

THE ELEANOR ROOSEVELT PROGRAM

July 17th, 1951

Description: In the opening segment, ER and Elliot Roosevelt respond to a listener's question regarding the possibility of world peace through a UN police force and potential economic consequences of peace. In the following segment, ER interviews Editor and Chief of *Mademoiselle* Magazine, Mrs. Betsy Talbot Blackwell, and her associate, Miss Jane Augustine.

Participants: ER, Elliott, Betsy Talbot Blackwell, Jane Augustine

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

[Elliott Roosevelt:] "I think young people of today are much more concerned with the world as a whole as it relates to our everyday life, than they ever have been before." So says Miss Jane Augustine, a young Bryn Mawr student, who has- is at present a guest editor at *Mademoiselle* magazine. Miss Augustine is Mrs. Roosevelt's guest today, with Mrs. Betsy Talbot Blackwell [1905-1985], editor-in-chief of *Mademoiselle*, who will explain that magazine's college-board membership. Before we hear Mrs. Blackwell and Miss Augustine, Mrs. Roosevelt and I, as usual, will discuss a current question. And now, here is our announcer with a few words for us.

(Break: 1:09-1:24)

[Elliott Roosevelt:] Mother, I noticed one of your columns the other day, which I think would make an interesting discussion for our listeners today. You said, "Someone has asked me what would happen if the United Nations were successful in staving off a general war and we achieved rearmament for defense at home and sent enough defense supplies to the rest of the world so that it uh felt it could fill its own needs. What would we do with our increased production capacity? What would happen if we suddenly turned back to full production of civilian goods? Would this flood the market so that we would have to close factories, throw people out of jobs? In other words, would we face a depression?"

[ER:] Well, that question was asked of me and I felt that [Elliott Roosevelt coughs] perhaps there were people really worrying about that and so it occurred to me to try and think it through. And it seems to me that for a very long time, even if we stave off war, we will not be able to reach agreements as to how we are going to gradually, totally disarm for quite a long time. It would--first the negotiations will take a long time, then the steps will have to be more or less slow. The decisions will be made as to what each nation will have to provide for the United Nations force, uh police force. And then also, each nation, I imagine, will be allotted a police force covering its own area of the world, whatever it may be, I mean, whatever possessions it may have. So, research would have to go on anyway, because um weapons are constantly being improved, and one would have to manufacture uh to completely arm uh the free world uh with those new weapons. At the same time, uh there would always be a certain amount of this type of research and manufacture that would have to go on. So we can say that this amount of allotment um would be continuing. Then it seems to me if we really face the fact that our future is tied up with the improvement of the standard of living in the rest of the world, we have an unlimited market for a very long time. Just to produce, for instance, the next step in improved plows for India [Elliott Roosevelt: Yes.] um would- would mean a tremendous production for a long time [Elliott Roosevelt: Mhm.] and um [ER coughs]

gradually as the nations step up, uh they will uh need more things and new things because you can't begin by jumping immediately to the latest tractor. You have to begin with the next step from the primitive plow that you may have. (4:50)

[Elliott Roosevelt:] Yes. Well, uh would you say then that the-the first step in-in keeping our industrial machine at peak capacity would be to realize that to prevent war, one must eliminate uh hunger in the world, and that if we're to eliminate hunger in the world we must make the land productive in all of these backward areas of the world. That's number one. Number two, we must make the-the people productive. In other words, they-they're starving today, they're also ridden by disease, they can't produce.

[ER:] Yes, well we have to. We will be the source for a very long time. I'm-um, I'm--by "we" I'm not talking just about the United States. Um Other areas of the world which are now more developed areas-- will have to be--[Elliott Roosevelt: All industrial areas of the world.] Industrial areas of the world, uh will have to be the source for, for instance, um manufactured medicines of different kinds, um types of foods that are not produced in different areas and yet essential to the improvement of living conditions. Uh For instance, there are areas of the world where it's very difficult to produce good milk and we know now that powdered milk can be of enormous value to children. Just as valuable as-as the fresh milk, where it can't-- where fresh milk is not available. There are in any number of things like that that um practically eh uh must um be provided by the more highly developed nations. (6:38)

[Elliott Roosevelt:] Alright, well now uh the question then comes up, who's gonna pay for this?

[ER:] Well, I-I think it will have to be on a loan finance basis. And in fact I think, of course, the whole of this should be done through the United Nations so that it is a cooperative venture. And I feel that these nations that are perhaps not able to pay now uh will have to be given loans for health programs and education programs. Those two go together. Um and then for the start of their-- uh whatever their-the things are, the plans are, that are made for their nation, but I think there must be a distinct arrangement for repayment, and I think um there must be a careful supervision to see that these things are properly done and that they are--uh that the repayments are regular, because people have to learn to stand on their own feet. They can't um be looked upon as charity for the rest of their lives. This is being done-un to make to whole world a cooperative community-eh with um the opportunity for everyone to grow in independence, freedom, and self-respect. (8:06)

[Elliott Roosevelt:] Alright. Now you say this should be done through the United Nations. Doesn't this point a finger toward the World Bank? The World Bank, uh-uh it seems to me, would be the proper place for uh large-scale financing programs which uh would be long-term and would uh allow countries to build up to this-- to uh the point where they're producing raw materials which can be used to reduce debt.

[ER:] Yes. I think what we have to guarantee, probably, is um--what-what we have to envisage, is first of all that-that the health and education programs may be largely on a humanitarian basis, on a cooperative basis, but on a humanitarian basis. But once that is started and-and um--that also will be carried through probably largely under the guidance of UNESCO or World Health, with the cooperation of the different countries, but I think the guarantee to most of these nations, that as they develop and-and the World Bank will help them develop, um their raw materials will be bought [Elliott Roosevelt: Right.] uh will-will be all that is necessary as an incentive to get on their feet.

[Elliott Roosevelt:] Well now you uh recently talked with the uh president of Ecuador in which he uh said that he uh felt that his nation had unlimited uh ability to develop new uh production, uh most of it out of the land. The same might be true of uh [ER: India?] India and of China and of many parts of the world. Uh if that's true, uh these countries certainly can not only stand on their own feet, but they can feed with

the raw materials the industrial machinery of the United States and far more capacity of industrial machinery than than uh than is represented as a potential in the United States. (10:29)

[ER:] A good many people, I think, are afraid that um in-in doing this, we will reach a point where um the consuming uh the consuming capacity eh is not available [Elliott Roosevelt: Right.]. Now I have um none of that fear, because um we in our own history have seen, that while we began by living on a very primitive scale, the first people who came to this country, that as each new step has been taken, the people have always been anxious to take advantage of um greater comforts, greater time-saving devices, and-and uh-um anything that was not only a necessity but probably a luxury, eh has eventually become almost a necessity. In my recollection, [Elliott Roosevelt coughs] I can remember uh the first house telephone in our house, and it was a miracle as a little girl when uh we wanted something done we had to uh-to uh travel quite far if we wanted to find out whether the train um what train time was, we couldn't just call up and say "is the train late and what time will it come in." We had to drive five miles [Elliott Roosevelt: Mhm.] and probably wait until the train came in. And if I wanted to order a carriage, I rode my bicycle, it was a quarter of a mile between our house and the stable, and uh all the children were the errand boys and girls of the family. And uh we either walked or oh, when we got a bicycle to ride it was the most wonderful thing in the world! [Elliott Roosevelt: Mhm.] And nowadays um a telephone seems such a useful thing if you haven't got it in your hou- I mean such a n- a n- almost a normal everyday thing. If you haven't got it in your own apartment it's uh down on the corner somewhere [Elliott Roosevelt: Yeah.] where you can at least reach it. (12:45)

[Elliott Roosevelt:] Well, I think that that uh gives us a very good picture of-of what- how the consumer will en- will begin taking more and more and more and more as he gets a uh better way of living and a better life. And therefore we shouldn't be afraid to expand our whole industrial machinery here in the United States. I think this has been one of the uh very exciting futures that we as a people have. But now I see that our announcer has a word to say, and then we'll come back to our interview of today.

[Break 13:23-13:47]

[ER:] Thank you, Elliott. I'm very happy to present to you first, the editor-in-chief of *Mademoiselle* magazine, Mrs. Betsy Talbot Blackwell.

[Betsy Talbot Blackwell:] Thank you, Mrs. Roosevelt, I am happy to be here.

[ER:] I am very glad to have you here and now, a young lady whose home is in California, but who is a senior at Bryn Mawr College, Miss Jane Augustine.

[Jane Augustine:] It's nice to be with you today.

[ER:] Thank you. Well, Mrs. Blackwell and Miss Augustine are here today to tell us about *Mademoiselle's* college-board membership, by which both the magazine and the students benefit. First, Mrs. Blackwell, how did the guest editor idea originate?

[Betsy Talbot Blackwell:] Well, *Mademoiselle's* guest edit-editorship started way back in 1939. You know, Mrs. Roosevelt, that *Mademoiselle* is the oldest of the young women's magazines. We first saw the light of publishing sixteen-and-a-half years ago. Well, three of us were discussing back in thirty -nine what a college girl will wear to a prom that particular year. One of us, in the discussion was our college-board editor, then three years out of Vassar. Another was a very junior member of the staff, she was age nineteen. And the third was of course myself, and considerably older than the other two. The Vassar graduate said, "Well, I can tell you what I wore at my prom." At that, the nineteen-year-old turned on her and demanded, "How could you know what anybody'd wear now?" [ER laughs]. Uh this observation, as

you can imagine, drew me up rather smartly. As a matter of fact, how could any of us, out of college, publish a college issue that would be acceptable to undergraduates. In other words, it dawned on me all too clear-clearly that a college issue, edited for college girls, had to be written and edited by college girls. Thus the idea of the guest college issue was born, and this particular issue, our annual August number, has made publishing history almost every year. (16:01)_

[ER:] That's a wonderful idea. But what is *Mademoiselle's* college-board and how is it chosen?

[Betsy Talbot Blackwell:] Uh *Mademoiselle's* college-board actually started before the college guest editor idea. Back in 1936, it seemed apparent to us that there wasn't any publication addressed to the girl in college and certainly no national magazine reflecting her ideas. We started in a small and highly informal way. Some of us had friends or younger sis-sisters still in college and we enlisted them to send us what was happening on campus. We asked for everything. We wanted to know uh what the fashion fads were, what the curriculum trends were. From this small beginning, the college-board grew to membership in every state, as well as in Alaska and Canada and Hawaii. Although each year we have thousands of applicants for college-board membership, we screen them down to a rather arbitrary figure of eight hundred-and-fifty. This seems to be a sufficiently [ER: Quite the board--] it is and we feel it is representative enough, too. Uh and certainly has as many as we can handle physically and personally in the office. These eight hundred-and-fifty college girls satisfactorily fulfill trial assignments and after this, in order to be eligible for a guest editorship, they must complete three major assignments during the college year.

[ER:] Oh, well now that is the way you select your guest editors, then? (17:32)

[Betsy Talbot Blackwell:] Yes. As each college-board member sends in her regular assignment, it is read and graded and this way we keep an up-to-date record on each member. Also, ten prizes are awarded for each of the three assignments. And these prizewinners are naturally in the forefront of the competition. When we come to decide which of the twenty out of the eight hundred-and-fifty ought to be chosen to come to New York to work on the August college issue, we take into consideration their work for us during the past year, their scholastic standing, their extracurricular activities, the recommendations of their vocational advisor, and dean. All these factors are carefully weighed and then we, the editors, make our final selections. You can imagine Mrs. Roosevelt, how fearful we are that we may make a mistake, that we may turn down a potential genius.

[ER:] [ER laughs] Yes I can well imagine. Well now, Miss Augustine, I'd like to ask you, what you did to win your guest editorship.

[Jane Augustine:] Well, I don't think I'm any potential genius, but um I'll tell you what I did. The first assignment that we were given was to write a thousand word criticism of the last college issue of *Mademoiselle* and then they presented us with the subject "Utopia College." We could write an essay or do a cartoon spread or do any sort of thing that we wanted to with that subject. And then, for the second assignment, we were given um, a quiz, current events, names, places, and were asked to write down what associations we had with them. And then, uh the second part of that assignment was to write an essay or cartoons or whatever we wanted to do, on the subject "Who am I?" This was not to be autobiographical, however, or not strictly autobiographical. The third and last assignment was a specific tryout for the department that we wanted most to work in. And we'd have to give them, of course, a good example of what we were going to do if we got in that department. (19:36)

[ER:] That's pretty comprehensive. So that really- that really is what you did, then, in order to win?

[Jane Augustine:] Yes. And the la- the final decision about who would come to New York, I think they considered all the extracurricular activities and such things, but uh generally it was on the basis of the grades we received in those three assignments.

[ER:] I see. Well, now, Mrs. Blackwell, coming back to you, on what basis does the magazine assign guest editors to various departments?

[Betsy Talbot Blackwell:] It is quite a problem, but um all uh college-board members try out, as Miss Augustine has said, for specific guest positions on *Mademoiselle*. For example, a girl interested in creative writing tries out for the fiction editor's job. On the other hand, a girl who has worked for the- for two years uh in the college department of her local store, might well try out for the job of promotion director or merchandise editor. The art major naturally sets her cap for our art director's position. We try to assign each guest editor to the post for which she is most obviously fitted. When that isn't feasible, then we place her in the next most appropriate spot. In any case, in the-an informal organization such as ours, there is opportunity for each girl to learn something in her field during her month of June with us.

[ER:] I see. She really could get an idea of whatever was being- she was interested in.

[Betsy Talbot Blackwell:] We-we try our very best to have her learn as much as possible.

[ER:] Well now, Miss Augustine, what work um have you actually been doing for *Mademoiselle*. Did you tell me that?

[Jane Augustine:] No, [ER: No.] I don't think I did [ER: No.] specifically. I do a great many different things, [Jane Augustine laughs] so it would be hard to say in a way. But most of the time I sit in the managing editor's office and I keep my eyes and ears open and my mouth shut and do whatever I'm told to do. So I run on errands and I read manuscripts and ideas for features and write comics sometimes and then I go see other people and ask them to comment and I type and write letters and send memos and do all the sorts of little small things that uh I hope are a little help to the managing editor. (21:52)

[ER:] Is that a sort of preparation [ER laughs] for edi-editorship in time?

[Jane Augustine:] Well, uh perhaps, if things work out well, it would be nice [Jane Augustine laughs].

[ER:] Well now, whom-who-whom have you met uh while you've been in New York?

[Jane Augustine:] Well all of us have been uh sent on a-on a wonderful round of-of meeting people. We've-have met a most prodigious list of successful and famous people, I think. Um I talked with the historian and the writer, Henry Steele Commager [1902-1998], whose work I very much admire and other girls who were-were interested in other things are uh--have gone to see such writers as Carson McCullers [1917-1967], or uh the art girl went to see Charles Addams [1912-1988], the man who draws the cartoons for *The New Yorker*. Other people went to see the uh actresses who have been working on Broadway and-and uh dress designers and that sort of thing depending on their--

[ER:] I see. Well now what other activities have you participated in since you've been here? (22:53)

[Jane Augustine:] Well uh, apart from business we've been having a lot of fun. So uh fun means going and looking at hats at Sally Victors or Mad Caps and uh admiring deLiso's shoes and uh we-we love the beautiful evening gowns that we saw at Trigere's fall showing. Uh some of the guest editors have had

sample haircuts. We've been to parties [Jane Augustine laughs] and gone on the buses and explored the museums and the restaurants and had a wonderful time in general. (23:22)

[ER:] Well it sounds as though you've been very active. Well Mrs. Blackwell, I'm coming back to you. What does *Mademoiselle* do to channel and direct guest editor's future work?

[Betsy Talbot Blackwell:] Well each guest editor, when she arrives at *Mademoiselle*, is given a list of the *Mademoiselle* job articles which she is to put in her notebook, with which we provide her. And these are the job articles in which she would be most interested and closest to her field. She has the resources of the jobs and futures department to help her explore her interests. She's encouraged to talk over her vocational problems with our jobs and futures editor, especially if she is a senior. Then *Mademoiselle* makes available to her a battery of vocational tests, administered and interpreted by an experienced psychologist. The tests are purely voluntary, only for those who really want them. You see, we have discovered at Street & Smith, who are the publishers of *Mademoiselle*, and personnel directors everywhere agree, that many failures and disappointments are due to a lack of clear understanding of abilities and personal strengths and weaknesses. (24:31)

[ER:] That's a tremendous discovery to have made. And now I see that our announcer wants to have a word, so we will stop for a minute and we will be right back.

(Break 24:44-24:58)

[ER:] Well now we start again on our interview with Mrs. Blackwell and Miss Augustine-ine who are here from the magazine *Mademoiselle*. Now, Mrs. Blackwell, I am going to ask you whether you think the guest editors, by the time they get here, already know pretty well what they want to do?

[Betsy Talbot Blackwell:] Frequently they do, Mrs. Roosevelt. But our guest editors are likely to have many interests and some of them find it hard to narrow them down to one job. Or perhaps a family situation makes it hard for a girl to carry out plans she'd like to make. Or she may have a good job offer and can't come to a decision about it. Whether for this reason or that one, these tests are designed to help guest editors direct their energies into fruitful channels or put a finger on points of strain or pressure that keep them from being as productive as they might be. (25:59)

[ER:] I see. Well that's-that's a very helpful thing. Now, I'd like to ask you, Miss Augustine, [Jane Augustine: Yes?] what did your vocational test indicate?

[Jane Augustine:] Well, it was very heartening to learn that I haven't been wasting my energies all these years. I've always wanted to write, and sure enough my test put me way out in front in verbal skill, but um it also surprised me a little bit uh to find out that I have a talent for sort of seeing sizes and shapes. Uh this is a sort of talent that people have that do things with their hands. Painting, pottery, jewelry making, even acting comes under this heading for some reason. And so the psychologist advised me not to forget about this particular talent and to find some sort of avocation in which I could use the ability, "so you won't be frustrated," she said. (26:52)

[ER:] [ER laughs] Well that's very nice to have two ways that you can express yourself, it's quite important. Now I'd like to ask you, what are your plans for the future?

[Jane Augustine:] I have a year of college yet to go at Bryn Mawr, and then I'm hoping that I'll be fortunate enough to get a Fulbright scholarship to study abroad, because I think there is so much now to be learned studying political and sociological problems in other places.

[ER:] Well, where particularly would you like to study?

[Jane Augustine:] [ER clears throat] Well I'm a little unsure, there are--it's so hard to get the scholarships, but I think I would rather study in the near East or the Orient where the--uh there is--less study has been done and uh more exciting things seem to be happening-- starting in those particular areas. (27:40)

[ER:] Well you certainly are ambitious to [Jane Augustine: Oh yes.] get at things that are not already known. Um how would you sum up what you have learned by working on this present assignment?

[Jane Augustine:] Well, I would say that I have learned a great deal, both directly and indirectly. It's impossible, I've concluded, to separate one's job from one's way of living as a whole. You can't just quit at five in the afternoon if you're going to make a success of your job. So I've learned how the office runs and uh what a journalistic job in general would be like. But um I've also learned all sorts of important things about living in New York City, and living independently, and earning a little of my own money, too. But uh all of these things have--have set me thinking and uh the things I learn most from are the ones that make me think the most. (28:34)

[ER:] Things you learned muh--most from are--are really what you have developed yourself uh out of your own experience.

[Jane Augustine:] I think *Mademoiselle* has given me a great deal, though, in this month, to think about. (28:47)

[ER:] That's uh that's very interesting. [ER clears throat] Now Mrs. Blackwell--Blackwell, what does *Mademoiselle* get in return from its guest editor project?

[Betsy Talbot Blackwell:] So much, Mrs. Roosevelt. Basically, I suppose, this month of June, when our guest editors are with us, could be called rejuvenating the regular *Mademoiselle* editors. We do, you know, inevitably, grow older every year. But of course it's much more than that. These twenty girls, coming from all parts of the country, representing all points of view, from the Eastern all-women's college to the big coeducational university of the West, uh they give us first-hand knowledge of what young people are interested in today. What is important to them, how they feel about everything, from universal military training to the new bulky tweed skirts. What they really think about the UN, about marriage and raising a family, about their own contributions in the national emergency. But, Mrs. Roosevelt, with your own interest in young people, I'm sure you know why *Mademoiselle* considers college women such a vital segment of our re-readership. It is to these college women that *Mademoiselle* looks to our country's hope and future. (30:10)

[ER:] Yes. Well I can understand that, and I think you're very right in--in uh helping to widen the horizons of young people today, because that of course is what you are doing. You are opening doors for them. Um and they see--

[Betsy Talbot Blackwell:] And they are widening our horizons, too.

[ER:] Well, they're widening your horizons-- but also, if this is actually used in the way it should be used, you are beginning to show them, and I think that the answer that Miss Augustine gave that her interests lay in the Middle East and the far East, um is a sign that you have shown her uh that our interest as a nation and, therefore, for the citizens, must go much beyond what it would naturally have gone a generation or so ago, because our position in the world has changed.

[Betsy Talbot Blackwell:] Of course it has.

[ER:] Now, in closing, I'd like to ask you um Miss Augustine uh one more question. How do you feel about young people in general today, in this troubled world? Do you think that they are particularly worried about the possibility about another war? And this isn't going to be my last question, I have something more to ask you, but that's the beginning of it. (31:32)

[Jane Augustine:] Um I think that everyone--uh young people today are all considering the possibility of a third World War and yet they are all thinking in terms of what they can do to prevent it. Uh they feel that in a way they are the hope of uh the world and that they have no right to give up in complete discouragement now and yet they have no right to be completely uh optimistic.

[ER:] Well do they have any real understanding of where the possibilities might lie to prevent another uh war?

[Jane Augustine:] Well, I think they think about it a great deal and I don't know who can say exactly where the uh uh the most possibilities lie. Many of them are considering working for our government and many of them consider working for the United Nations. I think the general feeling is that-that the most permanent hope uh is with-is with the United Nations, a slow progress but a sure one. (32:45)

[ER:] Well I'm very much interested to hear you say that, but for the United States it seems to me that our young people have to have a little bit more even than the realization that our hope lies in the United Nations. That is essential, that is-is an essential thing. But I think also this generation of young people has to realize that up to now the greatest um thing that lay before a young citizen of the United States, uh if he thought of his citizenship, was to help develop his own country and see his own country come to the best that was possible in the democratic tradition and in the new traditions as they came up. That is still one of the important things. But I think for modern--the young people of today, there also has to be a realization that while what we are here in the United States has become the symbol and the example of democracy to the world as a whole. Therefore, what happens here is vastly important. There is still the necessity eh for young people to understand that you can't live alone and that if you are an example, you still have an obligation uh to understand what's happening in the rest of the world and see that what you have goes out. And that's a completely different orientation because it means that you stop thinking in terms only of developing your own country and think in terms of the world having become small enough for all of us to have a responsibility in the world as a whole. And I--that is one of the things that I sometimes worry about because it's such a new concept for us. Our country was so big. And I just wonder how much the young people are beginning to broaden their horizons to understand the rest of the world. (35:13)

[Jane Augustine:] I think a great many young college people have uh led by-by liberal professors, and by a good education and good minds, are thinking in uh more in international terms [ER: In those terms--] than ever before.

[ER:] You see, there is so much to learn um that I think--for instance I never go through a session of the United Nations General Assembly without learning something new. And um I have found that for me it was one of the greatest educational experiences I have ever had and I'm well over sixty [ER laughs] so I-I realize how much it means that young people have got to-to learn in a short period of time--ime how you understand people whose whole customs and habits have-been foreign to yours. And what backs them. Um that seems to me um the problem.

[Jane Augustine:] I think this is the reason for the great need for study abroad. That's what people-- [ER overlapping: And exchange students]. Yes, I think, and exchange students. Uh--

[ER:] Well, uh I'm very glad to hear you say that and I'm happy that we have so much more opportunity now and I hope you win your Fulbright Scholarship [Jane Augustine: Thank you.] and in the meantime I have to say eh goodbye to both Mrs. Blackwell and Miss Augustine because our time has come to an end. But I'm sure that our audience has found this talk as interesting as I have. Thank you both.

[Betsy Talbot Blackwell:] Thank you.

[Jane Augustine:] Thank you.

[ER:] Very much.

[Break: 36:56-37:05]

[ER:] I was very much interested in reading an unusual story of international cooperation which has to do with the blind people of the world. This comes from an article in a magazine called *The Courier*, which is put out every month by UNESCO, the United Nations Educational Scientific and Cultural Organization. Most of us do not realize that the world's population of blind persons is great enough to make up a city almost as large as New York itself. In a few countries, as in the United States, healthy blind children and adults have the opportunity to be trained and educated for a useful job in life. Not only can they earn their living but they also have homes, hobbies, community interests, and responsibilities. However, almost five million blind persons live in Asia and Africa and most of them still live by begging in the streets and outside temples. UNESCO has been trying to find the best way that these men and women could begin to be educated to lead useful lives. It was interesting to me to know that the head of this program for UNESCO is a New Zealander, named Sir Clutha Mackenzie [1895-1966], who's--who was totally blinded himself during the Gallipoli campaign of World War I. Since that time, he has devoted himself unselfishly to the problems of the blind and is considered a world expert. He found, for instance, that one of the big obstacles to educating the blind in eastern countries was that as many as twenty different systems of braille were used, so that a man could read only those books published in his own area. In order to read books from America, for instance, he had to learn not only a new language, but a whole new system of braille. Naturally publishers were reluctant to publish many books in these local scripts, because they reach such a limited audience. And almost none of the modern books on vocational training for the blind were available to these people. (39:18)

A few weeks ago in Beirut, delegates from eleven Asiatic and African countries met with Sir Clutha at a UNESCO conference [ER coughs] and agreed between them that there will be a single braille system for all their countries. Seven of the eleven delegates were themselves blind. In agreeing to the single script, many of these leaders must sacrifice what they have learned over periods of many years, and begin all over again. One example was S. T. Debjani [spelling unconfirmed] principal of the School for the Blind in Ramallah, Hashemite Jordan, who volunteered to scrap twelve years of hard work in order to help world unity. In describing Sir Clutha, one of the UNESCO people said of him, "It seems that he, in common with many blind people, appears to have replaced physical sight by another kind of vision. Not only are the blind prevented from partaking in aggressiveness, one has the impression that they don't want to. It would seem that to such men, understanding of their mutual problems and the instinct to help one another in difficult circumstances comes more naturally than to many of us who have all our competitive faculties on the alert." Perhaps there is a lesson for all of us to be learned from this strange world of sightless men.

[Break: 40:52-41:12]

[Elliott Roosevelt:] Running a popular monthly magazine and having it up-to-date and accurate is no easy task, as we will hear today from Mrs. Roosevelt's guests. This particular magazine, *Mademoiselle*, has solved one of their problems with a very unique and worthwhile plan. Now, here is Mrs. Roosevelt who will introduce her guests to you.

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