

the
PLAIN TRUTH

a magazine of understanding

**JERUSALEM —
Buried History Comes to Life!**

What our READERS SAY

A New Kind of Education

"At the close of my first semester of university life, I must admit that I often shudder at the thought of how I could have gone from day to day amidst the seeming futility of life if I had not had a concept of a much brighter existence in the world tomorrow. The basic ideas set forth over and over again in your magazine have helped to give my life meaning, and have given me a healthy awareness of the inconsistencies in the ever prevalent humanist theory. As a result, education has taken on an entirely new meaning for me."

William R.,
Cambridge, Massachusetts

Our Polluted Planet

"I was very interested in your television broadcast on pollution — McKinnon Industries operates three plants engaged in automotive production and I would like, if possible, to obtain three copies of your brochure entitled, *Our Polluted Planet*, one for each plant. May we take this opportunity to commend you on the quality of the television broadcast."

J. W., P. Eng., Genl. Supt. Plant
Engineering, Subsidiary of GMC,
St. Catharines, Ontario

"I read your magazine and appreciate it very much. I am an Indian student on the exchange program. I especially like your article on India in the last issue. It was, in fact, the plain truth."

Suneet S.,
Rochester, New York

"I have no words to describe the joy and intellectual pleasure which I get by reading your PLAIN TRUTH. I am an Indian student working for my master's degree in civil engineering at the University of Cincinnati, and would you believe that my dad was so happy back in India when I sent him the copy of *The PLAIN TRUTH*. He would be so pleased to receive it every month. I have never seen a true picture of

India described by a Westerner; but now that I have read your article, 'India Today,' in December's issue, I should congratulate you for presenting the truth and so plain. Thanks a lot."

Tripathi B.,
Cincinnati, Ohio

Labor Problems

"Ours is a department where labourers from Rubber Estates, Tin Mines and other Industries come to seek our aid in their problems with their employers. We sincerely believe that your magazine of understanding will not only help our labourers directly but will give us more faith, strength, and wisdom to handle our labour problems in Malaysia. I would be very grateful, Sir, if you could place our Department in your regular mailing list."

A. S., Junior Commissioner for
Labour, Department of Labour,
Kuala Pilah, Negeri Sembelan,
Malaysia

"I read the article, 'Did She Marry Too Young?' in your December issue of *The PLAIN TRUTH* and was happy to see that a good marrying age for women is 23-25. I don't date much because I'd rather have fun with kids in groups: skating, playing volleyball, hiking, etc., than going with one guy and getting so interested in him and wanting to go steady. I'm 17 and I think lots of kids feel this way, but they won't admit it for fear of what so-called 'in' kids would think."

D. R.,
Miami, Florida

• *Right!*

Divorce Rate

"I was surprised to have Mr. and Mrs. Patrick G., of Cypress, California write in your December issue that 'to know that 1 out of 2 marriages in the Hollywood-Los Angeles area ends in divorce is almost incredible.' Actually the ratio of divorce to marriage

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Personal from the Editor

AT BREAKFAST THIS MORNING, with an associate in a New York hotel, two subjects entered our conversation. One concerned my wife, who died two years ago, and my elder son who died ten and a half years ago. The other a Senate hearing attended in Washington.

"Why don't you tell your five million PLAIN TRUTH readers what you just said," suggested my companion, Mr. Stanley R. Rader. He is our general counsel and financial representative, traveling with me from Jerusalem on our return to Pasadena. With Mr. Charles Hunting, Bursar of Ambassador College at the English campus, we had been in Jerusalem for conferences with officials of the Hebrew University, and the Israel Exploration Society, with whom Ambassador College has entered a joint participation in one of the most important archeological projects of all time.

"I think," added Mr. Rader, "it would be most appropriate at this time, since the April number of *The PLAIN TRUTH* comes out at the time of the second anniversary of Mrs. Armstrong's death."

I had just mentioned how impossible it *seems* to realize that a person so animated as Mrs. Armstrong could be dead — how such spirited animation could cease.

"I first experienced that feeling," I said, "after the death of my son Dick. He was always *so alive!* Such spirited, knowing intelligence shining out of his eyes. It *seemed* impossible that such active animation could just cease.

"Now," I continued, "when you think of the dull-eyed, stupid-brained sheep or cow dying, that doesn't seem strange at all. The dumb animals do not have that spark of knowing intelligence — that dynamic animation — that shines out of the eyes from an

alert human MIND. An animal's death doesn't seem a great deal different from cutting off a plant. The plant had life. It died. But with plants and animals we accept it as a mere temporary physical life. But it *seems* as if there's something *more* to human life — more like spiritual or *eternal* life. There is such a vast difference between the animal BRAIN and the human MIND."

Of course I had discussed that enormous disparity between animal brain and human mind with Mr. Rader before. During the past year we have been called upon to travel together a very great deal — including at least four trips to Jerusalem, and one around the world.

But when he suggested I explain this to my very large readership in *The PLAIN TRUTH*, I wondered immediately whether many who have experienced the higher education of our time might refuse even to give CONSIDERATION to the true answer to the question of the uncrossable gulf between animal brain and human mind. The evolutionary theory assumes that humans are animals. But one thing evolution can never explain is the total difference between animal brain, equipped with instinct, and the human mind, with creative reasoning powers of intellect and devoid of instinct in the strict sense that animals possess it.

The very *fact* that active, alert humans have a spirited animation that appears to be something more like spiritual life has made it easy for people generally to accept the idea of the immortality of the soul.

To make the statement that humans are emphatically NOT animals, on the one hand — and that we neither are, nor do we have, immortal souls on the other hand, would perhaps seem preposterous to many. But I repeat, as I

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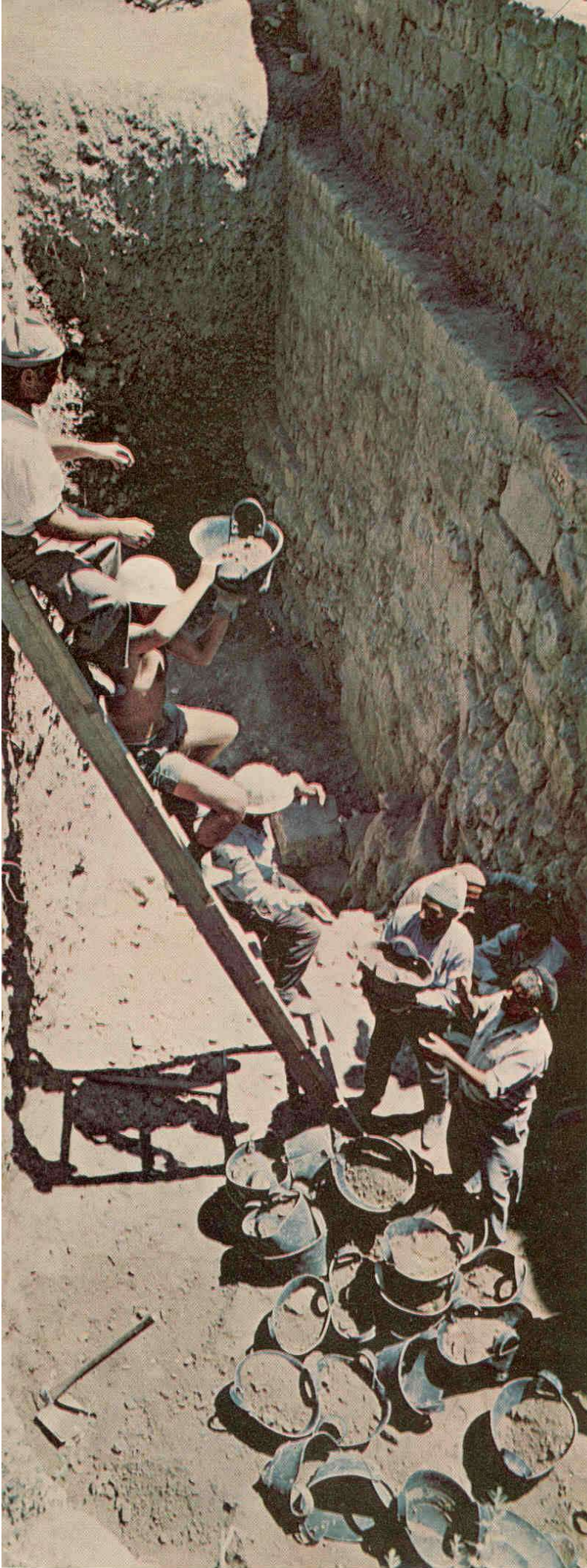
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Clayton — Ambassador College

OUR COVER

Excavations began February, 1968, in one of ancient Jerusalem's most important areas — the northwestern corner of the City of David. The site is in the southern part of Jerusalem's Old City. It is immediately south of the Temple Mount. The first season of work at the excavation uncovered spectacular Herodian courses of stone of the Southern Wall (left) of the Temple Mount. Arab mosque surmounts Southern Wall.



Uncovering — 3000 years of History!

Astonishing? — YES! The original JERUSALEM has been buried for centuries! But today, on that very site, 3,000 years of buried history is coming to life. Here is the first eye-opening report on Jerusalem's history-making BIG DIG!

by Herbert W. Armstrong

THE ORIGINAL JERUSALEM was known also as the City of David. There King David of ancient Israel built his palace and his throne. On that very site a tremendously important and exciting archaeological excavation is under way on a major scale.

Most Intriguing Site

Ambassador College has been given the great honor and responsibility of JOINT PARTICIPATION with Hebrew University of Jerusalem, and the Israel Exploration Society, in this important scientific project. We are now actively engaged in uncovering 3,000 years of history.

The site of this, the present "big dig," is that of the *original* Jerusalem. Our excavation begins from the South Wall of the Temple Mount, extending south from that wall.

Both Solomon's Temple and the Second Temple, later called Herod's Temple, were built on Mount Moriah. This was immediately north of the City of David. In Herod's day the top of Mount Moriah was leveled off and walled in. It is known today as the Temple Mount.

The ancient temples undoubtedly were located at the general site occupied today by the Moslem mosque, called Dome of the Rock. Most of the present Jerusalem extends north and west of the Temple Mount. It is significant that few buildings now stand on the multiple-acre area of the *original* Jerusalem, now being excavated.

To Answer Many Questions

Some of the most valuable contributions to knowledge are being made today through archaeology. Many questions may be answered by the present project. Is it possible that this uncovering of life as it was lived 3,000 years ago may demonstrate whether the human race has advanced in basic intelligence and ability as far as we have supposed?

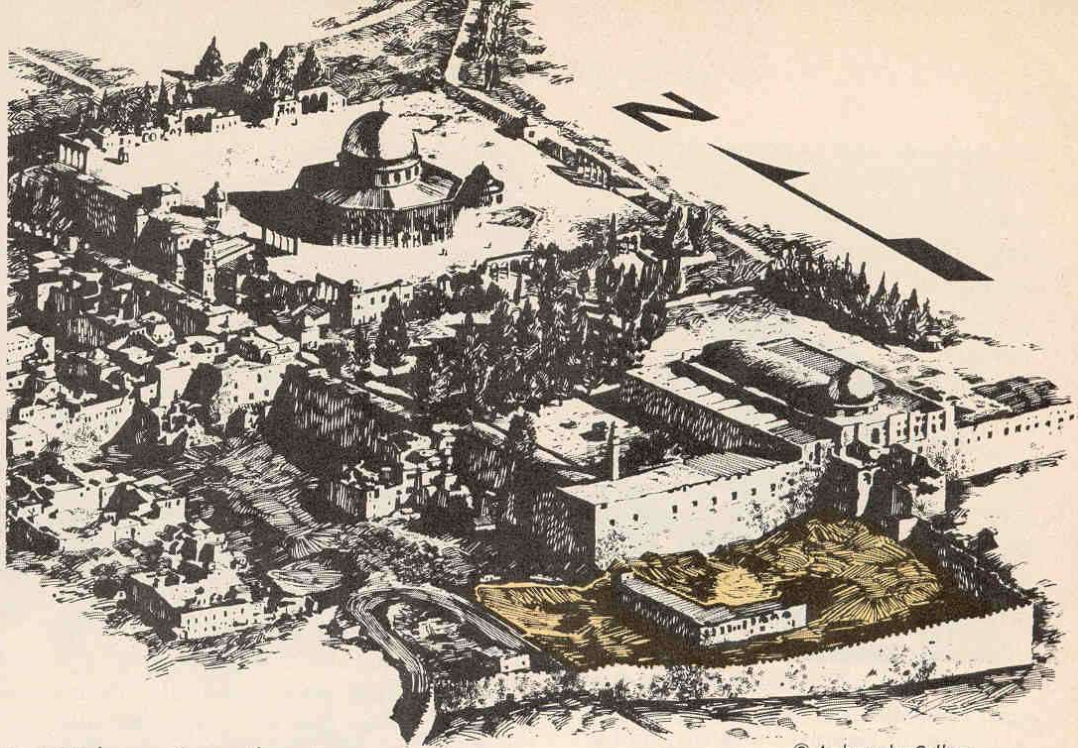
This is only one of many exciting, intriguing questions

Ambassador College Photo

Workers carry out dirt from trench at base of Temple Mount wall.



Ambassador College Photo



© Ambassador College

Truck hauls away rubble, left, from excavated area in northwestern corner of City of David. Area in yellow south of Temple Mount, right, was under excavation during first season. Dome of the Rock on Temple Mount stands at approximate site of Solomon's Temple.

suggested by this joint project.

It is well to realize the machine age has brought vast changes in civilization's mode of living. It has made minds and living patterns more complex of detail. We are prone to evaluate progress in actual intelligence and ability by the criteria of mechanical and technological development, and cumulative knowledge acquired. But these are additive. Is it, then, possible that they have misled us into a false assumption that basic ability and intelligence have advanced in the same degree? As we dig out the *facts* — as well as the artifacts — many interesting discoveries may be expected. Knowledge of history may be corrected. We may learn more about development and advancement of the human family.

Why Jerusalem?

But before we explain what is already being found in Jerusalem, you need first to know some of the background facts.

There have been other important archaeological projects in Israel. Among them, Masada, Hazor, Jericho. Other digs, too, have stimulated great scientific interest. Why, then, should this Jerusalem project attract the greater *popular* interest of the general public?

There are many reasons.

Jerusalem is a chief focal point of

A PERSONAL MESSAGE from the Director of the Excavation

by Prof. Binyamin Mazar
Archaeologist and former President, Hebrew University

EARLY IN 1968, the Israel Exploration Society and the Hebrew University's Archaeological Institute decided to put through a wide-ranging programme of systematic archaeological excavations in Jerusalem.

I considered it a notable privilege, when I was asked to head the expedition responsible for carrying out the first venture in this programme, which was to uncover the open areas in the Old City, south and west of the walls of the Temple Mount. I launched this archaeological venture — so fraught with difficulties and so pregnant with prospects — on 28 February, 1968, with the aid of archaeologist Meyer Ben Dov, and the late architect Emanuel Dunayevsky.

The work has carried on ever since, without interruption. The team is mainly composed of graduates and students of the Hebrew University's Archaeological

Faculty. The manual work is mostly done by students, and by labourers supplied to the expedition by the Israel Government's Labour Ministry, as well as by overseas and Israeli volunteers, and Israeli high school pupils doing their annual National Service stint. We appreciate the students and faculty members that are coming from Ambassador College to assist in this work.

The special conditions at the site have made it possible to do the job efficiently and on a considerable scale. Thanks are due for the great assistance in the form of financing and technical aid supplied to the expedition by public and government agencies, as well as by various Israeli and overseas institutions and personalities, sympathetic towards the venture. The Honorary Secretary of the Israel Exploration Society, Mr. Yosef Aviram, also helped a great deal in the organisational sphere.



Ambassador College Photo

Professor Mazar, former President of Hebrew University, and in charge of excavation, addresses students at Ambassador College.

world news just now. The eyes of the world are on Jerusalem.

It is regarded as a holy city by three great religions — Jewish, Moslem, and Christian. It is the chief geographical center of Biblical interest for both Jewish and Christian religions, and also to some extent for Moslems.

For example, Biblical history refers to Jerusalem as the city which Israel's God chose as his capital city (I Kings 11:13, 32, etc.), to become eventually the capital of the whole world. The Biblical record states further, however, that when He removed the Jews from their land (beginning 604 B. C.) "... the LORD said, 'I will remove Judah also out of my sight, as I have removed Israel, and will cast off this city Jerusalem which I have chosen'" (II Kings 23:27). It is further recorded that Israel's God turned his back on Jerusalem, and that it would be "trodden down of the Gentiles." This did occur.

It is exciting to follow through other Biblical statements that *bear direct connection with this present excavation!*

Jeremiah records Israel's God saying: "And I will make Jerusalem heaps, and a den of jackals..." (Jeremiah 9:11). The Hebrew word as originally written for "heaps" means heap after heap on ruins. This is repeated in Jeremiah 26:18 and Micah 3:12.

It is interesting to note that it is the *original* Jerusalem, called the City of David, that has been made "heaps."

After nearly two millenniums of desolation and Gentile occupation, however, it is stated: "The LORD shall yet comfort Zion, and shall yet choose Jerusalem" (Zechariah 1:17). It is repeated thus: "And the LORD shall inherit Judah His portion in the holy land, and shall choose Jerusalem again" (Zech. 2:12).

These significant statements in the Book preserved through the centuries by the Jewish people provide exciting background for this present scientific excavation. But, even more exciting, the same writings make a startling prediction for the future — quite evidently the very near, almost immediate, future: "At that time they shall call Jerusalem *the throne of the LORD*; and all nations shall be gathered unto it" — that is, ruled from it! (Jeremiah 3:17.)

Startling Predictions

These same Jewish-preserved Scriptures make further startling predictions. Notice this one — *with a direct connection* with the present archaeological project: "For unto us [the Jewish people] a child is born, unto us a son is given: and *the government* shall be upon his shoulder: and his name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace. Of the increase of his government and peace there shall be no end, upon the THRONE OF DAVID, and upon his kingdom, to order it, and to establish it with judgment and with justice from henceforth even forever. The zeal of the LORD of hosts will perform this" (Isaiah 9:6-7).

HOW REMARKABLE that this Scriptural prediction says plainly that the messianic future world ruler — long, long looked for by many if not most Jews — is to reign ON THE THRONE OF DAVID!

Notice how significant!

The exact spot of that throne lies buried beneath, *at the very site of our present project!* It lies under these very "heaps" — buried by layer upon layer of the decay of buildings of generation after generation.

When the construction built by King David became old and in decay, it was

not removed. Instead, new pavements and buildings were constructed on it. When that construction went to decay a later generation built on top of that. This procedure was repeated, layer after layer. Today the remains of the original City of David lie many feet underneath.

Advance News Reports?

The Hebrew Bible gives other statements that the Messiah shall reign from this spot — ruling all nations in a super world government! One is Isaiah 24:23: "... the LORD of hosts shall reign in mount Zion, and in Jerusalem, and before his ancients gloriously."

Others are Isaiah 33:20-22; Micah 4:7 and 4:1-3; Obadiah 21; Zechariah 14:1, 3, 9; Isaiah 40:5, 9-10; Isaiah 11:1-4; Daniel 2:44 and 7:22, 27.

Are these mere uninspired predictions, or actual advance news reports?

There are other predictions of interest to adherents of the Christian religion. New Testament writers represent Jesus of Nazareth as the coming Messiah. Of him Luke 1:32-33 says: "He shall be



Ambassador College Photo

Israel's President Shazar, right, greets Herbert W. Armstrong, left, and Stanley R. Rader.

great, and shall be called the son of the Highest: and the Lord God shall give unto him *the throne of his father David*: and he shall reign over the house of Jacob for ever; and of his kingdom there shall be no end."

IF the spot of the original throne of David is, in fact, to be the coming

tional fascination — even an aura of sanctity! Millions will want to follow the progress reports of this project. These reports will appear, from time to time as new finds are brought to light, in *The PLAIN TRUTH*.

Here, in summary is Professor Mazar's first report.

What Excavators Uncovered

The first season of work uncovered spectacular Herodian courses of stone of the Southern Wall of the Temple Mount. We went down some ten courses of stone along the Herodian wall, and reached a street paved in well-shaped stone slabs. The street was of the time of Herod and Jesus — from the end of the Second Temple period. It led up from the Tyropoeon or Cheesemakers Valley, west of the City of David, to the Hulda Gate in the Temple Mount.

It was an impressive sight: a magnificently constructed wall, hidden until now, built in the monumental Herodian manner. The huge flat-bossed masonry blocks of the Temple Mount were meticulously hewn and laid in straight courses with astounding precision. Some masonry blocks were as long as 30 feet, or more.

The paved street was an interesting walkway built in a series of steps with connecting short, flat areas. Usually there were three steps, then a flat area and then three more steps. The pavement of the street was covered with heaps of decorated architectural fragments and sundry Herodian-style building stones. These stones had crashed down from the Temple Mount above when the Roman Legions under Titus destroyed the Second Temple. The piles of rubble overlying the street contained items of Second Temple times, including many coins. Among them were coins from the time of Herod the Great, Pontius Pilate, King Agrippa I and from the four years of the Great Revolt. There is also a silver coin of Roman Emperor Vespasian, the father of Titus.

In the rubble were quantities of pottery, especially oil lamps, and imported ware from as far away as the Roman Province of Gaul — now France. Also found were decorated stone vessels,

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John Portune — Ambassador College Photos

Excavations at the South Wall of the Temple Mount. Among thousands of artifacts are these gold coins of the early Arabic period.



seat of world government, then all that accumulated debris of century after century must be cleared off before that event can occur! Exciting? Beyond words to describe, it is!

Popular vs. Scientific Interest

Probably the most widespread popular interest in the project will center on the Herodian and ancient Davidic periods, deepest down. These have the chief appeal to Christians and Jews. The Herodian period is the time of Jesus, founder of Christianity; the Davidic period that of the beginnings of monarchical government in ancient Israel.

These, however, are not necessarily the periods of chief scientific and historical interest. Scientific interest centers on learning whatever may be revealed about life as it was lived back through the Turkish and the Arabic periods, the Byzantine, and the Roman, as well as the Herodian and ancient Israelitish eras. As a scientific archaeological excavation, every inch of buried ruins and debris is being *carefully* dug — nearly altogether by hand — and thoroughly examined for artifacts.

Then, as every particle of scientific evidence is sifted out, it is photographed, labeled and systematically filed. Skilled architects — with knowledge of architectural designs, styles, and plannings during the various periods of the past — then reconstruct by drawings, the buildings and pavements as they formerly existed.

After carefully sifting out all objects of value, the remaining debris is hauled off, truckload after truckload. Thus, layer after layer will be removed, all the way across the area of the project, covering a number of acres.

This exciting and important project is gradually clearing off all the accumulated rubble, over the entire area, all the way down to the exact site of the THRONE OF DAVID! *IF* a coming world Ruler is to govern the world from the very spot of the ancient throne of David, the way is certainly being prepared!

This project would be of tremendous scientific and historical interest, even without that "*IF*." But to millions of people that "*IF*" adds an exciting, intriguing, tremendously interesting addi-

The MISSING DIMENSION in Education

It's resulted in a sick, sick world. But seemingly incredible, one college is now supplying that vital Dimension WORLDWIDE!

by Herbert W. Armstrong

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.

Education's Stern Responsibility

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!

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.

A Serious Look at TODAY!

In fifty years the world has undergone a violent transformation.

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. 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!

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 education. 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 also 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*.

(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!

It is worth taking time to note a few astonishing facts.

Minority group studies have revealed significant occurrences. These factors throw a new light on, and have a vital connection to problems confronting edu-

cation now. We take space here to record them briefly.

Where Education Begins

The studies involve four United States minority groups. 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, Chinese, and Jews. With 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.

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



H. Clark — Ambassador College

Ambassador College Hall of Administration with Egret Sculpture in foreground.

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 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.

The real root of this problem, a vital factor in campus riots and racial vio-

lence, was the evil effects of American slavery.

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.

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. Schools for

Negroes, at first, were far from white standards. Little progress was being made toward a middle-class standard of living.

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



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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.

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 U.S. Government statistics 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.

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.

Partial 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.

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 25% to 30% each year.

An Unheard-of FACT

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

The Missing Dimension is *not* missing at Ambassador. Each year from 50% to 65% of incoming male students, and around 40% of females come to Ambassador from other colleges and universities. These 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 not only how to earn a living, but also *how to live!*

Meanwhile, the supplying of the Missing Dimension in the HOME and FAMILY sphere has 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.

From the founding of the college in Pasadena, branch colleges abroad were envisioned. In 1959 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), and businessmen.

On campus, students found the prac-

tical, 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.

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.

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!

Jerusalem Excavation

(Continued from page 5)

glass, etc. A lamp was found decorated with a seven-branch candlestick and the shofar (ram's horn). It was probably left there by Jewish tourists of the fourth century. Two fragments of sundials, which were undoubtedly set into the Southern Wall, were also uncovered.

Our excavation began by baring a long, narrow strip, extending approximately 220 feet along the Southern Wall of the Temple Mount. From the southwest corner of the Temple Mount our excavation continued in an easterly direction, until the proximity of a late structure built on the site of the famous blocked-up Double Gate. This Double Gate — also known as the Western Hulda Gate — was one of the most important gates for access to the Temple enclosure during Second Temple times.

The present excavation, reports Professor Mazar, has succeeded in distinguishing 15 different strata. They represent the entire long time-span from the days of the Roman occupation to Turkish times.

The Bridges that Herod Built

Excavation is also taking place around the corner along the Western Wall of the Temple Mount. This is where

Robinson's Arch is located. It is a short projection of stone extending from the Western Wall. But it is known to be the remains of the bridge that once connected the upper city of Jerusalem to the Temple Mount. The bridge crossed over what was called the Cheesemakers' Valley. It had six arches. The foundation for the pillar supporting the first arch has been located exactly where the Englishman Warren, a century ago, determined it would be. Stones from this Royal Bridge, as it is called, are being located. It is hoped that parts of this ancient bridge can be reconstructed.

A great deal of progress has been made in clearing away the odd assortment of structures that were built against the Western Wall of the Temple Mount.

This clean-up has uncovered what is known as Barclay's Gate. The gate is located midway between Robinson's Arch and the famous Wailing Wall. (The Herodian Wailing Wall is part of the Western Wall of the Temple Mount.) More work is still to be done in restoring Barclay's Gate.

Numerous other Herodian finds came to light at the eastern extremity of the strip we had laid bare along the Southern Wall. There we went down to the cellars below the pavement level of the street. We have found that the Herodian pavement is six meters — nearly 20 feet — above bedrock. The whole wall against which the street is built is Herodian and none of it is of the time of Solomon. The various discoveries include, in particular, a fragment of a stone vessel with the Hebrew word *Qorban* (sacrifice) incised upon it. It also had the representation of two birds on the side. This immediately brings to mind the passage in the Mishna, Tractate Ma'aser Sheni, chap. 4: "He who finds a vessel upon which is written 'sacrifice' if it is of earthenware, etc. . . ." The portrayal of the birds, concludes Professor Mazar, could well refer to the sacrifice of two birds offered by a woman who had given birth (Leviticus 15:29-30).

Uncovered unexpectedly was a stone slab with a Latin inscription. It was

part of a dedication by the Governor of Aelia Capitolina (the name of the late Roman fortress on the site of Jerusalem) to the Emperor Septimius Severus, and his son Caracalla Caesar.

Excavation Expands

As the 1968 excavations proceeded, the area of the dig was enlarged considerably. It reached the eastern and western Turkish Walls south of the Temple Mount. At this stage of the excavations, we have gained a much clearer general picture of building operations in the area of the City of David during the early Arabic period.

During the Umayyad period of the Arab or Saracen occupation, a large building was erected near the Temple Mount in the City of David, possibly very near or even over the site of David's palace. It was built during the reign of Caliph 'Abdul-Walik and his son in the early 8th century. This building, constructed in the typical Umayyad style of palace architecture, apparently served as a mansion for the Governor. It did not stand long, however, apparently having been destroyed in the earthquake of 748. Reconstructions of parts of this mansion, and further building from time to time in this area, carried on down to the time of the Crusades. The area was gradually abandoned and finally became uninhabited, with the blocking up of the Double Gate. During the Turkish period which lasted until 1917, there were, consequently, no buildings at all in the area we uncovered in the City of David.

Future Plans

The excavations in all areas are proceeding rapidly and without interruption. Possibly by the time you read this, excavating will be done beyond the Turkish wall that now forms the eastern limits of our excavation and of the present Old City. This is the Ophel of the old Jebusite City of David.

The aim in 1969 is to investigate remains of every period of "Jerusalem down the generations" systematically, and to probe the most ancient strata. The area of Ophel is of special interest, for periods which have not yet come to light in our excavations. Only time can

tell what the future may hold. This is the area of the "Hill of Jerusalem," the site of the City of David, which stretched from Mount Moriah southward.

It may well be, says Professor Mazar, "that, as we dig deeper, we shall encounter remains of the Royal Citadel of the Davidic Monarchy. Many surprises may be in store for us, as we study Jerusalem's topography and history, in the days of the First and Second Temples."

Personal from the Editor

(Continued from page 1)

have said and written so many times, that there is something criminally wrong in modern education.

There is, indeed, a MISSING DIMENSION. You will find an article on that theme elsewhere in this issue.

So I ask, is it, after all, really *scientific* to consider only one side of a two-sided question? Is it truly scientific to reject evidence, to refuse even to view or consider proof, and deliberately to accept the contrary? Is it scientific to reject TRUTH without examination?

Yet educators and scientists do that!

At many a meeting of scientists for discussion and study of a scientific question, it is agreed at the outset, for example, that absolutely nothing of a supernatural or miraculous nature is to be allowed to enter the deliberations. So far as even the remotest *possibility* of the existence of a miraculous act, or a supernatural Being is concerned, it is definitely ruled out of all consideration. Yet that is often accepted as the "scientific" method.

You'd be shocked to know how many fables, errors, false theories are accepted in the guise of truth and fact!

And this is the other of the two topics that entered our breakfast conversation.

Recently I attended a Senate Hearing in the new Senate office building in Washington, D.C. There was a difference of opinion over policies and pro-

cedures within a certain government commission. One dissenter was fighting a determined battle to discredit and/or alter certain policies or procedures. His arguments seemed quite unfounded, unimportant, inane — I might almost say *insane!* Yet the Chairman of the Senate Committee told the dissenter to take all the time he felt he needed. "That's what we're here for," he said.

The members of this particular commission appearing before the Senate Committee are appointed to the commission by the President. Some were appointed by a Democratic, some by a Republican President. Consequently there appeared to be a difference of opinion among even those who are colleagues on the commission.

The dissenter opened by paying his effusive respects to the highly respected chairman of the commission — a chairman of many years' tenure in office. Then he proceeded to criticize the chairman and other commission members. It seems that all were out of step but him.

Finally, one of the senators interjected: "Do you really believe," he he asked the objector, "that you possess wisdom and knowledge and judgment far beyond and superior to all your colleagues on the Commission?"

A little later the Chairman of the Senate Committee whittled the protestor further down to size, quipping: "You need to be careful, or you'll take a big tumble, and meet yourself on the way falling down."

I did not remain to the conclusion of the session. A hearing session such as this apparently may drag on for hours, in fruitless debate and argument — all because human minds appear unable to see alike!

And that very fact — the inevitable differences of opinion — seems the more astonishing when we reflect on the AMAZING abilities of the human mind.

Even more amazing is the manner in which such a marvelous faculty is willfully guided in the wrong direction — that the finest minds so often stubbornly *refuse* to accept provable TRUTH!

What is the greatest, highest, most important thing of which we may be

conscious in this entire physical universe? Is it not the human MIND? What, in all the physical universe, can excel it? What is so great? Of all substance known to man, surely the human MIND is greatest.

An WHY?

What *IS* the human mind? And how, and why, does it differ so totally from animal brain?

To UNDERSTAND this vast difference, and the reason for it, is to realize that man, after all, is NOT an animal.

There is a *personality*, a spirited, animated, intelligent SOMETHING shining out of the human eye that is totally different from that which comes through animal eyes from animal brains. Animals have brains and humans have brains. Some animals, such as high-bred dogs or horses, may appear to have a spark of intelligence shining from their eyes. Yet it is not the same kind of intelligence. It is not the understanding, comprehending, knowing MIND.

WHY are intelligent humans so animated that it seems as if there is something there that simply *can't* die? Many would answer at once that it is the "immortal soul." But there is no such thing as an "immortal soul"!

The common idea of the "immortal soul" is supposed to be derived from the Bible. But did you ever look into the Bible to see if you could find it there? You might try, for I will offer to pay you \$5,000 if you can tell me where to find it.

I know, because I did open that Book and look for it — many years ago. Instead, I found it stated twice that "the soul that sinneth, it shall die" (Ezekiel 18:4, and 18:20). And then I found that the original Hebrew word Moses wrote that has been translated "soul" in Genesis is *nephelesh*. In the first chapter, three times Moses was inspired to write that the dumb animals are *nephelesh*. But the translators of 1611 translated that word into the English word "creature," probably because they believed only MAN is or has a "soul." But in the second chapter, verse 7, it says plainly God formed MAN of the dust of the ground. He then breathed air — or breath — into

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the man's nostrils, and man BECAME "a living soul." Moses, in Hebrew, wrote the word *nephelesh*. So man IS a "soul," formed "of the dust of the ground." The SOUL, then, was formed of MATTER, not spirit! MAN is made of MATTER.

And since *nephelesh* in Hebrew means *soul* in English, the animals also *are* (not *have*) souls! The word means a breathing physical being. Physical beings can die!

Yet another passage, I Corinthians 2:11, speaks of "the spirit of man which is IN HIM." This does not say man is a spirit, but that this spirit of man is something that is IN the man. A man could swallow a small marble, and the marble would be IN HIM — but that would not make the man a marble.

There would not be space to explain this completely in this one personal

column. Suffice it to say, here, that the spirit IN man cannot see, cannot hear, cannot KNOW, cannot think. It is NOT a soul — the MAN is a soul! And this spirit is IN the man — therefore it is something that is IN the soul, yet apart from it — because the soul is material, made of matter.

What, then, IS this spirit that is IN man? It is that which imparts INTELLECT to the human brain. The human brain is material — matter. It is not the spirit, but the physical BRAIN that sees — through the eye; that hears — through the ear; that KNOWS, that THINKS. The spirit merely imparts the POWER to think intellectually. Added to, combined with the brain, the two combine to form the HUMAN MIND, so vastly different from the animal brain. There is no such spirit in animals! That spirit that is *in* physical man separates him totally from animals, connects him, tentatively, with God. Man was made in the image, or likeness, of God — animals were not. Man may have contact with God — animals cannot!

Now perhaps you will understand WHY, when Mr. Rader suggested I say in this Personal column what I had said to him, I wondered whether even the highest educated of my readers would so much as *consider* the real ANSWER to this question — a question that is such an enigma to so many!

Can we realize that nearly all people have *assumed* many concepts that are *false* — and that many erroneous ideas have come to have wide public acceptance? On some subjects such as this one, the commonly accepted supposition is the very antithesis of the TRUTH.

The real answer is a wonderful truth. If a sufficient number of my readers really do want to CONSIDER the real reason for the human MIND — for the spirited, highly ANIMATED personality of intelligent humans, I will try to find time to put it in writing.

The answer is really simple — yet it leads to so many other questions that to make it plain would require many pages. But really, after all, we SHOULD know *what* we are, should we not? Science can't tell you. It's not in Science's field.