

THE ELEANOR ROOSEVELT PROGRAM

August 14, 1951

Description: In the opening segment, ER interviews William Ziegler Jr., president of the Matilda Ziegler Foundation for the Blind, about his involvement with charity work for the visually impaired. In the following segment, ER and Dr. Rosemary Park, President of Connecticut College, discuss recent trends in higher education and Dr. Park's own work in the study of folktales.

Participants: ER, Elliott Roosevelt, Dr. Rosemary Park, William Ziegler Jr.

[ER:] This is Eleanor Roosevelt speaking. Our program is coming to from my living room here at the Park Sheraton Hotel in New York City. I am very happy to have this little while with you each day and I hope you'll enjoy the guest we've invited to be with us today. And now, for a moment, I'm going to turn the program over to Elliott.

[Elliott Roosevelt:] Dr. Rosemary Park, president of Connecticut College for Women, is uh with Mrs. Roosevelt today uh to discuss the role of college women in what she terms "the Decade of Defense." Also, in a less serious vein, she at one time studied in Germany with a professor who was interested in folk tales and fairytales. We'll hear about that too. We'll meet Dr. Park a little later on. Right now, our announcer with some information for us.

[Break 0:52 to 1:05]

[ER:] There is so much interest nowadays in this country in what is being done for the blind and in what can be done for the people who are blind in other parts of the world, that I am particularly glad to welcome to the microphone Mr. William Ziegler Jr. He was born in Muscatine, Iowa on July 21st 1891. He studied at Columbia and Harvard and was president of the Great Island Holding Corporation and the Park Avenue Operating Company, Chairman of the Board of the American Maze Products Company and former director of Standard Brands, which shows that um he's also - and I've left out one important thing; he's former president of the Royal Baking Powder Company. So, that he is a very good business man. And when a very good business man undertakes to take a great interest in a humanitarian effort, it is apt to be a successful effort. And now, Mr. Ziegler holds many positions in organizations working with the blind, including being the president of the Matilda Ziegler Foundation for the Blind, the American Foundation for the Blind, and the American Foundation for Overseas Blind. In addition, just to show, I think, [ER laughs] that's he's not only interested in the blind, he is secretary of the Boys Club of America. Um, but he goes uh even beyond what I've said in his interest in his blind because he's a director of the National Society for the Prevention of Blindness, and of the Eye Bank for Sight Restoration. So that, I think, we can easily see that Mr. Ziegler is making his fine business experience serve humanity now, and I am very happy to introduce to you now Mr. William Ziegler Jr. I am so happy to have you with us, Mr. Zeigler, and I am going to ask you right away how you first became interested in work for the blind? (3:41)

[William Ziegler:][William Ziegler coughs] I've been interested in work for the blind all my life because I had a half-brother who was blind and my mother, for that time when I was interested in that kind of work and I more or less followed in those footsteps.

[ER:] Oh well of course it's through some sort of personal thing like that nearly all of us get interested in our special, special thing that we carry on. When did you first become affiliated with the American Foundation for the Blind?

[William Ziegler:] About twenty-five years ago.

[ER:] And you've been working with them ever since? [William Ziegler: Yes.] Then, that's wonderful.

[William Ziegler:] First as treasurer, and then I succeeded Major McGill when he retired as president.

[ER:] Well that is, that's a wonderful record of twenty five years of service. Could you tell us something of the work of the foundation? You must have a – [William Ziegler: I have it right here.] good deal to do with that work.

[William Ziegler:] The American Foundation for the Blind is a national private agency whose purpose is to promote increasingly the uncompromisingly the – and uncompromisingly the interest of the blind. Among its activities are research, consultation, and fetal service, service to the deaf blind, service to the war blinded, special service to blind individuals, publication-- uh publications and talking books, library service, scholarships, and professional development.

[ER:] That's a very wide field. Now does the American Foundation for the Blind render any service outside this country, sir?

[William Ziegler:] Yes, through the American Foundation for Overseas Blind, affiliated with the American Foundation for the Blind. The Overseas Foundation is an organization to uh provide aid and assistance in the rehabilitation of the blind in all parts of the world.

[ER:] So that is, is a very broad field, then, in all parts of the world that means a great deal. But what has the foundation done to combat the devastation of the last war, for instance, which has brought about blindness in so many parts of the world? (5:38)

[William Ziegler:] American aid for the restoration of institutions and services for the blind in other countries after the end of World War II not only has achieved tangible recon- uh reconstruction but it has set in motion an accelerated in- international plan for the improvement of the lives of the blind. The foundation's activity re- report indicates that the continued flow of American aid for the supply of tangible equipment such as braille printing presses, books, school supplies, and apparatus for vocational training and employment has provided an open door for the spread of advanced knowledge through the hemisphere-- this hemisphere, in Europe, and in world areas where an understanding of the capabilities of blind has here before been slow to emerge.

[ER:] Well, then I realize that uh the services of the organization from what you say are not confined um to this country and continental Europe, but go even beyond what uh what uh you do in Europe. Well, what other portions of the world do you function in?

[William Ziegler:] The services of the American Foundation for Overseas Blind are rendered wherever it requested. Recently we have conducted surveys in Transjordan, Greece, and Iran. And Miss [Helen] Keller has just returned from four months in South Africa.

[ER:] Oh, yes, Miss Keller. Um I I read something about Miss Keller's trip in South Africa. I happened to see Miss Keller in Paris just a year ago and it was one of the most interesting things because it showed what you could um do with your fingers when they were trained. Um, we were both of us at Joe Davidson's studio looking at a new statue he just carved out of marble of my husband's head and she felt

everything and her criticism of it was exactly as though she was able to see with her eyes. And I couldn't help thinking at the time how wonderful for someone like that to have that opening of the world to her and how wonderful for her to be available to help other people uh realize what she had accomplished and pass it on to them. (8:03)

[William Ziegler:] I've seen her do that with other statues and she's marvelous.

[ER:] Isn't it a wonderful thing?

[William Ziegler:] Incidentally, Joe Davidson is a very good friend of mine, I've known him very many years [ER: What?] Joe Davidson is a very good friend of mine [ER: Oh, is he?] Mhm.

[ER:] Well I thought that as a very wonderful piece of work of his. And now, I understand that you're shortly going to Europe. Is this in connection with the work of the foundation there?

[William Ziegler:] It's in connection with the opening of the Fair which is a building which The American Foundation for Overseas Blind is taking over.

[ER:] Oh, I remember very well the beginnings of um the Fair, oh a great many years ago because my mother in law's sister Mrs. Forbes was originally very much interested after World War I that was I think if I remember rightly. [William Ziegler: Mhm.] And I'm very happy to hear that that's going to be reopened, is that a gift from - ?

[William Ziegler:] That's a gift from the uh from the [ER coughs] the group of people over there who were running it. They were [ER: and to France?] mostly American-- uh French that live over there, yes. No, to the American Foundation for Overseas Blind.

[ER:] To the [William Ziegler coughs] American Foundation for Overseas Blind? [William Ziegler: That's right.] Well, now, does that um primarily function in France or uh does it serve uh blind people - [William Ziegler:] Well it's primarily in France but that will be our headquarters for all Europe. That's where our main offices will be. (9:19)

[ER:] Um, I happen to have been rather interested in some of the things that came up in connection with the displaced people in camps um what they call the hardcore [William Ziegler: mhm.] but they - didn't - really were difficult to place anywhere to start out again, included quite a number of blind. And one of the things that IRO was able to do was to get quite a number accepted in Norway -e I think it was Norway. It was in one of the Scandinavian countries anyway, a - by helping them with their physical plant. And in return, the country agreed to take a certain number of these blind people and care for them the rest of their lives which I thought was a very fine thing for the country to do. But also a very wise solution um for IRO to have work out for people who really might never be able, without the help that uh uh some kind of institution could give them, to manage their own support again. [William Ziegler: Yes.] And I think they tried to do that also with uh tuberculosis patients and a number of other uh types of patients.

[William Ziegler:] That's true in Scandinavia and I understand they practically have no tuberculosis out there at all. It's been little by little it had been building up in those countries.

[ER:] It has. And, well, all - it seemed to me last summer when I was was travelling there that all Scandinavian institutions were well run. [William Ziegler: Mhm.] I mean they were clean and they had uh good - so I think it would be of great satisfaction to help these institutions. [William Ziegler: It should be.] Don't you feel that way? [William Ziegler: Mhm.] Are you going through Scandinavia? [William Ziegler: I don't think so I'm just going to- -] Just going to Paris for this one [William Ziegler: Paris and

through Italy.] Just for this opening of the building? [William Ziegler: Yes.] Well I'm very much interested to hear about it and very eh um happy that you are able to go over there and grateful to you for all the work that you have done for the blind because I think it takes someone with real enthusiasm to put through as big as work as you have been able to do. I think that it's-- um it shows what can be done if you really care about something and you've cared about this for a good many years. [William Zielger: Ever since I can remember, yes.] [ER laughing.] As long as you can remember? [William Ziegler: Yes.] Well I think that's very wonderful and I want to thank you very much for being with us today and telling us something of the work that is being done here for the blind but also what is being done all over the world because this education on what can be done is vastly important in areas of the world which have never done anything in the past. Thank you so very much.

[William Zielger:] Thank you. (12:22)

[Break 12:22 to 12:33]

[Elliott Roosevelt:] And now, we come to the interview with Mrs. Roosevelt's guest today who is a very charming lady and president of a well-known girl's college. Mother, will you introduce your guest?

[Break 12:44-12:51]

[ER:] Thank you, Elliott. She's Dr. Rosemary Park, president of Connecticut College. Dr. Park.

[Rosemary Park:] It's very a great pleasure to be here this afternoon, Mrs. Roosevelt.

[ER:] Well I've very happy to have you Dr. Park. I want to ask you a great many questions. I know that your training for college presidency began perhaps before you even realized it as your father was president of Wheaton College. Then you would - for that reason be especially well qualified to compare changes in women's education since those earlier days. And so the first thing I'd like to ask you is what are some of the current problems faced by women educators today?

[Rosemary Park:] Seems to me that their problems are very similar to the problems that any college administrator faces, whether he is managing a men's college or a women's college. In the first place our basic difficulty, our basic problem is the fact that the whole field of knowledge has expanded so tremendously in the last thirty or forty years. I think if you compare the education which was quite prevalent and very respected a generation ago you will find that most of it was confined to information about the countries in the North Atlantic area. No one thought it was necessary for a girl to know something about Japanese art or Russian music, or something of that nature. But I think today we all feel that something should be included from these areas and we do not have the people who are qualified to teach and if we do try to add it we add so much more in quantity to what has to be learned by our young people. And of course that's not only true, Mrs. Roosevelt, in the field of-of cultural things but in science as well. No one I think today would say that to have just one course in chemistry is enough to understand antibiotics and radio and airplanes and supersonic speed, anything like that. So our first problem I think is the tremendous increase in the field of knowledge and our difficult in coming to grips with that is to find people qualified because most of the people who teach in the colleges today had been brought up in the good old tradition of a very narrow field and very detailed and specialized information in that field. And they don't feel happy in their consciences if they talk about a big field. [ER: I'm -]And so I think that means that we have to develop a new kind of conscience in our faculty. A difficult problem.

[ER:] I'm just going to break in for a minute because what you've been saying is along lines which I have been wondering about. I wonder if the mere fact that the field of human knowledge has so greatly expanded and that the world as a whole has come so much closer to us that we are no longer confined to

an area anymore the way we used to be does not mean that our education has to completely change and that instead of trying to teach people facts about this or that or the other thing, the facts should become few and not particularly important. What one should try to do is to develop a-- an attitude of mind um which makes people want to learn and to know and then give them the tools so that whatever they want to know all through life they are able to master because they've learned to use certain tools. (16:30)

[Rosemary Park:] That would be the definition of a liberal education. And that I think is what all of us are trying to do. Our only difficulty is to find faculty members who are willing to take the big chance of a generalization because that is after all what this greater field of knowledge demands. And so when I say they have to develop a new kind of academic conscience I simply mean that are willing to teach this larger field and that they are willing to make a general remark about it where before they would only make specific remark. It's a big problem.

[ER:] Well, now are women's college presidents coming together in uh discussion of these uh problems and then it's not just one there are many allied ones and what are they doing to-to face this as a group?

[Rosemary Park:] There are always a great number of informal meetings. As it happens, all the women's college presidents are good friends and we exchange information in an informal way very often. You may possibly know that a large conference is planned in this September which is to be called Women in a Decade of Defense which is going to be sponsored by the American Council on Education.

[ER:] Yes I know they'd asked me to come to that. [ER laughs]

[Rosemary Park:] Well I hope you'll come, Mrs. Roosevelt. [ER and Rosemary Park laugh] It will be, I think, an interesting treatment of all the problems which concern women at a time like this and the colleges will have something to say at that point I'm sure. But our uh coming together as presidents to discuss these problems is largely on an informal level at the present time.

[ER:] I see so you're not really acting as a group yet. You are exploring what your possibilities are but you haven't taken any -- you haven't come to any real decisions.

[Rosemary Park:] I don't think it's possible in this type of intellectual problem to come to a sharply defined decision. Each college solves its problem as it can with the material uh and the student interest and enthusiasm with which it's provided. Uh but that's the direction in which our interest goes at this time. (18:35)

[ER:] Well, I'd like to ask you something that um my interest in international questions and in uh citizenship at home um makes me very anxious to know whether you think um young people - young women as they would form more nearly in your group - um have any real interest in politics today?

[Rosemary Park:] I think it's not as keen as the interest of the previous generation of students. It comes largely I believe because the liberal position is no longer as uh interesting, as full of hope for the future as it used to be. The liberal position has been I think has been for many of these young people has been somewhat weakened by the fact that so many fellow travelers have been associated with it. So that my experience is that the young people are relatively conservative and that their interest is in international politics rather perhaps than in strictly national. That may be a good thing.

[ER:] Well, now I was talking to Mr. Elmer Roper and he made a comment that the people in uh the different groups in our country that were interested uh in in doing anything in the political area were rather few and that among the people least interested were young people, both young men and young women. And he laid it partly to the fact that these young people at present had grown up during a war

period when the emphasis had been on whether you would be in the army or whether you wouldn't be in the army, and what would happen in the war to your life. And, therefore, they had lost touch with the domestic problems and the responsibilities of citizenship and he thought that that was the reason our young people didn't take so much interest. I have an idea that a good many young people would take more interest if the voting age was changed to 18 rather than remaining at 21 because I find quite a resentment that a boy can be drafted and sent to war uh without having the right to express himself in his - through his government and uh I think the girls would feel that also. (21:10)

[Rosemary Park:] Yes, uh I think that, too. Very much so, and I think it would be much easier for college administrators if the students were expected to take more actual part in political life. We try to encourage them to do it, but we are aware that they are only playing a game until they are 21 and it's very difficult to get them to take the game seriously. Particularly I think the women, because a great many of the young women feel a definite uh I don't want to use antagonism, it's almost too strong of a word, but a lack of interest in the generation of women who fought to make their political rights possible. And this is a very unfortunate state of affairs but it does exist, and means I think that they are less interested in being active politically then they might have been if they had had to do the fighting for the vote themselves.

[ER:] Uh why do you think they have less sense of admiration for the women who made the fight?

[Rosemary Park:] Unfortunately I think those women have been portrayed on the stage and in literature as rather uh unaesthetic of women. And uh our group today is very much more uh developed perhaps in an aesthetic way and, therefore, they feel a desire not to resemble this group if possible.

[ER:] Uh, that's very interesting to me uh I uh want to ask you, because you said that uh the conference being held uh for educators was on the subject of the decade of women's position in the decade of defense. Do you think young women - college women - of today have an important role to play?

[Rosemary Park:] Yes I think they have uh and I think they will play it because to me because their very most basic characteristic is a tremendous development of their common sense. And I think that they realize they will have to play an important part in the economic life of this nation if the uh political and international commitments of this country become more acute. Uh They are prepared to do that but they do that without any great enthusiasm, they do it as a matter of course. Perhaps this is the best way to do it. They will expect some training in specific techniques which I think the schools and colleges can supply without it doing any harm to their liberal arts training. I think, basically, most of the young women realize they are going to have to assume uh responsibility for the creation of morale, whether they do that in their own homes or if they have to do it as professional women. Uh that will be a much harder problem to solve and one again that I think the colleges must do a great deal to help them with. (24:00)

[ER:] Thank you very much. And I see that our announcer must have a word and then we'll come right back on the air.

[Break 24:06-24:16]

[ER:] Now, we come back to our interview with Dr. Rosemary Park of Connecticut College. Um, I want to just change the subject uh for a moment because I understand you studied under Professor [Friedrich] Von der Leyen at Harvard. And also took your degree in Cologne, Germany under him. I know he is a world authority on folktales and fairytales. As you may have read, I'm planning to do a series of films in which I will narrate fairytales from all over the world which will be enacted by marionettes. Perhaps I can get some good advice from you. One of the most famous collections, of course, are the Grimm fairytales. What can you remember from your studies about them and their collection of stories?

[Rosemary Park:] They were of course the most famous group of people who attempted to make a collection of fairy stories and their interest in the fairy story came out of an interest in their own national past. That is, the national past, of course, of Germany. It is an interesting thing I believe that what their collection of fairytales actually proved was that the motifs, the themes of those fairytales found throughout the German countryside and collected by these men from the old people who actually told them those fairytales showed the same themes and the same topics as fairytales from the classical times, from India, from France, from all over the world. It almost seems to prove that a real deep and spiritual in one's own past can lead to an understanding of other people's antiquity.

[ER:] That is very interesting. I'd like you also to tell our listeners who Hans Christian Anderson was and the background of his collection of stories.

[Rosemary Park:] Well his collection of stories is of course is a somewhat different one. He was a Danish uh man interested through the Grimms in making a collection of fairy tales - stories, too. The difference between his collection and that made by the Grimm brothers is the fact that the Grimm brothers recorded as nearly as possible the story as it was told to them by the old country woman. Whereas Hans Christian Anderson was inclined to create a little himself, so you have in his fairy stories actually a poet at work. Whereas with the Grimm brothers you have a recording of something that had been handed down through many generations.

[ER:] Yes, that is a difference and I think one that any of us that read those stories uh will soon realize. Now, am I right in thinking that you have taught languages? (27:07)

[Rosemary Park:] Yes, I've taught languages. I've taught German and I have studied Russian even and French and Italian. It's been a rather rich career. [Rosemary Park laughing]

[ER:] [ER laughing] Now have you used fairytales in teaching your languages?

[Rosemary Park:] Yes, I used to do that. I used to read the fairy stories in the foreign language to see whether the pupils had picked up enough of the language to understand me, thinking that they would be familiar with the theme and therefore the few words which they didn't know they could probably guess. This proved to be a very good idea and I used it extensively during the first year of language teaching. I'm sure it's still valid today.

[ER:] I think that's very interesting. Did - do you think that they that fairytales today are as popular with children uh as they used to be, or have the animated children's books more or less taken their place?

[Rosemary Park:] I think the fairy stories are just as popular as they ever were, and certainly they're as popular as they ever were with the young people who have not yet learned to read. But when we come to the people who can enjoy the animated cartoons and the few words that appear alongside the figures I'm afraid one would have to say they are being displaced, the fairy stories are I mean. I think that's too bad uh because a picture of course is a very rapid way of conveying information but it doesn't demand enough of the person who hears or sees. The uh fairy story itself uh demanded some imagination on the part of the child and I don't think the animated cartoon does. When these children get to college now we find that they are less able to read and regrettably enough have less background in the fairy stories and the old bible stories and things like that which used to belong to every child's education. Now unfortunately they don't have it quite so much and I think that makes it harder for them to read good literature and to read history or indeed any of the things that are important to us as grown up people. (29:19)

[ER:] Well, I am very much interested because I have a feeling that one of the things that we must do um is to develop imagination in our young people today. Uh I-I find that they lack very often the ability uh to imagine something that they haven't seen with their eyes and yet we are preparing them for the kind of

life where the call on their imagination and their ability to understand things they've never before come in contact with through their imagination is going to be much more frequent and uh almost a daily occurrence because we are going to have to go out of our own country and out of our own background and many of us work and live in other surroundings completely.

[Rosemary Park:] I agree thoroughly with that, Mrs. Roosevelt. Uh Not only the understanding is made difficult but I think if we encourage the growth of imagination in all sorts of creative activities in our young people such has come through literature and art we would give them more confidence in their ability to cope with a very frustrating world. So much of our education is concerned with analysis, with the search for causes and reasons, and not enough I think is a synthetic activity, a pulling together of information, and a showing that a human being has within him certain creative potentialities. These things we don't emphasize enough and I think that lack of those things contributes partly to the confusion and some of the frustration which our young people feel today.

[ER:] Well now I received a letter which uh asked a question that I am really not able to answer and I wonder if you can even though it's not on the college level-- it precedes it-- but in the long run it does effect uh how they come to college. Uh the person wrote to me "why do schools load students with so much homework very little time for recreation?" I think they didn't meant recreation only in having a good time they meant it in the time that you could read and the time of course many children choose it on the television or the radio, but for any kind of-of time to themselves. My correspondent was really speaking of course of high school students, but I think what happens to high school students is very important when you get to the college age. (32:11)

[Rosemary Park:] Yes, I think you will hear the same thing from college parents that the college requires so much reading so much work that the child never has the chance to do anything on his own choice. Uh This I think goes back to what I mentioned at the beginning that the field of knowledge is so tremendous and we are so anxious to have them to know so many things, whereas what we really should be concentrating on are the fundamental things which all of us need to know no matter how many extra things we may like to have, too. So I am afraid you're quite right we need to think an awful lot about the quantity which is required in education and I don't think we've come to a good conclusion on that matter yet.

[ER:] Well I see a good deal of my grandchildren which range anywhere from uh one year up to seventeen and some of them are already married, [ER laughs] but I am struck by the fact that so few of them today are able to read. I mean by that, are able to go away and take a book and sit down with it. And uh then the power of concentration is-is less developed except where they have some particular problem and go off into some particular piece of work do you see, but the ordinary power-- Now I could read when I was younger in a room full of people that were all going on and children were playing and everything was happening and I was lost. Now, I don't find that possible with my grandchildren.

[Rosemary Park:] I think that may be true. Well I think part of it comes from the fact that our younger generation are so much more gregarious than perhaps any generation before that. The idea of doing anything by yourself is a rather revolutionary one I think. At least I observed that even at the college age it seems essential to have a bodyguard before you go anywhere or before you do anything and this may partly explain what you have in mind.

[ER:] Well now my grandchildren will come, I read at home every afternoon to them just before supper, and um all ages that want to come come and uh they are very well behaved and they listen and they seem to have a great interest. But I'm still unhappy over the fact that [ER clear throat] I think children today have more of a collection of facts they they bring out things they heard on the radio or seen on the television that I'm sure at their ages I wouldn't have known anything about. On the other hand they seem to me to be less able to get things for themselves.

[Rosemary Park:] I think that may be true partly because we give them so much help and so much advice at every turn. I rather think we over-advise them and don't let them fight out enough of their problems by themselves. I believe it comes back to the fact that the child and the young person does not yet feel himself as an entity but sees himself only as a member of the group and is unhappy unless he is a member of a group.

[ER:] Well now what we've been talking about is good on both girls and boys but I think it's almost more important for the girl who are going to have the direction of homes uh to learn how to think. And how to accomplish the things they want to accomplish and I hope that's what the women's colleges are really going to do.

[Rosemary Park:] We're certainly trying, Mrs. Roosevelt. (36:00)

[ER:] Well now I have to say thank you very much because our time has come to an end. But I'm very happy to have had you here today Mrs. - Dr. Park.

[Rosemary Park:] Thank you very much.

[Break 36:10-36:16]

[ER:] I think I should explain that this program was recorded with Dr. Park in New York City during the time where the Shriners were holding their convention so if here and there you heard faint sounds of music or any other kind of sounds uh it was the Shriners it was not in our own particular office. [ER laughs]

[Break 36:40 to 36:52]

[Ben Grauer:] And I think I speak for our audience in expressing thanks to Dr. Park for the friendly, informal, intimate, and thoroughly winning way in which she discussed with Mrs. Roosevelt some of the problems and activities of the head of a great college for women. This had been the Eleanor Roosevelt Program, recorded in Mrs. Roosevelt's living room in the Park Sheraton Hotel, on the corner of 55th street and 7th avenue in New York City. Today Mrs. Roosevelt's guest was Dr. Rosemary Park, the president of Connecticut College for Women. And a look at the guest list for the rest of the week shows an interesting variety of personalities. Tomorrow, Wednesday, Mrs. Roosevelt's guest is one of the favorite personalities of the uh radio and television, the famous Danish comedian and pianist Victor Borge. And on Thursday a very distinguished member of the theatrical fraternity, John Golden, who in fact is the Dean of theatrical producers will be chatting across the microphone with Mrs. Roosevelt. Uh a longtime friend of Mrs. Roosevelt, Mr. Golden has a most distinguished career, going back some forty years, fifty years in fact in the American theatre. Besides his many talents as a producer, he is also a noted songwriter. A warm, important personality of the theatrical scene in a chat with Mrs. Roosevelt. And our week is completed on Friday with an interview with the well-known explorer, artist, anthropologist Ivan Sanderson. Mrs. Roosevelt and Elliott Roosevelt will be with you again tomorrow with the famous comedian and pianist Victor Borge as guest, and every day, Monday through Friday, from 12:30 to 1:15 pm. 'til tomorrow then at our regular time, this is Ben Grauer, bidding you all good afternoon. (38:48)

[Break 38:48-38:54]

[Ben Grauer:] Friends, this is Ben Grauer speaking. You know, now more than ever meals need an extra flourish to keep family appetites well satisfied and well nourished. So here's welcome news for harried summertime homemakers. Habitant Vegetable Soup is just the food to turn the trick of making dull meals

spring to life, making them glow in the limelight of good eating. Food and vitamin values are rich in Habitant Vegetable Soup too because the broth is made from the precious natural vegetable juices. But truly the greatest news of all is the bountiful flavor that Habitant chefs get out of succulent ripe vegetables. Of course, it's a secret, a combination of French cuisine, special seasoning, and slow, unhurried cooking that makes Habitant Vegetable Soup an individual masterpiece. And the same is true of the other Habitant favorites: Habitant Onion Soup, and Habitant Pea Soup. Rich, tangy, so deliciously different from ordinary prepared soups. Your grocer has all three kinds in the yellow cans. Serve Habitant Vegetable Soup, Habitant Onion, and Habitant Pea Soup to your family and then listen to them rave about your cleverness in brightening up these summertime meals. Now instead of our usual discussion period at this time, Mrs. Roosevelt has a special guest whom she'd like to introduce. (40:20)

[Break 40:20 to 40:31]

[Ben Grauer:] Following Mrs. Roosevelt's brief chat with Mr. William Ziegler, it's time for introduction of our regularly scheduled guest for the day, but I have a moment before Mrs. Roosevelt is ready with our guest to look at the program listings on WNBC and a mighty interesting schedule of programs for tonight, starting off at eight o'clock with *American Portraits*. This is the sixth in the series of eight radio dramas based on the lives of great Americans. In which, by the skillful writing of uh famed radio writer George Faulkner, we go behind the scenes of the uh standard textbook idea of these great men and find out really what made them tick and how they developed the splendid devotion to American ideals which made their place in history. And our subject for tonight is title "the Sword of Kentucky." This is the story of George Rogers Clark and the conquest of what is now the great American Middle West. The program is directed by James Harvey with a special score written by Alan Shulman and conducted by Milton Katims. And I have the pleasure of playing a small role as narrator of this distinguished series, American Portraits at eight o'clock. At 8:30 *Dangerous Assignments*. Steve Mitchell investigates an attempt to discredit America's aid to a group of DPs. At nine o'clock there's an interlude of comedy with *It's Higgins, Sir*. Harry McNorton as an English butler inherited by an American family. At 9:30, tall tales, music and comedy in the *Pet Milk Show* with Jack "Baron Munchausen" Pearl and charming soprano Mimi Benzell. And at ten o'clock there will be another chapter of *Big Town*, Walter Greaza and Fran Collin as crusading newspaper man Steve Wilson and Lorelai his girl Friday. The title for tonight's episode of *Big Town* is "The Big Payoff." And a little reminder of a very interesting series which is running this week on WNBC at 11:15 pm right after Ken Beyhar on the news. It's titled *Robinson Crusoe, USAF* and behind that title lies the story of NBC's roving reporter, W.W. Chaplin who went down to Florida to uncover an exclusive story of the Air Force's new survival program for fliers. Fliers who may be forced down in jungle territory, there in the tangled mangrove, if that's the right word, of the Florida Everglades, lived this group of air force men, Bill Chaplin, who's been through wars and catastrophes and everywhere where the news breaks for NBC went down to the everglades, lived with these men in survival conditions, practically like Robinson Caruso's the Twenty-first century and his story is told on these broadcasts every night this week at 11:15. There's the lineup for listening on WNBC tonight, and now to tell us about today's distinguished guest, here is Elliott. (43:29)

[Break 43:29 to 43:42]

[Ben Grauer:] Right, Mrs. Roosevelt, clock says it's time for our pause for identification for brief announcement then we'll return to your interview with Dr. Park. This is WNBC AM and FM New York and you're listening to the *Eleanor Roosevelt Program*, recorded in Mrs. Roosevelt's living room in the Park Sheraton Hotel in New York City. Today Mrs. Roosevelt's guest is Dr. Rosemary Park, president of Connecticut College for Women. Before we return to Mrs. Roosevelt and her guest, I'd like to repeat an announcement of importance in these summer days, when many of us are out on the road touring, an announcement from the American Automobile Association from their headquarters in Washington. One of the things you'll encounter on your vacation trip is the hitchhiker who stands along the road and

thumbs a ride. Well, it's nice to be a good fellow and do a friend a favor. But the American Automobile Association warns against picking up hitchhikers because sometimes they may turn out to be thugs bent on robbery or even murder. We know at least twenty seven states have passed laws against soliciting rides on the highway but the practice persists. Every now and then you'll hear about a motorist who was held up and robbed by these highway criminals. Another practice to watch out for, say the AAA travel experts, is the fake breakdown. Perhaps this may recall a vignette you've seen while rolling along on some highway. Uh a robber, often a woman, stops a car on the highway and gives the appearance of being in trouble. Strange things can develop from that situation. The best way to handle the problem is to just pass it by as someone flags you down on the road and then report to the nearest authorities who will investigate. The one possible exception to the no pickup rule are members of the armed services who are waiting in designated pickup stations at the entrances or exits of military and naval installations. These deserving men may be carried safely to the nearest town, but not further than that. Don't be a victim of robbery by picking up hitchhikers along the road. That's the timely warning from the American Automobile Association. And now to continue today's interview, here again is Mrs. Roosevelt. (46:07)

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