

March 23, 1936

[Rolling College Speech]

FDR Speech File

- 0854

Checked with files Apr. 30/37 -- shows

The President signed his original reading copy and gave it to President Hamilton Holt and said "but it does not contain my extemporaneous remarks".

P.P.F.

|F

(checked by ngn with Mr.
Willis)

1672
DRAFT

President Holt, Members of the Trustees and of the Faculty,
Students of Rollins, Ladies and Gentlemen.

I am deeply sensible of the honor which Rollins College has conferred upon me in granting this degree. I am proud to become an alumnus of Rollins. The occasion is one of great happiness to me as well as one of high honor and the happiness which I feel is enhanced by the fact that this parchment with its accompanying generous citation has been handed to me by a longtime personal friend.

Doctor Holt, we all know, has done great things here; and those of us who knew the man when he came here - his manifold interests, his varied culture, his tireless industry - knew that he was capable of great things. One of the country's most independent thinkers, it is not at all surprising that he substituted new ideas in education for old and projected a method of approach to the problem of college training which has revolutionized campus life.

These changes, which he boldly advocated and fearlessly inaugurated at Rollins, are being watched by educators everywhere. They already have borne abundant fruit and promise a richer harvest in the years to come. From now onward, I, as an alumnus, shall have a more intimate and more personal interest in the special contribution which Rollins is making toward the attainment of the goal of education which is complete living.

That goal of complete living is not being attained at Rollins without breaking away from many of the old academic moorings. This, in itself should not startle us. In education, as in politics, economics and

social relationships generally we hold fast to that which past experience has shown us to be of the greatest good to the greatest number. We abandon nothing which has met that test. All we change is our method of approach to attain an ideal. If we stand still we stagnate. The only evidence of life is growth. When we cease to grow, the seeds of disintegration already have set in. We must, from time to time, find a new approach in the solution of all of our problems.

What has taken place on this campus emphasizes and illustrates what I have in mind when I speak about a new approach to old problems. When the authorities at Rollins abolished lectures and recitations as I knew them in my own college days, as ~~absolute~~ methods of instruction and substituted in their place the conference plan of study, there was no thought of abandoning the old ideals of culture. But there was a change in the means by which the old ideals were to be attained and made to serve the needs of the twentieth century. That resulted here at Rollins in what has been called an effort to humanize education.

There are other relationships that need humanization and just as the changes wrought at Rollins had their origin in the brain of man, in thinking, in seeking and finding a new approach to old academic problems, so we are forced today to seek new means for the solution of very old problems of government.

With the changes which have taken place in Rollins as a background let me call your attention briefly to the processes by which we direct our thoughts to problems of government. How do masses of people develop the

individually and

processes responsible for conclusions which they reach collectively ~~separately~~
~~individually~~ when a new approach to a governmental question is sought? Human interests and relationships are very largely those of groups. The individual is born into a family group, the oldest group known to the human race and which remains through all change the most important, ~~and~~ ^{other} the groups to which almost every individual in modern times belongs are both varied and numerous.

Apart from the family there are groups in every field of human activity, the church, the social organization, the club, the lodge, the political party, the schools, et cetera, groups of men, women and children of almost any and every sort. The business and commercial field is almost wholly made up of groups. Now the problem of government, as I see it, is to harmonize the interests of all these divergent and opposing groups so as to guarantee security to every member of society - in other words to guarantee those inalienable rights of life, liberty and the pursuit of happiness.

It is the business of government to protect these many groups already enumerated and which when considered from the standpoint of a system of civil order or polity, take on the forms of communities and other familiar civil divisions. Thus, when we come to the political realm we find that every organized government is formed not only of individuals but of groups - and the clearly defined presence of these groups makes not only possible, but certain, the existence of conflicting and opposing group interests.

The science of politics may properly be said to be in large part the science of the adjustment of conflicting group interests. For the Federal government the problem is one of adjusting those interests with the

largest group of all, the United States of America.

The development of the national as opposed to what we call the sectional feeling or what may be termed the smaller group sentiment may be said to involve right thinking in terms of time and of space. It is in the long run that national thinking profits. ~~These~~ Sectional advantages may mean gain for the moment but ^{They} means greater losses later. In terms of space, national thinking as opposed to group thinking, leads us directly to the policy which I have on other occasions defined as the policy of the Good Neighbor. That policy in its essence is a policy of groups. It is not two individuals who live side by side, but two families. It is not only a matter of the line fence, but one of two front porches, two kitchens, and two groups of children.

I do not know where we shall find a better exemplification of the policy of the Good Neighbor than in the answer by the Master to the question put by "a certain lawyer" nineteen centuries ago: "And who is my neighbor?" The answer was the story of four men — the one who went down to Jericho and fell among ~~the~~ ^{the} thieves, the two who passed by on the other side, and the good Samaritan, who bound up the wounds of ~~him~~ ^{him} who had been maimed and robbed. It ends with the Master's question: "Which now of these three thinkest thou was neighbor unto him that fell among the thieves?" and the admonition: "Go thou and do likewise."

When you return home I wish you would all read this parable of the Good Neighbor. You will find it in the tenth chapter of St. Luke's Gospel. This allegory should make a particular appeal to all of us today when a large portion of our country has been laid waste by the worst flood in our history. Suffering is widespread, pestilence and famine stalk in

the desolation of the wreckage which the flood has wrought. One touch of nature makes the whole world kin. Already the response to the appeal by the Red Cross, in behalf of human suffering, has been magnificent. But the need is great and daily becomes greater. In a time such as this merely to repeat the question which the lawyer asked of the Master so long ago: "Who is my neighbor?" is to answer it.

We now come to a larger group -- the group of Nations. I have no hesitancy in asserting again that the problem of international relations is the same as that involved in the adjustment of relations between conflicting and opposing group interests in each separate national entity. Here again, however, the solution of the problem is obscured by the formalism of sovereignty and of international entities and by a distorted or exaggerated nationalism which goes even to the length of regarding hatred for some or even all other countries as the same thing as profound love for one's own. The antidote for the poison disseminated through group rivalry or the exaggerated nationalism, which besets the world today, is the policy of the Good Neighbor among nations. In that spirit and in that faith I proposed the Inter-American Conference to be held in Buenos Aires.

It would be absurd not to recognize that international differences are complicated and made enormously more difficult by backgrounds of prejudice, old and new sores, and ancient and modern hatreds; but this should not obscure the fact that many international questions are inherently

of less consequence than many other group questions. For example, many thousands of Bolivians and Paraguayans have died in the Chaco; but what is at stake ~~is~~ there either commercially, financially or in respect to the number of people concerned is almost trifling compared with the interests involved in the question of the Great Lakes and the Mississippi. The adjustment of conflicting group interests by rules of reason and law is nothing new even in affairs of great moment. The fact that the Supreme Court or Congress, or both together, can regulate the question of the Great Lakes and the Mississippi surprises no one.

Of course, it is not to be asserted that the problem of international relations is one to be solved by a formula. Even the policy of the Good Neighbor requires time for its working and mutual trust while it works. In the light of the dissensions and divisions which in so many quarters threaten world peace, I have faith in the efficacy of the Good Neighbor policy among the peoples of the world.

THE WHITE HOUSE
WASHINGTON

MARK TWAIN'S IDEA OF BEING A GOOD NEIGHBOR

While doing a literary composition Mark Twain required a reference book which he knew his next-door neighbor had. He sent his servant over for a loan of it. His servant came back with the answer that his neighbor would be pleased to lend it to him, but he would have to read it in the owner's library. About a month later the neighbor sent his servant over to Mark Twain's place for a loan of his lawn-mower, as his had broken. He was astonished to receive the reply that Mark Twain would be pleased to lend the lawn-mower, but that it must be used on the owner's lawn.

THE WHITE HOUSE
WASHINGTON

ANECDOTE ILLUSTRATING THE WORKING OF THE GROUP
INSTINCT AS OPPOSED TO THE NATIONAL INSTINCT
WHEN APPLIED TO TAXATION:

"Of course, you agree that taxes ought
to be reduced".

"Yes", said a Senator, "that's the way
my constituents feel about it. Only so many of
them want to reduce their own and increase those
of some other fellow".

SPECH OF THE PRESIDENT
AT ROLLINS COLLEGE,
WINTER PARK, FLORIDA,
MARCH 23, 1936.

669

President Holt, Ladies and Gentlemen:

I am honored in becoming an alumnus of Rollins College, not alone because of my deep interest in the work that is being carried on here, but also because of the long time personal friendship between your President and myself.

It is because of the varied culture, the tireless industry and the independent thinking of Doctor Holt that his old friends were not at all surprised when he substituted new ideas in education for old practices.

These changes fearlessly inaugurated at Rollins are bearing fruit. They are being watched by educators and laymen. The fact that in some respects they break away from some of the old academic moorings should not startle us. In education, as in politics and economics and social relationships, we hold fast to the old ideals and all we change is our method of approach to the attainment of the ideals. Stagnation follows standing still. Continued growth is the only evidence of life.

Yet growth and progress invariably and inevitably are opposed -- bitterly, falsely and blindly opposed. In a remarkable film on the life of Louis Pasteur which I saw the other night, the great English chemist, Lister, said to Pasteur when the latter was being denounced as a charlatan and an imposter by leading doctors of the French Academy of Medicine, "My dear Pasteur, every great benefit to the human race in every field of its activity has been bitterly fought in every stage leading up to its final acceptance."

What has taken place at Rollins illustrates what I speak of as new approaches to old problems. If you abolish lectures and recitations and substitute the conference plan of study, you do not abandon the old ideals of culture. An amazing increase in the very number of things which an educated man must know today calls not only for more facts but calls also for what might be called a third dimension in education -- the tying together of all the subjects and all the facts into the relationship of their whole with modern life.

Just as you and, indeed, the Faculty and the students in any college reach conclusions individually and collectively, so do the masses of our people individually and collectively approach governmental problems. All of us are greatly influenced by group association. The family group is the oldest, the smallest, and yet through all change and all time the most important. Yet there are groups with some of which almost all have some form of association -- the church, the social circle, the club, the lodge, the labor organization, the political party, the neighboring farmers. Business and commerce are almost wholly made up of groups.

The fact of this group existence and resulting group thinking brings forward one of the great problems of orderly government functioning.

It is the problem of government to harmonize the interests of these groups which are often divergent and opposing, in order to guarantee security and good for as many of their individual members as may be possible. The science of politics, indeed, may properly be said to be in large part the science of the adjustment of conflicting group interests.

In the community, local government must adjust small groups for community good. In states larger groups must be coordinated for the greater good of all the people within the state. In the Federal government, the problem is to adjust still greater groups in the interests of the largest group of all -- one hundred and twenty-five million people in whom reposes the sovereignty of the United States of America. But it is well to remember that the individual citizen contributes most greatly to the good of this largest group only when he or she thinks in terms of the largest group. Only in this way can democracy and a republican form of government permanently succeed.

Not long ago two nationally known men visited me, one in the morning, the other in the afternoon. I asked the opinion of each of them in regard to a suggested new tax to replace a former tax which had been declared unconstitutional. My friend of the morning replied, "I could not approve of that kind of a tax -- it would cost me many thousands of dollars." My friend of the afternoon said, "Such a tax would, it is true, cost me many thousands of dollars, but I am inclined to think that it is a fair tax, a tax equitable for the people of this country as a whole and, therefore, I would favor it."

The development of national understanding as opposed to purely individual or local group domination is growing by leaps and bounds throughout our nation. It is the logical development of broader and better education and it is the logical development of the extension of what I sometimes call the policy of the Good Neighbor. The good neighbor is not just the man who lives next door to you. The objective includes the relationship of your family to his; it extends to all the people who live in the same block; it spreads to all the people who live in the same city, the same county and the same state; and most important of all for the future of our Nation, it must and shall extend to all your neighbors, to your fellow citizens in all the states and in all the regions which make up the Nation.

First of all your duty and mine is to the Nation. If we perform that duty well -- you and I -- the policy of the Good Neighbor will in the long run assert itself so strongly, so victoriously, that it will spread to other peoples and nations throughout the world. The ideal is there -- developed to a greater or less extent among the masses of the people in every nation. We of the Western Hemisphere are working together to prove the practical value of this great ideal of peace and justice among men and among nations.

C. L. MCKEEHAN

ADDRESS OF THE PRESIDENT
ROLLINS COLLEGE, WINTER PARK, FLORIDA
March 23, 1936

President Holt, Ladies and Gentlemen:

I do not need to tell you that I am personally deeply honored (I am honored) in becoming an alumnus of Rollins College, (applause) not alone because of my deep interest in the work that is being so splendidly carried on here, but also because of the long time personal friendship between your President and myself.

And there are two other reasons why I shall never forget the distinction that has been conferred on me by the President of the greatest institution of learning in the State of Florida. They are two reasons that have a lighter touch. It is the first time that I have had the privilege of seeing my better half in cap and gown. And, finally, I have attained a life-long ambition: At last my literary qualities have been recognized. (Applause) They have been recognized not because I have published books -- and here my friends of the press are going to wiggle and squirm -- I am sure it was because in the older days I used to be editor-in-chief of my College paper.

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.

But to come back to Rollins, it is because of the varied culture, the tireless industry and the independent thinking of Doctor Holt that his old friends everywhere in this country were not at all surprised when he substituted new ideas in education for old (practices) ideas. (Applause)

These changes fearlessly inaugurated at Rollins are bearing fruit. They are being watched by educators and (laymen) literary people all over. The very fact that in some respects they break away from some of the old academic moorings (should) ought not to startle us. In education, as in politics, and in economics and social relationships, we hold fast to the old ideals and all we change is our method of approach to the attainment of (the) those ideals. I have often thought that stagnation always follows standing still. Continued growth is the only evidence (of) that we have of life.

And yet growth and progress invariably and inevitably are opposed -- opposed at every step, opposed bitterly and falsely and blindly. (opposed) About a week ago I saw a very (in a) remarkable film, a picture of (on) the life of Louis Pasteur (which I saw the other night) and in that film the great English chemist, Lister, is supposed to have

said to Pasteur when (the latter) Pasteur was being denounced as a charlatan and an imposter (by leading doctors of the French Academy of Medicine), "My dear Pasteur, every great benefit to the human race in every field of its activity has been bitterly fought in every stage leading up to its final acceptance."

And if that is true of the sciences, it is true of everything else that enters into our lives, true of agriculture, true of living conditions, true of labor, true of business and industry, and true of politics.

What has taken place at Rollins illustrates what I speak of as new approaches to old problems. If you abolish lectures and recitations and substitute the conference plan of study, you do not abandon the old ideals of culture. An amazing increase in the very number of things which an educated man must know today calls not only for more facts but calls also for what might be called (a) the third dimension in education -- the tying together of all of the subjects and all of the facts into the relationship of their whole with modern life.

Just as you and I and, indeed, the Faculty and the students (in any college) throughout the land reach conclusions

individually and collectively, so do the masses of our people individually and collectively approach governmental problems. Yes, all of us are greatly influenced by environment, by the people we see every day, what we might call group association. If we analyze what a group is, we find that the family group is the oldest, the smallest, and yet through all the years of change (and all time) the most important. (Yet) And there are other groups to which almost every man and woman is tied, connected in some way. They are connected with (whom almost every adult has) some form of association -- the church, the social circle, the club, the lodge, the labor organization, the neighboring farmers, the political party and even business and commerce are almost wholly made up of groups.

The fact of this group existence and resulting group thinking brings forward one of the great problems of orderly government functioning.

It is the problem of government to harmonize the interests of these groups which are often divergent and opposing, to harmonize them in order to guarantee security and good for as many of their individual members as may be

possible. The science of politics, indeed, may properly be said to be in large part the science of the adjustment of conflicting group interests.

In the community local government must adjust small groups for community good. In states larger groups must be coordinated for the greater good of all the people within the state. In the Federal government the problem is to adjust still greater groups in the interests of the largest group of all -- (one) a hundred and twenty-five million people in whom reposes the sovereignty of the United States of America. But it is well to remember that the individual citizen contributes mostly (greatly) to the good of this largest group only when he or she thinks in terms of the largest group. (Applause) Only (in this way) if the spirit of that is carried out can democracy and the republican form of government permanently succeed.

Not long ago two nationally known gentlemen visited me, one in the morning, the other in the afternoon. I asked the opinion of each of them in regard to a suggested new tax to replace a former tax which had been declared unconstitutional. My friend of the morning replied, "I could not approve of that kind of a tax -- why, it would cost me

many thousands of dollars." My friend of the afternoon said, "(Such) Why, a tax like that would, it is true, cost me many thousands of dollars, but I am inclined to think, Mr. President, that it is a fair tax, a tax equitable for the people of (this country) the Nation, the people as a whole and, therefore, I would favor it." (Applause)

There is the illustration! (Applause) There is the illustration and you can multiply it a thousandfold. If I was to write down the opinions of all who come to see me in every walk of life and from every part of the country, I could give you example after example teaching the same lesson -- the individual who thinks of himself and the individual who thinks of the Nation.

The development of national understanding as opposed to purely individual or local group domination is growing by leaps and bounds throughout (our Nation) the country. It is the logical development of broader and better education. There is no question but that in every State of the Union, education has made greater strides in this generation than ever before in our history. It still has far to go. You and I are doing all we can to further this progress. And the other objective, the other reason perhaps

for a better understanding along national lines (and it) is the logical development of the extension, the moving forward of what I have sometimes called the policy of the Good Neighbor. The good neighbor is not just the man who lives next door to you. (It) The objective includes the relationship not between you and him alone, but it includes the re-
lationship between (of) your family (to) and his; it extends to all the people who live in the same block; it spreads to all the people who live in the same city and the same county and the same state; and most important of all for the future of our Nation, it must and shall extend to all your neighbors, to your fellow citizens in all the states and in all the regions (which) that make up the Nation.

First of all your duty and mine is to the Nation. If we perform that duty well -- you and I -- the policy of the Good Neighbor will in the long run assert itself so strongly, so victoriously, that it will spread to other peoples and (nations) other lands throughout the world. The ideal is there -- developed to a greater or less extent among the masses of the people in every nation. We cannot see it in some places but, under the surface, the ideal is there. We of the Western Hemisphere are working

together to prove the practical value of this great ideal
of peace and justice among men and among nations.

May the good work go on. (Prolonged applause)

X
for S. V. & W. H. D.
G. C. H. C.
A. Y. B. H. Y. G. J. - 11
H. R. G. S. A. M.
W. Y. P. D. A. B. (P)
P. L. G. O. A. L.
L. E. M. G. T. G. U.
6. 1. 17 - 1947 by
L. P.

STATEMENTS FILE

S. North and By Kannee

SPEECH OF THE PRESIDENT AT ROLLINS COLLEGE,
WINTER PARK, FLA., MARCH 23, 1936.

President Holt, Ladies and Gentlemen.

I am honored in becoming an alumnus of Rollins College, not alone because of my deep interest in the work that is being carried on here, but also because of the long time personal friendship between your President and myself.

It is because of the varied culture, the tireless industry and the independent thinking of Doctor Holt that his old friends were not at all surprised when he substituted new ideas in education for old ~~practices~~.

These changes fearlessly inaugurated at Rollins are bearing fruit. They are being watched by educators and laymen. The fact that in some respects they break away from some of the old academic moorings ~~should~~ not startle us. In education, as in politics, and economics and social relationships, we hold fast to the old ideals and all we change is our method of approach to the attainment of the ideals. Stagnation follows standing still. Continued growth is the only evidence of life.

Yet growth and progress invariably and inevitably are opposed ~~bitterly,~~ falsely and blindly, ~~opposed~~. In a remarkable film on the life of Louis Pasteur, which I saw the other night, the great English chemist, Lister, said to Pasteur when the latter was being denounced as a charlatan and an

impostor by leading doctors of the French Academy of Medicine,
"My dear Pasteur, every great benefit to the human race in every
field of its activity has been bitterly fought in every stage
leading up to its final acceptance."

What has taken place at Rollins illustrates what I
speak of as new approaches to old problems. If you abolish
lectures and recitations and substitute the conference plan of
study, you do not abandon the old ideals of culture. An amazing
increase in the very number of things which an educated man must
know today calls not only for more facts but calls also for what
might be called ^{the} third dimension in education - the tying to-
gether of all the subjects and all the facts into the relation-
ship of their whole with modern life.

Just as you and, indeed, the Faculty and the
students in any college reach conclusions individually and
collectively, so do the masses of our people individually and
collectively approach governmental problems. All of us are
greatly influenced by group association. The family group is
the oldest, the smallest, and yet through all change and all
time the most important. Yet there are groups with whom
almost all have ^{and} some form of association - the church, the social
~~and~~ circle, the club, the lodge, ~~the political party, the neighboring~~
Farmers. Business and commerce are almost wholly made up of
groups.

The fact of this group existence and resulting group thinking brings forward one of the great problems of orderly government functioning.

It is the problem of government to harmonize the interests of those groups which are often divergent and opposing, in order to guarantee security and good for as many of their individual members as maybe possible. The science of politics, indeed, may properly be said to be in large part the science of the adjustment of conflicting group interests. In the community local government must adjust small groups for community good. In states larger groups must be coordinated for the greater good of all the people within the state. In the Federal government the problem is to adjust still greater groups in the interests of the largest group of all - one hundred and twenty-five million people in whom reposes the sovereignty of the United States of America. But it is well to remember that the individual citizen contributes most greatly to the good of this largest group only when he or she thinks in terms of the largest group. Only in this way can democracy and the republican form of government permanently succeed.

Not long ago two nationally known men visited me, one in the morning, the other in the afternoon. I asked the opinion of each of them in regard to a suggested new tax to replace a former tax which had been declared unconstitutional. My friend of the morning replied, "I could not approve of that kind of a tax - it would cost me many thousands of dollars."

My friend of the afternoon said, "such a tax would, it is true, cost me many thousands of dollars, but I am inclined to think that it is a fair tax, a tax equitable for the people of this country as a whole and, therefore, I would favor it."

The development of national understanding as opposed to purely individual or local group domination is growing by leaps and bounds throughout our nation. It is

the logical development of broader and better education and it is the logical development of the extension of what I

sometimes call the policy of the Good Neighbor. The good

neighbor is not just the man who lives next door to you.

It includes the relationship of your family to his; it extends

to all the people who live in the same block; it spreads to all

the people who live in the same city, the same county and the

same state; and most important of all for the future of our

nation, it must and shall extend to all your neighbors, to your

fellow citizens in all the states and in all the regions which

make up the nation.

First of all your duty and mine is to the nation.

If we perform that duty well - you and I - the policy of the Good Neighbor will in the long run assert itself so strongly, so victoriously, that it will spread to other peoples and nations throughout the world. The ideal is there - developed to a greater or less extent among the masses of the people in every nation.

We of the Western Hemisphere are working together to prove the

(1) 196 vol. V. 1

practical value of this great ideal of peace and justice among
men and among nations.

~.~ ~ ~ ~ ~

UV UV UV
WYB 12/10 - min
12/20/1936

~~10/26/1936~~
UV UV UV
12/10 - min AB
12/20/1936

ON THE CHANCEL:

President Roosevelt

Mrs. Roosevelt

President Hamilton Holt, Rollins College

President John J. Tigert, University of Florida

President Edward Conradi, Florida State College for Women

President William S. Allen, John B. Stetson University

President Frederic H. Spaulding, University of Tampa

President Bowman F. Ashe, University of Miami

Dr. Charles A. Campbell, dean of Knowles Memorial Chapel

Governor Dave Sholtz of the State of Florida

Dr. Winslow S. Anderson, dean of Rollins College

Mayor V. W. Estes, City of Orlando

Mayor R. C. Baker, City of Winter Park

James Roosevelt

Frederick A. Delano, uncle of President Roosevelt

Dr. Ross T. McIntire, White House Physician

Colonel Edward Watson, Military Aide

Captain Wilson Brown, Naval Aide

Mr. H. M. Karnee, secretary

Martin H. McIntyre, Secretary to President Roosevelt

Miss Roberta Barrows, secretary (to Mrs. Roosevelt)

Miss Dorothy Jones, secretary

John L. Cook, secretary

Adjutant-General Vivian Collins, military aide to Governor Sholtz

NEWS SERVICE

FOR RELEASE:

ROLLINS COLLEGE
WINTER PARK, FLORIDA

10 A.M., Monday,
March 23

Citation for the bestowal of the Algernon Sydney Sullivan Medallion upon Mrs. Franklin D. Roosevelt at Rollins College Monday morning, March 23.

Dr. Charles A. Campbell, dean of Knowles Memorial Chapel:

In the year 1926 Rollins College was chosen by the New York Southern Society as one of a score of American Colleges and Universities to have the privilege of conferring the Society's award in memory of its founder and first president, Algernon Sydney Sullivan, whose name is held in gratitude and affection.

The award may be made each year to a citizen and two members of the Senior Class, if such be deemed sufficiently worthy. It is made, not in recognition of mere pre-eminence in scholarship, nor for achievement in after life such as professional skill, financial success, or material or even intellectual fame.

The Algernon Sydney Sullivan Award is conferred solely for the attainment of those finer elements of character - sincerity, helpfulness, purity of motive, exalted ideas and ideals of service to humanity and the steadfast pursuit of the noblest purposes of life, all of which were characteristic of Mr. Sullivan.

Today, President Holt, as Chairman of the Sullivan Award Committee, I have the honor to present to you an honorary alumnus of Rollins College, Dr. Edward Conradi, President of our sister institution, the Florida State College for Women. It is eminently fitting that Doctor Conradi, by virtue of his position, should present to you in behalf of the womanhood of Florida this bronze medallion which we are about to bestow upon this leader of American women.

Dr. Edward Conradi, President, the Florida State College for Women:

Mr. President, in behalf of the womanhood of the State of Florida, and in behalf of the institutions of higher learning here represented and assembled, I have the honor to ask you to confer the Algernon Sydney Sullivan Award upon Anna Eleanor Roosevelt.

President Hamilton Holt:

Anna Eleanor Roosevelt, this medallion is not given to you merely because of your high leadership in the civic and social life of every community in which you have served, nor because of the impress of your zestful and very human personality upon the American people, far reaching and praiseworthy as that has been.

It is given rather because you have ever made your home the radiating center of youth, laughter, affection and good breeding, and yet at the same time because you have steadfastly followed the self same path of public service as wife of the President of the Republic that you did before you shared with your husband the highest office in the gift of the American people. It is given you for your devoted efforts to understand and enter into the life of the world about you. It is given you for the example you have ever set to the young women of the nation as to what a good wife, mother and citizen should try to be and do.

In fine it is given because when you became the First Lady of the Land you also became the first woman citizen of America.

I now have the honor to award you the Algernon Sydney Sullivan Medallion. May the love and admiration of all the sons and daughters of Rollins College which this medallion symbolizes, be a satisfaction and inspiration to you all the days of your life.

NEWS SERVICE

ROLLINS COLLEGE
WINTER PARK, FLORIDA

FOR RELEASE:

10 A.M., Monday, March 23

Citation for the conferring of the honorary degree of Doctor of Literature upon President Franklin D. Roosevelt at Rollins College Monday morning, March 23.

John J. Tigert, President, University of Florida, Public Orator.

President Tigert:

A man who has been elevated to the highest position in the gift of the nation by the untrammeled suffrage of all the people, needs no introduction to this, or any American assembly. A man whose spoken and written word has entered into well nigh every American home, a man whose fame has extended over the seven seas and unto the four corners of the earth, a man whose public record and private life is an open book, needs no encomium from his contemporaries.

Whether the name of Franklin D. Roosevelt will echo down the corridors of time, whether he is making or marking an epoch in human development, cannot and will not be decided today. Contemporary praise or blame is not the verdict of history.

Of this, however, we may be certain. Mr. Roosevelt assumed the presidency in one of the blackest hours in the history of the Republic. It was a moment when the slightest misstep, the most trivial misstatement, the faintest suspicion of indecision might have precipitated a panic, if not a revolution. It was a time for leadership, for courage, for sublime faith. He exhibited all three. From that fateful day to this he has given his all to lead his country through the valley of the shadow, out and up towards those higher and happier levels where hope and confidence abide. The heroism, the pathos, the loneliness of this honest and straightforward endeavor to face the needs and perils of the day - the keeping of his head when all about him were losing theirs - these are

reasons why we representatives of Florida's seven institutions of higher learning unite this morning to honor the man who has been called the most conspicuous, exciting and interesting individual now in the world.

President Holt, I have the honor of presenting to you for the degree of Doctor of Literature, the 32nd President of the United States.

President Hamilton Holt:

Franklin Delano Roosevelt, my President and my friend, it is not because you have put social values above material profit, it is not because you have understood the human and spiritual problems of the millions of unknown men and women whose voices seem never to be heard, it is not because you have risked the daring and ingenuity of the New Deal, it is not for these qualities alone that Rollins College would honor you today, even though they be worthy of any honor in the gift of any college. It is because of our faith in what you are yet to do that Rollins would now pay you its tribute. Mr. President, there are two burning issues transcending all others now before the American people - one is domestic - one is foreign.

First, no free and self-governing people can long remain content with an industrial order wherein millions of its citizens are out of employment, while farms, mines and factories are amply able to guarantee to every living soul sufficient food, clothing and shelter to satisfy all fundamental needs. Surely, we have the brains and the will power to work out an equitable system of production and distribution which will lead our people to a planned and disciplined plenty.

Second, no free and peace-loving people can long remain content in supine aloofness while wars and rumors of wars are swiftly pushing the human race to the brink of another world catastrophe.

If statesmanship, like charity, begins at home, certainly it does not end there. Mr. President, the man who holds the office now occupied by you has attained the most exalted political position on earth. You are the constituted spokesman of our country in the international realm. The most vital thing worth working for in the international realm is the political organization of the world. The outcome of political organization is law. The outcome of law is justice. And the outcome of justice is eternal peace.

Mr. President, if under your leadership our people can play the good neighbor to all mankind, as you have so often pledged we would do, will not that spirit lead them into union on a world scale as the spirit of Washington led our sovereign states into union on a national scale? It is only through union that what Thomas Jefferson called "the greatest scourge of mankind" can be abolished.

As a pledge of our faith in the laws yet to be drafted, in state papers yet to be written, as a pledge of our faith in your statesmanship to be, Rollins College confers upon you the degree of Doctor of Literature and admits you to all its rights and privileges.

CONVOCATION

Honoring

THE PRESIDENT OF THE UNITED STATES
AND
MRS. FRANKLIN DELANO ROOSEVELT



MARCH 23, 1936

ROLLINS COLLEGE
KNOWLES MEMORIAL CHAPEL
WINTER PARK FLORIDA

ROLLINS COLLEGE
CONVOCATION
HONORING

THE PRESIDENT OF THE UNITED STATES
AND
MRS. FRANKLIN DELANO ROOSEVELT

MARCH 23, 1936

♦♦

9:15 A.M.

KNOWLES MEMORIAL CHAPEL

Presiding

HAMILTON HOLT, PRESIDENT OF ROLLINS COLLEGE

♦♦

PROCESSIONAL: America, the Beautiful *Macfarlane*
Herman F. Siewert, *Organist*

INVOCATION *William Sims Allen*
President of John Stetson University

ANTHEM: Praise *Rowley*
Rollins A Cappella Choir
Christopher O. Honaas, *Choirmaster*

AWARDING OF THE ALGERNON SYDNEY SULLIVAN
MEDALLION TO MRS. FRANKLIN DELANO ROOSEVELT
PUBLIC ORATOR *Edward Conradi*
President of Florida State College for Women

CONFERRING OF THE HONORARY DEGREE OF DOCTOR OF
LITERATURE UPON THE PRESIDENT OF THE UNITED
STATES
PUBLIC ORATOR *John James Tigert*
President of the University of Florida

BOWMAN FOSTER ASHE
ASSISTING } President of the University of Miami
 } FREDERIC HENRY SPAULDING
 } President of the University of Tampa

ADDRESS BY THE PRESIDENT OF THE UNITED STATES

ANTHEM: Inflammatus est, from "Stabat Mater"
Aroxie Hagopian, *Soprano* *Rossini*

BENEDICTION *Charles Atwood Campbell*
Dean of Knowles Memorial Chapel

RECESSATIONAL: March Heroique *Dubois*

SPEECH OF THE PRESIDENT
AT ROLLINS COLLEGE,
WINTER PARK, FLORIDA,
MARCH 23, 1936.

President Holt, Ladies and Gentlemen:

I am honored in becoming an alumnus of Rollins College, not alone because of my deep interest in the work that is being carried on here, but also because of the long time personal friendship between your President and myself.

It is because of the varied culture, the tireless industry and the independent thinking of Doctor Holt that his old friends were not at all surprised when he substituted new ideas in education for old practices.

These changes fearlessly inaugurated at Rollins are bearing fruit. They are being watched by educators and laymen. The fact that in some respects they break away from some of the old academic moorings should not startle us. In education, as in politics and economics and social relationships, we hold fast to the old ideals and all we change is our method of approach to the attainment of the ideals. Stagnation follows standing still. Continued growth is the only evidence of life.

Yet growth and progress invariably and inevitably are opposed -- bitterly, falsely and blindly opposed. In a remarkable film on the life of Louis Pasteur which I saw the other night, the great English chemist, Lister, said to Pasteur when the latter was being denounced as a charlatan and an imposter by leading doctors of the French Academy of Medicine, "My dear Pasteur, every great benefit to the human race in every field of its activity has been bitterly fought in every stage leading up to its final acceptance."

What has taken place at Rollins illustrates what I speak of as new approaches to old problems. If you abolish lectures and recitations and substitute the conference plan of study, you do not abandon the old ideals of culture. An amazing increase in the very number of things which an educated man must know today calls not only for more facts but calls also for what might be called a third dimension in education -- the tying together of all the subjects and all the facts into the relationship of their whole with modern life.

Just as you and, indeed, the Faculty and the students in any college reach conclusions individually and collectively, so do the masses of our people individually and collectively approach governmental problems. All of us are greatly influenced by group association. The family group is the oldest, the smallest, and yet through all change and all time the most important. Yet there are groups with some of which almost all have some form of association -- the church, the social circle, the club, the lodge, the labor organization, the political party, the neighboring farmers. Business and commerce are almost wholly made up of groups.

The fact of this group existence and resulting group thinking brings forward one of the great problems of orderly government functioning.

It is the problem of government to harmonize the interests of these groups which are often divergent and opposing, in order to guarantee security and good for as many of their individual members as may be possible. The science of politics, indeed, may properly be said to be in large part the science of the adjustment of conflicting group interests.

In the community, local government must adjust small groups for community good. In states larger groups must be coordinated for the greater good of all the people within the state. In the Federal government, the problem is to adjust still greater groups in the interests of the largest group of all -- one hundred and twenty-five million people in whom reposes the sovereignty of the United States of America. But it is well to remember that the individual citizen contributes most greatly to the good of this largest group only when he or she thinks in terms of the largest group. Only in this way can democracy and a republican form of government permanently succeed.

Not long ago two nationally known men visited me, one in the morning, the other in the afternoon. I asked the opinion of each of them in regard to a suggested new tax to replace a former tax which had been declared unconstitutional. My friend of the morning replied, "I could not approve of that kind of a tax -- it would cost me many thousands of dollars." My friend of the afternoon said, "Such a tax would, it is true, cost me many thousands of dollars, but I am inclined to think that it is a fair tax, a tax equitable for the people of this country as a whole and, therefore, I would favor it."

The development of national understanding as opposed to purely individual or local group domination is growing by leaps and bounds throughout our nation. It is the logical development of broader and better education and it is the logical development of the extension of what I sometimes call the policy of the Good Neighbor. The good neighbor is not just the man who lives next door to you. The objective includes the relationship of your family to his; it extends to all the people who live in the same block; it spreads to all the people who live in the same city, the same county and the same state; and most important of all for the future of our Nation, it must and shall extend to all your neighbors, to your fellow citizens in all the states and in all the regions which make up the Nation.

First of all your duty and mine is to the Nation. If we perform that duty well -- you and I -- the policy of the Good Neighbor will in the long run assert itself so strongly, so victoriously, that it will spread to other peoples and nations throughout the world. The ideal is there -- developed to a greater or less extent among the masses of the people in every nation. We of the Western Hemisphere are working together to prove the practical value of this great ideal of peace and justice among men and among nations.