Eleanor Roosevelt The Ugly Duckling to the First Lady of the World

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Eleanor Roosevelt
The Ugly Duckling to the First Lady of the World

By
Amanda E Annalora
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A thesis submitted to the Department of Education and Human Development of the State University of New York College at Brockport in partial fulfillment of the requirements for the degree of Master of Science in Education
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By

Amanda Annalora

Approved by:

[Signatures and dates]
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“My Most Important Task”¹

Eleanor Roosevelt is remembered as one of the most influential First Lady in American history. She has been studied as a first lady, a world humanitarian, and a woman of charity. She herself provides historians with all the information they need. She wrote essays, books, and newspaper articles. She expressed her views in interviews, radio broadcasts and speeches. Historians have studied countless different topics from her long, caring and selfless life. Her stories take over shelves in libraries all over the world. One thing that is commonly said about her in all the books is that she belonged not only to the United States but the world. Her legacies will live on long after her time, our time and our future nation’s time. Historians have approached researching Eleanor on numerous different topics and with piles of information provided by past historians and most predominantly Eleanor herself.

Eleanor may have been her own greatest historian. She wrote her own autobiography, newspaper column My Day, also the title for a book which is a compellation of her newspaper columns and What I Hope to Leave Behind: the Essential Essay of Eleanor Roosevelt, a collection of her various essays, plus a vast amount of autobiographies. Eleanor

¹ Quote from Eleanor Roosevelt found in Stella K. Hershon, The Candles She Lit: The Legacy of Eleanor Roosevelt (New York: Praeger Pub, 1993). Photo found through search engine, Yahoo.com
was able to use her My Day columns as a way to educate her readers about what is happening all over the world. She was a part of many interviews, speeches, television broadcasts and radio broadcasts. If anything, Eleanor gave her opinion frequently and left them to be easily accessible to the public. No historians have had to guess what she might think of something, because she had already told someone and it was recorded. Historians have enjoyed studying over the years the various aspects of her public and private life. Eleanor left her life an open book for those to study and hopefully follow her lead. On the topic of the Declaration of Human Rights, there is little debate between historians about what Eleanor believed. Historians may include different information but basically it all points in the same direction.

No tasks were too hard to approach after she placed her childhood fears and shyness behind her. She would no longer allow those around her to have power over her. Eleanor contributed so much not only to the United States but the world. Historian Lois Scharf refers to her as the First Lady of the World becoming it foremost humanitarian.\(^2\)

Lois Scharf is a historian who has written on various topics about the Roosevelt’s and also reviews for other scholarly journals. Eleanor’s focus was not on one nation but the world, everyone no matter where you are from has the right to live. Eleanor stated herself that she was never blinded by the United States and their problems with


Photo Courtesy of FDR Library, bottom from http://www.coutant.org/50a/
civil rights. She found places like South Africa and apartheid needed as much help as the US. Eleanor openly wrote about the horrors of people being denied rights all over the world in her columns and broadcast the issues live on her own radio broadcasts. In her August 13, 1943 she discussed what is happening in Nazi Germany. She ends her column that day with ideals that may have stated her path to the United Nations.

“HYDE PARK, Thursday—I talked a little while yesterday morning with a representative from the group which is trying to formulate plans to save the Jewish people in Europe. Some people think of the Jewish people as a race. Others think of them purely as a religious group. But in Europe the hardships and persecution which they have had to endure for the past few years, have tended to bring them together in a group which identifies itself with every similar group, regardless whether the tie is religious or racial.

The Jews are like all the other people of the world. There are able people among them, there are courageous people among them, there are people of extraordinary intellectual ability along many lines. There are people of extraordinary integrity and people of great beauty and great charm.

On the other hand, largely because of environment and economic condition, there are people among them who cringe, who are dishonest, who try to take advantage of their neighbors, who are aggressive and unattractive. In other words, they are a cross section of the human race, just as is every other nationality and every other religious group.

But good or bad, they have suffered in Europe as has no other group. The percentage killed among them in the past few years far exceeds the losses among any of the United Nations in the battles which have been fought throughout the war.

Many of them, for generations, considered Germany, Poland, Roumania and France their country and permanent home. This same

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thing might happen to any other group, if enough people ganged up against it and decided on persecution. It seems to me that it is the part of common sense for the world as a whole to protest in its own interest against wholesale persecution, because none of us by ourselves would be strong enough to stand against a big enough group which decided to treat us in the same way. We may have our individual likes and dislikes, but this is a question which far transcends prejudices or inclinations.

It means the right of survival of human beings and their right to grow and improve. You and I may be hated by our neighbors, but if we know about it we try to change the things within us which brought it about. That is the way civilized people develop. Murder and annihilation are never a satisfactory answer, for the few who escape grow up more bitter against their persecutors and a day of reckoning always comes, which is what the story of Moses in the bulrushes teaches us.

I do not know what we can do to save the Jews in Europe and to find them homes, but I know that we will be the sufferers if we let great wrongs occur without exerting ourselves to correct them E.R.\(^4\)

This is why her work on the Universal Declaration of Human Rights was her shining moment. She finally was placed in a position where making a difference was not only possible but her moment to get powerful people to listen. Eleanor’s work on this changed the world and allowed her to complete her greatest task. Historian Mary Ann Glendon states that this all began in 1945 for Eleanor.\(^5\) When World War II came to an end and the world itself needed to do some healing. Unfortunately it would not be long before more conflict would erupt. Eleanor’s husband had started

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Picture Courtesy of yahoo.com
the journey to peace and now it was there for her to finish. Glendon book _A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights_ covers a step-by-step look at the events that occurred before, during and after the making of the Universal Declaration of Human Rights. She even includes multiple drafts of the documents along with suggestions submitted by representatives from France and other committee members. Glendon uses various articles from Eleanor herself and relies on official documents that are public knowledge about the UN.

Historian Jason Berger wrote in his book, _A New Deal for the World: Eleanor Roosevelt and American Foreign Policy_, where he goes into detail about Eleanor assignment and time in the United Nations. Berger relies on primary sources such as manuscripts, newspapers, articles, documents and interviews, to name a few, to write on this subject. Berger discussing in his book that prior to appointment in the United Nations, President Truman had confided in then Secretary of State James F. Byrnes that he wanted to receive support from Eleanor, who was a liberal, because of her influence with black and lower class voters.⁶ President Truman and Mr. Byrnes thought that placing her in a position that dealt with foreign affairs would be a place for her to succeed. Eleanor was approached in 1945 by President

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Harry Truman to represent the US along with others at the first United Nations meeting in the General Assembly. Eleanor discusses in an essay titled “Why I Do Not Choose to Run,” that she was encouraged to hold some type of political office in the United States, which included rumors of her running for a Senate seat. Though Eleanor made the choice not to run in the end, she did take on the role of United Nations representative.

“There has been some curiosity as to why I am not knocking at the door of the members of my political party, who make up the slates for candidates for office, in order to obtain a nomination for some elective office.

A first I was surprised that anyone should think that I would want to run for office, or that I was fitted to hold office. Then I realized that some people felt that I must have learned something from my husband in all the years that he was in public life! They also knew that I had stressed the fact that women should accept responsibility as citizens.

I heard that I was being offered the nomination for governor or for the United States Senate in my own state, and even for Vice President. And some particularly humorous souls wrote in and suggested that I run as the first woman President of the United States!

The simple truth is that I have had my full of public life of the more or less stereotyped kind. I do believe that every citizen, as long as he is alive and able to work, has no obligation to work on public questions and that he should choose the kind of work he is best fitted to do.

Therefore, when I was offered an opportunity to serve on the United Nations organization, I accepted it. I did this, not because I really wanted to go to London last January, but because it seemed as though I might be able to use the experiences of a lifetime and make them valuable to my nation and to the people of the world at this particular time. I knew, of course, how much my husband hoped that, out of the war, an organization for peace would really develop.

It was not just to further my husband’s hopes, however, that I agreed to serve in this particular way. It was rather that I myself had always believed that women might have a better chance to bring about the

7Lois Scharf, 145.
understanding necessary to prevent future wars if they could serve in sufficient number in these international bodies."

She was hesitant at first, not knowing if she could complete the task. Eleanor thought she did not have the experience or knowledge of the law to make a difference, yet as she herself stated in the previous excerpt she did have the life experience. Glendon states in her book the feeling that Eleanor had on the boat ride to the first United Nations meeting, “Neither she nor anyone else suspected that, at age sixty-two, she was on a course that would lead to the most important achievement of her already distinguished public life.”

To the contrary, this assignment proved to be the most important meeting she would ever attend. Eleanor now was at the top of the list for appointment though a few opposed what Truman wanted. One outspoken member against her appointment was Republican John Foster Dulles, Senator William Fulbright. In the end though, only one Senator voted against Eleanor, Senator Theodore G. Bilbo from Mississippi, who felt that her devotion to equal rights did not fit well with his own opinion. The nation actually praised his actions stating “to millions of Americans she is a friend who can be relied upon to voice their deepest aspirations for a better world...” along with being our personal symbol of generosity. Though Eleanor was anxious about appointment she stated in an essay title “Values to Live By” from section subtitled “Concern for Others” how her background and her excitement would prove to be rather helpful.

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9 Mary Ann Glendon, 21.
10 Mary Ann Glendon, 21.
11 Mary Ann Glendon, 24.
12 Jason Berger, 49.
"Though I had been trained in the old approach of good deeds, I did not find it difficult in later years to accept the human rights approach. Indeed many of my most important adult activities have grown out of training I received in my youth. At the age of eighteen, when I came back from my schooling in Europe, I taught at the Rivington Street Settlement on New York’s lower East Side. I used to take the elevated railway or the Fourth Avenue streetcar and walk across from the Bowery. Needless to say, the foreign-looking people, the crowded and dirty streets filled me with a certain amount of terror.

But this early contact with poverty taught me at a young age not to fear it. While my children were growing up I lost a great deal of my crusading spirit where the poor were concerned because I had been told I had no right to go into the slums or into the hospitals for fear of bringing diseases home to my children. I fell into the easier way of sitting on Boards and giving small sums to this or that charity and thinking that the whole of my duty to my neighbors was done.

But later, when we moved to Washington, I began a series of trips for my husband in which I gathered information and reported to him about conditions in various parts of our country. I made several trips to see the conditions of miners in West Virginia at first hand, which helped my husband to interrupt their needs. I tried to interest the wives of cabinet members in remedying the slums of Washington. They went with me on one occasion but I could never get them to go again.

After I left Washington I was happy to accept President Truman’s invitation to be a member of the United States delegation to the organizational meeting of the United Nations General Assembly in London. The United Nations seemed and still seems to me to be the one hope for a peaceful world because it provides the machinery for cooperation.

While I try to do the things each day that have to be done, I have come to enjoy being with people of all walks of life and of all races and creeds. I have a curiosity about peoples and places of the world and have traveled to India, Russia, and many far-flung lands to see as much as I can. I went to Israel, and I was able to look at the people of that land through the Bible.

As long as I live, I hope to continue learning about people and doing what I can do to help work for peace and a better world. I guess I will
just go on to the end doing thins that happen to come my way and need
to be done.” 13

Eleanor was sent to her first meeting of the UN in London, England. She
discussed in one of her newspaper columns, found in My Day, that each of the
nations in the UN should step back and take a good look at themselves. 14 They
needed to find where there are mistakes and problems in order to change not only
their own nation but impact the world. Eleanor stated in an essay “Peace isn’t going
to just drop on us all of a sudden. We have machinery in the United Nations which
we can use, if we will, to help us create an atmosphere in which peace may grow, but
we will have to work to keep that machinery doing its job. And the study of human
rights, the acceptance of human rights and freedoms, may be one of the foundation
stones in giving us an atmosphere in which we can all grow together towards a more
peaceful world.” 15

In a press conference held when Eleanor first reached London, her confidence had
clearly grown. Eleanor stated that she had feeling great opportunities and new
beginnings, “For the first time in my life I can just say what I want. For your
information it is wonderful to feel free.” 16 Many other delegates and politicians did
not share those same feelings.

When Eleanor entered her first meeting she was elated to find other women
present representing their countries, though she hoped for more. 17 Eleanor, though
relieved to see more women, could only think that if she did fail it would not just be a

14 Eleanor Roosevelt, edited by David Emblidge. 772.
16 Lois Scharf, 145.
17 Jason Berger, 49.
personal failure. She wrote in one of her magazine essays before her appointment that “Men and women both are not yet enough accustomed to following a woman and looking to her for leadership.” 18 Her failure would be placed on women in general failing at being competent in such an important and male dominated position. 19

Eleanor cast her fears away and focused on the agenda on the UN. She spent her time at first in the UN debating over issues dealing with the displacement of people during World War II who now were to leave the detention camps. 20 She felt that this devastated world must be rebuilt. 21

For Eleanor this is where the idea of a declaration sprung in her head. There was her chance to create a document which could stop the horror Europeans went through during the times of the war and the devastation after.

Historian Joseph Lash (author of many books about Eleanor) contributes that the UN had decided to create different committees to deal with various world issues. Eleanor was placed in Committee III which dealt with humanitarian, educational and cultural matters. 22 Many of her fellow General Assembly members stated that they

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18 Mary Ann Glendon, 35.
19 Jason Berger, 49.
20 Jason Berger, 55.
21 Jason Berger, 55.
22 Lois Scharf, 146.

Photo from un.org, Eleanor speaking at the UN
thought it would be a safe place to keep her. They believed that she was not strong enough to handle the workload and it was a place she would create the least trouble.\textsuperscript{23}

While the General Assembly did not have faith in Eleanor, her committee did. The committee, according to Lash, elected her chairman by “acclamation.”\textsuperscript{24} She accepted the position and within the committee. Her first and only major mission for her committee was to create a declaration of human rights. Eleanor suggested in framing a “general declaration of rights and principles” to be presented and ratified by the General Assembly not just their own committee.\textsuperscript{25} She did not want to make it a law the world must follow but guidelines for world leaders how to treat their people. She approached the UN podium like she approached most of her speeches, with no notes and a kind unselfish heart. At the start of the New Year, her task would begin.

Her safe placement in Committee III in January 1947 started their work. The committee had decided to break into three groups in order to best tackle the task at hand. They also according to Lash had to tackle the proposals of Economic and Social Council on the 18-nation commission of Human Rights.\textsuperscript{26} The subcommittees were one to complete the documents which Eleanor was elected chairman once again, another to prepare the convention and lastly onto decide the methods of implementation. With this the

\textsuperscript{23} Lois Scharf, 146.
\textsuperscript{24} Joseph P. Lash, \textit{Eleanor: The Years Alone} (New York: W. W. Norton & Company, 1972) 57.
\textsuperscript{25} Jason Berger, 68.
\textsuperscript{26} Joseph P. Lash, 57.

Courtesy of FDR Library, London 1946
groups divided and began to work. Eleanor stated one of her memoirs that their time there would be spent mostly on drafting the declaration, since it would be no easy task. Historian Stella Hershon explains in her book The Candles She Lit: The Legacy of Eleanor Roosevelt.

Through Committee III, Eleanor fears of not understanding the UN and how it works were put to rest. She stated in one of her own books that as chairman of Committee III she was able to study the inner working of the UN and really come to understand them.

Lash, having not only a personal relationship with Eleanor but used many of her own personal writing to gain knowledge about Eleanor, discussed that Eleanor had to overcome some personal obstacles while being a part of the committee. For example, the New York City subway station that would make her a few minutes late and also coming down with a case of shingles, neither which showed her down any. She would often joke that the subway keeps getting the best of her. The first meeting took place near New York City in at Hunter College where both the subway and shingles did not stop her and the subcommittees from completing their agenda for the three weeks they were in session according to Lash. However, Historian Glendon has the first meeting of the Human Rights Commission in Lake Success New York in February of 1947. Eleanor said at Hunter College even though they accomplished a

28 Eleanor Roosevelt, On My Own 49.
29 Joseph P. Lash, 55-58.
30 Joseph P. Lash, 55-58.
31 Mary Ann. Glendon, 35.
lot, that they “were just getting started.”\(^{32}\) Within one session, the newly formed subcommittees had completed what the needed and look forward to meeting again this time starting the drafting and continuing with debates. The committee next met in Geneva, since members complained that one meeting should take place in Europe, and the lastly ended in Lake Success, Long Island.\(^{33}\)

For close to one and a half years, which included three major sessions, Eleanor worked her committee to create the document. During the drafting process Eleanor kept a clear mind to what this document meant to her and the world. She wrote one of her aunts during this time stating that the document should be “to which all men may aspire and which we should try to achieve. It has no legal value but should carry moral weight.”\(^{34}\) Scharf explains this to mean that Eleanor knew to be “modest and realistic” during the drafting and completion of the document that a “written affirmations of human dignity and rights were words, not realities.”\(^{35}\) She thought it would be a good idea to have an informal meeting about the issues and she what the delegates can come up with outside of the stress filled rooms of their headquarters. Eleanor

\(^{33}\) Stella Hershan, 50.
\(^{34}\) Lois Scharf, 148.
\(^{35}\) Lois Scharf, 148.
Picture Courtesy of About.com
then invited some of the delegates over for tea in her New York City apartment.\textsuperscript{36} Eleanor recalled simply filling up tea and taking in all the delegates had to say and was quite entertained at seeing them debating over their tea cups.

At one point a one represented pleaded with Eleanor to give his delegates a short reprieve, joking that they had rights too. Quick-witted Eleanor, according to Scharf, explained that if his members would not be so long winded in their speeches and requests they would be done a lot sooner.\textsuperscript{37} With this Eleanor gained the nickname the “slave driver”\textsuperscript{38} by holding both day and night sessions when the committees met.\textsuperscript{39} The United Nations demanded a lot of Eleanor’s time and focus. Eleanor recalled her strict time schedule in Geneva. She had made a tight schedule in order to get the entire committee home for Christmas, but in order to do that they started their day at eight in the morning, worked through meals and finished before going to bed at night. She felt they had to work twice as hard since bad fog in Europe made that begin their session almost three days late.\textsuperscript{40} Even then, she started jokes about her nickname the “slave driver.”

Eleanor wanted the language not be repetitious or legalistic but a document that could not opened for interpretations but one of simplicity in its power. The language turned in heated debates. For example instead of saying “all men,” feminist wanted “all people” instead. It was also decided to leave out any religious affiliations by using “born” instead of created.\textsuperscript{41} Eleanor felt that words had to reach every

\textsuperscript{36} Eleanor Roosevelt, On My Own, 77.
\textsuperscript{37} Lois Scharf, 147.
\textsuperscript{38} Lois Scharf, 148.
\textsuperscript{39} Jason Berger, 69.
\textsuperscript{40} Eleanor Roosevelt, On My Own, 80-81.
\textsuperscript{41} Lois Scharf, 148.
nation of the world. Eleanor discussed this issue of language in an essay titled “Making Human Rights Come Alive,” in the section subtitled “Words in Different Languages.”

“Perhaps one of the things that some of us learned was that in an international document you must try to find words that can be accepted by the greatest number of people. Not the words you would choose as the perfect words, but the words that most people can say and that will accomplish the ends you desire, and will be acceptable to practically everyone sitting round the table, no matter what their background, no matter what their beliefs may be. So that’s what happened to us.

In the next few words of Article I you will notice that instead of saying: “All men are created equal,” it says: “All human beings are born free and equal in dignity and rights.”

Now, I happen to believe that we are born free and equal in dignity and rights because there is a divine Creator, and there is a divine spark in men. But, there were other people around the table who wanted it expressed in such a way that they could think in their particular way about this question, and finally, these words were agreed upon because they stated the fact that all men were born free and equal, but they left it to each of us to put in our own reason, as we say, for that end.

There is one other word that I want to tell you about because it cost us a great deal of time, and it illustrates one of the difficulties of writing a document of this kind. It is in Article II which reads:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Now, the word we had so much difficulty about was the word "birth" in the first paragraph. Our Russian colleague was making a speech, stating something he wished to have included in the Article, but he and the translator had a different opinion as to the way his idea was translated, and he stopped and said "That translation is wrong. It does not say what I mean." So he was finally asked if he would explain what he wanted to express. And he said that he wanted to say in
French the word "etat"; in English the word "estate." There is no
distinction of any kind such as "etat." Well, Professor Cassin, who is
the Delegate of France and a very distinguished and interested delegate
on the Human Rights Commission, said: "I am afraid that wouldn't
mean a great deal today. There was a time when it might have meant
something in France. It was 'etat,' but today I don't think it would be
very meaningful to people in my country." I said: "Well, I don't think
the word 'estate' would mean a great deal to people in the English-
speaking countries."

So, our Russian colleague said he would accept the word "class," and
that I didn't like very much. I said: "I think in many countries we're
getting away from the use of that word, and it would be a mistake to
write it in a universal document." So, finally, after long discussion we
settled on the word "birth" as a translation that our Russian colleague
would accept and I thought that was all settled. But then our China
colleague, who, perhaps, is more interested in the English language
even than we who call it our mother tongue, Dr. P. C. Chang of China,
decided that since we were going to put the word "birth" it should
come after the word "race" and should read: "without distinction of
any kind such as race, birth, colour, sex," etc.

Our Russian colleague would have none of it; that was not the right
place. We argued for a long while, and finally it was put after
"property." Then for a reason that I have never been able to
understand, our Russian colleague sat back apparently feeling that he
had gained a complete victory—that it now meant something that it had
not meant before, and was perfectly satisfied and voted for that
Article. Of course, in the end he abstained on the whole Declaration.

That is a very good illustration of one of the difficulties of translation;
one of the difficulties of really understanding what is going on in the
minds of other people; because to this day I don't really know why that
was a victory. Perhaps you do, M. Laugier, but I never have
understood. Someday I hope to understand, but I never have.

And so I think these three things all give you an idea of some
of the difficulties of writing documents which is to mean something to
a great many different peoples at different points of development, with
different religious beliefs, and different legal systems, and with habits
and customs that vary very greatly."42

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Eleanor stated that words must be “accepted by the greatest number of people.” The words are what slowed down the process of writing, they needed to translate in a variety of languages and not lose their meaning set by the committee. The Russians found this a way to delay the process but complaining that words lost their meaning or said something completely different in their language. The plan may have been to use language that in the end the General Assembly would not approve of and drop the document. The Soviets will be discussed later in the paper about the role they played and Eleanor’s relationship with them.

Each group approached the meeting with their own ideals and beliefs from their home nation. The committee would debate for hours over trying to find a place for everyone in the document. For example, China fought for the teaching of Confucianism to be involved while liberals wanted the views of Locke and Jefferson included. Discussed in What I Hope to Leave Behind: The Essential Essay of Eleanor Roosevelt another debate that occurred was over the creation of a possible UN Humanities Court. Eleanor and fellow committee members were not too eager to support the ideas. They saw too many conflicts arising with the court not only after the creation but by the acts of creating it.

The biggest conflict Eleanor encountered during the writing of the documents was the Soviets. She contributed a chapter in an autobiography to how she learned about the tactics of the Soviets to in the end beat them. She needed to be a quick study with them. Eleanor described the Soviet as young and she explained like any

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44 Jason Berger, 67
45 Eleanor Roosevelt, What I Hope to Leave Behind: The Essential Essays of Eleanor Roosevelt.
young person they were unwilling to realize any faults in their nation while admitting
to any mistakes.\textsuperscript{47} The New York Times stated that the Soviets had no idea that they
met their match in Eleanor.\textsuperscript{48} She used nothing but kindness and patience when
dealing with the Soviets. During the writing process the Soviets wanted communist
ideals placed in the document, while Eleanor agreed to some socialist ideals she
would never give into communism infiltrating her task.\textsuperscript{49} This is believed to be a
tactic by the Soviets to get the document thrown out. If they would have gotten their
ideals written in then they stood a chance at not getting it ratified by the General
Assembly.

Eleanor was a smart and educated
woman who saw right through them and
used this knowledge against them. Lash
explained that one of her biggest challenges
would be to move though the Soviet
resistance of the document at every corner.
Not just during the writing process but after
in the debates. It would be taking the
declaration into law territory and putting this
court over a nation’s court power. To
Eleanor, this would do more damage to the declaration then any good.

\textsuperscript{47} Jason Berger, 71
\textsuperscript{48} Jason Berger, 71
\textsuperscript{49} Jason Berger, 69-70
Photo Courtesy of FDR Library, Eleanor Roosevelt, John Foster Dulles and Adlai Stevenson at the
United Nations. 1946
During the writing process the Soviets change one of their delegates in the committee. Alexander Borisov was brought in as a replacement. Lash describes the encounter in his book titled The Years Alone. Soviets asked Eleanor, since she was the chairman, to sit down with him to explain the document and what has been happening so far. Borisov spoke only Russian and demanded that Eleanor brought a translator. Eleanor in all her kindness and patience explained it to him three times to Borisov; each time he did not understand. Eleanor realized that he would never let himself understand and gave up on explaining the recommendations. Before their meeting ended he requested that the votes on the recommendations of his predecessor be changed in order to make them start all over again. As chairman, Eleanor refused which created an even wider gap between the Soviets and the committee. The meeting was a complete set back (wasting a lot of her time) and later she admitted to being “quite annoyed” by Borisov performance.

The Soviets who started as a mild annoyance would prove to be more than that during the process; however they never succeeded in stopping Eleanor and her committee’s goals. Eleanor wrote in her June 17, 1948 column, that she “was among the earliest to acknowledge that the Russians were no longer trustworthy allies.” Though these were Eleanor’s feeling, she still had to work with the Russians towards a common goal in the United Nations. That column was printed as:

“NEW YORK, Wednesday—During the debate yesterday at the meeting of the Human Rights Commission, at one point the delegate from the Soviet Union casually mentioned that plans made for Western Germany would protect and revive Nazism and put the same people back in power as before the war. Thus, he maintained that Germany

50 Joseph P. Lash, 58.
51 Joseph P. Lash, 58.
again would become a menace to the peace of Europe and, of course, to the peace of the world.

Last night in the evening papers I read that the Russians have taken again to their irritating tactics in Berlin and have prevented 140 coal-carrying railway cars from entering Berlin from the western zone in the last few days and have shut off the auto bridges over the Elbe. This was reported by Allied authorities, and by that is meant the western Allies. British authorities stated that only trains bound for the western sectors of Berlin were halted. Those destined for the Russian sector went through unmolested.

An excuse was given, of course, but these tactics explain why we no longer seem to consider that the Russians are our Allies. This is a shock and makes one look backward and wonder where this point of division began. Somewhere the Soviet Union, Great Britain and the United States got off the track. Instead of agreeing together, as under the United Nations Charter the great nations were supposed to do, they started to disagree and the disagreement has grown greater and greater until now it is almost difficult to find any point at which we can agree.

This is illustrated in a small way in the Human Rights Commission.

The Russian delegate will say that it seems to be a foregone conclusion that if a suggestion is made by the Soviet representative it will not be passed. It is practically impossible to explain to him that the reason lies very often in the fact that Russia insists on using words and phrases that are not acceptable to the western European countries. This is so because they imply obligations very often which the other nations living under a democratic voluntary form of government, and not under the type of authority which is accepted in Russia, cannot express themselves, in a way that the Soviet considers clear and unequivocal and which the others consider authoritative.

It will take some time for these differences to sink in and for the Russian representatives to realize that there is no personal dislike toward them and no animosity toward their country. It is simply two different types of thinking that will have to be reconciled gradually by drawing the different points of view toward each other till they at least can meet occasionally.

E. R. 52

Soviets went as far after predicting that all of her hard work would not be successful in helping anyone in the end.\textsuperscript{53} Eleanor even accused the Soviets of tampering with their definitions of democracy, freedom and human rights.\textsuperscript{54} In the end the Soviets called her “hypocritical servant of capitalism,” Eleanor, with class, simply took their words as compliment.\textsuperscript{55} She never lost her kindness during the process and never let the Soviets get the upper hand on her, despite being an older woman in predominately man’s world.

Eleanor discussed in a speech at Columbia University about her work with the United Nations and how it was working with the various groups on May 30, 1949. The following is not the whole speech but a condensed version created by Phi Delta Kappan of the university, which was printed in \textit{What I hope to Leave Behind: The Essential Essays of Eleanor Roosevelt} titled “For Better World Understanding:”

“In the United Nations we are trying to work for better world understanding. You would feel, I am sure, that we in the United Nations ought to find the answers. I agree that we ought to, since we have delegates from so many nations. There were fifty-eight delegates at the last meeting in Paris, and there are going to be sixty at the next meeting. That makes a good many delegates in the General Assembly, for each delegation is composed of five delegates, five alternates, and quite a number of advisers. You get to know and to talk to many people from different countries. And this, perhaps, ought to give us the answers on how to promote world understanding. But I confess that at each meeting I learn something new. Surprising facts are thrust upon me that I had never thought of before. So I have come to feel that one of our troubles is lack of awareness of the differences between peoples.

I will illustrate for you by something that happened to me in Paris. I have always been assigned to Committee III. That is the committee that deals with education, cultural, and humanitarian subjects. When I was first put on this Committee, I felt quite sure that one reason for the assignment was that our delegation was worried about having a woman as one of the delegates. They said, "Committee III--that's safe. She can't do anything there." Sometimes I think it has not been quite as safe as they thought it would be at the beginning. But I want to get back to my story, because it illustrates the points

\textsuperscript{53} Mary Ann Glendon, 193.
\textsuperscript{54} Jason Berger, 72.
\textsuperscript{55} Jason Berger, 73
of our difficulty in understanding. The Committee was discussing, at the last meeting in Paris, the Declaration of Human Rights. On my right, since we sit alphabetically, was the delegate from Uruguay, and he was making many objections and giving many legal arguments. I thought, in order to save time, the delegate from Chile, who sat in the Commission on Human Rights, might explain some things to him, so I asked Mr. S. if he would have a talk with the delegate from Uruguay and explain certain things to him. He looked at me and said.

"I have been on the Human Rights Committee for quite some time and have become accustomed to this document, and you must let him become accustomed to it because it is an Anglo-Saxon document."

"But," I protested, "It is the result of eighteen nations and they were not all Anglo-Saxon nations."

He insisted, "It still is an Anglo-Saxon document. In time, the delegate from Uruguay will grow accustomed to it, but just now he is very much shocked, just as I was when I first read it."

I had been thinking that it was a joint document which we had produced and I was sure there were a great many things in it that were not the result of Anglo-Saxon thinking. You see how unaware we are of the fact that other nations think of things that come up in terms of not representing their thinking, or their type of law, or their type of religious feeling, and, as my Chilean colleague said, it had taken him time to grow accustomed to it but finally he began to agree with the strange ideas that were Anglo-Saxon. I don't know whether it should always be just that way, for certainly sometimes we should become accustomed to thinking in their terms, as well as having them thinking in our terms. That flow backwards and forwards of ideas and understanding is one of the great contributions of the United Nations, but it isn't the only thing that must take place before we get to the bottom of what it is that divides people. The increase of intellectual understanding, the exchange of ideas, and the gradual coming to see what affects other people on the intellectual levels is very important, but there are other things, too.

I have thought a great deal, of course, about our first and most important difficulty, which is the U.S.S.R. I suppose you read what their delegates say to us. They say: "Perhaps in the military and economic sense you have the upper hand." (They never say, "We have..." they say "perhaps.") "But time is on our side. We can afford to wait, because our ideas are much stronger than yours; our ideas, our belief in communism, are going to gain the world. It makes a great appeal because we believe in basic human rights. We believe that all races, all people are equal; we believe that men and women are equal."

The Committee gets long dissertations about that equality and occasionally it will cause a funny incident to occur. One day we had listened for one hour to a gentleman talk on the equality of men and women in the U.S.S.R. A little later, he happened to accept an invitation to lunch with us that day. The
Russians will seldom accept an invitation without another member of their delegation going along, but he came alone. At the table some remark was made and he turned to me and said, "That is just women's gossip," and I said, "Oh, no, if men and women are completely equal then there is no more 'women's gossip!' If you really believe they are equal in the U.S.S.R., then you must not say it is women's gossip; it is men and women's gossip."

He looked at me and said not another word.

When they state what they believe, they are very sure of their philosophy of equality, and they state it so simply that they are certain that the downtrodden people of the world will accept it much more easily than they will accept our democratic theories. They say, "Our government is a government of workers, for workers. Our economy is perhaps having a little hard time at present, but basically, as commodities increase, everybody will share alike. There will be none of this having a great deal for certain groups as you have in your decadent democracy; we will all share alike." That sounds simple, doesn't it? And, of course, there is something in what they say when one considers that they are offering these ideas to people who are perhaps, not more than a day away from famine. Nearly all of these people have seen small groups in their midst having a great deal and the masses having little, and to them these promises are very alluring. The question is whether people who are better off are willing to accept such promises with no proof. We Americans surely have difficulty making our promises sound as simple as theirs.

It is quite possible to know what goes wrong anywhere in our country, and those of us who really care can work to make our democracy better. Of course we cannot get in to see what happens in the U.S.S.R. and therefore it isn't profitable to make statements that can't be proved. I have had in my briefcase for two sessions a report from our embassy in the U.S.S.R. telling me a great many things which are probably true but are difficult to prove for no one has actually seen them. They are only hearsay. It is not our fault that we have not seen these things. We have not been allowed to see them. But I have never used that document.

In the last session of the 3rd Committee we had as a delegate, for a short time, from the United Kingdom, a young member of Parliament. This British delegate had sat through some pretty stiff attacks on the United Kingdom's colonial policy. There is never a time when we touch on the problems of a colonial country, that the U.S.S.R. goes not give us at least an hour of attack on the United Kingdom. I realized that our job was to get the Declaration of Human Rights accepted, and I knew that the U.S.S.R. would like very much to delay it so that we wouldn't have time to vote on it. Up to the time of the last meeting, they always abstained from voting, saying that they could not commit their government to an unfinished document, but at Paris it was a finished document, and it would be difficult to go home and say that they had abstained on a declaration of human rights. That was not going to be easy, so the delaying tactics were used to confuse us so that we would take longer. I am sorry to say that, unwittingly, a number of our other colleagues helped the delay. They were really interested in certain points and wanted to have a chance to talk them over. These colleagues were from the South American
countries and they had a document on human rights in which they took great pride. They had the Declaration of Bogota and some of them were anxious, for reasons of pride, to have the same wording used in the universal declaration. Every time one of them would make a very long speech concerning this, it was amusing to watch one of the delegates from the U.S.S.R. or a satellite country go to him and say, "That was a most enlightening speech--wonderful--I hope tomorrow you will make another speech on some other point. We need enlightening." And it always meant tomorrow they made the other speech.

Also, the delegate from England couldn't take the constant attack on his country for all its colonial policies. The next day he spent one and a quarter hours answering the Russians, which of course he had to do. For if one fails to answer an accusation they were sure to say, "Oh, Mrs. Roosevelt did not answer yesterday, so of course what we said must be true." The United Kingdom delegate gave his rebuttal, which was fine, but he then proceeded to launch forth on an attack of the Russians which lasted well over an hour. If it had ended there, we could have spared the time, but instead we have two solid days, four full sessions, in which every member of the satellite states, as well as the U.S.S.R., answered the speech of the United Kingdom's delegate, and the U.S.S.R. could deny everything in it because it was hearsay; there was no complete proof. You can say that people who have come out of Russia have said certain things, but the U.S.S.R. can say that these people lie. Shortly after this incident, England sent a new delegate to serve on Committee III. This delegate was Mrs. Corbett Ashby. I immediately said to her, "Look, we have a declaration to get through. We have spent two days listening to attacks and the answers. Do you think it is more important to get the declaration through or to attack the U.S.S.R.?" While it is true that the Russians must be answered, Mrs. Ashby agreed that it was more important to get the Declaration of Human Rights through. By bringing the Declaration up for a vote, we would obligate the Russians to say why they had to abstain. This was more revealing for the rest of the world, and perhaps in the long run more revealing to them, than all the attacks we could have made. It certainly leaves less bitterness. I believe we must never compromise a principle. We must be very persistent, very patient, because we have a long way to go in understanding.

I was talking the other day to a very learned gentleman on how we could ever understand the U.S.S.R. He said, "Read Didemus," and I thought, "Oh, when will I get time to read Didemus, and why?" So I thought I had better ask honestly why I should read Didemus. He said, "Because all the rest of Europe received its civilization from Rome, but the Russians, from their first beginnings, drew their civilization from the Byzantines. You will find more explanation for Russia by going back to Byzantine thought than you will in trying to think of Russia as a part of the European scene." But I haven't had time to read Didemus. I am going to try, for I do know that there is a great deal for us to learn.

One thing that makes it hard to learn, is that we are never talking to people. You are always talking to government representatives who are saying what they were told to say. You never know what they think as individuals. Our
You who are teachers probably understand some things that I am still groping about. I would like to know how it is possible for the Russian delegation to work in the way it does. There is no other delegation whose leader always takes part in the final argument in the General Assembly. But their leader never fails to argue, not only the things that were argued in committee, but every single point that has been worked over in every committee. He displays a complete grasp of every detail and every single thing that has happened during the work of that committee. With us, the United Kingdom, and nearly all the other delegations, the delegates who clear the work in the committees are the ones who argue the points in the final General Assembly. But Mr. Vishinsky has argued for the U.S.S.R. every time....

The Declaration of Human Rights was looked upon as so important because many people believed it to be one of the things on which we might build understanding in the future, if enough nations could agree on what the basic rights and freedoms were. Even though the Declaration has no legal binding value, it is a document to be used for education in preparation for a Covenant. The Covenant won't cover many things, but the Declaration includes the aspirations that we hope, in time, to achieve. It was written with the aim in view that all the countries that accepted it would make a study of its ideas.

We have even included a resolution asking the governments to see that schools and colleges become sufficiently familiar with the document to quote from it and to discuss it intelligently. It is quite true that it has no legal binding value and that is why some people say, "It is just words--more words--and we have plenty of words--why do we bother with more words?" Well, the Declaration is only half of the Bill of Rights. The second part of the Covenant, if accepted, must be ratified by each nation and that will have legal binding value as a treaty....

A criticism that is often made about this Declaration is that rights alone are set forth, but that with every right there goes a responsibility, and that those responsibilities are not set forth with each article. That was discussed for a very long time, and it was decided that, if you tried to set forth with each article all the responsibilities, it would make a very long and detailed document that would not have the same impact on people as a declaration that was shorter and more concise. After all, this is the Declaration of rights and freedoms, and so it was decided to have one article as a general over-all limitation and that reads--

Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone is subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of
morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

The feeling was that this article covered in a general way and would not detract from the really important thing which was to get down on paper, for people all over the world, with different backgrounds, customs, and stages of development, the basic idea that every individual had certain rights and freedoms that could not be taken away from him. It gave respect and importance to the individual, which is, of course, a basic tenet of democracy.

Now, I think, perhaps, you would be interested in the article on religion. We thought we had consulted most of the interested people who were represented by consultants in the Human Rights Commission. We found that one group had had no representation. They had never asked for it. But when it came to the final decision, that group differed among themselves as to the interpretation they could put on certain things in their own religious law, and they nearly voted against the whole Declaration because they did not think they could accept just one thing in this article. The article reads:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

And the group that had not asked for representation and with whom we had not consulted beforehand was the large group of Mohammedans, and they said, through their representatives in Committee m. "We can't accept that because in our religion you may not change your belief." Saudi Arabia stuck to that until the end. And Saudi Arabia abstained from voting. Pakistan changed. And the statement of the head of their whole delegation before the Assembly was as follows: "I think our delegate misinterpreted the Koran. The Koran says that 'he who will shall believe; he who cannot believe shall disbelieve.' The only unforgivable sin is to be a hypocrite!" I repeat this statement at every opportunity, for I think it is something all of us would do well to remember. He voted for the Declaration.56

May 17, 1948 was when the committee met at Lake Success in order to give their final considerations. The Economic and Social Council would have their last look in July before Eleanor would take her declaration to the General Assembly in the autumn. The subcommittee completed the document in the fall of 1948. Before submitting to the General Assembly, they presented it to Committee III for a vote.

Only the Soviet representatives still had problems with it and refused to vote yes. 

Eleanor recalls the night of its completion on December 17 at 11:30 pm in one of her essay found in What I Hope to Leave Behind: The Essential Essay of Eleanor Roosevelt article titled “The Promise of Human Rights.”\(^5^7\) She wrote about how she felt strong about spending it out to all the committee members to read and make notes on. There she also recalls feeling of gratification in her committee knowing that they at sometimes were wary of taking on such an incredibly large task. Especially since many members had to deal with differing opinions on a daily basis while together. 

On December 1948 in Paris Eleanor submitted it for approval to the General Assembly. This was a very trying time for Eleanor. Not only did she have to deal with the UN and outwitting the Soviets but many personal trials also. Eleanor recalled having the French police take away her chauffeur because he had a past criminal record that was thrown out. She was upset that a man she trusted was taken away even though she had no problem with him staying on.\(^5^8\) She recalled countless times to the police how she had left her purse with her driver for protection and he had never once taken anything. After all the arguing Eleanor had to let him go, while she looked back on his tearful goodbye, in order to focus why she went to Paris. 

Once again Eleanor stood at the podium without notes and presented her committee’s work to the delegates in her Sorbonne Address in French.\(^5^9\) Hershan discussed how she spoke to the General Assembly about the late hours, since the Soviets had done all they could to delay the voting time hoping for frustration in

\(^5^7\)Eleanor Roosevelt, What I Hope to Leave Behind: The Essential Essays of Eleanor Roosevelt, 553.  
\(^5^8\)Eleanor Roosevelt, On My Own, 85-86.  
\(^5^9\)Jason Berger, 71
becoming tired. She then would discuss in front of the Soviets the other nation’s representatives she spoke to about having to stay longer and the passion for the document. Eleanor stood before the assembly not only in victory but making sure the Russians knew they could not stop her, that she was one step ahead of them again. The other nations were prepared to stay with her until the end.

All nations and their delegates voted yes except for the eight Soviet voters abstained from agreeing to sign the document, which included the Soviet Union, Yugoslavia, Ukraine and Byelorussia. The Universal Declaration of Human Rights was approved and soon to be implemented. Eleanor stated that she wanted the UN to “keep clearly in mind the basic character of the document” that it was not a treaty but a “common standard of achievement for all peoples of all nations.” This document was what she had gone there for and all she worked for during her years involved with the UN. She would write many essays, letters and newspaper columns about this time, which gives historians a firsthand look at what she went through. Eleanor explains in a subsection of her Essay “Making Human Rights Come Alive” titled “Study the Document:”

“Now to do that we, all of us, will have to study this document. We will have to understand how it came to be written, why certain things are in it. I think perhaps the best way to explain to you how difficult a

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60 Stella Hershan, 51
61 Lois Scharf, 148
62 Eleanor Roosevelt as stated in Jason Berger, 73.
Photo from un.org
universal document is to put down on paper, the best way to explain that to you is to tell you a little about what happened in Committee III of the General Assembly in Paris, when we presented as a result of the Human Rights Commission's work over a period of two and a half years that document that we thought was quite a good piece of work, over which we thought possibly there might be some discussion but not too much, and we were to find that there was going to be a great deal of discussion, so much discussion that at one point I thought perhaps we would never get agreement.

M. Laugier, out of his wisdom, said, "This is very valuable. People who discuss as much as this over ideas are going home to talk about them afterwards." I hope that he was right, because that is the way this document will come to mean something in the lives of people all over the world.

I will take the first three Articles and tell you a little about them. In Committee III there are quite a number of women who sit as delegates. I imagine that you know that that is a good committee on which to put women! In the first place, they are naturally interested in humanitarian questions, but in addition, I think some of the members of our delegations believe, we might not do so well if we were put in the political committees or legal committees. We really might get into trouble, so Committee III has quite a number of women.

Right away they saw something in our document that we brought to them which we had not given much thought to. As we presented the document, it was perhaps a little too Anglo-Saxon, a little too much like the American Declaration. It said "all men" in the beginning of a great many paragraphs; the final Article reads, "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

After I got home I received a letter from a gentleman who said, "How could you as the United States Delegate vote for Article I of the Universal Declaration when it is not like our Declaration?"

Now I will tell you how I could. The women on Committee III--and remember there were 58 representatives of governments in Committee III, not 18-58--and the women said "'All men,' oh, no. In this document we are not going to say 'all men' because in some of our countries we are just struggling to recognition and equality. Some of us have come up to the top but others have very little equality and recognition and freedom. If we say 'all men,' when we get home it will be 'all men.'" So you will find in this Declaration that it starts with "all
human beings" in Article I, and in all the other Articles is says "everyone," "no one." In the body of the Article it occasionally says "his," because to say "his or hers" each time was a little awkward, but it is very clearly understood that this applies to all human beings.

I want to tell you that to pass the first three Articles in Committee III took four weeks and a great deal of argument, a great deal of real feeling was expressed.°63

Afterwards, Eleanor was given her just rewards for what she completed by all of the doubters in and out of the UN. Many follow members and outside public officials could not believe what she had actually done. Senator Vandenberg, who at first when heard about Eleanor possible assignment was alarmed stated in the end “I want to say that I take back everything I ever said about her, and believe me it’s been plenty.”°64 Eleanor herself was approached by two American delegates on the Republican side, John Foster Dulles and Senator Vandenberg and admitted their doubts and shame in that. “As you may or may not know, Mrs. Roosevelt, we were very much opposed to your appointment. We thought that President Truman had made a mistake. We take it all back. This was a first rate performance.”°65 Many men did not believe that she accomplished anything during the time as chairman. Many in the end had to swallow their pride and give her credit for doing what none of them could accomplish. Eleanor not only did not fail but she made women look stronger than ever in relations to the UN.

Though, not everyone was a doubter of Eleanor abilities. Lady Bird Johnson, First Lady, wife of President L.B. Johnson spoke about how Eleanor saw a problem

°64 Lois Lash, 56
°65 Stella Hershon, 51
and she found some way to help, that she saw a poor child and gave them education as record in Hershan book. Lady Bird Johnson said, “She saw the UN divided by the conflict of ideology and power, and so she became the prophet of the Universal Declaration of Human Rights.”

To Eleanor, simply put, the declaration was her “most important task.” She herself feels that three article have her mind the most “vital importance.” This is found in Part II of Eleanor essay “The Promise of Human Rights,” first being article 15 which provides everyone with the right to have a nationality which means having the right to protection under some government. Those people who do not have a government will be protected by the United Nations itself. Article 16 which states “that individual freedom of though and conscience . . . is an absolute and scared right.” Lastly, Article 21 that states “that everyone, without discrimination, has the right to take an effective part in the government of his country.” Eleanor thought these would give the basic freedoms of people living in a country, that they will always be protected. The other articles give other rights, like the right to work (Article 23), which is rights one can take personally.

Her efforts can be celebrated every year on December 10, which is Human Rights Day. Eleanor made sure people remembered and joined in support by discussing this in her newspaper columns, which can be found in her book My Day. Eleanor even wrote letters later in her life discussed the International Student

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66 Stella Hershan.
67 Quote from Eleanor Roosevelt found in Stella Hershan picture section last page, last picture.
69 Eleanor Roosevelt, What I Hope to Leave Behind: The Essential Essays of Eleanor Roosevelt, 556.
70 Eleanor Roosevelt, What I Hope to Leave Behind: The Essential Essays of Eleanor Roosevelt, 556.
Assembly of the UN found in letter collection compiled by her dear friend Lash.\textsuperscript{71} Eleanor wanted to bring in the ideas of the youth of the world. She explained that these are the people going to universities and fighting in wars why not have their opinions heard? Eleanor was ready to face the challenge of getting this idea off the ground and even today there is a youth program now that the UN runs. The last session of the UN she attended was in the fall of 1951 to February 1952. She was the representative of the United States until President Eisenhower replaced her in January 1953.

Eleanor did receive a salary, yet she commented in one of her autobiographies that she “suppose my service as a delegate for seven years actually cost me a considerable sum” out of her pocket.\textsuperscript{72} In the end the money did not matter because she had done exactly want she wanted out of her life. E.J. Kahn of the New Yorker covered what Eleanor did during the Human Rights commission and stated that she was a “person of towering unselfishness” and that is why people now follow her lead.\textsuperscript{73}

\textsuperscript{72} Eleanor Roosevelt, The Autobiography of Eleanor Roosevelt, 300.
\textsuperscript{73} Jason Berger, 73.
Bibliography


A Place of Her Own
Eleanor Roosevelt and Val-Kill Cottage

Eleanor Roosevelt embodies strength, courage and above all the notion that everyone is equal. To her, it did not matter if you were the king or a factory worker; she found purpose in your life and joy in your company. Eleanor did not always shine so bright, however. She had her own hardships and self doubt to overcome. She fought through disapproving family members, both of blood and through marriage. Even her world wind romance turned for the worst. Through her struggles, she found an inner strength that soon no one could stop. Her kindness comes from years of hardships and her strength began to go with an experiment. This experiment gave Eleanor in the end a place to live under no one rules and the first place she called her home. Val-Kill was her savior, “her retreat, her office, her home, and her ‘laboratory’ for social change.”

What if Val-Kill never came to be? Instead of FDR creating a space for Eleanor and her friends, what if the picnic land where Val-Kill now stands never

Picture from yahoo.com
came to be anything but an open field without the factory experiment or cottages?

Would Eleanor have had the strength we study today? It’s true that Eleanor would still have her compassion. Growing up in the environment she did with all the loss and pain, she would always have a place in her heart for those who were less fortunate. Yet, would she have become the first woman chairman in the United Nations? Would she have driven down South with a $20,000 Ku Klux Klan bounty on her head? She became such a strong and influential woman during her life. Val-Kill was a huge part of that. She was quoting saying about Val-Kill that “Val-Kill is where I used to find myself and grow. At Val-Kill I emerged as an individual.”

Eleanor was forced into a small box in the Roosevelt big house under the thumb of Sara Delano Roosevelt, FDR’s mother. Eleanor wrote that her mother-in-law control was “Undoubtedly, this was partly my fault, since for a great, great many years, she completely dominated me, and I permitted her to keep me under her thumb. More or less, this was true even to the time we went to Washington. I never dreamed that my mother-in-law could be wrong about anything at all. Let me go back for a minute and explain how this could be possible.” She could look back later in life and realize what her life had been like, knowing that she needed to break free. Val-Kill allowed Eleanor this, the cottage allowed her freedom and room to grow. “

She was the second wife of FDR’s father James. She came from a well to do family and played a major role in the Roosevelt home. She basically ran everything in the home including money, servants, FDR and even Eleanor for the first part of their relationship. She demanded that she be a part of everyone’s daily life and had

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75 Eleanor Roosevelt National Historic Site, Val-Kill Cottage, New York
http://www.nps.gov/history/nr/travel/presidents/eleanor_roosevelt_valkill.html
no problem pushing in even if she did not belong. Eleanor did however speak of her fondly and with respect in one of her My Day columns on September 8 after Sara’s death. Eleanor wrote about Sara’s fierce loyalty to her family was her greatest strength, though that loyalty sometimes stepped on the toes of Eleanor. Eleanor announced her mother-in-law’s death in her My Day column stating:

"HYDE PARK, Sunday—An anxious 24 hours culminated a little before noon today in the death of my husband’s mother. Had she lived until the 21st of this month, she would have celebrated her 87th birthday. One can have none of the resentment which comes when death cuts short a young life, but she was a very vital person with a keen interest in living and I think had she had a few more years vouchsafed her, she would have lived them with keen avidity and enjoyment.

She was born in the year 1854, brought up in a large family and endowed with the Delano beauty. She sailed to China on a clipper ship, as well as to Europe on the most modern of today’s steamers. Her early experiences were picturesque and interesting.

Her life was a rich, full life. She had seen her only son inaugurated as President of the United States three times, and she still felt that her husband was the most wonderful man she had ever known.

I think her family, both in her own generation, and in the younger generation, would say that her strongest trait was loyalty to the family. She had no hesitancy about telling her near and dear ones their faults, or criticizing their behavior, but if any one else in the world were to attack a member of her family, she would rise in their defense like a tigress. Whatever the family did, in the end, she accepted and condoned before the world, no matter what her private feelings might be.

She was a very generous person, not only to her own family, but to many others. She was charitable, but I think she enjoyed even more giving to those whom she knew had once enjoyed a little more financial leeway than might be theirs today, and who would therefore prize some little luxury.

She would give away large sums of money and save small ones. The President’s mother always attributed her little economies, like undoing string and folding wrapping paper for future use, to her New England upbringing. She was not just sweetness and light, for there was a streak of jealousy and possessiveness in her where her own were concerned, but when others were

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bored, she would be kind and had the gift of making all those around her feel that the word "grande dame," was truly applicable to her."

She wanted her son to live up to high standards of character and conduct, and never believed that he failed in this. She spoiled her grandchildren perhaps a little, but they had great affection and respect for her. I think even some of her great-grandchildren will remember her when they grow up, as a very beautiful, stately old lady who loved them and made them feel that Hyde Park would be their home as long as it was hers.

Eleanor stated, “The cottage was an adjunct to our lives at Hyde Park but it was mine and I felt freer there than in the big house.” She could not see her friends as much or even express her ideas without problems from the head woman, Sara, of the house. Eleanor wrote “some of the events I remember in connection with the house are emotional ones, all but invisible at the time – such as my own gradual change from an awkwardly uncertain young woman, completely under the domination of others, into an independent personality. For it was against the background of Hyde Park that I slowly did what every human being must eventually do: I learned the lesson of adaptability and adjustment, then of self reliance--and finally, although it took me a very long time to grow up, I became an individual in my own right.”

The building of Val-Kill and Stone Cottage allowed Eleanor to find herself and it played a pivotal role in her life. Eleanor was able to become an individual.

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there. She used Val-Kill as space to grow. This paper presents evidence that Eleanor did change and found strength she did not know she had until Val-Kill happened. She would write books and articles, hold a chair in the newly formed United Nations; give lectures/speeches all over the world. Eleanor would accomplish a lot in her lifetime for being a shy girl who felt rejected and lost. It begins with the history of the buildings, what she did there, how it compares to her life with FDR at his home, what is now and how she is present. It ends with showing how if Val-Kill never came to be, Eleanor might be a different person in the history books.

Val-Kill itself has a long, interesting history. Val-Kill started as a peaceful picnicking place for FDR and Eleanor to come to with their friends and enjoy the beautiful landscape around them while taking a break from politics. Val-Kill means in Dutch 'Valley Stream'. The property is actually surrounded by a private stream and was located about 2 miles from the "big house," was the nickname for Sara’s house on the main land they owned. Eleanor had mentioned to FDR that she hated leaving there and since Sara was closing the big house, they would not be able to return. Sara always closed her home, the "big house" during the winter months, she the family would not be able to return to Hyde Park until the next summer. He wanted Eleanor to have this place all year round where she could return often and her friends could live permanently. Eleanor and her friends, Marion Dickerson and Nancy Cook were ecstatic to accept and he offered them several acres of land to keep for life.  

80 Nancy Cook and Marion Dickerson lived there until 1947 and Eleanor was there as much as

she could be when she was not traveling or with FDR. Nancy and Marion became Eleanor’s closest friends and confidants during her first years with FDR, before and during his presidency, and at Val-Kill, which they built with Eleanor. Nancy was a women’s activist, who had actively participated in the women’s suffrage moment. She met Eleanor through a fundraiser she worked on where Eleanor was to be a special guest. Marion had a similar background as Nancy. Marion and Nancy had actually met in their college years and stayed by each other’s side, living together for the rest of their lives. “The two women would become lifelong partners, living together almost their entire adult lives, sharing a life dedicated to politics, education, and progressive reform.”

FDR was fascinated with architecture and quickly took over the building decisions. Like Eleanor, FDR enjoyed the freedom he found there, especially after he was partially paralyzed by the polio virus. He wanted everything to be based off of Dutch style, in keeping with the Dutch Heritage of the area and his own. His name Roosevelt means field of roses in Dutch, which is why the manors are filled with rose gardens. Eleanor said the FDR turned into the contractor, builder, and the go to person for every detail, including down to how many shelves would be built in the room.

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Photo from National Parks Services
82 Roosevelt, Autobiography, 143-145.
friends want to build “a shack.” 83 Though FDR had a significant role in building it, it was the ladies who split the $12,000 bill to build the house. 84 The cottage built exactly how FDR envisioned it along with the help of architect Henry Toombs. 85 By 1925, they had built the house Stone Cottage, nicknamed the honeymoon cottage, and christened the name Val-Kill. 86 Though FDR would be a strong influence on the architecture, Eleanor would take a more hands on approach to the décor of the new cottage. Eleanor even had everything in the cottage embroidered with the initials “E.M.N.” for herself, Marion and Nancy. 87 Gifts were even given with those initials from friends and FDR himself. His favorite gifts were books to build up their library. Inside he would write “Another first edition for the library of the Three Graces of Val-Kill.” 88 The cottage was to be announced at its completion in the Women’s Democratic News (discuss later in paper) in November 1925 by Caroline O’Day. Caroline O’Day was another close friend of Eleanor’s. Caroline was born sometime in the 1860s, though her true birth year in unknown was a wealthy socialite and activist. She was apart of various groups like the Women’s Trade union League. She supported FDR in his elections and became close with Eleanor, Nancy and Marion.
Sara was of course against this, feeling that her home was perfect for all their needs as it was complete with staff and therefore she refused to fund the project. She was often heard giving scathing remarks about it. This was a very common action that occurred when Sara disapproved of anything. She would use a loud whisper almost like she wanted someone who was in earshot to overhear. By 1920 however, FDR and Eleanor were desperate to find places of their own away from the pressures of Sara and their own political world. For FDR that was Top Cottage and for Eleanor it was Val-Kill. In order to fund the projects, FDR instead used his own money. Eventually he would also fund his future projects with money that was inherited from an older half brother, James “Rosy” Roosevelt, for projects his mother wanted nothing to do with.

Sara’s power came from the fact that it was her family money that she had before she married FDR’s father. Sara’s father was a trader of Chinese imports and very wealthy; she came into the Roosevelt family with millions of dollars already to her name. Eleanor once wrote about her mother-in-law cared too much about status

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90 Eleanor Roosevelt, “This I Remember: A Final Reminiscence.” McCall’s, February 1963.
91 Cook, Volume I, 335.
92 Tour of President Roosevelt’s Home, National Park Service U.S. Department of the Interior, Hyde Park, NY
Photo from National Parks Services
and wealth and not enough about life itself. “She judged people almost solely by
their social position, and she continually tried to teach my children to do the same.”

She kept control of all the money, even when FDR was a married adult with
children. When the women asked what would happen since Sara so strongly
disagreed, FDR told them “But aren’t you girls silly? This isn’t mother’s land. I
bought this acreage myself. And why shouldn’t you three have a cottage here of your
own, so you could come and go as you please?”

FDR included a pool in the new place next to Stone Cottage. Eleanor had
stated that she would rather have a pool than a marble bath. According to FDR this
was because “Apparently the girls think that this will get them closely back to
nature.” This is true in a way. There the women took simply pleasure over the
most advance at the time. That may be
why FDR called it a shack over the years.

After FDR was elected President and his
health was declining, his doctor ordered
that a filtration system be placed and FDR
created a state of the art pool. Eleanor
never thought it was necessary, that the old one held as much fun as the new one. It
was yet another example of how Eleanor did not need the best materials. She was
happier with just the people who came with it. The cottage came to be a place where

93 Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”
94 Cook, Volume I, 325.
95 Elliott Roosevelt & James Brough, An Untold Story: the Roosevelts of Hyde Park (New
96 Roosevelt, Autobiography, 143-145.
Photo from National Parks Services
the Roosevelt’s and their friends went to relax, with the exception of Sara who never understood why they would stay there instead of the comforts of her home. Foreign diplomats visiting Hyde Park often found themselves at Val-Kill for an outdoor barbecue. Even Winston Churchill borrowed a bathing suit, floppy hat and grabbed a drink to enjoy summertime by the pool.97

The girls however did not always appreciate the advice FDR would give them. In fact, he threatened on occasions that if they were to build it a certain way that he simply would not visit.98 Tensions often arose between FDR and Eleanor over who had the most authority over the building process. She found that many construction crews preferred to discuss the details with other men.99 She would soon find that building a house in a male dominated world would be frustrating and FDR ended up making many of the decisions. Before the building was finished, the girls offered to pay more in order to get the work done faster. FDR and Henry Toombs ended up sending the girls and the family on a camping trip and told them to leave it up to them. FDR said he could get it done cheaper and faster without them around. Eleanor put up a good fight but in the end she put her sanctuary in the hands of her husband.100 So Eleanor instead put other matters she needed to deal with ahead of the building. FDR began purchasing everything he needed to build the house and sent the women weekly bulletins with updates on the cottage.

After the cottage was in place, Eleanor along with friends Nancy Cook, Marion Dickerson and Caroline O’Day attempted to get a new business venture off

97 Tour Val-Kill Cottage
98 Cook, Volume I, 326.
99 Cook, Volume I, 327.
100 Cook, Volume I, 327.
the ground. Nancy who was master woodworker and craftsman, wanted to build
furniture to put in the cottage and that’s where he idea began for creating a furniture
business. In 1926, they started construction on another building to house Val-Kill
Industries.¹⁰¹ “ER later recalled in her autobiography, "primarily to carry out a
theory" she and FDR shared ideas "about establishing industries in agricultural
counties to give men and boys a means of
earning money in winter" and having
"something interesting to do."¹⁰² This involved
the recreation of old pieces of furniture, pewter
pieces and weavings based on Early American
pieces that were hand crafted.¹⁰³ FDR supported the idea of the girls running their
own business.

The group wanted to help the dying economy around Hyde Park. Val-Kill
employed many of the people who lived there and even offered training in different
skills to make people there have stronger and useful skills in industries. This idea
was called “back to the land” movement that “England, France, Austria and Germany
were noted for such experiments.” With trying to build country community to prevent
them from moving all jobs to the cities.¹⁰⁴ Eleanor stated “... Val-Kill (Industries)
was started [in 1925] as an experiment to see if one could run a very small factory in
a rural community and make it pay and at the same time teach people – boys

¹⁰¹ Brochure: Eleanor Roosevelt from Val-Kill, National Park Services
¹⁰² Eleanor Roosevelt, This I Remember (New York: Harper & Brothers, 1949), 33-34.
http://www.nps.gov/archive/elro/what-is-vk/q-and-a/valkill-industries.htm
¹⁰³ Brochure: Eleanor Roosevelt from Val-Kill, National Park Services
Photo from National Parks Services.
¹⁰⁴ Blanche Wiesen Cook, Eleanor Roosevelt: Volume II 1933-1938 (New York: Penguin
Books, 1999), 134.
especially – a trade so that they would not drift out of the country community."\textsuperscript{105} The Roosevelt’s loved where they lived and wanted to keep their community thriving. The Val-Kill experiment was now ready to start. By 1927 the business was in full swing. They were to recreate old pieces of furniture through handcrafted work. They produced beds, chairs, desks, tables, drawers and other furniture pieces to put in the home. They also produced weaving baskets and other goods along with pewter lamps and other products. The business did not only help the community members but also was a way to urge women to become more involved in businesses.\textsuperscript{106} The fact that it was run completely by women got it a lot of notice, especially since it was a famous future First Lady. Eleanor “urged women to face the business future as she had urged them to face the political future. They needed to play the game as men do.”\textsuperscript{107} She took this in her own experience with Val-Kill Industries.

Nancy ran the furniture business with Eleanor and Marion having say in what would happen. Yet, it was Eleanor that contributed most of the funds along with the others who would contribute what they could to the business. She used their East 65\textsuperscript{th} Street apartment in the city to display and sell the items. They also sold the furniture at Vassar College and Sloane’s Department Store. Caroline O’Day’s, another friend of the girls who was often visited Val-Kill, main role in the business was unclear but she did contribute money, though she never lived there.\textsuperscript{108} In fact most of her money earned through her radio broadcasts, columns and inheritance went to keeping the business running. Eleanor found that she could be financially independent through

\textsuperscript{105} Cook, Volume 2, 147.
\textsuperscript{106} Cook, Volume I, 420.
\textsuperscript{107} Cook, Volume I, 420.
\textsuperscript{108} Cook, Volume I, 323-328.
her articles that gave her $500 for every 2500 words she wrote. This, for a woman in
the time period, was a lot of money and enough to support yourself independently.
Eleanor was also their best customer. She would often buy pieces for herself and for
presents for everyone she knew, sometimes for wedding or birthday presents. By the
end, they had expanded from a work staff of six to thirty workers.

Val-Kill furniture factory had to close its doors in the late 1930s when Eleanor
realized that it was no longer making money but losing it. Though it made it through
the worst parts of the great depression, it never was great financial success. Val-Kill
“weathered the Wall Street crash and its subsequent unemployment crisis without
having to lay off one workman.”109 There have been differing opinions on how the
factory’s closing occurred. Mentioned in one of Eleanor’s autobiographies was a
notion saying that Nancy found it too hard to be running the factory and be secretary
of the women’s division of the Democratic State Committee.110 Yet other source
asserts that Eleanor just closed the factory without much notice to Nancy since it was
mostly her money backing the business. This is found to be the plausible explanation,
since after the closing, Eleanor’s friendship with Nancy and Marion became strained
and this seemed to be the first evidence of it.111 Around the same time Marion
complained that Eleanor’s strong Democratic view was discouraging many of her
Republican families that sent their students to Todhunter from expanding.112 Marion
did not take the news well that Eleanor had closed the shop and created her own
announcement about what was going to happen. That they both felt as though

109 Cook, Volume I, 420.
110 Roosevelt, Autobiography, 143-145.
111 Cook, Volume I, 337.
112 Cook, Volume 2, 360.
Eleanor had abandoned them. Eleanor started to embrace new people as friends (which were not liked by Marion or Nancy) and they knew the pain she felt over the demise of the partnership and friendship. Soon disagreements over certain parts Val-Kill, such as living there, started and too many outsiders began to join in. One fight between Nancy and Eleanor, while Marion was gone, had turned into the signing of a legal agreement of who owns what.\textsuperscript{113} Many more stories could follow of their demise however they all come down to the same conclusion; the girls were broken. Eleanor, though it was very hard, found her way through this heartache and found new strength within herself. The same place she had once found power, now offered a new level of independence away from Nancy and Marion.

Eleanor also began to feel that Nancy and Marion only remained friends with her in order to gain power through FDR, who was now President. Nancy and Marion, according to Nancy, felt they were the only reason Eleanor had the political career she did.\textsuperscript{114} In fact, Eleanor once locked herself in a room at Val-Kill after a bad fight with FDR and Nancy and Marion wanted her to go home no matter what FDR did. Nancy and Marion returned to FDR after Eleanor realized her friends were not here for her but for in influence one could obtain with FDR as your friend. FDR after some convincing got Eleanor to leave the room. That's when she felt the friendship had turned to nothing but convenience for them. As early as 1932 a strain was seen as new friends of Eleanor, that Nancy and Marion were not fond of that joined her inner circle.\textsuperscript{115} She began to feel the smallness of the place and did not like the tension that occurred between her new and old friends, especially since her Nancy

\textsuperscript{113} Cook, Volume 2, 530.  
\textsuperscript{114} Cook, Volume 2, 530.  
\textsuperscript{115} Cook, Volume I, 336. 
and Marion found that Val-Kill was no longer serving their wants and needs in the later years.\textsuperscript{116} By this time, Eleanor had found strength in her wide array of friends. Nancy and Marion would eventually leave Stone Cottage, because they felt it was Eleanor’s place for her family and they did not feel the same way about it they did in the 1920s when it was starting to form.

The women were not the only ones disappointed in the failed business adventure. According to Eleanor, FDR took it hard as well. He wanted to use this business and its ethics as a test run of how to get the economy booming. By using Val-Kill as a test run, FDR was able to see what he could do in order to build up the country’s economy. He thought that local businesses being built up would be a strong possible fix but in the end it just was not profitable.

After the factory closed its doors, Eleanor enlisted the help of engineer Henry Osthagen to turn the factory into a fairly comfortable but odd house with apartments.\textsuperscript{117} Eleanor’s personal secretary Malvina Thompson, nicknamed Tommy, took one of the apartments there, which they would share following FDR’s death. To Eleanor, Tommy was her “trusted assistant, secretary, traveling companion, gatekeeper, and dear friend. As ER recalled in her autobiography, ‘she wanted to be useful and in many, many ways she not only made my life easier but gave me a reason for living.’”\textsuperscript{118} Also joining in was a couple who worked for her and in the dormitories made after the factory closing, students who needed living assistance.

\textsuperscript{116} Cook, Volume 2, 190.
\textsuperscript{117} Roosevelt, Autobiography, 143-145.
during college.\textsuperscript{119} The cottage also had a large porch downstairs with a fireplace and sleeping porches upstairs, one of which was connected to Eleanor’s rooms where she often slept, even in winter because she loved the view that the windows created. Eleanor opened up the doors and allowed anyone who needed a home to find one there.

Eleanor moved in after the death of FDR into an apartment she shared with Tommy. Their apartment included a greeting room, living room, several bathrooms, an enclosed porch, two small kitchens, one big kitchen, Tommy’s bedroom and guestroom, dining room, Eleanor’s bedroom and sleeping porch, a guest rooms upstairs. The rest of the cottage continued to be used by other people needing apartments, family and grandchildren. Eleanor’s bathroom is connected to one of the guest rooms so visitors would be sharing one with her. Nancy and Marion began to feel that the old Val-Kill they knew no longer existed. Marion explains that it became more difficult so they just had to go. Eleanor even felt that her family there all the time made it so there was no peace and quiet like it used to be for Marion and Nancy. Eleanor and her family called that home now, so Eleanor ended up purchasing the cottage for $17,000 and the women parted ways. Before they left, Nancy left this note stating, “Dear Eleanor, I am leaving the keys in an envelope for you . . . . If you are home before we leave we will come over to see you and say good-bye. Affectionately.”\textsuperscript{120} It does not seem like the women were leaving each other as best

\textsuperscript{119} Roosevelt, Autobiography, 136.
\textsuperscript{120} Joseph P. Lash, Eleanor: The Years Alone (New York: Norton, 1972), 173.
friends, but with already some distance. Eleanor’s youngest son John would then
move in with his family.\footnote{National Park Service \textit{U.S. Department of the Interior}, 2003, Eleanor Roosevelt National Historic Site
http://www.nps.gov/archive/elro/what-is-vk/q-and-a/who-lived-at-vk.htm}

Val-Kill represented relaxation and openness to all. Everyone who went there
was able to sit back and forget his or her worries. It was a home to all who entered.
Regardless if you were the milkman or a diplomat, Eleanor opened her doors and
wanted to hear your story. The history of this place is full of world memories and
interesting facts. But what was it like for Eleanor? What about this place captured
her soul and made her stronger?

For Eleanor, Val-Kill was the first place she could call her own and feel
comfortable and strong there. Even FDR knew that Eleanor needed a place like this
to be away from his mother and the public eye. She found a place separate from
being a wife, mother and First Lady. To Eleanor, Val-Kill meant freedom she had
never known before, where she could find who she was and live like she wanted, on
her terms. With her Val-Kill girls, Eleanor became a business women, political
leader, and educator.\footnote{Cook, Volume 2, 2.} There her friendships/partnerships with Nancy, Marion and
Caroline also produced a newspaper, the Women’s Democratic News, which Eleanor
edited and for which she was later a columnist. Later this paper would become the
“Democratic News.”\footnote{Roosevelt, Eleanor, \textit{My Day: The Best of Eleanor Roosevelt’s Acclaimed Newspaper Columns}
1936-1962. xiii.}

They also ran the Todhunter School in New York City, where Marion served as the principal and where as co-owned Eleanor would help
Winifred Todhunter founded Todhunter; in 1927 she wanted to close the school in order to move back to England. Marion at the time was a vice principle. She told Eleanor and she suggested they purchase the school along with Nancy. Eleanor started Val-Kill with the idea they could do anything. The women fed off each other’s ideas and took important steps towards women’s independence. They wore knickers, neckties, smoked cigarettes and did everything the men did. There were no gender definitions there, just people trying to change the world. That was very hard for Sara; she thought that living this way was undesirable when the comforts of her home were pleasant and to her own standards. For Eleanor though, Sara's way was never the way she wanted to live.

Eleanor’s first years at Val-Kill had clearly begun to change her. She was more direct with her feelings about what she wanted. One theory of why this happened is for the first time in her life she had people around her who cared about what she wanted and noticed when she was not herself. She put herself in an environment where she was not a secondary character. Growing up she was raised by people other than her parents, she married into a family that had no real use for her but to be the figure in the background. Now Eleanor found a place where her voice and opinions meant something. This is where she found strength. Val-Kill gave Eleanor the closest friends that she had ever had. They all found common bonds in their goals and struggles. The girls had more than just a partnership in business but a strong friendship and political loyalty to one another. Even FDR found their

125 Cook, Volume I, 332.
126 Cook, Volume I, 333.
friendships with Eleanor to be politically useful to his own career to have their support. These were women that were not afraid to step into the light of politics. For example, Caroline in 1934 won a congressional seat in the House of Representatives with the help of FDR and Eleanor.

Yet, this new Eleanor found that there was a crack in the friendships she built with Nancy and Marion. They both seemed to stick with each other, which could have left Eleanor feeling left out. Also, as previously stated, their political ambitions may have put Eleanor in a spot where it was more convenient to be friends with her (because of FDR's power) than just to have friendship with Eleanor, simply for the joy it brings. After the friendships ended and the other women moved away, Eleanor molded Val-Kill into everything she ever wanted. She was able to open her doors for people in the community, political partners and friends. She even got into sports. Earl Miller encouraged her to play sports and she ended up putting a tennis court in at Val-Kill, something a lady would have not done living in the big house.

In the big house horseback riding was the only sport allowed. Eleanor used a cottage next to Val-Kill so her children “might learn to live without servants”. This was something that Eleanor felt very strongly about and comes up many times in her life at Val-Kill. She wanted them to learn that they could make their own food and clean up after themselves like everyone else in the world. It was important to her that they learn that they did not need servants in order to live a happy life. It actually turned into one of their favorite things to do. For example, they would fight over who got to make certain things, which is something they never did at the big house.

127 Cook, Volume I, 474.
Eleanor created a home that was nothing like any she had ever had. This is how Eleanor removed herself from the restraints of her life and became stronger.\textsuperscript{128} Eleanor's world could be summed up by how she decorated the house. She really put her heart into. She had pictures all over the walls of friends, business partners and pretty much everyone she had ever met. Since she herself did not drink alcohol, she provided a small kitchen that was really unusable because of its size, which served as a bar. So if anyone wanted a cocktail before dinner they could drink it in the greeting room since it was not allowed anywhere else.\textsuperscript{129} Everyone she knew had found a place of their own in her home. Her walls can barely be seen through the pictures, painting and wall hangings. This gives her cottage a warm feeling; you knew that this was her home, from the second you step in.

Eleanor often mentioned Val-Kill in her My Day columns, always speaking of its beautiful and her love for her home. She stated in her November 24, 1936 column “It was good to be in the country yesterday, though it looked rather gloomy with the grey Autumn sky. We were indoors, however, most of the time, as one of my friends is arranging a new apartment, which is always an interesting occupation for me. I would have liked to be an interior decorator! We are gradually getting a little colony established around our Val-Kill cottage, and I hope sometime a few more friends will settle down in our vicinity.”\textsuperscript{130} She wanted her home to be surrounded by those she loved, because she loved her home so much.

Eleanor’s home is where she prided herself that everyone was equal. Looking at her apartment you see different furniture in the same room, some big, some small

\textsuperscript{128} Cook, Volume I, 333.  
\textsuperscript{129} Tour Val-Kill Cottage  
\textsuperscript{130} Eleanor Roosevelt, My Day, column, November 24, 1936
and all different colors. It is as though she wanted her home to be as diverse and the people who came there. It was not about the appearance it was about the comfort they brought to the people who stopped by for a visit. She was surrounded by family members. Her grandchildren were always staying over and she always made room either in Val-Kill or Stone Cottage. Two of her sons lived on the property, one in Stone Cottage, John and Elliot in Top Cottage, land that was purchased by Eleanor. Eleanor even owned twenty-five percent of a farm run by one of her sons on the property. 131

No one person was more important to her than another. Her pictures can prove this point. She had a picture of the King of France next to her neighbor from a house they had in Canada. 132 Unlike the big house, Eleanor insisted that the people who worked there were not her staff members but friends playing their role in the house. It was highly offensive to her if they were called otherwise and she made a point to correct whoever made that mistake. She even used local community members as cooks, groundskeepers and other workers. She often employed young people to help out around the grounds, which were always appreciated by community members. She had guest that were famous, politically powerful and just an average person.

John F Kennedy went for a lunch visit there to receive the support of Eleanor knowing it would hold a lot power in the votes. Though Eleanor did not first support

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131 Lash, 172.
132 Tour Val-Kill Cottage
Photo from yahoo.com
JFK, after a quiet visit she found who he was and decided to offer her support. Eleanor loved having people over just for picnics or to talk. She held kids camps and even one of her daughter’s wedding there.\(^{133}\) She loved her home and was willing to share its beautiful world with anyone. She often wrote about these picnics in her columns with such happiness. For example “I see by one of the newspapers that this is National Hot Dog Month, a truly American custom, signifying that July is the month when so many of us go on picnics and consume so many hot dogs—but I began in June! The largest consumption of hot dogs to my knowledge is the day when I give a picnic at Hyde Park for the 120 boys who come each year from Wiltwyck School—and we had our annual outing last month. As Chairman of the Mayor's Committee on Hospitality, however, there will be more picnics this summer at Hyde Park. I shall be inviting some United Nations' officials to drive up and enjoy an American outing—and it will be as American as I can make it, with hot dogs and baked beans and salads.”\(^{134}\)

Mealtime at the apartment was her favorite. Eleanor was actually notorious for meeting people on the train home or supermarket and inviting them at the last minute to her home for dinner.\(^{135}\) She had a hard time keeping cooks since they never

\(^{133}\) Elliott Roosevelt & James Brough, 376.  
\(^{134}\) Eleanor Roosevelt, My Day, July 6, 1957  
\(^{135}\) Tour Val-Kill Cottage  
Photo of Eleanor Roosevelt and the Wiltwyck boys at Val-Kill in Hyde Park, NY, 1947  
FDR Library
knew how many people would be there. Eleanor would give a number in the morning and it could be tripled by the time she sat down to dinner. Eleanor refused to use any staff members besides a cook. She served the dinners herself with the help of her children and later her grandchildren. She felt that no one should leave the house without feeling full so she requested many different options of food and many courses. Eleanor’s favorite course was dessert, where each night she requested layers of pancakes with brown sugar and syrup that she would serve like a cake.

Val-Kill was a place for Eleanor to loosen tensions between Sara and herself. Val-Kill offered a place where Eleanor did not have to fight with Sara for the affections of FDR. Sara was very controlling and wanted to be the one everyone had to turn to. For the first time, Eleanor felt free to invite over guests and have friends over that Sara never approved of. Eleanor’s life the big house was nothing like what she had at her Val-Kill. Eventually Sara became a patron to Eleanor’s business. She even purchased a few pieces of furniture she placed in the house. One of which is in the Chintz Room. Sara also purchased some twin beds that can be seen in the bedrooms upstairs. Yet Eleanor’s life there never came close to the happiness she found at Val-Kill. Val-Kill kept her a normal woman, not one drawn into the spotlight of wealth and fame. She was not driven by money but family and kindness. Without Val-Kill, the world would not have the Eleanor we know today. Instead we would have an Eleanor that was stuck in the Hyde Park big house. An Eleanor controlled first by her mother in law, then by her duties as First Lady. This is why Val-Kill was important. There she found how to be on her own and ways to contribute her skills and kindness to the world.

136 Tour Val-Kill Cottage
Life at the Roosevelt’s estate, the big house as Eleanor called it, did not mirror Eleanor life at all at Val-Kill. Because Sara ran the show at the “big house”, Eleanor often sank into the background. The house was more like a museum and tribute to Franklin. There Eleanor found daily struggle to control her life and eventually the lives of her children. There she was under the “constant gaze, daily intrusions and frequent criticisms” of Sara.\(^{137}\) Eleanor wrote that:

“Even when we moved to Albany the first time, for the four years Franklin was a state senator, my mother-in-law came with us to engineer our getting settled and to give our first reception before she returned to her own home. I would say that it was not until the last two children arrived – Franklin, Jr. (in our summer place at Campobello) and Johnny (in Washington, D.C., while my husband was Assistant Secretary of the Navy, in World War I) – that I developed enough initiative to start trying to handle my children's lives myself. And I cannot help but think that the two youngest had far better childhoods than the first three children, whose worlds were run almost entirely by their nurses. How old was I when I began asserting myself about my children? Franklin, Jr. was born when I was thirty years old, and Johnny arrived two years later.

But asserting myself was one thing, and being effective was another. My mother-in-law and I argued, politely, about many things. We had opposite views on a number of moral issues; to her, black was black, and white was white. She would sometimes ask me, "Eleanor, why don't you tell the children what's right and what's wrong?"

Then I would reply, "Because I don't know myself." This was true; quite young, I had learned that I couldn't tell the difference between what was right and what was wrong. Take the case of my father, a handsome and charming man, whom I adored, but who had developed a weakness—he drank. When I was six years old, he took me to the Knickerbocker Club one afternoon and left me sitting in the dog room just, he said, for a minute, while he ran an errand. I sat there, a six-year-old, for six hours, until the doorman sent me home in a cab. My father had been drinking in the bar of the club and had forgotten all about me. Yet he hadn't meant to hurt me, and I still adored him.

My mother died when I was eight, and after my father died a year later (breaking my heart), I went to live with Grandmother Hall and her four children, all of them much older than my brother Hall and I. This brings me to Uncle Vallie, one of her sons. He was a sweet man, who taught me to ride as a child and who read a great deal. But he had the same weakness as my father, and he made life miserable for us. Sometimes he struck people, and there were days when we couldn't go across my grandmother's front lawn.

\(^{137}\) Cook, Volume I, 333.
because he'd be at the window with his rifle, shooting at anyone he saw. Yet he was by nature a sweet person. . . So, really, how do you know things are all black, or all white?

But this kind of reasoning my mother-in-law could not understand."

Eleanor needed to build up confidence in order to step from Sara’s Shadow. Sara actually only had one picture of Eleanor in the house. It was one from when she was a little girl. In response, there was one picture of Sara in Eleanor’s apartment, though Eleanor had a bigger picture of Sara and it was hidden slightly by a curtain. While Sara had pictures of FDR and pictures of his interests (for example ships), there was very little evidence that Eleanor was a part of the family. Sara ran her house the way she wanted and Eleanor had very little say in anything.

Eleanor wanted to make her home the complete opposite of what it was at the big house. She welcomed clutter and mismatched items. She wanted her home to feel like she really lived in it by placing things around her she loved without considering looks only. Contrary to meals at Eleanor’s home, Sara had some different policies. She controlled when everyone would eat, where they would sit when they had meals and what the proper attire would be. Eleanor recalled in a column that she would give an hour

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138 Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”
139 Tour Val-Kill Cottage
140 Tour of President Roosevelt's Home
Photo from the National Park Service
warning for dinner so you would be able to wash and be properly dressed in time. The next was a five-minute warning before you needed to be present in the dining room. Later in their relationships, Eleanor stated that she wanted locks placed on their New York City apartment doors that connect their home to Sara, which she had brought along with alterations and décor fit for her liking. Her children even later refer to FDR, Sara and Eleanor’s relationship as “the cold war.”

Life at the big house meant that Eleanor could not have her own life. She had to ask permission for anything that she did, like if she could go here or there around the house. If she could have friends over, which Sara rarely allowed since she strongly disapproved of Eleanor’s friends, especially Nancy and Marion. Sara even tried to take over the parenting of her children. The big house was also full of staff members who took care of every one’s daily needs. Sara did not know how anyone could live without them or would even want to live without them. This could not be any more different then how Eleanor lived at Val-Kill. Eleanor wanted to do things for herself and not be waited on.

Her bedroom offers a perfect example of who Eleanor was at the big house and who she was at Val-Kill. Her room at Val-Kill was painted with soft yellows and whites. Much like the rest of her apartment it was covered in wall-to-wall pictures. It connected to the guest

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141 Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”
143 Elliott Roosevelt & James Brough, 226-227. Photo from the National Park Service
bedrooms with a shared bathroom. Even her closet was built to fit her height, higher than what is averagely made in houses.

Eleanor was very tall, around 6 feet. She had pictures of family, friends and precious memories. One very interesting picture is one of an exotic dancer named Maris Chaney. Many people disapproved of her friendship with a woman of that profession. Eleanor did not look at it that way, she saw only the person not the job. She defended their friendship and never once turned her back on Maris. In fact, next to Maris’ picture is her daughter to whom Eleanor was godmother. Her room was very open and bright. She even had a sleeping porch with a bed and desk so she could write and sleep out there. Tommy had a hard time in winter trying to get Eleanor to sleep in the room where it was warm instead of the porch. Eleanor always would answer that a cup of hot tea would set her right in the morning. 144 Besides the pictures, she had knick-knacks placed around the room. It felt like someone lived there and found happiness there.

On the other hand, her big house bedroom could not be any more different. Her room at the big house was very plain and small. She had a small bed, which looked impossible

144 Tour Val-Kill Cottage Photos from the National Park Service
for a woman of her height to sleep comfortably from my point of view, during a tour I participated of the Hyde Park big house. It looked like she would not be able to stretch out her legs without going over the edge. She had a small desk and vanity. A dresser, small closet and one bookshelf with only a few books placed on it. Most of the wall hangings were painted pictures of sceneries, horses and only a few of what looked like to be small boys possible her children or baby pictures of FDR (that frequented the house). There one only one window yet three ways to get into the room. One door that came in from the hallway and two others that connected her to both FDR and Sara’s rooms. Eleanor looked like she lived in a closet that was only meant to be there to give Sara easy access to FDR whenever she wanted.

Eleanor had to live with Sara coming in and out whenever she needed her or FDR. Eleanor explains that after FDR became ill, Sara no longer permitted them to be in the same bedroom; their original suite was changed. Eleanor moved into a small bedroom next to FDR and his mother turned their once sitting room into her new bedroom. This just proves the control Sara needed in the house. Eleanor did not have any privacy there and that is the way Sara liked to run the house. Eleanor wrote about her experiences in Hyde Park stating that:

“But here I must confess that, despite all my memories of life at Hyde Park, in one sense I think this memoir could well be titled "I Remember My Mother-in-Law's Hyde Park." It was indeed her home, and she made every decision concerning it. For over forty years, I was only a visitor there, which is the reason I never had a feeling of personal ownership toward the house. Naturally, Franklin felt more of a sense of possession than I did, although he actually owned Hyde Park for only the four years between his mother's death and his own. But, of course, he always knew that, by the terms of his father's will, his mother could not sell the Hyde Park property without his consent and that someday it would belong to him.

145 Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”
My mother-in-law did all the housekeeping there. She directed the activities of the seven indoor servants and her five outdoor men, and when we brought extra servants to help with the children and the enormous collection of guests--as we did when Franklin was first Governor and then President--she always told our servants what to do. With the exception of the first television set ever manufactured, which had been presented to Franklin, every piece of furniture throughout the thirty-six-room house had been bought by her husband and herself, most of it when she came as a bride in 1880. Because she never threw anything away (what was once was always good), visitors could always see her great mahogany bed, where Franklin was born.

They could also see the brass bed he used as a growing boy, later occupied by our son James and then by Elliot. My mother-in-law allowed household participation by anyone else only in one way: Once the telephone bills had become really terrific, she permitted Franklin to pay them.

Furthermore, she had a great idea that a home should be run for the man. Her husband, some twenty-five years older than she, had trained her to run the house to suit him and then to suit their only child, Franklin, since the time he had been a little boy. For example, she was always very careful to have the kind of food she knew Franklin would like. We often had thin corn bread at her house, and she served kedgeree for breakfast or lunch a great deal. Franklin had loved minute pudding since childhood, so we were given this dessert every few days; it was almost like baby mush, soft and smooth and looking like cornmeal—you put hot molasses or hot maple syrup on it. All the vegetables came from her garden—I particularly remember the earliest possible peas, picked when very young—and from her nearby farm came the chickens, eggs, butter, cream, and milk.

Her house, like the other big establishments on the Hudson River, was run like an English manor house. There were great breakfasts, which you served yourself from the sideboard: chafing dishes filled with oatmeal, scrambled eggs, an assortment of sausage, ham, bacon, and a variety of hot breads. Then there was a big formal lunch, starting with soup and ending with dessert, and always tea in the late afternoon, to which she expected everyone to come. Cambric tea was provided for the children. My mother-in-law's writing room was called The Snuggery; in the summertime, tea was served on a screened porch overlooking the Hudson River. I remember that my husband liked to call the porch "Mama's Buggery." In the Buggery hung the old Mayflower wheel that had been on the Presidential yacht and Franklin had bought.

An hour before dinner, a big Chinese gong beside the hall staircase was rung, as a reminder to wash and dress, and five minutes ahead of time, it rang again. Franklin used to invite everyone into his study half an hour before dinner, for cocktails—an invitation that was invariably turned down by his mother, who thoroughly disapproved of drinking. I sometimes took a cocktail, but not often—never during Prohibition days, because I did not think one should. (However, I was for Repeal, because I thought Prohibition was making us into a nation of lawbreakers.) Once we went into the dining room, we all had set places. When the children were young, that sat together
at a table in the alcove. At the main table, my husband sat at one end, Mama at the other, and I sat at the side.

After dinner, we usually went into the enormous library-living room with its two fireplaces, one at either end. This giant room was the first floor of a wing that had been built onto the original 1826 house by Franklin and his mother in 1915, ten years after our marriage. Here, too, we had our special seats. After my husband's two terms as Governor, he had been given the two high-backed brown leather chairs he had used in office, as is the custom. These chairs were on either side of one fireplace. Franklin always sat in the 1929-1930 chair, usually working on his stamps in the evening, and his mother occupied the 1931-1932 chair, either reading or knitting. I sat anywhere, also knitting or reading, and sometimes I read aloud to them. Because of my custom of reading to the children after lunch and after tea each day, I had learned to read very dramatically, as you must hold the attention of small children. Apparently, my dramatics when I was reading aloud were also appreciated by the not-so-small.

Life at Hyde Park, however, was not always as serene as I may have been painting it. After Franklin had polio, several changes were made in household arrangements. For instance, until then, he and I had shared a bedroom in the new wing, directly over the big library-living room; after his illness, I took the small neighboring room, and his mother made the sitting room of our suite into a bedroom for herself. A ramp for his wheelchair was built over part of the stairs leading into the living room, and the large dumbwaiter in the kitchen wing of the house, originally used for hauling trunks to the second floor, became a lift for Franklin's use. (Above the kitchens were eight servant's bedrooms – just one fewer than were in the remainder of the house for use of the family and friends.) My husband appropriated for his study the small ground-floor room originally built for the children's schoolroom, and after he became President, he made the big coatroom across the hallway into a second office – this was used by his two secretaries, Miss Le Hand and Miss Tully. I think the most original innovation was Franklin's own invention: He converted several kitchen chairs into wheelchairs. Being armless and light of weight, they were extremely easy for my husband to manipulate.

But these changes were soon a smooth part of the household pattern. There were other matters that continually threatened the serenity. As I suppose must always be the case when there are two women under one roof, my ideas and those of my mother-in-law often differed sharply. This was particularly true in problems concerning the children. She had been opposed, in the beginning, to Franklin's marrying me, both because she felt he was too young to marry and because she thought he could have made a more worldly and social match. Then, when she knew it was going to happen anyway, she determined to bend the marriage the way she wanted it to be. What she wanted was to hold onto Franklin and his children; she wanted them to grow up as she wished. As it turned out, Franklin's children were more my mother-in-law's children than they were mine."

146 Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”
Sara even had her room cleared out and moved into the room she gave birth to FDR in and stated in her will that her other room was to remain empty. The Historical Park Service has followed that request of Sara’s to this day. She even made sure the FDR childhood bedroom would never be changed. If Eleanor had stayed only in this situation under Sara’s thumb, she would never have real freedom of her own. She may have lost the confidence she gained from starting Val-Kill Industries and opening her world up to new and interesting people.

After Sara’s death in 1941, only four years before her son, FDR was finally able to take control of their lives there, but by the time that happened Eleanor had already found a permanent home at Val-Kill. After FDR’s death, Eleanor and the children were left everything. Eleanor decided to give the big house and the farm to the government in order for it to be turned into a historical site. She was told in a private letter left for her by FDR that it would take a lot of money to keep it running so she should immediately give it to the government. This was a place where she felt no big connection to and FDR seen to understand that the big house was not the life she wanted or even felt comfortable to live. All she wanted was Val-Kill and a few possessions from the big house. Leaving all of it behind allowed Eleanor more privacy and more money to do the work she always wanted to do. The estate was divided between herself and their children. Eleanor then gave FDR’s house over and never looked back. She wrote that:

“But at first, after Franklin's death, I had no time to think of any of these things. Only seven months later, in November of 1945, the Secretary of the Interior accepted full title to Hyde Park and its surrounding grounds, and it was planned to open the estate to the public in 1946 as a National Historical Site. For this reason, during the months directly after Franklin's funeral, we
had the Herculean task of clearing out the house and dividing personal belongings. My husband had said in his will that we should go by age and choose what we wanted, and that the children must not take more than their share in value and must be able to use in their homes whatever they took.

Since Mama had never in her life thrown anything away, the division was a monumental effort. We found in the attic such things as seventy-year-old bolts of silk bought in China and a suit purchased in London by Franklin's grandfather. At the time of the division, Elliot and Franklin, Jr., were still away in the Armed Forces, so that I tried to divide things fairly with the help of their wives. I myself took only a few things, and the linen and silver were evenly divided among all five children. Elliot now has the desk my husband used in the White House, and although each child has a portrait of my husband, Jimmy took most of the family portraits. In the Franklin D. Roosevelt Library building, close to the old house, are my husband's papers, books, and other historical objects. Finally, the enormous job of disposing of everything was finished. ¹⁴⁷

After Eleanor’s death in 1962, her son began to auction off her belongs from the cottages, both Val-Kill and what was her left in Stone Cottage, which one of her children John had occupied until 1965. At the time there were no memorials for First Ladies, so her home would simply be sold. Even more, First Ladies did not get secret service protection or a pension until Jacqueline Kennedy was windowed while still in the White House in the 1961. Eleanor left the White House in 1945 without anything and even refused to have the benefits once they were created. All of Eleanor’s original Val-Kill furniture pieces, photos, silver and other treasures were given to family members or auctioned off to some community members or other collectors.

John remained in the cottage until his divorce in 1965. In 1970, John sold the cottages and properties (the two cottages, playhouse and stable along with the land) to some local physicians. Later the physicians appealed to the community to build

¹⁴⁷ Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”
clinics, nursing home and other housing on the property.\footnote{148} Some women from the local community felt it was very wrong to destroy a place that had been such a part of their community. The women along with Curtis Roosevelt fought hard to get the home of Eleanor a national historic site. In 1977 their hard work paid off. President Jimmy Carter signed the legislation that allowed the National Parks Service to take in over in 1977. In 1984 they opened to doors into the life of Eleanor at the Eleanor Roosevelt National Historic Site.

Many people in the community purchased the furniture, pictures, etc because they felt a close connection with Eleanor. Members of Hyde Park could often be seen going to picnic or dinners at Val-Kill. As previously stated, Eleanor was notorious bringing people home for dinner nightly.\footnote{149} Before the items were taken out of the house, the staff from the FDR Home took pictures in order to preserve the life of Eleanor. Fortunately for future generations, they did. Using these pictures, the staff along with members of the community is working at the Val-Kill historic site to put her home back together. Many members of the community have come forward with furniture and pictures along with stories about their time visiting or working at Val-Kill.

The tour guide shares the story of a beautiful big wooden trunk with carved Chinese dragons and scenery that Eleanor had in the greeting room. When placed back in the room, after being found, no one could figure out where the trunk could have came from. Each staff member soon had his or her theories, yet no one in the

\footnote{148} National Park Service U.S. Department of the Interior, 2003, Eleanor Roosevelt National Historic Site  
http://www.nps.gov/archive/elro/what-is-vk/essays/vk-brief-history.htm  
\footnote{149} Tour Val-Kill Cottage
end had the right answer. A gentlemen that was visiting the cottage one day, explained to the tour guide that he had once worked on the grounds of Val-Kill moving objects and doing grounds works. He stated that Eleanor had many of these trunks up in the barn’s attic, that these were the chests she had tea shipped to her in. Another member of the community has Eleanor’s bed from her room at her house. She has politely declined to donate it to the house but the staff has high hopes that one day the bed will be back where it belongs.

Eleanor’s Val-Kill pieces are slowly coming back together. The tour guide thought it was fifty percent is here and fifty percent is still missing. They staff has almost filled the downstairs including all of the walls with her belongings again. They have used some time pieces (not the originals of the house but the same models) to fill the gaps of items still lost. Remarkable they have been able to get back bigger pieces. For example, a big wooden china cabinet found in the attic of the barn at the Roosevelt estate in Canada has been returned to its original home in the dining room of Val-Kill. The staff has made it look like Eleanor has just left the cottage for the day’s outings. That soon she would return for her nightly dinner parties.

The tour consists of a fifteen-minute video of Eleanor’s life, then a half hour tour with a guide through Eleanor’s home and Stone Cottage. The video discusses topics from what she did with her columns, how she wanted to be known for more than being a First Lady. What she found at Val-Kill and her friendships there. Looking at it both being both a retreat and the factory. The video also focused on her part in the 1950 and 1960s social movements. The guide explains what is in each room and shares some fun facts and stories (that can be found throughout the paper).

Tour Val-Kill Cottage
Eleanor is shown, in one of the rooms, from many angles including First Lady, Grandmother, Activist, Wife, and Humanitarian just to name a few. Those who work at Val-Kill live in awe of the life Eleanor lead and are proud to retell her story to everyone who wants to hear it.

Eleanor is seen as an icon of hope and equality at Val-Kill. She is shown as the conscience of FDR, running for her pen when he was forgetting about the right thing to do. The tour guides are true Eleanor fans and present her in a positive and realistic light. They show her life outside of her political life. What she did with her pen is not the only way Eleanor expressed her ideas and communicated with people. Val-kill presents the Eleanor Roosevelt the world new after her husband passed and she could live as an independent woman not just the First Lady.

Three months after Eleanor’s death, one of her columns was released as a tribute to her. It is titled “I Remember Hyde Park: A Final Reminiscence” and it was about what she took away from the big house, discussing the good and the bad. This paper uses many of its contents throughout. She talks about how when she first entered the home she was an insecure young woman with no experience and allowed people to dominate her. Sara was one of the people that took over Eleanor’s life. She was even afraid to really take care of her first three children. Sara demanded she listen to the nurse’s instructions, which actually left what Eleanor explains as no real skills to take care of herself and others, especially her children. Eleanor kept under Sara’s watchful eye and she remembers believing that her mother-in-law could do no wrong. She did everything, brought their homes along with furnishing them, order nurses to care for the children and basically ran Eleanor’s life. At Hyde Park she was

\[151\] Tour Val-Kill Cottage
useless. Eleanor called herself nothing but a visitor at the big house feeling no ownership since for her it was Sara's and Sara's only. She finishes by saying that "my real home is Val-Kill" connecting her strength to finally getting something she had longed for her entire life. Eleanor recalled how she started to find inner strength, standing up and taking control of her children. Eleanor stated that she tried asserting herself after Franklin Jr. and Johnny were born, at least when it came to the children. She found though that she had very little power, Sara would give them what they wanted and discipline for the children was not a strong ability that FDR had. Eleanor was able to break away from this life at Val-Kill, she found a place where she could learn to live on her own and grow as a person.

Since Val-Kill was built Eleanor's writing increased rapidly. After the building of Val-Kill Eleanor wrote at least one major book, column, or article a year along with speeches. She also wrote many of her My Day columns from her home there. She would write about politics, world issues, local news, race, community service, farming issues, elections, war, personal news, and about anything she could discuss. She often wrote simply about what her home looked like that seasons or Val-Kill Industry news. Her column ran six days a week from 1936-1961 (also in 1962 until her death) and many of those columns uninvolved Val-Kill. She would write about what was happening there or about Hyde Park. Visitors of Val-Kill can see her favorite place to write which was where a lot of her writing came from. The longer she lives in her home at Val-Kill, the stronger her writing became. Those who thought they could control her did not shut her down when it came to her writing. She was able to write about anything.

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152 Eleanor Roosevelt, "I Remember Hyde Park: A Final Reminiscence"
Val-kill was more than just a place to live, it was the only home she ever truly had after her parents’ death. Eleanor wrote after writing about her memories of the big house that “In many ways, it has been a strange experience to write of my memories of Hyde Park. Partly this is because I live today in a house only five minutes by automobile from the old mansion. Although I share a brownstone in New York, my real home is Val-Kill Cottage, built during the 1930s on part of the Roosevelt property, and here I spend every possible weekend.”\textsuperscript{153} She loved her Val-Kill, her first home since childhood. What Val-Kill adds up to, the history, the friendships, the home, was giving Eleanor strength she never knew she had. At the end of the day she had some place to go where no one judged her, but embraced her.

She found a place to write her columns, live her life, and do what she wanted to do. Without Val-Kill, she would have been under Sara watch until her death and left with no real home to go to after FDR’s passing. Val-Kill allowed her to express her feeling and find out who she was. Her independence allowed her to find strength in a male dominated world. She was one of the first women to head a committee in the United Nations. While working with the United Nations she was elected to head Committee Three, which would draft the Universal Declaration of Human Rights. She drove through the South with a $20,000 KKK bounty on her head past burning crosses to deliver a speech about equal rights with only her pistol by her side. Val-Kill built that strength. Instead of secret service, she preferred a pistol.\textsuperscript{154} She was on her own there, no one else to protect her but herself. Without it, she would just be the First Lady and a small activist. With it, she accomplished just as much as some

\textsuperscript{153} Eleanor Roosevelt, “I Remember Hyde Park: A Final Reminiscence”\textsuperscript{154} Tour Val-Kill Cottage
presidents did during their terms. She did this because she always had a safe place to go and work on her ideas without interference from the outside world.
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Books


Tours

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www.nps.gov/elro

Information provided from the Tour of *President Roosevelt's Home*, National Park Service U.S. Department of the Interior. www.nps.gov/hofr
Giving Back the Eleanor Roosevelt Way

Eleanor Roosevelt is rarely seen in classrooms just for what she did by herself. She is instead mentioned when her husband, former President Franklin Delano Roosevelt is in the spotlight for his work during the Great Depression and World War II. She may have a small paragraph here and there about the various services she offered to the world but receives no substantive attention. Yet Eleanor Roosevelt’s resume may outshine FDR’s when given a closer look. Eleanor Roosevelt accomplished not only great things but exemplified something I feel students are lacking in classroom. Her heroism is not out of the reach for the students in the classroom. She did not do anything that could not be accomplished by anyone; giving back to one’s community and the idea of community service. Teaching about Eleanor Roosevelt’s life is about teaching someone to take his or her background and improve general life around him or her. It can be something as simple as holding a community picnic at your house, as Eleanor Roosevelt did, or just simply giving time to your community. Eleanor Roosevelt gave her time, energy and generosity to the world she loved. Though a simple woman herself, she used the status her family gave her and put that right back to the community she loved.

Eleanor Roosevelt, like other heroic historical figures can get lost in State Standards and the other people deemed more important to learn about in school. But Eleanor Roosevelt’s story can easily fit into a Social Studies curriculum. Her work and life could be brought up in discussing the New Deal, World War II and the Cold War, since she played roles in all three.
The research in my thesis gives a strong basis for which Eleanor Roosevelt could be studied. Her time in the United Nations and the work she did on the Declaration of Human Rights as well as her life at Val-Kill, which stretches over several decades can show the things she accomplished on her own, all of which contribute to a worthwhile person and subject to study.

The following materials can be used to further study Eleanor Roosevelt in the classroom, which I feel will greatly benefit students. She is a strong, independent woman who has a valuable lesson about how to teach your fellow humans and how to find strength within yourself. She accomplished many great things and led an interesting life outside of being a former First Lady.
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About the Materials

This will be an ongoing lesson that goes all year for U.S. History in 11th grade. The goal is to end the year by conducting a community service project that will get the students more involved with their communities. Eleanor Roosevelt will be the jump start for the students to learn why knowing about your communities needs and helping to fulfill them will not only do a service to the community but will make the students stronger citizens. Eleanor’s life will be used as the initial start point. First during the New Deal, Eleanor will be introduced as First Lady to the FDR presidency. There will be some basic introduction and discussion of who Eleanor is and what she had already accomplished. The next time Eleanor will be brought up is the end of discussing World War II and FDR’s death. Instead of looking at Eleanor as just FDR’s wife, she should be reintroduced as a political figure herself. This is when students will look a little more closely at her life, asking and answering the question of how Eleanor stepped out of the shadows and onto her own path. Students will look at personal and public aspects of her life. This will lead us into the Cold War Unit and her work with the Universal Declaration of Human Rights and how Eleanor herself approached the world. Students will study the document, see how it works into today’s society and brainstorm what changes came be made to benefit the world.

Lastly the students will take a lesson straight out of Eleanor’s book and learn about the needs of their community. This will be a last major project the students do before the end of the year. Towards the end of the year teachers are beginning to wrap up their final topics and starting review. For the last month students will also be
working on a community service project (this will also prepare them for 12\textsuperscript{th} grade Government class) which has them researching ways to help in their communities, rallying for their groups cause to win during some persuasive presentation, and lastly going out and working for that cause in their community at least once before the end of the school year.

At the beginning of the year, students will have a folder with their names and the title “My Most Important Task” which is a quote from Eleanor Roosevelt about her work on the Universal Declaration of Human Rights. The folders can be kept in the room until the project at the end of the year. This should be a two-pocket folder in order for students to keep the various materials they have learned about Eleanor Roosevelt’s life. Worksheets and readings from the various units should be kept so students can make connections from Eleanor Roosevelt’s life and the community service project done at the end of the year. Students will be left with their own mini biography on Eleanor Roosevelt along with information they could easily share with others. This folder is also a way for students to refresh their memories about what they have learned since the material on Eleanor Roosevelt is spread throughout the year.
II. THE GREAT DEPRESSION
Culture and Intellectual Life:
6. The human factor: b. Eleanor Roosevelt as the President’s eyes and ears
   • Why did Eleanor Roosevelt play such a substantive role as First Lady? How do her actions as First Lady compare with the actions of more recent First Ladies?

II. PEACE WITH PROBLEMS: 1945 – 1960
Civic Values:
A. International peace efforts
   1. Formation of the United Nations
   2. United Nations Universal Declaration of Human Rights
      a. Eleanor Roosevelt’s role

II. CONTAINMENT AND CONSENSUS: 1945 – 1960
Citizenship Civic Values
2. Civil rights
(Students will be reading Eleanor’s opinion of Civil rights; this is a topic Eleanor was very passionate about.)

NCSS Standards:
http://www.socialstudies.org/standards/strands#I

I. Culture
Social studies programs should include experiences that provide for the study of culture and cultural diversity.
   • Students will be learning about the culture of Eleanor’s time. Stories about how women were advancing during Eleanor’s life.

II. Time, Continuity, and Change
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
   • Will touch on this during the Cold War Unit. About the United Nations and why this was needed.

IV. Individual Development and Identity
Social studies programs should include experiences that provide for the study of individual development and identity.
• The community Service project asked students to look for ways they can contribute to the world. Looking at how Eleanor as an individual worked to change the world.

V. Individual, Groups, and Institutions
*Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.*
• Studying the United Nations and Committee Three and what they accomplished.

IX. Global Connections
*Social studies programs should include experiences that provide for the study of global connections and interdependence*
• Universal Declaration of Human Rights

X. Civic Ideals and Practices
*Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.*
• Having students learn the needs of the community and how to work towards a better community.

**Inquiry Questions:**

What is the significance of studying Eleanor Roosevelt?

What are her accomplishments and why are they important?

What lessons can students take away after learning about her life?

**Goals:**

- To get students more active in their communities. Thinking both of what their community’s needs are and what they can contribute.
- Involve students in world issues.
- Have students study the significance of a historical figure that is not commonly studied in depth in class.
- To have students work on their independent and group skills.
Setting the Stage for the Final End of Year Project:

Since this is a U.S History class, Eleanor will not actually be introduced until well into the second semester. During the first semester, when there are short breaks in between units, is where community service can be introduced. This should be done at least once a month either by article, questionnaire and discussions about community service until it is appropriate to introduce Eleanor. The questionnaires should be spread out and given in between articles or discussions about what is happening in the students community already.

**Questionnaire 1:** (Given preferably in September)

1. What do you think community service is?
2. How have you volunteered in your community? If you have not, think about someone you know, maybe a family member who has. Give information about what you did, how long, and any other information that you feel are important.
3. Do you feel that community services is something that is prominent in your community and why?

**Questionnaire 2:** (Should be given about half way between the beginning of the year and starting at the New Deals with Eleanor.)

1. What types of community services are in your town?
2. Do you feel that your town is lacking in community service and why?
3. Can you think of any places in your town that need the help of volunteers?

**Questionnaire 3:** (Should be given last, before starting the lessons on Eleanor)

1. What skills do you posses that you feel could be used in the community and how?
2. What types of organizations would you be interesting in working with?
3. Where would you go to gain more knowledge about didn’t volunteer services you community offers?
*This is where teachers can get some ideas about places to contact about the community service projects at the end of the year.

After the students complete this and have a short discussion, questionnaires are put in their folders.

Ideas of articles that go in between questionnaires:

- Discussing some community services that occurred in their home town by finding an article in the paper, for example
- Discussing a community service that the school or school district has already done

Also planned is a discussion about the Community Service Projects that will happen later in the year. This can give students a short overview of what the end product might look like.
New Deal Unit

1) During the unit that includes the New Deal, you will be introducing Eleanor through some basic notes. You will not be actually stating who she is at this point however. To start, have students listen to the teacher read a short description of an event. This is about when Eleanor, in her seventies, went down south to speak about Civil Rights and the Ku Klux Klan put a bounty on her head. During the short description, students should write down characteristic of the person they believe is being described both in personality traits and physical description. When finished, have an open discussion about what the students wrote down, and then have them make an educated guess about what historical figure is in the event. After the students have had time to share their ideas, present on wither overhead or computer screen a picture of Eleanor Roosevelt. Ask the students if they were thinking it would be 74-year-old Eleanor with only a pistol and other elderly white woman? Give students time to comment.

Description of Event:

Everyone please listen to the following event description. During this time, I would like you to write down some characteristics you feel the person being described, please include both personality and physical traits. Here we go! “It is June of 1958 and I have been asked to speak about Civil Rights in Monteagle, Tennessee. I have always been an outspoken activist regardless of what it does to my popularity and I was to give a speech about different methods of protests that can be used to win the civil rights for the African American being denied rights in the south. The FBI has informed me that The Ku Klux has put a $25,000 bounty on my head upon hearing that I accepted to do the speech. The FBI has also informed me that they are unable to offer
me protection and suggested that I pass on this opportunity. With a kind thank you to the caller, I ready myself for the trip. I had to drive from Nashville where my plane landed to the Highlander Folk School to which I was to give my speech. I drove to Monteagle through the mountains at night with only one other person and my loaded pistol sitting in the seat between us through the heart of the Klan’s territory. At some point driving through the Klan members. I did my speech and made it safely home without any trouble.” Now class, tell me about this person (pause for answers) and what historical figure do you think this is describing? (Again, allow for more discussion)

After some discussion, show picture of Eleanor:

![Eleanor Roosevelt](image)

2) Next have the student fill out some notes about Eleanor’s life, while leaving room for discussion in between. Students will not be required to write everything, but we need to place some of the information in their notes, which will be set up like her resume. Inform students they will learn more about her when World War II is discussed and this is just to give them some background information. Only the
information underlined will be written in the notes; the other information will be told by the teacher and students may choose what they would like to add in their notes.

Here students should be practicing picking out information that is discussed without a written reference. This is a skill that will come in handy if students enter a college class in which this style is popular. They will need experience in order to gain good note taking skills. Students could create their own shorthand, which would improve the quantity of their notes.

*Notes should be written either by hand, on overhead or by computer. In this case, I am choosing to write them as the class progresses on the overhead. This is where I could also show pictures from when I went to Val-Kill and Hyde Park.
Eleanor Roosevelt

Born: Anna Eleanor Roosevelt on October 11, 1884 in New York City to parents Anna Hall and Elliot Roosevelt who both died when Eleanor was young. Anna, Eleanor’s mother, died of diphtheria eight years after Eleanor’s birth and Elliot was in a mental asylum due to problems with alcoholism, which he later died from two years later. Eleanor at a young age knew loss. This is where many people feel her kindness and empathy from those who are less fortunate came from.

Childhood/Adolescence: Eleanor lived with her grandmother until she went to Allenswood School in England in 1899. There she stated that she met one of the most influential people in her life and became interested in politics and helping others. Eleanor was known as the ugly duckling of her family. Her mother and aunts were known for their great beauty, though Eleanor felt that because she was not beautiful people could see her then for her mind.

Adulthood: She was married to FDR in 1905 and they stated their family during the same time as FDR was starting his political career. She became the First Lady from 1933 to 1945 (longest time served, during the Great Depression). During this time Eleanor was not just raising a family; she was becoming a main player in many political organizations. She sat on boards of the Women’s Trade Union, League of Women’s Voters, Todhunter School for Girls (where she also taught), and Val-Kill Industries furniture, basket weaving and cloth factory, which she ran with some friends. Introduce the cottage there and what is meant for her. Information about Nancy and Marion, why they started the business. Information about the site and its history can be found at the National Park Services online. Including some pictures of the property in order to give students a visual tour. Or from sites like http://www.oldhouseweb.com/architecture-and-design/val-kill.shtml which gives an overview of Val-Kill

*Reference FDR’s New Deal, how he used Val-Kill as an experiment to see how to bring business and jobs to smaller towns, using Hyde Park, his home. He was hoping to someday mirror what they did in Hyde Park to help the entire nation.

Add in information about Sara Delano Roosevelt and Eleanor relationship. That they did not always get along due to Sara’s controlling ways, but Eleanor found strength and peace at Val-Kill. Examples of Sara: how she bought and furnished their homes, she controlled the money, fired nurses to raise children, and controlled whom Eleanor saw at their home. Eleanor used Val-Kill as a way to create her own home away from Sara and would be the place where she would live after FDR’s death. It would come to be the complete opposite of her home with Sara in the big house. Tell story about Eleanor’s room at the big house being a passageway between Sara and Franklin’s room, small and bare like she was an afterthought.

In 1936 she started to write her “My Day” columns. Which were written every day for 26 years. These columns included information about her everyday life, world and our own nation’s politics, also her opinions of various events and political views. She also was involved in radio and television broadcast, a lecturer, and freelance writer.

Other Accomplishments: (have students write down a few of the following examples)

As First Lady

- Assist on formation of Youth Administration
- Assist President in meeting with NAACP leaders of civil rights issues
- Defies Segregation laws in the South. Using designate “Blacks Only” sections to sit or inviting African American to sit with her in the “Whites Only” sections.
- Tours South Pacific to see soldiers
- Continues to write essays, books and articles

After FDR’s death
- Elected to the United nations and heads her own committee (TELL STUDENTS THEY WILL LEARN MORE ABOUT THIS LATER DURING THE COLD WAR UNIT)
- Declines offer to run for NYS Senate How is this significant? 1946, do you think a lot of women at this time were receiving offers like this?
- Joins/Co-chairs on committees for race issues in the south
- Continues on writing, giving speeches and speaking out against politics she felt were wrong for our nation She was called a Communist and even ends up on a most dangerous list? Of what list this refers to you will learn later.
- Meets with future Presidents, who came to her during the campaign for presidency Anyone have a guess who? J.F. Kennedy Show picture of them have tea at Val-kill

*All work should be placed in their Eleanor Folders*
**World War II Unit**

With the coming of the World War II unit is also the end for FDR, who dies in April of 1945. Eleanor Roosevelt is a great way to end one unit and start on the Cold War unit as Eleanor plays a key role once Truman signs the United Nations charter and elects Eleanor a US Delegate. Students will be doing something called station readings. Students will be given worksheets with various questions pertaining to different pictures and articles. Each section of questions pertaining to one topic (article or picture) is considered one station. Students will have one class to visit each “station” to obtain the information needed. This will not only allow the students to learn various topics while interpreting its information but will teach students time management, since they will only have one class to complete it. If needed, this could also be given as homework to finish up but students should be able to complete at least six of the stations in class.

Giving the packet as homework is possible but there would have to be enough copies of the stations for everyone and that would be a lot of paper. Students will be looking at some of Eleanor’s articles and some personal events that happened to give student insight on the type of person she was. At the end I would like to ask the students to theorize where her strength and inspiration comes from.

The stations will be a class set, with around 5 copies of each one. Students will have to take turns using the materials. Stations will be in folders all labeled with the station number to go along with the worksheet headings. For example, station 1 will be written on the folders and students will find that number in the questions packet.
Station 7 will require access to a computer. The website should already be set up for students. If there is no way to have Internet access, some of the files used in the website can be printed and students can look through those instead.

*Note: All materials once graded should be put in the Eleanor folder.
Outline of Stations

Station 1: Val-Kill
Students will read a short history of Val-Kill and answer some questions.

Station 2: Her Bedrooms
Students will view pictures of her bedrooms from the “Big House” and Val-Kill, which will include brief descriptions of activities at both places and answer some questions.

Station 3: Eleanor’s Gun
(Connection to story about her encounter with the KKK in the New Deal section)
Students will be asked to view a picture of Eleanor with her gun followed by some questions first. Once completed students will flip over picture and read a description on the back about her life with at the White House and her battle with the Secret Service. Another set of questions will follow.

Station 4: Civil Rights
Students will read one of Eleanor’s “My Day” columns and answer questions.

Station 5: Protection After the White House
(Connection to first lesson again)
Students will view a picture of Eleanor in her seventies, still traveling and carrying her own suitcase. Questions will follow. Students will then flip over the sheet and read a brief summary about how First Wives had no benefits or security once they left the White House and their husbands passed until after Kennedy was shot. Students will then be prompted with questions.

Station 6: Community Service
Students will read a “My Day” column and answer questions.

Station 7: J. Edgar Hoover’s Secret Files
Students will read a brief passage about wiretapping and then some information about how Eleanor ended up on that list. Questions to follow.

Station 8: Ticket to the United Nations
(This will serve as an introduction to the United Nations and Eleanor’s Committee)
Students will read information about Eleanor’s work with the United Nations. Questions to follow with reading.
Station 1: Val-Kill

“Val-Kill is where I used to find myself and grow. At Val-Kill I emerged as an individual.”
- Eleanor Roosevelt

Val-Kill was built in 1926 for Eleanor Roosevelt, Nancy Cook and Marion Dickerson. It was built on land owned by Franklin Delano Roosevelt. Val-Kill in Dutch means “Valley Stream” and Dutch culture was predominant in the Hyde Park area where the cottage is located. Eleanor had always loved that particular stop and he wanted the girls to have a place of their own. He knew that Eleanor needed a place to live her own life freely, where she could discuss politics and always let her hair down, so to speak. Thought the women put their money together for the construction, FDR soon became the main foreman because of his love of architecture and Dutch style structures. So Val-Kill Cottage and Stone Cottage were built next to each other. Yet FDR also was interested in the girl’s idea for business. They would not only being using it as a place a residence but as the home of Val-Kill industries. Val-Kill Furniture factory produced high quality recreations of older pieces of wooden/carved furniture. They made beds, tables, chairs and dressers, to name a few. Val-Kill produced cloth (Val-Kill Looms) and pewter made objects (Val-Kill Forge). FDR used this as an experiment to maybe help the rest of the nation in economic crisis. Val-Kill inductees made it through the Great Depression with some profit, mostly because Eleanor was not just an investor but also their biggest client.

Val-Kill though would prove to be so much more to Eleanor than a business. It was where she found much of her strength. She was able to be herself there. This was the first place she called home since her parent’s death when she was only a child. There she met with whom she wanted and discussed things, such as politics and humanity. Before Val-Kill Eleanor did very little writing; she was more focused on her growing family and her husband’s political ambitions. At Val-Kill, Eleanor started to write quite often and soon would be writing an everyday column there and mentioned Val-Kill frequently. Val-Kill served as a get away for visiting diplomats. The King and Queen of England had their first hot dogs there at a picnic Eleanor had hosted. It also had its own private pool, which attracted guests to grab a bathing suit, a drink and go for a dip to relax.

Val-Kill was a retreat away from the busy world and one where Eleanor did not have to be the First Lady of anything, just a woman surrounding by people she loved. When FDR died, Val-Kill became her permanent residence. The old factory made into various apartments for Eleanor, some of her staff and others in need of housing in the area. Also dorms were put in to help students at nearby colleges further their education, all at the request of Eleanor. This was not a place for solitude
but a place to celebrate life and friendship. Every person who walked in was
embraced into her home, enjoyed a big dinner and maybe even found their picture on
her walls, which were covered with everyone from Kings to neighbors. Val-Kill was
also used for various picnics Eleanor would throw for the community. She loved to
entertain and Val-Kill was the perfect place to do just that.

Eleanor found her voice there. Living under the thumb of Sara Delano
Roosevelt, FDR’s mother, was no easy task. Her life had been controlled until Val-
Kill. There she did not have to answer to anyone but simply be herself.

Val-Kill still stands today. The National Parks Services are attempting to put
it back together. They are working on collecting many of the items that were sold
after Eleanor’s death. The house is becoming much more full but still missing many
pieces.

http://www.nps.gov/elro/index.htm
Station 2: Her Bedrooms

Bedroom 1

Bedroom 2

Do Not flip over page until you have answered the questions!
<table>
<thead>
<tr>
<th>Bedroom 1</th>
<th>Bedroom 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big House</strong></td>
<td><strong>Val-Kill</strong></td>
</tr>
<tr>
<td>• Owned and run by Sara Delano Roosevelt, these were some of her rules</td>
<td>• Eleanor loved dinner at Val-Kill. She would often double in her guest count and loved multiple course dinner that changed very frequently.</td>
</tr>
<tr>
<td>o Servants and nurse were used at all time</td>
<td>• Her walls were covered in pictures of family and friends. Along with only one picture of her mother-in-law, this is slightly hidden by a curtain in Eleanor’s living room.</td>
</tr>
<tr>
<td>o Everything done each day will have a schedule including a big bell rung in so many time increments before meals</td>
<td>• Her home in filled with friends and her children.</td>
</tr>
<tr>
<td>o Eleanor had to have permission to have friends over, though Sara did not like any of her friends, so few were invited</td>
<td>• It looks “lived in,” meaning that you can tell everyday things happened, and messes might be left for later.</td>
</tr>
<tr>
<td>• Eleanor had very few possessions there</td>
<td>• There is only a cook on staff in the house.</td>
</tr>
<tr>
<td>• There was only one picture of Eleanor as a child in the house, shows Sara original dislike of Eleanor and FDR’s marriage decision</td>
<td>• Everything is very bright but there are clusters of nick-knacks and pictures.</td>
</tr>
<tr>
<td>• After FDR’s diagnoses of polio, Eleanor was forced to move out of their shard bedroom into one that served as a passage between FDR and Sara’s room.</td>
<td>• Eleanor shares a bathroom with whoever is in the guest room next to her bedroom.</td>
</tr>
<tr>
<td>• Note as you look at the bed, Eleanor was a very tall woman, close to six feet</td>
<td>• Her main secretary lives in a side apartment joined with Eleanor’s.</td>
</tr>
<tr>
<td>• Sara had final say in all the décor of the house. She made it look to match the rich life style she grew up with and created for FDR.</td>
<td>• There was not alcohol allowed passed the front greeting room.</td>
</tr>
<tr>
<td>• Her family was big in trades with China and this is reflected in the décor of the house. Everything has its place</td>
<td>• Minimal amenities, basic living format. She wanted it to be as normal as anyone else home.</td>
</tr>
</tbody>
</table>

http://www.travelphotobase.com/s/NYHH.HTM
Big House Bedroom

http://www.nps.gov/history/nr/travel/presidents/eleanor_roosevelt_valkill.html
Val-Kill
Station 3: Eleanor’s Gun

In 1933, there was an attack on the life of FDR. His response was not only to protect his life but the lives of his family. Eleanor was then asked to do something she would fight against; that was having more Secret Service members as guards. Eleanor was never really fond of the life that the White House gave to the first family. She liked her privacy and hated that she was never alone, meaning without government members around. This is one reason why her home a Val-Kill was important; it was her only escape from the pressures in the White House. She needed to feel in control of her own life. She stated, “Americans are wonderful. I simply can’t imagine being afraid of going among them as I always have done, and always shall.” Instead they struck up a compromise. Eleanor would have minimum security, but would have to carry a gun with her at all times. Eleanor gladly agreed to the gun and started with some target practice.
Station 4: Civil Rights

EN ROUTE FROM LOS ANGELES—

Sen. Kenneth Keating (R., N.Y.) is trying to arrange a compromise between two versions of civil rights legislation in Congress.

Attorney General William P. Rogers insists that a bill granting the President the power to appoint Federal registrars to enroll qualified Negroes to vote in Federal elections, but not in state elections, will not work. Under his plan, Federal courts would be authorized to appoint referees who would register qualified Negro voters and watch over the balloting and counting of votes.

The Rogers plan would permit Negroes to vote in both Federal and state elections. Any obstruction of these rights by state officials would result in civil contempt proceedings.

The registrar plan originated with the Commission on Civil Rights. Mr. Rogers thinks it is impossible to compromise between the two.

It seems a pity that there has to be argument about the best way to assure part of our citizenry the rights that it should automatically enjoy. The most basic of all our rights, after all, is to be able to take part in our government.

In looking back over the many years since Lincoln’s Emancipation Proclamation, which was to have given free citizenship to those we held in slavery, how little we have to be proud of!

Now, I suppose the Southern legislators in the House and Senate will fight against this civil rights legislation just as hard as they fight any other effort to bring equality to all of our citizens. Yet these legislators must know and understand the effect that this sort of thing has on the way our leadership is viewed in other parts of the world, particularly Asia, Africa and South America.

They are the ones who should be telling their constituents how important it is to this country's world leadership that we treat all of our citizens on the basis of equality and justice.

The colored peoples of the world, who outnumber the whites and are gradually gaining their freedom from the political domination under which they long
lived, are sensitive to any outside influence that does not promise them consideration on an equal basis with the whites.

We had better understand this. Unless we do, we are apt to lose to the Soviet Union a great many countries which might otherwise have developed as democracies and enjoyed the kind of freedom that, in the long run, we believe all people really want and need.

E.R.

FEBRUARY 11, 1960
After FDR's death and Eleanor left the White House, so did all the security teams and assistants. She was finally able to live on her own. At the time, there was no Secret Service for ex First Wives or pensions. For Eleanor she saw no problem. She was never short on money and the Secret Service for her were intruders in her peaceful life. She was never afraid to travel alone, as seen in the picture above. Her confidence is shown in her able to be alone and fend for herself.

This was the norm for first wives until Jacqueline Kennedy. When John F. Kennedy was assassinated during his Presidency, the government felt it would be unsafe to leave Jacqueline without protection or financial pension. Former first ladies who were still living were offered what Mrs. Kennedy was offered. Eleanor wanted nothing to do with anything they were offering. She had her own means of making money through writing and her own gun. In fact, the only time she had contact with the government for protection was when they were urging her to stay away from places that they felt could be dangerous, like her trip down South. Yet she would always thank the caller for their concern and go about her task they way she wanted.

Eleanor has begun her own political career without the shadow of FDR. She was not willing to be controlled regardless of the danger.
Station 6: Community Service
Passage from December 8, 1961

I was visited the other day by a representative of the Volunteers for International Development, an organization that works under the auspices of Springfield College in Springfield, Mass. Since 1958 the VID has made investigations and studies and has sent volunteers abroad as a first step in a program designed to supplement the technical assistance work of the U.N. and its specialized agencies. The organization is placing, at moderate pay, technically trained people and recently retired experts in U.N.-related projects and within development programs of governments and U.N. agencies.

I am constantly being asked how individuals can aid the U.N. and be useful to their country. Some of them are not eligible for the Peace Corps. Many of them do not need to make money but must have enough to live on. The one thing that animates them all is a desire to feel that they are useful—young and old alike. Here seems to be a program that can use some of these people.

From June, 1959, to May, 1961, the VID received requests for 53 volunteers from seven U.N. institutes and governments. It presently has some 300 volunteers' names on file; it raises its own funds and acknowledges the gift of free office space; and all of its volunteers are willing to work for low salaries. For a group that has been at work for such a short time it has gained a great deal of favorable recognition.

For instance, Dr. Max Millikan, Director of the Center for International Studies, Massachusetts Institute of Technology, says of the organization: "The greatest need of the developing countries is for help from trained and dedicated persons committed to the host country's self-help objectives. VID offers an opportunity to match the spirit of service with this need."

WASHINGTON, Friday—

I took a long walk yesterday morning and, after that, a swim, the first exercise that I have had in so long that I had almost forgotten what it felt like to be physically tired. The weather has been like summer, but today there is a little change. I hope it will stay colder from now on, because I think it is much healthier at this season of the year.
I have little to record except that I spent the morning at the Office of Civilian Defense. The more I visit different parts of the country and the more reports I get, the deeper is my realization that men and women volunteers throughout the nation are thinking of the work they can do for their country largely in terms of "war work."

They do not seem to realize that perhaps the greatest defense work done in any nation, is to build up your own community to the point where that community will give to every man, woman and child a life worth living and, therefore, worth defending.

This means that, instead of leaving our social agencies to cope with all the problems of community life, through their trained workers, we should take an active interest in these problems and should offer our services as volunteers to make the work which our agencies do more effective. We might make it possible to cover a wider field than they are usually able to cover with their restricted budgets.

Eventually, the use of volunteers will probably bring greater contributions to the social agencies and make it possible to employ more paid workers because, as the volunteers see the needs, they will be willing to contribute.

There are many resources for use in every community which lie idle part of the time because of the lack of personnel to use them. For instance, an official of a big city wrote me only today and said that his city and school playgrounds were used only part time. They did not dare increase the city space because they did not have money enough to employ paid personnel and the board of education was in the same position.

At the moment, it is most important to provide as much supervised recreation for children as possible, because in many cases their parents are needed out of the home for longer hours than before the emergency existed. It seems to me that trained personnel could train volunteers and then supervise them, thereby making it possible to increase the playgrounds.

This whole question of how to contribute to civilian defense must become a personal question and lead to as much active participation as possible.

E.R.
NOVEMBER 22, 1941
Station 7: J. Edgar Hoover’s Secret Files

J. Edgar Hoover maybe called a very suspicious man for one reason. He had the FBI keep secret files of people who he felt were dangerous to the best interests of the United States. One of the largest secret files belonged to Eleanor Roosevelt. Though many of the files are just simply correspondences between Hoover and Eleanor, some involved more suspicions about Eleanor. Some contain information that Eleanor’s political views, which were liberal, were a danger to the way of life Hoover was trying to preserve. The files for Eleanor are 3,271 pages long containing 14 parts, in which some parts have multiple sections. Using the FBI website already set up on the computer. Look through some of the parts of her files and follow the questions in your packet.

http://foia.fbi.gov/foiaindex/erosevlt.htm

This is the link for the website, just in case the person before you had exited out of the page.

Image from yahoo.com
Station 8: Ticket to the United Nations

In 1945, President Harry Truman upon signing the charter to join the United Nations had a hard decision to make. He needed someone to represent the United States in a new organization to hopefully bring some much-needed peace to parts of the world. Truman decided that Eleanor Roosevelt would make the best choice. Though some southern states Senate members felt she was too inexperienced, what that actually seemed to mean was her views did not fit the views they had for themselves. Eleanor was slightly apprehensive at first, knowing the responsibility this acceptance would mean. She even questioned herself if she was experienced enough when away from the public eye. Something in Eleanor told her to go for it. This would be her time to make a positive impact on the world. She had seen hard times in her own life and others. Eleanor was no stranger to the darkness of poverty and place herself many times in the position to see how every American lived. She would even visit coalmines, traveling down into the depths of the earth and homeless shelters without hesitation. She never has hesitated to help before, why should now be any different?

Once she accepted, she was put on a boat to England for the first meeting and was elected to head Committee Three within a year, which was devoted to human, social and cultural concerns. Her committee was assigned to draft an international Bill of Rights. Soon she started the task of completing the Universal Declaration of Human Rights along with her committee. In 1948, the bill was presented to the United Nations for a vote. Eleanor stood before all the members, speaking French, of why this bill should be passed. Committee Three was successful.

Her committee had to create an international document about the basic human rights every person on the earth possesses at birth. Historians would later call her the First Lady of the World.
Questions Packet for Stations 1-8 Eleanor Roosevelt

Station 1: Val-Kill

1. What was Val-Kill originally? What did it change into? What does Val-Kill mean?

2. What else was Val-Kill used for besides her home during the time she lived there?

3. Why would FDR be interested in their business? Think about the policies we just learned about in the New Deal

4. Why did Val-Kill allow Eleanor to grow and open up in her writing?

5. The National Parks Services are attempting to get back many of Eleanor original furniture and household items. Some members of the community are unwilling to give them back after they brought them after her death. Do you think they should give back they items they have and why?
Station 2: Her Bedrooms

1. Make a prediction. Which bedroom belonged to her Val-Kill residence? Think about the notes we took about her life

2. What differences do you see?

3. What similarities do you see?

Now flip over to the back

4. Give examples of how Eleanor was controlled.

5. What did Eleanor surround herself with? Why do you think she did that?

6. Why is Val-Kill important to Eleanor? How do you know that?
Station 3: Eleanor’s Gun

1. What is your first impression?

2. Think about the time period this was taken in, is she out of place in society? Do you typically see First Ladies with guns?

3. Make a prediction, why is she holding a gun?

Flip over paper

4. Why was Eleanor against the Secret Service?

5. Would having guards make Eleanor unapproachable? If yes, why would that be a problem for a person like Eleanor?

6. How does life change for the First Family when entering the White House?

Bonus question: What was the original purpose of the Secret Service?
Station 4: Civil Rights

1. What was the Emancipation Proclamation?

2. What is Eleanor's opinion of Civil Rights?

3. What was Rogers' Plan? Do you think it was sensible?

4. According to Eleanor Roosevelt who is watching the legislators of the United States? Why?

5. Why is it important for other countries to see the United States citizens as equals?

6. Please give a 3-sentence summary of text.
Station 5: Protection After the White House

1. What is happening?

2. Why would this be a shocking thing to see? Remember Eleanor is in her 70s here.

3. Do you often see a former First Lady walking by herself?

Flip over

4. Why do you think Jacqueline Kennedy would need protection?

5. What is your opinion about Eleanor refuses services after? Why do think she did not want them?
Station 6: Community Service

1. What is the VID and what does it do?

2. What is the greatest need for developing countries? Why is it the greatest need?

3. What is “war work”? What does Eleanor think is more important?

4. Why does Eleanor think volunteers are important?

5. What is Eleanor’s opinion of community service?
Station 7: J. Edgar Hoover’s Secret Files

Look through at least 3 files and answer the following for each:
1. Summarize information found in file
2. Explain why this would be seen as something dangerous
3. Do you feel that it was dangerous?

File _____
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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File _____
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Station 8: Ticket to the United Nations

1. Many events occurred in Eleanor’s life that made her a good fit in Committee Three. What has she done before? What happened in her personal life? Think back to the notes.

2. What was the world recovering from when the United Nations was formed? What do you think the United Nations does?

3. Make a prediction. What issues will the Declaration include?

4. Why do you think Eleanor choose to speak French? What benefits could come from that?
**Cold War:**

Introduction and Discussion of the Universal Declaration of Human Rights:

The United Nations will be brought up around the first few days of the Cold War unit. Here students will look more into the document itself.

1) Begin by explaining Eleanor’s role in the Declaration. The Declaration's purpose was to give all people basic human rights. It was to be presented to the United Nations all followed by those countries. She led the committee assigned to the task. Eleanor put countless hours of time into this document. She was called the slave driver because she worked her committee hard to present only the best to the United Nations. Eleanor’s compassion and intelligence were used to the fullest here. Yet her diplomatic skills were tested. The Soviets tried to curve her away from her goal at every turn. She even sat for hours with one of the Soviet's representation that would only speak in Russian just to have him get up and leave without any constructive criticism. Instead Eleanor received words from the translator that he just did not understand. She knew it was only to frustrate her. Through all of this, Committee Three produced a document to be proud of and was widely accepted by all the nations, except the Soviets.

Prompt students with:

Why would the world need document like this coming out of WWII?
What is the importance of giving all human basic rights?
What besides WWII led the world to create this document?

Have them make predictions:
What do you think will be included in the documents?
How do you think this document has been used since?

2) After questions break the students up into groups. The groups will need to have four members. Each member will have a part of the Declaration to breakdown and summarize. Students should be told to cross out words or simplify the language. They should start by first crossing out words and replacing then with same short phrases. They can then rewrite what each article is about. This could be done either for homework or class time, whatever fits the schedule best.

*Remind students the importance behind them completing what they need to because other group members will be depending on them to do their share of the work.

Each member sections as follows:
Member 1: Preamble and The General Assembly Proclaims (ends before article one)
Member 2: Articles 1-10
Member 3: Articles 11-20
Member 4: Articles 21-30

Universal Declaration of Human Rights
(Broken down into the section)
Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims

This Universal Declaration of Human Rights

as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.
Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3
Everyone has the right to life, liberty and security of person.

Article 4
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6
Everyone has the right to recognition everywhere as a person before the law.

Article 7
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9
No one shall be subjected to arbitrary arrest, detention or exile.
Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.
Member 3:

Article 11

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

Everyone has the right to freedom of movement and residence within the borders of each State.

Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
Article 17
Everyone has the right to own property alone as well as in association with others.
No one shall be arbitrarily deprived of his property.

Article 18
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20
Everyone has the right to freedom of peaceful assembly and association.
No one may be compelled to belong to an association.
Member 4:

Article 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
Everyone has the right to equal access to public service in his country.
The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
Everyone, without any discrimination, has the right to equal pay for equal work.
Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.
Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27
Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29
Everyone has duties to the community in which alone the free and full development of his personality is possible.
In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
3) After students have had time to review their own sections and take notes, they will again join their groups to explain what their sections were about. In order to put a grade of their group work; each group will turn in a summary. Students may simply go through giving short phrases or bullet points about each section or article. If students complete the work before hand, all they will need to do is tell what they have on their homework and make one complete copy. Plan to make copies for each group member so they may have their notes about the article in their Eleanor folders. Explain to students that they are the teachers and should present their information to their group members not just have them copy their teams’ work.

4) Next, come together as a class and read a passage from Eleanor’s essay “Making Human Rights Come Alive” subtitled “Words in Different Languages.” Bring the students back in groups for them to discuss the essay. Put some prompt questions on the board or overhead that the groups must answer.

- Why is language so important?
- What troubles did they run into?
- How did the committee look at the language problem?

Bring students back together to discuss what each group came up with.

**Words in Different Languages**

Perhaps one of the things that some of us learned was that in an international document you must try to find words that can be accepted by the greatest number of people. Not the words you would choose as the perfect words, but the words that most people can say and that will accomplish the ends you desire, and will be acceptable to practically everyone sitting round the table, no matter what their background, no matter what their beliefs may be. So that’s what happened to us.
In the next few words of Article I you will notice that instead of saying: "All men are created equal," it says: "All human beings are born free and equal in dignity and rights."

Now, I happen to believe that we are born free and equal in dignity and rights because there is a divine Creator, and there is a divine spark in men. But, there were other people around the table who wanted it expressed in such a way that they could think in their particular way about this question, and finally, these words were agreed upon because they stated the fact that all men were born free and equal, but they left it to each of us to put in our own reason, as we say, for that end.

There is one other word that I want to tell you about because it cost us a great deal of time, and it illustrates one of the difficulties of writing a document of this kind. It is in Article II which reads:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self governing, or under any other limitation of sovereignty.

Now, the word we had so much difficulty about was the word "birth" in the first paragraph. Our Russian colleague was making a speech, stating something he wished to have included in the Article, but he and the translator had a different opinion as to the way his idea was translated, and he stopped and said "That translation is wrong. It does not say what I mean." So he was finally asked if he would explain what he wanted to express. And he said that he wanted to say in French the word "etat"; in English the word "estate." There is no distinction of any kind such as "etat." Well, Professor Cassin, who is the Delegate of France and a very distinguished and interested delegate on the Human Rights Commission, said: "I am afraid that wouldn't
mean a great deal today. There was a time when it might have meant something in France. It was 'etat,' but today I don't think it would be very meaningful to people in my country." I said: "Well, I don't think the word 'estate' would mean a great deal to people in the English-speaking countries."

So, our Russian colleague said he would accept the word "class," and that I didn't like very much. I said: "I think in many countries we're getting away from the use of that word, and it would be a mistake to write it in a universal document." So, finally, after long discussion we settled on the word "birth" as a translation that our Russian colleague would accept and I thought that was all settled. But then our China colleague, who, perhaps, is more interested in the English language even than we who call it our mother tongue, Dr. P. C. Chang of China, decided that since we were going to put the word "birth" it should come after the word "race" and should read: "without distinction of any kind such as race, birth, colour, sex," etc.

Our Russian colleague would have none of it; that was not the right place. We argued for a long while, and finally it was put after "property." Then for a reason that I have never been able to understand, our Russian colleague sat back apparently feeling that he had gained a complete victory--that it now meant something that it had not meant before, and was perfectly satisfied and voted for that Article. Of course, in the end he abstained on the whole Declaration.

That is a very good illustration of one of the difficulties of translation; one of the difficulties of really understanding what is going on in the minds of other people; because to this day I don't really know why that was a victory. Perhaps you do, M. Laugier, but I never have understood. Someday I hope to understand, but I never have.

And so I think these three things all give you an idea of some of the difficulties of writing documents which is to mean something to a great many different peoples at different points of development, with different religious beliefs, and different legal systems, and with habits and customs that vary very greatly.
5) As a class, explore the United Nations web page about the Declaration. It offers some great articles and resources about the Declaration. If the classroom has access, bring the web page up on the television, projector or smart board to explore with students. Here are some examples to share. The website is http://www.un.org/en/ (all the following are found from the website.

Social, Humanitarian & Cultural
Third Committee

Year after year, the General Assembly allocates to its Social, Humanitarian and Cultural Affairs Committee, commonly referred to as the “Third Committee”, agenda items relating to a range of social, humanitarian affairs and human rights issues that affect peoples all over the world.

An important part of the Committee’s work focuses on the examination of human rights questions, including reports of the special procedures of the newly established Human Rights Council. In October 2009, the Committee will hear and interact with 25 such special rapporteurs, independent experts, and chairpersons of workings groups of the Human Rights Council.

The Committee also discusses the advancement of women, the protection of children, indigenous issues, the treatment of refugees, the promotion of fundamental freedoms through the elimination of racism and racial discrimination, and the promotion of the right to self- determination. The Committee also addresses important social development questions such as issues related to youth, family, ageing, persons with disabilities, crime prevention, criminal justice, and drug control.

At the sixty-third session of the General Assembly, the Third Committee considered 67 draft resolutions, more than half of which were submitted under the human rights agenda item alone. These included a number of so-called country-specific resolutions on human rights situations.

Under the chairmanship of H.E. Mr. Normans Penke, the Permanent Representative of Latvia to the United Nations, the Third Committee is expected to consider in 2009 a similar number of draft resolutions.

And

The role of the United Nations in preventing genocide

The foundation of the United Nations is closely linked to the desire of the international community to avert horrors such as the ones perpetrated during the Second World War. Through their mandates, operational activities and field presence in most countries, UN agencies, departments and programmes contribute to the prevention of genocide in a variety of ways, including by supporting equitable development, promoting the protection of human rights, providing humanitarian assistance and interceding to ensure peace, security and stability. In particular, the Office of the High Commissioner for Human Rights has the principal responsibility for United Nations human rights activities, including the promotion and protection of all civil, political, economic, social and cultural rights, as well as the coordination of human rights activities throughout the United Nations system. It also services human rights treaty bodies, such as the Committee on the Elimination of Racial Discrimination, and human rights mechanisms, such as the thematic and country rapporteurs, who can provide warnings of the likelihood of genocide and make recommendations. The UN Departments of Political Affairs of Peacekeeping Operations work to ease political crises and threats to peace. Other UN bodies, such as the UN Development Programme, the UN Children’s Fund, the World Food Programme, the United Nations High Commissioner for Refugees, and the United Nations Office for the Coordination of Humanitarian Affairs, help mitigate or even prevent the circumstances that can lead to genocide.

Where genocide does occur, the International Criminal Court, which is separate and independent from the UN, is empowered to investigate and prosecute those most responsible, if a State is unwilling or unable to exercise jurisdiction over alleged perpetrators. Fighting impunity and establishing a credible expectation that the perpetrators of genocide and related crimes will be held accountable, can contribute effectively to a culture of prevention.

Within the specific framework of the genocide prevention mandate, the Special Adviser seeks and receives information relevant to the protection of genocide from all UN bodies, in particular early-warning information, and acts as a catalyst
within the UN system, making recommendations for effective prevention responses by the Secretary-General, the Security Council, and other UN partners in a comprehensive system-wide process, and supporting these partners in undertaking preventive action in accordance with their mandates and responsibilities.


6) To end, ask students what changes they would make to the Declaration? What do they feel can be added to the original document? Allow class to raise hands and give ideas. Keep a recording somewhere of what the students came up with whether written on a saved overhead, computer or piece of paper. Have students write these down to add to their Eleanor folders.

*All work should be placed in their Eleanor Folders*
Community Service Project:

The goal for the Community service Project is to get students thinking about the needs of their community and how to fill those needs using volunteerism. Students will be working in groups to research information about a community service in their hometowns. Students will not only have to learn about the program but will need to connect with a representative and come up with a plan for all the students in their class to participate in the programs for so many hours (allotted by the teacher). They will present their findings to the class and in the end students will vote on which program to work with.

There will be prep involved for the teacher. The teacher should first request information about community services in your town. See which ones could accommodate the number of students. This way the teacher will be in connect with the places in case they are picked. Though there should a be list for students to pick from, there is also room for the groups to choose one they may know of or even try to start of new campaign or program themselves. Having some contact information and even a contact name will help the students get to work quickly. This project is formatted where students could get very ambitious if they choose to do so. Also, check with the Government teacher and see if something could be set up where students earn credit for volunteering since Government all ready has community service as one of its projects. If possible, extra credit could be earned if the student logs in hours at the program over the summer for example. Also ask if it may be possible for some member of the organization to come in during class time to work with the group assigned to them. This will be a big help for the students.

The Community Service Project will be broken down into sections.

- Research background and current information about the program
- Design a plan of action for your class to actually participate in the program
- Self and Group Assessments
- Present information to class and participate in the voting process
- Log in hours at the program chosen by your class
Each class may do something different so teachers should be prepared to be working with multiple programs. I feel that as a teacher some attempt should be made to participate at each program with students. Since the students have different schedules, they will not be all going at the same time. Some time spent at each should happen in order to support students and be an example for them.

*Note: These sections can be graded as a teacher sees fit. Each part marks a milestone and should be check for comprehension.

Students will be put into groups and given written directions. They will also have time to ask question when it is verbally gone over with the whole class. Project time should be allotted in class but students should also be working outside of the classroom. Some students may not be able to participate in the actual community service, either by parent request or unforeseen circumstances that do not allow the student time out of school to participate there will be an alternative assignment. This assignment will consist of the students turning in a written paper involving research about a specific international organization involved with Human Rights. This paper should look like an article from a magazine. Essay length can be determined by classroom teacher but is recommended to be at least 3-5 pages of writing, longer with pictures, tables or charts. It should be well written, with grammar mistakes allowing for points to be reduced. Students should turn in not only an essay but also outline and copies of research materials or notes. Students will be required to submit some type of questions to the organization through phone or email. They will need to make a short presentation of their findings. The written portion will be due on the first day the class participates in the community service. The following could be included:

- What is the organization and what does it do?
- How does it get its funding?
- Who is involved?
- The history of the crisis? Who does it involve? Why has it reached such levels?
- What is being done?
- How can a citizen on a local level in your community do?
- What is our nations official opinion? Is our nation involved is efforts to help?
- Has this issues been brought before the UN and how?
The following are sample worksheets used during this project:

1. Directions for Project: For Students  
   Students will need access to computer to decide on which organization they should choose and anytime students will have project time in class.

2. Progress Check List

3. Questions students may want to ask

4. Voting Ballot Sample

5. Parental consent

6. Alternative Assignment Sheet

7. Information teachers may want to ask:  
   Includes sample from teacher visit to local historical Society in Brockport, NY

8. Sample Grading Sheet

9. Student Grading Sheet  
   Should be filled out twice during project time. Once at the half way point and again in the end.

Recommendations to give to students:

<table>
<thead>
<tr>
<th>National Community Services</th>
<th>Local Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Will, Veterans of America, Red Cross, SPCA</td>
<td>Local Historical Society, local Veterans Organizations, Soup Kitchens,</td>
</tr>
</tbody>
</table>

*Note: in the participation section of the directions there is a stipulation added to the extra credit bonus. It goes as follows:

- Note: if the 3 bonus points are the difference between students failing or passing the course, student will be required to complete 10 hours

For example if a student has a 68 in each of the quarters and his last quarter grade in a 63. The bonus points will allow him to pass the final quarter and will be given the extra points because he would have passed the overall course even with the present grade of 63.

But! If a student has a 64 or below in each quarter grade (including the final) and the bonus points will give them enough to pass the course and not just the quarter more community service should be required because it is the difference in passing the year then just passing the quarter.
1. Directions Sheet for Project

**Community Service Project**

Your groups will be working on a community service project. Each group should have a folder to keep all completed work, research, plans, notes and check list in. All will be turned in for final grade. The following is a break down of what is required for the project:

1. **Research:** You will need to pick an organization.
   a. Give background information, general information about the services given, and relevant information about how it helps your community. (See more specifics on questions to ask hand out.)

2. **Plan:**
   a. Now come up with a plan of action. Here you will work with the organization to come up with a program your classmates will work in. It will be like a schedule your classmates will follow. Please include some type hour’s log and schedule when students can sign up to work. Copy of plan should be turned in.

3. **Self and Group Assessment**
   a. Students will be given two evaluations to fill out. One given at the half way point and the other at the end of the project. Students will evaluate of they and each of their group members did during and after project time. Students should use this as a point of reference for improving their group. Students will be given 25 points to work with. Students should not be giving each member the same amount. Teachers will then give each group member a typed up copy of points given and some comments, so they may make improvements. If the student keeps a good grade or makes improvements they will receive the full 10 points. Teacher may use their own judgment on how many points to decrease according to how they are making their grades.

4. **Presentation:**
   a. You will present your research and plan to your fellow classmates. You should use some persuasive technique to get your class to vote for
you organization. You cannot persuade with bribes but use the information and your plan in a creative way. You may use poster board, PowerPoint or any other appropriate means to present your information. Remember to be creative; make a video or a song. Presentations should be between 10-15 minutes, presentations will be cut off after 20 minutes so use your time wisely. Copy of presentation will be turned in. Good luck!

5. Vote:
   a. All classmates will vote one organization to participate in. Students may not vote for their own organization. Students will also be asked to explain why they choose that organization.

6. Participate:
   a. Students will be required to complete 2 1/2 hours of community service with the organization chosen by their class. They will log in with the organization and log out. The logs will be picked on by the teacher and checked for completion. If a student chooses to complete 5 or more hours of the service 3 points will be added on to their quarter grades.
   b. Note: if the 3 bonus points are the difference between students failing or passing the course, student will be required to complete 10 hours.

Progress sheets are to be turned in between each part listed above in order to keep you on track. Please remember to get a teacher check!

**If the class picks your group, you will act as leaders and will receive 2 bonus points on your presentation grade!**
2. Progress Check List
   (teacher should make a mark on the line provided next to category)

   Group Names

   Your Organization:

   ______ Research: Brief summary what have you learned

   ______ Plan: Brief summary of plan

   ______ Presentation: Brief summary of how you are going to present

   ______ Vote: Did you all vote?

   ______ Participate: When are you planning on participating (each member list separately)

   Participation completed. Individual group members

   NAME

   NAME

   NAME

   NAME

   NAME
3. Questions

Your presentation should include:

- Background: how did this get started, how long has it been active
- Where does it funding come from
- Who participates and who receives the services
- How does it work with your community
- What is the general response of the community
- Where is the service going
- Explain your plan of action

Here are some questions you will want to find out about your organization.

What does it do?

How does it work with your community?

How does it help? How?

Where does it get it funds?

What has it done in the past?

Is this an international or local service? How many chapters?

How would people go about volunteering? Who would they contact?

How many volunteers do you have?

What type of jobs will your classmates participate in? Can they do more than one thing to help, maybe break into multiple groups?

What has it already done in the community?

What does the organization need from the community?

Is the organization trying to change any laws?

*Note: These are only example questions. Students should come up with different ones, but may use these as a base.
4. Voting Ballot Sample

Name: 

Organization Choice: 

Why did you choose this organization? Was the choice made because of what the organization does? The presentation itself? Did you think it was the best plan? (Remember to include why you thought this)
Dear Parent or Guardian,

Your child will be participating in a Community Service Project in their U.S. History class. This project requires that the student research, present information about and participate in a community service program in our town. Participation grade will include at least 2 ½ hours of working for the organization out of school during the student’s free time. Any extra hours will result in bonus points.

If you do not wish your child to participate, an alternative written assignment will be substituted. This will be a grade on their final quarter so either the project or written assignment must be done. Please fill out the bottom form and have your child return it back with your signature by Month Date, Year. If any further question please feel free to contact me with any questions.

Thanks,
Teachers name

Signature

__________________________________________

Students Name_________________________________________

Parent or Guardian Name____________________________________

_____ Yes, I will allow ______________________ to participate.

(Student’s Name)

_____ No, I do not want ______________________ to participate and request

(Student’s Name)

they receive the alternative written assignment.

Parent or Guardian Signature: ________________________________

Date: ________________________________
6. Alternative Written Assignment

Name ______________________________________________________ Date____________________

This written assignment will consist of a written essay involving research about a specific international organization involved with Humanities. You will use the Internet, find and research an international organization that deals with Humanities. You will present your finding in at least a 5-7 minute presentation. You will also be required to turn in a 3-5 page essay.

Directions for Paper:
Taking what you have learned from your research, write a 3-5 page paper about what you have learned. Your goal is to make it look like a human-interest piece in a magazine. You may want to look at magazines like “Time” to see different layouts. Your paper will be 3-5 pages of writing but you may add pictures, charts and tables once completed, which would make it longer. But there has to be at least 3-5 pages of just writing. Get creative add pictures or side quotes. You be the journalist!

*You will need to contact the organization through email or phone with questions to include in your paper.

The following could be included:
- What is the organization and what does it do?
- How does it get its funding?
- Who is involved?
- The history of the crisis? Who does it involve? Why has it reached such levels?
- What is being done?
- How can a citizen on a local level in your community do?
- What is our nation’s official opinion? Is our nation involved is efforts to help?
- Has this issues been brought before the UN and how?

Directions for Presentation:
You will preset your findings to your class in a 5-7 minute presentation. You may use posters, PowerPoint or other appropriate means to present your information.

This should include:
- General and background information.
- Important information included in your paper
- What we as students can be doing to help this organization

*Students may include any our information they feel to be important to share with the class.
7. Basic Information for Teachers to Know

Teachers will want to know something before they begin the project. Here are some sample questions to ask the organizations get you started:

- Are you willing to participate in our class’s project if the students pick you program? If no, move on!
- Can your organization work with a large number of students? How many students can they accommodate?
- What type of work will the students be offered to do?
- What kind of hours of operations do you hold?
- Are you available to come in day school time to talk with students?
- How will the students be able to get a hold of you?
- Can you send information to the school, like pamphlets the students can use?
- Can students come in and meet with you?
- Who should the students have contact with?

The teacher should also get a sense for himself or herself of what the organization does.

- Types of services
- Where do they operate
- What do they do for the community

I met with a member of local Historical Society Brockport, NY to see what the needs of this certain service. Here are some brief notes of what was discussed. The society is in a old home donated to the community called the Morgan Manning House. It was donated by the previous residence because they felt that the home had been the social center of the community. Many of the objects in the home are very old with some replications when originals cannot be found. It is run by its volunteers and supported greatly by the community.

Contact Information:
Western Monroe Historical Society
151 Main Street
Brockport, NY 14420
585-637-3645
The following information was taken from the visit:

Contact person was a volunteer who works frequently with the organization

**Needs of the organization:**

During the visit it was discussed that many things done within the house would not be able to be done by high school students since they are dealing with very old and sensitive materials. People would need to be trained in order to help with many of the projects. Their needs were more monetary. Every year more problems occur at the home that needs to be fixed. The volunteer expressed concern about having too many students in at a time since the home is not accommodating to very large groups.

Through some discussion though, we were able to come up with various ideas that the students could contribute to the Society. First we thought it would be appropriate for the group working in the project to visit have a tour and discussion with a volunteer. Also getting the fundraising committee involved, which the volunteer I spoke too said would be very easy to set up. The following are some of the ideas that sparked during my meeting and tour of the household.

- Students could hold some sort of fundraiser for the home. For example on my tour it was discussed that the windows in the home needed repair, students could try and raise money for that very issue. That is why it is important for the students who are presented on the Society to first take the time to tour and talk with the members. They will then be able to get a better idea of what is really needed. Here are some of the examples that were discussed during my tour:
- Collect coins: have jars placed around the school and have a class completion. Students may be able to work with the school in order to come up with some incentive for the winning class.
- Bottle Drive: collecting bottled from the community and donating the proceeds to the Society.
- Any other fundraising effort that could be created by the students.

- Another contribution discussed was season permitted. Students could plants flowers or help clean up the yard of the home in which the Society runs. Many high schools now offer horticultural classes. Students could work in the class to come up with a landscaping design to plant in the gardens of the home.
- The Society is also in need of original items that can go in the home. Students could organize a community search of items that may be donated to the home.
8. Sample Grading Sheet (can be given directly to students)

**Project:**

Research (notes, resources): 15 points
Written Plan: 20 points
Self/Group Assessment: 10 points (5 per pre-assessment and 5 per post assessment)
Presentation: 25 points
Your Vote: 5 points
Participation in Program: 25 points

Research (notes, resources):
Your group must turn in notes, resources, questions asked to service with answers. There will need to be some type of materials turned in to show students have research and receive information required.

Written Plan:
Students will turn in a plan of action to teacher. This must include a plan of action, days when service can be completed, time schedule for students to sign up. Remember, if your group is picked you will be leading the class through the community service. So have a plan ready!

Presentation:
Your presentation will be graded on how well you explain your information, if all the parts required are there. See your list of things that should be included. 5 points will be automatically deducted if group does not have any visual, which includes posters, PowerPoint, etc.

Your Vote:
You will receive points for voting but only if you explain why you picked that group.

Participation in Program:
Once you have completed the hours you will receive your points. So make sure you log in and out when you go to complete your hours.
Sample Grading Sheet

Alternative Assignment:

Presentation: 40 points
Paper: 60 points

Presentation:
Your presentation will be graded on how well you explain your information, if all the parts required are there. See your list of things that should be included. 5 points will be automatically deducted if group does not have any visual which includes posters, PowerPoint, etc.

Paper:
All required elements should be there. Refer directions sheet. Grammar will count for 10 points of the grade.
but as a Direct ions:
Each student will assign a grade to each individual member of the group based on contribution and participation. Along with the number grade you will be responsible for giving a brief explanation as to why you assigned that grade. You will also evaluate yourself.

You have 25 points in total to divide between you and your group members.

Name_________________________ Points__________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Name_________________________ Points__________________
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__________________________________________________________
Name_________________________ Points__________________
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Name_________________________ Points__________________
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Recourses

- Event Description from New Deal Unit, information was found from article: “Eleanor Roosevelt, No Ordinary Woman” By Maggie Reichers, found at http://www.neh.gov/news/humanities/2000-01/eleanor.html
- Picture from New Deal Unit found from images search on yahoo.com
- National Parks Services http://www.nps.gov/index.htm
- The information from the WWII Unit comes from my own Thesis from December 2009 Graduate Degree and information found on www.firstladies.org
- Bonus Question answer Station 3: To investigate counterfeiting
- Columns from WWII Unit found at http://www.gwu.edu/~erpapers/myday/
- All pictures should have website found next to them.
- http://www.socialstudies.org/standards/strands#1
The materials used in the previous section used a wide range of techniques. I have tried to use a range of independent work, collaborative learning, and whole class discussion. The explanations will follow along with the materials.

The Eleanor Roosevelt folder titled “My Most Important Task” is not only a quote from Eleanor but also to reference that the overall community service project as being something important to do in their own lives. This will also serve as an informal way to monitor the student’s progress. Folders will be collected after each unit and graded. Students will be able to get feedback and know what things they have to improve on. Since all materials will be kept in the folders, “feedback should be timely.”\(^{155}\) If you are asking the students to turn in homework at a certain time, teachers should demonstrate its importance by giving back papers on time.

Getting Started will involve the inquiry questions and the goals for the Eleanor Roosevelt materials. This is a way for the students and the teacher to set goals for the classroom. Goals should be set as objectives but not set in stone. Students should be encouraged to change or add onto the goals to make them more connected to them in the end.\(^{156}\) Teachers should start with specific questions but provide the students with some flexibility.\(^{157}\) This way if a student branches off into a discussion that fits the materials, let the students lead the discussion.

The Setting the Stage section will mainly consist of prompted cues and questioning. Questionnaires 1-3 deal with cues that are straightforward about what

\(^{155}\) Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement (Virginia: Association for Supervision and Curriculum Development, 2001), 97.

\(^{156}\) Marzano, Pickering and Pollock, 94.

\(^{157}\) Marzano, Pickering and Pollock, 95.
the students already know. "Using cues, teachers can provide students with a preview of what they are about to experience."\textsuperscript{158} This section is for preparing students for the end of the year project about community service. What is important during the beginning of the year until the New Deal is brought up in class teachers must work on prepping the students for what to expect. The idea of community service is threaded through all of the lessons. "Questions are effective learning tools even when asked before a learning experience."\textsuperscript{159} This is in order to get students having a mental note about the main idea during the time they are learning about it.

Why I have chosen questionnaires is to give students time to think about their answers. When asking students questions, it is important to have an appropriate waiting time before the responses. This will help structure their answers and think of more in-depth responses. Tobin in 1987 stated that having a wait time is a highly useful technique in the classroom.\textsuperscript{160} Also in this section is bringing students’ life outside of school into school by using local articles about community service. Students may have already encountered this information either through their family, friends or a local news channel.

The New Deal materials are all about getting to know the basics about Eleanor Roosevelt. She fits easily into discussion along with her husband FDR. The goal of this project is for the students to realize is that Eleanor Roosevelt herself has an impressive resume. Many students will be learning about the importance of resumes during their last couple years of high school to prepare them for the future. The unit will start with students attempting to make visual or mental pictures of Eleanor Roosevelt.

\textsuperscript{158} Marzano, Pickering and Pollock, 114.  
\textsuperscript{159} Marzano, Pickering and Pollock, 114.  
\textsuperscript{160} Marzano, Pickering and Pollock, 114.
Roosevelt through a description of an event that occurred. Mental pictures are “the most direct way to generate nonlinguistic representations.” Generating mental pictures were found to be effective by Muehlherr & Siemann in a 1996 study and Willoughby, Desmarias, Wood, Sims, & Kalra in 1997. One example of this being Eleanor Roosevelt’s $25,000 KKK bounty. Having the students listen and draw a mental picture in their head uses both verbal and dramatic instruction while finishing with a visual of Eleanor Roosevelt. Since verbal instruction is the weakest when it comes to memory and recalling facts in the future, the lesson will add in a visual in order to grab the students’ attention. Visual instruction will allow for the students to retain the information longer.

Finally, using dramatic instruction it will allow the students to even further their ability to remember. The goal was to create a building block of knowledge. First, verbally giving a dramatic situation and following with visual. Students will have a better chance at remembering the information presented to them. See figure at end of paragraph, which explains the chances of students recalling information for the three types of instruction. Here, I feel many students will pick male figures and traits. Seeing a picture of a 76-year-old Eleanor Roosevelt will be shocking considering the story that is being told.

161 Marzano, Pickering and Pollock, 81.
162 Marzano, Pickering and Pollock, 74.
163 Marzano, Pickering and Pollock, 131.
164 Marzano, Pickering and Pollock, 131.
The information about Eleanor Roosevelt’s life will continue with some notes. The notes will be teacher prepared notes as a straightforward way to give students all the information they need. The notes in section 2 are set up where only the underlined information will be required for students to write down. Students will be prompted to leave space between each bulleted point so that their notes will be a work in progress. The non-underlined material will just be discussed with the class and student will have to put in the information that they feel is important. On note-taking: What Do We Know About the Benefits by Beecher in 1988 explaining that notes should never be taken verbatim because students can just get lost in the words and not be retaining the information. Beecher also states that notes should always be a work in progress. The main reason why I want students to copy only a few of the notes is to train themselves on how to take notes from just lecture. Many of them will encounter this style in college where a professor will have bullet point notes along with many verbal instructions. Students should be encouraged to take as many notes as they want. What will happen is the students will take the teacher prepared outline and leave room for their own informal outlines. Students will be able to add the

165 Marzano, Pickering and Pollock, 43-44.
information as they see fit. They will just simply indent to add what they feel was important.

Again to reference her resume, the teacher prepared notes will in fact look like a resume. Students will be given information along with visuals to make a bigger impact of their ability to place the information into their long-term memories. Students will be encouraged to take a many notes in their own words as possible as the discussion continues. They would not be taking notes verbatim, but pulling out what they feel is key information. Make sure students know that “there is no one correct way to take notes.” Though it was found in a study that keeping brief notes is better, researchers Nye, Crooks, Powlie and Tripp in 1984 found a “strong relationship between the amount of information taken in notes and students’ achievement on examinations.” While writing down the notes on the overhead, remind students that while I provide some of the information written formally, their own informal notes can be as long as the want. Using a merge of two different styles will allow students to find a style that they are comfortable with. These notes will be filtered with visuals again. This is one common theme through out the materials is backing information given to students up with some visuals.

The World War II unit’s materials use a mixture of visuals, questioning, making predictions through deductive thinking and analyzing events. Stations will be set up in the room and students will have questions to match each station. They will have to work their way around the stations, answer the questions and observe the time it takes them to complete the tasks. There is a mixture of visuals/verbal works and

166 Marzano, Pickering and Pollock, 131.
167 Marzano, Pickering and Pollock, 46.
168 Marzano, Pickering and Pollock, 45.
some just verbal with questions. As a side note, the way the stations are set up is to also give students immediate feedback on their time management skills. Students will need to finish the stations within a certain time frame. If not completed, students will have automatic feedback about their time management skills.

Here, I will be asking students to use a variety of skills when answering the questions. Some will ask the students to make a prediction based of prior knowledge for another class or from some things they learned in the previous unit while other predictions will draw on new conclusions based on information that is directly presented to you. This is called both deductive and inductive manners. This “is something we do quite naturally in many situations” when confronted with new information.\textsuperscript{169} It is almost like checking on own databases for things that look familiar. For example, looking at a picture and predicting why she was holding a gun and using what was learned from the notes. The students learned she was a strong and independent woman but does not seem like the type of woman who would hunt. Students also learn that she brought a gun with her while driving down south in previous lessons. They should be able to deduct that she is probably using it as some type of protection.

Stations 1, 4, 6, and 8 use readings (verbal) and questions to have students pull out information. Another technique used is this section is to ask they students to explain why or how they know this. Having them explain deepens “their understanding of the principles they are applying.”\textsuperscript{170} For example, students were asked to explain the “Rodgers Plan,” if it is sensible and why? Students can find the

\textsuperscript{169} Marzano, Pickering and Pollock, 104.
\textsuperscript{170} Marzano, Pickering and Pollock, 105.
information from the writing on what the plan is but must explain why they think it is sensible or a good plan. This is not found in the readings but in their own minds.

Also in these stations, I wanted to take the opportunity to work on some old vocabulary words the students might not have seen in awhile. "One of the most generalizable findings in the research is strong relationship between vocabulary and several important factors such as" the "ability to comprehend new information." In one of the readings, Eleanor Roosevelt references the Emancipation Proclamation. So I asked students to tell me what this was. If they do not understand what this document was, then how will they understand why Eleanor Roosevelt is making reference to it when she speaks about equal rights? This will allow for students to encounter the words multiple times. Wysocki in 1984 concluded that students would need to be exposed to the term at "least six times" before they would attain the words meaning in the long term.

Students need to fill in missing information from lessons and "Questions can greatly aid students in this process." Classroom Instruction that Works by Marzano, Pickering, and Pollock offering question in many forms. One is making inferences from four different categories. For these materials, I have touched on three of the four (things/people, events, and actions). Things and people are shown for example by asking students about Val-Kill and what was done there. Actions and events are questions that connect with Social Studies well since many of the topics are about events and actions historical figures have taken. Like previously stated,

171 Marzano, Pickering and Pollock, 123.
172 Marzano, Pickering and Pollock, 125.
173 Marzano, Pickering and Pollock, 115.
questions need to aid the students in learning. These questions are designed to lead the students through the stations for them to retain the information.

The questions for World War II unit will also involve the students in analytical questions. The following are analytical skills required:

<table>
<thead>
<tr>
<th>FIGURE 10.2</th>
<th>Definition of Analytic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing Errors: Identifying and articulating errors in the logic of information</td>
<td></td>
</tr>
<tr>
<td>Constructing Support: Constructing a system of support or proof for an assertion.</td>
<td></td>
</tr>
<tr>
<td>Analyzing Perspectives: Identifying and articulating personal perspectives about issues.</td>
<td></td>
</tr>
</tbody>
</table>

Asking the students to analyze will allow them to become more connected to the text since their opinion is what is being asked. They will have to make more connections to the materials in order to form a well thought opinion. For example from Station 1, the last question provides information about Val-Kill's struggle to get pieces of Eleanor Roosevelt’s home back, then asks students what their personal perspective is and why.

Station 2 deals with comparing and contrasting Eleanor Roosevelt’s two bedrooms. First students must make an educated guess which one is the home that she made for herself through deductive reasoning by only viewing pictures. Their decision is based on information they were presented with in previous notes taken in class about her life on her own. After answering the first set of questions, students will receive information in a table about her life at each house. It is a way of

\[174\] Marzano, Pickering and Pollock, 116.
presenting background knowledge to students in a formal fashion. There are multiple different forms of identifying similarities and differences. Chen 1996, Flick in 1992, Ross in 1987 and Solomon in 1995 have researched that the form of comparing is highly effective on the learning process.  

Station 3 and 5 ask the students to first to view a picture and answer questions. After that they are to flip over the picture to receive more information but by reading brief descriptions about what was happening. Like discussed previously, using both visual and verbal, which is in writing and visual materials will allow the students to remember the information being presented. For example, take the picture of Eleanor Roosevelt with a gun from Station 3. It is not often you see a picture of a First Lady pointing a gun with a smile on her face. The image will allow students to remember how Eleanor Roosevelt was different from the other First Wives of the United States.

Station 7 uses the J. Edgar Hoover files to allow students to conduct their own historical investigation. They will have to look at the FBI files and see if Eleanor Roosevelt was the threat that Hoover thought she was. They will “construct plausible sceneries for events from the past” where in this case there is a disagreement between Hoover and Eleanor Roosevelt supporters. Many people saw Eleanor Roosevelt as supporter of her country, only looking out for the best interest of the general public. They will have to explain the file, identify information that would place Eleanor Roosevelt as a threat and offer an their own opinion if she was. Students here are able to be the historians.

175 Marzano, Pickering and Pollock, 16.
A lot of what is learned about in this World War II unit can be seen also in the New Deal and Cold War materials. This is because “students should be exposed to details at least three or four times before anyone can legitimately expect them to remember those details or use them in any meaningful way (Nuthall 1999, Nuthall & Alton-Lee, 1995).” The more exposure the students have to the materials the more meaning there will be for them. Teachers cannot expect students to be experts after of one time seeing the material. Lastly, students will be asked to give brief 3 sentence summarizes of some of the materials they read. The values of summarizing will be more closely discussed in the following Cold War unit.

The Cold War unit starts with prompted cues from the teacher to answer questions using prior knowledge. This strategy was discussed earlier that has been proven to be effective by using deductive reasoning. Students will have just finished the World War II unit and had their second experience with Eleanor Roosevelt materials. One major part of this section focuses on the students and cooperative learning in groups. Students will be broken down into groups of four and given materials to read and become an expert themselves in order to then teach back to their group members. After, there will be questions to answer first in within the groups and then presented for class discussion.

According to Johnson and Johnson in 1999 who are “recognized leaders in the field of cooperative learning,” there are five elements that must be present. These elements are defined as:

4. *Positive interdependence* (a sense of sink or swim together).

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5. **Face-to-face promotive interaction** (helping each other learn, applauding success and efforts).

6. **Individual and group accountability** (each of us has to contribute to the group achieving its goal).

7. **Interpersonal and small group skills** (communication, trust, leadership, decision making and conflict resolution).

8. **Group processing** (reflecting on how well the team is functioning and how to function even better)

[complied from the website (http://www.clcrc.com/index.html#essays) of the Cooperative Learning Center at the University of Minnesota, codirected by Johnson and Johnson].

I have tried to get a sense of dependence in the group by making students have their own part of the Universal Declaration of Human Rights. This way when the group meets the next day in class, all will be responsible for completing the group work. By reminding students of this when they first take home the assignment, it will allow group members to talk about how if one does not complete the work the entire group will suffer. This will cover the first three bullets, since the groups need to bring all their own information to complete a rewrite of the declaration. Students will have to make decisions of who will cover what part, who will represent the group in class discussions, or who will record the group’s findings. Students will create the aspects of bullet number four by working together through the different tasks. The last bullet five will be more appropriate for the community service project at the where students will have to rate their fellow partners on how much they contributed.
The groups should be picked at random because “organizing groups based on ability levels should be done sparingly.” It has been proven that students with low ability placed in a homogeneous group of the same low level will do worse. There is no incentive for them to do well if no one in the group either takes the grade seriously or if all just give up when it gets hard. Groups should be formed with a variety of learning levels. In 1996 Lou and others found “that students of all ability levels benefit from ability grouping when compared to no grouping at all.” Teachers should also be aware that medium ability students would get the most out of groups opposed to high ability students that may feel restricted when having to work with groups. When forming groups this must be kept in mind in order to make a good balance in the groups. By having students pick their own groups, this problem may occur since they will only want to pick friends, who may be at the same level they are at.

Other group rules to keep in mind would be the smaller the group the better. I wanted to keep the groups at four members to easily break up the materials while still giving each student a good amount of work. Also, according to research done by Lou and others in 1996 “cooperative groups should be kept rather small in size”. He reported the following chart:

<table>
<thead>
<tr>
<th>Group Size</th>
<th>No. of Effect Sizes (ESs)</th>
<th>Ave. ES</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs</td>
<td>13</td>
<td>.15</td>
<td>6</td>
</tr>
<tr>
<td>3-4</td>
<td>38</td>
<td>.22</td>
<td>9</td>
</tr>
<tr>
<td>5-7</td>
<td>17</td>
<td>-.02</td>
<td>-1</td>
</tr>
</tbody>
</table>

Marzano, Pickering and Pollock, 87.
Marzano, Pickering and Pollock, 87.
Marzano, Pickering and Pollock, 87.
Marzano, Pickering and Pollock, 88.
For all the materials, there are only two times students will be working in groups. This is because researchers have found that “cooperative learning is an instructional strategy that works best when applied systematically.” Research found that groups perhaps once a week opposed to every day will help the students achieve better comprehension. Over use of grouping will results in students becoming less adequate in independent learning task. Independent learning is a skill all students must have. If students always depend on a group to help with the workload, students then may not be able to complete tasks for themselves. At the end of the year, exams are not group exams. Students need to be able to succeed with test like these but also when they enter the workforce, which could ask them to work alone.

Another major part of this Cold War unit will be students breaking down and summarizing the Universal Declaration of Human Rights. Anderson and Hidi have researched the value of summarizing and how is should be done. The following are three generalizations made by the researchers:\[185\]

- “To effectively summarize, students must delete some information, substitute some information, and keep some information.” For the declaration, I ask that students take out some of the information and make the terms more user friendly. Students will literally be asked to mark up there papers in order to rewrite the declaration in simpler terms.

- “To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.” While deleting or replacing words

\[184\] Marzano, Pickering and Pollock, 88.
\[185\] Marzano, Pickering and Pollock, 30-32.
seem quite simple, I ask that the students then rewrite the information so they make take in more of its meaning. You cannot explain something to someone else until you understand it yourself.

- “Being aware of the explicit structure of information is an aid to summarizing information.” In class, discuss with the students how the document is made up. First with the preamble, then the articles themselves. Students will already know what the United States Bill of Rights will look like. So they have an idea of what this international Bill of Rights will look like.

The strategy that the students will be following is called the “rule-based” strategy.186 Students will first delete trivial or redundant material, substitute superordinate words and create a main topic sentence. This was developed and tested by Brown, Campione and Day in 1981 as an effective strategy.187

After this is completed, students will be prompted with questions again to first answer in their groups and then to the entire class. They will be using problem solving, decision making and investigation techniques. For decision-making, students will be asked to predict where the declaration could go or what changes could be made to it in order to fit the mold of the future. “...Using a decision-making process to test their prediction requires them to reflect on and used a broad range of knowledge related to the topic.” They will have to decide what the best way to alter the document. Also students will be using problem solving skills by breaking down the declaration into a user friendly one. This is important because students must use what skills they have to complete the new document. Lastly students will have an

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186 Marzano, Pickering and Pollock, 32.
187 Marzano, Pickering and Pollock, 32.
opportunity to investigate how the declaration has been used since 1948 when it was passed. This was discussed in previous paragraphs under Historical Investigation. There will also be prompted questions that again are asked before the learning experience about language in the declaration before reading an article where Eleanor Roosevelt explains the language barriers.¹⁸⁸

All of this will lead up to the final project where student will again be in groups, (which was discussed in previous paragraphs) presenting on different community services that the class can be a part of. Another technique that is used here is group processing.¹⁸⁹ I want to students to do two group evaluations. One evaluation will take place in the middle of the project, then again when the project is completed. Students will be able to evaluate how well they are working and make changes in areas that may not be as strong in. Also during the voting time, students will be getting “Student Led Feedback.”¹⁹⁰ By asking students to explain why they voted for one group, it will give that group feedback of what they are doing well. Both voting and evaluation will have students input. They are a part of the learning process so they should be a part of the grading aspects as well. Student feedback had many positive and desirable outcomes/effects.¹⁹¹ Students, I think, will feel more connected to the project if they have some say in how it is being graded.

Homework is also a key component to the materials. Homework “extends learning opportunities beyond the confines of the school day.”¹⁹² The students will use homework as both practice and preparation as studied by Foyle 1985, Foley

¹⁸⁸ Marzano, Pickering and Pollock, 114.
¹⁸⁹ Marzano, Pickering and Pollock, 86.
¹⁹² Marzano, Pickering and Pollock, 61.
& Bailey in 1988, and Foyle, Lyman, Tompkins, Perne, & Foyle in 1990 as an effective strategy. Student will have to prepare for the groups work in the Cold War and Community Service project sections. This will be critical to their groups being able to complete their class tasks.
Bibliography

Marzano, Robert J., Pickering, Debra J., and Pollock, Jan E. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.*