KNOB - KOE

Provo, Utah. KNUDSEN
Oct. 27th, 1947.

Mrs Eleanor Roosevelt,
29 Washington Square,
West New York 11, N.Y.

My dear Mrs Roosevelt:-

Your letter in answer to mine was received this morning, and read with interest.

Thanks, for shareing with me a portion of your time, for I realize that you are a very busy woman.

I am happy to note, that my love for, and sentiments that I expressed in writing, for our late President Roosevelt, would be placed in the Franklin D. Roosevelt Library at Hyde Park along with other tributes to his memory.

With me, it was the common people speaking, for he was beloved and admired by Statesmen, Kings and nobles.

There can never be enough said to praise and honor the name of "Franklin D. Roosevelt."

And, there will never come and end to the good that he has done.

It was always a date with me when I heard it previously announced over the air, that "The President of The United States" would speak at a certain time.

And as his voice came into the room from out of my radio, my tasks ceased.

Nothing seemed to be as important.

I eagerly listned for each word as he spoke them.

His messages were full of interest, and

great importance.
one could feel his influence, and he drew one nearer to him thru his heart felt expressions which came from within.
It was readily recognized, that he had been divinely called, and was filled with great power and inspiration.
He was a master spokesman, and his words were full of eloquence and expression.
He lived and died "a great Man".
In every great man's life, we find back of him "A Great Woman".
This we found in the life of Eleanor Roosevelt.
She shared with him his burdens and cares, and gave him many inspiring thoughts and ideas.
In this respect we can pay honor and homage, to two "Great People" "Franklin D. Roosevelt" and Eleanor Roosevelt".

With Love, Respect and admiration,
and Very sincerely Yours,

Mrs. A. M. Hudson,
353 No. 5th E. St.
Provo, Utah.

Dear Mrs Roosevelt:-

It would make me very happy, if this letter could be placed along by the side of my other, in The Franklin D. Roosevelt Library at Hyde Park.

This will complete my feelings and thoughts of two "Great People". This was the greatest team work in the administration of an Executive office, that the world has ever known. And much credit should be given to the woman, who diligently worked, and devoted her time to a nation's interest, along with her husband.

Very sincerely Yours,

Mrs A. M. Munderson,
350 No. 6th E. St.,
Provo, Utah.

Hyde Library

Mrs. A. M. Knudson,
353 No. 5th E. St.,
Provo, Utah.
Sept. 8, 1947

Mrs Franklin D. Roosevelt,
Dear Mrs Roosevelt:-
After the passing of our beloved President Roosevelt.
I was writing and article, and as I too was mourning his passing. I felt that I must give vent to my fulings, and write this in this article for a keep sake.
It was not going into print, as I am not a professional writer, although I have had some articles printed both in local papers, and one discriptive one in Yellowstone Park Magazine.
I have not found a place as yet where I could dispose of my discriptive writings.
I have written several discriptions on National Parks.
I love to write and it is my hobby.
I am 51 yrs. old
and as I was reading this article again the other night, and came to the place which I wrote "In memory of the President."
I felt a strong desire to pass it on to you.
So that you may see how he was beloved by the common people.
Kindly Yours,
Mrs. A. M. Knudson

"To our Beloved President Roosevelt"

By
Mrs A. W. Hudson,
363 No. 5th E. St.,
Provo, Utah.

It was thru faith and trust that we learned to love our late President Roosevelt.
We sensed his great ability in the line of wisdom and judgement.
And so we felt that we could rely on him for safety and protection, and that no harm would be fall us under his protecting care.
He had a great foresight, and stood very firm for things he believed right, and for truth and righteousness.
And yet, he was very humanily kind
He demanded respect, his ways of life were simple, easy to live, and easy to learn and understand.
And so, we whom were interested in knowing him as best we could, felt a deep sorrow within us with his passing.
We felt that we had lost the the love and protection of a great man, along with his guidance.
He believed in executing judgement, and a punishment for wilful criminal acts.

and yet his greatest desire was to establish a permanent peace.
The great Winston Churchill said, "anyone could envy him of his passing because of the great tribute that the whole paid to him for being such a wonderful man"
He had no thoughts of wordly gain for himself.
No thoughts of selfishness.
And so he gained honors triumphant over death.
Such love from a universe has very few men acquired.
His was not a material gain, but an everlasting spiritual gain.
Seeing results from such kind of living should so affect our lives, and help us in mapping out our destiny, and also be an inspiration unto us.

With Love and great respect.

Mrs. A. M. Hudson.

Feb 10 1947

Mrs. Roosevelt
I read an article in the Chicago Tribune (Feb 9) about Fala have had these pictures of him (but no doubt you have them) so that I would send them to you.
I have pages in my scrap about Fala as I am a lover of dogs
In fact have a little black Pomeranian that was 14 years old Jan 19.
With best wishes for Fala.

Mrs S. H. Knuth
418 Illinois Ave
Aurora Ill

Mrs. S. H. Knuth

File Kobbe

Dr. Ingerman gave me this. The man's name is Herman Kobbe, an artist.

Dr. Ingerman thought this was something in which you might be interested - not financially - but as something which you could approve.

Do you think Mr. Baruch might be interested or the Rosenwald Fund?

166 W 58th St
NYC

How is it to be financed. Sounds delightful. Intrinsics endorsed wld seem to the precautions

Kobbe

1

nd, 1947.

February 2nd, 1947.

Dear Eugenia:

Enclosed is a copy of our prospectus, which we intend for the general public.

Our project is not entirely experimental. Progressive education of this kind has been going on for thirty years in England and Germany, and I know some eight or ten young people who have been consistently subjected to that sort of treatment, and whose record seems to leave no doubt of the soundness of the theory. I only wish I knew more of such examples!

We expect to take children from no home or inadequate homes, and treat them just as if they were our own. More than that we can't promise. I'll be interested to see how closely they get to resemble my own children and the others from progressive schools whom I have watched.

I am selecting the grown-ups on the basis of congeniality-a strange criterion for members of a "faculty"-but nevertheless the only feasible criterion for us. Our eligibles run from a brilliant student to college duds like myself.

We expect to build up some economic units, including a farm, to serve the triple purpose of providing us with support, giving us a link with the outside world, and giving the children a chance to take part in a going business. Just what the industries will be remains to be seen, and will depend in part on whom we can get for personnel. Mr. Stephens has suggested a pottery.

You were kind enough to offer to bring the project to the attention of Mrs. Roosevelt's secretary; knowing how busy Mrs. Roosevelt is, and generous of her time, I have hesitated to approach her, but I do feel that this is a project which will appeal to her as a very fundamental thing in education. We would be honored if we could get her, for instance, on our list of six or eight sponsors, whose names would be our bona fide before the public. Will you please, if possible, see that the prospectus copy gets to your friend with an explanation as to what it is?

Thank you ever so much for your trouble; I hope we'll meet again soon.

Love,

Herman.

166 West 58th Street
New York City

Prospectus

A group of interested persons proposes to establish a progressive education center for boys and girls of all ages from infancy to adulthood. The function of grown-ups in a scheme of progressive education is to create an atmosphere favorable to the growth of children to intellectual, emotional and physical maturity. This they accomplish not by attempting to mold the child, but rather by permitting and assisting him to develop his native talents in whatever direction he himself may be inclined.

The Progressive Education Center aims to protect the health and safety of the child, to allay his fears and anxieties by a consistently friendly and helpful attitude and to give him the understanding and encouragement he needs. When these fundamentals are taken care of, the maturing child chooses his own path, and acquires the invaluable qualitities of independence and initiative.

The permanent personnel will include men and women whose chief function will be to act as house parents to the children. A college degree is not a requirement; the chief qualifications are a friendly, cooperative disposition, the ability to do a fair share of the necessary work of a country establishment, and a knack with children. All of the grown-ups will be given ample opportunity for the development of personal interests and hobbies.

There will also be trainees in various phases of child care as well as frequent guests and visitors, all of whom will be invited to take part in the social life of the Center.

There will be about a dozen homeless children and a like number of children from carefully selected homes; all will live together in family groups. The Center plans to take in only such children as answer to the description of "non-whites".

The main requirements for children to age five or six are tranquil and healthful surroundings, and permanent personnel. The grown-ups are in the relation of parents to the children. Outsiders contact the children only on limited occasions. Observation of the children's play, with careful recording for future reference, is important; the children's entire later development will have to be studied with reference to their early ability to play.

Even after six years of age, grown-ups are present to guard against illness and accidents, to maintain a healthy eating, sleeping and bathing schedule, and to be on hand with aid and comfort when these are required by the children; otherwise the children are chiefly occupied with play-work within their own age groups. In general, the adults work on the environment rather than on the children, making sure that there are enough safe activities of interest to the children from among which they can choose freely.

After the twelfth year, children normally become interested in travel and also in books offering intellectual excursions. As soon as the student becomes curious about a subject or expresses a desire to prepare for college or a trade, the library and workshops and labs are put at his disposal, and grown-ups keep themselves prepared to answer all questions. No abrupt change is made in the social life from the regimen of the younger groups, but unlimited time off is encouraged from other activities in favor of study, which is now treated as the matter of prime importance. Perfunctory or routine study is discouraged, and no system of grades or exams is used. If an individual is not vitally interested in study, his energies are directed toward some useful and worthwhile work not requiring lengthy application to books.

Spontaneous sports and games, especially those requiring no elaborate paraphanalia, woodcraft and lakecraft, the keeping of pets, and farming and gardening will claim an important part of the outdoor interest of the children.

Reading, playing games, learning to cook, sew and keep house, various kinds of arts and crafts, music, dance and playacting, will be the important activities in the house.

The Center will be established on a point of land at Lake Murray, South Carolina, in a wooded, sparsely settled region. The buildings will be of solid construction, of simple farm-house type, with ample light and ventilation. The younger children will live in small family groups with two house parents in each house. The older children will live with grown-ups in a larger house. There will also be small workshops, a garage, a boat house, a music studio, stables, and other necessary structures.

We anticipate that children from the Center will be well-matured, and noticeably ahead in studies and in social adaptability when they enter colleges or other institutions of higher learning. But more important even than preparation for college is the preparation of the children for living. The final value of progressive education can be judged only after a term of years, when the children have grown up and are functioning as citizens of the world, as workers, and as partners and parents in the home.

It may be that the Center will spend more per child than is usually feasible for a private or public school operating on a small budget. But this expense will be chargeable to the experimental nature of the Center. The principles underlying the work, when found to be of value, will be applicable to all schools, large and small, and should serve as an example for progressive education throughout the country.

all people marked
with Mrs Rs additions

I am giving this note
of introduction to you to
Mr Herman Kabbe who is starting
an interesting experiment
in Negro education in
So Car.

If you can find the
time to see him, I think
you may be interested &
willing to give him some
advice & help.

(look up stuff I gave
you for "file" It may
give his full name

Mr. Bernard Baruch

Mr. Henry A. Wallace

Mr. Henry Morgenthau, Jr.

Senator Robert Wagner

Mr. David Dubinsky

Prof. Albert Einstein

Mr. Jo Davidson

Mr. Frank Sinatra

Miss Marian Anderson

Miss Ingrid Bergman

Miss Margaret Halsey

Foundations: Rockefeller
Carnegie
Heckscher
Rosenwald
Rogosin