

the

GRADUATION 1977

Ambassador

big sandy



★ NEW TWIST
to an Old Class

★ A DIPLOMA,
a Handshake, Now Where?

★ YES, AMBASSADORS Work with YOU

★ SCATTERED PICTURES of the Smiles We Left Behind

**ORAL
INTERP**
A BACKSTAGE LOOK

the Ambassador

AMBASSADOR COLLEGE, BOX 111, BIG SANDY, TEXAS

big sandy

COVER — Oral interpretation made its performing debut on the Ambassador College campus this year. Our cover shows Sean Taylor, Ava Norton and Joan Tootikian (background) interpreting a scene from *Antigone*, a Greek tragedy presented to the student body in March.

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CONTRIBUTIONS

The Ambassador is a publication of the students of Ambassador College, Big Sandy. Contributions of poetry, articles and photographs are encouraged from all students. However, once material is submitted it becomes the property of the magazine and is subject to revision.

Advisers — John Robinson,
Klaus Rothe

Editor — Jim Valekis

Editorial Staff — Dee Bishop,
Randy Brelsford, Ava Norton,
Keith Slough, Terri Umbarger.

Photography — Tom Han-
son, John Wright.



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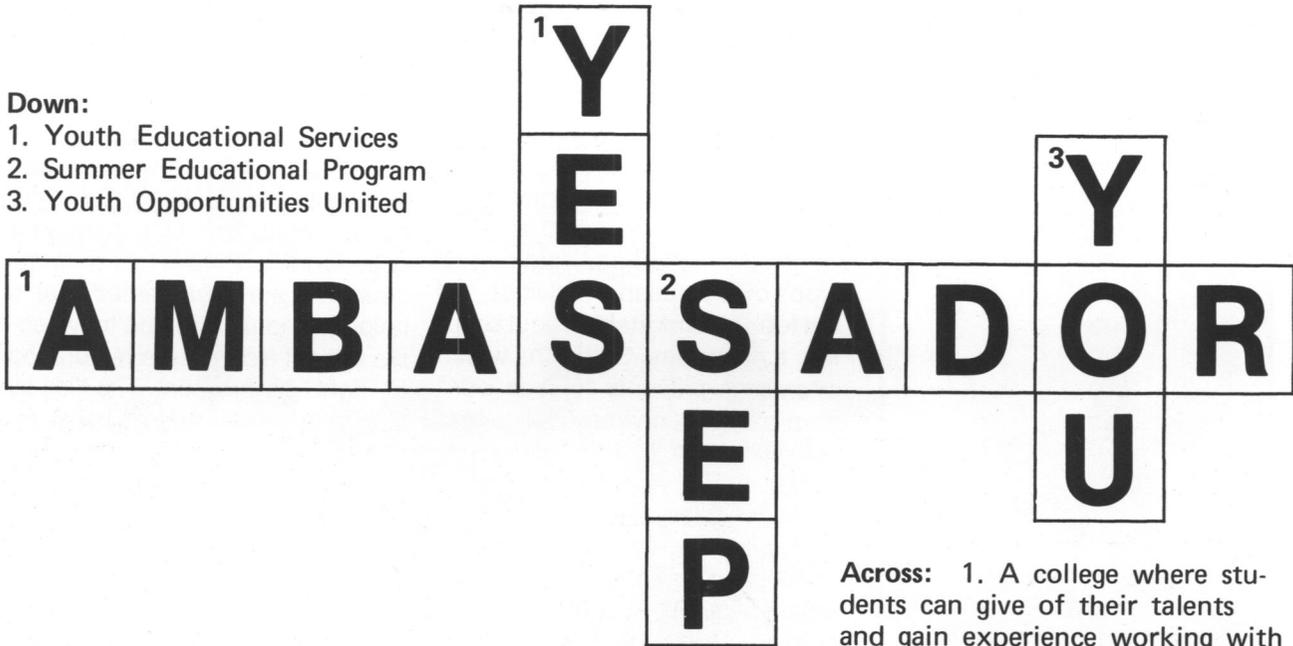
Backstage with Oral Interp

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Down:

- 1. Youth Educational Services
- 2. Summer Educational Program
- 3. Youth Opportunities United



Across: 1. A college where students can give of their talents and gain experience working with young people.

and... **US**

By Ava Norton

"SEP is an excellent training ground. . . you don't know how you'll act with kids 'til you try it."

"Reaching the kids of today is what it's all about. If you can gain their trust and respect then you know you can make it out in the world."

"I love to watch their smiling faces. It makes me feel good inside."

One of the most exciting aspects of Ambassador College is being able to work with the young people of the Worldwide Church of God.

To anyone interested in working with kids, there are several avenues that a student of Ambassador, Big Sandy, can take. First there is SEP (Summer Educational

Program) in Orr, Minnesota and in Scotland. Second there is YOU (Youth Opportunities United) and third is YES (Youth Educational Services). Among these three groups, an Ambassador student can give of his talents and gain much experience and knowledge teaching and leading these young people.

YES

YES is new to the Worldwide Church of God and involves members of the organization teaching the kids of the church separately from the regular church service. Several college students aid in these classes where the kids learn about the Bible through songs, stories and other activities that in-

terest their particular age group.

Freshman Joe Mathieu helps with the music session for the class involving 10 and 11 year olds. What his job entails is teaching the songs to the class and singing along with them. The song portion of the meeting is first and usually deals with the theme of the lesson for the day.

"It's a good opportunity to get teaching experience," Mathieu explained. "I like being around kids. At first, I was a bit apprehensive, but I went to the meetings and was impressed with what the coordinators had to say."

"Also, Mathieu continued, "I'm gaining experience for when I go home, to work with YES there or

“Later I would like to use some of the experiences that I had by helping my own family.”

maybe start a program there if it isn't there by then.”

SEP

SEP was begun in 1962 by the Worldwide Church of God. One of the purposes of the summer camp is to allow kids to go to a camp where they could participate in all types of recreational activities and not feel uncomfortable about keeping a Saturday Sabbath, which oftentimes prevents “church kids” from participating in school or civic activities.

Senior Eric Ernst has been to SEP Scotland twice, once as a counselor and the other time as a water ski instructor. The reason he enjoys working in Scotland is because he feels that it is “. . . keen for kids. Most of the kids in Europe never have the chance to be exposed to so many activities like they do in the States.

“The kids in Scotland are so appreciative of the recreational opportunities. . . and most anyone will do something when they know it's appreciated.”

When asked what he will gain from going to Scotland, Ernst replied, “Well, the first thing that pops up in my mind is that so many countries are represented that it helps you to understand how people will get along in the restoration of right government. The kids all fit together over there so harmoniously.

“I learned so much over there,” Ernst stressed. “Later I would like to use some of the experiences that I had by helping my own family. Also, my experiences enable me to put together an activity, organizing to reach a goal and getting a result. Teaching is really a learning experience.”

Working in SEP Scotland for one

Senior Sue Doerr (closest to pier) and junior Mary Strommen (third craft, second slot) prepare to embark on a Loch Lomond expedition with a squad of teens at the Scotland SEP site.





Senior Mike Greider speaks to an SEP group at the Loch Lomond, Scotland site.

year and SEP Orr for two years is senior Mike Greider. "My deepest satisfaction from SEP was ministering correction," Greider explained. "Don't take me wrong, that may sound strange, but the challenge of turning a kid's mind around and showing them why they are wrong and having them explain to you why they were wrong is something else. If my kids didn't agree that they deserved punishment I wouldn't give it to them."

Greider feels that one of the problems young people face today is in receiving correction. "Kids need limits to feel secure. At camp I would make two or three rules. They were silly rules, but those rules were the gospel."

Greider plans to go into Boy Scouts of America professionally after graduation. He feels that "you can reach kids through the vehicle of recreation."

Greider believes that going to SEP builds a kid's self-respect, that they build self-esteem, self-identity and expertise. So many kids have been told "No, you can't!" because of the Sabbath that when they come to SEP it takes a while for them to realize "Yes, you can!"

Another belief that Greider has is that in a young person's formative years, a person must see himself as a winner. He related a story about a small girl at camp that had always been told that she was too little to participate whenever it came to sports. When she went to SEP she won first place in the archery competition. That next year, at school, she changed into a more confident person, running for class office and being more involved in school activities.

"Alice's outlook changed after camp. It was no big thing, really, but what was important was that

"... the challenge of turning a kid's mind around and showing them why they were wrong is something else."

“I love to watch their smiling faces. It makes me feel good inside.”



Big Sandy cheerleader Eileen Dennis was ecstatic, to say the least, about receiving an outstanding cheerleader award at a YOU tournament.

she knew out of 800 kids she was the best. And what was important, too, was that her world know that she is a winner.”

YOU

Working for the recreation department, Greider deals, also, with YOU. He feels that the kids coming down to Big Sandy for the sports competition is really a booster for the college. “Many kids have a false concept of AC. When you see it for yourself, however, you make up your own mind,” Greider stated. “A lot of the people come down and learn how to have a good time. One kid ran up to me and said, ‘I never thought God’s way of life was so much fun!’ ”

Eileen Dennis, a local teenager and YOU member, said that because of YOU kids coming to Big

Sandy, she gained “. . . a lot, because I feel better knowing more church kids and knowing their problems since none of us are able to live where there are no church problems, like getting off for the Sabbath or the Holy Days.

“So many kids develop their skills through YOU,” Eileen continued. “A lot of kids have potential ability but just can’t use it because of the Sabbath.”

Freshman Gary Wise, our newest track sensation, came to AC because of YOU. He went to the regional and national track meets held in Pasadena and Big Sandy, and came here last fall. Wise feels that “YOU can get a lot of good athletes because they get them while they’re young. This way they become more skilled and bet-

ter when they’re older. I see a need for more students,” he continued, “good students plus good athletes.”

“If it hadn’t been for YOU,” Wise’s wife Linda explained, “we couldn’t have come. He’d have had to go to a junior college.”

Using college students to work with YES, SEP and YOU works out to the advantage for many people. The students gain knowledge and experience, the church kids get the opportunity to participate in more things than they ever have. Hopefully, it will be a continuous cycle of bringing kids to the college and helping them to help other kids. Mathieu sums up everything by saying, “It doesn’t take that much time to serve . . . The kids appreciate it and I enjoy it.”

Christian Leadership

New Twist To An Old Class

By Jim Valekis

Unless actively involved with the class, it's very easy to become oblivious to the fact that there is such a thing as "ministerial training" going on at Ambassador College. Running from creative broadcasting to French to physics or to a computer language class, the average student may be hardly aware that 22 young men are meeting twice, sometimes three times weekly to learn everything from giving sermonettes to baptismal counseling.

"Every man in the class has managed to give a sermonette in a local church area this year," explained Dean Blackwell, an instructor in theology since 1972 at the Big Sandy campus. Mr. Blackwell has worked with ministerial training since then, and he feels that this new version of the class

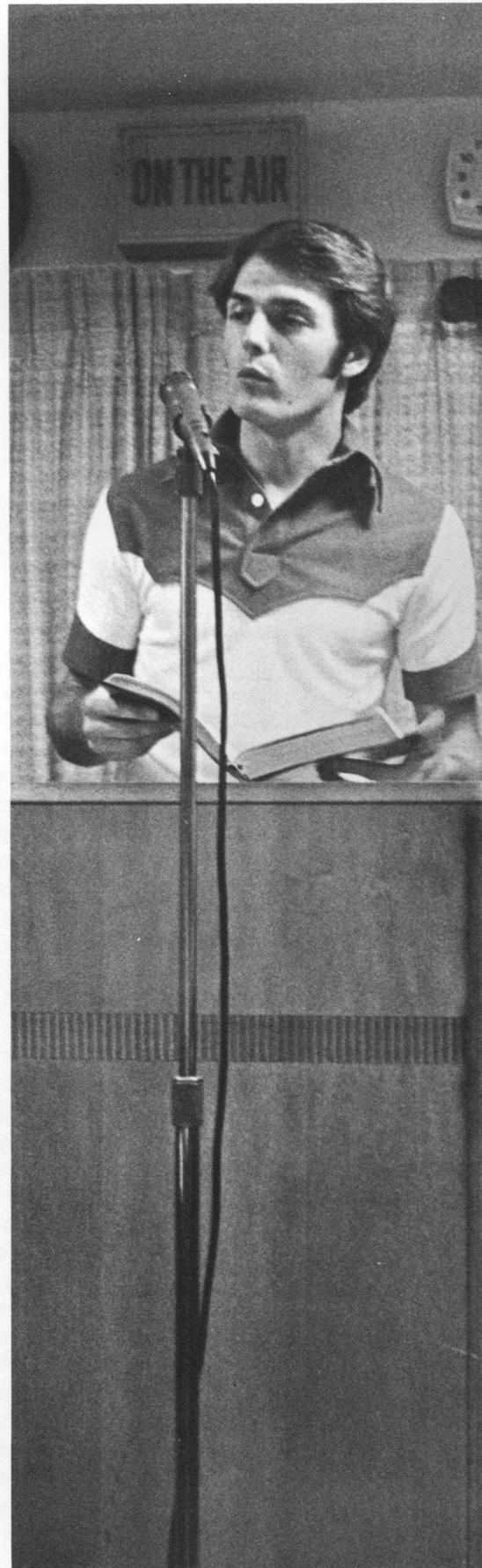
has been "successful."

Just what was new about the class? For the first time what had formerly been the traditional "sermonette class" and taught in both third and fourth year versions was changed to a one-year class opened to seniors only — to a limited amount of seniors, in fact, who not only had to apply to get in the class but go through a faculty screening process as well.

The decision had been made the year before to limit the number of men trained specifically for the ministry, since only a very small percentage were being hired as ministerial assistants by the Church Administration Division (CAD) of the Worldwide Church of God.

Rather than allowing (and encouraging) all senior and junior men to take part in the lab (or

Senior Wynn Skelton gives a sermonette in the lab-portion of Christian Leadership Class, a new version of an old class here at Ambassador.



The Candidate

By Gordon Graham

The ministerial candidate differs from the ministerial trainee of the past by being self-employed instead of being on the CAD payroll. Since he is a new creation little is yet known about his new role, but by surveying 30 of last year's graduates and former ministerial trainees who have been taken off the CAD payroll, as well as 30 full-time ministers who have unpaid graduates working for them, it was possible to develop the following profile of a typical ministerial candidate.

Two dominant characteristics of a ministerial candidate's life immediately emerged as a result of this survey, mailed to the candidates and ministers, the first of which holds the promise of great reward, and the second holding the potential for frustration. First he lives a life of new beginnings. He is beginning to establish his home, family, and marriage; beginning to develop an occupational career; and beginning to grow into a leadership role in his church area. Secondly, his life is filled with centrifugal forces which pull him in three directions at once. He feels strong obligations simultaneously to his family, his career, and his church area.

The survey revealed that the typical candidate working in the field is about twenty-four years of age, has been married for a year and a half, and has had between three and four years of Ambassador College training with a theology major and a speech minor. He works about 50 hours a week in order to develop his career and support his family. He fills a formal ministerial role at Sabbath services, and al-

ternates on a weekly basis between giving the sermonette and leading songs. About every two months he is given the opportunity to give a full sermon. His contributions to the church area outside of Sabbath services vary widely, depending on local circumstances, however the survey illustrated that certain areas of service lend themselves to the ministerial candidate's role. They include: serving as a Youth Opportunities United coordinator, organizing young adult activities, a leading role in the church's Spokesman Clubs, organizing the church's sports program, and serving on the church social committee.

None of these constitutes the main contribution a candidate can make to a church area, however. Those ministers that responded to the survey pointed out repeatedly that what they most desired was a graduate who, by his personal example, would enhance the Ambassador image in the eyes of the church members and especially the young people. Fred Bailey, pastor of the Hendersonville, Tenn., church, expressed very clearly why a ministerial candidate can have such a significant impact on a church area by his example. "When the brethren see young students returning to take up productive lives based on this way of life, not because they are paid by the church, but because they believe this is the way to live, the church will really begin to reap a return on the investment it placed in the student."

The Rewards

It is clear, then, that a ministerial candidate can significantly benefit

a local church area, by his acts of service and personal example.

But what rewards are in store for him, as an individual, if he devotes himself to filling this new role? Those currently involved in the program identified four primary sources of reward. The most commonly mentioned one was the satisfaction they derived from having been given the opportunity and ability to help and encourage others and to observe growth in the individuals they were striving to help. Michael Henley, a candidate working in the Columbus, Ga., church area, expressed the second source of reward. "The learning experience involved is incomparable. With an open mind you can learn an amazing amount not only about other people but about yourself as well. Many times in the process of encouraging others you actually encourage yourself, or in teaching others, you learn lessons yourself." A third benefit experienced by the ministerial candidate which several graduates expressed appreciation for was the respect and warmth extended to them by the local congregation as it responded to the service they were providing. A final source of fulfillment, for both the candidates and the pastors they worked with, was the friendship that developed between them as they worked toward common goals in their church area.

The Frustrations

The role of a ministerial candidate is not without its frustrations however. The most common difficulty expressed by the candidate was time pressure. As Mr. David Carley, a full-time minister located

in Ada, Okla., stated: "The Scripture says there is a time for everything. To an unpaid ministerial candidate, this saying may seem almost untrue, for at times you will find that there seems to be little if any time for the most important thing in your life — the Work of God." Michael Henley eloquently expressed the frustration he feels as a result of the time pressure he is under: "I have come to have a certain sense of responsibility for service in this area that is sometimes difficult to impossible to reconcile with a full-time job, a partial college load two nights a week, plus a family I love very much."

All of the ministers who were surveyed offered advice for this problem. Their comments are well summarized by John Biedler, a minister in the Tulsa, Okla., church area: ". . . life is at its peak when it is significantly contributing to the happiness and progress of others. Both family and job can be enhanced by your feeling needed and wanted in the local congregation's activities. Certainly a blending of personal goals with that of assisting in the lives of our young people could be had. An Ambassador College graduate with designs for helping in the field should have just such a blend."

Mr. Biedler's concept of blending personal goals with goals of service to the Church suggests a descriptive definition for a ministerial candidate. He is a blend of husband, employee and leader in God's Work. The expectations others place on him are a blend of receiving his affection, his loyalty and his leadership. The rewards he receives are a blend of gratitude, respect and blessing.



Part of the Christian Leadership Lab included a visiting program to widows in the local area, where class members would do everything from making small talk to fielding Bible questions.

speaking) portion of what was to be called "Christian Leadership" class, the lab was limited to 20 senior men, expanded later to 22.

"We thought we'd have a concentrated training of a few rather than a broader, more general training with more men," explained Mr. Blackwell.

In the screening process, Mr. Blackwell, along with two other theology instructors, went over a list of applicants and selected the "top twenty" showing the most "ministerial potential." "Ministerial aptitude," as Mr. Blackwell put it, involved not only speaking ability but "Bible knowledge and spirit of service."

Although the primary thing done in the lab was giving various kinds of sermonettes, the lab also included special lectures on subjects like ministerial training and counseling of various sorts. A visiting program was also established in which a two-man team would call widows in the Big Sandy area to do anything from making small talk to fielding Bible questions.

The highlight of the year for the 22 men came when a team composed of three representatives from CAD (headquartered at the Pasadena, Calif., campus) conducted the first "ministerial candidate" interviews. A ministerial candidate, unlike his predecessor,

"We thought we'd have a concentrated training of a few rather than a broader, more general training with more men."

“A woman should be able to do more than just sit and listen to services.”

Instructor in Theology Dean Blackwell holds an after-class discussion with seniors Lydia Darnell and Olga Otasevic. Women were included in what formerly had been a “men only” sermonette class for the first time this year.



the ministerial trainee, would not be employed by the CAD immediately after graduation. However, he does enjoy certain advantages.

For example, being a ministerial candidate means that an individual is guaranteed that a minister in a local church area will work with him for training purposes, even though he's not full time. Not only that, but his candidacy status means that a field minister will be making periodical reports on his progress that will be kept on file in Pasadena.

Of the 22 that applied on the Big Sandy campus, 15 men are to be recommended to CAD for the position of candidate. This compares to the four that were selected last year as “ministerial trainees” to be hired at a later date if the budget allowed it.

Partly because of such a high percentage of the men being ac-

cepted, Mr. Blackwell feels overall the program has been successful. However, it has had its drawbacks.

“We found out by having it the way it is this year, I really don't get to know the guys as well,” Mr. Blackwell said. As a result, the class is going back to a third and fourth year system (Christian Leadership followed by Pastoral Administration). In addition, the lab is going to once again be open to whoever is interested to give “as many as possible a chance.”

Another aspect of the new program that will be retained though has been the opening of the lecture section of the Christian Leadership class to women, which will continue when the class becomes a third year instead of a fourth year course next year. The class dealt with subjects like husband and wife relationships, study helps for the individual Christian, and the

emphasizing of how a woman can be a leader in a local church area.

“A woman should be able to do more in the local church area than just sit and listen to services,” said senior Marci Scates in explaining why she liked the class. “The class helped show me what to do and how to do it better.”

Mr. Blackwell is pleased with the acceptance the class has met from the student body. Membership grew from 76 the first semester of this year to 140 the second.

“The students have done the recommending for this class themselves,” he said.

In any case, in spite of what you've heard — or between broadcasting, French and physics, not heard — the ministerial training program is alive and well at the Ambassador College campus, for all those interested.

Remember Principles of Living with Mr. Neff? Remember when basketball meant playing the faculty, seniors, juniors and sophomores? Who can forget the Clod-Hop with the powder puff team groveling in the mud? Remember our freshman dance — with set-up, the bricks and Pier 17? Can you forget the stars of chorale? Remember when you had to cook your own breakfast for a track meet or field trip? Who can forget Sabbath duty and all the manpower in the kitchen? Remember when we had sing-alongs that were sing-alongs and not dances? Can you forget those range wars? Remember all the 24-hour relays? Can you forget climbing the water tower or swimming in the circulating pond? Remember when

Scattered Pictures...

there was a booth row? Can you forget classes in the library? Remember when they moved the mailboxes? Can you forget curfew? Remember the track around men's booth city before the new bathhouse? Can you forget missing linen exchange on Sunday mornings?

Remember the long lines for registration before the computers? Can you forget the first time you bought swill in the bookstore? Remember the first time you took a roll of toilet paper from the bathhouse?

Can you forget OTS with Mr. Neff, walking in and finding out you had a test the day after the sophomore dance? Remember when you took notes in forum? Can you forget cats falling out of the ceiling in the dining hall? Remember the swans? Can you forget the BW's (Bricket Wooders)? Remember when everyone converged on the lounge at 10 p.m.? Can you forget "Una Paloma Blanca" and the cyclists riding around during assembly? Remember when we didn't have meal cards and they believed you were a student because the girl "clickers" sat next to you in class? Can you forget when you could park your car anywhere on campus? Remember sweating in the field house during church and assembly?

Can you forget Biblical Prophecy with Mr. Neff? Remember the snow honey bear in front of the library? Can you forget when we got paid for working? Remember when women couldn't wear pants to class? Can you forget the women being able to wear jeans in the dining hall on Sundays? Remember the final in Church History? Can you forget the final in Principles of Living and how you never did get some of those important questions answered? Remember when you worked on landscaping? Can you forget when freshmen had the 8 o'clock classes instead of the upperclassmen? Remember the first time you saw the white fence?

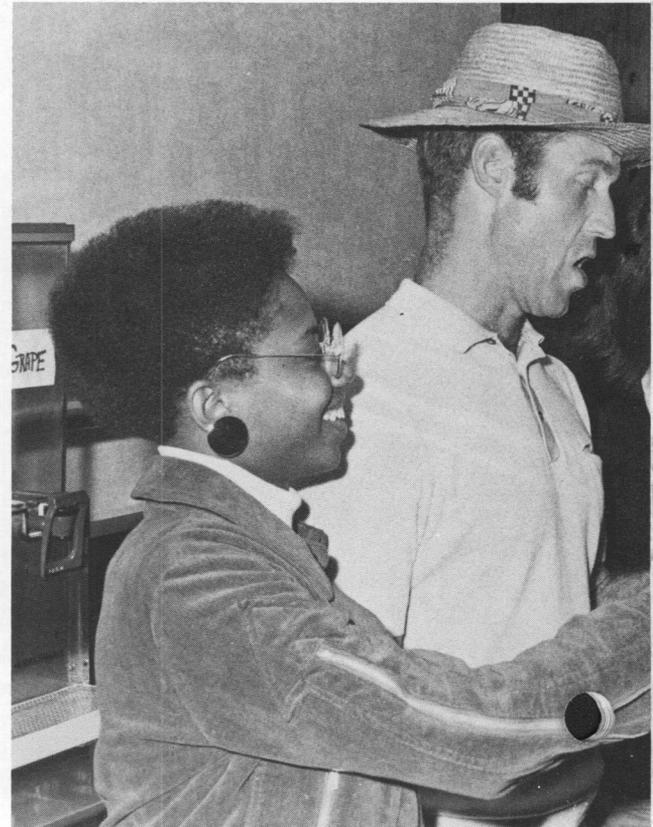
Remember the 12-minute test? Can you forget running to the bathhouse before there were awnings? Remember when you heard loud, rock music coming from the dishroom? Can you forget trying to pick up a rock station on the radio, and there was never one there? Remember the honey bear? Can you forget going to classes when you didn't need the shuttle bus to get there? Remember the tri-dorm party? Can you forget *The Envoy*? Remember the dating forums our freshman, and sophomore, and junior and senior years?

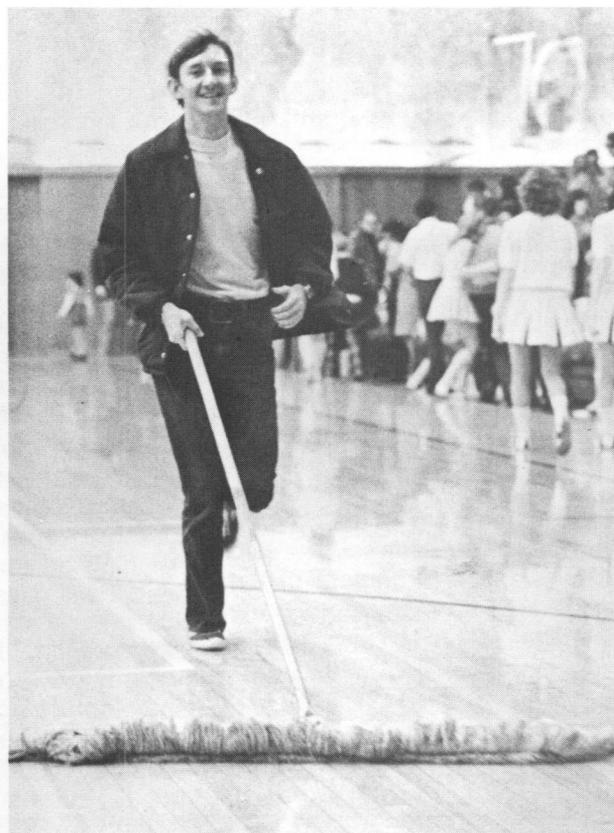
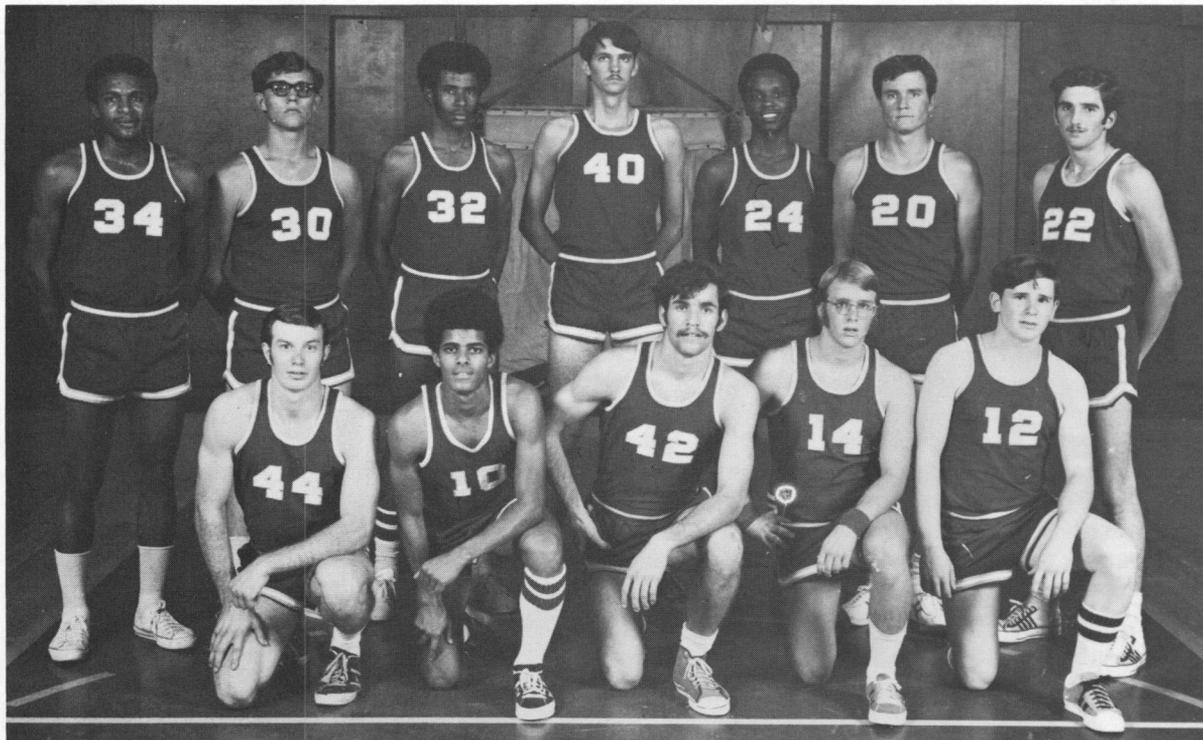
Who can forget Mr. Neff? Who can forget the last four years?

By Dee Bishop
and Ava Norton



*... Of The
Smiles We
Left Behind*





The Graduating Class of '77 — Scene from "Pirates of Penzance," 1974; Pam Redd sings at a class dance; 1973-74 basketball team; Ray Willingham at work; Kent Doucet sweeping at halftime; C.C. Carruthers, Mike Pettit and and Olga Otasevic at a sing-along; Terry Willhoite, Alan Guss, Mike Hooper and Ron Berlin working on the 1974 Freshman Class Dance.



A—DIPLOMA, A HANDSHAKE,

By Keith Slough

After four years of classes, strenuous study, and exhausting examinations, the seniors must now decide what they plan to do and where they intend to go upon leaving Ambassador College.

Many seniors have expressed eagerness at graduating in order to simply recuperate after four of the most hectic years of their lives. When they remember having to run to classes, racing to be first in the lunch line after forums and assemblies, studying until after midnight for a test, staying up until daybreak writing a paper due the next morning (when they were given two months to work on it), many seniors actually look forward to graduation with great eagerness.

Others remember the good food in the dining hall, the beauty of the campus, and most especially the many friends they made during their stay at college and wish they could stay just a little longer. But most of them have already made definite plans concerning where

Southwestern Bell in some aspect of marketing management. He will be living in Beaumont, Tex., and intends to spend time working with Al Mischnick, the minister in that area. Regarding his search for employment, Garrett said, "No one prospective employer questioned my theology major. They were more interested in the offices I had held and what I had accomplished while in college." The thing he feels he will most miss about Ambassador is the environment and atmosphere of the campus. He added, "I'll also miss having someone else to cook my meals for me."

Jeff Wahlen has had offers in Texas and Minnesota in the area of sales. But he is looking forward to working with young people on weekends in athletics. Someday he hopes to manage a little league baseball team for the children in the community as well as organize a flag football team for the children in the church. Wahlen says he also will miss the environment of the college with so many people the same age. "When I graduate, I'll be

"grim reality" of learning what it is like out there as well as the new experience of preparing his own meals.

Sherri Watts is thinking of going backpacking immediately upon graduation. She would like to get a job on campus later if possible, working a year then going back to school and majoring in special education in the area of speech therapy. The things she will miss about Ambassador College will be the close friends she has made, the social events, and all the accompanying opportunities.

Ray Diener also plans to get into special education and intends to move to Mobile, Ala. But immediately upon graduation he plans to work for the summer with the Summer Educational Program (SEP) in Scotland and then tour Europe.

Mike Greider will be working for the Boy Scouts of America as a district executive. He is also now beginning an import-export business. "I will miss working for the athletic department here on campus," he said. "I have really enjoyed my job. And of course I will miss some of the really great friends I have here."

Greider intends to live in Rockford, Ill., after marrying Michelle Carion, a 1976 Ambassador, Pasadena, graduate. He intends to be married in Belgium and then take a month-long honeymoon on the French Riviera.

"When I graduate, I'll be a freshman all over again — in the business world."

they will go and what they will do.

Lloyd Garrett has four job possibilities after graduation, but feels he will probably be working with

a freshman all over again — in the business world," he said.

He concluded by saying that he knew he would have to face the

Carol Allen plans to return home to Trussville, Ala., for a couple of months and then plans to marry Steve Schantz, 1976-77 student body president, in July. Until then she plans to work through Kelly Girls or Manpower, Inc., while at home, as well as plan for the wedding.

Beth McVay is thinking of working eventually in California and later taking additional classes. But this summer she intends to go to Orr, Minn., to work as a counselor for SEP after stopping off for a few weeks in Wyoming for her brother's wedding.

Michael Foster intends to marry Elizabeth Lu McSpadden (who also will be graduating this spring) immediately upon graduation in his hometown of Natchez, Miss. He plans to work for the Johnson O'Connor Research Foundation with the administration of aptitude tests while his fiancée intends to work as a nutritional scientist.

Teaching, PR, Backpacking

As usual, the hodgepodge of various plans for after graduation goes on and on.

Gordon Graham intends to return to Edmonton, Alta., to resume his teaching career and plans to serve in his local church area as

well. Phil Edwards is planning on staying in Big Sandy and working in Hawkins at the Francis Blanks Company as a color separation lithographer and commercial photographer. Wynn Skelton will work for the college after graduation while Pete Kendall plans to remain in Gladewater and "pursue my business in the area." Randy Hall is going home for a week or two after graduation and then travel to Salt Lake City, Utah, where he plans to locate a job working with personnel administra-

tion. month, she plans to go to SEP in Scotland and then tour Europe.

Other students expressed a desire to return home and reestablish a relationship with their parents. Some intend to continue their education taking additional courses at a local college or university. And, of course, there were some who were still unsure as to what they are going to do.

But all the seniors seem to have one thing in common — they are grateful for the opportunity they have had to attend Ambassador

"It's going to be hard for me to leave everybody that I've grown close to these last four years, but with all the experience that I've gained, I feel good about facing the world."

tion.

Ava Norton wants to work in public relations in Dallas. Gini Upchurch also intends to work there in the business field as a secretary. Virginia Lane is headed to SEP in Scotland for the summer and intends to work in Lubbock, Tex., after returning. Olga Otasevic is going on a nine-day backpacking trip in Colorado soon after graduation. After returning home for one

College and will miss all the friends they have made while they were here.

Ava probably summed up the feelings for most of this year's graduating class: "It's going to be hard for me to leave everybody that I've grown close to these last four years, but with all the experience that I've gained, I feel good about facing the world."

And Off They Go— BUT WHERE?



BACKSTAGE WITH ORAL INTERP

By Dee Bishop

A new concept in communication has developed here at Ambassador College, and that concept is oral interpretation. Simply put, oral interpretation is literature in action. Too simple, huh? Well, let's raise the curtain and go backstage with oral interpretation and discover this novelty.

Set Apart from Theatrics

Dating back to the storytelling of ancient Greece, oral interpretation has snowballed into our time as an expressive form of communication in which the listener recreates in his own mind the literary experience that is merely suggested by the interpreter. Because oral interpretation relies heavily on the audience's imagination, it is distinctly set apart from theatrics. Associate professor of speech communications, Dr. Tekla Story, who teaches oral interpretation and speech, explains it this way, "Oral interpretation is a communication situation in which the focus is in the



Senior Debbie St. John pantomimes the faces of surprise, anger, doubt, and finally, open trust.

audience. With acting, the focus is on stage. Interpreters empathize and the listeners must also empathize. As Walt Whitman said, 'To have great poetry, you must have great audiences.'

The Middleman

A triangular relationship is created through the combination of the literature, interpreter, and audience. The interpreter acts as the go-between or middleman, uniting the audience with the literary message. The role of the interpreter is to interpret the literature correctly, being true to the literature and not distorting it. Then he projects the literature as a new art form.

The oral interpreter keeps a distance between himself and the character he is portraying which is known as "aesthetic distance." The distance is, however, a close enough distance to allow for a proper characterization with the audience interpreting the cues and filling in the gaps. The interpreter

does not lose himself in the character, but he understands and imagines himself as that character and as Dr. Story commented, he "lives the character for the moment." Seniors Alan Guss and Debbie St. John and junior Mary Benson, all cast members of Ambassador's production of the play "Our Town," talked about performing. Guss explained that interpreting was "getting the main idea, then expressing it as it was most comfortable." Mary also commented, "Interpreting is not play acting, but empathizing using all the senses and transferring your own thoughts." "There is no manual on how it is to be played," related Debbie. "You have to interpret it yourself and place whatever emphasis is needed to set the mood. To me, interpreting is using my thoughts on top of the character's thoughts."

What does it take to be a good middleman? According to Dr. Story, it takes someone who "has a great enthusiasm for literature

and likes performing it." Since the nonverbal is just as important as the verbal in suggesting action, another key to a successful interpreter is balancing muscle tension and relaxation in order to produce the desired effect.

Various Forms

Oral interpretation manifests itself in various forms which include solo and group performances, and Reader's Theater. Solo work is individual reading that focuses on one main idea. The solo performer is oftentimes the narrator and the different characters, so he must use the varying methods of muscle movement, voice, and timing to suggest each character.

Although following a structure and plot, group performances are often improvised, which is referred to as adding "happenings." The third type of interpretation is Reader's Theater, in which a great deal of action is on the stage with the convention of choral readers,

“Oral Interpretation makes one appreciate the human emotions.”

narrators, and commentators.

The Ambassador Readers

Composed of students enrolled in the Oral Interpretation I and II classes, the Ambassador Readers have revealed some “hidden talent” in their three performances for the student body, which have been: “Walter Mitty” by James Thurber, “Antigone” by Sophocles, and “Our Town” by Thornton Wilder. Students from a new class projected for the coming fall semester, “Shakespeare in Action,” will undoubtedly perform for the student body, too. Besides these productions, the Ambassador Readers have attended speech festivals where they have the opportunity to improve through individual reviews by various critics.

Pantomimes

One of the “prerequisites” of interpretation is the good riddance of

one’s inhibitions that restrict expression. In her classes, Dr. Story accomplishes this through group pantomimes. She related, “Group pantomimes help students to freely enter into expression through their bodies, then later when using their voices, they will be more confident.” Ava Norton, senior, who played Antigone, expressed her opinion, “I think oral interpretation rids you of your inhibitions. The hardest thing is to let your real emotions come out because it embarrasses everybody. It was hard for me to wail and moan while portraying Antigone because I’m not a ‘waily, moany’ person!”

Behind the Scenes

The exposure to literature in oral interpretation helps one to express his ideas and feelings more specifically and graphically in his own conversations. An appreciation of the work of actors and the realiza-

tion that it just doesn’t come overnight is what junior Sean Taylor experienced. He added, “Oral interpretation makes one appreciate the human emotions. Twentieth-century man not only demands great users of words, but also people who can couple words with the feelings inside.”

Because we come in contact with all sorts of people in literature, oral interpretation definitely gives us a wider range for understanding people. Oral interpretation paints an “unreal” situation while teaching real moral lessons about life. In Greek tragedy, the dilemma is repeated and seen in many different angles. Perhaps dear ol’ Shakespeare was right after all when he said, “Life is a stage.” At least, it is in oral interp class.

Backstage with the cast members of “Antigone” and “Our Town.”



FRESHMEN

“The freshmen work well together. From the word ‘go’ they work hard, and they don’t stop until the job is done — and done well.”

The following article was submitted to The Ambassador by Linda Brooks, 1976-77 freshman class Women’s Representative.

Who are the freshmen of 1977? A decathlete winning first place at the Florida Relays, a soloist in pop voice, a trumpet and harmonica player in the band, a jazz dance instructor, and an expert in martial arts. But more than just outstanding individuals, this freshman class is an outstanding team. They have drive, enthusiasm, talent, and leadership potential. The freshmen work well together. From the word “go” they work hard, and they don’t stop until the job is done — and done well.

With the Spirit of '76 still coursing through their veins, this freshman class has enthusiasm to spare. Even with their involvement in extracurricular activities, most notably in athletics and music, they are still raring for more involvement. And the success of the ac-

tivities they have sponsored for the student body this year proves that they are willing to give their all to their fellow students.

Who are the freshmen of 1977? They are a fun-loving class, and their fun ranges from practical jokes and parties to class activities and service projects. These freshmen are for real. They are open, candid, and sincere. They are service oriented and are willing to go the extra mile to help others.

The talents and interests of the freshman class are numerous and diversified. No, you will not find Einstein, Beethoven, or Beverly Sills among us. But you will find students who are working hard to develop themselves as individuals, to become the best they can be, while at the same time working to help keep Ambassador College the great place we’re so proud to be a part of.

Individuals working together for the good of their class and the college — We are the freshmen of 1977!

**Photos by Tom Hanson,
Dave Knight and John Wright**



First row — Steve Zimmerman, Christi Pendry. Second row — Brenda Harrison, Susan Koppes, James Lemieux. Third row — Teresa Merrill, David Weber, Warren Magee, Harold Ferguson. Fourth row — Elaine Debord, Ronald Synchshyn, Gary Vander Vies, George Black.



Kneeling — Jeff Morris, Chuck Wells.
 Standing — Mary Beth Philp, James Philp, Gary Glasford, Joe Mathieu, Martin Zais, Gary Lamm, Art Springer.



Kneeling — Don Paulus. Left to right —
 Dave Austin, Randy Rageth, Linda Beach, Laurel Hames, Steve Tailon.

Kneeling — Jennie Oliver, Gary Lamm.
 Seated — Ramona Karels. Standing —
 Julie Vasseur, Kim Whitener, Mary Joe
 Simpson, Jan Steele. Hanging — Jackie
 Oliver.



Seated — Paul Jarboe, Wade Starr, Joe
 Hague, Gabriele Hopf, April Waybright,
 Bob Freier. Standing — Mike Berggren,
 David Weber, Chris McClain, Jim Dove,
 Lowell Wagner.



Seated — Art Fisher, Vicki Richardson, Gary Skelton, Linda Brooks, Brenda Guthrey. Standing — Trenda Jones, Cindy Richey, Larry McGaha, John Knaack.



Kneeling — Jim Horvath, John Koenig. Standing — Cindy Dexter, Eric Ronchetti, Holly Wiltsie, Martin Kwasnica.



Left to right — Rick Topper, Craig Minke, Joseph Gilchrist, Sue Horst, Gloria Wilson, Hella Frostl, Wilhelm Frostl, Charlotte Hirschfeld, Hemut Schmerold.



On ladder — Dan Curry, Teresa Robbins, Brenda Sawyer, Katti Masters, Vandy Stone. Seated — Benita Carr, Laurie Oswalt, Gary McCulley, Darlene Mayhew, Dave Pierson, Richard Robbins, Bo Thomas.

First row — Jeanna Potvin, Sherri Sharver, Diane Kinder, Sue Spieker, Terry Wood. Second row — Mike Seifert, Robin Dakin, Curt Lucka, Sharon Bailey, and Karl Wilson.



Seated — Kelly Kessler, Teresa Hill, Dan Fennessy, Sara Coston, Julie Druce, Heidi Schmidt, Eva Elfert, Sandra Bennett. Standing — Vicki Klaus, Michelle DelGaudio, Evelyn Cronk, and Simon Lai.





Seated — Rick Shallenberger, Diane Melnyk. Standing — Yvonne Schmucker, Naomi Mandel, Bill Hall, Bordet Lucas, and Mike Peraaho.

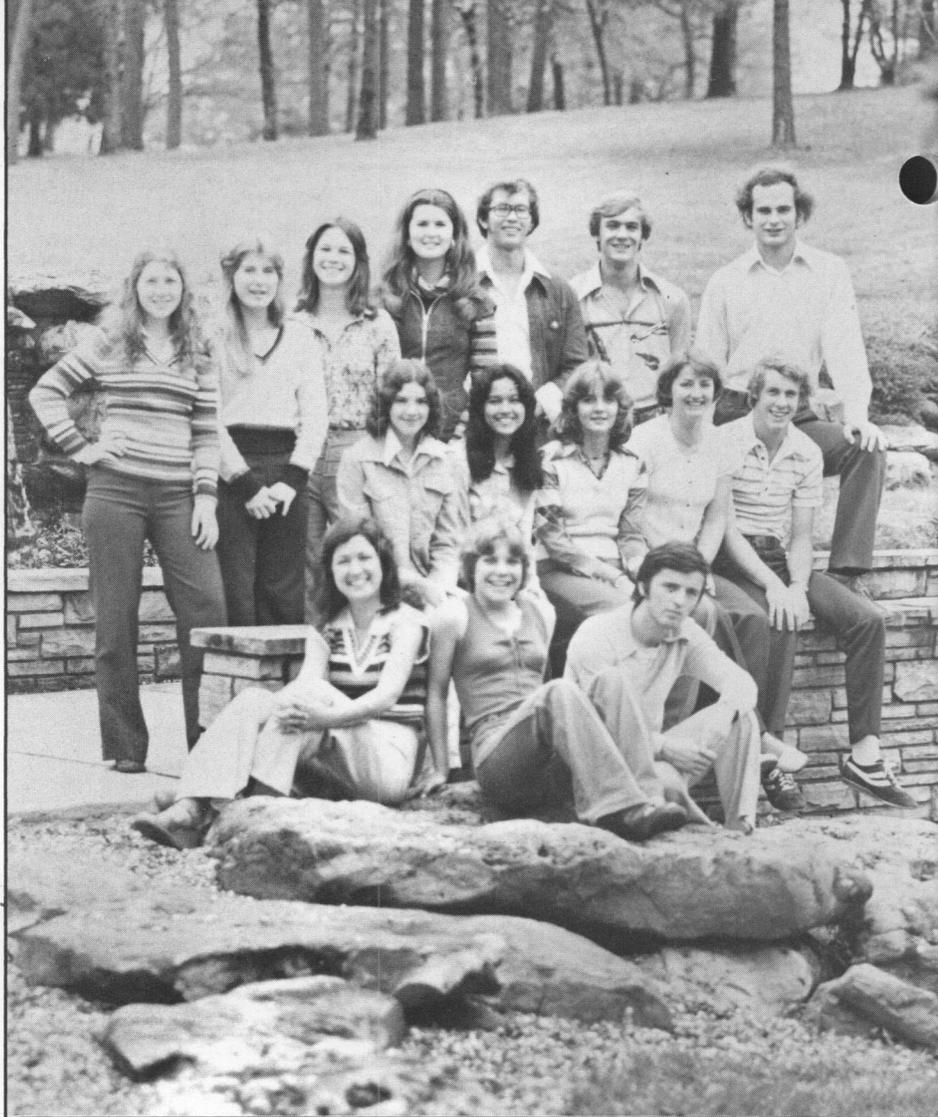
Seated — Fred Weiss, Susan Rebich, Andy Burdette, Linda Dawson, Bonnie Ewer, Vera Boone, Bill Schnee. On rock — Chuck Fisher.





Roof — Lori Richardson. Hood — Dan Samson, Nancy Evans, Rebecca Gordon, David Myers, Walt Corson. Fenders — Randy Peyton, Dale Parks.

First row — Rhonda Williams, Cathy Hopkins, Lutz Greimeister. Second row — Carol Sell, Becky Daniels, Sherrie Ward, Loretta McIntyre, Rick Manquist. Third row — Cindy Lopus, Ramee Enlow, Loree Bull, Elizabeth Taylor, Dan Wetzel, Walt Latham, and Joe Godbey.

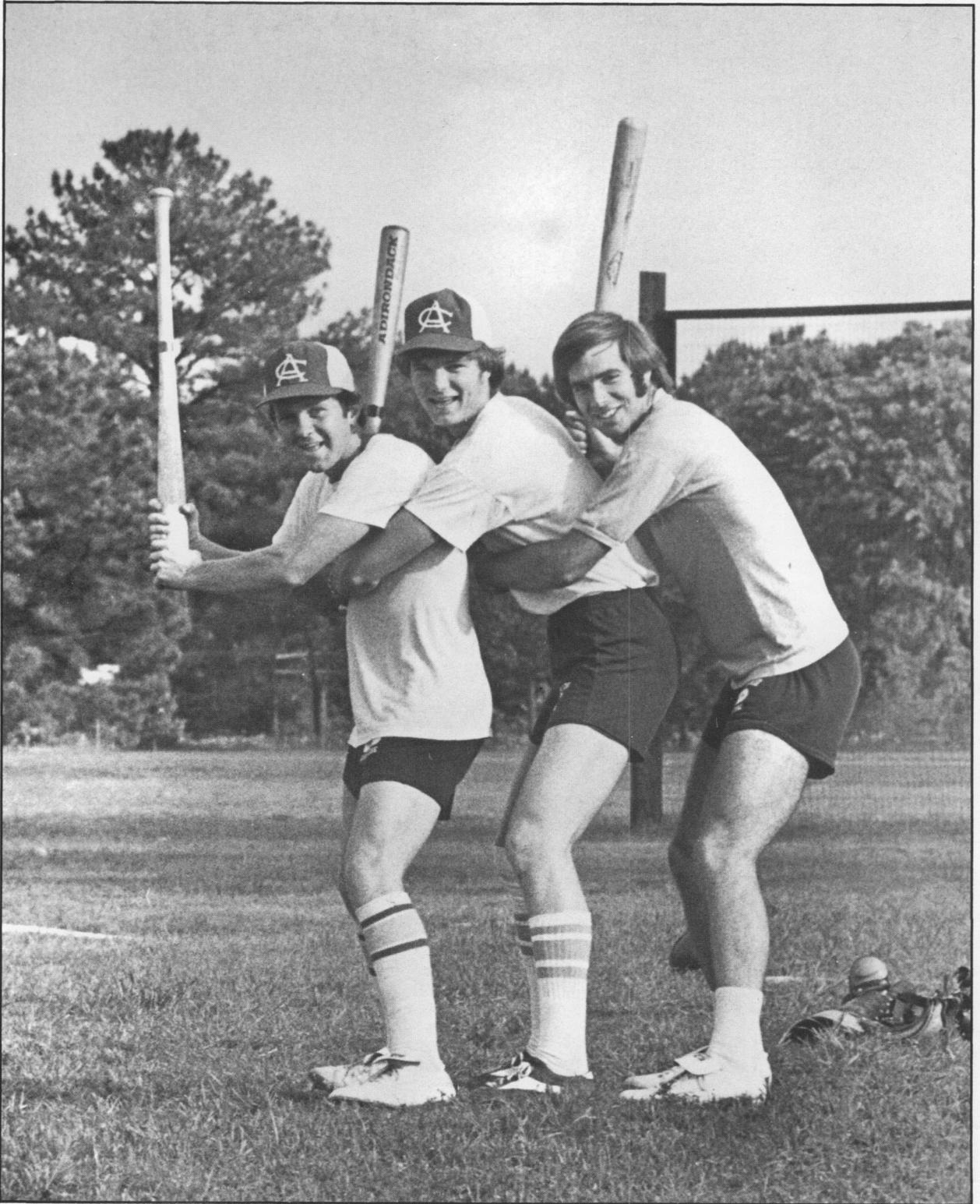


Left to right — Gary Nichols, Darren Woods, Paul Ursem, Mark Schnee, Alex Rickert, Sonja Kaserer, Vicki Watzl, Elleke Wilms, Niramol Vathevisai, Paul Williams.





First Row — William Powell, Jack Tremble, Keith Center. Second Row — Joe Pyle, Greg Sandilands, Tim Wilson, Jim Frick, Sheryl Brannan. Third Row — Vicki Witham, Connie Ham, Rhonda Smith, Patti Hanson, Denise Kern, Katherine Coleman, Teresa Phillips.



Ron Geotz, Tom Berlin, Dave Ferguson.

Ambassador Profile:



Gary Wise

HOME: San Clemente, California

AGE: 20

MAJOR: Physical Education

JOB: Athletic Department

MOST MEMORABLE BOOK: *The Decathlon Book*

LATEST ACCOMPLISHMENT: Winning the decathlon, open division, at the Florida Relays in Gainesville, Florida.

QUOTE: "Once you've started competition you never say die. That applies to everyday life too."

PROFILE: Gary Wise first became acquainted with track and field at an annual field day in elementary school. According to Gary his parents never pressured him into athletics, but always encouraged him in whatever he wanted to do. After successful competition in high school his coach encouraged him to train for the decathlon. Gary saw this as a way of gaining entrance to college. "I'm not the best student in the world. I knew that if I was going to college I would have to become better in athletics to go."

After college Gary intends to be a junior high or a high school coach. "When I was in junior high the coaches weren't really coaches," he explains. They were more like baby-sitters. They just let you go out and do what you wanted to do. That's the age when you are developing your physical skills, if you learn them wrong you will do them wrong for the rest of your life. I'd like to become a coach and teach kids the proper skills and get them get off on the right foot in the beginning."

Gary and his wife, Linda, are expecting their first child in late May. When asked if he wanted a boy or a girl Gary smiled and said, "It doesn't matter. Just a healthy child."

