

FRANKL - FRAZ

Frankl

I have your letter &
the article you wrote
which I find most
interesting. I am only
occasionally in New York.
I would be glad to see
you if I could be helpful.

Will you write me
what you have in
mind?

Frankl

MU 4-7628

December 31, 1947

Mrs. Eleanor Roosevelt
29 Washington Square West
New York, New York

*I had a letter from you
can be adapted for
history in U.S.
it's fine. What
do you*

Dear Mrs. Roosevelt:

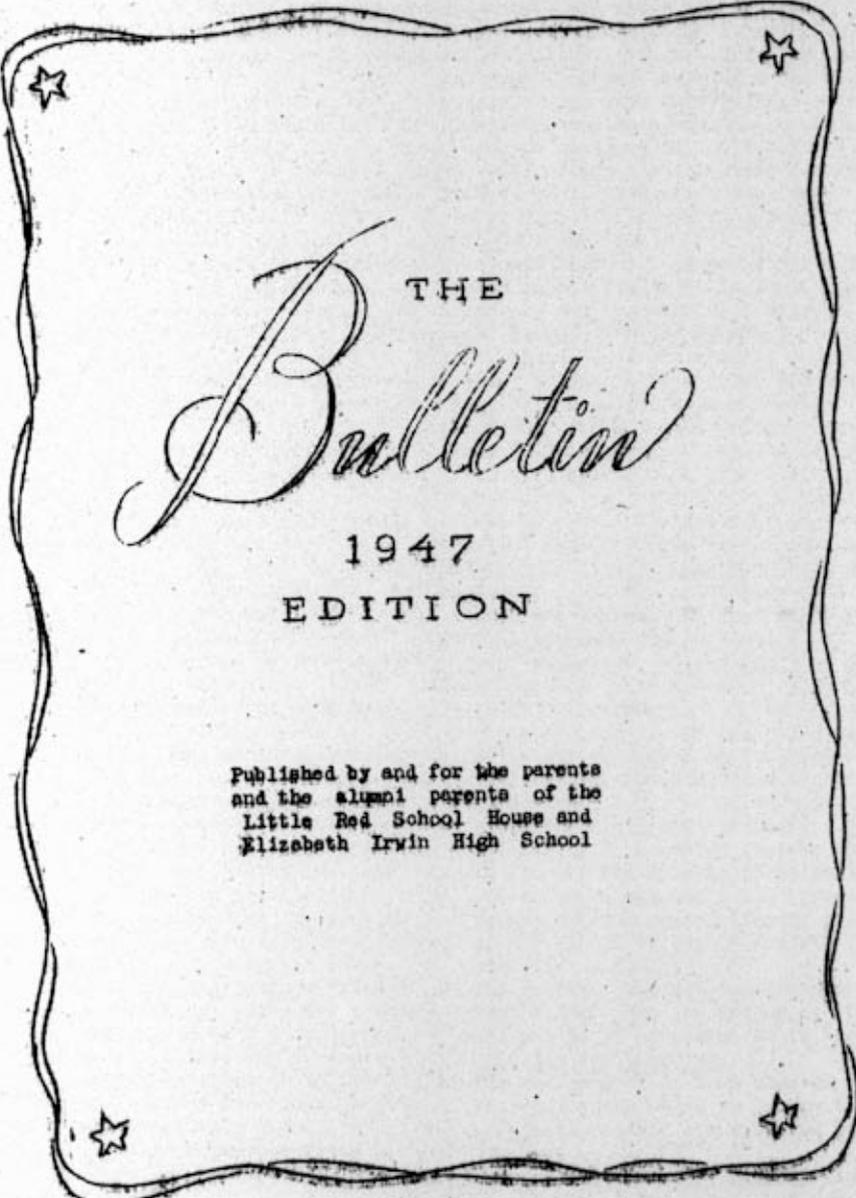
The enclosures - an item I wrote, as a parent, for The Little Red School House Bulletin with Foreword and Preface of my first book - will show you my approach to education for peace. This first book will be off the presses late in January. I am under contract to Fren-tice-Hall for two additional books.

Other subjects contemplated are human geography and nuclear physics.

I would very much appreciate the opportunity of discussing these projects or possibly others with you.

Sincerely yours,
Lee Frankl
LEE FRANKL

LF:m



THE
Bulletin

1947
EDITION

Published by and for the parents
and the alumni parents of the
Little Red School House and
Elizabeth Irwin High School

EDUCATION FOR PEACE

by Lee Frankel (Parent)

Mr. Gordon R. Mirick, executive director of the Curriculum Service Bureau for International Studies, Inc., wrote the following in January 1946.

"Since the defeat of our enemies, the continuation of training and education for future wars has become a dominating subject of discussion. It is found in Congress, in the daily press and editorials, commentaries, magazine articles and in conversations in the streets and in the home.

"Training for war will not in itself end war. Rather it will tend to force upon us a growing awareness of military power, not to mention ever increasing costs of greater and greater preparations. This, I am sure, is felt even by those who advocate a state of military readiness as a guarantee of peace.

"How can we solve this problem and rid ourselves of worldwide suspicion and hate -- the underlying causes of war?

"The answer is to develop in our young an understanding of other nations, their people, their customs and, to a certain extent, their languages. We might call this 'Education for Peace,' for when understanding is lacking among nations there is a fear of one another, a fear of each other's strength, a fear that breeds conflict."

In a much more general sense, and covering the whole field of communications media, a report has just been released by the Commission of Freedom of the Press. The report is the summation of four years of study and covers newspapers, Hollywood, publishers, etc. It advises these agencies to experiment in new activities in their own fields, engage in vigorous self-criticism, accept responsibilities as agencies of communication, use every means possible to increase the effectiveness and competence of their staffs and improve radio programming, advertising, etc. The Commission advised the public to set up new academic-professional centers for advanced study, research and publication in the field of communication. Non-profit institutions, it says, must help supply the quantity and quality of press service required by the American people.

* The writer would prefer "all youth, throughout the world."

These are but two expressions of a great many educational, political and civic minded groups whose activities directly or indirectly are aimed at 'Education for Peace.' My own wartime experiences (writing and illustrating training programs for the Armed Forces; teaching a War Training course at New York University; teaching camouflage and model-making to engineering companies assigned to the Air Force at Mitchell Field) are the bases for my contributions to 'Education for Peace' and are submitted as a starting point for further discussion.

I would begin in the secondary and vocational school fields (this limit must be a temporary one) to develop a program along these lines: The use of new techniques and a specialized educational publishing company to supply 'see-it' (rather than 'read-it') books, training charts, films, recordings and all other media required for a well-integrated training program which will teach in as effective and as simple a way as possible. The preparation of the material will be based on the assumption that the 'see-er,' although of native intelligence, may be barely able to read. However, the material should be so graphic and instructive that a PhD will find it the best way to acquire new skills.

These techniques stress learning rather than teaching. The prime learning factor is given its greatest value by the use of these techniques in the following manner:

- a) A teacher or expert in the special field writes the basic and accurate first draft.
- b) A rewrite specialist prepares this material like a motion picture script to 'shoot' the graphic illustrations.
- c) The artist ('shooter') then prepares roughs of each spread (facing pages) in the manner of layout artists in an advertising agency.
- d) The rewrite specialist and the artist then confer with the author so that all may be in agreement as to the best material for learning.
- e) The end product is then checked by educational authorities to insure the greatest possible accuracy and effectiveness.

The completed book is the basic learning tool. Charts, films, etc., can now be planned. These are supervised by the same staff so that a completely integrated

program of instruction is possible, satisfactory to both teach and learner. The result should be a real contribution to education which will capture the interest of the 'see-er' whatever his classification.

This 'see-it' book is easily translated. The art work remains the same and, like the motion picture, the 'see-it' quality makes it a good universal learning aid. It can be of great assistance also in raising teaching standards. A recent study made by Teachers College, University of Cincinnati, points out that twelve states have no specific educational requirements for their vocational teachers; six states require only an elementary school education. Only in the District of Columbia, Maryland and Utah is a bachelor degree required. This study strongly emphasizes the need for teaching media which teachers, as well as pupils, can understand.

The 'see-it' techniques can be of value to industry which annually sends thousands of booklets, films, etc. to secondary and vocational schools. They can more effectively tell the story of industry's scientific research and thus help youth in selecting future work and (possibly) future employers. Industry can also use the 'see-it' techniques in employee training. It can thus better fit its workers for a basic job and give them incentive by advancement based on training, rather than on so-called 'incentive' pay. (Incentive pay only theoretically increases the worker's earning capacity and work out-put since it often results in lost time through illness, fatigue or a need to find the recreation missed during those longer working hours.) This greater knowledge, passed on by industry to its present and future employees, will earn for industry a greater right to independence of regulation and be further proof that democracy does work.

To sum up, the 'see-it' learning techniques can be put to work in secondary and vocational schools all over the world to the great advantage of both teachers and students. They can be of service to industry in its extensive school and employee training programs. They can be a real contribution to 'Education for Peace' since they can better universal understanding by the knowledge that all of us, Americans, Asiatics or Europeans, are 'see-ing' and

learning from the same basic media in One World.

(Note: A first book using these techniques has just been accepted for publication.)

* * * * *

"EACH IN THE OTHER WORKS AND LIVES"

by Margaret Richardson (Parent)

The Medical sciences tell us that man is swept now by fears and anxieties as once were our forebears by famine and pestilence. Physical manifestations of disease reflecting these emotions appear as threats to longevity and the pursuit of happiness. It is well, perhaps, that we who are responsible for the growth of our children, at home and at school, consider these things.

The twin infant sciences, sociology and psychiatry, tell us that the child who does not have security grows to only a warped maturity, becoming that pitiful and frightened creature, the anti-social Man, bent only on destroying that which he has never possessed. Yet security itself defies analysis. It has to be distinguished from safety, for those children who remained with their parents and survived bombs and fire and other terrors of war, seemed to possess it to a degree to which those who were evacuated to safe and pleasant places did not. It has, then, something to do with human contact and familiarity and love. Like light, it cannot be grasped and held within the darkness of a closed hand. It does not, indeed, exist at all until it is shared.

Life itself is a continuous process. Social philosophers study it with the precision instruments of science in its first and simplest form, and have learned from this study something of value for us. The human embryo within its first shelter, the womb, is from its inception by no means a passive and helpless morsel. It is at work on its environment, those enclosing walls which are both its fuel and its shelter, from the moment it is conceived. The waste products it throws off are the chemical substance which stimulates further growth in the

FOREWORD

This book was produced through the efforts of TRAINING-THRU-SIGHT ASSOCIATES. This organization is comprised of training technicians and artists who have been brought together by the author, Lee Frankl, for the purpose of incorporating the best features of the type of visual training programs that were developed during World War II. Research has since shown that the greatest gains in applying this method to peace-time training can be made when teaching a basic manual skill. You will observe that the type of presentation in this particular book results in a learning text rather than a teaching text — one that is usable at almost any level of learning. Each tool is described in such a way that the student will know the tool by type and basic parts. He will also know how to use it correctly and what special cares and safety measures should be observed. Finally he will understand the major operations before he concerns himself with a given project.

The following are a few of the many people with whom Mr. Frankl talked and whose influence on his thinking he is particularly anxious to acknowledge.

- Admiral John Gingrich, U.S.N.
- Mr. Howard Cool, National Better Business Bureau Inc.
- Dr. L. H. Dennis, Editor in Chief, American Vocational Journal
- Dr. Thomas H. Briggs, Director of Consumer Education Study, National Association of Secondary School Principals
- Mr. Vernon G. Dameron, Exec. Secretary of Visual Instruction Department, National Education Association
- Dr. Gordon R. Mirick, Executive Director, Curriculum Bureau Inc.
- Mr. Carroll Knowles, Engineer
- Mrs. Ruth Sheldon Knowles, Petroleum Engineer
- Mr. Morris Segal, Asst. Supt. of Schools, Evening Div., New York City Board of Education
- Mr. Albert Spillman, Supervisor of Boy's Shops in Vocational Schools, New York City Board of Education
- Dr. Abraham Lefkowitz, Principal, Samuel J. Tilden High School, Brooklyn, N. Y.
- Dr. Randolph Smith, Director, Little Red School House Inc. and Elizabeth Irwin High School, N. Y. C.
- Mr. Gerard Piel, Publisher and Editor, Scientific America
- Mr. Phillips Wyman, Vice President, McCall Corp.
- Mr. MacLean Hoggson, Advertising Director, Red Book Magazine
- Miss Marie Lawton Association of National Advertisers

PRENTICE-HALL, INC.
Publishers

PREFACE

One of the major factors in war time training was the greater use of supplementary training media. Sound films, slides, charts, recordings, models are some of the many forms in use.

We propose to develop any such media necessary to a well integrated training program with this book and those to follow. Supplementary material for specialized industrial needs will also be given thorough consideration.

The enthusiastic cooperation of the staff of TRAINING-THRU-SIGHT ASSOCIATES made this book possible. They are

Research and Editorial:

Leonard A. Harper Jr.
Kate B. Wyckoff

Artists:

Van Silvay
Mary Lucas
Alberta S. Moore

Other individuals who rendered valuable assistance were:

Peter Anton — Research
Michael Harold — Research
Herbert Stolz — Artist
David Wasserman — Cartoons

We wish to express our gratitude to STANLEY TOOLS, a Division of STANLEY WORKS, New Britain, Conn., for their cooperation in loaning us tools and drawings from which we made our illustrations.

October 1, 1947

TRAINING-THRU-SIGHT ASSOCIATES
LEE FRANKL, *Director*

Library
Mr. Nixon

April 30, 1947

Dear Mr. Fraser:

I am deeply touched by all the trouble which you have taken. The cabinet of New Zealand woods is one of the most beautiful I have ever seen. The photographs of my trip bring back many pleasant memories to me and I am particularly glad to have those which were taken with Mrs. Fraser.

The press cuttings both of the trip and those which appeared at the time of my husband's death will always be historically interesting. I am putting the cabinet with its contents into my husband's library at Hyde Park where it will be carefully watched over and can be viewed by future historians.

Please convey to the disabled servicemen my appreciation of the remarkable piece of craftsmanship which they carried through so successfully. I wish my husband were here to enjoy this gift with me, as I know he would.

With deep appreciation and with kind regards,

Very cordially yours,



DOMINION OF NEW ZEALAND

Frason

PRIME MINISTER'S OFFICE,

WELLINGTON.

14th February, 1947.

Dear Mrs. Roosevelt,

Very belatedly, but I trust none the less acceptably, this letter covers a gift to you of a Cabinet of New Zealand woods containing an album of photographs of your tour of New Zealand and two volumes containing firstly, press cuttings of your visit, and secondly, press cuttings from New Zealand newspapers at the time of Mr. Roosevelt's death.

The long delay in sending them to you has been caused partly by difficulties owing to war conditions in having the album and volumes suitably bound, and then a long and exhaustive search for the New Zealand woods out of which the cabinet has been made.

The cabinet was made by disabled servicemen of New Zealand, who took a special pride in its making. Inside one of the drawers is a plan identifying the various woods.

I trust that this small gift may be a reminder to you of the deep feelings of friendship and admiration you aroused among our people during your all too brief visit, and of the reverence and esteem in which the memory of your husband is held in this far flung outpost of democracy.

With all the best of good wishes,

Yours sincerely,

Peter Fraser