

THE ELEANOR ROOSEVELT PROGRAM

March 20, 1951

Description: In the opening segment, ER and Elliott Roosevelt respond to a listener's question about whether someone from the United States or Great Britain should have been appointed Navy Supreme commander of NATO. In the interview segment, ER's guest is Roy E. Larsen, president of Time, Inc. In a second interview segment, ER's guest is the Comtesse Yolande de Metzbran.

Participants: ER, Elliott Roosevelt, Roy E. Larsen, Yolande de Metzbran

[Elliott Roosevelt:] Our subject for discussion today, Mother, comes from Mrs. Roberta Gill of Philadelphia. She asks, "Do you think the United States was preemptory in having both army and navy Supreme Atlantic Commanders under the North Atlantic Treaty Organization instead of allowing Great Britain to have the navy command."

[ER:] I really don't know. Um I think it was natural for the British to want the navy command because of their traditional feeling uh about their navy, but apparently the government of Great Britain uh had made no request of this kind and is now explaining that they felt it was better for both commands to be uh in the hands of Americans. Now, uh I can quite understand that Mr. Churchill voiced a feeling of a great many people in Great Britain. Um but uh there must be a reason for this, and um I-I would uh be rather neutral on this I think, I haven't any great feelings one way or the other about it! [ER laughs]

[Elliott Roosevelt:] Well, don't you think though that uh-uh from the standpoint of the successful operation of uh the North Atlantic Treaty nations, that the United States should bend over backwards to ensure that we do not try to uh just take over and run the whole show? Because then we're going to open ourselves just as sure as fate to a charge which will find a lot of-of sympathy in these countries, which will probably be made by the Soviet Union, that we're an imperialistic nation and we are now going to dominate the military machines of all the North Atlantic uh Pact of nations, and that our next step will be that we'll move in and control their economy, and then that we will move in and control all of the people.

[ER:] Yes, I think that is true, and I think that there's something else which perhaps is even more important, namely that where you carry responsibility, uh you take a greater interest. And that in all probability the more responsibility we can give to the other Atlantic Pact nations, um the more real participation on their part we will get. And in this country, we complain rather bitterly-y that they do not participate as fully as we would like to see them do. Well, uh if we want to improve that participation uh we should give more responsibility and -- but in this specific instance, I don't understand it and I don't know enough about it. I would want to know [ER coughs] whether it was General Eisenhower's request, whether [ER coughs] whether not just the British government acquiesced, but their military people acquiesced, whether it was a joint chief of staff decision. And um after all, these decisions are not solely arrived at by General Eisenhower, he has a joint staff representing all the Atlantic Pact nations, and I would want to know whether it was arrived at as a joint proposition. And there are a lot of questions in my mind about it, and I don't feel capable of making a decision.

[Elliott Roosevelt:] Well, some of those questions I think might deserve a little airing uh in order that the wrong impression shouldn't get around and in order that people shouldn't be too hasty in making up their minds. For instance, uh it is entirely possible uh that Great Britain does not have the bulk of her naval command in the Atlantic Ocean uh and serving in the support of the Atlantic Treaty uh countries, [ER: Yes, entirely possible.] and that the United States has the great bulk of its forces in that position. Uh in

that event, it may be that because of the use of s-such widespread use of American equipment and American ships that they felt that an American tactical commander was better to use in this instance. Now, I don't know whether that's true.

[ER:] No, that-that is the only reason that uh I could think of for-for this particular decision, because naturally the other nations involved have no-no large navies. And therefore it would have to be either a British or an American, and if the uh major um British force is scattered in other parts of the world, uh it might well be that that was the reason. But this is something I think that we must learn, to get the Joint Services' um reasons for and not to go off the handle uh until we get some facts. Now I wish very much our powers that be would get into the habit of giving us the facts before we get in the newspaper a statement of something without any explanation, and this was a statement without explanation, but I um I don't myself um feel that I know enough about this to-to answer that question. I'm perfectly willing [Elliott Roosevelt: Well I --] to try to find out!

[Elliott Roosevelt:] I would like very much to have a clarifica --

[Track skips 6:13]

[ER:] [unclear]

[Elliott Roosevelt:] -- as his land commander. [ER: Yes.] Now uh I would like to know whether if-if he has uh arrived at these decisions, uh did he have to put it up to the Joint Chiefs of Staff of the United States, to the Joint Chiefs of Staff in Great Britain, and Holland, and Belgium, and France to get ratification and approval --

[ER:] Well, I imagine, don't you, that he has representatives from all those nations' inner uh staff --

[Elliott Roosevelt:] Yes, but do you have to get the milit-uh the government of each one of these countries to OK every one of your staff appointments?

[ER:] No, I should say that each government probably -- now I don't know this. I wish I did.

[Elliott Roosevelt:] Well, I'd like to find this out.

[ER:] But I should say that probably each government had a representative in -- [Elliott Roosevelt: Serving on his staff.] serving on his staff, and that they were responsible, before they took a definite stand, to ascertain that it was acceptable uh to their governments. And that-that was the way it was integrated. But I may be wrong about that.

[Elliott Roosevelt:] Well, it's a very interesting question, and uh-uh it seems to me that uh-uh [ER: How it's run should be made clear.] by Mr. Churchill's having arisen in the-on the floor on the House of Commons and-and uh challenged uh the prime minister who quite evidently -- Mr. [Clement] Attlee was quite evidently aware of the appointment but was unprepared to know why the appointment was made at the time that he tried to answer Mr. Churchill. So I think that uh Mr. Churchill, in order not to mislead the people of all of the Atlantic Pact countries, and to try to throw a red herring which may have had very good reasoning behind it-the appointment, and uh maybe Mr. Churchill would have been agreed with it uh if he had been aware of the fact; that it was incumbent upon him before he made a charge on the floor of the House of Commons to have checked into all the reasons in back of the appointment.

[ER:] Uh it's incumbent upon all of us, I suppose, always to do that. We don't always do it because frequently we feel very strongly about something and we react on a feeling. Now Mr. Churchill has an

extremely strong feeling about the British Navy. [Elliott Roosevelt: Oh yes.] And I'm quite sure that he reacted on feeling and not on knowledge of just what the reason was, and I can't blame him for the feeling particularly because I know his background on the Navy!

[Elliott Roosevelt:] Oh yes, in fact uh didn't Father refer to him in his dispatches as the naval person? That naval person -- [ER: That former naval person.] former naval person. [ER: And --] Wasn't he uh former uh first lord of the admiralty?

[ER:] Oh yes, yes. And uh so that I-I really think that perhaps it's incumbent on-on us to find out and to really ask that we get some information uh from people in authority as to how this whole thing functions. We don't know yet; I don't know. And I'm sure many other people don't know.

[Elliott Roosevelt:] Well then, uh-uh I suppose you want me to write to the authorities and get all the information that I can [ER: I think it would be a very good idea.] so that you can talk about it.

[ER:] Yes, very good idea.

[Elliott Roosevelt:] All right, well I guess that's as far as we can go in our ignorant state at the present time in answering the--this question from Mrs. Roberta Gill of Philadelphia. (9:50)

[Break 10:00-10:15]

[Elliott Roosevelt:] As we all know, uh the public schools of the United States today face grave problems. The thing that perhaps few of us realize, however, is that something is being done about it. With Mrs. Roosevelt today is a gentleman who, as chairman of the National Citizen's Commission for the Public Schools, is in a very good position to tell us of the work being done toward better schools. Mother, will you take over and introduce your guest for today?

[ER:] With great pleasure, Elliott. Mr. Roy E. Larsen, my guest today, is probably better known as the president of Time Incorporated than as an authority on the problems of public education, but these problems are of deep concern to him. It gives me great pleasure to introduce to you Mr. Roy E. Larsen.

[Roy E. Larsen:] Thank you, Mrs. Roosevelt, and I would like to say how much I appreciate this opportunity to talk about some of these school problems.

[ER:] That's very kind of you. Well, Mr. Larsen, what are some of the major problems in the public schools today?

[Roy E. Larsen:] Well, I think perhaps our chief problem is the lack of balance between supply and demand. In other words, we have more pupils than we have proper facilities or sufficient qualified teachers to take care of them. And as we look ahead, we see that that condition is going to be aggravated by the tremendous number of youngsters of preschool age now that the schools have got to have to take care of in the years ahead.

[ER:] Well, what is the National Citizen's Commission for Public Schools and what is its purpose? I gather that it's doing some thinking on these subjects.

[Roy E. Larsen:] That's right. Well, the National Citizen's Commission for Public Schools is a group of thirty-five layman from all different kinds of activities and parts of the country who came together some three years ago to see what they could do to arouse more interest on the part of more people in these school problems [Roy E. Larsen coughs] especially in their local communities.

[ER:] Well now, what do you -- uh to go back a little to the first uh difficulty -- um why do you think we are short of teachers, and uh what ma--what-what lies at the base of our difficulties?

[Roy E. Larsen:] As regards to the teachers?

[ER:] Yes as regard to the teachers.

[Roy E. Larsen:] Well, I think it -- perhaps the same lack of interest on the part of people generally about our schools which has caused the teacher as an important person in our society to be lost sight of. I think she -- um the conditions um have-have not attracted enough teachers, enough youngsters into the teaching profession, um and with the growing enrollments the um the shortage is becoming more and more apparent in-especially in the elementary schools.

[ER:] Is it salaries, you think?

[Roy E. Larsen:] I think salaries have had a great deal to do with it. Now, as you know, since the end of the World War II, a great deal has been done in bringing the salary level of-of teachers up.

[ER:] Is it also perhaps a um certain kind of uh lack of freedom for the teacher as regards his own thinking and the thinking of the board wherever he may be employed?

[Roy E. Larsen:] Well, I think that perhaps plays a part. But I think it's-it's a-a great many factors that have worked together to-to discourage uh the kind of youngsters that we should have in teaching-teaching going into it. Um but I think that uh matter of freedom is, of course, an important thing.

[Elliott Roosevelt:] Mr. Larsen, you mentioned that since uh the end of World War II that a considerable amount of progress had been made in raising the standards of pay; is that true all over the United States?

[Roy E. Larsen:] It's spotty to be sure, but I think it's-uh it can be made as a general statement, that there.

[ER:] Well, I'd like to ask one other thing: um do you think it's partly the question -- um we seem as people to recognize the importance of plants. We have uh we-we do a good deal about uh the plant of the school. [Roy E. Larsen: Mhm.] More than ordinarily we worry about the people who are going to impart knowledge in that school. I wonder if it's partly social. If um in our communities we do not accord the kind of importance to the teacher that we should.

[Roy E. Larsen:] I think that's true. I was amazed, however -- feeling as you do about that -- to find in a survey made last fall that uh when questioned about the relative importance and influence of various kinds of people in the in the community, that a cross-section of people right across the land uh put the public school teacher as first in importance in the community, over the minister, over the lawyer, over the public official. Now, those are the best teachers they were talking about.

{ER, Elliott Roosevelt, and Roy E. Larsen overlap}

[Elliott Roosevelt:] Is that right?

[ER:] Well, I'm enormously encouraged -- I'm enormously encouraged if that is-is-is so by and large through the country.

[Roy E. Larsen:] Well, that seemed to be the answer. Now they were talking about the best teachers [Elliott Roosevelt: Yes.] and I -- to me it was tremendously heartening because it indicated that people do recognize on a quality standard that the public school teacher in the community is a tremendously important influence.

[ER:] Well, I think, of course, the public school teacher holds the most important position in any community, but [Roy E. Larsen: I do too.] I-I uh wondered first of all whether they always had the opportunity to become the kind of person, because I do think uh we vary greatly in this country in what we give as preparation to our teachers.

[Roy E. Larsen:] That is true, and uh I've been surprised to find that in some of our state normal schools, the uh facilities and the amount of money made available by the state was way below the amounts made for similar uh numbers of students to some of our liberal arts colleges and other-other educational institutions.

[ER:] Well, that has always bothered me very much because I've always felt that it was as important to make our state normal schools um the highest possible standards, and to give even opportunities that were not given uh in other places. For instance, I think something should be done in our state -- in the years that a student spends [Roy E. Larsen: Mhm.] in state normal school. We draw uh our pupils in state normal schools from the average of American life throughout the country, [Roy E. Larsen: Right.] and very often those youngsters on their own um resources [Roy E. Larsen: Mhm.] have little opportunity for some of the broadening that education should bring them in order that they may be better teachers. [Roy E. Larsen: Well rounded.] Whereas the-the um youngster in other colleges uh sometimes has those resources uh in-in their own hands. Now, I have had a feeling for a long while that in some ways, it is being met now in part by exchange of teachers with different countries, but I [Roy E. Larsen: Mhm.] have wondered before, while they were in normal school we shouldn't do a little more in their vacations of travel in this country; I mean guided travel so they learn [Roy E. Larsen: Mhm.] something, and also in other parts of the world because it contributes so much to future ability to be of use.

[Roy E. Larsen:] I think that's an excellent idea. It- -my impression is like yours as to the uh fact that perhaps their training is a little too narrow. I think it will interest you to know that uh Dr. Harold Stoke, who resigned in December as president of Louisiana State University, has just joined our commission to direct a study, a long-range study of the American public school teacher.

[Elliott Roosevelt:] Well then, your commission really isn't made up entirely of laymen, then.

[Roy E. Larsen:] Well, he is uh not a member of the commission; he will be an-the educational consultant and director on that study. Because --

[ER:] I'd like to hear, if you're willing to tell us, some of the members of your commission.

[Roy E. Larsen:] Yes, indeed. We - we have a really distinguished group, I feel, and um and I may say that each one of them is very much interested in this particular job that we've come together to do. The vice-chairman of the commission is James Brownlee, who uh you will remember was the deputy director of the OPA [Office of Price Administration] during the war and is now associated with Mr. [John Hay] Whitney; Leo Perlis the national director of the CIO Community Services Committee is secretary of our commission; Mrs. Mary Bingham of Louisville is the chairman of the of the-of the committee on the study of-of the teacher; Beardsley Ruml uh is the chairman of a study we are making on public education financing, which um is being carried out at present in cooperation with practically all of the educational associations; um Richard Joyce Smith, a New York lawyer who also happens to be chairman of the Board of Education in Fairfield Connecticut, uh is chairman of the committee we have

established to study the school board. Um Henry Toy um formerly of Delaware and of the DuPont Company is our executive director, and I feel particularly fortunate that we have a have a-a young man to head our staff who had his own personal experience with developing community interest in the schools as he did in the development of the Delaware Educational Council some--a few years ago. Uh we have several publishers : Mrs. Bruce [Beatrice Blackmar] Gould, and editors, Mrs. Bruce Gould of the of the *Ladies Home Journal*, Mr. John Cowles of the *Minneapolis Star Tribune* and publisher of *Look*, we have uh Walter Lippmann, um --

[ER:] How many have you altogether?

[Roy E. Larsen:] There are some thirty-five.[ER: Goodness! That is quite a -- you've got people from other parts of the country.] Businessmen, such as Neil McElroy, the head of Proctor & Gamble, and George Houk Mead of the Mead Paper Company, Karl Menninger the great psychiatrist, uh Victor Reuther, brother of Walter, from Detroit, um Harry Scherman, the president of the Book of The Month Club, and Louis Seltzer--

[ER:] [laughs] I think you have a very representative board.

[Roy E. Larsen:] I think it is. [Elliott Roosevelt: You --] Now, you'll notice there are no educators on that--on the commission, nor is there anyone uh identified especially with politics. We have [Elliott Roosevelt: Uh-huh.] we felt that we should be a completely independent group [ER: Independent.].

[Elliott Roosevelt:] May I interrupt at this moment, and then we'll come right back to our uh questions regarding the Commission's work, and uh-uh -- but right at this moment we have to allow our announcer say a few words.

[Break 22:54-23:07]

[Elliott Roosevelt:] And now, Mother, I think we can return to uh this very interesting discussion of the problems of our public schools between yourself and Mr. Larsen.

[ER:] Well, I'd like to ask if you try to conduct all the Commission's work from New York or if you have regional offices.

[Roy E. Larsen:] We uh now do have two regional offices, one in Louisville uh under the direction of Maurice Bement, who was formally connected with the work of the Committee for Kentucky, which I'm sure you know about. [ER laughs] [ER: Yes, I know about.] And uh just this past week we set up a second regional office in Sacramento uh, and we-we find that through personalizing our work in helping communities uh organize to-to study and work for their schools it-it increases the interest. I might say that having mentioned these various study committees that the uh major part of our work in the past two years has been in the encouragement of community uh school committee organizations. And um that has been uh done by mobilizing the forces of advertising; for example, the advertising council has done a magnificent job in getting over via radio and television and newspapers and billboards the importance of our public schools today. Um the uh newspapers and magazines and-and radio have all, I've uh observed, stepped of their coverage of school affairs and discussions of school from just such as we're having right now. [Elliott Roosevelt: Mhm.] And um and all those things have-have um helped to create more interest and-and our commission has organized itself to provide and supply interested people with information on just what they can do about their interest, and uh we've done that not by trying to give them uh pat ideas as to how to go after problems, but rather to tell them how other communities have done it, other communities whose circumstances were similar to-to their own, [ER: To theirs.] and that seems to be very effective.

[ER:] Well how, did you as a publisher become interested in this field?

[Roy E. Larsen:] Well, I with uh several others uh became interested when several educators approached us several years ago and suggested that laymen should be doing more, and busy laymen uh particularly should be doing more about public education than they were, and they pretty much challenged us to consider the possibility of organizing ourselves into such a commission as has developed to do something about it. Mr. [James Bryant] Conant of Harvard was one of those men, Paul Mort of-of Columbia, and Mr. William Cobb, the National Education Association, and several other educators who felt that perhaps the time had come when they needed some help and some better, and more understanding on the part of their neighbors

[Elliott Roosevelt:] Well, you certainly have devoted uh many pages on *Time* and *Life* magazines to uh bringing the state of our public schools to the attention of the American public.

[Roy E. Larsen:] Thank you, I'm very proud of what *Time* and *Life* both have done in that way.

[ER:] Well now, I know that during the last year you've travelled around the country a great deal talking to citizen groups; [Elliott Roosevelt coughs] I imagine that you had help through the commission to get started uh. [Roy E. Larsen: Very often, yes.] Well now, generally speaking, um do you find um a greater interest uh has been developed everywhere, or do you find in some places it's pretty apathetic?

[Roy E. Larsen:] It uh-uh again, it-uh -- generally speaking I'd say the interest has increased tremendously. There are still pockets and spots where the apathy is just as deep and settled as ever, but we are in touch at Commission headquarters today with a thousand communities who have organized just in the past two years to-to study their schools and to help work-working with the school authorities to do something about it. And we gather from a check made, for example, in New Jersey recently, that we know of only about a third perhaps even less than that of the actual communities who have done and are doing something.

[ER:] Well now, are you organizing primarily by counties or by townships in the -- How-how do you do?

[Roy. E Larsen:] Well, we encourage the-the uh-principally the local community, but in the past several months we have been helpful, I think, in-in getting some state citizen groups organized. And as a matter of fact, today some twenty-five states now have statewide groups, and they are helping to uh encourage the organization of community groups and are helping the org--the community groups which are organized with information about the state um matters of legislation and --

[ER:] I think it would be almost -- I beg your pardon.

[Elliott Roosevelt:] Excuse me. Go right ahead.

[ER:] Well, I just think it would be almost impossible not to begin with the state group because each state has uh different rules and regulations.

[Roy E. Larsen:] That-that's true, but it did work the other way. The communities started first, and -- except for example in Delaware where the state-uh it's a small state and everything stems from there. But-but it's only recently that the states have been stepping up their um-uh amount of state support and the communities have been pretty much on their own.

[Elliott Roosevelt:] Well, Mother and I happen to live in a community where uh in the thirties, they built a school system which was then almost one-third empty but uh is now is only half as large as is required in the community. And uh-uh now they have the problem of building new facilities and building-- stepping up their whole educational program. Are there any definite recommendations that you make to uh citizens' groups in a communities such as that as to how their uh financing should be done, how their uh -- how they should spend the money? Whether to spend it on uh fancy buildings or on uh utilitarian buildings?

[Roy E. Larsen:] No, uh -- I see what you mean --no, we do not make recommendations. We feel that's the very thing the people in the community should decide. They should decide just how much they want to spend, what they want, and then do whatever's necessary to get it.

[Elliott Roosevelt:] What if they uh come asking for information?

[Roy E. Larsen:] We still give them what in-what authoritative reports there are or suggestions there are, but we encourage them and urge them to sit around the table with their school people and the school board and figure it out for themselves. And that's the great strength, I think, of our school system, that each community sets its own standards. Now of course, there has to be minimum level and that concerns us all.

[ER:] Well I rem--uh it happens that in the community where-where we live, um for a great many years uh-they went along at uh more or less stable level, [Roy E. Larsen: Mhm.] do you see. Then they began to go up a little in population. And it was at the time when you were getting federal aid [Roy E. Larsen: Mhm.] that they were urged to accept it and to bond themselves to build [Roy E. Larsen: For buildings. Mhm.] new schools. And oh, there was tremendous reluctance to do it because they'd never assumed a debt, and they that felt that it was quite terrible to do it. [Roy E. Larsen: Mhm.] Um, they did it and they thought, "Oh, what overspending," [Roy E. Larsen laughs] and so forth and so on. And today they're really very indignant because they weren't at the time told they should have much more! [Roy E. Larsen: Yeah.] They've forgotten completely that at the time, much of it was empty and they thought it was horrible overspending then, you see. [Roy E. Larsen: I see.] And now I think the same old things are operating. There's no national money to come in, and uh they're having they're having a bad time -- there must be other communities going through the same. I'd like to ask just one question: why do you think public education is so important to the future of this country?

[Roy E. Larsen:] I think that it still is, as it always has been, uh a cornerstone of our whole system here -- social, political, economic. I think our founding fathers recognized that, and uh and I think our public schools and our public education has been one of the great forces in the development of this country. And now more than ever we need citizens who can think and vote intelligently and take their role as leaders of the world.

[ER:] Well, I agree with you wholeheartedly, and I grieve that we have to come to an end because there's so much more that I would like to ask you. [ER and Roy E. Larsen laugh] Thank you very much for coming today.

[Roy E. Larsen:] Thank you.

[Break 33:00-33:14]

[ER:] Today I have another guest, a visitor from France who will tell us of a very interesting exhibit which will be held in several large American cities. I'm happy to introduce to you Comtesse Yolande de Metzbran [Yolande de Metzbran: Well --] Would you tell us about it-uh, about this exhibit?

[Yolande de Metzbran:] Well, Mrs. Roosevelt, I thank you --

[Elliott Roosevelt:] Cut! Cut. We'd better start it over, that was --

[Yolande de Metzbran:] Yes, what -- I say good morning, or --

(Break 33:46-33:55)

[ER:] Go right --

[Break 33:56-34:01]

[Elliott Roosevelt:] Mother, we --

[ER:] Today I have another guest, a visitor from France who will tell us of a very interesting exhibit which will be held in several large American cities. I'm happy to introduce to you the Comtesse Yolande de Metzbran.

[Yolande de Metzbran:] Well, Mrs. Roosevelt, I'm very happy to be here today and to be able to talk of that exhibition, which is, of course, for us French people a very important thing.

[ER:] Well now, I hope you will go right ahead and tell us of the details and the dates, particularly, of this exhibit.

[Yolande de Metzbran:] Yes, certainly. Well, first of all the name of that exhibition I think appeals to me, and I hope it will appeal to the American public: the name is "France Comes to You." I love this title, and I wish that France would come more and more to America and America more and more to France. Well, we're going to have three exhibitions. The first one is in Philadelphia, as I already told you, and this is beginning next Monday. We're having an opening in the evening with uh -- maybe our ambassador will be able to come, but if not it will be a French minister that will come in his place to uh greet our American friends uh during that evening, which I hope is going to be very elegant and may I say glamorous, [Yolande de Metzbran and ER overlap] as it is a French thing.

[ER:] Now where will it be?

[Yolande de Metzbran:] It will be at the Bellevue-Stratford, uh hotel.

[ER:] Oh the Bellevue-Stratford in Philadelphia. [Yolande de Metzbran: Yeah. That's it.] Oh yes.

[Yolande de Metzbran:] And uh next day then, the -- all displays of course of the exhibit will be ready. We're having every item luxury that we can have in France. And I think that the Americans, well, will see that although during five years we could not do anything concrete as uh luxury items of course, we have brought over now very special, shall I say, models that uh range from dresses, hats, cosmetics, uh jewelry. And during that week the mayor very kindly is calling that the French week. So as a matter of fact, uh everything is going to be French. Uh the people that will come there will be absolutely like if they'd taken a plane for about a few minutes and would just step out and be in France.

[ER:] Well now, um you go from-from there and you open when in Cleveland and where?

[Yolande de Metzbran:] Well, in uh Cleveland we are opening from the -- in the month of April from the sixth of April to the eleventh. And then after Cleveland, it's going to be Pittsburgh, and Pitts-Pittsburgh, it's only going to be uh at the end of May from the twenty-first to the twenty-ninth of May.

[ER:] At a hotel there, too?

[Yolande de Metzbran:] Oh god. That uh -- it's going to be at a hotel there.

[ER and Yolande overlap]

[ER:] The William Penn Hotel.

[Yolande de Metzbran:] Penn Hotel.

[ER:] And th-in uh Cleveland it'll be the Hotel Cotton, won't it?

[Yolande de Metzbran:] That's it, that's it.

[ER:] I see. Well now, will there be um-uh special exhibits also of um uh paintings and so forth?

[Yolande de Metzbran:] Oh yes. Uh as a matter of fact, we have brought over quite uh beautiful French paintings and also furniture. There will be an exhibit of furniture, and as a matter of fact, all the luxury goods that uh are in Paris, we are going to have samples of them.

[ER:] Well you are an exhibitor, aren't you?

[Yolande de Metzbran:] I am an exhibitor, and for three things. I -- first of all, as you know my champagne, and I hope it's going to bubble in full strength [Elliott Roosevelt laughs] in the different hotels and bars, so that I can have my friends and everybody taste it if possible, and then we're having the Burgundy wines and brandies. And I am exhibiting uh cosmetics, and I'm very proud because it's the first time that my cosmetics will have, may I say, a taste of the American. [ER: I see.] And I hope that they will like them! [ER: And then.] And then I have a plastic which I have worked on for years, and years, and uh -- well it seems silly to say it's an anti-wrinkle, but I leave the ladies see for themselves, it's much better because there's too many anti-wrinkles that are phony anti-wrinkles.

[ER:] Well, I think this sounds like a most interesting exhibit. I hate to say that our time has run out, but I'm glad that uh we are to have this bit of France in different places in the United States, and I hope many people will enjoy the French atmosphere in the US.

[Yolande de Metzbran:] Thank you so much, Mrs. Roosevelt.

[Break 39:23-39:44]

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