

PRESIDENT'S PERSONAL FILE

PPF 9
Gifts B
Aug. 1942

PPF900092

the

August 5, 1942

PPF-
-9-B

TOSSUTTI, Hans, Esq.,
693 Putnam Street
Detroit
Michigan

Sent the President a copy of the book
"Companion Dog Training" about August 21, 1942, copy of acknowledgment sent to
Hans, Mich. Book sent to Study.

Letter to the President, undated, acknowledged August 21, 1942.

Wants to be of service to the country but is unsuccessful so far
because of age, being German born and because only amateurs are
considered for army dog training and he is an expert.
Book "Companion Dog Training," retained here. Referred to the
War Department.

the

August 5, 1942

PPF-9-B

ZELLER, Major S. F.
Washington, D. C.
August 21, 1942

Sent the President a copy of the book,
"Semper Fidelis," Ack'd August 21, 1942, copy of acknowledgement sent to
Mrs. Eben. Book sent to Study.

See - PPF - 9 - "Z"

mcg

the

August 5, 1942

P.P.F 9-B

STODDARD, Mrs. Herbert
Los Angeles, Calif.
August 11, 1942

Letter to the President enclosing a gift of
a Bible to him. Ack'd August 21, 1942. Sent to Study.

See - PFF - 9 - "S"

mcg

August 5, 1942

PPF-9-B

WILLIAM MORROW AND COMPANY INC.
New York, N. Y.
August 21, 1942- Ackd.

CARELESS KITTEN. -----To the Study. -----Ackd. August 21, 1942

SEE - PPF - 9 - W

VST

5

the

August 5, 1942

PPF
P. A. 9-B

FRITCH, L. C.
Pasadena, Calif.
August 24, 1942

Sent the President three buttons with the compliments of the writer. Ack'd August 24, 1942. Notation marked "T.A."

See - PPF - 9 - "F"

mcg

5

the

August 5, 1942

PPF 9-13

WERTH, Frederick Haynes
Wheaton, Ill.
8-2-42 (postmarked)

Sent the President and Mrs. Roosevelt an inscribed copy
of his book. Ack'd 8-4-42.

See - PPF - 9 "W"

mcg

August 5, 1942

THE AMERICAN ACADEMY OF POLITICAL
AND SOCIAL SCIENCE
Philadelphia, Pa.
8-4-42

PPF-9-B
Sent the President a copy of the book "Winning Both The
War and The Peace." Ack'd 8-4-42, book sent to Study.

See - PPF - 9 - "A"

mog

the

August 5, 1942

PP7-9-B

BORST, Theodore Noel
Clinton, N. Y.
August 4, 1942

Letter to Mr. Early, sending enlargement of a small
photo taken many years ago of a sailing vessel. Sent to Mrs Shipman, Series "B". Ackd.
August 10, 1942.

SEE - PPF 225

VST

the
for.

August 5, 1942

PPF-9-F

FREE, James L.
FREE & PEHRS, INC.
Chicago, Illinois
August 4, 1942

Letter to the President, enclosing bust of the
"Old Colonel P&P" to be used as a paper weight. Ackd. August 21, 1942 — Sent to
Series "B"

SEE - PPF - 9 - F

VSF

Green C. Kelly
Private Secretary

File the photos.

August 5, 1942

PP 7-9-B

X PP 7, 9-P

My dear Mr. Bourdon:

Many thanks in the President's behalf for the photographs. He wants you to know that he is deeply grateful for your friendly thought in sending them to him.

Very sincerely yours,

Grace G. Tully
Private Secretary

X
E. A. Bourdon, Esq.,
1463 Godwin,
Houston,
Texas.

dd





Mr. President:

Here is foto of the 1000 volunteers
to average U.S.S. Houston. These red-blooded
men are only a small part of the many
who were anxious to show their determination
to be free, peace loving people, and to
fight for same.

Thought you might be interested in
seeing this foto as men were being sworn in.

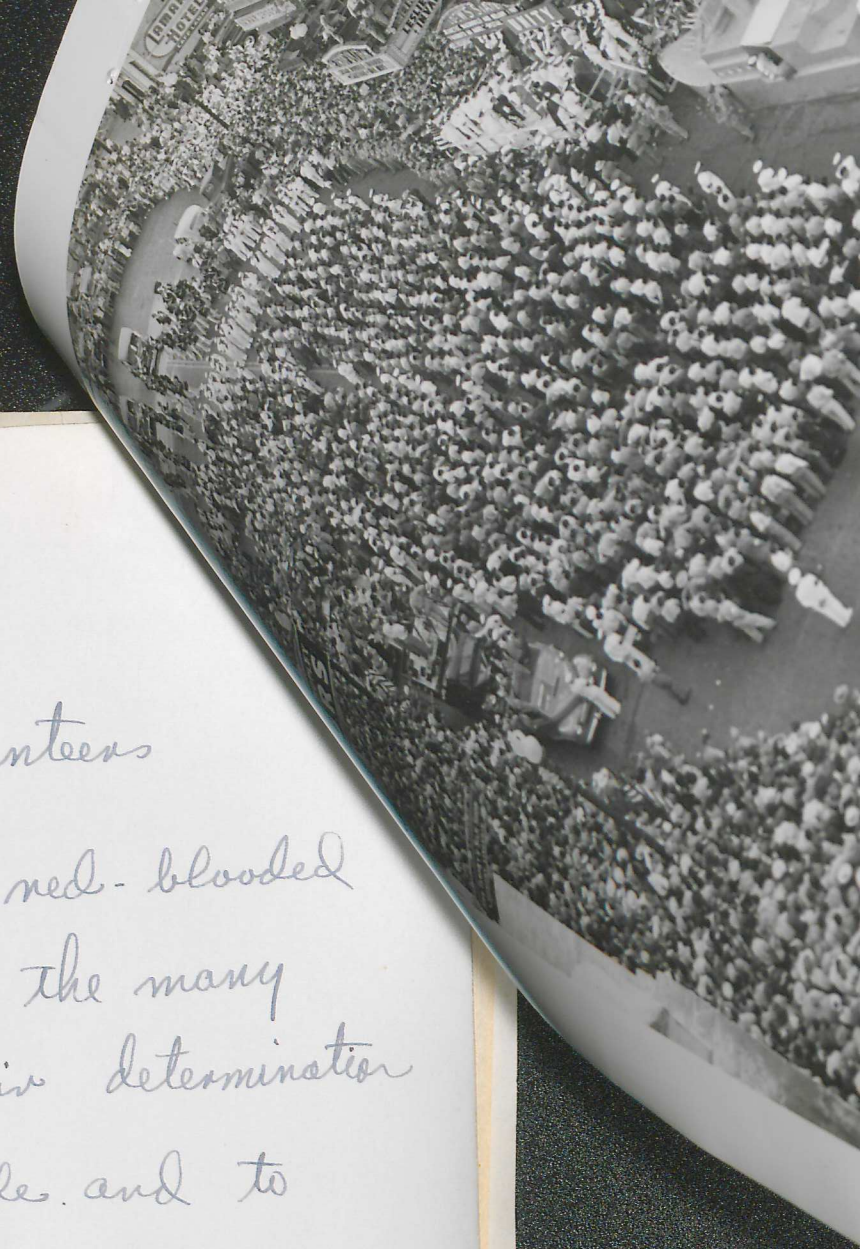
Yours truly,
E. A. Bourdon

PHOTO BY E. A. BOURDON

1463 GODWIN

HOUSTON, TEX.

MAY 30 1942



1000 volunteers
These med. bleached



50

For Pres. Roosevelt.

PHOTO BY E. A. BOURDON

1463 Godwin

Houston Tex

MAY 30 1942

MEL

August 6, 1942.

Respectfully referred for consideration and acknowledgment.

M. H. McINTYRE
Secretary to the President

PPF-9
"B"

ROSS, Dr. John A.
Detroit, Mich.
8-5-42

P.P.F-9-"B"

Sent the President a little memo book for a gift. Ack'd 8-5-42.

See - PPF - 9 - "R"

mcg

MEL

August 6, 1942.

Respectfully referred for consideration and acknowledgment.

M. H. McINTYRE
Secretary to the President

PPF-9
"B"

PPF-9-B

Springfield, Ill.
Aug 5, 1942 (Postmarked)

Sent the President a book, entitled "Illinois Blue Book 1941-42."
Ack'd 8-11-42.

See - PPF - 9 - "H"

mcg

MEL

August 6, 1942.

Respectfully referred for consideration and acknowledgment.

M. H. McINTYRE
Secretary to the President

PPF-9
"B"

PPF-9-B

ZAKIN, Gabriel
Picture Digest
New York, N. Y.
8-5-42

Wrote to the President enclosing a copy of Picture Digest, a booklet now to be released for national distribution, with the compliments of the publisher. Ack'd 8-6-42 - Pencil notation says "Sent to Study."

See - PPF - 9 - "B"

mcg

OLIVEIRA, Professor, Avenida, Lock Box 328, Sao Paulo, Brazil. Under pseudonym "Fidelis" has contributed an article, dated 1941, and with signature in reverse therein. Referred to the State Department.

"FUNDOS INDUSTRIAL", Garcia Lopez, San, Santiago, Chile, undated. Reg. Copy of the magazine "Fomento Industrial." Referred to the State Department.

FRANCO, Marco de Assis, R. J. Rio de Janeiro, Brazil. Reg. undated. Rua Curvelo de Vasconcelos n 75. Copy of pamphlet "Organizacao Politica de Sao Paulo." Referred to the State Department.

FRANCO, R. J., Av. Vertiz, 1390, Buenos Aires, Argentina, 6/8/42. Reg. Reg. copy of book entitled "Mis o a la izquierda." Referred to the State Department. (Book by Francisco Salgado).

FRANCO, Luis Fernan, Bahia, Bahia, November 30, undated. Reg. Copy of book he has written entitled "Las Partidas Politicas y su Accion Internacional." Referred to the State Department.

FRANCO, Sr. Rodolfo Alvarado, abogado, Guayaquil, Ecuador, undated. Reg. Copy of book he has written entitled "El Imperialismo y la Democracia en Ecuador y la Doctrina Monroe." Referred to the State Department.

FRANCO, Reguero, Revista Internacional, in Buenos Aires, Argentina, 1941. Two issues. Referred to the State Department.

FRANCO, Reguero, Costa Rica, undated. Reg. Copy of picture, apparently prepared for the President, which he has drawn. Referred to the State Department.

FRANCO, Reguero, Carreras No. 157, Havana, Cuba, undated. Reg. Copy of picture (and paper). Referred to the State Department.

MEL

August 6, 1942.

Respectfully referred for consideration and acknowledgment.

M. H. McINTYRE
Secretary to the President

Articles to the President: No covering letters.

- MOORE, C. F., Managing Director, "The Argentine Magazine", Gouventel, Buenos Aires, Argentina. Sends four copies of latest issue, in American and with the President as a theme. Referred to the State Department. BOOK
- REVISTA DE LA CAMARA ARGENTINA DE COMERCIO, Av. de Mayo 560, Buenos Aires, Argentina. Copy of the "Dia de Las Americas" Referred to the State Department. BOOK
- AUTOMOVEL CLUB DO BRASIL, Rio de Janeiro, Brazil, Reg., undated. Sends three copies of magazine "A.C.B" Referred to the State Department.
- MUNICIPAL COMMITTEE OF CIVILIAN DEFENSE, President, (Municipal y Comite de Defensa Civil), Correos, Mexico, undated. Sends 11 blotters bearing victory motto. Referred to the State Department.
- DE OLIVEIRA, Professor Antonio Campos, Lock Box 32Ft, Sao Paulo, Brazil, undated. Sends pamphlet "Falando aos Graduados em Cirurgia Dentario", 1941 term, and calls attention to article therein. Referred to the State Department. Registered.
- "FOMENTO INDUSTRIAL", Garcia Reyes 344, Santiago, Chile. undated. Reg. Copy of the magazine "Fomento Industrial." Referred to the State Department. May issue.
- VILLANOVA, Amaro de Azambuja, Tijrica, Rio de Janeiro, Brazil, Reg., undated. Rua Carlos de Vasconcellor n F3. Copy of pamphlet "Os processos Politicos do Nazismo." Referred to the State Department.
- NOMENAJE(?), Eu, Av. Vertiz, 1290, Buenos Aires, Argentina, 6/5/42. Reg. Sends copy of book entitled "Himno a la Libertad." Referred to the State Department. (Book by Francisco Scilingo). BOOK
- GOMEZ, Luis Teran, LaPaz, Bolivia, Amazonas 84, undated. Reg. Sends copy of book he has written entitled "Los Partidos Politicos y su Accion Democratica." Referred to the State Department. BOOK.
- GARAICOA, Dr. Teodoro Alvarado, Abogado, Guayaquil, Ecuador, undated. Sends booklet he has written entitled "El Imperialismo y la Democracia a traves de la Doctrina Monroe." Referred to the State Department.
- CONTINENTE, Magazine, Revista Internacional, in Buenos Aires, Argentina has published. June issue. Referred to the State Department.
- CRUZ, Digna Rde la, Costa Rica, undated. Sends picture, apparently supposed to be the President, which he has drawn. Referred to the State Department.
- CAMARENA S., Antonio, Guerrero No. 157, Irapuato, Gto., Mexico, undated. Reg. "Muestra de Hule (sun vapor)". Bottle of salve. Referred to the State Department.

884-9
"B"

TRANSLATOR'S SUMMARY OF COMMUNICATION

P.P.F.

ACROPOLIS PUBLISHING CO.,
New York, N.Y.
8-6-42 (ack.)

Sends booklet to the President. (study).

See P.P.F.9-A

Letter to the President, giving him an honorary
assignment as a "spotter" in the Aircraft Warning Service and giving him an
Aircraft Warning Service Banner, which is displayed in the Observer's home.
ack'd 8-19-42.

See - P.P.F.9 - 12

br

P.P.F.
9-B

TRANSLATOR'S SUMMARY OF COMMUNICATION

P.P.F.

P.P.F. 9-13

ADAIR, Edward
Great Neck, N. Y.
8-6-42

Letter to the President, giving him an honorary assignment as a "Spotter" in the Aircraft Warning Service and giving him an Aircraft Warning Service Banner, which is displayed in the Observer's home. Ack'd 8-10-42.

See - PPF - 9 - "A"

mcg

TRANSLATOR'S SUMMARY OF COMMUNICATION

P.P.J.
9-B

Language in which written: French

Date of communication: August 7, 1942

Addressed to: The President

Name and address of writer: Mrs. H. Brunault
298-1/2 St. Valier,
Quebec, Canada.

Substance of statements made by the writer: She sends the President two small religious badges which she has made and had blessed. One is for him, the other is for his son. She is very poor and has eight children to support. As a contribution to aid in winning the war and to help her support her family, she asks to be given a commission to make these badges for the soldiers.

Request made in communication:

Remarks: Sent to State Dept. 8/20/42
Two religious badges encl.

TR:AVA

59

P.P.F. 9 - "B."

TEREBESSY, Dr. John
New York, N. Y.
8-7-42

Sent a book to the President entitled "The Hungarian Problem," by Rusten Vambery. Introduction by Oscar Jaszi -- Professor of Political Science in Oberlin College. Sent in with the compliments of the author.

Memorandum to the Honorable George T. Summerlin: August 7, 1942, -- Will you not be good enough to have an appropriate note of thanks sent to the author of the enclosed booklet. Please return the booklet to this office when it has served its purpose. - Grace G. Tully.

See - P.P.F. - 9 - "T"

msg

CLAYTON, Rev. Eddie
Evangelist,
El Paso, Texas
August 8, 1942

P.P.F-9-3

Sent the President an inscribed copy of
the New Testament. Inscription reads "To Honorable Franklin D. Roosevelt
May God bless you and keep you in the Faith of our Lord and Savior Jesus Christ -
Rev. Eddie Clayton, Evangelist - Jesus says : "Search the Scriptures." Ack'd
August 21, 1942.

See - PPF - 9 - "C"

mCG

59

PPF-9-B

BOETTIGER, Anna Roosevelt
Seattle, Washington
August 10, 1942

Letter to Miss Tully, enclosing a letter to the
President from Dora V. Rusenoff, dated July 25, 1942 in which she encloses souvenir
campaign buttons-----Buttons sent to the Library - Ackd. August 25, 1942.

SEE - PPF - 9 - R

VST

887-9-B

KAY, L. H.
ALLIANCE PRINTING COMPANY
Philadelphia, Penna.
August 10, 1942

Letter to the President, enclosing brochure of
copy of the Atlantic Charter and of the 26 Nation Declaration of Freedom from their
press. Additional copies will be sent upon request. Ackd. August 13, 1942. ---
Brochure to the Study.

SEE - PPF - 9 - A

VSR

59

887-9-B

TUNER, Leo J.
FAIRMOUNT BRANCH DIVISION
PEARL PACKING CO., INC.
Madison, Indiana
August 10, 1942

Sent the President a copy of the writer's
"The Answer is Your Support." Ad's August 26, 1942.

Letter to the President, saying that in checking
over the articles on his desk as listed in "Life" Magazine, they fail to find nothing to
put dimes and quarters in for Bonds and Stamps. They sent the President one of their banks.
Add. August 26, 1942.

SHE - PPF - 9 - P

VXZ

59

PPF-9-B

JACKSON, Dr. Arnold S.
Madison, Wisc.
August 11, 1942

Sent the President a copy of the writer's
book "The Answer is Your Nerves." Ack'd August 24, 1942.

See - PPF - 9 - "J"

mcg

OWENS, Ben H.
Johnson City, Tenn.
August 11, 1942

Letter to Mr. Early concerning a gift the
writer has for the President, if it will be accepted. The gift, a book written
by Mr. Paul Emory Carter, is entitled "Has the New Deal Now Been Tried and Found
Worthy of its Causable Pride." Ack'd 8-19-42, pencil notation says "Like to
Have."

See - PPF - 9 - "O"

mcg

PPF-9-B

PPF-9-B

FREY, Hugo Evon
Long Beach, California
August 14, 1942

Letter to Mr. McIntyre, sending two copies of
"Hugo's Odyssey", # 3 for the President and # 4 for Mr. McIntyre. The President's copy
sent to the Study. Ackd. August 31, 1942.

SEE - PPF - 9 - F

VSR

59

887-9-B

KLOZ, Herbert W.
New York, N. Y.
August 14, 1942

Letter to the President, submitting advance copy
by Kressman Taylor, entitled "Until That Day" because he believes this book will prove
a valuable contribution to the country's war effort. He says this book was written at the
insistance of he and Rev. Leopold W. Bernhard. Sent to the Study. Adsl. 8/13/42.

SEE - PPF-9-K

VSP

SEE - PPF-9-K

PPF-9-B

MAZUMDAR, Haridas T.
New York, N. Y.
August 14, 1942

Sent the President copy of his book in which is note "To President Franklin D. Roosevelt, in admiration and gratitude with the best wishes of Haridas T. Mazumdar, N.Y.C. August 14, 1942." According to flap on book, Dr. Mazumdar is a personal friend of Gandhi and often referred to as "the unofficial ambassador of good will from India to America. In 1937 was visiting lecturer in sociology at Howard University, Wash., DC. —————Memorandum, August 21, 1942 for Hon. George T. Summerlin: "Will you be good enough to have an appropriate note forwarded to Dr. Mazumdar thanking him for the copy of his book which he sent to the President. Please return the book to this office when it has served its purpose. GGT. "

SEE - PPF - 9 - M

VSR

59

P.P.F. - 9 - "B"

SIMPSON, Joseph F.
W. Atlee Burpee Co.
Philadelphia, Pa.
August 14, 1942

Letter to the President concerning a
book written by Mr. H. R. Abercrombie, South Africa, entitled "The
World to Come." The writer says that Mr. Abercrombie wants a publisher
to take over the North and South America rights and the same publisher
bring the book up to date. At the author's request the writer is sending
an autographed copy of the book to the President. Ad'd August 21, 1942.

Pencil notation says "Sent to Sady."

See - PPF - 9 - "A"

ncg

PP7-9-B

AIEY, Mrs. Maxwell
New York City, N. Y.
August 15, 1942

Telegram to the President, saying "Ruth Mitchell wishes to make an appointment to see you some day next week that she may personally give you the present made for you by the British Women Prisoners with whom she was confined by the Nazis at Liebenau and sent in gratitude for the generosity of the American people whose gifts of food have helped make their lot better. stop Could she see Mrs. Roosevelt at the same time." -----Ackd. August 20, 1942 advising that the President will be glad to see Miss Mitchell on August 25 for a few minutes and Mrs. Roosevelt will see her at the same time. -----Telegram from Miss Mitchell, 8/21/42, confirming this appointment. ----- Attached to the file is a memorandum, saying that Elmer Davis is asking that the President see Miss Mitchell as the Office of War Information is going to make some use of her and thought it would help if the President saw her first. (The gift is a basket made of string)

SEE - 1939

VSR

5

887-9-B

KENDALL, Ernest L. - Principal
CAPITOL PAGE SCHOOL
Washington DC
August 15, 1942

Letter to the President, sending under separate cover a copy of their Capitol Page School Yearbook, which was published under the sponsorship of a Congressional Committee. Asks for any comment in this regard. To the Study.
Ackd. August 21, 1942

VST

SEE - PPF - 9 - C

PPF-9-10

IANNI, Clement G.
Rochester Alliance Press, Inc.
Rochester, N. Y.
August 17, 1942

Sent the President a copy of a little book
which the writer composed entitled "Bluejacket's Log. Ack'd August 21, 1942.

See - PPF - 9 - "in

mcg

59

PPF 9-13

COGDILL, Jeter C.
Detroit, Mich.
August 18, 1942

Letter to the President enclosing a book
on healthy living entitled "V... Victory Guide". The writer has composed
this book during his spare time and feels sure that it will help the
President guard his health during this critical time. Ack'd August 31, 1942.

See - PPF - 9 - "C"

mcg

State Department for acknowledgment.

H. H. HANCOCK
Secretary to the President

Jose Manuel Garmón,
President,
National Mill Owners Association of Cuba
Havana, Cuba.

Letter to the President: dated July 29, 1942.

Re - President of the "Asociación Nacional de Moliendos de Cuba,
wants copy of the Sugar Yearbook of Cuba for the current year, note-
tizing the contents of the sugar industry of Cuba and international
statistical annual compiled and edited by the Cuban Economic and
Financial Review.

101

August 18, 1942.

P.P.F.
9-B

Respectfully referred to the
State Department for acknowledgment.

M. H. McINTYRE
Secretary to the President

Jose Manuel Casanova,
President,
National Mill Owners Association of Cuba
Habana, Cuba.

Letter to the President: dated July 29, 1942.

Re - President of the "Asociacion Nacional de Hacendados de Cuba,
sends copy of the Sugar Yearbook of Cuba for the current year, con-
taining the census of the sugar industry of Cuba and international
statistical manual compiled and edited by the Cuban Economic and
Financial Review.

mel

STETTINIUS, E. R. Jr. - Administrator
OFFICE OF LEND-LEASE ADMINISTRATION
Washington, D. C.
August 19, 1942

887-9-B

Letter to Mr. Hopkins, enclosing booklet sent to Mr. Stettinius by an Englishman, Captain Cullimore Allen. His father had the "Puck" cartoon, which appears at the beginning of the book, hung in his office at Oxford in 1900. Captain Allen had a leather-bound copy made up for the President. Adkd. to Mr. Stettinius 8/21/42 and asks him to thank Captain Allen. Sent to Series A.

SEE - PFF - 9 - A

vst

59

PPF-9-B

SCHOENFELD, Abe
New York, N. Y.
August 20, 1942

Letter to the President, sending two books for
his collection and asks if he can locate a letter that he wrote when a boy. Ackd. 8/26/42.
Books Sent to Study.

SEE - PPF 6912

VSP

P.P.P.

9-B

BELL, Hon. Daniel W.
The Under Secretary of the Treasury,
Washington, D. C.,
Aug. 21, 1942.

The President wrote saying he was sorry to hear that Mr. Bell had not been well. The President suggested that Mr. Bell take a little trip until he felt better. The President said he was told that he (the President) had not written him when he resigned as Acting Director of the Budget. The President said he did not know how this had happened but that he wanted to take this opportunity to say how grateful he was for Mr. Bell's loyalty and his faithful service in the government. The President said that Mr. Bell had done a magnificent job as Under Secretary of the Treasury.---Mr. Bell, on Aug. 23rd, wrote the President a letter of appreciation.---Mr. Bell said he was leaving the following day for a week's rest and that he was sending the President a copy of "Great Analysis".---The President, Aug. 26th, wrote a note to Mr. Bell thanking him for the copy of "Great Analysis" and saying he was keeping it for bedside reading.

P. P. F.

SEE P.P.F. 2428

AS

9-B

887-9-B

HESS, I.
Bronx, N. Y.
August 21, 1942 - Ackd.

WILLIAM. Ackd. August 21, 1942 ——— Sent the President copy of book, KEEPING UP WITH
Book sent to the Study.

SEE - PFF - 9 - H

vst

59

PPF-9-B

STURGEON, Mrs.
Atlanta, Ga.
August 21, 1942

Sent the President a copy of a booklet,
entitled "Jesus is Coming this Week." Ack'd August 21, 1942

See - PPF - 9 - "S"

mcg

59

P.P.F-9-B

TOSSUTTI, Hans
Detroit, Mich.
August 21, 1942

Letter to the President enclosing a copy of the writer's book, "Companion Dog Training," the writer also expresses a desire to get in to the armed forces, but so far has been unable because of age and of German birth. -Referred to the officials of the War Department. Ad'd August 21, 1942. Notation book sent to Study.

See - PPF - 9 - "T"

neg

59

PPF-9-B

von RHAU, Henry
National Cyclopedia of American
Biography,
New York, N. Y.

Sent the President a copy of Current Volume F
of the National Cyclopedia of American Biography. Ack'd August 21, 1942. Sent to
Study.

See - PPF - 9 - "N"

mcg

PPF-9-B

WHITEHOUSE, Robert,
Surrey, England
8-21-42

Wants help in protecting the copyright to his book. Would like further information regarding the copyright, has an ad-interim registration, which protects his rights for four months; if he cannot obtain publication within that period, any person in American can purloin his work and publish it. Wants to know if this is true; if so, thinks that laws should be amended. (Sent booklet "In My garden")
Letter Referred to Dept. of State 12-19-42 in connection with booklet, which was sent over 9-16-42.

See P.P.F.9-W

P.P.F.
9-B

br

PPF-9-B

DOUGLASS, Paul F.
Washington, D. C.
July 22, 1942

Letter to the President, on behalf of the
Institute on World Organization, presents to the President a copy of "WORLD ORGANIZATION:
A Balance Sheet of the First Great Experiment." Sent to the Study. Ackd. 8/21/42.

SEE - PPF-9-I

VST

PPF-9-B

GATES, George
New York, N. Y.
August 22, 1942 - Ackd.

Letter to the President, enclosing copy of book
in which he has a few verses, Ackd. August 22, 1942.

SEE - PPF - 9 - G

VSR

59

PPF-9-B

MELIKOV, Gregor
Chicago, Ill.
August 22, 1942

"Immortals of America." Sent the President a copy of a book,
Ack'd August 22, 1942.

See - PPF - 9 - "M"

mcg

My dear Mr. Robert
The President thanks you ever so
much for your friendly letter. He appre-
ciates your kind thought in sending him the
note and has asked me to convey his cordial
good wishes to you for your health and happi-
ness.

Very sincerely yours,

Grace H. Tully
Private Secretary

Mr. Charles E. Keating,
200 Riverside Avenue,
Chicago,
Illinois

Chicago 220 2 2 2 2

P.P. 7.
9-B

August 24, 1942

T.A.

7

My dear Mrs. Busbey:

The President thanks you ever so much for your friendly little note. He appreciates your kind thought in sending him the motto and has asked me to convey his cordial good wishes to you for your health and happiness.

x P.P. 7.
9-M

Very sincerely yours,

Grace G. Tully
Private Secretary

Mrs. Charlotte R. Busbey,
2445 Ingleside Avenue,
Chicago,
Illinois.

ms

Chicago, Ill - Aug. 3-42^{PM}

Dear Mr President -

ack'd 8/24/42
T-4 B

ON
Au
OU
Bo
SE

Please accept this
little note which I think is good
You don't need it because your
eyes are fixed on the future

Don't let the criticisms
of some of these "nit nits" get
you down - Altho I am living in
a Chuck Home and am living
on borrowed time - (seventy five
my next birth day) - my vote goes
with the other millions who had
enough confidence in you to elect
you for a third term

You said once that
you didn't promise to perform
miracles - but would you try?
I am this a piece

5445. Ingalls Ave - Chicago

President, enclosing a book of
m written by himself. Ack'd. 8/31/42.

VSP

is the scheme of things for some
of us who acted as actors and
have our wits about us?

Most sincerely

Wm Charlotte R. Busby -
5445 - Ingleside Ave
Chicago - Ill.

- B

the President, enclosing a book of
poem written by himself. Ackd. 8/31/42.

VSL

5445 - Ingleside Ave - Chicago



CHICAGO
AUG 8
1942

To
Franklin D. Roosevelt
Washington D.C.
White House

First Class

ORDER

FOURTH CLASS MAIL - Postmaster: This piece
CONTENTS MERCHANDISE - may be opened for postal inspection if necessary. Return postage guaranteed.

F 33-1

First Class

from -
C. R. Busbey
5445. Ingleside Ave - Chicago

the President, enclosing a book of
a poem written by himself. Add. 8/31/42.

VST

14

PP7-9-B

OWENS, Ben H.
Johnson City, Tennessee
August 24, 1942

Letter to the President, enclosing a book of
OUTSTANDING SONG-POEMS AND LYRICISTS in which is a poem written by himself. Ackd. 8/31/42.
Book sent to the Study.

SEE -- PPF - 9 - 0

VSI

69

887-9-B

STAFFORD, Rev. J. M.
Washington, Indiana
August 24, 1942

August 25, 1942

Letter to the President, submitting plan to win the war and sends book, entitled "After the war What? or shall God or devil rule America". - Notation: Nothing on this.

SEE - PPF - 9 - S

VSR

By Mrs. W. Bradley

This little note is to thank you for the study you so generously sent to the President recently. I can assure you that he much appreciated your kind thought of him.

Very sincerely yours,

Grace G. Kelly
Private Secretary

Charles F. Bradley, Esq.
1111 Arch. Street,
Washington, D.C.

59
KNOX, Mrs. Laura M.,
Yonkers, N.Y.
8-25-42 (ack.)

Writes regarding the activities of her son, John Crawford Knox. Is sending the President two volumes of Pine's Eighteenth Century Classic. Since the binding is in bad condition, she encloses a check for \$25.00 to have it rebound. (Book)
Acknowledged by President 8-25-42, and check for \$25. returned.

See P.P.F.9-K

P.P.F.
9-13

br

PP 7 - 9 - B

McCARTNEY, Miss Lulu
Refugio, Texas
August 25, 1942 - postmarked

Letter to the President, enclosing Novena Booklet.

Ackd. September 1, 1942.

SEE - PPF - 9 - M

VST

PPF-9-0

MURRAY, Hon. Arthur
Isle of Seil, Argyll,
Scotland
August 25, 1942

Letter to Miss Tully from G. F. Summerlin
returning the book "Cape Horn" by Felix Riesenberg for the President's
library.

PPF - 9 - 118

mcg

Dear Mr. President:

Your letter must be an indication of your... afflicted
as you have had yet overreading that affliction to that...
as it was, to understand it quite like the...
Several years ago I became interested in the...
sign of what... and, especially so, after reading your
articles about your struggle with... This
little essay I wrote after a period of contact with children...
and what I studied thoroughly and a little research on the
subject... I may call it...

Would you be the liberty of sending you a copy?
Sincerely,
G. F. Summerlin

G. F. Summerlin

PP 7
9-12

5

MAIN 7785

J. H. BOUTCHER
ATTORNEY AND COUNSELOR
529 ERNEST & CRANMER BLDG.
DENVER, COLO.

ackd
8-26-42
cap

President Franklin Delano Roosevelt,
White House,
Washington, D. C.

Dear Mr. President:

Your career must be an inspiration to everyone. Afflicted as you were and yet overcoming that affliction to rise on its ghost, as it were, to unprecedented heights stirs the imagination.

Several years ago I became interested in the inferiority complex as shown in children and, especially so, after reading some articles about your struggle after you were stricken. This little essay I wrote after a period of contact with children during which I studied them closely and a little research on the subject, if I may call it essay.

May I take the liberty of sending you a copy?

Yours,

J. H. Butcher

August 26, 1942

My dear Mr. Boutcher:

Your letter to the President, with the enclosed booklet, has been received and will be brought to his attention. I know how much he will appreciate the kindly thought which prompted you to write him and I am sure he will be glad to note the booklet, as he is sympathetically interested in the efforts of those whose aim it is to brighten handicapped lives.

Very sincerely yours,

M. H. McINTYRE
Secretary to the President

J. H. Boutcher, Esq.,
529 Ernest and Cranmer Building,
Denver,
Colorado.

cap

B

PPF-9-13

KNOFF, Mrs. Alfred A.
New York, N. Y.
August 26, 1942

Ben Robertson's book, "Red Hill"
Pencil notation - "Book to Study"

See - PPF - 9 - "K"

AS THE TWIG
IS BENT

BY

J. H. BUTCHER

P.P.F. 9-13

KNOFF, Mrs. Alfred A.
New York, N. Y.
August 26, 1942

Sent the President two copies of
and Cotton # 1011 August 26, 1942.

INTRODUCTION

Today there is a great deal written about the inferiority complex, and the place of early training in childhood is being given more importance. I believe that its importance cannot be over emphasized. It is unquestioned that physical habits acquired in early childhood are difficult to overcome, and all the more so habits of thought. There is an important connection between these physical habits and habits of thought. An unhealthy mentality—one which does not respond normally—is a terrible incubus.

This essay, if it may be so called, is not written from a professional standpoint. It is written for the average person who may be concerned with the training of children, for the average parent or guardian. It is not so much a scientific treatment of the subject, as one which is based on actual observation over a long period.

The warped impressions of childhood play a tremendous influence on adult life. Perhaps too great stress is laid upon the role they play in our later adult activities, but better an overstatement than an understatement in this connection.

The mind of the child is extremely sensitive. With the best of intentions oftentimes his associates, or those responsible for his custody, will ingrain a complex that may take years to eradicate, if ever. The step from the familiar to the unfamiliar, from the known to the unknown, is one fraught with tremendous misgiving. How it is handled by others, how it fits into the environment, acquires an importance that is all too often underestimated.

I might cite an example that ordinarily would not be thought of in this connection. A child that has broken a valuable gift, fearful of disclosure, perhaps from previous experiences, yet seeks to explain. Then a sympathetic understanding on the part of his listener, and a little secret shared between them for a few days. The knowledge that the damage can be remedied comes. Such confidences are all worth while, and bring new strength to the child, and new love on his part for others.

The problem of spoiling the child is not so unavoidable under proper solicitous treatment. Every child needs affection and understanding treatment. Only when affection becomes maudlin, stripped of understanding of the needs of the child, does the child become really spoiled.

This essay is only a small step. I hope that it may bring some thought of the needs of the child to those responsible for its upbringing. And to these I dedicate it.

Copyright 1942

By

J. H. Butcher

P.P.F-9-13

KNOFF, Mrs. Alfred A.
New York, N. Y.
August 26, 1942

Sent the President two copies of
August 26, 1942.

As the twig is bent so is the tree inclined. In childhood are formed those habits of thought and action which will mark behavior, aspirations and accomplishments throughout life. In childhood are formulated those principles which resolve and delineate the future outlook on life. As the little mind grows it constantly is appropriating to itself the emotions it experiences,—emotions that are transformed and crystallized into habits of thought. Whilst the mind is healthily imitative, and is constructive, the mental horizon is expanding, and is not delimited by sick fancies and delusions. But if the mind lacks confidence, is apprehensive, it becomes a fertile field for the growth of inhibitions, which thrive like poisonous weeds.

We are drawn to the person who can join in effective cooperation with others; who takes a sensible and sound view of his daily experiences; and who avoids the perverted thinking that is induced by mental inhibitions. These mental habits proceed out of the training and associations of life's earliest years. The paramount importance of childhood guidance is all too evident, but in the shuffle of life is all too easily neglected.

Man recollects with delight those happy memories of his childhood associated with new and pleasant sensations. He recalls with unmistakable pain those incidents in which his aspirations were ignored, treated with disdain, or cruelly disappointed. He tries to forget his unfortunate experiences when the unsophisticated mind groping forward, failing to find an adequate and satisfactory answer to some puzzling problem, suddenly found itself in a vortex of confusion, helplessly adrift and relentlessly tossed about.

A propitious world invites the individual to enjoy its treasures, and provides man with a welcoming field in which to employ his every faculty. To those who show capacity to enjoy and to employ their talents usefully, the world is lavish in its gifts. But such capacity for enjoyment is determined and limited by the individual's outlook on life, and by his interpretation and evaluation of life's factors. Not only in the abstruse realms of

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philosophy may the world be described as a mere illustration of the mind, but in practice we daily observe the truth of this philosophical maxim.

If a warped perspective distorts reality; if man beguiles himself with delusions, life may become extremely niggardly. There is poverty in the midst of plenty. If the mind is rigid and inflexible, the beautiful kaleidoscope of nature does not exist for it. And in this rigidity it loses its greatest aptitude. It is no longer life's shock absorber. The resilience or rebound of the mind to collisions with external forces launches those impulses that fix man's adjustment to his surroundings, and brings a solution to his problems.

Mental qualities in great measure determine manual or physical skill or dexterity. Further, mental tone largely influences physical tone. Thus are man's physical activities dependent on his mental activity. In yet another way does his mentality mould his life. As man develops he finds a need of association with others. Society and companionship afford him exquisite pleasure, and a greater zest in life. But if because of a lack of co-operation and fellow-feeling man assumes a mistaken attitude toward others he arouses unfriendliness toward himself. The ability and desire to exchange his thoughts with others is slowly lost; he becomes a social misfit; subject to all of the misery of self torment thereby associated. Society eyes him askance, and is prone to revenge itself cruelly upon him for his lack of sympathy and misunderstanding. He, in fancied retaliation, may become the malevolent social imposter and trickster, the misanthrope, the gutter habitue, or the criminal.

In his association with his intimates and in the bosom of his family, happiness beckons to him fondly. Yet without the clearness of vision of a well balanced mental life he will turn his back on that happiness, perhaps unwittingly. But the results are just as woeful as if he had deliberately repudiated his own welfare. For him life's rewards have lost all value,—in fact, they have become penalties.

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It is awful to contemplate that man's failure to achieve the mental poise and balance needed for a normal existence is almost always entirely due to a warped and distorted childhood. Too often are extreme cases of mental maladjustments due to the failure of those who train and guide the child. In greater or less degree an unstable and abnormal mental life developed within the child will leave its stamp of discontent, which leads to unfortunate and even disastrous consequences.

Sometimes in our solicitude to give the child the best, we too often neglect or even hamper his mental life. Sometimes by an improper, harsh and indiscriminating discipline he is repelled and even terrorized to the extent that he is driven to seek, and finds, a sordid solution to his problem—the solution of the gutter or of crime.

The child is constantly growing. His responsibilities are multiplying, and his mental growth must keep pace. With each contact with the outside world he experiences either an increase of or a diminution of his courage. In consequence he meets new situations with increased resolution or evasion. This progressive development and display of strength or weakness is one of the most important phases of mental development, and dominates all others. By virtue of it the individual makes his evaluation of himself.

All too often, somewhere, at some time, the germ of an unhealthy mentality is incubated. The child begins to shrink from his responsibilities; at the same time, conjuring up excuses and justification for so doing. He seeks self-appeasement by rationalization. He becomes subject to an unreasoning apprehension that he is inadequate; that he must inevitably fail in the accomplishment of a prospective task; that he cannot measure up to life's ordinary demands.

This fear may lead to either of two extremes of conduct. It may block the child's mental expression, baffling and frustrating him, and provoking the mental reaction and conviction that he is an unwanted and undesirable member of society. On the

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other hand, it may evolve a sham sense of superiority, because of the misdirected efforts by the little sufferer to overcome this fear. So he acquires the so-called "inferiority complex", or its complement and defense mechanism, the "superiority complex". Accordingly, he lays the basis of his personality and frames his life's style.

Let us repeat. If he retreats from participation in life's activities, directing only half-hearted efforts toward any achievement, at all times prepared with an excuse in palliation of things left undone; if he is dominated by delusions with all of their cortege of prejudice, lack of self-confidence and intolerance; if he is subject to an anxiety, that places him under continuous mental tension, defying efforts at relaxation, he is the victim of an upset mental balance, a sufferer from the loss of mental stability and security. Self distrust; coddling of an infirmity,—mental or physical; fear of inability to perform a given task, apprehension of inadequacy; all of these compel the victim to affect a receding mental role, and he becomes a victim of the vicious inferiority complex. This complex is really a disease, whose ravages may be disastrous. Serious physical disturbances may ensue.

The victim of this complex is forever attempting to conceal and disguise, to compensate it artificially. He sometimes seeks to thrust himself into a more prominent role; sometimes seeks to maintain his self-esteem by retreating, in order that he may secure within himself a smug sense of security and superiority. His sub-normal feeling of inferiority makes it vital that he impress this pretended superiority on others. He delights in outward show; he parades any material possession in which he may excel, or overrates or over-develops the opposite and complementary phase of character and behavior.

The mental balance that has been disturbed is not restored by this affected and sham superiority, which is used as a shield. If, on some occasions, the individual shrinks from asserting himself, upon others he imagines he has achieved success by this false and assumed attitude. His experiences determine the form the complex will eventually take. When, by his deceptive demeanor, the

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sufferer has encountered even partial success over a period, he deludes himself into believing that he has found a solution of his problems.

When this vicarious form of mental instability becomes fixed we have the victim of the superiority complex. Behavior goes to the extreme of officiousness. A tyrannical demeanor is assumed towards intimates and dependents. The sufferer may become unreasonably stubborn, blindly intolerant, ruthlessly vindictive, anti-social,—subject to terrible fits of rage. His behavior changes: The coward becomes a bully; the unassuming individual, a braggart or a conceited snob; the scoffer, a bigoted mystic; a complete confounding transformation may occur. But the hidden inhibitions remain beneath the bluster and show, and when the mask is snatched away they are tragically revealed.

But in the vast majority of cases, the sufferer retreats more and more within himself, only occasionally to emerge in a frenzied outburst. The tinge of defeatism begins to color all of his life's activities. Normal impulses are stifled. Faculties of the mind stagnate, resulting in behavior which simulates at times a stupor or trance. The mental stream has been dammed, and it has become a mere trickle in its natural bed; sometimes to burst forth in a flood in strange channels; sometimes to be dissipated in aberrations and abnormalities.

The individual finds dissatisfaction in his experiences. Disregarding the fact that his own attitude may be to blame for such discontent, he resolves his experiences into a justification for his attitude. He becomes querulent, and expert in ascribing treacherous and hypocritical motives to others. He is acutely aware of his own instability, and attributes it to fancied designs or plots against him. Around this group of self-delusions he formulates his life plan.

Pitiful attempts to win recognition expend themselves in the so-called "useless" side of life, where their only value is to annoy; and there is an "escape" from the immediate environment by submission to a feeling of depersonalization. The sufferer cre-

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KNOFF, Mrs. Alfred A.
New York, N. Y.
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ates a detached world within himself, out of the harmony with the world around him. Into this detached world he withdraws to find relief.

This abnormally depressed condition is the foe of accomplishment. There is a character type, often classed as a complex, which goads the individual to phenomenal exertions, and which may win to well nigh miraculous achievements. This type occurs generally where there is some physical disability, or "organic inferiority", and the sufferer on account of his handicap, or in spite of it, makes incredible progress. Because of such striking accomplishments, apparently arising from an urge induced by a depressing consciousness of inferiority, the baneful influence of this mental disease is discounted.

True, the physical handicap that in the first instance depresses the mind, may later, for the very few, become a useful stimulus. In such individuals the urge to accomplish does not arise out of an inferiority complex, but because of it. The exceptional individual may, by incredible effort, overcome unaided the discouraging sense of inferiority. Handicaps may spur minds that are flexible and active to great and still greater achievements, to command the respect of an otherwise pitying and contemptuous world.

Be this as it may, ordinarily the physical impairment—the coefficient of the subnormal mental attitude—may work havoc. We probably all have seen, heard or read of cases where sufferers who have been too acutely sensitive of their disfigurement were completely rehabilitated when facial contours were changed, protruding teeth corrected, or other physical abnormalities rectified. But to the average person physical disability or malformation is a hideous incubus.

Particularly in infancy, and in childhood, when the mind is especially susceptible to influence from without, is this mental disease that atrophies the faculties from which normal impulses spring, unbridled and harmful. In these early years the mind is extremely plastic, and habits of thought are becoming fixed.

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During this period, not only may the child, more easily than the adolescent or adult, fall under the sway of the abnormal thinking that leads to an undervaluation of self, and a distorted view of one's surroundings, but this tendency can also be more easily checked. And if not then checked, it is progressively intensified by each failure experienced. The will is constantly undermined.

Environment which includes both associations and training, is the crucial and decisive factor in the formation of the mental life. It gives the stimulus that is metamorphized into mental characteristics or habits of thought. It moulds the child!

I am not entering into that controversy over the respective merits of heredity and environment in the mental development of the child. A person need not belong to the exotic class of geniuses in order to lead a normal life. That environment is all important in the unfolding of the mind, will not be denied by the most partisan. Inadequate and faulty training and associations form almost ineradicable habits and traits of character. Given a good start in mental life, children will forge ahead rapidly, to a useful, well-rounded career.

Unfortunately, in the state of our present knowledge, we must except the feeble-minded and mental defectives. Backwardness in the child, due to the inferiority complex, is easily distinguishable from feeble-mindedness. There is a lack of understanding on the part of the feeble-minded child of the relation between circumstances and self,—a failure to build perceptions into apperceptions. The troubles of the backward child are always consistent. They are formulated on a scheme of private logic. But mental defectives are inconsistent; they have no scheme of things; no logical coherence or sequence of events is apparent to them.

But we can do much for the backward child, and we can alleviate his misery. If the little sufferer holds himself at a tension, if he is morbidly anxious, if he cannot be at ease and cannot assert himself adequately, because of his mental affliction, we can help him to relax. If he is self-assertive to the degree of obnoxiousness,

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and too excessive in his demands for attention, a sympathetic, unobtrusive understanding will work wonders.

But there must be no violent attacks on his deficiencies. Harsh measures are of little avail, and can never cure. Direct assault cannot alleviate the painful feeling of insufficiency or inadequacy, or the fear that a state of security may be lost. In fact, such well-meaning but ill-advised methods only aggravate the disorder. Persuasion of the type that does not cause the little sufferer to become resentful and sullen, that quiets and reassures him, will relieve him and finally overcome the insidious complex. It requires skillful and careful management, and infinite patience.

Because the victim of this complex believes himself different from others, only a sympathetic comprehension of its cause can avail to remove that distorted belief. Because he believes that due to his social awkwardness he is unwanted and undesirable, and that others are antagonistic to him, his sophistry can only be controverted by a patient, immeasurably tactful procedure. Only a genuine sympathy, which does not degenerate into an effeminate and maudlin solicitude, can encourage and strengthen him.

The symptoms in which this depressing form of the inferiority complex manifests itself are legion, and often seemingly contradictory. Every individual shows infinitely diversified sequences of this affliction, but a few may be described.

The youngster is compelled to remain content with small accomplishments. He finds himself in a rut,—is the problem child, or the "mollycoddle". He disapproves of giving offense, not because he is courteous,—courtesy is a sign of strength—but to give offense may make him appear ridiculous, and place him in a position to which he might not be adequate. Or he becomes intractable and wilful, because he feels to be otherwise is a sign of weakness, and he must prove both to others and to himself that he is strong. Thus we have the types, the headstrong and wayward child, and the namby-pamby child,—colorless and neutral; one bad, because he is too weak to be good; and one good because he is too weak to be bad. To get away from his feeling of uselessness

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he develops criminal traits, or goes out of his way to be imposed upon by stronger natures.

His activities are confined within narrow limits, although he constantly and desperately yearns to be able to play a more prominent role. He is not a congenial companion, though he needs and longs for companionship. He is querulous and self-pitying. He has emotional conflicts that may make him appear brilliant one day, and on the next dull and stupid. In soliciting a favor he is over anxious, and thus may appear presumptuous, when in reality he is intimidated. He over-acts, often times antagonizing the person he wishes to conciliate. By over-anxiety he makes a poor impression, when he desires to make a good one. He over-plays his part, and, in consequence, develops an unnatural and affected manner.

He is mercurial, easily elated and dejected, extravagantly gay at times, and plunged in despair at others. He cannot converse easily on a variety of topics, so dwells tediously on one. At times he is timid or reticent in the presence of those he regards as his superiors; on other occasions he becomes self disparaging, and apologetic in their company. He becomes loquacious, and his conversation is insipid and puerile, although tinged with an anxiety to please or amuse. This anxiety leads him to make statements disadvantageous or harmful to himself. He is easily discouraged, and cannot persevere in the face of difficulties, and finds a pretext to shift his attention elsewhere. Always apprehensive of failure, he pretends a lack of interest as extenuation; resists attempts to overcome his assumed indifference; and blocks any receptiveness to thoughts that do not flatter his own conceit. In his anxiety to be accepted as a good fellow, and to show his good will, he allows himself to be imposed upon. In trying to convince others of his good intentions, he is easily duped. Suddenly he may conclude he is being used for a "sucker" and become violently antagonistic. Nor is this conclusion based always on sound reasoning. It is as often unjustified as correct.

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New York, N. Y.
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He feels that he is pursued by a relentless fatality. He looks upon himself as the "ugly duckling". This causes him to be unjustly suspicious of others. He can hardly conceive, though he stoutly affirms, that he is of the same flesh and blood as his fellows. Because of his retreat into his private little world, he becomes absent minded in this one. He is impatient because he cannot wait to overcome difficulties; though, in fact, this impatience is due to an anxious doubt that he is able to overcome them. He selects for triumphant accomplishment petty or even useless tasks. Being at a high nervous tension, he cannot proceed with that rhythm that is so necessary to superior attainments; his activities are jerky; he is not methodical; neglects the final and finishing touches; he is not exact; he may be sloppy or over-tidy.

He enjoys ridiculing others more fortunate than himself, and seeks those out—young and old—who can applaud his mockery. Though he longs to associate with those he can respect and esteem, he finds his companions either among those of younger years, or among older children, who delight in his handicap and in taking advantage of him because of it. To one who may be the object of his regard, and whom he may actually idolize, his conduct may appear maliciously offensive.

These traits all arise from a discord within the sufferer, a discord which is a source of misery to him, and for which he attempts to find consolation in an "Oh, what's the use?" and "That doesn't matter" attitude; an assumed attitude of indifference, an apathy that gives him a spurious feeling of superiority and self-righteousness. He emphasizes his own mistaken view of life, and cherishes the thought that, if he protests loudly and long enough, his views will prevail. He feels that he lacks social adjustment,—that he is out of place and is looked upon with contempt by others. He imagines that others are hostile to him, and that he has his back against the wall.

These vagaries are seen in varying degrees, and a group of them will occur in the same individual, often quite contradictory in nature.

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This mental ineptitude produces and is yoked with a physical awkwardness, which in turn aggravates the mental condition. The awkwardness is a lack of freedom of physical expression, just as the mental inhibition is a lack of freedom of normal mental expression. This lack of co-ordination of the muscles of the body, tautness at the instant of execution, inability to "follow through", attests the close alliance of physical gawkiness with this crippling complex. Mere repetition cannot teach performance, where the body lacks adroitness, as well as, and because of the inflexibility of the mind.

But this is the least of the evils that attend on this complex. The whole mental structure of the child is disrupted. In his trials, the child, limited to his own scanty resources, must cope with the terrible emotional conflict raging within himself, because a lack of sympathetic understanding turns his mentors away from him. Bitter sequels often follow. Gross ingratitude taunts the benefactor. Criminal propensities crop up in children that were considered exemplary. A child harbors thoughts of suicide,—even attempts to take his own life.

The will-power to overcome this incubus that has fastened its slimy tentacles on the mind can be built up only by suggestion that will lead to a normal outlook on life, and to cooperate with others, to a sensible reflection of the problem at hand; and to the view that success is attainable, and that satisfactory achievement is possible,—even though perfection is impossible. But if these suggestions are made from an outside source, with too great abruptness, if they are not modified through careful observance of the sufferer's reaction to them, they are unavailing. They not only fail to arouse a response in the child, but actually induce an inner resistance, because of his perverse thinking. We can only approach the child from his own level. As has been noted, these suggestions may come entirely from within on the part of some rare individuals, but ordinarily they must be fostered and bolstered from without.

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P. P. F. 9-13

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Also there may be occasional cases where a violent shock will rid the individual of his complexes, opening for him a new career. But in the vast majority of cases, patient and intelligent guidance cannot be dispensed with. Of greatest importance is direct training of the juvenile, and it serves a two-fold purpose. It avoids the generation of the inferiority complex, or when such a complex becomes fixed, it helps overcome it. The overcoming of the complex, of course, can only be accomplished by the child's own effort, but this effort can be awakened by proper training. All measures that will be beneficial must have in view the child's cooperation, and are entirely dependent upon it. But sensible and adequate direction by no means contemplates undue interference.

By asserting the importance of proper training, I do not mean to undervalue the importance of wholesome associates. As the child's group of friends grows, as he acquires playmates, school mates, etc., their influence becomes more and more manifest. But the child will pick and choose his companions and associates. His choice of unwholesome associates is usually due to the lack of sensible and adequate direction on the part of those responsible for his care.

The discipline that is to determine the future of the child must necessarily be administered at home, in the school, and in recreation centers. These will form his background.

The child's earliest experiences are in the home. Not only the indifferent and resentful parent may be offenders, but the over-solicitous parent may unconsciously be the cause of grief to the child. It is a deplorable fact that the maladjustment of the child may result from a protective instinct; the impulse to shelter the child against any mishaps, and against hardships and any other consequences. Even the parent who does not go so far as to inordinately pamper the child, may be culpable. Misdirected kindness and over-solicitude are harmful, in that they tend to destroy the child's initiative,—his incentive to think for himself, and may develop on his part a selfish attitude.

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In consequence, when face to face with new and strange situations, when he is "on his own", the child is totally unprepared. The sense of freedom overcomes him. He finds himself no longer the center of concern. His own resources are insufficient to carry him forward and buoy him up. He has no mental resilience to take up the shock of seeming rebuffs and fancied hostility.

The fond parent, likewise, who gives no help when help should be given the child, but who is the vociferous apologist and advocate of his child's goodness, offends as well. We recognize as admirable the instinct to defend, but we can only gloomily reflect on the little character that has been allowed to become tarnished by stupidity and carelessness.

A "hodge-podge" is made of a child's life by the parent or guardian, who, through attempting to direct the child's activities, concerns himself almost entirely with reproof and censure of the child for his "bungling". Too impatient to be bothered with the child's problems, or to give them sympathetic thought, he is severely critical when the child arrives at the wrong solution. He usually employs the rod to excess, and disdains any other avenue of approach to the child's mind. He utterly disregards the effect that different forms of punishment may have on the mind of the child, and, who by reason of such treatment, is rapidly becoming more and more sensitive. He cannot understand that what appears to him destructive, may actually appear to the child constructive.

A large portion of the age of childhood and adolescence is spent in school. Much can be accomplished here to overcome the feeling of deficiency that may exist. And, in like manner, the condition may be engendered or intensified here. The class room may give the impetus to morbid impulses. Here the juvenile may find himself at a complete loss, because of an incomplete and confused knowledge of an assignment. He gropes,—wildly,—blindly! He cannot bring calm deliberation to bear upon his tasks, but he seeks ill-considered ways out of his difficulties. Perhaps hopelessly entangled, his efforts to extricate himself in vain, and

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Pencil notation - "Book to Study."

unable to find gratification from the mastery of his work, he seeks relief by withdrawal into self. Through seeming stupidity, he avoids apparently "useless" efforts, and turning his attention elsewhere, and to occupy himself, he may become a peace disturber in class.

This attitude may be induced when one of the steps in the particular lesson has only been partially comprehended, or such a step from the known to the unknown is entirely skipped. There exists a chasm which the child cannot bridge. I have seen a student in the class room actually sweating in a state of mental agony when it came his turn to recite. Then laughter from the class, and a rebuke from the teacher, all served to intensify his distress. Thus, this situation became doubly harmful. A serious attempt to fill this need might have averted another casualty.

Here it may be well to mention that since it is the fear of ridicule that is one of the chief causes of the inferiority complex, ridicule should be avoided in dealing with children. The sensitive child cannot parry the shafts of parents, or instructors, who love to indulge in clever witticisms at his expense, or who cannot miss an opportunity to twit him with his stupidity. The shafts of ridicule strike deep, and wound painfully. Even good natured banter may become a cankering barb. The victim, keenly aware of his vulnerability, feels deeply his helplessness, and his helplessness grows upon him.

One of the "bugaboos" raised in the education of the child, and a time honored fallacy, is that the child must be gifted at birth to succeed. When deficiencies appear, and a pretext for pedagogical or parental failure is wanted, this myth serves that purpose. But it does so only at the expense of the child. His deficiencies are thereby aggravated. Fortunately, this myth is being rapidly dissipated. There is overwhelming evidence of the fact that one can carve out a successful career, even in those fields where weakness was first shown. The observer will be astounded at the capacity of the child to triumph over his deficiencies in intelligently helpful surroundings.

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Whether or not a person is or becomes a genius, is not a matter of vital concern to himself, or to the world. It is sufficient if he can live a normal, useful life, knowing himself to be a beneficial member of society. Acceptance of the myth of being "born into things" may be comforting to many parents and teachers, but it is the central point of a vicious circle; the child suffers more and more because his deficiencies multiply, and his deficiencies multiply because he suffers. And, in the wake of its depressing influence, comes a regrettable and unnatural relationship,—a relationship of mutual distrust. Because he is hounded and shamed at home, or at school, for his failures, the bonds of true admiration and respect between the child and his mentors are strained, and perhaps shattered.

Another eccentricity of this fallacious method, or doctrine, may work havoc with minds of exceptional brilliance. The infant prodigy becomes a queer contradiction. He astounds all by his mental feats at an early age, to later fall far below the average, or to even show signs of mental collapse.

Some one faculty of the precocious child has been so completely over-developed by constant exploitation, that the other mental powers become atrophied by lack of use. The superior child then becomes a victim of peculiar behavior, excessively advanced in his precocious faculty, but fluctuating and uncertain in other important modes of conduct. The lack of mental equilibrium is aggravated by those who wish to display the brilliance of the embryo wonder, and conceal his mental weaknesses. These misguided enthusiasts are completely dumbfounded at the lack of the adjustment of their protege in some crisis.

The extraordinary acceleration of his surpassing endowment has not prepared the precocious youngster for this crisis. He is plunged into confusion, and begins to doubt the efficiency of his mental equipment. A lack of persistence, of consistent effort, of profitable use of his ability ensues. The determination to achieve weakens and is replaced by a passive resignation. The mental bril-

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KNOFF, Mrs. Alfred A.
New York, N. Y.
August 26, 1942

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Parcel notation - "Book to Study."

liance begins to falter, though from time to time it still shows spurts of intense activity.

Though between superior and inferior children there is a wide mental hiatus, it is nevertheless true that the great number can fit into groups under a competent instructor. And training in groups is invaluable because of the inter-relationship that it fosters, and the mutually helpful spirit that it encourages. The class room can become a sanctuary, where minds of different calibre can mutually absorb the individual requirements deficient in each.

But progressive learning should not be forced, there must be an element of caution continually exercised by the instructor. Arousing the curiosity of the child, and holding his interest, is the first essential of instruction. For instruction, in the true sense, is such as stimulates the learner to respond. New material should be added only so fast as he is able to combine it with the facts with which he is already familiar, and which he comprehends. Awakening the interest, and not allowing it to flag by over-taxation not only expands the mental horizon, but is the foe of any subnormal feeling of inferiority that may exist. But to overburden or tire the mind to the point of unreceptiveness is harmful.

All methods of teaching must invite the child's participation. Such methods will develop habits that will enable the child to help himself, and stimulate spontaneity and inspiration. Formation of habits of self-help and self-reliance are essential for successful study. The aim of education is not the stuffing of the student with book lore, but the building up of potential abilities, and the development of character. Accordingly, a close check should be kept on the outlook on life that is gained with scholastic advancement. Education will in this way aid the adjustment of the young mental life to the world,—the physical, moral and social world. This adjustment in turn will aid scholastic achievements. Education and the over-coming of the inferiority complex are Siamese Twins.

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A third cardinal factor is the recreation period. Aside from affording the child the necessary physical relaxation, proper recreation will help the child's mental life. To his severe mental tension the relaxation which comes from sensible recreation is very welcome, and very beneficial. But there must be no mock heroics connected with a sport or pastime, it must be recreation for the sake of fun. Furthermore, if recreation be given its proper province among youngsters, it will usually continue to occupy it throughout life, to the vast gain of the individual.

Recreation need not and should not be mere stagnation. Any manner of diversion, if not over-indulged, will afford the benefits of relaxation. Tension eased, the hidden energies of the child will be liberated. Among recreations the group recreation occupies a high place. There is a rhythmic character which group activities naturally tend to assume, and which is miraculously upbuilding.

From recreation of the child may spring hobbies that will continue to be a source of much needed reinvigoration throughout life. To the child such hobbies will bring a mental alertness. Also, a recreational group into which the child may fit, and to which he may be attracted, and which will win him from the unwholesome gang, will be of incalculable good. Pledges taken in these groups,—with other companions—are especially excellent. They will encourage and foster that auto-suggestion that means healthful development, and spurs group consciousness. Into a child's recreation can and should be introduced activities that provide an outlet for pent-up emotionalism.

But always, in all of the agencies of childhood development, there must be an atmosphere of restfulness. An atmosphere surcharged with bickering, discontent, hatred, jealousy, and generally inharmonious will affect the child unfavorably.

The child is a dreamer and a creator. Recognize and encourage these impulses and the results will be highly gratifying. If the child can realize his dreams in part, if he can achieve a little by his own effort, his entire mentality is strengthened. The dreams that he dreams are originally the product of a healthy imagina-

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tion, but if he is not able to actualize them, they will degenerate into fantastic reveries and futility. If he can create something, he absorbs the confidence that will forestall, or partially neutralize, an unfavorable complex.

Any uncongenial surroundings, or an uncongenial employment, will depress and discourage anyone, and the defeatist attitude resulting may be pathetic. Establishing one more harmoniously will work wonders. The victim of an inferiority complex, can, in a situation or circumstances that appeal to him, put forth powers that astonish even himself.

It may be that among those to whom he is unaccustomed, or when is among unfamiliar associations, that the child is inordinately self-conscious and apprehensive. Or he may associate some past terrifying experience, trifling in itself, with present surroundings. The experience in many cases has been forgotten, but it has once thrown the child into a panic. Again, something may happen to make the child fearful of his own position and security, and in familiar and friendly surroundings foreboding of loss and consequent disaster may arise.

In a favorable atmosphere the child can overcome awkwardness and restraint, and act in an unaffected, unembarrassed manner. If he is put at ease, when he is in unfamiliar circles or situations, and made to feel that he is not out of place; if he is made to feel that pretense is not necessary, and that spontaneity is desirable; then his mental poise will be bolstered. If, in surroundings haunted by an indefinable sense of horror, there is some agreeable and oft recurring attraction, such an attraction as he is led by degrees to enjoy,—he will gradually discard the inhibition. He can thus become accustomed to conditions which previously aroused distrust and anxiety. But he must be led,—he cannot be driven.

The child who has made mistakes, and yet can believe that the faith of those whose good opinions he desires has not been destroyed, and that they retain a genuine confidence in his ultimate success, will be buoyed up by that hope. His self-esteem

is stimulated, his interest is aroused, and potent forces within him are thereby released. But this faith must be genuine. The child is adept at detecting, and quick to resent any counterfeit interest toward himself. He will soon track it down, and label it for what it is,—selfish and idle curiosity. Too often he will attempt to substitute other and unpleasant ways of attracting attention. He must not be constantly reminded of the mistakes he has made, but he can be tactfully commended for his improvement. Faith and confidence will render easier, too, the difficulties encountered in understanding the apparent contradictions of the inferiority complex; and will aid in guiding the child with that minimum of coercion that arouses resentment and resistance, blocking the child's normal growth. In fact, one may say, that by faith and confidence his inhibitions will be tempted forth in order to be destroyed.

To determine what impulses must be imparted to the youngster, and yet avoid interfering with his normal and healthy spontaneity, is not an easy problem. To help him realize his own responsibilities, to awaken his self-confidence and self-trust, without overtaxing him in so doing, requires unbounded sympathetic understanding.

Man normally possesses a healthy ambition to overcome obstacles. It is the determination to overcome his inferiority that furnishes the incentive that leads man to progress. This incentive arises out of a realization of inferiority, but along with this realization is present a recognition of self-worth, and self-reliance, and so man forges forward to useful activities. The inferiority complex is an exaggerated or abnormal feeling of inferiority, that is highly depressing; that destroys self-trust, and that drives one from the useful side of life, and socially useful activities.

Proper and unselfish guidance is not a coddling of weaknesses, but the implantation of strength,—the regeneration of potential powers. At first it may seem to the doting parent, or mentor, too detached; it may conflict with his desire to remain too great a part of the child's life. But the reward is great. It

P. P. F 9-13

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will instill into the child worthy ambitions, tend to make him resourceful, and infuse the admiration and trust that will foster an inspiring relationship, and a mutual love.

There is no more glorious and Divine feeling than the overcoming of the inferiority complex,—the knowledge that it has been whipped! The entire being is filled with a glow of delight! And it will give the youngster that sense of usefulness, that feeling of being needed, that will lead to a life of joy for himself, and for those he loves.

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See - PPF - 9 - "K"

mCG

PP7

9-13

RAMIERI, Antonietta
28 Vermont Street,
Waterbury, Connecticut.

Writer sends the President sheet music, book matches,
church envelopes and small prayer book.
//

Received by Mr. Norris 8/19 - 8/26/42 and referred to Secret Service.

er/

Copy filed 104-"R"

PPF 9-3

WHITNER, Mrs. Eleanor
New York, N. Y.
August 26, 1942

Sent the President a copy of the book,
"Napoleon's Legion." Notation - FSA (S.S.Bd.) Forced to break up her home and
her old age pension has been discontinued; has no way to make a living. Sends
an old book to the President for his library. 82 years of age. Ack'd August 26,
1942. Notation - Series A.

See - PPF 9 - W"W

mcg

PPF-9-13

FORD, Miss Anne
Little, Brown & Company,
Boston, Mass.
August 27, 1942

Sent Mr. Early two copies of the book
"My First Geography Of The Americas" by Arensa Sondergaard one for his use
and the other to be given to the President. Ack'd August 27, 1942. Sent to
"Study."

See - PPF - 9 - "L"

Later received letter, dated 8/25/42 to the
President from J. K. Richards, Captain, U. S. Army, New York, advising that he
was sending above book under separate cover.

NOG

P.P.F. 9-B

U. S. NAVAL RESERVE MIDSHIPMEN'S SCHOOL
On Board U.S.S. Illinois
New York, N. Y.
August 27, 1942 (P.M.)

Sent the President a copy of "The Sideboy,"
published by the Seventh Class. Ack'd August 31, 1942. Notation - Sent to
Study.

See - PPF - 9 - "U"

mcg

Later received letter, dated 8/26/42 to the
President from J. K. Richards, Captain, U. S. Navy, New York, advising that he
was sending above book under separate cover.

VSR

887-9-

P.P.F-9-B

MAGUIRE, Capt. William A.
San Diego, Calif.
August 31, 1942

Ack'd August 31, 1942.

Sent the President a book, "Rig For Church".

See - PPF - 9 - "10"

mcg

887-9-B

FIRST CATHOLIC SLOVAK LADIES UNION
Cleveland, Ohio
August 31, 1942 -- Ackd.

Sent the President copy of the Golden Jubilee
Book, 50 YEARS. Sent to the Study, Ackd. August 31, 1942.

SIE - PPF - 9 - F

VSE

[Faint, mostly illegible typed text follows, appearing to be a memorandum or report.]

See P.P.F. 887

vah.

ROSS, Harold W.,
THE NEW YORKER
New York, N.Y.
August 1, 1942

P.P.F.
9-13

On above date Mr. Early wrote to Mr. Ross referring to the fact that our President "IS a collector". States that when the new Army newspapers - YANK and the STARS AND STRIPES - began publication, the President asked him to see to it that complete files were kept for him. Mr. Early states further that he knows that it is the President's intention when World War, II, ends, to put these files in the Franklin D. Roosevelt Library at Hyde Park, to be kept there as part of the President's war collection. Asks if Mr. Ross knows anyone who has a complete file of the STARS AND STRIPES, Paris edition, who would be willing to turn them over to the President for exhibition and safe-keeping in the Hyde Park Library.--Attached is a reply to this letter to Mr. Early, 9/1/42, from Mr. Ross, to the effect that the latter is taking steps to secure a file such as above-mentioned.--On 9/15/42 Mr. Ross wrote again to Mr. Early reporting on his progress in this endeavor. He stated that he has a letter from Gus Giegengack, the Public Printer, who states that the National Tribune here in Washington, D.C. printed duplicate copies of the Stars and Stripes in book form, and Mr. Ross suggests that Mr. Early turn over the job of getting the file to Giegengack.--Attached is copy of letter written on 10/26/42 by Mr. Early to Mr. Ross, advising that the President has received a complete file, bound in one volume, of THE STARS AND STRIPES, the volume having been given to him the previous Thursday afternoon by "Gus Giegengack. Mr. Early mentions the fact that "Alec Woolcott" is here, and that they have a luncheon date for that day, etc.

See P.P.F. 8113

PPF9-13

GOLDEN, John
New York, N. Y.
August 31, 1942

Letter to Mr. McIntyre concerning the books of plays,
which the President would like. Says that he is having a half a dozen bound
in leather and when finished will send them on here.

See - PPF - 9 - "C"

mcg