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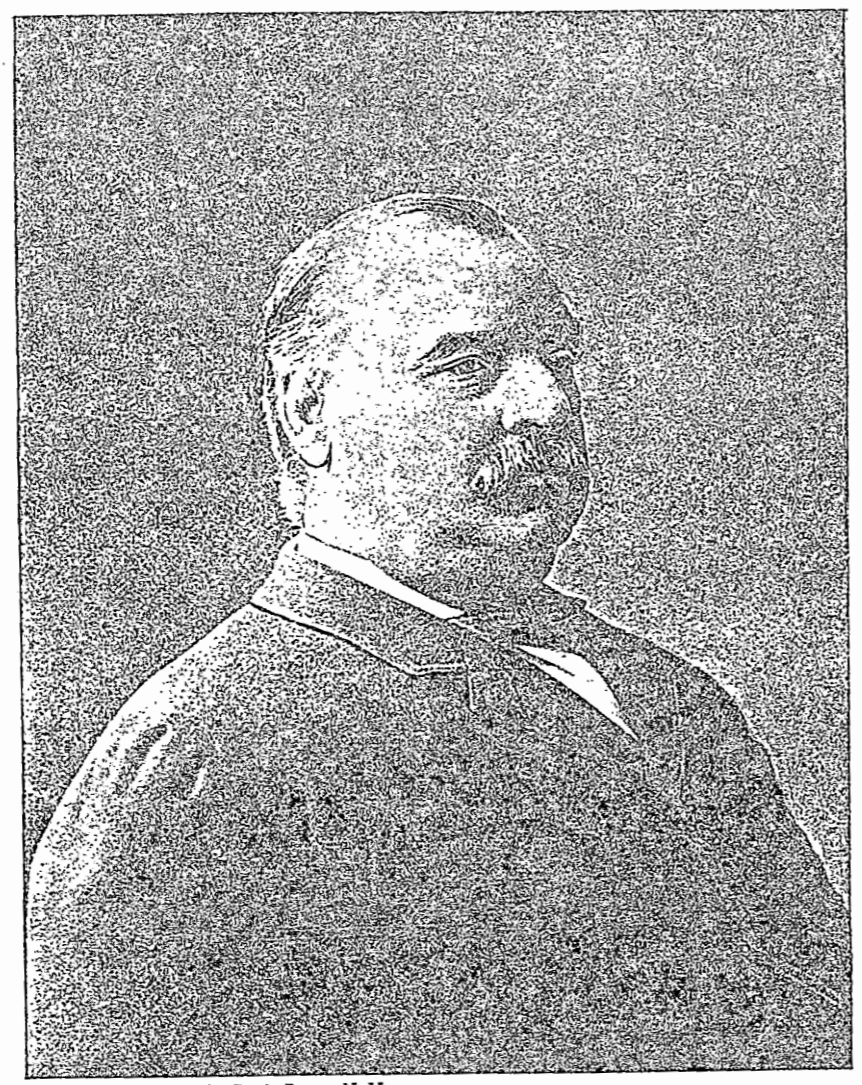
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THE
WRITINGS AND SPEECHES
OF
GROVER CLEVELAND

SELECTED AND EDITED, WITH AN INTRODUCTION,

BY
GEORGE F. PARKER



From photograph by Pach Bros., N. Y.

Grover Cleveland

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IV.

At the Two Hundred and Fiftieth Anniversary of Harvard College, November 9, 1886.

MR. PRESIDENT AND GENTLEMEN :

I find myself to-day in a company to which I am much unused, and when I see the alumni of the oldest college in the land surrounding in their right of sonship the maternal board at which I am but an invited guest, the reflection that for me there exists no alma mater gives rise to a feeling of regret, which is tempered only by the cordiality of your welcome and your reassuring kindness.

If the fact is recalled that only twelve of my twenty-one predecessors in office had the advantage of a collegiate or university education, a proof is presented of the democratic sense of our people, rather than an argument against the supreme value of the best and most liberal education in high public positions. There certainly can be no sufficient reason for any space or distance between the walks of a most classical education and the way that leads to a political place. Any disinclination on the part of the most learned and cultured of our citizens to mingle in public affairs, and the consequent abandonment of political activity to those who have but little regard for student and scholar in politics, are not favorable conditions under a government such as ours, and if they have existed to a damaging extent, very recent events appear to indicate that the education and conservatism of the land are to be hereafter more plainly heard in the expression of the popular will.

Surely the splendid destiny which awaits a patriotic effort in behalf of our country will be sooner reached if the best of our thinkers and educated men shall deem it a solemn duty of citizenship to engage actively and practically in political affairs, and if the force and power of their thought and learning shall be willingly or unwillingly acknowledged in party management.

If I am to speak of the President of the United States I desire to mention, as the most pleasant and characteristic feature of our system of government, the nearness of the people to their President and other high officials. A close view afforded our citizens of the acts and conduct of those to whom they have intrusted their interests, serves as a regulator and check upon temptation and pressure in office, and is a constant reminder that diligence and faithfulness are the measure of public duty ; and such a relation between President and people ought to leave but little room, in popular judgment and conscience, for unjust and false accusations and for malicious slanders invented for the purpose of undermining the people's trust and confidence in the administration of their government.

No public officer should desire to check the utmost freedom of criticism as to all official acts, but every right-thinking man must concede that the President of the United States should not be put beyond the protection which American love of fair play and decency accords to every American citizen. This trait of our national character would not encourage, if their extent and tendency were fully appreciated, the silly, mean, and cowardly lies that every day are found in the columns of certain newspapers, which violate every instinct of American manliness, and in ghoulish glee desecrate every sacred relation of private life.

There is nothing in the highest office that the American people can confer which necessarily makes the President altogether selfish, scheming, and untrustworthy. On the contrary, the solemn duties which confront him tend to a sober sense of responsibility ; the trust of the American people and an appreciation of their mission among the nations of the earth should make him a patriotic man, and the tales of distress which reach him from the humble and lowly, and needy and afflicted in every corner of the land, cannot fail to quicken within him every kind impulse and tender sensibility.

After all, it comes to this : The people of the United States

Watch well, then, this high office, the most precious possession of American citizenship. Demand for it the most complete devotion on the part of him to whose custody it may be intrusted, and protect it not less vigilantly against unworthy assaults from without.

Thus will you perform a sacred duty to yourselves and to those who may follow you in the enjoyment of the freest institutions which Heaven has ever vouchsafed to man.

VI.

At the Constitution Centennial, Philadelphia, September 17, 1887.

I deem it a very great honor and pleasure to participate in these impressive exercises.

Every American citizen should on this centennial day rejoice in his citizenship.

He will not find the cause of his rejoicing in the antiquity of his country, for among the nations of the earth his stands with the youngest. He will not find it in the glitter and the pomp that bedeck a monarch and dazzle abject and servile subjects, for in his country the people themselves are rulers. He will not find it in the story of bloody foreign conquests, for his government has been content to care for its own domain and people.

He should rejoice because the work of framing our Constitution was completed one hundred years ago to-day, and also because, when completed, it established a free government. He should rejoice because this Constitution and government have survived so long, and also because they have survived so many blessings and have demonstrated so fully the strength and value of popular rule. He should rejoice in the wondrous growth and achievements of the past one hundred years, and also in the glorious promise of the Constitution through centuries to come.

We shall fail to be duly thankful for all that was done for

us one hundred years ago, unless we realize the difficulties of the work then in hand, and the dangers avoided in the task of forming "a more perfect union" between disjointed and inharmonious States, with interests and opinions radically diverse and stubbornly maintained.

The perplexities of the convention which undertook the labor of preparing our Constitution are apparent in these earnest words of one of the most illustrious of its members :

The small progress we have made after four or five weeks of close attendance and continued reasonings with each other, our different sentiments on almost every question—several of the last producing as many noes as yeas—is, methinks, a melancholy proof of the imperfection of the human understanding. We, indeed, seem to feel our own want of political wisdom, since we have been running about in search of it. We have gone back to ancient history for models of government, and examined the different forms of those republics which, having been formed with the seeds of their own dissolution, now no longer exist. In this situation of this assembly, groping as it were in the dark to find political truth, and scarce able to distinguish it when presented to us, how has it happened, sir, that we have not heretofore once thought of humbly applying to the Father of Light to illuminate our understandings?

And this wise man, proposing to his fellows that the aid and blessing of God should be invoked in their extremity, declared :

I have lived, sir, a long time, and the longer I live the more convincing proofs I see of the truth that God governs in the affairs of men. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid? We have been assured, sir, in the sacred writings that "except the Lord build the house, they labor in vain that build it." I firmly believe this; and I also believe that without his concurring aid we shall succeed in this political building no better than the builders of Babel. We shall be divided by our little partial, local interests, our projects will be confounded, and we ourselves shall become a reproach and a byword down to future ages; and, what is worse, mankind may hereafter, from this unfortunate instance, despair of establishing governments by human wisdom, and leave it to chance, war, and conquest.

In the face of all discouragements, the fathers of the republic labored on for four long, weary months, in alternate

the Constitutional Convention met here, and Philadelphia still has in her keeping Carpenter's Hall, Independence Hall and its bell, and the grave of Franklin.

As I look about me and see here represented the societies that express so largely the culture of Philadelphia, its love of art, its devotion to science, its regard for the broadest knowledge, and its studious care for historical research—societies some of which antedate the Constitution—I feel that I am in notable company. To you is given the duty of preserving for your city, for all your fellow-countrymen, and for mankind, the traditions and the incidents related to the freest and best government ever vouchsafed to man. It is a sacred trust, and as time leads our government further and further from the date of its birth, may you solemnly remember that a nation exacts of you that these traditions and incidents shall never be tarnished nor neglected, but that, brightly burnished, they may always be held aloft, fastening the gaze of a patriotic people and keeping alive their love and reverence for the Constitution.

VIII.

*At the Washington Inauguration Centennial, New York,
April 30, 1889.*

Wherever human government has been administered in tyranny, in despotism, or in oppression, there has been found, among the governed, yearning for a freer condition and the assertion of man's nobility. These are but the faltering steps of human nature in the direction of the freedom which is its birthright; and they presage the struggle of men to become a free people, and thus reach the plane of their highest and best aspirations. In this relation, and in their cry for freedom, it may be truly said, the voice of the people is the voice of God.

In sublime faith and rugged strength our fathers cried out

to the world, "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

Thus "our people," in a day, assumed a place among the nations of the earth. Their mission was to teach the fitness of man for self-government, and their destiny was to outstrip every other people in national achievement and material greatness.

One hundred years have passed. We have announced and approved to the world our mission, and made our destiny secure.

Our churches, our schools and universities, and our benevolent institutions, which beautify every town and hamlet, and look out from every hillside, testify to the value our people place upon religious teaching, upon advanced education, and upon deeds of charity. That our people are still jealous of their individual rights and freedom is proved by the fact that no one in place or power has dared openly to assail them. The enthusiasm which marks the celebration of the centennial of the inauguration of their first Chief Magistrate shows the popular appreciation of the value of the office, which, in our plan of government, stands above all others, for the sovereignty of the people, and is the repository of their trust.

Surely such a people can be safely trusted with their free government; and there need be no fear that they have lost the qualities which fit them to be its custodians. If they should wander, they will return to duty in good time. If they should be misled, they will discover the true landmarks none too late for safety; and if they should even be corrupted they will speedily be found seeking with peace-offerings their country's holy altar.

Let us, then, have an abiding faith in "our people." Let petulance and discontent with popular action disappear

before the truth that in any and all circumstances, the will of the people, however it may be exercised, is the law of our national existence—the arbiter, absolute and unchangeable, by which we must abide. Other than existing situations and policies can only justify themselves when they may be reached by the spread of political intelligence and the revival of unselfish and patriotic interest in public affairs. Ill-natured complaints of popular incompetency, and self-righteous assertions of superiority over the body of the people, are impotent and useless.

But there is danger, I fear, that the scope of the words “our people” and all they import are not always fully apprehended. It is only natural that those in the various walks of life should see “our people” within the range of their own vision, and find just about them the interests most important and the most worthy the care of the government. The rich merchant or capitalist, in the center of wealth and enterprise, hardly has a glimpse of the country blacksmith at his forge or the farmer in his field; and these, in their turn, know but little of the laborers, who crowd our manufactories and inhabit their own world of toil, or of the thousands who labor in our mines. If representatives of every element of our population and industries should be gathered together, they would find but little of purely selfish and personal interest in common; and upon a superficial glance but little would be seen to denote that only one people was represented. Yet, in the spirit of our institutions, all these, so separated in station and personal interest, are a common brotherhood and are “our people”; all of equal value before the law; all having, by their suffrage, the same voice in governmental affairs; all demanding with equal force protection and defense; and all, in their persons and property, equally entitled to their government’s scrupulous care.

IX.

On Taking the Chair at the Celebration of the Organization of the Supreme Court, February 4, 1890.

LADIES AND GENTLEMEN :

We are accustomed to express, on every fit occasion, our reverence for the virtue and patriotism in which the foundations of our republic were laid, and to rejoice in the blessings vouchsafed to us under free institutions. Thus we have lately celebrated, with becoming enthusiasm, the centennial of the completion of our Constitution and the inauguration of our first President.

To-day we have assembled to commemorate an event connected with our beginning as a people, which, more than any other, gave safety and the promise of perpetuity to the American plan of government, and which, more than any other, happily illustrated the wisdom and enlightened foresight of those who designed our national structure.

In the work of creating our nation, the elements of a free government were supplied by concessions of sovereign States, by surrender of accustomed rights, and by the inspiration of pure and disinterested patriotism. If, from these elements, there had not been evolved that feature in our Federal system which is our theme to-day, the structure might have been fair to look upon and might have presented a semblance of solidity and strength; but it would have been only a semblance; and the completed edifice would have had within its foundations the infirmity of decay and ruin.

It must be admitted that it is hardly within the power of human language so to compass diverse interests and claims, within the lines of a written constitution, as to free it entirely from disputes of construction; and certainly diverse constructions were apt to lurk in the diction of a constitution declared by the president of the convention which formulated it, to be “the result of a spirit of amity and of that mutual deference

ment which promises the temporal as well as the spiritual advancement of mankind. In the turmoil and the bustle of everyday life few men are foolish enough to ignore the practical value to our people and our country of the Church organizations established among us, and the advantage of Christian example and teachings.

The field is vast, and the work sufficient to engage the efforts of every sect and denomination; but I am inclined to believe that the Church which is most tolerant and conservative, without loss of spiritual strength, will soonest find the way to the hearts and affections of the people. While we may be pardoned for insisting that our denomination is the best, we may, I think, safely concede much that is good to all other Churches that seek to make men better.

I am here to greet the delegates of two General Assemblies of the Presbyterian Church. One is called "North" and the other "South." The subject is too deep and intricate for me; but I cannot help wondering why this should be. These words, so far as they denote separation and estrangement, should be obsolete. In the councils of the nation, and in the business of the country, they no longer mean reproach and antagonism. Even the soldiers who fought for the North and for the South are restored to fraternity and unity. This fraternity and unity are taught and enjoined by our Church. When shall she herself be united, with all the added strength and usefulness that harmony and union insure?

VIII.

*To a Meeting for Promoting the Free Library Movement,
New York, March 6, 1890.*

MR. CHAIRMAN AND LADIES AND GENTLEMEN:

The few words I shall speak on this occasion, I intend rather as a pledge of my adherence to the cause in which you are enlisted, than an attempt to say anything new or instructive.

I gladly join, with the enthusiasm of a new convert, in the felicitations of those who have done noble and effective work in the establishment and maintenance in our city of a free circulating library; and it seems to me they have abundant cause for congratulation in a review of the good which has already been accomplished through their efforts, and in the contemplation of the further usefulness which awaits their continued endeavor.

In every enlightened country the value of popular education is fully recognized, not only as a direct benefit to its recipients, but as an element of strength and safety in organized society. Considered in these aspects, it should nowhere be better appreciated than in this land of free institutions, consecrated to the welfare and happiness of its citizens, and deriving its sanction and its power from the people. Here the character of the people is inevitably impressed upon the government, and here our public life can no more be higher and purer than the life of the people, than a stream can rise above its fountain or be purer than the spring in which it has its source.

That we have not failed to realize these conditions is demonstrated by the establishment of free public schools on every side, where children are not only invited but often obliged to submit themselves to such instruction as will better their situation in life and fit them to take part intelligently in the conduct of the government.

Thus in our schools the young are taught to read, and in this manner the seed is sown from which we expect a profitable return to the state, when its beneficiaries shall repay the educational advances made to them by an intelligent and patriotic performance of their social and political duties.

And yet, if we are to create good citizenship, which is the object of popular education, and if we are to insure to the country the full benefit of public instruction, we can by no means consider the work as completely done in the school-room. While the young gathered there are fitting themselves

to assume in the future their political obligations, there are others upon whom these obligations already rest, and who now have the welfare and safety of the country in their keeping. Our work is badly done if these are neglected. They have passed the school age, and have perhaps availed themselves of free instruction; but they, as well as those still in school, should, nevertheless, have within their reach the means of further mental improvement and the opportunity of gaining that additional knowledge and information which can only be secured by access to useful and instructive books.

The husbandman who expects to gain a profitable return from his orchards not only carefully tends and cultivates the young trees in his nurseries as they grow to maturity, but he generously enriches and cares for those already in bearing and upon which he must rely for ripened fruit.

Teaching the children of our land to read is but the first step in the scheme of creating good citizens by means of free instruction. We teach the young to read so that, both as children and as men and women, they may read. Our teaching must lead to the habit and the desire of reading, to be useful; and only as this result is reached, can the work in our free schools be logically supplemented and made valuable.

Therefore, the same wise policy and intent which open the doors of our free schools to our young also suggest the completion of the plan thus entered upon, by placing books in the hands of those who, in our schools, have been taught to read.

A man or woman who never reads and is abandoned to unthinking torpor, or who allows the entire mental life to be bounded by the narrow lines of a daily recurring routine of effort for mere existence, cannot escape a condition of barrenness of mind which not only causes the decay of individual contentment and happiness, but which fails to yield to the state its justly expected return of usefulness in valuable service and wholesome political action.

Another branch of this question should not be overlooked.

It is not only of great importance that our youth and our men and women should have the ability, the desire, and the opportunity to read, but the kind of books they read is no less important. Without guidance and without the invitation and encouragement to read publications which will improve as well as interest, there is danger that our people will have in their hands books whose influence and tendency are of a negative sort, if not positively bad and mischievous. Like other good things, the ability and opportunity to read may be so used as to defeat their beneficent purposes.

The boy who greedily devours the vicious tales of imaginary daring and blood-curdling adventure, which in these days are far too accessible to the young, will have his brain filled with notions of life and standards of manliness which, if they do not make him a menace to peace and good order, will certainly not tend to make him a useful member of society.

The man who devotes himself to the flash literature now much too common will, instead of increasing his value as a citizen, almost surely degenerate in his ideas of public duty and grow dull in his appreciation of the obligations he owes his country.

In both these cases there will be a loss to the state. There is danger also that a positive and aggressive injury to the community will result; and such readers will certainly suffer deprivation of the happiness and contentment which are the fruits of improving study and well-regulated thought.

So, too, the young woman who seeks recreation and entertainment in reading silly and frivolous books, often of doubtful moral tendency, is herself in the way of becoming frivolous and silly, if not of weak morality. If she escapes this latter condition, she is almost certain to become utterly unfitted to bear patiently the burden of self-support, or to assume the sacred duties of wife and mother.

Contemplating these truths, no one can doubt the importance of securing for those who read, as far as it is in our power, facilities for the study and reading of such books as will

instruct and innocently entertain, and which will, at the same time, improve and correct the tastes and desires.

There is another thought somewhat in advance of those already suggested, which should not pass unnoticed.

As an outgrowth of the inventive and progressive spirit of our people, we have among us legions of men, and women too, who restlessly desire to increase their knowledge of the new forces and agencies, which, at this time, are being constantly dragged from their lurking-places and subjected to the use of man. These earnest inquirers should all be given a chance and have put within their reach such books as will guide and inspire their efforts. If, by this means, the country shall gain to itself a new inventor, or be the patron of endeavor which shall add new elements to the sum of human happiness and comfort, its intervention will be well repaid.

These considerations, and the fact that many among us having the ability and inclination to read are unable to furnish themselves with profitable and wholesome books, amply justify the beneficent mission of our Free Circulating Library. Its plan and operation, so exactly adjusted to meet a situation which cannot safely be ignored and to wants which ought not to be neglected, establish its claim upon the encouragement and reasonable aid of the public authorities and commend it most fully to the support and generosity of private benefaction.

The development which this good work has already reached in our city has exhibited the broad field yet remaining untouched, and the inadequacy of present operations. It has brought to view also instances of noble individual philanthropy and disinterested private effort and contribution.

But it certainly seems that the time and money directed to this object are confined to a circle of persons far too narrow, and that the public encouragement and aid have been greatly disproportioned to private endeavor.

The city of New York has never shown herself willing to be behind other cities in such work as is done by our Free Circu-

lating Library, and, while her people are much engrossed in business activity and enterprise, they have never yet turned away from a cause once demonstrated to them to be so worthy and useful as this.

The demonstration is at hand. Let it be pressed upon our fellow-citizens, and let them be shown the practical operation of the project you have in hand and the good it has accomplished, and the further good of which it is capable through their increased liberality, and it will be strange if they fail to respond generously to your appeal to put the city of New York in the front rank of the cities which have recognized the usefulness of free circulating libraries.

IX.

At the Ninth Annual Meeting of the Actors' Fund of America, January 3, 1890.

MR. PRESIDENT, AND LADIES AND GENTLEMEN:

If my appearance here to-day serves no other purpose, I hope I may say, without offense to anyone, that it illustrates the progress of our time in toleration and liberality of sentiment.

I was reared and taught in the strictest school of Presbyterianism. I remember well the precious precepts and examples of my early days, and I acknowledge that to them I owe every faculty of usefulness I possess, and every just apprehension of the duties and obligations of life. But though still clinging to these with unabated faith and steadfastness, I meet and congratulate you on this occasion, not only without the least vestige of moral compunction, but with great pleasure and satisfaction.

It is not necessary to remind this audience that, whether right or wrong, such a condition could not always be anticipated, for the time is within the remembrance of us all when, in many quarters of our country, very little good was acknowledged to exist in the dramatic profession. We are certain

influence, that influence should be exerted in every direction for the good of our fellow-countrymen. There are also maladies and evils afflicting the body politic which require remedies and corrections; and there are suits to be tried before the tribunal of public opinion in which the anxious suitors are a free, generous, and confiding people.

CHAPTER X.

ON EDUCATIONAL AND PATRIOTIC QUESTIONS.

I.

At St. Stephen's Hall, Buffalo, December 5, 1881.

LADIES AND GENTLEMEN :

I DESIRE to acknowledge the honor you have conferred upon me by this call to the chair. My greatest regret is that I know so little of the conditions that have given birth to the Land League. I know, in a general way, that it is designed to secure to Ireland those just and natural rights to which Irishmen are entitled. I understand, also, that these are to be obtained by peaceful measures and without doing violence to any just law of the land. This should meet with the support and countenance of every man who enjoys the privilege of American citizenship and lives under American laws. Our sympathy is drawn out by a bond of common manhood. We are here to-night to welcome an apostle of this cause, one who can, from personal experience, recount the scenes of that troubled isle; who can tell us the risks that are taken and the pains that are suffered by those who lead the van in this great movement. I congratulate you upon having Father Sheehy with you, and I will not delay the pleasure of his presentation to you.

II.

At St. James' Hall, Buffalo, at a Mass Meeting to Protest Against the Treatment of American Citizens Imprisoned Abroad, April 9, 1882.

FELLOW-CITIZENS :

This is the formal mode of address on occasions of this kind, but I think we seldom realize fully its meaning, or how valuable a thing it is to be a citizen.

From the earliest civilization, to be a citizen has been to be a free man, endowed with certain privileges and advantages, and entitled to the full protection of the state. The defense and protection of the personal rights of its citizens have always been the paramount and most important duties of a free, enlightened government.

And perhaps no government has this sacred trust more in its keeping than this—the best and freest of them all; for here the people who are to be protected are the source of those powers which they delegate upon the express compact that the citizen shall be protected. For this purpose we choose those who, for the time being, shall manage the machinery which we have set up for our defense and safety.

And this protection adheres to us in all lands and places as an incident of citizenship. Let but the weight of a sacrilegious hand be put upon this sacred thing, and a great, strong government springs to its feet to avenge the wrong. Thus it is that a native-born American citizen enjoys his birthright. But when, in the westward march of empire, this nation was founded and took root, we beckoned to the Old World, and invited hither its immigration, and provided a mode by which those who sought a home among us might become our fellow-citizens. They came by thousands and hundreds of thousands; they came and

Hewed the dark old woods away,
And gave the virgin fields to day;

they came with strong sinews and brawny arms to aid in the growth and progress of a new country; they came and upon our altars laid their fealty and submission; they came to our temples of justice, and under the solemnity of an oath renounced all allegiance to every other state, potentate, and sovereignty, and surrendered to us all the duty pertaining to such allegiance. We have accepted their fealty and invited them to surrender the protection of their native land.

And what should be given them in return? Manifestly,

good faith and every dictate of honor demand that we give them the same liberty and protection here and elsewhere which we vouchsafe to our native-born citizens. And that this has been accorded to them is the crowning glory of American institutions.

It needed not the statute, which is now the law of the land, declaring that, "all naturalized citizens while in foreign lands are entitled to and shall receive from this government the same protection of persons and property which is accorded to native-born citizens," to voice the policy of our nation.

In all lands where the semblance of liberty is preserved, the right of a person arrested to a speedy accusation and trial is, or ought to be, a fundamental law, as it is a rule of civilization.

At any rate, we hold it to be so, and this is one of the rights which we undertake to guarantee to any native-born or naturalized citizen of ours, whether he be imprisoned by order of the Czar of Russia or under the pretext of a law administered for the benefit of the landed aristocracy of England.

We do not claim to make laws for other countries, but we do insist that, whatever those laws may be, they shall, in the interests of human freedom and the rights of mankind, so far as they involve the liberty of our citizens, be speedily administered. We have a right to say, and do say, that mere suspicion, without examination or trial, is not sufficient to justify the long imprisonment of a citizen of America. Other nations may permit their citizens to be thus imprisoned. Ours will not. And this, in effect, has been solemnly declared by statute.

We have met here to-night to consider this subject, and to inquire into the cause and the reasons and the justice of the imprisonment of certain of our fellow-citizens now held in British prisons without the semblance of a trial or legal examination. Our law declares that the government shall act in such cases. But the people are the creators of the government.

The undaunted apostle of the Christian religion, imprisoned and persecuted, appealing, centuries ago, to the Roman law

W. H. RICHMOND CENTER

and the rights of Roman citizenship, boldly demanded: "Is it lawful for you to scourge a man that is a Roman, and uncondemned?"

III.

At the Albany High School, June 12, 1883.

I accepted the invitation of your principal to visit your school this morning with pleasure, because I expected to see much that would gratify and interest me. In this I have not been disappointed; but I must confess that if I had known that my visit here involved my attempting to address you, I should have hesitated, and quite likely have declined the invitation.

I hasten to assure you now that there is not the slightest danger of my inflicting a speech upon you, and that I shall do but little more than express my pleasure in the proof I have of the excellence of the methods and management of the school, and of the opportunities which those who attend have within their reach of obtaining a superior education.

I never visit a school in these days without contrasting the advantages of the scholar of to-day with those of a time not many years in the past. Within my remembrance, even, the education which is freely offered to you was only secured by those whose parents were able to send them to academies and colleges. And thus, when you entered this school, very many of you began where your parents left off.

The theory of the State, in furnishing more and better schools for the children, is that it tends to fit them to perform better their duties as citizens, and that an educated man or woman is apt to be more useful as a member of the community.

This leads to the thought that those who avail themselves of the means thus tendered them are in duty bound to make such use of their advantages as that the State shall receive, in return, the educated and intelligent citizens and members of the com-

munity, which it has the right to expect from its schools. You who will soon be the men of the day, should consider that you have assumed an obligation to fit yourselves by the education, which you may, if you will, receive in this school, for the proper performance of any duty of citizenship, and to fill any public station to which you may be called. And it seems to me to be none the less important that those who are to be the wives and mothers should be educated, refined, and intelligent. To tell the truth, I should be afraid to trust the men, educated though they should be, if they were not surrounded by pure and true womanhood. Thus it is that you all, now and here, from the oldest to the youngest, owe a duty to the State which can only be answered by diligent study and the greatest possible improvement. It is too often the case that in all walks and places the disposition is to render the least possible return to the State for the favors which she bestows.

If the consideration which I have mentioned fails to impress you, let me remind you of what you have often heard, that you owe it to yourselves, and the important part of yourselves, to seize, while you may, the opportunities to improve your minds and store in them, for your own future use and advantage, the learning and knowledge now fairly within your reach.

None of you desires or expects to be less intelligent or educated than your fellows. But, unless the notions of scholars have changed, there may be those among you who think that in some way or manner, after the school day is over, there will be an opportunity to regain any ground now lost, and to complete an education without a present devotion to school requirements. I am sure this is a mistake. A moment's reflection ought to convince all of you that when you have once entered upon the stern, uncompromising, and unrelenting duties of mature life, there will be no time for study. You will have a contest then forced upon you which will strain every nerve and engross every faculty. A good education, if you have it, will aid you, but if you are without it you cannot stop to acquire it. When you leave the school you are well

equipped for the van in the army of life, or you are doomed to be a laggard, aimlessly and listlessly following in the rear.

Perhaps a reference to truths so trite is useless here. I hope it is. But I have not been able to forego the chance to assure those who are hard at work that they will surely see their compensation, and those, if any such there are, who find school duties irksome, and neglect or slightly perform them, that they are trifling with serious things and treading on dangerous ground.

IV.

At the Annual Saengerfest in Buffalo, July 16, 1883.

I have come to join my fellow-townsmen and their visitors in the exercises which inaugurate a festival of music and of song, and a season of social enjoyments.

It may be safely said, I think, that no one who has called this his home, who has enjoyed a residence in this beautiful city, and has learned the kindness of its people, ever forgets these things, or fails to experience a satisfaction in whatever adds to the prestige of the city and the pride and enjoyment of its inhabitants.

And thus it is that I am here to-night, at my home, claiming, as an old citizen of Buffalo, my full share of the pleasure which Buffalonians appropriate to themselves on this occasion.

I am glad that our State has within its borders a city containing sufficient German enterprise, and enough of the German love of music, to secure to itself the honor and distinction of being selected as the place where this national festival is held.

I desire to feel free, to-night, from official responsibilities and restraint, and, as a private citizen, to join in welcoming our guests to my home; but I will not forbear, as the Executive of the great State of New York, and on behalf of all its people,

to extend to those here assembled from other States a hearty greeting.

At this moment the reflection is uppermost in my mind that we owe much to the German element among our people. Their thrift and industry have added immensely to our growth and prosperity. The sad and solemn victims of American overwork may learn of them that labor may be well done and at the same time that recreation and social enjoyment have their place in a busy life. They have also brought to us their music and their song, which have done much to elevate, refine, and improve, and to demonstrate that nature's language is as sweet as when the morning stars sang together.

I am inclined to think that a music-loving people are not apt to be a bad people; and it may well be hoped that occasions like this will tend to make the love and cultivation of music more universal in our land.

We hear, sometimes, of the assimilation of the people of different nationalities, who have made their home upon American soil. As this process goes on, let the German's love of music be carefully included, to the end that the best elements of human nature may be improved and cultivated, and American life be made more joyous and happy.

I must not detain you longer; better things await you.

To the stranger guest, I pledge a cordial hospitality at the hands of the Germans of Buffalo. I know the warmth of heart and the kindliness of disposition of those having you in charge, and no other guarantee is needed.

To my fellow townsmen, who have labored thus far so faithfully in preparation for this occasion, I cannot forbear saying that your most difficult and delicate work will not be done until your guests depart declaring the twenty-third the most successful and enjoyable Saengerfest upon the list, and confessing that the most cordial and hospitable entertainers are the Germans of Buffalo.

V.

Accepting the Bartholdi Statue, October 28, 1886.

The people of the United States accept with gratitude from their brethren of the French Republic the grand and completed work of art we here inaugurate.

This token of the affection and consideration of the people of France demonstrates the kinship of republics, and conveys to us the assurance that in our efforts to commend to mankind the excellence of a government resting upon popular will, we still have beyond the American continent a steadfast ally.

We are not here to-day to bow before the representation of a fierce and warlike god, filled with wrath and vengeance, but we joyously contemplate instead our own deity keeping watch and ward before the open gates of America, and greater than all that have been celebrated in ancient song. Instead of grasping in her hand thunderbolts of terror and of death, she holds aloft the light which illumines the way to man's enfranchisement.

We will not forget that Liberty has here made her home; nor shall her chosen altar be neglected. Willing votaries will constantly keep alive its fires, and these shall gleam upon the shores of our sister republic in the east. Reflected thence and joined with answering rays, a stream of light shall pierce the darkness of ignorance and man's oppression, until Liberty enlightens the world.

VI.

*At the Unveiling of the Garfield Statue, Washington,
May 12, 1887.*

FELLOW-CITIZENS:

In performance of the duty assigned to me on this occasion, I hereby accept, on behalf of the people of the United States, this completed and beautiful statue.

Amid the interchange of fraternal greetings between the survivors of the Army of the Cumberland and their former foes upon the battlefield, and while the Union General and the people's President awaited burial, the common grief of these magnanimous soldiers and mourning citizens found expression in the determination to erect this tribute to American greatness; and thus, to-day, in its symmetry and beauty, it presents a sign of animosities forgotten, an emblem of a brotherhood redeemed, and a token of a nation restored.

Monuments and statues multiply throughout the land, fittingly illustrative of the love and affection of our grateful people and commemorating brave and patriotic sacrifices in war, fame in peaceful pursuits, or honor in public station.

But from this day forth there shall stand at our seat of government this statue of a distinguished citizen who, in his life and services, combined all these things and more, which challenge admiration in American character—loving tenderness in every domestic relation, bravery on the field of battle, fame and distinction in our halls of legislation, and the highest honor and dignity in the Chief Magistracy of the nation.

This stately effigy shall not fail to teach every beholder that the source of American greatness is confined to no condition, nor dependent alone for its growth and development upon favorable surroundings. The genius of our national life beckons to usefulness and honor those in every sphere, and offers the highest preferment to manly ambition and sturdy honest effort, chastened and consecrated by patriotic hopes and aspirations. As long as this statue stands, let it be proudly remembered that to every American citizen the way is open to fame and station, until he

Moving up from high to higher,
Becomes on Fortune's crowning slope
The pillar of a people's hope,
The center of a World's desire.

Nor can we forget that it also teaches our people a sad and distressing lesson; and the thoughtful citizen who views its

among the people themselves must give way to a sincere and earnest desire for the preservation and increase of that sentiment of true American citizenship which recognizes in the advancement of the entire country something more to be desired than the direct and immediate attainment of purely private ends.

Here is a field in which all can labor and find plenty to do. Those active in the work will have their love of country enlivened, and they will not fail to receive encouraging response to their efforts.

It will be a mistake for us to relax effort because we cannot reach the highest point of useful activity, or because we may not be able to deal directly with evils in the highest places. A good beginning is made when communities and individuals are led to appreciate properly the value of public spirit and unselfishness in matters connected with their home affairs and with the interest of their neighborhoods. The men who have learned the lesson of good citizenship, as related to the concerns of the school district, the village, or the city, will soon strive effectively to impress that lesson upon those who have to do with the concerns of the State and of the nation.

I am sure that we can none of us confidently say that even here, in this grand and busy city, there is no room for an increase of public spirit, or that too much attention is paid to the cultivation of American citizenship. I do not mean to say that we are behind in these things, but intend merely to intimate that we should as far excel in this direction as we do in every other.

Nor is there the least danger that we shall have among us too many reminders that our city is something more than a swift-running mill which grinds the grists of fortune, and that we have in our history and traditions things well worthy of commemoration in palpable and lasting form. Thus the project now on foot to build in an appropriate location a permanent and beautiful arch, to replace a temporary one which added so much to our splendid Centennial display, should not

be allowed to miscarry. Such a structure will lead the minds of our citizens away from sordid things, and will suggest to them not only the impressive thoughts connected with our first President's inauguration, but will constantly remind them how grandly the event was celebrated in this city one hundred years afterward. By such means is public spirit fostered, and the way opened for a wider prevalence of good citizenship in its highest and broadest sense.

Let us, on the threshold of a new century, charged as we are with the maintenance, in our day and generation, of the integrity of our government, pledge ourselves to labor, each in his own sphere, for the revival of pure and simple patriotism and for the increase of that unselfish love of our entire country in which our safety lies.

And now I cannot refrain from suggesting as a closing thought that the responsibility of men like those who constitute the membership of this club, in every part and every phase a movement in the direction of public spirit and good citizenship, is made apparent when it is conceded that no agency can accomplish more in the cause than a free, courageous, and patriotic press.

 IX.

At the Cornell Alumni Society Meeting, December 21, 1889.

MR. PRESIDENT AND GENTLEMEN :

I am confident that however well a man may think he has computed the factors which fix his status among his fellows, and however closely he may have inventoried his social assets and the claims he may hold to dignity and consideration, an item is quite likely now and then to escape his scrutiny. As a result he is liable to awaken some morning and find himself, if not famous, at least entitled to some distinction or consideration which had not before entered into his calculation.

If I am not the inventor of this weighty proposition I may

safely claim to be a striking and convincing illustration of its truth.

When a committee having the arrangements for this occasion in charge came to me with an invitation to be present, I listened to their proposition with that placid fortitude which one acquires in encounters with those anxious to demonstrate their unselfish patriotism by accepting office in the Federal service. I confess that the impressive representation made by the committee of the importance of the occasion, which in these days I hear so often, had little or no effect upon me, and that the thought I was giving to the subject was solely directed to determining the manner in which I might most courteously announce my declination. At this juncture one of my visitors mentioned the fact that I had been the only Governor of the State of New York, who, during his incumbency, had attended a meeting of the Trustees of Cornell University as *ex officio* a member of that body.

This was an entirely unexpected announcement. I need hardly say that conditions changed in an instant, when I understood that I had done an important thing, entirely proper and creditable, which my gubernatorial predecessors had not done. Somewhat puffed up by this newly found superiority, and by the additional importance which I imagined it gave me, I was ready to acknowledge the character of the obligation which was imposed by my relations thus established to an important institution of learning, and the duty I owed to those who ate and drank in its honor.

So I came here to insist upon a proper recognition of my kinship to you all, and, I fear, with some idea of exploiting, in rather a patronizing way, my importance in that relationship.

But I am entirely cured of all this; for when I see here the alumni of Cornell and others connected with her, and when I recall the pride which the people of New York have in her success and achievements, and when I remember the interest and inspiration aroused by my visit to her home more than six years ago, I am quite willing to rest the satisfaction I exper-

ience from the privilege of being with you to-night, upon the interest which every citizen of our country and our State ought to feel in an institution which has done so much, and which promises so much for the instruction and improvement of the people of the nation and the State.

As I speak of the nation in its relation to your university, I at once encounter a thing which seems not only to underlie the establishment of the institution, but which presents a feature full of gratification and congratulation. In the grant of aid made by the general government, which did so much toward the founding of the university, I find it provided that the institutions which sought the benefit of its benefaction must "teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

When we consider the relations of the State to the university, we find the charter giving her a corporate existence upon the same condition contained in the Federal grant. We find, too, that the State guided in her direction the benefits of that grant, and at the same time permitted her to extend, to additional branches of science and learning, her plan of instruction. Nor should we overlook the fact that in her charter the State required her several departments of study to be open to applicants for admission at the lowest rate of expense consistent with her welfare and efficiency, and without distinction as to rank, class, previous occupation, or locality.

To my mind these things mean a great deal. They mean that both the nation and the State deemed the instruction of the people in agriculture and the mechanical arts as a fit subject for governmental care. This seems natural enough when we consider the broad area of our country, with its variety of soil and climate, waiting the magic transformation of agriculture, and when we remember that the American people surpass all others in ingenuity and mechanical faculty. They mean, too, the recognition of the fact that the good of the

nation and the State is subserved by the education of all the people without distinction of rank or class, thus keeping in view the principle, upon which our institutions rest, that the people are the rulers of the land, and that their intelligence and education are the surest safeguards of our perpetuity, our prosperity, and our progress. They mean, also, that our nation and our State have made an offer of educational facilities and have exacted from their beneficiaries a compensating return of good citizenship.

These thoughts immediately suggest that those who close with this offer and accept its benefits incur an obligation to the nation and State which cannot be avoided or compromised. It is an obligation to realize thoughtfully and carefully the trust they hold as citizens, to interest themselves in public questions and to discharge their political duties with a patriotic intent and purpose of securing and protecting the welfare of their entire country. No man has a right to be heedless and listless under the responsibility he bears as an American citizen. An educated man has certainly no excuse for indifference; and most of all, the man is derelict to his obligation who calls your university his Alma Mater and yet fails to discharge his full duty of citizenship. His graduation is proof that he has worthily earned the honors which your university can bestow; but, wherever he may go and whatever may be his way of life, his diploma is evidence that he owes service to the nation.

Of this service he should at all times be proud. He is everywhere, if he is true to his duty, in the ranks of those who are engaged in the noble work of aiding to reach its grand and ultimate destiny, the best and freest nation the world has ever seen. If he retains his allegiance to the Empire State of New York, his pride should be enhanced; because, if he is faithful to his pledge, he is striving to advance the interest of the greatest commonwealth which the government of the United States numbers among its jewels.

Thus in the nation and in the State he wears the badge of

his obligation to good citizenship placed upon him within the walls of Cornell University. Happy and dutiful are her graduates, if, for the welfare of their country, for the honor of their university, and for the vindication of their own rectitude and good faith they respond patriotically to this obligation.

Concerning the debt of affection due from you to the university herself, I hardly need say, in this company, that all the alumni of Cornell, wherever in this broad land they may be, should love and revere their Alma Mater, beneath whose sheltering roof they have been fitted for usefulness and well equipped for the conflict of life. Their loyalty to her should never fail, and when the student life of their sons makes their fathers' names again familiar in the old university and upon her rolls, the sons should come to her halls laden with a father's devotion to her welfare, and they should be spurred to their best endeavor by a father's appreciation of her benefits and advantages.

Let me, in closing, leave the alumni of Cornell University the thought that they cannot honor their Alma Mater more, nor illustrate her value and usefulness better, than by keeping alive and active at all times a sober apprehension of the duty they owe to "the Nation, the State, and the University."

X.

At a Meeting to Demand New Legislation Concerning the Adirondack Park, New York, January 24, 1891.

MR. PRESIDENT, AND LADIES AND GENTLEMEN :

I rise to say a word in support of the resolutions that have been read. I have come here to be instructed as to the progress that has been made in a cause to which a few years ago, as Governor of your State, I gave considerable attention, and to testify to my continued interest in forest preservation. When, as Governor, this subject was brought to my mind, I gave it careful study, and I was thoroughly satisfied that the

Assuming that you agree with me that my birth in New Jersey has not stamped me with indelible ineligibility, and anticipating your demand for affirmative support of my qualification to mingle with those who celebrate Forefathers' Day and sing the praises of the men who first settled in New England, I can do no better than to rest my case upon the statement that Bean Hill, in the town of Norwich and State of Connecticut, was the birthplace of my father. I hope that in making this statement I shall not remind you of the man who loudly boasted of his patriotic sacrifice in defense of his country on the ground that he had permitted his wife's relatives to join the army. At any rate, it seems to me that the claim I make is entirely valid, with no embarrassment connected with it, except the admission by inference that for some purposes and on some occasions a father's birthplace may be of more value to a man than his own. I have nothing further to urge on the subject of my eligibility except to mention, as something which should be credited to me upon my own account, the fact that I have lately demonstrated my preference for New England and my love for that section of our country where my ancestors lived and died, by establishing a summer home in the State of Massachusetts.

I think all of us are old enough to remember the prophetic words put opposite certain dates in the old almanacs, "About these days look out for snow." If almanacs were now made up as they used to be, it would not be amiss to set opposite the latter days of December, "About these days look out for glorification of the Pilgrims." This would be notice to those consulting the almanac that a time was foretold when the people of the country would be reminded that there were Pilgrims who came to New England, and there set in motion the forces which created our wondrous nation.

No one will deny that the Pilgrims to New England were well worthy of all that is done or can be done to keep them in remembrance. But we cannot recall their history, and what they did and established, and what they taught, without also

recalling that there have been Pilgrims from New England who, finding their way to every part of the land, have taken with them those habits, opinions, and sentiments which, having an early origin in American soil, should be best suited to American life everywhere, and should be the best guarantees in every situation, of the preservation, in their integrity and purity, of American institutions.

We have heard much of abandoned lands in New England. If farms have been abandoned there, we know that larger and more productive farms have been developed in newer States by the Pilgrims from New England. If the population of New England has suffered a drain, we shall find that the vigorous activity lost to her has built up new cities and towns on distant and unbroken soil and impressed upon these new creations the truest and best features of American civilization.

While all will admit the debt our great country owes to New England influences, and while none of us should be unmindful of the benefits to be reasonably expected from the maintenance and spread of these influences, a thought is suggested which has further relation to the mission and duty of the Pilgrims from New England and their descendants, wherever they may be scattered throughout the land. If they are at all true to their teachings and their traditions, they will naturally illustrate, in a practical way, the value of education and moral sentiment in the foundations of social life, and the value of industry and economy as conditions of thrift and contentment. But these Pilgrims and their descendants and all those who, with sincere enthusiasm, celebrate Forefathers' Day, will fail in the discharge of their highest duty if, yielding to the temptation of any un-American tendency, they neglect to teach persistently that in the early days there was, and that there still ought to be, such a thing as true and distinctive Americanism, or if they neglect to give it just interpretation.

This certainly does not mean that a spirit of narrowness or proscription should be encouraged, nor that there should be created or kept alive a fear concerning such additions to our

ably be supplemented by the stimulation of their patriotism, and by the direction of their thoughts to subjects relating to their country's welfare. I do not know how generally such an observance of Washington's birthday, as has been here established, prevails in our other universities and colleges; but I am convinced that any institution of learning in our land which neglects to provide for the instructive and improving observance of this day within its walls, falls short of its attainable measure of usefulness and omits a just and valuable contribution to the general good. There is great need of educated men in our public life, but it is the need of educated men with patriotism. The college graduate may be, and frequently is, more unpatriotic and less useful in public affairs than the man who, with limited education, has spent the years when opinions are formed in improving contact with the world instead of being within college walls and confined to the study of books. If it be true, as is often claimed, that the scholar in politics is generally a failure, it may well be due to the fact that, during his formative period when lasting impressions are easily received, his intellect alone has been cultivated at the expense of wholesome and well-regulated sentiment.

I speak to-day in advocacy of this sentiment. If it is not found in extreme and exclusive mental culture, neither is it found in the busy marts of trade, nor in the confusion of bargaining, nor in the mad rush after wealth. Its home is in the soul and memory of man. It has to do with the moral sense. It reverences traditions, it loves ideas, it cherishes the names and the deeds of heroes, and it worships at the shrine of patriotism. I plead for it because there is a sentiment, which in some features is distinctively American, that we should never allow to languish.

When we are told that we are a practical and common sense people, we are apt to receive the statement with approval and applause. We are proud of its truth and naturally proud because its truth is attributable to the hard work we have had to do ever since our birth as a nation, and because of the stern

labor we still see in our way before we reach our determined destiny. There is cause to suspect, however, that another and less creditable reason for our gratification arises from a feeling that there is something heroically American in treating with indifference or derision all those things which, in our view, do not directly and palpably pertain to what we call, with much satisfaction, practical affairs, but which, if we were entirely frank, we should confess might be called money-getting and the betterment of individual condition. Growing out of this feeling, an increasing disposition is discernible among our people, which begrudges to sentiment any time or attention that might be given to business and which is apt to crowd out of mind any thought not directly related to selfish plans and purposes.

A little reflection ought to convince us that this may be carried much too far. It is a mistake to regard sentiment as merely something which, if indulged, has a tendency to tempt to idle and useless contemplation or retrospection, thus weakening in a people the sturdiness of necessary endeavor and diluting the capacity for national achievement.

The elements which make up the sentiment of a people should not be counted as amiable weaknesses because they are not at all times noisy and turbulent. The gentleness and loveliness of woman do not cause us to forget that she can inspire man to deeds of greatness and heroism; that as wife she often makes man's career noble and grand, and that as mother she builds and fashions in her son the strong pillars of a State. So the sentiment of a people which, in peace and contentment, decks with flowers the temple of their rule, may, in rage and fury, thunder at its foundations. Sentiment is the cement which keeps in place the granite blocks of governmental power, or the destructive agency whose explosion heaps in ruins their scattered fragments. The monarch who cares only for his sovereignty and safety, leads his subjects to forgetfulness of oppression by a pretense of love for their traditions; and the ruler who plans encroachments upon the liberties of

his people, shrewdly proceeds under the apparent sanction of their sentiment. Appeals to sentiment have led nations to bloody wars which have destroyed dynasties and changed the lines of imperial territory. Such an appeal summoned our fathers to the battlefields where American independence was won, and such an appeal has scattered soldiers' graves all over our land, which mutely give evidence of the power of our government and the perpetuity of our free institutions.

I have thus far spoken of a people's sentiment as something which may exist and be effective under any form of government, and in any national condition. But the thought naturally follows, that, if this sentiment may be so potent in countries ruled by a power originating outside of popular will, how vital must its existence and regulation be among our countrymen, who rule themselves and make and administer their own laws. In lands less free than ours, the control of the governed may be more easily maintained if those who are set over them see fit to make concession to their sentiment; yet, with or without such concession, the strong hand of force may still support the power to govern. But sentiment is the very life blood of our nation. Our government was conceived amid the thunders that echoed "All men are created equal," and it was brought forth while free men shouted "We, the people of the United States." The sentiment of our fathers, made up of their patriotic intentions, their sincere beliefs, their homely impulses and their noble aspirations, entered into the government they established; and, unless it is constantly supported and guarded by a sentiment as pure as theirs, our scheme of popular rule will fail. Another and a different plan may take its place; but this which we hold in sacred trust, as it originated in patriotism, is only fitted for patriotic and honest uses and purposes, and can only be administered in its integrity and intended beneficence, by honest and patriotic men. It can no more be saved nor faithfully conducted by a selfish, dishonest, and corrupt people, than a stream can rise above its source or be better and purer than its fountain head.

None of us can be ignorant of the ideas which constitute the sentiment underlying our national structure. We know they are a reverent belief in God, a sincere recognition of the value and power of moral principle and those qualities of heart which make a noble manhood, devotion to unreserved patriotism, love for man's equality, unquestioning trust in popular rule, the exaction of civic virtue and honesty, faith in the saving quality of universal education, protection of a free and unperverted expression of the popular will, and an insistence upon a strict accountability of public officers as servants of the people.

These are the elements of American sentiment; and all these should be found deeply imbedded in the minds and hearts of our countrymen. When anyone of them is displaced, the time has come when a danger signal should be raised. Their lack among the people of other nations—however great and powerful they may be—can afford us no comfort nor reassurance. We must work out our destiny unaided and alone in full view of the truth that nowhere, so directly and surely as here, does the destruction or degeneracy of the people's sentiment undermine the foundations of governmental rule.

Let us not for a moment suppose that we can outgrow our dependence upon this sentiment, nor that in any stage of national advance and development it will be less important. As the love of family and kindred remains to bless and strengthen a man in all the vicissitudes of his mature and busy life, so must our American sentiment remain with us as a people—a sure hope and reliance in every phase of our country's growth. Nor will it suffice that the factors which compose this sentiment have a sluggish existence in our minds, as articles of an idle faith which we are willing perfunctorily to profess. They must be cultivated as motive principles, stimulating us to effort in the cause of good government, and constantly warning us against the danger and dishonor of faithlessness to the sacred cause we have in charge and heed-

1991 GRADUATES

Karen Marie Atkins

Shawn M. Bailey

Elisia M. Banks

George Raymond Bowman, III

David L. Brady

Helen J. Brown

William L. Bull

Karen Renee Campbell

Michael Shawn Carlisle

Patricia M. Conquest

Rhonda Renee Crenshaw

David Jefferson Davis

Billie Danielle Dickerson

Christy R. Dickerson

Jonathan Antonio Downing

Robert J. Dubois

Victoria Lynn Eastburn

Dean Christopher Elliott

Glen Allan Eskridge

Daniel J. French

William Thomas Gibbs

Kimberly Rae Golden

Norman James Griffith

Angela Renee Groton

Verna Lee Harmon

Howard S. Hastings, III

Charles Richard Hensley

Matthew C. Horn

Sandra Marie Horton

Diane Louise Johnson

Garrett A. Johnson

Nita Kay Kiibler

Candy Lynn Krause

James Lee Lamb

Kimberly Ann Lester

Reese A. Long

Tracey W. Maddox

Lisa Lynn Mears

Patricia J. Miller

Mary Ann Moxey

Steven D. Murray

Jay R. Newcomb

Daniel Edward Plato

Carl Lee Rayford

Karen L. Robinson

Florence Marie Rohlfing

Felita Sampson

Rita F. Schell

Alicen Sharp

} SISTERS

1991 Graduates

Page 2

Kevin S. Sherman

Mary Ann Smith

Melinda Spencer

Jacqueline M. Stolzenbach

Shannon Mae Stratton

Christie L. Thomas

Joan Carolyn Thompson

Robert L. Towers

Kathy Tucker

Carl D. Ward, Jr.

Martha Ann Weatherly

James Allen Willey, Jr.

Eric N. Wilson

David Beau Zebley

NOTE: James H. Groves High School also operates an additional high school at Sussex Correctional Institution. There are 16 graduates there who will not be participating at Seaford High School. They will be having their own graduation ceremony at SCI.

ALSO, there could be 6 more names added to this list. This year's Class of 1991 range in age from 17 to 48.

P R E S S C O N F E R E N C E
A G E N D A

- Welcome Dr. George L. Frunzi
Superintendent, Sussex County Vocational-
Technical School District
- Adult Literacy Initiatives Lt. Gov. Dale Wolf
- Statewide Groves Perspective Dr. Fran Tracy-Mumford
Supervisor, Adult Education
Delaware Department of Public Instruction
- County Groves Perspective A. Wayne Meluney
Director of Adult Education
Sussex County Vocational-Technical
School District
- Student Graduates Jonathan Downing

Victoria Eastburn

William Gibbs

Kathy Tucker

Carl Ward, Jr.

Sussex County Vocational-Technical School District
P. O. Box 351, Rt. 9
Georgetown, DE 19947

CONTACT: Susan E. Gum
P. R. Coordinator
302-856-2541

FOR IMMEDIATE RELEASE
June 4, 1991

**JAMES H. GROVES ADULT HIGH SCHOOL AT SUSSEX TECH
WELCOMES PRESIDENT BUSH**

The Sussex County Vocational-Technical School District is pleased to welcome President George Bush, Secretary Lamar Alexander, Governor Michael Castle, and other dignitaries to the 27th Annual Graduation of the James H. Groves Adult High School at Sussex Technical High School.

The Adult Program at Sussex Tech recently received the "Delaware Exemplary Adult Education Program Award" from the Department of Public Instruction as a result of achieving and exceeding national criteria established by the United States Office of Education. Moreover, Sussex Tech's Adult Program is exemplary of adult literacy initiatives included within the President's America 2000 Education Plan.

Unfortunately, full-time facilities at Sussex Technical High School will not be available until 1993, therefore, the District has once again rented the auditorium at Seaford High School for the graduation ceremony.

"We are proud of our 65 graduates and honored that the President, the Secretary of Education, and the Governor will be present to recognize their achievement", says Dr. George L. Frunzi, Superintendent.

The graduation ceremony is limited to graduates and their immediate family.

Editors Note: Press conference to be held Wednesday, June 5, 1991, at 9:30 in the lobby at Sussex Technical High School.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

June 11, 1991

REMARKS BY THE PRESIDENT IN COMMENCEMENT ADDRESS
TO SUSSEX JAMES H. GROVES ADULT HIGH SCHOOL

Seaford High School
Seaford, Delaware

12:57 P.M. EDT

THE PRESIDENT: Thank you so very much, and may I first thank our Governor. In my book, he deserves not just two introductions, but as many as you want to give him. He's done a superb job. And he was one of the leaders in the classic governors meeting at Charlottesville and we tried to set, began to set and eventually set the national education goals for our great country.

I want to thank all of you for this warm welcome. I especially want to say what a glorious and wonderful day it is for the parents and the families that are here today. And, of course, I was very pleased to come over here with the former Governor and now our great Secretary of Education. He'll work you to death. Watch out. The guy is killing me because he is determined to see this America 2000 education program succeed. I told him I'd help, and I've done nothing else since I said that.

So I'm delighted to be. But I can't really think of any more important domestic challenge than the success of Lamar Alexander's and, I'll proudly say, my education program. And believe me, it is bipartisan. It isn't Republican, it isn't Democrat, it's not liberal, it's not conservative. It is good, sound educational policy for this, the greatest country on the face of the Earth.

I am delighted to see Bill Roth. I don't want to put a time mark on him, but he and I went to the Congress on exactly the same day -- elected on the same day in 1966 -- and he has represented this state with great distinction in a wide array of domestic matters and a wide array of foreign affairs matters. And so I am pleased to be with him today.

I want to salute your principal, Wayne Meluney, who I'm told has done a superb job here; and your Superintendent, Superintendent Frunzi, who we heard from a little bit today.

And finally, but perhaps most important, let me congratulate the graduates today -- their friends and families. And I will say to Vicki, who looked a little bit nervous up here as she walked up, but did a superb, a super job on her speech, and to Bill Fritz sitting over here, what I got out of both you all's speeches is family, faith and determination. If any three values ever came through, it was those. Thank you for giving us that great performance. (Applause.) Bill, thank you, sir.

I appreciate your being here. I understand it wasn't easy. After all, when you go to night school, you can't always make it to a graduation during the day. Most of you, hopefully, are getting some sleep somewhere along the line. And I remember when the teacher would want a note whenever you missed a day of school. And today I understand a few of you could have used a note for your employers explaining why you've been absent from work. I can't write notes for you, but I can thank all of the employers out there who have their priorities right, who give a day off for a momentous occasion like this.

MORE

The night school at Groves High School is one of the few of its kind in this country. That's why Lamar and I wanted to come over here today. A night school fully accredited to grant a regular high school diploma. This should teach something to all of us who care about American education. Groves provides a shining example of the kind of innovative approach to education that I have in mind when I challenge our communities all across this country to become a nation of students.

Many of you may know that back in April we came forth with this National Education Strategy -- we call it America 2000 -- to help our schools and students reach the six ambitious education goals that I referred to -- goals we've set for the year 2000. And that strategy moves toward the future on four tracks to achieve these six goals.

First, we start with building better and more accountable schools for today. Second, we want to create a new generation of American schools for tomorrow. And third, we've got to build a consensus that education doesn't end when your high school days are over. Lamar referred to my experimentation and hopefully learning with a computer. But all of us have to go back to school to continue our education -- really to continue to learn. It doesn't matter where we stand in life. Young and old, we must become a nation of students. Fourth -- fourth point -- we must focus beyond the four walls of the classroom and cultivate communities where learning can happen -- and will happen.

We're working with the governors, with education and business leaders and many others -- to challenge every community across this country to make this a national crusade to improve our schools.

I'm here to celebrate your part in this crusade. You're an example. You may not realize it, but you are an example to many across this country. You're a part in this crusade. We salute it -- your choice to become students again. And I was so moved by what Bill said and by Vicki's determination. Each one of you made the choice to take on tremendous odds and to triumph over indifference. You found your way back to school, and in so doing, you found your way forward in life.

And we're doing a better job now getting the message out that our young people should stay in school. But we sometimes forget to keep reaching out to those who don't stay in school. Too often, without intending to, we as a society act almost as if when you drop out, you drop off the end of the Earth.

And that's just not true -- and you're living proof that it's not true.

You know firsthand that when you drop out, you can almost hear the doors to opportunity slamming shut. But one door never closes. You can always return to school.

One study shows that almost half of all students who drop out return to the classroom within four years. And in between, they learn the hard way that the world of work has little to offer for those who don't have diplomas. Most of the time, the good jobs and the promotions all go to people with the degree.

Programs like this one offer a way back to school -- a way up in the world. In a world of too many dashed hopes and deadends, a school like Groves can open doors to a better future.

The diploma that you receive today tells the world that you've done more than meet the prescribed state standards. You've returned to the classroom, you've cracked the books, you've stayed up late studying and learning -- and you've made the grade. This diploma tells the world of your self-discipline and of your drive -- and it testifies more eloquently than anyone ever can to the power of your will -- and your dreams. That, too, is what those valedictorian

messages were about.

Many of you traveled a very tough road to get here. And we've heard today from Vicki Bill -- how Vicki came to get a good education and then it was her children and her husband that taught her the true value of family. And we heard Bill who most eloquently talked about dropping out before most of today's graduates, with all respect, were even born and how he came back to school 30 years later -- six kids, one heart attack later. And, no, there's no link, I can testify, Bill, between the last two, six kids and the heart attack. (Laughter.) But, look, here's the point. He came back to finish that degree. But the best thing, the best thing, sir, about your story is not what you managed to do, but where you're going from here. And you've won a scholarship to study, I'm told, at Delaware Technical and Community College.

Each one of you, each one of you has a story. Consider Kathy Tucker. Fourteen years ago, Kathy got married. She went to work, she had a child -- and she left school. And she promised herself she'd come back to finish high school when her own son started kindergarten. It took a little longer, but she kept that promise. And today she collects her diploma and she shows her three kids just what happens when you set a goal and refuse to let circumstance stand in your way. Now she's a living portrait, if you will, in self-determination and what it means to want an education so much that you'll work for it, you'll sacrifice for it, and you'll get it.

I know many of the parents graduating today believe becoming students again has helped them become better teachers of their own children -- and I'm sure that's true. I want to say to Kathy Tucker and to all the parents before me here in the Class of '91 who have worked so hard to get here, you've already taught your kids something. You've already taught them a lesson in the value of learning. You've set an example.

And finally, let me share a story about Rosemary Everton. She does not belong to today's class -- she graduated with the Groves Class of 19 years ago. But her story ought to give you a glimpse of possibilities to come.

Today, while you look back with quiet pride on all you've done to get here and the sacrifices you've made, Rosemary's story lets you know that the doors you've opened may lead to a destiny even you cannot yet imagine.

Rosemary Everton -- she got married; she dropped out at the age of 15, even before she got to high school. And at 16, with a baby and a full-time job, she decided to go back to school. And for two years, she took lessons right here at Groves four nights a week. And she cared for a baby and held down a job and built a sturdy marriage -- and she got her degree.

And she says, "To this day, I still do not know how I did it. I do know that after receiving a high school diploma this way, I felt there was nothing I could not do. And that's what kept me going even when I felt there was no way I could do everything at once because I had already done everything at once."

Well, today, Rosemary Everton and her husband have their own company. They employ more than 200 people. And she has this to say about what Groves taught her: "I learned math, English and history -- but something more important, I learned that there's nothing I can't do with patience and perserverance."

For Rosemary, today's success began with a small but sensible dream: to get that diploma. And you'll have to decide what lies over your own horizon. You've already taken that first step -- that great step. And as Rosemary said, there's nothing you can't do.

Everyone here today has made it to this place, this moment, with the help and encouragement of others. Parents gave up a

few evenings a week to babysit. Husbands or wives who did a few extra chores to let you go to class. Even children who worked hard to keep quiet around the house -- some of them, not all -- so you could study for that big test. And today, your family and friends share your joy and the pride you quite rightly feel. And let me say from the bottom of my heart, I know I do and I know that Secretary Lamar Alexander does and I know your Governor does.

But today, you stand at center stage. I can't wait to shake hands with each and every one of you. It's a lot better than the Air Force Academy. They had 1,100 or something like that. (Laughter.) And here we have some reasonable goal out there. (Laughter.) But you've made it through school for one reason, and one reason alone -- because you came back. And when it would have been easy to make excuses, so easy to cop out, you made demands on yourself. And you made it your mission to learn. You made your demands and you lived up to them.

And once again, my thanks for this very warm welcome here today, and for this opportunity to share in this special day. So let me extend an invitation, which I'm sure many can't accept because of what you're doing, but tomorrow on the South Lawn of the White House, I'm going to be talking to some other extraordinary Americans about the challenges that we face as a nation. And it would be an honor to have today's graduates join us tomorrow evening at the people's house -- at the White House.

Thank you all very, very much. And congratulations to each and every one of you. (Applause.)

END

1:11 P.M. EDT



STATE OF DELAWARE
OFFICE OF THE GOVERNOR

91 JUN 6 P8:46

MICHAEL N. CASTLE
GOVERNOR

FAX TRANSMISSION COVER SHEET

DATE: June 7, 1991

TO: Jennifer Grossman

COMPANY: _____

ADDRESS: _____

PHONE: (202) ~~455~~-456-10218 fax

Transmission includes 8 pages, not including this cover sheet.

Should you have problems receiving, please call:

Elizabeth Bingham at (302) 577-3210
NAME PHONE

FAX NUMBER: WILMINGTON OFFICE (302) 577-3118
DOVER OFFICE (302) 739-2775



STATE OF DELAWARE
OFFICE OF THE GOVERNOR

MICHAEL N. CASTLE
GOVERNOR

MEMORANDUM

TO: Jane Leonard
Jennifer Grossman

FROM: Elizabeth Bingham *EB*
Press Secretary

DATE: June 7, 1991

RE: Requested Information

Per our conversation on Wednesday, I have gathered most of the information you have asked for.

There are 500 teachers employed in the James H. Groves Program. Most are teachers employed full-time by our regular Delaware school districts. They are primarily secondary school teachers. There are some teachers who are Groves-only teachers.

The academic curriculum for Groves is the same as it is for our other high schools. They do not take non-academic courses.

Forty-six percent of the students have reported that they plan to go further in their education after graduation.

The program began in 1964 under the leadership of Howard Row. Should you wish to contact him please call 302-734-4406.

Below is a list of percentages based on when the Groves students dropped out of school.

<u>Dropped Out In Grade</u>	<u>Percentage</u>
8	12%
9	22%
10	32.5%
11	25.3%
12	7.3%

Attached you will find further information on all of the State's Adult Education Programs and the Groves' program for prisoners.

Please feel free to call me, or the program's director Fran Tracy Mumford at 302-739-4667.

**DELAWARE ADULT EDUCATION PROGRAMS
OVERVIEW**

1

The Delaware Adult Education program offers instructional services to Delawareans who are 16 years of age or older and out-of-school. In adult education, individuals can access a full array of instructional and literacy services regardless of their skill level from non-reading through high school completion. Special programs are designed to address the needs of limited English proficient, homeless, families, disabled, inmate, undereducated and workers with basic skills. Associated with the adult education program is the Alternative Secondary Education Initiative for at-risk in-school students to decrease the dropout rate in Delaware. The programs addressing these populations are expressed by the continuum of services as outlined in the graphics below.

Graphic 1

Delivery of Adult Services

Delivered by or in:

Adult Basic Education
 Volunteer Literacy
 School Districts
 Vocational Districts
 Community Based
 Organizations (CBO)
 Community Colleges
 Housing Projects
 Prisons
 Workplace
 Disabled

OED

School Districts
 Vocational Districts
 CBO's
 Community Colleges
 Workplace
 Prisons
 Disabled

Groves

School Districts
 Vocational Districts
 Prisons
 Disabled

English As A Second Language

Delivered by or in:

School Districts
 Vocational Districts
 Community Based Organizations
 Community Colleges

Graphic 2

**Continuum of Adult Education Services
including the In School Linkages**

<u>Beginning</u>	<u>Intermediate</u>	<u>Secondary</u>
Program		
Adult Basic Education	GED	Groves
Homeless Adult Education	Homeless	Homeless
English As A Second Language	English As A Second Language	English As A Second Language
Family Literacy	Family Literacy	Family Literacy
Workplace	Workplace	Workplace
		Alternative Secondary

More than 400 adult education teachers and 300 volunteers deliver instruction on a part-time basis at 100+ locations geographically distributed across the state. In addition to instructional services, a student support system refers students to additional services, jobs, and educational/training programs.

The adult programs are changing the lives of students. Quality services are documented by the following outcomes:

- 215 students were removed from the public assistance roles, up 37% over 1989
- 157 gained employment while in the program, up 33% from the previous year.
- 128 upgraded jobs, up 341% over 1989
- 670 have achieved family goals, such as helping children with homework
- 1050 earned a GED
- 1,962 enrollments of at-risk students decreased the dropout rate 12% to the lowest rate in over a decade

Adult Basic Education (ABE)

Adults and out-of-school youth enroll in adult basic education to improve reading, math, writing and/or life skills. An individual who is a non-reader can begin in this program and continue through the equivalence of an eighth grade level of completion. Grants are given to libraries, regular and vocational school districts, community based organizations, and community colleges. Classes and tutoring

sessions are placed in the worksite, prisons, housing projects, schools, community centers, community colleges, libraries, and hospitals.

English As A Second Language

This program is designed for adults with limited English proficiency. These students learn communication and assimilation skills. Individuals may or may not be literate in their own language. For those who need additional literacy skills, they attend ABE classes.

GED

When a student completes the ABE program or its equivalence, that student is ready for instruction to prepare for the GED. The GED signifies equivalence of secondary academic skills in Delaware. It is used for entry into college or for the workplace. Instruction is provided by school districts, community based organizations and community colleges.

James H. Groves Adult High School

The James H. Groves Adult High School Program is a high school program designed to enable adults to receive instruction at the secondary level and earn credits for graduation. The school is one program at six locations throughout the state. This program has been identified as an "Exemplary Adult Education Program" in Delaware and is fully accredited by the Middle States Association.

Alternative Secondary Education Initiative

The Alternative Secondary Education Initiative is for *in school* students with a high risk of dropping out of school. Linked as a component to the James H. Groves Adult High School program, this program is for students who have fallen behind in their credits, have excessive absences, are overaged for their placement in school, have been retained one or more times, and/or have family obligations or problems which necessitates flexibility in scheduling. Students take classes during an extended day, evening, during an extended year or on Saturday. Since its inception two years ago the dropout rate for the state decreased to the lowest rate in

over a decade. The six Groves centers developed six additional satellite sites. This program has been nominated by the Office of the Governor for the "Innovations in State Government" Award through the National Council of State Governments.

Homeless Adult Education

Academic and/or life skill instruction is provided to the homeless at emergency and transitional shelters in each county in Delaware. Working in partnership with homeless shelters, instruction is designed to meet the educational goals of the homeless and assist the homeless in stabilizing their lives.

Prison Literacy

Literacy programs in Delaware prisons are important in the rehabilitation process of inmates. The Delaware Department of Public Instruction supplements the institutional instructional programs with Adult Basic Education and James H. Groves Adult High School services. In addition, Literacy Volunteers train inmates to tutor inmates. Matched with the prison based GED programs, a full continuum of services are available at each prison in Delaware.

Family Literacy

Even Start grants initiated the first family literacy programs in Delaware. Located in each county family literacy classes operate to improve the literacy level of parents so they can be their child's first teacher. Even Start funds were sought using the Project BOND model developed the previous year with a Gannett Foundation Literacy Grant. Partnerships with Adult Basic Education, First Step (Dept. of Health and Human Services), and Even Start programs statewide have enhanced and expanded the services to families with literacy needs.

Workplace Literacy

Literacy programs are placed on location at a number of businesses across the state. Innovative programs have been created to enable students to access instruction at the worksite. Employers who have established programs at their

worksite are interested in developing the personal and professional potential of the workforce.

Commercial Drivers License (CDL) Classes for Adults with Literacy Needs

CDL classes for adults with literacy needs are sponsored at selected locations across the state. Many students remain in literacy classes upon attaining their CDL to increase their literacy skills. The success rate with these students is exceptional. One hundred percent of the adults in the classes who have taken the Commercial Driver's Test have passed.

Disabled

Classes for adults who are physically disabled operate across the state. Access to learning is made available through special adaptive devices, technology and interpreters.

Outreach and Special Services

Outreach to students is provided through the Delaware Coalition for Literacy (DCL) and the Delaware Association for Adult and Community Education (DAACE). DCL recruits adult students into adult literacy programs through the literacy hotline and other promotional activities. DAACE is organizing an adult student and alumni organization to support students and promote literacy and adult high school completion.

To support the teachers and other staff personnel, the Adult and Community Education (ACE) Network for staff development provides in-service and technical assistance to teachers, counselors, and administrators throughout the state. The ACE Network works closely with DCL and DAACE in designing and carrying out professional development activities. Services are extended to teachers in JTPA and First Step (Dept. of Health and Human Services) programs.

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. List	Re: Enrolled Students - Sussex Vocational-Technical Center; personal information. (2 pp.)	06/06/91	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Groves Adult High School Graduation Seaford, Delaware 6/11/91 [2]

Date Closed: 10/28/2004	OA/ID Number: 08324
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	
MR Case #:	Appeal Case #:
MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

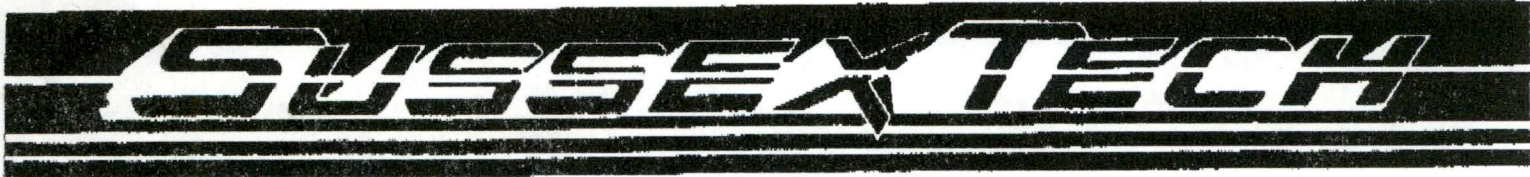
Presidential Records Act - [44 U.S.C. 2204(a)]

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]
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P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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(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



RT. 9 - P.O. BOX 351 • GEORGETOWN, DE 19947 • (302) 856-9035

A. WAYNE MELUNEY, Director
Adult Education Division

LEMUS L. JENSEN
Industrial Training Coordinator

FAX COVER SHEET

TO: Dan McKearty

FAX NO.: 202-456-6218

DATE: 6/5/91

NO. OF PAGES: 5
(Including Cover Sheet)

SPECIAL INSTRUCTIONS:

This is the rest of the student stories.



FROM: A. Wayne Melune, James H. Groves

PHONE #: 856-9035

COMPANY: Sussex Tech - Adult Ed. Div.

FAX #: 856-7875

Groves Graduate Manages School, Work and Family

If you are an adult who thinks you are too busy to get a high school diploma, perhaps you haven't met Vicki Eastburn. Since September, 1990 Eastburn has been a student at James H. Groves High School. She will graduate on June 11, 1991. Eastburn differs from most of the other thousands of Delaware high school students who will graduate this year because she is 32 years old, works at Vlastic Foods full time, and has a husband and two children. Eastburn admits, "It is difficult to come back to school with all of my other obligations, but I know that hard work and a loving, supportive family can help me overcome any obstacle. I realized how supportive my family is. My husband kept telling me I could do it. He is really proud of me now. I have even been asked to give a speech at graduation.

Eastburn was 16 when she dropped out of high school. She added, "I appreciate what I have learned over the past year. It is actually neat to learn. It is different than learning when I was a teenager." Eastburn praised her teachers. "Mrs. VanPelt and Mrs. Faulkner were very encouraging. I hate fractions, and Mrs. VanPelt got me through them."

DREAMS DO COME TRUE

Jonathan Downing is another James H. Groves success story. His dream was to become an employee at a correctional facility. When Downing inquired about a position, he learned that even to be considered, he needed a high school diploma or GED. Since Downing dropped out of the 11th grade at age 17, he did not qualify. At this point in his life he had a wife and family to support. He was determined to get a good job so he could meet his family's needs.

As Downing says, "The rest is history." He enrolled in the James H. Groves High School and also earned his GED. Next week Downing will walk on stage to receive his high school diploma. Downing will also be interviewing at the end of this month for a correctional officer position. Downing is extremely proud to be a role model to his two children at home and plans to continue his education at a local community college.

HARD WORK PAYS OFF

"When I was 16 years old, went to work full-time, got married and raised a child-so I had to drop out of school." said Kathy Tucker, a 1991 graduate of James H. Groves High School. "I promised myself I would come back to school when my son started school, but he's 13 now, and I have two more children, and I finally made it back." Tucker now sees herself as a role model for her three children, ages 8, 10, and 13.

"It's easier to come back to school if you have a supportive family. My husband helped me study. He watched the kids and made sure he was home early so I could go to school. The teachers at James H. Groves High School are also very supportive."

Currently Tucker is the Assistant Manager at Arby's in Seaford. She plans to attend Delaware Technical and Community College and pursue a career in Accounting or Nursing. "I will still have to juggle family, work, and school, but now I know I can do it," concluded Tucker.

McGroarty/Grossman
June 6, 1991
7:00 pm
[NIGHT]

PRESIDENTIAL REMARKS: NIGHT SCHOOL GRADUATION CEREMONY
SEAFORD, DELAWARE
JUNE 11, 1991
12:30 PM

*Brenda
minutes 1/1/91*

Thank you, Governor Castle, for those kind words -- and thanks to all of you for this warm welcome. {I'm especially pleased today to be here with our very able Secretary of Education, Lamar Alexander.} I know every member of the Groves High Class of '91 would want me to recognize the dedication and deep commitment of your Principal, Wayne Meluney. //

I realize the students at Seaford High are happy to see me here today. Because we had to borrow the auditorium, their summer started ~~a day early~~ *ONE HOUR EARLY* *heale*

Finally, let me congratulate today's graduates, their friends and families. I appreciate your being here -- and I understand it wasn't easy. After all, when you go to night school, you can't always make it to a graduation during the day. *Brenda*

//

I remember when the teacher would want a note whenever you missed a day of school. Today, I understand a few of you could have used a note for your employers explaining why you'd be absent from work. // I can't write notes for you -- but I can thank all the employers out there for giving you the day off.

The night school at Groves High Schools is unique -- the only program of its kind in the country: a night school fully-accredited to grant a regular high school diploma.

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That's just not true -- and you prove it. //

You know first-hand that when you drop out, you can almost hear the doors to opportunity slamming shut. But one door never closes. You can always return to school.

S.M.
✓ THIS
ID

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The diploma you receive today tells the world that you have done more than meet the prescribed state requirements. You've returned to the classroom, you've cracked the books, you've stayed up late studying and learning -- and you've made the passing grade. This diploma tells the world of your self-discipline and drive -- and it testifies more eloquently than anyone ever can to the power of your will -- and your dreams.

Many of you have travelled a tough road to get here. // We've heard today from Vicki Eastburn and Bill Gibbs: how Vicki came here to get a good education -- and how her husband and children taught her the true value of family. // We heard how Bill dropped out before most of today's graduates were even born

↓
in Groves?
right?
Not Groves

This should teach something to all of us who care about American education. Groves provides a shining example of the kind of innovative approach to education I have in mind when I challenge communities all across this country to create the New American School. //

Many of you may know that back in April, we unveiled a new National Education Strategy -- America 2000 -- to help our schools and students reach the six ambitious education goals we've set for the year 2000. That strategy moves toward the future on four tracks. / First, we start with building the best possible schools for today. Second, we want to reinvent the American school of tomorrow. Third, we've got to build a consensus that education doesn't end when your high school days are over: young and old, we must become a nation of students. Fourth, we must focus beyond the four walls of the classroom -- and cultivate communities where learning can -- and will -- happen. //

I'm here today to celebrate your choice to become students again. You all prove that you never get too old to learn -- or to return to school. Each one of you made the choice to take on **tremendous odds and to withstand cold indifference**: You found **your way back to school** -- and you now move **forward in life**. //

We're doing a better job getting the message out that our young people should stay in school. // But we sometimes forget to keep reaching out to those who don't stay in school. Too

Sally M,
CHECK
THIS
H →
THANKS!

1/21/00
Communities

-- how he came back to school nearly 30 years, six kids and one heart attack later [[and no, there's no link between the last two]] -- Bill came back to finish that degree. // But the best thing about Bill's story is not what he's managed to do, but where he's going from here: he's won a scholarship to study at Delaware Technical and Community College. //

which he'll use
from the Mary Burton check

11/22/68

Each one of you has a story. Consider Kathy Tucker. ~~14~~ 14 years ago, Kathy got married. She went to work. She had a child -- and she left school. Kathy promised herself she'd come back to finish high school when her own son started kindergarten. It took a little longer, but she kept that promise. Today Kathy collects her diploma -- and she shows her three kids just what happens when you set a goal and refuse to let circumstance stand in your way. She is a living portrait in self-determination: in what it means to want an education so much that you'll work for it, you'll sacrifice it -- and you'll get it. //

Finally, let me share a story about Rosemary Everton. Rosemary does not belong to today's class -- she graduated with the Groves Class of '72. But her story ought to give you a glimpse of possibilities to come.

Today, while you look back with quiet pride on all you've done to get here, you should know that the doors you've opened may lead to a destiny even you cannot imagine. //

Rosemary Everton got married and dropped out at the age of 15, even before she got to high school. At 16, with a baby and a full time job, she decided to go back to school. For two years,

Rosemary's speech

she took classes at Grove, four nights a week. She cared for a baby, held down a job, built a sturdy marriage -- and she got her degree. //

Rosemary says: "To this day, I still do not know how I did it. (But) I do know that ^{with} receiving a high school diploma this way, I felt that there was nothing I could not do. ^{WHAT} This is what kept me going ^{EVEN} when I felt there was no way I could do everything at once. Because, I had already done everything at once."

she's president a major stock holder how about "have"

Rosemary Everton worked hard to make ends meet, to raise a family, and graduate from Groves. / Today, she and her husband own their own company, and they employ more than 200 people. //

Rosemary has this to say about what Groves taught her: "(I) learned math, English and history -- but something more important. I learned that there is nothing I can't do with patience and perseverance." //

Sometimes you have to know what you want to explore how great you can be. For Rosemary, today's success began with a small but sensible dream: to get the diploma. You will have to decide what lies over your own horizon. You already have taken the first, great step. As Rosemary said, there's nothing you can't do.

Everyone here today has made it to this place with the help and encouragement of others: **parents** who gave up a few evenings a week to babysit. **Husbands or wives** who did a few extra chores to let you go to class. **Even children** who worked extra hard to keep quiet around the house, so you could study for that big test. //

Today your family and friends share your joy and the pride you quite rightly feel. //

But today, you stand at center stage. You made it through school -- for one reason, and one reason alone: because you came back. When it could have been easy to lean on excuses or sink into bitterness -- you decided to hold yourselves responsible for your future. You made demands on yourself. // You made it your mission to learn.

Once again, my thanks for this warm welcome, and for this opportunity to share this special day. // Congratulations to all of you. Good luck -- and may God bless the United States of America.

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