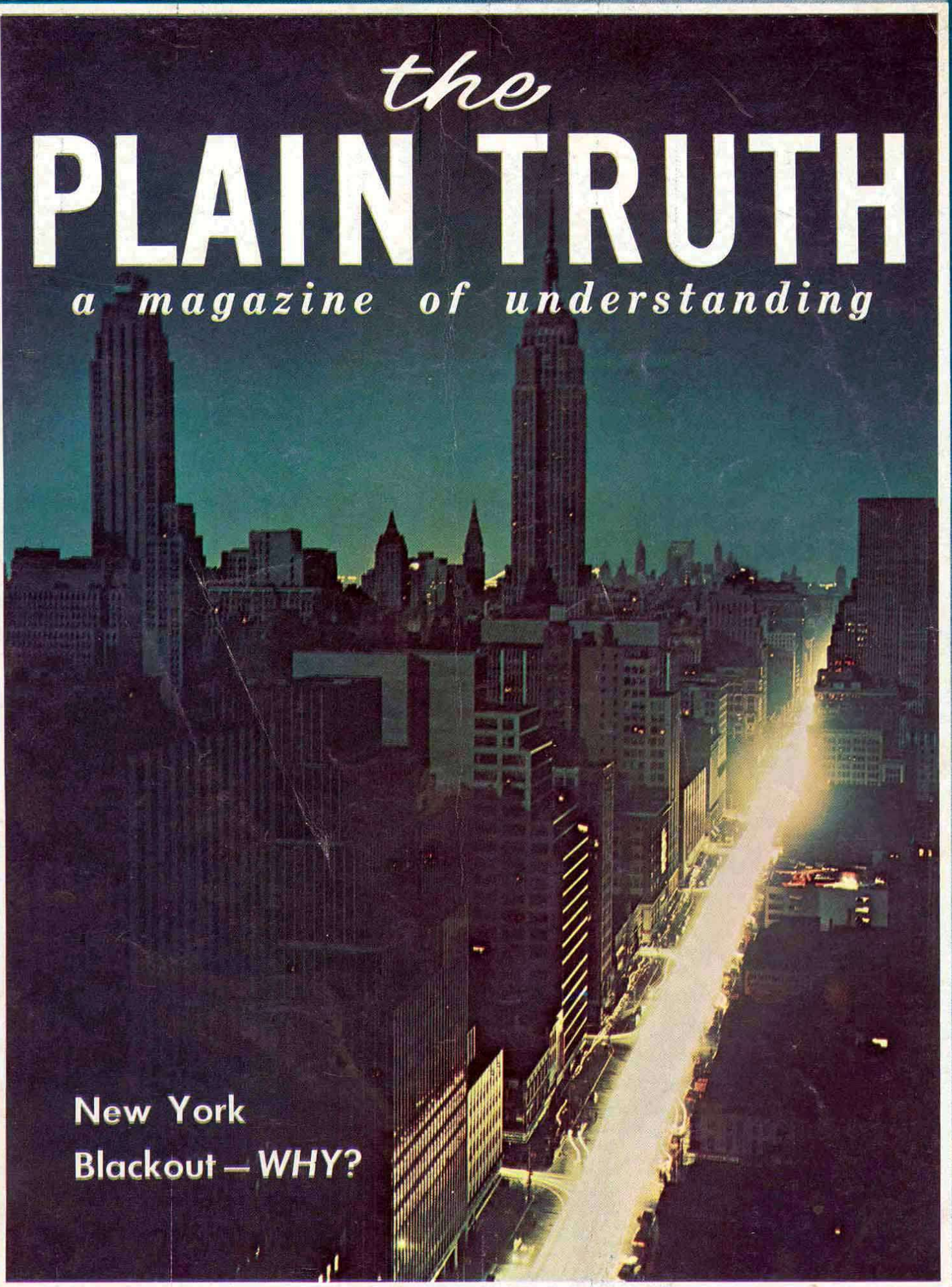


DECEMBER, 1965

the
PLAIN TRUTH
a magazine of understanding

New York
Blackout — WHY?



What our READERS SAY

A Printer Speaks

"Yes sir, please do renew my subscription to *The PLAIN TRUTH*. . . . Being a printer myself, I can appreciate the fine quality of craftsmanship of this publication, from pastepup to bindery. I also notice that the stock used in this publication is the best. Being left without my *PLAIN TRUTH* would be much worse than being left without my daily newspaper."

Harold J. J., Mableton, Georgia

Logic

"I am a sophomore at Drake University and am taking a course in Logic. The professor is a subscriber of your magazine and from time to time brings issues to class. Your articles are most interesting, your analyses are very well done and, for the most part, logically constructed. He has recommended my writing for a subscription."

John D., Des Moines, Iowa

From Around the World

"Your July Editorial in *La PURE VERITE* upset me, because I found that I was wrong on all points. I must admit that I have never read the Bible, partly because it was forbidden to me as a child, and also because I didn't know how to learn from it a practical lesson that's applicable to modern life. I would be very thankful to you if you would enlighten me."

New Reader, Geneva, Switzerland

"Please enroll my name as one of your monthly readers of your high class magazine, *The PLAIN TRUTH*. I would like you to know that *The PLAIN TRUTH* is so indispensable that one is incomplete without reading it monthly. Please, I look forward to seeing my own copies very soon."

Charles O., Owerri, East Nigeria,
West Africa

"As of this date I have not yet received my *PLAIN TRUTH* for this month. I hope another mailman has be-

come interested. Would you please send me a replacement of *The PLAIN TRUTH* gone astray?"

Norman W. C., Chicago, Illinois

• *Here it is.*

"I have read other booklets and papers recommended in your dynamic magazine, *The PLAIN TRUTH* and find all of your material straight to the point, lucid and sensible. Your material is not only TRUE, but written so plainly that anyone is able to understand it without much effort. It all makes such good sense, too."

Gilbert L. R., Marquette,
Michigan

It's Not for Sale

"Is there no way that I can find out the price of your magazine, yearly or monthly? My first letter said 'your subscription has been paid for by others.' Well, I don't want my subscription paid for by others. It's the best magazine I've ever read and I've read a number of them. I certainly want to pay for it—this thing of sending an amount every now and then I can't keep up with. I know your expense must be enormous. Couldn't you give me some idea of what I'm supposed to pay, for I truly enjoy reading your magazine."

Mrs. B. C. S., Pleasant Garden,
North Carolina

• *If you want to help someone else receive a prepaid subscription—that's generous of you. But we just can't let you pay for your own.*

Island Paradise?

"There is one thing that I am curious about, but don't think that I am mad at you. . . . One time you said, 'No nation is without illiteracy.' I would like to inform you that Iceland has an entirely literate population. Of course this doesn't include babies. Iceland also has no army, navy, no unemployment, and no national debt. So when you are

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the PLAIN TRUTH a magazine of understanding

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Personal from the Editor

SO NOW THEY'RE TALKING ABOUT the Educational Explosion. We've had atomic- and hydrogen-bomb explosions. They tell us that the population explosion of the next fifty years is an even more deadly threat. And now comes the cry of the educational explosion.

Absolutely nothing can be more important to YOU! The future welfare and even the existence of civilization is dependent on the EDUCATIONAL system.

Very few people realize this. Candidly, DO YOU? Don't be too sure!

When I was a boy, only 6% of 17-year-olds graduated from high school; only 4% entered college. Today, 71% finish high school, and 30% finish college. That is the educational explosion.

This month I feel it is necessary that I tell our readers around the world the plain facts that exist—facts you need to know—yet few do. Education is something we are prone to take for granted—without question. Yet—and I have said it before—something is criminally WRONG with today's system of education.

For example, here in the United States, much has been in the news recently about the attempt, in the state of Iowa, to FORCE the current brand of education on the children of the Amish people. The Amish are a religious sect. They live in isolated communities of their own. The sect is said to have originated in the sixteenth century in Switzerland. They are ultra-orthodox, and determined to preserve their sixteenth century way of life. They call the public schools "worldly."

To preserve their religion, and their primitive way of life, they have established their own primitive one-room country schools. The school authorities of Buchanan County, Iowa, claim these Amish schools—and their Amish teachers—fail to meet the state standards. For three years the public school

authorities have been harassing and pressuring the Amish people to send their children to the public schools. Recently school authorities, accompanied by a sheriff, took a 54-passenger school bus to an Amish school near Hazleton, Iowa, and attempted to take the Amish children by force. They failed. The children and the women sang "Jesus Loves Me," and the bewhiskered fathers quoted Scripture. The "worldly" authorities became confused and gave up.

Iowa's Governor Harold Hughes requested the local school authorities to desist until studies could be made of similar situations in other states.

Who is right—the old-fashioned Amish people, or the up-to-date "worldly" public school officials? The answer is, NEITHER!

I do not have all the facts concerning these primitive Amish schools. What is gleaned from the public press indicates their schools are, indeed, of low standards—even in such simple studies as the three "R's"—"Readin', Ritin', 'Rithmetic." And it does seem that religious liberty is supposed to be guaranteed by the U. S. Constitution.

On the other hand, I repeat, something is criminally WRONG with modern education. The educational structure of our day is supposed to be very "advanced." The standards are supposed to be high. These schools, including the colleges and universities, are supposed to be turning out highly educated and intellectual people—producing a high standard of civilization.

I say, "SUPPOSED" to be these things.

And, candidly, haven't YOU accepted this supposition? The modern school system has gained public acceptance. The people simply "accept" it as being just about perfect. To QUESTION this world's system of education, or its standards, would seem ridiculous. That's because people are prone to AS-

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Ralph Morse, LIFE Magazine

OUR COVER

New York City—immobile and in darkness. Skyline is visible against eerie background. Photo is a time exposure, which made headlights of slow moving autos appear to be brightly lit boulevard. In reality, city streets were in near-total darkness.

first the Kingdom of God, you will prosper! God has promised it. He will be your partner! Will you take God at His word?

Personal from the Editor

(Continued from page 1)

SUME—to carelessly TAKE FOR GRANTED without question whatever is popular—whatever has general public acceptance.

It's time we open our eyes—and our minds!

It's time we learn the PLAIN TRUTH about the school system. I repeat again: Something is criminally WRONG with this world's education. Many prominent educators realize this. Yet few of them grasp the *real* problem. Few comprehend *what* is basically wrong. But each does recognize that he is utterly powerless to *change* it.

The real trouble lies much deeper than even educators are aware. They themselves are the product of this system of education. They are steeped in it. That which is basically wrong they have absorbed, and to it they have given acceptance.

What is WRONG affects not only your child. It affects YOU! It affects your future. This whole society in today's world is the development of the leaders of today and of previous bygone years. And the leaders are and have been the product of education.

Actually education is preparing this world for COSMOCIDE—the blasting out of existence all life on earth.

WHERE is it wrong? Both in WHAT is being taught, and in HOW.

The primary evil in the HOW is simply this: from the first grade the child's education is a system of brainwashing. I have pictured it as a classroom of little pupils, each having a funnel stuck into the top of his head, and the teacher pouring out of a pitcher a concoction of ready-made ideas, theories, errors, facts and supposed facts, untruths and truths. It is a process of memory-training. The child is induced

to accept without question whatever teacher or textbook says.

But that is not all. After the turn of the century, educators followed John Dewey in the new theory that education should not be a preparation for life, but rather a part of life. By the 1930s, the system called "Progressive Education" was being adopted in elementary and secondary schools all over America. Soon textbooks were de-emphasized. The "modern" idea of experimentation and "self-discipline" became the vogue. But this quickly became a system of permissiveness. Teacher-discipline was abandoned. Children, left to "self-discipline," followed impulse. Too often the savage side of human nature asserted itself. Even male teachers found it dangerous to walk alone down high school corridors.

Finally, this year, we have had riots on college campuses. "Self-disciplined" students forced the resignation of the chancellor of a great university.

This very abandonment of discipline has retarded educational progress. Perhaps not many would realize the reason. In the three Imperial schools maintained by our organization—elementary and high schools exclusively for the children of our college faculties and our own employees—fourth grade children are able to do the work of sixth grade children in the public schools. The reason? DISCIPLINE! Our children are trained to pay close attention. They listen, when the teacher is speaking. They are taught to concentrate on the lesson at hand, in study periods as well as recitation periods. We guard against mind-wandering, listlessness, or developing lazy minds.

So much for the METHOD of instruction—the HOW. This is an editorial, not a lengthy book on all the varied points of educational techniques. But I do want our readers to grasp the basic truth that the educational method instills the HABIT of assuming—of carelessly taking for granted—without question—whatever is commonly accepted. Public or general acceptance does not make a wrong thing right. And the prevailing educational system *has* come to be taken for granted.

Now look at the WHAT! I am not

saying that everything taught in our educational structure, from elementary schools on through graduate work in the universities, is wrong. Far from it. When a teacher tells little Johnnie that two plus two equals four, he is, of course, right. But when the psychology prof teaches that human nature is basically *good*, he is wrong and is teaching error—no matter how hot-headed he may become if he reads this.

The most important BASIC knowledge that ought to be disseminated is the answer to the questions: *what is man?*—what is the *purpose* of life—what is its true *meaning*? Were we deliberately *put* here on earth by a Supreme living Creator? Does such a Creator exist? Is direct personal contact with God possible, desirable, or necessary? What has the reality of God, and the PURPOSE being worked out here below, got to do with us—HOW does it concern our day-to-day living, our well-being—our success? What is THE WAY to PEACE—between individuals, in the home, between groups, between nations? Are there definite LAWS of SUCCESS—and what *is* success? *What* are the TRUE VALUES—and how may we discern the false, and avoid them? What are the right GOALS in life?

The right answers ought to be the goal of education. Yet modern education does not disseminate *this* knowledge. Educators *don't know* the answers.

And WHY? Because they ignored and rejected the very FOUNDATION of all knowledge. All this most vital knowledge is unacquirable by man alone. It *has been* revealed. But revelation has been rejected and laughed out of school.

When a manufacturer markets a T.V. set, an electric washing machine, or an automobile, he sends an INSTRUCTION BOOK along with his product. The Great Manufacturer is God. He designed, made, and set on earth the human family. And He sent an INSTRUCTION BOOK along with His product.

Few know what the Bible really is. It is God's instruction book to humanity. It REVEALS basic knowledge not otherwise acquirable by man.

The Bible is NOT a book of sentimental religion, as most people think

of religion. It contains the FOUNDATION of ALL KNOWLEDGE—whether of science, of history, of psychology, of genetics, of sound business principles, of health (to eliminate the need of "medical science"), of international relations, of government, of family relations, of sex, of social science—the BASIS and the FOUNDATION of ALL branches of KNOWLEDGE. The Bible is the *starting place*. It provides the true APPROACH to the acquisition of discoverable knowledge.

Yet today's education was spawned in paganism, has been perverted by the so-called "German rationalism" which is atheistic and irrational, and degenerated into materialism by the demands of business, science, industry, and the professions. Today's education has rejected the very FOUNDATION of knowledge. In the guise of "knowledge" it gropes in ignorance. It disseminates only materialistic "knowledge" which is actually a mixture of truth and error, of fact and assumption.

The moment each of us was born, he knew absolutely nothing. Whatever knowledge he has entered his mind, subsequently, through one of the five senses. He was taught more or less blindly, and without question, to accept what is commonly accepted and taught—a mixture of truth and error. This is a fatal mixture. He started at zero. The farther he travels in the direction of false theory and error, the more he has to UNlearn, before he can get back to zero and start all over in the direction of TRUTH.

A RIGHT school education would start, of course, with a thorough training in the "Three R's," preceded by a right beginning at home. He would be taught the BASIC knowledge—the true values—the meaning and PURPOSE of life—the principles of righteous and good character.

Today's educational system, whether generally realized or not, is decadent. It is soon going to meet its doom, along with the man-made, devil-inspired civilization of which it is a part. A NEW system of education will blossom forth with the dawn of the World Tomorrow! It will teach the WAYS of world peace, or right living, of happiness, joy, and true success. It will produce

ABUNDANT LIVING—exciting, interesting, exhilarating—full of zest, stimulating, constantly enjoyable. There will be PEACE, happiness, abundance, JOY! And eternal life in the end!

Tomorrow's happy educational system already has been introduced—in the three Ambassador Colleges, where students radiate well-being.

The Big Blackout

(Continued from page 2)

checked to see if they were still functioning properly.

Some cried out in terror, thinking the "world has come to an end." While others calmly surveyed their surroundings, and then acted in thoughtful and orderly fashion.

What had actually *caused* such a mammoth "fuse" to blow out?

No one knew. Actually, it was days and even weeks later before the trouble was said to have been accurately traced. Communist saboteurs were no doubt pleased, whatever their part may have been.

Whatever the *cause*, millions were gripped by a deep and nameless *fear*. A power failure on such a mammoth scale had NEVER occurred before; not in all history. Further it just COULDN'T happen, in the minds of most—even including the engineers who had designed the modern new power grid serving the sprawling area from New York to Ottawa; from Detroit to Boston.

And a sudden breakdown in the fabric of the complex, electronically oriented lives of so many millions was SHOCKING! Suddenly, millions found they were living in a society which *controlled them*, more than one which they controlled. They found that machines, so long taken for granted as their servants, had suddenly betrayed them.

Few citizens, scrambling from offices and into elevators, or into taxis, buses and trains for the homeward dash, gave a moment's thought to the huge power "grid" serving nine states and three Canadian provinces.

Walking beneath the blazing lights of Times Square, or down the brilliantly lit 5th avenue, no one thought

for a moment about where all that power was originating.

Millions were unaware there *was* any such thing as a power grid, allowing various utilities companies to borrow power from each other during peak hours.

But that evening, the huge Consolidated Edison, with a normal generating capacity of 7.6 million kilowatts, was borrowing 350,000 kilowatts from upstate, in addition to the 4.5 million it was producing. This was normal—the same procedures that had been used week after week, month after month. Nothing had ever gone wrong before.

Other components of the massive grid were doing the same. Borrowed electricity from hydroelectric sources upstate was cheaper than the power generated by giant diesel and gasoline engines—and so The Orange and Rockland Power Company and others were doing the same thing—receiving power from upstate while their own generating plants remained idle.

Built into the massive power grid were elaborate safety devices. Should any one component begin a sudden and excessive drain of power, other components would be drained of power. These would, in turn, call for more power from the first component, beginning an eerie electrical chain reaction, or "cascade effect," which would cause automatic shutdown of components all over the grid.

Each night, according to normal procedures, the big electrical companies begin preparing for the massive step-up in electrical demand. All over the sprawling area, millions of lights would glare; millions of TV tubes would be turned on; millions of thermostats would click millions of heating plants into action. Millions of housewives were warming up electrical stoves, turning on lights; and the big transit companies began running their usual extra number of trains during the height of the rush hour.

But somehow, somewhere in the Niagara frontier of the grid, a large chunk of the power input system was somehow cut off. The mechanical "brains" operating the complex system rebelled instantly. Computers clicked and whirred—safety cut-off switches