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the Senator pointed out, and "it is not an obligation of the Federal Government."

"In many . . . states, school boards are independent of cities, towns and counties and answerable directly to the people. In Ohio and elsewhere the people of each community are authorized to vote additional tax levies on themselves if they feel that more money is needed for good educational facilities. . . . No state has come before us affirming its inability to deal with the educational problem. No legislature has passed any resolutions requesting assistance."

Senator Taft then launched into a series of arguments against the danger of federal control of public schools if federal aid is given, notwithstanding the bill specifies that no such control is to exist. Sometimes large discrepancies occur within a given state as there are rich sections and poor sections. Likewise a \$40 education in some places, he said, may be better than a \$60 education in other places. Another pointed argument of Senator Taft was this: "The bill, therefore, does not do the very thing it is supposed to do. Equalization, as a matter of fact, cannot be secured except by complete federal control and direction. Everyone agrees that complete federal control and direction are worse than the inequality which now exists."

That was what Senator Taft said on October 14, 1943. But on January 9, 1947, in a speech before the Economic Club of New York City, the same Senator Taft came out in favor of a bipartisan plan for federal aid for education. The bill proposed by Senator Taft, Senator Lister Hill and other Senators, would appropriate \$150,000,000 for the next school year, \$200,000,000 for 1948-1949 and \$250,000,000 a year thereafter.

Many admirers of Senator Taft, as well as those who do not share his political and economic views, are wondering just what caused him in his New York speech to set forth views so at variance with those to which he gave expression in 1943. Yes, what?

After discussing public spending and taxes and after advocating the killing off of Social Security, Merwin K. Hart, president of the National Economic Council, Inc., in the *Economic Council Letter* of March 1, 1947, states: "As a third measure that will come before the present Congress, a great buildup is now going on to support a bill that will give 'federal aid to education.' Such a bill has been before Congress for eight or nine years. It has always been beaten because it is certain that there can be no federal aid to education without federal control. And federal control would place in the hands of government bureaucracy the absolute control of everything pertaining to education. The socialistic teachings in our schools and colleges today would be multiplied several times.

"The pretext, of course, is that teachers are not paid enough. Well, that argument has been brought up every year, while the Federal Government was aiding its special-privilege boys to drive up truckmen's and hod-carriers' pay to double that of teachers. And the Government was then getting into debt at an astronomical rate, while even the poorest states were paying off their debts and even accumulating surplus funds.

"It is known that some Republicans are entertaining the notion of giving the schools 'a little federal aid.' Where would it stop? If this Congress should be the one to yield to the bureaucrats and leftwingers who are the core of the demand for 'federal aid to education,' then it may be expected that it would soon yield to the whole communistic-socialistic program." S. W.

LAUBACH FOR GLOBAL ALPHABET

IN THE NEW AGE for November, 1946, there was an account of the global alphabet invented by former U. S. Senator Robert L. Owen, head of the World Language Foundation, 2400 Sixteenth Street, Washington 9, D. C., a nonprofit, educational institution.

Senator Owen has now brought out his *Global Alphabet Guide Book*.

THE NEW AGE

Dr. Frank C. Laubach, one of the world's outstanding authorities of languages, states: "If Senator Owen can wield enough influence to get his alphabet started, it has a chance of winning by sheer merit. It is the simplest, best alphabet I have ever seen."

This is indeed strong commendation coming from one of Doctor Laubach's acknowledged standing. For years he was a missionary of the Congregational Christian Churches. He gave the Moros of the Philippines an alphabet and taught them how to read and write with the technique of "each one teach one." Then the war came, he returned to the United States and obtained financial aid to go to South America and a similar technique was used in Mexico, Ecuador and other Latin American countries. Doctor Laubach, an alumnus of Princeton and now sixty-two, is in Cairo, Egypt, where he is setting up literacy charts in twenty languages and dialects and using his "each one teach one" method in the hope of eventually making Africa literate. He has used similar methods in India, and has spent more than thirty years in teaching millions of illiterates to read and write.

Doctor Laubach is also Special Counselor and Representative of the Committee on World Literacy and Christian Literature, Foreign Missions Conference of North America, 156 Fifth Avenue, New York 10, N. Y. Thus, when he places the seal of his approval on Senator Owen's global alphabet, he is speaking from first-hand knowledge of the subject.

Senator Owen feels that English is, of right, the language that should be universally known and used because 200,000,000 people, one-tenth of the world's population, speak it and, furthermore, most of the world's great books are to be found printed in English. Also, another 200,000,000 use English as a secondary language. This does not mean that any race or nation is to give up its native language—far from it. It merely means that this global alphabet will enable other people to learn to read, write and speak Eng-

lish in from four to six months. In the same way, the native English-speaking peoples can learn any of a dozen languages in the same length of time by use of the same global alphabet.

The result of such international understanding, made possible by the ability to speak and write a common language, is seen as tremendous in helping abolish war and promoting world peace. S. W.

METHODISTS NOT MENDICANTS

METHODISM, as other denominations, is fortunate in having institutions which are not mendicants asking for public funds, said Dr. John O. Gross in his address at the diamond anniversary of the founding of Lander College, Greenwood, S. C. He is the secretary of the Department of Educational Institutions of the Board of Education, of The Methodist Church.

In his address he deplored the trend toward linking State and Church through financial aid from the State to the Church.

A report on his speech given in the *Southern Christian Advocate* is quoted as follows:

"He insisted that Methodist colleges must continue to be free and unfettered. He said that for them to be placed at the step of national or state government meant for them to be government-controlled, and this he contended would be something to be deplored.

"Education must by all means be free. True education can hardly be conceived of in terms of bondage, slavery, control. Education which is controlled by any government, or any church, or any individual, is not education at its highest. The mind of man must be free. Any attempt to place his mind in fetters must be resisted. Therein lies the grave danger in an institution's accepting contributions from a government. A governmental grant of funds may, by implication or expressed contract, be thought of as giving government some degree of control. Government aid to farmers led to gov-