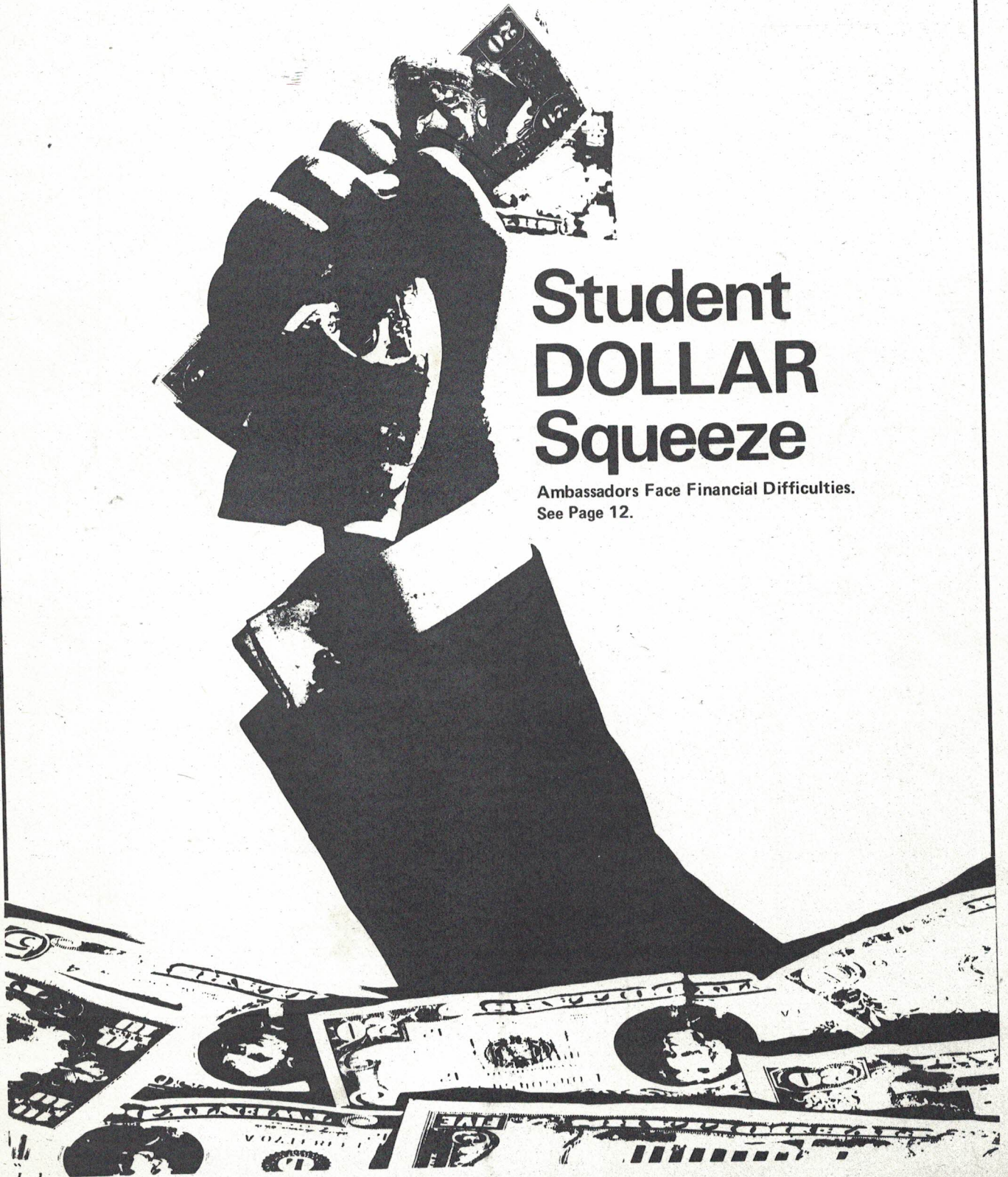


Change '74

Volume One, Number One

Issue of Summer 1974



Student DOLLAR Squeeze

Ambassadors Face Financial Difficulties.
See Page 12.

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The magazine you are reading is the first issue of what we hope can be at least an annual production. The magazine was written and mostly put together by the Magazine Production class offered in the spring semester of 1974.

Change '74 had been slated for publication by the end of June. Obviously, that date was unrealistic. The experience shows we really need two semesters to produce a magazine. The first semester, a Magazine Writing class would write the articles. During the next semester, a Magazine Production class would do all the design, artwork, photography and layout.

The staff and students working on this magazine beg your indulgence for its lacks and hope you appreciate its strong points. As Norman Cousins, the well-known editor observed regarding the first issue of *World* magazine, "The editors do not regard this issue as a definitive expression of their ideas about *World*. For a new magazine is not born fully formed. It has to evolve over a period of time. It is shaped in creative interaction with readers. Its most useful mistakes are made in the open. Our hope is that those mistakes will not be beyond fruitful correction, and that they will not obscure our main aim, which is to publish a magazine that people will read and respect."

The same thoughts apply to this issue of *Change '74*. Incidentally, the students in the class picked the magazine title, though there was far from unanimity on the name chosen. However, it did seem to express most clearly what the students and staff formulated in a guiding editorial policy, which again is not to be accounted as a now-and-forever concept. A part of that underlying editorial concept is reproduced below:

"Ambassador College is experiencing a number of profound changes in its educational goals and structure. Of course, the basic motto of Ambassador College, 'Recapture True Values' remains unaltered. But secondary changes of importance are occurring. Today, the college must serve the church as an educational institution for its young people; it is no longer only a training ground for ministers. This means new questions for many students and then educational goals and careers. Accreditation will bring new opportunities and new problems. Ambassador is accepting larger numbers of students. Costs of education are rising. A broader curriculum is being installed. These and many other changes mean new opportunities and re-directed thinking."

Some of the articles reflect that concern, both from the faculty and student viewpoints. And, viewpoints are presented. Not for the sake of criticism; but to show that interaction among human beings is complex, and often there are many sides of a story — all relevant from a certain perspective.

We would be interested, of course, as any publication is in feedback. What are your comments and suggestions? We hope you enjoy this first effort by a group of Ambassador students.

Paul W. Kroll
Faculty Advisor of *Change '74*

Editorial Change '74: Students Wrestle With Producing A Magazine

A Day in the Life of an Ambassador Student

by JOHN ZAHODY

I guess no one likes to be considered "typical." But the word slipped out when I first approached Ken Karas about being the subject for this photo story. I told him I'd given up trying to find a typical Ambassador student, because it seemed that the closer I looked the less typical everyone appeared.

I chose Ken because he's well-known around campus, and more significantly, because I hardly knew him at all. (I wanted to be as objective as possible.) But my biggest reason was that I just got the right kind of vibes from him — I thought he'd be a good subject.

And indeed he was as I dodged his steps for the better part of four days, wondering how he was able to ignore the constant clatter of my shutter while he went about doing what Ken Karas really does most of the time. The rest of the time he was forced to develop imaginative explanations for the many who asked about my conspicuous presence in his life.

I followed Ken to his classes, begged the indulgence of his instructors, and then proceeded to pad around the room trying to capture "the subject and his surroundings in appropriate balance."

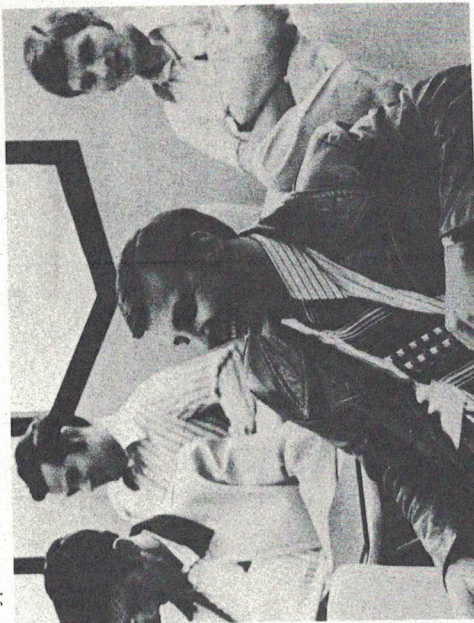
Then I found myself up in the Mail Processing Center with my subject at work amidst a beehive of activity.

And again I was there with Ken for Student Council, basketball, and red-hot-Student-Center-ping-pong (which is fast becoming the official campus pastime).

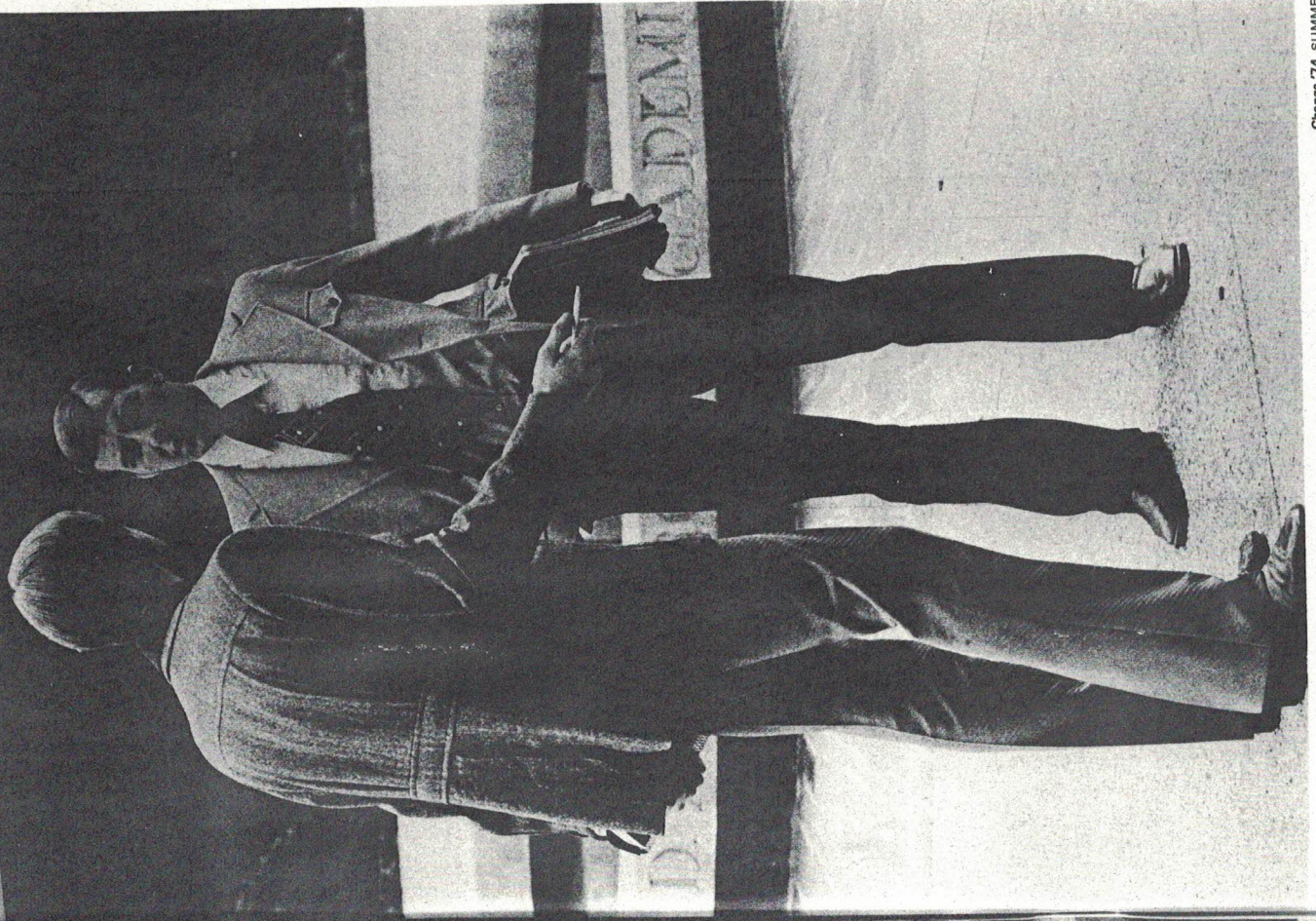
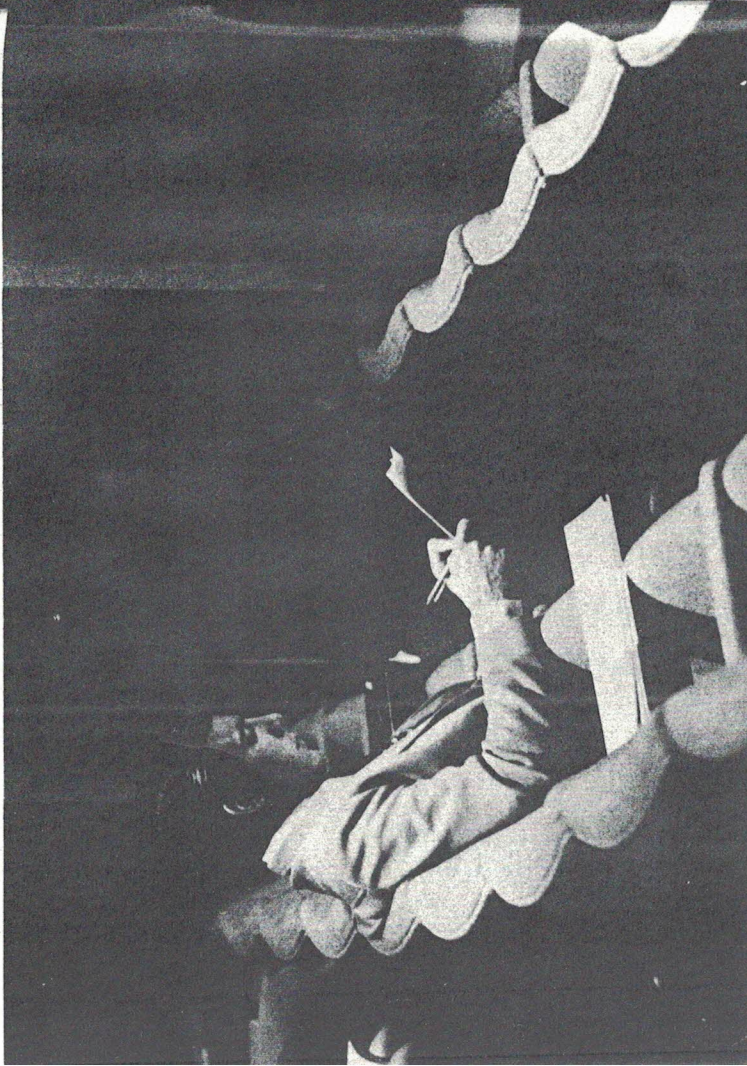
Later we were back at the dorm (360 C), which became my home for one very worthwhile night of

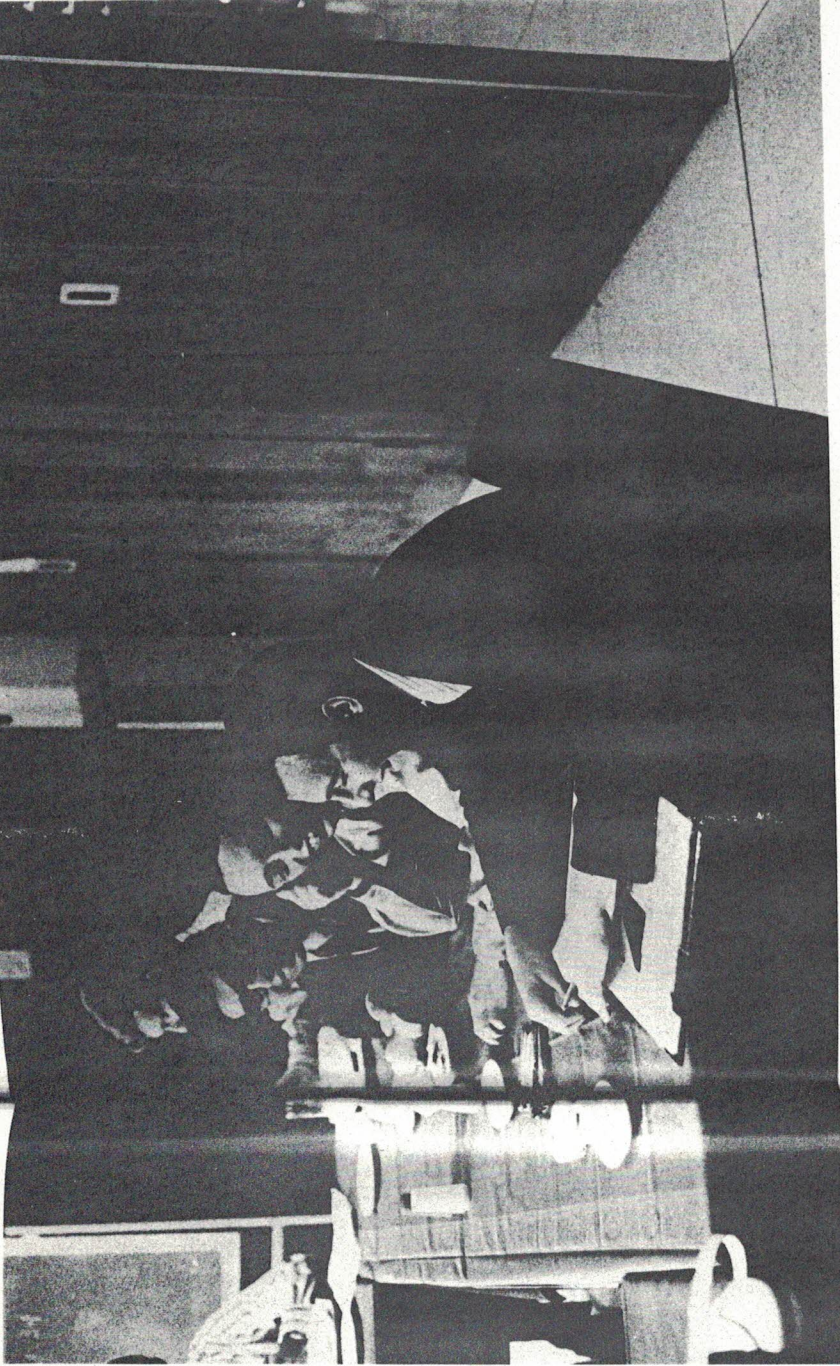
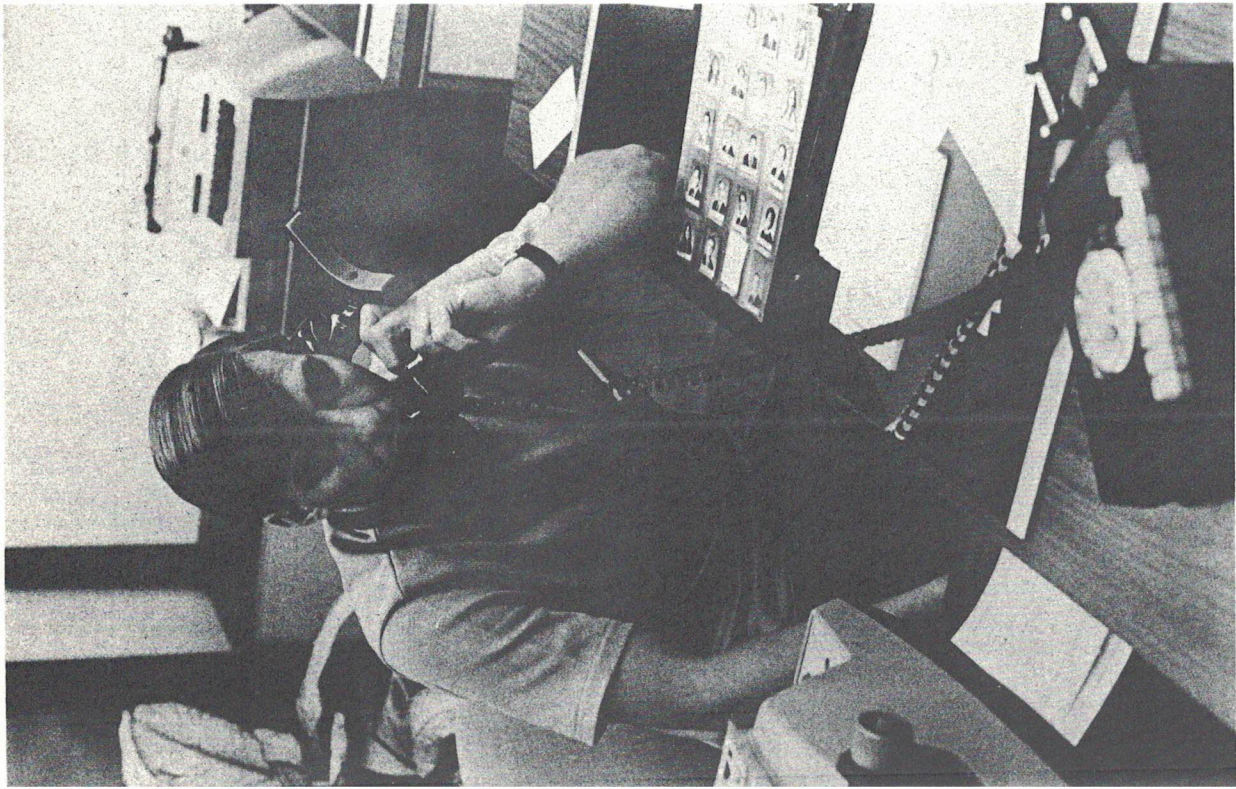
picture-taking and stimulating conversation with Ken, and Fred Stevens who dropped by with bags full of munchies and other delights. (Ken and Fred are very close friends as may be evident from a couple of these pictures.) It seems most students date, so one evening I managed to turn it into a threesome for Ken and Beth Quillen.

Now all of these things are included in the more "usual" aspects of student life that I studied, and moments of which I was able to photograph. In these I'm convinced that no one is typical. But the more meaningful moments are often the solitary ones, when we stop what we're doing long enough to take stock of ourselves and the progress we're making, and in this area at least, I like to think Ken Karas is typical of us all.

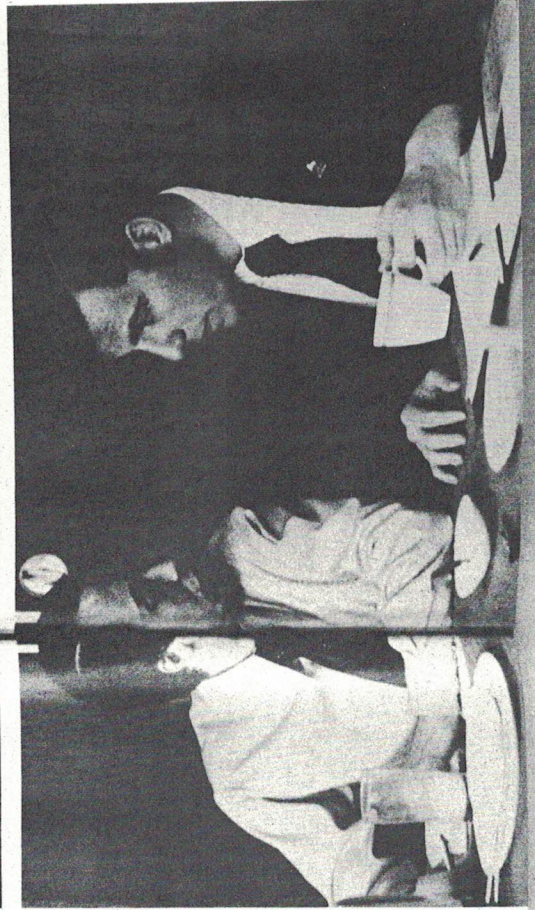


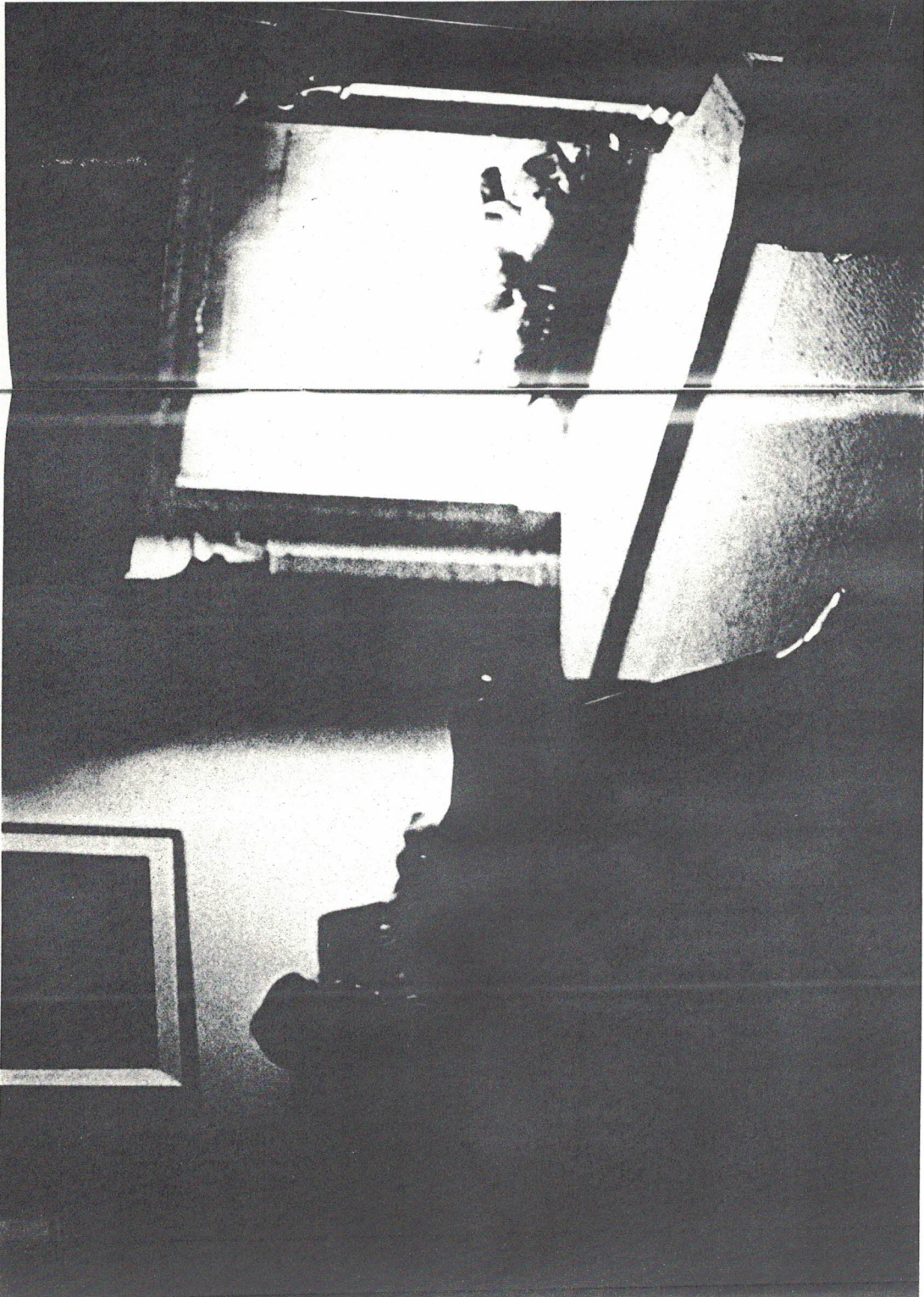
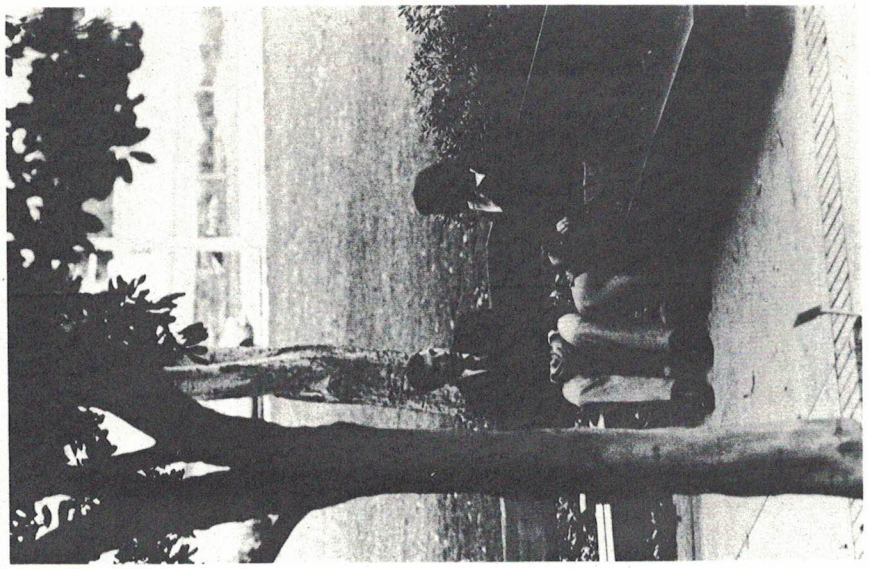
A Time to Study. The varied experience of a class situation. Right, meeting students on the way. Top, some quick study before class begins. Bottom left, thinking it through during a lecture. Bottom, center, after class discussion rounds out the hour.





Working With Students. As the Junior Class President, Ken Karas attends Student Council meeting. Learning who all the students are and helping organize activities is a part of student life for Ken. Below, Ken (right) chats with Senior Class President, Fred Stevens. Top, right, a line up of officers. Starting from the front, Ken Karas, Fred Stevens, Wayne Antion, and Mike Regan.





The Final Class and Then a Rest. Some quiet solitude after the last class may be all right — for a while. But Ken decides to see if Beth Quillen is around. She is, but so is the photographer.

Every Ambassador Student Or A Not Unserious Look At

By ALEXANDER THOMSON

Tuition will rise to \$30 per unit next fall and housing will go up to \$180 per semester. Then there are the constantly rising food costs which must be met.

As a result of such changes, many Ambassador students have become jittery about their financial situation. And that's what this article is all about: what you, or at least some of your friends, think about college costs and what the administrators think.

But first a look at some financial facts and figures. "Facts," of course, are hard to come by. And after all Ambassador is still zero. But many students are legitimately "hard up." With this in mind, the Task Force on Student Life and Environment thought they'd like to try and track down some of those elusive money facts. They wanted to find out, so to speak, just how many students do have holes in their socks. To ferret out the facts, the Task Force conducted a student survey.

Now a survey may not actually give you all the facts, but it certainly gives you figures and that is what they got, lots of figures. Now, it doesn't necessarily follow that the figures have been figured out correctly but we figured you might be interested in them anyway.

Most of the figures involve "means" and that means that the following average student we will be talking about doesn't exist. But if he did, here is how he would measure up financially. Let's call our average student Sam (short for Samuel or Samantha that way we can avoid allegations of male chauvinism).

Sam works on campus and earns \$900 per semester. Include into the total this average student's earnings during the summer and we come up with an annual earning of \$2,100. In

addition Sam receives about \$670 from home. This helps balance out Sam's average budget and keeps the U.C.B. loan around \$349. (If you think the English is lousy in this paragraph see if you can do better without using "he" or "she.")

Sam doesn't just get money but has to spend some too. By far the most of it, roughly \$1,150, goes to the college for tuition, room and board. To avoid wearing worn-out clothes Sam spends \$275 on clothing. To keep self and clothes clean, to visit the folks and for other necessities of life Sam spends another \$275.

But, life isn't all work and no play. Sam claims to spend only \$250 a year on entertainment. Ken Karas (author of the Task Force report) thinks Sam is being unrealistic. Ken reckons the average student will spend nearer \$400 annually on recreation and pleasure.

As we said Sam doesn't exist. But "non-existent" Sam helps us to visualize the (mean) average financial situation of A.C. students. Actually, averages can distort the picture. Consider, for example, that the average amount of money received from home by students who do get that kind of help is \$1,200 (almost twice the mean for the whole student body). Similarly the average U.C.B. loans of those who actually have them is \$817. See what we mean?

As to his preferences, Sam would rather be billed monthly or twice per semester rather than the way he is at the moment. He would also rather not have to buy a meal ticket. Then, too, Sam feels there should be no rise in fees until after the college is accredited. But life can be cruel at times, Charlie Brown.

Well, no matter how much or how little Sam Ambassador has or doesn't, accreditation will be the panacea to solve all his financial problems, or will it? Accreditation will help *some* stu-

dent's somewhat.

For those students whose family's income is below \$10,000 a Federal Basic Educational Opportunity Grant could yield up to \$450 per year. In addition such a student could apply for a Federal Supplementary Educational Opportunity Grant which could be anything from \$200 to \$1,500. (With Ambassador's fee structure it would probably be nearer the former than the latter.)

For California residents a state scholarship of \$600 plus could be a possibility depending on financial need and scholastic ability.

As far as most students are concerned the greatest chance of financial relief will be through Federally Insured Student Loans. There can go to \$2,500/year. If financial need can be demonstrated the Federal Government pays the interest charges while the student is in college.

Not quite a panacea. But it will help. Still, no one wants to have a bill for \$10,000 with the bank upon graduation.

To ease the burden most students will want to (or have to) keep working? Dr. Robert Oberlander says jobs are currently...and will continue to be, available for all those who want them. "Those students who are not working, are not working because they have chosen not to work," he says.

"When someone says, 'That job is too far away' or 'I don't want to do yard-work', they are in effect saying that they are not yet so poor that they have to work."

In any case, finances are and will continue to be of concern for Ambassador students. The following comments give individual ideas on this.

*From a comment by Charles Oehlman, when questioned on student finances: "Every person should be a millionaire if he can afford it."

Should Be A Millionaire* Student Financial Problems

great. I'd rather see lower tuition rates than food and housing under-priced.

"I would like to find people who are willing to contribute to a fund for scholarships. The College would then offer 25-30 scholarships per year to people with a bonafide, demonstrable need who really want to use A.C. to learn, to build character and to serve and who are already exhibiting these attributes.

"Higher education shouldn't be provided for playboys or playgirls. My personal attitude is that I would pay 100 per cent for those who really want an Ambassador education but not one dime to someone who only comes to fool around.

"I shouldn't be forgotten that if there is an element of sacrifice people value their education more highly.

"A person needs to decide whether or not he can afford to go to College. If he works for two years before coming to College then he will be able to make it through. In fact, in other ways too it is very healthy to be a couple of years older in starting your A.C. career.

Charles Oehlman, Dean of Students: "In the past we just floated students through College. In one sense they had a "free ride." There was no obligation to make payments by a certain date, and as a result the College began suffering.

"Now definite payments have to be made. This places a greater responsibility on the students. This is an advance to the student because he has to face reality and it matures him financially.

"When you have to face certain challenges you appreciate what you get far more. I have found this in my own life.

"Nothing should be provided for nothing. There are a lot of Biblical principles to this effect. Something must be given in exchange: money or

work. Prices must be realistic according to what it would cost students after graduation - otherwise they will find themselves saying 'I didn't know it would be like this.'

"I don't like to see a rise in tuition cost but it is inevitable. The fees are going to have to rise to meet the cost of living. I really hope that after accreditation students will be able to get readily available grants, scholarships and loans, so they can have the money and don't have to worry about it, paying back loans after graduation if they chose to do it that way.

"If someone is otherwise qualified for College, but cannot make it financially, we ought to have some way to help him. But not in the form of a hand-out. He should either have to work or make payment after graduation.

"Also, for some individuals it is better they work for a year for experience and maturing before they come to College."

Gil Norman, Chairman of the Task Force on Student Life and Environment: "I very much sympathize with the students' financial situation because I have gone through the same thing myself. We are changing to a more realistic fee structure and with all transitions the change is hard.

"In the past, very few parents of Ambassador College students actually saved for their children's college education. They expected them to work and to pay their way through. We are going to have to educate parents with the thought that they should be able to make a larger contribution toward the cost of educating their children.

"When I was at college my parents were not well off, and they were educating the other members of the family too. But when it came to my dropping out of college they always managed to come up with the money.

"Both parents and students might have to change some priorities. What is more important; some object you have been saving for, or an education?"

"If parents have budgeted for their child's education or if a person has worked before coming to college and has the money, he will get more out of Ambassador College by dedicating himself to his studies and to extra-curricular activities than if he had to carry a twenty hour work load."

Keep Costs in Balance: The Student View

The concepts of the students interviewed for this article were obviously less clearly thought through than those of the administrators. Presumably those in the Hall of Administration have wrestled sufficiently with the questions involved to have a logical package of conclusions on the subject. However, whilst they hadn't necessarily reasoned their ideas through to the bitter end, the students certainly had points they wanted to make.

There was a general consensus (of a sort) that it is only fair that students at Ambassador College should have to pay the same as for an equivalent course elsewhere. Along with this the students were quick to point out that their fellows at other colleges are not paying the full cost of their education either.

Anna Wagner, junior: "Ambassador College is not a typical normal institution of higher learning. As far as accommodation and surroundings are concerned it is unreasonable to ask students to pay equitable rates for Ambassador College quality."

"A lot of kids give up a lot to come to A.C. Students who could go almost anywhere on a scholarship or to a state college want what Ambassador has to offer and are prepared to go into debt for it."

"Such costs should be kept as low as possible. It is impossible for a Church family to put three children through college. The primary onus is

[and should be] on the student. No one necessarily has a right to financial help but it is wonderful if they can get it."

"The administration should consider the effect on individual students currently at college before changing the rates. [Someone who has counted the cost of a college education at the old rates might find his plans on the rocks if any large increases take place during his college career.]

"On the practical level, I would like to see a system of monthly payments and for a student to be able to buy a one-meal plan."

Owen Moe, senior: "In one sense an Ambassador College education cannot be bought."

"Parents have a responsibility to educate their children. However, most parents have been giving to the Work rather than saving for their children's education. If the Church wants to give its kids an education as close to God's way as possible, then they should subsidize Ambassador College, in that way the Church fulfills its responsibility to educate its children."

"Other colleges are financed by endowments which provide large percentages of the running costs. The Church should set aside a fixed amount of cash each year for the college budget."

"As an exercise in gearing students into society they should have to pay a token amount. As far as food goes students should pay the full amount for what they eat. Dorm rates should just be high enough to cover the cost of maintenance and utilities. And fees could be maybe 20 per cent higher."

Julie Wilks, first year sophomore: "If a program is set up in which the majors are just as challenging, of just as high quality, and just as scholastically orientated as at other colleges then Ambassador College students should have to pay as much as elsewhere. How much one pays must be in direct relationship to what return one will get [on one's investment.]

"The institution and the majors must have a high standing in the eyes of others or we cannot expect to charge as much for them."

"With majors and job orientated training, graduates will be serving the

Church less directly and to a lesser extent. Also, they will be getting a greater monetary return for their education. As such the Church shouldn't be asked to support the college to the same extent. Though as long as the college is training people to go into the Work there should be some subsidy."

"The greatest use of the scholarship fund should be to assist those who could not ordinarily afford to get through college on their own. People are only young once. If someone has to take-off too much time to earn money before coming to college it could kill a lot of his eagerness and freshness to study."

"Money shouldn't just be doled out on a platter though. There should be a balance where individuals can be helped to get to college whilst taking on the responsibility to pay as much as possible while they are at college."

Francis Penkava, junior: "Students don't have too much to complain about. Housing is laughably cheap. The kitchen is only charging as much as it has to. And even \$30-\$32 per unit wouldn't be too much even for an unaccredited college."

"The reason that a significant proportion of students at other colleges don't have to worry about finances is because they are there on scholarships. If we reach accreditation, A.C. units will be worth more on the job market and as such students should pay more for them. With accreditation will also come scholarships and loans which will ease the financial worry."

"As far as Ambassador College scholarships go, with only a limited scholarship fund, the incoming students must be considered first. Applicants to college should be able to apply for scholarships based on scholastic achievement at high school, S.A.T. scores, and ministerial evaluation."

"In general I would like to see Personal Achievement Scholarships based on what a person is doing with his talents, rather than on a competitive basis."

"By way of suggestion, it might be an idea to have a different fee per unit within a major than for units outside the major."

END

Life in the Dorm

Dormlife can be great fun; yet it can be very frustrating. Some roommates are very close to each other and become best friends. Others, after living together for a short time, find out that they have difficulty living in the same room.

Another point. Roommates can be a great help to each other when studying for exams. Some may know more than others in one subject or understand it more clearly and can explain it to the uncertain ones. But on the other hand, some may need to study one night while the others wish to have a party or just rap because they have nothing due in their classes the next day. The following example clearly points out this problem.

My dorm was unusually calm one evening as I was studying for my Civ test. All of a sudden, I and two other diligently-studying dormmates were interrupted by another of our roommates returning home from a "heavy" date.

"Hi, everybody," she (Slam!) "guess where we just..."

"Shhhhh," we interrupted. "We're trying to study."

"Oh, sorry," she replied.

But I was to hear only a few more minutes of silence for the rest of the evening. My excited roommate had to tell *someone* about her thrilling date. So eventually the music came on, the snacks came out, and the jabbering went on and on all evening.

But dormlife isn't all bad, obviously. It can be, and mostly is, very enjoyable and profitable. (You can really learn a lot from those you live with.) And I was recalling all the rap sessions, parties, book and note sharing, and clothes borrowing we engaged in the day I was leaving it all, to move home.

That morning the girls in my dorm were sleeping in after their usual exciting Saturday evening blasts. But here I was, in the dark of my, excuse me, rather *our* bedroom (some of these dorms can get a little crowded I hear — like the "zoo-room" in Mayfair accommodating 11 girls). Anyway, I was aiming my belongings, which had been tightly cramped in one small corner-of-the-room compartment they

To Live Or Not to Live . . . Off Campus, That Is

By Elaine Past

Would you like to live off campus? Imagine, feasting on home cooking, sleeping comfortably and peacefully in your own home, and maybe even saving some money. What a life. These were the thoughts swishing through my mind while I was packing my bags one Sunday morning for the big move off campus.

This giant step into the world took me no longer than fifteen minutes. What a change — from a crowded, noisy, yet fun-filled dormlife, to a crowded, noisy, and still fun homelife.

Some change . . . but believe me, it really is different to live at home instead of on campus while attending college. Let me show you what I mean.

The Hazards of Cross-Country Communication

Assemblies. And when they do engage in activities with the student body, these activities seem much more enjoyable because everyone is there.

Dormlife at Ambassador College is very vital and important to each of its students. One guidebook states that "Ambassador College was founded to supply the Missing Dimension in education to students at the university level in residence on campus. They live, study, work and play in an atmosphere of beauty, character, quality and inspiration." (*This is Ambassador College*, pp. 58-59). So those who have moved off campus are not necessarily knocking living on campus, they are just finding reasons to move off, mainly to save money.

Some leave campus because of health problems and others have personal reasons. For me, it was mainly for personal reasons. So now that I'm at home, what's it like? How is homelife different from dormlife?

Living the Homelife

For better or worse, my family happens to be engaged in the frantic activity of apartment managing. You'll never believe the problems that arise. Not one of the tenants is ever satisfied with anything: "I want new carpets," "I want my apartment painted," "I want new drapes," "My sink is plugged up," "Fix this, fix that," "Do this, do that." There is no end . . . and these kind of complaints come at all hours of the day and night.

But of course not everyone, probably no one as a matter of fact, is in this same predicament as I am. Still I have to agree, along with all the other "off campus" lovers, that living off campus is very enjoyable and beneficial.

First of all, you can eat what you want when you want it. Now this is very important to a human being because food satisfies one's everyday (shlurp!) physical needs. Now, from past experiences with the Student Center, I'm afraid I can't claim that they always completely satisfied this need. They do the best they can, of course. But try satisfying 500 hungry mouths with 500 different tastes, hunger levels, 500 like-dislike potentials.

Secondly, transportation is available much easier to "off campus" lovers because they can either borrow the family car or manage to save up enough money (by not spending it on room and board at college) to purchase an automobile of their own.

Also, homelife can be much more private than dormlife. In the dorm, there is always someone in the room you want to be in; the restroom is always being used by more than one person at a time; and you have to share cupboards, dressers and drawers. But at home you have a better chance of having your own things and even a place for them.

Privacy in a home enables one to do homework quietly in one room while others talk in another room. You can watch TV if you feel like it, or read a book if you feel like it. Another words, you are more on your own.

A person living at home takes on more responsibilities for himself. This change in life-style can be character building in itself. Of course, life itself is character building.

Still, some may say that off-campus living inhibits their close relationship with AC. One specific problem pointed to is that they don't see everyone as often. I must admit that I do regularly hear students saying to me, "I haven't seen you so long, where have you been hiding yourself?" Let me clear this matter up by saying its really up to me to make myself known and seen by everyone. If a person feels out of it, so to speak, it would be the fault of the "off campus" lover.

So overall, I believe that off-campus living isn't harmful to an AC education at all, but on the contrary, a very practical solution to financial and even some social problems. And may I add that on-campus living is also very profitable. Every student should get a taste of that type of life.

My roommates began to wake up from the noise and commotion I was trying *not* to create in the room.

"Oh, are you moving out already?" they asked, knowing I was planning this for months.

"Yes," I replied, "I'm finally moving home." With that I bounced out the door with the last of my gear. I threw everything that belonged to me in the car for the three-mile trip home.

Now, does this change in domestic living for me mean that I've been dropped from school, become married, have a bad attitude, have quit school, as so many now think? Hardly not.

This year Ambassador College has made some record breaking history. For the first time, the administration has allowed approximately 20 students to move off campus while carrying a full-time academic load. But why this sudden change now?

Because at the present time Ambassador is going through a transitional stage to become accredited. This change apparently demands that Ambassador have a larger student body enrollment and a larger student body bill, both of which are being planned for next fall. Since the campus can only accommodate a limited amount of students, and many more applicants from the increasingly expanding church areas will be accepted, many students will need to reside elsewhere.

Will a move from the Ambassador campus change one's attitude about the college, or the students, or the activities of the college? From those who have already experienced home living while attending Ambassador this semester, the majority of these students have concluded: *no affect*. College life is still the same for the "off campus" lovers. They are still part of the student body with campus privileges and they still participate in the activities. Just living quarters and meals are different for these students.

Most of the "off campus" lovers still feel just as much a part of college life as before because they are still friends with the same people. They are in contact with the college everyday through classes and work and are still required to attend the Forums and

you . . . hold on a second, I just got shaving cream all over the mouth piece."

"Well how are you? You sound tired, we didn't get you out of bed did we?"

"Oh no, don't worry about it, I've been up for at least ten minutes or so . . . things are going fine out here."

In the background I heard someone yell to Tom (my brother), "Pick up the extension." Then I heard mom tell the rest of the relatives that maybe they shouldn't have called because they got me out of bed.

Mom then asked, "Have you been taking those vitamins I sent? You know Adele Davis says that you need a lot of vitamin C this time of year."

"Don't worry mom I'm fine, and I think I still have the vitamins around."

By this time my brother was on the line. "Hi Dave, this is Tom. We're calling from grandma's up in Cleveland."

"It's good to hear you Tom, how tall are you now?"

"I'm up to 5'11", and I weigh nearly 135. Hey, have you read about the Indians out there, they might even win a few games this year."

"Yeah, I've read about them in the papers. How are your classes?"

"They're great, I really like these wire rims."

"No I said classes, not glasses . . . Here is where grandma got on the line."

"Hi there David, this is grandma, we're calling from my place up here in Cleveland. How are you?"

"Fine. Oh thanks for the five dollars you sent. I used it to go over to the Ranch and buy some swill."

This statement induced some

confusion because I carelessly used a couple of college idioms.

"What is the ranch?"

"Oh sorry, I mean El Rancho supermarket; we call it the Ranch. Swill is stuff like cookies, ice cream and Dr. Pepper."

Meanwhile in the background Tom was saying, "Hey, I didn't know they had a ranch out there in Pasadena."

Then grandma asked, "Who is Dr. Pepper? You haven't been sick have you?"

"No, I'm fine. Don't worry."

The next voice was my father. "Hi there Dave, this is dad, I guess you know we are calling from grandma's up in Cleveland."

"Yes I do. Did I tell you about my new job? I just started working at MPC although I was trying to get a job at DPC."

Here I had slipped again.

"What are MPC and DPC?"

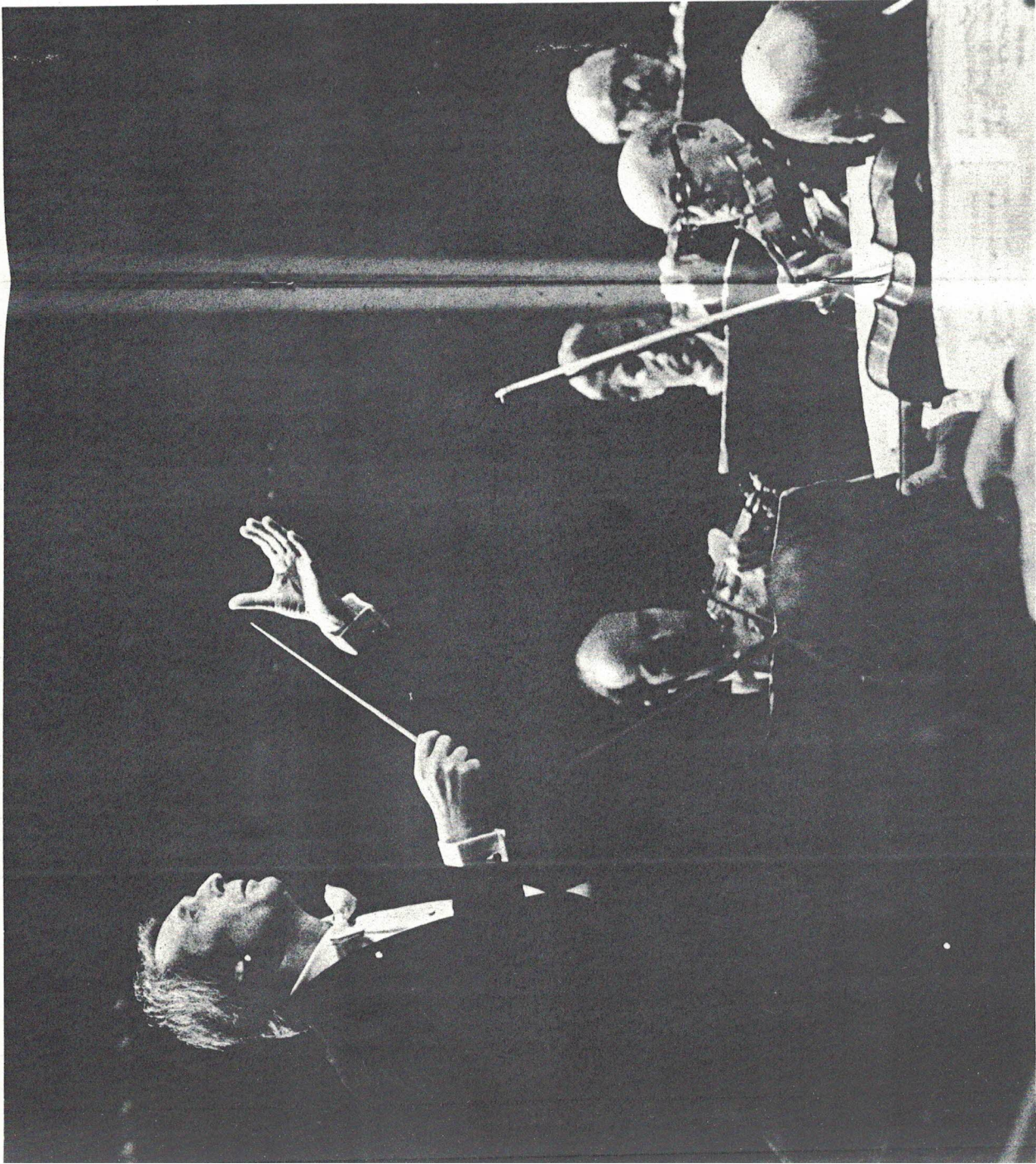
"Those are abbreviations for the Mail Processing Center, and the Data Processing Center."

About this time I glanced up at the clock on the wall and realized that I was going to miss breakfast if the phone call went much longer. My mother and grandmother then got back on the line for another round of questioning, while in the background I could hear dad reminding everyone how much this call was going to cost.

"Dave this is mom again. I was wondering about your classes. What have you been covering? Have you read anything lately?"

"Well I have been studying pretty hard in OTS, and I've had some reading to do for FR. The only other book I've read lately has been *Modern*

Continued on page 27



Opening Night At the Auditorium

by KLAUS ROTHE and DAVID McKEE

PASADENA, *Special from the Worldwide News* — "You've added a jewel to the Crown City," Mayor Donald F. Yokaitis of Pasadena remarked to Mr. Herbert Armstrong in ceremonies immediately preceding the opening of the Ambassador Auditorium here April 7.

The Auditorium doors opened to an invited audience of 1,200, which included leaders of the civic, academic and music worlds and visiting dignitaries sprinkled throughout a large contingent of Worldwide Church of God members who were able to attend.

The Vienna Symphony, fresh from a tour of Russia, highlighted the opening with its first American appearance with conductor Carlo Maria Giulini. Giulini, universally recognized as one of the world's great conductors, was appointed music director of the symphony just last year.

The symphony's opening of the Ambassador Auditorium adds another performance to the long list of world premieres and first performances in the history of the Vienna Symphony.

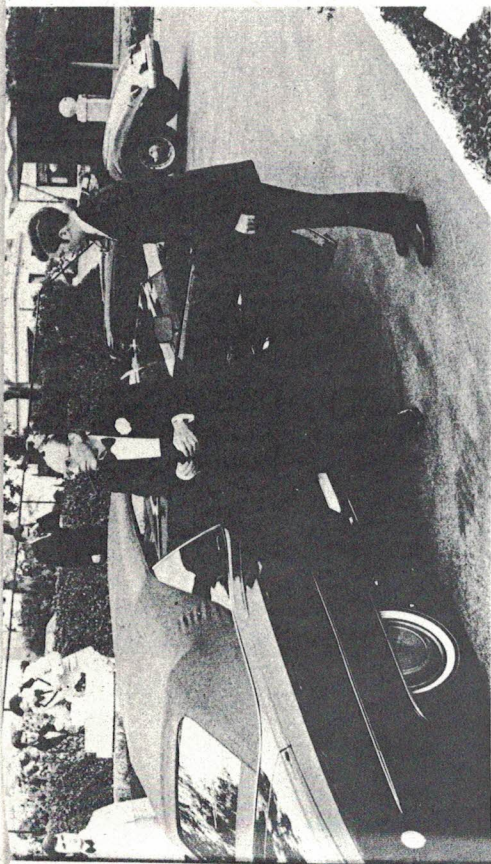
"It is very fitting that an auditorium of this type should be inaugurated in this manner," said Getachew Mekasha, Ethiopia's ambassador to India.

He was one among many dignitaries and personal friends of Mr. Herbert Armstrong and Ambassador College who attended the opening-night performance.

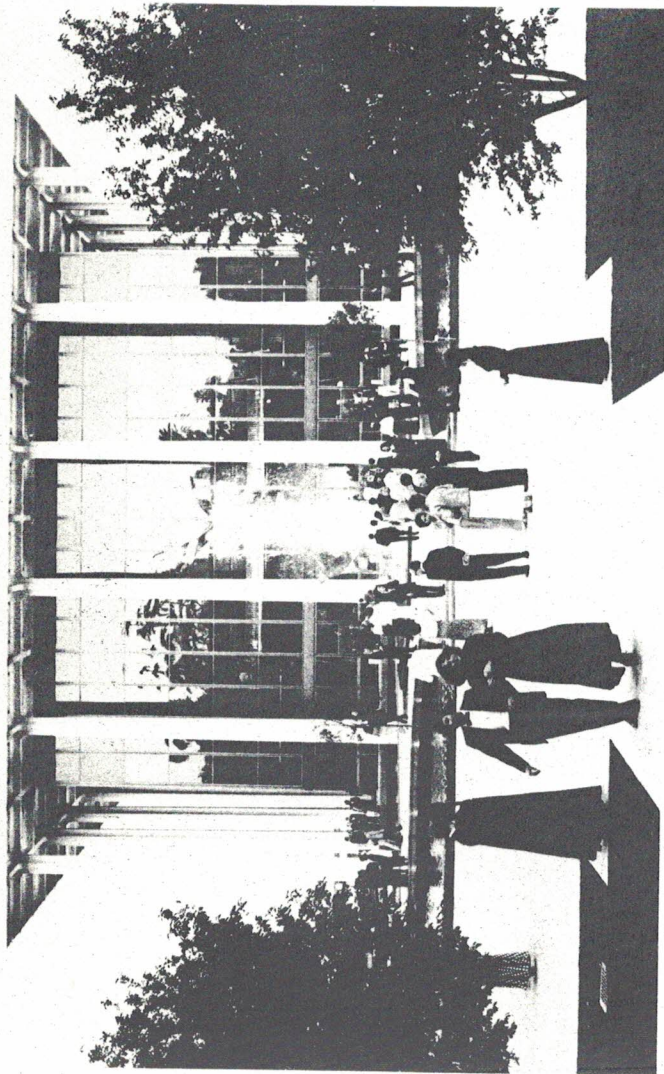
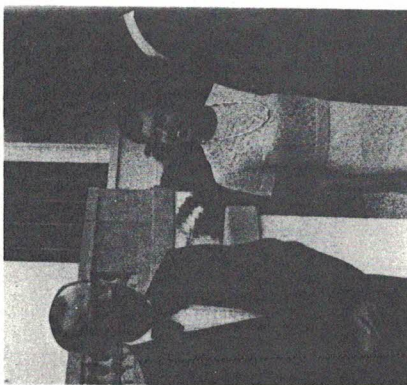
Following renditions of Beethoven's "Egmont Overture," Stravinsky's *Firebird Suite* and Brahms' *Symphony No. 1*, which climaxed in a standing ovation and an encore of Strauss' "Emperor's Waltz," a jubilant audience poured into the main lobby of the Auditorium.

Special guests included Bunsei Sato, member of the Japanese Diet; Nagendra Singh, justice of the International Court of Justice in The Hague; Dr. Santiago de la Cruz, president of the University of the East, Manila; Mrs. de la Cruz, mayor of Rizal, Philippines; Dr. Kenihiro Hayashi, president of the University of Tokyo; English sculptor David Wynne; conductor Henry Mancini; composer Burt Bacharach; Tommy Mason, former member of the Los Angeles Rams football team; Mr. Mason's wife, Cathy Rigby, Olympic gymnast; Art Gilmore, broadcasting personality, who introduces each *World Tomorrow* broadcast; and numerous representatives of the press.

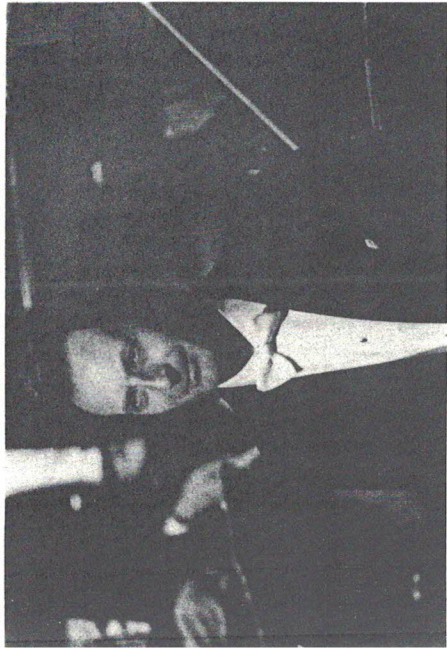
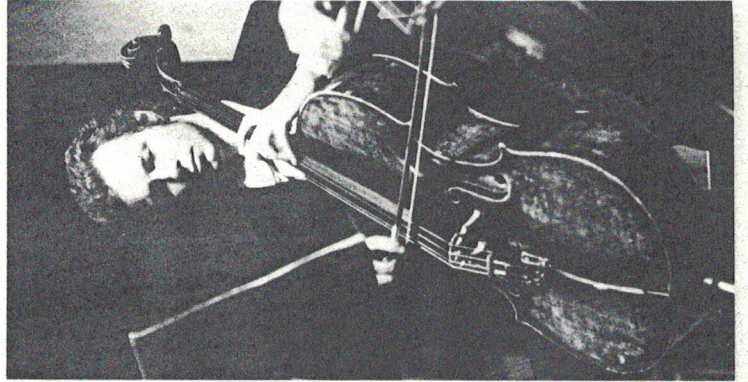
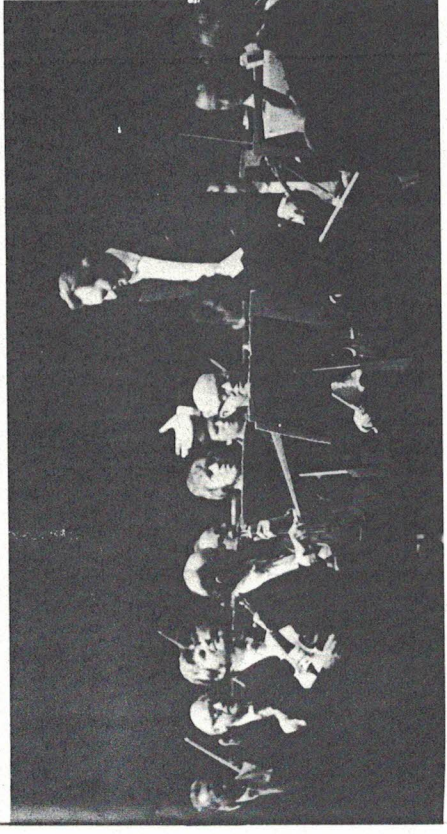
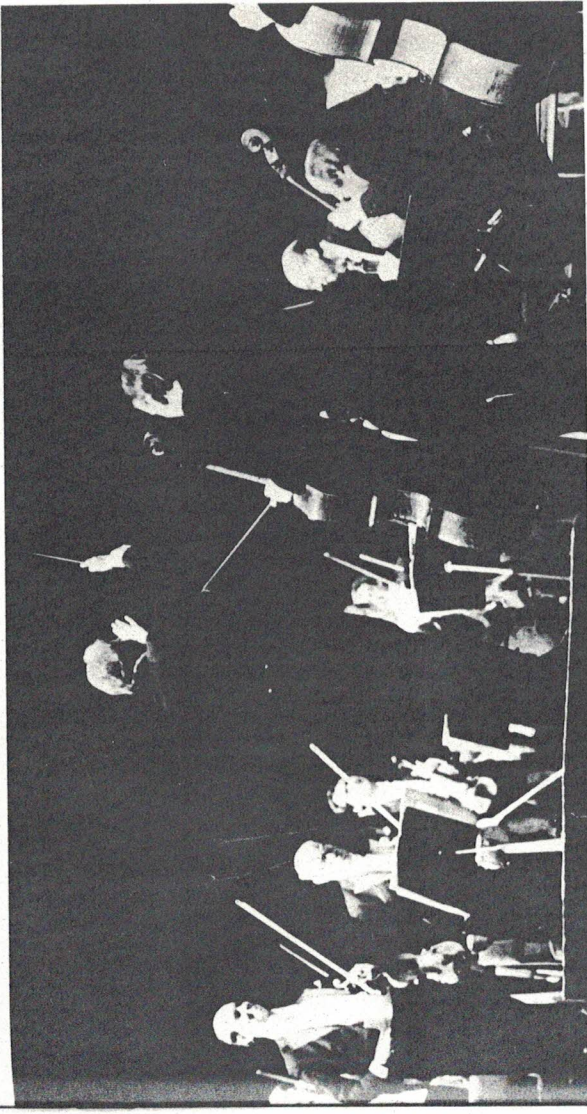
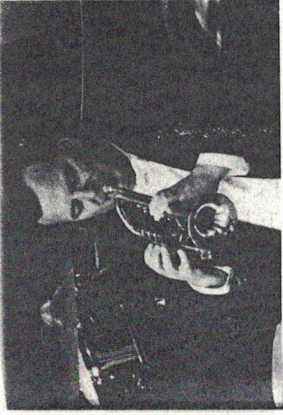
Carlo Maria Giulini, conducts the Vienna Symphony Orchestra, April 7, 1974, in the Ambassador Auditorium.



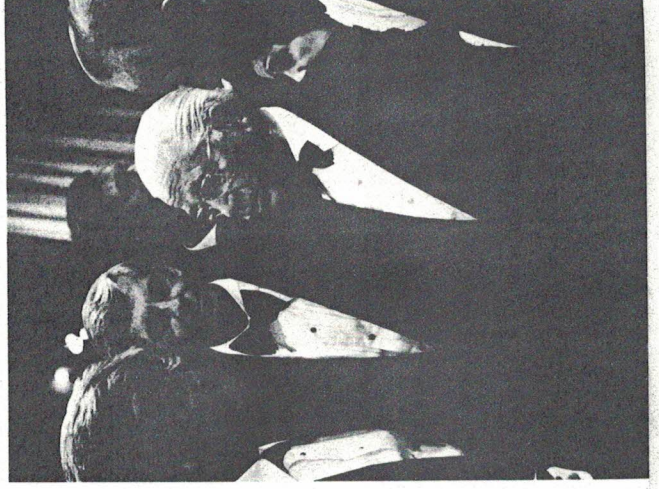
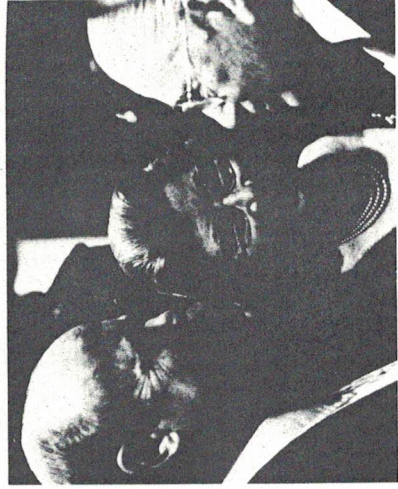
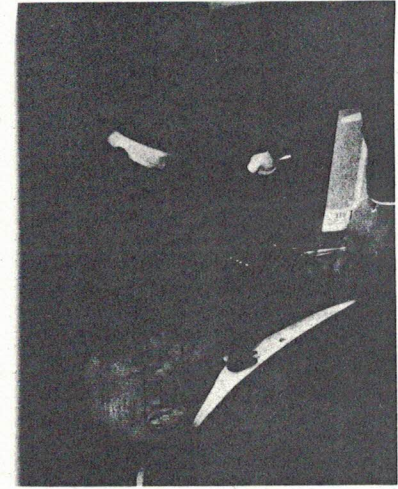
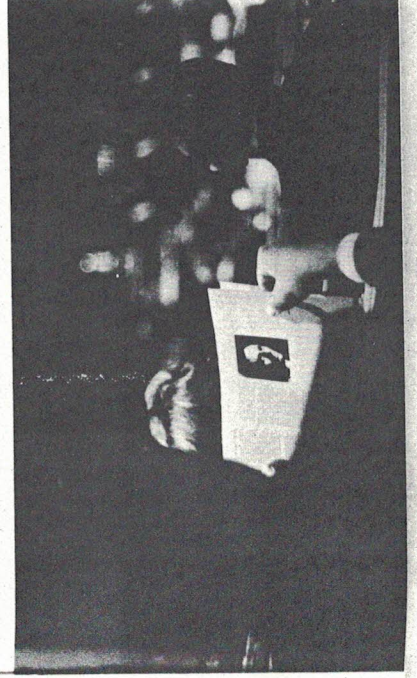
Gathering For a Gala Affair — Top, left, guests in front of the Auditorium prior to the evening concert. Bottom, left, student Mario Seiglie explains campus grounds to arriving guests. Top, right, student Gary Vellis assists John Green, composer and conductor. Center, local newscaster Hal Fishman and friend. Bottom, center, Herbert W. Armstrong with Japanese dignitaries. Bottom, right, the familiar face of Los Angeles County supervisor Kenneth Hahn with wife and Ambassador student Bob Pettitt.



It's Concert Time — The highly respected, internationally prominent Vienna Symphony Orchestra during April 7 performance.



Reception After Concert — Following the concert on April 7, Mr. Armstrong hosted a special reception. Guests included many local and international celebrities. Top, left, Joseph Bauer, Program Director for the concert chats with Thomas Cassidy (right), announcer for classical music station KFAC. Left, middle, brothers Art and Wally Neff from highly respected Pasadena family with Mr. Armstrong. Top, center, David Wynne, internationally known sculptor toasts Mr. Armstrong for sponsoring this festive occasion. Center, middle, William Pickering of Cal Tech of mariner fame with wife. Bottom, center, Harry Clausen talks with Mr. Armstrong. Top, right, conductor of Vienna Symphony, Carlo Maria Giulini.



Motherhood.
 "Why are you reading *Modern Motherhood*? And what are OTS and FR?"

"Well I'm reading *Modern Motherhood* for our Child Growth and Development class. We are studying pregnancy, and infant and child care. OTS is our Old Testament Survey class. FR is Family Relations, a class dealing with marriage and family."
 Grandma then asked, "We were watching the Rose Parade on TV and hoped we'd see you somewhere. Did you get to see any of the parade?"

"I got to see a little of the parade. The student body uses this time of year to make money for the student body fund. I was busy selling programs all morning, and missed seeing most of the parade."
 I heard dad in the background saying, "Come on everybody, this phone call is going to cost more than enough."

With this encouragement we closed the phone call. I promised to write about anything else I need to tell them. Then I hung up and hurried to see if I could get some breakfast before class.

Epilogue

About three days after that phone conversation I received the following letter. It helped substantiate my reservations about modern electronic communications.

Dear Dave,

We enjoyed talking to you on the phone the other day, and after comparing notes we had a few questions left for you to answer.

Which ranch did you say Dr. Pepper worked at?

When did you get wire rim glasses?

*Why are you reading *Modern Motherhood* for OTS?*

Are you working at MCP or DCP?

That is all for now. Be sure to get your rest, and don't forget to take your vitamins.

Dad

I wonder if Alexander Graham Bell realized what his invention would lead to. Telephones can be wonderful to have around, but sometimes something becomes lost in the transmission. **END**

eliminate the problem of a young man maturing at some one else's expense (ala over-zealous authority syndrome) by replacing it with a specifically trained individual. In the past, a man could go through AC and never really have intense specific ministerial training and still be sent out as an assistant. Those sent out today are properly labeled *ministerial trainees*.

The apparent loss of the theology major is a false fear. Little has changed, except on paper. The traditional theology major required one Bible class per year; the same requirement still applies. In reality, all will graduate with a double major. If one truly desires the traditional Ambassador College education, he can major in general studies; the modern equivalent of the former. If one truly desires a theology major, he ought to consider the requirements: "In addition to the general education requirements (one Bible class per year plus P.O.L.), one must take *Systematic Theology, New Testament Greek, Old Testament Hebrew, General Epistles, Biblical Archeology,* and *Introduction to Ministerial Studies.*"

When asked what students should know specifically before counseling, Mr. Oberlander replied that it would be best for all students to look at the offered majors and see where they would fit interest-wise and to counsel with the man in charge of that area. If their particular interest was in an unoffered major area such as mathematics or psychology, the interested student should contact the teacher(s) in this case, Dr. Stenger or Dr. Oberlander and inquire as to the future possibility of the College offering a major in this area. Since it would be impossible for Keith Oberlander to counsel each student, it is up to each one to take it upon himself, decide, and counsel with a major department head.

A secular accredited major is good for eligibility towards graduate school. It means a better chance at a better job because of better qualifications. Perhaps the best reason for having six majors is that it will force most students to make a decision, plan towards a goal, and persevere towards achievement. **END**

As early as next year it will be possible for a person to graduate under any plan existing or implemented during one's tenure. Some could graduate with a double major with theology major and their other prerogative.

One important aspect of the new majors program concerns theology. Mr. Freibergs, head of the Department of Theology, explained the new approach to the theology curriculum. "In the past we thought we could turn out a minister in four years. But, we have found that it is not really possible to completely prepare a man for the field; that the real ministerial training takes place *after* graduation. Also, if a person finds himself outside the ministry, he will need a more useful outside degree."

These observations spawned the "fifth year plan" in ministerial training. Dr. Germano and the Theology Department have worked closely together with Wayne Cole to tailor certain courses designed to professionalize the ministry for the benefit of the Church. In this program, some individuals would go directly to the field; others would stay in college after graduation. Both in due time though, would attend a fifth year of intensive instruction involving homiletics, pastoral administration, and church public relations (dealing with the community), as well as Greek and Hebrew.

The fifth year would be under the candidate program. A senior man who has theological leanings would enroll in *Introduction to Ministerial Studies* (THMS-413) and include as many other theology courses as possible. His performance would be critically evaluated with a recommendation after graduation. He would then study for one year, be sent out the next and return for a possible sixth year and receive his Master's in Divinity.

The theology major is *not* a prerequisite for admittance to the fifth year plan as it is being phased out. Why? Because if a man majors in another area, applies for the fifth year and is rejected, he still will be able to make a good living. Plus, the most intensive instruction would be during the fifth year.

The fifth year plan will attempt to

Students Wrestle With "Major" Question

by TIM BOSSEMAN

general education requirements in communication, humanities, social and natural sciences, P.E., and theology. These are followed by the major requirements plus electives which total 128 units.

When asked what constituted a "major," the Registrar replied, "The Bachelor of Arts entails 24 upper division (above 200 level) units in addition to prerequisites. The BA in General Studies consists of 84 units in humanities, social science and communication. (This degree plans to meet the requirements for the State of California towards an Elementary Teaching Certificate.) The BS (of science) is also 24 units, but more specified in terms of course work. For example, some classes in math and physics are required as part of a total science package for the chemistry major. In addition, AC plans to elevate business administration to degree status and possibly German, home economics and mass communication by fall of 1976."

gravitate towards other areas of interest. Students can find plenty of help in deciding their major. Keith Oberlander was recently instated as Assistant Dean of Faculty and is in charge of career guidance.

Mr. Oberlander counsels with all those who are unsure of their leanings. He attempts to define their interests into one of the specific majors offered. When a student has determined his major, he must then see his department chairman, James Lacour will head up the English Department; Roy Schulz, History; Gunnar Freibergs, Theology; Keith Oberlander, General Studies; Dr. Donald Carruthers, Chemistry; and Wil Derrick, P.E. One of the six department heads will remain with each respective student as his counselor in that field.

From the time a student enters college until the day he leaves, he must accomplish certain things in pursuing a degree. Dr. William Stenger, Registrar, said that first of all there are the

When the 1975 school year begins, Ambassador College will offer six majors: BA's in English, history and theology; BA in General Studies; and BS in chemistry and physical education. This presents a major problem to the students; the problem of selecting a major. In the past, because of limited enrollment and ministerial demand, our major was rearranged for us in theology. Now the selection is ours. But which major to choose?

Our neighbor Pasadena City College requires that students declare their major upon entrance. Ernest Neumann, Dean of Counseling Services stated that although personal interest should be considered, vocational aptitude tests together with future job market possibilities need to be studied carefully. Obviously, major choice in such an institution is oriented to how to make a living.

Most of the present AC student body entered Ambassador to major in theology. Yet, now have the chance to

Ambassador Students View Off-Campus Employment

by WILLARD HIGH

Off-campus work has become an important issue since the student employment picture has been given a new image during the 1973-74 college year. According to Dr. Robert Oberlander, Manager of Student Placement, the following is the job picture among AC students: upwards of 90-100 per cent of the male and female student at Ambassador College were employed either on or off campus. This meant that about 85 per cent of students were employed by the organization. Five per cent could not be accurately accounted for as to what their job situations were. Probably many of these either did not wish to work or did not have to, financially speaking. Of the remaining 10 per cent, 5 per cent were unemployed (not by their own choice) and 5 per cent work off campus.

If the off-campus workers represented only 5 per cent this past year, why should this be of concern? The reason is because off-campus employment will probably rise

dramatically. It is certainly no cause for alarm, but it is something to be aware of, especially if you are a returning student.

Dean of Students, Charles H. Oehlman, speculated in a student forum this past spring that the percentage of students working off campus would rise in the near future, due to the probable increase in student population and a disproportionate increase in availability of on-campus jobs. Conceivably, then, many students will find themselves in this growing minority of off-campus workers.

Dr. Oberlander agrees with Dean Oehlman and cites the huge budget cut-backs in the spring, summer and fall of 1973 as a major reason for the decrease in student jobs. "The employers had full-time employees with families to whom they were loyal — they did not want to terminate a man with a family when they could cut a student. So we lost a tremendous number of student jobs."

Dr. Oberlander, however, went on

to say that jobs were available in the community. Of course, it is up to the individual as to whether or not he wanted a job. "We have jobs, the employers call us and we file a list of jobs for students. So we have jobs for them if they are willing to go and get them." That is precisely what students who desire to work have been doing all year.

In the course of researching the article on the pros and cons of off-campus employment, I interviewed many Ambassador students. The responses were many and varied. The general order of the conversations went something like the following question and answer session.

Q. Given a choice would you prefer to work on or off campus?

A. I would prefer to work off campus.

Q. Why?

A. Well, you get such a different perspective — I've learned so much about Pasadena since I've been off campus. Then, too, you see how the college affects other people. The work

that I do involves export to Asia; and my employer is Oriental. I couldn't have learned a lot about Oriental culture just working at Ambassador.

Q. Did you find it difficult to get a job?

A. No, in fact I just walked in off the street into this large office building on Lake Street and asked the man if he needed a part-time secretary. He looked at me and said, "Well, I don't know, how good is your English?" — so I said, "Pretty good." He threw me a pad and pencil and started dictating a letter. After I had finished typing it Monday he asked if I could come in on Monday.

Few people will be able to get an off-campus job that easily. But it came just that smoothly to Betty Wilson, a junior from Baton Rouge, Louisiana. Betty, however, has a background of good executive secretarial jobs.

I interviewed Betty and a number of other students because I was interested in what those who work off campus had to say about their own experiences in seeking and keeping jobs. Some of the things they have encountered in the process of getting and holding jobs is invaluable. I asked some of our working friends for their views. Michael Paige, a freshman this year answered the following questions:

Q. Do you prefer to work on or off campus?

A. Definitely on campus.

Q. Why?

A. Well, you get to work with people you know, the hours are more flexible and you can get off for necessary emergencies. My experiences working off campus have proven to me that on-campus employers are more tolerable, easier to talk to — to me everything is going for working on-campus and very little for working off!

Joyce Clark, a junior student, works at the Jet Propulsion Laboratories and serves as secretary for six-staff radiation physicists.

A. The way I look at it is, if you have skills that cannot be utilized on campus and you are going to have to go into a job that is below your capabilities or just let your mind forget the skills because you aren't using them, then you should look elsewhere. I would not mind having a

job on campus with the same level of responsibility and relative pay. However, my situation at JPL has worked out well and I'm very grateful.

Teressa Heinz, who works as a waitress at the Valley Hunt Club — a semi-exclusive club located on Orange Grove Boulevard, says she would prefer to work on campus because she can sense that it will really be difficult to get off for hollydays; so far she has not had to ask.

There was not much specific talk about how much each one interviewed was being paid per hour. But the wages among those who mentioned pay seemed to be higher off campus, especially among the skilled workers. Even among the unskilled workers the wage seemed as good or better than their campus counterparts.

Leah Gudeman, a freshman from Omaha, Nebraska found that hourly wages at T. Evergreen Co., a construction company, were suitable for her. "I started at \$2.00 an hour; many college students tell me they started at \$2.00."

There are monetary advantages to working on campus. The on-campus worker does not have to pay the various extras imposed upon employees by some organizations. An example is the amount taken out of the checks of waitresses in the Rosseroom of the Parasol. Jeanette Uskert worked for the restaurant for a short period and found that they deducted 20 cents per hour for tips (even though the tips were not always good). Then they took from 0.5 per cent of her total earnings per paycheck for food (whether or not she ate anything). As a result she was making \$1.05 per hour. With the tips she received she was making under \$2.30 an hour.

For a part-time student worker, it would seem that the scheduling of work hours would be the problem plaguing the majority. Out of the eleven I asked about the potential problem, only two were bothered by it. For the most part, the students have found their employers willing to pick from the hours they had available. Michael Paige, for instance, was encouraged to come in whenever he was free. A few students planned their schedules around their jobs —

this worked well for getting choice hours for work but there can be problems. Betty Wilson found that the Learner class had to be sacrificed on the alter of employment.

I asked Brenda Robinson if she found it difficult scheduling classes on her present job. Her answer: "No, my company has several part-time secretaries; we just pick our hours. But the first semester I couldn't even get a job because my class hours were so bunched up. The second semester was better; I took all morning classes."

Jeanette Uskert found the opposite to be true. While working at William Pitts Jewelers, she was assigned 20 hours a week as a sales girl. She was later assigned 40 hours a week which she could not force into her schedule.

Charlene Hargrove was one of the fortunate students as far as job/class coordination is concerned. She left her heavy work days almost free of classes. Her employer out of gratitude for her concern for the job, brings her home most nights, which not only saves money but also makes for safer transportation.

David Roscoe found transportation to be a problem as did many of those interviewed, since none of them had motor vehicles of their own. David pedaled his bicycle the four-mile trek to work at Amer-Asia Associates and back each day. The interior decorator firm is located near Huntington Library.

Jeanette, while working for Pitts Jewelers, caught the bus to work and got off work at 3:00 p.m. She had a class at 3:15 p.m., but fortunately was able to catch the 3:05 bus back to campus. After her class, she would eat an early dinner and go back to work until 9:00 p.m.

That sounds hectic when you compare it to rushing back to the dorm to change, and perhaps a bit more expensive. But it may well represent many more Ambassador students next year. Chances of working off campus are even better for the following year if you are attending Ambassador. But take heart, I have found one point of consolation among all the hustle and bustle that pacifies almost all participants; at least you can appreciate the peace and serenity of the weekends on campus. **END**

Recently, I spent an enjoyable and relaxing day touring the magnificent environs of Pasadena via bicycle. A bicycle tour can be a fun outing or date on a Sunday. And it doesn't cost anything. A definite plus for finance conscious students.

By way of what I mean by a bike tour, I'll describe the one I took recently. Here is how you can duplicate my tour. Or, of course, you can make up your own.

Starting out at Ambassador College,

we travel east on Green Street and stop at the Green Hotel, located at 50 East Green Street. This will be the oldest building on tour. Visible from the college, it is an extravaganza that was built in 1889 and added to in 1902. There are many varied opinions about the beauty of this building. It has been described as a magnificent achievement in architecture, and simultaneously, it has been spoken of a hideous architectural monstrosity.

Park your bike on the porch facing Fair Oaks Avenue and if your curiosity overwhelms you, take a look inside. You'll find the view of the interior is along the same lines as that of the exterior, and the odor will overwhelm you as your curiosity did. My suggestion is that you appreciate the exterior grounds and be satisfied.

Unlock your bike and head north on Fair Oaks to Colorado. Going west on Colorado, you'll travel through the worst downtown sections of Pasadena, which will only last for about a mile. Climb up a short hill to the Pasadena Museum of Modern Art. The museum is a striking difference from the Green Hotel, a welcome relief. The buildings were designed by Ladd and Kelsey and contain some of the most modern pieces of art in Pasadena. Occasionally, they will have an exhibit that could be beneficial to college students. In any case, it's worth a visit.

Now we'll take a right on Orange Grove Boulevard, cross the freeway and continue on until you hit Live Oaks Avenue, and take a left. This street name will change to Arroyo Terrace on which are located buildings

built by the Greene Brothers between 1902 and 1905. The street numbers to look for are 368, 370, 400 and 408. Narrowly escaping death by freeway, this quiet neighborhood is about to undergo invasion by apartments. But for the time being it preserves much of the feel of early Pasadena. In back of one of the homes is a small park in which we took a break.

Use the map to find directions to stop number four. This is a magnificent culmination of the Greene

style and has been guaranteed preservation by the American Institute of Architects, who now own it. Located at 4 Westmoreland Place, the house is reached through Orange Grove Boulevard, once called "Millionaire's Row." The residents of the area said that cyclists are welcome because "they don't drip oil on the brick drive."

Next, we'll head east on Holly Street to Pasadena City Hall. You will see it from a distance as it stands monumentally at the end of a short ride down Holly Street. This is a fine example of the Spanish Revival in civic architecture of the 1920's. Park your bike on Euclid Avenue and enter from the back to see a square in which to take a break from the excursion.

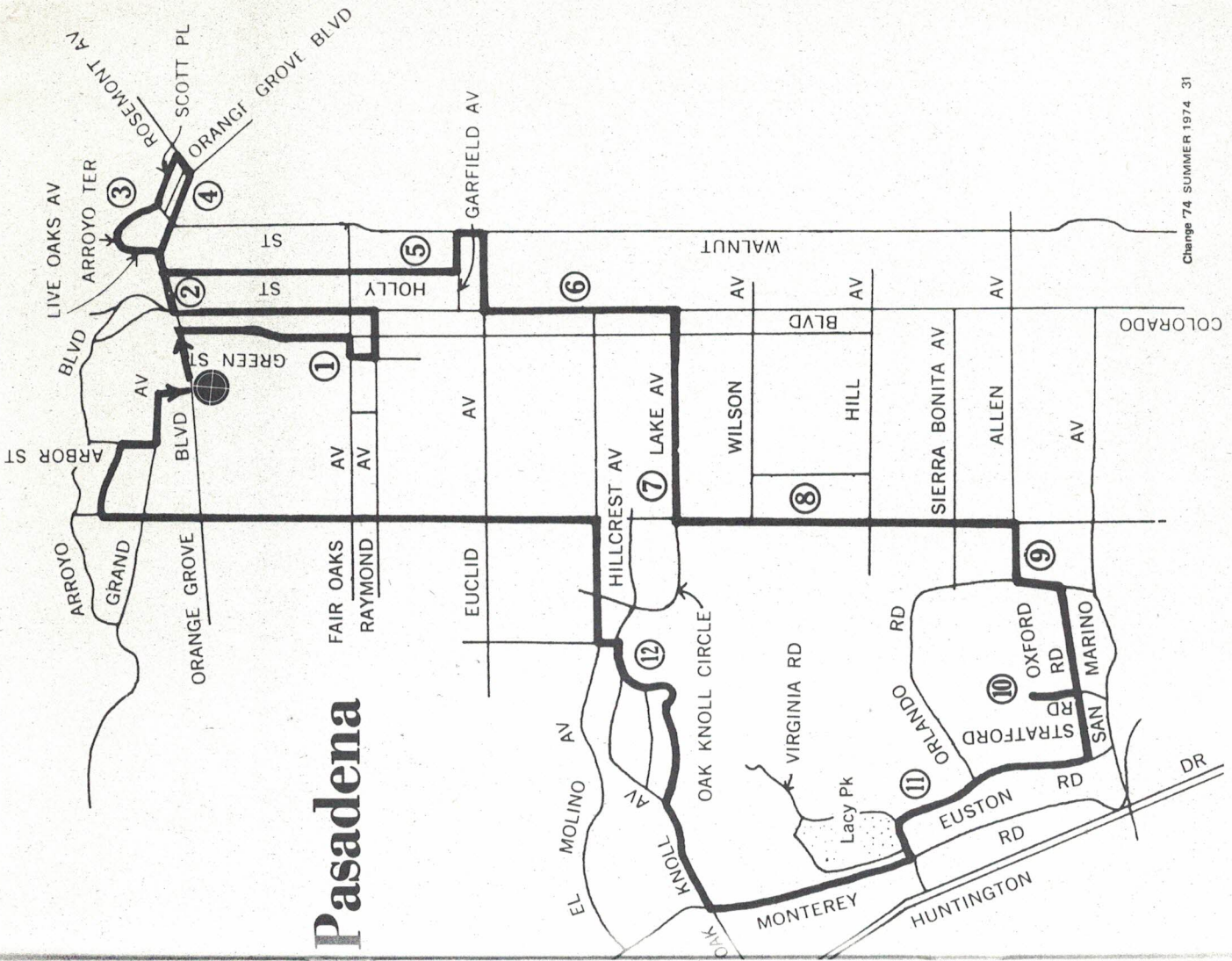
We will drive past the next four stops on the map without bothering to stop but we will take note of their presence.

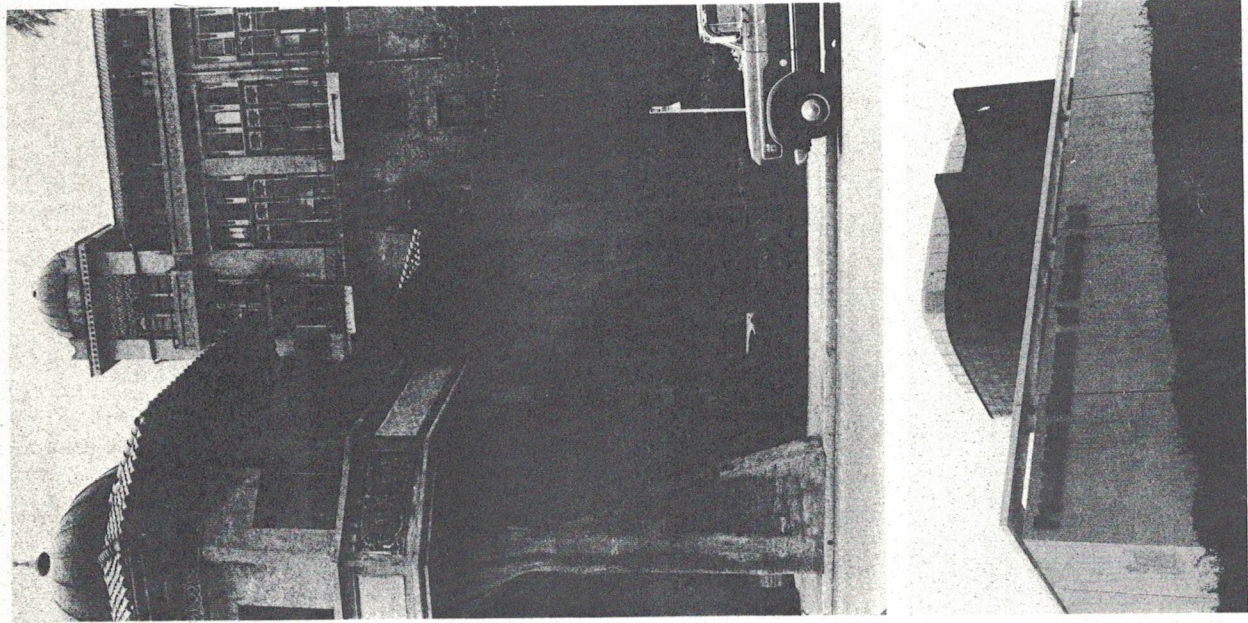
On the corner of Colorado and El Molino Avenue is located the Pasadena Playhouse. It was built in 1924 and was recently closed due to an inability to make ends meet.

Continue east on Colorado until you hit Lake Street and take a right. You will now be heading south on Lake Street and pass Bullock's Department Store located at 401 South Lake Street. Designed in 1947 by Walter Wurdeman and Welten Becket, the store helped set the pace for a new architectural approach to store design.

We'll take a left on California Boulevard and pass by Cal Tech, the eighth stop. The university is one of

Bicycle Your Way 'Round Pasadena





the first athletic competitors with Ambassador and an important contributor to the efforts of this country in the space program. In the Beckman Auditorium on campus are many concerns worth attending.

Take a right on Allen Street. We are now heading south past the Neff house. The Neff's are probably the most famous millionaires in Pasadena, and major contributors to Pasadena's social standing.

Our next destination is the famous Huntington Library. Continue south on Allen Street and take a left on Orlando Road. From Orlando Road take a right on Oxford Road. On the way to the Huntington Library you will pass by some of the most stately mansions and houses of some of the wealthiest people in this area. From Oxford Road, take a right on Stratford Road. The library is located at the end of this road. There is no admission charge to this library.

The library was built by Henry E. Huntington and serves the public as a free art gallery and museum. Leave your bike parked in the parking area and take a break from riding. As you enter, the library building will be on your right side. In the main exhibition hall and west foyer about seventy of the library's most treasured books and manuscript's are on permanent display. The most famous of which are the *Gutenberg Bible*, (printed in 1450) and *Benjamin Franklin's Autobiography* in his own handwriting, (1771-89).

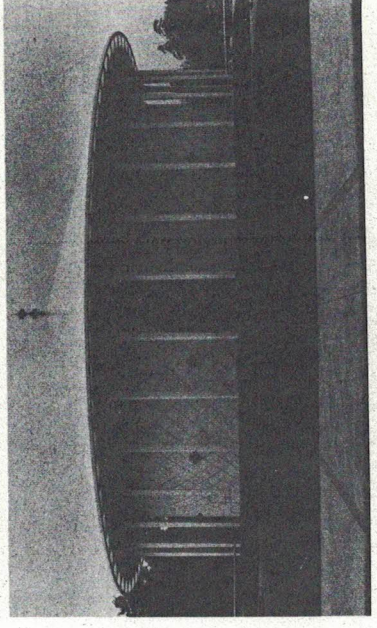
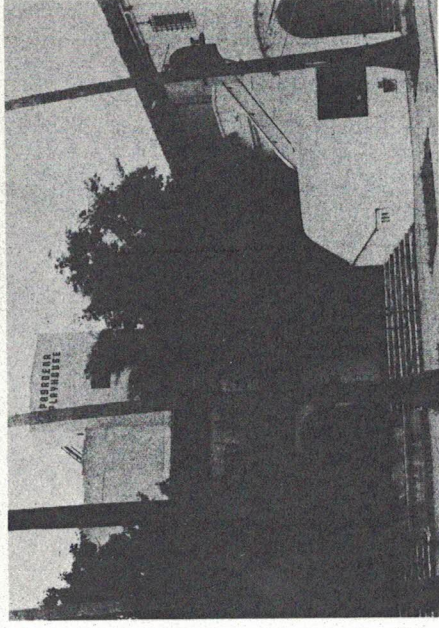
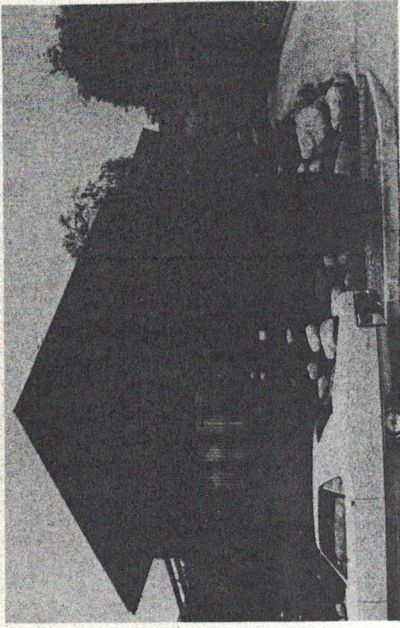
In the art gallery are such famous paintings as "Sarah Siddons as the Tragic Muse" by Sir Joshua Reynolds, "Pinkie" by Sir Thomas Lawrence, and "The Blue Boy" by Thomas Gainsborough.

Spend several hours here if you can, to stretch your legs in the enchanting gardens. It is open daily from 1-4:30.

Euston Road starts a fast ride downhill through stately streets which

Sights You Can See on Your Tour.

Top, left. Number one stop on the tour, the Green Hotel. Bottom, left. Stop two, the Pasadena Museum of Modern Art. Top, right. Stop three, one of the Greene Brothers' houses. Center, right. Stop six, the Pasadena Playhouse. Bottom, right. Stop eight, Cal Tech's Beckman Auditorium.



Afterword

The Care and Feeding Of the Ambassador Smile

by JOHN P. ZAHODY

Word has it that Ambassador College used to be a better place than it is today. Whose word?

Well, that's the problem, isn't it? We get this kind of input from all sorts of phantom sources. We can't say who or what these sources are, but in they drift like so many grey clouds, to rain pessimism down on us in our weaker moments. And we're apt to look out at the world slowly dying around us, and then back at ourselves, thinking that our little community might be part of the whole sad process, and therefore subject to the same fate.

No, truly the college isn't what it once was — it's a great deal more! And that ought to make us happy. Over the twenty-seven years of its life, this institution has been steadily opening itself like a spring blossom, growing toward a beautiful maturity, with more truth to teach and more understanding of how to help students reach their objectives than ever before.

There is considerably more freedom of movement for students now than there was as recently as two years ago. The individual student is encouraged to regulate himself within a set of practical, ethical guidelines which do allow for varying conditions and circumstances. God's Law is still the foundation, but there is more godly understanding than ever in its application to the *individual*.

So now you can date the same person more than once per semester. There was a time when you could not. You can arrive home at night a little after curfew occasionally without having to give account of yourself. There was a time when you could not. You can admit you've been feeling down lately without instantly creating the impression that you're a spiritual dwarf. And you can smile without always feeling a sense of duty about it. There was a time when you could not.

An "authority syndrome" did indeed exist here at A.C., as Mr. Ted Armstrong has explained on several occasions. The motives were pure. The exclusive mission of the college then was to train men for the ministry, and women for marriage, especially to ministers. The college felt an almost all-inclusive responsibility in these areas, both to God, and to the individual students. There was a special sense of urgency about this which permeated every aspect of college life.

So a pattern was generated. And that pattern became established policy. It meant transferring a large measure of one's individual responsibilities to the institution. Standards were developed for just about everything, and all one had

to do was adhere to them to be successful in those days, when virtually every graduate was used in the Work.

It was, in a word, a highly developed system of conformity, complete with the positive and negative sanctions needed to sustain it. And this system seemed to stand on the assumption that, given the students' common age group and their common objective, they'd all be able to function honestly in a common lifestyle at a common level of spiritual development. A striking manifestation of this tacit assumption was the old policy of closely monitoring the students' prayer lives. Now we have seen clearly that when strict conformity is enforced in such sensitive spiritual areas, it has to produce some artificial results, especially from those who are just not that *sure* about everything yet.

And so we're taught by hindsight, aren't we? We're able to sit around and look back, connecting this cause to that effect with incredible ease, to the point that we begin to wonder why the changes that have come about in recent years weren't made much sooner.

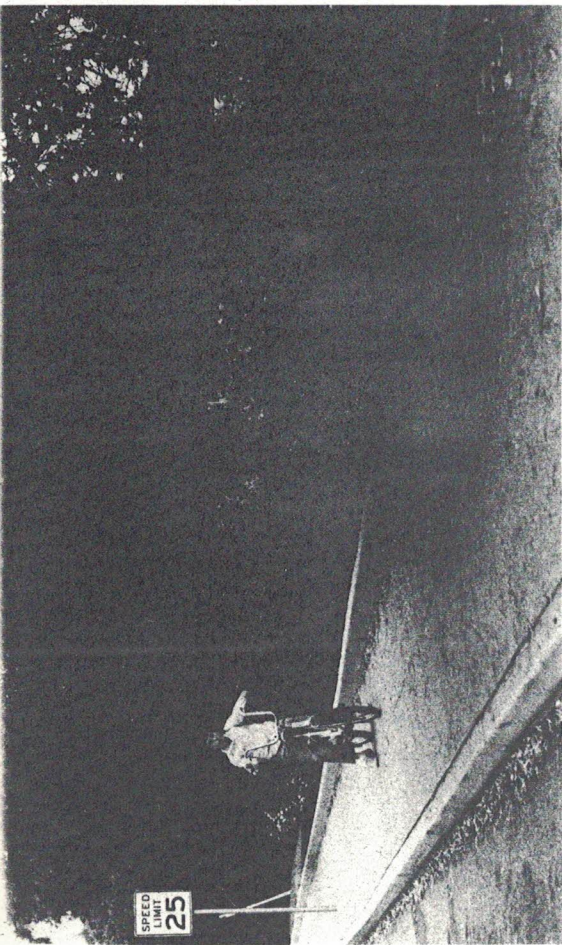
But we know the answer to that question before we ask it, because we're living the very same process every day of our lives. We know firsthand how it takes time and patience to understand and evaluate problems. And more time and patience to correct them. We call the process "growing." And "growing" is what produces and maintains the *genuine* Ambassador Smile.

No, the basics haven't changed at A.C. Nobody's gone and blue-penciled our beloved Book. It reads just like it did in 1947, when the college was born. And we understand it better than anyone ever has before. That's the reason we have come to understand that a student's relationship with God is a sensitive and personal thing that can't be regulated by blanket prescription. Therefore we students are free to choose our own course of personal action. And with that freedom comes the attendant responsibility which now rests on the shoulders of each of us *individually*, where it has always belonged. That ought to make us happy.

Better is the end of a thing than the beginning thereof: and the patient in spirit is better than the proud in spirit . . .

Say not thou, What is the cause that the former days were better than these? For thou dost not enquire wisely concerning this.

Ecc. 7:8,10



must be paid back by a short steep climb past Lacey Park on Monterey Road. Continue on Monterey Road until Oak Knoll Avenue and take a right.

At the corner of Hillcrest and Wentworth you will find the greatest Greene architectural creation. It is located in a contemporary neighborhood which brings out the amazing lasting quality of the 65-year old masterpiece. It is known as the Blacker House.

Take Hillcrest to California, and go left all the way to the Arroyo Park. You are now on your last leg on your way back to college. The trip will have taken a half a day depending on how long you stopped at each stop. It was thirteen miles long round trip and it had mild slopes and can be best ridden anytime of year.

When you go on this trip, it will be a good idea to take this magazine with you, so that you can use the map along the way to guide you. You have taken the trip on paper, now do it for real. There are a few things as exhilarating, yet relaxing, as a leisurely bike ride with old college friends.

Past Point of No Return. Bottom, two intrepid bicycle enthusiasts at the halfway point pose with classical statue in Huntington Gardens. Top, cyclist at Lacey Park, near Huntington Gardens.

