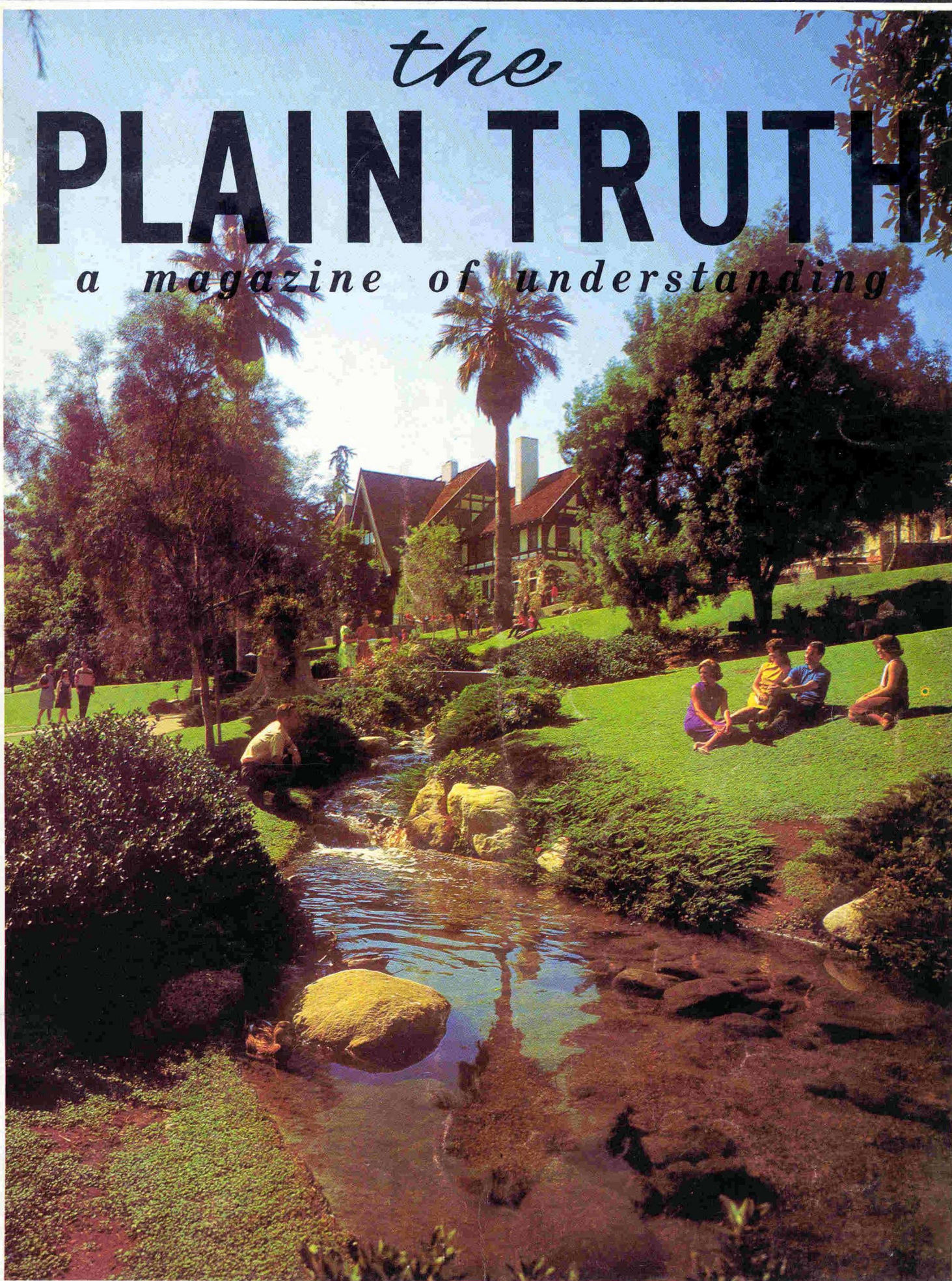


the
PLAIN TRUTH
a magazine of understanding



What our READERS SAY

God Is...

"I must tell you of something I heard from a friend of mine who was at a party where the main entertainment was to sit around and smoke pot (marijuana) and other such things. At the height, or low point, of the evening one person decided to get a black marking pencil and write 'GOD IS DEAD' on the walls. He started writing while standing on a low sink or wash basin. Before he finished writing, the sink collapsed and he fell to the floor. What was left on the wall was, 'GOD IS.'"

Bob C., North Kingstown,
Rhode Island

• *The handwriting is on the wall, huh?*

Inside South America

"I am writing to tell you how much I enjoy *The PLAIN TRUTH*. I am in the sixth grade and find Dr. Dorothy's article on 'Inside South America' very interesting. It also helps in my Social Studies as we just finished South America at school. I truly enjoy your wonderful magazine. I just wish it came more often. 'The Bible Story' is so good I can hardly wait for your next issue to come out."

Sixth Grader, Tacoma,
Washington

An African Speaks

"It is with a heavy heart that I am writing this letter to you. In one of these past years you wrote something about our deposed dictator Nkrumah, and I must be frank that I and some schoolmates of mine condemned *The PLAIN TRUTH*, saying that you were working as an American agent. But, sir, behold what you said has come true. On my behalf and the behalf of all my friends who as a result of 'blindness' went against it we render our sincere apology. We pray that God would continue to inspire you in this your 'plain talks.'"

Man, Ghana, Africa

Dignity

"Since I have been reading your booklets, I am glad to be a Negro. At last I know who I am and where I am going. I wish all my people could come to know these things and stop all this marching and confusion."

Man, Cincinnati, Ohio

• *All peoples will soon know!*

Did You Miss a Page?

"Effective immediately please quit sending your magazine to me. I have searched through every copy looking for *The PLAIN TRUTH* as to who publishes this magazine and if you are afraid of *The PLAIN TRUTH* of revealing your identity, then forget it!"

Man, Omaha, Nebraska

• *Listed each month; the Publishers, entire editorial staff, with all mailing addresses. See this page, column three.*

Not All Universities Deny God

OKLAHOMA STATE UNIVERSITY
Office of the President

Gentlemen:

Enclosed herein you will find notes written to the President of Oklahoma State University to which was attached copies of a letter sent to you from alleged students of this university.

We at the University are deeply concerned by the allegations made in this letter charging that our instructors are preaching an anti-religion theme. Therefore, we respectfully request the name and address of the couple who sent this letter in order that we might contact them and find out the persons on our instructional staff conducting such a program. You may rest assured that we plan no disciplinary action against the writers of the letter, but the furnishing of their name would simply be a way for us to check the accuracy of these allegations.

It would be appreciated if your magazine would publish a copy of this letter to indicate the interest of this University in making certain that this type of

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Personal from the Editor

THE AMBASSADOR COLLEGE catalog for years has carried a special statement from me, somewhat like an editorial, captioned "Foundational Policy."

From time to time I have published a new and different statement in this space, but always it has been a frank, straightforward explanation of basic policy.

While Mrs. Armstrong and I were on our recent trip around the world, I prepared a new statement for this space in the catalog for the 1966-67 school year. It is an appraisal of our time—of the world, and of modern education. It pulls no punches. I feel it ought to be read not only by prospective students, but by the entire PLAIN TRUTH readership. I HOPE IT MAKES YOU THINK.

Here it is:

THE STRIKING difference in basic educational philosophy at Ambassador College should be clearly understood. And also, the reasons!

Higher education is fast approaching a crisis in the Western World. Prominent educators recognize with alarm the dangerous drift into materialism and collectivism. At the same time they confess their helplessness to change the situation. Major colleges and large universities find themselves in the clutch of an established system which no one bound by this tradition can alter.

Ambassador College came on the world scene free from the shackles of materialism and the grip of tradition. Ambassador has dared to recapture the true values—to blaze new trails, while retaining all that is sound and that has been proved good in educational experience.

Educational institutions, generally, have grown so large that the regimented assembly-line processes have replaced individualized instruction. The student has lost his identity. Development of personality and initiative is largely sacrificed.

Moral bars have toppled. University campus students say bluntly that with the waning of church and parental influence, "we decide for ourselves on codes of morality." A newspaper headline says: "STUDENTS IN SEARCH OF A NEW MORALITY." A senior lecturer of a large university in the United States says: "We're not in the business of building character. I doubt if some of us are qualified. Instead, we should be building minds." Stuffing minds with crass materialism, while moral, spiritual, and emotional development is neglected, produces unbalanced education and is criminally dangerous.

The very first law of success in life is the choosing of the right goal as the aim of life. Where there is no sense of the true values, there can be no meaning to life, no right purpose, no aiming at the right goal. There can be no well-balanced, broadening, and worthwhile education where the true values have become obscured from view. Character building is a lost and discarded art, and minds are filled with dead knowledge and false materialism.

This tragic state of affairs in today's higher education is the natural result of the mass-production machine age with its demands for highly specialized technological, scientific and professional training along purely materialistic lines. Emphasis is upon specialized training in preferred fields for financial rewards. The development of the man himself, his character, right sense of values, knowledge of the real purpose of life, and the laws that govern happiness, peace, and abundant well-being is neglected. Modern education too often commits the crime of developing the machine while failing to develop the man.

Eminent scientists warn publicly that they are frankly frightened by this trend which now threatens to annihilate hu-

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OUR COVER

A singularly charming view of the Pasadena, California, campus of Ambassador College. The stream with falls, pools and rapids, cascades down green-carpeted slopes. In the background is Mayfair, one of the girls' student residences.

Personal from the Editor

(Continued from page 1)

man life from this planet! This world's education is failing to instill a knowledge of true values and a God-fearing sense of responsibility for the direction of these new and awesome forces into peaceful and productive channels. The question now is whether this new technology is creating the Frankenstein Monster that shall destroy its producers and all humanity!

At Ambassador College, students find the true values. They learn the real purpose of human life. Life takes on true meaning. Emphasis is upon character building. Students learn not merely how to earn a living, but how to live! Students acquire a well-rounded, broadening, balanced education. There is not only mind development, but also that of personality, true culture, poise and emotional maturity!

To that end the small student body and ratio of one lecturer to each ten students provides a distinct advantage. At Ambassador the relationship between student and faculty is as happy and helpful as it is unusual. The smaller college, adequately staffed and outstandingly equipped for its needs, with its cultural atmosphere, offers greater opportunity for self-expression and activity in the area of the student's talents. It can give more personal attention to the individual student's problems. It produces an altogether different and more desirable college atmosphere.

The Ambassador policy is based upon the recognition that true education is not of the intellect alone but of the whole personality—not alone of technologies, sciences and arts, but an understanding of the purpose of life, a knowledge of the spiritual laws which govern our lives, our God-relationship and human relationships; not a memorizing of knowledge alone but a thorough training in self-discipline, self-expression, cultural and character development; not book learning only, but broadening travel and experience; not only hearing and learning but doing.

In other words, the curriculum is planned to give students a broad, cultural background—a foundation for the art of living happily, usefully, successfully, abundantly. Hence the emphasis upon character building and spiritual development is aptly stated in the Ambassador motto: "Recapture True Values."

Ambassador College is rooted to an educational policy and a philosophic approach which permeates this institution.

Today we live in a different world. Frightening changes have occurred. The world went along on a comparatively even keel from the dawn of history until the nineteenth and twentieth centuries. Suddenly knowledge increased. Nearly all modern inventions have appeared during the past 150 years.

In the brief span of a lifetime the world has passed with accelerating speed through the age of invention, the machine age, the age of science and technology, the nuclear age, and now, the space age. The sudden acceleration in scientific development is evidenced by the astounding fact that 90 percent of all scientists who ever lived are living today.

And with these developments has emerged a new age in education. Today's world is what its leaders have made it, and these leaders are the product of this world's education. But what kind of world has this education produced?

It *appears* to be a progressive world, suddenly newly enlightened and fantastically advanced. It has become a modern world, producing awe-inspiring inventions, labor-saving devices, dazzling luxuries undreamed of a single century ago. Today there is instantaneous communication, worldwide. We fly around the world in two days, and orbit the earth in minutes. The miracles of radio, television, high-fi stereo sound reproduction, and cinerama entertain an amusement-hungry world. Assembly-line mass machine production makes available a myriad exciting new devices; and simultaneously increases incomes and shortens work hours, thus providing both the leisure and the purchasing power for the masses to enjoy all these new luxuries.

A fascinated, entranced world now looks ahead to the magic dreamworld,

push-button Century 21, when human labor will be all but abolished with idleness, ease and luxury enjoyed by all! Isn't this breathtaking PROGRESS?

So it seems.

But there is the other side of the coin, and it's high time we AWAKE from the trance and take a hard look at it!

True progress is not measured by the false yardstick of gadgetry, mechanical devices, and the fatal concept that labor is a curse and idleness is a blessing. Science, Industry, and modern Education have concentrated on developing the machine while degenerating the man!

Education—and the world of its creation—has lost all knowledge of the PURPOSE and true meaning of life. It has lost all sense of true values, while blindly leading the pursuit of the false. Education has failed to teach THE WAY to peace, happiness, and abundant well-being. The actual bitter fruits of this modern materialistic "progress" are increased unhappiness, discontent, boredom, and moral, spiritual and educational DECADENCE! The American and British peoples are traveling the identical road that led to the fall of the "great" nations of the past—Egypt, Babylon, Greece and Rome!

This is a very deceptive world. With all this "progress" it remains a hard, cold fact that *never before* was the world filled with so much discontent, unhappiness, and suffering—never so much ill health, mental disturbance, frustration and suicide, even in the "high living-standard" nations. Never before so many divorces and broken homes, so much juvenile delinquency, crime and violence. That is, unless, as Jesus remarked, it was "in the days of Noah." And *never before* was it possible to erase human life from the earth by the educational and inventive genius and the productive capacity of man!

This is a deceived world that doesn't know it is deceived!

WHY?

There is a reason. There has to be a *cause* for every effect.

Sir Winston Churchill put his finger on the answer. Speaking before the United States Congress, he said: "If you will allow me to use other language I

will say that he must indeed have a blind soul who cannot see that some great purpose and design is being worked out here below, of which we have the honor to be the faithful servants." This implies a Higher Power, above, doing the working out. This is the *starting point* of a right and true education. This strikes directly at the FOUNDATION of knowledge—the most important, most needful of all knowledges—the PURPOSE of human life, understanding of the true values, and knowing *the way* to every desired result!

Yet right here, at the basic starting point, is precisely where Education jumped the track of its true mission. And this chaotic, mixed-up, unhappy world is the result.

IS there PURPOSE — MEANING — to life? Science can give us no knowledge of purpose beyond trying to enjoy the passing moments. Education does not have the answer, nor teach it. Aristotle, Socrates, Plato, all lacked the answer. Augustine sought the answer all his life—in vain! Of this most important of all knowledge, the world is utterly IGNORANT!

In such a world is it any wonder that the great minds doubt whether there *is* any real Higher Power working out His intelligent PURPOSE? Is it any wonder that some dim-brains are giving the world a fresh shock, with the ridiculous new slogan: "God is dead!"? To state that God is dead is to confess there really *was* a God—and if God *was*, God still *is*, for unless He is *the Eternal—the Ever-living*—He never was GOD!

In the second and third centuries we had Gnosticism—meaning "*we know!*" Today the Educators, Scientists and great minds are AGNOSTIC, meaning "*we don't know—we are IGNORANT!*" And this IGNORANCE they glorify in the guise of "KNOWLEDGE!"

As a BASIS for knowledge—as a FOUNDATION for Education, we *start* with two alternatives. Right here is the CHOICE between fact and fancy—between true knowledge and ignorance, between TRUTH and error. *Is* there the Higher Power working out intelligent PURPOSE, or are we mere accidents of a blind, unintelligent, purposeless force of nature, descended from a single-celled amoeba sparked to life

by "spontaneous generation" (whatever that is), "electro-chemical action," or other unknown accidental process?

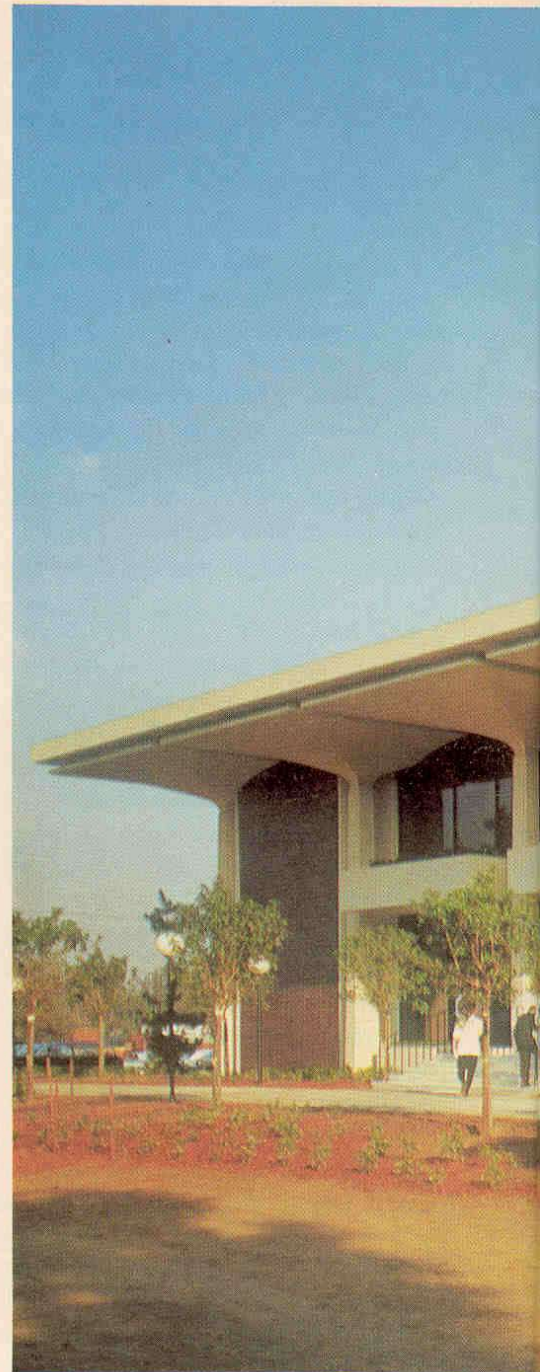
The only truly scientific method is to PROVE a proposition before accepting it as scientific FACT. But has either Science or Education PROVED the evolutionary theory? Emphatically they have not! By its very nature it is a theory not subject to proof. Has either Science or Education PROVED the *non-existence* of a personal Supreme God, of supreme intelligence, wisdom, and POWER to create? Emphatically, they have not! WHY, then, do so many great minds who profess knowledge and wisdom doubt or deny God's existence? Simply because of something inherent in human nature—something of which they are ignorant—a spirit of vanity, coupled with hostility and rebellion against their Maker and His authority!

Is it, after all, rational, intellectual, to wilfully *assume* fables, unproved and unprovable, to be *fact*, while ridiculing provable Truth, branding *it* folklore?

But what of the other of the two basic ALTERNATIVES as one's approach to knowledge?

There *is* the Higher Power! And at the Ambassador Colleges this is not carelessly assumed, but definitely, rationally, scientifically PROVED! And there *is* PURPOSE! Humanity was put here for a PURPOSE of such transcendent magnitude that even the great minds, in their carnality, cannot grasp it! And there *is* A WAY to peace between individuals, groups and nations, but tragically none of this world's leaders were taught it! There *is* A WAY to happiness and abundant well-being. But modern Education does not teach it.

So it all boils down to this crux point: There are the *two alternatives* as a starting point—a BASIS—a FOUNDATION for knowledge. This world and its Education has adopted the fictional, false FOUNDATION. And this erroneous foundation becomes the *concept* which is its approach to knowledge. It got off on a false start. Hence it is axiomatic that this world and its leaders are not being taught the *true* values, but pursue the false—the world is left without knowledge of *life's* PURPOSE and meaning, devoid of right goals, in utter ignorance of THE WAY to every desired blessing!



What an indictment against a complicated, highly organized, monumental system of education that has become DECADENT!

This gigantic system is ready to topple! It will soon fall, along with the civilization it has spawned! But a better day is soon coming! The happy WORLD TOMORROW is soon to dawn! It will be a world of PEACE, of PLENTY, of HAPPINESS.

But *how?* I have just traveled through a portion of China, and parts of India. Millions there are starving. In the poorer districts—which are many—the filth, squalor, wretchedness are simply



© Ambassador College

The spacious, classical modern, new Dining Hall on the Pasadena campus of Ambassador College.

indescribable. This same degenerate condition of degradation and suffering fills many parts of Central and South America, and of Egypt and other parts of Africa. Perhaps *half* of the people on earth live in such destitution. I thought of the joyous WORLD TOMORROW that is coming, and immediately the question came to mind, HOW can abundant well-being be brought to these teeming millions? And the answer was obvious. Correct the CAUSE—lack of right education. On the other hand, I have known many of the world's leading men— in-

dustrialists, bankers, scientists, educators. And most of them—the highly educated—were not happy. Some committed suicide. Their minds were of high caliber, their IQs were high. They had learned much in *material* knowledge, they had learned how to earn a living—but they had *not* learned the true values, nor how to live. It will require a *right* education, available to *all*, to correct all the world's ills.

Very soon, today's decadent education will be replaced by the educational system of *The WORLD TOMORROW*.

This already has been introduced in the three Ambassador Colleges. And like the proverbial grain of mustard seed, they are already beginning to spread around the world.

Ambassador Colleges know, and teach, the PURPOSE and true meaning of life—the TRUE VALUES that pay off—and THE WAY to peace, happiness, and abundant well-being. How do we know? We don't guess, or theorize or express unfounded opinions—we have it on AUTHORITY! The Bible is that Authority, and it is PROVED to be the revelation



© Ambassador College

Entrance to Memorial Hall, the main classroom building of Ambassador College, St. Albans, Herts., England.

of the Almighty living GOD to mankind. The Bible is the world's biggest seller, but also the Book almost nobody knows. Few even know *what it is*.

When you purchase a gadget or mechanism, you receive an instruction book which the maker sends along with his product. The most complicated mechanism ever made is the human mind and body. The Bible is our Maker's instruction Book which He sent along with His product. It is the authoritative *revelation* of the *most necessary basic knowledge* otherwise inaccessible to the mind of man—even the great minds! It is the FOUNDATION of all knowledge, and the

approach to acquirable knowledge.

Here is what modern Education doesn't *know*, and fails to teach:

What *is* MAN? WHY is man? What are the TRUE VALUES? What is THE WAY to the *most necessary* objectives—peace, happiness, abundant well-being? This BASIC KNOWLEDGE cannot be acquired by all the mental, inventive, mechanical, exploratory, observational or philosophical power of man.

This kind of necessary knowledge can be received only by *revelation*! It has always been accessible. Yet Science and modern Education gropes hopelessly in the dark, searching, researching, specu-

lating and philosophizing in vain for the acquisition of knowledge that can come only through the very source it rejects! Astonishing? Yes. Intelligent, rational? Well hardly!

In the WORLD TOMORROW we shall have world PEACE. There shall be universal prosperity. There will be knowledge of the TRUE values, and people will cease chasing the false and suffering the painful consequences. People will learn THE WAY to real happiness and find it. Life will be continuously interesting, comfortable, invigorating.

How will this be brought about? By a universal Education that will banish

ignorance, and teach these basics utterly omitted from today's education. And by the divine GOVERNMENT of the living Christ, whose Law and Authority is rebelled against today.

This basic FOUNDATION of all knowledge and right Education has always been accessible. But the great and near-great—the best minds—swayed by vanity, greed, and carnality, have spurned, rejected, and foolishly ridiculed it. Ambassador Colleges are pioneering in the Educational System of the WORLD TOMORROW. And a foretaste of that peace, happiness, and abundant well-being is literally radiated by Ambassador students.

This basic FOUNDATION of all knowledge is not rejected or ridiculed at Ambassador—its acceptance forms the FOUNDATIONAL POLICY of these pioneering far-advanced institutions of right learning!

Interested prospective students should write *immediately* for the College Bulletin for the two colleges in the United States. Students from the British Isles, Europe, South Africa and Australia should request the College Prospectus, with application forms, for the college in England.

To write the English campus, address: The Registrar, Ambassador College, Bricket Wood, St. Albans, Herts., England. For the U. S. college, address The Registrar, Ambassador College, Pasadena, California.

For the discerning student, admittance to one of the Ambassador Colleges would represent the opportunity of a lifetime. Based on the *right foundation*, these colleges are alone in making possible a true education in a world of half-truth and confusion.

Short Questions

(Continued from page 8)

They conceive of Noah as a sort of bearded hermit who had little or no education, and certainly must not have had proper tools to build a ship as large as the Ark. He may not have had gasoline-powered saws, hydraulic lifts, rivet guns and micrometers. But to assume that Noah had no nails, bolts, saws, axes and hammers is simply naïve.

Most fail to grasp the tremendous

size of Noah's Ark because they have never figured out its capacity based on the measurements given in your Bible!

Bible commentators do not all agree as to the specific size of the cubit used in building the Ark. Some suggest the 18-inch cubit, others a 21-inch cubit.

On the basis of a 21-inch cubit, *Peloubet's Bible Dictionary* states: "The ark would be 525 feet in length, 87 feet 6 inches in breadth and 52 feet 6 inches in height" (page 463). Some have calculated the displacement of the Ark would have been between 40,000 and 50,000 tons! It would have been the height of a 45-story building if it stood on end.

Comparing this to the largest, most modern luxury liners of today, the Ark may well have been LARGER than P&O Orient Line's *Canberra*, which has a displacement of only 45,000 tons gross!

But there was an older Hebrew cubit about 25" long. The Hebrew cubit used here would have made the Ark over 600 feet long, 100 feet wide, and 60 feet high! No small size! Its three decks (Gen. 6:16) would have contained an area of about 38 standard college basketball courts! Its volume would have been 3,600,000 cubic feet! This is the carrying capacity equal to 25 trains—*each one 52 freight cars long!* The Ark had this tremendous carrying capacity. Many think of the Ark as a small vessel—not realizing how LARGE it really was.

And now, how many animals were on the Ark? Notice that God told Noah there would be one male and one female of each *unclean* "kind" of animal and seven pairs of each *clean* "kind" of animal on the Ark (Gen. 7:2, 14). We need to understand that when the Bible speaks of a "kind" of animal, it is *not* speaking of what a scientist calls a "species."

For a Biblical proof of this fact, turn to Genesis 2:19-20. Notice a very important point: "And out of the ground the Lord God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof. And Adam gave names to *all* cattle, and to the fowl of the air, and to *every* beast of the field

..." The number of Genesis "kinds" were so few that Adam was able to easily give them each a name that day! This, in itself, tells us that the original Genesis "kinds" were relatively few in number.

With regard to the animals—the Bible definition of "Genesis kind" is much broader than the clever evolutionary concept of "species." The "Genesis kind" more nearly equates with the biological definition of a "genus."

Notice the facts presented in *The Genesis Flood*, pages 67, 69: "It is *unwarranted* to insist that all the present species, not to mention all the varieties and subvarieties, were represented in the Ark. . . ."

Remember, God is a practical God! God's instructions to Noah (Gen. 6:14-16), were very simple and left a lot of planning on Noah's shoulders. Noah apparently already had some experience in building large ocean-going ships.

With regard to adequate supplies of food and potable water (Gen. 6:21), Noah had received instructions from God. Eggs, for example, may have been obtained from many birds, milk from the cattle and goats, fresh meat from a variety of sources. And Noah could easily have stored fresh water in advance.

Remember also that God indicated that plant life was re-established quickly after the Flood (Gen. 8:11), and that Noah himself planted a vineyard (Gen. 9:20-21), indicating he had taken on the Ark grains and cuttings which could germinate with cultivation.

Most of those who scoff at the record of the Flood have never bothered to approach the problem as the Bereans did, willing to prove with an open mind "whether those things *were so.*"

Had Noah ever assumed the task was impossible, and had not worked for 120 years to accomplish it—where would you be today?

The simple facts PROVE the task was not impossible, and that Noah succeeded as the Bible records. If you would like more information on how to prove the Bible is God's inspired Word for mankind, write in immediately for the free booklet, *The Proof of the Bible.*