They aren’t standoffish . . . These seniors are people.”
