
Franklin D. Roosevelt — “The Great Communicator”
The Master Speech Files, 1898, 1910-1945

**Series 2: “ You have nothing to fear but fear itself:” FDR
and the New Deal**

File No. 847

1936 February 22

Address at Temple University - Honorary Degree

DRAFT FOR TEMPLE UNIVERSITY

Governor Earle, President Beury and Friends
of Temple University:

I have just had bestowed upon me a twofold honor. I am honored in having been made an Alumnus of Temple University; and I am honored in having had conferred upon me for the first time the Degree of Doctor of Jurisprudence.

It is a happy coincidence that we should meet together to pay our respects to the cause of education on the birthday of the Father of this Nation. In his wise and kindly way George Washington deeply appreciated the importance of education in a Republic and the responsibility upon government to promote it, in many ways. *In fact* The fundamental reasons why education is a necessary factor in any free nation, he pointed out on many occasions and in many practical ways. The great development of education

INSERT A

This is the moment of Truth
Let those simple ~~words~~ stand by ~~themselves~~ without the proof
of quotation. I say this lest, if I quoted excerpts from
the somewhat voluminous writings and messages of the first
President of the United States, some captious critic might
search the Library of Congress to prove by other quotations
not the opposite!
that George Washington was in favor of ~~illiteracy and the~~
~~destruction of education.~~ Therefore on this anniversary of
his birth I propose to break a century old precedent. I
shall not quote from George Washington on his birthday.

More than this, and breaking precedent once
more, I do not intend to commence any sentence with these
words - "If George Washington had been alive today" or "If
Thomas Jefferson had been alive today" or "If Alexander
Hamilton had been alive today" or "If Abraham Lincoln had
been alive today" --- beyond peradventure of a doubt he
would have opposed --- or perhaps favored --- etc.,etc.,etc.,"

INSERT A (continued)

Suffice it, therefore, to point out what ~~exists~~
^{Day} President Washington pointed out on many occasions and in
many practical ways ~~is~~ that a broad and cosmopolitan education ~~is~~
~~education~~ in every stratum of society is a necessary
factor in any free nation governed through a democratic
system. Strides toward this fundamental objective were
great in the two or three earlier generations of the Republic
but you and I well realize that the greatest development
of general education has occurred in the past half century.

~~Illiterate people conceive of government as a personal relationship between the subject and the King. As literacy increases they become aware of the fact that government and society form among people, essentially a cooperative relationship among selected representatives of those citizens.~~

~~(Some thought about the relationship and the proportional importance of any one group to the whole of many groups)~~

however, has been a manifestation of the past half century.

When we speak of modern progress it seems to me that we place altogether too much emphasis upon progress in material things -- in invention, in industrial development, in growth of national wealth.

But progress in the things of the mind ~~have been~~ ^{is} ~~fifty years.~~ ⁱⁿ ~~been even more striking in the past half century. Education,~~
~~as we know it, is essentially the product of the generation~~
~~immediately past. Fifteen years ago a high school education~~
was an exceptional opportunity for an American boy or girl; an college education was possible only to exceedingly small minority. Professional schools had hardly come into existence. Since 1900, while the nation's population has increased by about 70%, the enrolment in all branches of institutions of higher learning has increased ~~about 400%~~ ^{about 400%} ~~at~~ At the beginning of this century the total enrolment in our colleges and universities was just one student short of 168,000.

I think it is too bad they did not get that other one student - if only to round out the number and ease the way for future statisticians.

Today well over a million students are seeking Degrees in our colleges and universities and more than 700,000 are enroled in extension courses and summer schools. I think that we of Temple University -- I am exercising my right now to speak as an Alumnus -- can take special pride in the part that our institution here has taken in this growth. This institution has carried in practice the basic ideal of its great founder, the late Doctor Russell H. Conwell. He believed that every young person should be given a chance to obtain a good education and he founded Temple University to meet the needs of those who might not be able to afford a college education elsewhere. He believed that education should respond to community needs and fit itself into the many-sided and complex life that modern conditions have imposed upon us.

Sheet C

I am proud to be the head of a government that has sought to make a substantial contribution to the cause of education, even in a period of economic distress. Through the Public Works Administration the government ~~will help~~¹⁵ educational institutions to add to their present equipment - ~~almost 5~~³ mere than \$300,000,000 worth of new buildings. Since 1933 the government has made, through the Public Works Administration, allotments to local communities for school, college and library buildings, amounting to almost \$500,000,000. We are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever there ~~is~~ a demand throughout the country; and through the National Youth Administration funds for part time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States. We have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and

unavoidable burdens, the government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were ~~willing~~ willing and ready to use them to advantage.

Educational progress in the past generation has given to this country a population more literate, more cultured, in the best sense of the word, and more aware of the complexities of modern civilized life than ever before in history. And while the methods of spreading education are new, the lessons of education are eternal. The books may be new but the truth is old.

The qualities of a true education remain what they were when Washington insisted upon its importance.

C First among these qualities is a sense of fair play among men.

H As education grows men come to recognize their essential

dependence one upon the other. There is revealed to them the true nature of society and of government which, in a large measure, culminates in the art of human cooperation.

The second great attribute of education is peculiarly appropriate to a great ~~democracy~~. It is a sense of equality among men when they are dealing with the things of the mind. Inequality may linger in the world of material things but great music, great literature and the wonders of science are and should be open to all.

Finally, a true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law and observed in our every day dealings with the problems of life, that distinguishes us as a Nation, ~~and that insures our future~~.

sincerity trust B.

INSERT B

In our ability to keep pure the sources of knowledge --
in our mind's freedom to winnow the chaff from the good grain
~~progress oftentimes obscures the light of truth -- in the good uses~~
temper and in the calmness of our every day relationships, in
our willingness to face the details of fact and the needs of
temporary emergencies -- in all of these lie our future and our
children's future. On us today depends the greatness or the
failure of that future of America.

(Check on the Temple Associates - is it a fund
raising organization?)

THE PRESIDENT'S SPEECH
TEMPLE UNIVERSITY
PHILADELPHIA
SATURDAY, FEBRUARY 22, 1936

GOVERNOR EARLE, PRESIDENT BEURY AND FRIENDS OF TEMPLE UNIVERSITY:

I have just had bestowed upon me a twofold honor.

I am honored in having been made an Alumnus of Temple University; and I am honored in having had conferred upon me for the first time the Degree of Doctor of Jurisprudence.

It is a happy coincidence that we should meet together to pay our respects to the cause of education on the birthday of the Father of this Nation. In his wise and kindly way George Washington deeply appreciated the importance of education in a Republic and the responsibility of the Government to promote it. Let this simple statement stand by itself without the proof of quotation. I say this lest, if I quoted excerpts from the somewhat voluminous writings and messages of the first President of the United States, some captious critic might search the Library of Congress to prove by other quotations that George Washington was in favor of just the opposite! Therefore, on this anniversary

of his birth I propose to break a century old precedent. I shall not quote from George Washington on his birthday.

More than this, and breaking precedent once more, I do not intend to commence any sentence with these words -- "If George Washington had been alive today" or "If Thomas Jefferson had been alive today" or "If Alexander Hamilton had been alive today" or "If Abraham Lincoln had been alive today" -- beyond peradventure of a doubt he would have opposed -- or, perhaps, favored --- etc., etc., etc.,"

Suffice it, therefore, to say what President Washington pointed out on many occasions and in many practical ways that a broad and cosmopolitan education in every stratum of society is a necessary factor in any free nation governed through a democratic system. Strides toward this fundamental objective were great in the two or three earlier generations of the Republic but you and I well realize that the greatest development of general education has occurred in the past half century.

As literacy increases people become aware of the fact that government and society form essentially a

cooperative relationship among citizens and the selected representatives of those citizens.

When we speak of modern progress it seems to me that we place altogether too much emphasis upon progress in material things — in invention, in industrial development, in growth of national wealth.

But progress in the things of the mind has been even more striking in these past fifty years. In my childhood a high school education was an exceptional opportunity for an American boy or girl; a college education was possible only to an exceedingly small minority. Professional schools had hardly come into existence. Since 1900, while the nation's population has increased by about 70%, the enrolment in all branches of institutions of higher learning has increased about 400%.

At the beginning of this century the total enrolment in our colleges and universities was just one student short of 168,000.

I think it is too bad they did not get that other one student — if only to round out the number and ease the way for future statisticians.

Today well over a million students are seeking Degrees in our colleges and universities and more than 700,000 are enroled in extension courses and summer schools. I think that we of Temple University --- I am exercising my right now to speak as an Alumnus --- can take special pride in the part that our institution here has taken in this growth. This institution has carried in practice the basic ideal of its great founder, the late Doctor Russell H. Conwell. He believed that every young person should be given a chance to obtain a good education and he founded Temple University to meet the needs of those who might not be able to afford a college education elsewhere. He believed that education should respond to community needs and fit itself into the many-sided and complex life that modern conditions have imposed upon us.

I shall watch with the keenest interest the working out of the plan recently adopted by Temple for carrying even further into practical application this guiding ideal. I refer to the plan for forming an organization to be known as the "Associates of Temple University",

and to be composed of representatives of the various commercial, industrial, financial and professional interests of the community outside the University's walls. As I understand it, this organization will be far more than a mere advisory body, set up to meet on special and infrequent occasions and to draft recommendations of a general character. The "Associates of Temple University" will be an integral and organic part of the University's structure; the individual Associates will have clearly defined duties and responsibilities, which they will carry out according to a definite routine; and their purpose will be to serve as the "eyes and ears" of the University throughout the community, constantly alert to the changing social and economic needs, and continuously interpreting these needs to the University.

I am proud to be the head of a government that has sought to make a substantial contribution to the cause of education, even in a period of economic distress. Through the various agencies, the Government is helping educational institutions to add to their present equipment. Since 1933 the Government has made, through the various Governmental agencies of the Administration, allotments to local

communities for schools, colleges and library buildings amounting to more than \$400,000,000. We are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever there are competent unemployed teachers; and through the National Youth Administration funds for part time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States. We have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and unavoidable burdens, the Government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were willing and ready to use them to advantage.

Educational progress in the past generation has given to this country a population more literate, more cultured, in the best sense of the word, and more aware of the complexities of modern civilized life than ever before in our history. And while the methods of spreading education are new, the lessons of education are eternal. The books may be new but the truth is old.

The qualities of a true education remain what they were when Washington insisted upon its importance.

First among these qualities is a sense of fair play among men.

As education grows men come to recognize their essential dependence one upon the other. There is revealed to them the true nature of society and of government which, in a large measure, culminates in the art of human cooperation.

The second great attribute of education is peculiarly appropriate to a great democracy. It is a sense of equality among men when they are dealing with the things of the mind. Inequality may linger in the world of material things but great music, great literature and the wonders of science are and should be open to all.

Finally, a true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which

knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law and observed in our every day dealings with the problems of life, that distinguishes us as a Nation.

In our ability to keep pure the sources of knowledge -- in our mind's freedom to winnow the chaff from the good grain -- in the even temper and in the calmness of our every day relationships -- in our willingness to face the details of fact and the needs of temporary emergencies -- in all of these lie our future and our children's future. "On your own heads, in your own hands, the sin and the saving lies."

ADDRESS OF THE PRESIDENT
TEMPLE UNIVERSITY, PHILADELPHIA, PENNSYLVANIA
Saturday, February 22, 1936

Governor Earle, President Beury, (and) friends of Temple University, and, I am glad to be able to say now, my fellow alumni. (Applause)

I have just had bestowed upon me a twofold honor. I am honored in having been made an Alumnus of Temple University; and I am honored in having had conferred upon me for the first time the Degree of Doctor of Jurisprudence. (Applause)

It is a happy coincidence that we should meet together to pay our respects to the cause of education not only on the birthday of the Father of this Nation but also in the halls of a very great institution that is bringing true education into thousands of homes throughout the country. In (his) Washington's wise and kindly way (George Washington) I have always felt certain that he deeply appreciated the importance of education in a Republic - I might say throughout a Republic, and also the responsibility of that thing known as (the) Government to promote (it) education. Let this simple statement stand by itself without the proof of quotation. I say this lest, in this year of 1936, if I

Franklin D. Roosevelt Library

This is a transcript made by the White House stenographer from his shorthand notes taken at the time the speech was made. Underlining indicates words extemporaneously added to the previously prepared reading copy text. Words in parentheses are words that were omitted when the speech was delivered, though they appear in the previously prepared reading copy text.

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quoted excerpts from the somewhat voluminous writings and messages of the first President of the United States, some captious critic might search the Library of Congress to prove by other quotations that George Washington was in favor of just the opposite! Therefore, on this anniversary of his birth I propose to break a century-old precedent. I shall not quote from George Washington on his birthday. (Laughter, applause)

More than (this) that, and breaking precedent once more, I do not intend to commence any sentence with these words - "If George Washington had been alive today" or "If Thomas Jefferson" (had been alive today) or "If Alexander Hamilton" (had been alive today) or "If Abraham Lincoln had been alive today -- beyond peradventure, (of a doubt he would have opposed -- or, perhaps, favored) beyond a doubt or perhaps the other way around, etc. etc. etc."

Suffice it, (therefore), to say this that what President Washington pointed out on many occasions and in many practical ways was that a broad and cosmopolitan education in every stratum of society is a necessary factor in any free nation governed through a democratic system. Strides toward (this) that fundamental objective were great, as we know, in the first two or three (earlier) generations of the Republic (but) and yet you and I (well realize) can assert that the greatest development of general education has occurred in

the past half century, indeed, within the lives of a great many of those of us who are here today.

As literacy increases people become aware of the fact that government and society form essentially a cooperative relationship among citizens and the selected representatives of those citizens.

When we speak of modern progress it seems to me that we place altogether too much emphasis upon progress in material things -- in invention, in industrial development, in growth of national wealth.

But progress in the things of the mind has been even more striking in these past fifty years. In my childhood a high school education was an exceptional opportunity for an American boy or girl; a college education was possible only to an exceedingly small minority. Professional schools had hardly come into existence. And yet since 1900, 36 years ago, while the nation's population has increased by about 70%, the enrollment in all branches of institutions of higher learning has increased (about) well over 400%, and that tells the story.

At the beginning of this century the total enrollment in our colleges and universities was just one student short of 168,000.

I think it is too bad (they) that the enumerators and college presidents did not get that other one student --

(if only to round out the number and ease the way for future statisticians) it would have been so much easier for the statisticians and enumerators in this year.

Today, instead of 163,000 less one, (well) over a million students are seeking Degrees in our colleges and universities and more than 700,000 are enrolled in extension courses and summer schools. I think that we of Temple University -- and you see I am exercising my right now to speak as an Alumnus (applause) -- we can take special pride in the part that our institution here has taken in this growth. (This institution) for Temple has carried in practice the basic ideal of its great founder, (the late) Doctor Russell (H.) Conwell. I am very happy to think back of the days when I was in college and heard him deliver that famous lecture of his which almost every man, woman and child knew. (He) Doctor Conwell believed that every young person should be given a chance to obtain a good education and he founded Temple University to meet the needs of those who might not be able to afford a college education (elsewhere) in other halls. He believed that education should respond to community needs and fit itself into the many-sided and complex life that modern conditions have imposed upon us.

And so I shall watch with the keenest interest the working out of the plan recently adopted by Temple for carrying even further (into) the practical application of this

practical guiding ideal. I refer to the plan for forming an organization to be known as the "Associates of Temple University", and to be composed of representatives of the various commercial, industrial, financial and professional interests of the community outside the University's walls. As I understand it, -- and this is something that every other university can well afford to emulate -- as I understand it, this organization will be far more than a mere advisory body, set up to meet on special and infrequent occasions and to draft recommendations of a general character. The "Associates of Temple University" will be an integral and organic part of the University's structure; the individual Associates will have clearly defined duties and responsibilities, which they will carry out according to a definite (routine) plan and their purpose will be to serve as the "eyes and ears" of the University throughout the community, constantly alert to the changing social and economic needs, and continuously interpreting these needs to the University itself.

I am proud to be the head of a government (that) which tries to think along similar lines, a government that has sought and is seeking to make a substantial contribution to the cause of education, even in a period of economic distress. Through the various agencies (the Government is) of the National Government, we have been helping educational institutions (to add to their present equipment) not only to

maintain their existence but helping them to add to their equipment and to their offerings to the youth of the country. Since 1933 the Government has made, through the various Governmental agencies of the Administration, allotments of various kinds to (local) communities for schools, colleges and library buildings amounting to more than \$400,000,000. (Applause) I won't go into higher mathematics and tell you the man-hours of work that that has created, but you can work it out for yourself and you will agree with me that that expenditure of money has served at least two purposes. Yes, and we are also providing, in addition to bricks and mortar and labor and loans, we are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever there are competent unemployed teachers; and, through the National Youth Administration, funds for part-time employment to help deserving young people to earn their way through accredited colleges and universities in (all) every part(s) of the United States. I think we have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and unavoidable burdens, the Government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were willing and ready to use them to advantage. (Applause)

Educational progress in the past generation has given to this country a population more literate, more cultured, in the best sense of the word, (and) more aware of the complexities of modern civilized life than ever before in our history. And while the methods of spreading education are new, the lessons of education are eternally old. The books may be new but the truth is old.

The qualities of a true education, I take it, remain what they were when Washington insisted upon its importance.

First among the(se) qualities is a sense of fair play among men.

As education grows men come to recognize their essential dependence one upon the other. There is revealed to them the true nature of society and of government which, in a large measure, culminates in the art of human cooperation.

The second great attribute of education is peculiarly appropriate to a great democracy. It is a sense of equality among men when they are dealing with the things of the mind. Inequality may linger in the world of material things but great music, great literature, great art and the wonders of science are and should be open to all.

Finally, a true education depends upon freedom in the pursuit of truth. No group, (and) no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth

is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law, (and) observed in our everyday dealings with the problems of life, that distinguishes (us as a Nation) the United States of America, I think, above every Nation in the world.

In our ability to keep pure the sources of knowledge -- in our mind's freedom to winnow the chaff from the good grain -- in the even temper, (and) in the calmness of our everyday relationships -- in our willingness to face the details of fact and the needs of temporary emergencies -- in all of these lie our future and our children's future.

"On your own heads, in your own hands, the sin and the saving lies!" (Prolonged applause)

February 7, 1936

Governor Earle, President Beury, and friends of Temple University:

I have just had bestowed upon me a two-fold honor. I am honored in having been made an alumnus of Temple University; and I am honored in having had conferred upon me, for the first time, the degree of Doctor of Jurisprudence.

And now, I find that I face a responsibility that is likewise two-fold. It is not an easy task for me to say anything that will adequately acknowledge our debt to the great American whose birthday we commemorate; and it is an even harder assignment to say anything that will fully express our gratitude that Providence should have given us such a leader to point our way.

All of us know George Washington, the soldier, the statesman and the wise and kindly Father of our country. This George Washington whose far-sighted wisdom has lighted our pathway for upward of a century and a half, we well know and deeply revere.

In affairs of government - in matters of national and international policy - we have leaned heavily upon his advice for guidance. His counsels have kept us steadfast, when we might have faltered; have given us strength of conviction, when we have been beset by doubt; have renewed our courage, when fears have assailed us; and have clarified our objectives and illuminated our future course.

And now, we are assembled here, in the halls of a great institution of learning, to rejoice in our good fortune in having such a leader to look to for directions. I think it is an appropriate occasion for us to seek inspiration and guidance from another Washington, with whom we are, perhaps, not quite so familiar. I refer to Washington, the educator.

So, I want to talk with you for a few minutes about the goals and ideals for American education, which George Washington proposed. I think that we may draw fresh encouragement and new clarity of purpose from Washington's advice with respect to matters of education, just as we have so often drawn renewed confidence and greater clarity of vision from his advice with respect to affairs of State.

Suppose we let Washington, himself, tell us his views on education.

What did he think about universal education?

In a letter to Governor Brooke of Virginia in 1797, Washington wrote:

"The time is come, therefore, when a plan of universal

education ought to be adopted in the United States..... The exigencies of public and private life demand it....."

What did Washington think about the duties and responsibilities of the Federal Government to education?

In another letter, he said:

"My solicitude for the establishment of a national university has been great and increasing..... I had postponed the further consideration of the subject to a moment of more leisure. to see if I could devise some plan by which my wishes could be carried out."

Here Washington tells us about an educational project that was very close to his heart, and toward the realization of which he left a substantial bequest in his will. That was, the establishment of a great national university, to be situated in the District of Columbia and supported by the National Government, "if that Government should incline to extend a fostering hand".

Finally, what did Washington think about the promotion of education in general, and about the Nation's major educational goal?

In his Farewell Address, Washington said:

"Promote then, as a subject of primary interest, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened."

So from George Washington's own words we learn three things: First, that he considered a system of universal educa-

tion a vital necessity in this country; second, that he believed that the National Government should take an active and leading part in aiding the development of education; and third, that he was convinced that, in the final analysis, the success or failure of our democratic form of government depended upon the degree of enlightenment of the public opinion from which that government derived its powers and received its directions.

If we were called upon today to give an accounting of our educational progress to George Washington, I think we could point to many items on the credit side.

Washington advocated universal education.

Today more than 50,000,000 students are enrolled in our schools, colleges and universities. We have reduced illiteracy to within sight of the vanishing point. Since 1900, while the Nation's population has increased by about seventy percent, the enrollment in all branches of our institutions of higher learning - once devoted largely to the education of a chosen few - has increased about one thousand percent. At the beginning of this Century, the total enrollment in our colleges and universities was just one student short of 168,000. (I think it's too bad they didn't get that other one student, if only to round out the number and ease the way for future statisticians.) Today, well over a million students are seeking degrees in our colleges and universities, and more than 700,000 others are enrolled in extension courses and summer schools.

I think that we of Temple University - I am exercising my

right now to speak as an alumnus - can take special pride in the fact that this amazing growth, which has been doubly rapid on the part of our city universities, has been achieved very largely to the extent in which our institutions of learning have carried into practice the basic ideal of our great Founder, the late Dr. Russell H. Conwell.

That ideal might be summed up in two words: "Meet needs". He believed that every young person should be given a chance to obtain a good education; and he founded Temple University to meet the needs of those who might not be able to afford a college education elsewhere. Responsiveness to community needs was the keystone of his educational philosophy.

For this reason, I shall continue to watch with the keenest interest the working out of the plan recently adopted by Temple for carrying even further into practical application this guiding ideal. I refer to the plan for forming an organization to be known as the "Associates of Temple University", and to be composed of representatives of the various commercial, industrial, financial and professional interests of the community outside the University's walls. As I understand it, this organization will be far more than a mere advisory body, set up to meet on special and infrequent occasions and to draft recommendations of a general character. My understanding is that the "Associates of Temple University" will be an integral and organic part of the University's structure; that the individual Associates will have clearly defined duties and responsibilities, which they will carry out according to a definite routine; and that their

purpose will be to serve as the "eyes and ears" of the University throughout the community, constantly alert to the changing social and economic needs, and continuously interpreting these needs to the University.

This is a pioneer step, and a step in the right direction. I am for it. When I was Governor of the State of New York, the need of just some such plan for effecting a closer tie-up between educational institutions and their communities was often brought home to me. On several occasions, for instance, I vetoed bills which would have provided more normal schools for training school teachers at times when thousands of teachers in the State were already out of work. I can see, therefore, the value of such a plan as that for the "Associates of Temple University" in helping to supply basic information which will be of aid to the Registrar and to the Career Conference for informing entering students of conditions affecting their chances of employment in the fields in which they seek special training, as well as in keeping the institution itself alert to outside needs.

Next, George Washington believed it to be one of the primary duties of the National Government to take a leading and active part in education.

We have right here at Temple University the beautiful new Sullivan Memorial Library, built with the aid of one of the first Public Works Administration grants to private educational institutions in the United States, and to be dedicated today.

This year the Government, through the Public Works Administration, will help education institutions to add new buildings costing more than \$500,000,000 to their present equipment. Since 1933 the Government has made, through the same agency, allotments to local communities for school, college and library buildings estimated at more than \$485,000,000. Much of this construction would not have been undertaken without government aid.

Nor does the story stop here. The government is also providing, through the Works Progress Administration, educational courses for thousands of groups of adults wherever there is a demand throughout the country; and is providing, through the National Youth Administration, funds for part-time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States.

On the whole, I think we have made good progress toward realizing our ideal of universal education.

Finally, Washington made one other point which deserves consideration at this time. He expressed the belief that the success or failure of our form of government depended ultimately upon the degree of enlightenment of the public opinion from which that government derived its powers and received its directions.

I think we may safely say that today the task of bringing about and safeguarding a truly enlightened public opinion is a much more complex and formidable one than it probably appeared

to be in Washington's time. Not only are the conditions of modern life infinitely more complex than they were a hundred or a hundred and fifty years ago; but also we are faced by the fact that the very agencies which have made possible the universal dissemination of information have likewise made possible the equally widespread dissemination of misinformation. We must frankly face the fact, that in every country there are always some groups whose self-interests do not coincide with the interests of society as a whole; and are, therefore, best served by misguiding public opinion, rather than by guiding it; by confusing rather than by clarifying public thought; by playing upon emotions, rather than by appealing to reason; by fanning the flames of prejudice, jealousies and class hatreds, rather than by encouraging calm and dispassionate thought.

Now, I believe enlightened public opinion is essential in a democracy, not only in direct proportion to the extent in which it gives authority and direction to the government, but also in direct proportion to the magnitude and importance of the issues with which it has to deal. And I believe, further, that there has never been a time when American public opinion has faced issues more basic or more momentous than it faces today; and I believe still further that there has never been a time when we have had more at stake upon enlightened public opinion - and by that, I mean a greater share of our future national well-being at stake - than we have today.

I think that we find in the public opinion of our Nation today two main, basic outlooks. From these underlying social philosophies, if I may use that somewhat forbidding term, I think most of our specific differences of opinion arise.

Let me try to illustrate the difference between these outlooks in a very simple way.

We will suppose there are before us two men, each the head of a large business organization and each holding a balance sheet of his company in his hand.

The first reads down the sheet until his eye comes to an item - Labor. To him this item brings to mind the picture of, perhaps, a thousand individual human beings; each with his own hopes, and aims, and interests, and hobbies and responsibilities; each with his own ties of affection with loved ones and friends; each needing clothes, and food and shelter; and each capable of feeling joy and sorrow, pleasure and pain; each yearning for his share of the good things of life for himself and for his family; each finding the same pleasure in giving happiness to his wife and children and friends as does our head of the company, himself, and finding the same distress in seeing those dependent on him in want of comforts and pleasures which he can't supply.

And so this man, looking at the amount of money represented by the item of Labor, does not begrudge it; nor does he, as a sane business man, fail to realize that this item must be kept within reasonable limits, if his company is to succeed and if his employment of labor is to continue. But he does see reflect-

ed in the dollar-figures following the item, the health, and happiness and welfare of thousands of fellow human beings, which he realizes are of greater ultimate importance than reduced operating expenses in themselves. This man's attitude reflects one of the outlooks to which I have referred.

Then, the second man reads down his balance sheet, until his eye comes to the item - Labor. To him this item means just one thing - an expense which it is his duty to pare down. In the amount of money represented by the item, he sees only the dollar mark. He begrudges the expense, because, without it, more dollars would show up in the item of net profits. This second man's attitude reflects the other outlook.

Now, I'm not going to plead here for one of these outlooks or the other. But I am going to plead that the way be kept open for forming a truly enlightened public opinion with respect to these outlooks.

And to keep the way open for truly enlightened public opinion, it is important to remember that many an unsorthy purpose may be accomplished in the name of the highest ideals. Many times have men been enslaved in the name of freedom; and many times men have died in the name of patriotism to serve selfish ends of others.

So look behind catch-phrases and appeals to lofty sentiments of loyalty to see whether or not sincerity lies there.

When you are told that your liberties are threatened, do those who tell you really mean that your rights to live, and

think, and speak and worship as you please are endangered ? Or do they mean that they are being restrained from using their special economic advantages to destroy the freedom and independence of fellow citizens and to exploit others for their own gain ? Is it your liberty they are really concerned about, or it is their pocketbooks ?

Again when you are asked to save the Constitution, are you being asked to put a halt right now and forever to the process of amendment which that instrument provides for its own modification to meet changing conditions. Or are you being asked, in the name of the Constitution, to lend aid toward discrediting measures which are not in the special self-interests of those appealing for your aid ?

You are likely to be told many other things designed to appeal to your fears, your sentiments, your emotions. Look behind them. Search beneath the fine phrases. Seek the sincerity in them. Test them with calm, dispassionate reason. Do this - and have complete faith that American public opinion will solve its problems wisely and will solve them rightly.

I think that we, the American people, can make no higher resolve on this occasion of George Washington's Birthday, than that we will form our opinions concerning the great issues of national import with sincerity in our hearts and dispassionate reason in our minds.

PROGRAM
of
FOUNDER'S DAY EXERCISES
TEMPLE UNIVERSITY

February 22, 1936



Mitten Memorial Hall
Broad and Berks Streets

PROGRAM

President Charles E. Beury Presiding

ORDER OF EXERCISES

9:45 A.M.—Academic Procession

Invocation - - - Rt. Reverend Francis M. Teitt

10:00 A.M.—Founder's Day Exercises
Mitten Memorial Hall

Introductory Remarks - - - - President Beury

11:30 A.M.—Inspection—Sullivan Memorial Library

Tenor Solo—"Élégie" - - - - Massenet
Giuseppe Agostini

12:00 M.—Dedication of the Library

Citation - - - Governor George H. Earle
Degree of Doctor of Jurisprudence
conferred on
Franklin Delano Roosevelt

1:15 P.M.—Luncheon to guests of
President and Mrs. Beury

Address - - - - - President Roosevelt

Violin Solo—"Prelude to Le Deluge" - Dr. Thaddeus Rich

March—"Pomp and Chivalry" - University Band

STATEMENTS FILE
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TEN YEARS
OF
PROGRESS
1926-1936



TEMPLE UNIVERSITY
PHILADELPHIA

Foreword

WITH the passing of Time comes Change. At Temple University, in the last decade, the flight of Time and the coming of Change have been synonymous with steady forward Progress.

This booklet is designed to present the outstanding features of the university's development in the last ten years.

Issued upon the occasion of the Tenth Anniversary of President Beury's inauguration, it is dedicated to all those whose loyal support of Temple's educational programme has made this Progress possible.



*The
Founder*

RUSSELL H. CONWELL
1843 - 1925

"Greatness consists in doing some great deed with little means, in the accomplishment of vast purposes from the private ranks of life; that is true greatness. He who can give to the people better streets, better homes, better schools, better characters, more religion, more of happiness, more of God, he that can be a blessing to the community in which he lives, will be great anywhere."

RUSSELL H. CONWELL



*Tbs
Builder*

CHARLES E. BEURY, A.B., LL.B., LL.D.
President of Temple University

"Our immediate obligation is to work for the successful continuation and expansion of the University. The time has arrived when we must take the broadest possible vision of Temple University and its function in the community and the educational world at large."—PRESIDENT BEURY, in his inaugural address, May 7, 1926.

Ten Years of Progress



Ten years ago—upon the passing of the Founder—Charles E. Beury was elected as President of Temple University. Pledged to bring about a realization of Dr. Conwell's concept of a great urban university, serving the educational needs of thousands of earnest young men and women, President Beury set about the task of transmuting these ideas and ideals into practical realities.

Notwithstanding the devastating effects of a world-wide depression, and the additional handicap of lack of endowment, substantial gains were made, step by step, in an ambitious building programme. Today the tangible assets of the university show an increase in value of between six and seven millions of dollars.

From a fund-raising campaign which immediately followed President Beury's inauguration, there emerged a \$1,000,000 School of Medicine, Garnett Hall, and many other additions and improvements. Then, by acquisition, and by public-spirited benefactions, came additional building units to replace outworn campus facilities.

Apace with the university's physical growth, its academic activities expanded. Teaching standards were elevated; faculties enlarged; modern equipment installed; new schools and departments established; new courses of study created in response to public demand; and an intellectual, cultural and spiritual impetus given to Temple, with the result that official standardizing agencies have accorded the university complete recognition as one of the nation's leading educational centres.

Milestones of a Decade

1—Building Development:

1926—*Garnett Hall*—Enlarged for increased classroom space.

1928—*Garnett Hall*—Unit No. 2 in proposed "Temple of Learning" building project; an imposing twelve-story building, with facilities for forty-five classrooms; executive offices; laboratories; book-store and Post Office.

1929—*School of Medicine*—Planned after an intensive survey of the best thought in medical school construction in the country, and regarded as one of the finest and best-equipped medical educational centres in the East.

1930—*Mitten Memorial Hall*—Luxurious student recreational centre and headquarters for extra-curricular activities; financed through a gift from Mr. Cyrus H. K. Curtis; partly by the transit employes of Mitten Management as a memorial to the late Thomas E. Mitten; and by the University.



CARNELL HALL

chase and remodeling of a Chiropody School building; expansion of women's dormitories; purchase of remaining houses on Broad Street north and south of Berks Street; the enlargement of the Temple University Hospital and the erection of an Athletic Club House.

2—Academic Advancement:

Meeting, in the last ten years, all the requirements of higher teaching standards and more modern equipment, imposed by the duly authorized standardizing agencies, Temple University today enjoys a Grade "A" rating in all of its Undergraduate and Professional departments. A decade's progress in the major departments may be recorded as follows:

1931—*Oak Lane Country Day School*—Acquired as demonstration laboratories for Progressive Education.

1934—*Sullivan Memorial Library*—Financed by benefaction of \$278,000 from the estate of Thomas D. Sullivan, and a Government PWA loan of \$550,000; fills pressing need by remedying university's inadequate library facilities.

1935—*Stella Elkins Tyler School of Fine Arts*—Gift of Mr. and Mrs. George A. Tyler, of Elkins Park, who presented their home and estate, "Georgian Terrace" to the university as a school for training in the arts, artists and art teachers.

Other physical changes in the last ten years include the acquisition of the Stadium; the rehabilitation of the Professional Schools group; acquisition of a Professional Schools administration building; pur-

The Undergraduate Schools

Teachers College—Its Professional contributions are the most significant phase of its development, furnishing preparation to thousands of teachers in prospect and in service. Through its diversified curricula and faculty personnel, it is making a notable contribution to theories and techniques in modern progressive education for teachers. Faculty increased from 125 in 1925 to 210 in 1935.

College of Liberal Arts—Executive Committee insures intelligent cooperation between administration and faculty; enlarged faculty, now 75; improved library and laboratory facilities; curriculum better adapted to Concentration Systems; distinction granted superior students in their subject of concentration; Pre-Vocational courses for Medicine, Ministry, Teaching, Law and Dentistry; organized Guidance Board for Freshman Class; Evening College Course, with degree of Bachelor of Science; Evening Extension Division.

School of Commerce—The outstanding accomplishment in this School in the past decade has been the vast improvement in the training and personnel of the teaching staff. Ten years ago, the average faculty member held but a Bachelor's degree, while today, nearly every one has earned a graduate degree, with the doctorate most in evidence. This has been closely followed by improvement in the student body. Virtual "Class A" rating has been accorded in the form of membership in the American Association of Collegiate Schools of Business.



THE SCHOOL OF MEDICINE



MITTEN MEMORIAL HALL

The Professional Schools

School of Medicine—The School of Medicine, organized in 1901, now ranks among the leading medical institutions of the country. Steadily its teaching standards have been elevated, its faculty increased by many physicians from this and foreign countries. The new laboratory building, erected at a cost of \$1,250,000, offers modern facilities for the study of medicine, and the opportunity for carrying out a comprehensive program of research investigation.

School of Dentistry—Enrollment in 1934-35 exceeded that of any other dental school in the United States. State Board records for the last eight years show a general average of somewhat less than five per cent failures. In 1933, Dental Educational Council, after careful survey of school and its method of teaching, granted Class "A" rating. Re-equipment, in 1931, of General Dental Infirmary, with 98 new operating units, made the clinic one of the finest in the country. Acquisition of Garretson Hospital and expansion of Department of Oral Hygiene increased measure of public service.

School of Pharmacy—System of instruction developed from a two to a standard four-year curriculum; new cultural subjects yield a well-balanced

education, instead of the narrow technical training only possible heretofore; faculty augmented to fit expanded curriculum; Department of Research established and additional housing and physical equipment provided. Class "A" rating accorded school by election to American Association of Colleges of Pharmacy; in new curriculum the professional knowledge is built upon a strong foundation of social, economic and political appreciation, representing an achievement of major importance in pharmaceutical education.

School of Law—Removal of the School of Law to more commodious quarters has added much to its efficiency, while the appointment of an Associate Dean, enlargement of the library, and augmenting of the teaching staff, have greatly enhanced its already enviable reputation. Day course added to evening classes. Approved by the Council on Legal Education of the American Bar Association and Association of American Law Schools; Day Department established and school placed on full-time basis.

School of Music—Has developed into a leading music school under able leadership of its Dean, Dr. Thaddeus Rich, and Associate Dean Emil F. Ulrich. Most of students who have received degree of Bachelor of Music are occupying important positions in schools and colleges. A progressive recent achievement has been the development of classes in a popular course in Harmony and Composition.

School of Theology—This school and Teachers College have united their resources to offer a combined six-year course. Another achievement has been the offering of resident post-graduate courses leading to the degree of Master



THE OAK LANE COUNTRY DAY SCHOOL, TEMPLE UNIVERSITY



THE SULLIVAN MEMORIAL LIBRARY

of Sacred Theology, giving opportunity to clergymen of the nation to come under the direct influence of the School of Theology faculty.

School of Chiropractic—Increase from 12 to 32-chair clinic; establishment of out-clinics in several hospitals; Shoe-Therapy Visual Education and Electro-Therapy Departments; new X-ray equipment; change from two to three-year course, with reorganization of subjects and new subjects; post graduate course; enlarged faculty.

The High School

A survey of marks earned in 47 colleges by the 276 students who completed their work in the Temple University High School from 1927 through 1934 and later attended college, shows that 98 per cent of a total of 5,056 marks were of passing grade or better.

3—Temple's Contribution to Science:

The Professional Schools of Medicine, Dentistry and Pharmacy of Temple University were, in the last decade, important sectors in the far-flung battle line striving to save life and promote human welfare.

The Jackson Bronchoscopic Clinic—This department, made world-famous by Dr. Chevalier Jackson and Dr. C. L. Jackson, draws sufferers from all parts of the world to have foreign bodies removed and certain diseases of the lungs treated. Its greatest usefulness is in training physicians from many countries in this branch of medical science.

The Koler Infantile Paralysis Clinic—The first clinic in the history of medicine for vaccination against infantile paralysis. Over 10,725 persons (90% children) have been immunized, 450 of whom were vaccinated in this clinic, with no ill effects.

The Department of Surgery—The Temple University Hospital is one of the best known surgical centers in America. Almost from the founding of the Medical School, Dr. W. Wayne Babcock has been the progressive director. Its contribution to science has advanced surgical diagnosis and technic and made surgery in many instances, a safer and more hopeful procedure.

The Department of Pediatrics—Dr. Ralph M. Tyson, Professor and Head of the Department, has organized it, not only to care for the ill child, but provide clinics for well babies. Child psychiatry, an important factor in the treatment of certain children, is one of the important subdivisions of this department.

The Department of Obstetrics—Medical Students are thoroughly trained in this important fundamental branch of medicine. Last year the stock left 1508 babies at the Temple University Hospital. Drs. Arnold and Fay have developed a method for the treatment of eclampsia which has greatly reduced the death rate in this dreaded complication of childbirth.

The X-Ray Department—This division of the Medical School is constantly developing new methods in the diagnosis and treatment of disease. Their work in the early diagnosis and treatment of cancer is most encouraging. Department is under inspired leadership of Dr. W. E. Chamberlain.



THE STELLA ELKINS TYLER SCHOOL OF FINE ARTS



THE TEMPLE UNIVERSITY HOSPITAL

The Dorr Dental Research Laboratory—This department of the School of Dentistry is making useful contributions to dental research.

The Department of Research, School of Pharmacy—This department—established for the analysis and standardization of remedial agents, and the determination of their value and method of use by bio-assay and pharmacological procedure—has made notable contributions to pharmaceutical knowledge, and made available useful remedies for the treatment of disease.

The Hospital

The extent to which Temple University Hospital's services have grown during the last ten years is indicated in the following figures:

	1925	1935
Number of beds	266	462
House patients	4,974	9,360
Dispensary patients	33,596	116,344
Operations	2,511	6,729
Free service	\$71,250.10	\$358,221.45

4—Meeting Current Educational Problems:

Present-day educational demands have brought about conspicuous additions to the university's curriculum, the administration of the university striving to meet these demands as they arise. Among them:

The Fine Arts School—A unique art educational experiment, where tendencies toward creative expression are given consideration. Running parallel with the study of art and art-teaching is a cultural course of high intellectual value.

The Evening Extension Division—Established by the university to provide "creative leisure" for adults in the spare time imposed by changed economic conditions; lectures and vocational or "hobby" activities.

The School of Public Affairs—Newly established department to meet growing popular demand for training of young men and women for politics and the public service.

The Evening Degree Courses—Recent educational advances have made it possible for young men and women to earn a degree in all three undergraduate schools solely by attending evening classes.

The "X" Group—An experiment in teacher preparation growing out of the philosophy of progressive education has been in progress in Teachers College since 1932. Known as the "X" Group, it has become widely known as a vital effort toward much-needed basic curricular changes on the college level.

The Oak Lane Country Day School—Owned and operated as a laboratory-demonstration school by Temple University since 1931. Since its foundation in 1916, it has been a pioneer in progressive education.



THE STADIUM AND ATHLETIC FIELD

	<i>The Year Registrations</i>
1922-1923	9,938
1926-1927	10,429
1927-1928	11,669
1928-1929	11,664
1929-1930	10,548
1930-1931	12,147
1931-1932	12,752
1932-1933	12,755
1933-1934	12,390
1934-1935	13,186
1935-1936	10,265

Officers of Administration

Temple University

CHARLES E. BRAUN, A.B., A.M., LL.B., LL.D.	<i>President</i>
WALTER KUCHER, M.D., F.A.C.S., LL.D.	<i>Vice-President</i>
GROVER A. WHALEY, LL.B.	<i>Secretary</i>
J. A. MACCALLUM, D.D.	<i>Associate Secretary</i>
JOHN H. SULLIVAN,	<i>Assistant Secretary</i>
E. J. LAFERTY,	<i>Treasurer</i>

The filling of several pressing physical and academic needs is the university's problem for the immediate future. Some of these may be enumerated as follows:

Nurses' Home	Main School Building	The Governor of the State of Pennsylvania
Enlarged quarters for crippled children and fractures	Masonry Building	The Mayor of the City of Philadelphia
Endowed Presidentship	Science Hall	Architects Building
Separate Law School Building	Physical Education Building	Temple University
Endowed Undergraduate Scholarships	New Pharmacy School Building	John Howard Frick, M.D., F.A.C.S.
Endowment for Research and Future Development	Graduate Research Laboratories	Albert M. Greenfield,
	Dress School Building	Walter C. Hancock,
		Charles G. Ernst,
		John Howard Frick, M.D., F.A.C.S.
		Albert M. Greenfield,
		Walter C. Hancock,
		George der Kuh,
		Charles E. Kelly, LL.B.,
		David Koshmanian,
		Walter Kossin, M.D., D.Sc., F.A.C.S., LL.D.
		E. J. LaFerty,
		J. A. MacCallum, D.D.
		A. A. Martin,
		John Monaghan,
		Roland S. Morris, LL.D.
		Charles G. Mueller, M.D.
		William N. Parkison, B.S., M.D., M.Sc. (Med.), F.A.C.S., LL.D.
		Burton C. Simon,
		John H. Smalz,
		Ernest T. Tamm,
		George A. Whaley, LL.B.
		George Whaley, Ph.D.
		Alexander Wilson, Jr.
		William T. Wyckoff, D.D.S.

The administration of Temple University, upon the Tenth Anniversary of the election of President Beury, faces the future confident that the university, on the basis of more than half a century of continuous service, and its more recent record of "Ten Years of Progress," can, and will, rise to greater levels of efficient performance.

The Governor of the State of Pennsylvania
The Mayor of the City of Philadelphia
Architects Building
Temple University
John Howard Frick, M.D., F.A.C.S.
Albert M. Greenfield,
Walter C. Hancock,
George der Kuh,
Charles E. Kelly, LL.B.,
David Koshmanian,
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Ernest T. Tamm,
George A. Whaley, LL.B.,
George Whaley, Ph.D.
Alexander Wilson, Jr.
William T. Wyckoff, D.D.S.

3rd Street and Kingwood Avenue
Broad and Hamilton Streets
North and Mater Streets
Edgewater Park, N.J.
Land Title Building
Broad and Carpenter Streets
423 North Third Street
5401 North Broad Street
313 North Twelfth Street
Post Office Building
110 East Gorham Lane
315 Haverford Avenue
447 North Seventeenth Street

~~Gov. Earle
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HOLD FOR RELEASE

HOLD FOR RELEASE

HOLD FOR RELEASE

FOR THE PRESS

February 21, 1936

CAUTION: This address of the President, to be delivered at Temple University, Philadelphia, Pennsylvania, on Saturday, February 22, 1936, MUST BE HELD IN STRICT CONFIDENCE until released.

NOTE: Release upon delivery, expected about 10:45 A. M., Eastern Standard Time, February 22, 1936.

Please safeguard against premature release.

STEPHEN EARL
Assistant Secretary to the President

GOVERNOR EARL, PRESIDENT BEURY AND FRIENDS OF TEMPLE UNIVERSITY;

I have just had bestowed upon me a twofold honor. I am honored in having been made an Alumnus of Temple University; and I am honored in having had conferred upon me for the first time the Degree of Doctor of Jurisprudence.

It is a happy coincidence that we should meet together to pay our respects to the cause of education on the birthday of the Father of this Nation. In his wise and kindly way George Washington deeply appreciated the importance of education in a Republic and the responsibility of the Government to promote it. Let this simple statement stand by itself without the proof of quotation. I say this last, if I quoted excerpts from the somewhat voluminous writings and messages of the first President of the United States, some captious critic might search the Library of Congress to prove by other quotations that George Washington was in favor of just the opposite. Therefore, on this anniversary of his birth I propose to break a century old precedent. I shall not quote from George Washington on his birthday.

More than this, and breaking precedent once more, I do not intend to commence any sentence with these words - "If George Washington had been alive today" or "If Thomas Jefferson had been alive today" or "If Alexander Hamilton had been alive today" or "If Abraham Lincoln had been alive today -- beyond paradigmatic of a doubt he would have opposed -- or, perhaps, favored -- etc., etc., etc.",

Suffice it, therefore, to say what President Washington pointed out on many occasions and in many practical ways) that a broad and cosmopolitan education in every stratum of society is a necessary factor in any free nation governed through a democratic system. Strides toward the fundamental objective were great, in the two or three ~~earlier~~ generations of the Republic but you and I will realize that the greatest development of general education has occurred in the past half century.

As literacy increases people become aware of the fact that government and society form essentially a cooperative relationship among citizens and the selected representatives of those citizens.

When we speak of modern progress it seems to me that we place altogether too much emphasis upon progress in material things -- in invention, in industrial development, in growth of national wealth.

But progress in the things of the mind has been even more striking in these past fifty years. In my childhood a high school education was an exceptional opportunity for an American boy or girl; a college education was possible only to an exceedingly small minority. Professional schools had hardly come into existence. Since 1900, while the nation's population has increased by about 70%, the enrolment in all branches of institutions of higher learning has increased about 400%.

At the beginning of this century the total enrolment in our colleges and universities was just one student short of 168,000.

I think it is too bad they did not get that other one student -- if only to round out the number and ease the way for future statisticians.

Today over a million students are seeking Degrees in our colleges and universities and more than 700,000 are enrolled in extension courses and summer schools. I think that we of Temple University -- I am exercising my right now to speak as an Alumnus -- can take special pride in the part that our institution here has taken in this growth. This institution has carried in practice the basic ideal of its great founder, the late Doctor Russell H. Conwell. He believed that every young person should be given a chance to obtain a good education and he founded Temple University to meet the needs of those who might not be able to afford a college education elsewhere. He believed that education should respond to community needs and fit itself into the many-sided and complex life that modern conditions have imposed upon us.

I shall watch with the keenest interest the working out of the plan recently adopted by Temple for carrying even further into practical application this guiding ideal. I refer to the plan for forming an organization to be known as the "Associates of Temple University", and to be composed of representatives of the various commercial, industrial, financial and professional interests of the community outside the University's walls. As I understand it, this organization will be far more than a mere advisory body, set up to meet on special and infrequent occasions and to draft recommendations of a general character. The "Associates of Temple University" will be an integral and organic part of the University's structure; the individual Associates will have clearly defined duties and responsibilities, which they will carry out according to a definite routine; and their purpose will be to serve as the "eyes and ears" of the University throughout the community, constantly alert to the changing social and economic needs, and continuously interpreting these needs to the University.

I am proud to be the head of a government that has sought to make a substantial contribution to the cause of education, even in a period of economic distress. Through the various agencies, the Government is helping educational institutions to add to their present equipment. Since 1935 the Government has made, through the various Governmental agencies of the Administration on, allotments to local communities for schools, colleges and library buildings amounting to more than \$400,000,000. We are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever there are competent unemployed teachers; and, through the National Youth Administration, funds for part time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States. We have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and unavoidable burdens, the Government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were willing and ready to use them to advantage.

6.2 7/17, 1941

() Educational progress in the past generation has given to this country a population more literate, more cultured, in the best sense of the word, and more aware of the complexities of modern civilized life than ever before in our history. And while the methods of spreading education are new, the lessons of education are eternal. The books may be new but the truth is old.

The qualities of a true education remain what they were when Washington insisted upon its importance.

First among them, qualities is a sense of fair play among men.

An education grows men come to recognize their essential dependence one upon the other. There is revealed to them the true nature of society and of government which, in a large measure, culminates in the art of human cooperation.

The second great attribute of education is peculiarly appropriate to a great democracy. It is a sense of equality among men when they are dealing with the things of the mind. Inequality may linger in the world of material things but great music, great literature, and the wonders of science are and should be open to all.

Finally, a true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law, observed in our every day dealings with the problems of life, that distinguishes us as a nation.

In our ability to keep pure the sources of knowledge --- in our mind's freedom to winnow the chaff from the good grain --- in the even temper and in the calmness of our every day relationships --- in our willingness to face the details of fact and the needs of temporary emergencies --- in all of these lie our future and our children's future.

"On your own heads, in your own hands, the sin and the saving lies!"

February 21, 1936

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CAUTION: This address of the President, to be delivered at Temple University, Philadelphia, Pennsylvania, on Saturday, February 22, 1936, MUST BE HELD IN STRICT CONFIDENCE until released.

NOTE: Release upon delivery, expected about 10:45 A. M., Eastern Standard Time, February 22, 1936.

Please safeguard against premature release.

STEPHEN EARLY
Assistant Secretary to the President

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GOVERNOR EARLY, PRESIDENT BEURY AND FRIENDS OF TEMPLE UNIVERSITY:

I have just had bestowed upon me a twofold honor. I am honored in having been made an Alumnus of Temple University; and I am honored in having had conferred upon me for the first time the Degree of Doctor of Jurisprudence.

It is a happy coincidence that we should meet together to pay our respects to the cause of education on the birthday of the Father of this Nation. In his wise and kindly way George Washington deeply appreciated the importance of education in a Republic and the responsibility of the Government to promote it. Let this simple statement stand by itself without the proof of quotation. I say this least, if I quoted excerpts from the somewhat voluminous writings and messages of the first President of the United States, some captious critic might search the Library of Congress to prove by other quotations that George Washington was in favor of just the opposite! Therefore, on this anniversary of his birth I propose to break a century old precedent. I shall not quote from George Washington on his birthday.

More than this, and breaking precedent once more, I do not intend to commence any sentence with these words - "If George Washington had been alive today" or "If Thomas Jefferson had been alive today" or "If Alexander Hamilton had been alive today" or "If Abraham Lincoln had been alive today -- beyond peradventure of a doubt he would have opposed -- or, perhaps, favored -- etc., etc., etc.,".

Suffice it, therefore, to say what President Washington pointed out on many occasions and in many practical ways that a broad and cosmopolitan education in every stratum of society is a necessary factor in any free nation governed through a democratic system. Strides toward this fundamental objective were great in the two or three earlier generations of the Republic but you and I well realize that the greatest development of general education has occurred in the past half century.

As literacy increases people become aware of the fact that government and society form essentially a cooperative relationship among citizens and the selected representatives of those citizens.

When we speak of modern progress it seems to me that we place altogether too much emphasis upon progress in material things -- in invention, in industrial development, in growth of national wealth.

But progress in the things of the mind has been even more striking in these past fifty years. In my childhood a high school education was an exceptional opportunity for an American boy or girl; a college education was possible only to an exceedingly small minority. Professional schools had hardly come into existence. Since 1900, while the nation's population has increased by about 70%, the enrollment in all branches of institutions of higher learning has increased about 400%.

At the beginning of this century the total enrollment in our colleges and universities was just one student short of 168,000.

I think it is too bad they did not get that other one student — if only to round out the number and ease the way for future statisticians.

Today well over a million students are seeking Degrees in our colleges and universities and more than 700,000 are enrolled in extension courses and summer schools. I think that we of Temple University — I am exercising my right now to speak as an Alumnus — can take special pride in the part that our institution here has taken in this growth. This institution has carried in practice the basic ideal of its great founder, the late Doctor Russell H. Conwell. He believed that every young person should be given a chance to obtain a good education and he founded Temple University to meet the needs of those who might not be able to afford a college education elsewhere. He believed that education should respond to community needs and fit itself into the many-sided and complex life that modern conditions have imposed upon us.

I shall watch with the keenest interest the working out of the plan recently adopted by Temple for carrying even further into practical application this guiding ideal. I refer to the plan for forming an organization to be known as the "Associates of Temple University", and to be composed of representatives of the various amateur, industrial, financial and professional interests of the community outside the University's walls. As I understand it, this organization will be for more than a mere advisory body, set up to meet on special and infrequent occasions and to draft recommendations of a general character. The "Associates of Temple University" will be an integral and organic part of the University's structure; the individual Associates will have clearly defined duties and responsibilities, which they will carry out according to a definite routine; and their purpose will be to serve as the "eyes and ears" of the University throughout the community, constantly alert to the changing social and economic needs, and continuously interpreting these needs to the University.

I am proud to be the head of a government that has sought to make a substantial contribution to the cause of education, even in a period of economic distress. Through the various agencies, the Government is helping educational institutions to add to their present equipment. Since 1933 the Government has made, through the various Governmental agencies of the Administration, allotments to local communities for schools, colleges and library buildings amounting to more than \$400,000,000. We are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever there are competent unemployed teachers; and through the National Youth Administration funds for part time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States. We have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and unavoidable burdens, the Government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were willing and ready to use them to advantage.

Educational progress in the past generation has given to this country a population more literate, more cultured, in the best sense of the word, and more aware of the complexities of modern civilized life than ever before in our history. And while the methods of spreading education are new, the lessons of education are eternal. The books may be new but the truth is old.

The qualities of a true education remain what they were when Washington insisted upon its importance.

First among these qualities is a sense of fair play among men.

An education grows men come to recognize their essential dependence one upon the other. There is revealed to them the true nature of society and of government which, in a large measure, culminates in the art of human cooperation.

The second great attribute of education is peculiarly appropriate to a great democracy. It is a sense of equality among men when they are dealing with the things of the mind. Inequality may linger in the world of material things but great music, great literature and the wonders of science are and should be open to all.

Finally, a true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law and observed in our every day dealings with the problems of life, that distinguishes us as a Nation.

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