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Recovering Eleanor Roosevelt's Voice: The Exhibition of *Prospects of Mankind*

THE ROCHESTER INSTITUTE OF TECHNOLOGY

COLLEGE OF LIBERAL ARTS

Recovering Eleanor Roosevelt's Voice:

The Exhibition of *Prospects of Mankind*

A THESIS SUBMITTED
IN PARTIAL FULFILLMENT OF THE
BACHELOR OF SCIENCE DEGREE
IN MUSEUM STUDIES

PERFORMING ARTS & VISUAL CULTURE DEPARTMENT

BY

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Abstract

As she moved from being First Lady to diplomat to activist, Eleanor Roosevelt inspired citizens and nations to build a world governed by diplomacy, civic engagement, and democratic policy. Her example of peace building and human rights advocacy throughout her life is a model to be studied and applied not only in the United States but also around the world. To reach a broad audience, Roosevelt relied upon a wide range of media including the monthly television show, *Prospects of Mankind*. The series first aired on WGBH in October 1959, and was broadcast until 1961, a year before Roosevelt's death. The television program was a forum for leaders and decision makers to discuss current events and international issues including human rights, post-World War II reconstruction, the Cold War, the spread of communism, refugee issues, and the Palestine-Israel conflict, among others. It also featured Roosevelt as mediator and host to "a rare assemblage of some of the most distinguished figures of the twentieth century."¹ Today, however, *Prospects of Mankind* has been largely forgotten despite its significance, just as Eleanor Roosevelt's vision and influence have been eclipsed due to misconceptions and often overshadowed by her husband's achievements.

¹ PBS. *WGBH American Experience. Eleanor Roosevelt. Bonus Video*. American Experience: TV's most-watched history series. (Undated.) Accessed October 20, 2015.
<http://www.pbs.org/wgbh/americanexperience/features/bonus-video/eleanor-prospects-mankind/>

I. Introduction

As I interned with the Eleanor Roosevelt Papers Project at George Washington University in the summer of 2015, the works of Eleanor Roosevelt inspired me. My specific tasks included transcribing the duplicated scripts of the public broadcasting television show *Prospects of Mankind* into Word documents. Mrs. Roosevelt was the show's host and mediator from 1959 to 1961, and used the show as a platform for exploring her vision of a peaceful world with secure human rights. I found the vision of Eleanor Roosevelt, as well as her advocacy of human rights and democratic responsibilities, to be a model in both the United States and around the world. . Despite the relevance of Mrs. Roosevelt's work to current global concerns,² *Prospects of Mankind* has been largely forgotten.³ In this thesis, I aim to bring the voice of Eleanor Roosevelt back into history in order to give people greater access to her work. To do so, I will develop exhibits – both traditionally and digitally – that will bring people access to the documentary record of her work.

First, I aim to create a plan for a narrative exhibition that will bring visitors physically and emotionally closer to the unique experience of Eleanor Roosevelt, as well as the influence of her vision. Second, I will develop and host an online exhibit via WordPress where visitors can access specific digital collections displayed online. Using transcripts and the original footage of *Prospects of Mankind*, both of the exhibits show how Eleanor communicated a clear global vision of human rights and democratic responsibilities of citizenship to the audience both at home and abroad. The documentary record of her work is invaluable because it contains

² Black, Allida M. *What I Hope to Leave Behind*. (New York. Carlson Publishing. 1995.) and *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism*. (New York. Columbia University Press. 1996.)

³ The Eleanor Roosevelt Papers Project. "About the Project: Overview." About the Eleanor Roosevelt Papers Project: Overview. Accessed February 07, 2016. <https://www.gwu.edu/~erpapers/abouterp/overview.cfm>.

powerful examples of policies, debates and implementation strategies that resonate with contemporary discussions of democratic values and human rights policies.

In designing these exhibits, I will consider questions regarding her work and its relevance for current issues, including women's rights, civil rights, the refugee crisis, and terrorism, as well as visitor engagement. How can an interactive historical and political exhibition engage visitors, especially youth ages—likely the students from 5th-12th grades—in meaningful ways? Will the vision of Eleanor Roosevelt reflect current issues and once again interest people that have been marginalized by mainstream society for centuries? Even in 2016, the particular groups are still not accepted in the society despite the increasingly co-existences between them but to what meaning? Why can't they simply be accepted into the society? Is it due to the history of the affairs that we try to grasp and unable to let go? Therefore, I will explore requirements and practical methods for each step in the planning, design, production and project management of exhibitions that suggest possible directions for two types of the exhibitions of *Prospects of Mankind*; the traditional museum exhibit and the online digital exhibit.

II. Eleanor Roosevelt: Biographical Overview

Anne Eleanor Roosevelt was born to Elliot Roosevelt and Anna Hall on October 11, 1884, in New York City. She was known as a shy child and the niece of President Theodore Roosevelt. As she grew up, she loved to dance with her father who would pick her up and hold her high in the air. Eleanor's father was her hero and love of her life. In contrast, she did not get along with her mother, who made Eleanor feel awkward and uncomfortable, especially when she referred to Eleanor as an “ugly duckling” or “Granny” in front of visitors. The hurtful statements

of her mother caused her to become self-conscious and shy.⁴ At age 10, she experienced a tremendous loss: her mother died due to diphtheria and two years later, her father died because he couldn't manage the loss of his wife and his second infant son to diphtheria and eventually fell into depression.⁵

As a teenager, she was very shy and self-conscious in large groups at gatherings or parties. She was unusually taller than the other girls her age and would bite her nails when she was nervous. At the time, it was generally expected for elite daughters, including Eleanor, to become a debutante at 18 since she was born into a world of privilege.⁶ Instead, her grandmother Hall decided Eleanor needed a change by sending her to Allenswood, a school for girls in England – an experience that helped draw her out of her shell and also played a key role in shaping her social and political development. Marie Souvestre, the headmistress of the school, encouraged her students – Eleanor in particular – to become independent thinkers.⁷ Souvestre also inspired Eleanor to be more free spirited and to be a citizen of the world. Little did Eleanor and Souvestre know that her experience at the school would help Eleanor to become one of the world's most accomplished women.⁸ When she returned to her family's West 37th Street home in 1902 to make her debut in relation to her social responsibilities, she still took the advise of

⁴ Eleanor stated that she thought her mother was “one of the most beautiful women,” and that she was an “ugly duckling” by comparison. Her mother would even describe how Eleanor was old-fashioned and serious and call her “Granny.” [Kem Knapp Sawyer. *Eleanor Roosevelt*. (New York: DK Pub. 2006). 11.]

⁵ Her mother died of diphtheria which is “an infectious disease that causes difficulty breathing and swallowing, and until the late 19th century, it often resulted in death.” Her father died from the depression due to loss of his wife and son who died of diphtheria. [Sawyer. 17.]

⁶ “At the time Eleanor was growing up, many upper class women often become debutantes at age 18. They attended dances and parties to show that they were ready to “come out” into society and were eligible for marriage.” This tradition was widely used among the elite groups in intention to catch a suitor for the marriage in future. Sawyer. 10.

⁷ “Marie Souvestre, the headmistress of Allenswood, inspired her students to be inquisitive and imaginative, to think for themselves, to help others, and to become leaders.” [Sawyer. 26.]

⁸ Sawyer. 28-30.

principles with her in her heart along. She had joined several activities such as the National Consumers League and the Junior League for the Promotion of Settlement on Rivington Street.⁹

Tall, slender, graceful of figure but insecure, Eleanor Roosevelt caught the attention of her distant cousin, Franklin Delano Roosevelt, at one gathering where they met. They took a romantic interest in each other despite Eleanor's insecurity and apprehensiveness. At one time, Franklin decided to join with Eleanor to take a sick child home, and he was appalled by the bizarre conditions in the tenement. He confessed that he did not have an idea people lived that way. Her involvement in helping people sparked the love Franklin had toward Eleanor. They became engaged in 1903 and married in 1905.¹⁰

When her husband, Franklin Roosevelt, became president in 1933, Eleanor changed the role of the U.S. First Lady dramatically. For instance, it was traditionally expected that the First Lady would stay in the background and handle domestic matters, but Eleanor broke tradition and became involved in public policy by giving press conferences and speaking out for human rights, children's causes, and women's issues including the right to vote, and by publishing her own columns. She also tackled the issue of poor working conditions, and suggested improvements through labor law reform. Some had heavily criticized her active role as the First Lady while others praised her, but it did not stop her from getting involved as much as she could.¹¹ In addition to her own causes and roles, when President Franklin Roosevelt was stricken with poliomyelitis in 1921 and lost the use of his legs, Eleanor became his "eyes and ears," a trusted

⁹ Black, Allida M. "1884-1920: Becoming a Roosevelt." *Biography of Anna Eleanor Roosevelt*. Eleanor Roosevelt Papers Project. Accessed April 13, 2016. <http://www.gwu.edu/~erpapers/abouteleanor/erbiography.cfm>.

¹⁰ Sawyer. 34-41.

¹¹ Sawyer. 70-75.

and tireless reporter to report on whatever conditions she found when she traveled cross-country.¹²

Following her husband's death on April 12, 1945, her political career did not end; she instead continued her activism. Indeed, her influence "within the Democratic Party and civil rights and other liberal reform organizations expanded during the last seventeen years of her life."¹³ She was asked to serve as the chair of the United Nations Human Rights Commission, and to be a member of the U.S. delegation to the United Nations until 1953, when General Dwight D. Eisenhower became president. She then volunteered her services to many educational organizations such as the American Association for the U.N., the World Federation of the U.N. Association, the National Advisory Committee of the Peace Corps, and the President's Commission on the Status of Women, and others. One of her most important roles was being a member of the Human Rights Commission, responsible for drafting the Universal Declaration of Human Rights in September 1948,¹⁴ which was formally accepted by the United Nations on December 10, 1948. Eleanor Roosevelt considered the Universal Declaration of Human Rights her greatest achievement despite her lack of legal training or expert knowledge of parliamentary procedure. She knew enough to pull the declaration off successfully, due to her skills she had acquired as political activist, reformer, and advocate for the marginalized groups from power, as well as her understanding of the meaning of freedom earned through a deep engagement in the

¹² Sawyer. 53-55 and 74.

¹³ Black, Allida M. "Introduction." *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism*. (New York. Columbia University Press. 1996): 1.

¹⁴ The Universal Declaration of Humans Rights (1948) declares that human rights are universal. Basically, it declares "basic rights and freedoms that should be enjoyed by all peoples, no matter who they are or where they live." It includes civil and political rights like the right to life, liberty, free speech and privacy, as well as the economic, social and cultural rights like the right to social security, health and education. [Sawyer. 100-101.]

struggle for social and economic justice, civil rights, and women's rights.¹⁵ (For the full text of the Declaration, see Appendix 1).

As Eleanor entered the final years of her life, she worried that "America may have forgotten its purpose," and she was determined to "recurrent the principles whose essential to expand American democracy."¹⁶ Before her health declined in the summer of 1962, she embarked on national and international speaking engagements and made appearances on television and radio broadcasts throughout the 1950s and early 1960s. *Prospects of Mankind* is one of several emerging broadcast programs of that time and is an example of Eleanor Roosevelt's interest in world affairs and her efforts as a humanitarian.¹⁷ Ultimately, she "exerted her influence on both the Democratic Party and on America's attitude toward liberal reform."¹⁸ She died on November 7, 1962, at the age of 78. To honor Eleanor Roosevelt, Adlai Stevenson, U.S. Ambassador to the UN, said of her, "For she would rather light candles than curse the darkness, and her glow had warmed the world," at the services.¹⁹

III. Prospects of Mankind

National Education Television, the forerunner of the Public Broadcasting System (PBS), produced the monthly television series, *Prospects of Mankind*, from 1959 to 1962 and recorded it at a studio within the Slosberg Music Center at Brandeis University. Eleanor Roosevelt was its host from 1959 to 1961, during the last three years of her life. Henry Morgenthau III, the show's

¹⁵ Sears, John. "Eleanor Roosevelt and the Universal Declaration of Human Rights." Franklin D. Roosevelt Presidential Library and Museum (undated). Accessed April 27, 2016. http://www.fdrlibrary.marist.edu/library/er_humanrights.html

¹⁶ Black, Allida M. "Introduction." *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism*. 5.

¹⁷ The Eleanor Roosevelt Papers Project. "About the Project: Overview."

¹⁸ Black, Allida M. *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism*. 5.

¹⁹ He spoke it in a eulogy at the United Nations on November 9 and then at the Cathedral of St. John the Divine where 10,000 people gathered for the memorial service of Eleanor Roosevelt on November 17. [Sawyer. 119-120.]

executive producer and the producer of WGBH-TV, Boston's educational television station, originated the concept for *Prospects of Mankind*. How did Eleanor Roosevelt become its mediator and host? It was due to Roosevelt's deep ties to Brandeis, where she served as an early member of the Board of Trustees and joined the faculty as a visiting lecturer of international relations just weeks before the inception of *Prospects of Mankind*. On *Prospects of Mankind*, prominent leaders and decision-makers discussed and debated important issues and current events, both domestic and international, with Eleanor Roosevelt. The guest list, which included Ralph Bunche, John Kenneth Galbraith, John F. Kennedy, Henry Kissinger, Edward R. Murrow, Bertrand Russell, and Adlai Stevenson²⁰, comprised "a rare assemblage of some of the most distinguished figures of the twentieth century",²¹ and revealed Eleanor Roosevelt's keen interest in world affairs during the last years of her life.²²

IV. Aim of Exhibition Designs

In order to bring the voice of Eleanor Roosevelt back, I aim to create a plan for a narrative exhibition to bring visitors physically and emotionally closer to the unique experience of Eleanor Roosevelt, as well as to develop a digital narrative exhibition where people can access digital collections displayed online. Both exhibitions are intended to allow people to acknowledge and develop an understanding of how Eleanor worked hard to develop a vision of universal human rights and democratic values that are offered to all peoples equally. It is imperative to understand why Eleanor Roosevelt believed that there should be racial, political,

²⁰ *Library and Technology Services: Public Television Series*. Robert D. Farber University Archives and Special Collections Department. Accessed December 2, 2015. <https://lts.brandeis.edu/research/archives-speccoll/collections/archives/publctelevision.html>.

²¹ PBS. *WGBH American Experience. Eleanor Roosevelt*.

²² *Library and Technology Services: Public Television Series*. <https://lts.brandeis.edu/research/archives-speccoll/collections/archives/publctelevision.html>.

and social justice for people in order to develop peace at home and abroad. In the exhibition design process, I developed questions based on the reflection of her work on current issues and on visitor engagement. The questions are:

- How can an interactive historical and political exhibition engage visitors, especially youth ages— particularly students in 5th-12th grade—in meaningful ways?
- Will the vision of Eleanor Roosevelt reflect our current issues and the concerns of certain groups who have been marginalized by mainstream society for centuries?

V. Study Design/Methodology

A. Historical Sources on *Prospects of Mankind* and Eleanor Roosevelt

One of my most significant sources for both exhibitions is The Eleanor Roosevelt Papers Project, which aims to “return the forgotten voice of Eleanor Roosevelt back into the written record and use [the] rich history’s contributions to train approximately 6,000 teachers, 500 civil society leaders, 100 policymakers, and countless citizens around the world to study and apply her writings, knowledge and strategy in their various arenas.”²³ Furthermore, Roosevelt did not confine her public outreach to the written record, but rather relied upon various media technologies, including television as well as radio broadcasts, whose popularity declined but was still in general use in the 1950s, providing another rich set of primary sources for the exhibits.²⁴ As previously mentioned, I am including the published transcripts of *Prospects of Mankind*, which I had processed as an intern because it could be extremely difficult to find those online, let

²³ The Eleanor Roosevelt Papers Project. "About the Project: Overview."

²⁴ The Eleanor Roosevelt Papers Project. "About the Project: Overview."

alone the television series.²⁵ As for recordings of *Prospects of Mankind* itself, digitalized videos, I found only one available video so far. It is called “What Is the Status For Women?,” based on the discussion between Eleanor Roosevelt and President John F. Kennedy on the dilemmas of women in related to educational opportunities and work opportunities, as well as the gender discrimination against them, during the 1950s and 1960s.²⁶

B. The Research Questions

Focusing on the important questions in regards to the exhibition development process of *Prospects of Mankind*, I intend to expand the context of these questions. First, how can an interactive historical and political exhibition engage visitors—youth in particular—in meaningful ways? It is often difficult to engage visitors, in particular youth, in an historical and political exhibition. As the authors, Lynn D. McRaney and John Russick, stated in the introduction of *Connecting Kids to History with Museum Exhibitions*, “[the] spaces are typically formal, [the] voices are usually authoritative, and [the] content loaded with ideas unfamiliar to most kids.”²⁷ They have stated that they are told repeatedly by kids that they think history is boring.²⁸

Despite these challenges, I want to reach 3th-12th grades students, although college students can be included because children can have the ability to change the world for the better. In order to create an exhibit that reaches children, it’s necessary to considering their behavior in the museums. For example, children’s “interactions with and reactions to the world around them

²⁵ *Library and Technology Services: Public Television Series*. <https://its.brandeis.edu/research/archives-speccoll/findingguides/archives/publictelevision/pom.html>. **See the section of Original and Published Transcripts.

²⁶ Eleanor Roosevelt chaired the President’s Commission on the *Status for Women* in documenting discrimination against women and advancing measures to combat sexism. [OpenVault. *Prospects of Mankind with Eleanor Roosevelt: What Status for Women?* WGBH Media Library & Archives Open Vault. Accessed December 2, 2015. [http://openvault.wgbh.org/catalog/7ddb4a-prospects-of-mankind-with-eleanor-roosevelt-what-status-for-women.](http://openvault.wgbh.org/catalog/7ddb4a-prospects-of-mankind-with-eleanor-roosevelt-what-status-for-women)]

²⁷ The authors describe how the kids represent a discrete and particularly challenging audience. McRaney, D. Lynn, and John Russick. “Introduction.” *Connecting Kids to History with Museum Exhibitions*. (Walnut Creek, CA: Left Coast Press,.2010.) 23.

²⁸ McRaney and Russick. 23.

are quite different from the [adults']—it is full of movement, noise, emotions, and energy.”²⁹

While adults expect to read or listen, kids learn in a different way—in motion and through interaction. It is important to remember that this type of learning can also apply to adults.

Second, will the vision of Eleanor Roosevelt reflect the current issues and once again engage people that have been marginalized by mainstream society? This question is the most sensitive matter concerning the civil liberties, civil rights and others, which were goals Eleanor had worked hard to reform during the final years of life. In *Looking Reality in the Eye: Museums and Social Responsibility*, Ruth Abram has addressed the concern in related to the rejection of general public toward certain messages related to the civil rights and even basic human rights of immigrants, as she found the appeal of these questions limited, which helped me realize what concerns regarding the vision of Eleanor Roosevelt may be needed to address. Abram and her team believe that to engage and challenge the public, it is essential to reach their hearts by selecting dramatic stories and giving the stories “pride of place.”³⁰ What she means by that is there is an audience of diverse people with different backgrounds (i.e., religion, culture, race, sexual orientation, and gender) who regard themselves as different from one another. As previously mentioned, the concerns arose: how can the vision of Eleanor Roosevelt influence the audience of diverse visitors who have their own language? What kind of messages may be sent to certain visitors? These concerns in regard to the different backgrounds are important to be concentrated on and be addressed. The exhibit is intended to appeal the visitors from different backgrounds without any pressure from society. In the emphasis, the aim is to bring the voice and vision of Eleanor Roosevelt back into the history, for the current affairs echo the concern of

²⁹ McRainey and Russick. 23.

³⁰ Janes, Robert R., Gerald T. Conaty, and Museums Association of Saskatchewan. “History is as History Does.” *Looking Reality in the Eye: Museums and Social Responsibility*. (Calgary: University of Calgary Press, 2005.) 21.

Eleanor Roosevelt had toward the failure to address the crises she believed were a threat to democracy.

C. The Exploration of Exhibition Goals and Methods

Before I can begin presenting my design for exhibition development in the next section, it is important to understand the purpose of a museum exhibition. This section explains why exhibit design must concentrate on providing visitors with a transformative experience. It will detail the factors and why they are necessary to reach the specific goals despite the inescapable pressures of exhibition decisions including time constraints and budget limitations. Achieving the goals require the entire process of planning, designing, producing, and evaluating exhibitions for museums. The art of museum exhibition making is complex with exhibition gallery requirements and often requires practical methods for each step in the planning, design, production, and project management.

While exhibitions should be both educational and entertaining, the purpose of a museum exhibition is “to transform some aspect of the visitor’s interests, attitudes or values affectively, due to the visitor’s discovery of some level of meaning in the objects on display – a discovery that is stimulated and sustained by the visitor’s confidence in the perceived authenticity of those objects.”³¹ Not only that, but museum exhibitions also “address [the] awareness of the world, and affect [the] attitudes and values, all of which are much more fundamental than [the] knowledge of specific facts about the subject matter.”³² In another article, Soren has summarized Lord’s description of museum visits as “transformative experience in which [visitors] develop new attitudes, interests, appreciation, beliefs, or values in an informal, voluntary context focused on

³¹ Lord, Barry, and Gail Dexter Lord, Eds. “Chapter 2: The Purpose of Museum Experience.” *The Manual of Museum Exhibitions*. (Walnut Creek, CA: AltaMira Press. 2001.) 18.

³² Lord and Lord. 17.

museum objects.”³³ ³⁴ According to Lord, in the process of transformation, the visitor will discover a new interest in the subject matter only *when* she or he has a good time. That change in interest, termed “the enlightenment,” by the authors in *The Manual of Museum Exhibitions*, can also refer to the change in attitude, awareness or values about objects or themes on display.³⁵ It is not the objects themselves that provide this transformative experience; but rather the context in which they are presented. Moreover, as Bedford describes, “What matters isn’t what the museum owns or displays but how the visitor interprets it.”³⁶

According to the authors in *The Manual of Museum Exhibitions*, effective communication between the objects and the visitors is imperative as the basis for competent exhibition design, but it should be provided very carefully for the intended groups of visitors. Every visitor may have a connection to the objects, but many visitors have their own range of knowledge, interests, and affiliations with objects.³⁷ If effective communication is provided, that will draw the ability to spark greater interest for visitors despite these different connections. Otherwise, without an effective means of communication, the visitors would be “exposed to objects in a way that fails to stimulate either intellectually or emotionally and that would drive them to decrease attention to the objects over time,” which is called satiation.³⁸ While intended groups of visitors can be

³³ Lord and Lord. 18.

³⁴ Soren, Barbara J. “Museum Experiences that Change Visitors.” *Museum Management and Curatorship*. Vol. 24, No. 4. (September 2009.) 235.

³⁵ The authors define the 18th-century term of enlightenment that is considered the pleasurable, sometimes challenging and often engrossing transformative experience that visitors seek, and that museum experiences provide. [Lord and Lord. 18.]

³⁶ Bedford, Leslie. “Exhibitions as Education” in *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. (Walnut Creek, California: Left Coast Press, 2014),38.

³⁷ Wood, Elizabeth E., and Kiersten Fourshe Latham. “Using the Object Knowledge Framework.” *The Objects of Experience: Transforming Visitor-Object Encounters in Museums*. (Walnut Creek, California: Left Coast Press. 2014.) 101.

³⁸ Bitgood, Stephen. “Phenomena Associated with Decreases in Visitor Attention.” *Attention and Value: Keys to Understanding Museum Visitors*. (Left Coast Press. 2013.) 160.

difficult to engage, children are “the least understood” and most “unpredictable.”³⁹ As previously mentioned, they neither “have the patience of focus to grasp the depth of the content,” nor do they “possess the reflective nature to spend concentrated time considering their place in [the] collective past.”⁴⁰ The difference is that adults’ consumption of history is usually a “reflective, contemplative act that draws on their personal inventory of life’s experiences, knowledge, and personal meaning”; whereas children are still “figure[ing] out life and themselves through experiences that allow them to explore, participate, and play a part.”⁴¹

Using a narrative exhibition design can provide children with an opportunity to learn. As Leslie Bedford writes, narrative is “the most fundamental way human beings think about themselves and their world, a phenomenon for which different disciplines have different explanations.”⁴² Abbott (2002) emphasizes that it is imperative to create stories because it is “a form of art” that serves both individuals and society very well;⁴³ Bedford adds that stories help us understand the who, what, and why of our and others’ behavior. Through stories, we become aware of and understand how others might infer our motives and react to our moves.⁴⁴ Simply put, narrative story is the most effective way to organize a museum exhibit in order to communicate its significance to visitors. Through my choice of a narrative structure for exhibitions, as Abbott outlines, I will augment visitors’ capacity to infer the beliefs, desires, and intentions of others and understand how and why others have reacted to their moves.

³⁹ Dean, David. “Audiences and Learning.” *Museum Exhibition: Theory and Practice*. (Routledge. London. 1996.) 19.

⁴⁰ McRaine and Russick. 23.

⁴¹ McRaine and Russick. 24

⁴² Bedford, Leslie. “Story” in *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. (Walnut Creek, California: Left Coast Press, 2014), 58.

⁴³ H. Porter Abbot (2002) explains that narrative begins as soon as youngsters, around age three or four, as they begin putting verbs with nouns. They are telling a story. Story is a fundamental, universal human characteristic and need. [Bedford, Leslie. 58.]

⁴⁴ Bedford, Leslie. 58.

While narrative is an effective way to communicate to the visitors especially children, digital media can be used to engage children, for its characteristics allow children to enjoy but learn in their own steps, as they figure out themselves. Digital media is especially important for its characteristics that also allow people more access to the past, which they were not able to access beforehand. In the past two decades, historians whose interests range from ancient Mesopotamia to the post-Cold-War have embraced the web. Nowadays, every historical archive, historical museum, historical society, historic house, and historic site has its own website, for the web can give them a public voice to the audience. At least potentially, digital media increase more wide-ranging and diverse audience—students and teachers, research scholars and museum curators, history enthusiasts and professional historians.⁴⁵ Digital media also allow a presentation of the past that is both more accessible and richer because of its characteristics—capacity, accessibility, flexibility, diversity, manipulability, interactivity, and hypertextuality⁴⁶--features that traditional museums often lack. With these characteristics, we can do more, reach more people, store more data, and give more varied sources. Not only that, but we can also get once isolated historical materials into classrooms, give students access to documents, enabling them to hear from various perspectives. Therefore, I have created and developed a website exhibit for *Prospects of Mankind*, intending for it to be beneficial for many people especially children to access online.

⁴⁵ Cohen, Daniel J., and Roy Rosenzweig. "Introduction." *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Accessed February 03, 2016. <http://chnm.gmu.edu/digitalhistory/introduction/>

⁴⁶ Cohen, Daniel J., and Roy Rosenzweig. "Introduction."

VI. The Exhibition Developments

i. Narrative Exhibition Development Process

By contrast, I did not choose a location for the onsite exhibit because it would be extremely difficult in my case, since I don't have the tools and resources to aid the development of an onsite exhibit. Not only that, but I am also seeing that it is unnecessary to secure *one* location when museums continue to grow larger and more numerous worldwide.⁴⁷ That's when I reconsidered the possibilities for the development of an onsite exhibit for *Prospects of Mankind* in any of these museums. At least, in this paper, I am able to provide both individuals and teams of exhibit developers with the ideas about how onsite exhibitions of *Prospects of Mankind* could look and communicate to their audiences, especially to youth ages and members of marginalized groups. In finalizing my decision not to choose a single location, these key factors – the four fundamental modes of visitor apprehension of museum exhibitions, the physical site and its architectural pressure of a faculty, and the space –and the way all these factors shape visitor experiences influenced my thinking.

Primary in my vision of how the exhibition should look is the fact that *Prospects of Mankind* was a television show. Therefore, the exhibition should be looking like a studio like the original studio at Brandeis University where prominent leaders and decision-makers discussed and debated important issues and current events, both domestic and international, with Eleanor Roosevelt. That would give the visitors an experience in the surroundings of a studio and allow them to learn how it would have looked in 1950s and 1960s. Not only that, but it would also be perfect to include many film clips based on the events from 1940s to present in order to reflect on the evolution of issues that Eleanor Roosevelt and the important guests had debated and

⁴⁷ Lord, Barry, and Gail Dexter Lord, Eds. "Chapter 2: The Purpose of Museum Experience." *The Manual of Museum Exhibitions*. (Walnut Creek, CA: AltaMira Press, 2001.) 11.

discussed on *Prospects of Mankind*. I am aware that there will be questions and concerns in relation to the additional film clips from 1950s to present when they can be able to help the visitors to understand how unchangeable they are from the 1950s to the present and why the issues are still not dissolved. This is the main reason why I suggest the additional film clips in order to cover the issues.

It is important to remember that there are the current affairs that are very sensitive in many communities, which I already mentioned in another section. Again, Ruth Abram has already addressed the concern in relation to the rejection of general public toward the certain messages of equality, but she has pointed out that it is not necessary to feel threatened by the often profound differences we bring to the table based on our backgrounds, as long as we stop using gender, race, class, or other factors as excuses for maintaining inequalities in society. She describes having to find a way to relate to the audiences' particular concerns regarding differences of identity, and to do so in a language with which they were comfortable. I agree with her about the belief that "to realize [the] mission, the museum's programming had to be predicated on the idea that everyone could learn, and that everyone would be welcome and engaged, regardless of background, in that learning process. The museum would have to afford every visitor a safe place in which to contemplate his or her opinions about the issues presented."⁴⁸ In emphasizing her words, I want to have as many as exhibits that are able to provide the safe place where the visitors will not feel enslaved by the social norms and expectations, as well as the discriminations.

⁴⁸ Janes and Conaty and Museums Association of Saskatchewan. 20-21.

The challenge is to reach the hearts of visitors in general, as Abram put in.⁴⁹ While the current affairs are sensitive, it is fundamentally essential to select the dramatic stories, such as the transcripts and film clips, based on the current affairs through the exhibit of *Prospects of Mankind*. Considering that *Prospects of Mankind* is the imperative example, for it reflected on the important issues and current events (i.e. human rights, political activities, world issues, and so on), both domestic and international, that were already debated and discussed by the prominent leaders and important decision-makers had with Eleanor Roosevelt, as a host.⁵⁰

The Modes of Visitor Apprehension

Focusing the purpose of museum exhibitions on the transformative experience makes visitor apprehension of museum exhibitions central to their success. That is, the fundamental modes of visitor apprehension are divided into the four headings: contemplation, comprehension, discovery and interaction; each of these modes suggests a specific type of exhibition. They are often used in all types of museums, and it is highly likely for visitors to have different learning types. Not only that, but also, it is considered as a challenging task for the visitors because *Prospects of Mankind* is part of Roosevelt's history and highly possible to be difficult because their background might be different from others'. Rather, it is not about the background itself—the emotional understanding is the most important. The visitors might have different learning types, but they will understand why Roosevelt had worked so hard to guarantee certain individuals the freedom of equality in many subjects.

Therefore, since *Prospects of Mankind* is considered a part of history, it is likely to fall into the category of 'comprehension.' In a brief summary, its purpose is "to encourage the visitor

⁴⁹ Ruth emphasizes that in order to engage and challenge the public she and her partners needed to reach their hearts, they decided to select dramatic stories and to give the stories pride of place. [Janes and Conaty and Museums Association of Saskatchewan. 20.]

⁵⁰ PBS. *WGBH American Experience*.

to discover their meaning by relating one object to another, or each object to the overall context or theme.” Simply put, it consists in “the ‘ah-hah!’ discovery of the meaning of objects in their context, or in relation to the exhibition theme.”⁵¹ Considered this in a way, the exhibit of *Prospects of Mankind* will focus on the introduction of the current affairs that will bring the visitors the awareness of the relationship between those and our affairs, as well as the capacity to understand others’ reactions toward their moves and intentions. But I intend to prevent the possibilities that the visitors may become uncomfortable with the reactions that the exhibit might trigger. For instance, it is common for us to be unable to discuss on such sensitive topics, but we still refuse to listen to others’ reactions. We may fail to understand others’ reactions due to these different backgrounds; or get bored or fed up of hearing the same affairs repeatedly probably from different sources. This might sound like a challenge to visitors to grow in terms of their own empathy and understanding. So, in creating a environment where the visitors can discuss on sensitive topics freely, it is best to include ‘interaction’, as well, for it includes the hand-on activities that successfully attract visitors and elicit their responses that “trigger the transformative visitor experience, the discovery of meaning that affects the visitor’s values, interests or attitudes.”⁵² In a successful implementation, the visitors will have fun and learn at same time without feeling remorseful or uncomfortable.

Last, there are last two modes— contemplation and discovery—that are commonly used for different types of museums, although mostly of the art museums and the natural history museums. To expand the meanings of the modes that will help you understand why they might not be ones for an onsite exhibit for *Prospects of Mankind*. In ‘contemplation,’ it is one of the modes of visitor apprehension and the most favored one by art museums that aim at an aesthetic

⁵¹ Lord and Lord. 21.

⁵² Lord and Lord. 21.

experience, but it can also be utilized by history or science museums. The visitor would remain passive physically. Despite this physical inactivity, his or her intellect and emotions may be very actively engaged, as they appreciate the meaning and qualities of the works.⁵³ In ‘discovery’ is often used in many natural history museums with systematic specimen collections, but in the given time, it has been increasingly used in all types of museums. It focuses on the meaning in which the visitor explores a range of specimens or artifacts, and notes the examples and these relationships with each other.⁵⁴ This mode can be used, since there are the materials such as the original scripts and film clips, so they can connect the visitors. That way, the visitors will discover the meanings of objects. In overall, while all of the modes, especially the last two of modes, are the most important factors in various exhibits, they usually depend on types of museums, as well as the physical sites. But that doesn’t mean one or two will be omitted just because they don’t match the expectations of *The Prospects of Mankind*. I emphasize that they are only options, but still, they rather depend on the physical sites mostly.

Physical Site and Its Challenges

For physical sites, that would depend on the physical site: location, approach, orientation, form and color, and by the messages in regard to the museum and its contents; each of these elements is an important factor in communicating the museum’s messages.⁵⁵ Obviously, an onsite exhibit itself would not be only one that would affect the visitors—these contextual elements could and would affect the visitors powerfully. In addition to the sites, the space is another matter, because that would depend on the amount and types of display space that will

⁵³ Lord and Lord. 20.

⁵⁴ Lord and Lord. 21.

⁵⁵ Lord, Barry, and Gail Dexter Lord, Eds. “Chapter 5: Planning and Designing Exhibition Facilities.” *The Manual of Museum Exhibitions*. (Walnut Creek, CA: AltaMira Press, 2001.) 69.

meet museum goals. Accordingly, it is essential to maximize the volume of space without taking too much or less than the total space for exhibitions.⁵⁶

Overall, I have provided and outlined the ideas for the exhibition of *Prospects of Mankind* and how they should look and communicate to the audience. I don't expect my ideas to be used purposely for the development of an exhibit for *Prospects of Mankind* because I already fathom that the variety of several museums depend mainly on the physical site and its architectural pressure of a faculty, and the space. Because the physical space and site are so important to the success of an exhibit, I have provided suggestions for further development, rather than prescriptions.

I do expect that both individuals and team of exhibit developers who plan to develop an exhibit for *Prospects of Mankind* need to be aware of the concerns in relation to the possibility that the current affairs impact the visitors because of their different backgrounds. The current issues, not if all, are very sensitive to discuss among certain groups. However, I am concerned that it is possible for them to hide or change some issues, namely civil rights movement, women's rights and refugee's crisis, from the public even if only out of respect or fear that some of those might offend the certain individuals in the public. I feel it is necessary to cover these issues in any exhibit related to *Prospects of Mankind*; otherwise we will still struggle with the issues because we are still making excuses to blame other groups simply because of their backgrounds. Roosevelt had a good reason to approach the issues that crippled the democracy, justice system and the equality because she believed that the awareness of issues would bring

⁵⁶ Barry Lord recommends a useful rule of thumb in order to account about 40 per cent of total building space in typical museums and galleries. He stresses that if it takes too much space, it will cause other functions to be inadequate, and if only takes less, it will raise concerns regarding to the depth of visitor experience and a long-term interest and public support. [Lord and Lord. 76-77.]

many individuals to work together to solve the issues and develop the social justices, and most importantly, the equality that is the most important human right of all.

ii. Digital Exhibition Development Process

I used WordPress to make my online exhibit about *Prospects of Mankind*, located at : <https://prospectsofmankinblog.wordpress.com/>. I chose to use WordPress for the following reasons. WordPress is not only a free and open-source content management system, but it provides virtually endless possibilities—it allows me to build the type of site I want with from scratch, use it as many times as I can, publish whatever I want with it, feature it for free on the WordPress site because fortunately, special licenses aren't required in order to simply blog in WordPress. Basically, it makes it easy to build and maintain content. Another reason is that WordPress users form an online community, so I can contribute to the community in several ways and forms such as blogs, digital media, pages and so on. Through WordPress, I expect that my site will allow people access to the documentary record of Roosevelt's works.

When you first open the website, the appearance looks like a pin board where I have posted the text, as well as the media content, including images. The theme is Baskerville; an elegant, responsive and dynamic grid-based format. The content that you will see at first is not divided into the categories; instead, you will see different subjects including “Refugee Crisis,” “The Universal Declaration of Human Rights,” “About the Exhibition” and so on, in relation to various topics that will give you an opportunity to navigate non-linearly (See Figure 1-2).

At top of the site, you can see four menus that focus on different topics. For instance, you can click “About Eleanor Roosevelt”, and then you will see other three sub menus (“Granny,” The First Lady and A New Calling) that concentrate mainly on the biography of Eleanor

Roosevelt, as well as her political activities during her final years (See Figure 3-4). All of those are published in pages, which are different in compared to the posts that will be described later. Pages are considered as standalone objects. Therefore, I recommend that it is better to read the biography of ER first and other two pages in related to her works during her final years sequentially, so you will understand better about her interests in political activities in her final years.

Next, you can see the second menu that links to the page for *Prospects of Mankind* which holds a stream of published materials from *Prospects of Mankind*, including a brief history, the duplicated scripts, transcripts of scripts, images and film videos. Taken together, they explain why *Prospects of Mankind* is considered to feature the important discussions and debates between the most distinguished figures, not to mention it is a rare assemblage in the twentieth century.⁵⁷ They also depict Eleanor Roosevelt's keen interest in world affairs during the last years of her life.⁵⁸ Furthermore, these sources include rare photographs of Mrs. Roosevelt and her staff preparing for a taping of *Prospects of Mankind*, as well as footage of the discussion and debate between Mrs. Roosevelt and the important guests (See Figure 5 – 6). For film recordings, it was difficult to find as many as I could, but I managed to find a few ones that record the discussions in *Prospects of Mankind* through the website of OpenVault at openvault.wgbh.org that preserve the film recordings. You can find one video called *Prospects of Mankind: "What Status For Women?"* There are other series of *Prospects of Mankind* in OpenVault site, as well, but not all of those are available though because they are not digitalized. Also, there is another one video in the PBS site.⁵⁹ Taken together, the videos allow users to watch and understand what

⁵⁷ PBS. *WGBH American Experience*.

⁵⁸ *Library and Technology Services: Public Television Series*. <https://its.brandeis.edu/research/archives-speccoll/collections/archives/publictelevision.html>.

⁵⁹ PBS. *WGBH American Experience*.

the show was about and why the guests had discussion on such important issues. Next come the duplicated scripts that cover the series of *Prospects of Mankind*. I found those when I worked as an intern for Eleanor Roosevelt Papers Project in DC in summer of 2015. That way, the transcripts can cover what Mrs. Roosevelt and her guests discussed since it is highly possible that the film videos might not have the closed caption. Through both viewing the videos and reading the transcripts, users will feel emotionally connected to Eleanor Roosevelt, as they consider her view on many issues that impact their identities and lives.

The third menu covers the current affairs that Mrs. Roosevelt was interested in working on during her final years. Out of those, the Universal Declaration of Human Rights (UDHR) is the most important document, considering it as not only the result of the experience of the World War II but also drafted by representatives with different legal and cultural backgrounds from all regions of the world. (See Appendix 1 for the contents of this document). It is significant because oppressed people continue to use the Declaration to argue for rights today. In the addition to the UDHR, this section reflects on current affairs, namely Civil Rights, the Refugee Crisis, and Women's Rights (See Figures 7-10). Furthermore, the different topics have their pages and posts of own details based on their issues, as well as the different backgrounds (e.g., race, religion, ethnic, sexual orientation and gender identity). They are intended to introduce you to learn and comprehend why we struggle endlessly with many issues when we could stop using gender, race, class, or other factors as excuses to treat a group of people less well and to deny them equal opportunity, as Ruth Abram, founder of the Tenement Museum, has stressed.⁶⁰ In other words, we should not use the certain factors to treat people less well just because we are different, and

⁶⁰ Ruth Abram had explained that due to her experience as an activist, she pointed out that there is a question common to all the work she had previously done was: "*how will we be one nation and at the same time appreciate, enjoy, or at least not be threatened by the often profound differences we bring to the table based on our backgrounds?*" She emphasizes that the museum had to respect all the public. [Janes and Conaty and Museums Association of Saskatchewan. 20.]

we should not keep stereotypes that hurt many people, as they are denied their opportunities. Furthermore, if the individuals especially ones from the marginalized groups are interested in learning more about one of the current affairs, I have included links to additional content that will bring you to the sites that hold the extendedly contexts on affairs.

The final menu bar is the “Resources,” which includes “Eleanor Roosevelt” and “Human Rights” in separate sub menus (See Figure 11). “Eleanor Roosevelt” offers lesson plans and lecture notes for teachers (See Figure 12). These lesson plans are designed for the students in K to 12 grades and beyond based on the levels of reading. That is, the students from 3rd to 12th grades can access the resources for their intention of research on their own. Teachers can use certain resources for K-3rd students who might not be able to learn how to use resources yet. For the section “Human Rights” includes the links to other web-based resources that have several different lesson plans on Eleanor Roosevelt and her works, as well as thousands of articles and news concerning human rights issues (See Figure 13).

Developing an online website required a lot of patience and effort in order to not only have it run smoothly but have it become engaging and enjoying. It was truly a challenging task for me. But, there were also intellectual gains. For instance, I learned how to structure the separate chapters and its own contents, created the pages and the posts, added the media items like images and videos to them, customized the appearance of the site, and so on. As I worked on these tasks, I had approached several obstacles that confused me often, but in given time, I was able to resolve how I could work around with WordPress. Like I said, it requires a lot of patience and efforts to learn how to use WordPress.

VII. Conclusion

As previously mentioned, we were and are still ignoring injustices in relation to our different backgrounds, including those of religion, culture, race, sexual orientation, and gender. Despite the increase in awareness and concerns in regard to the abuse of government authority, these injustices have persisted, damaging relationships and trust between many communities. But the question common to many communities is: is it actually necessary to blame other groups simply because of what is currently happening, or the different backgrounds? Or rather, is it because we simply can't understand others and these issues? Like I mentioned previously, it is understandable that some of us might be shameful at the atrocities of our ancestors had done in past and wanted to hide some events and issues like slavery and genocide like the Holocaust. But if we manage to hide or silence those, would we trust that many generations in future not rush reckless and make a war with each other like we did in the past? Eleanor Roosevelt had asked the similar questions in her life that was more than 50 years ago. The issues of social justice and inequality commonly among women and marginalized groups are still alive, even in present, which I already included in my site. They are the examples that reflect on the issues Roosevelt had concentrated and fought to dissolve as much as she could. I have hoped that, through my site, the details on certain issues can help the visitors grapple with current issues that affect many people and their lives. I also have included the movements such as Civil Rights Movement and Women's Rights Movement where people demanded the public attention to the social injustices upon them. That shows their motivation to improve the social justices, not asking for trouble that the society assumes them to.

We are not only ones who have an issue with the current affairs, but also, there are diverse people who have many issues with the current affairs, as well. In this case, it seems that more

and more people want to silence each other, but to what mean? If many issues were silenced, how would that help us understand and others to express their opinions and perspectives? It is imperative that the issues will never be silenced despite the possibilities that would cause the increase of discomfort and tense between the communities. This is very reason why Roosevelt worked hard to champion the human right causes. She wisely wanted us to have a better life despite our different backgrounds.

Last, but not at least, the narrative exhibition and digital exhibition of *Prospects of Mankind* and Eleanor Roosevelt will definitely affect the visitors emotionally and intellectually and help them understand why Eleanor Roosevelt worked hard to build a world governed by diplomacy, citizen engagement, and democratic policy. My online website of *Eleanor Roosevelt: Prospects of Mankind* has a purpose—to give people greater access to the works of Mrs. Roosevelt and also help spreading the vision and example of ER as well as the fundamental understanding of Human Rights in the process. Mrs. Roosevelt had hoped that her example of peace building and human rights advocacy throughout her life would be a model to be studied and applied not only in the United States but also around the world. Most importantly, her vision will continue to influence new generations in the future.

VIII. Figures

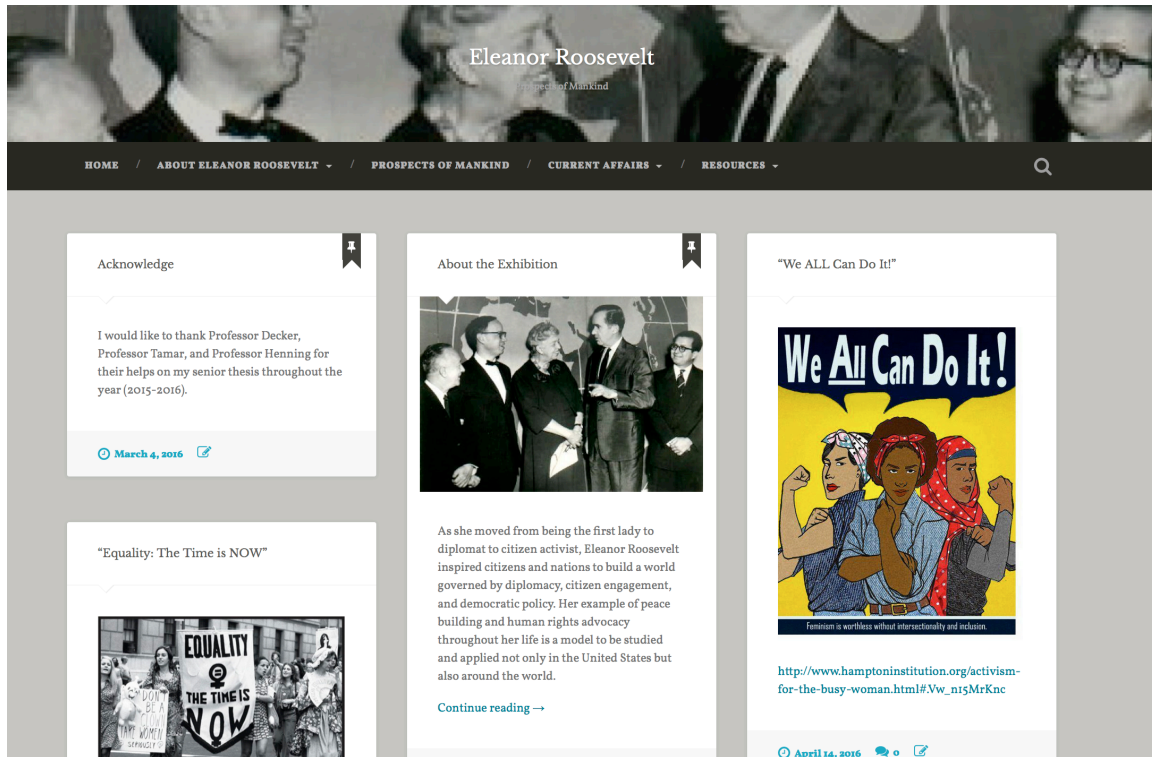


Fig. 1. Menzies, Kellie. *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankindblog.wordpress.com/>

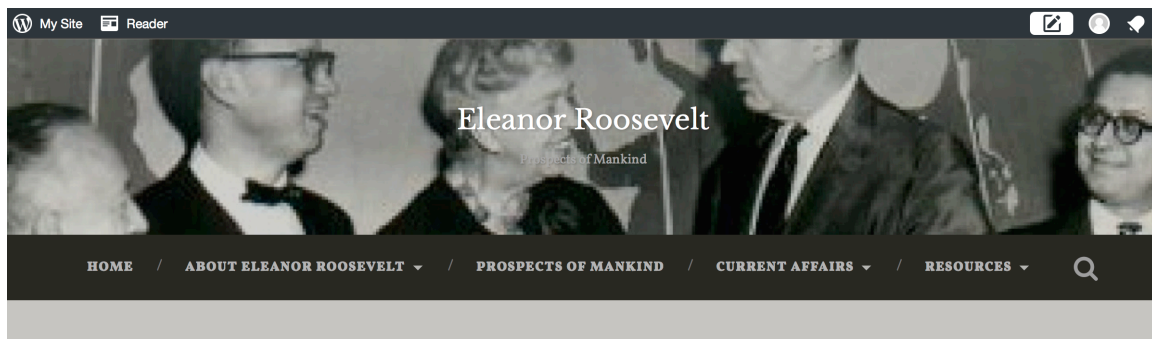
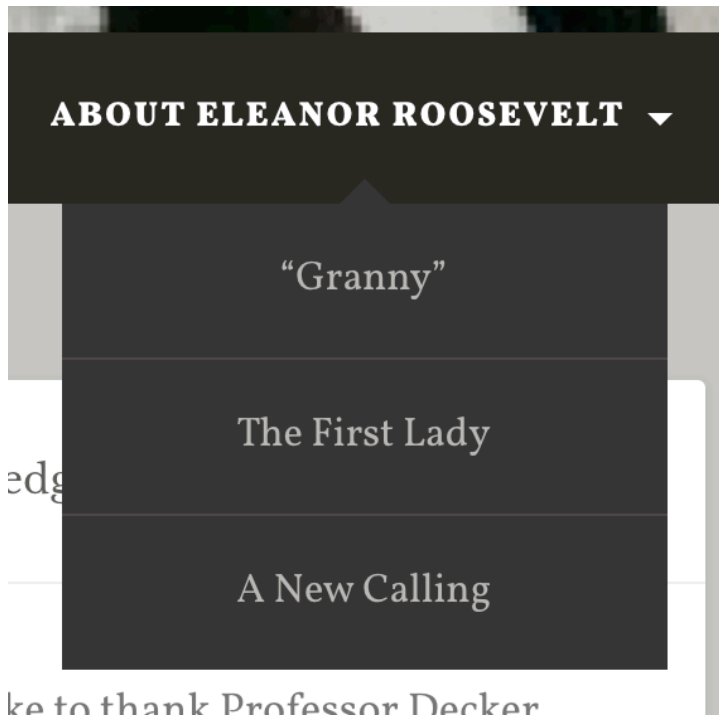


Fig. 2. Menzies, Kellie. *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankindblog.wordpress.com/>



ke to thank Professor Decker

Fig. 3. “About Eleanor Roosevelt” *Eleanor Roosevelt: Prospects of Mankind*.

<https://prospectsofmankinblog.wordpress.com/>

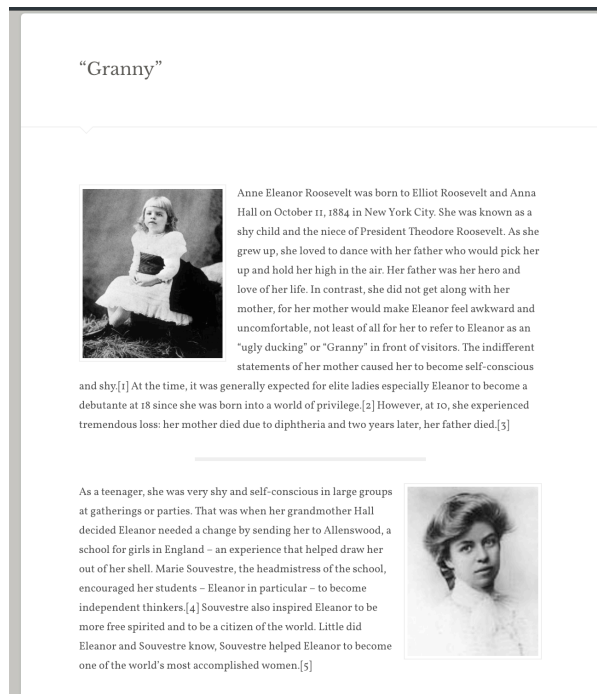


Fig. 4 “Granny.” *Eleanor Roosevelt: Prospects of Mankind*

<https://prospectsofmankinblog.wordpress.com/granny/>

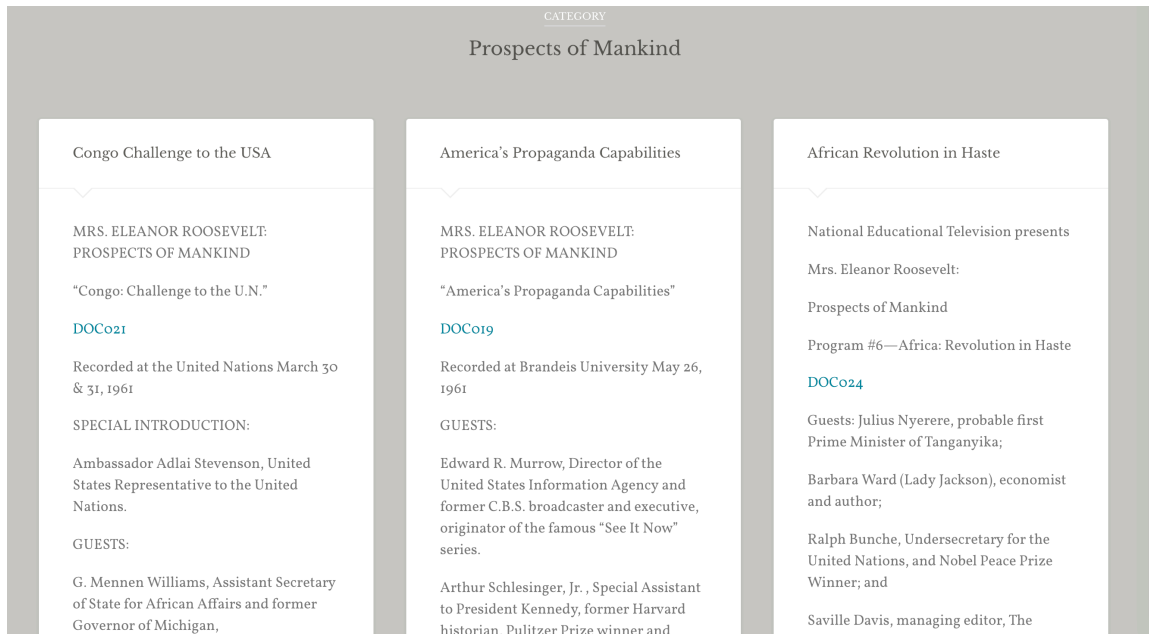


Fig. 5. “Prospects of Mankind.” *Eleanor Roosevelt: Prospects of Mankind.*
<https://prospectsofmankinblog.wordpress.com/category/prospects-of-mankind/>

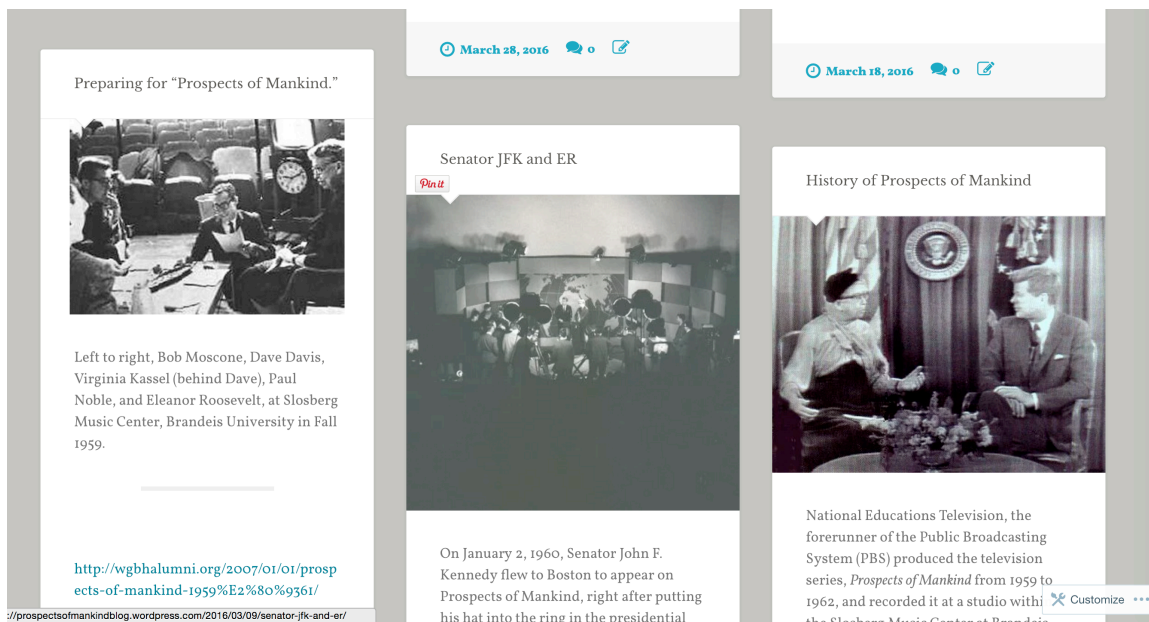


Fig. 6 “Prospects of Mankind.” *Eleanor Roosevelt: Prospects of Mankind.*
<https://prospectsofmankinblog.wordpress.com/category/prospects-of-mankind/>

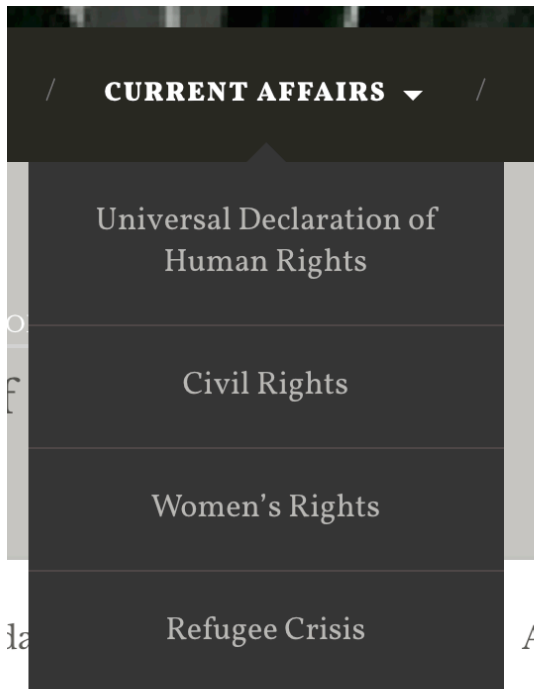


Fig. 7. “Current Affairs.” *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankinblog.wordpress.com/>




Fig. 8. “The Universal Declaration of Human Rights.” *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankinblog.wordpress.com/the-universal-declaration-of-human-rights/>

CATEGORY

Civil Rights


"Give us American Rights"



[Continue reading →](#)

🕒 April 14, 2016 💬 0 📄

"I AM A MAN" –1963



[Continue reading →](#)

🕒 April 14, 2016 💬 0 📄

Civil Rights

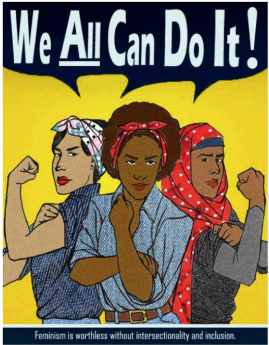
"A civil right is an enforceable right or privilege, which if interfered with by another gives rise to an action for injury. Examples of civil rights are freedom of speech, press, and assembly; the right to vote; freedom from involuntary servitude; and the right to equality in public places. Discrimination occurs when the civil rights of an individual are denied or interfered with because of their membership in a particular group or class. Various jurisdictions have enacted statutes to prevent discrimination based on a person's race, sex, religion, age, previous condition of

Fig. 9. "Civil Rights." *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectofmankindblog.wordpress.com/category/civil-rights/>

CATEGORY


Women's Rights

"We ALL Can Do It!"



<http://www.hamptoninstitution.org/activism-for-the->


"Equality: The Time is NOW"



[Continue reading →](#)

🕒 April 14, 2016 💬 0 📄

Women's Rights Movement (1848-1998)



"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's only thing that ever has." — Margaret Mead.

Discover the key events of the women's rights movement in the United States from 1848 to 1998. Which includes the women's rights

Fig. 10. "Women's Rights." *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectofmankindblog.wordpress.com/category/womens-rights/>

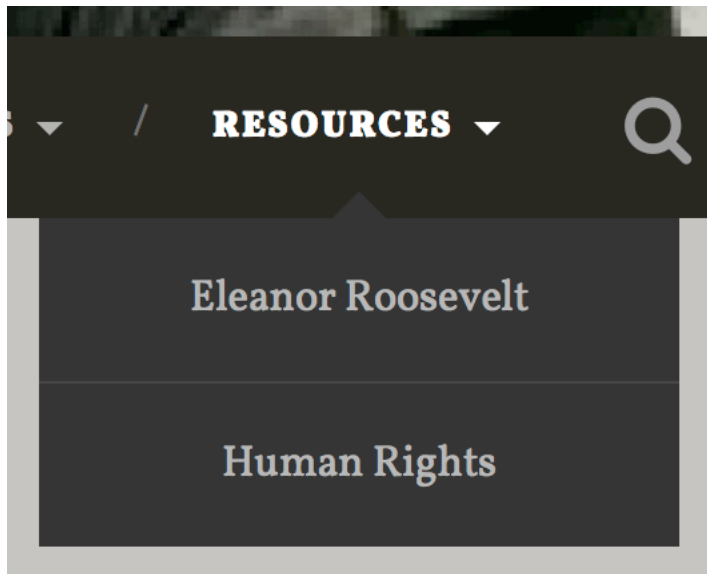


Fig. 11. “Resources.” *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankinblog.wordpress.com/>

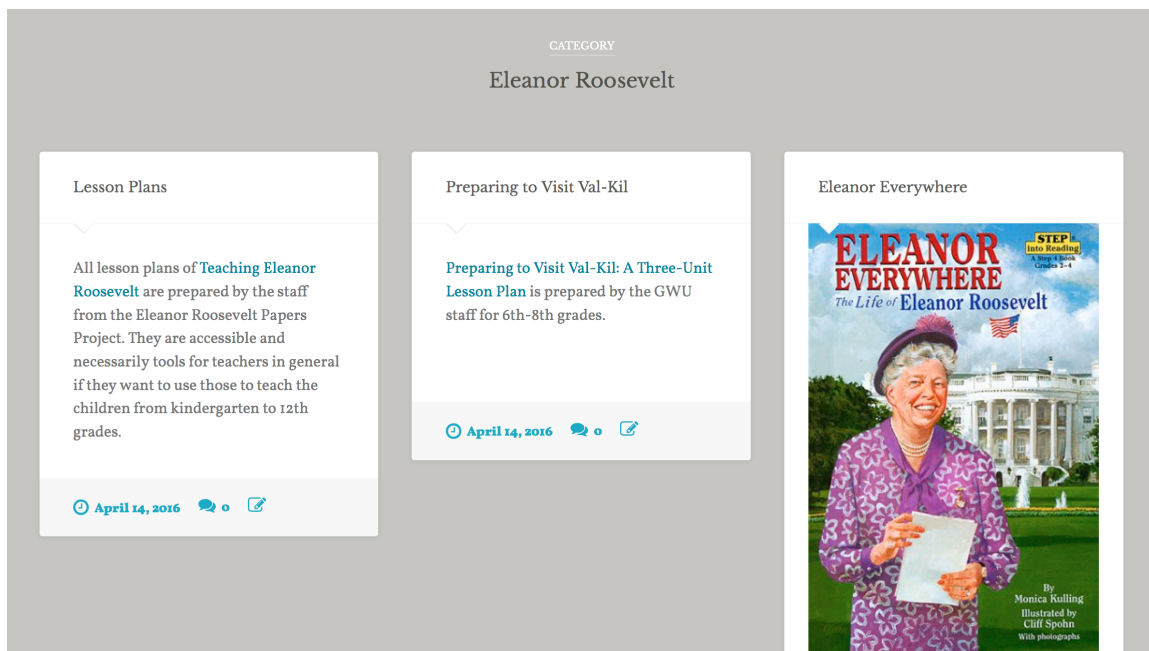


Fig. 12. “Eleanor Roosevelt.” *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankinblog.wordpress.com/category/eleanor-roosevelt/>

Human Rights Websites



[All the links are prepared and included in the website of Eleanor Roosevelt Papers Project in George Washington University in DC.]

Human Rights News and Highlights

[Human Rights Watch World Report 2009](#)

Human Rights Watch's 19th annual World Report of human rights conditions in more than 90 countries and territories worldwide.

[UN News Centre](#)

The collection of the uploaded articles in related to the United Nations and issues in general.

[The Universal Declaration of Human Rights](#)

Fig. 13. "Human Rights." *Eleanor Roosevelt: Prospects of Mankind*.
<https://prospectsofmankinblog.wordpress.com/human-rights-websites/>

IV. Appendix

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 General Assembly resolution 217 A as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected.

Preamble

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

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

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

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

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

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

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

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

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

Article 3.

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

Article 4.

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

Article 5.

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

Article 6.

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

Article 7.

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

Article 8.

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

Article 9.

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

Article 10.

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

Article 11.

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

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

Article 12.

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

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

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

Article 14.

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

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

Article 15.

(1) Everyone has the right to a nationality.

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

Article 16.

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

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

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

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

Article 19.

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

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

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

Article 22.

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

Article 23.

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

Article 24.

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

Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional

education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

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

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

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

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

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

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

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.⁶¹

⁶¹ "The Universal Declaration of Human Rights | United Nations." UN News Center. Accessed April 12, 2016. <http://www.un.org/en/universal-declaration-human-rights/>.

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