
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. 995

1936 October 26

**Washington, D.C. - Dedication of Chemistry
Building - Howard University**

SPEECH OF THE PRESIDENT
HOWARD UNIVERSITY
OCTOBER 26, 1936

I have a special interest in Howard University, because the Government of the United States has long had a special relationship to this institution.

Since 1879 Congress has made continuous and increasing appropriation year by year to help meet the general expenses of the University and its various departments -- and to provide new buildings. And in part at least the Department of the Interior shares in the responsibility for the administration of the University. In a very real sense, therefore, Howard is one of the Nation's institutions.

But I would be interested in this University even though the Government had no such relationship to it.

Its founding as an institution for the American negro was a significant occasion. It typified America's faith in the ability of man to respond to opportunity regardless of race, or creed or color.

The American Negro's response to this opportunity in the field of higher learning has been prompt and eager as in other fields. In 1867 at the first term of Howard University ninety-four students enrolled. Today there are nearly two thousand students on the lists.

Howard University has not only grown steadily in numbers, but also in the range of its courses. To provide equal opportunities for Negro men and women, the University offers instruction in its colleges of liberal arts, medicine, dentistry and pharmacy and in the schools of law, engineering, architecture and music. A graduate school, recently organized, attracts graduates of other colleges and universities and has helped to make Howard University a real center of Negro culture in America.

Howard with justification may take pride in its high standards of scholarship among other American universities. Its schools of law and medicine are rated among the Class-A schools in the Nation.

Despite the constant raising of the scholastic standards of the University, as the years went by, the demand for higher

education among our Negro citizens increased to an extent which created a strain upon its facilities.

And so the Federal Government has provided three new structures for it. These represent the happy conjunction of two important Federal Government programs to meet the difficulties of the depression. They are a part of our nation-wide projects to reduce unemployment by building useful public works. They are also a part of our nation-wide program to ensure the normal maintenance and necessary expansion of educational facilities for youth even in a time of depression.

Our purpose was not only to provide work in all sections for all parts of the population, but to enable them all to share in the benefits to be obtained from these works so long as bricks and mortar shall endure. As far as it was humanly possible, the Government has followed the policy that among American citizens there should be no forgotten men and no forgotten races. It is a wise and truly American policy. We shall continue faithfully to observe it.

Howard University has shared as of right in our public works program. These Government-financed improvements in the facilities of this great center of Negro education should enable it to continue to provide for its students cultural opportunities comparable to those offered by other first class institutions of higher learning in the country.

As its last commencement Howard University sent forth two hundred and forty-five graduates to join nearly ten thousand Alumni in all parts of the world. Here is a record of which the Negro race may be proud. It is a record of which America is proud. It is further fulfillment of our dream of providing better and better educational facilities for all our people.

Today we dedicate this new chemistry building, this temple of science, to industrious and ambitious youth. May they come here and learn the lessons of science and carry the benefits of science to their fellow-men.

Franklin D. Roosevelt

(dry reading copy)

[Signature]

ADDRESS OF THE PRESIDENT
DELIVERED ON THE OCCASION OF THE DEDICATION
OF THE NEW CHEMISTRY BUILDING
HOWARD UNIVERSITY, WASHINGTON, D. C.

October 26, 1936, 5.00 P.M.

Mr. Secretary, President Johnson, ladies and gentlemen:

I am proud and happy on behalf of the United States
of America to dedicate this building. (Applause) And I have
been greatly interested in learning a moment ago from the
Chairman of the Executive Committee that the origin of Howard
University was in a house of prayer. (Applause)

I have a special interest in Howard (University) for one reason, because the Government of the United States has long had a special relationship to this institution.

Since 1879 Congress has made continuous and increasing appropriation year by year to help meet the general expenses of the University and its various departments -- and to provide new buildings. And in part at least the Department of the Interior shares in the responsibility for the administration of the University. In a very real sense, therefore, Howard is one of the Nation's institutions. (Applause)

But I would be interested in this University even though the Government had no such relationship to it. (Applause)

Its founding, many years ago, as an institution for the American Negro was a significant occasion. It typified

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.

America's faith in the ability of man to respond to opportunity regardless of race, or creed or color. (Applause)

The American Negro's response to this opportunity in the field of higher learning has been prompt and eager as in other fields. In 1867 at the first term (of Howard University) ninety-four students enrolled. Today there are nearly two thousand students on the lists.

Howard University has (not only) grown not only (steadily) in numbers, but it has grown also steadily in the range of its courses. To provide equal opportunities for Negro men and women, the University offers instruction in its colleges of liberal arts, medicine, dentistry, (and) pharmacy and in the schools of law, engineering, architecture and music. A graduate school, recently organized, attracts graduates of other colleges and universities and has helped to make Howard (University) a real center of Negro culture in America.
(Applause)

(Howard) With justification you may take pride in its high standards of scholarship among other American universities. Its schools of law and medicine, for instance, are I am told rated among the Class-A schools in the whole of the United States. (Nation)

Despite the constant raising of the scholastic standards of the University, as the years went by, the demand for higher training, higher education among our Negro citizens

has increased to an extent which has created a strain upon its facilities.

And so the Federal Government has provided three new structures for it at this time, and there are more to come. (Applause) These structures, this building program, represent the happy conjunction of two important Federal Government programs to meet the difficulties of the depression. They are a part of our nation-wide projects to reduce unemployment by building useful public works. They are also a part of our nation-wide program to ensure the normal maintenance and necessary expansion of educational facilities for youth even in a time of depression.

Our purpose was not only to provide work in all sections for all parts of the population, but to enable them all to share in the benefits to be obtained from these works so long as bricks and mortar shall endure. As far as it (was) is humanly possible, the Government has followed the policy that among American citizens there should be no forgotten men and no forgotten races. (Applause) It (is) seems to me to be a wise and truly American policy. And we shall continue faithfully to observe it.

Howard University has shared as of right in our public works program. These Government-financed improvements in the facilities of this great center of Negro education should enable it to continue to provide for its students cultural opportunities comparable to those offered by other

first-class institutions of higher learning in the country.

At its last commencement Howard (University) sent forth two hundred and forty-five graduates to join nearly ten thousand Alumni in all parts of the world. Here is a record of which the Negro race may well be proud. It is a record of which America is proud. (Applause) It is a further fulfillment of our dream of providing better and better educational facilities for all our people.

And so, today, we dedicate this new chemistry building, this temple of science, to industrious and ambitious youth. May they come here and learn the lessons of science and carry the benefits of science to their fellow-men.

(Applause)

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FOR THE PRESS

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October 26, 1936

This address of the President, to be delivered at Howard University on the occasion of the dedication of the new Chemistry Building, on Monday, October 26, 1936, MUST BE HELD IN STRICT CONFIDENCE UNTIL RELEASED.

Release upon delivery, expected about 5:00 P. M., Eastern Standard Time, October 26, 1936.

PLEASE SAFEGUARD AGAINST PREMATURE RELEASE.

STEPHEN EARLY
Assistant Secretary to the President

SPEECH OF THE PRESIDENT

HOWARD UNIVERSITY

OCTOBER 26, 1938 [1936]

I have a special interest in Howard University, because the Government of the United States has long had a special relationship to this institution.

Since 1879 Congress has made continuous and increasing appropriation year by year to help meet the general expenses of the University and its various departments -- and to provide new buildings. And in part at least the Department of the Interior shares in the responsibility for the administration of the University. In a very real sense, therefore, Howard is one of the Nation's institutions.

But I would be interested in this University even though the Government had no such relationship to it.

Its founding as an institution for the American negro was a significant occasion. It typified America's faith in the ability of man to respond to opportunity regardless of race, or creed or color.

The American Negro's response to this opportunity in the field of higher learning has been prompt and eager as in other fields. In 1867 at the first term of Howard University ninety-four students enrolled. Today there are nearly two thousand students on the lists.

Howard University has not only grown steadily in numbers, but also in the range of its courses. To provide equal opportunities for Negro men and women, the University offers instruction in its colleges of liberal arts, medicine, dentistry and pharmacy and in the schools of law, engineering, architecture and music. A graduate school, recently organized, attracts graduates of other colleges and universities and has helped to make Howard University a real center of Negro culture in America.

Howard with justification may take pride in its high standards of scholarship among other American universities. Its schools of law and medicine are rated among the Class-A schools in the Nation.

Despite the constant raising of the scholastic standards of the University, as the years went by, the demand for higher

education among our colored citizens increased to an extent which created a strain upon its facilities.

And so the Federal Government has provided three new structures for it. These represent the happy conjunction of two important Federal Government programs to meet the difficulties of the depression. They are a part of our nation-wide projects to reduce unemployment by building useful public works. They are also a part of our nation-wide program to ensure the normal maintenance and necessary expansion of educational facilities for youth even in a time of depression.

Our purpose was not only to provide work in all sections for all parts of the population, but to enable them all to share in the benefits to be obtained from these works so long as timber and mortar shall endure. As far as it was humanly possible, the Government has followed the policy that among American citizens there should be no forgotten men and no forgotten races. It is a wise and truly American policy. We shall continue faithfully to observe it.

Howard University has shared as of right in our public works program. These Government-financed improvements in the facilities of this great center of Negro education should enable it to continue to provide for its students cultural opportunities comparable to those offered by other first class institutions of higher learning in the country.

As its last commencement Howard University sent forth two hundred and forty-five graduates to join nearly ten thousand Alumni in all parts of the world. Here is a record of which the Negro race may be proud. It is a record of which America is proud. It is further fulfillment of our dream of providing better and better educational facilities for all our people.

Today we dedicate this new chemistry building, this temple of science, to industrious and ambitious youth. May they come here and learn the lessons of science and carry the benefits of science to their fellow-men.

*Howard University
Script*

~~As President of the United States~~ I have a special interest
in Howard University, because the government of the United States
~~long had~~
has a special relationship to this institution.

Since 1879 Congress has made continuous and increasing appro-
priation year by year to help meet the general expenses of the
various
University and its/departments-and to provide new buildings.

And in part at least the Department of the Interior shares in the
responsibility for the administration of the University. In a
very real sense, therefore, Howard is one of the Nation's institu-
tions.

But I would be interested in this University even though the
Government had no such relationship to it. *[For ninety-nine years]*

Howard University has stood as a very practical proof of the ability

of all people to succeed]
Its founding as an institution of learning for the American
negro was a significant occasion. It typified America's faith
in the ability of man to respond to opportunity regardless of race,
or creed or color.

HOWARD

Sixty-nine years ago Howard University was founded as an institution of learning for the American negro. That was a significant occasion. It typified America's faith in the ability of man to respond to opportunity.

The American negro's response to this opportunity in the field of higher learning has been prompt and eager as in other fields. In 1867 the first term of Howard University ninety-four students enrolled. Today there are nearly two thousand students ~~enrolled~~ on the lists.

Howard University has not only grown steadily in numbers, but also in the range of its courses. To provide equal opportunities for Negro colored men and women, the University offers instruction in its colleges of liberal arts, medicine, dentistry and pharmacy and in the schools of law, engineering, architecture, ^{and} music ~~and religion~~. A graduate school, recently organized, attracts graduates of other colleges and universities and has helped to make Howard University a real center of Negro culture in America.

Howard ~~University~~ ^{may} with justification take pride in its high ^A ~~and~~ standards of scholarship ~~as compared with other American colleges and~~

universities. Its schools of law and medicine are rated among the Class-A

~~law-and-medical~~ schools in the country.^{MARY}

Despite the constant raising of the scholastic standards of the University, as the years went by, the demand for higher education among our colored citizens increased to an extent which created a strain upon ~~the~~ ^{its} facilities ~~of the University~~. ^(A)

And so the Federal Government has come to the aid of the University

by financing three new structures for it. That aid was a part of the nation-wide program of useful public works which the Federal government determined to help unemployment and at the same time to provide underwriting in time of depression for additional opportunities for American youth.

Our purpose ~~was~~ ^{is} ~~the~~ program sought not only to provide work in all sections of the country for all parts of the population, but to enable them all to share in the benefits to be obtained from these works so long as they endure. As far as it was humanly possible, the Government has followed the policy that among American citizens there should be no forgotten men and no forgotten races. It is a wise and truly American policy. We shall continue faithfully to observe it.



These ~~programs~~ represent the happy conjunction of two important Federal Government programs to meet the difficulties of the depression. They are a part of our nationwide ~~program~~ ^{projects} to reduce unemployment by building useful public works. They are also a part of our nation-wide program to ensure the normal maintenance of and necessary expansion of educational facilities ^{and} ~~for~~ for youth even in depression.

Howard University has shared as of right in our public works program. These government-financed improvements in the facilities of this ~~the world's greatest~~ centre of negro education should enable it to continue to provide for its students' cultural opportunities comparable to those offered by ~~the best~~ ^{other first class} institutions of higher learning in the country.

At its last commencement Howard University sent forth 245 graduates to join nearly 10,000 alumni in all parts of the world. Here is a record of which the Negro race may be proud. It is a record of which America is proud. It is further fulfillment of our dream of providing better and better educational facilities for all our people.

Today we dedicate this new chemistry building, this temple of science, to ~~the~~ industrious and ambitious youth of a ~~race~~ which is making an ever increasing contribution to American culture. May they come here and learn the lessons of science and carry the benefits of science to their fellow-men.

SPEECH OF THE PRESIDENT
HOWARD UNIVERSITY
OCTOBER 26, 1936

I have a special interest in Howard University, because the Government of the United States has long had a special relationship to this institution.

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But I would be interested in this University even though the Government had no such relationship to it.

Its founding as an institution for the American Negro was a significant occasion. It typified America's faith in the ability of man to respond to opportunity regardless of race, or creed or color.

The American Negro's response to this opportunity in the field of higher learning has been prompt and eager as in other fields. In 1867 at the first term of Howard University ninety-four students enrolled. Today there are nearly two thousand students on the lists.

Howard University has not only grown steadily in numbers, but also in the range of its courses. To provide equal opportunities for Negro men and women, the University offers instruction in its colleges of liberal arts, medicine, dentistry and pharmacy and in the schools of law, engineering, architecture and music. A graduate school, recently organized, attracts graduates of other colleges and universities and has helped to make Howard University a real center of Negro culture in America.

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Our purpose was not only to provide work in all sections for all parts of the population, but to enable them all to share in the benefits to be obtained from these works so long as ~~bricks~~
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STATEMENTS FILE

Shorthand By Kanner

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FOR THE PRESS

October 26, 1936

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NOTE: Release to all editions of newspapers appearing on the street NOT EARLIER than 5:00 P.M., E.S.T. today.

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STEPHEN EARLY
Assistant Secretary to the President

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J. S. V. A.
C. M. H.