

THE ELEANOR ROOSEVELT PROGRAM

July 18th, 1951

Description: In the opening segment, ER and Elliott Roosevelt respond to a listener's question regarding the importance of elementary school teachers in the fight against communism. In the interview segment, ER discusses child labor with Dr. Eduard C. Linderman, chairman of the National Child Labor Committee.

Participants: Eleanor Roosevelt, Elliott Roosevelt, Ben Grauer, Eduard C. Linderman

[ER:] How do you do, this is Eleanor Roosevelt. Every Monday through Friday, my son Elliott and I have the opportunity to visit with you here in my living room at the Park Sheraton Hotel in New York City. Each day it is our desire to bring interesting guests that we are hopeful you will enjoy meeting. Elliott, will you tell our listeners today's plans?

[Elliott Roosevelt:] The National Child Labor Committee has reported that a sample survey of high schools throughout the nation has revealed an alarming increase in the number of students who leave school before-completing their courses. Also their findings indicate that there is far more child labor in this country than most people realize. To tell us about this serious situation and what is being done to combat it, Mrs. Roosevelt has invited Dr. Eduard C. Linderman, chairman of the National Child Labor Committee, to be her guest today. Also as usual, Mrs. Roosevelt and I will try to answer a question from a listener. Before we have this discussion, our announcer has some things to tell us.

[Break 1:10-1:15]

[Ben Grauer:] Friends, this is Ben Grauer speaking. You know, vegetable soup without vegetables would be about as inspiring as apple pie without apples. When you serve Habitant vegetable soup, don't ever worry about finding vegetables. Every can of Habitant vegetable soup is generously blessed with all kinds of plump, juicy garden favorites, oodles of them. And the broth is extra rich because it's made from the natural vegetables juices. Perfect seasoning and slow simmering bring out the heavenly flavor of Habitant vegetable soup. One good spoonful deserves another and another, until your craving for good old-fashioned home-cooked soup is satisfied. Of course, you'll enjoy just as much wonderful Habitant pea soup, the genuine old French Quebec style pea soup, and zesty tangy Habitant onion soup, golden good and aswim with tender juicy onion slices in pure meat broth. Whether you get the large family size or handy small cans, you'll truly enjoy Habitant vegetable soup, Habitant pea soup, and Habitant onion soup. Get Habitant from your grocer in the yellow can. And now, here's Elliott.

[Break 2:29-2:37]

[Elliott Roosevelt:] Corporal William M. Kupeck of Fort George G. Meade in Maryland has supplied our question for the day. He writes, "Dear Mrs. Roosevelt, I would appreciate your opinion on a point of discussion raised in the company recently. It concerns the importance of the elementary school teacher and the crisis which confronts us today. By crisis, I mean the battle for the mind which we are waging against the Soviets. Your views on this subject would be most welcome and would aid us in settling a few controversial points. Thank you very much for any assistance you may extend to us in this matter."

[ER:] Well, the elementary school teacher is, of course, from most points of view, the most important teacher that we have. She has to be, or he has to be, the best trained teacher because um he's dealing with

little children and there are real methods that you have to learn to deal with little children. You can -- any mature person can probably learn how to impart knowledge to a grown group because uh seventeen, eighteen year old people are prepared to help learn for themselves almost, if they're given um leads of how to go about it. [Elliott Roosevelt: Mhm.] But uh little children have to be uh taught how to um how to work, how to play, how to get on together. Um and probably the most important thing uh that a little child learns um through its elementary teacher is the getting on with the other children. And the fact that, in an elementary class, they will have in miniature all the different kinds of playmates, and-and um that they-- and students-- that they will have when they go out into life. They will have children from every uh possible uh racial strain in this country, of every color, of every religion. And they will learn right there how to treat each other, how to get on together. And the elementary teacher can have a great influence, not only on her children but on their parents, because she has to keep a very-- or he-- has to keep a very close touch with the parents, because the little child in school um is not as-as independent. Uh his parents have to be pretty close to know um what's happening in school, whether the child um needs certain things at home uh to help him out, uh it's--there's closer tie between and the parents of very young children.

[Elliott Roosevelt: Mhm.] As the children grow older they grow more independent, they're more able to take home correctly whatever has been said to them in school, and um it isn't so necessary for the teacher and the parents to keep as close a tie as with little children, particularly in the matter of health. You watch little children um more carefully for children's diseases and all sorts of things, and therefore you keep more closely in touch with the family. Now it is in those early years that children acquire the pattern which their characters will follow later on, and they take that color very much from their homes and their teachers. And I think it's very necessary that we face the fact that now in the modern world we cannot afford, for instance, racial and religious prejudice. [Elliott Roosevelt: Mhm.] And the little child must learn if possible that all people are worthy of respect, that all people have the right to equal opportunity. So toys must be available to all on an equal basis. The type of um of work that they do in school must be available to all on an equal basis. There must be no difference because one child happens to be of one race, or one child happens not to have uh-- be quite as quick as another. The opportunity mustn't be taken away but the opportunity for development must be made even easier for that child, [Elliott Roosevelt: Mhm] and the other children must learn that they have an obligation to cooperate and help their companions. I think right there is laid the um the um actual um foundation for the observance of human rights in later life, for the um citizenship which makes you care about civil liberties, and makes you feel a sense of responsibility for what goes on in your world. [Elliott Roosevelt: Mhm.] And so, from my point of view, the elementary teacher is one of the most important people in our communities.

[Elliott Roosevelt:] Well, I think that the-the truth of your remarks uh-uh is borne out by the fact that the Soviet in their efforts to solidify the opinion of the people behind them. They start at the very earliest inception, actually in the preschool age period in indoctrinating their children and the pattern of their life.

[ER:] Well, of course, they start in the nursery school, which is where everything should start. [Elliott Roosevelt: Mhm.] The nursery school is where you get your habits that form your character, [Elliott Roosevelt: Yes.] and that's where all these things should start. [Elliott Roosevelt: And of course--] Then of course, the Roman Catholics have had a saying for long time: "Give me a child until it is seven and then you can have it for the rest of its life." [Elliott Roosevelt: But it will always be a Catholic.] Well, it will always be marked by the teaching that it had.

[Elliott Roosevelt:] Well, what-what I'm interested in is the-is the question of uh the inroads that the communists here in America feel that they can make on-on youngsters in [ER: high school.] teenage, the high school and college years.

[ER:] Well, you know uh that young Ogden Reid told us that they were making this year a great effort to reach high school youngsters because um next year, it had been rumored, that most of the high schools

would carry courses which would explain to um high schoolers what communism was, what it meant, and what the tactics of communism were. And that made the communists feel that their opportunities for putting over their doctrines would be far less, and so that was why this year they were putting on such a tremendous drive um in the uh high school group. Now I don't know, I've often wondered whether perhaps uh part of this selling of dope to youngsters might not have been part of that drive, because uh when you deteriorate character by habit of that kind, uh you can reach people with uh strange thoughts uh more easily. [Elliott Roosevelt: Mhm.] And um I-I-I don't know that I-I have no idea whether they have any connection whatsoever but if there is a drive uh to-to win over teenage uh high school students um and its being stepped up at the present time then I think what we should do is as quickly as possible uh to begin uh teaching them what the meaning of communism is. You shouldn't shun telling people about something and it-it doesn't uh make them more uh apt to turn towards it to tell them what a thing is, uh if they know the truth they are much better able to defend themselves against it. (11:55)

[Elliott Roosevelt:] Mhm. Well in other words, uh your feeling is the place to start is really in the kindergarten and the elementary school in teaching the-the uh children of this country uh what uh to look for in their own way of life and what to-to live up to.

[ER:] Well, the place to start to build democracy is in the-the elementary school because -- and I've always--

[Elliott Roosevelt:] Well then why don't we pay [ER: I've always felt--] for the highest possible caliber elementary school teachers?

[ER:] I think we should because-- but I have always felt that uh just being against something was very little good, what we really should do in this country is to begin teaching the children in the earliest possible uh period what democracy means and why it is that they have something they must not only live by but guard very carefully because it has value. Now I agree with you that a-that a um elementary school teacher and all the way along, um we don't pay our teachers enough because they have the um very responsible job of educating the citizens of the future.

[Elliott Roosevelt:] And they are not only have that responsibility but uh-uh they should be the people best equipped to tell the story of what democracy is because they are in the business of serving democracy and of [ER: Yes--] selling democracy.

[ER:] Well, of course, we haven't taken enough interest in our-our um state um-um colleges where we train teachers. We have not put the emphasis there of seeing that they get the best possible teachers there

[Elliott Roosevelt: Right.] to train them. [Elliott Roosevelt: Right.] That's one of the important things.

[Elliott Roosevelt:] Well, I hope that this answers Corporal Kupeck's letter, and uh now I see that our announcer has a word to say and then we will go onto the interview of the day.

[Break 14:10-14:28]

[ER:] Gladly, Elliott. I'm happy to present to you Dr. Eduard C. Linderman, chairman of the National Child Labor Committee, Dr. Lindermen

[Eduard C. Linderman:] How do you do, Mrs. Roosevelt? It's nice to have you back again.

[ER:] Thank you! That's kind of you, I'm glad to have you with me today. Dr. Linderman, how much child labor is there in the United States today, and what do you mean by child labor? Those are two things I think would be good for us all to understand.

[Eduard C. Linderman:] Well, unfortunately, there has been a rise in child labor during the last two years, especially during the last year. The number now is approximately two and a quarter million. And we mean by child labor, children who work at too early an age, or who work under bad conditions and is in bad surroundings, or in the company of um people whose character is not approved. In other words, children who are actually exploited, is what we mean by child labor.

[ER:] What you mean by child labor. Well now does the National Child Labor Committee disapprove of all young people working?

[Eduard C. Linderman:] Oh no. No, not at all. As a matter of fact, I myself believe that uh the discipline of work, under proper conditions, is an essential part of growing up, of education.

[ER:] Uh so that um really what uh the committee is concerned with is um the age -- uh probably uh whether they are doing the kind of work that is detrimental for that age, [Eduard C. Linderman: Yes.] and whether it prevents their having the other types of development that goes with the age.

[Eduard C. Linderman:] Yes, and-and I should have added also, Mrs. Roosevelt, that child labor means the child is at work when he ought to at school.

[ER:] Ought to be in school or ought to be asleep.

[Eduard C. Linderman:] Yes, or-or-or at rest, yes.

[ER:] Well, now how- how would you regulate the employment of children? (16:37)

[Eduard C. Linderman:] Well, it has to be done through two methods, it seems to me. One: through legislation which, as a matter of fact, has been markedly successful. And the other, of course, is through education. That is I mean education of parents and of employers and of school people and all those who have any contact with children, either on the playground or in schools or in their clubs and settlements, et cetera.

[ER:] Well, when um when you say that um it's been-- that legislation has been successful, as I understand it, um children in this state must now go to school until they are sixteen.

[Eduard C. Linderman:] Yes, and that's true of most of the states at present.

[ER:] It is true of most of the states, [Eduard C. Linderman: Yes.] but it's not true I suppose of um migrants uh who have children with them, is it?

[Eduard C. Linderman:] Oh no, and the migrants represent a very pitiful exception. As a matter of fact, most of the migrant children are cheated out of their education completely.

[ER:] Well, I want to come back and talk a little bit more about that particular problem in a few minutes, but first of all, because I live uh in-- most of the year in fact, in a rural community, I'd like to ask what the committee thinks about summer employment for children.

[Eduard C. Linderman:] Well, the committee believes that the summer employment is good. I myself have a feeling that the child ought not to use his entire vacation in employment. There ought to be some rest and recreation, for after all, the summer period is designed as a free period for him, but I believe that some work and some actual supervised labor under proper conditions is a healthy discipline.

[ER:] Well, would not it be possible for children to take summer employment um that would be only part time employment and--

[Eduard C. Linderman:] Yes. Yes, the opportunities for summer employment in camps and in resorts of various kinds offer older high school children and younger college people excellent opportunities both for increasing their income and for learning certain skills.

[ER:] Well, for instance, last summer I spent two days on um Nantucket, and I noticed that um practically all the boys waiting, and the girls, um waiting in the dining room were college students. [Eduard C. Linderman: Yes--] And it seemed to me they had quite a little time, they were brown as they could be, and one--the boy who waited on our table was very active in baseball, so that I came to the conclusion that it was-- there was time for recreation.

[Eduard C. Linderman:] Oh, yes, I think that's a wholesome form of summer employment. (19:40)

[ER:] Uh are you opposed to children taking summer jobs in the city?

[Eduard C. Linderman:] No, not if the conditions are uh proper.

[ER:] Well, then I should gather that you believe, Dr. Lingerman-- Dr. Linderman -- that it's all right for young people to work a part of the summer vacation but that they ought to have a part of it, which really was given over to recreation.

[Eduard C. Linderman:] And for purposes of recuperating, keeping them in good health for the coming year's work at school.

[ER:] Well now, you have me earlier the figure of um children at work, it was two million, did you say?

[Eduard C. Linderman: About two and a quarter million, at present.] Two and a quarter million. Um are many of them still going to school or are they completely out of school?

[Eduard C. Linderman:] Approximately a third of them are out of school. About eight-hundred thousand of them have left school.

[ER:] Well, that means they've reached sixteen and left voluntarily before finishing school? [Eduard C. Linderman: Yes.] With the permission of their parents? [Eduard C. Linderman: Yes.] Well now, that looks to me as though something was the matter with our schools. Have you done anything about finding out why [ER coughs] they don't want to finish high school?

[Eduard C. Linderman:] Yes, Mrs. Roosevelt, we conducted a survey just a few weeks ago and um interrogated some um two hundred school superintendents to find out whether or not children were leaving school at an increased rate, and discovered that in half the schools this is true, that they are leaving. We then attempted to find out whether or not the superintendents of schools had some notions about why children were leaving and the reasons the children themselves give for dropping out of school. So we do have some relatively uh accurate facts about that at present.

[ER:] Well, I'd be interested to know, what are the main reasons they give?

[Eduard C. Linderman:] Well, the main reason, unfortunately, is that they are not interested in what the school is giving them. The um second reason is they want to earn money, and they give very excellent reasons for why they-- the reasons why they want the money. But they always insist that the school doesn't interest them, that they're bored, and they'd much rather get out and work. (22:06)

[ER:] Well, of course, in good times when employment is easier to find, uh you nearly always find this, the children are leaving because it's possible for them to find jobs. [Eduard C. Linderman: Yes.] If jobs were not available they would probably be more willing to stay in school, [Eduard C. Linderman: Yes.] but uh the two--the combination of the two, of uh it being good times when they can find jobs and of not being interested in what they're being given, means that they are going to um start work at too early an age. And I wonder whether we do enough to make them think ahead as to whether it's going to be a detriment in the long run not to have finished high school, and sometimes, not to have, if it were possible to achieve, gone through college.

[Eduard C. Linderman:] Yes, only about a half of our American children who enter high school now complete, [ER: Mhm.] and it's very difficult of course to get young children to take that long view. I suppose the uh best thing we can do is to enlist the um assistance of their parents and of civic organizations, as a matter of fact, one American city is doing something about this at present, namely Minneapolis.

[ER:] What are they doing?

[Eduard C. Linderman:] Well, there with the um PTA, with the cooperation of the PTA, the schools are sending teams of adults out to interview the parents and the children who have-- where children have dropped out of school and to find out what their reasons are. They don't in all cases, of course, recommend that the child should stay in school, but in about half the cases they discover with consultation that the child and his parents do reconsider and the child is willing to um continue.

[ER:] I have found in the past, I don't know how true it would be now, but in my rural area I have found that sometimes where the parents are still um only a short time in this country, and um they're--they have not grown accustomed yet to thinking it is necessary for the child to have a high school education. Uh sometimes the-the-the parents will be divided. The mother may very well want the child to go on uh and the father may want the child to come back and work on the farm, and be a full time hand at uh practically no wages. [Eduard C. Linderman: Yes.] That's-that I've found is one of the reasons why so many youngsters don't stay on the farm.

[Eduard C. Linderman:] Well, I had that experience myself, Mrs. Roosevelt. I'm the son of an immigrant, and that uh discussion, I remember, was a very vital one in my own family. (25:01)

[ER:] And how did it um how did it resolve itself, sir?

[Eduard C. Linderman:] Well it, was exactly the way you suggested it, it was my father who thought it would be much more practical for me to go to work and it was my mother who wanted me to stay at school.

[ER:] And you stayed in school?

[Eduard C. Linderman:] I didn't, I'm sorry.

[ER:] You didn't stay in school, [Eduard C. Linderman: No.] but you finally went back to school?

[Eduard C. Linderman:] I went back later, yeah.

[ER:] You went back later. Well that is something which I think has happened in a good many families because I know of it a number of times, sometimes where they stayed because the mother made such a fuss about it, and sometimes where they went back afterwards. Now I'm sorry, but our announcer has to have a word, and then we'll be right back.

[Break 25:40-25:53]

[ER:] Now we come back to my talk with Dr. Eduard C. Linderman, chairman of the National Child Labor Committee. And Dr. Linderman, I was-- want to come back for a minute to the second reason um that children leave school, namely that they're not interested in their classwork. Um if you got those children back, you'd still have children who were not prepared to get much out of their work because they're not interested. Now isn't there something that we ought to do in our public schools to study the children and the type of thing that would interest them?

[Eduard C. Linderman:] Indeed. In fact, some schools are now experimenting. At a recent conference at the um at Atlantic City at the National Conference of Social Work, I conducted a panel discussion with eight young children who were either dropping out of school or had already dropped out of school or were engaged in part time work. And I asked them the very question you're now asking me. I was very much discouraged to discover that um they were not interested in anything in their curriculum, which didn't have a bearing upon work. They were not interested in history; not interested in courses in democracy, for example. But only in those courses which uh had some vocational importance. Now it seems to me there the schools have failed to uh arouse a child's interest in his other role that is his role as citizen as distinguished from his role as worker. (27:32)

[ER:] Yes, I think they've also failed to arouse in them um a perception that education may give them opportunities to enjoy things in life um which would otherwise be closed books and which they could not um have any uh get any pleasure out of. That's one of the things I think we need to um somehow stress today, because in a mechanized world where everything comes to either through the ear or through the eye, you don't have to do much about it. Um I'm very much afraid that children are losing out on some of the reals uh pleasures that you can produce for yourself.

[Eduard C. Linderman:] Well, I certainly agree. Another one of the adaptations which some schools are attempting with respect to this problem is to allow children to do work while they're in school. That is, part time work under supervision of the school itself, as where somebody from the school is engaged in a supervisory capacity in the factories or in the shops or the banks and so on where the children work, so that their work is related to their education.

[ER:] Now what kind of jobs do you find that these children who leave school can get or take?

[Eduard C. Linderman:] Well at present, of course, they can get jobs in the factories, in stores, in amusement centers, bowling alleys. Those are uh I should say at the moment the um most common opportunities.

[ER:] The most common opportunities. And probably as far as they can get with the education they have unless they continue their education on their own. [Eduard C. Linderman: Yes.] And they have no incentive to do that if they haven't been brought to see that education uh can-can open doors, and therefore you want to go on learning.

[Eduard C. Linderman:] Yes. I presume-presume we ought to make a distinction between two types of persons here. Some who have a natural inclination towards uh studying such subjects as literature and music, et cetera, and some who don't. And I suppose the um the actual uh educational task is to find out uh how to make the best use of the time of those children who are um who are not concerned about the so called liberal subjects or the art subjects and to find out how to interest them someway other than the mere classroom exercise.

[ER:] Well, uh if I remember rightly, um there are children very often that have to gain sometime their interest through their hands. I remember children who couldn't be taught arithmetic until they did some carpentry work and learned through carpentry that figures had um a meaning, that there was some reason for learning. Now I have an idea that um that same thing uh should be applied in gaining interest in many other things. I think we don't really awaken the children's imaginations and that that's one of the mistakes that happens in our uh schools. Now whether it is that we can't awaken the imaginations of our teachers, I-I don't know. But if it is, it's a bad thing because we're living in a world where imagination is almost necessary to understand the problems that most of them are going to have to vote on in the next few years. [Eduard C. Linderman: Well--] Now how-how are we going about producing citizens if we have half of our children who are bored with anything except something which is going to help them earn more money? (31:45)

[Eduard C. Linderman] Well, you've expressed the um problem so thoroughly, Mrs. Roosevelt, and I agree with it so completely that I don't think I have anything to add except that we must have better teachers.

[ER:] We must have better teachers, I've been feeling that for a long time. I'm glad to hear you say it because I-I have an idea that it's in our state teachers colleges that we ought to begin. [Eduard C. Linderman: Yes.] Now um I'd like to ask you one thing, uh come back really to something we started to talk about before. A good many children, in summer, work on farms. Now in my neighborhood, some young people have been employed by the farmers. They live in camps. But they've been supervised, and they've come up under the supervision of organization, and they've picked berries through the season or done something. That seemed to me good, because they had organized recreation in the camp. [Eduard C. Linderman: How old were they?] Well, they ranged from um I think about fourteen to eighteen. I've seen uh-- they were really camps that our farmers in Columbia and Dutchess County had sponsored more or less. And uh for each clubs and clubs like that had an eye to them, and I think they worked pretty well for the children as well as the farmers. But the thing that I worry about is the migrant families. How-how much schooling do you think that uh they actually get in the course of the year?

[Eduard C. Linderman:] Well, to-to um speak for just a moment about your illustration of the Dutchess County farm work, I certainly think children above fourteen years of age doing uh ordinary farm labor with supervision, and not being overworked in terms of hours, um does not represent an evil. I see nothing wrong in that. Now the migrant children, who go along with their families from crop to crop, sometimes starting in at cotton and ending up in the berries in the North, and moving along um seasonally uh are almost completely robbed, both of education and of normal neighborhood and family life. I visited some of these migrant families, early this spring out in the Middle West, and it really is one of the most pitiful sights, to see a family of five or six children and the mother all working all day long. And then to see also that there is no special school provisions for them, they fall between practically all the school--regular school seasons. And I think the word-- the word I used, robbed, is not too strong.

[ER:] Well, what is being done to help this situation, are we actually aware of it -- you're aware of it and the Child Labor Committee -- but how-how--are other people aware of it generally?

[Eduard C. Linderman:] Well, we have one federal law now, Mrs. Roosevelt, which says that these children may not be employed during periods when the school is open. Unfortunately some persons are so unscrupulous as to defeat even that law by closing the schools. [ER: By closing the schools?] Closing the schools, or by having schools open at hours which would be impossible to attend. So they get around it in-in these uh circumventing ways.

[ER:] Well, now is there no way to make the legislation more effective, by actually insisting that it be uh lived up to?

[Eduard C. Linderman:] Well, we're at three bills in congress at present which are aimed to um remedy these effects. But in the long run, I suppose the best assurance we have that the laws will be actually obeyed, is public opinion. And it's for that reason that I was happy to um accept your invitation to speak on this problem because I think the American people, once they understand it, will themselves see that the laws are enforced.

[ER:] But there must be more ways that are not being used. I mean we ought to be enlisting every possible agency throughout-throughout the country like the civic clubs and the uh every type of club, men and women, uh because this-- these are really the citizens of the future and they're not going to have anything to offer. (36:16)

[Eduard C. Linderman:] Well, I certainly agree with that, and I suppose this program is one of the ways in which we shall hope to interest more people in the problem we've been talking about.

[ER:] Do you send out literature from the National Child Labor Committee?

[Eduard C. Linderman:] Oh yes. And we have a very large membership uh scattered throughout the country and people who've remained faithful to this problem and have for years and years.

[ER:] Well, then that actually means that you are already doing a-a great deal of work in this um area, and that all you need is the interest and the help of the citizens of the country to bring it to the attention of uh the other citizens that they are really hurting their country for the future.

[Eduard C. Linderman:] Yes, and your interest, Mrs. Roosevelt, is a great encouragement.

[ER:] Thank you very much. I'm sorry, we've come to the end of our time, and I want to thank you more than I can say for coming here today, Dr. Linderman, and I hope we've helped the children of the country.

[Break 37:31-37:36]

[Ben Grauer:] Yes, Mrs. Roosevelt, we'll use this pause in your interview with Dr. Linderman to identify ourselves. 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.

Here's a little announcement which grows out of the nation's new social security laws. When you dial the wrong phone number you don't get your party, and when you use the wrong social security number you probably will not receive credit for the wages being reported for you. When your personnel office or timekeeper asks, "Social security number, please?" make sure you show him your social security card bearing your correct name and number. Protect your future social security benefits by using the number that is yours, exclusively yours. Now to continue our interview with Dr. Linderman.

[Break 38:33-38:43]

[Ben Grauer:] I think I speak for all of us in saying it certainly has been helpful and informative to have the chance for this informal chat with the chairman of the National Child Labor Committee, Dr. Eduard C. Linderman, another in this series of guests in this interview series by Mrs. Eleanor Roosevelt.

[Elliott Roosevelt:] Before we close I have an announcement I'd like to read which may be a helpful suggestion. Get ahead in your job, learn English. Learn to talk to your neighbor. Here's how: a new direct graded method of teaching basic English is being taught in New York settlement houses. Hudson Guild at 436 West 27th Street starts a summer session on July 9, to teach non -English speaking people how to talk and understand English. The course in English is free. Just call CHickering 4-0795 for details, or better yet the classes start at 7:30 p.m. on Monday, July 9. Go over to Hudson Guild Monday evening and attend a class. You'll be surprised at how quickly you'll learn English, and you'll find the people at Hudson Guild friendly and anxious to help you, to help you help yourself. So make sure you attend the English classes at Hudson Guild, 436 West 27th Street on Monday night at 7:30.

[Break 40:14-40:31]

[Ben Grauer:] This has been *The Eleanor Roosevelt Program*, recording in Mrs. Roosevelt's living room at the Park Sheraton Hotel on the corner of 55th Street and 7th Avenue in New York City. Today Mrs. Roosevelt's guest was the chairman of the National Child Labor Committee, Dr. Eduard C. Linderman. Tomorrow our guest will be Miss Michael Drury. Miss Drury is a freelance writer now on assignment to *Good Housekeeping Magazine* for a special series of articles entitled "Women and the New War". This is a factor in American, in fact, international life that comes right down to every household and every hearthside. I'm sure that Miss Drury's comments in connection with this theme, and her own articles, "Women and the New War", will be of interest to all our listeners. On Friday, Mrs. Roosevelt will present as guest, Major-General Hjalmar Riiser-Larsen. Major-General Riiser-Larsen is president of the World Movement for World Federal Government, and is himself a famed explorer and military leader. You know, I might take a little look into the guest list for next week. It's headed by an exciting group of uh guests: Phil Rizzuto, the Yankees' shortstop, Malcom Child, a well-known writer and editor, and businessman Ralph Lazarus. You may wonder why this interesting but unusual grouping of three gentlemen and it's because they're going to speak about the American Baseball Academy, with which they're connected, a newly formed organization that's dedicated to the fight against juvenile delinquency. On Tuesday, we'll have a visit with two um ladies who've just come from the fighting overseas. They're members of the Airforce Nurse's Corps, Major Ruth Widener, Assistant-Chief of that corps, and Captain Jonita Ruth Bonham, a US Airforce nurse who's been awarded the Distinguished Flying Cross for her work. That should be an exciting and revealing interview with Mrs. Roosevelt. And the list goes on with other interesting and unusual names, but those are just a suggestion for listening tomorrow and early next week.

Mrs. Roosevelt and Elliott Roosevelt will be with you again tomorrow and every day Monday through Friday, from 12:30-1:15 p.m. Until tomorrow at the usual time, this is Ben Grauer bidding you all good afternoon.

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Transcription: Andrew Leonard
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