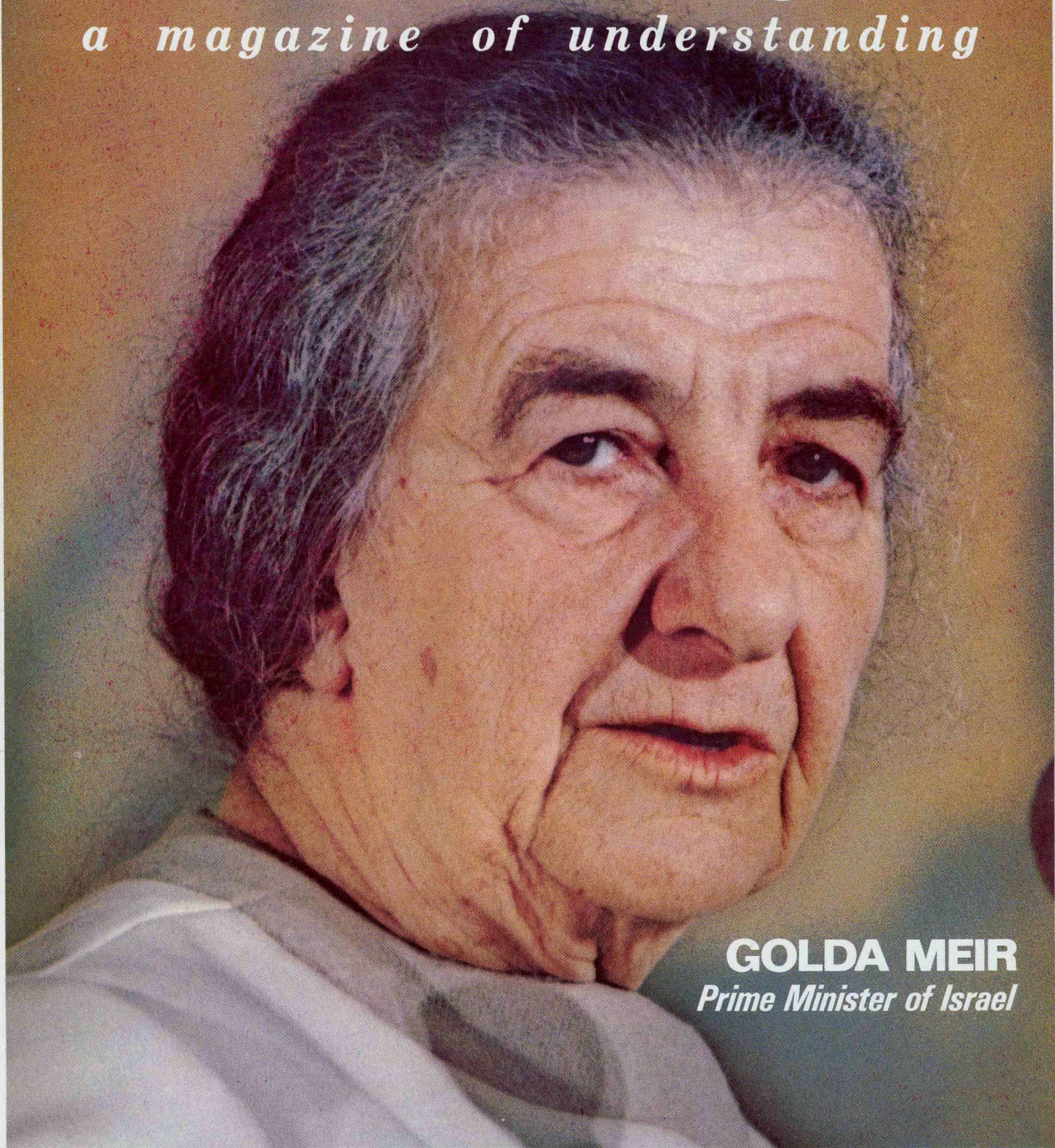


*the*  
**PLAIN TRUTH**

*a magazine of understanding*



**GOLDA MEIR**  
*Prime Minister of Israel*

# What Our READERS SAY

## The Plain Truth

"It occurred to me the other day that I must write to you and thank you and your PLAIN TRUTH staff for its fine magazines. Very honestly, when I just began receiving it several years ago, I was horrified at the approach of its articles. They were too much for me. But as time passed, I realized you people simply were telling it like it is, nothing held back."

Mrs. C. C. C.,  
Warner Springs, California

"I admit that I do not agree with every aspect, opinion or attitude you adopt, but that is precisely why I need *The PLAIN TRUTH*. If I were in total agreement with every word you published, then I would not need you, would I??? No, when I come up against something with which I disagree, then I must retire to think; 'Where have they gone wrong, or where have I gone wrong?'"

A. J. L.,  
Irish Republic

"Last evening I received the March issue of *The PLAIN TRUTH*, and as usual, promptly read it from cover to cover. I always enjoy each issue, but truthfully the word for this one is 'powerful.'

"One of the most important features to me is that you not only set out the facts and source, but you also offer and suggest solutions to problems as they exist for each of us today. We can read anywhere and everywhere about the problems, but rarely does anyone venture a suggestion as to what can be done about them."

Mrs. Neil B.,  
Denver, Colorado

"Please discontinue my subscription to your magazine *The PLAIN TRUTH* as I strongly disagree with many of your conclusions on world matters and in general find them rather pessimistic. I do not believe that the condition of the world can be improved merely by a return to a simpler life. Technology has got the world in this mess and technology is required to get out of it. Thank you, however, for some interesting, if depressing, reading."

John B. W.,  
Auckland, New Zealand

"After reading several issues of your magazine I felt a surge of hope build within myself. I don't feel as though some author has tried to force his opinions on me."

Thomas A. J.  
Seattle, Washington

"When I first read *The PLAIN TRUTH* I was not impressed overmuch and skimmed through the articles whose dramatic use of capital letters and italics irritated me. I'm not sure whether it is my attitude that

has changed or the magazine. Either way, I am now very grateful to whoever pays for my subscription for giving me the opportunity to benefit from your most valuable magazine."

Miss R. J. B.,  
Surrey, England

## Personal from the Editor

"This is with reference to your 'Personal,' March 1971 and, especially to paragraph 3, column 3, page 48 — 'And the accompanying higher wage scale — became the highest standard of living in the world.' True!

"Then you mention the featherbedding fireman. I have wondered many times what would happen if the lone engineer dropped dead. Why a co-pilot on aircraft?"

"After the general strike in San Francisco in the middle thirties, my pastor intoned, 'Be content with your lot.' At the time I was building busses, piece work. I worked hard to make 70 cents per hour. I worked harder to make 75 cents per hour. When contracts were renewed, I continued at the accelerated speed to again make 70 cents per hour. By this continuing system, I was forced to join the union."

O. A. B.,  
Santa Cruz, California

## "Permissiveness"

"I recently finished reading the article on 'permissiveness.' It was very enlightening. We are trying to raise our family in a non-permissive, but loving and Christian, home. Yet there are times when we look around us, when there is the attitude of permissiveness in every corner of society, and wonder if we are living in the wrong times."

Mrs. Fred C.,  
Cincinnati, Ohio

"There's not much difference between the word 'freedom' and the word 'permissive.' I've been an active American citizen by birth for the last 50 years and I've lived and worked all over these states and I say if anything we're nowhere near permissive enough to be called 'free men.' The criminal types operate with as much vigor in the most oppressive societies as in the most permissive."

Stephen L.,  
Palmdale, California

## "What Ever Happened to Father"

"I just finished an issue in your March edition, 'What Ever Happened to Father?' was in it. I just started to subscribe to this magazine and this is my third edition but it was the best article I've ever read. It made me think as I was reading it. It made me want to run right downstairs (I'm in my room) and start talking with my parents. But the feeling's kind of gone. I went downstairs to get a pen to write

(Continued on inside back cover)

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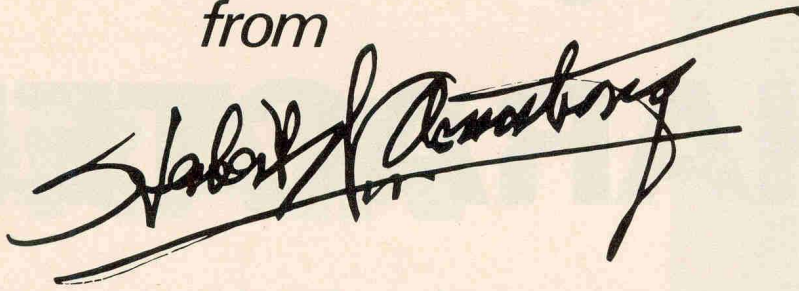
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# Personal

from



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## Visit With Prime Minister Golda Meir

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**I**S IT SIGNIFICANT of this time, that growing girls and young women are reflecting increasing qualities of leadership, while young men are evidencing less and less?

Every college president, I am sure, has become painfully aware of this modern trend. The young people born since World War II are, indeed, a new breed.

Today three nations, one of them modern Judah, are ruled by woman Prime Ministers. They are: Mrs. Golda Meir, Prime Minister of Israel; Mrs. Indira Gandhi, Prime Minister of India's 550 teeming millions — second largest population in the world — and Mrs. Sirimavo Bandaranaike, Prime Minister of Ceylon.

In the past few months I have had personal meetings with two of these ruling women — Mrs. Meir and Mrs. Gandhi. Each told me of the overwhelming problems that beset her. It seemed to me that these problems are too stupendous to have to come crashing down on the shoulders of a woman.

Never before has the whole world been embroiled in such weighty, apparently unsolvable problems. It is indeed a frightening world in which we live today. The fact that these are women of exceptional abilities does not lessen the burden.

I have said before, and I say again, Jerusalem is destined to be the focal point — the nerve center — of world news from here on out. And on the human level, the destiny of the Israeli people is presently in the hands of a woman.

What are the crushing problems that confront her?  
What kind of woman is Mrs. Meir?

### Talking With Mrs. Meir

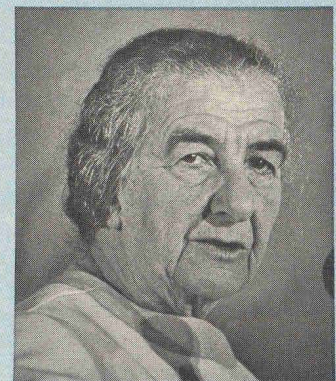
I am able to answer both questions much more intelligently since spending forty-five minutes with the Prime Minister in her executive office last February 7th. She told me her problems, and how she views them. And after this personal contact, seeing and hearing her at close range, I understand much better than before what kind of woman she is.

Of course I was previously aware generally of Israel's

(Continue on page 41)

## In This Issue:

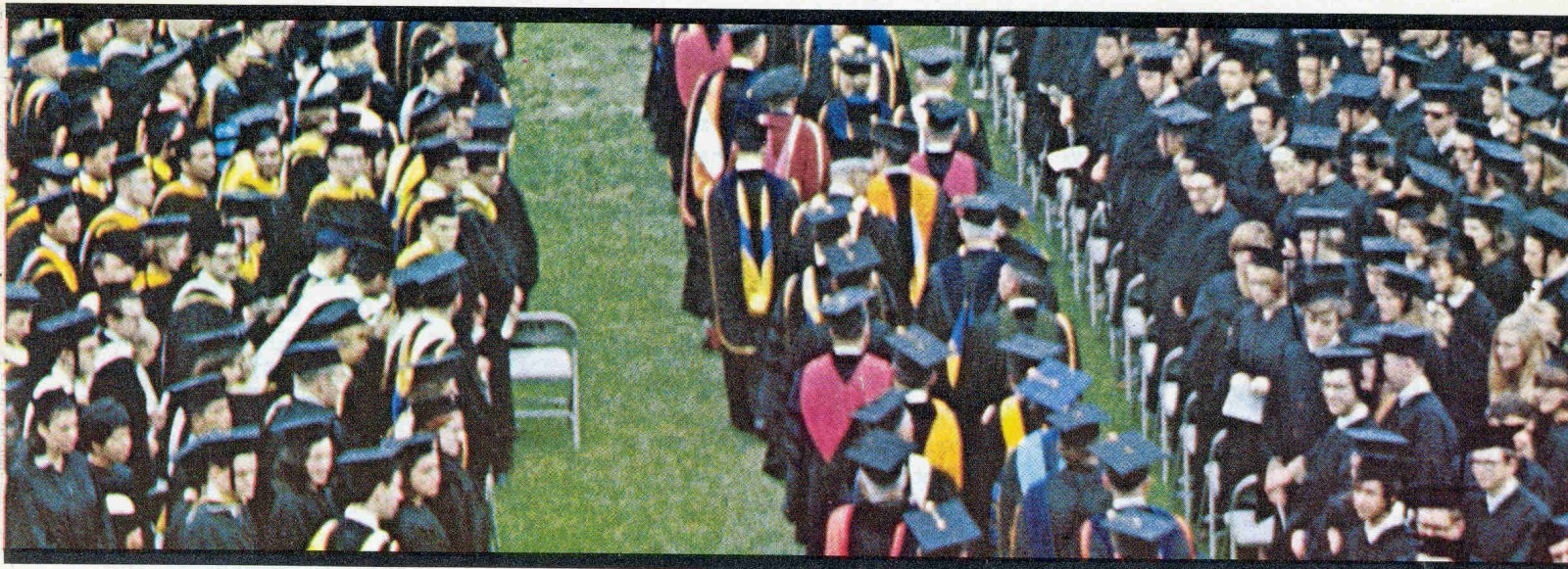
What Our Readers Say . . . . .	Inside Front Cover
Personal from the Editor . . . . .	1
Our Shocking Character Drain . . . . .	2
"Let My People Go" . . . . .	6
What's Wrong With the World's Economy? . . . . .	9
Advance News . . . . .	15
Surprising Origin of Modern Education . . . . .	17
Marijuana on Trial — New Evidence . . . . .	22
Mercury Pollution — Threat to Global Environment? . . . . .	24
Why Churches are Losing Influence . . . . .	29
What YOU Can Do . . . . .	35
How Rome Destroyed North Africa . . . . .	37
TV Log . . . . .	44
Radio Log . . . . .	45



Brack — Black Star

### ABOUT OUR COVER

Golda Meir was born in the Ukraine but spent her youth in the United States, graduating from the Teacher's Training College, Milwaukee, Wisconsin. She emigrated to Israel in 1921. Mrs. Meir was among the signers of Israel's Declaration of Independence. In September 1948, she became Israel's first Ambassador to the Soviet Union. From 1956 to 1966 she held the post of Foreign Minister. Mrs. Meir became Israel's third Prime Minister, in 1969, at the death of Levi Eshkol.



Ambassador College Photo

# *The Surprising Origin of* **MODERN EDUCATION**

**More students than ever before are entering a college or university. Yet almost none knows the TRUTH about how this system of higher education developed — its RECENT DRIFT — and why the system is even now becoming obsolete.**

by Herbert W. Armstrong

**T**HOUSANDS of high school seniors, as well as hundreds of disillusioned university students all over the world make final decisions about COLLEGE every year THAT WILL VITALLY AFFECT THEIR ENTIRE LIVES!

The WRONG decision may mean failure — unhappiness — frustration for LIFE. Girls, as well as men.

If I were a young man or young woman, either already *in* a university, or now at last *ready* for college, I would most assuredly give sober and solemn THOUGHT to the things I want to say to you here.

I would want to think seriously about WHY so many college graduates, after

having already acquired a Bachelor's or Master's degree, feel that the university failed to give them what they really NEEDED, if their lives were to be successful, completely satisfying.

I would want to look, searchingly, into the REASONS behind the thousands of FAILURES in life by college graduates — and why even *most* who do achieve moderate or even rich financial status *still* find their lives UNHAPPY, far short of the completely *gratifying*, rewarding sense of satisfaction they had anticipated before entering college.

I would want to find the reasons WHY SO MANY COLLEGE GRADUATES MAKE FAILURES IN MARRIAGE —

failures in child rearing as parents.

I would want to know WHY so many, whose *minds* have been trained and filled with technical knowledge in specialized fields, still are emotionally immature, morally and spiritually mixed up and confused, still plagued with a feeling of inadequacy, uncertainty, inferiority, insecurity — even frustration.

Yes, WHY?

WHAT IS IT that these millions, who spent four, six or more years in “higher education,” find they failed to obtain at college?

It is, plainly and simply, that they were not given the *most important* knowledge and experience needed for a balanced, well-rounded, happy, *abundant* life that is *really* successful!

May I just speak *personally*, intimately, as I would in a face-to-face, heart-to-heart talk if you should come to me and ask private and personal advice

about this problem of going to college, and HOW to be sure you choose the right one?

I have jokingly said, many times, that, like Jack Benny, I am only thirty-nine. But there has been a note of seriousness in that, for that is how I *feel* — even though I am now well past the allotted threescore and ten.

But I have *lived*, as few men ever have. I have lived an active, dynamic, much-travelled, fast-moving life. And today I look back, with deep and very gratifying satisfaction, on a life of accomplishment that has been full, abundant, interesting, even exciting, but always rewarding. Of course there have been problems to solve, obstacles to hurdle. There have been, too, disappointments and setbacks, for those come to every life. They are the training ground of character.

But I have come in contact with numerous men supposedly "successful" by generally accepted standards — men who headed great and vast enterprises, men whose bank accounts were full, but their lives *empty!*

I have known scores of multimillionaires — nearly all of them unhappy! Most certainly I do not consider poverty a criterion of success, but after knowing so many hundreds who became financially affluent, neither do I consider acquisition of MONEY a proof of success. There is *more* to life than earning a living, though that is *one* of the necessary requirements.

And I have known wives of financially "successful" husbands — career women — some who reached the top of the social ladder. They, too, were unhappy, discontented.

But WHY are most people, even though affluent in money and material goods, still *failures* in LIFE — still UNSATISFIED — frustrated — unhappy?

Should YOU not look forward to something better than that?

If you do not *do* something about it NOW, it will be too late.

When I was only twenty-two, I was sent throughout the United States as the "Idea Man" of a national magazine — interviewing businessmen, studying, analyzing merchandising and general business conditions, learning why one man makes a success, another a failure,

in the management of his business.

All my life since, I have studied the CAUSES of success and of failure *in life* — the REASONS for so much unhappiness.

And when, more than twenty years ago, it became my privilege and responsibility to found an institution in the field of higher education — Ambassador College — I talked about these problems with a number of educators of good rank in this business of education. I discussed with them the facts that I had found so many college graduates to be actual failures in *life*, not knowing how to live it, even though many were financially "successful."

Said Dr. Packer, Chancellor of Higher Education for the State of Oregon: "Mr. Armstrong, I envy your great opportunity. We *know* there are serious evils in our educational system. We *know* it is gripped tightly in the clutch of a vicious materialism. Those of us at the head of some of these large and vast educational organizations are also in the clutch of that system — even though we see the evils, we are powerless to change them. But, you, Mr. Armstrong, are not bound by these fetters of tradition. You are FREE to start anew — to RECAPTURE THE TRUE VALUES — while retaining all that has proven *good* in educational experience."

Dr. Packer by those words set the motto of Ambassador College — RECAPTURE TRUE VALUES!

What, after all, is basically, criminally, WRONG?

First, above all else, people are groping in the dark, not knowing THE TRUE VALUES!

The millions of even the supposedly "successful" are spending lifetimes of precious hours and strenuous efforts toward wrong GOALS, false VALUES, that fail to pay off! It's like devoting the energies of a lifetime chasing the pot of gold at the end of the rainbow — groping, open-mouthed, for the mirage on a blistering hot desert.

Do you want to struggle through life in that manner, only to end up frustrated, disillusioned, too late to start all over again?

Life is a pretty serious thing. You only live it ONCE!

What, then, is it that these hundreds

of university students and graduates discover they have *not* gotten in college — WHY do they come to Ambassador College?

They have failed to obtain the very BASICS of education — the basic FOUNDATION for living!

The *basic*, most necessary things you need to learn are the real meaning and PURPOSE of life — WHY we are alive, the TRUE VALUES, distinguished from the false (few, if any, of the greatest educators and wealthiest millionaires have ever learned this), and THE WAY — the HOW — that brings peace, happiness, abundant well-being.

There is a CAUSE for every effect. There are REASONS for unhappy, frustrated lives — among those who are "successful" financially, socially, politically, or in usual channels of life. There is a REASON for lack of PEACE in the world: The heads of government *do not know the WAY* to peace! If they did, would we not *have* a little of it?

Just training the intellect is NOT ENOUGH!

Technical training in a line of specialization is NOT ENOUGH!

Millions have obtained that kind of education — but it has led to unhappy and unsuccessful lives! It has not prepared these "educated" for *living!*

### It's Time to THINK About This!

Two students graduated, then received Master's degrees from one of the most famous universities in the world. They said they had spent the best years of their lives cramming into their minds useless or DEAD knowledge — knowledge they could not now use. Then they studied at Ambassador College, where they learned the *true meaning* of life, the real PURPOSE for their existence — the real cause and meaning of world conditions, and HOW to adapt and adjust for the drastic changes coming in the immediate World Tomorrow.

Whether you are already in college — or high school — or long past both, you need to THINK about these facts!

### LAWS of Success

There is a CAUSE for every result.

If your life is to be TRULY successful,

you must find and apply the CAUSE of that satisfying happiness.

There are definite *laws* that determine success or failure — happiness or unhappiness.

The very first law of success is to have, and diligently pursue the RIGHT GOAL! The *second* is EDUCATION — *preparation* for that right goal.

I have known scores and scores of people who had success in achieving *their goal*. They applied diligently the second, third, fourth, fifth and sixth of the seven *laws* for REAL success. Well, perhaps many rather neglected the third law, which is good health. To have good health you must know the *laws* of good physical health — the physical *laws* of body and mind that regulate physical health. And you must apply them.

The fourth law I call DRIVE. Initiative, self-propulsion, prodding the self, *driving* on, instead of letting down. The fifth is RESOURCEFULNESS — the ability and confident determination to *think* the way through, over, around or past every problem, obstacle or difficulty that comes in one's path. And life will be full of these. They stop and defeat the irresolute, the shiftless, the unthinking, those lacking resourcefulness. The sixth is perseverance — stick-to-it-iveness — refusal to give up or quit. (And if you want to know what the seventh one is, send for your free copy of the full-color booklet entitled *The Seven Laws of Success*.)

Yes, those regarded as successful in the world have practiced these rules — and they have attained their goals. But that has not always been real success, because their GOALS were not *right* goals.

Many businessmen fail because they are in the wrong business — the proverbial “square pegs in the round holes.”

But, in the main, the MILLIONS supposedly SUCCESSFUL have never known REAL success. Many of these ended up suicides! Nearly all have been unhappy. Many, if not most, have been failures in their home and family life — failures as parents. It is they, not their teen children, who are the “delinquents.”

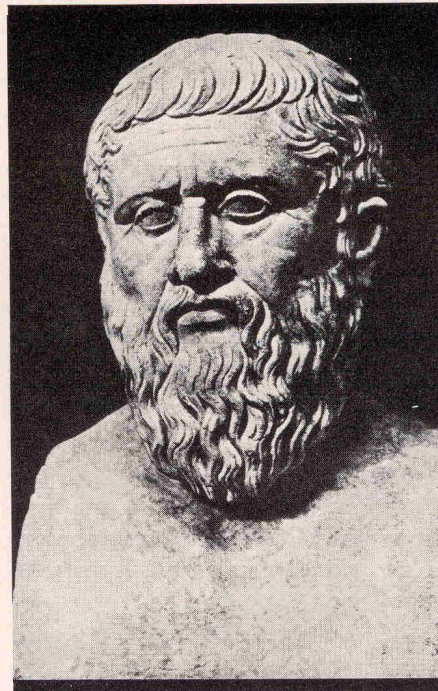
And WHY?

Again, they did not know the TRUE VALUES. They chose the *wrong* goals. They worked hard to achieve a *wrong* goal that left them disillusioned, frustrated, unhappy.

This thing we call *civilization* is, simply, the WAY OF LIFE that is lived by the people. It is the system, the customs, the manner of life in human contacts and associations and organizations and ways. It is, in short, THIS WORLD.

And this world is emphatically NOT a happy, truly successful world!

In the brief span of a lifetime the world has passed with accelerating



Bust of pagan philosopher, PLATO (427-347 B. C.). He originated the academic form of modern curricular education.

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 astonishing fact that 90 percent of all scientists who ever lived are living today.

#### New Age in Education

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 is a deceptive world. It *appears* to be a world replete with gadgets, labor-saving devices, and luxury undreamed of by our ancestors. It is a world of instantaneous worldwide communication, rapid transportation by automobile, railroad, jet plane. It is a world entertained by radio, television, stage and screen, giant sports fields and arenas. It is a mechanized world where mass assembly-line machine production makes possible higher incomes, shorter work hours, more leisure for entertainment and amusement.

Is not this an exciting world of great *progress*? Is this not a world looking forward to a magic push-button Century 21 where labor will be all but abolished, with idleness and ease for all?

It seems so.

But it is a deceptive world. Never was the world so filled with discontent, and unhappiness, with crime, with juvenile delinquency, with divorce and broken homes, with sickness and mental illnesses, with violence and destruction. Never before was it possible to erase all life — human, animal, and plant — from the face of this earth!

This whole disintegrating civilization is the product of an underlying *concept* toward knowledge, and a *philosophy* toward life, which together have formed the foundation of modern education. The philosophic basis of modern education is that of the ancient pagan Greeks and Romans. The concept, through which the presence and motion of things has been viewed and explained, is the materialistic approach of modern science.

Modern education, therefore, is almost wholly materialistic. It develops the machine, the theorem, the hypothesis which becomes the faith or the belief of modern science. But it fails to develop the MAN, or to lead him to a knowledge of the true values.

Few seem to know that peace of mind, happiness, contentment, the true, absorbing, interest-filled, *abundant* life of utter well-being, with prosperity and assured security, are our true heritage. Few seem to know THE WAY. Few seem to know that there are in isible but

inexorable LAWS in motion to make possible that utopian state for all. The very first mission of education is to disseminate the knowledge of those laws and of the PURPOSE of life.

Yet this knowledge is NOT disseminated — except at the three campuses of Ambassador College.

What *is* man? WHY is man? Was he put on this earth for a PURPOSE — or did he just happen, by accident? Is there meaning to life? What is THE WAY to peace, to happiness, to well-being, to dependable security? Why are we air-breathing creatures of mere transitory existence?

WHY are these questions ignored, and certainly never taught — these BASIC foundations of any right or true education?

Why?

Simply because modern education has become almost wholly materialistic. It has lost the true values. It gropes hopelessly in the dark, in a vain search for the acquisition of knowledge which can come only through the very source it rejects!

It fails to teach young men and women the most needed of all knowledge. It teaches young people how to earn a living, but fails to teach them *how to live!*

### Surprising Origin of Modern Education

How did the system of modern education come about? A brief research of its history will prove startlingly illuminating.

The academic form of curricular education was originated by the pagan Greek philosopher Plato, 427-347 B.C. He was the founder of education of regular curriculum in a fixed place. He called it the *academy*.

But an interesting analogy, and lesson — if you can believe it — is portrayed as of a much earlier date. It is found in the Biblical account in Genesis.

It portrays the Creator as the original Educator, giving instruction to the first man and woman, regarding the two basic *ways* of life. This was pictured by two symbolic trees. The one, freely offered, represented *the way*, as a life-philosophy of love — of outgoing con-

cern for others — of giving — of serving — of sharing. The other, forbidden yet left completely accessible, symbolized the opposite life-philosophy. It evaluated success in terms of material acquisition. It was *the way* of vanity, selfishness and greed; of consideration, first of all, for SELF; it exalted competition and strife.

The first was simply *the way* of the invisible, inexorable, living LAWS performed by LOVE — the Law of the Ten Commandments — the Law of the Golden Rule. That *way* is the CAUSE of peace, happiness, abundant well-being.

The second was the way this world has followed: competition, acquisition, materialism, fulfilling the twin pulls of human nature — vanity and greed. This way *causes* all war, strife, unhappiness, human TROUBLES.

This account portrays the Great Educator revealing these living laws of love as *the way* to peace, prosperity, happiness — a real utopia — and their violation *the way* to strife and war, pain, suffering, insecurity, wretchedness, discontent, emptiness, and death.

True to human nature, even as it manifests itself so often today, the woman took over the initiative. She is pictured as inaugurating, in principle, the “scientific method” of our time.

She rejected revelation as a source of knowledge.

She embarked on the very first recorded “scientific experiment.” She decided to make a test, and observe the results. For guinea pigs she used her husband and herself. She experimented, first, with the tree of knowledge of good and evil.

The result of that “scientific experiment”? The guinea pigs became unhappy. They died. During their lifetime, however, they experimented further in the psychology of child rearing. Again rejecting revelation, they adopted the “scientific method” of permissiveness. The result of *that experiment?* It produced the first juvenile delinquent. Their eldest son became a murderer, and they grieved the loss of the second.

But, it seems, neither they, nor their children in all the successive generations ever since, have learned anything from the experiments. Humanity has been

experimenting by the same process ever since, with the same unhappy results.

Sorrow, suffering and death have been the harvest reaped by each succeeding generation. Mankind has never learned from the *dearest* teacher of all — experience.

But mankind has *written* the lesson in human blood!

The most ancient of records reveal that educational institutions, from dimmest antiquity, were organized and maintained by religions. As early as the tenth century B.C. we find the record of schools for the training of pagan priesthoods. On the other hand, the prophet Elijah, at the turn of the ninth century, established three colleges for the prophets of God.

### Pagan Schools for Christians

At the beginning of the Christian era, pagan schools, on the Plato model, dotted the Roman Empire. No Christian schools existed.

Printing had not yet been invented. Textbooks had to be prepared, laboriously, entirely by hand, one at a time. All textbooks were pagan.

All leaders in the first five centuries of the Christian world were, of necessity, the pupils of this pagan education.

Then the barbaric invasion swept away these schools. Through these years the only education in the Western world was pagan. Pagan philosophies and religious beliefs and customs were instilled automatically into growing children. Observance of pagan holidays was a regular part of school life — as, surprising though it may seem, it continues to be today!

Education was instilled as a *system of memory training*. It was “spoon-fed,” literally funneled into immature and growing minds. Children were taught to accept without question, assume without proof, believe and memorize whatever was taught. This method, too, persists today. Children are not taught to THINK — but to take orders — be followers, not leaders. Few know *why* they believe the things they do. Through all those years, all literature in the Western world was pagan.

Beginning the sixth century, the only schools were the monastic schools, for

the training of monks, and the cathedral schools, for the training of priests. These evolved into the universities of Salerno, Bologna, Reggio, Padua, Modena, Vercelli and others.

The first university of our modern pattern was the University of Paris, beginning in the twelfth century.

English students, sent to the University of Paris, later (1167-68) founded Oxford University. Oxford alumni founded Cambridge. Graduates of these universities founded Harvard in 1636, William and Mary in 1693, Yale in 1701, and Princeton came later in 1746.

It was Thomas Jefferson who founded the first state university — the University of Virginia — in 1819. His motive was to divorce education from religion. This started the present materialistic trend in American education. There was great public protest at the time. His new state university was termed “shocking,” and “irreligious.”

### Two Dangerous Drifts

Two other factors added impetus to the materialistic drift. “Rationalism” spread its leaven through every phase of the educational structure.

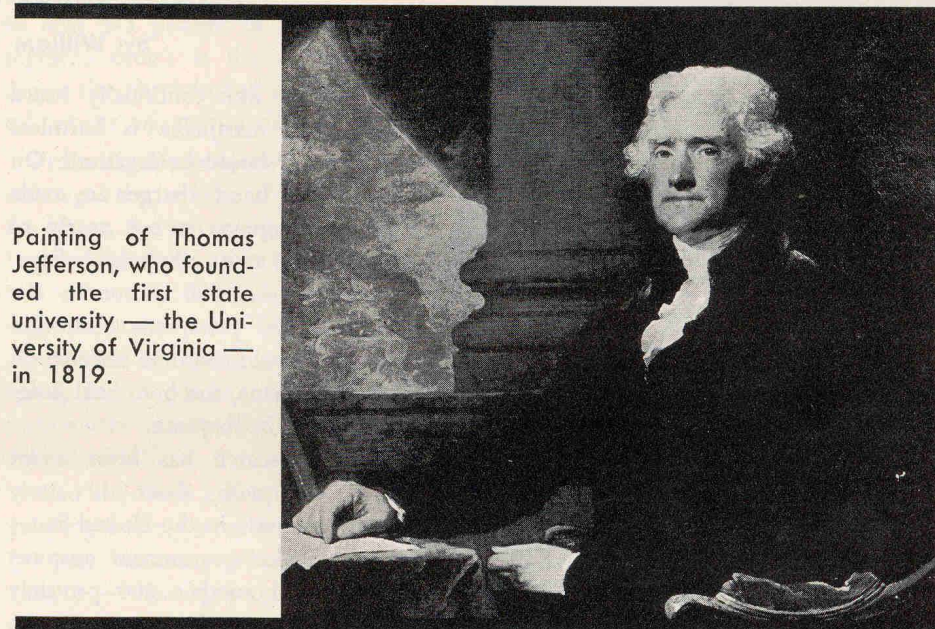
And, in the present century, Big Business has made sizeable financial contributions, conditioned on establishment of technical, scientific, and professional courses to train needed personnel for these huge corporations. This has resulted in education becoming more and more a system of training young people in the art of earning a living, at the expense of teaching them *how to live!* They need to know *both!*

As institutions of higher learning continued through the twentieth century, enrollments multiplied. Today we have virtual assembly-line educational production. The student loses his identity, becomes a virtual nonentity, blending into the uniform collectivism.

Prominent educators have voiced their alarm at this state of educational affairs. Many recognize the evils and the dangers — yet confess their utter helplessness to brake the drift or change the direction.

*The Encyclopaedia Britannica* gives this definition of education: “Many definitions have been given of the word *education*, but underlying them all is

the conception that it denotes an attempt on the part of the adult members of a human society to shape the development of the coming generation in accordance with its own ideals of life. . . . Education may be said to be the efforts made by the community *to impose* its culture upon the growing generation. . . . Schools and universities which are the ordinary channels through which adult culture reaches the young are naturally conservative and *bound by tradition*. They are slow to leave the old paths” (emphasis added).



Painting of Thomas Jefferson, who founded the first state university — the University of Virginia — in 1819.

In briefest summary: Education from earliest antiquity was a means of pagan religious instruction which became a vehicle for disseminating pagan culture, religious doctrines and customs under the Platonic curricular system. It evolved in our modern era into a system of instilling the teachings of what the author-philosopher Dr. C. E. Ayers terms “Science, the False Messiah,” — or the “new religion” of rationalism and materialism, which, of course, masquerades under names and terminology other than “religion.”

### Now — Ambassador College!

During the planning stage of the founding of the first campus of Ambassador College, certain educators, held by circumstances in the clutch of this system, expressed sincere congratulations on the opportunity that was Ambassador’s.

We were privileged to be freed from

the evils inherent in today’s materialism. Ours was the glorious opportunity to recapture the true values; to teach the basic most-needed knowledge almost universally ignored; to teach young people not merely how to earn a living, but *how to live*; to avoid mass-production education by limiting enrollment; to put due emphasis on true character building; and at the same time having the advantage of being able to retain all that has proved good and sound in educational experience.

Ambassador College has been built

upon this educational FOUNDATION: Recognition of fundamental truths regarding the purpose and meaning of life, and the laws that make possible peace, happiness, and the truly successful life.

Students are not only free, but encouraged, to question any or all ideas, postulates, or supposed truths, whether enjoying society’s acceptance or not — and to *prove* all things before accepting them as fact. Students here are guided in ability to make right and sound decisions.

Emphasis here is on character building, development of personality, poise and leadership.

Ambassador College is the PIONEER for the WORLD TOMORROW — the college of the future!

If you would like further information about Ambassador College, send for your copy of the FREE, full-color booklet, *This Is Ambassador College*. □



from remote areas when the streams began to dry up. They devised many ingenious engineering projects to keep the land producing as it always had. But with the later wars, when the Empire was in its dying throes and when millions of sheep and goats were being put onto the land, North Africa went under and the Sahara began to win.

"Oh, if only the trees were back," said one Berber to us in Morocco. Yes, where are the trees? There are still some to be seen in the higher mountains, but even in the last hundred years, where there once were forests of Argon trees, only a patchy few can be seen. Most have been cut down. Though it is now illegal to fell trees without special permission, it will take generations to build up the land to anything resembling what it once was.

### The Meaning for Us

But what can the lesson of North Africa really mean to us in America, Europe, Australia and other parts of the world today?

First, let us admit that basically we, by nature, are no different from the Romans. Let us not be too harsh in our censure of them. We have our own destroyers of environment today. Did not our "Buffalo Bills" almost exterminate the herds of bison on the plains of America and Canada? And if government legislation were not now in force, would our fine stands of giant redwood trees (among others) be with us today? Are not our rivers, our oceans and even the very air we breathe being polluted beyond redemption by our own generation? Can something be done to save our environment before it's too late?

The old expression "All roads lead to Rome" is a familiar one. But let us remember, Rome fell — and fell hard.

It is a sad commentary on man's 6000 years of history that he does not reflect on the past mistakes of others but, rather, is overcome by the same blunders as his predecessors.

Should we not learn the lesson of North Africa, once the envy of the world, and put a stop to the ruination of our environment before a greater Sahara overtakes us? □

# "LET MY PEOPLE GO"

(Continued from page 8)

Soviet authorities and more important, will the flow of emigrants be allowed to continue?

With regard to the former, many Jews believe it was due to the convening of the 24th Communist Party Congress on March 30. Numerous foreign delegations were in attendance, including the Italian party, which has come out in favor of emigration. Others believe it is an attempt to get rid of the more outspoken Jews so the Soviet image will no longer be tarnished in this way. At present both these reasons are merely speculative and only time will prove their validity.

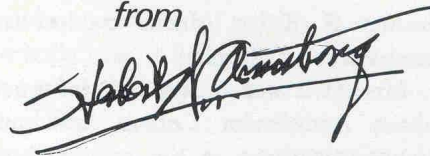
As for the far more significant question of whether the current emigration rate can continue, the *New York Times* stated, "If the rate of 15 a day of the last two weeks is maintained, a record for emigration would probably be set,

but many here (in Moscow) are skeptical that authorities will maintain such a rate for long" (March 17, 1971 issue).

But not everyone agrees with this rather pessimistic prediction. Many today believe Soviet Jews can and will have a brighter future. Israeli Prime Minister Mrs. Golda Meir has said: "I am convinced that the Soviet Government will have to come to the conclusion that there is no solution for this problem, except to let them go" (*Jerusalem Post Weekly*, Dec. 21, 1970). These words bring to mind an ancient Biblical prophecy: "Behold, I will bring them from the north country, and gather them from the coasts of the earth . . . a great company shall return thither" (Jeremiah 31:8).

This is the hope of Jewry the world over. □

## Personal from



(Continued from page one)

problems. But I had not previously seen them through her eyes, as she views them. Also I had observed Mrs. Meir in extended television interviews, as have millions of others. But seeing her in person, chatting with her, listening to her in real life, gave me a much clearer perception of her as she really is.

In one sense Mrs. Meir is most certainly no ordinary woman. Yet, paradoxically, that is because she is, after all, *such an ordinary woman*. She is small of physical stature. From having seen her many times on television, I had expected to see a taller woman. But in character and ability she is of unusually great stature.

Without apology to anyone, I have to attribute to this so common, yet so UNCOMMON a woman, humanly, the quality of GREATNESS, such as is possessed by *so very few* — if any — *men* in public life today.

Emphatically, that is not flattery. I never flatter.

Why do I attribute the almost non-existent quality of greatness to Mrs. Meir?

Because she is humble. Because she is just an ordinary, plain, down-to-earth, unpretentious homespun woman and mother. She puts on no airs. She makes no effort to impress anyone. No pretenses. But to lead His people Judah, the Eternal God of Abraham, Isaac and Jacob has bestowed on this daughter and mother in Israel an exceptionally intelligent, capable, balanced and understanding mind.

She has that rare quality of seeing things precisely *as they are*. Her vision is in sharp focus. Her mind pierces through the extraneous and confusing details to the central important point. She remains unconfused by the labyrinth of branches and twigs, and has the trunk of the tree in clear view.

One man, well experienced in worldwide political affairs, said "the subject of world peace is a very complicated one." I was very happy to observe, in our conversation, that it is not at all a complicated subject to Mrs. Meir. To her, peace is a very simple matter — if

leaders and their peoples were *willing* to have it. For forty years I have been presenting the subject to the world as a very simple one. There is a *cause* for every effect. The way of life that will cause peace is what I term very simply as the "give" way; and the world insists on living the "get" way.

I was quite impressed by the fact that when speaking of soldiers risking their lives for her country, this woman sees them through a *mother's* eyes. Yes, Mrs. Meir is common clay — a mother, a former Milwaukee, U. S. A. school teacher who loved and taught children. Yet at the same time she is a capable executive of firm purpose and uncompromising, unbending will against what she sees is wrong. For with all her common, down-to-earth qualities is joined the quality of firmness and determination.

It seems a pity that President Sadat of Egypt cannot allow himself the luxury and privilege of feeling free to rid his mind of prejudice, and objectively to sit down with this common homespun but grand lady and with open mind come to know her and realize how easy it would be to arrange a mutually beneficial PEACE between their nations. But if he should mistakenly confuse simplicity and plainness with weakness — or consider her an "easy mark" to be taken advantage of — he would make a costly mistake.

But now, what did she say? What happened in our meeting?

### During Our Meeting

It has been custom for thousands of years to present a gift when visiting a king or ruler. I presented Mrs. Meir with an original crystal sculpture, made exclusively for her by Steuben. She seemed very pleased with it, commenting that she did not deserve something so beautiful. She had received other pieces of Steuben — one from Governor Nelson Rockefeller of New York.

I was accompanied by Minister of Tourism in her cabinet, Moshe Kol, Mr. Albert J. Portune, Vice President of Ambassador College for Finances and Planning, Mr. Charles F. Hunting of our English campus, Vice President of Financial Affairs in U. K., Europe



Ambassador College Photo

Israeli Prime Minister Golda Meir smilingly gazes on a gift of Steuben crystal presented by Herbert W. Armstrong. Left to right are Moshe Kol, Israeli Minister of Tourism, Stanley R. Rader, chief counsel of Ambassador College, Albert J. Portune, Vice President of Ambassador, and Mr. Armstrong. Charles F. Hunting, Ambassador Vice President, is not shown — he shot the picture.

and the Middle East, and with Mr. Stanley R. Rader, general counsel for Ambassador College.

Mrs. Meir was already well informed about Ambassador College, and our joint-participation in the great archeological project, and also in Mr. Kol's international youth movement.

I asked Mrs. Meir what Ambassador College could do to promote peace and understanding in the Middle East.

### Israel Wants Peace

The Prime Minister then spoke at some length in answer to my question.

"What Israel wants," she said, "is really quite simple. It's as simple as two plus two equals four. Yet other nations and other peoples seem to be able to understand Einstein's theory of relativity more easily. What Israel wants is PEACE, and this seems to others to be so very complicated..."

Mrs. Meir said that Israel must remain free and independent within secure borders in order to continue to provide a haven for all Jewish people.

"We must be free," she continued, "to provide a place for people who have been persecuted throughout the

world for so many centuries. Only Israel has been willing to receive with open arms so many people from so many places. In the last 15 years Israel has received more than 800,000 people from the poorest areas of Africa and Asia. They were people who were ill-fed, ill-clothed, illiterate, in poor health. Some actually came from dwelling in caves in Libya.

"And yet," she explained, "with such human material, Israel has been able to create useful citizens. They have now learned a new language. They have learned to live in a modern society. They are now well fed, reasonably well clothed, gaining education. Their children will be even better educated, more useful to themselves and their new homeland country, and will live fruitful and fulfilled lives."

When these people — destitute refugees — arrive in Israel, they are immediately housed and cared for. I learned a good deal about this program on my second visit to this remarkable new country in 1966. These poverty-stricken newcomers are given jobs. Often they have to live in tents at first. But they are paid, and given instruction on sav-

ing a portion of their wages. In a reasonably short time they are able to move into a house or flat. As I now remember it, they can buy their own flat on the installment plan, and it is to a considerable extent subsidized by the government. Some are taken into a kibbutz.

### Advances Made By Israelis

Mrs. Meir made a special point of another astonishing achievement.

"An extraordinarily high infant mortality rate plagued these immigrants before their arrival in Israel. There was a correspondingly high death rate of mothers in childbirth. But now one may contrast those figures with what is one of the lowest infant mortality rates, and mother childbirth death rates in the world."

Then she told us of the Israelis' ability and willingness to HELP their Arab neighbors. This small but remarkable nation now sends its experts and its technology throughout the deepest parts of Africa and to even more remote places in the world to help under-developed nations.

"How easy it would be," she said earnestly, "to send the same teams across the border into Jordan, or across the canal into Egypt, and how much prosperity and happiness would be brought to this entire area of the world by peace."

Two days before, Egyptian President Sadat had made a speech on the Middle East crisis, extending the cease-fire another thirty days. Mrs. Meir did not see in his speech any evidence of desire for peace. On the contrary, she said, it was belligerent and militantly hostile.

"How," she asked, "could the Egyptian leaders believe with any sincerity that destruction of Israel — or war with Israel — could produce any prosperity or happiness for the Egyptian people?"

"We don't want to have to go on winning more and more victories," she added. "We only want peace."

Mrs. Meir spoke of a newly developed kibbutz in Israeli occupied Jordan west of the Jordan river. I have driven past it three or four times. She contrasted the bumper crop of tomatoes with adjoining areas occupied by Arabs,

desolate and consisting of rocks and sand. The Israelis, since becoming a nation, have had to take this same kind of desolate land, with nothing but rocks and sand — clear away the rocks, and turn the land into fertile productive soil. Of course I have been very much impressed with this condition ever since I first visited the country. To see the contrast between rich, black soil covered with green vegetation and crops, and, in adjoining Arab land the utter desolation reflecting indolence, laziness, shiftlessness and degeneration, is an astonishing spectacle.

"How easy it would be," said this lady Prime Minister, "if they would let us help the Jordanians do with their neglected and arid wasteland as we have done."

### Hussein Would Like Peace

I would like to mention, at this point, that I feel King Hussein would gladly welcome such peace, cooperation and help in improving his people. Three times I have had appointments set up for a personal meeting with King Hussein. Each time a war incident prevented. Once he had unexpectedly been called away from Amman in an emergency. Another time, war conditions made it unsafe for me to go there.

I have read King Hussein's autobiography. He was educated in England, and also in Cairo, as well as in Jordan. There is much to admire in him. He yearns to help upgrade his people and improve their status in life. Above all things, he is an Arab at heart, and that is the principal reason he went along with President Nasser in fighting against Israel. I personally feel Hussein would have been glad to make peace with his Israeli neighbors, and have entered a co-operative arrangement for the benefit of his people. But his dedication as an Arab, and the political pressures from Cairo and other Arab Capitals prevented. Hussein also is under constant pressure from within his own country. Other Jordanian leaders are constantly maneuvering to overthrow him and seize his throne. He lives in daily fear of assassination. He witnessed personally the assassination of his beloved grand-

father, King Abdullah. As in the title of his autobiography, "Uneasy lies the Head."

### Back to Our Meeting

Mrs. Meir showed us one of a four-volume set of books published in Hebrew. These were most unusual. They contained pictures of all of those dead as a consequence of the 1948 war of independence, the 1956 Sinai campaign, the six-day war of 1967 and the various incidents during the entire period of the State. The volumes also contained pieces of poetry and prose written by some of the people who sacrificed their lives.

Mrs. Meir said that President Nasser never understood the character of the Israeli people. He proclaimed that no people would be able to be successful on the battlefield if they placed such a great value on human life that they published pictures daily in their newspapers of their casualties and compiled reminders of the battlefield mortalities.

"However," she said, "it was this very great value that the Israeli people placed upon human life that enables them to endure and to prevail in their efforts to resist aggression and to build a great nation."

Mrs. Meir then presented each of us with an autographed book. Each contained, in English, bits of poetry and prose written by young men who returned to their kibbutz after having experienced the horrors of warfare during the six-day war in 1967.

She stressed how this particular segment of the Israeli population, dedicated to life and things productive, was affected by the necessity to take human life in a military campaign. She indicated that these young people did not harbor any feelings of hatred or hostility toward their neighbors, notwithstanding the trauma of the war and the stresses on the society since June of 1967.

She seemed very proud and pleased to be able to make that comment.

### Why Can't We Have Peace?

What a deplorable tragedy that the whole world cannot *now* have the kind of PEACE, with prosperity and happiness that Prime Minister Golda Meir

# TELEVISION LOG

## The WORLD TOMORROW

### — U. S. STATIONS —

**KERO-TV** — Bakersfield, Calif. — Channel 23, 5:30 p.m. Sun.  
**KVOS-TV** — Bellingham, Wash. — Channel 12, 3:30 p.m. Sat.  
**WGR-TV** — Buffalo, N. Y. — Channel 2, 12 noon Sun.  
**WCCB-TV** — Charlotte, N. C. — Channel 18, 12:30 p.m. Sun.  
**KDIN-TV** — Des Moines, Ia. — Channel 11, 12 noon Mon.-Thur., 7:30 p.m. Fri.  
**KJEO** — Fresno, Calif. — Channel 47, 10:30 p.m. Sat.  
**KHBV** — Henderson, Nev. — Channel 5, 6:30 p.m. Sun.  
**KHAW-TV** — Hilo, Hawaii — Channel 11, 1:30 p.m. Sat.  
**KHON-TV** — Honolulu, Hawaii — Channel 2, 1:30 p.m. Sat.  
**KIIN-TV** — Iowa City — Channel 12, 12 noon Mon.-Thur., 7:30 p.m. Fri.  
**KTLA** — Los Angeles — Channel 5, 10:30 p.m. Sun.  
**KWHY-TV** — Los Angeles — Channel 22, 8:30 p.m. Sun.  
**WTCN-TV** — Minneapolis — Channel 11, 8:30 p.m. Sun.  
**WSIX-TV** — Nashville, Tenn. — Channel 8, 7:30 a.m. Sun.  
**KCND-TV** — Pembina, N. Dak. — Channel 12, 5 p.m. Sun.  
**WSRE** — Pensacola, Fla. — Channel 23, 6 p.m. Thurs.  
**KOIN-TV** — Portland, Ore. — Channel 6, 3:30 p.m. Sun.  
**WAVY-TV** — Portsmouth, Va. — Channel 10, 12:30 p.m. Sun.  
**KSL-TV** — Salt Lake City — Channel 5, 1:30 p.m. Sat.  
**KHQ-TV** — Spokane, Wash. — Channel 6, 10 a.m. Sun.

**KTNT-TV** — Tacoma, Wash. — Channel 11, 10:30 p.m. Sun.  
**KTAL-TV** — Texarkana-Shreveport — Channel 6, 12:30 p.m. Sat.  
**KGUN-TV** — Tucson, Ariz. — Channel 9, 12:30 p.m. Sun.  
**KLTV** — Tyler, Texas — Channel 7, 5 p.m. Mon., 10:30 p.m. Sun.  
**KAIL-TV** — Wailuku, Hawaii — Channel 7, 1:30 p.m. Sat.  
**KARD-TV** — Wichita, Kans. — Channel 3, 2 p.m. Sun.  
**WBRE-TV** — Wilkes-Barre, Pa. — Channel 28, 6:30 p.m. Sat.

### — CANADIAN STATIONS —

**KVOS-TV** — Bellingham, Wash. — Channel 12, 3:30 p.m. Sat.  
**WGR-TV** — Buffalo, N.Y. — Channel 2, 12 Noon Sun.  
**CJSS-TV** — Cornwall, Ont. — Channel 8, 9:30 a.m. Sun.  
**CKSO-TV** — Elliot Lake, Ont. — Channel 3, 1 p.m. Sat.  
**CKWS-TV** — Kingston, Ont. — Channel 11, 12 noon Sat.  
**CFCF-TV** — Montreal, Que. — Channel 12, 3 p.m. Sun.  
**CJOH-TV** — Ottawa, Ont. — Channel 13, 9:30 a.m. Sun.  
**CJTV-TV** — Port Renfrew, B.C. — Channel 11, 2 p.m. Sun.  
**KCND-TV** — Pembina, N.D. — Channel 12, 5 p.m. Sun.  
**CKMI-TV** — Quebec City, Que. — Channel 5, 7:30 p.m. Tues.  
**CKKT-TV** — Regina, Sask. — Channel 2, 12 noon Sun.  
**CKSO-TV** — Sudbury, Ont. — Channel 5, 1 p.m. Sat.  
**CKUP-TV** — Ucluelet, B.C. — Channel 6, 2 p.m. Sun.  
**CJAY-TV** — Winnipeg, Man. — Channel 7, 5:30 p.m. Sun.  
**CFQC-TV NETWORK** — 12 noon Sun.  
 Saskatoon, Sask. — Channel 8.  
 Stranraer, Sask. — Channel 3.  
**CFCN-TV NETWORK** — 3 p.m. Sun.  
 Calgary, Alta. — Channel 4.  
 Drumheller/Hand Hills, Alta. — Channel 12.  
 Banff, Alta. — Channel 8.  
 Brooks, Alta. — Channel 9.

Lake Louise, Alta. — Channel 6.  
 Lethbridge, Alta. — Channel 13.  
 Drumheller, Alta. — Channel 10.  
 Sundre, Alta. — Channel 7.  
 Burmis, Alta. — Channel 5.  
 Oyen, Alta. — Channel 2.  
 Kimberley, B. C. — Channel 3.  
 Columbia Valley, B. C. — Channel 6.  
 Jubilee Mt., B. C. — Channel 8.

### CFRN-TV NETWORK — 11:30 a.m. Sun.

Edmonton, Alta. — Channel 3.  
 Whitecourt, Alta. — Channel 12.  
 Ashmont, Alta. — Channel 12.  
 Lac la Biche, Alta. — Channel 6.

### CHAN-TV NETWORK — 2 p.m. Sun.

Bowen Island, B.C. — Channel 3.  
 Brackendale, B.C. — Channel 3.  
 Burnaby, B.C. — Channel 8.  
 Chilliwack, B.C. — Channel 11.  
 Courtenay, B.C. — Channel 13.  
 Squamish, B.C. — Channel 7.  
 Vancouver, B.C. — Channel 8.

### CHEK-TV NETWORK — 2 p.m. Sun.

Holberg, B.C., — Channel 4.  
 Kokish, B.C., — Channel 9.  
 Newcastle Ridge, B.C., — Channel 7.  
 Nimpkish, B.C., — Channel 6.  
 Port Alice, B.C., — Channel 2.  
 Port Hardy, B.C., — Channel 3.  
 Sointula, B.C., — Channel 5.  
 Victoria, B.C., — Channel 6.  
 Woss, B.C., — Channel 3.

### CJSJ-TV NETWORK — 2:30 p.m. Sat.

Saint John, N. B. — Channel 4.  
 Edmundston, N. B. — Channel 6.  
 Moncton, N. B. — Channel 7.

### CJCH-TV NETWORK — 12 noon Sun.

Halifax, N. S. — Channel 5.  
 Annapolis Valley, N. S. — Channel 10.  
 Digby, N. S. — Channel 6.

### CJON-TV NETWORK — 1 p.m. Sun.

St. John's Nfl. — Channel 6.  
 Argentia, Nfl. — Channel 3.  
 Bona Vista, Nfl. — Channel 10.  
 Central, Nfl. — Channel 4.  
 St. Albans, Nfl. — Channel 13.

### CKBI-TV NETWORK — 4 p.m. Sat.

Prince Albert, Sask. — Channel 5.  
 Alticane, Sask. — Channel 10.  
 North Battleford, Sask. — Channel 7.  
 Nipawin, Sask. — Channel 2.  
 Greenwater, Sask. — Channel 4.  
 Big River, Sask. — Channel 9.

expressed a desire for — each nation co-operating with its neighbor.

But the REASON is summed up in the Biblical statement: "The WAY of peace they know not." There has, of necessity, to be a CAUSE for every effect. There will have to be a CAUSE to produce peace. That cause is a WAY of life.

It is the WAY Mrs. Meir said she would like to see in practice with Israel's neighbor, Jordan — the way of

CO-OPERATION! It is the WAY of OUT-GOING CONCERN for neighbor equal to self-concern.

For the past 40 years I have taught that WAY. Thousands of lives have turned to it — been changed — and now SET THE LIVING EXAMPLE OF PEACE!

Today in this great Work of which this magazine is a part, we proclaim THAT WAY to 150 MILLION people —

one in every 23 people on earth. Today on three college campuses we practice THAT WAY, and we are setting the living EXAMPLE of PEACE — three campuses where there is radiating HAPPINESS, beauty, harmony, and NO protest, riots or violence.

Many are beginning to recognize that this is the most effective contribution toward WORLD PEACE in active operation on earth today. □