

## AMERICANS OF TOMORROW

November 8, 1934

Description: Peace through Education or "Education as a Means to Peace" or "Value of Education in Maintaining Peace"

Participants: Eleanor Roosevelt

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### MUSICAL THEME

MR. VON ZELL

Ladies and gentlemen. We have the honor of presenting Mrs. Franklin D. Roosevelt - in the first of a special series of broadcasts in which her subject will be "Americans of Tomorrow". Today, Mrs. Roosevelt will give you her Armistice Day message, a message of peace -- through education. This program is sponsored by the Typewriter Educational Research Bureau of New York City - an educational bureau supported by the manufacturers of Underwood, Royal, Remington and Corona portable typewriters. These companies found a few years ago that with the perfection of the portable typewriter as a small, light machine which a child could easily operate, and which a student could carry, they were allied with the cause of education by millions of young fingers. They found that their service to America was greater than the mere making and selling of typewriters -- they were helping American children to better citizenship. The Typewriter Educational Research Bureau has fostered investigation of the uses and benefits of typewriters through independent educational authorities, and is bringing the facts of this modern educational tool to parents and teachers of America. (PAUSE) Before we introduce Mrs. Roosevelt, William Daly will conduct his orchestra in a favorite waltz from the Johann Strauss operetta, "Der Fledermaus."

WALTZ FROM DER FLEDERMAUS

ORCHESTRA

MR. VON ZELL

Ladies and Gentlemen - Mrs. Franklin D. Roosevelt.

MRS. ROOSEVELT

Good evening, mothers and fathers. I am glad to have the opportunity to speak on "Americans of Tomorrow" on this day.

Sixteen years ago today the World War came to an end and in talking to you about education tonight, the first question that comes to my mind is what have we done through education in these sixteen years to make war less possible in the future? The boy who was a baby when the World War ended is almost old enough to be a soldier himself. Do the boys and girls in high school today understand any better the causes of war? Are they any better equipped to analyze the situations which lead up to war, or can they get at the truth about conditions in their own country or in other countries any better than we could? This much I think we have done. We have a much larger group of young people today who are actively interested in questions of government and who study government from the time they enter high school. The war spirit, however, is built up in a thousand different small ways from early childhood on. All children love to play at different phases of real life. Little girls love to play with dolls and doll houses, because it seems to them like keeping house and having babies of their own. All little boys have been brought up on toy soldiers, primarily dressed in the uniforms of their own country, though frequently they have been supposed to learn something of history by playing with soldiers dressed as Romans and Greeks, or if they are American children, in the traditional red coat of the English soldier who tried to keep us under Great Britain's control. There was a time when Germany produced the most remarkable toy soldiers because in real life the army was a very important part of every German's existence, with the result that every small boy played with soldiers from his earliest childhood on.

We have also taught history in a way which has led every child to feel that military heroes are great figures in history and it is not until they are comparatively mature that young people discover that some of the most important people in the development of various countries never wore a soldier's uniform. The glory of war has been constantly emphasized and rarely the sordid side -- the filth, the cold, the horror of wounds, and of slow death -- these are all hidden behind a veil of comradeship and patriotism. Many a man who came back from the World War even to this day has no great desire to talk about his experience and yet our youngsters of sixteen still think there is glamour and beauty about war. They are accustomed to a competitive world, to a world in which strife is always going on about them. They do not even play games for the mere pleasure of playing, they must strive to win at all costs, so that they are even tempted now and then to cheat in order to obtain the victory. This may be a fitting preparation for the type of uncontrolled competition which they sometimes find when they enter upon the business of earning a living, but it hardly makes one considerate of the rights of others and though in schools we give lip service to the Golden Rule and talk about it rather pompously as we grow older, I wonder how many of us really live it or expect these youngsters to govern their lives in accordance with it.

We have taught our children in their history to accept things which our country has done without too close scrutiny into the ethics of their government.

Until these things are changed we might as well/realize that we have made no particular strides in changing the psychology which makes it possible to sweep a nation into war with little preparation and little thought.

Armistice Day should make us think primarily about the steps which we should take to teach our children what real patriotism is. It is obvious that we can not disarm without the cooperation of the other nations of the world, but we can create good feeling, we can train young people to understand the people of other nations, and to be fair and just in their dealings with these people. Perhaps we will have to set our own house in order first, and do away with some of the practices which our world of business has allowed to creep in. If we find this to be so, let us face the necessity and so do.

There is one sure way to change ethical standards and that is by beginning with the young child and helping him as he grows older to have the strength to stand against certain temptations which have been too great for many of us in the past. We must be sure in the first place that we ourselves, as parents and as teachers, believe in the standards which we are teaching the children and that we are not simply preaching to them an impractical idealism which we expect them to shed when they enter the practical world, we must at least strive to live up to the things which we teach them, as their safeguard in business, in politics and in international relations. There are many young people today who find themselves confronted with a situation in all of these fields which they consider show up their elders in a somewhat hypocritical light. They claim that had we lived up to the things which we are now teaching them, the world would have been a different place from what it is today and life for them might be far easier.

We must be sure that we teach not only/by word of mouth, but by example, and that we give our children the opportunity, during their school years, not only to learn reading, writing and arithmetic, but ~~for~~ share<sup>2</sup> a real appreciation of the arts and sciences, and if possible to develop any talent which they personally may have, for these creative activities may mean much in the greater leisure which we hope for in the future.

A real knowledge and understanding of literature not only because it is part of the curriculum, but for real enjoyment of books, will mean much to the future life of any child and to the culture of any country.

At the same time it is important that children grow up in an atmosphere of interest in public questions and it is becoming increasingly evident that good government, particularly in a democracy, depends upon the interest and responsibility which every individual citizen is willing to shoulder. A child brought up in a home where they hear these questions discussed will take it for granted that he must in time take up his share of the responsibility and exercise his good citizenship through a knowledge of the issues at stake and of the people for whom he votes.

Teachers, mothers and fathers are responsible for the developing of the characters of our citizens of tomorrow and if we are to have continued peace it will be through our own efforts. We do not want to bring up children who are afraid of war, horrible though war may be, but we want to bring up children

who have an understanding of the problems of the world, who have ability to be fair and generous in their judgements and strong enough to stand by their beliefs and to work for peace in the same way that, in the past, we have worked to build up the material success of our nation and its defense when it was needed. Working toward peace is a slow process, it means changing human nature, changing the thought of nations, but we are the nation that can do it and the only way to begin is to begin!

MR. VON ZELL

Thank you, Mrs. Roosevelt. Now William Daly and his orchestra, playing "Vilia" from "The Merry Widow".

VILIA

ORCHESTRA

ANNOUNCER

What can you do for your boy and your girl to help them in school? How can you train them to express themselves better? How can you make them more interested in school? How can you improve their arithmetic -- their reading -- even their handwriting? The answer is: give them a portable typewriter. In a study of more than fourteen thousand children, leading educators discovered these things and many more. They found that the first-grade experimental children who had access to a typewriter wrote six times as much as their fellow students who wrote everything by hand. The children who had typewriters even wrote three times as much in longhand as the other children. (PAUSE) No child who can talk is too young to start learning to write the words that crawl across a page in clear-cut typed letters. And no college student is too old to make valuable use of this magic tool of modern education -- the typewriter. If your child does not now have the advantage of a typewriter, write for this free booklet on "How a typewriter will help my child in school." Find out how a typewriter can aid your child's education. Send your request to the Typewriter Program, Columbia Broadcasting System, New York City. Simply ask for the illustrated booklet, "How a typewriter will help my child in school." Write for it now and you will be taking the first step in one of the greatest aides that you can give your child for a happy and successful life.

MUSIC – FADE

ORCHESTRA

ANNOUNCER

Mrs. Roosevelt will speak again next Sunday in the second of her series of talks on "Americans of Tomorrow." The subject next week will be the training of children before the school age, the discussion of nursery schools and home education for the young child. .... To receive your copy of the free booklet offered in this program, just send a penny post card to the Typewriter Program, Columbia Broadcasting System, New York City, and say "Please send me the free typewriter booklet." Address your card to Columbia Broadcasting System, New York City.

MUSIC

ORCHESTRA

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Transcribed by: Nicole Mortland

Proofread by: Ivana Mowry-Mora, Lee Febos, Matthew Girardi, Ikerighi David, Olivia Kinhan

Transcribed from a script held in the Eleanor Roosevelt Papers at the Franklin D. Roosevelt Library.

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<sup>2</sup> This is a handwritten interlineation.