

This is
AMBASSADOR
COLLEGE





In the Press Building, Pasadena. A student Work Party for a special mailing.



A glimpse of the 4,000-acre Experimental Farm, Texas campus, Division of Agricultural Research, where significant contributions are being made to agricultural knowledge. This farm provides most of the food for the approximately 1,100 students on Pasadena and Texas campuses. The 180-acre Experimental Farm, English campus, provides most of the food for British students — including meat, dairy products, eggs, poultry, vegetables and fruits. Campus bakeries make all bread products from our own-raised hard wheat, ground in our modern bakery departments at time of baking.

blacks, the problem is worsening. *More than half* of all Negro children 18 and under have lived at least part of their lives in broken homes.

But what are the percentages of Negroes in college or university? In October, 1963, *only 5.2% of males and 4.1% of females!*

Undoubtedly this is the most serious social problem in America. It is of vital importance in relation to the Missing Dimension in education. In this connection, there are vital factors little understood by American whites.

Root of Race Problem

The real root of this problem, a vital factor in campus riots and racial violence, was the indescribably evil effects of American slavery. It was incomparably more evil, in its lasting effects on the black population, than any recorded servitude, ancient or modern.

The slaves were generally reduced to the status of beasts of burden. The marriage of a slave often was not recognized. A man's children could be sold — taken from whatever family had been started. His wife could be sold separately. She could be sexually violated by unprincipled masters, though most instances of sexual violation involved Yankee soldiers during Reconstruction.

Male slaves on occasion were subjected to frightful whippings and barbarities. By law in some states, a slave could not be taught to read or write. He could not practice any religion without the consent of his master. He could never meet with his fellows for religious or other purposes, except in the presence of a white.

A hundred years ago the Negro was given freedom from slavery, but not equality. Most were totally illiterate. Few could read, write, or even sign their names. Many southern whites did not consider them to be human. "They don't have souls," was a common expression. The fact that they *were* souls was not understood.

After the emancipation, the Negro FAMILY relationship was

in an atmosphere markedly different from that of white families. The Department of Labor report puts emphasis on the fact that keeping the Negro "in his place" meant, primarily, keeping the Negro *male* in his place. The female was not a threat to anyone. This situation prevented the emergence of a strong "father figure" as the head of a family.

But if conditions for slaves were not good, conditions for freed Negroes during the Reconstruction Period—the days of the Carpet Baggers—were even worse. Most cases of sexual violation of Negro women by white men occurred during this period rather than in slavery. The breaking up of Negro families was more conspicuous during the Reconstruction Period than during slavery.

After generations of degeneration in utter illiteracy, it is generally assumed to require at least three generations of education to bring intelligence quotients to normal levels. While family life was making a start, development came under difficulties. Schools, at first, were far from white standards. Little progress—if any—was being made toward a middle-class standard of living.

What of Today?

That is the background.

What is the condition today?

Today, individual Negroes, after three or more generations of education, are able to reach the highest peak of achievement. For several decades, now, educational opportunities and standards have been improving. There is now emerging a middle class, but it is far from the majority class.

In the crowded urban ghettos, and among the vast numbers of the unskilled, poorly educated city Negro working class, the FAMILY STRUCTURE *is crumbling*—so says this government report. The "fabric of conventional social relationships has all but disintegrated." This is the unmistakable postwar trend. It is the nation's most dangerous social problem.

This government study points out that a deceptive factor is the gradual emergence of a stable middle class and a more

successful group. But this group, happily increasing, is, unhappily, the minority group of U. S. Negroes. This minority, too, is building a firmer FAMILY STRUCTURE.

But the Department of Labor study points out that the black community in America is, in fact, dividing. This emerging middle-class group is progressing — growing steadily stronger and more successful. But there is the increasingly disorganized and disadvantaged lower class. And it is overwhelmingly the *majority* group! In this majority group the family structure is deteriorating, not improving.

Unfortunately many of the statistics that will now follow lump all Negroes together in one statistical measurement. Therefore the conditions in this rising middle-class minority are *better* than the reports show. On the other hand, conditions among the lower-class majority are worse.

Original responsibility for this tragic racial situation may be placed on pre-Civil War slave owners. But they are no longer among us to help correct the condition and solve the problem. And it *must* be corrected, if the nation is to survive! The time for emotional name-calling and blame-placing is long since past. The responsibility for correcting the condition is ours today — both white and black.

The further that studies are made in these areas, the greater emphasis they place on the supreme importance of a close-knit and solid FAMILY RELATIONSHIP. This necessitates intensive in-the-home education.

Militant black leaders strive to *force* equality and abolish discrimination by threat and by VIOLENCE! These tactics are not achieving their goals. Rather, these radicals, whether knowingly or ignorantly, are the dupes of the latest Communist tactic designed to DESTROY the United States government and the American civilization — black and white alike! Black militant agitation, rioting and violence serves, too, to increase the Negro crime rate.

The Crime Picture

One serious result of the splintering Negro family state and militant agitation, is the crime situation in the U.S. Crime

committed by black juveniles in proportion to population is shockingly higher than crime committed by whites of the same age.

Compiled from the FBI Uniform Crime Reports (1967), and the U. S. Book of Facts, Statistics and Information, are these significant facts:

In 1967, the under-age-18 population in the U.S. was 13.7% Negro.

In 1967, arrests of youths under 18 for serious crimes were as follows:

For murder and non-negligent homicide. 64.1% were Negro (13.7% of the under-18-age population). For manslaughter *by negligence*, there was a higher percentage of whites, but the 13.7% of Negroes still predominated — 19.6%. For forcible rape, 57.7% were from the black 13.7% of U. S. juveniles.

Other crimes, robbery, 72.2% Negro; aggravated assault, 50.5%; burglary — breaking and entering, 30.1%; larceny-theft, 29.6%; auto theft, 29%; other assaults, 40.8%; stolen property (buying, receiving, possessing), 35.5%; weapons — carrying, possessing, 39%; prostitution and commercialized vice, 62%; sex offenses (except forcible rape and prostitution), 29.3%.

Conclusion of Minority Studies

These minority-group studies show two decisive facts:

- 1) The stronger the family ties, the higher is the rate of education, self-improvement, achievement, and social status.
- 2) The more broken are the home and family ties, the higher is the crime rate, and the lower the education.

So we repeat: the HOME and FAMILY relationship is the BASIS of a healthy, happy and enduring society. *This must be made a special concern of education.*

If society is to be saved, education must be carried into the homes. There must be education on the imperative NEED of a right FAMILY relationship — education on the sanctity of marriage; on intelligent and proper teen-age dating; on intelligent

mating for marriage; on intelligent child rearing; on family relationships; on respect for authority.

There must be instruction sent *into the homes*, as well as on college campuses, on the meaning and purpose of life; on recognition of the TRUE values; and the LAWS that lead to — are the CAUSE of — peace, happiness, *real* success, abundant well-being.

These are the very BASICS of education — these are the Missing Dimension!

On-campus education prepares *tomorrow's* leaders. They will be tomorrow's parents. The vital Missing Dimension must be supplied *on campus*. At Ambassador it is.

But tomorrow will be *too late!* The trend of disintegrating family relationship, even among the vast white majority, must be checked and reversed TODAY, if society is to be saved alive!

The concentrated on-campus higher education is not enough! The Missing Dimension in education must reach TODAY'S adults and parents IN THE HOME! The Ambassador worldwide EXTENSION PROGRAM is pioneering in this area of education. Already it is reaching into millions of homes. Already it has made significant changes in thousands of lives. Its impact is increasing at the phenomenal rate of 20% to 30% each year.

The worldwide EXTENSION PROGRAM, therefore, accounts for the major-scale facilities and operations on Ambassador campuses — especially at Pasadena — which has perplexed some visitors to a campus limited to 700 students.

How It All Started

Ambassador College was founded in 1947 by Herbert W. Armstrong, the Chancellor of its present three campuses. He had caught the vision of the Missing Dimension much earlier, resulting from an uncommon early training in business and journalism.

From early boyhood he had a passion for *understanding*. By age 16, in addition to school studies, he was frequenting the philosophy, biography, and business administration shelves

in the public libraries. At 22, bulwarked by a broad-based, intensive education, he was the "Idea Man" in the editorial department of the largest-circulation trade journal in America. This required continual travel throughout the United States, interviewing retail merchants, industrial executives, Chamber of Commerce secretaries. It was his job to search out the ideas that had been successfully used by businessmen, thus gathering the material for a large portion of the reading contents of the journal.

One assignment was to question businessmen in many fields, to learn the reasons for the success of the few and the failure of the many. Surveys were made to determine trade conditions, consumer attitudes and buying habits. These, published, gained national attention.

Having pioneered in these surveys, by sampling public opinion, attitudes, buying habits, through personal interview questioning hundreds in a representative cross-section of all people, the survey method was continually employed, later, in his own publishers' representative business. Trained investigators were employed to question thousands, to elicit, tabulate, and analyze information — not only in merchandising and business research, but to determine facts about life itself, from people in all walks of life.

In this intensive research, Mr. Armstrong was learning and classifying facts — not theories — from the experiences of the people themselves, about principles of living, family conditions, and reasons for happiness or discontent and frustration.

Business experience brought Mr. Armstrong into personal contacts with corporation executives great and small, and with presidents and vice presidents of banks — from small-town country bankers to top officials of banks in Wall Street and South La Salle Street, Chicago. He attended the national conventions of businessmen, the advertising clubs, and the American Bankers Association.

The continual surveys and personal contacts revealed definite laws that determine success, both in business, and in a happy home and family life. The successful applied these

laws. Yet the overwhelming majority of all people neither knew nor applied a single one.

It became increasingly apparent that money-making does not of itself equate real success in life. In too many experiences bank accounts were full but lives were empty. Too many, supposedly successful — people of status and reputation — were pursuing false values and wrong goals. They were driving themselves relentlessly, striving energetically after that which did not satisfy when acquired or achieved. Financial success, naturally, is desirable — but it is not enough. Something most of these affluent people desired in life was still lacking.

In these experiences, all levels of society were contacted and studied. Thousands were interviewed. All this insight into actual living conditions shouted one loud report: Even in the affluent society that is America's, there is, in most lives, a tragic dearth of peace, happiness, abundant well-being. *Few* know the meaning of real success in life.

Most devote their lives to the pursuit of false values. Almost none knows the true meaning of life — *how* to achieve life's true goals!

In all areas, in all classes, actual facts revealed plainly there was one root cause for the tragic deficiency: *This Missing Dimension in education!* — this criminal *lack* of knowledge of right purpose, *how* to fill the void, to feed the real inner hunger, to make life beautiful, enjoyable, happily rewarding, rich and abundant.

As a result of this rare wealth of experience, discovering the laws of *real* success, the principles of right living, Chancellor Armstrong began practicing these principles in his own life. More and more he came to realize that the true values are not disseminated in a modern education drifting into abject materialism.

Public Concept of Education

The surveys had revealed, also, a more or less prevailing concept held by the general public in regard to education. To most, education was something one goes to school to

acquire. It was like going to the store for a pound of sugar. Education was viewed as something dispensed in the formal organized environment of the school. Once that was left behind, and the wage or salary-earning home environment entered into, "education" was completed.

Commencement meant the *finishing* — the *completion* — of education, not the *commencing* of it. Not many seemed to realize that education is a life-long process. That a chief function of school and college is to teach one *how* to study, and to start the student on his way of continuous learning. If one did not go on to college, he might in later life say: "I didn't get much education. I never went to college."

Few understood that some of America's greatest leaders, and most successful businessmen — at least up to or prior to 1920 — were largely *self-educated*. Many had gone no farther than fourth to eighth grade. But they continued to study!

The education the people interviewed in those surveys had acquired at school had failed to teach them about *themselves* — the purpose for which they were born — the right goals and the true values — the meaning of *real* success — the causes that lead to peace, happiness and abundant well-being. Education had not taught them how to go about establishing a home and happy family life — how to have a happy marriage — or even the real meaning of marriage. It had not taught them how properly to regulate family relationships. They had not been taught day-to-day management of the family budget.

All these experiences, revelations, and facts were leading Mr. Armstrong to serious thinking. So much of the basic knowledge these people needed for a happy and successful home and family relationship had not been acquired at school. Their education stopped dead on leaving school. They were not acquiring the needed knowledge now.

It became more and more painfully evident that education ought, somehow, to be gotten *into the home*.

Here was a tragic knowledge gap. Here was a Missing Dimension in education. That vital Dimension needed to be

supplied. It needed to be disseminated to adults who had left an inadequate school education long since behind!

This led inevitably to a limited lecture series, to test the response of disseminating some of this Missing Dimension to adults.

In the summer and autumn of 1933, a series of lectures were given in and near Eugene, Oregon, before small adult groups, expounding many of these principles of successful living. The lectures produced a spontaneous, enthusiastic response. The new vistas of knowledge were sparking incentive. Put to practice, lives were enriched.

In-the-Home Education by Radio

An invitation followed to lecture on radio. Response was spontaneous, far beyond expectations. The radio-station owner, catching the vision with enthusiasm, and recognizing it was in the public interest, suggested a weekly educational program on his station, offering to contribute substantially by reducing the cost of station-time considerably below the cost of operation. And thus *The WORLD TOMORROW* program was born. A growing group of zealous people, receiving this practical education, volunteered to become financial contributors to help disseminate this knowledge — so sadly missing from modern education — to expanding audiences, *in their homes*.

Education *should* reach the whole family, in the home, since a happy family life is the very FOUNDATION of a healthy society. School and campus education, exclusively, as traditionally organized, is not enough! *Education begins in the HOME!* The radio program went on the air the first week in 1934.

The educational radio program was supplemented by education — in print. *The PLAIN TRUTH* magazine was started February, 1934.

Gradually, with increasing momentum, other stations were added. The program was a public service in the public interest. There was no solicitation for financial support. But it was something NEW — something vital. Something sorely needed. Something that had been missing. It caught fire with many listeners. More and more volunteered, without request, to have a part in

making available this New Dimension in education to expanding audiences by becoming regular contributors. As contributors increased, so did the number of radio stations.

Meanwhile, social evils were increasing, morals were hitting a toboggan slide, dark clouds seemed descending over a chaotic world. World Leaders, scientists, writers, were making frank admissions, painting a hopeless future. More and more wives were working and becoming independent; marriages were breaking down; divorces increasing, juveniles becoming delinquent.

The reason? Something *vital* was missing from education. People seemed to have lost awareness of the true values. The urgent need for the unique educational institution that is now Ambassador became increasingly apparent.

The matter of founding such a college was discussed with a few educators, who readily acknowledged the urgency of such an educational institution. Dr. Paul C. Packer, Chancellor of higher education for the State of Oregon, said earnestly: "Mr. Armstrong, you have the opportunity to recapture the true values." With those words he set the Ambassador motto.

Surveys indicated that the most desirable location for the establishment of a new college was Pasadena, California. On November 27, 1946, the first unit of the forthcoming Ambassador campus in Pasadena was purchased. Building reconstruction delayed opening until October 8, 1947.

The Liberal Arts College

Ambassador College was founded to supply the Missing Dimension in education to co-ed students at the university level in residence on campus.

Ambassador has presented a balanced, complete education, with emphasis on character development and a right culture. It knows that a right education is not of the intellect alone, but of the whole personality — the whole individual. Intellectual, spiritual and moral values receive equal and balanced emphasis.

The Missing Dimension is *not* missing at Ambassador. Hundreds of students from other universities — from all over the world — many with degrees — have entered Ambassador as

undergraduates to receive this all-important knowledge tragically missing even at the world's most famous universities.

They come to learn the true values. They come to learn the true meaning and purpose of life. They come to learn how to earn a living, but also *how to live!*

Many of these true values are inculcated in the extra-curricular program on campus. Personality development, social life, the true cultural life are stressed. They live, study, work and play in an atmosphere of beauty, character, quality and inspiration. They learn to appreciate fine things, objects of art, furnishings and interiors of quality — and to take care of fine things. That is why visitors find them alert, animated, radiantly happy, and courteous.

An Unheard-of FACT

A statistic unheard-of, we believe, at any other college or university is this: Each year from 50% to 65% of incoming male students, and around 40% of females, come from other colleges and universities — both United States and foreign. A considerable percent of these already hold degrees — yet they enter Ambassador as undergraduates.

To learn what they were unable to obtain at any other university, students have come to us from scores of the most famous universities in the world.

This is seemingly incredible, but it is true!

There is a REASON why hundreds of students *leave* the world's most famed universities to study at Ambassador.

These students affirm that Ambassador academic standards are as high or higher than those of the other famed institutions where they studied and/or graduated. But there is the vital *difference*: They come to Ambassador to obtain the all-important training and knowledge unavailable elsewhere.

Meanwhile, the supplying of the Missing Dimension in the HOME and FAMILY sphere continued and expanded. With campus-based radio studios (and now the superb television studio at Pasadena), and campus-published magazines, books, and a correspondence course, Ambassador has continued to disseminate this New Dimension education. Not only on campus, but

through the expanding Extension Program, into multiplied millions of HOMES, domestic, and worldwide. In 1953 this Program began abroad, via Radio Luxembourg, the most powerful station in Europe.

From the founding of the college in Pasadena, branch colleges abroad were envisioned. Properties in Switzerland and London had been visited as early as February and March, 1947. Finally, in 1959, a suitable property was purchased for the campus in Britain, some five miles from the outskirts of Greater London, in the beautiful Green Belt. Nineteen miles north by northwest from Marble Arch, the English campus, near St. Albans, was opened to students in 1960. The Texas campus opened in September 1964.

As the College Extension Program has been enlarged through the years, the campus printing plants have continued publishing materials useful to teen-agers, parents (especially on child rearing), businessmen. A great amount of material has been published emphasizing the living laws of success, family relations, and the happy, abundant life.

On campus, students found the practical, workable approach to life. This has resulted not only in financial rewards, but also in wholesome, happy, useful and abundant lives. Nearly all students have desired enthusiastically to *continue* in this field of education, restoring the Missing Dimension, now worldwide.

One unusual result: Naturally, on co-ed campuses, many romances have developed. Of the hundreds of marriages that have resulted, through the years, there has been only one divorce. Ambassador students learn THE WAY to a happy marriage, and the causes for so many frustrating break-ups.

Many choose to enter fields of elementary education, child therapy, social work; or to travel abroad and help in the foreign educational services of the College Extension Program.

Today approximately 150 million *homes* feel the impact of the Ambassador College Extension Program, worldwide. From Ghana to Tasmania, from Okinawa to Argentina, Hawaii to India, one can find Ambassador College publications on anything from History, Archaeology and Paleontology, Philosophy

and Sociology, to modern Criminology and Science — often translated into native tongues.

Some of the discouraged and frustrated have been saved from suicide, multiple thousands have received enlightening knowledge that has made their lives richer, fuller, more happily abundant; and thousands of HOMES have been made happy which otherwise might have long since been broken up.

This is the story of an educational activity whose value and importance is beyond description — something never done before — a huge, major-scale operation, worldwide, seemingly incredible, yet in fast-accelerating operation today.

This is AMBASSADOR COLLEGE!

COVER — The Student Center, Pasadena Campus, with its stunning classical-modern architecture, completes the southern segment of the College quadrangle. The Egret Sculpture in foreground was designed and created by David Wynne of London, one of the world's foremost sculptors.

This is
**AMBASSADOR
COLLEGE**

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RIGHT — A view of Mayfair, one of the many beautiful student residences at the Pasadena campus. The stream, foreground, was built in 1959 by students then in College.



AMBASSADOR COLLEGE is a unique institution.

Visitors to any of the three campuses are impressed, and often they are puzzled.

How, many wonder, do you explain a student enrollment limited to 700 students on each campus, with this cultural atmosphere and such major-scale facilities and operations?

Here they see a \$2,500,000 computer; a modern television studio (Pasadena campus), larger and better equipped than most television stations; major-size printing plants on each campus — one of the largest on the west coast at Pasadena; and, on the Pasadena campus, a payroll of more than \$6,000,000 annually.

They see magnificent landscaping: green-carpeted, contoured, immaculately maintained lawns; beautiful gardens, fountains, streams, pools; outstanding works of art and sculpture. At Pasadena and England they see proud old multi-millionaire mansions restored to original

stateliness, skillfully blended with award-winning new buildings of classical-modern design.

Even more impressive are the students themselves. They appear to be actually happy! They radiate. They are animated. They give you a smiling, warm and cheery "Hi!" And, if you have visited other campuses, you are surprised by the noticeable absence of hippie-type students. No student or faculty revolt, no protest marches, no riots or violence. These students give evidence of having a purpose, and knowing where they are going.

Yes, to many this becomes somewhat bewildering!

The answer? It is the intriguing story of supplying the **MISSING DIMENSION** in education. It is the success story of something never done before — of a huge, major-scale educational operation worldwide, seemingly incredible, yet here it is, in fast-accelerating operation.

This booklet tells that story.

In brief outline, Ambassador College is:

I.

THE COLLEGE:

- A) The School of Liberal Arts and Sciences, co-educational, students in residence on three campuses.
- B) The School of Education, Pasadena campus.
- C) The Graduate School of Theology, Pasadena campus.
(For details of Program of the academic college, request college Bulletin.)

II.

THE EXTENSION PROGRAM:

An *in-the-home* educational service at all levels for all peoples, worldwide.

A) MEDIA DIVISION:

- 1) The WORLD TOMORROW educational program on radio and television.
- 2) Educational instruction in advertising space purchased in mass-circulation magazines and newspapers, worldwide.
- 3) Foreign offices for servicing this program around the world.

B) PUBLISHING DIVISION:

The Ambassador College Press: maintaining major scale printing plants in Pasadena, Texas, England, Australia: publishing educational literature, books, magazines, correspondence courses.

C) ADULT IN-THE-HOME EDUCATION DIVISION:

- 1) Produces and edits Correspondence Courses.
- 2) Enrollment Office: Accepts enrollment of students, maintains student mailing lists.
- 3) Maintains personal contact and provides private instruction with enrolled students by personal correspondence.

D) DIVISION OF EDUCATIONAL SERVICE FOR THE BLIND.**E) DIVISION OF SCIENTIFIC EXPLORATION: *presently including:***

Archaeological project, Jerusalem, covering several acres from south wall, Temple Mount, in joint participation with Hebrew University and Israel Exploration Society.

F) DIVISION OF AMBASSADOR-OWNED-AND-OPERATED TELEVISION STATIONS:

Application pending with FCC for the College's first TV station on Texas campus — to be operated as a non-commercial educational station in the public interest, providing education in the home.

G) DIVISION OF AGRICULTURAL RESEARCH:

Experimental farms on the 4,000-acre Texas campus, and the 180-acre British campus are making significant contributions to agricultural knowledge, testing methods of soil development and improvement of crop and livestock production.



Ambassador Hall with its beautifully landscaped gardens—here viewed from Terrace Drive.

This is The Story

THE MISSING DIMENSION

THERE HAS BEEN a tragic Missing Dimension in modern education. Ambassador College is pioneering in providing that Missing Dimension.

This institution, therefore, is unique. It operates on a much larger scale than the three-campus liberal arts college limited to 700 students on each campus. It presents a far broader scope with educational activities worldwide.

Ambassador College recognizes the significant relationship between education and world conditions — and the responsibility of education *for* these conditions.

Statesmen and scientists of world repute say publicly they are frankly frightened. The destructive forces exist today that could quickly erase humanity from this good earth! The number one problem before the world today is the question of SURVIVAL!

Education's Stern Responsibility

Ambassador believes this state of affairs is the chief concern of modern education. The building blocks of civilization are found on the campuses of the institutions of higher learning. The architects of the pattern of society receive their training on these campuses. Therefore education must assume in very large degree responsibility for world conditions. Today's tragic state of affairs has emerged as a result of this Missing Dimension in education.

In fifty years the world has undergone a violent transformation.

A Serious Look at TODAY!

Today spiraling crime is rampant, even in residential areas. Morals have plunged into the cesspool. Permissiveness has replaced respect for authority — in the home, in the school,

on campus. We have polluted the air we breathe, the water we drink, the soil that grows our foods. A tenth of us are now mental cases. We face a fatal population explosion. This fifty-year violent transformation has brought humanity to the very brink of cosmocide!

Modern living patterns have produced alarming increases in unhappy marriages. There is a fatal breaking down of family life. Increasingly, wives are away from home and children, and employed. The divorce rate has expanded rapidly in the Western world. Some psychologists are even predicting that the institution of marriage and the family HOME life will soon be a relic of the past!

The youth — tomorrow's leaders — are given no hope for the future. They are told they must adjust to living in a world of gigantic problems with no solutions. So we have the beat generation of youth in revolt. Everywhere there is unrest, discontent, protest, angry mass demonstrations, racial strife, riots, looting, VIOLENCE!

And today campuses in 22 countries are in the grip of a crisis little short of chaos! Campus moral standards have collapsed. Campus suicides have escalated. Campus authority is flouted. Student revolt, protest demonstrations, sit-ins, riots, are rampant — *in 22 countries!* University officials appear to be powerless!

This new crisis is merely the climax of this Missing Dimension and the fatal drift of education into materialism. Many educators have recognized with alarm the trend. Yet they protest their helplessness to reverse it. They have simply been caught in the clutch of an established system from which this all-important Dimension is missing!

Indeed the question is arising: *Can* the liberal arts colleges survive? Is there a place for them in a world oriented solely to the physical sciences, the professions, and processes of earning a living — dollar-getting?

The CAUSE

How did we come to this debacle of civilization?

For every effect there has to be a CAUSE!

The architects of our pattern of society were educated on

campuses where this vital Dimension was *missing!* The very **BASICS** of essential knowledge were ignored.

Those basics are these: the knowledge and teaching of the true meaning and the purpose of human life on this earth; a discernment of the true values from the false; the teaching of the very principles of right living — of the **WAY** to peace, happiness, abundant well-being; the building of right character, with a right sense of moral, spiritual and intellectual values. These **BASICS** are missing from on-campus education generally.

Colleges and universities have been concerned primarily with the intellect. They have fallen into the grip of materialism. They have been training students for positions with industrial and commercial corporations, for specialized fields in science and technology, for the professions — for earning a living, rather than in learning how to live. Character building has not been their concern, generally.

There is one other building block that must also be in the **FOUNDATION** of a healthy and prosperous society. That is the **HOME**, and the **FAMILY RELATIONSHIP**.

This is a sick, sick world, regardless of denials by some politicians. The **CAUSE** of this acute sickness is the fact that this vital Dimension is *missing*, on campus, and in the home! Education has neglected not only the moral and spiritual values on campus, but also **IN THE HOME**. Absence of putting this Dimension into practice in the **HOME** has been leading to the breakdown of the **FAMILY** structure. And when the **FAMILY INSTITUTION** breaks down, civilization is doomed!

Restored at Ambassador

Ambassador College came on the world scene in 1947 free from the shackles of tradition. We were not bound in the grip of precedence. Ambassador has dared to recapture the **TRUE** values — to apply that Missing Dimension in the two spheres of needed education — at the same time retaining all that has proved sound and good in educational experience.

There is developing, here, this New Dimension in educa-

tion. The results are a joyful thing to behold — now affecting millions of human lives!

The very absence of this Dimension on campuses generally, necessitates, now, its installation *in the homes*. It is too late merely to infuse what has been so sadly lacking into campus education alone, hoping to correct the evils in the succeeding two or three generations. We are now too near the brink of total chaos. Adult education, *in the home*, supplying the Missing Dimension, is imperative.

The TWO Vital Spheres

This vital Dimension is DOUBLY missing — in TWO vital spheres:

(I)

The Campus Sphere: On the campuses the leaders of tomorrow receive whatever intensive education is provided, in course programs of two, four, five or more years. Yet in the organized system that has devolved on our present, the very foundation of all knowledge is absent from curricula. That BASIC knowledge involves the meaning and purpose of life — life's true destiny and how to achieve it. To know *what* we are, and *why* we are is basic knowledge missing in higher education, generally. Vital basic knowledge involves also the discernment of the *true* values from the false, and knowledge of THE WAY to achieve them; in other words, to know the way to peace, happiness, prosperity, security, abundant well-being.

Since the HOME and a tightly knit FAMILY STRUCTURE is the foundation of a healthy and lasting society, vital BASIC knowledge includes also on-campus instruction on the sanctity of marriage, instruction in a right and healthy type of dating leading to a right mating and happy marriage; instruction in the laws that make for a happy and enduring marriage; instruction on child rearing, child discipline, and the responsibilities of parenthood and a happy family life.

Just as important in this Missing Dimension is personality development, character building, a right knowledge of spiritual and moral values, and respect for law and authority.

But this Dimension — teaching students not only how to

earn a living, but HOW TO LIVE — has been ignored. Education has gone materialistic. Emphasis has been on the intellect alone. Students have been left to form their own moral codes. Permissiveness has resulted in a flouting of authority.

On the three Ambassador campuses the Missing Dimension is restored. It is given equal emphasis with development of intellect. Ambassador prepares its students to earn a living — and *also*, with right knowledge of *how to live*.

Where Education Begins

(II)

The Home and Family Sphere: In a healthy and happy society, education must *begin* in the *home!* It must put major emphasis on the necessity for FAMILY life. Yet in our Western world — particularly the United States — the FAMILY system is breaking down. Few parents have themselves been taught how to *start* education in the home. Few have adequate knowledge or ability to teach their below-school-age children.

This breakdown of our family system is inscribing the handwriting on our national wall! The need of right education in *this* sphere is far more vital to the very question of SURVIVAL than is recognized!

The most tragically serious need in education today is in-the-home education on the basic importance of the happy FAMILY STRUCTURE in our society. This is the very crux of the Ambassador New Dimension. It is vital, therefore, that we take the space, here, to clarify this imperative need.

Minority group studies have revealed significant occurrences. These factors throw a new light on, and have a vital connection to problems confronting education now. We take space here to record them.

The studies involve four minority groups in the United States. All four have suffered discrimination and prejudice. Three of these groups have attained status and, in general, emerged from the former discrimination. These are the American-born Japanese and Chinese, and the Jews. With the Japanese and Chinese there was also the color barrier.

These three groups gained status and recognition, not by

police and military enforcement of laws, not by marches, demonstrations, threats and violence, but by self-improvement and achievement. In the United States, status is attained through the educational and occupational structure.

But the studies show that much, if not most of the foundation for this achievement is a **STRONG FAMILY SYSTEM**. These three marry in their own ethnic groups, and maintain a tight family relationship. In all three groups there is also family *thrift* — with the parents willing to make great sacrifices for the education and advancement of their next generation. The very hallmark of Jewish life is the close family relationship. Parents take great pride in every evidence of advancement, superiority and accomplishment by their children.

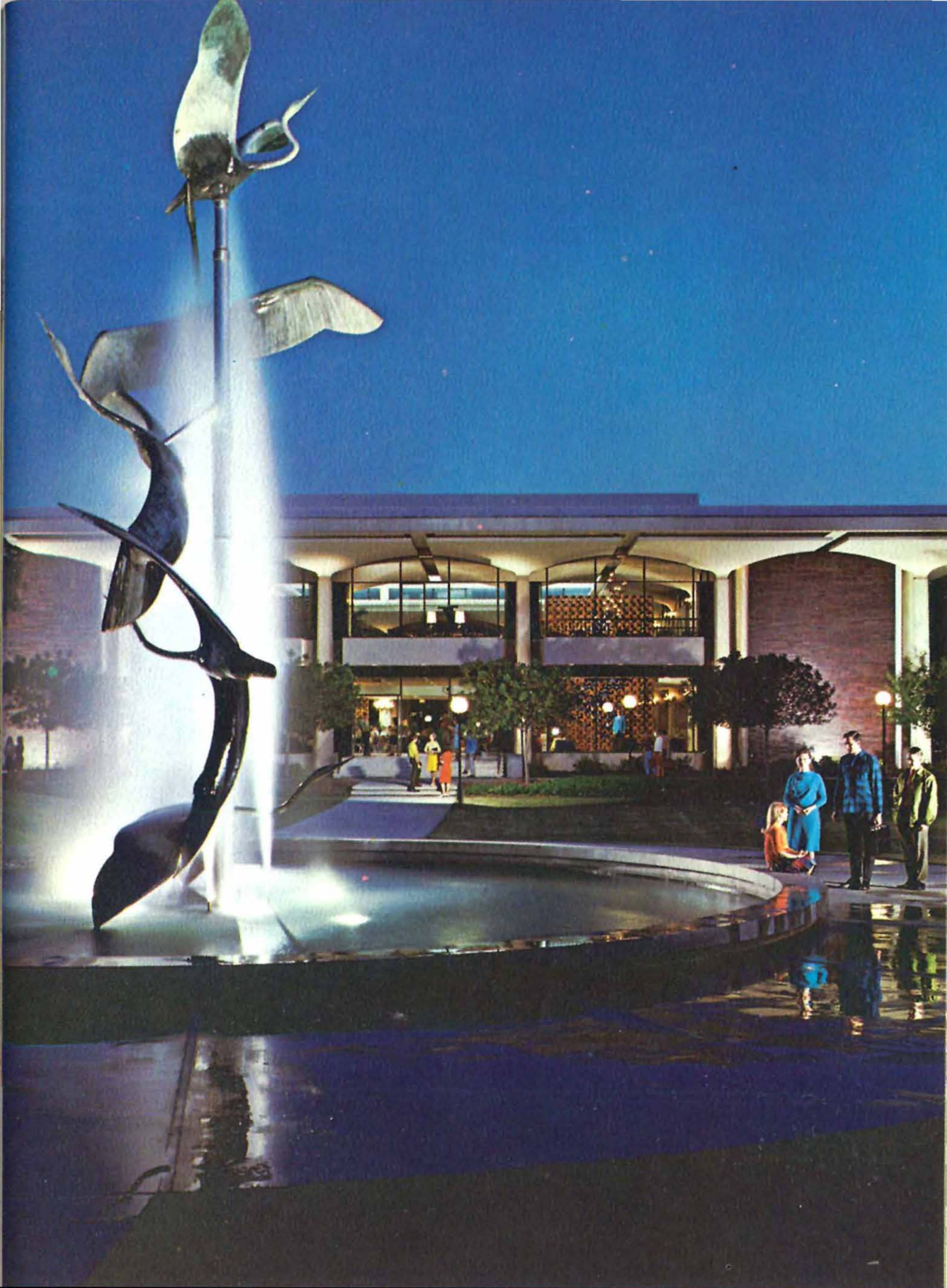
Compare these three minority groups with the American white majority, where the divorce rate is taking an alarming rise, and families increasingly are falling apart.

Astonishing Facts

The 1960 census showed some significant facts. *More than half* the children of American-born Japanese and Chinese families, between the ages of 18 and 24, were college educated. A B'nai B'rith study shows *more than 70%* of children of Jewish families in these ages were in college or university. And while the 1970 census will show higher percentages all around, due to the general increase in college and university enrollments, *barely more than 20%* of children of the white American majority in the same age group were being college educated!

But when we consider the fourth minority group, the facts are the more significant. Family cohesion is lowest of all among United States Negroes. A Department of Labor report, titled "The Negro Family — The Case for National Action," issued March, 1965, stated that, roughly, one Negro family in four is fatherless. And *that*, despite the rising divorce rate among U. S. whites, was *approximately three times* the white total! And, in the ghetto areas, and among lower-income

(Pictures on following pages. Text continues on page 49)



The STUDENT CENTER at twilight, with giant bronze egret sculpture and fountain in foreground.



The new HALL OF ADMINISTRATION, with award-winning bird fountain, by the famous London sculptor David Wynne in foreground. Most top executive offices for the worldwide educational program are located here.





The LOMA D. ARMSTRONG ACADEMIC CENTER comprising the new Science Hall, the new Fine Arts Hall, Ambassador Hall, plaza with fountain, and the formal Italian Sunken Garden.







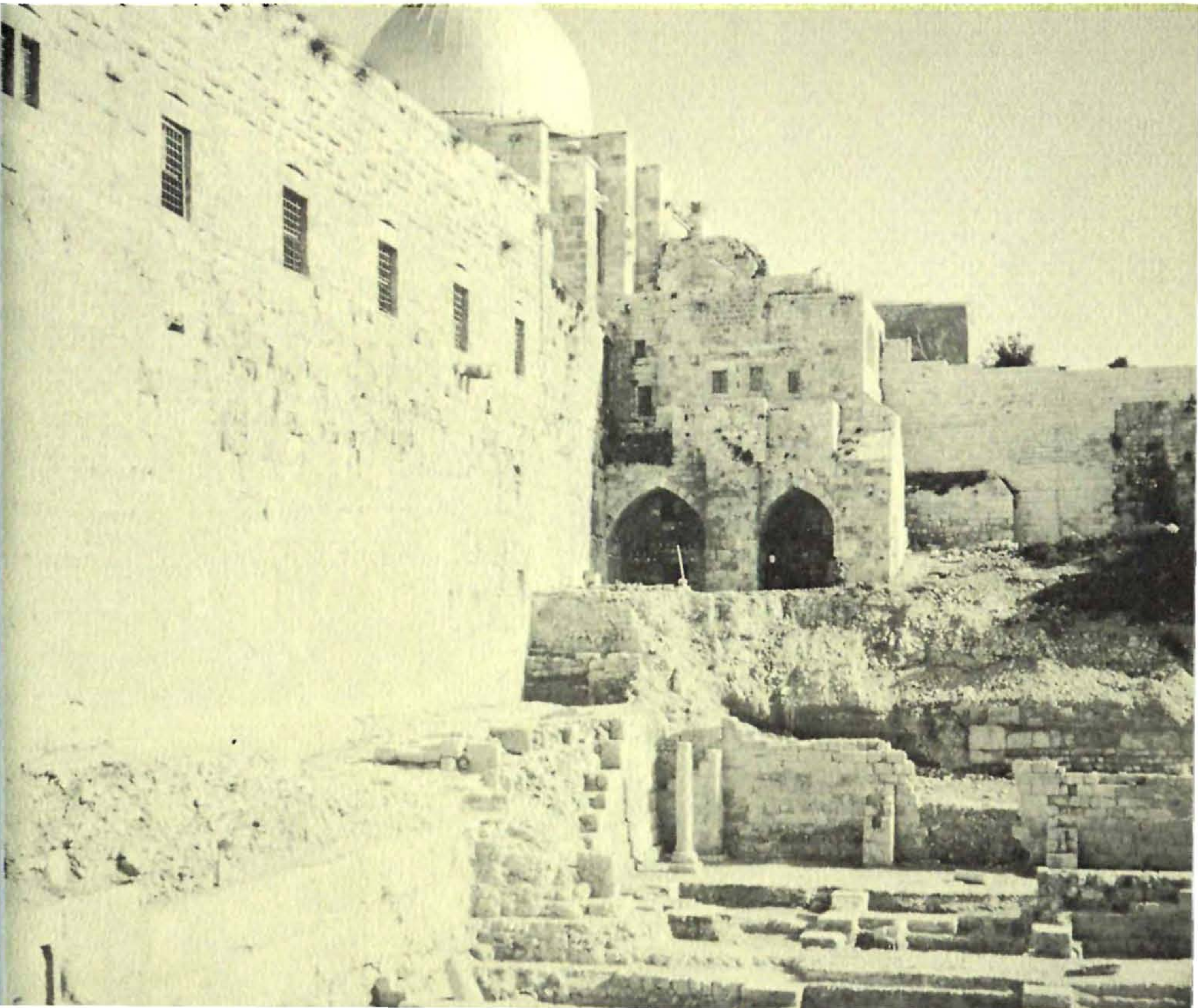
Left, the Library, Pasadena campus. Above, partial view of Texas campus, one of eight student dormitories in background. Below, lounge in girls' dormitory. Each dorm has similar lounge.







Left above, the Richard David Armstrong Memorial Hall, English campus. Left below, ultra-modern new gymnasium with lake in foreground, English campus. Above, map showing offices around world serving Adult Education-in-the-home, Media, and Publishing Divisions of the Extension Program. Below, Archaeological project, Jerusalem, from south wall, Temple Mount, in joint participation with Hebrew University and Israel Exploration Society.







Left, Garner Ted Armstrong in Ambassador College Radio Studio during live broadcast, the **WORLD TOMORROW** program, heard worldwide on more than 300 stations, control room in foreground. Above, teletype machines of Associated Press, U.P.I., and Reuters, bring in latest world news 24 hours around the clock — in News Bureau, Pasadena campus. Below, a block of Ampex tape machines for dubbing (that is, reproducing on other tapes a radio program from the Master tape, on which it was recorded simultaneously as it was broadcast live over the air.) These tapes are then air-spedded to radio stations in all parts of the world.





Ambassador College Television studio, with latest full-color equipment, is better equipped than most TV stations. This picture shows Garner Ted Armstrong interviewing the Chief of the Los Angeles Fire Department on WORLD TOMORROW TV educational program.



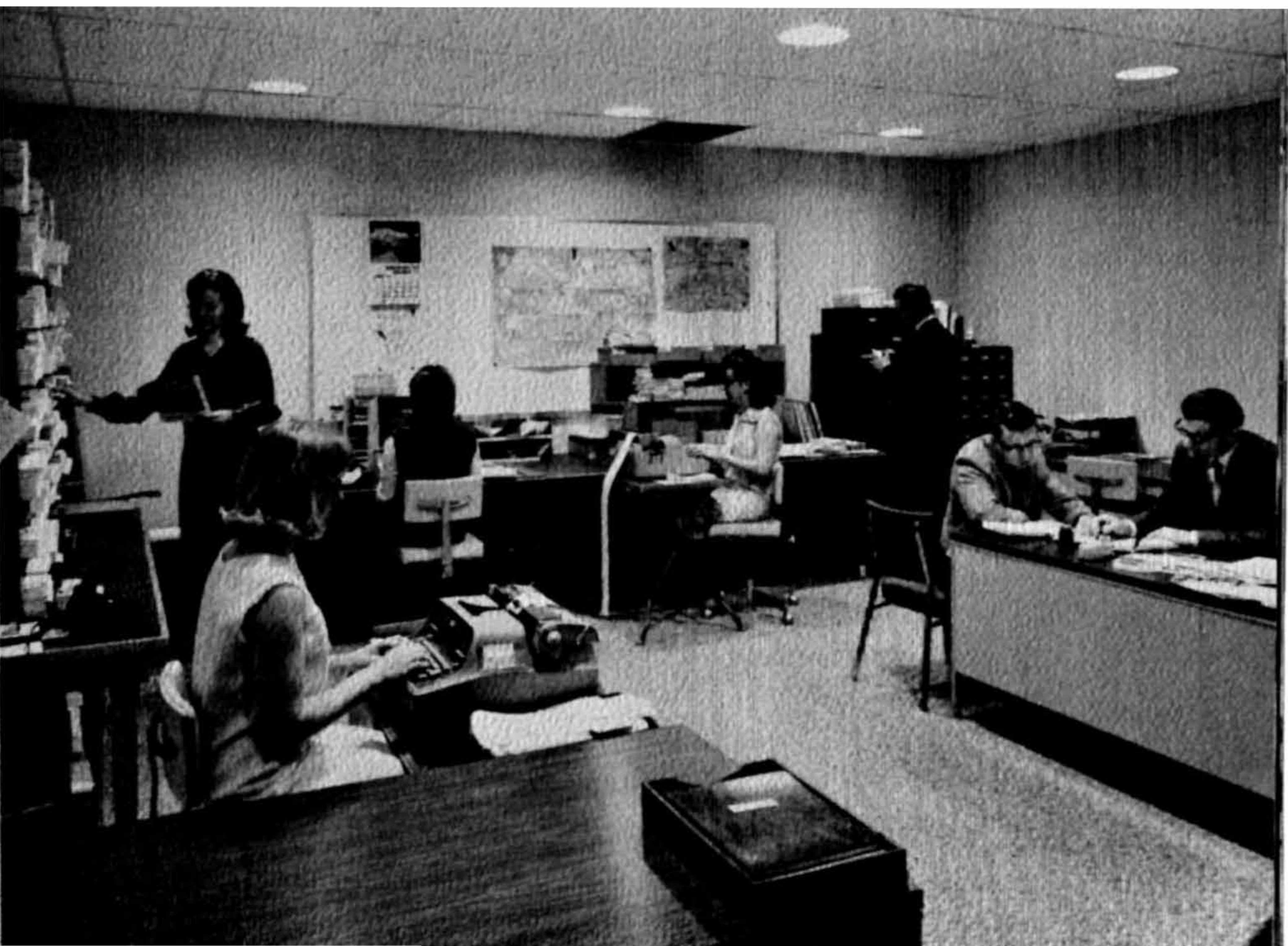


Above, Master control room, TV studios. Below: Video Control Room.





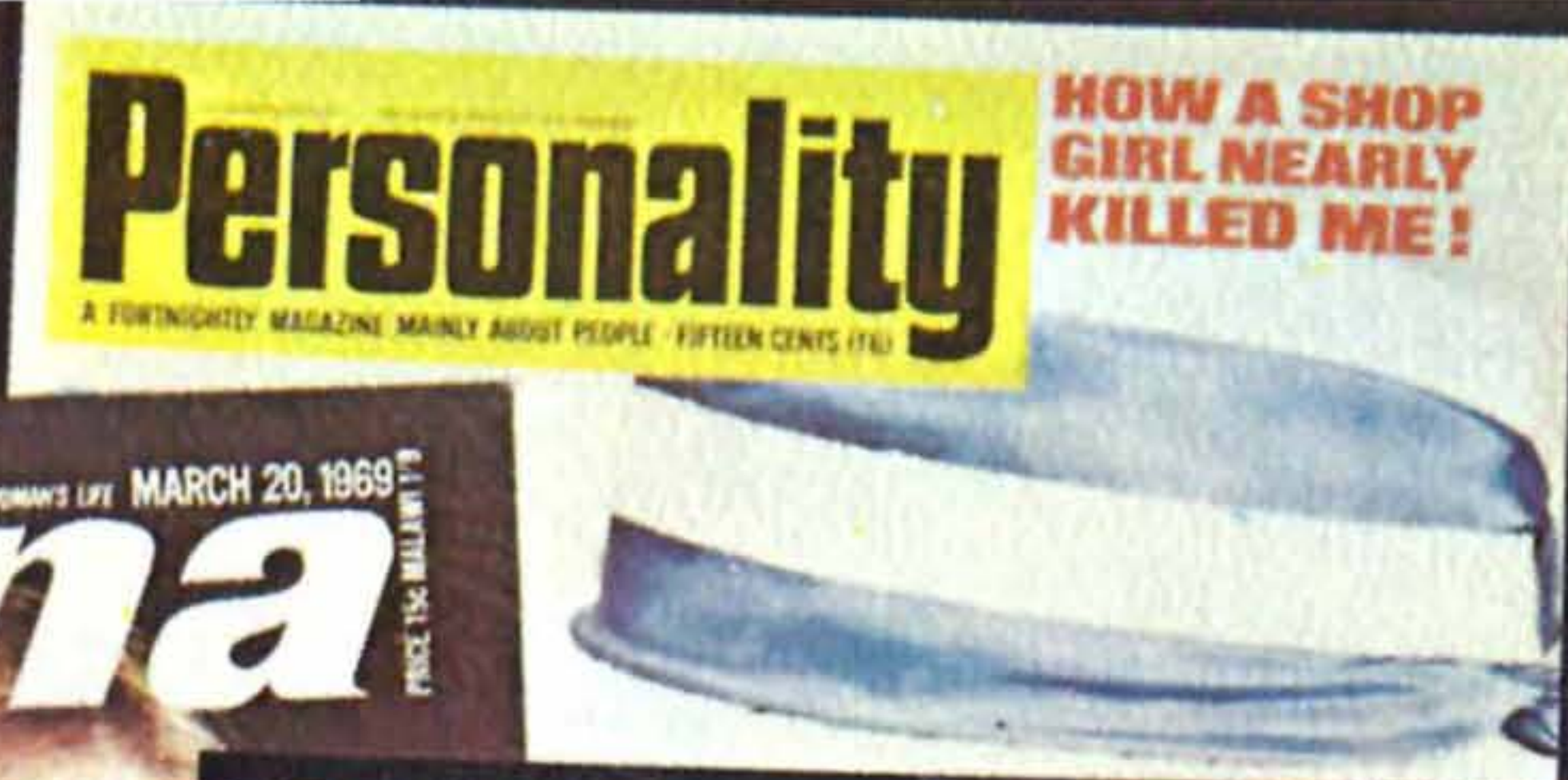
Above, Ambassador graduate Personal Correspondence writers, Adult Education, Division of The Extension Program. Below, one of the editorial rooms, Correspondence Course, Adult Education Division.







One of several rooms where 180 men open, read, process, tabulate our daily mail. Requested literature mailed same day request received. Average mail receipts over 150,000 letters per month — has gone as high as 253,000.



FREE FASHION
BABIES - YE
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LIFE

Movie Career for Rowan and Martin
From Laugh-In
To Scare-In



TV GUIDE

Senator Pastore explains why he wants to 'clean up' TV



MAY 23 - 1969 - 40c

Above, a grouping of mass-circulation magazines in which Ambassador College Media Division of the Extension Program is currently purchasing full page advertising space in most; double-page space in Reader's Digest; 1/2 page in TV Guide. These big-space educational messages go before a readership of 150,000,000 people, worldwide! This is a HUGE impact!



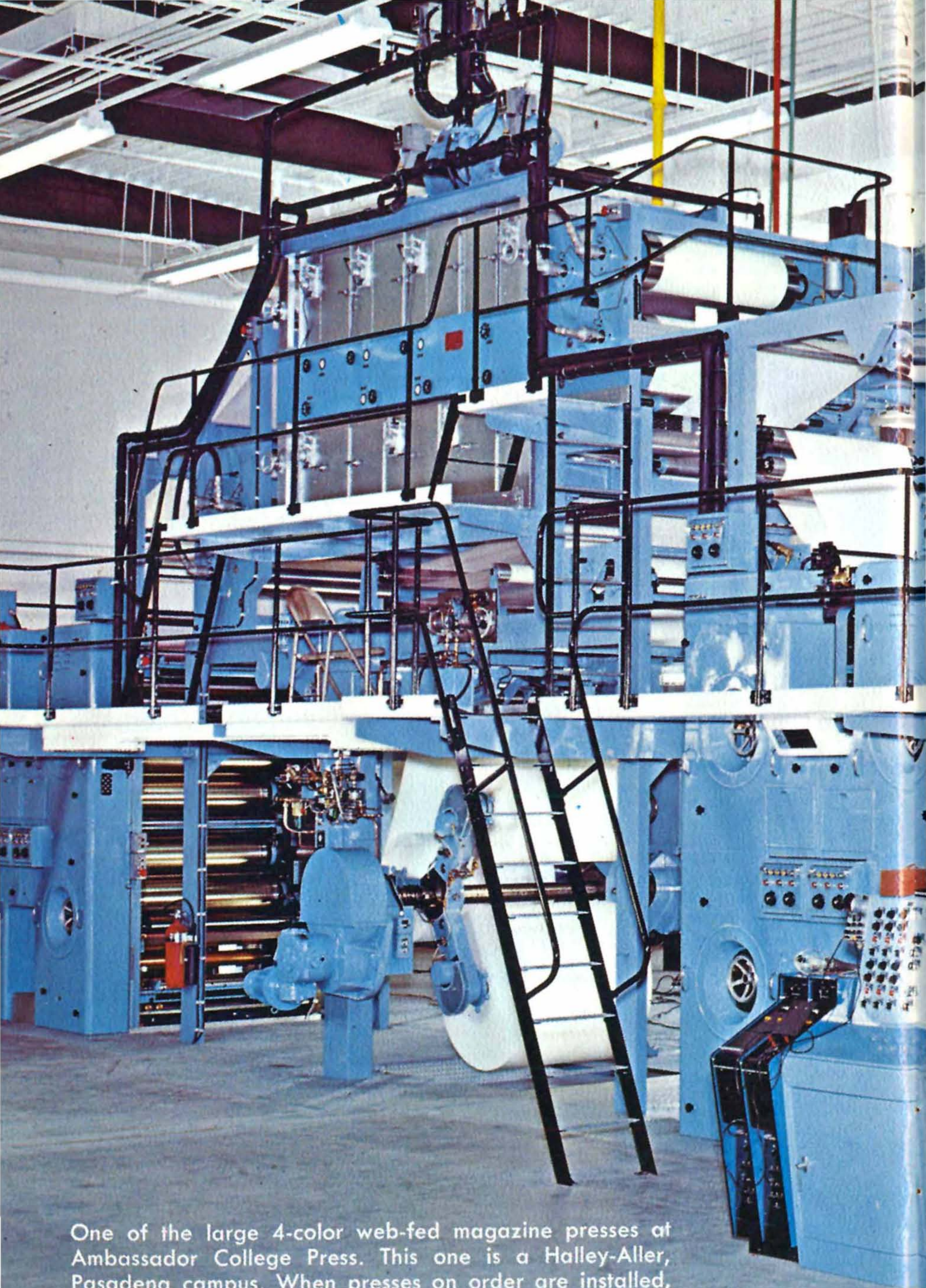
Top, general view of Data Processing Center, Pasadena campus, showing the IBM series 360 model 50 IBM electronic digital computer. Below, "nerve center" of the model 50 massive computer. Connected with the 4th floor business office in the Hall of Administration, is a model 30 on the 3rd floor. Both Texas and English campuses are equipped with the slightly smaller model 20 of the same series 360 IBM computer.



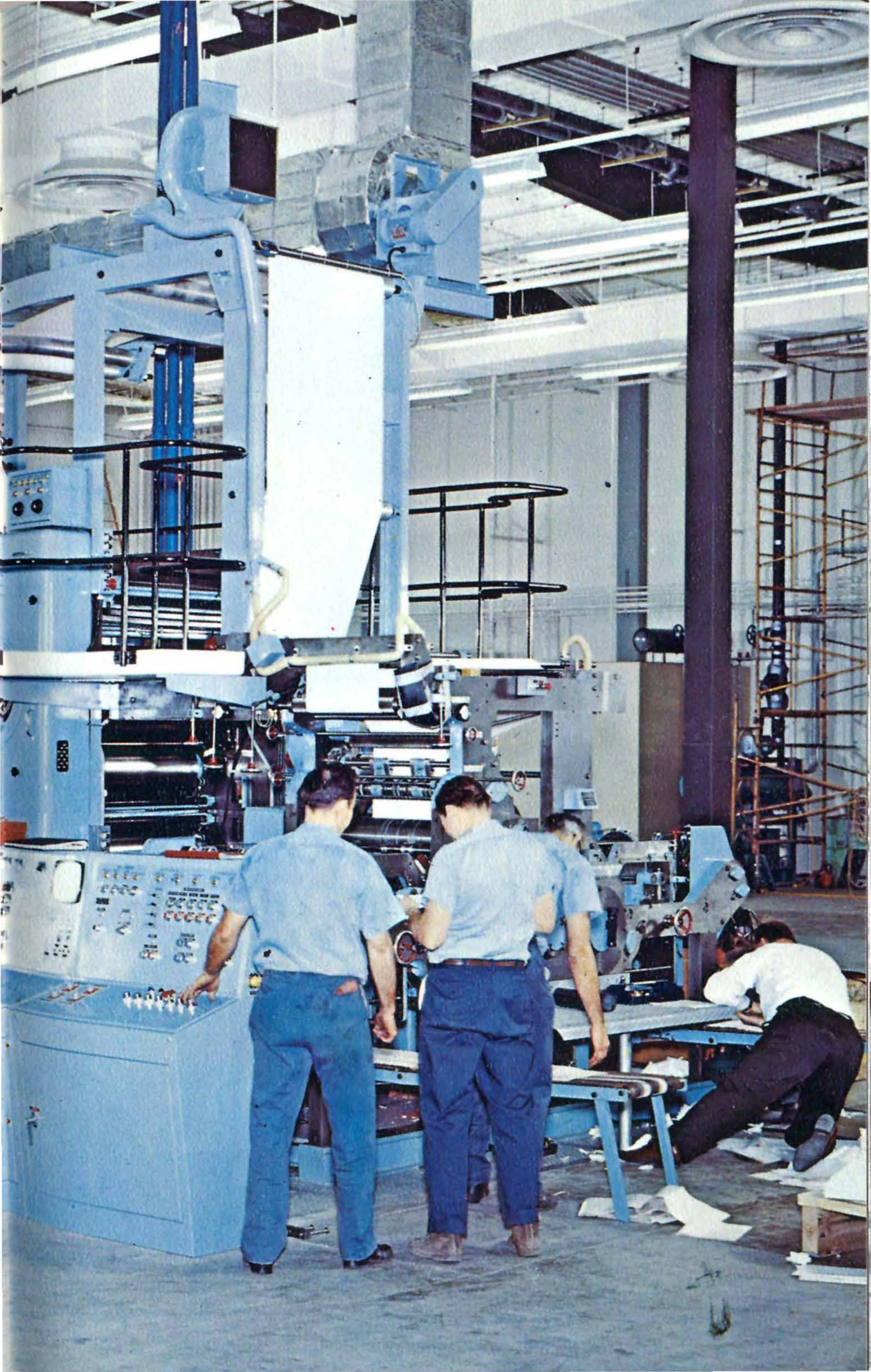


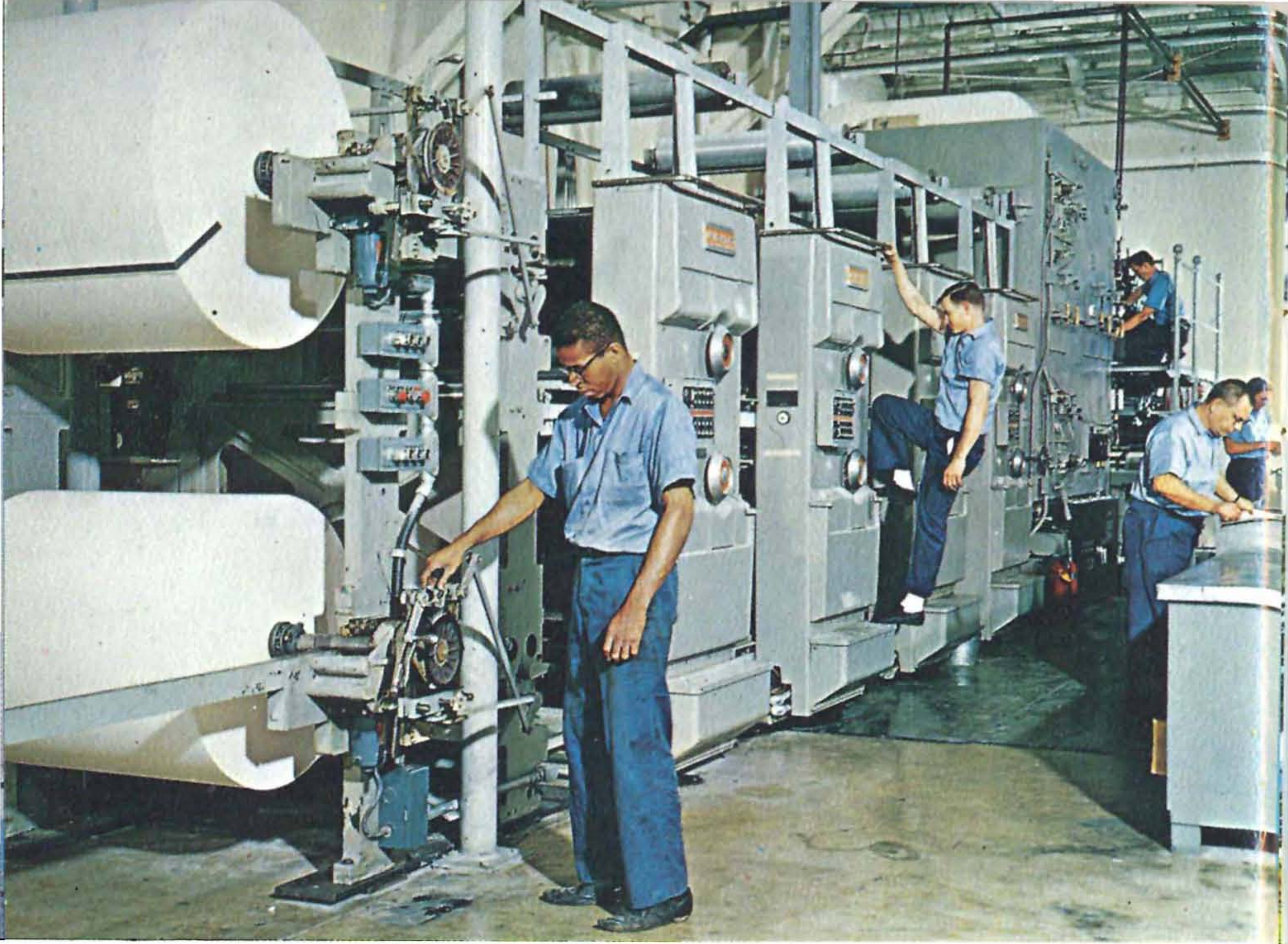
A room in the Subscription Department, containing terminal controls (they look something like television sets) for data processing subscription records. The terminal controls are part of the computer system. Marvelous and sophisticated as the computer is, the name and address of every new subscriber to *The PLAIN TRUTH* (correspondence course, or other publication), or change of address, must be fed into the computer by the human hand. On *The PLAIN TRUTH* subscription list alone, there have been added, the first four months of 1969, an average of 83,503 new subscribers per month. There were 21,089 changes of address per month — a total of 104,592 name-and-address changes per month — or 4,754 per working day. This is a rather huge operation. *The PLAIN TRUTH* circulation is now past 1,800,000 copies, climbing rapidly toward 2 million, making it one of the leading mass-circulation magazines in the world.





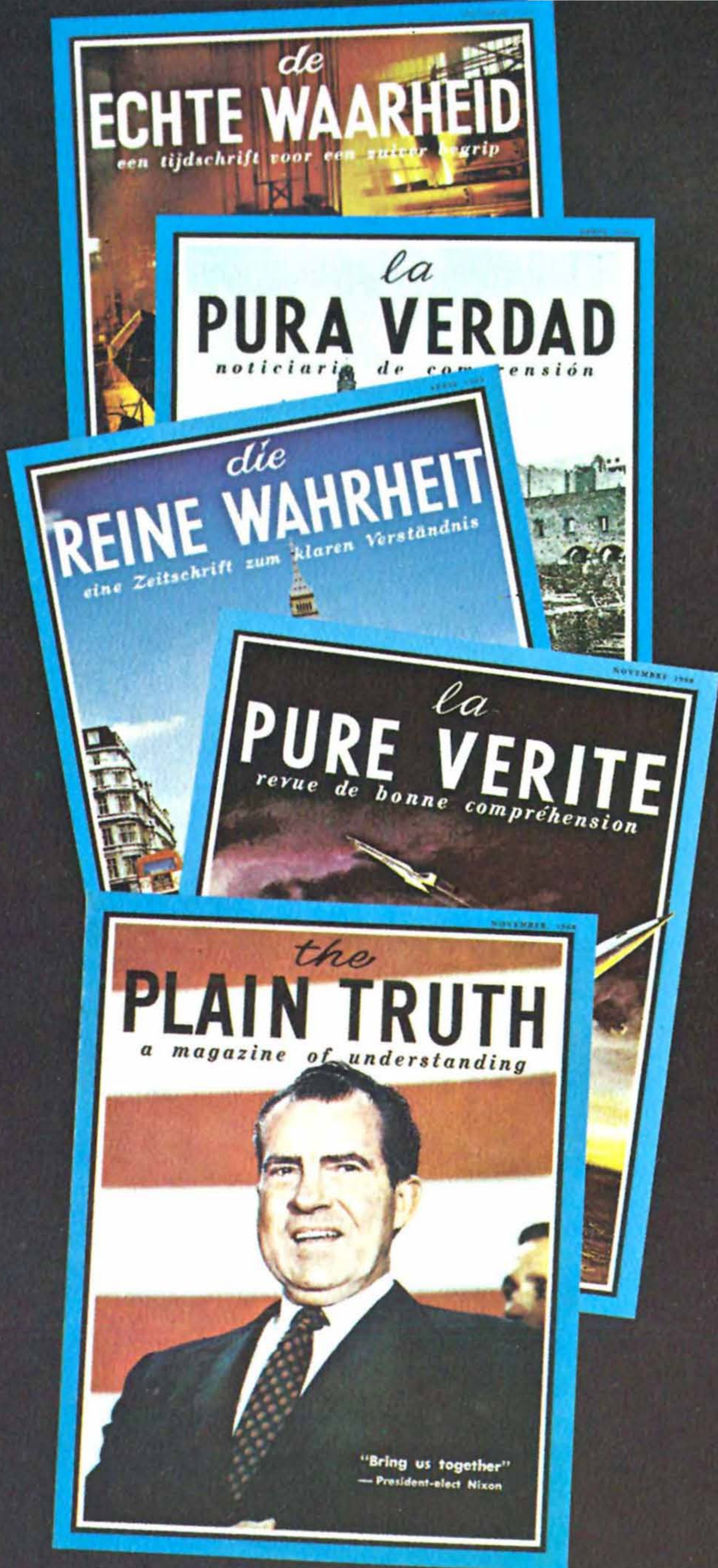
One of the large 4-color web-fed magazine presses at Ambassador College Press. This one is a Halley-Aller, Pasadena campus. When presses on order are installed, there will be six giant web-fed presses — 3 at Pasadena, 2 in England, and one at Sydney, besides many other sheet-fed presses — 4-color, 2-color, and 1-color.





Above, one of the Miehle-Goss 4-color web-fed offset presses, Pasadena plant of Ambassador College Press. Below, one of two large McCain binderies — puts various signatures of magazines together, staples, binds, trims, turning out completed magazines at rapid speed.





Copies of *The PLAIN TRUTH* shown in following order from front to back — English, French, German, Spanish, Dutch language editions.





Outgoing mail — bags of PLAIN TRUTHS, Pasadena plant. Upwards of TWO MILLION copies (soon to exceed that) represents a huge mailing. *The PLAIN TRUTH* is one of the major mass-circulation magazines in the world today.



The Literature Inventory building, Pasadena. Above, interior; below, exterior. Right, loading literature for shipment to the Philippines, loading docks Shipping & Receiving building, off-campus, Pasadena.

