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Who Will Teach Them?



by
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The Christophers

121 East 39th Street, New York 16, N. Y.
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PURPOSE OF THE CHRISTOPHERS

A Christopher is a bearer of Christ. Individually and personally he or she carries Christ, by prayer and work, into the "market place," especially into the fields of (1) education, (2) government, (3) labor-management, and (4) communication of ideas (newspapers, motion pictures, radio, magazines, books). Each becomes an instrument of peace.

Because anti-Christians have swarmed into every field of endeavor, they are causing hundreds of millions over the earth to have a false outlook on life, to ignore their eternal destiny.

On the other hand, most Christians have remained aloof in their own small worlds, leaving the running of the big world to those who hate Christ or know Him not. While most good people have been taking care of themselves, most bad people have been taking care of everybody else.

Complaining, criticizing and negative analyzing accomplish little. Positive, constructive action is essential. . . . Millions of Christophers, by bringing Christ into every sphere of life, can thereby bring love where there is hate, the light of Christian principles where there has been the darkness of error. They can help renew the face of the earth.

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WHO WILL TEACH THEM?

"What will I do when I graduate? Gosh, I don't know. Try and get a job and really make some money, I suppose. After all, isn't that what I'm being trained for?" The speaker, a young student at the University of San Francisco, was answering a question I put to him as to his future. And in his answer, though he failed to realize it, was expressed much of the tragedy of modern education.

"Make some money . . . make some money" . . . the typical reply given by 95 out of every 100 of the best young American people, points up the fact that few people recognize that education in America today is slowly but surely going through the same process of de-spiritualization that took place over several decades in Germany and, more than anything else, paved the way for Hitler. In our colleges and universities the worst damage is being done by an articulate minority bent on the same pagan objectives that Hitler and the Nazis pursued with such relentless fanaticism.

Actually, how many "bread and butter" jobs does this minority with their subversive ideas, hold? Few, if any. Too often they hit for a job where they are in a position to spread their insidious doctrine and make a lot of other people as unsound as they themselves are.

In Every Country the Same

America isn't unusual in this respect. In every country it is the same. These promoters of subversion *always* make it their business to situate themselves where they can reach the *many*—not merely the few. And teaching in a university, college or high school is a "natural" for them. Hitler was shrewd enough to see that. That is why, in the early stages, he put every Nazi he could find into teaching. It was their one fixed objective to condition German youth to the idea that they were animals . . . nothing more.

And the results speak for themselves. After twelve years of that training for 6,000,000 young

people—of themselves, basically no different from American youth of like ages—many of them actually began to *act* like animals. Yet, all during that period, most good German people were off in their own little worlds, taking care of themselves, oblivious to the fact that those with evil ideas were taking care of everybody else! . . . Such was the pattern then laid out for today's subversives.

Underlying Goodness

Chatting with the young San Francisco student, these thoughts—and many others—rushed through my mind. Aware that the youthful face before me reflected a pronounced lack of any purpose outside of himself, yet conscious, too, of an underlying goodness and intelligence there, I said:

"It's easy to see you have a lot of good ideas. Too bad you aren't aiming for a job where you can put them to work for the benefit of all, instead of suppressing them. A few more years of training and you could become an instructor at one of the universities, California or Stanford, for example. Over the years you could pass along your sound ideas to thousands of other young people. There wouldn't be much glamour to it, I know, and it's certain you won't make your 'fortune,' but you would do far more than merely earn a living. You'd have the deep satisfaction, for time *and for eternity*, of knowing the world has been made a bit better off because you've been in it."

I paused long enough to give what I'd just said time to sink in. Then I put it to him: "How about it? What do you think?"

He didn't answer for a moment or two. Finally, his face lighted up a little and a grin broke the corners of his mouth. "I think you've got something there . . . it sounds like a good idea. But you're the first one who ever suggested it to me—I mean, put it to me just this way."

There are probably another million Americans—young and old—like this boy, ready and willing to dedicate themselves to a career of teaching—once

they realize the power for good each of them can exert, individually and personally. All they need is a reminder, a word of direction and encouragement. Without meaning any harm those closest to them, even parents—usually the first to complain when they find perverts or subversives in the educational field—do nothing to supply better teachers. Actually many throw “cold water” on anyone, especially one of their own, who has the courage and generosity to offer himself to the all-important task of training the 30,000,000 young Americans now in our schools. Strangely enough, the overwhelming majority of Americans do not seem to ask themselves the obvious question:

“If we who believe in God, Protestants, Jews, Catholics, and those affiliated with no faith, neglect or refuse to teach these 30,000,000, who are our very own, who will teach them?”

Inviting Disaster

But the problem is fast extending itself into all sections of the educational field. By our neglect, we are inviting disaster. In his book, *Our Children Are Cheated* (published in May, 1947), Doctor Benjamin Fine, education editor of *The New York Times*, gives a frightening picture of the growing crisis in American education. His findings are well summarized in the following:

“In many respects what I found was shocking. Many school systems have broken down; education faces a serious crisis. Hundreds of communities cannot get adequate teachers. I spoke to men and women who have no more right to be in the classroom than I have to pilot a super-passenger plane. . . . We will suffer the consequences of our present neglect of education a generation hence.”

Referring to the fact that over 350,000 of the 850,000 teachers have forsaken the nation’s educational system in the last few years, and that this dangerous trend still continues with teachers *“deserting the classroom by the tens of thousands,”*

Doctor Fine adds that: "*poorly trained, incompetent and, in some cases, emotionally unstable men and women, without the slightest interest in education, have replaced worthy teachers who have left the profession. Main bulwark of the democratic way of life, the schools have deteriorated alarmingly since Pearl Harbor. Teacher morale is at the lowest it has ever been. . . . Public confidence in the schools has dropped sharply. As a result, parents are turning in increasing numbers to private, parochial, and religious schools in the hope of getting a decent education for their children. While the public schools have been going downhill, the private and independent schools have gained in stature. Many parents, the country over, are sending their children to non-public schools. They give the simple yet adequate reason: 'The public school in our neighborhood does not offer my child a good education.'*"

Danger of Withdrawal

If this unfortunate trend does no more than make us smug and satisfied with our own educational advantages, then we will not only be lacking in Christian charity, but we will likewise be exposing ourselves to the same unfortunate mistake that many German Catholics made in the early stages of Nazism. Instead of bringing their own sound values into the main-stream of German education, they withdrew farther and farther away from it, leaving the field almost entirely at the disposal of Hitler who saw the classroom as a powerful medium for the spread of his fatal doctrine.

Engulfed by this retreat, little did these Catholics realize that this retirement from the arena, instead of protecting them, would eventually overwhelm them, too. What a different and far happier story there might have been if those who knew better—long before they were caught in the death struggle and instead of withdrawing and hugging the *truth* to themselves—had possessed the foresight and daring to plunge into the key

channels of German life with God's truth. Nothing could have stood up against them!

In the tremendous responsibility now facing all the God-fearing people of America, Catholics must neither overlook nor shirk *their* share of the responsibility. At no time should we be satisfied with merely saving ourselves. Now more than ever before have we the serious duty *and extraordinary privilege* of showing a solicitude for *all* Americans . . . of being truly *Catholic*, by including all and excluding none.

Generous In Time of War

During the recent war, American Catholics were unusually generous in the defense of their country. Statistics show that they provided nearly one-third of the armed services, or almost 4 million out of the 14 million Americans in the various branches of service, despite the fact that Catholics in this country number less than 3 million out of every 14 million persons in the nation.

But, ready and willing as we are in times of emergency, we must admit we make a rather poor showing during peace time. If we displayed half as much enthusiasm in protecting the foundations of our country as others show in wrecking them, the whole world picture might be much brighter today.

But the record shows clearly that the vast majority of us American Catholics and most others who acknowledge a Supreme Being tend to live in our own little worlds and leave the running of the big world to those who are against God. Far from doing our share in providing leaders in the great spheres of influence, despite our proven capacity for leadership, statistics demonstrate that we are lagging behind in every field. With our background of 20 centuries of Christian culture, and with the strong sense of duty and responsibility which has been instilled in us from the cradle on, we actually should be giving our country more than our proportional share of leadership. The



The carefree student of today is the responsible citizen of tomorrow. How important it is that those who guide their thinking be men and women of sound ideas. "*What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation?*"—Cicero.

figures show, on the contrary, that we are doing far too little. Although we number one-fifth of the nation, we furnish nothing near that proportion in the key fields affecting the destiny of all the people, including ourselves. In the influential fields of education, government, labor relations, and the writing end of newspapers, magazines, books, radio, the stage and the movies, we are few and far between. We are conspicuous by our absence in the field of *ideas*.

They Suffer

We tend rather to limit ourselves largely to fields where we can "make some money." Then after we've made some, *to make some more*. We incline to measure success in terms of worldly possessions, power or social advantage. But the more we become immersed in the pursuit of "things," the more blind we become to the power of ideas, especially the one great *Idea* which is our distin-

guishing mark. And in so doing, we tend to drift farther and farther away from spreading *any* ideas on the same daring scale as do the apostles of evil. And, paradoxically enough, these self-same apostles of evil invariably are but slightly interested in "things." Most of them seek no honors, often endure being poorly clothed and poorly housed, in order to be in some strategic spot where they can most effectively reach the mass of the people with their poisonous doctrines.

Can it be that we are losing our "savour?" Christ said: "*You are the salt of the earth. But if the salt lose its savour, wherewith shall it be salted? It is good for nothing any more but to be cast out and to be trodden on by men*" (Matt. v. 13).

Can it be that we over the earth who believe in God are by our neglect unwittingly bringing upon ourselves and all mankind a nightmare of confusion and destruction because we still fail to work as hard for good as they do for evil?

While we who are "for God" lag behind, the 3% of our population who deny the very existence of God are imposing their leadership in far greater numbers in many fields.

Surely we are not doing our part in helping to build a better America when we do so little to prepare large numbers to dedicate themselves to a career in government for the good of all, not their own personal advantage. At present we do not provide anything near the one-fifth of the public officials that should be our proportion. This is far more the result of our own fault than of any discrimination shown toward us.

And what is true of the field of government is even more true of the more vital field of education. In one section of the country, for example, where Catholics constitute fully one-fifth of the population, the State university of that area has, out of a total instructional and research staff of over 1,100, only 34 Catholics on the faculty; instead of 1 out of 5, we're furnishing 1 out of 32!

Less Than 4%

A recent study of the religious affiliations of faculty members in 28 State universities and colleges revealed that Catholics number less than 4% of the faculties, instead of the 20% one might expect. This same study showed that in 35 State normal schools the percentage of faculty members who are Catholics is again less than 4%—not *the more than 20%* who ought to be there!

In one important university there are only 7 Catholic professors out of a total of nearly 500. Many more Catholics would be welcome there, but they are not presenting themselves. Even if we were concerned merely with the welfare of our own, we would be—*we are*—doing a poor job, for there are 700 Catholics attending this university.

But we should not be concerned merely with the welfare of our own; we have a responsibility far beyond our own selfish interests. By the very name we bear—*Catholic*—we proclaim publicly, as no others do, that we feel obligated before God and man to serve, with loving solicitude, *all* Americans, even those who hate us.

As American citizens and taxpayers, Catholics have not only a right but a serious obligation as well to see that *all* schools supported by taxes, whether they be city, county, state or federal—are manned by healthy-minded Americans.

We have a big stake in them. According to the United States Office of Education, in one year recently the annual expenditures for the nation's public school system were \$3,016,351,104. Catholics, numbering one-fifth of the taxpayers of the country, paid for approximately 20% of this, which amounts to \$603,270,221. And this is in addition to the \$203,250,000 that Catholics generously lay out each year for Catholic colleges, high schools, and elementary schools.

If we neglect to provide our share of teachers and to show an active, continuing concern in seeing that the policies and administration of all schools are strengthening America, not weakening

it, then this failure on our part to *participate* may help to bring about a collapse in our country from which we may not soon recover.

They Are Missioners

While we are hiding our light under a bushel, an energetic minority who deny God—and therefore the basic concept of American life—are shouting their doctrine of darkness from the “rooftops.” They are *missioners*, first, last, and always! As is true of most people with strong convictions, they are intent on making as many others as possible share their beliefs. And they don’t miss a trick in spreading their ideas on a big scale.

The educational field is a fertile one for them. Like Hitler, they are keen enough to see that through the schools they can in time befoul the thinking of a whole nation. While they concentrate in a special way on universities, colleges and high schools, yet they by no means overlook the elementary grades or even the kindergarten.

They see to it that they don’t land “just any job.” On the contrary, they are highly selective; they specialize in courses in philosophy, sociology, psychology, history, government, economics, and in other courses where it is easy to weave warped interpretations into everything they pass on to unsuspecting students. In order to reach their goal, they put in the long hard years of training essential to the preparation of any one who would fill the role of teacher. On the other hand we, who have so much to give, who boast we are followers of a Crucified One, tend to follow the line of least resistance. Only exceptionally are we willing to put up with the struggle which is the price of anything above mediocrity.

Into Every Phase of Education

Furthermore, those who are “against God,” are not content to limit their influence to the classroom. Realizing that the average teacher is seldom concerned with trends and doesn’t want to be



Year after year the outlook of 30,000,000 young Americans is determined by the teacher. They are looking for the truth and whatever ever is in his head—good or bad—passes into the consciousness of the student. The announcement the teacher makes, yet seldom know they accept it as the final authority. "That's what we must do" becomes the whole course of their lives. . . . What a frightful responsibility is placed on the shoulders of *Americans*. If the teachers of America do not take care of the future of our country to the very ones whose ultimate fate is in their hands, who are going into the teaching profession in in-

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Americans is determined in large measure by the implicit faith in him to impart it to them. What-
Drinking in as gospel truth almost every pro-
whether what he gives them is the truth or not,
I was taught" is so often the only basis for the
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ate objective is to destroy it, for they are the ones
sing numbers.

“burdened” with the formation of policies, this group—few in number, powerful in strategy—is more and more dominating the whole educational field. It is they who set the pace for most education in America. During the past few decades, they have slowly but surely been taking over boards of education, educational associations, teachers’ unions, and other policy-molding movements. Because they are wielding ever-increasing influence in teachers’ colleges and normal schools, they are in a position of unusual advantage to perpetuate their dangerous doctrines through countless disciples who, saturated with their theories, are fed, in a constant stream, into the nation’s schools.

Even a cursory glance at the gospel preached by these energetic subversives reveals its identity with the Nazi-Communist doctrine of Statism. Marx, Hegel and Nietzsche furnished the Nazis and Communists alike with the philosophical basis for the deified State. These men, and their disciples among the leaders of American education, have one thing in common—however cleverly they may attempt to disguise it: *Man is nothing more than an animal, a creature of the State, and has no rights except those the State may decide to allot him.* This degrading doctrine is diametrically opposed to the truth which is the very foundation stone of American life: that every single human being is a child of God and gets his rights, not from the State, BUT FROM GOD.

Freedom to Destroy Freedom?

Despite their bland disavowals, this small band of educators who are more and more “running the show” in American schools, are undermining this country far more rapidly than is any other force in our midst. Their most subversive device, aimed at confusing the general public, is a shrewd misuse and abuse of “*academic freedom.*” Time and time again in the past few decades such freedom has been used to *destroy* freedom.

Others among them think of themselves as

"fearless seekers of the truth," yet they so often deliberately reject the fundamental concept handed down from time immemorial by Christians and Jews alike, and reverently acknowledged as a *"self-evident truth"* by America's Founding Fathers: *"God created man to his own image and likeness"* (Genesis i. 27).

For example, Benjamin Franklin, addressing the Constitutional Convention in 1787, pointed out quite emphatically:

"The small progress we have made . . . is, methinks, a melancholy proof of the imperfection of human understanding. . . . I have lived . . . a long time; and the longer I live, the more convincing proofs I see of this truth, that GOD governs the affairs of men. . . . I firmly believe this; and I also believe that, without His concurring aid, we shall succeed in this political building no better than the builders of Babel."

When the Charter of the Commonwealth of Pennsylvania was being written over 250 years ago William Penn, the Quaker, who founded the state, reminded his confreres: *"Those people who are not governed by God will be ruled by tyrants."*

In our own day and within recent memory we have the words of President Truman addressing the opening of the 80th Congress. *"The basic source of our strength is spiritual,"* he declared. *"For we are a people with faith. We believe in the dignity of man. We believe that he was created in the image of the Father of us all. . . . This is a time to remind ourselves of these fundamentals. For today the whole world looks to us for leadership. . . . This is the hour to rededicate ourselves to the faith in God that gives us confidence as we face the challenge of the years ahead."*

At about the very time these words were being uttered by our President, a noted Methodist minister, Dr. Ralph W. Sockman, publicly deplored the increasing tendency to wall off public education as well as public policies from any concept of

God. His conclusion is inescapable: "*We cannot preserve Christian democracy by training our children as pagans.*" And, continuing in a similar vein, only a few weeks ago a Lutheran minister, the Rev. Morris Wee of Chicago, declared that the widespread "*spiritual vacuum in America today is the fruit of an educational policy which for thirty years has ignored God.*"

Confusion Leads to Disaster

Once men become confused about the worth of the human person, they inevitably wander off on a tangent that must end up in disaster. Then their distorted thinking begins to color and poison the minds of all who come within their range of influence. The world-wide repercussions of the Marx-Hitler concept are still visiting death and destruction over the face of the earth. No one needs to be reminded of that.

But few have even the vaguest notion that many variations of this same weird doctrine are being taught under our very noses. The average parent, always concerned with the physical equipment of a school, seldom inquires into what is being channelled into his child's mind. The successful businessman often gives a wing to a university but hasn't the remotest idea what will be taught in that wing.

A Few Cases of Slanting

Thousands of specific examples of perverse and subversive "slanting" of teaching can be cited. The following few, however, will illustrate the point.

(1) In one textbook, *The Government of Modern States*, a well-known professor states: "*What we now speak of as individual liberties are merely the liberties which the state, as a matter of policy or expediency, determines shall be left to individual determination. . . . At any moment the state, acting through the machinery it has provided for itself, can enter this field and cancel*

the powers that it has granted or permitted" (p. 13). . . . This book also asserts that the state is supreme; that it not only gives ultimate validity to all laws but determines the scope of its own legal powers and the way in which they will be exercised. The state, according to another leading authority, possesses an authority which is supreme and unlimited, and has absolute and exclusive control over the legal rights and obligations of its citizens, "individually considered or grouped into large or smaller associations."

(2) In one large city trade school for girls, with a student body of over 3,500, a biology teacher dogmatically teaches that there is no soul, and advocates immoral practices.

(3) In a graduate course in sociology in a large Eastern university, the professor asserted that it is not a crime to kill an imbecile, as an imbecile, "*is not a human being.*" The Nazis, of course, followed this same curious reasoning and destroyed millions whom they considered undesirable in Buchenwald, Belsen and Dachau.

(4) In a teachers' college in New York, one examination paper used for graduate and undergraduate students alike follows Hitler's line of destroying all sexual morality. Hitler gave his purpose for this in his *Mein Kampf*: "*Look at these young men and boys! What material! I shall eradicate the thousands of years of human domestication. Brutal youth—that is what I am after. . . . I want to see once more in its eyes the gleam . . . of the beast of prey. With these I can make a new world . . . and create a new order.*"

Same as the Nazis

(5) According to the current trend of thought among American sociologists man is regarded as a mere animal, largely dominated by baser instincts. One professor, considered outstanding in the field of American education and whose textbooks are used extensively throughout the United States, maintains the theory, as one observer put it.

that *Christianity is the source of most of our social evils; that conversion to godlessness would make a better society; and that the ideas of soul, heaven, hell, immorality, sin, prayer, spiritual things and the notions of the sacred are "cultural fossils in orthodoxy."* This thesis is identical with that of the Nazis. Hitler put it in very few words: "*The Ten Commandments have lost their validity. . . . There is no such thing as truth, either in the moral or in the scientific sense.*" With typical consistency, Hitler added: "*To the Christian doctrine of the infinite significance of the human soul and of personal responsibility, I oppose with icy clarity the saving doctrine of the nothingness and insignificance of the human being.*"

(6) In many of our leading colleges and universities, in preference to the American concept of democracy, Marxism is taught to future teachers. And this despite the fact that, in the words of Karl Marx himself: "*The democratic concept of man is false, because it is Christian. The democratic concept holds that . . . each man is a sovereign being. This is the illusion, dream and postulate of Christianity*" (DAS KAPITAL, first ed., page 590).

Einstein Changed

One of the most startling about-faces from this unfortunate and dangerous trend was made by Albert Einstein. He publicly acknowledged that the schools and the so-called independent universities that boasted of their everlasting loyalty to truth were complete failures when the acid test came. The only ones who didn't whimper, who consistently and continually championed the sacred rights of every man, woman and child, were those who were definitely for God, not against Him.

"*Being a lover of freedom,*" said Einstein, "*when the revolution came to Germany, I looked to the universities to defend it, knowing that they always boasted of their devotion to the cause of truth; but no, the universities immediately were silenced. Then I looked to the great editors of*

the newspapers whose flaming editorials in days gone by had proclaimed their love of freedom; but they like the universities were silenced in a few short weeks. . . .

"Only the Church stood squarely across the path of Hitler's campaign for suppressing truth. I never had any special interest in the Church before, but now I feel a great affection and admiration because the Church alone has had the courage and persistence to stand for intellectual truth and moral freedom. I am forced thus to confess that what I once despised I now praise unreservedly."

The Solution

There you have the situation. What to do about it? There is only one constructive course open. Get hundreds of thousands who *do* believe in God to dedicate themselves to a career of teaching, to work as hard to restore in all our schools the letter and spirit of the Declaration of Independence, the Constitution and the Bill of Rights, as countless subversives strive to have them excluded.

There is no time to waste! Not only are the enemies of our country working within the school system, as the Nazis and Communists did in their own country and every other country that they



For the teacher who dedicates her life to the good of all, by shaping the future of a rising generation, there is a deep and lasting satisfaction that eclipses all the sacrifices that a career of teaching must necessarily involve.

successfully plotted to overthrow. Still worse—the trend of the better qualified Americans (who, thank God, still constitute the majority of teachers) has been so much away from a career of teaching that in the 1946-47 school year more than 70,000 teaching positions were unfilled. In the same period, 6,000 schools closed because of the lack of teachers. One survey estimated that 5,000,000 students received an inferior education because of poorly prepared and inadequately trained teachers. Every effort should be made to provide better pay for teachers, but millions of students must not be abandoned, either.

Just One Per Cent Could Do It!

In face of these odds, can enough young Americans be found over the country to roll up their sleeves and go to work on a *lifetime* basis in the field of education? It must be possible to find 1% of all 142,000,000 Americans—just 1,420,000 persons—who, fired with the love of God and country, are willing to put up with all the self-sacrifice that a life of teaching entails—small pay, little chance of advancement, long, hard work, misunderstanding, disappointments.

The best proof that this can be done is that many (given only the slightest direction and encouragement) are taking up a career of teaching, not for what they can “take out,” but for what they can “put in.” They have caught the *Christopher point of view*, which stresses POSITIVE ACTION INSTEAD OF MERE COMPLAINING, and which emphasizes the PERSONAL INITIATIVE THE INDIVIDUAL CAN EXERT TO RESTORE TO THE MARKET-PLACE THE CHRISTIAN VALUES UPON WHICH OUR COUNTRY IS FOUNDED.

One, who had shifted from a teaching post in a high school to a commercial concern because of higher salary, recently returned to the classroom because she was reminded by the Christophers of the value and importance of the teaching-profes-

sion, especially in these critical times. While a return to a smaller income and to work that was far more exacting and taxing, was not very inviting from a selfish point of view, yet she began to realize that if enough persons with her sense of values walked out of classrooms, the training of the next generation would be turned over by default into the hands of those bent on subversion and perversion. The dignity and honor of teaching took on a new importance for her. She saw that even though she was only one out of hundreds of thousands of teachers, yet one like herself could, by patient persistence, do much that would leave the world better than she found it.

Getting In

A scientist employed by a large corporation pointed out that much of the teaching of science in this country takes its origin from the old German standards which rejected God and the supernatural and which was the prelude to the frightful excesses of the Nazis. He said that the only way to offset these false premises is to get as many as possible to bring strong Christian values into the teaching end of science. As evidence of his own conviction, he said that he was giving up his job in the scientific laboratory and taking a job as a teacher of science at \$1,000 less a year.

Others have taken positions on the teaching staffs of leading colleges and universities, among them Stanford, Vassar, Harvard, California, Bryn Mawr, Alabama, Chicago, Smith, Princeton, M.I.T. and Pennsylvania. Only recently one young man who has become an instructor at the University of Wisconsin said that he had done so because he had gleaned from a bit of Christopher literature how vital it was to restore to the important fields of education, as well as to government, labor and communications, the idea that rights are God-given.

Another has taken a clerical position on a board of education which has been the special target of Communists. Even in his minor capacity he has

checked their inroads and promoted the very principles that they strive to eliminate.

A young lady shifted from a secretarial job with a business firm to become assistant to the head of a department of a well-known university. She had become aware of how others were using such positions to further dangerous ideas. "Why not get into one of these spots and see what I can do to push the safe and sane ideas upon which our country is founded?" she thought to herself. She found considerable opposition in her way. All sorts of obstacles were placed in her path in an attempt to discourage her. That only spurred her on. She became more convinced than ever that people like herself should forsake their own little worlds and petty comforts and get into the thick of things to fight for good with the same never-say-die determination that others were showing in the fight for evil. She got the job. Now she is able to influence the teaching of thousands!

It Can Snowball

Yes, these are small beginnings. But once others begin to realize what they can do, individually and personally, in the field of education, to save the world, this trend will, God willing, begin to snowball into something of major proportions. Then shall personal considerations and conveniences slip back into matters of secondary importance. The thrill of building instead of destroying, of spreading light instead of darkness, peace instead of confusion, love instead of hatred, will more than compensate for any sacrifices entailed.

Then will they taste something of the deep and lasting joy of the public school teacher in Mississippi who was awarded the title of "Best Teacher of 1947." Her salary is only \$1,900 a year. But rather than give up the privilege of teaching, despite low pay, she has taken extra work after school to meet living expenses. That this teacher has a Christopher purpose and sense of dedication to her work is evident from her remark:

"There is no more exalting profession in the world, except that followed by those who preach the word of Jesus. I quake in my boots when I think of my responsibilities. I feel I am rendering a service to humanity—and Lord knows they need it!"

Surely there must be in our country *at least* one million persons of all faiths who believe in God with the same sense of devotion and generosity, the same determination to further the common good of all. What inspiration they could impart to the 30,000,000 students who look for—and have a right to expect—the best training that the best Americans can give them. It can be done! Therefore, let us see that it *will* be done! . . . *"Be not overcome by evil but overcome evil with good"* (Rom. xii. 21).

Only "When, As, and If"

But, let us not forget for one moment that a change for the better will take place only *when, as, and if*, those who know better and therefore have a more serious responsibility dedicate themselves, despite all the hardships involved, to the lifetime of teaching. . . . It comes down to a matter of arithmetic. Only in proportion as the bearers of light go into the important field of education will the darkness disappear. If only a few go, then most of the darkness must remain.

MAKE NO MISTAKE ABOUT IT. THE FATE OF OUR COUNTRY AND THE WORLD FOR A LONG TIME TO COME MAY DEPEND ON WHETHER THESE ONE MILLION AMERICANS ACCEPT OR REJECT THE PERSONAL RESPONSIBILITY AND PRIVILEGE OF SHOWING AS MUCH INTEREST IN TEACHING THE TENS OF MILLIONS IN OUR SCHOOLS THE RIGHT THINGS AS TENS OF THOUSANDS OF OTHERS ARE INTENT ON INSTILLING IN THEM THE VERY EVIL THAT WILL WRECK THEIR LIVES, THEIR COUNTRY AND THEIR WORLD.

If the best American homes do not supply our youth with teachers—who will? . . . "A teacher affects eternity; he can never tell where his influence stops."—Henry Adams.

