

## THE ELEANOR ROOSEVELT PROGRAM

June 6<sup>th</sup>, 1951

Description: This recording was produced while ER was in Paris. In the opening segment, ER reads a listener's letter that asks how the United States and Soviet Russia can reach diplomatic agreement. In the following segment, ER and Elliott Roosevelt respond to a listener's question regarding the treatment of refugees. In the interview segment, ER and Dr. John W. Taylor discuss the work being done by UNESCO.

Participants: ER, Elliot, Dr. John W. Taylor, Ben Grauer

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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:] UNESCO is the popular name for the United Nations Educational Scientific and Cultural Organization. Deputy director general of UNESCO is Dr. John W. Taylor. Since we were to be in Paris today we invited Dr. Taylor to be with us for this recorded interview. Many of you may remember Dr. Taylor when he was president of the University of Louisville in Kentucky. His educational background makes him especially qualified to fill his position of deputy director general, and his remarks today will be concerned chiefly with the wide spread work of UNESCO. Before Dr. Taylor's interview, Mother and I want to spend a few moments in a discussion of our own on a subject we hope you'll find important. First though, let's hear what our announcer has to say about our sponsor's products.

[Break 1:15-1:22]

[Ben Grauer:] Friends this is Ben Grauer speaking and everyone listening will want to read Mrs. Roosevelt's exclusive article in *Look* magazine. What was it like to be the wife of a history-making president? What influences made Eleanor Roosevelt the great personality she is today? In *Look* magazine, Mrs. Roosevelt tells the story of seven persons who shaped her life. Why was she lost and lonely as a girl? What forces turned her shyness into strength? Learn from *Look* about the teacher who first inspired her interest in the world of affairs. Who gave her the final important push into public life? And would Eleanor Roosevelt have been the first lady of the world today if her husband had not been president? Don't miss Eleanor Roosevelt's own intriguing revelations in the latest issue of *Look* magazine. *Look* is on your news stands now get your copy of *Look* today. This—

[Break 2:19-2:30]

[Ben Grauer:] This is WNBC AM and FM New York, and you're listening to *The Eleanor Roosevelt Program*. This program was recorded in Paris especially for use today. Here again is Elliott.

[Break 2:43-2:56]

[ER:] I have a rather interesting letter I would like to read to you in the few remaining minutes of the program you. You may remember that some time back young Cord Meyer Jr. was my guest discussing the World Federalist Movement. And here is the letter, which is from John C. Holtzsecond of New York City: "Dear Mrs. Roosevelt, I have just had the pleasure of listening to your very interesting conversation with Cord Meyer Jr. I am taking the liberty of writing to you because I have myself been a federalist for many years and because I do not feel that Mr. Meyer adequately answered many of your questions. Your

basic question was: how can we get agreement? It is a cogent question. May I answer it this way? When two men find themselves in a dispute how do they find agreement? Obviously one of them or a third party must conceive of a settlement of their dispute, a settlement that will protect the legitimate interests of both parties. If one of the men has conceived such a settlement, he must set out to persuade the other to accept it. If a third party has conceived it, he must persuade both men to accept it. Applying this to the situation we find ourselves in vis-a-vis Russia, I would say that we can only reach agreement in one way. We must find a settlement that will protect the legitimate interests of both parties. We must persuade ourselves, that is our people and our government, to accept it. Then we must persuade the Russian government to accept it, and to the extent that it affects them, the governments of the other countries of the world.

This leads us to two other questions. One, what are the legitimate interests of all countries? Two, what kind of settlement, what kind of international machinery is needed to protect those interests? I submit that it is a legitimate interest of every country to be guaranteed one, absolute security against attack; two, security against attempts by other governments [ER coughs] by military or economic pressure to control its internal affairs; three, security against attempts by other governments to exploit its natural wealth, in short protection against imperialism, direct or indirect; four, the right to practice internally whatever type of government it prefers; five, the right to attempt to spread throughout the world by legitimate means, [ER coughs] by nonviolent and non-exploitive means, whatever political, religious, economic, or social doctrine it may believe in.

In short, I believe that the price of peace includes guaranteeing to Russia the right to her communist dictatorship at home, until such time as her people may modify or reject it. It includes guaranteeing to Russia the right to attempt by nonviolent means to persuade the people of the world to adopt communism. It includes guaranteeing to the backward and underdeveloped countries the right to be free of the kind of imperialism and exploitation long practiced by the western nations and now enthusiastically adopted by the Russians. This leads to two more questions. One, what international machinery will be needed to protect these national rights? Two, have we proposed the setting up of such international machinery? I submit here that no international machinery will fulfill what I call these requirements, short of a federal government of the world. Mr. Meyer prefers not to use the phrase; I think there is an excellent reason for using it. I know of no instance in human history when peace has long been kept between men or groups of men by anything other than government. I know of no community in the world today that enjoys peace or law and order without government. I certainly wouldn't stay in New York City very long despite the high degree of understanding that may exist among its citizens if there were no New York City government.

[Break 7:37-7:47]

[ER:] How do you do? This is Eleanor Roosevelt speaking to you from Europe, where I am attending a meeting of the United Nations Human Rights Commission.

[Elliott Roosevelt:] UNESCO is the popular name for the United Nations Educational Scientific and Cultural Organization. Deputy Director General of UNESCO is Dr. John W. Taylor. Since we were to be in Paris today we invited Dr. Taylor to be with us for this recorded interview. Many of you may remember Dr. Taylor when he was president of the University of Louisville in Kentucky. His educational background makes him especially qualified to fill his position of Deputy Director General and his remarks today will be concerned chiefly with the wide spread work of UNESCO. Before Dr. Taylor's interview, Mother and I want to spend a few moments in a discussion of our own on a subject we hope you'll find important. First though, let's hear what our announcer has to say about our sponsor's products.

[Break 8:54-9:13]

[Elliott Roosevelt:] The letter for discussion today, Mother, is from Mr. Warrington C. Wademan of Blairstown, New Jersey, who has a suggestion. This is what he says: "I could not be called a regular

listener to your program, I was, however, very much impressed by an interview in which you and a gentleman, whose name escapes me at the moment, discussed the deplorable situation of something like a million refugees in Germany. I'm appalled at the ease with which people can accept someone else's suffering as a matter of course, and simply because it is not their direct responsibility shrug the matter off and go about their own personal program with no attempt to do something about it. A million people is a lot of mouths to feed, a lot of bodies to clothe, a lot of humanity to house. On the other hand put them all together in an organized group and the whole business would make up only a moderate sized city. Isn't there an island someplace large enough to support at least a major portion of this group? Isn't the need for manpower in the democratic world great enough at the present time to put these myriads of hands to work producing something which is needed, while earning a livelihood for themselves? Isn't there an unsettled or uninhabited spot outside of the US if necessary, which could be primed by American capital in the shape of a nucleus of bombs, homes, and small industry?

With the plan worked out and managed in such a way that people who could build homes, factories, till soil, et cetera would be moved in first. And as rapidly as they were established more people could be added to the program until the whole resulted in a modern self-sufficient industrial community, where these people would have a chance to live as human beings, raise their families, worship god in their own way, and where each of them could once more have an opportunity to work out his or her own economy. In this enlightened age, if this age is enlightened, the establishment of these people were-- should amount to little more than a routine engineering problem and shouldn't take more than two years for complete fulfillment. Selfishly, I think it would be a fine business for the US to set aside just such a territory or island. They could quarantine it if they wish, [Elliott Roosevelt laughing] like they used to leper colonies, and work these people through some kind of a purification program to remove the stigma of communism before they were permitted the privilege of becoming Americans. This letter is not being written simply to air my views; you have a great personality and a great deal of influence. Why don't you personally start this ball rolling? Of course, you would get kicked about a bit, but think of the joy and happiness you could bring to fellow creatures. I wish to God that there was something I could do to bring this suggestion into full realization, sincerely, Warrington C. Wademan.”

[ER:] Well, in the first place most of the people [Elliott Roosevelt coughs] who are in displaced persons camps uh are not communists, [ER laughing] they're refugees from communism. The only ones that you might fear might be turning to communism would be the Arab refugees in um-um Arab lands, you see.

[Elliott Roosevelt:] Well, supposing [ER: You see.] these were Nazis on their or fascists.

[ER:]Um well some- some of these might be Nazis or fascists, but I don't think quarantining them would be exactly the way to handle it. And then I think you must also remember the differences um of people. Uh now IRO has resettled um a great many of the displaced people, [Elliott Roosevelt: You know how many they still have?] they are still constantly -- Well, I've forgotten now the numbers, but there are still a nucleus of what they call hard core and that is made up very largely of people too old or too sick. Um they have resettled any number. Uh for instance, Norway took a big group of blind people and the way IRO did that was to give Norway the money to build a new home for the blind with a training school, and then they agreed to take this number of blind people, blinded often in the war or in conditions or with them brought-brought with blindness from their homes driven out. Um and they um as compensation for being given the uh plant accepted a certain number of these blind people. Now other places like Sweden and so forth have taken handicapped people for training, and uh in-in a number of different ways programs have been worked out to help. But there is still a hard core in Germany, which will be left on the German economy of people old and alone or sick, in some way handicapped, and that is the thing which is worrying people. Um now one reason why this goes, doesn't completely, you don't ever completely come to an end of refugees is because either keep coming from the Iron Curtain countries. They seep through. Now they are no longer on IRO, they're on their own, but they have to--the High Commissioner who was appointed last year -- will have to see what the conditions are in which they

manage to go. They have to have papers of some kind in Europe they have to. Uh they cease belonging to the country they fled from um they must be --arrangements must be made so that if there is work in a country they can be allowed to do it because lots of countries don't-don't allow non-nationals the same privilege and there is uh the same privileges as-as citizens. All those things have to be very carefully worked out. Now in the case of the Arab refugees, uh resettlement is the only thing that can be undertaken, but you couldn't remove those poor creatures to uh an island off the United States, for instance. They'd never make good because they-they know their own ways in their own country. What you have to do is negotiate with the countries that have space and then try to start them uh with some kind of guidance because many of them never really had much skill-(16:11)

[Elliott Roosevelt:] Well, unfortunately isn't it true that uh with regard to Arab refugees that the plan that this gentleman is talking about envisage as people who are skilled in the-in the ways of modern living, and the Arabs are very primitive people. You'd have a couple of generations of training before they could establish modern communities.

[ER:] Some of them are and some of them are not. Some of them have been fairly comfortably uh situated, but th- they are a different kind of people, they live differently. And they-they don't live at the same tempo that we live and [Elliott Roosevelt: I think though that--] they would be very unhappy moved out in to some of these --

[Elliott Roosevelt:] I think though that this man is talking uh specifically about a million refugees in Germany [ER: In Germany.]. Uh are there a million refugees in Germany?

[ER:] I don't hink there are quite a million, though I'm not familiar with the numbers seeping in all the time month by month they are so--

[Elliott Roosevelt:] Are today's refugees, uh not counting the seepage that still is coming uh but uh--

[ER:] Are there a million left? Well, there weren't a million left the last time I asked. There were about eight hundred thousand--

[Elliott Roosevelt:] And is that a hard core?

[ER:] Of the hard core.

[Elliott Roosevelt:] And those eight hundred thousand therefore are not people who would be--

[ER:] That you could resettle anywhere.

[Elliott Roosevelt:] Resettle under any such program is-is this plan has outlined.

[ER:] We are now still moving into the United States uh and into other countries uh a num-the-the remaining number -- IRO is going to keep going until next autumn -- because um they can still move, they have still the resources. Um a number of um whole families, many of which were difficult to move before because they were intellectuals, and intellectuals for some strange reason countries don't seem to like to accept as much as people who can do something with their hands [Elliott Roosevelt: Mhm]. But doctors, well you know what happens in our own country, a doctor lands here, he may have been most prominent in his country, but he has to go into one of our schools and take our examinations before he can practice anywhere here, and if he has no resources to live on in the intermediate period, he's in a very bad way, he's got to be actually [Elliott Roosevelt: Yes.] supported. And we don't-we don't find- uh they're not

welcomed everywhere even though we're short of doctors [Elliott Roosevelt: Mhm] um so uh there are a lot of difficulties.(18:41)

[Elliott Roosevelt:] So, in actuality, the IRO uh did move the employables, the [ER: Most--] easy to--

[ER:] Most of the easy ones have-have been moved [Elliott Roosevelt: And -- ] long ago.

[Elliott Roosevelt:] And the hard core is being moved and are being relocated.

[ER:] We're afraid that there will always be though a hard core group in Germany which is a drain on their-their um resources but we don't-we don't quite see how that's ever going to be completely --unless that's where I suppose charity will have to step in to help [ER and Elliott overlap] to help the economy

[Elliott Roosevelt:] Charity and probably many countries will be helped in setting up homes for [ER: Yes, that's what they'll have to do.] these indigent people -- And they will spread them around the world and gradually they [ER: Mhm] will be taken care of. Well, I think that that does answer this question, and I hope that uh it is successfully uh proven to Mr. Wademan that while--whereas probably his plan uh on its uh large scale of one great big resettlement program is not workable, the IRO was successful in moving people into a great many lands and into com--existing communities.

[ER and Elliott Roosevelt overlap]

[ER:] And I think that we ought to say that people are not indifferent. Uh through the United Nations and through the churches of the world and the organizations such as Quakers, etcetera um an enormous amount has been done.

[Elliott Roosevelt:] Yes. Well, thank you very much for this answer, and I think it is proven very interesting for our audience, and I think we should hear a message from our sponsors, and uh then we will go onto our interview period.

[Break 20:30-20:36]

[Elliott Roosevelt:] The field of international education as a means towards a peaceful world grows in importance daily. Therefore, the work of the United Nations Educational Scientific and Cultural Organization, known as UNESCO, occupies a vital influence in the world today. Paris, where Mrs. Roosevelt and I are today is the headquarters of this organization, and we're fortunate to have with us a gentleman who can tell us a great deal about what has been already been accomplished. Mother, will you now introduce your guest to our listeners?

[ER:] It is a great pleasure, Elliott, to introduce Dr. John W. Taylor, Deputy Director General of UNESCO, whom I met incidentally while he was president of the University of Louisville, Kentucky. I'm happy to present to you Dr. Taylor.

[John W. Taylor:] How do you do? It's a real pleasure to be here Mrs. Roosevelt.

[ER:] Well, it's certainly nice to have you here. Dr. Taylor, I believe you resigned your presidency at the Louisville University to take over the post of Deputy Director of UNESCO, didn't you?

[John W. Taylor:] I certainly did, Mrs. Roosevelt. I felt that no matter what I had been doing, had I been asked to take this job I should have had to say yes.

[ER:] Well, then one has to assume that you must have great faith in the UNESCO program, and I'd like to ask you uh to tell us a little bit about what UNESCO is doing of a really practical nature which the man or woman in the street can understand.

[John W. Taylor:] Mrs. Roosevelt, I think a great deal has been said about UNESCO in the short five years of its life and a lot of it, least in the United States, was not very good, and that was one of the things that made me want to come here. Because I knew its program is good in theory, its practice, we certainly should be able to do something about. I for one think that the work that's done in the last two years, let's say, in establishing pilot projects [Elliott Roosevelt coughs] in what we call fundamental education will be the most important work that UNESCO can do.

[ER:] Well now, just let me ask you. Fundamental education really is adult education, isn't it? I mean it's for older people.

[John W. Taylor:] It's conceived so, Mrs. Roosevelt. It's a term actually that UNESCO has coined. Its educationists has tried to roll all into one expression, shall I say, the teaching of older people, uh younger people too, as far as that goes, if they don't know how, the teaching of reading and writing but it means more than the teaching of reading and writing. Of course, it means teaching those people from underdeveloped areas shall we say the right ways and better ways to live. For example, we have round with some of our experimentation in Mexico and in Haiti, as well, that it's a very easy thing for a person to slip back, shall we say, over the brink of illiteracy after he's had a course or has had say a quick course. Uh we found then that the difficulty has been that when you get this person let's say whose twenty, thirty, forty years of age to the point where he can read his language, then he is through the course, let's say, he can't find anything to read. There are children's books, you see. So we have tried to develop and are working on for example in Pátzcuaro, Mexico now, it's about four and a half hours by car from Mexico City in a beautiful lakes district, they're developing materials which can be read in the language which the Indians speak there. Uh materials which will give the people a chance to learn how to do a better job on the everyday living, for example, a person who finds out how to spray insects and thus raise more per acre on his crop is interested in reading and he will keep reading.(24:52)

[ER:] Yes that's perfectly understandable. Well now, are they developing materials just for use there, or are you in starting this project, developing materials which can be translated into many languages.

[John W. Taylor:] We actually feel, Mrs. Roosevelt, that this is the beginning of a world network. Doesn't sound very large; we hope to establish six regional centers. We hope to do this over a period of twelve years at a cost of about twenty million dollars. And in these various regional centers, one in the Far East one in the Near East one in the Middle East one in Africa one in Latin America, and so on, we hope to develop not only the teachers of teachers [Elliott Roosevelt coughs] but also the teaching and illustrative materials. You take for example, if this plan of ours can be put through the first center of which opens in Mexico, uh as a matter of fact, it opens on May 9, um then we'll be able to produce in this twelve year period teachers who in turn can teach teachers, [ER: Mhm.] and who can in turn in their own countries can go out and do something about their literacy problem and then carry it past that to ways of better living.

[ER:] Yes, that's a very important thing because, of course, in most of the underdeveloped areas um education is essential to getting a um a-a rise in the standard of living, but um uh you really have to tie the two together because they won't keep on um studying unless what they're given to read has some bearing on-on the way they live.

[John W. Taylor:] That's exactly right and you take for example there's another problem. If you find a group of Indians as you do in this section of Mexico where we are now working, they speak a language

which has never been written, [ER: Mhm. That--] and our experts had to go to work and write that language down and then and only then could we teach them to read their own language.

[ER:] Yes, that, of course, is a part of the world in which everything is from-from um uh mouth to mouth, from generation to generation [John W. Taylor: Exactly.] by memory. Well, of course, that was the way it went in the old days in many places [John W. Taylor: Certainly.] So it's nothing very extraordinary, but I can imagine what it must be to write all the dialects of all the world in that way. [ER and John W. Taylor laugh]

[John W. Taylor:] Of course, as you find so often among educators there's two schools of thought and that's one of the things we're experimenting with there. One group is trying to teach them directly into the regional language, shall I say in Spanish. The other group is being worked at through writing down their own language then taking that as a bridge over to the original language or Spanish, you see. [27:46]

[ER:] Oh, that's very interesting. Well now, in what way is UNESCO involved in the United Nations plan for technical assistance in these underdeveloped areas? Purely in-in this particular [John W. Taylor: This partic--] way or are there others?

[John W. Taylor:] Well, as a matter of fact, uh we're working largely in this field, uh shall I say about 50 percent in this field, and the other field of technical assistance work that falls to UNESCO has to do with scientific research, what we call basic or fundamental scientific research. For example, UNESCO out of its own means during the past several years has been able to establish five regional scientific cooperation offices, we call them. There's one in the Philippines, there's one in New Delhi in India, there's one in Cairo in Egypt, there's one in Jakarta in Indonesia, and one, uh let's see I've forgotten the other one, ah yes was in uh Shanghai for a time, I think it's been moved now. As a matter of fact, these-this work in technical assistance coupled with the fundamental education work is largely what we're doing. There are some forty odd countries who have made requests to us in the past nine or ten months, and we have approved some twenty odd projects, and they vary anywhere from establishing a vocational agricultural school in Costa Rica, to setting up a new uh technique for teaching the Peruvian Indians how to read and write. Now these things, of course, tie into the fundamental education projects. We hope that that's one way we will be able to finance the work over this twelve year period of our fundamental education centers. For example, uh we hope to get twenty million dollars together. We hope that about two million of that to four million can come from technical assistance work. You know, of course, as do our listeners of the fundamental edu--of the technical assistance project which has been establish by the UN which started with a pot shall I say of twenty million dollars for this next year, for this current and next year, and then, of course, the percentage that UNESCO gets of that is about fourteen or two and a quarter million dollars a year. (30:05)

[ER:] Well uh what are you doing -- I'd like to know a little bit of the emergency aid that you are going into now I-I understand that you have established some emergency schools, for instance, in the Middle East.

[John W. Taylor:] Yes I think that's one of the most uh vivid projects we're carrying on now. Of course, our listeners know that uh the problem of the Arab children, the refugee children, who have left areas in the Middle East and Palestine, has become pretty bad shall I say. There's some two hundred thousand of them there that are displaced, that are homeless actually. Now what we have tried to do was to establish first shelter, and that really being done through UNRWA which of course -- with which, of course, you're familiar that the UN organization for relief and works. The uh the other thing that's being done is getting these youngsters into tent schools out there. [Elliott Roosevelt coughs] Now there are some, as I recall, some forty odd thousand that we have in one area in school in the Gaza, which is in the Middle East.

[Elliott Roosevelt: Mhm] Uh that particular area I would say had about 85 percent of the youngsters in schools, in tent schools, the balance of them are building their own schools [Elliott Roosevelt: Mhm.] it's right in the desert, and they're making the schools out of what they have available which is obviously water and sand and some binding material

[Elliott Roosevelt:] That's wonderful.

[ER:] I think that is totally extraordinary.

[Elliott Roosevelt:] Mother, could I interrupt at this moment to let our announcer have a word, and then we'll come right back to this very fascinating interview with Dr. Taylor.

[ER:] Oh, all right

[Break 31:48-32:25]

[Elliott Roosevelt:] And now, Mother, will you again take up your interview with uh Dr. Taylor and uh covering this whole subject of UNESCO and the work that it is doing around the world?

[ER:] Yes, I would like to go on, Dr. Taylor, for what we were talking about and ask you on these emergency um projects how does UNESCO finance this type of aid?

[John W. Taylor:] Well UNESCO started out, Mrs. Roosevelt, by making appropriations from its own budget, its own budget as you know is around eight million dollars a year. Uh for the kinds of thing that we need emergency aid, whether it's an earthquake in India or whether it's the recent and current unpleasantness shall I say in Korea, uh costs a great deal of money. So that uh over the past five years UNESCO from its own budget has been able to devote about a million and a quarter dollars. Now we've been particularly fortunate however, in getting aid from private sources. I think possibly the most important source of aid, and the most interesting way in which it was worked out, was the establishment of the so called gift coupons with which I know you are very familiar. I think uh recently you passed uh an award along to the New York State Classroom Teachers Association, if I don't mistake it.

[ER:] Yes, we did.

[John W. Taylor:] Well, all events, this scheme includes the sale of stamps which go down to denominations of twenty five cents and ten dollar coupons which make it possible for any organization or any individual anywhere almost in the world to choose a project which a UNESCO has on its list or can have on its list, which need, uh areas which need emergency aid. They may choose their project, their school let's say for example recently [Elliott Roosevelt coughs] the University of Vienna I believe received from the New York State uh group of teachers uh fifteen thousand dollars in scientific equipment to go into the medical research laboratories there. Uh books have been sent. For example, I think I know just recently where school children, the school children, of Kansas sent um forty thousand readers to youngsters in Pakistan, [ER: That's-] and th-the scheme is so establish that it can be contributed toward a-in such a simple fashion and it can be done by almost anyone, it's of course though the cooperation of the various volunteer agencies shall I say in the United States that this is largely being done.

[ER:] I must ask, did they just contribute the money I mean the schools of Kansas and then did the Pakistan government provide the readers, [ER and John W. Taylor laugh] or did -- or were they American readers? [John W. Taylor laughs]

[John W. Taylor:] Well, fortunately uh the youngsters in Pakistan are learning English and they were able to buy readers from American booksellers, and you'll be glad to know, as will our audience I'm sure, that the American booksellers made a very rock bottom price for these books that were sent out. Transportation companies packed them practically for nothing and a very special freight rate was set up for them.

[ER:] They go right on with English as a basic language in Pakistan and in India. They don't make them study um uh a language of their own? [ER and John. W. Taylor laugh]

[John W. Taylor:] No, they do that, but they carry on with English as well. (35:51)

[ER:] English as well.

[John W. Taylor:] I was interested to hear someone who had just been out to India the other day quoting some figures concerning the illiteracy out there. It's almost uh unbelievable it's up in the neighborhood of 95 percent, [ER: Yes, I know.] and of course the women are much more uh as a group, illiterate, shall I say, than the men. But I found a very interesting thing also, this gentleman explained to me that he spent about thirteen years out in India, he happens to be on our staff now and had been out on a special mission, and he was chatting with some of the uh Indian officials about the problem, and you can see that if you have so few women who are literate is that much more difficult to get women teachers, because the custom is such that you have to have women teach women [Elliott Roosevelt coughs]. Uh on the other hand this uh gentleman reported a very interesting story, which I'll leave up to you and our listeners [laugh] about how they think about it. I know how I think about it. In other words, this gentleman said I'm not quite so sure but if you did a very careful survey you will discover that the literate, the well-educated, men tend to marry illiterate women. [Everyone laughs]

[ER:] Heavens! That's very amusing! Well now, what can an ordinary citizen do for UNESCO?

[John W. Taylor:] Actually, I think the thing he can do and have uh and feel the best about is to contribute toward various relief projects that we operate. And at the same time, I think he owes it to himself and to his country to talk about UNESCO and its projects to other people. Because you know it's the same kind of thing whether you're trying to put over a university fundraising campaign to get a new medical school building or whether you're trying to sell beans or whether you're trying to do the job that UNESCO is trying to do in the world, you have to find some way to sell it and to sell it you have to get it to the person in the street you have to get it to the women that are standing behind their stoves, you have to get it in to everybody's head, and when you do the job can be done because after all, Mrs. Roosevelt, we've been talking about fundamental education here, but if you read UNESCO's constitution and its how-high sounding principals that are beautiful, as you well know, but after all when you ask yourself what about teaching international understanding when over half the world's population can't even read and write.

[ER:] Yes, that's the thought that comes to me quite often. Well-- [Everyone laughs] what is UNESCO doing to help the United Nations promote the doctrine of collective security?

[John W. Taylor:] Well, UNESCO for example, has commissioned four or five authors as I recall. One Indian, one Frenchman, one Britisher, and one American to write some textbooks which will be really teacher's aids. They're textbooks in the sense that they are for the teachers rather than for the children because uh obviously we can't print that many uh these are aids uh to the teacher which in turn will help her or him get over to their youngsters the thing that we're really fighting for in Korea. That is to say, to sell to the teaching force, if you want to put it that way, to make clear to them just what collective security can mean to the world. Uh we have also developed an enormous number of wall charts, maps, and that kind of thing uh with interesting pictorial material, and slips, and slats, and charts, and places where that newspaper clippings can be picked up by the youngsters in the classroom, they can be taped so to speak, a

string can be run from this clipping up the wall down to this particular spot in the world where the things are happening. In other words, UNESCO is trying to do its job as far as getting over to the world's people through, of course, the national commissions for UNESCO in the various countries. The thing which faces us vis-à-vis the present unpleasantness in Korea, and at the same time to try to show that our salvation really uh to get away from that thing that uh was so ably stated in our constitution, that wars are conceived in the minds of men, and to find out also that if we get together and think properly and act properly as most human beings seem willing to do we can get rid of this kind of thing.

[ER:] Well, that's-that's a hope that all of us have I think. Now I almost hesitate to ask you the next question because it looks as though it would be better if you didn't do too much uh to educate the women in the world, [John W. Taylor laughs] but I would like to ask you what UNESCOs doing for the women of the world. (40:48)

[John W. Taylor:] Well, I'm-I'm a little afraid that we haven't done as much concretely in that area as we could. I can give you some interesting facts about [Elliott Roosevelt coughs] what some of our member nations have done for women. For example, we've had in the past, let's see, five years, we've had about twelve countries uh either amend their constitutions or pass new constitutions which give women the right to vote. That you know.

[Elliott Roosevelt:] You haven't done it in Switzerland yet. [Elliott Roosevelt and John W. Taylor laugh]

[John W. Taylor:] Certainly haven't. [Elliott Roosevelt and John W. Taylor laugh] Maybe the Swiss have a very special feeling [Elliott Roosevelt laughs] about that thing.

[John W. Taylor:] Uh we have been trying of course uh though various efforts, one of which you know is through the Human Rights Commission, to do something about the right to education for the youngsters of the world, and, of course, I think that actually is-has just as much to do with the education of women as it does uh the establishment of a special school, shall I say. Uh frankly um I must recall to you that I've been in UNESCO since the first of January only, and I've said on many occasions when I had other jobs and was hiring other people that usually a person is not wor-worth very much to you until after he's been there for six months, so I'm perfectly willing to admit that there [Elliott Roosevelt: Ah.] [John W. Taylor laughing] are some things I don't know yet about UNESCO. My six month period is not yet up. As--excuse me-- [ER: Yes, go ahead.] I said as a matter of fact I suspect that's one of the areas in which we have done relatively little and I suppose it's one of the areas that's very hard to work in. Now of course, the other thing is, and we've been criticized for this many times, our annual program this past year for example contained over three hundred program resolutions. Of which it was up to the Secretariat through national commissions in various countries to try to carry out. [Elliott Roosevelt: Mhm.] Well, we have some seven hundred and fifty people, uh six hundred and fifty odd of them are here in Paris, the other hundred or so are scattered in five or six places in the world. And if you take eight million dollars and try to spread it over three hundred program resolutions [Elliott Roosevelt: Mhm.] you can imagine how little you do in some of those areas.

[ER:] I can well imagine and I um I can only tell you that-that uh thinking of what the gentleman told you who came from India that one of the most valuable members of the Human Rights Commission is Madam

[Hansa Jivraj] Mehta, who comes from India, so she hails -- [John W. Taylor and ER laugh] there are a few intellectuals who are very useful.

[John W. Taylor:] There certainly are.

[ER:] I'm sorry we've come to the end of our time, but I want to thank you very much, Dr. Taylor, for coming and talking to us about UNESCO today.

[John W. Taylor:] It's been a great pleasure to be here, Mrs. Roosevelt.

[Break 43:35 – 43:49]

[Elliott Roosevelt:] Is there a mother in the house? Then here's a story for you. A president of the United States and son of a president, who often spoke of his indebtedness to his mother, paid this tribute to her when she died in her seventy-fourth year. Had she lived to the age of the patriarchs, every day would have been filled with clouds of goodness and of love. His name of course was John Quincy Adams. Remember that story when you sometimes wonder whether your own children ever hear a word you say. Remember it when you teach them the obligations of good citizenship in peace time and in war time, and when by your own deeds you set them a challenging example. They do listen, they do watch you, and they are proud. 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 the same time. Today's program was recorded in Paris, and we wish to thank the French Broadcasting system for making their facilities available to us.

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