

## THE ELEANOR ROOSEVELT PROGRAM

June 11, 1951

Description: Recording quality is poor. Occasionally the recording skips for several seconds. This show was recorded while ER was attending UN Human Rights Meetings in Geneva. In the opening segment ER and Elliott Roosevelt respond to a listener's question about the danger of the United States being infiltrated by communists. In the interview segment, ER's guest is the assistant director of the International School in Geneva, William Oats, and two of his students.

Participants: Eleanor Roosevelt, Elliott Roosevelt, William Oats, Susanna Mirdell, Robert Muntz

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[ER:] How do you do? This is Eleanor Roosevelt speaking. We are continuing with the programs which I recorded while I was in Europe attending the United Nations Human Rights Commission meetings.

[Elliott Roosevelt:] Mrs. Roosevelt's guest on our recorded interview from Geneva today is Mr. William Oats, assistant director of the International School of Geneva. Its title, the International School, gives you an idea what Mr. Oats's story will be about today, and we promise you will find it most interesting. He's brought along two of his students, one of them from our own United States. Listen a little later on in the program for Mr. Oats's discussion on the International School in Geneva, but now immediately after we have heard from our friends, the sponsors, Mother and I want to talk about a topic we hope you'll find interesting.

[Break 1:00 to 1:12]

[Elliott Roosevelt:] Mother, our letter today comes from a Mr. Joseph F. Negreen, who seems to be a collector of stamps, and uh his bro-- his letter to you is one that is quite challenging, so I am going to read it to you so you can clear up maybe some of his misconceptions. He says, "Dear Mrs. Roosevelt, I happened to listen to your broadcast today over WJZ and-- uh of course he's got the station wrong, he meant WNBC-- and was shocked to hear your praise for Phillip Jessup, United States Ambassador to France. How naïve can you be, Mrs. Roosevelt? Do you not know that this same Phillip Jessup belonged to at least five various communist front organizations and that this information was supplied by Mr. McGrath, the United States Attorney General? Was it not Mr. Jessup, who, in 1946, signed and backed petitions that the United States destroy its stockpile of atom bombs and turn all of the atomic secrets over to the United Nations, including Russia? Was it not the same Mr. Jessup who traveled over the world as our so-called world ambassador, giving aid to communists because of his stand with communist organizations and his statements with reference to the atomic secrets of this country? All of these are proven facts, and there are many other facts concerning Mr. Jessup which have yet to be disproved by him. This man is now representing our government in Paris at a meeting between the United States, Great Britain, France and Russia. Is this to be another Yalta Agreement, in which the Russians will have their way? In which we will hand over more countries and peoples of the world to communist rule? For which we will have to answer for in the future and say why did we do it? Are we to have another [William] Remington or [Alger] Hiss in our government, making pacts and plans and giving comfort to the enemy? How naïve can you be, Mrs. Roosevelt? Or are you not naïve? Are you in the same boat at Remingtons, Jessups, and Hisses? You have a great number of admirers in this country. Many are reactionaries, many are not. Why not stand up and make a statement that you want nothing to do with communists, people backed with communist influence, or the reactionaries who go down the communist path, although they claim not to be reaction-- uh they claim not to be communist and say they want nothing to do with them? Be honest with yourself, Mrs. Roosevelt, and honest with the people who follow you and the people of

this country. Make your stand permanent, not political. We can't possibly play politics with the Russians and other communists. Very truly yours, Joseph F. Negreen" (4:13)

[ER:] Yeah, that last statement is about the only true statement in the whole letter! [ER chuckles] And now, let's begin at the beginning and take it point by point. Will you reread the first point?

[Elliott Roosevelt:] The first point is uh he was shocked to hear your praise for Phillip Jessup, United States Ambassador to France. Do you not know that this same Phillip Jessup belonged to at least five various communist front organizations and that this information was supplied by Mr. McGrath, the United States Attorney General?

[ER:] Could I just say, first of all, that the Ambassador to France is Mr. [David K.E.] Bruce, that Ambassador Jessup is an ambass-with the rank of ambassador has been sent over to sit and arrange the agenda for a minister of-- for the foreign ministers, who are we hope someday going to meet. There has been a long session for the reason that Russia would not agree on the points. If this kind gentleman will look over the record, he will see that Ambassador Jessup has been firmness itself in trying to get an agenda for the meeting and an agenda which is agreeable to the three nations: the United Kingdom, France and the United States. [Elliott Roosevelt: If I'm not mistaken--] Now as to this statement that Mr. McGrath has said, that Ambassador Jessup was a member of five communist-front organizations, um I think that perhaps he would be amused to know that whatever information Mr. McGrath had of course came from the FBI. Now during the war, my husband and I once asked to see a list on which people were listed who belonged to what were then supposed to be communist-front organizations because they had given money to them. And on that list was my mother-in-law, who was about as far from being a Communist as anyone could possibly have been, and Secretary [Frank] Knox and Secretary [Henry] Stimson, and if either of them were communist, I'd like to know it! They happened to be listed four times, and my mother-in-law was only listed once, and [ER laughs] so we had a great deal of amusement out of that list. Now you are short of memory, sir. There was a great effort made in the war when the USSR were our very important allies, and when we needed them very badly, to find ways of making friends so that our theories and their theories would not clash, as they have done, in the future. And it was a legitimate thing to belong to any organization which was trying to create understanding, either in the Pacific area, in the European area, or anywhere else in the world. And you had better think that because it meant a lot to you that Russia fought with us after she was invaded by Germany. It meant a great many more Americans living today. And the fact that she was--that we were not able to persuade her to have confidence and to go along our line is one of the saddest facts, but certainly, it's no indictment of anyone to say that they did belong to organizations that tried to create a different atmosphere in the last few years since the war.

[Elliott Roosevelt:] And that those organizations changed in character after the war. (8:21)

[ER:] They changed very greatly in character after the war and progressively. But you cannot say that anyone [ER clears throat] who made the effort was not serving his country well. And I resent very much, of course, what was said about Yalta, because there was no sellout at Yalta.

[Elliott Roosevelt:] All right, let me uh come to that in just a minute. We'll take up each point as it was made in this letter. Was it not Mr. Jessup, who in 1946, signed and backed petitions that the United States destroy its stockpile of atom bombs and turn all of the atomic secrets over to the United Nations, including Russia?

[ER:] Certainly it was, that was Mr. Baruch's plan! Mr. Baruch, who certainly is not a Communist, wanted all of us, uh [Elliott Roosevelt: That was the plan--] Russia included, to turn everything over to the United Nations. The only reason--

[Elliott Roosevelt:] That was the plan as advocated by the United States government uh by a commission headed by Mr. Baruch. [ER: Mr. Baruch, and the reason--] And therefore Mr. Jessup was not standing on any plan which the Republicans- the Republican Party itself had not endorsed?

[ER:] Oh no. Oh that was a uh perfectly understandable plan, and a reasonable plan. It failed unfortunately because the Russians would not submit to actually turning over all information, and to giving the United Nations the right of inspection which was a part--an integral part of the plan. But all of us, every good citizen of this country, would have liked to have seen the United Nations have that plan go through with the inspection [Elliott Roosevelt: Correct.]. We would now be in a much better position than we are. (10:08)

[Elliott Roosevelt:] All right the next one is, was it not the same Mr. Jessup who traveled over the world as our so-called world ambassador, giving aid to communists because of his stand with communist organizations?

[ER:] Nonsense. He gave no aid to Communists. [Elliott Roosevelt: And his--] He traveled over the world to get a better understanding for the State Department of conditions, but he gave no aid to communists.

[Elliott Roosevelt:] And his statements with reference to the atomic secrets of this country?

[ER:] He gave nothing out which was not public. And heavens, if you want to know who's giving things out today, eh just read the testimony brought out by our Senate Investigating Committee! They are giving away to the enemy more secrets by the questions they ask and demand answers to than any of our diplomatic people would ever dare to give away.

[Elliott Roosevelt:] All right now we come to the Yalta question. Uh he is talking about the meeting in Paris for the making of the agenda for the foreign ministers' meeting.

[ER:] Well, he doesn't know [Elliott Roosevelt: He says--] what that meeting is about.

[Elliott Roosevelt:] He says in here, "Is this to be another Yalta Agreement, in which the Russians will have their way? In which we will hand over more countries and peoples of the world to Communist rule, for which we will have to answer for in the future and say why did we do it?"

[ER:] Of course, this meeting in Paris is-is only for the purpose of fixing an agenda for the meeting of the foreign ministers [Elliott Roosevelt: Is it not true--] and you can't hand over anything. (11:32)

[Elliott Roosevelt:] Is it not true that Mr. Jessup has been the butt of uh violent uh attacks by the Russian leaders, both at the meeting and in the Russian press at home, because of what they call his obstructive tactics?

[ER:] Yes, but you couldn't expect this gentleman either to read the French press or the Russian press. He is only evidently interested in Republican [Elliott Roosevelt: But they have--] rumors.

[Elliott Roosevelt:] No, but these statements uh by the Russians have been printed in the American press.

[ER:] Yes, but he probably never reads anything like that.

[Elliott Roosevelt:] All right then, he wants to know if you are in the same boat as the Remingtons, Jessups, and Hisses? (12:11)

[ER:] Well I don't think that you can put the Remingtons and Hisses in the same situation. In the first place, both of them are under people with very little responsibility. A Hiss never carried any heavy responsibility and neither did Remington. They were under people. Uh-uh Jessup is a-a responsible and a highly thought of public servant and you are driving, by the kind of attacks you make, good people out of the public service.

[Elliott Roosevelt:] Thank you. I think this gives the answer to Mr. Negreen.

[Break 12:48 - 12:54]

[Elliott Roosevelt:] At the Palais de Nations, in Geneva, Switzerland, Mrs. Roosevelt today has three very interesting people at the microphone with her, and I for one know that I am anxious to hear what they have to tell us. So, Mother, will you introduce these guests to our listeners please?

[ER:] Thank you, Elliott. I am happy to introduce the Assistant Director of the École Internationale de Genève, Mr. William N. Oats, and two of his students, Susannah Mirdell of Sweden and Robert Muntz from the United States. First, I present to you, Mr. Oats.

[William Oats:] How do you do?

[ER:] Very glad to have you. Now I would like you, Mr. Oats, to tell our listeners what the École Internationale de Genève is.

[William Oats:] Actually, it was founded in 1924 uh by a group of very enthusiastic international people, and uh I think it started with eight people, and today it's grown to almost four hundred. Um [Elliott coughs] it's very international in every respect I think, particularly, for example, in the fact that we have forty different nationalities this year, which is a record.

[ER:] Forty different nationalities? [William Oats: Mhm.] Do they quickly learn to understand each other?

[William Oats:] Well, they certainly uh pick up very easily the international spirit of the school, which I think uh is very easily acquired and, in fact, is quite natural to them. And um most of them of course uh come to us with that purpose in mind, and uh when they arrive they are quickly shipped into one of the two sides of the school. We talk about the English-speaking side and the French-speaking side, I think it's rather important perhaps that they are not really sides but they are drafted to one or two of the main language groups. So in effect, we have two main language groups at the school. [ER: Uh French and--] French-speaking and English-speaking.

[ER:] Well now, how do you fit into that the forty different nationalities, because there must be young people who come knowing only their own language? (15:00)

[William Oats:] Well, for example, Susannah Mirdell, who is here also, came speaking neither French nor English, but she had to choose first of all to join one of the two sides. And all our children have to choose, of course, if they are not French or English-speaking by mother tongue to join that particular course, uh French or English-speaking.

[ER:] And how um how do you manage in terms of courses and curriculum, I mean, suppose a child has to choose that, then what do you do? Do you first teach the language or do you give courses in uh which they follow in their native language? What-what happens?

[William Oats:] Well, take, for example, an American coming into the school. Now, he would follow most of his normal courses in English. He can follow his mathematics, American mathematics in English but he is also put immediately into special French classes. The aim being to try to make him or help him to be bilingual as soon as possible. Obviously, the sooner he can speak, understand French, the easier it is for him to fit into the [Audio skips from 16:11 to 16:16] spaces. [ER: I see.] These two sides.

[ER:] How long do you find this rule it takes a-a young um American, let's say, to learn French?

[William Oats:] It depends very much upon the person.

[ER:] It does!

[William Oats:] Particularly if they want to learn, if they want to learn I think that [William Oats clears throat] it's quite a short time, you know.

[ER:] You don't have any particular formula for teaching them that gets it done more quickly?

[William Oats:] We have special language teachers who specialize in uh teaching uh French to foreigners-to non-French-speaking students, and it's their aim to fit them as quickly as possible to take part in the—

[ER:] What particular opportunities does an international school such as this offer, do you think?

[William Oats:] I think I would say, first of all, it's a chance to live in a really international community. For example, it's something quite special for a child to be able to live amongst forty different nationalities. I think that in itself is quite the experience. He uh soon understands that although [Audio cuts off from 17:34-17:35] particular types of taste, he is keen to make friends with them. I think, particularly important, as they grow older, they learn to have a sense of perspective, to see their own countries--history and development and problems--in relation to the other countries that they meet.

[ER:] Well now, what is the relationship between the school and the United Nations? Is there any at all or is it simply that you draw perhaps some students from the United Nations? (18:04)

[William Oats:] Well, officially, of course, we have no connection, but in actual practice, we have a very happy connection. First of all through the parents. I should say about thirty-five to forty percent of our parents uh do work in the international organizations in Geneva. So that we-we fulfill for the United Nations, a very important function in Geneva, to help with the education of their children. And then, of course, we often visit the Palais. For example, we came down to hear-to hear you uh last week [ER: To hear the Human Rights Commission? Oh, did you?] with forty of our seniors that day. [ER: Did you really?] And we take advantage of that as often as possible. Our students use the UN library [Audio cuts off from 18:51-18:53] --and-and talk to us. We use uh --we have our, also last year, remember I think you wrote to us about a recording we made with some students here at the Palais, [ER: Yeah, yeah.] so that the relationship is very cordial, very friendly. We get a tremendous amount of help from the uh organization here.

[ER:] Well now, does school take into consideration the differences in the many methods of education represented by its many nationalities or does it just go ahead on its own?

[William Oats:] Oh, yes. No, the important thing, I think, to-to understand perhaps about this school is that we prepare them for four different examinations at the end of their school course. The English-speaking side naturally falls roughly into the uh American college entrance examinations and uh the Cambridge and Oxford matriculation, London et cetera, and then of course, the French-speaking side falls into the Swiss Maturité and the French Baccalaureate. So we carry a four-four sided program, which means that a child can very easily fit into one of those four programs.

[ER:] I see. Well now, do you have any [Audio cuts from 20:06-20:12] use in a way the living together, to bring out certain things that they should learn?

[William Oats:] The French-speaking side has had for a number of years a course in international civics, I think they call it, and lately we have been experimenting with a course in international affairs, which I take. We have two periods per week. One we devote entirely to review and discussion on current events, uh seen from international point of view. In other words, we try to make it as objective as possible and each one is encouraged to-to-to put his own point of view and we try to arrive as something more objective than perhaps we would arrive in a particular country. And in addition to that, we run a series of courses on international institutions themselves. Now of course in Geneva, we are extremely well placed because we simply came down here and got our material from the information section--pamphlets and so on--and some of the students are doing some research work and preparing for an international diploma, which we hope to give for a particular piece of work in international affairs.(20:25)

[ER:] That really is-is very exceptional kind of opportunity in that particular area [Audio skips from 21:31-21:37]--personally now, Susanna Mirdell. Susanna, tell us something about yourself. How old are you and where in Sweden do you come from?

[Susanna Mirdell:] I am sixteen years old and I come from Stockholm, Sweden.

[ER:] You come from Stockholm. How long have you been at the school?

[Susanna Mirdell:)] This is my fourth year.

[ER:] Your fourth year here? Uh when you entered the school, you spoke no French or English, I understand. So what languages do you speak now? (22:06)

[Susanna Mirdell:] French and English.

[ER:] French and English both! [Not very well.] Well, somebody told me that you were studying Russian too. Is that true?

[Susanna Mirdell:] Yes, but I haven't come very far.

[ER:] You haven't come very far! It is a very difficult language, isn't it?

[Susanna Mirdell:] Yes, it is.

[ER:] What made you try and learn Russian? What do you-why-why did you want to learn it?

[Susanna Mirdell:] Well, I think it may be useful later on in international affairs.

[ER:] I-I'm interested because if I was your age, I would learn Russian. I just haven't got the time but if I could find the time I would learn Russian! [ER laughs] So I am interested that you are learning Russian. I would uh when do you start learning any other extra languages besides French and English and Russian?

[Susanna Mirdell:] I'm learning German.

[ER:] You're learning German?[Audio skips from 23:00-23:03] Certainly, I'm very interested. Why are you learning all these extra languages?

[Susanna (Mirdell:)] Well, I want to be able to understand people and read their literature. (23:09)

[Audio is difficult to hear]

[ER:] Well, I think that's a very good reason-read their literature because I think that is one way of getting to know about them, isn't it? And reading their literature is probably a good way to get to know about people. Now I see that uh our first time is going short because my son looks really worried [Elliott Roosevelt: Well--], and before I introduce our last guest, I think—

[Elliott Roosevelt:] Well, I think, Mother, before you uh introduce Robert Muntz, maybe uh it would be a good idea if we allowed our announcer at home to have a few words, and then we will come back so that you can introduce Mr. Muntz, who also is from the United States.

[Break 23:55 to 24:01]

[Elliott Roosevelt:] And now, Mother, I think we'll come back to our interview with Mr. Oats and uh his two young students of the École Internationale de Genève or as in English it would be known as the International School of Geneva and I hope that you will uh introduce [Audio skips from 24:19-24:26]-- on the program.

[ER:] I am very glad to go on because it interests me very much. I'm now introducing to you Robert Muntz, who is a young student from the United States. What part of the United States do you come from?

[Robert Muntz:] I come from New England, Boston, Massachusetts.

[ER:] You come from Boston. Well, that's interesting. Uh what was- what was your education before you came to Geneva? (24:51)

[Robert Muntz:] I graduated from St. Paul's School in Concord, New Hampshire.

[ER:] Well, I know St. Paul's. I had a nephew who [end of sentence unclear] Um did you have any knowledge of French before you came here?

[Robert Muntz:] Only the most superficial –

[Recording skips 24:57 to 26:46]

[ER:]--give you what you wanted?

[Robert Muntz:] Very much so. I feel very enthusiastic about it.

[ER:] And you're glad you came?

[Robert Muntz:] Extremely. If only for no other reason to see the beautiful Swiss countryside and the city of Geneva. That alone makes the trip worthwhile.

[ER:] Well, I agree with you on that. It's wonderful-it's a wonderful place to be, particularly in spring I think. I was here once in December and I didn't happen to enjoy it as much -- [Audio skips from 27:08-27:15]

[Elliott Roosevelt:] May I ask a question here, [ER: Yes, please.] if you don't mind, Mother? Do you find it difficult with your New England background uh to understand the point of view and the outlook of various of your fellow students who come from other parts of the world?

[Robert Muntz:] I find it more difficult to understand the point of view of my fellow Americans than of the Europeans.

[Elliott Roosevelt:] Could you expand a little bit on that?

[Robert Muntz:] Well, I think that in many ways the New England education, more or less, [unclear term] you with the Swiss in a more or less conservative upbringing. And that some of the other parts of America are less conservative, I've been there or to a few of them, I must admit. But that in meeting the Europeans, one is impressed with their view of America, and that's what one gets an opinion of. And Americans want only to get their opinion of the world. So consequently in focusing the opinions of the various European companies on America, one gets a rather clear opinion which is really very interesting. Whereas in interviewing various other Americans one gets a rather diverging opinion of America. (28:16)

[ER:] That's very-that's very interesting opinion of view. You think that you get a clearer view in hearing what the uh other students say about America than you would in talking to different Americans at home?

[Robert Muntz:] Yes, that's what I do feel, yes.

[ER:] I think that's very interesting and I wonder if that's because um it's hard for us in different parts of our own country to understand each other, or whether it is that um uh the-the uh student that you come in contact with here is more mature and is therefore more able to express what he's thinking about.

[Robert Muntz:] That might be the case but I think another thing is that students here are far from the screaming headlines, if I can use a trite phrase, and that is that they can have a more de-detached viewpoint and can analyze things with more of their true value. Whereas if one is in America trying to analyze the situation, as you are far more aware of than I, when it comes under influence of various--I wouldn't call it superhuman, but rather strong influences--which make a detached viewpoint difficult.

[Elliott Roosevelt:] Mhm. (29:26)

[ER:] I see.

[Elliott Roosevelt:] Do you think Mother that I could ask uh Mademoiselle Mirdell a question?

[ER:] Sure.

[Elliott Roosevelt:] In your contact with Americans, have you come to understand them in a different light since you have been at this school than you did uh when you lived in Sweden?

[Susanna Mirdell:] Yes, very much so. When I was in Sweden, I saw everything from a Swedish point of view. I thought Sweden was the center of the world. Now I have got to see that America really is.

[Elliott Roosevelt:] Oh well, I don't think that's quite the [Elliott Roosevelt laughs] quite the right uh decision to come to because America is not exactly the center of the world, but because we all are such a small world today that we all have to get along together in the same fishbowl.

[ER:][ER laughs]That's -- fishbowl, that's a rather good description of the world at the moment. Now I think that our listeners would like to hear from all of you about the actual life of the school and uh



compare it a little to the home life and schooling. Uh Mr. Oats, does school plan the life and activities to try and approximate life at home for the students, because you have such variety, it must be very difficult.

[William Oats:] Well, of course, we have the boarding house houses about seventy, so there is a problem there of making them feel at home in the sense of a family. We have um small groups of children under the care of a man or a woman, uh but I think the problem that you are looking for now is how do we accommodate them in the sense of the school itself. [ER: Yes.] We encourage them to um bring their own customs and-and games. I mean, Bob for example, brings out the baseball bat and tries to get them to see that it's better than cricket. Uh and uh we encourage them to-to express their own individuality so that we-we can have a lot of fun out of seeing how different people are, and therefore it makes it much more interesting to. We are not trying to make people alike. We are trying to see what you contribute to the interesting life of the school, which is I think the important thing.

[ER:] You-you want to be able to get a good deal out of forty nationalities. There must be dances, and there must be music of different kinds and there must be a great deal that all these youngsters can bring to the social life and also to the sports life.

[William Oats:] Well, last year at the end of the year we had a very interesting uh folkdance and folksong festival. And uh they all came with their suggestions, with their dances, and the parents came along too with the costumes and helped, and it was a very lovely um presentation really, expressing the spirit of the school. As uh Susanna I think can perhaps express it better as a young student so what do you feel about it Susanna? (32:17)

[Susanna Mirdell:] I think that it is so nice that are many international-national-nationalities but it's the charm of the school. I mean, you meet different people. It 's very well placed in Geneva, just outside we have big park and everything.

[ER:] Um do you have all kinds of sports? What sports do you have?

[Susanna Mirdell:] We have basketball and rounders and football for the boys.

[William Oats:] That's according to European standards, football. [Susanna Mirdell: Yes.] Not American football. Though we see them play it.

[ER:] Now you learn to skate and to ski?

[Susanna Mirdell:] Well, we do that privately more, not with the school.

[ER:] Not with the school.

[William Oats:] Well the boarders go, you know, up to the mountains quite a bit, particularly on vacations with skiing parties, and when we can, we take a day off and the whole school goes out.

[ER:] Well now, in the actual studies part of it, I've always supposed that you put in a great many more hours in a European school of actual hard work than you did in school in the United States. Now is that true here?

[William Oats:] I think the, for example, the French-speaking side of the school has a more packed curriculum, many more subjects are taught. Sometimes they rather complain about the apparently easy life which the English-speaking side tends to. [ER and Elliott Roosevelt laughs] But it's a different approach to it.

[ER:] It used to be, when I was young, now I'm talking about something that, of course, these children wouldn't know anything about, but great many years ago when I was at school abroad, it seemed to me that it was even harder in Germany to pass an examination than it was in France or in England. [Mr. William Oats: Yes.] And um how uh how do you fit in so as to give them a time for getting to know each other and for having um sports?

[William Oats:] Well, the program is planned to take account of their own needs and question examination. At the same time, we do try to give them as broad an acquaintance as we can to the world that is. Say, for example, assemblies. We do, we refuse to let, for example, evening examinations crowd out our interesting art and music. We find times when the day may be longer, we start at twenty past eight in the morning, you see. (34:53)

[ER:] What time do you begin in the morning?

[William Oats:] Twenty past eight.

[ER:] Twenty past eight. And how-what time do you break off?

[William Oats:] At twelve and then from two until anywhere from two then breaking up at perhaps five or six depending on the class.

[ER:] Uh sports in that time?

[William Oats:] Yes, sports is in that time and of course, they-they play also after that time.

[ER:] Well, it seems to me that that's a well, a day which would keep most children pretty busy. And I'm sorry we have to stop because I'd love to hear some more both from the young people and from you but our time is up and I'm sure that many will be interested in this account of the school.

[Break 35:34 to 35:49]

[Elliott Roosevelt:] Attention, please, all you mothers. A truly good citizen was President Garfield, and apparent he's agreed the strongest influence in his life was his mother. Children do listen to mothers. Surely yours listen to you and watch you proudly when you teach them by words and by ideas that freedom is everybody's job. This is Elliott Roosevelt speaking and reminding you that you've been listening to *The Eleanor Roosevelt Program*, which comes to you each Monday through Friday at this same time. Today's program was recorded in Switzerland and we wish to thank the Swiss Broadcasting System for making their facilities available to us and also Swiss Air for transporting the recordings. (36:41)

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