

the
PLAIN TRUTH
a magazine of understanding



**SPARKLING EARTHRISE
OVER BLEAK MOON**

What our READERS SAY

Laws of Radiant Health

"Say, about those WORLD TOMORROW broadcasts and the articles in *The PLAIN TRUTH* about the laws of radiant health—they're just great. My health has shown the difference. I am a chemist and have been aware of the many additives in today's prepared foods and have realized that a definite hazard did exist, but did not act upon this knowledge because of the assumption that these bleaches, whiteners, fresheners, and preservatives were unavoidable. To a large extent they are unavoidable, but fresh apples, oranges, bananas, carrots, and dairy products and pure honey are readily available the year around. What a difference just these few make."

A. C. H.,
Baraboo, Wisconsin

India's Uncertain Future

"I am a Secondary School teacher in a rural area of India. I am Hindu and my mother tongue is Hindi. I have love and regard for my religion and culture. Most of us think Islam and Christianity an enemy to our culture and religion. So, a sense of hatred prevails among most of us against Islam as well as Christianity.

"Now *The PLAIN TRUTH* has forced some of us to rethink and revise our opinions. Your magazine tells frankly that the problems that humanity is facing are universal. Your analysis of the problems is also universal; above the differences of different isms and religions. Nearly twenty of my friends have gone through the magazine. In rural areas they are doctors; agricultural officers; executives; school teachers and a few educated villagers. The articles which picked up wide discussion among us are, 'Who is Really for Law and Order?', 'But do Educators have the Answers?', 'Marriage Soon Obsolete,' 'College for What?' and the booklet, 'Hippies—Hypocrisy and Happiness.'"

N. K.,
Bihar, India

"I am an Indian, resident in Malawi and it was only recently that I came across a copy of *The PLAIN TRUTH* through a friend.

I was so much interested to read your Special Report "INDIA TODAY" that I now venture to ask you if it would be possible for myself to be included on your mailing list? No doubt, you will understand my interests in your article because of the true facts about India, and my complete agreeing to your views as being an Indian and in this way, favourably compare reading your magazine rather than *Newsweek*, *Time* etc., which do not always convey a true report".

J. C. T., Malawi

Some Educators Know

"I showed *The PLAIN TRUTH* to the professors in my department at Miami University (educational administration), and they unanimously endorsed your magazine as a 'must' for educational leaders. Would you please place this department on your mailing list?"

Arbie W.,
Oxford, Ohio

"As a teacher of teen-agers who have many problems, I seek help too in answering their questions. This is my forty-second year of teaching. I find they have never had more problems nor more questions."

Ethel S. A.,
Rochester, New York

• *And how's your supply of answers holding out?*

"While visiting here at Cornell University I came across a copy of *The PLAIN TRUTH* in the library and was totally enthralled by your article on evolution. Darwin, himself, admitted the faultiness of his theory, and now, using the example of the bee, you have disproved his faithless ideas. The scientific

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Personal from the Editor

IN THIS MONTH'S *Personal* I want to make plain for our readers a few of the reasons WHY it has been possible for radical leaders to create chaos and violence on campuses in more than 22 countries.

At last count, *The PLAIN TRUTH* News Bureau map shows 235 college and university campuses in the United States alone where student disruptions of college academic activities have occurred — organized marches, protests, sit-ins, riots, violence.

I have explained before in this page WHY radical leaders are stirring up this disruption and violence — their ultimate aims — WHO they are — and even HOW they operate. But these "New Left" agitators would not be able to win a following and accomplish disruption unless there was SOMETHING VERY WRONG in modern education.

I have explained before, also, WHAT is wrong with modern education. I have explained the MISSING DIMENSION in education. But there is more that is wrong.

And that is in the organizational system today operating on major university and college campuses. Any government, organization, operation or activity without a directing, governing HEAD is riding to disaster!

Today, from campus neighborhoods, from state legislatures, from business corporations seeking to recruit employees and future executives, from the armed services seeking military leaders, from donors of funds, from congressional committees, from church groups, from the press, from the police, the exasperated, indignant cry goes out:

"WHO'S IN CHARGE, THERE?"

Also from inside campuses — from students, from faculty, from administrators, from even presidents and trustees — from alumni — the bewildered, confused, perplexed question comes: "WHO'S IN CHARGE HERE?"

We hear about the "highly organized" system of higher education in our complex and highly organized modern society.

If these colleges and universities were *rightly* and efficiently organized, all this campus disruption would be impossible.

You hear of the "genius of the modern higher educational system." But "genius" is often lopsided and off balance. Elbert Hubbard quipped, "Genius is 1 percent inspiration, and 99 percent perspiration."

Here is a potential for the Communist radicals seeking to overthrow the governments of not only the United States, but the entire Western world, offering them a lucrative field. There are now almost seven million students enrolled in U. S. colleges and universities alone — perhaps proportionate numbers in other non-Communist countries. They are tomorrow's leaders.

The diabolical New Left plot to demoralize and destroy the Western society started with college and university disruption. It is now being carried into high schools and preparatory schools. Corrupt the youth of a society — especially that great segment being trained for future leadership in the higher schools — and you destroy the society!

These educational institutions are society's very SOURCE for developing SOLUTIONS for society's problems and humanity's ills!

But, again to the BIG QUESTION: "WHO'S IN CHARGE?"

We would suppose, according to organizational patterns, that the top authority in a college or university would be the trustees, or the regents. There are about 25,000 of them in the United States alone. These are the top legal authority. But what is happening in actual practice? Do they, in practice,

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NASA Photo

OUR COVER

One frame from a thirteen-frame sequence of an earthrise taken by Apollo 10 astronauts from the Lunar Module. When the photographs were taken, the spacecraft was racing across the lunar highlands at approximately 3100 miles per hour. The earth rises bright and lifelike in sharp contrast to bleak moon surface in the foreground. Astronauts called the earthrise magnificent. Apollo 8 astronauts called the moon depressing, bleak, lifeless.

exercise authority? Are they *really* in charge?

After the student uprising and violence, 1968, at Columbia University, William S. Paley, a trustee, and also chairman of CBS, said: "It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively, rather than compulsively and violently. . . . Legally the university is the board of trustees. . ." WHY? Because legally the board of trustees is IN CHARGE — in authority. Whoever is in real AUTHORITY is the university. ". . . but actually," he continues, "it is very largely the community of teachers and students."

In other words, the trustees have weakened and in practice relinquished their authority to the teachers and students. He continues:

"That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete. . . ."

For the top authority to question teachers and students, to learn their attitudes and ideas, to carefully consider them, arrive at a judgment, set a policy and enforce it is one thing. That we do at Ambassador College. It is the *responsibility* of the board of trustees to set policies not only, but to set them with wisdom — to set them *rightly* — and then to exercise enough power to administer them without interference. It is then the President's job to administer and *enforce* them.

At Ambassador we have no disruptions from within. No student discontent or revolt. No faculty disagreement or opposition. There is a reason. The first year of Ambassador College, 1947-48, it was necessary to employ instructors trained in the system of this world. The board of trustees, and I, as Chairman, had set out to found a different kind of educational institution — one supplying the MISSING DIMENSION. The trustees, myself and our Co-Workers who voluntarily supplied the funds, were determined to correct criminal errors in the existing system of education. There was, naturally, some opposition from teachers inoculated with traditional educational evils.

But I, with the trustees and the donors solidly behind me, was IN AUTHORITY. We exercised that authority. Some of those teachers were no longer on our payroll the second year. We knew what we were doing, and we knew it was right. We hewed to the line. Dissenters had to go. At Ambassador College, the top authorities, in whom the government is legally invested, govern. It is authority from the top down, not from the bottom up. Students come here to learn — to receive what they know we have to give, not to teach us.

On the other hand, if we did not keep abreast of student attitudes, needs, and welfare — if we gave them *reason* for grievance, we might expect opposition. It is our responsibility to remove all just reason for student discontent or revolt.

James M. Hester, president of New York University, has been quoted: "Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

So today, trustees almost everywhere — except at Ambassador College — are re-examining their role in college government. This is the typical TREND in American and British thought and action today. The United States, for example, possesses more POWER to back up its authority than any nation in history. Yet little fourth-rate nations can steal U. S. Navy ships, and shoot down U. S. military planes with impunity. The U. S. government is AFRAID to exercise its POWER.

In a Biblical prophecy there is a news forecast come true: "And I," says God, "will break the pride of your power." This nation has disobeyed its God. It has lost all PRIDE in its great POWER! It is afraid to WIN and thus end the war with little North Vietnam!

But now how about the college or university presidents?

On an average of every eight years trustees or regents face the problem of choosing and hiring a new president, to administer their policies. Frequently,

in the U. S., some 300 colleges and universities are simultaneously looking for new presidents.

The president's job is to provide administrative leadership, to enforce policies and rules. Unless there is this leadership, and this enforcement, the institution will run downhill. Most colleges and universities are running downhill!

The president has the responsibility not only of leading the faculty and student body. He also must take care of money raising and business management. He has a budget to worry about. But Britain and America are sold on the idea of government directed from the bottom up. Radicals have stirred dissent in vocal and active minorities of students and faculties. They revolt against "authoritarianism" as they did at Columbia.

So presidents are becoming timid, gradually relinquishing disciplinarian powers. Faculties and militant student minorities are taking advantage of this weakness and tendency toward appeasement. After all the chaos and disturbance and violence at San Francisco State, Acting President S. I. Hayakawa, after having confronted student dissenters head-on, exercising decisive authority, re-opened the institution under police protection. Then he considered dissidents' demands, and stated, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations. . . ."

So, it seems, everywhere authority at the top is capitulating to the dissenters bent on destroying society and overthrowing the governments!

So, WHO IS IN CONTROL?

Dean W. Donald Bowles of American University says: ". . . the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty."

So what is emerging?

A relinquishing of power and control at the top. A loss of pride in our power! A tendency toward government dictated from BELOW. For those who need to be taught and governed, a tendency to rule over their superiors, and

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Personal from the Editor

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dictate *how* they would like to be governed.

McGeorge Bundy, former member of the Kennedy team at the White House, and president of the Ford Foundation, says the college president is becoming the agent and not the master of the faculty.

It's the same principle of the Biblical prophecy come true in our time: "... children are their oppressors, and women rule over them. O my people, your leaders mislead you, and confuse the course of your paths" (Isaiah 3:12 RSV).

Today a far larger minority of college instructors than is realized have fallen into the snare of the Communist line. These are joining in student revolt.

WHO IS IN CONTROL?

Look now to the students.

Most of them are not Communist. Most, even of those participating in revolt and violence, probably do not realize they are the dupes and victims of the NEW Communist revolution. I have reported before, in this *Personal* feature, how the "New Left" leaders are schooled in arousing emotional resentment against "the Establishment," and inflame them into revolt and violence. They are instructed to fan the flames of *any* grievance, real or imagined.

The number-one grievance seized on by the SDS (Students for a Democratic Society), (whose real aim is the destruction of Western society and the overthrow of the "free world" governments), is the Vietnam war. The second most common grievance built up to emotional protest and revolt, is resentment against dormitory regulations. This has largely been centered on desires for unrestrained sex. In some campuses they have won the right for girls to sleep all night with boys in men's dorms, or for men to spend the night with girls in girls' dorms.

The major objective of the SDS is not college or university reforms. That

is merely the stepping stone — the means of recruiting dissident students and converting them into radicals and agents of violence. They are out to overthrow American, British, and Western European society as a whole — to overthrow the governments.

Founded in 1962, there are now some 35,000 SDS members on 350 U. S. campuses. They are not generally dullards, but among the sharpest, brightest students mentally. They are the lop-sided, unbalanced, mixed-up intellectuals. They see some of the things that are wrong in education. They have been emotionalized into exaggerated grievances. They have come to *believe* that society today is corrupt.

The BIG ERROR? They are grasping at the WRONG SOLUTION!

Or, better stated, NO solution!

An SDS member is quoted as saying, "We can't explain what form the society will take after the revolution. We'll just have to wait and see how it develops."

They speak of "THE REVOLUTION!" In 1917 similar young intellectuals spoke of, worked for, and brought about "THE REVOLUTION" in Russia.

Make no mistake! This is a plot, active and growing like wildfire, TO OVERTHROW THE GOVERNMENT and ALL SOCIETY!

But — what then? THEY HAVE NO SOLUTION! They are mere vultures — buzzards bringing about and feeding on destruction, death and decay! But if you'd like to know what WILL happen to society in the very near future — perhaps no more than seven to ten or fifteen short years — you might write in for the free booklet, attractively illustrated, *The Wonderful World Tomorrow — What It Will Be Like*. It may not be what you would expect. But COMPARE that which is CERTAIN with what these "New Left" radicals offer you!

Finally, in most colleges and universities, "WHO IS IN CONTROL?"

The answer, to quote a university alumnus magazine, "is at once simple and infinitely complex: The trustees are. The faculty is. The students are. The president is." Or, should we say, the revolutionist SDS is!

But NOT AT AMBASSADOR COLLEGE!

What our READERS SAY

(Continued from inside front cover)

data you presented was accurate (I checked my biology textbook); your style was clear and your message was true. I hope to read more of your works, and perhaps you could send me a subscription to your fine publication."

Silas F.,
Milton, Massachusetts

"As I am a high school teacher and am very interested in your magazine called *The PLAIN TRUTH*, I wish you could put me on your mailing list. I found out about your magazine through my pupils. I was giving a lesson on Japan. One of my pupils brought your magazine on Japan. My! but it was staggering plus all the other articles in it. Most educational! I can't fathom how such a magazine of quality and information can be free. It's wonderful."

B. E. C.,
Doorn, South Africa

Berkeley Critic

"Please discontinue my subscription and further affiliation with your magazine. I appreciate the thought, but my time is too valuable to waste reading a reactionary magazine. The paranoia expressed in its pages is incredible! I suggest that you and your staff seek the help of a reputable psychiatrist at once."

Mrs. Vicki G.,
Berkeley, California

• You're from Berkeley? And you appreciate our *THOUGHT*, but call us *REACTIONARY* and *PARANOID*? Hmmm...

Sex Explosion

"I am getting married to a fellow student... in Glasgow 'shotgun style'. Your article on 'The Sex Explosion — Issues and Answers' struck home to the core. I am setting out on the 'greatest adventure in life' on a very shaky foundation. I have also brought shame on