

October 5, 1940

[ Dedication of Hyde Park Schools ]

FDR Speech File

1st Draft

DEDICATION OF THE HYDE PARK SCHOOLS

OCTOBER 6, 1940

I have been sitting on the platform here today [with very mixed feelings.] I have been thinking of the time nearly a century and a half ago when Governor Morgan Lewis, who lived in the Town of Hyde Park, was chiefly responsible for starting the Union Free School System for the children of the State of New York. This township, therefore, can claim a kind of sponsorship for free and universal school education in New York.

My mind has gone back also to the days when, as a small boy I ~~spent many hours holding the horse~~ <sup>my father's</sup> in the village of Hyde Park while my father attended meetings of the school board. Long before those days -- back about 1870 -- my father helped, with very great pride, to build the red brick school house <sup>now</sup> ~~in~~ <sup>where it still stands,</sup> the village -- and it was considered a model for ~~the~~ its day.

~~And I remember in the 90's my father was extremely angry because at a school meeting the parents by vote abolished the manual training course which he had put in and substituted for it a course in comparative anatomy.~~

THE WHITE HOUSE  
WASHINGTON

INSERT C -2-

in a system of free enterprise.

~~1933~~ <sup>The</sup> American government decided to reject this philosophy of inaction and irresponsibility and frozen indifference of <sup>The</sup> government <sup>A</sup> to the destitution of its citizens.

In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable

THE WHITE HOUSE  
WASHINGTON

INSERT C -2-

to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expressed itself in the ~~Federal Works~~  
~~program,~~ example ~~which stands~~ before us here.

At the same meeting the parents abolished a course in cooking and sewing for the girls and substituted for it a course in French literature. I cannot help feeling that the passing of time has justified my father's belief in the more practical elements of education as opposed to what he called "the frills of education".

These three new school houses emphasize how much more complex our civilization is today than it was seventy years ago. Education now requires equipment and teaching that was unthought of then, and for that reason we are all under the necessity, ~~under the painful necessity~~ but ~~the~~ willing ~~necessity~~ of paying out many hundreds of thousands of dollars to ~~replace an equipment that~~ we must admit was out of date.

May I bear tribute to the taxpayers of this town and of the northern part of the town of Poughkeepsie for their willingness to do a new job rather than a repair job. If our old school houses, scattered throughout the districts remained useful ~~now serving~~ to the community for three score years and more, so we can be confident that in all human probability ~~these~~ three new school houses will still be used and ~~going~~ ~~strong~~ <sup>long</sup> one hundred years from now. To the Trustees of the consolidated district all of us owe a <sup>deep</sup> debt of gratitude.

for they have shown the finest spirit ~~and~~ <sup>and</sup> ~~the~~ cooperation,  
and personally I am very happy that ~~in our work of construction,~~  
~~and without~~ <sup>any</sup> additional cost, we have built our buildings of the  
native field stone of old Butchess County, most of it ~~field~~  
stone which for two centuries has served a useful purpose as a  
part of our famous stone walls.

Finally, we are all happy that the ~~Trustees~~ <sup>with care, foresight,</sup> have secured  
for us adequate acreage, enough for the century to come that  
I have spoken of. Every boy and girl <sup>in these schools</sup> will have elbow room,  
plenty of space and plenty of air for sports and games and  
recreation of all kinds. ~~We need not~~ <sup>The next generation will not have to</sup> worry about athletic  
fields or <sup>about</sup> the high cost of adjoining property. <sup>bringing</sup>

These three new schools symbolize two modern government  
functions in America, each of ~~which~~ <sup>which is proving itself</sup> more and more vital to  
the continuance of our democracy.

One of them is an old function, <sup>based on</sup> ~~the~~ ideal of the Founding  
Fathers that true democratic government cannot long endure in  
the midst of wide-spread ignorance. They recognized that  
democratic government calls for the intelligent participation  
of all of its people, <sup>and</sup> enlightened citizens -- citizens  
with what we used to call "a schooling". These buildings

*front*

THE WHITE HOUSE  
WASHINGTON

INSERT A - PAGE #4

For a large portion of the world  
the right no longer exists. Almost  
the first freedom to be destroyed, as  
dictators take control, is the freedom  
of learning. Tyranny hates and fears  
nothing more than the free exchange  
of ideas, the free play of the mind  
*that*  
~~which~~ comes from education.

THE WHITE HOUSE  
WASHINGTON

INSERT B - PAGE #4

Here will be trained the  
young people of a nation -- not  
for ~~the banks of youth~~  
<sup>sharpened</sup> labor  
camps or for regimentation as an  
enslaved citizenry, but for the  
intelligent exercise of the right  
of suffrage and for participation  
as free human beings in the life  
of the nation.

THE WHITE HOUSE  
WASHINGTON

INSERT C - PAGE #4

Eight years ago, at a time  
when our national economy had been  
prostrate for several years, when  
starvation and bankruptcy had almost  
become the order of the day, govern-  
ment for the first time took on this  
new responsibility. There were some  
in those days who chanted that nature  
had to run its course of misery,  
that deflation could not be stopped,  
and that the depression was the  
working of natural economic laws

can well be dedicated to that old function -- the American institution of [redacted] universal education.

~~Especially~~ In the last decade this right which [redacted]  
~~now becomes a part of the national life~~  
~~in our land has taken on additional significance~~  
from events in certain other lands. <sup>Inset C</sup> In these schools, the  
children of <sup>to-day</sup> [redacted] and of future generations will be taught  
without restriction the facts ~~the events~~ of current history  
the whole context  
and of current language knowledge. They will not have their  
text books <sup>burned</sup>; they will not have their teachers banished;  
they will teach on <sup>for</sup> ~~a~~ true basis; they will not have their schools closed, and they will not  
be taught under the ~~direction~~ of any central Bureau of  
propaganda. They will get not all of the story <sup>part</sup> of the  
time, or <sup>only</sup> part of the story all of the time -- they will get  
all of the story all of the time. <sup>Inset B</sup>

These buildings are also a symbol of a newer responsi-  
bility which our democracy has assumed as one of its major  
functions. They <sup>have been</sup> paid for, as you know, in part by the  
taxpayers of the consolidated district and in part by the  
Federal Government, in accordance with the purpose of the  
Federal Government to give work to many Americans who <sup>could find</sup> ~~had~~  
<sup>had (C)</sup> ~~no work~~ <sup>new</sup> ~~old~~ <sup>work</sup> ~~no work~~  
thirty two hundred counties with schools to the construction  
of which the Federal Government contributed -- new schools.

useful schools, schools to replace outworn schools, schools  
that were <sup>needed</sup> wanted by the communities where they were erected,  
schools <sup>for</sup> to which the community <sup>is more</sup> was willing to contribute their own  
share out of their <sup>own</sup> pockets.

There is not a single person in the United States who  
has not seen some new useful structure -- a school, a bridge,  
a highway, an airport, a dam, a sewer, <sup>Hospital,</sup>  
a town hall, -- any one of ~~dozens~~ of useful projects which were  
built in the United States -- hundreds of thousands of new  
~~exists in his own locality as an illustration of the useful~~  
results of giving employment on useful projects.

The public wealth of the United States -- the property  
of every man, woman and child -- has been increased in  
hundreds of ways. Idle funds of the nation have been put to  
work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were  
spent at local stores; the stores replenished their stocks;  
and the wheels of industry and business moved faster. Into  
every project went materials for construction, ~~as~~ for  
example ~~the fact that~~ while our own local neighborhood  
provided the stone for these <sup>very</sup> schools and perhaps the sand  
and gravel that went into the concrete foundations, almost  
~~and~~  
everything else was made in some other part of America.

(How many = ?)

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed -- a ~~new~~ definite gain for the fiber and the strength of American life.

To you of the younger generation who are receiving instruction in these schools, I offer my very sincere congratulations. You have the privilege from now on of going to school in buildings containing the best of modern equipment and I ~~know~~ think a very high standard of instruction from the teachers in these schools. All of us, old and young, are proud of them. All of us, old and young, are glad that a very necessary task has been completed and that all the rest of our lives we can feel that we have done something tangible and something good for the benefit of those who for generations to come will have a part in the government and the life of the continuing, free and permanent democracy known as the United States of America.

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To you of the younger generation who are ~~now attending~~  
~~instruction in~~ these schools, I offer my very sincere  
congratulations, ~~for~~ You have the privilege ~~from~~ <sup>of</sup> ~~institutions which have~~  
~~of improving your education in buildings that contain~~  
the best of modern equipment and ~~instruction and curriculum~~ <sup>high</sup>  
~~standard of instruction from your teachers.~~ Inset

You are <sup>vital</sup> a part of an America which, more ~~greatest~~ <sup>thorough</sup> ~~natural~~  
than ever before, thinks ~~of~~ <sup>of</sup> ~~in terms of~~ unity. That  
~~unity is coming into the administration of public schools.~~  
The older school district units throughout the nation  
are being merged into consolidated districts in the  
cause of better education. They are operating <sup>under</sup> ~~in~~ a  
state system which is constantly striving to improve  
standards and facilities.

Finally, with the aid of the Federal Government  
itself, ~~they are regarding~~ <sup>is coming to be regarded</sup> education throughout the  
country as ~~a~~ part and parcel of the <sup>general</sup> well-being of old  
and young alike <sup>and as a necessary factor</sup> in taking care of those who need help  
and of raising our standards of <sup>American</sup> life. All of this is typical  
of stimulating the knitting together of our people in every  
state and every county and every town in ~~the cause of~~  
a unity <sup>so</sup> necessary to our salvation in ~~the times of~~  
~~peace and in~~ <sup>These days</sup> of great emergencies which threaten  
the democracies of the world. ~~success~~

*handwritten*

DEDICATION OF THE HYDE PARK SCHOOLS

OCTOBER 5, 1940.

*Wm. W. 3*

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As I have been sitting on the platform here today,  
I have been thinking of the time nearly a century and a  
half ago when Governor Morgan Lewis, who lived <sup>here</sup> in the  
Town of Hyde Park, was chiefly responsible for starting the  
Union Free School System for the children of the State of  
New York. This township, therefore, can claim a kind of  
sponsorship for free and universal school education in  
New York.

My mind has gone back also to the days when I used  
to spend many hours as a small boy holding my father's  
horse in the village of Hyde Park while my father attended  
meetings of the school board. Long before those days --  
back about 1870 -- my father <sup>had</sup> helped, with very great pride,  
to build the red brick school house over in the village,  
where it still stands; and it was considered a model for  
its day.

These three new school houses emphasize how much  
more complex our civilization is today than it was seventy  
years ago. Education now requires equipment and instruction

that was unthought of then. For that reason we were all under  
the necessity -- <sup>to</sup> painful but willing <sup>presently</sup> of paying out many  
hundreds of thousands of dollars to substitute modern equip-  
ment for what we must admit was out of date.

May I bear tribute to the taxpayers of this Town of  
Hyde Park and of the northern part of the Town of Poughkeepsie,  
for their willingness to do a new job of school construction  
rather than a repair job. If our old school houses, scattered  
throughout the districts remained useful to the community  
for three score years and more, we can be confident that  
in all human probability these three new school houses will  
still be used and busy one hundred years from now. To the  
trustees of the consolidated district also, all of us owe  
a deep debt of gratitude for they have shown the finest  
spirit of cooperation. Personally I am very happy that  
without any additional cost, we have built <sup>first</sup> ~~ever~~ buildings  
of the native field stone of old Dutchess County, most of it ~~field~~  
stone which for two centuries has served a useful purpose  
as a part of our famous stone walls.

Finally, we are all happy that the trustees, with rare foresight, have secured [for us] adequate acreage, enough for expansion in the century to come that I have spoken of. Every boy and girl in these schools will have elbow room, plenty of space and plenty of air for sports and games and recreation of all kinds. The next generation will not have to worry about buying athletic fields or about the high cost of adjoining property.

These three new schools symbolize two modern government functions in America, each of which is proving itself more and more vital to the continuance of our democracy.

One of them is an old function, based on the ideal and understanding of the Founding Fathers that true democratic government cannot long endure in the midst of wide-spread ignorance. They recognized that democratic government would call for the intelligent participation of all of its people, as enlightened citizens -- citizens with what we used to call "a schooling". And from their time to our own, it has always been recognized as a responsibility of government that every child have the right to a free and liberal education. These buildings can well be dedicated to that old function -- the American institution of universal education.

In the last decade, this right, which has become a part of free education,  
of the national life in our land, has taken on additional significance from events in certain other lands. For a large portion of the world the right no longer exists. Almost the first freedom to be destroyed, as dictators take control, is the freedom of learning. Tyranny hates and fears nothing more than the free exchange of ideas, the free play of the mind that comes from education.

In these schools and other American schools, the children of today and of future generations will be taught, without censorship or restriction, the facts of current history and the whole context of current knowledge. They  
~~will not have~~ their text books <sup>and not be</sup> burned by a dictator who disagrees with them; ~~they will not have~~ their teachers ~~will not be~~ banished by a ruler <sup>they have offended</sup>; ~~they will not have~~ <sup>will not be</sup> their schools closed if they teach unpalatable truths; and ~~their~~ <sup>and not be</sup> ~~dictatorship~~ <sup>governed by</sup> ~~they will not be brought under~~ the decrees of any central bureau of propaganda. They will get not all of the story part of the time, or only part of the story all of the time -- they will get all of the story all of the time.

Here will be trained the young people of a nation -- not for enforced labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage, and for participation as free human beings in the life of the nation.

These buildings are also a symbol of a second and a newer responsibility which our democracy has assumed as one of its major functions. They have been paid for, as you know, in part by the taxpayers of the consolidated district, and in part by the Federal Government, in accordance with the purpose of the Federal Government to give work to many Americans who could find no work.

Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had almost become the order of the day, government for the first time took on this new responsibility. There were some in those days who chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was <sup>natural</sup> the working of natural economic laws in a system of free enterprise.

The American government decided to reject this philosophy of inaction and irresponsibility and ~~the~~<sup>the</sup> ~~frustrated~~ indifference of ~~the~~ <sup>the</sup> government to the destitution of its citizens. / In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expressed<sup>s</sup> itself in the example which stands before us here.

This nation is now dotted in almost every one of its thirty two hundred counties with schools, to the construction of which the Federal Government has contributed -- new schools, useful schools, schools to replace outworn schools, schools that were needed by the communities where they were erected, schools for which the communities were willing to contribute their own share out of their own pockets.

There is not a single person in the United States who has not seen some new useful structure -- a hospital, a bridge, a town hall, a highway, an airport, a dam, a sewer, -- ~~any~~ one of hundreds of thousands of new ~~wasted~~ <sup>needed</sup> projects which were built in the United States -- illustrations of the ~~wanted~~ results of giving employment on useful projects.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. Idle funds of the nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved faster. Into every project went materials for construction -- materials from all parts of the country. For example, while our own local neighborhood provided the stone for these very schools, and perhaps the sand and gravel ~~that went~~ <sup>for</sup> the concrete foundations, almost everything else used was made in some other part of America.

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most

THE WHITE HOUSE  
WASHINGTON

INSERT ~~200~~ 7 18

Through all of the work projects we have built a great physical plant; we have built a great edifice of national morale, as well. We have done even more; we have built better than we knew. ~~that~~

No P In building for the well being of America, we have built for the defense of America as well.

The bridges and roads, the barracks and the power plants, the waterworks and the airports -- all of them will be a source of strength to meet any dangers which may lie ahead.

important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed -- a definite gain in the fiber and the strength of American life.

*Point II*

To you of the younger generation who are now attending these schools, I offer my very sincere congratulations. You have the privilege of improving your education in institutions which have the best of modern equipment and high standards of instruction and curriculum.

You have advantages which your fathers did not enjoy. But we do not begrudge you them. For it will be the obligation of the youth of America to maintain under the ~~more~~ strenuous conditions of modern life our cherished traditions of democratic freedom.

You live in a more complicated world than your fathers. Your lives will be much more intimately tied with the lives of those in other cities, in other towns, and in other states.

You are a vital part of an America which, more thoroughly than ever before, thinks in terms of national unity. That unity is steadily ~~extending the administration of our~~  
*seizing improving in The  
desire for general education  
public schools.*

The older school district units throughout the nation are being merged into consolidated districts, in the cause of better education. They in turn are operating in a state system, which is constantly striving to improve standards and facilities. Finally, with the aid of the Federal Government itself, education is coming to be regarded throughout the country as part and parcel of the general well being of old and young alike, and as a necessary factor in raising the standards of American life.

All of this is typical of the knitting together of our people in every state and every county and every town, in a unity so necessary to our salvation in these days of great emergencies which threaten the democracies of the world.

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Draft I

DEDICATION OF THE HYDE PARK SCHOOLS  
OCTOBER 6, 1940

I have been sitting on the platform here today with very mixed feelings. I have been thinking of the time nearly century and a half ago when Governor Morgan Lewis, who lived another Town of Hyde Park, was chiefly responsible for starting the Union Free School System for the children of the State of New York. This township, therefore, can claim a kind of sponsorship for free and universal school education in New York.

My mind has gone back also to the days when as a small boy I spent many hours holding the horse in the village of Hyde Park while my father attended meetings of the school board. Long before those days -- back about 1870 -- my father helped, with very great pride, to build the red brick school house in the village -- and it was considered a model for this its day.

And I remember in the 90's my father was extremely angry because at a school meeting the parents by vote abolished the manual training course which he had put in and substituted for it a course in comparative anatomy.



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National Archives and Records Service

Samuel S. Rosenman, Director

From the Papers of  
Samuel S. Rosenman

N.Y.  
W.H.D.  
Yours

At the same meeting the parents abolished a course in cooking and sewing for the girls and substituted for it a course in French literature. I cannot help feeling that the passing of time has justified my father's belief in the more practical elements of education as opposed to what he called "the frills of education".

These three new school houses emphasize how much more complex our civilization is today than it was seventy years ago. We require today equipment and teaching that was unthought of then -- and for that reason we are all under the necessity, under the painful necessity but the willing necessity, of paying out many hundreds of thousands of dollars to replace an equipment that we must admit was out of date.

May I bear tribute to the taxpayers of this town and to the northern part of the town of Poughkeepsie for their willingness to do a new job rather than a repair job. If our old school houses, scattered throughout the districts were serviceable to the community for three score years and more, so we can be confident that in all human probability our three new school houses will still be used and going strong one hundred years from now. The Trustees of the consolidated district all of us owe a debt

of gratitude



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From the Papers of  
Samuel I. Rosenman

for they have shown the finest spirit and the finest cooperation -- and personally I am very happy that in our work of construction, and without additional cost, we have built our buildings of the native field stone of old Dutchess County, most of it field stone which for two centuries has served a useful purpose as a part of our famous stone walls.

Finally, we are all happy that the Trustees have secured for us adequate acreage, enough for the century to come that I have spoken of. Every boy and girl will have elbow room, plenty of space and plenty of air for sports and games and recreation of all kinds. We need not worry about athletic fields or the high cost of adjoining property.

These three new schools symbolize two modern government functions in America, each of them more and more vital to the continuance of our democracy.

One of them is an old function--- the ideal of the Founding Fathers that true democratic government cannot long endure in the midst of wide-spread ignorance. They recognized that democratic government calls for the intelligent participation of all of its people -- enlightened citizens -- citizens with what we used to call "a schooling". These buildings



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and P.M. L. R. S.

For the use of  
Samuel I. Rosenblatt  
university

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Especially in the last decade this right which still survives in our land has taken on additional significance from events in certain other lands. In these schools the children of these and of future generations will be taught without restriction the facts, the events of current history and of current language knowledge. They will not have their text books burned; they will not have their teachers banished; they will not have their schools closed and they will not be taught under the dictates of any central Bureau of Propaganda. They will get not all of the story part of the time, or part of the story all of the time -- they will get all of the story all of the time.

These buildings are also a symbol of a newer responsibility which our democracy has assumed as one of its major functions. They are paid for, as you know, in part by the taxpayers of the consolidated district and in part by the Federal Government, in accordance with the purpose of the Federal Government to give work to many Americans who had no work. This information is dotted in almost all of its thirty two hundred counties with schools to the construction of which the Federal Government contributed -- new schools,



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From the Report  
to the  
Senate  
on  
the  
General  
Services  
Administration  
Buildings  
and  
Research  
Laboratory

Samuel I. Rosenman

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There is not a single person in the United States who has not seen some new useful structure -- a school, a bridge, a town hall -- any one of dozens of useful projects which exists in his own locality as an illustration of the useful results of giving employment on useful projects.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. Idle funds of the nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved faster. Into every project went materials for construction -- as for example the fact that while our own local neighborhood provided the stone for these schools and perhaps the sand and gravel that went into the concrete foundations, almost everything else was made in some other part of America.



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WASH. D. C.

From the Papers of  
Samuel I. Rosenman

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WHITE PLAINS, N. Y.

From the Papers of  
Samuel I. Rosenman  
unpublished

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From the Papers of  
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WPA Proj. No. 1

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Finally, we are all happy that the trustees, with rare foresight, have secured for us adequate acreage, enough for expansion in the century to come that I have spoken of. Every boy and girl in these schools will have elbow room, plenty of space and plenty of air for sports and games and recreation of all kinds. The next generation will not have to worry about buying athletic fields or about the high cost of adjoining property.

These three new schools symbolic two modern government functions in America, each of which is proving itself more and more vital to the continuance of our democracy.

One of them is an old function, based on the ideal and understanding of the Founding Fathers that true democratic government cannot long endure in the midst of wide-spread ignorance. They recognized that democratic government would call for the intelligent participation of all of its people, as enlightened citizens -- citizens with what we used to call "a schooling". And from their time to our own, it has always been recognized as a responsibility of government that every child have the right to a free and liberal government. These buildings can well be dedicated to that old function -- the American institution of universal education.



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In the last decade this right which has become a part of the national life in our land has taken on additional significance from events in certain other lands. For a large portion of the world the right no longer exists.

Almost the first freedom to be destroyed, as dictators take control, is the freedom of learning. Tyranny hates and fears nothing more than the free exchange of ideas, the free play of the mind that comes from education.

In these schools and other American schools the children of today and of future generations will be taught without censorship or restriction the facts of current history and the whole context of current knowledge. They will not have their text books burned by a dictator who disagrees with them; they will not have their teachers banished by a ruler they have offended; they will not have their schools closed if they teach unpalatable truths; and they will not be taught under the decrees of any central bureau of propaganda. They will get not all of the story part of the time, or only part of the story all of the time -- they will get all of the story all of the time.



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Samuel I. Rosenman

Here will be trained the young people of a nation -- not for enforced labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage and for participation as free human beings in the life of the nation.

These buildings are also a symbol of a second and a newer responsibility which our democracy has assumed as one of its major functions. They have been paid for, as you know, in part by the taxpayers of the consolidated district and in part by the Federal Government, in accordance with the purpose of the Federal Government to give work to many Americans who could find no work.

Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had almost become the order of the day, government for the first time took on this new responsibility. There were some in those days who chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was the working of natural economic laws in a system of free enterprise.



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The American government decided to reject this philosophy of inaction and irresponsibility and the frozen indifference of the government to the destitution of its citizens. In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expressed itself in the example which stand before us here.

This nation is now dotted in almost every one of its thirty two hundred counties with schools, to the construction of which the Federal Government has contributed -- new schools, useful schools, schools to replace outworn schools, schools that were needed by the communities where they were erected, schools for which the communities were willing to contribute their own share out of their own pockets.



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SUSANNA I. ROSENSTEIN

From the Papers of

There is not a single person in the United States who has not seen some new useful structure -- a hospital, a bridge, a town hall, a highway, an airport, a dam, a sewer -- any one of hundreds of thousands of new useful projects which were built in the United States -- illustrations of the useful results of giving employment on useful projects.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. Idle funds of the nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved faster. Into every project went materials for construction -- materials from all parts of the country. For example, while our own local neighborhood provided the stone for these very schools, and perhaps the sand and gravel that went into the concrete foundations, almost everything else used was made in some other part of America.

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most



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From the Pages of  
Samuel I. Rosenman

important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed -- a definite gain in the fiber and the strength of American life.

To you of the younger generation who are now attending these schools, I offer my very sincere congratulations. You have the privilege of improving your education in institutions which have the best of modern equipment and high standards of instruction and curriculum.

You have advantages which your fathers did not enjoy. But we do not begrudge you them. For it will be the obligation of the youth of America to maintain under the strenuous conditions of modern life our cherished traditions of democratic freedom.

You live in a more complicated world than your fathers. Your lives will be much more intimately tied with the lives of those in other cities, in other towns, and in other states.

You are a vital part of an America which, more thoroughly than ever before, thinks in terms of national unity. That coming unity is steadily ~~continuing~~ into the administration of our public schools.



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Samuel I. Rosenman

The older school district units throughout the nation are being merged into consolidated districts in the cause of better education. They in turn are operating in a state system, which is constantly striving to improve standards and facilities. Finally, with the aid of the Federal Government itself, education is coming to be regarded throughout the country as part and parcel of the general well being of old and young alike and as a necessary factor in raising the standards of American life.

All of this is typical of the knitting together of our people in every state and every county and every town in a unity so necessary to our salvation in these days of great emergencies which threaten the democracies of the world.



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Samuel L. Rosenman

From the Papers of

SECOND DRAFT

DEDICATION OF SCHOOL HOUSE AT HYDE PARK - October 5, 1940.

In the light of events at home and abroad, the dedication of this new school house has taken on a significance more important than mere bricks and mortar. I like to think of it as symbolizing two government functions, each of which is proving more and more vital to the continuance of our democracy.

One of them is an old function -- as old as the Republic itself. The other is a newer function, as new as the New Deal itself.

Those who founded America had the human understanding and the statesmanlike foresight to see that true democratic government could not long endure in the midst of widespread ignorance. They recognized that for democratic government to be really democratic, it required the intelligent participation of all of its people. It was not enough that it be a government for the people, it also had to be a government by the people -- not by a few of the people who were privileged with the benefits of higher education, but by all of the people. That kind of government requires enlightened citizens. And so through the history of this nation, it has always been a responsibility of government, that every child receive a free liberal education. This building is symbolic of that old function -- the American institution of free and universal education.

We had all come to accept that function as a routine duty. *But in this* <sup>two</sup> It was not until the last decade ~~that~~ <sup>the</sup> right of a free uncensored



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education which <sup>still</sup> survives in our land, has taken on additional significance from events in other lands.

*first  
dictated  
and*

P✓ We have watched from across the ocean the ways of dictators abroad. We have watched them <sup>formalistic</sup> completely snuff out the freedom on which all civilized living is based. The first freedom to be destroyed by despots has been the most basic of all the freedoms -- <sup>and pure</sup> freedom of learning. Tyranny hates, nothing more than the liberty of exchange of ideas, the freedom of thinking and the free play of the mind which <sup>comes from</sup> we seek education. The flames of burning books, the banishment of scholars and teachers, the closing of schools, the instruction of children according to the dictates of a central <sup>which is</sup> bureau of propaganda -- these are the symbols of dictatorship.

That is why the dedication of a new school, a free and unhampered school, must always be a source of satisfaction to the people of this nation, and an assurance that the processes of democracy are actively at work.

Here will be trained the young people of a nation, not for the ranks of <sup>of great</sup> labor camps or <sup>regimentation in</sup> for an enslaved citizenry, but for the intelligent exercise of the right of suffrage and participation as free human beings in the life of the nation.

This building is also a symbol of <sup>a</sup> newer responsibility, which our democracy has assumed as one of its major functions. It is the newest of many thousands like it, all constructed with public funds as ~~federal~~ federal works projects. Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had almost become the order of the day, government <sup>for the first time</sup> took on this new responsibility. The high priests of finance of



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Samuel I. Rosenman  
From the <sup>for</sup> papers  
to address

January

those days chanted that nature had to run its course, that deflation could not be stopped, and that the depression was the working of natural economic laws in a system of free enterprise. There was, it is true, the faith that in the long run the future of America was safe. But although there was the "faith", there was not the "works."

In 1933 the American government decided to add the benefits of works to the principle of faith. The philosophy of inaction and irresponsibility of government to the destitution of its citizens was rejected. In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work ~~but unable to~~ week but unable to find work. That was the responsibility, the duty which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expressed itself in the Federal Works Program, *an example of which stands before me here*. In every single county of the United States, that program has left its mark in the form of public improvements. There is not a single person in the United States who has not seen some new useful structure, some new capital asset, which his own locality has received from this great effort of a free people. From coast to coast, on the mountains, over the rivers, in the desert, on the plains, in the large cities and at the village crossroads -- America has been made physically a better place in which to live. There they are: -- tens of thousands of schools, hospitals, court houses and other public buildings; hundreds of thousands of miles of



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highways, roads, streets, sidewalks; thousands of bridges, airports, parks, playgrounds, libraries, swimming pools; thousands of storage dams, wells, water mains and sewers; projects for flood control, erosion control, reforestation and fire prevention.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. The funds of the nation were put to work so that idle hands could be put to useful tasks. The idleness of men and money were converted into schools like this to train our youth; roads to speed our trade and commerce; power plants to turn the wheels of private industry; hospitals to protect the nation's health; ships, planes and guns to add to our security.

This new policy of government was translated into terms of employment for people and production for industry.

Into every project went money for wages; the wages were spent at the local stores; the stores replenished their stocks, and the wheels of business began to turn. Into every project went materials for construction -- materials from all parts of the country. Buying power increased; employment went up; production and national income began to recover.

Many factors have contributed to this recovery; but the Works Program was a major one. The fact is that today there are eight million more people employed by private industry than there were at the beginning of 1933. And many of those millions acquired or maintained the training and the skill and the experience for their present jobs, while they were working on projects which were part of this works program.



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In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed, which meant more for the fibre of American life than any of the physical or financial benefits.

Those who think in terms of dollars alone, will measure the value of this program only by the money which went into it. Those who think in terms of humanity, will measure it for all time by what it has meant to the millions of human beings who, without it could have looked forward at best only to a handout or a dole. America came of age morally, when it ~~reached~~<sup>achieved</sup> its attitude of government callousness <sup>and indifference</sup> to individual suffering and substituted national concern for the well-being of every one of its citizens.

The right to work is as basic to a functioning democracy as the right to vote, or to learn, or to worship. No society which is unable to give its citizens the opportunity to work, can long remain free. It was work that built this mighty nation; it was work that brought us out of the depression; it is work that will build the future and fulfil the promise of America. The experience of other nations in recent years has shown how easily the despot can seize control, when men no longer have the chance for a job.

In all of the projects we have built a great physical plant; we have built a great edifice of national morale. We have done even more; we have built better than we knew. For in building for the well-being of America, we have built for the defense of America as well.



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MAY 1941

From the Papers of

Samuel I. Rosenman

On the very first day that emergency funds were made available, on June 16, 1933, I allocated \$238,000,000 for the construction of aircraft carriers, cruisers, destroyers, and submarines. Since then, hundreds of millions of dollars of these emergency funds have been invested in projects essential to a sound defense.

In that program workers in every part of the country have acquired the knowledge and the skill which they are now using in building our modern armed defense.

The bridges and roads, the barracks and the power plants, the waterworks and the airports -- all of them will be a source of strength to meet any dangers which may lie ahead.

Yes, this building we dedicate today is more than steel and bricks. It is a symbol of civil liberties expressed in free and universal education, it is a symbol of the philosophy of work which we shall use to build for today and for the future. In these days in which we prepare to defend our soil and our freedom from any threat of attack, we dedicate this building as an expression of our faith in our national future -- a future of freedom and opportunity.



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DEDICATION OF THE HYDE PARK SCHOOLS

OCTOBER 5, 1940

---

As I have been sitting on the platform here today, I have been thinking of the time nearly a century and a half ago when Governor Morgan Lewis, who lived here in the Town of Hyde Park, was chiefly responsible for starting the Union Free School System for the children of the State of New York. This township, therefore, can claim a kind of sponsorship for free and universal school education in New York.

My mind has gone back also to the days when I used to spend many hours as a small boy, holding my father's horse in the village of Hyde Park while my father attended meetings of the school board. Long before those days -- back about 1870 -- my father had helped, with very great pride, to build the red brick school house over in the village, where it still stands; and it was considered a model for its day.

These three new school houses emphasize how much more complex our civilization is today than it was seventy years ago. Education now requires equipment and instruction that was unthought of then. For that reason we ~~were~~ <sup>are now</sup> all under the necessity -- the painful but willing necessity -- of paying out many hundreds of thousands of dollars to substitute modern equipment for what we must admit was out of date.

May I bear tribute to the taxpayers of this Town of Hyde Park and of ~~the northern~~ <sup>S</sup> and Pleasant Valley ~~and Clinton~~, part of the Town of Poughkeepsie, for their willingness to do a new job of school construction rather than a repair job. If our old school houses, scattered throughout the districts remained useful to the community for three score years and more, we can be confident that in all human probability these three new school houses will still be used and busy one hundred years from now. To the trustees of the consolidated district also, all of us owe

a deep debt of gratitude, for they have shown the finest spirit of cooperation. Personally I am very happy that without any additional cost, we have built these buildings of the native field stone of old Dutchess County, most of it stone which for two centuries has served a useful purpose as a part of our famous stone walls.

Finally, we are all happy that the trustees, with rare foresight, have secured adequate acreage for the schools, enough for expansion in the century to come that I have spoken of. Every boy and girl in these schools will have elbow room, plenty of space and plenty of air for sports and games and recreation of all kinds. The next generation will not have to worry about buying athletic fields or about the high cost of adjoining property.

These three new schools symbolize two modern government functions in America, each of which is proving itself more and more vital to the continuance of our democracy.

One of them is an old function, based on the ideal and the understanding of the Founding Fathers that true democratic government cannot long endure in the midst of wide-spread ignorance. They recognized that democratic government would call for the intelligent participation of all of its people, as enlightened citizens -- citizens equipped with what we used to call "a schooling". From their time to our own, it has always been recognized as a responsibility of government that every child have the right to a free and liberal education. These buildings can well be dedicated to that old function --- the American institution of universal education.

In the last decade, this right of free education, which has become a part of the national life in our land, has taken on additional significance from events in certain other lands. For a large portion of the world the right no longer exists. Almost the first freedom to be destroyed, as dictators take control, is the freedom of learning.

Tyranny hates and fears nothing more than the free exchange of ideas, the free play of the mind that comes from education.

In these schools and in other American schools, the children of today and of future generations will be taught, without censorship or restriction, the facts of current history and the whole context of current knowledge. Their text books will not be burned by a dictator who disagrees with them; their teachers will not be banished by a ruler whom they have offended; their schools will not be closed if they teach unpalatable truths; and their daily instruction will not be governed by the decrees of any central bureau of propaganda. They will get not all of the story part of the time, or only part of the story all of the time -- they will get all of the story all of the time.

Here will be trained the young people of a nation -- not for enforced labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage, and for participation as free human beings in the life of the nation.

These buildings are also a symbol of a second and a newer responsibility which our democracy has assumed as one of its major functions. As you know, they have been paid for in part by the taxpayers of the consolidated district, and in part by the Federal Government in accordance with the purpose of the Federal Government to give work to many Americans who could find no work.

Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had almost become the order of the day, government for the first time took on this new responsibility. There were some in those days who chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was only the working of natural economic laws in a system of free enterprise.

The American government decided to reject this philosophy of inaction and irresponsibility and indifference to the destitution of its citizens.

In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expresses itself in the example which stands before us here.

This nation is now dotted in almost every one of its thirty two hundred counties with schools, to the construction of which the Federal Government has contributed -- new schools, useful schools, schools to replace outworn schools, schools that were needed by the communities where they were erected, schools for which the communities were willing to contribute their own share out of their own pockets.

There is not a single person in the United States who has not seen some new useful structure -- a hospital, a bridge, a town hall, a highway, an airport, a dam, a sewer -- one of the hundreds of thousands of new necessary improvements which were built in the United States -- illustrations of the results of giving employment on useful projects.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. Idle funds of the nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved faster. Into every project went materials for construction -- materials from all parts of the country. For example, while our own local neighborhood provided the stone for these very schools, and perhaps the sand and gravel for the concrete foundations, almost everything else used was made in some other part of America.

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed --- a definite gain in the fiber and the strength of American life. In building for the well being of America, we have built for the defense of America as well.

To you of the younger generation who are now attending these schools, I offer my very sincere congratulations. You have the privilege of improving your education in ~~institutions~~ <sup>building</sup> which have the best of modern equipment and high standards of instruction and curriculum.

You have advantages which your fathers did not enjoy. But we do not begrudge you them. For it will be the obligation of the youth of America to maintain under the more strenuous conditions of modern life our cherished traditions of democratic freedom.

You live in a more complicated world than your fathers. Your lives will be much more intimately tied with the lives of those in other cities, in other towns, and in other states.

You are a vital part of an America which, more thoroughly than ever before, thinks in terms of national unity. ~~That unity is steadily improving in the greater~~  
~~for general education is steadily improving that unity.~~

The older school district units throughout the nation are being merged into consolidated districts, in the cause of better education. They in turn are operating in ~~the~~ state system~~s~~ which <sup>are</sup> constantly striving to improve standards and facilities. Finally, with the aid of the Federal Government itself, education is coming to be regarded throughout the country as part and parcel of the general well being of old and young alike, and as a necessary factor in raising the standards of American life.

All of this is typical of the knitting together  
of our people in every state and every county and every  
town, in a unity <sup>that is</sup> so necessary to our salvation in these  
days of great emergencies which threaten the democracies  
of the world.

*Franklin D. Roosevelt*

*Dig. reading copy*

ADDRESS OF THE PRESIDENT  
Delivered at East Park, New York  
In connection with the dedication of  
The Franklin D. Roosevelt School  
and two other new schools  
October 5, 1940, 2:45 P.M., E.S.T.

PRESIDENT SMITH, PRINCIPAL JUCKETT AND MY OLD FRIEND -- I STILL CALL  
HIM SENATOR COLE:

Senator Cole said something about how, in the old days, he  
used to belong to one party and I belonged to the other, but I think  
that both of us can agree that on matters that relate to education in  
this State of ours and in this County of ours, there is very little that  
is decided or done or thought of along the lines of party politics --  
education is over and beyond party politics. And sometimes I wish that  
other things were too.

As I have been sitting on the platform here today, I have  
been thinking of the time nearly a century and a half ago -- and I do  
not suppose there are many people here today who know about it -- it  
was nearly a century and a half ago when (Governor) Morgan Lewis, a  
citizen of the Town of Hyde Park, became the Governor of the State of  
New York. His home was just north of Staatsburg Village and he was  
the Governor who (lived here in the Town of Hyde Park) was chiefly  
responsible for starting the Union Free School System for the children  
of the State of New York. And so this township (therefore) of Hyde  
Park can claim a kind of sponsorship for free and universal school  
education in (New York) our State.

Also, my mind has (gone) been going back (also to the days)  
to quite a long time ago, about the same age as some of the younger

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 first delivered. Underlining indicates words added or struck out during extemporaneously added to the previously prepared reading copy text. Words in parentheses are words that were omitted as they appear in the previously prepared reading copy text.

~~THE PRESIDENT -- DURING HIS VISIT TO THE TRINITY LAKELANDS HYDRO ELECTRIC~~

~~POWER HOUSE HE~~

and we're all set at the beginning of the day we go out to see the people  
of the area I had radio set up beforehand I had done one or two of speeches  
in public or elsewhere and that afternoon no just before we were to leave and  
we were still way at work when the radio came in and he said the area  
-- solution was to cancel all meetings to allow the people to travel to their jobs  
but now I message the area solution was to cancel all meetings

and stop against radio

and I gathered and gathered out as possible and I said  
oh I had -- gathered a few quarters a quarter acid and to gather and  
if -- it feels warm and you feel it feels warm you are about spending too  
much money (telephone) and one time a bar contains a quarter cup  
of acid and to increase the amount and then try to not get it on your  
skin and the acid will burn your skin and that will hurt you but that will  
help you (radio will be set at stand by you) and you can't eat  
anything and you can't drink water and you can't eat anything  
but no (smoked) cigarettes will be on you but you can't eat to  
nothing I mean you can't eat anything to fill a miss the miss  
area two (radio was set at telephone  
(radio out of date) was under read (radio) and help you out  
you can't eat anything but water and you can't eat anything

people in the front row, their grandparents and the parents of some of the older people in this school, when I used to spend many hours (as a) when I was a small boy, holding my father's horse in the village of Hyde Park while my father attended meetings of the school board. Long before those days --(back about 1870) before I was born, about 1870, I think, -- my father had helped, with very great pride, to build the red brick schoolhouse over in the village of Hyde Park (where it still stands;) the schoolhouse that is still standing and, in those days, (and) it was considered a model (for its day) school.

Compare that, the old brick schoolhouse, compare it to these new three schoolhouses. (These three) See how these new (school-houses) ones emphasize how much more complex our civilization is today than it was seventy years ago. Education these days (now requires) calls for equipment and for instruction that was unthought of (then) seventy years ago. For that reason we (were all) are now under the necessity, all of us, -- the painful necessity, if you like -- but, at the same time, willing necessity -- of paying out many hundreds of thousands of dollars to substitute modern equipment for what we must admit was a bit out of date.

And may I bear tribute to the taxpayers of this Town of Hyde Park and of (the northern part) of certain portions of the Towns of Poughkeepsie and Pleasant Valley and Clinton for their willingness to do a new job of school construction rather than a repair job. If our old schoolhouses, scattered throughout the districts, remained useful to the community for threescore years and more, I think we can be confident/that in all human probability these three new schoolhouses will still be used and busy one hundred years from now. (Applause) To the

trustees of the consolidated district also, (all of us) we owe a very deep debt of gratitude, for they have shown the finest spirit of cooperation. And I know that all of us miss today the presence of our old friend, Arthur White, who was one of the trustees when the whole project was started. Personally I am (very) happy also that, without any additional cost of materials, we have built these three buildings of the native field stone of old Dutchess County. And let us remember that most of the stones that have gone into these buildings were stones (it stone) which for nearly two centuries (has) served a useful purpose to the original settlers of this County as a part of our famous stone walls.

And so, this building behind me and the other two are very definite historical reminders of the first white people that came to Dutchess County in 1700, in this part in 1730 and 1740 and 1750.

Finally, we are all happy that the trustees, with very rare foresight, have secured adequate acreage for the schools, enough for expansion in the century to come that I have spoken of. Every boy and girl in these schools will have elbow room, plenty of space and plenty of air for sports and games and recreation of all kinds. And so (The next generation) when you children grow up, you will not have to worry about buying more athletic fields (or about the high cost of adjoining property) for your children.

These three new schools symbolize, I think, two modern Government functions in (America) this country of ours, each of which is proving itself more and more vital to the continuance of the thing we call our democracy.

One of (them) these is (an) a very old function, based on the

ideal and the understanding of the Founding Fathers that true democratic government cannot long endure in the midst of widespread ignorance. They recognized that democratic government would call for the intelligent participation of all of its people, as enlightened citizens -- citizens whom we used to call (equipped with), who had what we used to call in the old days "a schooling." From (their) that time on down to our own days, it has always been recognized as a responsibility of government that every child have the right to a free and liberal education. So, today, I think that we can dedicate these buildings (can well be dedicated) of ours to that old American function -- the (American) institution of universal education.

In recent times, in the last decade, this right of free education, (which) that has become a part of the national life in our land, has taken on additional significance (from) because of cer-  
tain events in certain other lands. For a very large portion of the world (the) that right no longer exists. Almost the first freedom to be destroyed, as dictators take control, is the freedom of learning. Tyranny hates and fears nothing more than the free exchange of ideas, the free play of the mind that comes from education.

In these schools of ours and in other American schools, the children of today and of future generations will be taught, without censorship or restriction, the facts of current history and the whole context of current knowledge. Their textbooks will not be burned by a dictator who disagrees with them; their teachers will not be banished by a ruler whom they have offended; their schools will not be closed if they teach unpalatable truths; and their daily instruction will not be governed by the decrees of any central bureau of propa-

ganda. They will get not all of the story part of the time, or only part of the story all of the time -- they will continue to get all of the story all of the time. (Applause)

And here, in these and other schools, will be trained the young people of a nation -- not for enforced labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage, and for participation as free human beings in the life of the Nation.

These buildings are also a symbol of a second, (and) a newer responsibility (which) that our democracy has assumed as one of its major functions. As you know, they have been paid for, these buildings, in part by the taxpayers of the consolidated district, and in part, by the Federal Government in accordance with the purpose of the Federal Government to give work to many Americans who otherwise could find no work.

About eight years ago, at a time when our national economy had been prostrate for several years, when starvation (and) or under-nourishment or bankruptcy had almost become the order of the day, the Government of our country for the first time took on this new responsibility. There were some in those days who chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was only the working of natural economic laws in a system of free enterprise.

The American Government, through its elected representatives in the Legislative and Executive Branches, decided to reject (this) that philosophy of inaction and irresponsibility and indifference to the destitution of its citizens. In its place was substituted a new doc-

trine -- that the Government owed a continuing responsibility to see to it that no one should starve who was willing to work but was unable to find work. That was the responsibility, the duty, (which) that the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expresses itself in the example (which) that stands before us (here) today.

And remember that the (This) Nation, all the way from one coast to the other, all the way from Canada to Mexico, is (now) dotted in almost every one of its thirty-two hundred counties with schools, to the construction of which the Federal Government has contributed -- new schools, useful schools, schools to replace outworn schools, schools that were needed by the communities where they were erected, and schools, incidentally, for which the communities were ready and willing to contribute their own share out of their own pockets.

There is not a single person in the United States who has not seen some new, useful structure -- not just a school, perhaps, a hospital or a bridge or a town hall or a highway or an airport or a dam or a (sewer) new waterworks or a sewage disposal system -- one of the hundreds of thousands of new necessary improvements (which) that were built recently in the United States -- illustrations of the results of giving employment on useful projects that were approved by each community.

The public wealth of the United States -- the property (of every man, woman and child) that all of us own jointly -- has been increased by means such as these in hundreds of ways. The idle funds

of the Nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; where did they go? Why, the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved that much faster. Into every project went materials for construction -- materials from (all) every part(s) of the (country) United States. For example, right here, while our own local neighborhood provided the stone for these very schools, and perhaps the sand and the gravel for the concrete foundations, almost everything else (used was made in some other part of America), the steel and the lumber and the desks and the vocational training equipment and all the other things that are in these schools came here from other places in our country.

In terms of dollars and cents, no sounder investment could (have been) be made for the American people as well as for this consolidated district. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope (and), a new courage, a new self-respect among the unemployed -- a definite gain in the fiber and the strength of American life. In building for the well-being of America, I think we have built for the defense of America as well. (Applause)

To you of the younger generation who are here today I could, perhaps, if it were not for the fact that I am talking on the air to several other parts of the country, I might be able to tell you stories about your parents and grandparents when they were your age. But I am not going to do it. All I am going to do is to (now attending these

schools, I) offer to you my very sincere congratulations. You have the privilege of improving your education in institutions which have the best of modern equipment and high standards of instruction and curriculum.

You have advantages which your fathers and mothers did not enjoy. (But) We do not begrudge you them. For it will be the obligation of the youth of America to maintain under the more strenuous conditions of modern life our cherished traditions of democratic freedom.

Yes, you live in a more complicated world than (your fathers) we did in the older days. Your lives will be much more intimately tied with the lives of those in other cities, in other towns, and counties (in other) and states.

You are a vital part of an America which, more thoroughly than ever before, thinks in terms of national unity. (That unity is steadily improving in the desire for general education.) The greater desire for general education is steadily improving that unity. We know today that the older children here will well understand the change that is taking place in America in recent years. They will know that that word "unity" has gone a long ways in our own lifetime.

The older school district units throughout the Nation are being merged into consolidated districts, in the cause of better education. They in turn, these consolidated districts, are operating in (a) state systems, which (is) are constantly striving to improve standards and facilities. And finally, with the aid of the Federal Government itself, education is coming to be regarded throughout the country as part and parcel of the general well-being of old and young alike,

and as a necessary factor in raising the standards of (American) our life.

All of this is typical of the knitting together of our people in every state and every county and every town in a unity that is so necessary to our salvation in these days of what we know are great emergencies, emergencies (which) that threaten the democracies of the world.

And so, my friends, I am very happy and I am very proud to take part in these symbols of new America, built on the old America, that is going to live through all of the centuries to come. (Prolonged applause)

\* \* \* \* \*

DEDICATION OF SCHOOL HOUSE AT HYDE PARK - October 3, 1940.

In the light of events at home and abroad, the dedication of this new school house has taken on a significance more important than appears in its bricks and mortar. I think of it as symbolizing two modern government functions in America each of which is proving itself to be more and more vital to the continuance of our democracy.

One of them is an old function -- as old as the Republic itself. The other is a newer function, as new as the New Deal itself.

Those who founded America had the understanding and the foresight to see that true democratic government could not long endure in the midst of widespread ignorance. They recognized that for democratic government to be really democratic, it required the intelligent participation of all of its people. It was not enough that it be a government for the people, it also had to be a government by the people -- not by a few of the people who had the privileges and benefits of a higher education, but by all of the people. That kind of government calls for enlightened citizens -- citizens with a schooling. And so through the history of this nation, it has always been a responsibility of government, that every child receive a free liberal education. This building is symbolic of that old function -- the American institution of free and universal education.

We had all come to accept that function as a routine duty. But in this last decade this right of a free uncensored education which still survives in our land, has taken on additional significance from events in other lands.



GENERAL SERVICES ADMINISTRATION

Warren Archives and Records Service  
Washington, D. C.  
October 3, 1940

Samuel I. Bouscaren  
General Services Administration  
Warren Archives and Records Service  
Washington, D. C.

From across the ocean we have watched the ways of dictators abroad. We have stood aghast as we watched them snuff out the human liberties on which all civilized living is based. The first freedom to be destroyed by despots has been the most basic of all the freedoms -- the freedom of learning. Tyranny hates and fears nothing more than the liberty of exchange of ideas, the freedom of thinking and the free play of the mind which comes from education. The flames of burning books, the banishment of scholars and teachers, the closing of schools, the instruction of children according to the dictates of a central bureau of propaganda — these are the indicia of all dictatorship.

That is why the dedication of a new school, a free and unhampered school, must always be a source of satisfaction to the people of this nation, and an assurance that the processes of democracy are actively at work.

Here will be trained the young people of a nation — not for the ranks of youth labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage and for participation as free human beings in the life of the nation.

This building is also a symbol of a newer responsibility, which our democracy has assumed as one of its major functions. It is the newest of many thousands like it, all constructed with public funds as federal works projects.

Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had almost become the order of the day, government for the first time took on this new responsibility. The high priests of finance of those days chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was the working of natural economic



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From the Papers of

Samuel J. Rosenman

laws in a system of free enterprise. There was, it is true, the faith that in the long run the future of America was safe. But although there was the "faith", there <sup>was</sup> not the "works."

In 1933 the American government decided to add the benefits of "works" to the principle of "faith." The philosophy of inaction and irresponsibility and frozen indifference of government to the destitution of its citizens was rejected. In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expressed itself in the Federal Works Program, an example of which stands before us here.

In every single county of the United States, that program has left its mark in the form of public improvements. There is not a single person in the United States who has not seen some new useful structure, some new capital asset, which his own locality has received from this great effort of a free people. From coast to coast, on the mountains, over the rivers, in the desert, on the plains, in the large cities and at the village crossroads -- America has been made physically a better place in which to live.

There they are: — tens of thousands of schools, hospitals, court houses and other public buildings; hundreds of thousands of miles of highways, roads, streets, sidewalks; thousands of bridges, airports, parks, playgrounds, libraries, swimming pools; thousands of storage dams, wells, water mains and sewers; projects for flood control, erosion control, reforestation and fire prevention.



GENERAL SERVICES ADMINISTRATION

*National Archives and Records Administration*

*Serial I. Documents*

*Federal Works Agency*

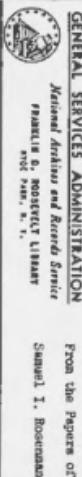
The public wealth of the United States — the property of every man, woman and child — has been increased in hundreds of ways. The idle funds of the nation were put to work so that idle hands could be put to useful tasks. The idleness of men and money were converted into schools like this to train our youth; roads to speed our trade and commerce; power plants to turn the wheels of private industry; hospitals to protect the nation's health; ships, planes and guns to add to our security.

This new policy of government was translated into terms of employment for its people and production for its industry.

Into every project went money for wages; the wages were spent at the local stores; the stores replenished their stocks; and the wheels of business began to turn. Into every project went materials for construction -- materials from all parts of the country. Buying power increased; employment went up; production and national income began to recover.

Many factors have contributed to this recovery; but the works program was a major one. The fact is that today there are eight million more people employed by private industry than there were at the beginning of 1933. And many of those millions acquired or maintained the training and the skill and the experience for their present jobs, while they were working on projects which were part of this works program.

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed, which meant more for the fibre of American life than any of the physical or financial benefits.



Those who think in terms of dollars alone, will measure the value of this program only by the money which went into it. Those who think in terms of humanity, will measure it for all time by what it has meant to the millions of human beings who, without it, could have looked forward at best only to a handout or a dole. America came of age morally, when it abandoned its attitude of government callousness and indifference to individual human suffering and substituted national concern for the well-being of every one of its citizens.

The right to work for a living is as basic to a functioning democracy as the right to vote, or to learn, or to worship. No society which is unable to give its citizens the opportunity to work, can long remain free. It was work that built this mighty nation; it was work that brought us out of the depression; it is work that will build the future and fulfil the promise of America. The experience of other nations in recent years shows how easily the despot can seize control, when men no longer have the chance for a job.

Through all of the work projects we have built a great physical plant; we have built a great edifice of national morale. We have done even more; we have built better than we knew. For in building for the well being of America, we have built for the defense of America as well.

On the very first day that emergency funds were made available, on June 16, 1933, I allocated \$238,000,000 for the construction of aircraft carriers, cruisers, destroyers, and submarines. Since then, hundreds of millions of dollars of these emergency funds have been invested in projects essential to a sound defense.

In that program, workers in every part of the country have acquired the knowledge and the skill which they are now using in building our modern armed defense.

The bridges and roads, the barracks and the power plants, the waterworks and the airports -- all of them will be a source



**GENERAL SERVICES ADMINISTRATION**

*National Archives and Records Service*

*FRANKLIN D. ROOSEVELT LIBRARY*

*1918 PARK, R. I.*

From the Papers of  
Samuel I. Rosenman

of strength to meet any dangers which may lie ahead.

Yes, this building we dedicate today is more than steel and bricks. It is a symbol of civil liberties expressed in free and universal education, it is a symbol of the philosophy of work which we shall use to build for today and for the future. In these days in which we prepare to defend our soil and our freedom from any threat of attack, we dedicate this school house as an expression of our faith in our national future -- a future of freedom and opportunity.



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From the Papers of  
Samuel I. Rosenman

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October 5, 1940

CAUTION: The following address of the President, to be delivered at East Park, New York, in connection with the dedication of the Franklin D. Roosevelt School, and two other new schools, MUST BE HELD IN CONFIDENCE until released.

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CARE MUST BE EXERCISED TO PREVENT PREMATURE PUBLICATION.

STEPHEN EARLY  
Secretary to the President

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As I have been sitting on the platform here today, I have been thinking of the time nearly a century and a half ago when Governor Morgan Lewis, who lived here in the Town of Hyde Park, was chiefly responsible for starting the Union Free School System for the children of the State of New York. This township, therefore, can claim a kind of sponsorship for free and universal school education in New York.

My mind has gone back also to the days when I used to spend many hours as a small boy, holding my father's horse in the village of Hyde Park while my father attended meetings of the school board. Long before those days — back about 1870 — my father had helped, with very great pride, to build the red brick school house over in the village, where it still stands; and it was considered a model for its day.

These three new school houses emphasize how much more complex our civilization is today than it was seventy years ago. Education now requires equipment and instruction that was unthought of then. For that reason we were all under the necessity — the painful but willing necessity — of paying out many hundreds of thousands of dollars to substitute modern equipment for what we must admit was out of date.

May I bear tribute to the taxpayers of this Town of Hyde Park and of the northern part of the Town of Poughkeepsie, for their willingness to do a new job of school construction rather than a repair job. If our old school houses, scattered throughout the districts remained useful to the community for three score years and more, we can be confident that in all human probability these three new schoolhouses will still be used and busy one hundred years from now. To the trustees of the consolidated district also, all of us owe a deep debt of gratitude, for they have shown the finest spirit of cooperation. Personally I am very happy that without any additional cost, we have built these buildings of the native field stone of old Dutchess County, most of it stone which for two centuries has served a useful purpose as a part of our famous stone walls.

Finally, we are all happy that the trustees, with rare foresight, have secured adequate acreage for the schools, enough for expansion in the century to come that I have spoken of. Every boy

and girl in these schools will have elbow room, plenty of space and plenty of air for sports and games and recreation of all kinds. The next generation will not have to worry about buying athletic fields or about the high cost of adjoining property.

These three new schools symbolize two modern government functions in America, each of which is proving itself more and more vital to the continuance of our democracy.

One of them is an old function, based on the ideal and the understanding of the Founding Fathers that true democratic government cannot long endure in the midst of wide-spread ignorance. They recognized that democratic government would call for the intelligent participation of all of its people, as enlightened citizens -- citizens equipped with what we used to call "a schooling". From their time to our own, it has always been recognized as a responsibility of government that every child have the right to a free and liberal education. These buildings can well be dedicated to that old function -- the American institution of universal education.

In the last decade, this right of free education, which has become a part of the national life in our land, has taken on additional significance from events in certain other lands. For a large portion of the world the right no longer exists. Almost the first freedom to be destroyed, as dictators take control, is the freedom of learning. Tyranny hates and fears nothing more than the free exchange of ideas, the free play of the mind that comes from education.

In these schools and in other American schools, the children of today and of future generations will be taught, without censorship or restriction, the facts of current history and the whole context of current knowledge. Their text books will not be burned by a dictator who disagrees with them; their teachers will not be banished by a ruler whom they have offended; their schools will not be closed if they teach unpalatable truths; and their daily instruction will not be governed by the decrees of any central bureau of propaganda. They will get not all of the story part of the time, or only part of the story all of the time -- they will get all of the story all of the time.

Here will be trained the young people of a nation -- not for enforced labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage, and for participation as free human beings in the life of the nation.

These buildings are also a symbol of a second and a newer responsibility which our democracy has assumed as one of its major functions. As you know, they have been paid for in part by the taxpayers of the consolidated district, and in part, by the Federal Government in accordance with the purpose of the Federal Government to give work to many Americans who could find no work.

Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had

almost become the order of the day, government for the first time took on this new responsibility. There were some in those days who chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was only the working of natural economic laws in a system of free enterprise.

The American government decided to reject this philosophy of inaction and irresponsibility and indifference to the destitution of its citizens. In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expresses itself in the example which stands before us here.

This nation is now dotted in almost every one of its thirty two hundred counties with schools, to the construction of which the Federal Government has contributed -- new schools, useful schools, schools to replace outworn schools, schools that were needed by the communities where they were erected, schools for which the communities were willing to contribute their own share out of their own pockets.

There is not a single person in the United States who has not seen some new useful structure -- a hospital, a bridge, a town hall, a highway, an airport, a dam, a sewer -- one of the hundreds of thousands of new necessary improvements which were built in the United States -- illustrations of the results of giving employment on useful projects.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. Idle funds of the nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved faster. Into every project went materials for construction -- materials from all parts of the country. For example, while our own local neighborhood provided the stone for these very schools, and perhaps the sand and gravel for the concrete foundations, almost everything else used was made in some other part of America.

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed -- a definite gain in the fiber and the strength of American life. In building for the well being of America, we have built for the defense of America as well.

To you of the younger generation who are now attending these schools, I offer my very sincere congratulations. You have

the privilege of improving your education in institutions which have the best of modern equipment and high standards of instruction and curriculum.

You have advantages which your fathers did not enjoy. But we do not begrudge you them. For it will be the obligation of the youth of America to maintain under the more strenuous conditions of modern life our cherished traditions of democratic freedom.

You live in a more complicated world than your fathers. Your lives will be much more intimately tied with the lives of those in other cities, in other towns, and in other states.

You are a vital part of an America which, more thoroughly than ever before, thinks in terms of national unity. That unity is steadily improving in the desire for general education.

The older school district units throughout the nation are being merged into consolidated districts, in the cause of better education. They in turn are operating in a state system, which is constantly striving to improve standards and facilities. Finally, with the aid of the Federal Government itself, education is coming to be regarded throughout the country as part and parcel of the general well-being of old and young alike, and as a necessary factor in raising the standards of American life.

All of this is typical of the knitting together of our people in every state and every county and every town, in a unity so necessary to our salvation in these days of great emergencies which threaten the democracies of the world.

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# Note: correction ✓

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STATEMENTS FILE

Shorthand by Kennee

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In these schools and in other American schools, the children of today and of future generations will be taught, without censorship or restriction, the facts of current history and the whole context of current knowledge. Their textbooks will not be burned by a dictator who disagrees with them; their teachers will not be banished by a ruler whom they have offended; their schools will not be closed if they teach unpalatable truths; and their daily instruction will not be governed by the decrees of any central bureau of propaganda. They will get not all of the story part of the time, or only part of the story all of the time — they will get all of the story all of the time. (6)

Here will be trained the young people of a nation — not for enforced labor camps or for regimentation as an enslaved citizenry, but for the intelligent exercise of the right of suffrage, and for participation as free human beings in the life of the nation.

These buildings are also a symbol of a second ~~and~~ a newer responsibility ~~which~~ our democracy has assumed as one of its major functions. As you know, they have been paid for in part by the taxpayers of the consolidated district, and in part, by the Federal Government in accordance with the purpose of the Federal Government to give work to many Americans who could find no work.

Eight years ago, at a time when our national economy had been prostrate for several years, when starvation and bankruptcy had

almost became the order of the day, government for the first time took on this new responsibility. There were some in those days who chanted that nature had to run its course of misery, that deflation could not be stopped, and that the depression was only the working of natural economic laws in a system of free enterprise.

The American government decided to reject this philosophy of inaction and irresponsibility and indifference to the destitution of its citizens. In its place was substituted a new doctrine -- that the government owed a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work. That was the responsibility, the duty, which the collective strength and will of all of the people imposed upon themselves, to alleviate the suffering of their fellow beings and to stimulate recovery in their national economy. That responsibility expresses itself in the example which stands before us.

This nation is now dotted in almost every one of its thirty two hundred counties with schools, to the construction of which the Federal Government has contributed -- new schools, useful schools, schools to replace outworn schools, schools which were needed by the communities where they were erected, schools for which the communities were willing to contribute their own share out of their own pockets.

There is not a single person in the United States who has not seen some new, useful structure -- a hospital, a bridge, a town hall, a highway, an airport, a dam, a causeway -- one of the hundreds of thousands of new necessary improvements which were built in the United States -- illustrations of the results of giving employment on useful projects.

The public wealth of the United States -- the property of every man, woman and child -- has been increased in hundreds of ways. Idle funds of the nation have been put to work so that idle hands could be put to useful tasks.

Into every project went money for wages; the wages were spent at local stores; the stores replenished their stocks; and the wheels of industry and business moved faster. Into every project went materials for construction -- materials from all parts of the country. For example, while our own local neighborhood provided the stone for these very schools, and perhaps the sand and gravel for the concrete foundations, almost everything else used was made in some other part of America.

In terms of dollars and cents, no sounder investment could have been made for the American people. But the material return from that investment was not the most important gain. There came with it a development of morale, a new hope and courage, a new self-respect among the unemployed -- a definite gain in the fiber and the strength of American life. In building for the well being of America, we have built for the defense of America as well.

To you of the younger generation who are now attending these schools, offer my very sincere congratulations. You have

the privilege of improving your education in institutions which have the best of modern equipment and high standards of instruction and curriculum.

You have advantages which your fathers did not enjoy. ~~but~~  
We do not begrudge you them. For it will be the obligation of the youth of America to maintain under the more strenuous conditions of modern life our cherished traditions of democratic freedom.

You live in a more complicated world than ~~your fathers~~.  
Your lives will be much more intimately tied with the lives of those in other cities, in other towns, and in ~~other states~~.

You are a vital part of an America which, more thoroughly than ever before, thinks in terms of national unity. ~~That unity is steadily improving in the desire for general education.~~

The old school district units throughout the nation are being merged into consolidated districts, in the cause of better education. They in turn are operating in a state system which is constantly striving to improve standards and facilities. Finally, with the aid of the Federal Government itself, education is coming to be regarded throughout the country as part and parcel of the general well-being of old and young alike, and as a necessary factor in raising the standards of ~~modern~~ life.

All of this is typical of the knitting together of our people in every state and every county and every town, in a unity so necessary to our salvation in these days of great emergencies, which threaten the dim crannies of the world.

6/16

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