

*the*  
**PLAIN TRUTH**  
*a magazine of understanding*



**"I have a mandate  
from the people."  
—De Gaulle**

# What our READERS SAY

## Demonstrations

"I am writing about two articles in the June issue, 'Open Letter to a Student Demonstrator' and 'What's Wrong With Today's Music?' Both of these articles have opened my eyes... I am fifteen years old, and I was going to demonstrations and doing anything else that got me attention... I hope you will continue to write more about teenagers in *The PLAIN TRUTH*. It helps a teen-ager to find the way, and the ways of God."

Miss Pat H., Bronx,  
New York

"Firstly, I'd like to thank you for my copy of 'Hippies, Hypocrisy and Happiness.' I thought I had read all the facts concerning their customs, beliefs, and effects on society, etc., in various articles of newspapers and magazines. But again, it is your in-depth coverage of all the facts, and the overall viewpoint from the standpoint of Scripture and prophecy that gives one a real sense of understanding."

William R., Moonah,  
Tasmania

## Today's Music

"...I was glad to read your article on 'Today's Music.' I was beginning to think I was the queer one, as I dislike it so much. Your books and articles are like a refreshing breeze after a hot day."

M. G., Flemington,  
Victoria, Australia

"...In this article, Mister Walter said that a certain song (SMALL CIRCLE OF FRIENDS), spoke of a girl being raped. He implied that, in today's music, it is taken for granted as a part of young people's life, through music..."

"It is true that SMALL CIRCLE OF FRIENDS relates the story of a girl being raped, and of a man being mugged, (that was not mentioned in your article, however). These lawless acts were not sung about in order to say, 'This is the thing to do, to be in', as your article

also implies. These gruesome acts were mentioned to show how people always have something better to do, like to play a game of 'Monopoly', (as mentioned in the song itself), than to help another human being, by calling the police or doing something themselves. They are too busy (says the song) and they don't want to be involved. THIS IS SOMETHING YOU HAVE BEEN TELLING US IS WRONG WITH SOCIETY, FOR YEARS NOW! CAN'T YOU REALIZE THIS WHEN OTHER PEOPLE TRY TO SAY IT!!...."

David Sabella,  
Daly City, California

• *The song quoted was heard over a local western station and both the words and musical arrangement were different from those in the recording by Phil Ochs, the one with which our reader apparently associated the description. The record referred to in the article featured a woman singing to the accompaniment of a lone guitar (not several instruments); "dark-skinned men" were described as forcing the woman into the car with them (no such description appears in the Ochs recording); the entire song dwelt on the rape episode (not several other scenes as in the Ochs recording); and toward the middle of the song the music became louder and made the words indistinct in a manner that seemed almost to be planned. Whether what was heard was an independent version (produced legally or illegally), or whether it was an original version that was later toned down, was not reported.*

## Evolution

"I am a naturalist and have been directing summer camp nature programs for six years. I was recently given three back issues of *The PLAIN TRUTH*, containing three of the evolution articles. I cannot thank you enough for printing this series. You literally chopped evolution to bits—it's about time somebody did. What is more, you supported each

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### EDITOR

HERBERT W. ARMSTRONG

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Garner Ted Armstrong

### MANAGING EDITOR

Herman L. Hoeh

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David Jon Hill

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### Circulation Managers

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# Personal from the Editor

ON MY MOST RECENT visit to our campus in England, I was accompanied by the Managing Editor of *The PLAIN TRUTH*, Dr. Hoeh. He was reading a book. It seems he is always reading a book, for he is a scholarly man. The book's title caught my eye. It was *My Life in Advertising*.

That pricked interest. The first twenty years of my adult life were spent in advertising. When Dr. Hoeh laid down the book, I opened it at random. Casually I read a paragraph or two.

Immediately I was startled!

*It sounded like my writing!*

I looked again in the forefront for the author's name. It was Claude C. Hopkins. Well, *no wonder!* It was the autobiography of one of the men who taught me how to write advertising. And, for that matter, how to write articles or anything else.

Claude Hopkins, of course, never knew that! He never heard of me, I'm sure. Notwithstanding the fact that for seven years in Chicago I had contact with most leading advertising agencies — including Lord & Thomas, which he headed. But my contacts were with space-buyers and contact men, and they never took me to Claude C. Hopkins.

I entered the advertising field at eighteen. Mr. Hopkins was probably a generation older. He had arrived before I started. Our older subscribers know that I was born and reared in Des Moines, Iowa. There I procured a book in the public library titled *Choosing a Vocation*. It took me through a thorough self-analysis — likes and dislikes, talents (if any) and faults, strengths and weaknesses. Also the requirements for success in the many different professions, occupations, businesses and jobs. It fit me into the advertising profession.

It happened that my uncle, Frank Armstrong, was then the leading advertising man in Iowa. He steered my

advertising life, first into the want-ad department of a daily newspaper; then three years on a national magazine with experience in both advertising and editorial divisions. Then I became a publishers' advertising representative for seven years in Chicago.

All the while I was continuing my education — in the school of practical experience, hard knocks — and carefully selected books, over which I "burned the midnight oil." And part of that education was learning how to write.

When Elbert Hubbard — in those days the sage of East Aurora, New York — was asked how he learned to write he replied: "I learned to write by writing."

Yes, so did I — but one learns also to do a thing by watching others do it. I learned, for example, to play tennis as much by *watching* such world champions as Bill Tilden, as by playing myself on tennis courts. So, in developing effective style in writing, I did three things. I spent much time in writing; I placed myself under the most competent instructors I could learn of, I studied the writing styles of those I deemed most successful.

On my uncle Frank Armstrong's advice, I "hired myself a job" on the largest trade journal in America, *The Merchants Trade Journal*, in Des Moines. There I was trained under two men he considered the most expert advertising and merchandising men in the nation.

Mr. R. H. Miles, the Advertising Manager, wrote in a fast-moving, short-sentence, staccato style. His ads produced amazing results. I saw much merit in his short-sentence, smooth-flowing, euphonious style. It was easy to read. It made his meaning clear. No one could fall asleep reading Miles' writing — it rippled along too fast for drowsiness. Yet somehow I felt his style was too

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Barrow — Ambassador College  
OUR COVER

French President De Gaulle triumphed, in two rounds of voting, over Communist-led opposition. But De Gaulle's success was not a vote for De Gaulle, as much as it was a vote against the Communists. Big problem now facing the French President is how to solve the growing problems afflicting France. It is one thing to have a "mandate from the people" — but quite another matter to have the solutions to the problems plaguing France and all Europe!



Ambassador College Photo

**NO! THIS ISN'T IN A COMMUNIST COUNTRY —** Courtyard of University of Paris during recent student revolt in France. Banners display Red Star and founder-

heroes of the revolution — Marx, Engels, Lenin, Stalin. Banners and picture of Mao reveal heavy Communist influence permeating Western education.

# **EDUCATION IN CHAOS!**

*Here are the shocking, eye-opening FACTS behind the student riots in twenty countries — what is behind them — how France was thrown into a national disaster — what it REALLY MEANS!*

by Herbert W. Armstrong

London

**I**T WAS A CLOSED-DOOR "teach-in" here in London. It followed a press conference at London School of Economics. Newsmen had been put out, and were barred from reentering. It did not get into the newspapers.

But a PLAIN TRUTH news team was there. A "teach-in" on the art of revolution began.

"Student revolt is not enough!" shouted Lewis Cole, revolt leader from Columbia University in New York, "Revolt must be made to spread to workers, like it did in Paris and New York!"

## **Instruction in Creating VIOLENCE**

Student revolt leaders from ten nations were there. They were teaching revolt-minded British students how to become revolutionaries.

These ten leaders in student rebellion had been brought to London by the BBC. Apparently British broadcasting officials thought it would be in the public interest to let the public have a good look at these rebels, and to hear them talk. And perhaps they were right. For I felt, as I watched the special panel program, "Students in Revolt," that these rabble-rousers did not make a very favorable impression.

"Danny the Red" (Daniel Cohn-Bendit), leader of the Paris revolt that spread to national disaster, was there. He had almost succeeded in overthrowing the French government! Lewis Cole, leader of the Columbia University riots in New York, was there. The leaders of the recent riots in West Berlin, Italy, Yugoslavia and other countries, were there.

And also there, to report to PLAIN TRUTH readers, was the PLAIN TRUTH

news team. We give you, here, their report:

## **Behind Closed Doors**

London, 14th June

WHY the sudden upsurge of student revolt in the last few months? WHY did the Sorbonne revolt in Paris encompass the entire French nation in paralytic strikes? WHY the sit-ins, the protests, the demonstrations throughout Britain?

At the London School of Economics last night, the Ambassador College News Team heard rebel student leaders from several countries. Student Revolt leaders held a teach-in on creating national revolutions. After a press conference, the doors were closed to the press, and a teach-in on the art of revolution began. Because of the overflow of students, two lecture theatres were used. Leaders shuttled from one theatre to the other, teaching the students in each.

It became clear why riots had spread through Britain at such a rapid rate. The pattern of revolt around the world has been the same. The leaders, in general, are a brand fired by revolutionary Marxism. Their motivation is a desire to bring about a new Marxist-Leninist revolution. Their real aim? To break down the existing order of society by VIOLENCE and REVOLUTION!

How do they plan to do this? The leader of the Rome students, Luca Meldolese, explained this carefully last night, point by point.

First, find an issue students feel bad about — any issue will do. Students must be made to feel that it is unfair — against their interests — they must be made resentful, to feel oppressed, discriminated against, frustrated about it. Play on their emotions. They must

be stirred emotionally to demand "their rights."

Second, *organize* the student body to do a sit-in, or to resort to violence over the issue. *Negotiation must be rejected entirely.* The revolt must be aimed to turn upside down "bourgeois" society. (A student believing in non-violent demonstration was pooh-poohed down by those present.) Only when students become militant can they begin to see how capitalism is exploiting society.

Student revolt is not enough, declared American student Lewis Cole, of Columbia University. Revolt must be made to spread to workers, as it did in Paris and New York.

Reports say there is already a hard core of such revolutionaries throughout Britain's colleges and 40-odd universities. In the next few days the Revolutionary Students' Socialist Federation will hold a teach-in to organize more effective revolt in Britain.

That is the report turned in at *The PLAIN TRUTH* News Bureau on the Ambassador College campus in England.

## **Communist Conspiracy?**

It seems few are able to recognize it, but to those who know Communist language and Communist tactics, the leaders of these student revolutionaries have a very familiar sound.

For some years now, Communists have been seeking to make inroads in the educational system of the Western world. Many faculty members have absorbed the Communist ideology — a goodly number are devoted to it.

Communism has a language all its own. When you see the word "bourgeois" (pronounced BOOR-zhwä) this is

Communist terminology for the middle and upper classes — those who own private property. When they use the word "proletariat" they mean the working class, not possessing capital. They always speak of the class "struggle."

These young revolutionaries passed out propaganda literature at the London teach-in. This included a mimeographed 44-page pamphlet, titled "PARIS: MAY 1968." It gives, from the revolutionary's view, an account of the student uprising in Paris that exploded into the nationwide strike.

I give you here a few quotes from that pamphlet:

"The French events have a significance that extends far beyond the frontiers of modern France. They will leave their mark on the history of the second half of the 20th century. French bourgeois society has just been shaken to its foundations. Whatever the outcome of the present struggle, we must calmly take note of the fact that the political map of western capitalist

society will never be the same again."

Under a section captioned: "The SORBONNE 'SOVIET'" (Sorbonne is the University of Paris) were these descriptions of what happened:

"Red flags were hoisted from the official flagpoles and from improvised ones at many windows... The Sorbonne was suddenly transformed... Everything, literally everything, was suddenly and simultaneously up for discussion, for question, for challenge. There were no taboos... Enormous portraits appeared on the internal walls: Marx, Lenin, Trotsky, Mao, Castro, Guevara, a revolutionary resurrection breaking the bounds of time and place. Even Stalin put in a transient appearance... Even the doors of the Chapel giving on to the yard were soon covered with inscriptions: 'Open this door — Finis, les tabernacles.' 'Religion is the last mystification.' Or more prosaically: 'We want somewhere to [unprintable 4-letter word], not somewhere to pray.' The massive outer walls of the Sorbonne were likewise soon plastered with posters... Political posters in plenty. But also others, proclaiming a new ethos... The posters reflected the deeply libertarian prevailing philosophy: 'Humanity will only be happy when the last capitalist has been strangled with the guts of the last bureaucrat.' 'Culture is disintegrating.'"

#### CAUSES of Today's Educational Chaos

As I write, it is summer vacation in the colleges now. But soon September will roll around, and another college year will open. WHAT THEN? Will there be *more* riots — more violence in the world's educational institutions?

You need to realize that these riots — these student demonstrations — all this mass rebellion — ARE HIGHLY ORGANIZED! It is a part of the Communist plans to overthrow the governments of the "free world."

WHY can't people realize that much

Daniel Cohn-Bendit, student revolt leader. Generally called "Danny the Red," he dyed his hair black so he wouldn't be recognized as easily during trip to Britain.

Henderson — Ambassador College

— if not MOST — of the racial strife, the riots, the looting, the violence and killings — are COMMUNIST PLANNED AND DIRECTED. Some, like the Watts riot in Los Angeles, seem to have erupted spontaneously. But MUCH is organized — planned — skillfully directed by those highly TRAINED in the crusade to strangle the whole world with Communism.

But these riots with their violence and destruction are the RESULT. Even with well-trained Communist direction and organization, there had to be soil prepared to sprout this kind of HARVEST.

At Ambassador College graduation exercises a year ago, I cited the REAL CAUSES that resulted in this year's chaos.

At that time, I said:

"At one big-name eastern university (U.S.), students recently gained permission for girls to visit men's dorms ANY TIME — and on weekends, they can stay until midnight.

"At another well-known eastern college, excesses had led officials to ban liquor at school parties. 300 students marched on the president's home, shouting, 'WE WANT BOOZE!'

"Students at colleges all over the Western world — large and small — make similar demands — demand to be allowed to do 'whatever doesn't hurt anyone else' — and if not allowed, they claim they *have a right* to do it anyway!

"At colleges generally, SOCIAL EXTREMES appeal to students, and they are pressing to *sweep away all* RULES!

"Said the President of a university of 13,000 students, 'Students today want *no* restrictions. To get what they want, students urge their representatives into battle with the administrators, circulate petitions, and break out in demonstrations.'

"At Oxford University, top undergraduates [two were girls] suggested a 'sex charter' to university authorities. The main points: 1) undergraduates' private sexual behavior should be *their own responsibility*; 2) Authorities should punish undergrads *only* if they have seriously damaged the institution's moral reputation, or if their behavior has 'clearly' amounted to an imposition





Henderson — Ambassador College

**STUDENT REVOLT LEADERS** — Above, some of the international student leaders who encouraged riots at various universities during conference in London. Left to right, YASUO ISHI (Japan), JAN KOVAN (Czechoslovakia), DANIEL COHN-BENDIT (France), TARIQ ALI (Britain), DRAGANA STAVIJEL (Yugoslavia), ALAN GEISMAR (France), last man unidentified.

on a friend's freedom or welfare. It was signed by 27 undergraduates, mostly student officers and ex-officers, sent to 200 dons, inviting their approval.

"At the University of California there have been marches, strikes and sit-down strikes, demanding 1) 'freedom' of speech; 2) dirty speech 'freedom.' Student rebellion forced the President to resign."

#### Further CAUSES

That was a year ago, at the end of May, 1967.

Now look at a few recent 1968 news releases:

"PITTSBURGH (AP) — An educator said yesterday *colleges have no business meddling with the sex lives of their students.* 'The college,' he said in a lecture, 'should not establish standards of student dress, dictate the length of male tresses, or attempt to regulate the sexual morality of the students.'"

From the *Los Angeles Times*: "State College Chancellor Glenn S. Dumke sought 'advice and counsel' Thursday

on a controversial art show scheduled at Long Beach State College, and was told by a state-wide faculty group not to interfere with the exhibit. Dumke later said he will decide today whether or not to postpone the campus display of wax and plaster nude figures engaging in various sexual acts." The Chancellor did ban the exhibit, under fire of great protest by "educators."

From *San Antonio Express & News*, March 29, 1968: "University of California officials have confirmed reports that 14 male and female students met recently in the nude in a session in a private home. They called it '*sensory awareness.*' It just shows what a college education will do for you. Grandpa, in his unlettered ignorance, would have called it an orgy. Education marches on!"

From *Chicago American*, April 19, 1968: "The new Student Senate president at \_\_\_\_\_ University says unmarried students should be permitted to live together if they want to."

From *Daily Express*, London, May 11, 1968: "A university dean has sug-

gested that unmarried men and girl students should be allowed to share bedrooms. Dr. \_\_\_\_\_ said last night: 'I think students should sleep together if they want to do so. A university cannot stop this happening outside, and I don't see any reason why they should prevent it on the university campus. It may be good psychology for students to feel safe about sleeping together without fear of being thrown out of the university.'

From Stockholm, Sweden, AP release, May 17, 1968: "Among 1,300 young people interviewed in Stockholm only one boy and three girls said they had not had their first intercourse until they were married."

In regard to unmarried male and female students living together, this from the *New York Times*: "College administrators dryly refer to it as 'student cohabitation.' But to the students themselves, it's better known as 'shacking up,' 'the arrangement,' — or, more commonly, just plain 'living together.' By any name, the game has become a familiar one at New York's universities . . . Often the couples drift together for convenience sake. ('It's the cheapest way to live,' said a 24-year-old \_\_\_\_\_ graduate student who was recently 'divorced' and is now looking for his

third female roommate — hopefully one who can 'clean a fork.' "

I could fill this entire magazine with such news stories. But that gives you the BACKGROUND — the CAUSES.

### The RESULTS

It's time we realize that for every effect there had to be a CAUSE. If the world has TROUBLES, there is a REASON! If our whole world is SICK today, it can be cured only by finding the CAUSES, and eliminating them.

Look, now, what RESULTS these causes produced.

From TIME magazine, May 3, 1968: "During the past three months, students have demonstrated for change in 20 countries. They have taken to the streets in such unusual centers of student unrest as Brazil, Japan, and The Netherlands and in such normally placid places as Denmark, Switzerland and West Germany.

"Student protests have led to the temporary closing of at least three dozen universities in the U.S., Italy, Spain, Tunisia, Mexico, Ethiopia and other countries. Belgian student demonstrations, fanning the old Flemish-Walloon controversy, brought the government down."

U. S. NEWS & WORLD REPORT says the common theme of this general rebellion is to challenge "the Establishment" — this world's Society.

From the *Chicago Tribune*, May 22, 1968: A dispatch saying the REAL GOAL behind all these student demonstrations is CONTROL OF THE UNIVERSITIES. Thomas Hayden, a militant "student" leader said that if college administrators do not make themselves subordinate to students, "we will close them down!"

### Back to the BASIC Cause

I have given you, above, some of the immediate causes. But the underlying causes are much deeper, and of longer duration.

In all this CHAOS in educational institutions, one college — with three campuses — stands out as an OASIS in the desert of CONFUSION.

WHY is it that on the AMBASSADOR COLLEGE campuses — in Pasadena, in Texas and in England — there is PEACE,

and ORDER, and RESPECT FOR AUTHORITY, unchallenged! WHY?

WHY do you find, on *these* unique campuses, NO hippies — NO dirty, sloppy, long-haired, unkempt males lolling around shiftlessly and aimlessly? No painted-up, micro-mini-skirted, frowzy, stringy-haired, slovenly females who think chastity has gone out of style. No cigarette-smoking lung-cancer victims. No beatniks. No despondent, discouraged-looking, depressed, frustrated young people who see NO FUTURE ahead.

What, then, DO you see?

On Ambassador campuses you see bright, happy, alert, smiling faces that RADIATE personality, good cheer, friendliness, warmth. You see students fitly groomed for whatever they are doing. You see beaming faces, full of animation. You see *confident* young men and women WITH A PURPOSE, who know where they are going, and enjoying life along the way.

Every day, visitors to our campuses remark: "WHAT A DIFFERENCE!"

WHY?

What is that basic DIFFERENCE between Ambassador and the decadent colleges and universities in chaos, allowing militant students to take them over or destroy them?

### What the Universities Neglect

Well, you might ask: "Are not the universities preparing young people FOR LIFE — for happy, successful LIVES? Are they not inculcating RIGHT CHARACTER in those young people who come to them for learning?"

And the astounding answer is a resounding "NO!"

Education has gone MATERIALISTIC. It is absorbed with the physical sciences, technologies, professions, and countless hours through years spent in research into irrelevant, useless knowledge — delving into impractical, unusable THEORY. They are concerned only with the INTELLECT, and wholly materialistic knowledge.

You ask: "But have not the universities added tremendously to the fund of human KNOWLEDGE? Are they not bringing much to light through scientific RESEARCH?"

O YES, assuredly they are!

The TRUTH is, there has been *incredible* scientific progress in the last quarter century. There have been AWESOME discoveries and additions to KNOWLEDGE. *Encyclopaedia Britannica* shows that "man's sum total of scientific knowledge DOUBLED during the period from 1948 to 1960 . . . and it will double again by 1970." There have been tremendous advances in the fields of biochemistry, astronomy, physics, medicine and other areas of science!

SO MANY young people are now devoting their lives to SCIENCE that their number is 90% of all the scientists who ever lived!

### Troubles Multiply as Knowledge Increases

BUT, on the *other* side of the coin, while KNOWLEDGE has doubled in ten years, SO ALSO have Society's TROUBLES and PROBLEMS doubled in the same decade!

In spite of "awesome medical discoveries and advances," there are more people in hospitals than ever before — sickness and disease has MULTIPLIED right along with this scientific "progress."

WHAT, then, is WRONG?

The *all-important* knowledge is NOT being taught. Students are taught how to earn a living — BUT NOT HOW TO LIVE!

There is no teaching on discerning the TRUE VALUES from the FALSE. People go to great effort, expend their life's energies, PURSUING FALSE VALUES!

They know of NO MEANING to life — NO PURPOSE! They DO NOT KNOW WHY humans were placed here on earth — they know NOTHING of the overall PURPOSE being worked out here below!

What, then, is the DIFFERENCE between Ambassador and the run-of-the mill universities?

Do we NEGLECT such things as research in biochemistry? BY NO MEANS! On our faculties are Ph.D's devoting their time to scientific research in biochemistry and other fields, and contributing articles to scientific journals. In

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HE IS GOD, as Paul's inspired statements make plain.

JUST HOW NEAR ARE WE, TO THESE EVENTS?

In one sense, armies EVEN NOW are once again massed in the Middle East. Arabs continue to arm — Israelis continue to remain on constant military guard.

But armies are not yet SURROUNDING JERUSALEM. A TEMPLE is not yet in existence. No human religious leader has seated himself in a temple in this city, and proclaimed HE IS GOD.

But the stage is being set. When the TEMPLE IS BUILT — and it most certainly WILL BE BUILT — SOON — THEN WATCH, as you have never watched before, developments in the Mideast, and in Europe!

We are MUCH nearer, now, to the final SOLUTION to this world's ills — the final emergence of a happy, wonderful, JOYFUL world of PEACE — of the very government of GOD!

World events are rushing toward that inevitable climax!

### If War Broke Out Here, Then What?

IF another Mideast war should begin — IF some series of events again ignites these smoldering borders, then COULD the big powers AFFORD to remain uninvolved?

If the Russian-equipped Arabs were this time partially SUCCESSFUL, and if it appeared the most sacred religious shrines of THREE MAJOR WORLD RELIGIONS were in danger — would not the big powers almost surely INTERVENE in the Mideast — to STOP any such destruction from occurring?

They are intervening, in a sense, already.

The United Nations, and officials representing various governments, talk to Israeli and Arab government leaders almost weekly — attempting to find some common ground for a relaxing of tension, and a creation of lasting peace in the Mideast.

From time to time, religious organizations speculate about creating a "UNIVERSAL CITY" out of Jerusalem. But the mere proclamation would not be sufficient — such a universalization of the

religious shrines of Jerusalem would have to be ENFORCED, by means of TROOPS!

One thing is sure. Christ's prophecies WILL BE FULFILLED. Once a temple is built — through whatever means — the stage will be dramatically set for the final fulfillment of some of the most shocking events ever witnessed by man.

Keep your eyes on Jerusalem! WATCH, as Christ said to watch — world conditions and trends. Keep reading *The PLAIN TRUTH* magazine for HOPE — for TRUTH about world affairs, and for the final solutions! We're NEARER, now, than ever before, to the emergence of a lasting PEACE and prosperity for all mankind!

## Personal from the Editor

(Continued from page 1)

snappy — too staccato. Too unnatural to sound sincere.

Mr. A. I. Boreman, then Service Department head — later owner and publisher — on the other hand, wrote in a very intimate, personal, sincere style. His sentences were not so short, so rapidly smooth-flowing or so dynamic. So I strove to develop a style that was reasonably fast-moving, euphonious, smooth-flowing — with sufficient short sentences to achieve this advantage — yet with a sprinkling of enough longer sentences to avoid monotony, and at the same time making my writing *personal*, and *sincere*.

But I devoted much time to studying the writing of still others. I read Elbert Hubbard's two magazines — the *Philistine* and the *Fra*. I read many of his books and pamphlets. He was said to possess the largest vocabulary of any man since Shakespeare. So I had set out, at eighteen, to acquire a greater. But Mr. Boreman wrecked that ambition.

"Herbert," he said, when I submitted copy for an ad filled with big words, "in advertising we are not writing for the exclusive readership of the highest-educated 2%. We want to reach that

other 98% of the people, too. So throw out of your vocabulary all those big words you've been using. Make what you write simple, plain, easy to read by the WHOLE public. Acquire writing excellence by the unique, yet plain and simple way you group words together in sentence structure — not by showing off your vanity in big words. Learn to write so that you make what you intend to say SO PLAIN that every reader will UNDERSTAND! Strive to acquire the largest possible vocabulary of common, simple words within the reading vocabulary of all."

So that ended the use of big words. Others may, foolishly, try to impress audiences with their big words. But I take far greater satisfaction in receiving many thousands of letters, through the years, saying that I make what I write SO PLAIN and so CLEAR that even a child can understand!

In those days — from 1910 — there was a half-page philosophical commentary appearing in metropolitan Sunday newspapers, written by Herbert Kaufman. His writing attracted my attention, riveted my interest, gave me much to think about. His writing, too, was super-effective. He had a way of driving home his points by use of continual emphasis where he desired readers to place it. He accomplished this by emphasizing many words in italic type — others in all-capital letters. I noticed, too, that this unique process seemed to make his articles more READABLE. They made his writing stand out. A few, academically minded and inexperienced in winning people through writing, have criticized this emphasis in my writing. They judge excellence in writing by the theoretical, impractical, professorial criterion. I judge effectiveness by the practical RESULTS — the responses of millions of people through many years of experience. So I ignore the pedantic criticism. I prefer to make truth easy to read, plain, and convincing to the greatest number.

Then, there was ad-writer Claude C. Hopkins. He knew nothing of it, but he was one of my teachers, too. I knew little about him as a person. But I knew all about the ads he wrote. I read and studied them constantly. It

seemed every issue of a mass-circulation magazine or newspaper had one or several of his ads. They stood out, uniquely distinctive from all others.

For example, there were his ads for Palmolive shaving cream. They *convinced me* that Palmolive had what I wanted in shaving cream. I wanted abundant lather. The ads said: "Palmolive Shaving Cream multiplies itself in lather 250 times." I wanted quicker shaves. Hopkins wrote: "Chemists' tests show that within one minute the beard absorbs 15% of water." Then, "Palmolive maintains its creamy fullness for ten minutes on the face." And further: "the bubbles are strong and enduring, wedging in between the hairs to hold them erect for cutting."

Whoever put words together like that? In short, simple sentences, in crisp, unique word-grouping, easy to read and fast-moving, fluent and euphonious, almost like poetry, these ads SAID SOMETHING! They induced MILLIONS to buy. That included me — and I continued using that brand fifty years!

Hopkins' ads *built* many businesses. From obscurity to giant industries — even from bankruptcy to major success. Of course, there was merchandising analysis and effective planning. But MY interest was in his writing style.

Among his clients, whose businesses were built by his methods and his advertising, were Pepsodent tooth paste, Quaker Oats and their Puffed Wheat and Puffed Rice. And Palmolive facial soap — "the school-girl complexion" — and "the skin you love to touch." There was Goodyear Tire advertising — remember? "No-Rim-Cut Tires, 10% oversize." They made Goodyear number one — so rivals had to "try harder." Then came what Hopkins called the anti-skid "All-Weather Tread." No one ever heard of Ovaltine, until Hopkins-written ads made it known, and used by millions. There were Blue-jay corn plasters.

The Hopkins style in ad-writing contained these elements I looked for — and strove to develop.

I never knew Claude Hopkins — but I knew well his writing style. Of course he was probably a generation older than I — sitting on the pinnacle of adver-

tising success nationally when I was a boy just learning. But I knew he was with the Lord and Thomas Advertising Agency, then one of the three biggest (later changed to Foote, Cone and Belding). It was often mentioned in advertising circles that his salary was \$50,000 a year (later it was \$100,000) — the equivalent of \$150,000 to \$200,000 today. Yet it was said that he was one of the major owners, who took his earnings in salary instead of dividends. He probably became a multi-millionaire.

And so it was, that when I picked up this book Dr. Hoeh had laid down, the writing style rang a loud bell. It sounded *strangely* familiar. For I had absorbed at least a *portion* of the Hopkins style in writing.

I had never known much about the man himself. So I began eagerly reading this autobiography. And I encountered many surprises. These inspired this Personal Column. I want to share with *you* some interesting things I read there.

Claude Hopkins is, of course, dead now. He died in 1932 — more than a year before *The PLAIN TRUTH* was born. He wrote his autobiography in 1927. In that year *began* my transition from advertising into the Ministry.

Paradoxically, Hopkins' autobiography reveals that *he* switched from the ministry to advertising!

His forebears had all been ministers. On graduating from high school, the ministry was his ambition. "I was," he stated, "an earnest Bible student." His Bible studies, he then revealed, consisted of memorizing Bible verses. An exciting game at home was repeating Bible verses, like in a spelling bee — "going around in a circle," he wrote, "until all dropped out save one. I was always that one. I had memorized more verses than anyone I met." He knew, he said, several times more verses than the local minister. He spoke of it as "Bible competition."

But there is a difference between being a Bible verse-memorizer and being a Bible student. He memorized hundreds of verses he didn't UNDERSTAND. I have never tried to memorize Bible verses. It is too easy inadvertently to

misquote them. I am more interested in their MEANING — their MESSAGE.

Hopkins was writing sermons at the age of seven. He often spoke a short sermon in prayer meetings.

But if he failed to come to UNDERSTANDING in the Bible, he did gain it in merchandising and advertising.

So I would like to go through many of his experiences, starting at the beginning, that my readers may see the remarkable parallels — and some contrasts — with my own experience, a generation later.

He inherited from his Scottish mother a conspicuous conservatism — a rare commodity in advertising men. His mother and father were both college graduates, intellectually superior. So he inherited also a good mind. His mother taught him not only thrift, but also industry. He supported himself from age nine. His father died when he was ten.

But Claude Hopkins himself never went to college. He says he spent those four years in the school of experience instead of the school of theory. As in my case, education was not neglected. I have stated that when I was eighteen, there was no worthwhile course in advertising or merchandising in any college or university. Hopkins corroborates that fact. He says "I know nothing of value which an advertising man can be taught in college. I know of many things taught there which he will need to UNLEARN [emphasis mine] before he can steer any practical course."

How much have our readers heard me say about the need and difficulty of UNlearning false knowledge and error! Yes, Claude Hopkins and I had much in common, as you will see!

I have said that there was no course, in advertising or merchandising, being taught in any college when I was eighteen. That was in 1911. But the very next year two universities introduced such courses. I never followed up to determine their value. But Mr. Hopkins expresses the answer: "Of course we had no advertising courses in my school days . . . I am sure it would be better if we did not have them now. I have read some of these courses. They were so mis-

leading, so impractical, that they exasperated me."

His forebears, as I said before, had been ministers — Baptists and, in his mother's case, Scottish Presbyterian. They were what we might call traditional Fundamentalist. To Hopkins as a maturing boy, they made religion oppressive. It was the kind of religion that made every joy a sin. People who danced, played cards, or attended the theatre, they said, were sinning.

It is, then, easy to understand how he was turned from religion and the Bible. Not understanding what the Bible did say, and supposing it said what this brand of traditional Protestantism teaches, he soon lost faith, threw up his hands in disgust, and devoted himself to business. He did not realize that the Bible reveals a God of LOVE, who desires our greatest happiness. A God who set in motion inexorable and invisible laws to CAUSE happiness and joys. A God who denies us NO pleasure or joy that is not harmful to us or to others. It is man's rebellion against those right laws which have caused every trouble, every wail of human woe.

In Ambassador College we teach one course which takes students through the biographical account of the life and teaching of Jesus. It occupies the first four books of the New Testament — Matthew, Mark, Luke and John. Students are usually amazed to see, with their own eyes, in their own Bibles, how utterly *opposite* are the teachings of this traditional "Christianity" today from those that Jesus taught — how He observed customs, setting us an example, which "Christianity" today condemns, and how the Bible condemns the customs they now follow! We get bitter criticism for this from some "religious" sources — but WE didn't write the Bible, and we only wish they, too, believed what it says!

Hopkins had to work hard, with little time for play. He made his WORK a *game*. He had a logic that will sound strange today.

"Which," he asks, "is work, and which play? If a thing is useful, they call it work. If useless they call it play. One is as hard as the other. One can be just as much a game as the other. In

both there is rivalry. There's a struggle to excel the rest. All the difference I see lies in attitude of mind . . ."

So, he reasoned, the love of work can be cultivated, just like the love of play.

"So," he concludes, "it means a great deal when a young man can come to regard his life work as the most fascinating game he knows. . . . The applause of athletics dies in a moment. The applause of success gives one cheers to the grave."

I give you this, because I personally regard THE WORK to which I have been called in precisely that light. It is far more fascinating than any sport or game. And transcendently MORE IMPORTANT! It IS my life, and nothing else counts, beside it! And I wish all our Co-Workers could feel the same — for then it is exciting, satisfying, rewarding, above every joy we humans can experience!

I have always said that a thing worth doing is worth doing RIGHT — the very best you can do it. Claude Hopkins' father owned a newspaper. They often printed handbills. Often young Claude went to the advertiser and solicited the job of distributing — to the 1,000 homes in their city. He was paid \$2 for placing bills in each home. Other boys offered to do the job for \$1.50. But they placed several bills in some homes, and skipped all those farther out. Claude asked advertisers to COMPARE RESULTS. His were far greater on test, so he gained a monopoly. DOING THE JOB HONESTLY, and THOROUGHLY, always PAYS! In these bills, as a boy, he gained his first experience in tracing results!

He records another experience, and comments, "That taught me the rudiments of another lesson I never have forgotten." My autobiography shows I, too, was always learning lessons I retained and applied, in principle, to many problems.

In my own autobiography I told of the pioneering survey I made of consumer attitude in 1914. It was in Richmond, Kentucky. Always I made surveys to learn the attitude of those to whom I would write, before writing advertising copy. For success, you must address

others from knowledge of *their* viewpoint.

Here again, Claude Hopkins and I, neither knowing the other did it, shared something vital in common.

Hopkins mentions how hundreds of executives had talked to him about their projects — nearly always seeing the problem solely from their own point of view. He says: "I have urged them to make tests, to feel the public pulse." Some, he says, did listen and profit. Others scorned the idea of learning the customers' mind. "Four times in five they failed," he said.

You may begin to see why I was thrilled with Hopkins' book. I had never known about him, as a man. I had never known his methods — I had merely read his ads, unknowing what led to them. And I hope some of these lessons both he and I learned may prove interesting and profitable to *you*.

Continually, I kept reading time after time, in this story of Claude Hopkins' experiences, statements like: "This taught me another lesson." You who have read my own autobiography repeatedly encountered like expressions. Hopkins didn't go to college. Yet he was forever LEARNING! Yes, we seem to have had a deal in common!

He said much about questioning people to learn customer attitudes toward any product or service. "We must submit all things in advertising," he wrote, "to the court of public opinion. This, you will see, is the main theme of this book. I own an ocean-going yacht, but do you suppose I would venture across an ocean without a chart or compass? If I have no such records, I take soundings all the way."

There's an old saying in business: "Jones pays the freight; give Jones what he wants." That's "*business!*" But I, myself, am no longer in business. I know that "business" seldom gives Jones what he *ought to have!* Or what is BEST for him. Business — and especially the advertising phase of business — takes advantage of human nature. And human nature is a downward pull — the innate tendency toward VANITY, envy, lust and greed. Human nature is SELF, and it is self-centered. God's Law is LOVE toward God and loving one's

neighbor as himself. That's a law *against* human nature — and human nature always violates that Law. Yet *that* is the Law which *alone* can be the CAUSE of happiness, success and joy.

And I could go on and on, commenting on Mr. Hopkins' story of his advertising life (it does not cover his *personal* life). Continually, I found his experiences, his principles used, paralleled mine.

He had, and used, all six of the first six of the seven laws of success. All successful men must.

1) He had a definite *goal*. Of course the first law of success is the *right* goal, and this can come only by application of the *seventh*. But his goal did, as a goal must to launch a success, inspire ambition — the burning DESIRE and incentive — the motivation.

2) The second law is EDUCATION — preparation for achievement — gaining the know-how to accomplish the purpose. He did not go to college. Probably he would never have gained the right knowledge for his goal there. But he did study. He did THINK. He did use his mind. He did constantly LEARN!

3) Third I place physical HEALTH. Claude Hopkins appears to have had enough of it to reach the pinnacle in his profession — yet at one point, he records, his health virtually broke down. Many an otherwise successful man finds his success retarded, interrupted, or prevented because of the lack of good health. Success in life requires vigorous action. I have observed that the man at the helm of most large enterprises is the most alert, clear and sharp-minded, highly animated and energetic man in his entire organization. This necessitates good physical health.

4) Next I place DRIVE. Call it "push," "industry," or whatever — it is that constant self-prod, driving one's self to continuous energetic action. The "boss" must have it, for those under him usually must be prodded and pushed. He is like the mainspring of a watch. This man Hopkins was always driving himself on into new merchandising and advertising problems. He was forever at it. I have had to be, too.

5) The fifth law of success is

RESOURCEFULNESS. The ability to size up and analyze problems — to see one's way clearly through to solutions — to hurdle obstacles and roadblocks that frustrate and stop lesser people. This man Claude Hopkins had this in super-abundance, in solving advertising and merchandising problems.

6) Sixth comes ENDURANCE — *Stick-to-it-iveness*. That rare quality of the captain who will never give up his ship — that determination and courage to *stay with it* after all others have lain down and given up. Many a person, with all other ingredients for success, has thrown up his hands and quit, when just a little more patience and determined *staying with it* would have turned apparently hopeless failure into overwhelming success. Hopkins had this quality, too. He records many times when he made mistakes — virtually always in small ways because his characteristic caution refused to plunge big until ideas and plans had been tested in small areas. But these failures never discouraged. His clients were willing to quit, but not Claude Hopkins. He discerned the *causes* of temporary failures, and through that knowledge reasoned the way to succeed.

7) But the one place where Claude C. Hopkins violated success laws was in this *most* important seventh Law — contact with, reliance on, and the guidance and help of one's Creator. This is the basic Law all *otherwise* "successful" people have overlooked.

I have known hundreds of men counted as successful in the world. They made money. They achieved recognition. They rose above others. Yet all this left them EMPTY — for it was all VANITY. And the wisest man who ever lived described this as a "striving after wind." It NEVER PERMANENTLY SATISFIES. And the Creator says through the prophet Isaiah, "Why do you spend your money for that which is not bread" — that is, for those things that are false values — "and your labor for that which does not satisfy?"

Nearly everyone strives, works, and spends money for that which leaves them empty — UNSATISFIED. Even those looked on as SUCCESSFUL in the world usually find, in the end, they had a

false idea of success. They started out with the WRONG GOAL. The first Law of Success is to set the RIGHT Goal — not just *any* goal.

How, then, can one know what really IS success? REAL success is the achieving of the TRUE VALUES. And few in this world know what they are. That's where this all-important 7th Law of Success comes in. Read it again. "*Contact with, reliance on, and seeking the guidance and help of one's Creator!*" This entails UNDERSTANDING OF, and actually *living by* that Creator's INSTRUCTION BOOK! There you find the TRUE VALUES revealed, as well as the WAY OF LIFE that will lead you to them, and make them YOURS to enjoy! *That's* the kind of Success that truly SATISFIES!

## Education In Chaos

(Continued from page 6)

the Science Hall are modern laboratory facilities for their research.

But we DO NOT NEGLECT what is MORE important — the PURPOSE and MEANING of life — to know *WHAT* we are — what and WHY the difference between human MIND and animal BRAIN — to recapture the TRUE VALUES — to know THE *WAY* to peace, to happiness, to REAL success and useful accomplishment.

We don't neglect the one and devote ourselves exclusively to the other. We are in process right now of cooperating in creating a Foundation in Europe, to be devoted to new fact-finding and research by actual scientific expeditions into areas in central Africa, or the Amazon wilds of Brazil. We expect noted scientists and explorers to become associated in this venture.

But at Ambassador we strive for a RIGHT BALANCE.

We do not wish to become lopsided by neglecting the ESSENTIALS for happy, abundant LIVING, while we build a mechanical machine — a Frankenstein to DESTROY US!

### Filling the Knowledge Gap

If you want to know HOW to live — the WAY to peace, and the happy, full and abundant life, you will not

find it by going to science. *These* basics are simply outside the Science FIELD! Nor will you find them in the average university — for they have rejected totally the ONLY SOURCE for obtaining *this* important knowledge.

There is ONLY ONE Source that has the right ANSWERS — that gives the SOLUTIONS for humanity's PROBLEMS — that can correct all the world's ills. Education has REJECTED that Knowledge-Source, and so Education is decadent, and today GROPING IN CHAOS!

Education may reject and sneer at that Source. But we who find there the TRUE knowledge — the RIGHT answers — the UNDERSTANDING they do not have, can look on the chaotic predicament into which modern Education has steered itself — but we DON'T sneer or laugh at its tragic misfortune!

There has been a frightful, if not FATAL, gap in this world's store of knowledge.

Ambassador College — and *The PLAIN TRUTH* magazine, as well as *The WORLD TOMORROW* broadcast and telecast — FILL that fateful KNOWLEDGE GAP.

It turns its researches ALSO into that one Knowledge Source that gives the right answers — the revelation of the CREATOR of us all! We go frankly and without apology to the BIBLE. The Book almost NOBODY understands — yet ANY can understand it who is WILLING! The Book which is the world's best seller, and least understood. The Book which has been INTERPRETED and misinterpreted, which has been perverted, misrepresented, twisted, distorted, more than any book ever written. Yet the Book which gives UNDERSTANDING of human nature — which *alone* can reveal WHAT we humans are, WHY we are here on earth — the PURPOSE and the true MEANING of life — which explains WHY world conditions are as they are. The Book which gives us the real CAUSES — which reveals the MASTER PLAN working out the Maker's PURPOSE here below — which explains not only today's world conditions, but strips back the curtain on the FUTURE — shows us precisely WHAT'S AHEAD, what's GOING to happen — HOW the

world's UNSOLVABLE problems WILL BE SOLVED — and very soon, now!

Yes, we include this Book of books in our research for KNOWLEDGE, without apology. And we are developing, at the three Ambassador campuses, the EDUCATIONAL SYSTEM of the WORLD TOMORROW!

## What our READERS SAY

(Continued from inside front cover)

argument beautifully, and the articles were written in plain language that everyone could understand. My congratulations.

I have spent years rambling through the woods and most of what I know about nature has been learned by observation. I cannot understand how anyone who ever spent any time with nature could possibly swallow the evolution theory. One last word on evolution — man supposedly evolved from apes, but I have my own theory. I suggest that God purposely created apes approaching the image of man to remind him how silly he and his theories can be."

Jana C., Media,  
Pennsylvania

"Your PLAIN TRUTH was recently brought to my seventh grade science class. A student of mine used some of your material in a science project. Because of the excellent material seen in your magazine, I should like to become a subscriber. Kindly forward the next issue and the yearly bill. I plan to use your magazine in my history and science classes."

Miss Marvel M.,  
Lafayette, Louisiana

• *There is no bill, Marvel — your subscription has already been paid by others.*

"I must say, *The WORLD TOMORROW* message was very refreshing after reading of the doom-and-gloom predictions of science. My country (Trinidad) may never be the cause of any war, but we could suffer the consequences of another world war. Your program is becoming

very popular over here, and your messages of a better world have given me and others (with whom I have discussed your program) new courage and hope to continue living."

Oswald K., Trinidad,  
West Indies

### Unfinished Revolution

"I want to thank you again for *The PLAIN TRUTH*. I am a college sophomore. I thought your articles on the Soviet Union were just great. I used some of the material for a speech in my class, and many students were surprised about crime and family life in the USSR compared to that in the United States."

Bradley J., Hanford,  
California

### Classroom Double-talk

"I am very dissatisfied with the quality of education that I'm receiving from the three universities I've attended. Grades were no problem as I have made very good ones. But I just can't correlate them with a good education. Something just seems to be lacking. I'm sick and tired of the double-talk and unsubstantiated assumptions of my professors."

Ken. S., Dixon, Illinois

### French Crisis

"Your assessment of French problems in the last issue of *The PLAIN TRUTH* was accurate and unfortunately true! I am an expert on France, and an ardent (the world's most) Gallophile, so I wish they weren't accurate. But they are! The housing problem is called a 'crise du logement.' One-half million new dwelling-units are needed each year, but only 350,000 are being built. The minimum wage in France is 45 cents per hour, or \$20.00 a week for a forty-six hour week. Steak is \$1.75 per pound, butter \$1.00 per pound, and milk is 30 cents a quart! Only 25% of French homes have indoor toilets! Today, I heard on the radio that the French government will ask 'Commun Marche' partners for help to solve problems, economic and commercial, arising from the late chaos."

W. M., Michigan