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Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13700
Folder ID Number: 13700-009

Folder Title:
Lincoln Day Speech 1/15/90 [OA 8309]

Stack:	Row:	Section:	Shelf:	Position:
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Withdrawal/Redaction Sheet
(George Bush Library)

Doc. No. / Type	Subject/Title	Date	Restriction	Classification
01. Form	Claim for Reimbursement [SS Number Redacted.] (2 pp.)	1/10/90	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup Files
Subseries: Chron File, 1989-1993
WHORM Cat.:
File Location: Lincoln Day Speech, 1/15/90

Pinksheet Number: RWS001
OA/ID Number: 13700-009
Date Closed: 9/1/2023
FOIA/Sys Case #:
Re-review Case #:
P-2/P-5 Review Case #:

January 25, 1989

SUBJECT: Lincoln Day Speech Outline

I. MORAL CONVICTION

A. Lincoln:

In 1861, at the beginning of the war, the question was raised to Lincoln whether or not construction of the capitol dome should cease. Many felt that the two million pounds of iron as well as the construction costs of finishing the dome were unpractical for the time. Some argued that the iron should instead be used for armaments. Lincoln, however, disagreed.

"If the people see the Capitol going on, it is a sign that we intend the Union shall go on."
- A. Lincoln

B. Bush Anecdote:

A long-time Bush aid recently pleaded with the President not to go to Columbia for the upcoming drug summit. Bush immediately stopped her and told her that he had made a commitment to the Columbian government and to the American people to fight the drug war.

C. Bush Policy:

National Drug Control Strategy and Comprehensive Crime Act.

II COMPASSION

A. Lincoln:

1. One of the most dramatic stories of Lincoln's compassion is that of Private William Scott of the Vermont Volunteers. According to the story, Lincoln suddenly remembered the plea of a delegation of Vermonters who had called upon him earlier during a busy day. Time was running out; the soldier was scheduled to face a firing

squad. Taking a carriage, the President hurried to the army camp outside Washington, found the tent where Scott was being held, and managed to rescue him after getting a promise of soldierly behavior in the future. Private Scott kept his promise. The next spring he was fatally wounded while leading a charge with rare valor, and as he died he said to tell the President he had not forgotten.

2. Another story tells how he once visited a soldiers hospital filled with both Union and Confederate troops. Upon completing his tour of the Union wards, he came to three wards occupied by sick and wounded Southern prisoners. Said the head doctor "Mr. President, you won't want to go in there; they are only rebels."
Lincoln laid his large hand on the doctor's shoulder and quietly answered, "You mean Confederates!" And with that he proceeded into the wards. To Lincoln, above all, they were still Americans.

B. Bush Anecdote:

1. While in San Antonio, the President was scheduled to visit U.S. troops wounded in Panama, Bush's staff selected three wounded soldiers for the President to meet. The President, however, refused to talk with only three, and insisted that he speak with all 44.

2. In a recent meeting in the Roosevelt Room on drug abuse, the President was sitting with the parents of a young Texas college student mutilated by a Mexican drug cult. The President was constantly comforting them and consoling them. He truly shared their pain.

C. Bush Policy:

"Group for Economic Assistance to Poland and Hungary."

1. Poland

   a. Nearly $1 billion in U.S. assistance has already been authorized by Congress.
   b. Has declared Poland a "beneficiary country."

2. Hungary

a. Now receiving "Most-Favored-Nation" tariff treatment.
b. Has declared Hungary a "beneficiary country."

III. FORESIGHT AND LEADERSHIP

Both Lincoln and Bush had/have the foresight to initiate long-term policies.

A. Lincoln:

1. Despite the fact that war measures were the chief preoccupation of law makers at the time, concerns for future planning were nonetheless important to Lincoln. No history of Lincoln day is complete without noting lasting accomplishments that pertained to non-war pursuits and long-term developments.

2. In 1962, Lincoln created the Department of Agriculture.

a. to collect agricultural statistics
b. introduce new agricultural products
c. distribute seeds, plants and cuttings

B. Bush Anecdote:

Bush felt strongly enough about the Clean Air legislation that he personally assumed the leading role and sat down with both environmentalist and industrial leaders to explain what the act entailed. He knew that both groups, especially the industrial leaders, would be somewhat hostile, yet chose to deal with them personally instead of passing the job on to a lesser staff member.

C. Bush Policy:

1. Clean Air Act of 1989

a. To reduce emissions which cause acid rain, urban smog and toxic air pollution.
b. Increase emphasis on alternate fuels.

2. Clean Water and Coastlines Act

   a. Includes a medical waste tracking program.
   b. Prevents ocean and beach pollution.

3. Other key environmental acts under Bush Administration:

   a. Wetlands, National Parks, and Reforestation Act
   b. Driftnet Fishing Agreements
   c. Stratospheric Ozone Depletion Measures

IV. COMMITTED TO EDUCATION

A. Lincoln:

Made the education of the American people one of the top priorities of his administration.

1. Lincoln signed one of the landmarks in American education: the Morrill land-grant-college act.

   a. this statute set up a plan for the establishment of colleges to promote agriculture and the mechanic arts with the aid of public lands donated by the Federal Government.

   b. a national project designed to be projected far into the future.

2. Lincoln Quote on Education given at political announcement in Sangamon County, Illinois, March 9, 1832.

   "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions ...."

B. Bush Anecdote:

President Bush's commitment to education began long ago. Upon graduating summa cum laude from Yale, he planned on becoming a high school teacher in Texas. He was told, however, that he could only teach with a degree specifically in education. Since then, the President has been an advocate of "alternate certification," a policy that would allow specialists to teach in their field without a degree in education.

C. Bush Policy:

1. The President's Education Summit with the Governors.

2. The Educational Excellence Act of 1989.

   a. Presidential Merit Schools program
   b. President's Award for Excellence in Education
   c. National Science Scholars program
   d. Magnet Schools of Excellence program
   e. Alternative Certification of Teachers and Principals program
   f. Drug-free Schools Urban Emergency Grants

Bush → Troops in Panama

Lincoln → soldiers at D.C. Camp
- C.S. Currency
- Pardon
- Union delivering to troops

Thoughtful, listening to others, using humor? Resilient

Commitment — Bush - Columbia, Drug war

Lincoln - 6 Months In the W.H.

Military pardons - pg. 33 - two examples
Hospital Discharge - pg. 38

"He was frequently at a loss for a word, and hence was compelled to resort to stories, maxims, and jokes to embody his idea, that it might be comprehended."

Committee:

"The war does not live who is more devoted to peace than I am. None would do more to preserve it. But it may be necessary to put the foot down firmly."

—Lincoln addressing the Gen. Assembly of N.J., 1861

19th

600 per day

Univ. of Florida
Bureau of Business & Economics

904-392-0171
-3261

Fax #
456-6218

Y
347 Y Y Yes - with islands and intercoastal water.
39

Gov. Martinez
Campaign

I. Education

A. Lincoln's commitment to
Quote

Anecdote B. Bush – "Education Pres."

Link to Bush policy – accomplishment C. Tie the two together

II. Environmental Concern and Future

A. Lincoln's long range goals
(green book)

pg. 5, 6 B. Clean Air Bill – meet w/ both parties
Clean Water! Coastlines, Hazardous Waste

456 – 6218 646 2875 C. How both had the foresight to be able to look towards the future and see the long-term ramifications of env. policy.

III. Conviction

A. Lincoln – Quotes about his peacefulness
– Treaton Proclamation
– Rotunda story

B. Bush – Conviction in U.S. Drug WAR
– Story of Aid
– Panama

(IV. Listening)?

A. Lincoln ?

B. Bush – Clean Air?

V. Compassion

A. Lincoln — ¶ of life as a young boy. (LINK?)

— Visiting hospital ward

— Vt. Volunteer Story

B. Bush — Parma troop ward

— Story of parents of mutilated boy (drug cult)

VI. Investing In Our Future?

A. Lincoln Admin?

B. Bush — Education pg. 14

Other Possibilities:

Courageousness

Foresight

Leadership

Thoughtfulness

Honorous

Concern

Resilient — Both lost Senate races

Care about Staff — Sang hello, shakes hands, etc. → "open house" all hours Call

Bush — Nato Summit
— Poland & Hungary "Support for East European Democracy Act."
— Economic Summit in July
— Drug Control Strategy
— Panama
— Earthquake

Bush → encourages staff - makes you feel a part of the team.

pg. 143 — Lincoln the Pres.
J. G. Randall.

144 - Land Grant College Act

145 - Homestead Act
Industry & Mfg. Encouraged

Bush - "Day of the Dictator is over" pg. 1 ¶ 1
"Seizing Int. Opportunities for Peace" pg 3 ¶ 1

L's Day - anyone could teach

Bush - "Alternn certification"
no ed. degree needed.

Houston
or
Odessa

Lincoln – Education Quote

Sara DeCamp — P. Lisson

Did you get to sit in on
any of Ed. Meetings

M. Davis

January 16, 1990

Subject: Presidential Anecdotes (Lincoln)

1. COMMITMENT

Bush - Longtime aid opposing Columbia visit.

Lincoln -

conviction In Trenton, addressing the General Assembly of New Jersey, he said: "The man does not live who is more devoted to peace than I am. None who would do more to preserve it. But it may be necessary to put the foot down firmly." (At this, the legislators broke into loud applause.)

The Lincoln Nobody Knows
Pg. 108

In Philadelphia, at a Washington's Birthday flag-raising in Indepedence Hall, he declared there was "no need of bloodshed and war." And there would be no bloodshed," he promised, "unless it should be forced upon the government. The Government will not use force unless force is used against it."

L.N.K.
Pg. 108

Lincoln was devoted to the Union and determined to preserve it. He also was devoted to his party and unwilling to stand by and see it go to smash. ..... He felt it his duty to hold, occupy, and possess the Federal property in the South, and he never seriously considered relinquishing any of it ....

L.N.K.
Pg. 130

2. COMPASSIONATE

Bush - Visit to all wounded U.S. troops in San Antonio.

Emotions shared with parents of boy mutilated by drug cult.

Lincoln -

Dr. Jerome Walker, of Brooklyn, told of how he once showed President Lincoln through the soldier's hospital at City Point.

"Finally, after visiting the wards occupied by our invalid and convalescing soldiers," said Dr, Walker, "we came to three wards occupied by sick and wounded Southern prisoners. With a

rotunda

feeling of patriotic duty, I said: 'Mr. President, you won't want to go in there; they are only rebels.'"

"I will never forget how he stopped and gently laid his large hand upon my shoulder and quietly answered, 'You mean Confederates!' There was nothing left for me to do after the President's remark but to go with him through these three wards; and I could not see but that he was just as kind, his hand-shakings just as hearty, his interest just as real for the welfare of the men, as when he was among our own soldiers."

Famous Statements, Speeches & Stories of Abe Lincoln
Pg. 39

One winter night an Indiana congressman, Schuyler Colfax, went to the White House to plead for the son of one of his constituents. The boy, convicted of desertion, had been sentenced to die before a firing squad at Davenport Barracks, Iowa. Colfax told the story to Lincoln, who listened patiently, then replied "Some of my generals complain that I impair discipline by my frequent pardons and reprieves; but it rests me, after a day's hard work, that I can find some excuse for saving some poor fellows life, and I shall go to bed happy tonight as I think how joyous the signing of this name will make himself, his family and friends."

With a smile enlivening his care-furrowed face, the President signed his name and saved a life.

L.N.K.
Pg. 164

Thaddeus Stevens, a Pennsylvania congressman, one visited the White House with an old woman from his Lancaster district. She wished a pardon for her son, condemned to die for sleeping on his post. For Stevens, the mission was somewhat embarrassing, since he often denounced the President for being too free with pardons. But Stevens knew that hundreds of his constituents were waiting to see how the old woman's Washington pilgrimage turned out. "Now, Thad, what would you do in this case if you happened to be President?" Lincoln asked him. Stevens answered that, knowing the extenuating circumstances as he did, he would certainly grant the request. "Well, then," Lincoln said, "here, madam, is your son's pardon."

L.N.K.
Pg. 165

One day, a congressman, going to the White House for some business with the President, passed through an anteroom crowded with supplicants. An old man, crouching in a corner by himself, wept as if his heart would break. The congressman stopped to ask the trouble. The old man explained that his son, a private in the army of General Benjamin F. Butler, had been convicted of some crime and had been sentenced to be shot. The

congressman, his sympathy enlisted, took the sobbing father into the President's office.

"I am sorry to say I can do nothing for you," Lincoln said, his face clouding with sorrow. "Listen to this telegram received from General Butler yesterday: 'President Lincoln, I pray you not to interfere with the courts-martial of the army. You will destroy all discipline among our soldiers.'"

The old man, his hopes aroused and then suddenly dashed, wailed and writhed in grief. Lincoln watched a while, and then exclaimed: "By jingo, Butler or no Butler, here goes!" He wrote a few words and handed them to the man, who was cheered - and then again saddened when he read the note: "Job Smith is not to be shot until further orders from me. - Abraham Lincoln"

"Why," protested the man, "I thought it was to be a pardon; but you say, 'not to be shot till further orders,' and you may order him to be shot next week."

Lincoln smiled and said, "Well, my old friend, I see you are not very well acquainted with me. If your son never looks on death till further orders come from me to shoot him, he will live to be a great deal older than Methuselah."

L.N.K.
Pg. 166

One of the most dramatic stories of Lincoln's compassion is that of Private William Scott of the Vermont Volunteers. According to legend, Lincoln suddenly remembered the plea of a delegation of Vermonters who had called upon him earlier during a busy day. Time was running out; the soldier was scheduled soon to face a firing squad. Taking a carriage, the President hurried to the army camp outside Washington, found the tent where Scott was being held, and managed to rescue him after getting a promise of soldierly behavior in the future. Private Scott kept his promise. The next spring he was fatally wounded while leading a charge with rare valor, and as he died he said to tell the President he had not forgotten.

L.N.K.
Pg. 167

"No man on earth hated blood as Lincoln did, and he seized eagerly upon any excuse to pardon a man when the charge could possibly justify it."

- David R. Locke

L.N.K.
Pg. 168

"Mr. Lincoln was tender-hearted when in the presence of suffering or when it was enthusiastically or poetically described to him; he had great charity for the weaknesses of his fellow man; his nature was merciful and it sprang into manifestations quickly on the presentation of a proper subject under proper conditions.....

L.N.K.

Pg. 181

"Lincoln is a man of heart - aye, as gentle as a woman's and as tender - but he has a will as strong as iron."
- William H. Herndon

L.N.K.
Pg. 182

The last time Thaddeus Stevens talked to Abraham Lincoln seems to have been late in March 1865. The President was only fifty-six, seventeen years younger than Stevens, but his face was as haggard and as deeply lined. Both men had suffered in the war, but Stevens had been stiffened through the years by his capacity to hate. Lincoln was bowed by the weight of a double burden, for he had, as he once himself admitted, suffered WITH the South.

Lincoln: A Contemporary Portrait
Pg. 33

3. LISTENING

Bush - Meeting with and discussing the Clean Air Bill with both environmentalists and industrial leaders.

Lincoln -

(Concerning the military and warfare) An amateur among professionals, a novice among the initiated, Lincoln again and again confessed his ignorance and showed his willingness to learn. He talked with officers to draw out their views. He studies tactics and strategy, gathering a small library of books and pouring and puzzling over them night after night. Through the four years of the war he followed events with an absorption no mere spectator could approach.

L.N.K.
Pg. 134

4. FACES TOUGH PROBLEMS AND MEETS CHALLENGES HEAD ON

Bush -

Lincoln -

5. EDUCATION

"Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other

countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance."
- Abraham Lincoln

III. FORESIGHT AND LEADERSHIP

Both Lincoln and Bush had the foresight to be able to look to the future and foresee long-term ramifications of their ~~environmental~~ admin policies.

A. Lincoln:

1. In 1962, Lincoln created the Department of Agriculture.

    a. to collect agricultural statistics
    b. introduce new agricultural products
    c. distribute seeds, plants and cuttings

2. Despite the fact that war measures were perforce the chief preoccupation of law makers at the time, environmental concerns for future planning were nonetheless a major governmental priority.

B. Bush Anecdote:

Bush felt strongly enough about the Clean Air legislation that he personally took the time to sit down with both environmentalist and industrial leaders to explain what the act entailed. He knew that both groups, especially the industrial leaders, would be somewhat hostile, yet chose to deal with them personally instead of passing the job on to a lesser staff member.

C. Bush Policy:

1. Clean Air Act of 1989

    a. To reduce emissions which cause acid rain, urban smog and toxic air pollution.
    b. Increase emphasis on alternate fuels.

2. Clean Water and Coastlines Act

    a. Includes a medical waste tracking program.
    b. Prevents ocean and beach pollution.

3. Other key environmental acts under Bush Administration:

    a. Wetlands, National Parks, and Reforestation Act

2. In a recent meeting in the Roosevelt Room on drug abuse, the President was sitting with the parents of young college student mutilated by a drug cult. The President was constantly comforting them and consoling them. He truly shared in their pain.

OTHER POSSIBILITIES:

Courageousness
Foresight
Leadership
~~Thoughtfulness~~
Humorous
Concern
Resilience
Listening

Env.
Educ

~~Gotcha part indictment~~

Freed slaves freed a people in Panama

Don't shy away from tough issues
slavery & Sdh bailout

Shiree Parents of boy mutilated in drug
cult
Pain written all over man's face
POTUS was always looking over
him. Constantly petting him. He felt
the pain.

Scott Clean Air - met w/ industry leaders
Wanted to tell them himself that
there would be negative impact.
~~He~~ The Pres.
He wanted ~~to be~~ them to hear it
from him~~self~~ & he wanted to
give them a chance to voice their
opinions
there was a little hostility but the
Pres. w/ the facts & about the
broader picture of making the
world a better place

Hist.
975.3
B873 Washington in Lincoln's Time — Noah Brooks

1895
Recollections of Abraham Lincoln — Ward Hill Lamon

Biog 92
L736os With Malice Toward None — Stephan Oates

Wash Ref.
92
L736cr2 Six Months in the White House — Francis Carpenter

The Collected Works of Abe Lincoln — Roy Basler

→ The Diary of Orville Hickman Browning

Biog
92
L736h4 A.L. — The True Story of a Great Life — Herndon & Weik

Biog.
92
L736cv The Lincoln Nobody Knows — Current

Hist.
973.7
M683 Lincoln As They Saw Him — Mitgang

Biog.
92
L736ni3 Personal Traits of A.L. — Nicolay

A.L. — His Life, Work and Character — Wagenknecht

Hist.
973.7
L736 Conversations w/ Lincoln — Segal

Y.A.
92
L736K

A.L. – A New Portrait – Krenz

Notes – "A.L. Man behind the scenes"

Lincoln was anything but a common man – he was one of the most ambitious human beings his friends had ever seen, with an aspiration for high station in life that burned in him like a furnace.

pg. 51

Lincoln was as honest in real life as in the legend. Even his enemies conceded that he was incorruptable. – pg. 52

Polls in 1948, 62, 82, historians and political scholars ranked Lincoln as the best chief executive in U.S. History. – a man who learned from his mistakes and made a difference. – He had a moral vision of where his country must go to preserve and enlarge the rights of all her people.

– pg. 57

G-

308.1
L736LV

The Living Lincoln – Angle

→ - How he personally handled situations.

The Rep. Campaign of 1860 had 3 basic components.

1.) Reps raised a wide variety of issues before the people.

2.) They gave considerable attention to Lincoln's personality

- For from deferring weakly to Congress except in matters of military necessity (Davis' argument,) Lincoln sought to influence Capitol Hill, to pressure, cajole, consult, and work with his Rep. colleagues there, on virtually all issues involving the war and its central idea → the salvation of popular government and the right of all Americans to rise.

Thomas:

- J.L. Thomas

George B.

Forgie

A. Lincoln and environmental policy:

1. In 1962, Lincoln created the Department of Agriculture.

   a. to collect agricultural statistics
   b. introduce new agricultural products
   c. distribute seeds, plants and cuttings

2. Despite the fact that war measures were perforce the chief preoccupation of law makers at the time, environmental concerns were nonetheless a major governmental priority.

C. Bush and environmental concerns

1. Clean Air Act of 1989

   a. Goal is to reduce emissions which cause acid rain, urban smog and toxic air pollution.
   b. An increased emphasis on alternate fuels.

2. Clean Water and Coastlines Act

   a. Includes a medical waste tracking program.
   b. Prevents ocean and beach pollution.

3. Other key environmental acts under Bush Administration:

   a. Wetlands, National Parks, and Reforestation Act
   b. Driftnet Fishing Agreements
   c. Stratospheric Ozone Depletion Measures

B. Bush Anecdote:

Bush felt strongly enough about the Clean Air legislation that he personally took the time to sit down with both environmentalist and industrial leaders to explain what the act entailed. He knew that both groups, especially the industrial leaders, would be somewhat hostile, yet chose to deal with them personally instead of passing the job to lesser staff member.

leadership

D. Both Lincoln and Bush had the foresight to be able to look to the future and foresee long-term ramifications of their ~~environmental~~ administrative policies.

I ~~III~~. Moral Conviction

1.

A. Abraham Lincoln

1. In an 1861 pre-war address in Trenton to the New Jersey General Assembly, Lincoln was quoted as saying:

"A man does not live who is more devoted to peace than I am. None who would do more to preserve it. But it may be necessary to put the foot down firmly."

2. In 1861, at the beginning of the war, the question was raised to Lincoln as to whether or not construction of the capitol dome should cease. Many felt that the two million pounds of iron as well as the construction costs of finishing the dome were unpractical for the time. Some argued that the iron should instead be used for armaments. Lincoln, however, disagreed.

"If the people see the Capitol going on, it is a sign that we intend the Union shall go on."
_ A. Lincoln

B. George Bush

1. Has made a commitment to the fight the drug war head on.

2. Was committed enough to send troops in to Panama to overthrow the Noriega regime.

C. Bush Anecdote

A long-time Bush aid recently pleaded with the President not to go to Columbia for the upcoming drug summit. Bush immediately stopped her and told her that he had made a commitment to the Columbian government and to the American people to fight the drug war and had to go to show he was serious about it.

C. Bush on Drugs — Stone: Policy

IV. A President of Compassion

A. Lincoln was known for his compassion through last-minute pardons and reprieves.

1. One of the most dramatic stories of Lincoln's compassion is that of Private William Scott of the Vermont Volunteers. According to the story, Lincoln suddenly remembered the plea of a delegation of Vermonters who had called upon him earlier during a busy day. Time was running out;

Theme – Qualities of B & L.

January 17, 1989

Subject: Lincoln Day Speech Outline

IV 4. ~~I.~~ A President Committed to Education

A. Abraham Lincoln made the education of the American people one of the top priorities of his administration.

1. Lincoln signed one of the landmarks in American education: the Morrill land-grant-college act.

a. this statute set up a plan for the establishment of colleges to promote agriculture and the mechanic arts with the aid of public lands donated by the Federal Government.

b. a national project designed to be projected far into the future.

3. B Lincoln Quote on Education given at political announcement in Sangamon County, Illinois, March 9, 1832.

"Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions ...."

8. C. Bush's accomplishments as the education president:

Bush Anecdote

1. The President's Education Summit with the Governors.

2. The Educational Excellence Act of 1989.

a. Presidential Merit Schools program
b. President's Award for Excellence in Education
c. National Science Scholars program
d. Magnet Schools of Excellence program
e. Alternative Certification of Teachers and Principals program
f. Drug-free Schools Urban Emergency Grants

III 3. ~~II. An Environmentally Conscious President~~

COURAGEOUS

Foresight ; Leadership

the soldier was scheduled soon to face a firing squad. Taking a carriage, the President hurried to the army camp outside Washington, found the tent where Scott was being held, and managed to rescue him after getting a promise of soldierly behavior in the future. Private Scott kept his promise. The next spring he was fatally wounded while leading a charge with rare valor, and as he died he said to tell the President he had not forgotten.

2. Another story tells how he once visited a soldiers hospital filled with both Union and Confederate troops. Upon completing his tour of the Union wards, he came to three wards occupied by sick and wounded Southern prisoners. Said the head doctor "Mr. President, you won't want to go in there; they are only rebels."
Lincoln laid his large hand on the doctor's shoulder and quietly answered, "You mean Confederates!" And with that he proceeded into the wards. To Lincoln, above all, they were still Americans.

B. President Bush and recent administrative action for a "kinder, gentler America."

1. HOPE initiative for affordable housing.
   a. Help for first-time home buyers.
   b. Low-income housing.
   c. Job creation.
   d. FHA reforms.
   e. Homeless aid and shelters.

2. Head Start Program

3. Child care improvements.

4. Expansion of Medicaid.

5. Promotion of adoption.

6. Welfare reform.

7. Points of Light Initiative Foundation

C. Bush Anecdotes

1. While in San Antonio to visit U.S. troops wounded in Panama, Bush's staff selected three wounded soldiers for the President to meet. The President, however, refused to talk with only three, and insisted that he speak with all 44.

Joe Bartlett
McLean, VA

Shariee Sanchez

Drug Strategy Meeting

- Mark Kilroy - Texas College Student on Spring Break

"took on personal effort for change."

- visibly very moved -
- extremely touching - quiet strength
= very reassuring.

Shariee Sanchez
456 x 2587

Charles Backoriease
2667

Interested in a few ~~examples~~ personal anecdotes ~~that~~ ~~show~~ exemplify Bush's qualities, esp. ~~those that~~ the qualities that show a similarity between Bush & Lincoln

I. Education

II. Environ. Carriers

III. Moral Conviction

IV. ~~Mon~~ Compassion

January 18, 1989

SUBJECT: Lincoln Day Speech Outline

I. MORAL CONVICTION

A. Lincoln:

In 1861, at the beginning of the war, the question was raised to Lincoln as to whether or not construction of the capitol dome should cease. Many felt that the two million pounds of iron as well as the construction costs of finishing the dome were unpractical for the time. Some argued that the iron should instead be used for armaments. Lincoln, however, disagreed.

"If the people see the Capitol going on, it is a sign that we intend the Union shall go on."
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B. Bush Anecdote:

A long-time Bush aid recently pleaded with the President not to go to Columbia for the upcoming drug summit. Bush immediately stopped her and told her that he had made a commitment to the Columbian government and to the American people to fight the drug war and had to go to show he was serious about it.

C. Bush Policy:

Bush's commitment to wholeheartedly and relentlessly wage his campaign against drugs.

II COMPASSION

A. Lincoln:

1. One of the most dramatic stories of Lincoln's compassion is that of Private William Scott of the Vermont Volunteers. According to the story, Lincoln suddenly remembered the plea of a delegation of Vermonters who had called upon him earlier during a busy day. Time was running out; the soldier was scheduled soon to face a firing

squad. Taking a carriage, the President hurried to the army camp outside Washington, found the tent where Scott was being held, and managed to rescue him after getting a promise of soldierly behavior in the future. Private Scott kept his promise. The next spring he was fatally wounded while leading a charge with rare valor, and as he died he said to tell the President he had not forgotten.

2. Another story tells how he once visited a soldiers hospital filled with both Union and Confederate troops. Upon completing his tour of the Union wards, he came to three wards occupied by sick and wounded Southern prisoners. Said the head doctor "Mr. President, you won't want to go in there; they are only rebels."
Lincoln laid his large hand on the doctor's shoulder and quietly answered, "You mean Confederates!" And with that he proceeded into the wards. To Lincoln, above all, they were still Americans.

B. Bush Anecdote:

1. While in San Antonio to visit U.S. troops wounded in Panama, Bush's staff selected three wounded soldiers for the President to meet. The President, however, refused to talk with only three, and insisted that he speak with all 44.

2. In a recent meeting in the Roosevelt Room on drug abuse, the President was sitting with the parents of young college student mutilated by a drug cult. The President was constantly comforting them and consoling them. He truly shared in their pain.

C. Bush Policy:

1. HOPE initiative for affordable housing.
   a. Help for first-time home buyers.
   b. Low-income housing.
   c. Job creation.
   d. FHA reforms.
   e. Homeless aid and shelters.

b. Driftnet Fishing Agreements
c. Stratospheric Ozone Depletion Measures

IV. COMMITTED TO EDUCATION

A. Lincoln:

Made the education of the American people one of the top priorities of his administration.

1. Lincoln signed one of the landmarks in American education: the Morrill land-grant-college act.

   a. this statute set up a plan for the establishment of colleges to promote agriculture and the mechanic arts with the aid of public lands donated by the Federal Government.

   b. a national project designed to be projected far into the future.

2. Lincoln Quote on Education given at political announcement in Sangamon County, Illinois, March 9, 1832.

   "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions ...."

B. Bush Anecdote:

President Bush's seriousness about education began long ago. Upon graduating summa cum laude from Yale, he planned on becoming a high school teacher in Texas. He was told, however, that he could only teach with a degree specifically in education. Since then, the President has been an advocate of "alternate certification," a policy that would allow specialists to teach in their field without a degree in education.

C. Bush Policy:

1. The President's Education Summit with the Governors.

2. The Educational Excellence Act of 1989.

   a. Presidential Merit Schools program
   b. President's Award for Excellence in Education
   c. National Science Scholars program
   d. Magnet Schools of Excellence program
   e. Alternative Certification of Teachers and Principals program
   f. Drug-free Schools Urban Emergency Grants

variance with the original intent of the law. Sympathy toward men of other countries was stimulated. Valuable progress was made in surgery, medicine and nursing. New devices were used in public finance and in the much needed national regulation of banking. The National Academy of Sciences was set up by Congress (March 3, 1863), such distinguished scientists as Joseph Henry and Asa Gray being original members. The Capitol at Washington was completed under Lincoln. In the relation of the President to the governors, in state and Federal coöperation, and in the general emphasis upon the human importance of government, the period 1861 to 1865 still stands out as an era of great significance. It amounted, in fact, to a new orientation. Never again would the relation of the people to the government be so detached, so restricted and undeveloped, as in the age that ended with Buchanan.

Part of this congressional activity was trial and error; in certain aspects the result was frustration; permanent effectiveness did not always attach to the legislation of the time. Some of the "resolutions" of Congress fell flat. Confiscation accomplished almost nothing at all —certainly nothing that was constructive. Generals were pilloried by the committee on the conduct of the war. Attacks upon the cabinet led to no beneficial result. Republican "reconstruction" was abandoned by its own sponsors in 1877. The optimism that greeted the homestead act—the assumption that free land in the West would relieve the congestion and distress of a labor surplus in the East—proved illusory. The fine purposes of the homestead law met with disappointment in later decades because of fraud and shameful exploitation by profit seeking interests.[8] Despite these factors, which belong to sordid postwar years, it is nevertheless true that in those moments when Congress was at its best, measures were launched which, though attracting minor attention in contemporary history and memoirs, were planned on lines of a progressive design and were indicative of a hopeful and forward looking outlook even in the nation's darkest hours.

It is in this sense that one should read Lincoln's messages to Congress. They reveal a sense of time, an unwavering concept of a nation with a future. Matters just treated—agriculture, the homestead system, aid to education, railroads to the Pacific, immigration, scientific improvement, and so on—were called to the attention of Congress by Lincoln.

[8] Paul W. Gates, "The Homestead Law in an Incongruous Land System," *Amer. Hist. Rev.*, XLI, 652–681 (1936). For the later situation which "made a mockery of the presumed intention of the Homestead Act," see Fred A. Shannon, *America's Economic Growth* (3rd ed., 1951), 376 ff.

Naturally a great deal of space in his messages to Congress was devoted to the Union cause, to the distress and challenge of war making, to undoing (partially) of the effects of the war, to slavery and emancipation, and to the high ideal of "freedom disenthralled."[9] These were affairs of immediate urgency. Yet it is remarkable to observe how often and how confidently he spoke of matters that were natural and peaceful. At times he became so inspired with visions of the country's growth that his predictions turned out to be overstatements. There were men then living, he thought, who would live to see the United States contain a population of 250 millions.[10] He did not, however, think merely of numbers. He drew attention to America's health and harvests, its abundant resources, and, as the war progressed, to "the improved condition of our national affairs."[11] In the western territories he saw regions untouched by war, areas of hope, with prospects for new States in the Union.[12] In a significant passage he described and extolled the Middle West, which he called "the great body of the republic." He recognized in "this great interior region" natural advantages which made it "one of the most important in the world." He could not bear the idea that so vast and centrally located an area should be "cut off," as it would be if there should be a separation of "our common country into two nations."[13]

In terms of lasting adjustment he wrote eloquently of labor and capital, with marked emotional emphasis on the dignity of labor.[14] Public works, public lands, postal and telegraphic arrangements, internal improvements, Indian affairs, participation in "the exhibition of the industry of all nations to be holden at London in the year 1862" —all such topics were treated by Lincoln on more than a perfunctory

[9] Last sentence, message of Dec. 8, 1863, photostat, A. Lincoln Assoc.
[10] Last paragraph, message of Dec. 3, 1861.
[11] First paragraph, message of Dec. 8, 1863, photostat.
[12] Message of Dec. 1, 1862, photostat.
[13] Message, Dec. 1, 1862 (Nicolay and Hay, *Works*, VIII, 113–115).
[14] On various occasions Lincoln dealt at some length with labor's indispensable contribution and its relation to capital. Examples are his agricultural address at Milwaukee, Sep. 30, 1859, and his annual message of Dec. 3, 1861.

U

Committed

Long time staffer asked him not to go to Colombia. Pres. said I must b/c I made a commitment to the other countries and doug too

Open to other's opinions

W/ Asian-American leaders

cares about staff
always says hello, shakes your hand

Talent w/ establishing relationships
Encourages, makes you feel a part of the team

- Visited troops in San Antonio
Staff Selected a few wounded soldiers.
He said no ~~All wounded~~ I want to visit all of them.

THE WHITE HOUSE

WASHINGTON January 17, 1989

Subject: Lincoln Day Speech Outline

I. A President Committed to Education

A. Abraham Lincoln made the education of the American people one of the top priorities of his administration.

1. Lincoln signed one of the landamarks in American education: the Morrill land-grant-college act.

a. this statute set up a plan for the establishment of colleges to promote agriculture and the mechanic arts with the aid of public lands donated by the Federal Government.

b. a national project designed to be projected far into the future.

Political Announcement
Sangamon County, Ill.
Mar. 9
1832

B Lincoln Quote on Education:

"Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance."

C. Bush's accomplishments as the education president:

1. The President's Education Summit with the Governors.

2. The Educational Excellence Act of 1989.
   a. Presidential Merit Schools program
   b. President's Award for Excellence in Education
   c. National Science Scholars program
   d. Magnet Schools of Excellence program
   e. AlternativeCertification of Teachers and Principals program
   f. Drug-free Schools Urban Emergency Grants

II. An Environmentally Concious President

A. Lincoln and environmental policy:

THE WHITE HOUSE
WASHINGTON

1. In 1962, Lincoln created the Department of Agriculture.
   a. to collect agricultural statistics
   b. introduce new agricultural products
   c. distribute seeds, plants and cuttings

2. Despite the fact that war measures were perforce the chief preoccupation of law makers, environmental concerns were nonetheless a major governmental priority.

B. Bush and environmental concerns

1. Clean Air Act of 1989
   a. Goal is to reduce emmisions which cause acid rain, urban smog and toxic air pollution.
   b. An increased emphasis on alternate fuels.

2. Clean Water and Coastlines Act
   a. Includes a medical waste tracking program.
   b. Prevents ocean and beach pollution.

3. Other key environmental acts under Bush Administration:
   a. Wetlands, National Parks, and Reforestation Act
   b. Driftnet Fishing Agreements
   c. Stratospheric Ozone Depletion Measures

C. Bush Anecdote:

Bush felt strongly enough about the Clean Air legislation that he personally took the time time to sit down with both environmentalist and industrial leaders to explain what the act entailed. He knew that both groups, especially the industrial leaders, would be somewhat hostile, yet chose to deal with them personally instead of passing the job to lesser staff member.

III.

level. Above the ruin and abnormality of war the President was looking forward to the time when the nation's concern would be with healing, making whole, restoration, and healthy growth. It was in this sense that he viewed the function of government, of the Union itself. Referring in December 1861 to the growth of the nation's population since 1790, he declared that the "increase of those other things which men deem desirable has been even greater." He considered this an argument for democracy, showing "at one view, what the popular principle applied to government, through the machinery of the States and the Union, has produced in a given time; and also what, if firmly maintained, it promises for the future." "The struggle of today," he concluded, "is not altogether for today . . . ."[15]

[15] Concluding paragraph, message of Dec. 3, 1861, photostat, A. Lincoln Assoc.

CHAPTER VII

DEMOCRACY AND THE WAR POWE

WARTIME procedures under Lincoln offer many in politics and philosophy. When the governmen democratic nation chooses harsh methods as an al tive to extinction there will be sincere protest and criticism there will be slurs upon democracy itself. This criticism will cc the nation survives, but suppose it does not survive. Suppose i down by reason of division, dissension, or treason within the In that case there will be worse criticism stressing the weaknes inadequacy alleged to be characteristic of a democratic nation emergency.

In facing this situation Lincoln was in a position where he v be condemned either way. If he did not preserve all the nicet the Constitution he would be assailed not only by those who genu valued civil liberty, but also by enemies and opponents whose m was criticism itself and whose animus was partisanship. Far h would have been the denunciation if the whole experiment c democratic American Union had fallen as it seemed possible t might fall. If such a disaster had come, where would have bee use of the Constitution whose procedures had been adhered to

Such in part was Lincoln's problem, but to state the case i way does not exhaust the subject. Suppression is a matter of d To use a discreet amount of it does not imply the utmost of bru severity, and despotism. Things regarded as severe in Lincoln's would have seemed soft and "decadent" to a Hitler, a Heydrich Himmler. It becomes, therefore, a matter of importance to exa the Lincoln procedures, to perceive them for what they were, to them against the background of those threatening times, and to the qualifications, concessions, compromises, and ameliorations

Since Congress and the President were not traveling the same path, Lincoln simply took over certain powers without regard to Congress. "The President was . . . compelled to decide for himself in the multitude of conflicting counsels what policy the administration should adopt, and even a less . . . conservative man than Lincoln would have been compelled . . . to move with the utmost caution." [11] When, in addition to all this, it is remembered that the President got little comfort and much interference from his cabinet, that his generals were often a trial to him, and that few of the state governors were genuinely enthusiastic for him, one can understand Lincoln's loneliness in his lofty office.

X

The question arises: Were there constructive and hopeful factors at work in Congress? The answer, of course, is in the affirmative. The very fact that Congress existed—that it was not abolished, intimidated, prorogued, or suppressed—was evidence that the nation was not under a dictatorship and that the principle of representative government still endured. The whole government, including the armed forces and the civil establishment, depended upon Congress. Bureaus and departments, courts, military systems—all such things existed by congressional enactment. Vital matters of finance, the raising of the army, specific appropriations for a thousand purposes, rested with the men on Capitol Hill. (Such a thing as executive expenditures from the Federal treasury without congressional appropriation, though it did occur,[1] was highly exceptional.) Since Congress possessed the power of the purse, together with the broad function of determining what branches should or should not exist, it was central in the whole governmental structure. It is true, of course, that Congress could administer virtually nothing. Practical management of the nation's business, execution of the laws, administrative tasks, belonged to the executive branch; but in any comprehensive view it would be a great mistake to underestimate the legislative role.

It is the judgment of J. F. Rhodes that "the senators and representatives labored with zeal, sagacity, and effect." Referring to the

[11] *Ibid.*, 63.

[1] *Lincoln the President*, I, 375.

long session of the Thirty-Seventh Congress (December to July, 1861–1862), he wrote: "The laws of this session show how much an able and honest Congress may accomplish when possessed of an earnestness and singleness of purpose that will prevail against the cumbrous rules which hedge about the action of a democracy's legislative body, unfitting it for the management of a war." [2]

A noteworthy aspect of the war period was the continuing concept of the nation's greatness and permanence which animated both President and Congress. War measures were perforce the chief preoccupation of the law makers. Through all this, however, and beyond it, there was the thought of an enduring nation whose peaceful growth and prosperity was, in the long run, the government's main concern. As a relief from the many episodes that showed the excesses of the war mind, it is well to note those moments of deliberation which envisaged a nation that would survive its internal struggle, promote the vital task of restoration, and go on from there to normal peaceful advance and improvement.

It is true that such deliberation left much to be desired, so that the "Gilded Age" was to be a time of extravagance and coarseness, but no history of Lincoln's day is complete without noticing lasting accomplishments that pertained to non-war pursuits and developments. For the first time in the nation's history a department was created in the United States government for the promotion of agriculture. In his annual message of December 1861 Lincoln called attention to this need. "Agriculture," he said, "confessedly the largest interest of the nation, has not a department, nor a bureau, but a clerkship only, assigned to it in the government." Congress acted to create the department of agriculture on May 15, 1862, and President Lincoln appointed as its head one of the nation's most devoted and competent public servants, Isaac Newton. A personal friend of Lincoln, Newton was serving in the agricultural division of the patent office of the department of the interior. With a department of his own he now went ahead to organize a highly serviceable agency, so that in December 1862 Lincoln reported the establishment of "an extensive system of correspondence and exchanges, both at home and abroad, which promises to effect highly beneficial results in the development of a correct knowledge of recent improvements in agri-

[2] J. F. Rhodes, *History of the United States*, IV, 57–58.

culture . . . ." [3] He went on to comment on specific services of the new department, such as the collection of agricultural statistics, the introduction of new products, and the distribution of seeds, plants, and cuttings.

Lincoln's interest in agriculture is an extensive subject in itself. He had spoken prominently before the Wisconsin Agricultural Society at Milwaukee on September 30, 1859, this being one of his major addresses. As in the case of Jefferson, he associated agricultural activity with democracy, and in this spirit, in 1864, he referred to Newton's department as "peculiarly the people's department, in which they feel more directly concerned than in any other." [4]

There was more in this than agriculture, great as that was. In such matters the Lincoln administration was treating the function of government broadly, as involving more than the restricted sphere of keeping order and suppressing crime. Rather, the instruments of government were to be devoted in a broad sense to serving the people's needs, developing the resources of the country, promoting general prosperity, improving the means of livelihood, stamping out pests, and performing those functions that are beyond the reach of individual or merely local effort.

This purposeful, rather than negative, use of government was illustrated in other fields. Realizing a scheme projected by Jonathan B. Turner, earnest and public spirited professor at Illinois College at Jacksonville, Illinois, Congress enacted and Lincoln signed a far reaching law in 1862. It is one of the landmarks in American education. Known as the Morrill land-grant-college act, this statute set up a plan for the establishment of colleges to promote agriculture and the mechanic arts with the aid of public lands donated by the Federal government. The act took its name from one of its legislative sponsors, Senator Justin S. Morrill of Vermont. While it was passed in the midst of war, this law had more than wartime importance. Its significance as a national project to be projected far into the future was illustrated after the war when its benefits were extended to those states which, in Lincoln's day, were in the Confederacy, as well as

[3] Annual message to Congress, Dec. 1, 1862, MS. in clerk's hand, Nat. Archives; photostat, A. Lincoln Assoc. (Nicolay and Hay, *Works*, VIII, 109).

[4] Annual message to Congress, Dec. 6, 1864, photostat, A. Lincoln Assoc. (Nicolay and Hay, *Works*, X, 302).

to commonwealths still to enter the Union. Liberal donations of public lands and other forms of government aid were also employed by Congress in the launching of ambitious railroad projects designed to reach the Pacific and complete the span of transportation across the continent.

The notable homestead act of 1862 belonged in this category of welfare measures enacted during the Lincoln administration. In the campaign of 1860 a great deal of Republican emphasis was placed upon the theme that every man should "possess the means of gaining a fair living and bringing up his family respectably." For that reason it was urged that *"A homestead should be granted . . . to every poor man who needs it, desires it, and will cultivate it."* Arguments were raised against the undemocratic regime that results "whenever an excessive share of land has been accumulated in the hands of any person or class of persons." [5]

The homestead act, signed by the President on May 20, 1862, was one of the most significant of all the non-war measures enacted during the Lincoln administration. It provided that one hundred sixty acres, a quarter-section, of land was to be given out of the public domain to a bona fide homesteader on payment of a nominal fee after five years of actual residence. The effect of the law on American social and economic development, though it needs to be rejudged by the fuller findings of recent writers,[6] was far reaching. As a measure frankly devoted to welfare, and not to the more restricted functions of government, it is an early landmark.

These developments would have been enough to cause the Lincoln administration to be remembered for its permanent contributions, altogether apart from the war and the nobly great question of emancipation, but the constructive story does not end here.[7] Industry was promoted in numerous ways. Prejudice against "aliens" was avoided. Immigration was encouraged. Foreign laborers were brought in under the contract system, whose later exploitive aspects were at

[5] Hartford *Evening Press* (pro-Lincoln), Oct. 25–26, 1860, reprinted in Howard C. Perkins, ed., *Northern Editorials on Secession*, I, 63.

[6] Paul Gates, "The Homestead Law in an Incongruous Land System"; Fred A. Shannon, "The Homestead Act and the Labor Surplus." For these two papers, see *Amer. Hist. Rev.*, XLI, 637–681 (1936).

[7] J. Duane Squires, "Some Enduring Achievements of the Lincoln Administration, 1861–1865," *Abr. Lincoln Quar.*, V, 191–211 (1948).

furniture from the Blue Room and the Green Room was stacked in the Red Room, to make space. Tyler's white marble table was carried to where the President would stand, dead center in the Blue Room. The stuffed circular sofa was removed.[14]

Just before 11 o'clock, Lincoln released his draft, and it was hurried over the yard to the State Department on the east, where the calligrapher stood ready with parchment and ink. The President descended with Mrs. Lincoln to the Blue Room, and the doors were opened to the diplomats, who were always admitted first.

It was already a special day. The proclamation had captivated the public, and the day it was to go into effect was set aside for celebration. A sense of renewed dedication swept the Union. In Washington the streets rang with excitement. Long lines had formed at the White House by midmorning, laughing and merry. As the diplomats and military officers, looking somber and important, arrived for the mandatory reception, the people waiting in line cheered.

Mrs. Lincoln left the receiving line at noon, when the diplomatic portion of the reception was over. The President remained, and Nicolay joined him. After shaking hands for more than an hour, Lincoln retired to his office to await the document that he was to sign. His hands had been blistered severely as usual in the course of receiving.[15]

In midafternoon, Secretary Seward and his son Frederick brought over the large sheet on which the Emancipation Proclamation had been written. Finding Lincoln alone in the office, they entered and spread the parchment on the Cabinet table, before the coal fire. The President sat down and surveyed the page. He took up a silvery steel pen and dipped it into the ink. Raising the pen, he paused: "I never in my life," he said, "felt more certain that I was doing right, than I do in signing this paper. But I have been receiving calls and shaking hands since nine o'clock this morning, till my arm is stiff and numb.

"Now this signature is one that will be closely examined," he continued. "If they find my hand trembled they will say, 'he had some complications.' But anyway, it is going to be done." When the pen touched the page he did not hesitate, but the signature did show the effects of a little tremor in the aching hand. Once he had lifted the pen again, he smiled, and he and his two companions watched the ink dry.

Seward then signed. The Seal of the Union was brought forward and affixed to the document, which was afterward rolled up and taken back unceremoniously to the State Department for permanent storage in the archive. Before departing, Seward picked up the steel pen the President had used. He would forward it to the State of Massachusetts for

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Courtesy of F. H. Meserve

GURE—1863

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LINCOLN THE PRESIDENT

MIDSTREAM

* * *

BY

J. G. Randall

PROFESSOR OF HISTORY
IN THE UNIVERSITY OF ILLINOIS

ILLUSTRATED

DODD, MEAD & COMPANY
NEW YORK - - 1952

tion's cause, but it allows for democratic differences of opinion as to policies, procedures, and administrations. Furthermore, it is broadly corporate in the sense of belonging to the whole body of the people. Its enforcing is not a self-appointed function of a group, a clique, a secret society, a "front," a Klan, or a partisan league.

If serious cracks or faults should develop in this fundamental adhesion, then indeed, thought Lincoln, the nation would be in danger of destruction; but, as he believed, it would be self-destruction. The mature Lincoln thought thus, but so also did the young Lincoln, who had more maturity than is usually supposed. In his lyceum address in 1838 he said: "At what point . . . is the approach of danger to be expected? I answer, if it ever reach us it must spring up amongst us. It cannot come from abroad. If destruction be our lot, we must ourselves be its author and finisher. As a nation of freemen, we must live through all time, or die by suicide." That was why Lincoln was horrified at the wild passions of his time in America—at the hanging of Negroes, the murder of white citizens, at "dead men . . . dangling from the boughs of trees," at a "mulatto man by the name of McIntosh . . . seized in the street, dragged to the suburbs of the city [St. Louis], chained to a tree, and actually burned to death." When mob law ran riot, Lincoln realized that its effects were pervasive; "the innocent [he said], those who have ever set their faces against violations of law in every shape, alike with the guilty, fall victims to the ravages of mob law; and thus it goes on, step by step, till all the walls erected for the defence of the persons and property of individuals, are trodden down, and disregarded." [2]

When Lincoln thought in war time of testing and demanding loyalty, he did not think in terms of name calling or of witch hunts. Where accusations of disloyalty were raised, he set down his idea of fairness in construing an act of Congress for that purpose: the accused, he wrote, "are not to be punished [under the treason, or confiscation, act of July 17, 1862] without regular trials in duly constituted courts under the forms and all the substantial provisions of law and of the Constitution applicable to their several cases." [3] These

[2] "The Perpetuation of our Political Institutions," speech before Young Men's Lyceum, Springfield, *Sangamo Journal*. Feb. 3, 1838. If one wonders why, in terms of current facts in 1838, Lincoln spoke thus of the wild, undemocratic disorders of his time, a certain light of disillusionment will come by reading *Fettered Freedom* by Russell Nye.

[3] Message, July 17, 1862.

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d Freedom by Russell Nye.

forms of law, to be sure, were not applied in the case of those arbitrarily arrested, but as to his feeling with regard to this abnormal procedure, Lincoln expressed real distaste. He wrote: "thoroughly imbued with a reverence for the guaranteed rights of individuals, I was slow to adopt the strong measures which by degrees I have been forced to regard as being within the exceptions of the Constitution, and as indispensable to the public safety." Part of his distaste was due to his realization that "instances of arresting innocent persons might occur, . . . and then a clamor could be raised . . . which might be . . . of some service to the insurgent cause." [4]

[4] Lincoln to Corning and Others, June 12, 1863, Nicolay and Hay, *Works*, VIII, 302–303.

Clean Air - enviro's meeting w/ Gov gave him a hard time.

Business Roundtable def. Educ. Summit
set to report from priv. industry &
what their strategy to help w/
Educ. problem
Wants to get public – private
partnership

1/12/90 Mayors Lynn Lawson

U.S. Conf. of Mayors
Laura Waxman 293-7330
Tom Cochran (E.D.)

Education Day - Sept. 12,
asked all cities to sponsor one day of education events

Public - Private Partnership

Charleston Mayor - good homeless program

Cleveland - good projects

Joe

Doesn't just sit & humor you
listens & asks thought-ful questions
asks opinions

From Mayor Richard Hatcher (Gary, Indiana)
If S. African girls asks me there
Should I go?

Doesn't matter

Like Lincoln prefers to listen than
lecture
can tell by questions

Good sense of humor tells jokes

Like Lincoln
Resilient - lost Second race
served in House
& child die
bounces back

Healing America where there is racial
hurt
Uses ofc. as bully pulpit
"Emancipation Proclamation

1/11/90

BD - 3:00 p.m.
RP - 6:00 p.m. Call Nancy (Chad in Budapest)
AC - ~~3:45~~ 3:15 p.m.

Outline of Lincoln Day Speech

I. Here's How Lincoln was

(or broken down through speech)

: courageous
with foresight
pleader
thoughtful
~~funny~~
resilient

commitment

II. How is Bush like that
What Evidence do Assistants have? Ex.

Anecdotes regarding

NATO Summit
Poland & Hungary "Support for East European Democracy Act"
Economic Summit in July
Education Summit
Drug Control Strategy (calling in people like Burke
~~Panama~~
Earthquake
Meetings w/ leaders i.e. Benjamin Hooks

80-88-2,362,683

80-89 2,686,735

Apr. 1, 1983

Tampa 28092

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Tampa C.of C.

813 228-7777

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Chris and Anne

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1-305-539-3000

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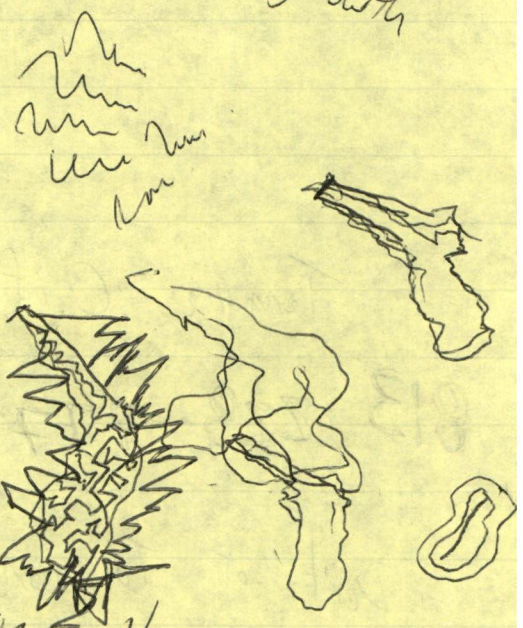
Florida Dept. of Tourism

Barry Pettegoff

1-904-488-4952

Jennifer Davis



Net migration #

80 Census + 88 estimate

80 to 88 2,362,683

8,426 miles

7,721 miles

3,477

220 to Alaska

Title Shore Line

Stephanie:

Here are all the stories, quotes and anecdotes I found that even REMOTELY relate to the material you need. I left most of them in the context of how they were found in the books, along with the name of the book and the page number for each. Sorry if some of these are too long.

Jim

V Compassion < Bush & Ward
Lincoln & Vt. Volunteer

Pts. of speech

I. Lincoln Day - honor
II. Chance to toot Bush's horn.
plug the pres.

III.

I. education
II. environment — long range goals
III. conviction for peace — future goals
IV. listening Bush clean air
conviction drugs
rotunda — drugs

Crime

I. Conviction Drugs
A. Lincoln
B. Bridgeton

Both knew that would win the (drug) war(s).

foresight on the future of

Lincoln the President J.G. Randall

p. vii Saw problems in States having free govt. in the world.

p. 42 Pres had to deal w/ "patronage, dealings w/ Congress, public relations, civil and military duties, and an appalling amount of detailed business pertaining to the army, - -

p. 57 Lincoln was the 1st Pres. to ~~proc~~ make an official proclamation for Thanksgiving

p. 60 Orpheus C. Kerr

p. 143 Started Agriculture dept.
treated the function of govt. broadly
more than keeping order & suppressing crime
Rather to ~~devote~~ "serve the people's needs, develop the resources of the country, promote general prosperity, improve the means of livlihood, stamp out poss, & perform those functions that are beyond the reach of individual or merely local effort.

p.144 Morrill land-grant-college-act was passed during Lincoln's tenure. 1862

p.145 1st Pres. to ~~devote~~ found on ~~himself~~ welfare of people
Homestead Act of 1862 sold for nominal fee ~~gave~~ public
land to people who lived & farmed
on it for 5 years

p.145 Industry was promoted
Immigration was encouraged

Natl. Academy of Sciences

Buchanan's age -- detached from people
relationship of people restricted & underdeveloped

p.146 Lincoln was always looking forward to a
time of "healing, making whole, restoration,
& healthy growth."

p.148 "The struggle for today is not altogether
for today." ~~State~~ Mess. to Cong. Dec. 3, 1861

Pocket knife story

Capital rotunda

strations in Bulgaria.

Tens of thousands of people in Bulgaria have demonstrated recently against the Communist Party's December proclamation to restore the rights of Bulgaria's 1.5 million or so Moslems. The proclamation was one of the early steps the party under Petar Mladenov took after the toppling of the old-line Stalinist ruler, Todor Zhivkov. In an apparently perverse reversal, Bulgarians, who massed to oust the dictator, were now out in force to retain one of his most obnoxious policies.

On closer look, however, it becomes clear that the latest protests were drummed up by hard-line party cells, such as the one in the heavily Turkish Haskovo region in the south. Crowds were carried on party-owned buses to the capital where loudspeakers, stages and soup kitchens were provided for demonstrators. The party's orthodox deadwood has plenty of reason to discredit the reformists. Round-table talks between the communists and the opposition on reforms are slated to get under way this week.

Many of the recent demonstrators parroted well-rehearsed fears of Turkey turning Bulgaria into a Cyprus. This latent xenophobia is the sort of thing that former Bulgarian regimes were often quick to exploit, especially in times of domestic crises (as during the mid-1980s price explosion) and during Soviet policy swings (as in the ... World War II, lauding Bulgarian alliances with Imperial Russia and the Soviet Union.

This strategy took a heavy toll on national minorities—destroying as ethnic entities the Pirin Macedonians and the Slavic Moslem Pomaks. And it "Bulgarized" Moslem Gypsies, Albanians, Greeks, Romanians and Armenians. Some estimate that before last year's wave of expulsions, 25% of Bulgaria's population of nine million were Moslems and 10% ethnic Turks. Indeed, the early Bulgars themselves were of Turkish stock—the western Chavush—assimilated by Slavs in what has come to be Bulgaria.

The Zhivkov regime attempted by crude force to complete that evolution. The country's 1,300 or so mosques (except the one in Sofia) were closed or razed, Moslem traditions such as circumcision were banned, Turkish names were Slavicized and the Turkish language was forbidden. Hundreds were murdered. When Turkey complained, Bulgaria chased more than 300,000 ethnic Turks across the Turkish border. By now one out of three or so have returned in hopes that the reign of terror may be over.

This series of events suggests strongly why the only way that these formerly communist systems will deliver themselves from their pasts is by establishing a fully realized democracy, with constitutional protections for the rights of their ethnic and religious communities.

Asides

Mr. Bush's New Images

We confess to wincing sometimes at President Bush's idiom, but it now appears that he's either found a new source of metaphorical inspiration or he's liberated his speech writers. Speaking in Cincinnati last Friday, he proclaimed that his legislative initiatives "are bogged down in the jungles of Congress." An apt image, indeed. Then turning to the peace dividend, he noted: "Of course, whenever a potential inheritance looms, there are those eager to rush out and squander it, to buy new things, to spend, to spend, to spend—spending funds they don't yet have." We find this yet another apt evocation of the average legislature—full of people spending money that someone else earned.

... venture registrations; Poland, ... garia, 41; and Czechoslovakia, 2

But can East European manag... pete? A three-year-old study fund... World Bank assessed the capab... CEOs and other senior managers... of Hungary's major industrial ent... While the data in the report were ... before the dramatic reforms of ... managers who were questioned a... are many of the very same pe... now must perform in a much m... petitive environment.

Senior managers in Hungary tu... be a relatively young group: 55... CEOs and 72% of the other seni... agers surveyed were under age ... were over 60. Also, there has been ... sion of new blood at the top: 40... CEOs occupied their positions

Ti...

By Lynn Chu

The director of a service prog... Chinese students in America at ... Chinese-American cultural orga... gets phone calls about stranded Ch... woman with a six-month-old baby ... going blind from an illness for whic... unable to afford medication beca... husband has died and her fellows ... run out; a young Chinese tenor, a r... of major international prizes, now l... potatoes in Queens. To find help, th... tor does not call some Chinese-Ar... charity fund established nationw... June 5. Nor does she call the Orga... of Chinese-Americans, or the C... American Planning Council, or th... Institute. Instead, she calls the An... Jewish Committee.

Within weeks after Tiananmen, t... had set up an "Adopt a Chinese" p... for emergency grants. Today, mo... six months later, Chinese-Americar... yet to mount any significant humani... intellectual or political effort in sup... the exiled pro-democracy moveme...

This silence carries a message ... nese-American apathy and impoten... the message has evidently not been ... President Bush: The administrati... been left free to play geo-politics, ... strained by human rights consider... because it doesn't have to worry ab... mestic *realpolitik*.

Chinese-Americans should take a ...

Withdrawal/Redaction Sheet
(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Form	Claim for Reimbursement [SS Number Redacted.] (2 pp.)	1/10/90	(b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup Files
Subseries: Chron File, 1989-1993
WHORM Cat.:
File Location: Lincoln Day Speech, 1/15/90

Date Closed: 9/1/2023	**OA/ID Number:** 13700-009
FOIA/SYS Case #:	**Appeal Case #:**
Re-review Case #:	**Appeal Disposition:**
P-2/P-5 Review Case #:	**Disposition Date:**
AR Case #:	**MR Case #:**
AR Disposition:	**MR Disposition:**
AR Disposition Date:	**MR Disposition Date:**

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

CLAIM FOR REIMBURSEMENT FOR EXPENDITURES ON OFFICIAL BUSINESS

1. DEPARTMENT OR ESTABLISHMENT, BUREAU, DIVISION OR OFFICE: WHO / COM

2. VOUCHER NUMBER:

3. SCHEDULE NUMBER:

Read the Privacy Act Statement on the back of this form.

4. CLAIMANT
a. NAME (Last, first, middle initial): Klug, James
b. SOCIAL SECURITY NO.: [redacted]
c. MAILING ADDRESS (Include ZIP Code): room #111 OEOB Washington DC 20500
d. OFFICE TELEPHONE NUMBER: 456-7750

5. PAID BY: (b)(6)

6. EXPENDITURES *(If fare claimed in col. (g) exceeds charge for one person, show in col. (h) the number of additional persons which accompanied the claimant.)*

DATE 1990 (a)	CODE (b)	(c) FROM	(d) TO	MILEAGE RATE ¢ / NO. OF MILES (e)	AMOUNT CLAIMED: MILEAGE (f)	FARE OR TOLL (g)	ADD. PERSONS (h)	TIPS AND MISCELLANEOUS (i)
1/10		OEOB	M.L. King Library					
1/10		M.L. King Library	OEOB			9 00		
1/11		OEOB (metro)	M.L King Library			85		
		M.L. King Library	OEOB (metro)			85		

If additional space is required continue on the back.

SUBTOTALS CARRIED FORWARD FROM THE BACK

TOTALS: 10 70

Show appropriate code in col. (b):
A—Local travel
B—Telephone or telegraph, or
C—Other Expenses *(itemized)*
(Explain expenditures in specific detail.)

7. AMOUNT CLAIMED *(Total of cols. (f), (g) and (i).)* ▶ $ 10 70

8. This claim is approved. Long distance telephone calls, if shown, are certified as necessary in the interest of the Government. *(Note: If long distance calls are included, the approving official must have been authorized, in writing, by the head of the department or agency to so certify (31 U.S.C. 680a).)*

Sign Original Only

APPROVING OFFICIAL SIGN HERE ▶ _____ DATE _____

9. This claim is certified correct and proper for payment.

Sign Original Only

AUTHORIZED CERTIFYING OFFICER SIGN HERE ▶ _____ DATE _____

10. I certify that this claim is true and correct to the best of my knowledge and belief and that payment or credit has not been received by me.

Sign Original Only

CLAIMANT SIGN HERE ▶ _____ DATE _____

11. CASH PAYMENT RECEIPT

a. PAYEE *(Signature)* _____ b. DATE RECEIVED _____

c. AMOUNT $ _____

12. PAYMENT MADE BY CHECK NO. _____

ACCOUNTING CLASSIFICATION

6. EXPENDITURES—*Continued*

DATE 19— (a)	CODE (b)	Show appropriate code in col. (b): A—Local travel B—Telephone or telegraph, or C—Other Expenses *(itemized)* (Explain expenditures in specific detail.) (c) FROM	(d) TO	MILEAGE RATE ¢ NO. OF MILES (e)	AMOUNT CLAIMED MILEAGE (f)	FARE OR TOLL (g)	ADD. PERSONS (h)	TIPS AND MISCELLANEOUS (i)