



PRESENTATION OF FLAGS

TO THE PUBLIC SCHOOLS OF ROCHESTER, N. Y.

BY GEO. H. THOMAS POST, No. 4,

DEPT. OF NEW YORK, G. A. R.



PRESENTATION OF NATIONAL FLAGS
TO THE
PUBLIC SCHOOLS
OF THE
CITY OF ROCHESTER,
ON
WASHINGTON'S BIRTHDAY, 1889,

IN THE CITY HALL,

By George H. Thomas Post, No. 4,

DEPARTMENT OF NEW YORK,

GRAND ARMY OF THE REPUBLIC.

ROCHESTER, N.Y.:
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GEORGE H. THOMAS POST,

No. 4,

DEPARTMENT OF NEW YORK,

G. A. R.

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THE INCEPTION OF THE MOVEMENT.

THE impulse from which this movement sprung was an inspiration. Each member of the Grand Army of the Republic cherishes an ardent love for the national flag. If his love is greater than that of his fellow citizens, it is because of the hardships he endured and the sacrifices he made to uphold and defend it when it and all that it symbolizes were in peril. That it might *forever* wave

O'er the land of the free
And the home of the brave,

he gave himself to the service of his country. This service called for heroic endurance, a sublime courage and a deathless purpose. To see the flag respected and honored is always to him a great joy; to seek to instil into the minds of the young its great significance is an ever present duty.

When at a meeting of George H. Thomas Post, held Nov. 22d, 1888, the Commander called attention to a report of the proceedings connected with the presentation of the flag to the College of the City of New York by Lafayette Post, No. 140, of that city, it was at once suggested that it presented an example worthy of imitation. A motion was made that the Post present a national flag to the Rochester Free Academy. This was unanimously adopted and a committee, consisting of L. T. Foote, E. V. Stoddard, W. C. Morey, A. L. Mabbett, and Porter Farley, was appointed to make arrangements for carrying out the plan. At a subsequent meeting, S. C. Pierce, J. G. Allen and John A. Reynolds were added to the committee.

II.

PLAN AS ADOPTED BY THE POST.

THE committee at once entered upon its work. At the first meeting it was decided that the 22d of February be the day fixed upon as a suitable one for the presentation. It was also decided to enlarge the scope of the plan so as to include all the public schools of the city as well as the Free Academy, and to present a flag to each school.

At a meeting of the Post held in December this action of the committee was heartily endorsed, and authority was given to continue the work by purchasing suitable flags and making all the necessary arrangements for carrying out the enlarged plan. The committee decided that a public meeting, to be called "The Washington Convention," should be held at the City Hall, at which delegations from all the public schools should be present, such delegations to be chosen on the score of merit, and that standard bearers, one from each school, should be selected to receive the flags from the hands of the members of the Post. It was also arranged to have appropriate exercises in connection with the presentation of the flags. It was proposed to ask for the co-operation of the Board of Education in this movement and such further action on their part as would tend to perpetuate the celebration of Washington's birthday in subsequent years. The committee was able to report at a meeting of the Post held February 15th, that all the arrangements had been completed. How well these were carried out the following pages will show.

III.

CO-OPERATION OF THE BOARD OF EDUCATION.

IN accordance with the instruction from the Post, the committee then prepared a communication to be submitted to the Board of Education. This communication embodied the principal ideas and most of the details contained in the previous report, which had been unanimously adopted by the Post. The conference between the committee and the Board of Education took place on the evening of the 21st of January, 1889. The communication in full and the description of the manner in which it was received by the Board are here reproduced from the columns of the *Rochester Morning Herald*.

[From the *Rochester Morning Herald*, Jan. 22, 1889.]

A PATRIOTIC DEPARTURE.

FLAGS FOR THE PUBLIC SCHOOL CHILDREN.

The Generous Gift and Valuable Suggestions which the Board of Education received from Geo. H. Thomas Post last night.

A regular meeting of the board of education was held last evening. The first part of the meeting was devoted to the reception of a committee from George H. Thomas Post, G. A. R., which appeared before the board to present a proposition both valuable and original. The committee was composed of Rev. L. T. Foote, Professor William C. Morey, A. L. Mabbett, E. V. Stoddard, Porter Farley, Professor John G. Allen, S. C. Pierce and General John A. Reynolds. Upon motion of Commissioner Noyes the gentlemen were invited to state the object of their visit. Professor Morey was introduced by Rev. Mr. Foote as the spokesman of the party and proceeded to read the following communication :

“ To the honorable Board of Education :

“GENTLEMEN: A committee appointed by the George H. Thomas Post, Number 4, G. A. R., to confer with the Board of Education regarding the presentation of flags to the public schools of the City of Rochester respectfully submit the following communication. That the purpose of this communication may be fully understood at the outset, a brief preliminary statement may be necessary to explain the general motives by which it is prompted.

“It is one of the avowed objects of the organization which we represent to emphasize the sentiments of loyalty and patriotism as the pre-eminent virtues of the American citizen. We believe that the integrity and perpetuity of our national institutions are largely dependent upon the diffusion of a patriotic sentiment among all classes of citizens. A firm devotion to the fundamental principles upon which our whole political system rests is necessary, we believe, to the preservation of a healthy and vigorous national life. To exalt these principles is consistent with the purpose of every legitimate party organization. While we believe that party organizations form a necessary part of a republican system of government, and while we cannot object to any proper means for securing loyalty to such organizations, we are yet convinced that the American people should also keep before them the importance of cultivating the higher virtues of national loyalty and patriotism. It may not seem unreasonable that those who have been called upon to defend the country in the time of its greatest danger, should, in the time of its prosperity, feel the need of keeping alive that sense of national honor and that pride in our American institutions that are necessary to give us security against any unseen dangers which may hereafter threaten our existence. And we believe that no loyal citizen can disapprove of any proper measures that may be suggested to accomplish such an end.

“It is, furthermore, our conviction that measures of this kind will be especially beneficial and lasting in their influence, if directed toward the rising generation, which is preparing for the duties of citizenship. Whatever can be done to create in the minds of the young an enthusiastic love for their country will contribute much toward the strengthening of our national insti-

tutions. We believe that in some way the cultivation of this spirit should form a part of every system of education. But it seems especially appropriate that something of this kind should be done in connection with that part of our educational system which derives its support from the public. Our public schools are essentially a part of our American system; and they afford the best field for cultivating the patriotic spirit which is necessary to support and perpetuate that system. While we believe that efforts similar to those which we have in view should be extended to all schools—private as well as public, ecclesiastical as well as secular, industrial, commercial and technical as well as general—we yet believe that the education which is supported at public expense, and which has for one of its conscious ends the protection of our institutions by the making of good citizens, should, above all others, be imbued with a patriotic sentiment.

“We still further believe that a plan, having in view the end proposed, may be so arranged as to revive an interest in one of our national holidays which should be held in sacred and perpetual remembrance—that is, Washington’s birthday. With the proper celebration of the Fourth of July, Memorial day and Washington’s birthday, we would have the means of commemorating the greatest and most significant events in our national history. The enthusiastic zeal with which the young American takes to powder and noise is a sufficient assurance that the Declaration of Independence will never be forgotten. The general interest which attaches to the celebration of martial heroism and sacrifice will tend, at least for many years to come, to keep alive the glorious and mournful memories of the civil war. The name of Washington marks the transition period between our revolutionary and constitutional history, an appreciation of which requires a certain amount of knowledge and intelligent judgment. To commemorate, in a suitable manner, the character of the greatest of patriots, to call to mind the renowned examples of his colleagues, to recount the events of his career and of contemporaneous history, would be especially appropriate for those who are being educated for the duties of American citizenship. And we believe that a suitable celebration of Washington’s birthday might be instituted which would awaken an intelligent interest on the part of the best pupils in our public schools, especially if the participation in such exercises were based upon merit.

"It is with these general ideas in mind that we have been led to recommend to your consideration the plan herein contained—the plan to be carried out on the condition that it receive the approval of your Board. This plan involves two general features :

"First—The presentation to each of the public schools of a suitable flag, which shall be sacredly preserved and transmitted yearly from one set of custodians to another in the same school.

"Second—The organization of a general convention of delegates from the public schools, to be held on Washington's birthday, at which convention there shall be appropriate exercises of a patriotic nature and the formal presentation or transmission of the flags.

"In the first place, we desire to present to each of the public schools of the City of Rochester, a handsome, well-made flag. This flag we desire to be looked upon by the schools not only as the ensign of our country, but also as a symbol of perpetual loyalty and patriotism, received from those who themselves participated in the civil war, to be sacredly preserved by each band of custodians and transmitted uninjured to their successors. It is to be a symbol, not of war, but of peace ; not of discord, but of perpetual union. The pupils should be inspired with a sense of pride in its possession and a desire to preserve it as long as possible and in as good condition as possible. It should be kept in a secure place and exposed only on occasions of a purely patriotic character. Its value will be enhanced with the lapse of time. In half a century, or in less time, a flag thus preserved will come to be a symbol worthy to be venerated. We can well appreciate the sentiment which such a flag in time will inspire, when we remember our own regard for some significant relic of the past. A flag actually received from those who took part in the most heroic period of our nation's history will become, in time, a fit object to stir the patriotic blood of its youthful possessors. While the flag should properly be regarded as belonging to the whole school, we would suggest that it be put under the nominal charge of a band of custodians, appointed annually on the basis of merit, whose position would thus be one of honor. The persons thus appointed to receive the flag would also, by virtue of their position, be the delegates to the general convention of the public schools held on Washington's birthday. Their number could be apportioned

among the several schools according to the whole number of pupils in each school. One of these custodians should be selected as "standard bearer" to carry the flag in front of the delegation, after receiving it from his predecessor. The new delegation for each year would thus march to the convention preceded by the two standard bearers, the one for the previous year bearing the flag to the convention, and the one for the ensuing year bearing it back to the school.

"In the next place, we are in favor of an annual public school convention, as herein suggested, on Washington's birthday, for various reasons. It would not merely afford the most suitable occasion for presenting the flags, in such a manner as we would desire to present them, and by the continuance of a beautiful custom give a new significance to this holiday; it would also, by its very nature, create a degree of enthusiastic interest which can only be elicited by concerted action. It would give an exhibition of the unity of our school system, and make every one of its participants feel that he was a part of a larger organization, and thus create an *esprit de corps* essential to the development of public sentiment and an appreciation of general interests. The convention composed of the honored delegates from the public schools and a certain number of invited guests from the parents and other citizens should, in our opinion, be under the charge of the Board of Education and presided over by its president, as the person who properly represents the unity of our public school system. The exercises at present held in the public schools on the 21st of February, need not be disturbed, but could be made preliminary to the "Washington convention" on the 22d, and would afford a suitable opportunity for appointing the delegates or custodians for the ensuing year. The delegates thus appointed would, at a given time, march from their several schools, or places of rendezvous, to the convention hall. They would take their proper places in the assembly room, indicated by markers, upon which would be the numbers of their respective schools. The exercises should be participated in, for the most part, by the pupils themselves. They should consist of patriotic declamations, rehearsals, selections, songs, etc., and should close with the formal presentation of the flags, accompanied by a presentation speech by the president of the Board, or some other person selected for the

occasion. At the first convention the flags should be delivered in person by members of the Post to the standard bearers appointed to receive them. At the subsequent conventions the flags should be delivered by the standard bearers to those appointed to receive them for the following year, followed, perhaps, by the singing of the "Star Spangled Banner" or some other patriotic song by the whole convention.

"These details have been suggested simply to show that the general plan proposed is a practical one. The minor details of the plan would, of course, be left to the discretion of the Board. In conclusion we would express the belief that if this plan should meet with the approval of the Board of Education, its execution would tend to keep alive and perpetuate the spirit of loyalty and patriotism, and also to exercise a healthful and beneficial influence upon the rising generation, and, furthermore, to rescue from apparent neglect a national holiday which should be held in perpetual honor."

The communication received the close attention of the commissioners and they applauded vigorously when Professor Morey concluded reading. At the invitation of the Board brief remarks upon the subject were made by other members of the committee. They stated, among other things, that the Post which they represented would pay all the expenses of the first "Washington convention," to be held this year, of course. Commissioner Noyes moved that the offer of George H. Thomas Post and the suggestions accompanying it be accepted, and that a special committee be appointed to confer with the representatives of the Post and make the necessary arrangements to carry out the idea. The motion was carried and Commissioners Noyes, Moody and Kingsley were appointed as such committee, President Cook and Superintendent Ellis being afterwards added.

IV.

PREPARATION BY THE PUBLIC SCHOOLS.

Shortly after the Board of Education adopted the proposition of the committee, the Superintendent of Public Instruction called a meeting of the principals of the schools. At this meeting the plan of the proposed convention was thoroughly discussed, the number of delegates apportioned among the various schools, the manner of their appointment agreed upon, dates assigned for rehearsals of the musical portion of the exercises, and many other details settled. The meeting was harmonious and enthusiastic, and from the beginning it was evident that as far as the principals were concerned every effort would be put forth to make the convention a success.

In preparation for the general exercises of the convention great interest was manifested in the schools, not only by the delegates themselves, but also by the many thousands of pupils who could not hope to be present at the City Hall.

On the day previous to the convention, declamations, songs, readings, etc., appropriate to the occasion, were given in almost every grade of every school. The following programmes, selected from a score or more, will give an idea of what was general throughout the schools :

SCHOOL NO. 3.

Instrumental solo—National Airs,	- - -	Cora Schultz.
Sketch of Washington's Life,	- - -	Tillie Warford.
Chorus—Flag of the Free,	- - -	Fourth grade B.
Recitation—My Country,	- - -	- - -
Chorus,	- - -	First grade.
Recitation,	- - -	Susie Collinson.
Chorus—America,	- - -	Ninth and Tenth grades.
Club Swinging,	- - -	Sadie Brewster.
Recitation—The Inventor's Wife,	- - -	Lillian Hensler.
Instrumental duet,	- - -	Gertie Lewis and Josie Smith.
Chorus—Lullaby from Erminie,	- - -	Second grade.
Concert Recitation (Washington) Chorus—Our Flag,	- - -	Third grade A.
George Washington (five boys),	- - -	Third grade B.
The American Flag,	- - -	Fourth grade A.
Recitation,	- - -	Ralph Crowley.
Song—Hail Our Country's Natal Morn,	- - -	Eighth grade.
Recitation—Our Silent Hero,	- - -	Maud Richards.
Chorus—The Star Spangled Banner,	- - -	Ninth and Tenth grades.
Recitation—Washington,	- - -	Lulu Maloney.
Instrumental solo,	- - -	Josie Smith.
Instrumental duet,	- - -	Katie and Louise Wetmore.
Recitation—Washington,	- - -	May Vinton.
Song—Home and Mother,	- - -	Edward Lux.
Medley on Accordeon,	- - -	- - -
Instrumental duet,	- - -	Bertha Cragg and Mamie Cragg.
Solo,	- - -	William J. Curtiss.

SCHOOL NO. 4.

PART I.

Song—America,	- - -	By the School.
Recitation—Song of Plymouth Rock,	- - -	Kittie Angell, Tenth grade.
Selections—Life of Washington,	- - -	Pupils of Eighth grade.
Recitation—Revolutionary Tea,	- - -	Frank Strong, Ninth grade.
Recitation—Webster's Reply to Hayne,	- - -	- - -
	- - -	George B. Miller, Tenth grade.
Song—Columbia, the Gem of the Ocean,	- - -	By the School.
Recitation—Battle of Lexington,	- - -	Clifton Williamson, Eighth grade.
Recitation—George Washington,	- - -	Emile Clark, Seventh grade.
Recitation—The Incorruptible Patriot,	- - -	- - -
	- - -	Carrie Ruthven, Ninth grade.
Recitation—Washington,	- - -	Fannie Shannon, Seventh grade.
Song—Battle Hymn of the Republic,	- - -	By the School.

PART II.

Duet—Instrumental,	Rebecca Fraser and Bessie Logan,	Tenth grade.
Recitation—The Little Black-Eyed Rebel,	- - -	Frances Telford, Eighth grade.
Recitation—Emily Gregor's Ride,	- - -	Addie Perry, Eighth grade.
Recitation—The Red, White and Blue	- - -	Lena Smith, Eighth grade.
Recitation—History of the Flag,	- - -	DeWitt Treman Ninth grade.
Song—The Star Spangled Banner,	- - -	Solo and chorus.
Recitation—The Pride of Battery B,	- - -	Katie Clark, Seventh grade.
Recitation—The Irish Drummer Boy,	- - -	Emma Benson, Seventh grade.
Recitation—Wounded,	- - -	Alice Rogers, Seventh grade.
Song—Tenting on the old Camp Ground,	- - -	Solo, Frank Strong and Chorus.
Recitation—Hetty McEwen,	- - -	Annie Shannon, Eighth grade.
Recitation—Sherman's March to the Sea,	- - -	Georgia Newman, Seventh grade.
Song—Marching Thro' Georgia,	- - -	Solo and Chorus.
Recitation—Drake's American Flag,	- - -	Walter Arnold, Tenth grade.
Recitation—Union and Liberty,	- - -	Ruth Adams, Tenth grade.
The Flag of the Free,	- - -	By the School.

SCHOOL NO. 6—GRAMMAR DEPARTMENT.

Declamation—Tribute to Washington,	- - -	Henry Johnson.
Recitation—The Ride of Jennie McNeal,	- - -	Maud Lee.
Recitation—Night at Trenton,	- - -	Emma Wade.
Song—Our Flag,	Allie Cornell, Carrie Stone and Jessie Cogswell.	
Declamation—Incorruptible Patriot,	- - -	Willie Davidson.
Recitation—Why?	- - -	Estella M. Vogel.
Recitation—Warren's Address-	- - -	Hattie Seel.
Declamation—True Heroism,	- - -	Charlie Bentley.
Recitation—George Washington,	- - -	Jennie Jamieson.
Recitation—The Blue and the Gray,	- - -	Lillian Buell.
Dialogue—The Little Hatchet Story,	- - -	Maude Thayer and Jennie Hanan.
Recitation—Paul Revere's Ride,	- - -	Sadie Leggett.
Declamation—Freedom's Song,	- - -	J. C. Emery.
Recitation—Revolutionary Tea,	- - -	Hattie Beardslee.
Declamation—Picket Duty,	- - -	Bennie Clement.
Recitation—Sheridan's Ride,	- - -	Hattie Baker.
Declamation—Tea Tax,	- - -	Otis Antisdale.
Song—George Washington,	- - -	Allie Cornell, Carrie Stone, Jessie Cogswell.
Recitation—The Sword of Bunker Hill,	- - -	Florence Franklin.

Declamation—Barbara Frietchie, - - - -	May Wallace.
Recitation—Independence Bell, - - - -	Minnie Speidel.
Declamation—Never Give Up, - - - -	Bert Stott.
Recitation—Twenty-Second of February, - - - -	Mary Toaz.
Declamation—Then and Now, - - - -	Glen Hinolf.
Recitation—The Soldier's Reprieve, - - - -	Hattie Ricker.
Declamation—Sergeant of the Fifteenth, - - - -	Emery Dunklee.

SCHOOL NO. 9.

Piano Solo—March, - - - -	Elma Ulscht.
Declamation—Character of Washington, - - - -	Barney Berman.
Recitation—Independence Bell, - - - -	Nettie Gunkler.
Chorus—America, - - - -	
Recitation—The Boy who Never Told a Lie, - - - -	Fred Walker.
Recitation—Nathan Hale, - - - -	Bertha Menn.
Vocal Solo—Light in the Window, - - - -	Louise Yeackel.
Recitation—The Flower of Liberty, - - - -	Emma Kipphut.
Declamation—The Union, - - - -	James Stalker.
Chorus—Marching Through Georgia, - - - -	
Recitation—Barbara Frietchie, - - - -	Jennie De Neve.
Recitation—Sheridan's Ride, - - - -	Ida Birr.
Vocal Solo—Native Land, - - - -	Lulu MacCalum.
Recitation—The Soldier's Reprieve. - - - -	Franc Holtz.
Recitation—The Wounded Colonel, - - - -	Rachel Levy.
Vocal Solo—Washington's Grave, - - - -	Victor Webber.
Recitation—The Blue and the Gray, - - - -	Tobie Greenberg.
Recitation—Somebody's Darling, - - - -	Anna Davis.
Chorus—Columbia, - - - -	

SCHOOL NO. 11.

Chorus—America, - - - -	
Recitation—Our Country, - - - -	Pearl Keeler.
Reading—Independence Bell, - - - -	Pupils Fifth Grade.
Essay—Early Days of Washington, - - - -	Ray Foster.
Chorus—Columbia, the Gem of the Ocean, - - - -	
Recitation—Driving Home the Cows, - - - -	Christabel Blackford.
Recitation—A Little Child, - - - -	Genie Brown.
Music—Piano Solo, - - - -	
Conversation on the Life and Characteristics of Washington, - - - -	Pupils of Sixth Grade.
Chorus—Star Spangled Banner, - - - -	
Recitation—The Little Quaker, - - - -	Margie White.

Reading—Which is Greater, George Washington or Christopher Columbus?	- - - - -	Arnold Empey.
Solo and Chorus—Battle Hymn of the Republic,	- - - - -	-
Declamation—The Last Broadside,	- - - - -	Walter Kempe.
Piano Solo,	- - - - -	-
Scene in the Life of Washington,	- - - - -	Grace Dunning.
Recitation—The Boston Tea Party,	- - - - -	Helen Probst.
Solo and Chorus—Tenting To-Night,	- - - - -	-
Declamation—Roll Call,	- - - - -	Willie Pringle.
Recitation—A Song for Our Soldiers,	- - - - -	Rose Gaffney.
Piano Solo,	- - - - -	-
Declamation—George Washington,	- - - - -	Tommie Kirby.
Recitation—He Never Told a Lie,	- - - - -	Emma Watkyns.
The American Flag,	- - - - -	By the Guard of Honor.
Song—Flag of My Country,	- - - - -	-

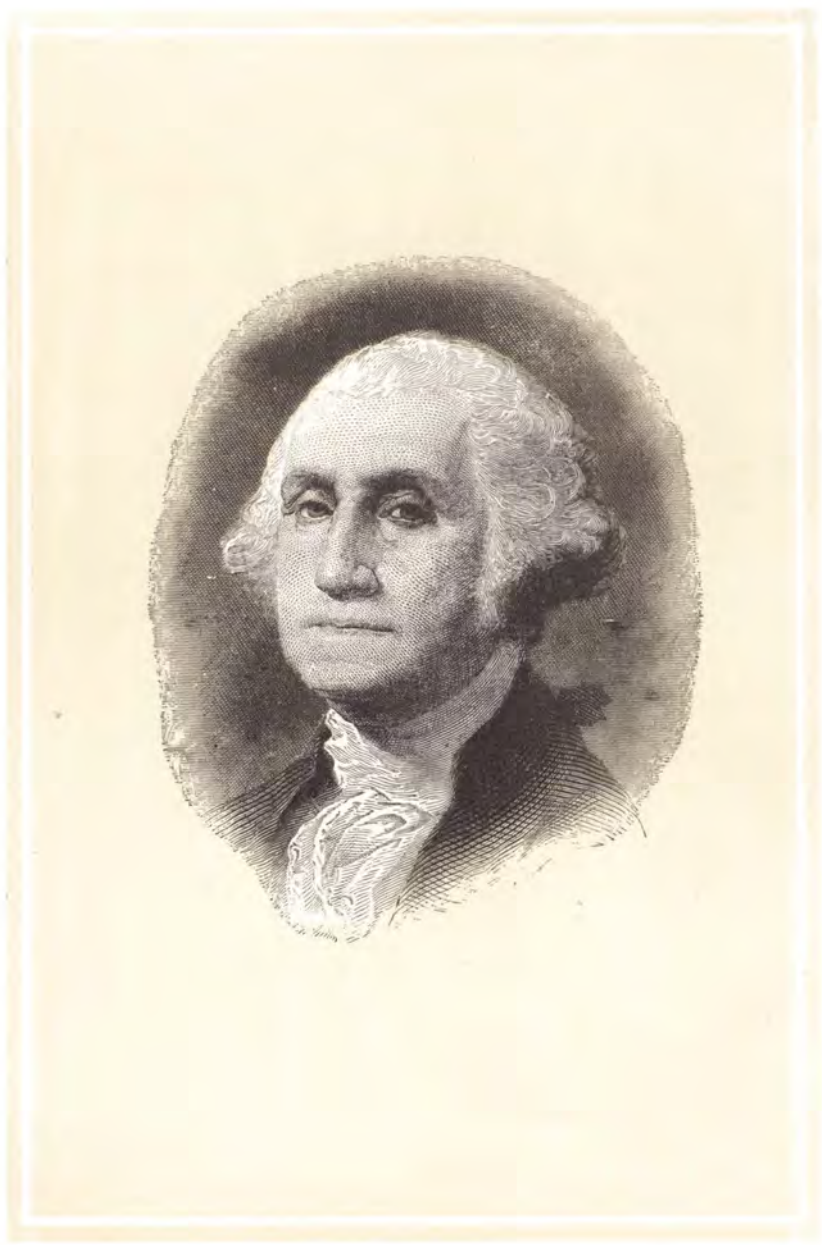
SCHOOL NO. 17.

Composition—Life of Washington,	- - - - -	Myrtie Brice.
Reading—Return from the French Forts— <i>Irving</i> ,	- - - - -	Lillie Loysen.
Composition—Causes of the Revolution,	- - - - -	Mary Ennis.
Reading—Battle of Lexington— <i>Bancroft</i> ,	- - - - -	Cora Brice.
Declamation—War Inevitable— <i>Patrick Henry</i> ,	- - - - -	George Gerling.
Reading—Battle of Bunker Hill— <i>Frothingham</i> ,	- - - - -	Maggie Milligan.
Reading—Washington Chosen— <i>Sparks</i> ,	- - - - -	Henry Gerling.
Reading—Independence— <i>Parton</i> ,	- - - - -	Libbie Stalker.
Recitation—The Liberty Bell,	- - - - -	Olive Lombard.
Reading—Valley Forge— <i>Green</i> ,	- - - - -	Stephen Brayer.
Reading—Surrender of Cornwallis— <i>Thacher</i> ,	- - - - -	Charles Newman.
Reading—Farewell to His Officers— <i>Marshall</i> ,	- - - - -	John Kase.
Reading—The Inauguration— <i>Hildreth</i> ,	- - - - -	Julia Koehler.
Declamation—Washington's Farewell Address,	- - - - -	C. Bechtold.
Reading—Death of Washington— <i>Marshall</i> ,	- - - - -	Nettie Wood.
Reading—Character of Washington— <i>Everett</i> ,	- - - - -	Bertha Bott.
Declamation—Eulogy on Washington— <i>Webster</i> ,	- - - - -	Eddie Haskin.
Declamation—Love of Country— <i>Scott</i> ,	- - - - -	H. Thompson.
Declamation—Union— <i>Webster</i> ,	- - - - -	Willie Lyon.

SCHOOL NO. 18.

Singing—Flag of the Country,	- - - - -	School.
Memory Exercise—Our Nation's Birthday,	- - - - -	Tenth Grade Pupils.
Recitation—Mount Vernon,	- - - - -	Esther Margrander.
Essay—Our Flag,	- - - - -	Mary Stratton.

Recitation—An Ode for Washington's Birthday, -	Jessie Morrison.
Reading—Washington as a Civilian, - - -	Elmer Buckland.
Song—Star Spangled Banner, - - - -	-
Essay—Washington, - - - - -	Ida E. Brown.
Recitation—Union and Liberty, - - - -	Clara Coit.
Recitation—In Memory of Washington, -	Eddie Gottschalk.
Song, - - - - -	Five girls.
Essay—Our Country, - - - - -	Lillie Schmitt.
Recitation—The American Flag, - - - -	Cora Laming.
Recitation—The Boys Rally, - - - - -	Harry Bareham.
Reading—Ballad of the Boston Tea Party, -	Mabel Miller.
Singing—Battle Hymn of the Republic, -	-
Reading—Lincoln's Inaugural Address, - -	Frank A. Walter.
Reading—Tom Brown's Fourth of July, - -	Bertha Irving.
Recitation—Washington, - - - - -	Louis Lazarus.
Recitation—The Twenty-Second of February,	Nellie Daggs.
Singing—Tenting on the Old Camp Ground,	-
Reading—Boston Tea Party, - - - - -	Walter Lauer.
Reading—Independence Bell, - - - - -	Lillie Thomas.
Reading—Battle of Lexington, - - - - -	Fannie Van Ingen.
Reading—Warren's Address, - - - - -	Willie Boone.
Reading—Paul Revere's Ride, - - - - -	Bessie Van Ingen.
Reading—Washington's Life in Danger - -	Charlie Zeiner.



EXERCISES ON WASHINGTON'S BIRTHDAY,

FEBRUARY 22D, 1889.

HEADQUARTERS

GEO. H. THOMAS POST,
No. 4.
DEPARTMENT N. Y., G. A. R.GENERAL ORDERS {
No. 3. }

ROCHESTER, February 18, 1889.

In accordance with a resolution adopted by the Post, the members are hereby ordered to report at the New York State Arsenal, Friday, February 22d, at 1:30 P. M., sharp, wearing the regulation soft black hat with cord, white gloves and Grand Army Badge.

Comrade is hereby detailed to carry one of the flags for presentation.

By command of J. A. REYNOLDS, P. C.
D. E. SACKETT, Adjt.

Pursuant to the above General Orders No. 3, the following members of the Post reported at the place designated:

- | | |
|---------------------------------------|---------------------|
| 1. Jno. A. Reynolds, Commander, | |
| 2. S. S. Eddy, Sen. Vice Commander, | |
| 3. A. H. Bruman, Jun. Vice Commander, | |
| 4. W. C. Morey, | 25. A. J. Reibling, |
| 5. T. C. Hodgson, | 26. G. W. Goler, |
| 6. Milton H. Smith, | 27. G. W. Sill, |
| 7. B. L. Hovey, | 28. S. P. Quick, |
| 8. E. T. Curtis, | 29. E. V. Stoddard, |
| 9. C. W. Wall, | 30. Jno. G. Allen, |
| 10. W. W. Robacher, | 31. H. H. Pyott, |
| 11. B. F. Harris, | 32. H. C. Munn, |
| 12. W. K. Barlow, | 33. A. L. Mabbett, |
| 13. H. S. Greenleaf, | 34. David Little, |
| 14. M. Leyden, | 35. Henry Lomb, |
| 15. James Hutchinson, | 36. Wm. Williams, |
| 16. Wm. Emerson, | 37. L. T. Foote, |
| 17. G. H. Reynolds, | 38. Porter Farley, |
| 18. S. C. Pierce, | 39. R. A. Adams, |
| 19. S. B. Williams, | 40. J. Z. Culver, |
| 20. James E. Briggs, | 41. W. W. Gilbert, |
| 21. D. S. Barber, | 42. D. E. Sackett, |
| 22. J. Geo. Cramer, | 43. W. H. Benjamin, |
| 23. Rob't J. Lester, | 44. Henry C. Frost. |
| 24. N. P. Pond, | |

After the Post had been formed in line in front of the Arsenal and a photograph taken, the veterans, in sections of eight, with flags unfurled to the breeze, marched through Clinton street to Main, thence to the City Hall. A company of men who, twenty-five years before, had fought for the old flag, now bearing thirty-two of these emblems for such a purpose as that contemplated, formed a unique and inspiring spectacle that elicited the hearty commendations of the citizens along the route.

The City Hall presented a patriotic and handsome appearance. It was the stars and stripes, and that flag alone, that was gracefully suspended at the sides and along the rear of the auditorium, that fluttered on the breasts of seven hundred girls and boys—the flower of Rochester's schools. It was the red, white and blue that hung in graceful festoons from above the platform, where so many of the Union's patriots have spoken, and that formed a frame for the fine portrait of Washington, displayed at the rear of the stage.

Long before the hour fixed for the opening of the afternoon's ceremonies, throngs of people had pressed into the hall and filled every available space. As the capacity of the hall necessitated a limited number of tickets, it was impossible for the managers to accommodate all who wished to attend. A detail of policemen was in attendance to assist in disposing of the vast audience. The "honor guard," consisting of those pupils selected from each school, whose duty it will be during the coming year to care for the flags entrusted to their charge, occupied seats in the body of the hall, their location being indicated by "markers." The dainty colors affected by many of the girls of the schools formed a pleasing contrast with the conventional black worn by the boys, and the picture which was presented as they chatted merrily together, while the audience assembled, was indeed a pleasing one. At half-past two o'clock, the gentlemen who were to take part in the exercises entered the hall and took their seats upon the platform. These consisted of the Mayor and the members of the Board of Education, together with many prominent citizens. They were followed by George H. Thomas Post, bearing the flags to be presented to the schools. The old soldiers remained standing in line for several minutes amid the enthusiastic applause of the audience.

Commander John A. Reynolds called the assemblage to order and announced the selection of President Charles S. Cook, of the Board of Education, to preside over the meeting.

The exercises consisted of patriotic speeches, songs, declamations and the presentation of flags, in accordance with the following programme.

Order of Exercises.

I. MUSIC—BAND.

II. PRAYER—REV. L. T. FOOTE, Chaplain George H. Thomas Post.

O, God! Thou who rulest in the armies of Heaven and who art ever seeking to be enthroned in the hearts of the children of men, we come to Thee to-day with gratitude in our hearts and words of supplication on our lips.

We thank Thee for the inspiration that suggested the services of this occasion. Whatever there is in them that is right and good, is of Thee. We seek Thy blessing upon all that is here done in Thy name. We thank Thee for that wonderful providence that led our forefathers to the shores of this new world, to establish here a new form of civil government, under which all men should be protected in their inalienable right to life, liberty and the pursuit of happiness.

We thank Thee for the man whose birth we this day celebrate and whose memory and virtues we fondly cherish. We thank Thee for the faith that inspired him, the courage that sustained him, the wisdom that guided him, and the spotless integrity of character that made him the trusted and successful leader of our armies in the dark days of our struggle for national independence and that won for him the revered name, 'The Father of his Country.'

We thank Thee for that gracious providence that has been over us as a people, in preserving this land as the theater of a

new experiment in civil and religious freedom. We bless Thy name, Oh God, for Thy providential care in the conflict in which so many of us were recently engaged; a conflict that broke the fetters of millions of bondmen and that settled for all time the integrity of the Union.

We seek Thy blessing upon our country; protect her in the future as Thou hast in the past from all her foes, those from within and those from without. May Thy blessing rest upon all our free institutions, our public schools, our seminaries and universities, whose object is to make our young men and young women intelligent and worthy citizens of this free republic. Bless the churches, whose object is to give tone to the public conscience and to furnish the incentives that will incline men to lead moral and upright lives. Bless, we pray Thee, the public schools of this city and the children who are here to-day to represent them and to receive from the hands of the men who took part in the late war of the rebellion, the flags which are the emblems of our nation's life and glory.

May the spirit of loyalty and patriotism that rules this hour be ever kept alive in their hearts, and be imparted to each successive class to whom these flags shall be transmitted. May they and their successors be ever mindful of the blessings they enjoy under our free government and of what it cost to secure and maintain them. Bless the Board of Education, which has so heartily co-operated with the members of the Grand Army in the work this day inaugurated.

Bless, we pray Thee, our Order, in all the purposes for which it was organized; the purposes of fraternity, charity and loyalty, and of keeping alive not only the memories, but also the virtues and sacrifices of the brave men who in the time of the nation's peril laid their all upon the altar of their country. Their ranks are growing thinner with each succeeding year. None can take their places. The stooping shoulders, the wrinkled brows, the silvered hair tell that soon the arms that wielded the saber and carried the musket in their country's defense will fall nerveless at the side and their voices be hushed in the stillness of death.

And may the children who are here to-day never forget the impression of this hour. May they ever remember that peace hath her victories as well as war, and may they so fight the battle

of life, be so true and brave in defense of all that is good and right, in Thy Name that they with us may become citizens of that heavenly country for which we were all created; and unto Thee, O God, shall we give the praise, for ever and ever. Amen.

III. INTRODUCTORY ADDRESS—HON. C. R. PARSONS, Mayor of Rochester.

MR. PRESIDENT AND FELLOW-CITIZENS AND SCHOLARS—No department of our city government, and no interest committed to the care of officials anywhere throughout this broad land of ours is of greater concern or of more vital importance to the people of this country than the education of its children and youth.

The free school system of the United States is the pride and glory of the Republic, and there is nothing to which our citizens contribute more cheerfully than to the cause of education. We have just reason to be proud of the public schools of Rochester, for they are accomplishing great good in our midst, and have done much to add to the reputation which we enjoy as an enlightened and a progressive city.

None of us, I think, however, are unmindful of the fact that, as is the case in many other departments of municipal government, abuses sometimes creep into this branch, and consequently have a tendency to work injury to a good cause. We will be hopeful, nevertheless, and we will labor with still greater diligence and zeal to the end that justice may at all times prevail, and that worthy efforts may be ever crowned with triumphant success.

We meet here to-day—a day dear to the heart of every true American—to unite with the veterans of a war which was successfully waged for the perpetuity of Republican institutions, in exercises long to be remembered, for they are, in a measure, commemorative of valor unequalled and devotion unparalleled. The sacrifices of the Union soldiers in our late civil war, and the bravery and love of country so often displayed by them during that trying period in our nation's history, I repeat, stand without

parallel. Nearly sixty years have passed since Webster made his celebrated reply to the treasonable utterances of Hayne. Even then dark shadows were flitting across our national sky. Thirty years later there burst upon us with all the fury of a tempest the very contest which Seward had shortly before suggested as inevitable, and which Webster so long previously had prayed might be averted.

The names of Washington, of Lincoln, of Grant, and of Garfield are familiar ones in the history of our country. There are the names of other patriots some of which are not quite so familiar, especially to the children of to-day. Seward was a patriot and statesman, and I speak of him because I desire these school-children to remember that he was a native of our own state; that he was one of the most conspicuous men of his times, and that while the soldiers were fighting the battles of the Union he, as the chosen adviser of Lincoln and the head of the cabinet, was guarding the diplomacy of the government through the perils of the war, with an industry, energy and success almost unparalleled. In early life he was elected a member of the state Senate of New York, and was, subsequently, twice elected Governor of this great commonwealth.

Seward was a man of liberal and advanced views. As governor he favored an increase of education, recommended internal improvements, and a liberal policy toward foreign immigrants, and quickly took the side of abolition in the growing controversies on slavery. In 1849 he became a member of the Senate of the United States, where he was the acknowledged leader of his party. As a senator he promulgated the "higher law" doctrine—a higher one than the constitution, which regulated the authority of Congress over the national domain—the law of God and the interests of humanity.

Perhaps the most interesting thought in connection with the life of Seward, as we consider it briefly to-day, is the fact that it was in this city, a little more than thirty years ago, that he made one of the most remarkable speeches of modern times. I was a school boy then—a pupil of public school No. 14 in this city. I had heard that Seward was to be here and I was determined to hear him. Being a "little fellow," I worked my way through the crowd which had assembled at Corinthian Hall, at which

place that great man declared that there was an "irrepressible conflict between opposing and enduring forces," and that "the United States must become entirely slave or entirely free."

In 1860 Seward was the most prominent candidate of the Republican party for the Presidency, but Lincoln was nominated and elected. Seward, too, was assailed when Lincoln fell, but slowly recovered from the wounds then inflicted upon him, and died a few years later at his home in the city of Auburn in this State. Webster died nine years before the breaking out of the civil war. His prayer had been: "When my eyes shall be turned to behold for the last time the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union; on States dissevered, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, in fraternal blood."

But the "irrepressible conflict between opposing and enduring forces" could no longer be restrained, and the time speedily came when "the United States must become entirely slave, or entirely free." Thus began that terrible war to which I have alluded and of which we are now so forcibly reminded.

The flags which these school children are to receive to-day suggest the story of the conflict and the victory. They are bright jewels in the crown of patriotism and devotion. As they shall be handed down hereafter from one generation to another, may they serve to remind us of the priceless heritage which we possess. May they cause increasing love for home, and for country, and always prove truthful emblems of "Liberty and Union, now and forever, one and inseparable."

IV. CHORUS—AMERICA, - - ENTIRE AUDIENCE.

V. MEMORABILIA OF WASHINGTON—GEN. JOHN A. REYNOLDS, Commander George H. Thomas Post, No. 4, G. A. R.

Born February 22 (Feb. 11, O. S.), 1732.

Surveyor of lands at sixteen years of age, 1748.

Military Inspector and Major at nineteen, 1751.

Adjutant-General of Virginia, 1752.
 Commissioner to the French, 1753.
 Colonel and commanding the Virginia militia, 1754.
 Aide-de-Camp to Braddock in his campaign, 1755.
 Again commands the Virginia troops, 1755.
 Resigns his commission, 1758.
 Married, January 6, 1759.
 Elected member of the Virginia House of Burgesses, 1759.
 In First Continental Congress, 1774.
 In Second Continental Congress, 1775.
 Elected Commander-in-Chief, June 15, 1775.
 Takes formal command at Cambridge, July 3, 1775.
 Forces the British to evacuate Boston, March 17, 1776.
 Battle of Long Island, August 27, 1776.
 Masterly retreat to New York, August 29, 1776.
 Battle of Harlem Heights, October 27, 1776.
 Battle near White Plains, October 29, 1776.
 Occupies the right bank of the Delaware, December 5, 1776.
 Clothed with "full power," December 12, 1776.
 Battle of Trenton, December 26, 1776.
 Battle of Princeton, January 3, 1777.
 Drives the British from New Jersey, July, 1777.
 Battle of Brandywine, September 11, 1777.
 Battle of Germantown, October 4, 1777.
 With his army at Valley Forge, winter of 1777-8.
 Battle of Monmouth, June 28, 1778.
 British again retire from New Jersey, 1778.
 Winters at Morristown, N. J., 1780-81.
 Joins La Fayette before Yorktown, September, 1781.
 Surrender of Cornwallis, October 19, 1781.
 Farewell to the Army, November 2, 1783.
 Parts with his officers, December 4, 1783.
 Resigns his commission, December 23, 1783.
 Presides at Constitutional Convention, May-September, 1787.
 Elected President of the United States, January 7, 1789.
 Inaugurated at New York, April 30, 1789.
 Re-elected for four years, November 6, 1792.
 Issued his farewell address, September 17, 1796.
 Retires to private life, March 4, 1797.
 Appointed Commander-in-Chief, July 3, 1798, with the rank of
 Lieutenant General, which rank he held until his death.
 Died at Mount Vernon, December 14, 1799.

VII. WASHINGTON AND LINCOLN—*Sumner*.

Recitation, - MARGIA M. CRITTENDEN.

In the universe of God there are no accidents. From the fall of a sparrow to the fall of an empire, or the sweep of a planet, all is according to divine providence, whose laws are everlasting. It was no accident which gave to his country the patriot whom we now honor.

For the second time in our annals the country has been summoned by the President to unite, on an appointed day, in commemorating the life and character of the dead. The first was on the death of George Washington, when, as now, a day was set apart for simultaneous eulogy throughout the land; and cities, towns and villages all vied in tribute. More than half a century has passed since this early observance in memory of the father of his country, and now it is repeated in memory of Abraham Lincoln.

Thus are Washington and Lincoln associated in the grandeur of their obsequies. But this association is not accidental. It is from the nature of the case, and because the part which Lincoln was called to perform resembled in character the part which was performed by Washington. The work left undone by Washington was continued by Lincoln. Kindred in service, kindred in patriotism, each was naturally surrounded at death by kindred homage. One sleeps in the east and the other sleeps in the west; and thus, in death, as in life, one is the complement of the other.

Each was at the head of the republic during a period of surpassing trial; and each thought only of the public good, simply, purely, constantly, so that single-hearted devotion to country will always find a synonym in their names. Each was the national chief during a time of successful war. Each was the representative of his country at a great epoch of history.

Unlike in origin, conversation and character, they were unlike also, in the ideas which they served, except so far as each was the servant of his country. The war conducted by Washington was unlike the war conducted by Lincoln—as the peace which crowned the arms of the one was unlike the peace which began to smile upon the other. The two wars did not differ in the scale of operations and in the tramp of mustered hosts, more than in the

ideas involved. The first was for national independence; the second was to make the republic one and indivisible, on the indestructible foundations of liberty and equality. In the relation of cause and effect the first was the natural precursor and herald of the second. By the sword of Washington independence was secured; but the unity of the republic and the principles of the Declaration were left exposed to question. From that day to this, through various chances they have been questioned and openly assailed, until at last the republic was constrained to take up arms in their defence.

Such are these two great wars in which these two chiefs bore such part. Washington fought for national independence and triumphed—making his country an example to mankind. Lincoln drew a reluctant sword to save those great ideas, essential to the life and character of the republic, which unhappily the sword of Washington had failed to put beyond the reach of assault.

It was by no accident that these two great men became the representatives of their country at these two different epochs, so alike in peril, and yet so unlike in the principles involved. Washington was the natural representative of national independence. He might also have represented national unity had this principle been challenged to bloody battle during his life, for nothing was nearer his heart than the consolidation of our union, which in his letter to Congress transmitting the constitution, he declared to be the greatest interest to every true American.

Washington, always strictly just, according to prevailing principles, and ordering at his death the emancipation of his slaves, was a general and a statesman rather than a philanthropist. His origin, his early life, his opportunities, his condition, his character, were all in contrast with the origin, the early life, the opportunities, the condition and the character of Lincoln.

Mourn not the dead, but rejoice in the life and example. Rejoice as you point to this child of the people, who was lifted so high that republican institutions became manifest in him. Rejoice that through him emancipation was proclaimed. Above all see to it that his constant vows are fulfilled, and that the promises of the fathers are maintained, so that no person in the upright form of man can be shut out from their protection. Then will the unity of the republic be fixed on a foundation that cannot

fail, and other nations will enjoy its security. The corner-stone of national independence is already in its place, and on it is inscribed the name of George Washington. There is another stone which must have its place at the corner also. This is the Declaration of Independence with all its promises fulfilled. On this stone we will gratefully inscribe the name of Abraham Lincoln.

VIII. MUSIC—BAND. - - -

IX. LIBERTY AND UNION—*Webster*.

Recitation, - FRANCES A. MOSHIER.

I profess, sir, in my career hitherto, to have kept steadily in view the prosperity and honor of the whole country and the preservation of our federal union. It is to that union we owe our safety at home and our consideration and dignity abroad. It is to that union that we are chiefly indebted for whatever makes us most proud of our country. That union we reached only by the discipline of our virtues, in the severe school of adversity. It had its origin in the necessities of disordered finance, prostrate commerce, and ruined credit. Under its benign influences these great interests immediately awoke as from the dead, and sprang forth with newness of life. Every year of its duration has teemed with fresh proofs of its utility and its blessings; and although our territory has stretched out wider and wider, and our population spread farther and farther, they have not outrun its protection or its benefits. It has been to us all a copious fountain of national, social and personal happiness.

I have not allowed myself, sir, to look beyond the union and see what might lie hidden in the dark recess behind. I have not coolly weighed the chances of preserving liberty, when the bonds that unite us together shall be broken asunder. I have not accustomed myself to hang over the precipice of disunion, to see whether, with my short sight, I can fathom the depth of the abyss below, nor could I regard him as a safe counselor in the affairs of this government whose thoughts should be mainly bent on con-

sidering, not how the union should be preserved, but how tolerable might be the condition of the people when it shall be broken up and destroyed.

While the union lasts we have high, exciting, gratifying prospects spread out before us, for us and our children. Beyond that I seek not to penetrate the veil. God grant that in my day at least, that curtain may not rise! God grant that on my vision may never be opened what lies behind! When my eyes shall be turned to behold, for the last time, the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious union; on states dissevered, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, in fraternal blood. Let their last feeble and lingering glance, rather, behold the gorgeous ensign of the republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in their original luster, not a stripe erased or polluted, nor a single star obscured, bearing for its motto no such miserable interrogatory as: "What is all this worth?" nor those other words of delusion and folly—"Liberty first and union afterward;" but everywhere spread all over in characters of living light, blazing on all its ample folds, as they float over the sea and over the land, in every wind under the whole heavens, that other sentiment, dear to every true American heart,—“Liberty and Union, now and forever, one and inseparable!”

X. VOCAL SOLO AND CHORUS—MARCHING THROUGH
GEORGIA.

XI. THE MEMORY OF WASHINGTON—*Everett*.
Declamation, - CHAS. C. MORSE.

To us, citizens of America, it belongs above all others to show respect to the memory of Washington, by the practical deference which we pay to those sober maxims of public policy which he has left us,—a last testament of affection in his Farewell Address. Of all the exhortations which it contains, I scarce need say to you that none are so emphatically uttered, none so anxiously

repeated, as those which enjoin the preservation of the Union of these states.

On this, under Providence, it depends in the judgment of Washington whether the people of America shall follow the Old World example, and be broken up into a group of independent military powers, wasted by eternal border wars, feeding the ambition of petty sovereigns on the life-blood of wasted principalities,—a custom house on the bank of every river, a fortress on every frontier hill, a pirate lurking in the recesses of every bay,—or whether they shall continue to constitute a federal republic, the most extensive, the most powerful, the most prosperous in the long line of ages.

No one can read the Farewell Address without feeling that this was the thought and this the care which lay nearest and heaviest upon that noble heart; and if—which heaven forbid—the day shall ever arrive when his parting counsels on that head shall be forgotten, on that day, come it soon or come it late, it may as mournfully as truly be said that Washington has lived in vain. Then the vessels as they ascend and descend the Potomac may toll their bells with new significance as they pass Mount Vernon; they will strike the requiem of constitutional liberty for us,—for all nations.

But it can not, shall not be; this great woe to our beloved country, this catastrophe for the cause of national freedom, this grievous calamity for the whole civilized world, it can not, shall not be. No, by the glorious 19th of April, 1775; no, by the precious blood of Bunker Hill, of Princeton, of Saratoga, of King's Mountain, of Yorktown; no, by the undying spirit of '76; no, by the sacred dust enshrined at Mount Vernon; no, by the dear immortal memory of Washington,—that sorrow and shame will never be.

A great and venerated character like that of Washington, which commands the respect of an entire population, however divided in other questions, is not an isolated fact in history to be regarded with barren admiration,—it is a dispensation of Providence for good. It was well said by Mr. Jefferson in 1792, writing to Washington to dissuade him from declining a renomination, "North and South will hang together while they have you to hang to." Washington in the flesh is taken from us; we shall

never behold him as our fathers did ; but his memory remains, and I say, let us hang to his memory. Let us make a national festival and holiday of his birthday ; and ever, as the 22d of February returns, let us remember that, while with these solemn and joyous rites of observance we celebrate the great anniversary, our fellow-citizens on the Hudson, on the Potomac, from the Southern plains to the Western lakes, are engaged in the same offices of gratitude and love.

Not we, nor they alone ;—beyond the Ohio, beyond the Mississippi, along that stupendous trail of immigration from East to West, which, bursting into States as it moves westward, is already threading the Western prairies, swarming through the portals of the Rocky Mountains and winding down their slopes, the name and the memory of Washington on that gracious night will travel with the silver queen of heaven through sixty degrees of longitude, nor part company with her till she walks in her brightness through the Golden Gate of California, and passes serenely on to hold midnight court with her Australian stars. There and there only, in barbarous archipelagoes, as yet untrodden by civilized man, the name of Washington is unknown ; and there, too, when they swarm with enlightened millions, new honors shall be paid with ours to his memory.

XII. SOLO AND CHORUS—TENTING ON THE OLD CAMP
GROUND, - - ANNA V. ROCHE AND PUPILS.

XIII. AMERICAN BATTLE FLAGS—*Schurz*.

Declamation, FRANK B. WITHERSPOON.

From Europe Mr. Sumner returned late in the fall of 1872, much strengthened, but far from being well. At the opening of the session he reintroduced two measures, which, as he thought, should complete the record of his political life. One was his civil-rights bill, which had failed in the last Congress ; and the other, a resolution providing that the names of the battles won over fellow-citizens in the war of the Rebellion should be

removed from the regimental colors of the army, and from the army register.

It was in substance only a repetition of a resolution which he had introduced ten years before, in 1862, during the war, when the first names of victories were put on American battle-flags. This resolution called forth a new storm against him. It was denounced as an insult to the heroic soldiers of the Union, and a degradation of their victories and well-earned laurels. It was condemned as an unpatriotic act.

Charles Sumner insult the soldiers who had spilled their blood in a war for human rights! Charles Sumner degrade victories, and depreciate laurels, won for the cause of universal freedom!—how strange an imputation!

Let the dead man have a hearing. This was his thought. No civilized nation, from the republics of antiquity down to our days, ever thought it wise or patriotic to preserve in conspicuous and durable form the mementos of victories won over fellow-citizens in civil war. Why not? Because every citizen should feel himself with all others as the child of a common country, and not as a defeated foe. All civilized governments of our days have instinctively followed the same dictate of wisdom and patriotism.

The Irishman, when fighting for old England at Waterloo, was not to behold on the red cross floating above him the name of Boyne. The Scotch Highlander, when standing in the trenches of Sebastopol, was not by the colors of his regiment to be reminded of Culloden. No French soldier at Austerlitz or Solferino had to read upon the tri-color any reminiscence of the Vendee. No Hungarian at Sadowa was taunted by any Austrian banner with the surrender of Villagos. No German regiment from Saxony or Hanover charging under the iron hail of Gravelot, was made to remember, by words written on a Prussian standard, that the black eagle had conquered them at Königgratz and Langensalza.

Should the son of South Carolina, when at some future day defending the Republic against some foreign foe, be reminded, by an inscription on the colors floating over him, that under this flag the gun was fired that killed his father at Gettysburg? Should this great and enlightened Republic, proud of standing

in the front of human progress, be less wise, less large-hearted, than the ancients were two thousand years ago, and the kingly governments of Europe are to-day ?

Let the battle-flags of the brave volunteers, which they brought home from the war with the glorious record of their victories, be preserved intact as a proud ornament of our state houses and armories, but let the colors of the army, under which the sons of all the states are to meet and mingle in common patriotism, speak of nothing but union,—not a union of conquerors and conquered, but a Union which is the mother of all, equally tender to all, knowing of nothing but equality, peace, and love among her children.

Such were the sentiments which inspired that resolution. Such were the sentiments which called forth a storm of obloquy. Such were the sentiments for which the Legislature of Massachusetts passed a solemn resolution of censure upon Charles Sumner,—Massachusetts, his own Massachusetts, whom he loved so ardently with a filial love, of whom he was so proud, who had honored him so much in days gone by, and whom he had so long and faithfully labored to serve and honor.

Oh, those were evil days, that winter ; days sad and dark, when he sat there in his lonesome chamber, unable to leave it, the world moving around him, and in it so much that was hostile, and he—prostrated by the tormenting disease, which had returned with fresh violence—unable to defend himself, and with this bitter arrow in his heart. Why was that resolution held up to scorn and vituperation as an insult to the brave, and an unpatriotic act ? Why was he not attacked and condemned for it when he first offered it, ten years before, and when he was in the fullness of manhood and power ? If not then, why now ? why now ?

To his convictions of duty he had sacrificed political associations most dear to him, the security of his position of which he was proud. For his convictions of duty he had stood up against those more powerful than he ; he had exposed himself to reproach, obloquy, and persecution. Had he not done so, he would not have been the man you praise to-day ; and yet for doing so he was cried down but yesterday.

He had lived up to the great word he spoke when he entered

the Senate,—“The slave of principle, I call no party master.” That declaration was greeted with applause; and when, true to his word, he refused to call a party master, the act was covered with reproach.

XIV. CHORUS—BATTLE HYMN OF THE REPUBLIC.

AUDIENCE.

XV. SYMPOSIUM ON THE AMERICAN FLAG.

Arranged by Comrade JOHN G. ALLEN.

- | | | | |
|-----------------------------|---|---|---------------------|
| 1. HISTORY—COLONIAL, | - | - | BELLE SCHAFFNER. |
| 2. HISTORY—NATIONAL, | - | - | BENJ. R. BRIGGS. |
| 3. SYMBOLICAL POWER, | - | - | ALBERT GUBLEMAN. |
| 4. THE FLAG INSULTED, | - | - | WILLIAM D. CURTISS. |
| 5. UNION AND LIBERTY, | - | - | RUTH ADAMS. |
| 6. SYMBOL OF LIBERTY, | - | - | OLIVER MCKENZIE. |
| 7. THE AMERICAN FLAG, | - | - | CORA LAMING. |
| 8. CHORUS—FLAG OF THE FREE, | - | - | PUPILS. |

No. 1.—HISTORY—COLONIAL.

What can be of greater interest to the heart of the American patriot than the history of his national standard? What a throng of sacred and thrilling associations cluster around the glorious old flag, not only to the American soldier and sailor, but to every loyal citizen and to every student of our nation's history.

A national flag is one of the insignia by which nationality is distinguished—by which the jurisdiction of a political power is asserted. Hence, its predominating use in the army and navy, the organizations by which a nation's sovereignty is maintained. Hence, too, its powerful appeal to the patriotism of all those who see in it the symbol not only of their country's power, but of its claims upon themselves. Pendent over fort, ship, or the busy mart of trade, throwing out with the varying breeze its folds to the four quarters of the heavens, it seems to hold above them the strong arm of the nation's protection.

Before the revolutionary war the recognized standard of the colonies was that of great Britain. Throughout the colonial period the slight dependence on the mother country was marked

by an increasing disposition to use individual colonial flags. All had the British crosses of St. Andrews and St. George, since the colonists at first claimed to be loyal subjects of the king, resisting the usurpations of the Parliament and the Ministry. It is doubtful whether there was any flag in the American lines at Bunker Hill; certainly none was captured by the British. One tradition is that there was a red flag with the legend COME IF YOU DARE; another, that the legend was AN APPEAL TO HEAVEN; and still another, that the flag was blue with a white union containing the upright red cross and the pine tree. Two classes of flags were prominent in the colonial times, "Pine Tree flags" and "Rattlesnake flags," the former being rather of a New England nature, while the latter had some approach to nationality. The former was generally white, with a green pine tree in the center and the legend AN APPEAL TO HEAVEN. The Rattlesnake flag was also white, with a rattlesnake either cut into thirteen pieces, each marked with the initial of a colony and the legend JOIN OR DIE, below, or complete and coiled, with the legend DON'T TREAD ON ME. Another variety had a ground of thirteen stripes red and white, with the rattlesnake extended across the field.

NO. 2.—HISTORY—NATIONAL.

Toward the end of 1775 the urgent need of a distinct national flag became very evident. The stripes seem first to have been used by a Philadelphia light horse troop in 1774-5, but only as a "union." Their use as the ground of a flag, originally suggested by the recognized flag of the East India company or of Holland, had become common in one of the Rattlesnake ensigns, and Congress adopted it in December, 1775, on the recommendation of a committee consisting of Franklin, Lynch and Harrison. The "Grand Union" flag consisted of thirteen stripes, as at present, but with the British union of the two crosses, to mark continued allegiance to the King. This flag was first hoisted over the American headquarters at Cambridge, Mass., Jan. 1, 1776. Paul Jones claims to have raised it over his ship, the Alfred, some days previously. It is noteworthy that when the naval committee of Congress presented a national flag to that body, February 8,

1776, they chose one of the Rattlesnake variety. In June, 1776, when independence had become a recognized probability, Washington and a committee of Congress made informal arrangements for the substitution of a five pointed star in the union. It was not until June 14, 1777, that Congress formally ordered the royal union to be displaced by thirteen stars, as at present symbolical of a new constellation. The new flag was probably first used at the battle of Brandywine. No change took place in the national standard until by Act of Congress in 1794, two new stripes and two new stars were added for Vermont and Kentucky. No further change took place for twenty-four years, even after the admission of Ohio and Louisiana, and the war of 1812 was fought under a flag of fifteen stripes and fifteen stars. The impropriety of considering Vermont and Kentucky as a part of "the old thirteen," and the cumbrousness of a flag with a new stripe for each new state occasioned the passage of the Act of April 4, 1818, by which the stripes were to be limited to thirteen in future, in memory of the thirteen states which had first secured for the flag a place among national emblems, while the number of stars should be indicative of the number of states in the Union.

NO. 3.—SYMBOLICAL POWER.

The grand old flag. Its real history cannot be told on any single occasion. Volumes would be inadequate to tell the story of its fame. Not alone have our fathers set up this banner in the name of God, over the well-won battle fields of the revolution. Not alone at Saratoga, at Monmouth, at Yorktown, but at Lundy's Lane, at New Orleans, at Buena Vista, and at Chapultepec, it has been the rallying signal for brave hearts and true. It is the same old flag that has been unfurled to the breezes of sea and lake, by Jones, Perry, Lawrence and others. Brave hands have carried it to the sunny south; lonely ones in the cold north have been cheered by it; it has been set up on the summits of the mountains of the west, and the nations of the east have been made to realize somewhat the significance of its symbolical power.

Stout hearts have fought for that bright flag,
Strong hands sustained it mast-head high.

Wherever the old flag has gone, the pride of its friends, the terror of its foes, it has been the herald of a better day; it has been the pledge of freedom, of justice, of order, of civilization and of Christianity. Traitors have hated it, the enemies of mankind have trampled it to the earth, but all who desire to see the triumph of truth and righteousness love and salute it.

Those who regard it as mere cloth-bunting, fail to appreciate its symbolical power. Wherever civilization dwells, or the name of Washington is known, it bears on its folds the concentrated power of armies and navies, and surrounds its votaries with a defence more impregnable than a battlement of wall or tower. Wherever on the earth an American citizen may wander, it is a shield to secure him against wrong and outrage; it is the symbol of a government that can command the loyalty of its people, and that can and will protect its citizens, wherever they may be on the face of the broad earth.

NO. 4.—THE FLAG INSULTED.

On the 7th day of January, 1861, a steamboat, called the *Star of the West*, was gliding over the waters of the Atlantic into one of the ports of the United States. A cannon ball came hissing across its prow; the stars and stripes sprung out to the breeze, as if startled by an event so unusual, to tell the persons, whoever they might be that fired that shot, that the vessel aimed at was under the protection of the national flag. In a moment another ball came hissing and plunging into its sides; another, and another, and that flag, for the first time since its folds were unfurled to the breeze, turned and flapped ingloriously by the side of the mast, and the vessel that bore it returned to the place of its departure. Never before on the American continent had that flag been insulted by American citizens.

On the 14th day of April, 1861, after Fort Sumter had been bombarded thirty hours, the American flag, for the first time, was lowered under the fire of insurgent citizens. The cannon balls of these occasions, booming, hissing, disgracing and defying the flag of the United States, thus burning and grieving the heart of every loyal American, were not unheeded. During four years

of bloody warfare, as attested by Shiloh, Gettysburg, Five Forks, and many other sharply contested battle-fields, that flag was borne by victorious Union armies over rebellious states. Since the spring of 1865, the grand old flag has been the sole standard of the republic, streaming over every fort, ship, city and state in the Union, the ensign of power, dignity and majesty of our country.

NO. 5.—UNION AND LIBERTY.

Flag of the heroes who left us their glory,
 Borne through their battle-fields' thunder and flame,
 Blazoned in song and illumined in story,
 Wave o'er us all who inherit their fame.

CHORUS.

Up with our banner bright,
 Sprinkled with starry light,
 Spread its fair emblems from mountain to shore,
 While through the sounding sky,
 Loud rings the nation's cry,
 Union and liberty one evermore !

Light of our firmament, guide of our nation,
 Pride of her children, and honored afar,
 Let the wide beams of thy full constellation
 Scatter each cloud that would darken a star.

CHORUS.

Empire unscathed, what foe shall assail thee,
 Bearing the standard of liberty's van ?
 Think not the God of thy fathers shall fail thee,
 Striving with men for the birthright of man.

CHORUS.

Yet, if by madness and treachery blighted,
 Dawns the dark hour when the sword thou must draw,
 Then with the arms of thy millions united,
 Smite the bold traitors to freedom and law.

CHORUS.

Lord of the universe, shield us and guide us,
 Trusting Thee always, through shadow and sun,
 Thou hast united us, who shall divide us ?
 Keep us, oh, keep us the MANY IN ONE.

—*Oliver Wendell Holmes.*

No. 6.—SYMBOL OF LIBERTY.

The American flag has been the symbol of liberty, and men rejoice in it. Not another flag on the globe had such an errand, or went forth upon the seas, carrying everywhere, the world around, such hope for the captive and such glorious tidings. The stars upon it were to the pining nations like the morning stars of God, and the stripes upon it were beams of morning light.

Let us then twine each thread of the glorious tissue of our country's flag about our heart strings; and, looking upon our homes, and catching the spirit that breathes upon us from the battle fields of our fathers, let us resolve, come weal or woe, we will, in life and in death, now and forever, stand by the stripes and stars.—*Henry Ward Beecher.*

No. 7.—THE AMERICAN FLAG.

When Freedom, from her mountain height,
Unfurl'd her standard to the air,
She tore the azure robe of night,
And set the stars of glory there.
She mingled with its gorgeous dyes
The milky baldrick of the skies,
And striped its pure celestial white
With streakings of the morning light,
Then, from his mansion in the sun,
She call'd her eagle bearer down,
And gave into his mighty hand
The symbol of her chosen land.

Flag of the brave, thy folds shall fly,
The sign of hope and triumph high.
When speaks the signal trumpet tone,
And the long line comes gleaming on,
Ere yet the life-blood, warm and wet,
Has dimmed the glistening bayonet,
Each soldier's eye shall brightly turn
To where thy sky-born glories burn,
And as his springing steps advance,
Catch war and vengeance from the glance.
And when the cannon-mouthings loud
Heave in wild wreaths the battle shroud,
And gory sabres rise and fall

Like shoots of flame on midnight's pall,
 Then shall thy meteor glances glow,
 And cowering foes shall shrink beneath
 Each gallant arm that strikes below
 That lovely messenger of death.

Flag of the seas ; on ocean wave
 Thy stars shall glitter o'er the brave ;
 When death, careering on the gale,
 Sweeps darkly round the bellied sail,
 And frightened waves rush wildly back
 Before the broadside's reeling rack,
 Each dying wanderer of the sea
 Shall look at once to heaven and thee,
 And smile to see thy splendors fly
 In triumph o'er his closing eye.

Flag of the free hearts' hope and home,
 By angel-hands to valor given,
 Thy stars have lit the welkin dome,
 And all thy hues were born in heaven.
 Forever float that standard sheet,
 Where breathes the foe but falls before us,
 With Freedom's soil beneath our feet,
 And Freedom's banner streaming o'er us.

—*Joseph Rodman Drake.*

NO. 8.—FLAG OF THE FREE.

Flag of my country, the flag of the free,
 Beautiful streamer, now dearer to me ;
 Peerless and stainless, triumphantly wave,
 Over a nation that knows not a slave.

Boast of the sires who bequeathed us a life,
 Boast of the sons on the red field of strife,
 Boast of the serf as he toils o'er the sea,
 Hope of the world is the flag of the free.

Fled are the foes who thy beauty would mar,
 Gone not one stripe and effaced not one star,
 Broken and humbled they turn unto thee,
 Sighing for rest 'neath the flag of the free.

Victors and vanquished are one as of yore,
 War's gory hand shall divide them no more,
 Once they were brothers and brothers they'll be,
 Happy again 'neath the flag of the free.

Buried the past, they will toil to adorn
 Freedom's domain for a nation unborn,
 And when they fall this their solace shall be,
 Over them floats the dear flag of the free.

CHORUS :

'Tis the flag that I love,
 And it ever shall be,
 The pride of the nation, the pride of the
 nation, the pride of the nation,
 The flag of the free.

XVI. MARCH MUSIC BY THE BAND.—The Standard Bearers of the Schools march to the front of the platform in order and remain standing in the attitude of attention.

The interest and enthusiasm of the immense audience had been growing more and more intense, heightened and increased by each succeeding song or recitation. All were now in eager expectation of the great event to follow. The space just in front of the platform was with difficulty cleared of the crowd which had so long and so patiently stood and listened and applauded. At a given signal the standard bearers from the schools filed down the aisles and took their positions in line across the hall, facing the platform. They formed three sections or divisions—those from the Free Academy and Grammar schools on the left, those from the Intermediate schools on the right, and the representatives of the Primary schools in the centre. Their names and the schools they represent follow :

Rochester Free Academy, C. F. Lovejoy.	
No. 1. Joseph Smith.	No. 16. William Brown,
No. 2. M. Normington,	No. 17. Charles Bechtel,
No. 3. W. J. Curtiss,	No. 18. Frank Walter,
No. 4. George B. Miller,	No. 19. Fred West,
No. 5. William Cook,	No. 20. W. C. Boss,
No. 6. Frank Clark,	No. 21. Charles Hartley,
No. 7. Benj. Williams,	No. 22. Fred Hernan,
No. 8. Sidney Soloman,	No. 23. W. C. Albath,
No. 9. Arthur Vickers,	No. 24. Henry Weiss,
No. 10. Eugene Strauss,	No. 25. George Landon,
No. 11. Ward Watters,	No. 26. Charles Ritz,
No. 12. F. B. McDowell,	No. 27. Eddie Hutter,
No. 13. John H. Gillis,	No. 28. William Fouk,
No. 14. George Leader,	No. 29. Arthur Cawthra,
No. 15. Paul Weaver,	No. 30. Norman Henry,
	No. 31. William Macan.

The members of the Post bearing the flags then moved down from the platform and took position facing the standard bearers.

The sight was intensely interesting, even dramatic. On the one hand were men whose memories carried them back to scenes of a quarter of a century ago, when defense of the flag meant suffering, danger and possible death; whose thoughts reverted to the days of their boyhood, when they looked forward to a quiet future, when suggestions of possible trouble and conflict were laughed at as the wild predictions of extremists. Fronting them was a line of youthful faces aglow with excitement and anticipation. Each one seemed conscious of the honor conferred upon him as the representative of his school. Who shall say what firm resolves were then begotten, what growing thoughts of patriotism and love of country were there stimulated into active existence? Beyond question the lesson at that time inculcated will never be forgotten by any participant and its effects will be shown in increasing veneration for the flag, in better citizenship, in more ardent loyalty to the American idea of government.



XVII. PRESENTATION OF THE FLAGS, By GEO. H.

THOMAS POST.

ADDRESS BY COMRADE WILLIAM C. MOREY.

PUPILS OF THE PUBLIC SCHOOLS OF ROCHESTER: I have been called upon by these veteran soldiers whom you see before you to tell you, in a few words, why they have invited you here today, to present to you these beautiful flags. But I know that whatever I may say, I cannot express in words one-half of what they feel in their hearts. If you had seen what they have seen; if you had passed through the terrible fires of war through which they have passed; if you had been called upon to leave your homes and friends to save your country's flag from dishonor, you would be able to understand what they think of our common country, and how they honor its glorious flag. These men were a part of that great army which more than a quarter of a century ago went forth to endure the hardships of the camp and of the

battle field that they might see this flag as you see it to-day, with no star blotted from its folds and none of its glory dimmed.

You may ask why is this flag so precious that men are willing to risk their fortunes and their lives in its defense. It is only a piece of bunting a few feet long and a few feet wide. Yet the sight of these stars and stripes causes the heart of every true American to thrill with unbounded pride. From its radiant colors beam forth all the brightness and glory of our nation's history.

You have all read that when the blood of our fathers grew hot under the oppression of England, even before the Declaration of Independence was written, on New Year's day, 1776, these stripes were first unfurled to the breeze. In the following year were added the original thirteen stars. And thus was born this flag, about which our fathers rallied, and fought the battles of the Revolution. Star after star has been added to its folds; but it has still remained, in times of war and in times of peace, the same beloved standard of our country. As you now look upon these bright colors to-day, remember that you are looking upon the flag which was borne aloft on the fields of Trenton, of Monmouth, and of Yorktown; the flag which was lifted up in triumph on the fields of Antietam and Gettysburg and Appomattox; the flag which has been baptized with the fire and smoke of battle; which has been made famous by the heroic deeds of Washington and Grant, and made sacred by the blood of thousands upon thousands of unknown martyrs.

But do not think that all the glory of the flag comes from the victories it has gained in war. There is something more glorious than the victories of war. It is the triumph of freedom over oppression; of justice over wrong. To have liberty; to have just laws; to have a country which can protect our freedom and our rights—these are the things for which every true man is willing to devote all that he has and all that he is. It is because we have such a country as this, a country where human liberty and human rights are respected, a country where the people can express their ideas of right and justice in the forms of law—it is because we have such a country that we honor and love our flag. In a republic like ours we have no king who demands our loyalty.

We have no glittering crown before which we bend the knee. But more loved and honored than any purpled king or crown of gold is this beautiful flag of the free, with its stripes of red and white and its stars in a heaven of blue.

This day—the birthday of Washington—was selected as the most appropriate time for you to receive these colors. This day was chosen because you would have before your minds the example of that great man whose patriotic spirit we should all revere and imitate. If you wish to know how to honor your country's flag, read over and over again the life and character of him who has been justly called the "Father of his Country." There may have lived greater generals than Washington; there may have been greater writers; there may have been greater politicians; but this earth has not yet seen a greater patriot.

This is the man whom we wish you to keep before your mind, if you would learn how much your country is worth, and how much its flag should be honored. Keep before your eyes a picture of his noble face. Keep in your hearts an image of his noble life. Remember his love of justice and his hatred of wrong. Imitate his truthfulness and his courageous spirit. But above all things else, do not forget that next to his God he loved his country.

Do you now ask why these veteran soldiers desire to present to you these standards? It is because they desire each one of you to be a true American. They desire that the flag of our country shall continue to be honored as it was once honored by the Father of our Country. They desire that the little spark of patriotism which now burns in your breasts may be kindled into a living fire of loyalty and devotion which shall never be put out. We know how much devotion and sacrifice have been necessary to preserve our country in the years that have gone by. We do not know how much sacrifice and devotion may be necessary to preserve it in the years that are to come. We pray to God that you may never see our nation torn asunder by civil war; that you may never see these colors trailed in the dust. But if that day should ever come, we believe that the blood of your fathers will rise up within you, and you will be ready to strike down your country's foe.

Think not, however, that the spirit of patriotism is necessarily the spirit of hatred. It is rather the spirit of union and fraternity. It delights in the blessings of peace, and not in the horrors of war. It would rather see our land covered with waving harvests than with bristling bayonets. It desires, above all things else, to see our country the home of liberty, truth and justice.

And now as you are about to receive into your hands these flags, remember they are to be looked upon by you as the emblems of liberty; the ensigns of your country; the objects of your most devoted loyalty and love. They shall belong not simply to this line of color bearers, who have been appointed to receive them; they shall belong to all the members of this "Washington Convention;" and not to you alone, but to all the fifteen thousand children of our public schools, who cannot be here to-day. And we also hope they will at some time belong to that still greater army of children who will follow you in the years to come. You must, therefore, preserve these standards with sacred care, and transmit them uninjured to those who come after you. Let them not be soiled or torn by careless hands. Let them only be stained with the yellow dust of years.

We wish to thank the present Board of Education for their desire to make this occasion an instructive one, and we hope that their successors may be equally zealous in perpetuating this custom. And when these veteran soldiers, from whom you receive these presents to-day, shall have passed away from the earth, when your own heads have become white with the frost of years, may you be able to look back and feel that these flags have been to you a holy inspiration, and have taught you how much your country is worth, and how much you should be willing to give in its honor and its defence.

Immediately following the address Commander Reynolds ordered, "Post, Attention! Carry, Flags! Present, Flags! Transfer, Flags!" At the last command the members of the Post stepping forward delivered the precious emblems into the hands eagerly outstretched to receive them.

XVIII. RESPONSE, BY COMMISSIONER CHAS. S. COOK,
PRESIDENT OF THE BOARD OF EDUCATION.

Gentlemen of Geo. H. Thomas Post :

By virtue of the authority in me vested as president of the Board of Education, I accept these flags in behalf of the public schools of the city of Rochester. In doing so I realize that the sentiments expressed in your communication to the Board a few weeks ago are fully indorsed by that body.

I know that I voice the sentiments of the members of the board when I say that educational authorities should take advanced ground toward the inculcation of patriotism in the public schools. At no previous time in American history has there been a more pressing demand for such instruction than during the closing years of the nineteenth century. The increasing immigration of illiterate, unsympathetic foreigners to our cities, towns and villages, and the present state of instruction in the South, make the inculcation of American history and patriotism an imperative necessity.

If our distinctively American free institutions are to continue, it devolves upon all public schools to teach the principles of good government and those branches of study which instill pride of country and prepare our youth for responsible and honorable citizenship. Men will always fight for their government according to their sense of its value. To value it as they ought, they must understand it. This they can not do without education. That inestimable blessing can not be attained without the aid of government. Hence it is plainly the first duty of government, through its educational commissioners, superintendents and trustees to bestow it freely upon all children without discrimination. America, alone of all the great nations of the earth, is dependent upon the intelligence and loyalty of all classes of its citizens for continued existence. The only safety against ignorance, disloyalty and anarchy lies in a united, patriotic public sentiment. The public school is the one force, indeed the only force, that can unify all classes and conditions of society. We have no other avenue than this by which to reach the man of to-morrow, we need no other if only we improve the opportunities it affords. It goes without saying that the public school

system lies at the foundation of our national existence. Hence all citizens should be interested in maintaining and improving it. The active duties of private and public life are better performed by intelligent and cultivated men and women, than by the ignorant and uncultured.

It is because of these thoughts, gentlemen of the Post, fellow citizens and pupils, that we accept these flags. It is because we believe that the schools should train the young to become intelligent voters, fair-minded jurymen, upright judges, discreet and honorable legislators and incorruptible executive officials. Yes, gentlemen, I think I can safely say that every member of the board is fully persuaded that patriotism is one of the positive lessons to be taught in every school in Rochester. Indeed, everything learned should be tinged with a genuine love of country, every glowing fact in the nation's history should be emphasized and enthusiastically dwelt upon. The names of her illustrious citizens should be treasured in the memory. Every child should be made to feel that he is entitled to a share, not only in the blessings conferred in a free government, but also in the rich memories and glorious achievements of his country.

XIX. CHORUS—STAR SPANGLED BANNER, BY THE AUDIENCE.

While Standard Bearers retire to their respective delegations.

Then the Post, preceded by the band, marched to the Court House square for the purpose of reviewing the pupils. The different delegations in column of fours, headed by their respective standard bearers, then passed in review, dipping the colors and giving the marching salute. The delegations then proceeded to their various schools, deposited the flags and were dismissed.

Thus ended the exercises of the Washington Convention.

VI.

PROVISIONS FOR THE FUTURE CELEBRATION
OF WASHINGTON'S BIRTHDAY.

WHATEVER credit may be due to Geo. H. Thomas Post for the success attending the first celebration of Washington's birthday in the manner described, it is a pleasure to the Post to record the hearty co-operation which they have received from the Board of Education of the city of Rochester. From the time the original communication was submitted to this body, the Commissioners, each and all, have manifested a sincere and zealous interest in the success of the entire project. The committee appointed by the Board, in conferring with the committee from the Post, were always ready to lend their assistance in preparing for the celebration and are entitled to their share of credit for its success.

But the great success attending the first "Washington Convention" of 1889, however unqualified it may have been, does not comprehend the entire plan of patriotic education as conceived by the Post. The original plan laid particular stress upon the perpetuation of this custom, by the annual transmission of the flags, for the purpose of keeping alive and cultivating the spirit of patriotism which was so strongly developed at the first celebration. In order to carry out this part of the plan and to give to future generations of children the beneficial influence which must attend the perpetuation of the custom, the Board of Education amended its by-laws so as fully to secure this result. The character of the provisions adopted will be seen from the following extract from the proceedings of the Board of Education, dated March 18, 1889:

EXECUTIVE BUSINESS.

By Com. NOYES :

One month's previous written notice having been given of the following proposed addition to the public school regulations, pursuant to section 9 of Article IX, of the Board's by-laws, therefore

Resolved, That the following addition be, and the same is hereby adopted and designated as Section 19 of Article XIII, of the School Regulations (page 40 of printed rules): Section 19—The several public schools of the City of Rochester shall annually hereafter suitably observe the celebration of Washington's Birthday, by public exercises of patriotic character, in each school, preceding the convention exercises hereafter provided for.

Delegates shall also be each year selected from the pupils of the ninth or tenth grades of the several grammar schools and the sixth grade of each intermediate school and the third grade of each primary school and the graduating class of the Free Academy, by the respective principals of said schools, on the basis of scholarship and deportment, to attend the convention of school pupils, held for the public observation of such annual exercises, which observance shall occur on the 22d day of February, or if that date shall occur on Sunday in any year, then on such other day as shall be designated by this Board for such purpose.

At or before the second regular session of the Board of Education, held in the month of January each year, the school superintendent may nominate and the Board shall appoint a committee, consisting of three grammar school principals, who shall have charge and direction of the said convention exercises; estimate and announce the proportion of delegates each school may be entitled to send thereto (based upon the average daily attendance in the school); select the place and hour of meeting of the said convention; prepare the necessary programme and have general management of the exercises of the convention and the necessary arrangements thereof.

A standard bearer shall each year be selected by the principal of each public school, from the pupils of the ninth and tenth grades, if a grammar school, and from the sixth grade if an intermediate school, and from the third grade if a primary school, and from the "B" or third year pupils of the Free Academy, based upon the highest attainment in scholarship and deportment for that year, whose duty it shall be to receive at such convention of delegates the United States flag, heretofore presented to such school by members of the George H. Thomas Post, No. 4, G. A. R., from the standard bearer preceding him; to have the custody during the year following his appointment of the flag, and transmit the same to his successor. Said flags shall remain at the respective public schools during the year and be displayed in public only upon national holidays or other important public occasions. They shall be suitably boxed and preserved and formally transferred each year as above provided at said annual convention of delegates.

The necessary expenses incident to said convention exercises, not exceeding the sum of \$100 annually, shall be a charge upon the funds of this Board, and be audited and paid in like manner as other accounts against the Board.

The surviving members of said George H. Thomas Post shall be invited each year to attend said Washington convention.

A permanent record shall each year be made and preserved by the several school principals of the delegates and standard bearers selected as hereinbefore provided in that school; and in case of the death, resignation or inability to act, of any standard bearer in any year, his successor shall immediately thereafter be selected in the same manner as hereinbefore provided.

Adopted—all ayes.

The appreciation with which the members of Geo. H. Thomas Post regard the co-operation of the Board of Education, in seconding from first to last their efforts to emphasize the educational significance of the American flag, is expressed in the following resolution unanimously passed at the meeting of the Post, held April 2, 1889:

ROCHESTER, N. Y., April 2, 1889.

At a regular meeting of George H. Thomas Post No. 4, G. A. R. Department of New York, held this date, the following resolution was unanimously adopted:

Resolved, That the hearty and enthusiastic manner in which the Board of Education seconded the action of the Post in the matter of the presentation of flags to the public schools of Rochester merits our warmest approbation.

It is gratifying to recall the fact that from the time the Committee appeared before the Board with the proposition until the conclusion of the exercises of the Washington Convention, every facility in its power was extended by the Board to further the object.

We hereby extend our thanks to the Board of Education, not only for the assistance rendered at the time, but also for the recent amendment to its By-Laws, by which the stimulus to patriotism and loyalty so well begun on the 22d of February is intended to be perpetuated.

VII.

DESCRIPTION OF THE FLAGS.

ONE of the objects in view in publishing a history of this interesting presentation, is to suggest and urge other G. A. R. Posts to a like gift of the grand old flag to every school in this broad land. It is earnestly hoped that Posts in cities and villages, as well as in the rural districts, will provide the stars and stripes for the public schools in their immediate neighborhood; for we firmly believe the youth of our country will prize a gift of this kind, received from the hands of veterans, a hundred-fold more than if provided by the state or other public authorities; and they will learn to revere the national flag, and all that it represents, with a greater love and reverence if presented to them by men who themselves have followed its waving folds through the dark clouds and seething fire of battle on to victory and peace.

We believe that those who appreciate the full significance of this movement will, with us, cherish the hope that it may prove to be an incentive to the most practical of virtues; and that the youth of future generations may be inspired by the same unselfish devotion to our beloved country which marked as heroes the boys of 1861.

It is for the purpose of aiding others in carrying forward this movement that we here present certain details connected with the practical side of the subject—especially with the selection of the various materials which go to make up a completely mounted flag.

The committee held extended correspondence with many of the largest manufacturers and dealers in this line of goods in New York, Philadelphia and Chicago. Bids were invited from these several firms for prices at which they would supply the flags, with samples of the bunting it was proposed to use in their construction. It was the aim of the committee to furnish the

schools with regulation infantry flags, such as were carried by this branch of the service in the Union Army during the war, and this purpose was scrupulously followed both in the bunting used and in the mounting of the flags.

After a careful and critical examination of such samples, and comparison of prices, the committee were unanimous in awarding the contract for the flags to Mr. James Field, of Rochester, who with other manufacturers in town had been invited to submit samples and prices.

While money could have been saved by purchasing elsewhere, the superior quality of the material furnished, together with the excellent and thorough manner in which the flags were made, fully justified the choice of the committee. The heavy silk cord and tassels, blue and white in color, were made by the Vogt Mfg Co., of Rochester, and are fine specimens of workmanship, adding greatly to the richness of the flags. The staffs were made of the best selected quality of ash, highly polished and jointed, with heavy brass ferrules. They were about nine feet long, the joint being some ten or twelve inches below the width of the flag, each staff surmounted by a beautiful brass spear nearly eight inches in length. The original castings for these spears were supplied by Messrs. Henry Wray & Son, of this city. The Post is indebted to one of its members, Comrade Porter Farley, for supplying the staffs at one-half their cost. The firm of which he is a member, Messrs. Hoffman & Farley, also polished the spears and mounted them upon the staffs without charge.

It may be of interest to Posts contemplating a similar presentation, to know the cost of a regimental flag. The regulation size, 6 by 6½ feet, made of U. S. standard bunting, will cost from \$5.00 to \$6.00; the silk cord and tassels about \$1.50; the staff, jointed, \$2.00; and the spear about \$1.50 or \$2.00; making the cost of the flag, completely mounted, from \$10.00 to \$12.00.

For the Rochester Free Academy and thirteen grammar schools of the city flags of full regulation size were obtained, viz., six feet wide by six and a half feet long, with heavy eight-inch silk tassels and with silk cords nine feet long. For the eleven intermediate schools flags four feet wide by six and a half feet long, with staffs and spears like those just mentioned and with

seven-inch silk tassels, were provided ; and flags three feet wide and five feet long, mounted upon staffs of suitable length, not jointed, but with spears, cords and tassels of the same size as those of the intermediate schools, were given to the primary schools—making thirty-two beautifully mounted national colors, one for each of the public schools of Rochester.

VIII.

METHOD OF PRESERVING THE FLAGS.

IN most of the schools steps were soon taken to provide some fitting receptacle for the flags so that they might be secure from harm. At the Free Academy a wooden case with glass front was constructed, the flag rolled on its staff and placed therein. In other schools cylindrical tin cases, painted and appropriately lettered, enclose the flags. These cases, placed on brackets against the wall, in full view of the pupils, will serve to impress upon their minds the lesson intended to be taught by George H. Thomas Post. The interest which the pupils of the Rochester public schools have taken in the whole enterprise, the satisfaction and pride with which they have assumed the guardianship of their country's flag, and the zealous care which they have shown in providing for its preservation are sufficient assurances that they are not unmindful of the deep significance which this impressive ceremony was intended to convey. Each succeeding year will enhance the value of the treasures entrusted to their charge. And if each succeeding year will also bring new zeal to their loyal hearts and fresh devotion to their country's cause, we feel assured that the result will prove a thousand fold more valuable than all the time and money which have been expended upon these legacies.

IX.

OPINIONS OF THE PRESS REGARDING THE MOVEMENT.

The following press notices show in some degree how the action of the Post was regarded in Rochester and other cities :

A GOOD IDEA.

Post Express, Jan. 22, 1889.

The project of the George H. Thomas Post of the Grand Army for holding a school convention on Washington's birthday and presenting each school with an American flag is a happy one. The patriotic purpose is fine in itself, but the real value of the scheme, it seems to us, consists in its tendency to create an *esprit de corps* in each school, and at the same time provide for an annual reunion and exhibition of all the schools. It will interest each school in itself—and in other schools—and it will interest the public in them all.

A NOTABLE OCCASION.

Democrat and Chronicle, Jan. 22, 1889.

The twenty-second of February will be a notable day in Rochester—notable not only because it will be the 157th anniversary of the birth of "the father of his country," but also because it will be here celebrated in an unique and instructive way. George H. Thomas Post, G. A. R., has proposed to the Board of Education that representatives from all the public schools of the city shall be assembled on that day, and the Post will present to each school an American flag, to be by its representatives respectively preserved and guarded and transmitted to their successors. The Board has accepted the generous and patriotic offer of the Post, and the ceremonies attending the presentation will be especially interesting and attractive. The idea is a most

excellent one, and its execution will have an influence extending far beyond the mere ceremonies of the day. The possession of the flag by the various schools, must tend to keep vital and enduring that sentiment of loyalty to it with which the coming generations of citizens should be thoroughly imbued. The mere sight of the national emblem, around which so many historic glories cluster, must inspire the minds of the children with a desire to know what it implies, and stimulate them to familiarity with the history of the Republic. In every school-house the flag will be an object-lesson of the greatest value. George H. Thomas Post is to be credited with one of the fairest thoughts that has blossomed into beauty in this city. Every good citizen should thank the Post for the interest it has thus manifested in our schools, and should aid, in every possible way, in helping to make the ceremonies of the day as popular as they will be beautiful.

HONOR THE FLAG!

Rochester Morning Herald, Feb. 22, 1889.

Rochester will celebrate the anniversary of George Washington's birth to-day in a manner in the highest degree suitable and impressive. The patriotic suggestions and generous offer of George H. Thomas Post, G. A. R., of this city, through which the several public schools of the city will each be presented with a handsome flag, to be kept by the school and annually on Washington's birthday carried in procession to a public hall, where speeches and songs will inspire patriotic emotions and resolves, were wisely approved and acted on by the Board of Education.

To-day the first celebration of the character will be held. The children have been rehearsing their parts and this afternoon City Hall will doubtless be crowded to witness and listen to the exercises of the occasion. The veterans who projected this plan for making the anniversary of Washington's birth a popular holiday are entitled to great credit for the happy suggestion and liberal provisions they have made for carrying it into effect.

The boys and the girls in our schools to-day are to be the citizens of the republic, its teachers, its business men, its states-

men and soldiers of the coming years. It is to be hoped that they will never have such an occasion for learning to revere the resplendent symbol of our nationality as that which planted such an ineradicable attachment for the flag in the hearts of the soldiers of the union during the civil war. It was not in the civic procession, in the decorated hall, surrounded by hundreds of the fresh and beautiful faces of children that they conceived the ardent devotion to that magnificent banner; but it was in the heat of a nation's agony, beneath the black, murky clouds that seemed to portend a nation's dissolution, while the drums were throbbing and the bugle call was heard reverberating through the land; it was in the wintry camp that this love for the old flag grew stronger and greater; it was on the sentinel's beat and while tramping through storm and mud; it was in the red furnace of battle where the flag was torn into shreds by bullet and shell; it was in the awful prison pen where skeleton Famine stalked, a ghastly horror, among those who knew that in their far away homes, where the wives and babies were, the grain bins were full to overflowing and the tables by their old firesides were heavy with the abundance they had left to suffer and perhaps to die for that flag.

It was in such a school that the passionate reverence of the veteran for the flag of the republic was inspired. Its significance to him was greater, more comprehensive than it can be to those who have never seen it fluttering along the front edge of battle, or hailed its stars as the sure sign of rescue and liberty. But to rehearse, year by year, the story of the flag, its symbolism and its triumphs, in the presence of the children of the republic, to lead them to join in speaking and singing of its glory, cannot fail to be productive of patriotic sentiments and aspirations. This is especially needful in a land like ours on whose shores a vast army of aliens, strangers to our history, our laws and our institutions, is landed every year. They can never feel, and hence they can never teach all that the flag symbolizes of trial, of welfare and of victory. But their boys and girls, as pupils in our public schools, may and will acquire the same love for our nation's colors that is inherited by the children of native parents. We hope this beautiful custom initiated in Rochester to-day will never be forgotten, and that it will spread until it is observed in every city, village and hamlet in the union.

AN INSPIRING CEREMONY.

Democrat and Chronicle, Feb. 23, 1889.

The presentation of flags by George H. Thomas Post to the public schools of the city, yesterday in the City Hall, was one of the most inspiring ceremonies ever witnessed in Rochester. Old and young were deeply affected when the veterans entered, bearing the beautiful standards which they were to bestow upon the youth of the city in honor of the father of his country, and in commemoration of all our glorious history in camp and legislative halls.

The exercises were fitly varied by the introduction of battle hymns and recitations from the great speeches of Webster and Sumner, memorabilia of Washington and a history of the flag in the form of a symposium. The addresses were eloquent and most appropriate.

The spectacle presented to the vast audience will be long remembered. The nodding standards, first in the hands of the veterans and then entrusted to the hands of the youth of our schools, formed a picture which will never fade. The young standard bearers and their comrades who supported them as representatives of the different schools, took a noble pride in the ceremony, and they will guard the flags as a priceless gift.

The youth of our city are fortunate to receive from the defenders of our nationality the beautiful standards which were borne through our streets yesterday, and we know the veterans were gratified beyond measure by the spirit in which they were received. The event was more than a mere ceremony. It was a transmission of guardianship of the flag by the veterans of the war to the youth of our city, who as the men and women of the future, will help to control the destinies of the state. It was a timely act. Let the youth begin to feel the responsibility now. Let them become fully imbued with the spirit of liberty and justice, of which the flag is the glorious emblem. The people of Rochester have need to thank the veterans for this last service to the republic, for it is a service of the highest import.

[LOCAL.]

To conclude the report of yesterday's exercises by saying that the event was a success would be expressing the facts faintly. The feeling of patriotic enthusiasm in the audience was intense to a high degree, fostered as it was by the stirring speeches, the national flags, the presence of the war veterans, and the general surroundings. High as were the motives which actuated the members of Thomas Post, it was evident yesterday that they "built better than they knew," and have established a method of observing Washington's birthday which will be enthusiastically perpetuated long after the honored veterans themselves and the youngest of the school children who participated shall have slept their last sleep.

Chicago Intelligence, March 15, 1889.

We give in full the arrangements thus far perfected in Chicago for the celebration of the establishment of our present Government, and likewise a full account of the Rochester (N. Y.) celebration of Washington's birthday, for the sake of the hints and suggestions they may furnish to persons elsewhere who are interested in similar movements. If anyone has become warmed up on the matter since February 22, he will have a good chance to work off his enthusiasm April 30. There is no exercise that would have been appropriate on the former day that will not come in well on the latter. It is altogether fitting that teachers should be in earnest and forward in such steps, and they will find, in the accounts we give, many suggestions to help them in regard to details.

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He is a rare public speaker who can come down to the level of a juvenile audience without getting below it. When inviting your speaker it will be perfectly proper to impress him with the idea that you want him to express thoughts that boys and girls can comprehend and in words that they can understand. The address to the pupils in the Rochester celebration was an excellent model in this line, and we have printed it particularly as such.

Boston Transcript, March, 1889.

“Something new and noteworthy in the way of Washington’s birthday celebrations was hit upon by George H. Thomas Post, G. A. R., at Rochester, N. Y., last Friday. It was the presentation, to each of the public schools of the city of Rochester, of a national flag, to be handed down through custodians annually chosen from the pupils of the school. The pupils of the public schools were assembled in the City Hall; there were exercises, in which public officials, Grand Army men and pupils of the schools took part, commemorating the deeds of Washington and glorifying the flag, with music and recitations, and then the presentation of the flags, school by school, after which the children marched out of the hall carrying the flags and followed by the audience. Many eloquent and patriotic things were said, in all of which the children were much interested, and the occasion appears to have been a genuinely inspiring one. It is possible to imagine with what jealous care the children of the schools will guard their flags, under such an arrangement as has been instituted by the Rochester Grand Army Post—an arrangement in which the flags are not taken care of *for* the children, but *by* them.”



