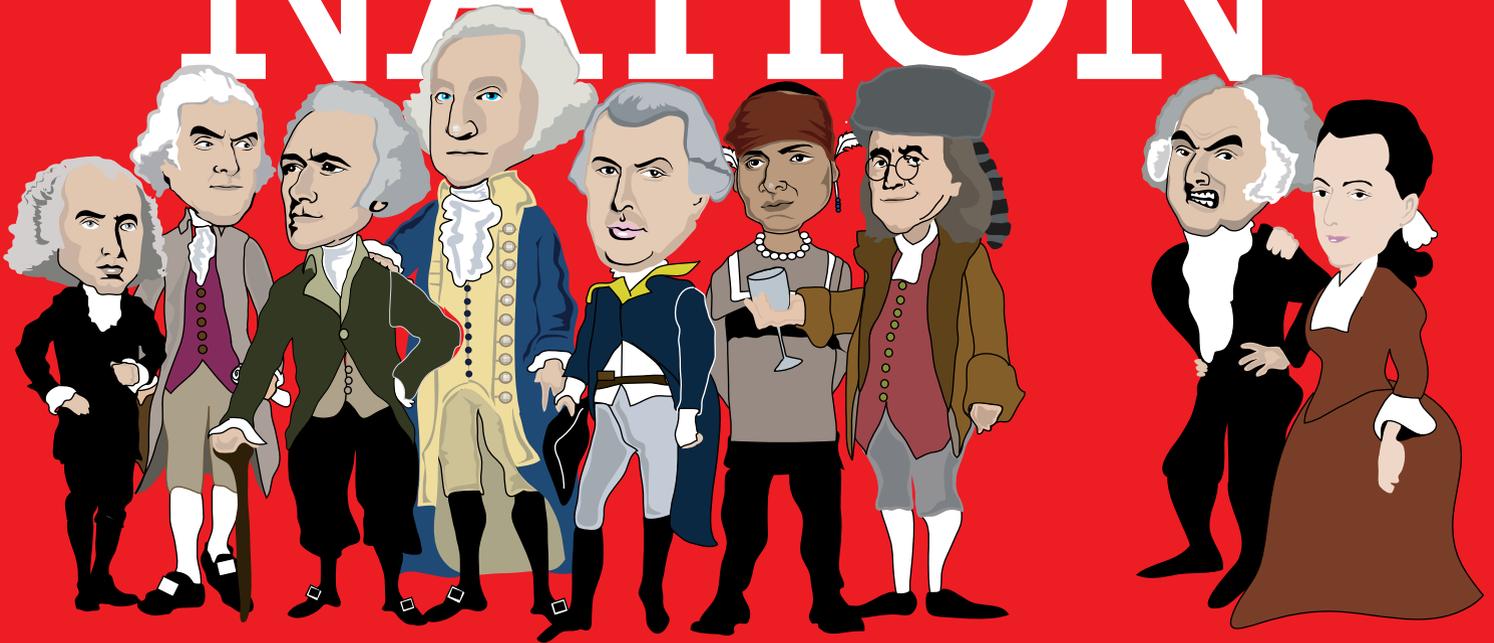


A Leadership Perspective

THE ELECTION OF 1789 THE CHOICE TO SAVE A NATION





Hope Life Skills student, Fernando Perez, speaks to a group of CVS Health executives at the CVS corporate office in Woonsocket, RI about his paid summer internship experience during the summer after his 2016 junior year in the CVS supply chain IT department.

The Election of 1789:

THE CHOICE TO SAVE A NATION

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CLASS OBJECTIVES

- Students will identify the most important characteristics of a successful leader
- Students will identify critical criteria for measuring great, average, and poor leadership as well as presenting coherent ideas supporting their criteria
- Students will begin to build a personal network of community leaders for potential role model, mentor, and future intern/professional opportunities through series of classroom interviews and meetings
- Students will list examples of great, average, and poor leaders from history and their own personal experiences and list reasons to support their opinion
- Students will identify the most suitable candidate for the American Presidency in 1789 and list reasons to support their choice
- Students will list the characteristics of a “responsible follower” and list ways responsible followers support good leadership and effective ways “responsible followers” can change poor leadership
- Students will identify the most important issue, in other words 1789 America’s highest priority, facing the new nation and its’ first President. Students will then evaluate the President and his Administration’s handling of this ‘most important issue
- Students will describe a prudent, decision making process for executive/leadership decisions

GLOSSARY OF KEY TERMS

PERSPECTIVE

INTERPRETATION AND OPINION

This text is not fact, rather the view of one author; consequently, it should not be automatically accepted as “truth.” Two-time Pulitzer Prize winning historian and author, **Barbara Tuchman**, stated, *“there is no such thing as a neutral or purely objective historian...without an opinion, a historian would simply be a ticking clock.”*

Your mission should be to determine the “truth.”

Your challenge will be to explain why anyone should believe you.

CREDIBILITY

BELIEVABILITY

It's not a given, we acquiesce too quickly. Be respectfully skeptical. Do your homework; check the record and the resume. Ask the question,

“should I trust this person as a credible source for the truth?”

Make it a prerequisite before embracing the claims of anyone who professes to have the “answers.”

*“The essence of leadership
is **service**,
service to the individuals you lead.”*

Moi

*“Great leaders are
almost always great **simplifiers**,
who can cut through argument, debate, and doubt to
offer a **solution**
everyone can understand and agree upon!”*

General Colin Powell

*“A leader’s
most important skill
is
getting people to
work together,
to
collaborate,
to
compromise,
in order to
create opportunities
for the entire community
not just one group”.*

*“Effective leadership is
not about speeches or being liked;
leadership is defined by results..!”*

Peter Drucker, famous leadership and management consultant

PREFACE

Get ready,

Whether you anticipate it or not,

**you will be, if not already,
asked or expected
to be a leader**

as a

- parent
- team or club captain
- best friend
- work supervisor
- **speaking out when circumstances demand it.**

Consequently, our mission is to prepare you for this eventuality by enhancing your **understanding of leadership**, introduce skills and models of successful leadership, and challenge you to analyze, evaluate, and identify great, average, and poor leadership. The **Election of 1789** and the profiles of several Founding Fathers provide a context for this leadership study. The American Presidential **Election of 2012**, the captaincy of your club or team, or the choice for the Principal of your school, could also provide



President Obama and
Aung San Suu Kyi



Aung San Suu Kyi is a political leader in the country of Burma. Burma's military leaders placed her under house arrest for 15 years. Suu Kyi was awarded the Nobel Peace Prize, The Sakharov Prize for Freedom of Thought and the United States Presidential Medal of Freedom, America's highest civilian honor.

the context for a study of “leadership.”

Part of this process will be the evaluation of all leaders but specifically several Founding Fathers, a Founder's best friend, and one celebrated American Indian's leadership skills.

**Was George Washington
the best person
for
the American Presidency?**

George Washington. Slave owner.

Commander-in-Chief of the Colonial Army. Husband. The apple of his mother's eye. One of America's wealthiest landowners. Described by a fellow officer in 1758 as "*straight as an Indian, measuring six feet three inches in his stockings and weighing 175 pounds.*" Celebrated English Colonel in the French and Indian War and acknowledged as the army's greatest expert on the wilderness and its warfare. The best horseman in Virginia. Possibly the best ballroom dancer as well. The Father of our Country. **James Thomas Flexner**, who received the National Book Award for his four volume biography on Washington, called him "*The Indispensable Man*". The accolades and descriptions abound. But was he a great leader? Was he even a good leader at that time in history?

Our mission will be to answer these questions. It doesn't matter what your classmates think; what's important is your decision.

This activity is a critical thinking exercise.

**Critical thinking skills
are 'life skills';
you'll need them
throughout your life.**

My favorite definition of critical thinking comes from **Hugh Aaron**, Wall Journal contributor and author.

***"Critical thinking is
the ability to determine
the truth."***

Aaron adds "*another key ingredient that's critical to critical thinking is history*". **Jonathan Zimmerman** of the NY Times states "*history is an opportunity to think about facts, to organize, analyze and interpret them,*" *not regurgitate them!*" Please remember, the challenge with any examination of leadership is to understand the leader's time in history, how the events and attitudes of a specific period affected the leader's decisions. An understanding of a historical period often provides insights into why certain decisions were made. Historical circumstances, however, never excuse any actions which abuse the rights of others.

At the conclusion of this exercise, you will be asked to analyze and evaluate the events and people of Washington's day: identifying causes, making inferences, finding evidence to support your findings, and forming opinions. You will also be asked to share your opinions.

This activity is a PROCESS. It will start with an inventory of your preconceived impressions of Washington, leadership, and greatness. It will conclude with 'a look back', a retrospective. In between, you will be introduced to:

- **definitions of leadership and greatness**

- **biographical information on George Washington**
- **biographical information on other Founding Fathers considered alternatives to George Washington**
- **what was happening in America at the time**



Environmentalist Severn Cullis-Suzuki



Rhode Island Governor, Gina Raimondo



Human Rights Icon, Cesar Chavez

Welcome to the *Election of 1789: The Choice To Save A Nation*. Read the text. Please participate in our discussions. Washington is an interesting man at a fascinating time in history. You'll formulate well-founded opinions of Washington and all people who purport to be leaders.

The hope is
for you to learn something
about yourself
and
your leadership ability.



Leadership Keys

INTRODUCTION

“Leadership should be the purpose of Education”

according to Dr. **Robert Sternberg**, former Dean of Arts and Sciences at prestigious Tufts University. Dr. Sternberg studied leadership, practical leadership, the every day leadership skills a person uses with their families, at work, on teams or clubs or class, at their churches, temples, and mosques.

Dr. Sternberg contends America’s schools can and need to do a better job preparing students for leadership roles. *“There’s too much emphasis on mindless thinking”,* memorizing, and then regurgitating information in our schools today.

“What matters is how one uses information!”

A manager, parent, supervisor or coach won’t last long on IQ alone. Sternberg shared observations from his fund raising efforts with wealthy, successful alums and the frequent disconnect between former high academic achievers who eventually become wealthy, successful graduates. *“Few of the wealthy, successful graduates I spoke to were straight A students with perfect SAT scores. The most successful graduates don’t fit the assumed profile of academic high achiever. The correlation*

between academic and practical intelligence is zero!” In other words, straight A students, high academic achievers, don’t necessarily become the most successful leaders. Most would agree, however, the ideal scenario is for the straight A student to have great leadership skills. The purpose of this text is to address Dr Sternberg’s concern with an alternative to leadership development.

Before we get started, let’s admit that rarely do we find a ‘perfect’ leader. In fact, in the 2011 summer edition of the **Harvard Business Review Magazine**, Professor Deborah Ancona from the MIT School of Management, Thomas Malone, the Director of the MIT Center of Collective Intelligence, and Wanda Orlikowski, a professor of Information Technology at MIT, published findings from their study of leadership with the follow summary:

“No leader is perfect!”

The best leaders don’t try to be. They concentrate on taking advantage of their strengths and then recruit a team to make up for their limitations.” As a result,

**leaders develop networks,
teams of allies,
for advice and support.**

“Great leaders understand what they are

good at and what they need help with. The best leaders exhibit great judgement about how they can work with others to build on their strengths and offset their weaknesses” concluded the professors. The best organizations or relationships, the successful ones, usually have people who genuinely like and respect each other, each member having complementary skills, making the whole better than the individual parts. Successful people rarely achieve personal success alone; the same holds true for leadership.

So, let’s begin with a definition. The Webster Dictionary definition of leadership is “*the ability to direct or guide a group*”. I prefer author and historian **Garry Wills’s** definition - an “*influencing process*”.

**Great leaders
clearly have a
special ability
to influence
others inside and outside
their organizations.**

The challenge for all leaders - from American Presidents and religious and gang leaders to coaches and teachers - is not influencing people who share their beliefs but rather those with DIFFERENT ONES. For example, Republican President **Ronald Reagan** in the 1980s proved to be a great leader because of his ability to convince the leader of the opposing political party, the Democratic leader of the House of Representatives, **Thomas ‘Tip’ O’Neill**, to work with him to cre-



Ronald Reagan

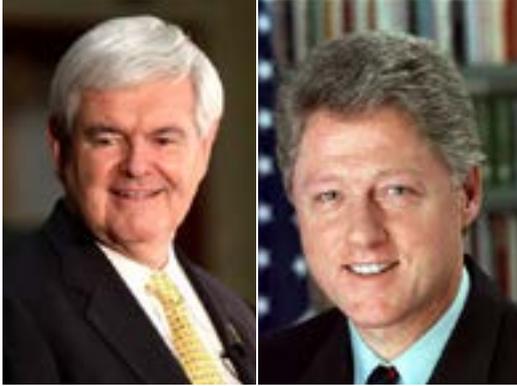
Thomas ‘Tip’ O’Neill

ate compromises that were good for the entire country not just their own political party. As Tip O’Neill’s son, **Tom**, admitted in a New York Times Opinion piece after his father’s death, President Reagan and his father weren’t close friends and they had different segments of the American population they wanted to help. But they worked at their relationship, frequently meeting at the White House after 6pm over dinner and beverages, to talk about ways to get things done.

**These two powerful leaders
committed to
collaboration and
compromise
“to keep this country moving”**



In the 1990s, Democratic President **Bill Clinton** did the same thing working with the Republican Speaker of the House, **Newt Gingrich**. Republican President



Newt Gingrich

Bill Clinton

George Bush was not able to do the same with the Democratic leader of the House of Representatives, **Nancy Pelosi**, in 2007 nor was Democratic President **Barack Obama** able to get things done with the Republican leader of the House of Representatives, **John Boehner**, in 2011. As



John Boehner

Barack Obama

a result of Presidents Bush and Obama's inability to influence leaders from the opposing parties, America never got done what it desperately needed to do. While leaders like Clinton and Reagan found

ways to get members of the opposing political parties, Gingrich and O'Neill, to work with them, to collaborate, to compromise, on issues to help the entire country, Obama and Bush could not. This is the 'what' of leadership - the ability to influence others, especially those who think differently. This is how a leader's ability is measured. If a leader is unable to bring different people together, to compromise, for solutions which are good for the entire community, the leader will not be successful. As you will soon learn, President **George Washington** was arguably America's best 'influencer' at a time when America most needed him.



George Washington

**The ability to get all sides
to collaborate
and
compromise
is how **effective** leaders
accomplish their goals.**

Let's talk about 'how'

leaders do their job, 'how' they convince, request, order, delegate, collaborate, and often, compromise. A leader's 'how' is their 'passion', 'perseverance', 'intimidation', 'inspiration', 'courage', 'integrity', 'ethics' (or lack of), and other behaviors and attitudes they use to get things done!

Adolf Hitler,
the Nazi German leader in
the 1930s and early 1940s,
used fear, threats, violence,
lies, intimidation, and
unethical behavior
to influence followers.
Like other infamous leaders



Nazi leader of Germany Adolf Hitler

these tactics worked for a short time before followers turned against him to end his leadership and life. Italy's **Benito Mussolini**, New York City's '**Boss**' **Tweed**, and Iraq's **Sadaam Hussein** are all examples of infamous, unethical leadership.

Contrast these 'infamous' with great leaders like South Africa's **Nelson Mandela** and America's **Abraham Lincoln** who inspired, collaborated and compromised with countrymen of different races and political beliefs. **Nelson Mandela**, in particular, was imprisoned for 27 years for attempting to overturn the racist government of South Africa. Upon Mandela's release from prison on February 11, 1990, he led his **National African Congress (ANC)** party to work with the former government leaders to establish free elections and policies to improve South Africa's economy and end injustice.



Nelson Mandela

**By forgiving
the former South African
government leaders
who imprisoned him,
Mandela inspired the
entire nation of South Africa
to come together
to build a better future
for all South Africans.**

Mr Mandela won the Nobel Peace Prize in 1993.

More recently, in 2012, a young 14 year old Pakistani girl, **Malala Yousafzai**, captured the world's attention and inspired millions of her countrymen to speak out against the repressive acts of discrimination and violence by the radical Islamic **Taliban** against Muslim women. Malala began writing a blog, anonymously, in July of 2009 entitled "*The Diary of a Pakistani Schoolgirl*" describing her life in a Taliban controlled community of northern Pakistan. Malala's plight was soon portrayed in a television documentary called "*Class Dismissed*" which highlighted Taliban pressure of community lead-



Malala Yousafzai

ers to deny admission to local schools for young girls and women. Newsweek Magazine reported on Malala's surging notoriety "*winning Pakistan's first national Youth Peace Prize and starting a fund to help poor girls afford an education.*"

***'I have a right to speak up!'*
Malala said."**

**Then, on October 9th, 2012,
2 Taliban assassins
stopped and boarded
Malala's school bus
on her way home then
yelled "*which one is Malala?*"
Although none of her class-
mates pointed her out, the
gunmen identified Malala
and then
shot the 14 year old**

in the head and neck. Malala's assassination attempt

**inspired
an immediate outcry
from Muslims and non-Muslims
across Pakistan
and the world
demanding justice and
an end to Taliban repression
and violence.**

Newsweek Magazine again reported that "*the attack on Malala set off protests across Pakistan as the country's rulers praised her*"

as ‘an icon of courage and hope’ while Pakistanis held candlelight vigils for the brave little girl who dared defy the Taliban...This could prove to be Pakistan’s tipping point” causing the citizens of Pakistan and Muslims throughout the world to say ‘enough’ to the **Taliban**. Miraculously, Malala survived. In 2013, the 16 year old Malala was nominated for the **Nobel Peace Prize**.

**Let’s move to ‘ethics,
i.e. doing the right thing,
honesty, and integrity.**



Cyclist Lance Armstrong

Len Marrella, the celebrated author of “*In Search of Ethics*”, is adamant about the role ethics play in effective leadership. “*It is my belief that people will go to extraordinary lengths and will provide extraordinary performance for a leader they can trust... Character is the absolute*

cornerstone for successful leadership.” Dr. **Robert Hicks** (at the University of Texas at the Dallas School of Management) adamantly professes “*lying, cheating, adultery, or social injustice cannot be tolerated in leadership decision making.*” For contemporary students of leadership history, President **William Jefferson Clinton** is considered by many to have been a great President, leading America to one of its greatest periods of prosperity. Yet, he committed adultery and perjury (lying while under oath). Did these indiscretions adversely impact his ability to be an effective leader? Many leadership authorities would argue “*yes.*” Clinton lost respect and, consequently, his leadership effectiveness. Some of his key followers left his administration disillusioned by his betrayal and deceit while the nation was clearly distracted from more pressing national issues. Clinton’s leadership and success could have been greater and more profound had he been more ethical. Can cheating, stealing, and other un-



Marion Jones admitting her unethical mistakes to the press

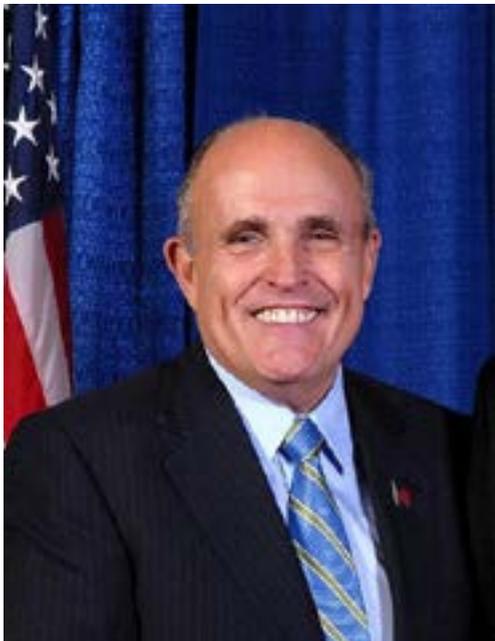
ethical practices ever be justified for short term glory or gain? And, what about individuals like **Marion Jones'** use of illegal drugs to win 5 gold medals in the 2000 Sydney, Australia Olympics? According to historian **Tom Maculey**,

*“the measure of
a person’s real **character** is
what they would do
if they
would never be found out.”*

In light of these examples of great leaders like **Mandela** and **Yousafzai** and terrible ones like **Hitler**,

**how does a person
become
a good leader?**

Many sociologists, teachers, and public



Former New York City Mayor Rudolf Giuliani

officials, like former Mayor **Rudolf Giuliani**, whose leadership of New York City after the September 11, 2001, terrorist attacks elevated him to ‘Great Leader’ status, believes leadership is a learned skill. Giuliani responds *“It’s a question I am frequently asked. The answer is*

*leadership is a skill people
learn*

They learn from parents, from their friends and colleagues, from their teachers, and from the clergy. But leaders also learn from leaders they never met – by reading about them.”

Today there are schools that teach leadership skills. Colleges and universities have created special curriculums on the process of leading called ‘management’. **Joseph Wharton** began the first course in management in 1881; his name adorns the prestigious Business School at the University of Pennsylvania. There are also educational centers specializing in leadership instruction, like the **Center for Creative Leadership** in Greensboro, North Carolina.

How does one, then, explain George Washington’s mastery of leadership? The University of Pennsylvania’s **Wharton School** of Business was centuries away and I’m not sure if there was even a building at One Leadership Place in Greensboro, the present location of the Center for Creative Leadership in North Carolina. Can you explain how a rel-

actively uneducated man like **George Washington** became such a great leader? And while you're at it, what about other uneducated men like **Peter the Great** (18th century Russia), **Abraham Lincoln** (19th century America), **Sam Houston** (19th century Texas) and so many other men and women in history who exhibited great leadership skills without the benefit of a college degree from Wharton? Are some people just born leaders? Or,

**can men and women
learn leadership
from life experiences
on a battlefield,
volleyball court,
or theatre stage
as well as in a classroom?**



Volleyball superstar Logan Tom

The answer is **YES!**

**Let's move on
to leadership support.**

Leaders can never do their job alone. A leader's fate is determined by the people who surround them. The smarter and more trustworthy a leader's followers and the more those followers participate in the process of leading, the better chance the leader has for success. A leader's term can end prematurely if the leader doesn't have and use capable and trustworthy support. Consequently, the best leaders work hard to find talented associates: the best principals have exceptional assistant principals, and teachers; the best CEO's have outstanding management teams supporting them; the best coaches have the best players. George Washington was arguably



Portrait of Henry Knox, George Washington indispensable advisor, painted by Rhode Island artist Gilbert Stuart.

the best President because he had **Alexander Hamilton, Henry Knox, and Thomas Jefferson** in his Cabinet of advisors. Finding capable and loyal assistants or team members is a leader's highest priority and usually one of their biggest challenges.

**Success comes faster
when leaders
surround themselves with
talented teams and staffs,
highly capable, ethical,
and loyal to
them and their mission.**

When a team member or advisor puts personal agendas ahead of the leader, conflict arises, the team and leader are distracted, thus, the mission is jeopardized. Choosing the right team is a leader's highest priority. Here's an example: A successful coach is looking for new players at a series of tryouts. Following the tryout, two of the seemingly best players are not selected for the team. Observers are perplexed why the heralded coach didn't select 'all the best players.' The coach shared her reasons. *"I chose players who are good and I believe I could trust and who also share my values. I didn't*



Patriots Coach Bill Belichick and Hall of Fame Quarterback Tom Brady



Oprah Winfrey and her key advisors Gayle King (left) and Maria Shriver (right)

choose two of the best players because I wasn't convinced they were committed to the team mission and my leadership values. They would have been a distraction to my team. I'd rather surround myself with players who are compatible with my leadership style and my team's goals. I was looking for disciples, not someone to convert. Whether you agree with me or not, I chose cohesiveness over talent. For me, this is the critical factor for team success. In the end, even without the best talent, the team united behind its leader will outperform a more talented team that isn't".

When a leader has exceptional followers, good leaders speak with them regularly. *"Communicate, communicate, communicate!"* exhorts **Herb Kelleher**, visionary Founder and CEO of **Southwest Airlines**, the only American airline which has been profitable every year since 1972. *"Communication at its' best is two way; great leaders are out in front, communicating with staffs and constituents, especially concerning change, controversial decisions or bad news... you should never let the people of your organization guess*

about your principles or why you made a certain decision. Tell them again and again and then listen to their response.

Communication is critical!

Leaders shape the perceptions of their constituents. Getting out in front, as often as it takes, to share the story and listen to feedback is a good way to create a positive perception. Great leaders realize the importance of sharing their vision, and letting their followers know where they are taking them by frequently updating them along the way and then measuring followers' response. George Washington understood the importance of 'communication.' For example, at the conclusion of the Revolutionary War, **George Washington** wrote to the 13 Governors of the new United States outlining what he believed to be 4 critical actions Americans needed to take to survive. With this proactive message, Washington's stature as the nation's leader was strengthened. A more contemporary example is President **George W. Bush**, the 43rd President of the United States and son of the 41st President. On **September 11th, 2001**,



President George Bush at Ground Zero in New York speaking to Fireman and other volunteers after the 9/11 attack



Photograph of the Twin Towers in New York city just after the 2nd plane crashed into the South Tower on September 11, 2001.

President **George W. Bush** successfully addressed the country and solidified his power with the following words *"today we've had a national tragedy. Two airplanes have crashed into the World Trade Towers in an apparent terrorist attack on our country."* President Bush then promised *"to hunt down and find those folks who committed this act."* With these words and his subsequent actions, the President successfully united the nation behind his leadership. President **George Bush's** approval ratings quickly rose to some of the highest in the history of the United States presidency. However, by 2006, the same President Bush had one of the lowest approval ratings. What happened? *"When the times called for a leader who was committed to communication, Bush's commitment was moderate at best"* according to **Jack Welch, America's most celebrated businessman of the 20th century**, at the October 2008 leadership forum at the Radio City Music Hall in New York. *"When*



New England Patriots Coach Bill Belichick

things aren't going well, a leader must be out in front of the news, not continually reacting to it. It was like Bush was hiding," continued Welch. Most tragically, the President stopped

listening,
the most important communication skill.

To really listen is to hear beyond the



President Franklin Roosevelt in his wheelchair

words, most obviously, to tone of voice as well as observing body language. Americans had questions and President Bush failed to effectively address them. Bush's aversion to frequent communication during a crisis let others shape the perception of his leadership. World War II leaders,



President John Kennedy making his famous "Ich bin Berliner" speech in West Berlin in June of 1963.



President Ronald Reagan giving his famous "Tear Down This Wall" speech in West Berlin, West Germany, in 1987.



President Kennedy's greatest speeches

Franklin Roosevelt and England's Prime Minister **Winston Churchill** were great leaders whose commitment to communication galvanized the support of Americans during World War 2 on the radio. As a result, America and England rallied around Roosevelt and Churchill. More recently, Presidents **John F. Kennedy** and **Ronald Reagan's** communication skills were so good they were often called the



at Roosevelt press about the Harbor attack.

“**great communicators**” taking time to not only speak to America but to people of all nations. Kennedy and Reagan knew how to listen then develop working relationships with friends and foes alike! President Reagan even assigned members of his staff the responsibility of regularly calling to speak and listen to key members of the opposing Democratic party.

Nelson Mandella advised his staff to “stay closer to your enemies than your friends.”

Another way organizations and companies, countries and families, ensure long term success is by

anticipating what could happen in the future.

Jack Welch calls it the “*ability to see around corners.*” The best, most successful, leaders do it. Regardless of the label you put to it, it simply means trying to anticipate future events. There are obvious risks and opportunities that come with a leader’s willingness to try to anticipate the future. Just think about it: investors like **Warren Buffet** reap incredible riches by buying large amounts of European Euros or Indian Rupees at a low price just before he believes these foreign currencies increase in value. Or a real estate agent selling property at its’ highest value months before a dramatic decline in home prices. How about an interna-

tional carmaker switching from making gasoline powered cars to battery power a few years before gasoline prices skyrocket? The fortuitous decision a **Jewish family** makes to emigrate from Nazi Ger-



Jackie Robinson and Branch Rickey reviewing the details of their personal risk.



Stealing home plate - game’s ultimate risk. The picture shows Jackie Robinson stealing home, AGAIN, this time against the hated Yankees. Robinson successfully stole home several times.

many to America soon after **Adolf Hitler** becomes Germany’s Chancellor in 1933. **Branch Rickey**, President and General Manager of the Brooklyn Baseball Dodgers, decides to sign Negro Baseball League star **Jackie Robinson** in 1945 despite Major League Baseball’s policy against

allowing blacks to play in the league. Like Branch Rickey in 1945,

**are you
thinking about the future?
What are you doing
RIGHT NOW
to make sure
your future hopes
come true?**

What do you hope to be doing 5 years from now; maybe not the specific job but the life style you hope to live? Are you working hard enough, right now, to make your dreams come true? Successful people ask questions; they're curious. Leaders of families, companies, organizations, and countries are relentless seekers of new, accurate information for decisions that will affect their organization's future. "Seeing around corners" comes from a leader's commitment to seek the truth.

**Thinking about the future
before making a decision
in the present**

is a proven practice followed by all successful people.

Our vision into the future is never as clear as hindsight. As a result, **mistakes** are sometimes made, even by the best leaders. What's interesting to note is the best leaders are comfortable with the risk and mistakes that often go along with looking around corners. Great, even good leaders, don't allow potential

mistakes to deter them from making tough decisions. **Peter Lavoilette**, the Head Coach of the 2006 Stanley Cup Champion Carolina Hurricanes, said upon reflection of his championship season,

***“unless you're willing
to risk failure,
you will never
experience success.”***

Jack Welch amplifies Coach Lavoilette's insight. Winning companies and winning leaders embrace risk taking. Successful leaders create a culture within their companies which welcomes **risk taking** by freely admitting mistakes and talking about what they've learned from them. Great leaders are unafraid to make decisions, to take chances to reach their goals. They realize that certain **risks** must sometimes be taken to achieve goals. For instance, why would **Abraham Lincoln** risk his Presidency by asking his one time political opponent, **Edward Stanton**, to join his cabinet as Secretary of War? And why did General **George Washington** risk what was left of a Colonial army, on



Red Sox star shortstop, Nomar Garciapara

the brink of defeat and desertion, crossing the frigid waters of the Delaware River in a 1776 winter, 4:00am surprise attack against an elite British force of Hessian mercenaries stationed in **Trenton**, New Jersey? And finally, why did Red Sox General Manager **Theo Epstein** trade the marquee player of the team, **Nomar Garciapara**, in the middle of a pennant race in 2004, for two lesser players he didn't even keep the next season? The answer to each of the aforementioned questions – to win, to achieve their ultimate goal.

But how do successful leaders deal with mistakes and failure? Author **Jonah Lehrer** has written a fascinating book on the amazing activities of the human brain and how it affects the way we learn and make decisions. The book, called "*How We Decide*", presents several prominent scientists speaking about the correlation between mistakes and learning. Stanford University psychologist Carol Dweck unequivocally states "*one of the most crucial ingredients of successful education is the ability to learn from mistakes. Unfortunately, students are taught the exact opposite.*" In other words, there are potential benefits for teachers, parents, employers, and coaches to tell their students, children, employees, and teams it's ok to try and fail.

***"The most useful
learning activity is
learning from mistakes!"***

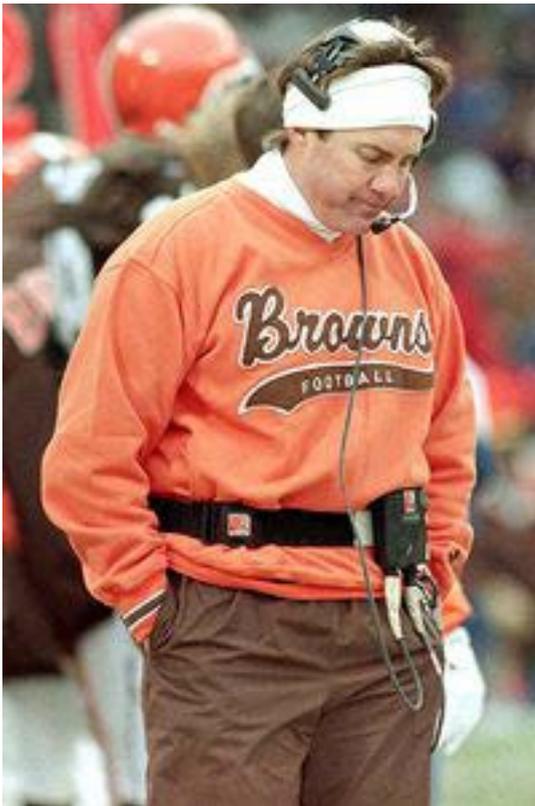
The brilliant Physicist **Niels Bohr** claims

an expert is simply "*a person who has made all the mistakes that can be made in a very narrow field. Mistakes aren't things to be discouraged. On the contrary, they should be cultivated and carefully investigated.*" Lehrer concludes "*our brain always learns the same way, accumulating wisdom through error.*" **Jack Welch** became a great business leader from lessons learned from "*my own mistakes. In fact, when I was looking for management candidates at **General Electric**, I particularly liked people who had one or two tough experiences, who had the wind knocked out of them but proved they could run even harder in the next race.*" Baseball Manager **Joe Torre**, who guided **The New York Yankees** to 4 World Series



Joe Torre as the Manager of the Braves in 1982. Photo by J. Accordinio.

Championships in the late '90's, was previously **fired** from managerial positions in **Atlanta (Braves)**, **St. Louis (Cardinals)**, and New York (Mets), before winning championships with the Yankees. **Bill Belichick** was fired as Coach of the **Cleveland Browns** before moving to New England and winning 4 Super Bowl Championships and subsequently proclaimed a coaching genius as Head Coach of the Patriots. When a young executive at **IBM** made a mistake that cost the company \$30,000, he expected to be fired. **Thomas Watson**, the company's founder, responded "*Why would I fire you? We've just spent \$30,000 educating you.*" The consistent message from each of these celebrated leaders is the same: don't be



Bill Belichick when he was the head coach of the Cleveland Browns before becoming head coach of the '4 time Super Bowl Champion' New England Patriots.

afraid to make mistakes, they provide the best lessons to become better.

Dennis Perkins, Yale University School of Management professor, Viet Nam veteran and United States Naval Academy graduate, author and management consultant, has written a fascinating book revealing proven strategies and behaviors for exceptional leadership and their followers using the experiences of Antarctic explorer, **Sir Ernest Shackleton**. Perkins compares Shackleton's expedition crossing the continent of Antarctica, the first in history, in 1914 with **Vilhjalmur Stefansson's** exploration of the North Pole in 1913. Both expeditions faced seemingly insurmountable, life threatening challenges. "*Trapped by ice, each expedition was engaged in a fight for survival. But the outcomes for these two leaders, Shackleton and Stefansson – and the ways in which they dealt with the obstacles they faced – were as far apart as the poles each leader set out to explore.*" In the north, Stefansson's team responded to the expedition's challenges with every-man-for-himself, lying, cheating, and stealing be-



Sir Ernest Shackleton



The 'Endurance' being crushed by the ice

fore eventually succumbing to the frigid conditions of the Arctic. Shackleton and his team's response to similar conditions in the Antarctic was polar opposite of Stefansson, enabling him to save his followers and achieve his mission. Teamwork, self sacrifice, and Shackleton's perseverance replaced the lying, cheating, and destructive self-interests of Stefansson's. The eleven members of Stefansson's team died in the frozen Arctic due, in great part, to Stefansson's poor leadership; Shackleton's exceptional leadership saved his thirteen member crew after their 634 day journey over the Antarctic ice pack in temperatures as low as minus 100 degrees Fahrenheit, through hurricane force winds, the isolation of 24 hours of daily darkness, a diet of seal steaks and stewed penguin, and shifting ice packs that shredded their steam powered ship, **The Endurance**, to a pile

of splinters. How did Shackleton do it and why is he considered an exceptional leader? Perkins identifies ten leadership strategies employed by Shackleton to beat the odds, keep his team alive, and accomplish their goal:

- He never lost sight of the ultimate mission while focusing his energy on short-term objectives
- He was a visible, exemplary, role model, with memorable ethics and values
- He instilled optimism and self confidence while always staying grounded in reality
- Never feared making a mistake; he always maintained his stamina
- He made the effort to communicate, constantly reinforcing "team"; "we are one – we live or die together."
- He insisted on respect and minimized status differences
- He was a master of conflict, engaged dissidents, and avoided needless power struggles
- He always found something to celebrate and laugh about
- He was willing to take risks
- He never gave up – there was always another move.
-

Perkins contends Shackleton's ten strategies can be applied to all leadership environments. How many of Shackleton's ten strategies did the American Founders employ during the darkest hours of their struggle for American independence? The answer to this question, along with the issue of ethics, may help you determine which Founders were well suited for their leadership roles.

So, there you have it;

important leadership qualities and skills:
communication, storytelling, collaboration, building consensus, empathy and honesty, critical thinking, finding reliable sources for non-biased, factual info, adaptability, courage anticipating the future, a trustworthy network, and measured risk taking.

So, if a person has all these qualities and skills, are they certain to be a good leader?

No.

Here's why. The dictionary definition of success is "*the accomplishment of one's stated goals*".

Good leadership is about RESULTS!

The business magazine, **INC**, adds this metric for leadership success: "*the real measure of success is to accomplish the goals a person has stated for something: for themselves, their company, their team,*

their students, their family, their country, etc. The bottom line for determining whether or not a leader is successful is whether the leader accomplished what he or she was expected to do!"

A person could be the most honest person with a network of loyal supporters as well as a person able to identify '*bias*' and '*partisan*' data as well as being a futuristic thinker. But, if a leader does not accomplish the organization, business, country, city, or state's stated objective or expectation, their leadership will be considered unsuccessful and, sometimes, a failure. For example,

America's most intelligent President, with the highest integrity, humble and kind, a civil rights activist, with a network of loyal supporters was President Jimmy Carter.

President Carter was the leader of the United States from 1976 to 1980. Yet,

President Carter is NOT CONSIDERED a successful Presidential leader.



President James Earl "Jimmy" Carter Jr.

The first **metric of leadership success** is

'did the leader accomplish what she or he was expected to do'.



Ken Frazier, the **chairman and CEO** of the pharmaceutical company **Merck & Co.** (known as MSD outside of North America). Merck is an American multinational pharmaceutical company and one of the largest pharmaceutical companies in the world. The company had a **profit of \$220 billion in 2018**.

For example, was the CEO's company profitable?

Did the General's army win the war?



General George Washington, leader of the **victorious United States Continental Army** during the Revolutionary War against England

Did the COACH'S team win the championship?



Coach Dawn Staley, one of America's most successful college coaches. In April 2020, Coach Staley won three major National Coach of the Year awards, after she led her team to a 32 win season and a **final ranking of #1** in both major college women's basketball polls, before the Tournament was cancelled

Did the PRINCIPAL's school have good test and attendance scores? Yet,

**if accomplishing a goal,
an objective, or expectation is
most important,
then,**

**how important is
honesty in leadership?
Mutual respect, empathy,**

and kindness? Visionary, futuristic thinking? Optimism? Storytelling and communication? Collaboration? Building consensus? Courage? Organizational skills? Responsibility and accountability? Work ethic? Imagination and creativity? Change management and adaptability?

You must decide if 'HOW' people lead is more important OR as important as 'WHAT' they accomplish, i.e. the goals and expectations; the RESULTS!!



President William "Bill" Jefferson Clinton with his wife **Hilary**. **President Clinton is considered one of America's most successful Presidential leaders.** From January 20, 1993 – January 20, 2001, President Clinton led the nation. Democrat Clinton was a great communicator, building key relationships within his own Democrat Party but also with Republicans, like Speaker of the House, Newt Gingrich. Gingrich and President Clinton effectively collaborated and compromised to get important legislation and laws passed through Congress to benefit the nation. President Clinton left office with the highest end-of-office approval rating of any U.S. president since World War II, and has continually received high scores in the historical rankings of U.S. Presidents. His policy of *fiscal conservatism* (frugality) helped reduce deficits. Clinton presided over the longest period of peacetime economic expansion in American history. The Congressional Budget Office reported budget surpluses of \$69 billion in 1998, \$126 billion in 1999, and \$236 billion in 2000, during the last three years of Clinton's presidency; in other words, each of those years, the government collected more money in taxes than it spent. And, yet, President Clinton was impeached. He was accused of obstruction of justice and perjury (lying under oath) for the purpose of concealing his extra marital affair with Monica Lewinsky, a 22-year-old White House intern. Juanita Broaddrick claimed Bill Clinton had raped her in the spring of 1978. Paula Jones filed a sexual harassment lawsuit against Clinton, claiming he had made unwanted advances towards her in 1991. The Clintons were also investigated for their role in a criminal real estate transaction, called Whitewater, in the early 1990s.

Leadership Survey: Part One - The following exercise is meant to have you think about a fair and reliable criteria for judging leadership; in other words, what's important to consider when we evaluate a leader's performance. Whether the leader is the President of a Country, Governor of a State, Mayor of a City, a business person leading a company, the state Commissioner of Education, Superintendent of Schools, the Head of the City's School Committee, or principal of your high school, I'm interested in what you believe a leader's most important qualities should be and what we should expect from a leader when we evaluate their performance. I look forward to your perspective.

***1st Profile:* IMAGINE - you are the owner TODAY of a small landscaping company** cutting grass and some basic landscaping activities like taking care of leaves in the Fall and preparing a lawn and flower gardens in the Spring. You have 2 employees who work for your company. You've made capital investments in lawn mowers and blowers. Because you are conscientious and committed to serving your customers well AND keeping your employees working and on the payroll, you have redundancy with your equipment, i.e. back up with multiple lawn mowers and blowers in case one gets broken and doesn't work. Your major capital investment is in a used dump truck for carrying cut grass to the recycling center, transporting your staff from job to job, and possibly for snow plowing in the winter months when you're not cutting grass but still be able to make money by plowing your landscaping customer driveways. In summary, **each month, you have the following costs:**



- paying your **TWO EMPLOYEES** at a rate of \$12 per hour for 40 hrs of work **EACH WEEK**
- paying the **BANK** for your truck loan at a cost of \$412 **EACH MONTH**
- **EQUIPMENT MAINTENANCE** FOR your truck, lawn mower, blowers (gas, oil, etc)
 - **\$125 a week** for gasoline
 - **\$75 quarterly** oil change on the truck, rotate tires, etc
- **INSURANCE** costs for
 - \$125 per **MONTH** for your truck
 - \$100 per **MONTH** personal injury for your employees
 - \$55 per **MONTH** liability insurance to protect you if someone sues you
- **State SALE TAXES per quarter** (every 3 months); a specific % of your total sales

As the **OWNER AND MANAGER** of this landscaping company, **please choose 1 QUALITY** you believe is most important for YOU to have in order to have a **SUCCESSFUL COMPANY**.

1. **HONESTY**
2. **RESPONSIBLE** (meeting the expectations of customers and your employees)
3. **CURIOUS** (about how to do things better)
4. **EMPATHY**
5. **RESPECTFUL** (always shows respect toward others while demanding respect for himself)
6. **AUTHORITATIVE** (act like the person in charge; hold team members accountable)
7. **OPEN MINDED** (open to different ideas)
8. **FUTURE THINKER**
9. **RESILIENT** (never gives up)
10. **DISCIPLINE** (strength and rigor to focus company money and resources on the most important goals and expectations)
11. **CONFIDENT** (yet humble)
12. **COURAGE** (in one's actions, decisions, and personal brand; a willingness do the right thing; to to push out of your comfort zone in All Leadership Actions)

PRIORITIZE LEADERSHIP QUALITIES. CHOOSE the **ONE** quality **MOST IMPORTANT FOR THE SUCCESSFUL LEADERSHIP OF YOUR COMPANY**

1. _____

NOW, choose 1 SKILL you believe are most important for YOU to be the successful leader of your employees, your customers, and the **BRAND** of your company:

1. **MULTILINGUAL** (speaks more than one language)
2. **COLLABORATIVE** (brings people together to share ideas)
3. **CREATIVITY** (coming up with new ideas)
4. **TURF GRASS SCIENCE** (understanding organic grass and flower fundamentals)
5. **FINANCIAL** (understand money & finances, i.e. cash flow, expenses/costs and revenue; capital return on investment)
6. **ORGANIZATIONAL** (develops smart plans by assigning roles and tasks for the right people; team builder; good ideas for efficiency, no wasted time nor wasted resources; redundant

programs in place for back up)

7. **CRITICAL THINKING** - (ability to collect and use information to improve the company; ability to identify 'bias' and self serving 'partisan' data, i.e. the truth vs rumor and opinion; and trustworthy sources of accurate information; ability to manage short term responsibilities with long term goals.)

8. **COMMUNICATION** (ability to listen and speak effectively so customers are pleased with your work and your staff understand the the role each person plays in the company's success).

9. **TIME MANAGEMENT** (uses time and resources to focus on priorities, i.e. the most important things to get done)

10. **ADAPTABILITY** (good manager of change that take place within the company and the changes in the marketplace which affects the company)

11. **TECHNOLOGY** (understand basic **COMPUTER SKILLS**: billing software; social media for promoting your brand; web site maintenance;



NOW, PRIORITIZE THE SKILLS. Which SKILL DO YOU BELIEVE IS MOST IMPORTANT FOR THE LEADER OF YOUR COMPANY

1. _____

FINALLY, this is the list of EXPECTATIONS you've identified for a successful landscaping company:

1. TAKE CARE OF CUSTOMERS (make sure every employee understands customers are **always** pleased with the quality of the landscaping like how the lawn looks after being cut, how the gardens are edged and cleared of weeds, etc always responding quickly and courteously to answer the customer questions)

2. ENSURE ALL EMPLOYEES ARE HAPPY WORKING AT THE COMPANY (good wages, great health care and benefits,

pleasing, safe work environments, fun place to work)

4. **ENSURE PROFITABILITY** of the COMPANY so you can pay your employees, pay the loan to the Bank for your vehicle, pay your insurance, pay yourself and investors, etc)

5. **MAINTAIN EQUIPMENT** - lawn mowers, leaf and grass blowers, etc - properly so you are ALWAYS able to complete the job because your equipment is working;

6. **MARKET** the brand of your company to add new customers to make more money

CHOOSE THE MOST IMPORTANT EXPECTATION YOU NEED TO ACCOMPLISH for your company to be successful.

1. _____



Leadership Survey: Part TWO - The following exercise is meant to have you think about a fair and reliable criteria for judging leadership; in other words, what's important to consider when we evaluate a leader's performance. Whether the leader is the President of a Country, Governor of a State, Mayor of a City, a business person leading a company, the state Commissioner of Education, Superintendent of Schools, the Head of the City's School Committee, or principal of your high school, I'm interested in what you believe a leader's most important qualities should be and what we should expect from a leader when we evaluate their performance. I look forward to your perspective.

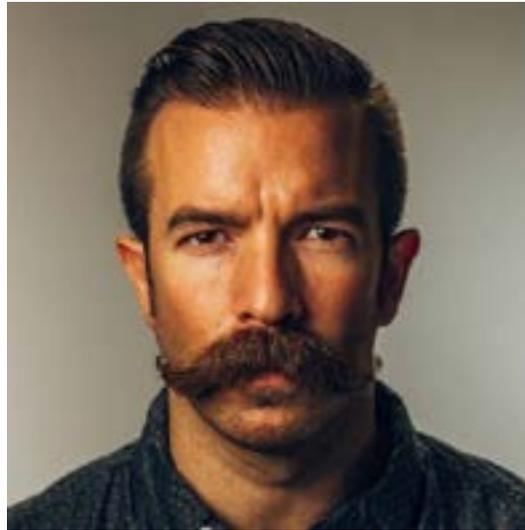
SECOND Profile: **IMAGINE** -- YOU are an experienced, young soldier in the United States Marine Corp. You have recently been assigned to a battalion. Your battalion is led by Major George Custer Bludgeon who graduated from West Point, the United States Military Academy. You immediately did some research on Major George Custer Bludgeon. You learned Major George Custer Bludgeon was a below average student at West Point who was often admonished for pranks played on junior officers and other cadets at West Point. Months after the Major's graduation in 2003, a very young Major George Custer Bludgeon was sent to Afghanistan to train field soldiers who were needed to fight the Taliban terrorists. Major George Custer Bludgeon worked closely with General George McClellan and a future General, Alfred Pleasonton, both of whom recognized excellent leadership qualities in Major Custer despite the criticism of his impetuousness, hubris, tomfoolery, and recklessness at West Point by his senior officers and professors. Prior to his Afghanistan deployment, Major George Custer Bludgeon fought a major battle in Iraq and, despite being outnumbered, Major Custer's brigade defeated the enemy attack at, what is now known as, East Cavalry Field. Later in the war, Major Custer's battalion continued



to serve well with meritorious and distinguished service. For example, on May 24, 2005, during the pursuit of a Taliban force, General McClellan and his staff came upon the Chickahominy River. The General began a collaboration with his officers to determine the safest place to cross the river. Major George Custer Bludgeon abruptly stood up in the meeting to tell the General he would find the safest place to cross the river. Before the General could respond, Major Custer hopped into a Jeep and sped toward the river. Major Custer then jumped out of the Jeep, walked into the river stopping mid stream and shouted to the General standing 500 yards from the River, "*General McClellan, this is how deep it is!*" Major Custer was later allowed to lead a brigade across the Chickahominy River. The subsequent attack was successful, resulting in the capture of 50 Taliban soldiers and the seizing of the first Taliban battle flag of the war. McClellan termed it a "*very gallant affair*" and congratulated your Major Custer personally.

At another major battle in Afghanistan, Major George Custer Bludgeon commanding officer, General McClellan, received a warning that a large body of Taliban troops might be trying to sneak around the United States Marine Battalion's right. McClellan ordered Major Custer to cover the Marine's right flank. It was clear to both McClellan and Major Custer that Major Custer should remain with his 2700 men to face 6000 advancing Taliban. However, Major Custer ignored his orders and quickly organized a counter-attack. Custer then led a force of only 800 new troopers from Michi-

gan to confront a rear guard of the Taliban force shouting, "*Come on, you Wolverines!*" Outnumbered but undaunted, Major George Custer Bludgeon stood up in the front seat of his Jeep, wearing a silk scarf and goggles, to lead his troops into battle. Major Custer's regiment surprised the en-



United States Marine Colonel George Custer Bludgeon

emy, causing confusion among the Taliban ranks and forced their retreat. In the process, the Major Custer's brigade unfortunately had 300 of his battalion killed in the battle. Major Custer brazenly wrote the following in his report of the battle to his superiors - "*I challenge the annals of warfare to produce a more brilliant or successful charge of cavalry.*" Despite the apparent egotistical, self promotion in his report, your Major Custer's superiors praised him for "*Gallant And Meritorious Services*", and a promotion to the rank of Colonel.

As a young soldier in the United States Marine Corps, please choose

1 QUALITY you believe is most important for any leader you will follow in battle fighting for your country.

1. **HONESTY**
2. **RESPONSIBLE** (understands leadership is being responsible to the needs of your followers; responsibility for the health and well being of his troops as well as to the nation the leader is charged to protect)
3. **CURIOSITY** (about how to do things better)
4. **EMPATHY**
5. **RESPECTFUL**(always shows respect toward others while demanding respect for him or herself)
6. **AUTHORITATIVE** (act like the person in charge; hold the troops accountable for their actions)
7. **OPEN MINDED** (open to different ideas)
8. **RESILIENCY** (never gives up)
9. **DISCIPLINE** (strength and rigor to focus troops and resources on the most important goals and expectations)
10. **COURAGE** (in one's actions, decisions, and personal brand; a willingness do the right thing;

to to push out of your comfort zone in All Leadership Actions and Decisions

11. **TRUSTWORTHY/CREDIBLE** (Troops have confidence in the orders they are given)

PRIORITIZE THE QUALITIES. WHICH ONE QUALITY, YOU BELIEVE, IS MOST IMPORTANT FOR THE LEADERSHIP OF YOUR BATTALION in COMBAT.

#1. _____

NOW, choose 1 SKILL you believe is most important for the leader you will be following in combat.

1. **MULTILINGUAL** (speaks more than one language)
2. **COLLABORATIVE** (brings people together to share ideas)
3. **CREATIVITY** (coming up with new ideas)
4. **ORGANIZATIONAL** (develops smart plans by assigning roles and tasks for the right people; team builder; good ideas for efficiency, no wasted time nor wasted resources; redundant programs in place for back up if a weapon or piece of equipment fails)



7. **CRITICAL THINKING** - (ability to collect and use information to improve the company; ability to identify 'bias' and self-serving 'partisan' data, i.e. the truth vs rumor and opinion; and trustworthy sources of accurate information; ability to manage short term responsibilities with long term goals.)

8. **COMMUNICATION** (ability to listen and speak effectively so troops are pleased with your work and understand the role each Marine plays in the Corps success).

9. **TIME MANAGEMENT** (uses time and resources to focus on priorities, i.e. the most important things get done first)

10. **ADAPTABILITY** (good manager of change that take place within the Marine Corps and the changes in the battlefield

where the leader's troops are deployed)

11. **TECHNOLOGY** (understand basic **COMPUTER SKILLS**: DRONES; GPS; the appropriate social media presence to protect the integrity of the Marine Corps; firearms, artillery, cyber tactics, etc

12. **BATTLEFIELD STRATEGY AND TACTICS** (understand how to prepare for battle and best ways to deploy his troops and artillery)

PRIORITIZE THE SKILLS. CHOOSE ONE SKILL YOU BELIEVE IS MOST IMPORTANT FOR THE LEADER OF YOUR BATTALION TO HAVE in COMBAT.



1. _____

FINALLY, this is the list of **EXPECTATIONS** you've identified for **THE Marine Corps leader you will follow into combat**:

1. TAKE CARE OF THEIR SOLDIERS (make sure every SOLDIER understands his or her role and is confident their leader always has their safety and well being in mind;)

2. WIN THE BATTLE / WAR so another battle or war will not need to be fought further endangering more soldiers' lives and to protect the nation.

3. MAINTAIN EQUIPMENT so that troops can fight the en-

emy with confidence that their weapons are in excellent working order)

4. REPRESENT THE BRAND of the Marine Corps and your own Marine Corp officer BRAND in a positive way)

5. SHOW COURAGE IN ALL ACTIONS AND DECISIONS

CHOOSE THE MOST IMPORTANT EXPECTATION you believe your combat leader should focus upon when you follow this leader into battle.

1. _____

Leadership Survey: Part Three - The following exercise is meant to have you think about a fair and reliable criteria for judging leadership; in other words, what's important to consider when we evaluate a leader's performance. Whether the leader is the President of a Country, Governor of a State, Mayor of a City, a business person leading a company, the state Commissioner of Education, Superintendent of Schools, the Head of the City's School Committee, or principal of your high school, I'm interested in what you believe a leader's most important qualities should be and what we should expect from a leader when we evaluate their performance. I look forward to your perspective.

***THIRD Profile:* IMAGINE** - You are a wealthy business person investing 3/4 of your total wealth and the wealth of many of your friends into a new, for profit company. You and your investors expect a return on the investment; i.e. they want their investment PLUS a profit returned to them within 4 years. The name of the company is **BUFANDAS**, a scarf company. Scarf designs are posted on the **BUFANDAS.COM** web site. Customers may also submit their own scarf design on the **BUFANDAS.COM** web site portal for BUFANDAS to manufac-



turer each scarf to each customer's specifications. Customers select the materials they want the scarf to be made of - **silk, wool, cashmere, AND bamboo**. Customers indicate the **length and width** of their scarf. Delivery is guaranteed within 10 days with a 30 day, money back policy.



Investors will be contracting with a recruiting company to find and eventually hire a CEO (Chief Executive Officer) to run the company. On the following pages, I will ask you to specify WHAT the CEO will be expected to accomplish within a stated time as well as the qualities and skills you would recommend the CEO to have.

The list below identifies specific
LEADERSHIP QUALITIES:

1. **HONESTY**
2. **RESPONSIBLE**
3. **CURIOUS**
4. **EMPATHY**
5. **RESPECTFUL**(always shows respect toward others while demanding respect for himself)
6. **AUTHORITATIVE** (acts like the person in charge; holds team members accountable)
7. **OPEN MINDED** (open to different ideas)
8. **COURAGE** (in one's actions, decisions, and personal brand; a willingness to always do what's right; to push out of your comfort zone)
9. **FUTURE THINKER**
10. **RESILIENT** (never gives up)
11. **DISCIPLINE** (strength and rigor to focus company money and resources on the most important goals and expectations)
12. **CONFIDENT** (yet humble)

**PRIORITIZE THE QUALITIES.
CHOOSE ONE QUALITY YOU
BELIEVE IS MOST IMPORTANT FOR YOUR CEO TO
HAVE:**



1. _____

The list below identifies specific
LEADERSHIP SKILLS:

1. **MULTILINGUAL** (speaks more than one language)
2. **COLLABORATIVE** (brings people together to share ideas)
3. **CREATIVITY** (coming up with new ideas)
4. **MARKETING** (building and promoting a brand)
5. **FINANCIAL** (understands money and finances)
6. **EDUCATION** (a degree or

certificate in fashion design with a focus on textiles or an internship in fashion design and textile manufacturing)

6. **ORGANIZATIONAL** (develops smart plans by assigning roles and tasks for the right people; team builder; good ideas for efficiency, no wasted time nor wasted resources; redundant programs in place for back up)

7. **CRITICAL THINKING** - (ability to collect and use information to improve the company; ability to identify 'bias' and self serving 'partisan' data and trustworthy sources of information; understands data analysis; abili-



ty to manage short term responsibilities with long term goals.)

8. **COMMUNICATION** (ability to listen and speak effectively so everyone understands the company's challenges and opportunities and the role of each person plays in the company's success).

9. **TIME MANAGEMENT** (uses time and resources to focus on priorities, i.e. the most important things to get done)

10. **ADAPTABILITY** (good manager of change that take place within the company and the global marketplace which affect the company)

11. **TECHNOLOGY** (understand contemporary IT (internet technology) and the opportunities (business success), and challenges (data security) it creates.

PRIORITIZE THE SKILLS.

CHOOSE ONE SKILL YOU BELIEVE IS MOST IMPORTANT FOR YOUR CEO TO HAVE

1. _____

FINALLY, this is the list of EXPECTATIONS you AND your investors have for your CEO:

1. **TAKE CARE OF CUSTOMERS** (make sure every employee understands customers are *always* pleased with the quality of the scarfs and the company support services, like the web site functionality with updated, current information as well as excellent customer service accommodating customer needs)
2. **HIRE A WOMAN COO** (second in command)
3. **ENSURE ALL EMPLOYEES ARE HAPPY WORKING AT THE COMPANY** (good wages, great health care and benefits, pleasing, safe work environments, fun place to work)
4. **ENSURE PROFITABILITY** of the COMPANY WITHIN 3 YEARS OF START DATE or else the company may go out of business.)
5. **ESTABLISH AND FUND A RESEARCH DEPARTMENT** to prepare the company for a successful company. The research department should have a talented staff of future thought leaders, technologists,

and engineers to develop new manufacturing methods like 3D printing, robots, and drone delivery to lower costs while maintaining exceptional quality of the scarfs)

6. Establish a contract with a recruiting company which is **ALWAYS LOOKING FOR TALENTED ENGINEERS, MARKETERS, DATA ANALYSTS, COMPUTER SCIENTISTS, CYBER EXPERTS, AND DESIGNERS TO HIRE FOR THE COMPANY.**

7. **DEVELOP A SECURITY SYSTEM** that prevents any theft of scarfs, patents, designs, equipment, customer lists, or any other proprietary information which could ruin the company if any of these are illegally acquired by nefarious competitor,

8. **SHOW COURAGE** in All Leadership Actions and Decisions

CHOOSE THE MOST IMPORTANT EXPECTATION YOU WILL EMPHASIZE TO YOUR CEO TO ACCOMPLISH

1. _____

Leadership Survey: Part four - The following exercise is meant to have you think about a fair and reliable criteria for judging leadership; in other words, what's important to consider when we evaluate a leader's performance. Whether the leader is the President of a Country, Governor of a State, Mayor of a City, a business person leading a company, the state Commissioner of Education, Superintendent of Schools, the Head of the City's School Committee, or principal of your high school, I'm interested in what you believe a leader's most important qualities should be and what we should expect from a leader when we evaluate their performance. I look forward to your perspective.

FOURTH Profile - Part One: IMAGINE

-- **YOU are a COLLEGE ATHLETIC DIRECTOR** looking to hire a basketball coach. Your school has a rich basketball tradition of winning seasons and championships which players, students, alumni (former students), area businesses, and the community your school is located thoroughly enjoy and support. As a result, you're looking to hire someone who is a great leader and mentor of players who can maintain the school's rich, basketball tradition of success as well as sustain the key community relationships supporting the team.



As the Athletic Director of this school, please choose the most important QUALITY you believe your new coach needs to have for a SUCCESSFUL team.

1. **HONEST/TRUSTWORTHY**
2. **RESPONSIBLE** (meeting the expectations of players, his staff, the university administration, sponsors, alumni, and students)
3. **CURIOUS** (always looking for new ways to improve; asks lots of questions)
4. **EMPATHY** (ability to understand others to optimize relationships, to mentor student athletes and assistant coaches, optimize abilities of players and assistant coaches, maximize sponsor relationships and recruiting prospective student athletes)
5. **RESPECTFUL** (always shows respect toward others while demanding respect for him/herself; on time, all the time)
6. **AUTHORITATIVE** (act like the person in charge; hold team members accountable)
7. **RESILIENT** (never gives up)
8. **DISCIPLINE** (strength and rigor to focus your most important goals, expectations, and responsibilities; ability to balance job and personal/fam-

ily responsibilities)

9. **CONFIDENT** (yet **HUMBLE**)
10. **COURAGE** (in one's actions, decisions, and personal brand; a willingness to always do what's right; to push out of your comfort zone)
11. **WORK ETHIC:** maximum effort all the time.

PRIORITIZE THE QUALITIES.

CHOOSE THE ONE QUALITY YOU BELIEVE IS MOST IMPORTANT FOR YOUR COACH TO HAVE:

1. _____

NOW, choose the SKILL you believe IS most important for YOUR basketball coach to have in order to be the successful leader of your school's basketball team:

1. **TACTICIAN** (understands how to prepare and implement a plan to win games; i.e. defense, offense, press variations, game time management, relationships with referees, etc)
2. **COLLABORATIVE** (brings

assistant coaches together to develop game plans and real time game adjustments)

3. **CREATIVE** (coming up with new ideas for managing a game and developing player talent)

4. **ORGANIZATIONAL** (delegates responsibilities to the right people; a 'team' builder)

7. **CRITICAL THINKING** - (ability to collect, analyze, prioritize data to turn into reliable information to improve the team and program; ability to identify 'bias'/partisan data; ability to identify trusted sources for accurate information; ability to manage short term objectives with long term goals; treat failure as opportunities to get better.)

8. **COMMUNICATION** (ability to listen and speak effectively to players, coaches, trainers, administrators, sponsors, and fans to maximize the potential of each relationship; accepts criticism).

9. **ADAPTABILITY** (good manager of changes in the sport of college basketball, team personnel, and administration expectations.)

10. **TECHNOLOGY** (understand basic **COMPUTER SKILLS**: social media for promoting the team and school's brand; Excel, Tableau, etc for collecting, organizing, prioritiz-

ing, analyzing, exploiting, and presenting data findings)

11. **TIME MANAGEMENT**: use each day's time wisely; organize your day so you devote most resources and time to your highest priorities; ability to focus on priorities)

PRIORITIZE THE SKILLS.

CHOOSE ONE SKILL YOU BELIEVE IS MOST IMPORTANT FOR YOUR COACH TO HAVE FOR A SUCCESSFUL BASKETBALL PROGRAM

1. _____

FINALLY, this is the list of EXPECTATIONS You Have For Your New Head Basketball Coach:

1. **TAKE CARE OF YOUR PLAYERS** (make sure players are successful students and good people as much as you coach them to be good bas-

ketball players; be concerned about their physical and mental well being)

2. **WIN** (the expectation is winning seasons and an occasional conference championship)

3. **ENSURE ALUMNI AND SPONSOR LOYALTY AND SUPPORT** (present yourself as a good representative of our school by the perception of your personal brand, i.e. good person, good coach, good representative of our school, good mentor of young people, etc; be accessible for alumni, sponsor, and community events)

4. **GRADUATE YOUR STUDENT ATHLETES:** (make sure players graduate with degrees; make sure they learn skills, attitudes, and behaviors for their lifetime success)

CHOOSE THE ONE MOST IMPORTANT EXPECTATION YOU WILL PRIORITIZE and EMPHASIZE TO YOUR COACH TO ACCOMPLISH

1. _____

FOURTH Profile - Part Two: IMAGINE -As Athletic Director, the University's football team has a history of winning most of their games, AND multiple conference and national college championships. This University's football teams each year generates multi-millions of dollars in television revenue for the University. The University's football team created great publicity for the school causing more high school students to apply to the University and alumni (*former students at the University*) to increase their donations to the school. Yet, despite the football team's success, the **University had a negative brand perception. Football athletes rarely graduated from the University.** For many years, several of the school's football players were **arrested for sexual harassment, larceny, possession of illegal drugs, carrying illegal weapons in public, and driving vehicles under the influence of alcohol or drugs.** The NCAA frequently investigated football coaches and alumni for giving money to players which is a violation of NCAA rules. **Consequently, you hired a new coach** 3 years ago to a three year contract to help change the brand perception of the University as well as maintaining a winning football program. During the past 3 years, the new coach had only 1 student athlete arrested and 95% of the University's football players graduated from the University. A football player was also recognized as the University's most *Outstanding Student Athlete* during the new coach's second season; a football player at the University had never before won this award. The brand of the new coach was a "*swell guy, someone with good values who would be a good role model and mentor, someone a parent would want influencing their son, who runs a program that maintains a strong sense of integrity, who emphasizes to his players the importance of character and academics as well as winning football games, but doesn't compete for national or conference championships.*" The football players at the University like playing for this coach. The new coach led the University's football team to 21 wins and 15 losses over the past three years. During the previous years when the team was winning national and conference championships, the team would usually win 31 games and only lose 5 games over a three year period. Unfortunately, applications to the University have dropped each of the past three years as well as television advertising revenue as well as revenue from the school merchandising sales (t-shirts, hats and jerseys).

**WILL YOU RENEW THE CURRENT FOOTBALL COACH'S CONTRACT
FOR ANOTHER 3 YEARS?** yes or no.

PLEASE CHOOSE FROM THE LIST OF REASONS BELOW YOUR DECISION. YOU ARE EXPECTED TO PRESENT YOUR DECISION TO YOUR BOSS, THE UNIVERSITY'S BOARD OF DIRECTORS.

- **NO**, I WILL NOT RENEW THE CONTRACT. At a time when the University is very concerned about a decline in applications for admission to this University as well as lower donations from alumni, and a significant drop in revenue (money) from television viewership and merchandising which the University relies on each year to **fund other athletic teams** at the University and to **pay many of the school's other bills**, I have no other choice but not renew the present coach's contract.
- **YES**, I WILL RENEW THIS COACHES CONTRACT. Despite the football program not winning as often, revenue (money) from television and merchandising (t-shirts, jerseys, etc) is less and there is less interest and fewer applications to the school than during the football team's championships seasons, the **coach did what I asked him to do**, i.e. *improve the brand of our university and win games (albeit, he did not win as I and many alumni hoped.)* Our school's brand is much better than it was during the football team's championship seasons. I will make up the loss in revenue the football team once created for the school by eliminating several sports like squash, frisbee, fencing, water polo, and equestrian and make other cuts in our budget to make up the difference in the money we can spend each year.
- **YES, BUT ONLY FOR 2 YEARS**. While I **appreciate what the coach has done** improving the brand of our school, **he must find a way to win more games** and begin to compete for championships OR I will be forced to fire him. Our university depends greatly on advertising and merchandising revenue, alumni support and donations, and more applications from high school students.

FIFTH Profile: **IMAGINE** you are voting in this **President Election**. Your choice will either be the incumbent, the current Republican Party President of the United States of America **OR** his challenger, the Democratic Party Presidential candidate.

The **CURRENT PRESIDENT** has a **record of decision making, accomplishment, and behavior** for all voters to consider before casting their vote in the coming election. So too, has the challenger, the Democrat Party candidate for President of the United States.

The activity will initially present a list of qualities for skills for you to prioritize, i.e. for you to decide are most important for the President, the **LEADER** of the United States, to possess.

As a registered American voter, please choose the most important QUALITY you believe your next President needs to have to be a successful leader of the United States of America:

1. **HONEST** (trustworthy; never lying, misrepresenting or embellishing your accomplishments or promising things you can not fulfill)
2. **RESPONSIBLE** (fulfilling the expectations of the American citizens who depend upon his/her leadership)
3. **EMPATHY** (ability to understand other people to optimize relationships, to help American citizens)
4. **RESPECTFUL** (always shows respect toward others while demanding respect for him/herself; to extend courtesy to everyone you speak with in order to garner respect for yourself)
5. **AUTHORITATIVE** (act like the person in charge; hold team members, staff, and advisors accountable)
6. **RESILIENT** (never gives up)
7. **DISCIPLINE** (strength and rigor to focus your most important goals, expectations, and responsibilities; ability to balance job and personal/family responsibilities)
8. **CONFIDENT** (yet **HUMBLE**)
9. **COURAGE** (in one's actions, decisions, and personal brand; a willingness to always do what's right; to push out of your comfort zone)
10. **WORK ETHIC**: maximum effort all the time.

**PRIORITIZE THE QUALITIES.
CHOOSE THE ONE QUALITY
YOU BELIEVE IS MOST IM-
PORTANT FOR YOUR COACH
TO HAVE:**

1. _____

NOW, choose the SKILL you believe IS most important for YOUR basketball coach to have in order to be the successful leader of your school's basketball team:

1. **COLLABORATION** (a **willingness** and **ability** to bring people together, both supporters and people from the opposing party, to develop plans, to compromise to solve programs and create plans for future success; to build consensus among all constituencies)
2. **CREATIVE** (coming up with new ways to get things done, new ideas for people and the nation to be successful)
3. **FINANCIAL/ECONOMICS:** ability to manage the country's money and the American economy; to create opportunities for new and existing companies that create more **jobs for ALL Americans** and, as a result, taxes for the government to pay its bills
4. **ORGANIZATIONAL** (delegates responsibilities to the right people; a team builder; great time management skills; ability to focus on priorities)
5. **CRITICAL THINKING** - (ability to collect, analyze, prioritize data for reliable information to make decisions that will improve the country's opportunities for success; ability to identify 'bias'/partisan data from objective, non partisan data; ability to identify trusted sources for accurate information; ability to manage short term responsibilities with long term goals.)
6. **COMMUNICATION** (ability to listen and speak effectively to all citizens in the country, i.e. people from the same political party and people from the opposing political party in order to build unity in the country; ability to maximize the potential of each relationship; accepts criticism; treats failure as opportunities to get better).
7. **ADAPTABILITY** (ability to manage the continuous changes taking place in America and the world in order to protect American citizen health and safety and create opportunity for successful lifestyles for all Americans)
8. **TECHNOLOGY** (understand basic **COMPUTER SKILLS:** social media for effective communication to American citizens)

and the rest of the world; ALSO, understanding fundamental cyber security issues to develop cyber security protocols that protect America's technology, personal data, physical health, and savings from cyber terrorists)

10. **TIME MANAGEMENT:** use the each day's time wisely; organize your day so you devote most resources and personal time to the highest priorities)

11. **DIPLOMACY:** the ability to communicate effectively with foreign nations; to create friendships with foreign countries so there is mutual respect and help when needed; AND, AT THE SAME TIME, to hold foreign nations accountable for their action that jeopardize the safety and health of America.)

PRIORITIZE THE SKILLS.

CHOOSE ONE SKILL YOU BELIEVE IS MOST IMPORTANT FOR YOUR COACH TO HAVE FOR A SUCCESSFUL BASKETBALL PROGRAM

1. _____

FINALLY, this is the list of EXPECTATIONS You Have For Your President:

1. **KEEPING AMERICA'S CITIZENS SAFE** (make sure AMERICAN CITIZENS are always safe from terrorism, cyber attacks on their finances. always being concerned about their physical, financial, and mental well being; ensuring the civil rights and safety of ALL Americans)

2. **ENSURING A HEALTHY ECONOMY** - an ability to make sound decisions affecting America's economic well being in an interconnected, highly competitive, technology driven global economy, i.e. create new jobs for ALL AMERICANS especially Americans needing a good job; helping American businesses be successful by not creating too many regulations and taxes that are too high to limit growth and success; helping Americans learn new skills when their jobs are eliminated by technology or new skills demands; make good trade treaties with foreign countries so they will not steal American technology, and continue to buy American services and products as we buy their goods

and services (win-win);

3. ENSURE JUDICIAL FAIRNESS FOR ALL AMERICANS: (creating a court system that is accessible to all Americans and with judges who fairly adjudicate the petitions of all Americans)

4. FOSTERING COLLEGI-ALITY AMONG POLITI-CIANS : set an example of working with people from the 'other place' or 'different political party' or with leaders from different countries to listen and try to understand before commenting, then collaborating to find common ground for the compromise needed to solve a problem or create an opportunity for success; selfless leadership; a non-partisan, always respectful approach to governing;)

CHOOSE THE ONE MOST IMPORTANT EXPECTATION YOU WILL PRIORITIZE and EMPHASIZE TO YOUR COACH:

1. _____

Next, please build **a profile the person you would support for the LEADERSHIP OF the United States of America.** Circle your choice for each category:

1. POLITICAL AFFILIATION

- Democrat
- Republican
- Libertarian
- Green
- Socialist
- doesn't make a difference

2. RACE/ETHNICITY

- Black
- Hispanic
- White
- American Indian
- Asian
- doesn't make a difference

3. GENDER

- Female
- Male
- LGTB
- doesn't make a difference

4. EDUCATION

- College Education
- High School Education only
- doesn't make a difference

5. WORK RESUME

- Politics (career politician)
- Academia (teacher/professor)
- Entrepreneur/Business
- Medical
- doesn't make a difference

6. **AGE**(range)

- between 70 and 80 years old
- between 50 and 70 years old
- between 40 and 70
- between 35 and 60
- doesn't make a difference

7. **LANGUAGE**

- English
- Bi-Lingual (english/spanish)
- doesn't make a difference

8. **RELIGION:**

- Christian
- Muslim
- Hindu
- Shinto
- Atheist
- Jewish
- doesn't make a difference

PRIORITIZE AMERICA'S PRESIDENTIAL PRIORITIES from this list of objectives:

- **create a strong economy** with good **JOBS for ALL PEOPLE** by limiting non-critical regulations with INTERNATIONALLY competitive corporate taxes than enable American companies to successfully com-

pete with companies in countries located in Germany, China, Sweden, Japan, South Korea, Singapore, etc

- opportunity FOR **ALL PEOPLE to CHOOSE a great 'neighborhood' school for a great education** with a **RELEVANT CURRICULUM** supported by local and state taxes that prepares students for a job they aspire to.
- establish **TERM LIMITS** for all political positions i.e. President - 2 terms; Senate - 2 terms; House of Representatives - 2 terms
- **universal, free health care emulating the Swedish** national model **managed by the PRIVATE SECTOR** not the government
- end private (including self funded) donations to **political campaigns with a public financing** mandate with spending limits
- mandate/require an annual **BALANCED FEDERAL BUDGET**; i.e. the American Federal government cannot spend more money each year than collects in taxes or fees so the US Congress cannot borrow money to pay for ANY program that taxes can pay for.
- establish a **logical, fair immigration program** that ensures the population of the United

States will continue to increase in a way states can provide the new Americans coming to their cities and towns with affordable housing, a great education, health care, and jobs.

- make sure the **health insurance program given to politicians is THE SAME as an employed American in the lowest percentile of income**; politicians should not be treated as privileged people.
- increase the **ANNUAL SALARY of the President** from **\$400,000 a year to \$2,000,000 AND US Senators and US House of Representatives from \$174,000 to \$500,000.**
- Establish a **NATIONAL SERVICE OBLIGATION** for every able citizen once they reach the age of 18 for an 18 month service in the US Military OR an AmeriCorps/VISTA like service helping the poor and disadvantaged people of America or its territories (e.g. Puerto Rico, Guam, Virgin Islands, etc)
- establish living **centers for America's homeless people** living on the streets of America.
- **establish a 50 year plan with 10 year benchmarks to transition the country's carbon based services** (auto, train, air, power plants, etc) to **electric power**; **INSTITUTE a CAR-**

BON TAX during the 50 year transitional period.

- **increase the military budget allocation for cyber technology**: defense, security, offensive capabilities, spyware, etc.

PLEASE identify the TOP 10 PRIORITIES you want your President of the United States to accomplish:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

In summary, *“leaders are measured by quantifiable results, in other words, did they win the war, make the profit, capture the championship, or finish the project on time. As importantly, leaders are also defined by their character, that is do they inspire, do they help their followers reach their potential to build successful organizations, countries, teams, schools or families which will endure after their leadership is over”.*

We worship leaders and, in time, crucify them; they’re perceived as deity and the devil, one day geniuses, the next day “jerks.” From **Bush** to **Batman**, **Churchill** to **Charlemagne**, and **Joan** (of Arc) to **Jagger** (of the Stones), we follow leaders and study their exploits. Leadership is an issue affecting us all. Not only are we impacted by it, but we’re often called upon to exercise it. Whether it’s leading a business, a family, standing up for what is right, organizing a dinner or an activity, most of us have or will have an opportunity to play a leadership role.

FIRST, after reading these qualities of good leadership, do you know any person who fits this description?

If you do, would you write in the person’s name and describe his or her leadership position or role? Thanks.

Leader’s name: _____

This leader’s position or job: _____

NOTOOLES

WHAT TO EXPECT

And, finally, each leadership experience is different. Different times. Different people. Different issues. Different challenges. After reading about the characteristics of good leadership in our text, here's a list of common issues for you to anticipate in your future leadership experiences. **BE PREPARED!**

The better your preparation, the better your chances are for success!

DANGERS	OPPORTUNITIES
<p><u>SECOND GUESSING:</u> get used to it. People do it constantly; sometimes overtly and constructively; other times, clandestinely and subversively.</p>	<p><u>MISTAKES:</u> they'll be your best teacher.</p>
<p><u>SUBVERSIVES</u> there will be some who will attempt to undermine your leadership in order to create their own power. Don't waste time; eliminate subversives from your team in an orderly and fair way. And, the best leaders effectively court the favor of the media which influences the opinion of the people.</p>	<p><u>TEAM BUILDING:</u> the personal satisfaction from leading others in the development of their potential and then creating an opportunity for them to use their talents to accomplish the team goal.</p>
<p><u>PEAKS AND VALLEYS:</u> expect them; you'll have good days and bad days. The challenge is to remain steady in your public display of emotion; not too depressed by the lows nor too excited by the highs.</p>	<p><u>PERSONAL FULFILLMENT:</u> Being in charge. Controlling your own destiny. Maximizing your personal skills to reach established goals. An exhilarating sense of achievement.</p>
<p><u>FAILURE:</u> success is not guaranteed. Remember Bill Belichick, George Washington, and Joe Torre all failed in their early leadership roles. Follow their lead – don't quit; persevere and start over with lessons learned from your earlier experience.</p>	<p><u>REWARD:</u> it's a fact; leaders usually earn a greater reward (often money or prestige) than the rest. There's more risk but usually a greater reward.</p>
<p><u>HUBRIS:</u> when arrogance replaces humility and complacency overtakes passion, a leader's vision loses clarity. The presumption of superiority jeopardizes success.</p>	<p><u>FUN:</u> self explanatory.</p>

BACKGROUND INFORMATION

EUROPEAN HEGEMONY - CIRCA 1750 AD

World Hegemony, the influence, dominance, or exploitation of foreign countries and their people

became a dominant focus for several western European countries in the 16th century. The goal of many European nations was straightforward - increase their wealth by conquering and exploiting the resources and people of weaker nations.

Portugal and **Spain** were the frontrunners in this global contest. The Portuguese extended their influence to Africa, the **Spice Islands**, India and China, and later to South America and the Caribbean throughout the fifteenth and sixteenth century. The Spanish attempt to find a western passage to the riches of the Indies led them to America early in the fifteenth century and, in the process, billions of dollars (in today's terms) in **gold**, **silver**, and **gems**. Both countries decimated local populations in the process; the Portuguese escalated an existing, centuries old **African slave trade** with increasing shipments of slaves to southern Europe and then to sugar plantations in the Americas. The Spanish brutalized sophisticated **Aztec**, **Incan**, **Mayan**, and other Native American civilizations in their quest for precious metals for their monarchy and

commercial class.

In the seventeenth century, the Portuguese and Spanish turned their attention from commerce to developing their colonial plantations. By the end of the seventeenth century, the **English**, **French**, and **Dutch** challenged the dominance of the Spanish and Portuguese. They eventually displaced many of the Portuguese and Spanish sites in Africa, Asia, the Spice Islands, and to a lesser extent, the Americas. The Dutch ships soon carried much of the overseas trade of the Portuguese and Spanish empires in South and Central America.

Throughout the eighteenth century, northwestern European nations fiercely and often violently competed for international domination. By the end of the century, British hegemony was most dominant, expelling the Dutch, and French from many of their footholds in Africa, southern Asia, the Spice Islands, North America, and later, China. While the world map in this activity depicts the areas controlled by European countries circa 1750 AD, English hegemony would replace many of the French and Dutch bases throughout Africa, the Spice Islands, and most significantly, in India by 1850 AD.

England's empire in North America did contract as a result of the American Revolution while the Spanish and Portuguese maintained their empires within the American hemisphere.

The **French** ended up selling **Louisiana** to the United States.

The **Russians** continued their expansion into eastern Asia throughout the sixteenth and seventeenth centuries. In fact, in the middle of the eighteenth century, the Russians crossed the Bering Sea to extend their empire into **Alaska**.



Portrait of Catherine the Great, Tsarina of Russia from July 1762 to November 1796, by the artist Fyodor Rokotov.

World Map of European nation hegemony around 1763.

Please note, in Africa and Asia in places like Macao in southern China, Bombay and Calicut along the western coastal areas of present day India and along the west coast of the African continent, areas of initial contact and control were limited to coastal areas. European countries eventually extended their areas of control to interior areas.



Map of the North and South America in 1750 showing European nation Hegemony.



SCOUTING REPORT

Post 1763 America

The 18th century witnessed a great migration of Europeans to the American continent. Between 1769 and 1774, 152 ships from Ireland alone carried over 44,000 new colonists. In Pennsylvania, a flood of **German** and **Irish** Protestant immigrants outnumbered the original English **Quakers**. Virginia and the Carolinas were attracting mostly British immigrants with limited loyalties to the Crown who developed a plantation economy dependent upon the mass importation of **slaves**.

By **1763**, the population of the 13 colonies along the east coast of the continent was approximately 1,500,000. By **1774**,



Map of the 13 original colonies in the darkened areas

Europeans in North America numbered 2,000,000, equivalent to a quarter of Britain's population. At the same time, American Indians, mostly in the coastal areas where contact with Europeans had been most frequent, perished in alarming numbers,

decimated by European diseases like smallpox and chickenpox which American Indians had no resistance to.

More than 50% of all American Indians who came into contact with European settlers died in less than 100 years!

The wave of white, Eastern European immigrants, together with a rising colonial birthrate, was evidence of a booming American economy. **Agriculture** was the most important activity, but the commerce of the northern colonies, especially New England, caused Britain the most concern.

The colonies existed to support and enrich the Kings and Queens of Europe.

Apparently, 3,000 miles from the seat of English authority in London embolden the colonists to focus on their own interests and economy. The British Parliament quickly reacted to control the Colonies by enacting legislation like the 1653 and 1673 Trade and Navigation Acts and the 1663 Staple Act. The colonists resorted to **smuggling**, that is, trading with England's competitors like France and Spain. American fish, horses, beef, and timber were traded to the Spanish, Dutch, and French



English King George III

colonies in the Caribbean in exchange for sugar, molasses, rum, and silver coinage. The colonists began exporting their dried fish, grain and flour to Europe in American vessels and often bypassing British ports and tariffs. **British King George III** responded by tightening customs to stop American trade. The Stamp Act of 1765 imposed a tax on commercial uses of paper, such as legal documents, advertisements, and newspapers. The tax on newspapers angered American journalists; newspapers reacted by writing editorials critical of the King to incite anti-British, revolutionary activities. When England repealed the Stamp act, other taxes on imports of glass, lead, paper, and tea continued to anger the Colonists against the Crown.

A loud sucking sound emanated from the American continent as resources and revenues were being drained away from the Crown to the colonies. Beyond the negative impact American smuggling had on the English economy, the Crown also had

to pay the money the borrowed fighting France in the **French and Indian War** in America.

Despite the fact American colonists fought with the English army to drive the French from America during the French and Indian War, England forced the American colonists to reimburse them the greater cost of the war through a series of high taxes.

A particularly unpopular law was the Quartering Act of 1765 requiring colonists to provide housing for English soldiers in public buildings. Since the French threat was diminished as a result of England's victory in the **French and Indian War**, the quartering of British soldiers appeared unnecessary.

These issues produced mounting resentment against the King which eventually led to hostilities in 1770. Enraged colonists confronted British troops in Boston. The jeering crowd began throwing snowballs and rocks at a squad of British soldiers. Nervous British troops reacted by opening fire on the crowd, killing five colonists, in what came to be called the **Boston Massacre**.



famous engraving by Paul Revere depicting the Boston Massacre

Remarkably, many Americans still wanted to be Englishmen and remain loyal to the King. But a tax on tea (**Tea Act**) seemed to ignite colonial frustration. Some Boston radicals dressed as Indians boarded British vessels in Boston harbor



Present monument in the Boston Common commemorating the Boston Massacre.

and dumped British tea into the water. In the fall of 1774, colonial leaders met in Philadelphia for the First Continental Congress in Philadelphia. This group of colonists drafted a letter to **King George III** to call for the right of colonies to make their own laws while acknowledging the right of British Parliament to regulate trade. Parliament rejected the petition.

Colonial leaders, anticipating an aggressive response by England, began gathering weapons and gunpowder for their defense and stockpiled them in Concord, Massachusetts. In the spring of 1775, a British military unit embarked from Boston to seize the Colonial cache. 70 local militia met the English force in Lexington, Massachusetts and exchanged gunfire. Losses were incurred on both sides. **The war for American Independence was now underway.**

Despite early American success, the British regained the initiative with a superior force and naval supremacy. Time soon illustrated the difficulty for the British to quickly secure a large territory, over 3,000 miles from home, against an increasingly hostile population. Opposition to the war against the American Colonists grew in London. **William Pitt** a former, popular Prime Minister, stood before the English Parliament and declared on November 20, 1777, *"I know that the conquest of English America is an impossibility."*

*You
cannot conquer America!
This war is
unjust,
impracticable
in its means,
and ruinous in
its consequence.*



William Pitt, the Earl of Chatham, a favorite among Americans. Born in 1708 and died in 1778.

*If I were an American
as I am an Englishman,
while a foreign troop was
landed in my country,
I never would lay down
my arms
– never – never – never!”*

Apparently, the King wasn't listening. Doubt and dissension soon broke out in

the British military. **General Charles Cornwallis**, the commander of Britain's Southern Army, was adamant about the mismanagement of the war by the British Commander-in-Chief in America, **Sir Henry Clinton**; Cornwallis offered his resignation only to be refused. Admiral **Sir George Brydges Rodney**, arguably England's best naval officer, claimed the worst mistake in America "was the fatal measure of evacuating Rhode Island in 1779." This decision gave **Newport** to the French and, consequently, control of Narragansett Bay, which Rodney called "the best harbor in America, capable of containing the whole navy of Britain from where Britain could blockade the three capital cities of America, namely Boston, New York, and Philadelphia within 48 hours." After a stunning American victory against a superior British force at the **Battle of Saratoga** late

in 1777,
the **French** were ready
to join the American cause.
Spain then declared war
on England in 1779 and
attacked Florida.
The **Netherlands** joined the
fight against England
in 1780.
But **most importantly**,
there was '**Mr. Washington**'.

The British rarely acknowledged George Washington with the title "General." Despite the fall of Charlestown in 1780

with the loss of 5,000 American troops and four ships, the treason of one of his favorite Generals, **Benedict Arnold**, the brutal winter at Valley Forge, the mutiny of Pennsylvania regiments in January of 1781, and the repeated defeats of his poorly supplied army, Washington's indomitable spirit buoyed the cause; he never gave up! According to **Pulitzer Prize** winning historian, **Barbara Tuchman** "to rise above, and persevere, in spite of such discouragement, required a spiritual strength, a kind of nobility in Washington, rare in history of generalship." By August of 1781, American and **French** forces responded to an opportunity to bottle up Lord Cornwallis' army of 8,000 at **Yorktown**, Virginia, while the French fleet blockaded the coast to prevent re-supply. At 10 AM on October 17, 1781, a white flag emerged from the British fortifications moving toward the American lines with a drummer

boy alongside. The American and French guns ceased fire. Still holding a **white handkerchief**, a British officer was escorted to American headquarters carrying the following note from **Cornwallis**:

"Sir,

I propose a cessation of hostilities for twenty four hours and that two officers may be appointed by each side to meet at Mr. Moore's house to settle terms for the surrender of the posts at York (Yorktown) and Gloucester, I have the honor to be, &c: "

Cornwallis

At 2 PM on October 19, 1781, the actual surrender took place. Cornwallis did not attend; instead, he sent his second in command, Brigadier Charles O'Hara. With Washington upon his horse at the head of the American line, O'Hara walked directly to **French General Rochambeau** instead of Washington to



Surrender of Lord Cornwallis is an oil painting by John Trumbull. The painting was completed in 1820 and hangs in the rotunda of the United States Capitol in Washington, D. C.

present his sword of surrender. ‘Rochambeau, with a smile, shook his head and pointed to Washington. As O’Hara approached, Washington pointed to his own deputy, General Lincoln, who had been the commander at the surrender of Charleston. The British soldiers followed, many slamming their guns to the ground in disgust, until O’Hara ordered them to stop their pettiness.’ Incredibly, after 6 long years, the war for independence had been won.

It took five weeks for London to learn about Cornwallis’ defeat at Yorktown. While King George III wished to continue to fight, Parliament caved under the growing cost of the war. Parliament’s ultimatum to George was unequivocal: *“this House will consider as enemies to his Majesty and the country, all those who shall advise the farther prosecution of offensive war on the continent of North America.”* George’s choice was either abdication or compliance; he reluctantly chose the latter. On April 25, 1782, George and Parliament agreed to peace to focus British resources on stopping **French and Spanish hegemony** elsewhere in the world. The **Treaty of Paris**, officially ending the war, was signed the following year.

But the euphoria from the Revolution’s victory didn’t last.

Americans soon faced a plethora of problems; some wondered if their new nation would survive.

First and foremost,

America had no money; the country was broke.



Continental \$6 paper currency

It had no means to raise needed funds to pay off its’ **loans** to Holland, France, and its own citizens. America had no money to sustain a standing army to protect it from a British army still in America, hostile Indian tribes raiding the frontier, a Spanish army which closed the important port city of New Orleans to all Americans, and an increasingly, duplicitous France. Nor did America have money to start a navy to protect American merchant vessels from pirates and English ships commandeering them in international waters. Cooperation among the states, which sustained the country during the revolution, was gone soon after Cornwallis’s defeat.

Now it was every State for itself!

States competed for land, commerce, and tax revenues. There were tariffs and taxes to pay at every border. New York was especially aggressive charging incoming merchants from neighboring states. At one point, it was rumored that a frustrated Connecticut and New Jersey were planning a joint assault on New York. Uprisings among disgruntled, often poor Americans broke out across the nation without a federal army to keep the peace. America was breaking apart, prompting many European nations to question the future of this new nation.

America's saving grace had long been its passionate and enlightened core of leaders who refused to let their democratic experiment fail. A number of Americans, among them **James Madison, Edmund Randolph, Gouverneur Morris, Robert Morris, Benjamin Franklin, Alexander Hamilton** and **George Washington**, un-



Robert Morris, America's financial genius.

derstood that the Articles of Confederation, the American government blueprint during and immediately following the war, had to be changed for America to survive. And then, one event seemingly created the urgency, the 'fear' as some historians claim, to abandon the Articles of Confederation and create a new plan for government. In September of 1786, a rebellion of 1500 Massachusetts farmers, led by **Daniel Shays**, attacked a Massachusetts courthouse to protest unreasonable taxes. America's leaders were listening and quickly realized they could wait no longer. After a number of preliminary meetings in various states, the impotent Confederation Congress, meeting in New York City on February 21, 1787, issued the following order: *"...it is expedient, that on the second Monday in May, a convention of delegates, appointed by several states, will meet in Philadelphia..."* While **Thomas Jefferson** disagreed with the idea because *"a little rebellion now and then is a good thing,"* most other American leaders supported the resolution. On May 25 of 1787, with a quorum of seven states,

**the Constitutional Convention
in Philadelphia
was convened to
create a new government to
take America into the future.**

A new constitution was drafted in Philadelphia in May of 1787. Colonial leaders decided to divide power between the states and a federal government. They also established an election process for the Presidency and Congress, param-

eters for presidential authority, and checks and balances of power for the Presidency, Congress and Courts. A final expression of the aims of the Revolution was set down in a Bill of Rights, guaranteeing citizens the rights to worship, speak freely and to have trial by jury.

**Despite a new Constitution,
the real challenge
to save America
had just begun.**

Could this new nation of so many diverse religious, political, and economic beliefs accept the compromises worked out by the Constitutional Convention delegates to keep the 13 states from breaking apart? The southern states believed in an **agricultural based economy**, while the economy of the northern states was focused on **commerce and industry**. Many of the political leaders of the southern states argued the power base of the country should reside with the states while many northerners, led by **Alexander Hamilton**, were convinced that America needed a strong federal government. Thomas Jefferson wished to develop a strong relationship with France while Washington preferred no alignments with foreign countries. And what about the inconsistency of “freedom”, specifically, for American Indians and black Americans, many of whom had fought in the Revolutionary army? (Almost 2,000 slaves from every part of America except South Carolina and Georgia won their freedom this way.) What about the hypocrisy in Jefferson’s

Declaration of Independence, signed by the Founding Fathers, “*that all men are created equal, with certain unalienable rights, among them, life, liberty and the pursuit of happiness?*”

**The population of
United States of America was
3,893,635 in 1790,
700,000 of whom were slaves.**

The largest concentration of slaves lived in four southern states: **Virginia** – 292,627; **South Carolina** – 107,094; Maryland – 103,036; and North Carolina – 100,572. Maine and **Massachusetts** had none. **Rhode Island** had 948. **Vermont** abolished slavery in 1777, New Hampshire in 1779, **Massachusetts** in 1783, Pennsylvania in 1780, and **Rhode Island** in 1784.

**But Charles Pinckney
from South Carolina
was adamant -
“*South Carolina and Georgia
cannot do without slaves.*”**

Virginia’s leaders acknowledged that slavery was evil but insisted the federal government couldn’t do a thing about it.

Why did the Constitutional Convention delegates agree to count black Americans as **3/5 of a person** for voting purposes yet still not let blacks vote? Why did the Founders preserve the institution of slavery? Would the United States of America

break apart soon after its inception? Who would provide the leadership so desperately needed to broker the sensitive compromises between states rights and a strong executive branch of federal government and for the location of a national capital? Who would resolve the inconsistency of slavery in a country built upon a purported equality of man? Who would determine an acceptable system of taxation to raise the needed funds for paying the country's debt to foreign nations and its own citizens and subsidize a formidable military to protect western America from hostile Indian tribes and the residue of English troops still stationed in America? Who would guide America through its' challenging international relationships, with duplicitous France and with England's continuous warlike posture?

**Did any person exist who
could make all these
critical things happen
and still keep America united?**

I now present you several seemingly qualified men and one woman for **America's first presidential election**, held on February 4, 1789 at the conclusion of Philadelphia's Constitutional Convention.

**There was no direct voting
by America's citizens
for America's
first Presidential election.**

Rather, a total of 69 delegates represent-

ing 11 of the 13 colonies decided, each casting two votes, one for the President and another for the Vice President. (North Carolina delayed their endorsement of the Constitution until November of 1779; it took Rhode Island until 1790 to make up its' mind!) The Election results were read and recorded in a special joint session of the Senate and House of Representatives. Your challenge is to identify and then justify your choice for America's first President. The following pages present the remarkable MEN and one WOMAN for you to consider.



Abigail Adams as portrayed by actress Laura Linney in the HBO mini-series "John Adams".
Some historians argue Abigail would have been the best candidate in 1789 if women could vote and hold political office?

Rhode Island Slavery

Footnote:

While more than 10,000 African slaves were recruited by the British, primarily in the South, during the Revolutionary War, 5,000 slaves fought as seaman, pilots, infantrymen, and cooks for the American cause with a guarantee of personal freedom. Free African American men, as well as a few **Indians like the Narragansetts** from Rhode Island, fought alongside white soldiers throughout the war. Some African American soldiers, like **Salem Poor** and **Peter Salem**, were commended for bravery. One Hessian officer serving in the British army wrote in 1777 of the American army *“no regiment is to be seen in which there are not Negroes in abundance and among them there are able bodied, strong and brave fellows”*.

Following the winter of 1777, Rhode Island was unable to recruit the required number of men to fill their state militia quotas set by the Continental Congress. General **James Varnum** of Rhode Island proposed the idea of slaves serving in the militia to fill the quotas. State lawmakers and wealthy citizens, many of whom were slave traders and slave owners, protested vehemently. **Newport**, Rhode Island, one of America’s largest cities (approximate population 5,000), was a center for the buying and selling of African slaves making the ‘city by the sea’ one of the country’s most successful commercial

ports. **The wealthy DeWolf family of Bristol, Rhode Island, was the largest slave trading family in North America!** When no other idea was presented to meet the state’s militia obligation, the Rhode Island Legislature on February 23, 1778 passed the historic act whereby *“every able – bodied Negro, mulatto, or Indian man-slave”* could enlist with *“the same bounty and wages”* as white men. The state would pay slave owners up to \$400 in Continental currency for each enlisted slave. Most importantly, the law stated that *“upon passing muster (by Colonel Christopher Greene), each slave would be made free, entitled to all the wages, bounties, and encouragement given by Congress to any soldier enlisting”*. After four months and 200 slaves volunteering to serve, Rhode Island slave



James DeWolf (1764 - 1837), one of the richest men in America who's fortune was partially built on slavery.

owners raised their level of protest and the program was officially stopped. “*No negroe, mulatto, nor Indian slave will be permitted to enlist in the Continental battalions after 10 June 1778.*” But Rhode Island’s 1st Regiment or ‘**Black Regiment**’ was in place, and, according to records, African American and American Indian slaves continued to enlist ‘without pause.’ There were ‘free’ African Americans, like **Richard Cuzzens**, who enlisted but more of the volunteers were slaves like **Prince Jenks**, **Cato Varnum**, 52 year old **Asher Pollack** and 53 year old **Pharoh Hazard**.

The first action for Rhode Island’s 1st Regiment came in August of 1778 in Newport as the Colonial army attempted to retake Newport from British control during the Battle of Rhode Island. **Colonial Major General John Sullivan** commended the ‘Black Regiment’ for their valor saying “*they were entitled to a proper share of the day’s honors*”.

Like white enlisted men, the African American soldiers of the 1st Rhode Island Regiment were demobilized at the end of the war. Some, like **Ebenezer Sisco**, bought a 40 acre farm south of Providence. **Richard Cuzzens** married a free African American woman and had two sons. But while African American soldiers were free, their families were not. On **March 1st, 1784**, the Rhode Island legislature passed a law which gradually abolished slavery in the state. Unfortunately, slaves born before March 1st, could be kept in slavery. **The last slave in Rhode Island died in 1859.**

*“The real value of history is
its relevance to the present.
Without relevance,
history is as
‘useless as lips on a woodpecker.’”*

Moi and Earl Pitts

ROBERT MORRIS

IN HIS OWN WORDS...

*“In every Society there must be some
Taxes,
because the necessity of
supporting Government &
defending the State always exist.”*

letter to Alexander Martin, 1782

*“Taxation to a certain point is not only
proper
but useful,
because by
stimulating the industry of individuals,
taxes increase the wealth of
the Community.”*

letter to Alexander Martin, 1782

*when Taxes go so far as to intrench on the subsistence of the people, they become
burdensome and oppressive.*

letter to Alexander Martin, 1782

*“I am not one of those politicians that run testy when my own plans are not
adopted. I think it is the duty of a good citizen to follow when he cannot lead.”*

this quote is an attempt by Robert Morris to explain his initial opposition to the Revolution against England and, yet, he still signed the Declaration of Independence. He was hoping issues could be worked out with King George III.

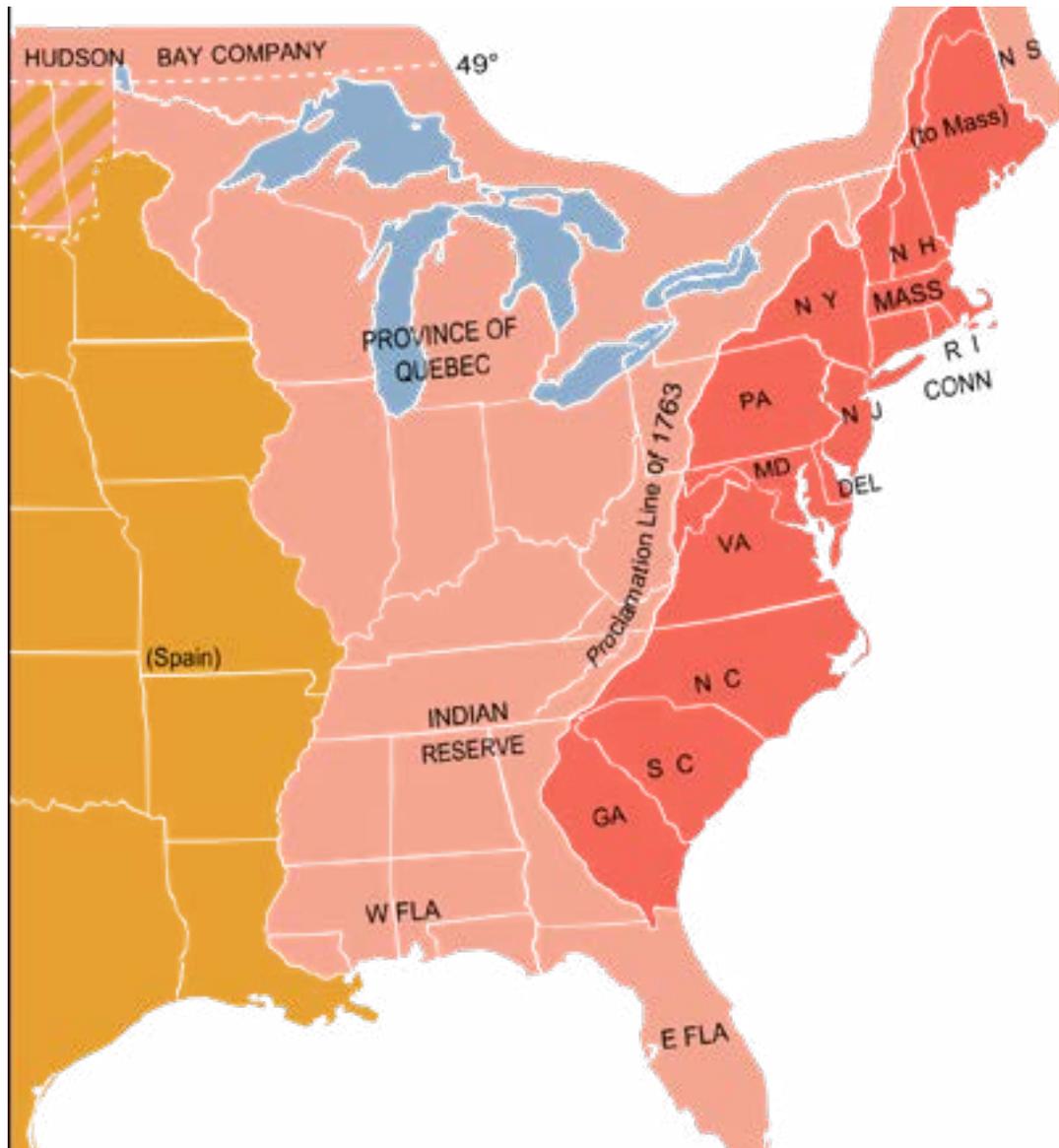


Robert Morris portrait by Charles Wilson Peale

The American Revolution was a bloody war started by a number of influential, rich, mostly college educated (except Ben Franklin, Robert Morris, and George Washington) white men, NOT WOMEN, against English King George III and his policies of excessive, unfair, taxation for Americans to pay for England's war against the

French army in America during the French and Indian War (1754–1763).

Many of these men like Benjamin Franklin and Robert Morris, did not initially want to go to war against England. Both men and thousands of others hoped differences could be negotiated and a compromise negotiated. But, that would not be the case.



the British American colonies in 1775

The American Revolutionary War began in Massachusetts in 1775, ended with the Treaty of Paris in 1783 but essentially ended when the American army joined forces with the French army based in Newport, Rhode Island, and, serendipitously, the French Navy off the coast of southeastern Virginia, to defeat the English army in the Virginia coastal town of Yorktown, in 1781.

According to this author,

**there were 4 reasons
why America
defeated the British
in the Revolutionary War:
Robert Morris,
George Washington,
France's army, navy, & loans,
and
serendipity, i.e. LUCK!**

George Washington was the glue, the leader who calmed nerves, rallied support when support was eroding, and capitalized on a carefully crafted and protected personal brand.

**Robert Morris was the
quintessential money man.**

He was rich, he knew where and how to make money, and how to deliver the support it could buy to the people who needed it the most during the



1876 engraving of Robert Morris

War. Because Congress was so inept at raising money and the states would not, Washington's army was always desperately trying to raise money to pay, feed, clothe, and provide weapons and ammunitions to the troops.

**Money
was Robert Morris's
speciality.**

Robert Morris was born in England in 1734, probably born out of wedlock. He was raised by his grandmother until 1774, when he immigrated to Maryland where his father was a prosperous tobacco merchant. In 1749, Morris' father sent him to live with a successful banking and merchant friend, Charles Willing.

Population of the thirteen British colonies^[76]

Year	Population
1625	1,980
1641	50,000
1688	200,000
1702	270,000
1715	435,000
1749	1,000,000
1754	1,500,000
1765	2,200,000
1775	2,400,000

Population of the United States in 2020 was

330,052,960

while the population of China was 1,439,323,776

Willing immediately put

**Morris to work as a
paid intern.**

Willing's company provided Morris
with an exceptional

experiential education

arguably better than any educa-
tion he would have received at any
American College of that time like
Harvard, Kings College (later named
Columbia) or the College of New Jer-
sey (later named **Princeton**). Morris
worked hard. He was described as a
big guy, "*tall, wide, and gregarious*"
which probably was the reason he

**developed a
great personal brand,
and a network of
successful, influential people.**

Morris impressed Mr Willing so
much he promoted Morris to a key
commercial agent who soon trav-
eled to port locations in the Carib-
bean to make business relationships
and expand the company's business
into new locations or trading for new
products. In the process,

**Morris learned about
different currencies
in many**

Willing Morris & Company business transactions

like the French franc, English pound, and the Spanish peso, also known as the piece of eight.

Mr Charles Willing died in 1754, and in 1757, Mr Willing's son, Thomas, made Morris a full partner in the newly renamed firm of *Willing Morris & Company*.

Morris's shipping and trading focused on flour grown in Pennsylvania and exported to feed people in Europe and the Caribbean islands. His company was like many trading companies operating out of Philadelphia, Pennsylvania in the mid- 1700s. Robert Morris was a

**serial entrepreneur
always trying to
differentiate his business
from his competitors.**

The firm started offering insurance on shipping vessels of other companies. The company also expanded their operations to India and sold debt, i.e. underwrote promissory notes to pay for government infrastructure projects. The Willing Morris business expanded to the Mid East (Syria, Jordan, and Iraq), the West Indies, Cuba, Spain, and Italy. Morris' company also exported the products they imported.

Willing Morris became one of the most prosperous companies in Pennsylvania and, in the process, making Morris a very rich man.

Morris was also, unfortunately, a slaver. Willing Morris & Co funded its own slave-trading voyage. The firm also handled slave auctions for other importers. About 200 slaves were imported into Philadelphia in

**1762; most of the slaves
were brought to Philadelphia
for auction
by Rhode Islanders
James D'Wolf,
Aaron Lopez,
and
Jacob Rivera.**



portrait of Aaron Lopez's wife, Anna, and son, Joshua, by renowned Rhode Island artist, Gilbert Stuart, in 1772. Lopez was a significant philanthropist in Newport, Rhode Island. He purchased books for the Redwood Library and Athenaeum. He contributed lumber to help build the College in the English Colony of Rhode Island and Providence Plantations (which later relocated to Providence and eventually became Brown University)

In 1775, America's revolution against British King George III began with battles at Lexington and Concord, Massachusetts. There was no national President of the country yet; no federal Secretary of the Treasury. Each state took care of its own affairs. Pennsylvania established a 25 man *Committee of Safety* to supervise defenses of Philadelphia, and Morris was appointed to the committee. Morris coordinated the purchase of gunpowder for the Pennsylvania militia. In order to procure 'hard-to-get' gunpowder and other military supplies,

Morris coordinated a large-scale

smuggling operation to circumvent the British military charged with preventing gunpowder, ammunition, and muskets from being imported into the colonies.

Morris was so good at smuggling, he soon became the chief supplier of gunpowder to Washington's Continental Army. Morris provided the General what the American government and state governments could not.



A scene from *The Apotheosis of Washington* shows **Morris receiving a bag of gold from the mythological Roman God, Mercury**, commemorating Robert Morris's financial services during the Revolutionary War. The Apotheosis was painted by Greek-Italian artist Constantino Brumidi in 1865 and visible through the oculus of the dome in the rotunda of the **United States Capitol Building**.

*“Robert Morris ran
the operations of
the American government
virtually single handed”*

according to Morris biographer,
Charles Rappleye.

**Realistic, creative,
“addicted to hard work”,
Robert Morris was
laser focused
using his talents
and
network of international
businessmen and politicians
to solve the
fiscal problems**

jeopardizing America’s dream of independence. Morris earned the praise and support of America’s Founders - Benjamin Franklin, John Adams (not Sam Adams), Alexander Hamilton, James Madison, and, most importantly, George Washington.

In the summer of 1781, British altered its wartime strategy by sending heralded **General, Charles Cornwallis**, to eradicate America’s colonial army in the southern states of South and North Carolina. The

**completely inept
and**

**dysfunctional
American Congress
responded by sending
General Horatio Gates,**

the political arch enemy of George Washington and illegitimate hero of America’s stunning victory over the British in October of 1777 at the *Battle of Saratoga* (the real hero was American Major General **Benedict Arnold**) to lead America’s southern forces. Gates failed, losing most of his forces to Cornwallis’s army at the Battle of Camden in South Carolina. Washington used his political capital immediately and ordered Major General and native Rhode Islander and Quaker, **Nathanael Greene**, to the southern theatre of the war to replace the humiliated Gates. Soon after Camden, the British became convinced that General George Washington’s main focus was protecting New York. As a result, the British ordered Cornwallis to send half of his army to the port of Yorktown, Virginia, to be transported to New York to reinforce the British army there. Cornwallis followed his orders.

Washington seized the opportunity by **collaborating** with a French General leading a French army stationed in Newport, **Rhode Island**, Marshal Jean-Baptiste Donatien de Vimeur, comte de **Rochambeau**.

This collaboration saw

**Washington compromise;
he acquiesced to
Rochambeau's preference
to attack Cornwallis
in Virginia
rather than
his own preference
to attack the British in
New York.**

A critical variable in the plan to attack Cornwallis at Yorktown was getting the French Navy, under the command of **Admiral Jean-Paul Francois, Count de Grasse** to leave Haiti and arrive at Yorktown around the same time the combined French and American forces of Rochambeau and Washington drove Cornwallis' army into the town Yorktown. DeGrasse had to arrive off the coast as Washington and Rochambeau's armies were attacking Yorktown so Cornwallis could not escape by sea. And, deGrasse could not remain off the coast of Yorktown too long; he had to return to Haiti quickly to defend the French supplies from an anticipated attack by a British fleet led by Admiral Rodney.

**Disciplined
time management
by Washington, Rochambeau,
and
de Grasse
was critical
to defeating Cornwallis.**

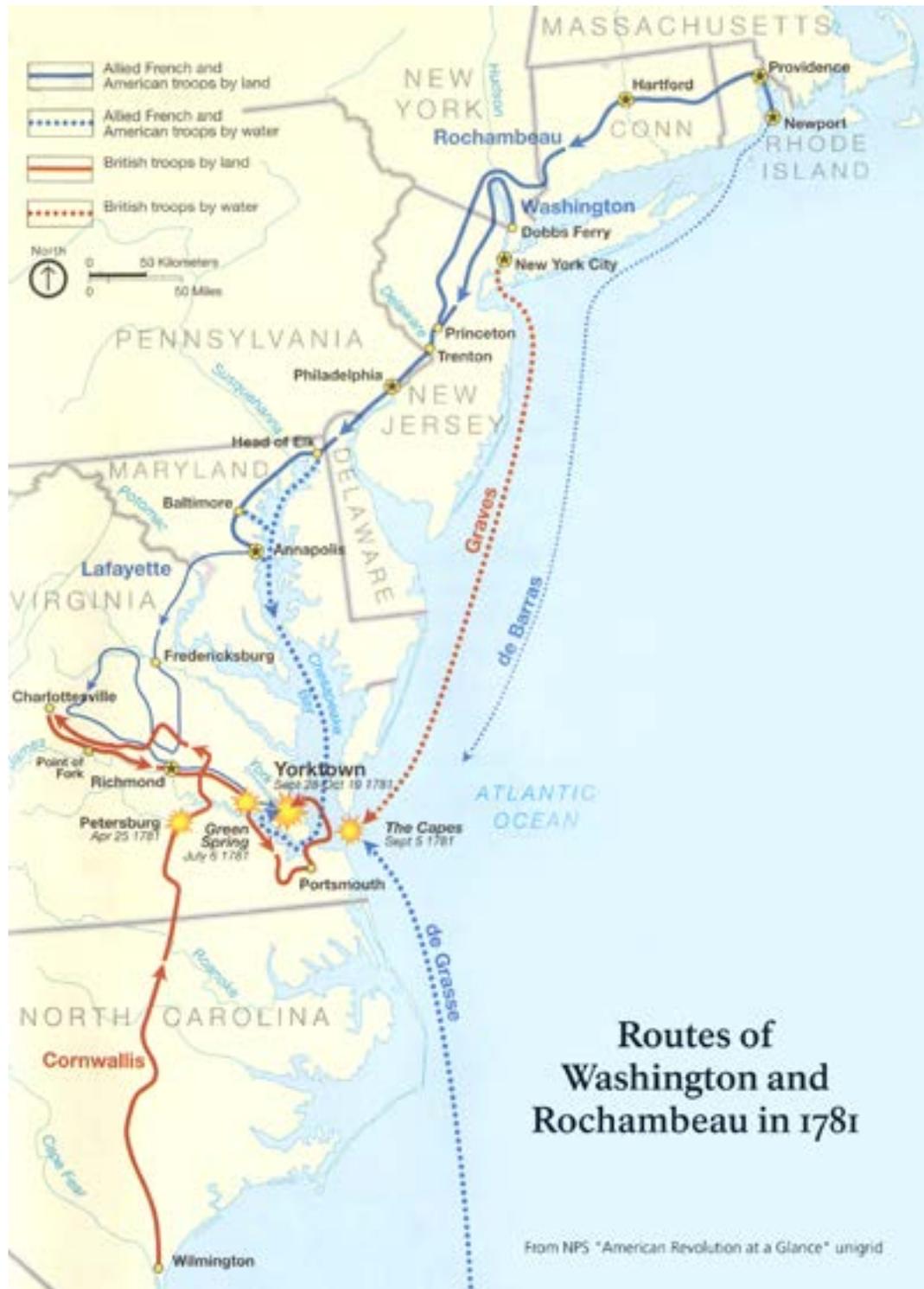
DeGrasse's French navy HAD TO arrive off the coast of Yorktown around the same time the armies of Washington and Rochambeau got there otherwise Cornwallis and his army could escape Yorktown by sea.

The military plan of Washington and Rocambeau called for a secret march of half of Washington's army in New York and Rochambeau's army in Newport, Rhode Island, south to coastal Maryland and then onto Virginia.

Washington's other challenge, as if he needed another, was getting money to buy and deliver supplies for his army's march from New York to Virginia.

**Washington had
no other choice
for help
but
Robert Morris.**

The American states, which were suppose to fund and supply the Continental army according to the tenants of the *Articles of Confederation, promised much but delivered little*. Robert Morris had been part of the American government's *Secret Committee* to solicit funds and deliver supplies to the American Continental army during the Revolution. The Committee immediately took advantage of Morris' international business **NETWORK** for the needed materials and loans for Washington's army. According to Morris biographer Rappleye,





The ***Battle of the Chesapeake***, also known as the Battle of the Virginia Capes or simply the Battle of the Capes, was a crucial naval battle in the American Revolutionary War that took place near the mouth of the Chesapeake Bay on 5 September 1781 just before the Battle of Yorktown. A British fleet led by Rear Admiral Sir Thomas Graves fought a French fleet led by Rear Admiral Francois Joseph Paul de Grasse. The battle was decisive and strategically important. DeGrasse's victory over Graves' British fleet prevented the British Navy from coming to the aid of Lieutenant General Lord Cornwallis at Yorktown, Virginia.

**Morris became
a 21st century *Haliburton*,
i.e. a **defense contractor**,
supplying
logistics
for
the delivery of materials
to
American
and
French military
on the march to Yorktown.**

**Morris's
personal credit
and
logistical expertise
made the
American and French march
to Yorktown
possible.**

In other words, Morris paid the bills for the cattle purchased from his NETWORK in Connecticut, flour from Pennsylvania and Virginia, and gunpowder from where ever, as well as ensuring its delivery to Washing-

ton's troops on the road to Virginia for their ultimate encounter with destiny. Morris even convinced the French "to put all their supply operations under his (Morris's) management for the campaign to Yorktown" writes Morris biographer Charles Rappleye. Just think about the FACT that

Robert's Morris's brand
was
stronger
than the
United States government's
for paying its bills
and
getting things done.

Morris's brand in the international business community and with governments around the world was accepted like a well funded currency. Washington had what he needed to deliver a knockout blow to the British in Yorktown .

Washington led half of his army, 2,000 men, in secrecy to the Maryland shore and then a deGrasse voyage to Virginia. Rochambeau's 4,000 man army did the same from Newport. Washington left the other half of his army at West Point in New York to fool the British into thinking that his entire army remained up the river from New York City at West Point. Wikipedia writes "to ensure the ruse, Washington sent

out fake dispatches that British General Clinton intercepted revealing that the French-American army was going to launch an attack on New York", not Virginia. The only challenge which remained was getting the French navy under the command of **Admiral** François Joseph Paul, Comte **de Grasse** to arrive off the coast of Virginia to prevent Cornwallis's escape from Washington and Rochambeau's attack.

Serendipity!
DeGrasse did
what few expected
but
many hoped;

deGrasse set sail with his formidable navy from Saint-Domingue, a French colony on the Caribbean island where the present day countries of Haiti and the Dominican Republic are located, where the French fleet was based in late August of 1781. DeGrasse's French navy picked up Rochambeau's French army and Washington's American army in the town of Head of Elk, Maryland and then brought them to Virginia to continue toward Yorktown. But, before Yorktown, deGrasse's fleet had to confront and defeat a British fleet going south to pick up Cornwallis's army for a naval *Battle of the Chesapeake* (Bay) in September, 1781. After defeating a British fleet in the Chesapeake, DeGrasse then sailed to Yorktown, Virginia, to blockaded

the coast until Lord Cornwallis surrendered at the Battle of Yorktown. With Washington's victory at Yorktown, America essentially assured its defeat of England and quest for independence.

**All of this made possible
by Washington,
the French,
and,
indubitably,
Robert Morris.**

After the war, Morris created and submitted to the US Congress an economic plan calling for the full payment of the country's \$54 million war debt through new taxes and revenue measures like tariffs on imported goods into the United States.

America's government was unable to pay its soldiers who fought and had been promised pay and pensions. The primary problem the unwillingness of the states to amend the **Articles of Confederation, which they previously agreed to, to run the American government.** There was essentially NO federal government; the states had all the power. Furthermore, many states refused to furnish any funds to Washington's army.

After the War, in 1784 Morris resigned from his government positions to focus on his family and personal businesses. However, 2 years later in

1786, Morris was one of five Pennsylvania delegates selected to attend an assembly of leading Americans in Annapolis, Maryland, to discuss the idea of changing the ineffective Articles of Confederation. A convention was subsequently called for Philadelphia during the summer of 1787 to amend the Articles of Confederation. Robert Morris attended the Constitutional Convention.

**Morris' goal at
the Constitutional Convention
was
to make the power
of the federal government
GREATER
than the power
of the states,**

including a provision ensuring the federal government had the power to enact tariffs and taxes to generate



Gouverneur Morris (left) and good friend Robert Morris portrait by artist Charles Willson Peale (April 15, 1741 – February 22, 1827)



portrait of Robert Morris by artist, Robert Edge Pine, in 1785

revenue (money). Most, not all, the delegates to the Constitutional Convention were in agreement with Morris. After several issues were debated, a special group of delegates, called the

**Committee of Style,
was able to collaborate
for a compromise**

to be presented to all the Convention's delegates for a vote in early September of 1787. The new Constitution was approved by the delegates, inscribed on parchment with engraving for printing, and signed by thirty-nine of fifty-five delegates on September 17, 1787, of which Robert Morris was one. The completed Constitution replacing the *Articles of Confederation* was then released to the states for debate

and soon after ratified. **Gouverneur Morris**, delegate from New York and no relative but close friend of Robert Morris, is credited as the chief draftsman of the final Constitution of the Convention including the author of its revered Preamble.

In the country's first presidential election, George Washington was unanimously chosen by the delegates as the President of the United States. Washington offered the position of Secretary of the Treasury to Morris, but Morris declined the offer, instead suggesting Alexander Hamilton for the position.

In the 1790s, Robert

**Morris finally left public life
to focus on
making money for himself.**

Morris invested in a steam engine



Morris's home in Philadelphia.

Robert Morris purchased the house from Richard Penn in 1781, although transfer of the deed was delayed because of the war. Morris refurbished and expanded the house, and lived there while Superintendent of Finance. Washington lodged with Morris during the 1787 Constitutional Convention.

company and had the first iron rolling mill in America. He also had an ice-house which Washington copied for his home at Mount Vernon. He even launched a hot air balloon from his yard in Philadelphia.

**But Morris's
largest and riskiest
investments were
in buying land.**

**Robert Morris
bought 6 millions acres,
in a variety of states
extending from
New York
to
Georgia.**

In early 1793, Morris purchased stock (ownership) in a land buying company led by **John Nicholson**, the comptroller general for the state of Pennsylvania. This began a deep and later infamous business partnership between Nicholson and Morris. In 1795, Morris and two of his partners, **James Greenleaf** and Nicholson, pooled their resources and formed a land company called the *North American Land Company*. The purpose of this company was to raise money by selling stock, i.e. ownership, in their real

estate company to finance their purchases of frontier land.

Morris believed that, with the end of the Revolutionary War, many colonists living in the 13 colonies would move west into inexpensive land away from the coastal cities of America in the frontier of the west. He also believed the demand for western land would be heightened by immigrants from Europe.

**Morris's strategy for success
was exploiting
his network of
international
bankers and politicians
to
'buy low
and
sell high';**

in other words, Morris would use his connections at banks and state governments to buy land before anyone else, at a low price, and then sell quickly at a higher price to those relocating to America's western frontier. And, with American independence, Americans no longer had to seek the deeds to the lands they wished to purchase in England. "*The future of the frontier belonged to the United States Congress now and whoever could raise the money first!*" writes Morris biog-

rapher, Charles Rappleye. *“Furthermore, many of America’s leading men were also caught up in the mania for land like Henry Knox, Arthur Lee, James Duane and even George Washington.”*

Success for Morris went well initially and with each sale, Morris invested the profits to buy more land.

**Robert Morris became
obsessed
with amassing
a personal fortune
by buying real estate.**

And, when anyone becomes obsessed with anything, their ability to listen to diverse opinions from trusted sources as well as think objectively and critically diminishes over time.

First of all, Morris’s best friend, **Gouverneur Morris**, as well as the man he respected the most, **George Washington**, both implored Robert Morris to stop his furious spending on land. *“In the name of Friendship and common sense, let me ask you the purpose of the accumulation of all this property with so much trouble and anxiety?”* Morris apparently told Washington *“My dear General, I can never do things in the small! I must either be a man or a mouse”*. Secondly,

his real estate partners

**were crooks.
John Nicholson**

was consistently bribing state surveyors and a brother-in-law to Pennsylvania Governor Thomas Mifflin, Daniel Brodhead. Brodhead routinely



“backdated claims in Nicholson’s favor” to give Nicholson and Morris an advantage in the purchase of prime real estate. Moreover, Morris should have realized that he was operating in a global marketplace and an event in Europe had consequences in America. When a new French government declared war on England in 1793, the *“Bank of England suspended payments for its obligations thereby creating problems for investors and banking*

partners". Businesses were forced to close. When an English bank Morris did business with closed, Morris lost over \$125,000 dollars. And, finally, because so many people were buying real estate as recklessly as Morris,

a '*real estate bubble*'
was created,

i.e. the price of land quickly increased with the high demand. A **real estate bubble** is a rapid increase in housing prices caused by high demand, just like the speculative buying Morris was doing. Morris was borrowing money constantly to buy more land.

**When the American
real estate bubble burst,
property values collapsed;
land was soon worth
much less
than when
the property was
originally bought.**

As his access to credit and funding dried up, **Morris could not pay his bills**. At one point in 1798, Morris's debts were estimated in excess of \$12 million dollars. But

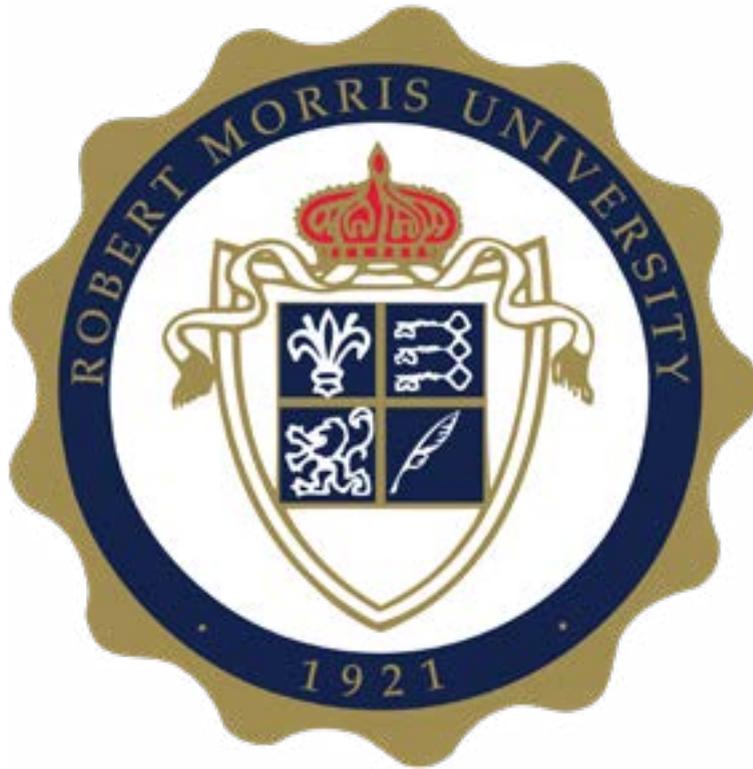
**like a person
with an drug addiction,
Morris kept buying land.**

**On February 16, 1798,
the Philadelphia sheriff
knocked on his front door
and
walked Robert Morris
two blocks
to the city's
debtor prison.**

Many Philadelphians and other Americans who invested in his real estate company lost their wealth. The former American patriot, Robert Morris, who saved George Washington and the nation from disaster on multiple occasions,

**was now scorned
by the many
who once worshiped him.**

The **Prune Street Jail** housed criminals and debtors. A low wall separating the debtors from the criminals. Debtors were required to pay their jailers for room and board. For those who couldn't, they crowded "*ten to a room, hungry and barely clothed*." Surprisingly to this author, no formal effort by the powers of the American government did anything to win Robert Morris's release or commute his sentence. Gouverneur Morris stopped by several times to see his friend. George Washington stopped by several months before his death in 1799.



None of the other Founders took the time to visit Morris.

Robert Morris was released from prison in August, 1801 after

Congress passed its first bankruptcy law,

the Bankruptcy Act of 1800, in part, to get this American hero out of prison. At the time of his release, three auditors found that

Morris had debts totaling \$2,948,711.11.

Gouverneur Morris, who served as Robert Morris's legal representative at the proceedings of one of his creditors, was able to attach a provision to the sale of some land that gave Mary Morris, his wife, a \$1,500 (equivalent to \$23,000 in 2019) per year annuity; this annuity allowed Mary to rent a small house in Philadelphia far away from the city's center.

Robert Morris died on May 8, 1806 in Philadelphia.

No public ceremonies marked his death. He was 71 years old.

YARROW MAMOUT

IN HIS OWN WORDS...

I could not find any.



portrait of Yarrow Mamout by famous American artist, Charles Wilson Peale in 1819. Peale also painted portraits of other famous Americans: Robert Morris, George Washington, Meriwether Lewis, Nathanael Greene, Henry Knox, Ben Franklin, John Hancock, Thomas Jefferson, and Alexander Hamilton.

Charles Willson Peale, born in 1741 and died in 1827, was a famous American painter, soldier, scientist, inventor, politician and naturalist who is best known for his amazing portrait paintings of leading figures of the American Revolution.

In the winter of 1818–19, Peale traveled to Washington, the nation's capital, to paint portraits of prominent figures in American history, including then-President **James Monroe** and future president **Andrew Jackson**, for exhibition in Peale's museum in Philadelphia. While visiting a friend in Georgetown, he heard about

**Yarrow Mamout,
who was purportedly
140 years old**

(though he was actually around eighty-three). Peale, who was seventy-seven years old at the time, had a growing interest in how a person could live that a long a life. He set out to find Yarrow and when found, asked Yarrow if he could paint his portrait. Peale painted Yarrow Mamout at Yarrow's home.

**Peale completed
Yarrow's portrait
in two days**

and recorded the experience in his di-

ary. He wrote, *"It appears to me that the good temper of the man has contributed considerably to his longevity. Yarrow has been noted for sobriety & a chearfull conduct . . . [he] is often seen & heard in the Streets singing Praises to God—and conversing with him he said man is no good unless his religion comes from the heart."*

Peale admired how Yarrow kept a positive outlook despite the struggles in his life. In the image, Peale tried to depict Yarrow's physical characteristics as well as his apparent inner spirit.

Peale became very curious about Yarrow Mamout.

**Peale visited Margaret Beall
whose family
owned Yarrow
as a slave
for forty-five years
before legally freeing him
when Yarrow was
60 years old.**

Ms Beall told Peale that her late husband, Brooke, had stipulated that if Yarrow made enough bricks to build their house, he would be freed. Yarrow completed his time consuming, highly skilled task but Brooke died before the house was completed. Fulfilling her husband's promise, Margaret freed in 1797 Yarrow after being a slave for 44 years. Yarrow immediate-

ly became part of a free black community of about 400 people living in the Georgetown section of Washington, D.C. Ms Beall also told Peale of Yarrow's financial difficulties: Yarrow had lost his life savings, twice, when he invested it with merchants who went bankrupt. Despite these setbacks,

Yarrow
purchased ownership stock
in a local bank,
the Columbia Bank
of Georgetown,

to keep his savings safe. This was a difficult period for people of color in American history; as a result, there weren't many former slaves buying stock in companies. Peale visited the bank, asked questions, and confirmed

Yarrow was,
in fact,
one of the bank's
first investors.

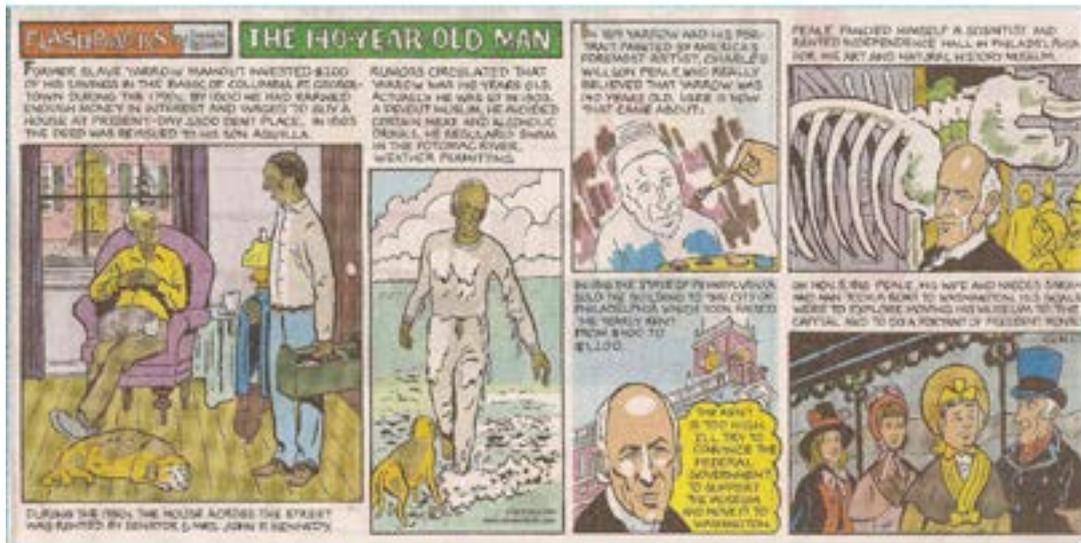
Yarrow Mamout was well-known with an impressive and highly regarded **brand** in his day. He was said to be

the greatest swimmer
of the Potomac River
in his youth.

Yarrow's brand
emphasized
a strong work ethic.

He also seemed
curious,
with a
willingness to

push out of his comfort zone



Cartoonist Patrick Reynolds' "Flashbacks." Used with permission. <http://redrosetudio.com/>.



This map shows important places in the life of Yarrow Mamout. Yarrow's birth place was probably in Guinea in the western part of Africa. He was brought to America to be sold as a slave when he was a teenager.

**to learn and develop
a variety of skills.**

Yarrow worked during the day and then, at night, he exhibited entrepreneurship by making and selling nets, baskets, and other items.

When Yarrow died in 1823, his obituary read, *"it is known to all that knew him, that he was industrious, honest, and moral."*

Yarrow Mamout was probably born in 1736.

**Mamout was captured
by slave traders
in Guinea
in west Africa in 1752
and**

**brought to Annapolis,
Maryland**

to be sold at a **slave auction.**

**Samuel Beall
purchased
Yarrow Mamout.**

Mamout was originally a member of the Fulani people in Africa and spoke the Fula language and a little bit of English. Yarrow's real name may have been Mahmoud or Muhammad Yaro. He could read and write Arabic, spoke English, and proudly practiced his Islamic faith. Because he could read and write in Arabic and could also write his name in English, historians believe he came from a wealthy Muslim family.

Samuell Beall owned a plantation in Takoma Park, Maryland.

Yarrow Mamout made enough money, probably from brick laying, charcoal making, ship loading, basket weaving and an assortment of ‘odd jobs’ for rich people. Yarrow’s brick making skills were supposedly very impressive and in high demand.

**The obviously intelligent,
persistent
Yarrow
was entrepreneurial.**

Mamout made enough money to purchase a house, 3324 Dent Place NW, in Washington at the age of 64. A 2015 **Washington Post** newspaper story claims “*Yarrow earned enough not only to buy the Dent Place property but also to become a financier who lent money to local merchants as well as owning stock in the Columbia Bank of Georgetown*”.

So,

**why
would any historian
include the story of
Yarrow Mamout
with the stories of
American Founders
Robert Morris, John Adams,
Thomas Jefferson,**

**Alexander Hamilton,
and
James Madison
who made
great contributions to
the country?**

**My answer is
*‘what if.***

Please think about -

**‘What if’
*millions of other
men and women
like Yarrow Mamout,
then and today,
had access to
great educations like -***

- ♦ **Adams** (*private elementary and high school and Harvard College*),
- ♦ **Hamilton** (*paid internship & Columbia University*),
- ♦ **Jefferson** (*tutors and College of William and Mary*),
and
- ♦ **Madison** (*private tutors and Princeton University*) ?

***What if* Yarrow Mamout,**

after 44 years a slave,

**had access to
the same opportunities
as
Alexander Hamilton
and
Robert Morris
when they came to America**

as FREE people and access to great **internships** like Robert Morris did and a great college education like Alexander Hamilton had at a school like Columbia University? What more could Yarrow Mamout have done for himself, his family, and his country?

**How much
more successful
and influential
could America have and
continue to be**

in the emerging, highly competitive **global economy of the late 18th and early 19th century** if **Yarrow Mamout** and hundreds of thousands of people like him were 'FREE' to reach their potential attending **great schools** with great **internships** and a **network** of successful people to nurture their potential while providing opportunities for life time success?

What if?



Ken Frazier - executive chairman and former CEO of the pharmaceutical company Merck & Co., the second-largest pharmaceutical company in the United States



Marta Aparicio - United States Diplomat at the United States Embassy in Vientiane, Laos.

BENJAMIN BANNEKER

IN HIS OWN WORDS...

*“**Chance** has often a great share in people’s fortunes; why, then, should it be thought strange that it sometimes also is concerned in their reputations?”*

from Banneker’s Almanac for 1794



Woodcut portrait of Benjamin Banneker in title page of a Baltimore edition of his 1795 Pennsylvania, Delaware, Maryland, and Virginia Almanac.

*“We must think well of that man, who uses his best endeavors to **associate with none but virtuous friends.**”*

from Banneker’s Almanac for 1794

*“**Mr Thomas Jefferson**, it is a truth to well attested to you to need a proof here, that we (Africans) are a race of Beings who have long laboured under the abuse and censure of the world that we have long been looked upon with an eye of contempt, and that we long been considered rather as brutish than human and Scarcely capable of mental endowments.....”*

Portion of a **letter from Benjamin Banneker to then Secretary of State, Thomas Jefferson**. Banneker asked for Jefferson’s support in the printing of his ALMANAC but more so, took a risk by confronting Jefferson, the sitting Secretary of State and future President, about the pernicious stereotype white America had affixed to Black America. Banneker was essentially asking Jefferson “*how could this be?!?*” in light of Banneker’s many, proven accomplishments. Jefferson acknowledged the truth in Banneker’s statement that the Negro stereotype was incorrect and wrong, that Black Americans possessed the same intellectual potential as whites if only given the chance. But, Jefferson then sadly replied to Banneker what President Harry Truman sadly said to 20th century Black American artist and civil rights activist, Paul Robeson, in their face to face meeting at the White House in late 1946, i.e. *‘politics prevents anything from being done about this at this time’*. Nothing changed in over 200 years.

PROFILE OF BANNEKER

Benjamin Banneker.

**Who among us
has heard of
this American genius?**

I suspect very few.

Astronomer. Surveyor. Author. Mathematician. Farmer. Clock maker. Ephemerides calculator. Civil rights activist.

Remarkably, all of Banneker's success and proficiency in so many different fields came without the privilege of a quality education which was and often remains today a significant difference maker on lifetime success. Just think how Baltimorean **Benjamin Banneker's** life and the countless lives within this nation would have been enriched beyond what they were if Banneker experienced an education similar to privileged American Founders **James Madison, Thomas Jefferson**, and even **Cherokee Chief, Alexander McGillivray**, rather than the self taught, experiential education he ferociously pursued.

The

**Benjamin Banneker story
begins with
a poor, white, blond haired,
woman**



Benjamin Banneker depicted on a 1943 mural by Maxime Seelbinder in the Recorder of Deeds Building in Washington, D.C. Carol M. Highsmith - File: "Benjamin Banneker- Surveyor-Inventor-Astronomer" mural by Maxime Seelbinder, at the Recorder of Deeds building, 515 D St., NW, Washington, D.C. Image is available from the United States Library of Congress's Prints and Photographs division

**from England
named Molly Welsh.**

Molly's story comes from Benjamin Banneker biographer **Silvio A. Bedini**. According to Bedini, Molly was a poor servant girl working on a cattle farm in Wessex County, England, in the early 17th century (1600s). Molly was doing her chores one day when **a cow knocked over a pail of milk**. Her employer accused Molly of stealing the milk. Having fewer civil rights than her employer, Molly was assumed guilty and arrested.

According to the laws of England at that time, *'stealing'* of any kind was

**a crime
punishable by DEATH
on the gallows (hanging).**

One of the ways to avoid this death sentence was an ability to read which Molly somehow could. Rather than DEATH, Molly's sentence was **deportation** to somewhere in the English empire to work as an *'indentured servant'*. The English sheriffs of the English King's court sold Molly to a shipping company which brought her to a port within England's expanding empire in North America. It was here, in the English colony of Maryland, that Molly was sold again to a tobacco farmer as an indentured servant.

An **"indenture"** was a promise to pay back the person who paid for the servant's travel to an English settlement in a distant continent. The promise was a legal, written contract. At one time in American history, possibly three-fourths of the white population living in the colonies were *indentured servants* or *dependent laborers* when they arrived in the *"New World."*

**Molly worked 7 years
as
an indentured servant**

to reimburse her master for his payment for her voyage to America.

**Indentured servants
were mostly
convicted criminals
like Molly
or
poor men, women,
and children
from cities in England.**

Many had skills like carpenters, masons, house maids, mechanics, shipwrights, and even teachers who could not make enough money in their trades working in England. There was a great demand for trained and untrained workers on plantations and in developing cities. Ship masters brought the *'indentured servants'* to one of England's many colo-



Colonies controlled by England in 'white'. Note the territory controlled by France in 'yellow' and the territory controlled by Spain in 'green'.

Professor Shifflet also writes “not surprisingly, servants ran away. It is difficult to know how often this happened. But running away was taken quite seriously by colonial officials and was met with harsh treatment, not much different from that given to slaves. *Runaway indentured servant* entries in York County, Virginia records, for example, reveal punishments of *twenty, thirty, or more lashes* on his bare shoulders” for a runaway servant..... In the 1600s, the lives of white and black indentured servants were similar. They worked together in the fields; they ate together and slept in the same part of a building. ...



But ‘indentured servitude’ differed from ‘slavery’ in one very substantial way; i.e. bondage “in perpetuity,” in other words, forever,

carried with it the inheritance of ‘slavery’ for every child born of a slave mother. This meant that all children born of slaves would become slaves themselves. This set slavery apart from indentured servitude, however similar the physical conditions of their lives. And, obviously, indenture was often contractual and consensual; slavery was forced and involuntary, usually the result of capture and sale.” In

1690,
after Molly's term of
indentured servitude,
Molly was given 'freedom'.
She quickly decided to rent
some farmland

in the wilderness where few people lived for a 'modest fee'.

Molly Welch became a successful tobacco farmer and soon purchased her own land. By 1692, she could afford to pay for human help for her rapidly successful tobacco farm. **Molly purchased 2 slaves** from a "*slave ship anchored in the bay of the Patapsco River near her farm*".

Biographer **Bedini** writes "*Molly was opposed to slavery in principle, particularly after her own experience as an indentured servant, but when she evaluated her alternatives, she found herself with little choice if she was to survive and prosper in this strange new world.*"

At this time, there were many slave trading ships from England or other English colonies in North America, in particular, from New England, that sold slaves in ports along the Patapsco River near present day Baltimore. In the "*late 1600s, slave traders were purchasing slaves at a cost of \$4 to 6 pounds (English currency) per slave from slave traffickers in eastern, coastal, Africa before*

traveling across the Atlantic to sell their human captives to plantation owners in Virginia and Maryland at \$16 to 20 pounds."

One of the 2 slaves Molly purchased was a man named **Banna Ka** who was forcibly brought to America from his African home in Senegal by slave traders. After several years,

Molly Welsh
gave her 2 slaves
their freedom

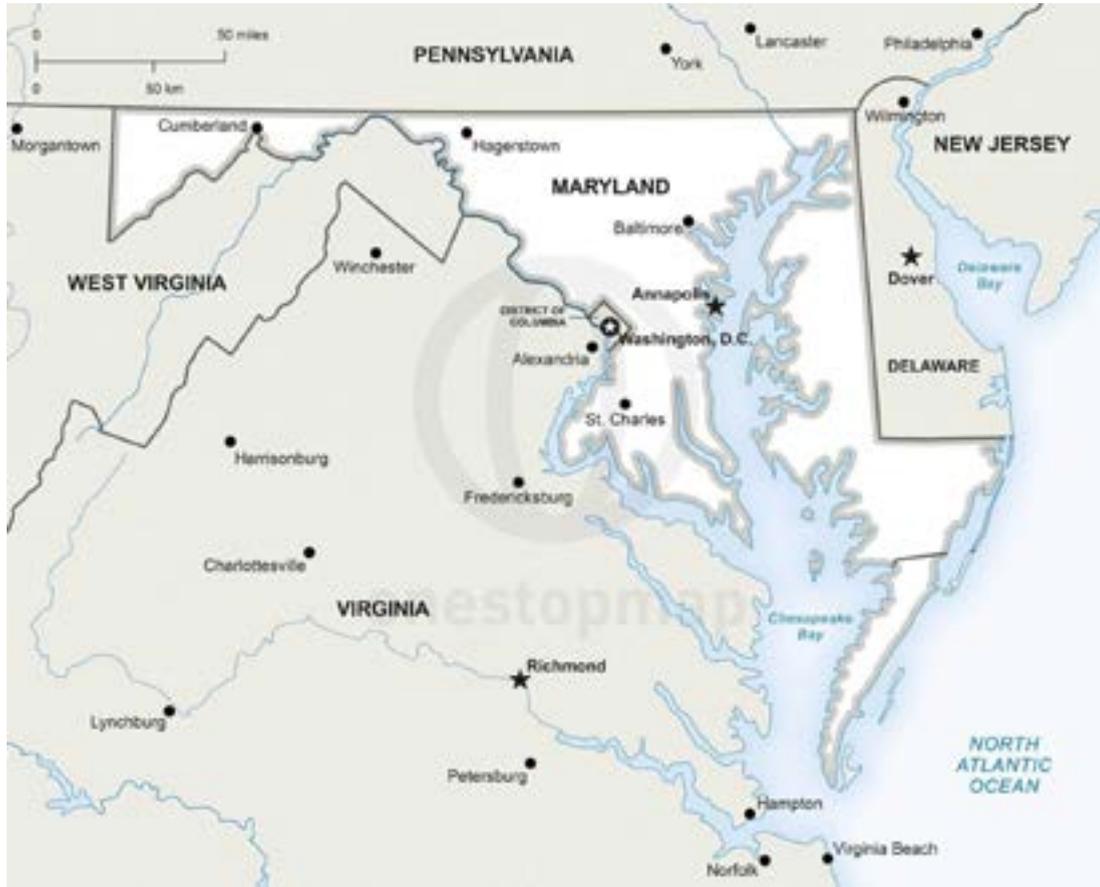
which, at the time, was unusual and, by 1752, illegal in Maryland. Even

more remarkable,
was the marriage of
Molly Walsh to Banna Ka
in 1696.

By doing so, Molly put her own freedom in jeopardy. In 1661,

Maryland enacted a law
prohibiting miscegenation,
i.e. the marriage
or cohabitation
of adults of different races.

"As of 1684, any such woman who married a Negro or bore his child forfeited



*her freedom and became a servant herself. By 1717, Maryland's **miscegenation** laws were reinforced with more severe consequences" Banneker biographer Bedini writes. "Molly carefully considered the consequence and proceeded. She changed her name to her husband's and withdrew from her white neighbors."*

Their family name eventually changed to '*Banneky*'.

Molly and Kanna Ka's family eventually grew to included their 4 daughters.

Daughter Mary also married a former **slave in 1730 named **Robert**, who took Mary's last name.**

They initially moved in with grandmother, Molly, before buying 25 acres in 1729 near Molly's. Robert built a home and their home's furniture. The farm grew tobacco.

**Mary and Robert Banneky's
first child, Benjamin,
was born on
November 9, 1731.**

Robert Banneky was evidently a good farm manager and businessman; in 1737, he

purchased 100 acres of land

which he immediately deeded to son, Benjamin. The fact a former slave bought land and managed a successful farming operation was a rare occurrence.

**Two black people,
one a former slave
and the other the daughter
of a black slave,
living in Maryland
at this time in history,
to be
significant landowners
was the exception
not the rule.**

However, race still dictated opportunity and convenience. White residents still had many amenities, taken for granted by some then and today, at their disposal than blacks. Robert and Mary did

not join neighboring white farm owners in community events like barn raising, crop gatherings and other events where community members came together for fun or service. *“As free Negroes, the Banneky's were outcasts from such activities. The*

***Banneky family
lived in constant fear
of violating a Maryland law
or
offending an
influential white neighbor”***

writes Silvio Bedini. As a result, the Banneky's kept to themselves.

This is the environment **Benjamin Banneky, eventually Benjamin Banneker**, was born into. When Benjamin became an adult, his African Wolof tribal name, Banneker, became his surname according to biographer, Silvio Bedini..

Benjamin was

**quiet, unassuming, and
very curious.**

Much of young Benjamin's time was spent at grandmother Molly's nearby farm where she taught him to read and write. Molly arranged for young Benjamin to attend a nearby one room, coun-

try school taught by a Quaker school teacher attended by several white and a few black children. This Quaker school was only open during the winter months when crops weren't being grown and attended to on farms. As soon as Benjamin was old enough to work with his father, Robert, full time on the farm, he could no longer go to school. Nevertheless, Benjamin's insatiable curiosity drove him to pursue knowledge only found in books. Benjamin possessed an exceptional aptitude for math and statistics. In his early twenties, Benjamin Banneker engineered and

**built a
functioning timepiece,
a wooden clock.**

After his father, Robert's, death in 1759, and grandmother Molly Welch Banneker's around the same time, Benjamin turned most of his attention to the needs of the farm he inherited from his father. While he continued to grow tobacco, Benjamin's interests extended to playing the flute and violin as well as helping neighbors when asked with land calculations and reading and writing their correspondence. Benjamin remained mostly to himself but earned **a brand** of a modest yet learned gentleman ready to help those in need.

In the 1770s, an

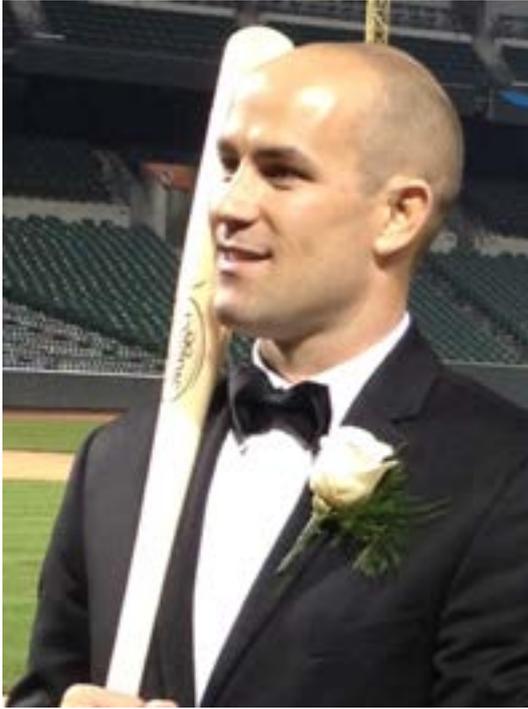
**industrious, white,
Quaker family
moved from Pennsylvania
to Maryland
near the Banneker farm.
The brothers Ellicott,**

Andrew, John, and Joseph, bought land along the Patapsco Falls to build gristmills and in the process,

**changed
Benjamin Banneker's life
in ways he never imagined.**

Benjamin's network

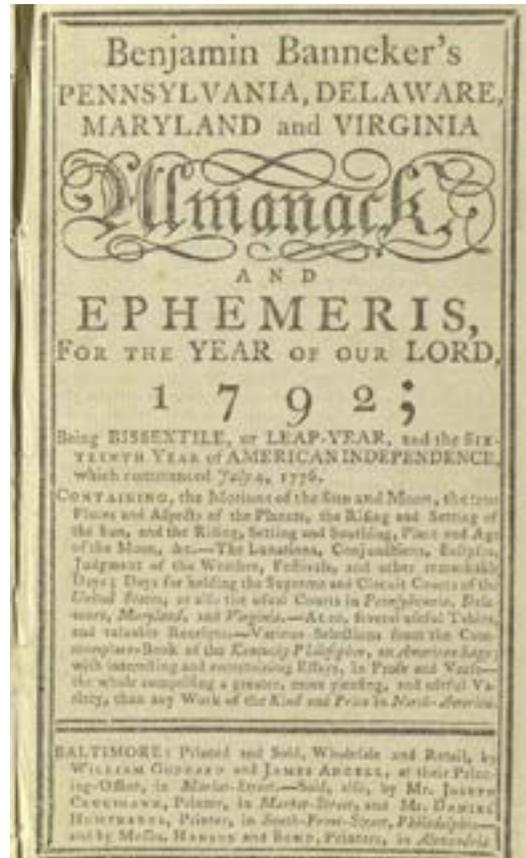
was suddenly enriched. The Ellicotts provided thought provoking conversation, illuminating engineering projects to observe and learn, valuable books to explore, and eventually, new career opportunities teaching new lessons as well as providing needed income. The Ellicott settlement soon became known as the village of *Ellicott's Mills*, **today known as Ellicott City**, located just outside the city limits of Baltimore, Maryland. The Ellicotts were Quakers who believed in racial acceptance and equality. Banneker closely observed the construction of the Ellicott gristmills and soon became acquainted with the brothers.



Colin Cronin - resident of PRESENT DAY Ellicott City, Maryland and Under Armour's Marketing Coordinator for Major League Baseball.

If introverted, loner,
 Benjamin Banneker
 ever had someone
 who could have been called
 'best friend',
 it was George Ellicott,

the son of Andrew Ellicott. In 1788, George loaned Benjamin Banneker astrological books and equipment which ignited Benjamin's interest in a study of **astronomy**. During the following year, Banneker sent George his work calculating a solar eclipse.



Benjamin Banneker was energized by the Ellicotts and their network that Banneker soon had access to. Benjamin

began constructing
 an **ephemeris**
 in 1790
 to be part of an **almanac**
 he was hoping
 to get printed and published.

An ephemeris is a table listing coordinates of celestial bodies at specific times during a specific period. **Ephemerides**

can be used by navigators to determine longitude at sea and by astronomers in following spacial objects like comets. Computers have refined the process of determining more exact celestial positions than the early publications from Banneker's time. Unfortunately, Benjamin was unable to find a printer and had to wait a few years before finding someone to print and publish his almanac.

**New career opportunities
kept unfolding
when, in early 1791,
Thomas Jefferson,**

the United States Secretary of State, asked **surveyor Major Andrew Ellicott** (the son of Joseph Ellicott and cousin of George Ellicott) to survey an area that was intended to become a new federal district that would become the location of the new capital for the newly established nation, *the United States of America*. Ellicott was a reputable surveyor who, at the time, was leading a survey team in western New York state. **Ellicott hired Benjamin Banneker, then 60 year's old,** to assist in the initial survey of Jefferson's project for a national capital city district .

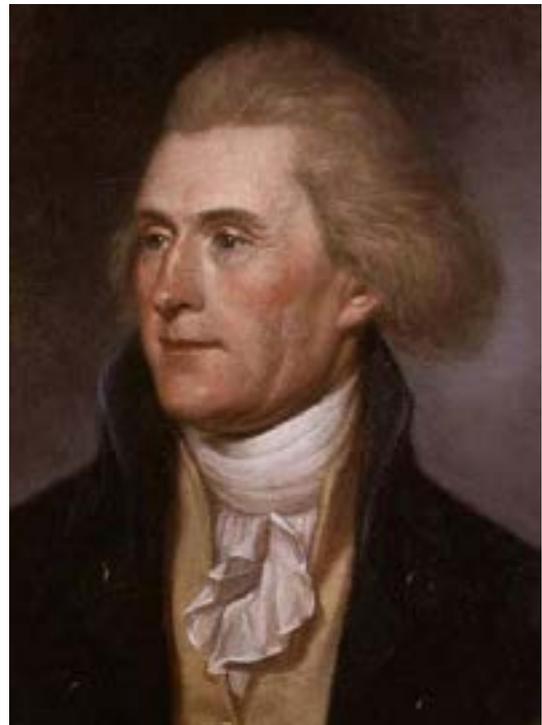
Ellicott's team placed boundary marker stones at or near every mile point along the borders of the new capital territory. Banneker's duties on the survey purportedly consisted of making as-

tronomical observations in Alexandria, Virginia, to identify the starting point for the survey. Banneker also maintained a clock that he used to relate points on the ground to the positions of stars at specific times.

On August 19, 1791, after departing the federal capital area for home,

**Banneker wrote a letter to
Thomas Jefferson,**

who in 1791 was the United States Secretary of State. To reinforce and add credibility to his petition to Jefferson, Banneker included a handwritten copy of his 1792 almanac with his astronomi-



1791 portrait of Thomas Jefferson painted by famous artist of the time, by Charles Willson Peale

cal calculations.

Banneker's letter expressed **a civil rights plea** for justice for African Americans. Benjamin Banneker presented **his personal story** and

**his accomplishments
to Jefferson
as an example of the
inherent abilities of
African Americans
to repudiate
the racist, misleading
African stereotype
in America
and
implored Jefferson
to assist in overcoming
this harmful and inaccurate
perception.**

"it is a truth too well attested to you, (MR JEFFERSON) to need proof, that we (Africans) are a race of Beings who have long labored under the abuse and censure of the world...we have long been looked upon with an eye of contempt.... considered rather as brutish than human and Scarcely capable of mental endowments" wrote Banneker. "you clearly saw the injustice of the state of slavery. You publicly held forth this truth when you wrote "we hold these truths to be self evident, that all men are created equal,

endowed by their creator with certain, inalienable rights, that amongst these are life, liberty, and the pursuit of happiness.Now Sir, I shall conclude and subscribe with the most profound respect. Your most obedient, humble servant, Benjamin Banneker"

Jefferson, in turn, replied to Banneker with apparent empathy and a promise to send the Banneker ephemeris to a scientific colleague in Paris, at the prestigious Royal Academy of Science. Banneker was apparently appreciative and *"immensely satisfied"*.

**Jefferson signed his letter
to Banneker
with
"I am with great esteem,
Sir,
your most obedt, humble,
servt.**

Thomas Jefferson".

Jefferson sent Banneker's ephemeris with a cover letter **to the Royal Academy of Science and its Secretary General the Marquis de Condorcet as promised.**

*"Monsier de Condorcet,
I am happy to be able to inform you that we have now in the United States*

Sir
 Philadelphia Aug. 30. 1791.
 I thank you sincerely for your letter of the 19th. instant
 and for the Almanac it contained. no body wishes more than
 I do to see such proofs as you exhibit, that nature has given
 to our black brethren, talents equal to those of the other colour
 of men, & that the appearance of a want of them is owing
 merely to the degraded condition of their existence both in
 Africa & America. I can add with truth that nobody wishes
 more ardently to see a good system commenced for raising the
 condition both of their body & mind to that it ought to be, as
 fast as the imbecility of their present existence, and other cir-
 -cumstances which cannot be neglected, will admit. I have
 taken the liberty of sending your almanac to Monsieur de La-
 -Lave, Secretary of the Academy of sciences at Paris, and mem-
 -ber of the Philanthropic society, because I considered it as a
 document to which your whole colour had a right for their
 justification against the doubts which have been entertained
 of them. I am with great esteem, Sir
 Your most obed^t. humble serv^t
 Th: Jefferson
 Mr. Benjamin Banneker
 near Ellicott's lower mills. Baltimore count.

Thomas Jefferson's DOCUMENTED response to Benjamin Banneker's letter.

a negro, the son of a black man born in
 Africa, and a black woman born in the
 United States, who is a very respectable
 mathematician.....he made an alma-
 nac for the next year, which he sent me...

and which I enclose to you. I have seen
 very elegant solutions of Geometrical
 problems by him. Add to this, he is a
 very worthy and respectable member of
 society. I shall be delighted to see these

instances of moral eminence so multiplied to prove that the want of talents observed in them (Africans) is merely the effect of their degraded condition, an not proceeding from any difference in the structure of the parts on which intellect depends.....”

Banneker biographer **Silvio Bedini** adds that the Ellicott surveyors, who Jefferson commissioned for the survey of the nation’s new capital district, probably spoke to Jefferson about Banneker. The Ellicott’s assessment of Banneker’s intellect and character possibly influenced Jefferson’s perception of the Banneker brand and thus encouraged him to extend his scientific network in France to Banneker. However,

after Jefferson’s compliments and providing access to his scientific network in France, politics and politicians ultimately and unfortunately ruled the day.

The slave trade continued and flourished into the next century even during Thomas Jefferson’s Presidency (1800 - 1808) as well as the pernicious institutional and societal racism accompanying it. **Jefferson’s letter** to French member of the Societe des Amis des Noirs, Jean Pierre Brissot de Warville, regrading American slavery and its African American victims, essentially **ac-**

knowledged ‘politics’ seminal role in preserving this *“Peculiar Institution”* as slavery was often called at this time.

“Monsieur de Warville”, Jefferson writes, *“I am here as a public servant; and those whom I serve having never yet been able to give their voice against this practice (of slavery), it is decent for me to avoid too public a demonstration of my wishes to see it abolished.....”*

Banneker kept handwritten copies of the letter he sent to Jefferson as well as **Jefferson’s August 30, 1791, reply** that became part of a Banneker journal.

Banneker continued to make astronomical calculations after returning from his survey work with the Ellicotts that predicted eclipses and planetary movements for a 1792 almanac and ephemeris. The Ellicotts continued to encourage and help Banneker despite rumors of Banneker’s alcohol dependency. Andrew Ellicott, himself an almanac author, sent a Banneker’s ephemeris to James Pemberton, the president of the *‘Pennsylvania Society for Promoting the Abolition of Slavery and for the Relief of Free Negroes Unlawfully Held in Bondage’*. In late 1792, a Baltimore printer eventually published an edition of Banneker’s almanac that contained copies of Banneker’s letter and Jefferson’s reply. For the next few years, Banneker’s annual almanacs were printed by a multitude of well known publishers.

**His almanacs brought
an unaccustomed
notoriety**

along with some extra income. Banneker became somewhat of a **celebrity**. Neighbors and the curious began stopping by his small cabin to meet the ‘negro’ genius who was creating popular almanacs. The introverted, soft spoken Banneker was always hospitable, inviting visitors into his small home, graciously showing his now famous clock to the many who inquired. Because of the growing popularity of the almanac, multiple printers vied to publish each annual edition until the last, in 1797, when his age, fatigue, and declining health made the calculations, research, and writing too burdensome a task.

Banneker’s health gradually deteriorated as he aged. Biographer Bedini writes “*Banneker’s weakness for liquor undoubtedly undermined his health*”. Banneker essentially retired. He stopped growing tobacco and began selling parcels of his land, the majority of which, to his neighbors and frequent benefactors, members of the Ellicott family.

The sale of land to his friends, the Ellicotts, provided Banneker with a comfortable retirement income. On the small parcels of land he kept, Banneker grew some vegetables and fruits and took care of his beehives which provided his sweetener, honey. He never married and did not drink coffee or tea,

only milk. He enjoyed smoking tobacco in a clay or kaolin pipe. Cigars were not popular until the late 18th century (1700s) and cigarettes not until the early 19th century (1800s). He continued doing mathematical puzzles which he recorded in his journal.

On October 9, 1806,

while out for his usual morning stroll through the neighborly landscape he so thoroughly appreciated, he told a friend who passed by that he was heading home because he wasn’t feeling well. His friend accompanied him back to the Banneker small cabin and watched him lay down on a couch.

**The 74 year old Banneker
died shortly thereafter.**

He was buried a few yards from his small cabin. As his body was lowered into his grave, his home burst into flames burning to the ground with most of his journals, printed copies of his almanacs, and the wooden clock that served him so well for more than 50 years.

**Benjamin Banneker
was a remarkable man,
for any time,
but especially for
eighteenth century (1700s),
colonial America.**



On February 15, 1980, during Black History Month, the United States Postal Service issued a 15 cent commemorative postage stamp that featured a portrait of **Benjamin Banneker**

At a time in the world and America, when too many black men were enslaved and thus, denied freedom and the great liberator and equalizer accompanying it,

**the human right to
a quality education,**

Benjamin Banneker somehow excelled. Banneker was seemingly driven by his insatiable **curiosity**, a persistent appetite to answer the questions it generated, his relentless pursuit of knowl-

edge, to **invent**, to **create**, to **inform**, and ultimately, to **respectfully confront** a sitting *Secretary of State* and future *President* about correcting the false stereotype of Black America. After reflection upon Banneker's accomplishments and the stellar testimonials of the Ellicotts who knew Banneker so well,

**Jefferson acknowledged
the **fallacy in the stereotype**
and,
the self serving,
economic
and
political
reasons for it.**

However, Jefferson would not do *what he knew was right*; he chose not to push for 'change' because of the '*political circumstances of the day*'. By denying some Americans their civil rights, the entire nation lost, deprived of the fruits of so many other Benjamin Bannekers; their curiosity, their intellect, their wisdom, their leadership, and their creativity.

What if?

JAMES MADISON

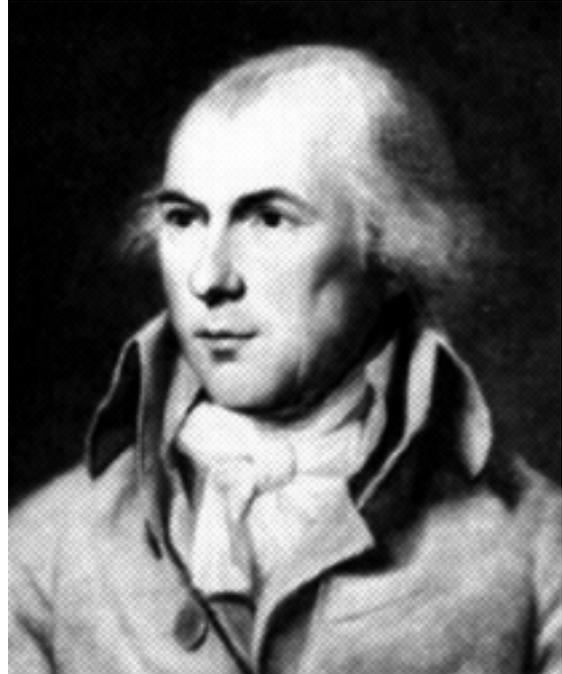
IN HIS OWN WORDS...

*“Of all the enemies of public liberty, **WAR** is the most dreaded... it is the parent of armies; not only does war promote debts and taxes, but the discretionary power of the Executive (the Presidency) and all the means of seducing the minds and subduing the force, of the people.”*



James Madison

Madison, in 1795, revealed his feelings about war and its threat to the ideals of democracy.



*“Be aware that those charged with the public happiness might betray their trust. An obvious precaution against this danger would be to **divide the trust** between different bodies of men, who might watch and check each other.”*

Madison didn't trust people with power; consequently, the need for checks and balances in separation of power.

“The essence of Government is power; and power, lodged as it must be in human hands, will ever be liable to abuse.”

Madison's speech at the Virginia Constitutional Convention, December 1829; again, his concerns about men with power.

“(we feared) no danger from violence but it was observed that spirituous drink served to the soldiers might lead to excesses...”

Madison reported he didn't feel threatened when Continental soldiers, frustrated by late pay, taunted the delegates at the Convention in Philadelphia in 1783. However, after the Philadelphia authorities could not restore order, the Convention delegates fled to Princeton, New Jersey.

“The real difference of interest lay, not between the large and small, but between the Northern and Southern states. The institution of slavery and its consequences formed the line of discrimination.”

Madison's observations from the debate at the Constitutional Convention in 1787. Southern delegates threatened to break up the Union if their demands to protect the institution of slavery was not met. Consequently, the American Constitution, written and endorsed by the Founding Fathers during the Convention in Philadelphia in 1787, allowed slavery to continue in the United States.

“(Slavery) is the most oppressive dominion exercised by man over man.”

Madison's comments at the Constitutional Convention in 1787.

“Spain can no more stop the current of trade down the river (Mississippi) than she can that of the river itself... (Spain's real goal) was to foment jealousy between the eastern and southern states.”

Following the Revolution, there was the constant fear among many of the Founders that the new country, with its numerous sectional interests, might break apart. Case in point was **John Jay's** proposal to Congress in 1784 to have America abandon its navigation rights to the Mississippi River in return for favorable access by New England fisherman and Northern State merchants to the markets of Spain. *“Jay's proposal disgusted Madison.”* Virginia's Patrick Henry threatened southern state succession over Jay's proposal. Henry felt Jay's proposal betrayed southern farming interests in favor of Northern merchants and New England fishermen. Madison accepted election to Congress and ultimately the Constitutional Convention in part to fight John Jay's recommendation. Because Madison realized the Convention needed the presence of credible leaders to unify all the states of America, he aggressively recruited a reluctant George Washington to attend.

“Contrary to my (previous) intentions, I shall be detained here (Philadelphia) several weeks yet, by a disappointment in some circumstances...”

Part of Madison's crestfallen letter to Edmund Randolph after 16 year old **Catherine “Kitty” Floyd** decided to break her engagement to the 32 year old Madison. To some, this was not surprising. Martha Bland, the wife of a Virginia delegate, called Madison *“a gloomy, stiff creature – the most unsociable creature in existence”*. A wounded Madison reacted to the breakup by immersing himself in the affairs of the Continental Congress, leaving little time for women and courtship. Eventually *“overcoming his social awkwardness,”* a 43 year old Madison courted and wed a 26 year old widow named Dolley Payne Todd, *“one of the most eligible women in Philadelphia in 1794.”*

NOTOOLES

*“They (slaves) should be considered, as much as possible, in the light of **human beings** and not as mere property.”*

Part of Madison’s speech to the Virginia Ratifying Convention, December 2, 1829. Madison did, however, own slaves, nearly 120. While Madison never tried to defend slavery, he consistently avoided the issue, seeing it as a political liability. Biographer Jack Rakove concluded *“Madison was no better prepared to live without slaves than the other members of the great Virginia planter class to which his family belonged.”* In his final years, Madison belonged to the American Colonization Society, which favored resettling former slaves in Africa (present day Liberia.)

*“I shall have to **sell a Negro**”*

Madison, who was supported by his family in his early adult life, told his father during his attendance at the Continental Congress in 1779, that unless the Congressional leadership increased the pay to the delegates, he would have to resort to selling one of his slaves to pay his mounting expenses.

*“Nothing more than a **change of mind, my dear.**”*

Madison’s last words, responding to his niece, June 28th, 1836

*“(Hamilton) was perhaps **best qualified** for that species of **business.**”*

Madison told Jefferson that while Robert Livingston wanted the position of Secretary of the Treasury in Washington’s administration, the person most qualified was Alexander Hamilton.

*“...considering the probability that Mr A’s (reference to President Adams) course of administration may force our opposition (the Jefferson and Madison led Republican party), there may be real **embarrassments** from giving written possession to him...”*

Jefferson’s comments to Madison about a letter Jefferson was planning to send to newly elected President John Adams. Jefferson wrote a letter to Adams congratulating him on his election to the Presidency in 1796. Jefferson acknowledged that Adams deserved the Presidency more than he. Historian Joseph Ellis inferred the letter potentially opened the door for a cooperative relationship between Adams and his vice president Jefferson. Before sending the letter, Jefferson showed it to Madison. Madison advised Jefferson not to send the letter; Jefferson took Madison’s advice and did not send the letter. The Adams – Jefferson relationship during Adam’s Presidency turned out to be an acrimonious one. Jefferson left Washington for 6 months during the Adam’s Presidency and refused to speak to Adams for over a year. This was the beginning of the partisan politics which we witness today with the political party conflict between the Republicans and Democrats, often times, at the expense of the best interests of America. Jefferson and Madison’s Republican party eventually evolved into the Democratic Party of today.

PROFILE OF MADISON

In a conversation between John F Kennedy and Gore Vidal reprised in Vidal's 2003 book *Inventing A Nation*, a rhetorical question emerges. *"How does one explain how a sort of backwoods country like this (America), with only three million people, could have produced the three great geniuses of the eighteenth century – Franklin, Jefferson, and Hamilton?"*

James Madison's name should be added to the aforementioned trinity. In fact, I contend he was the second brightest bulb in the American Founders pantheon. *"James Madison was simply the most important of the fifty five men who had a hand in the writing of the Constitution."* (Lance Banning, author of *The Sacred Fire Of Liberty: James Madison and the Founding Fathers*).

James Madison was undoubtedly the brightest and best educated President in the history of the United States.

James Madison was born in 1751 into one of Virginia's most prominent land-owning families. His father, James Sr, was the **principal slaveholder** of Orange County. His son was educated first at home by private tutors and then attended one of the country's most prestigious schools, the College of New Jersey, today known as **Princeton**. Madison possessed an insatiable thirst for learning, studying almost *"to the*

exclusion of sleep". As an undergraduate, he slept only 4 or 5 hours a night earning a well founded reputation as a scholar.

While Madison was a good writer, he was not at the same level of the country's best, Thomas Jefferson. But Madison was most certainly the deeper thinker. Like Jefferson and Adams, Madison was one of a few Founding Fathers who didn't actually fight in the Revolution; at the time, Madison thought he was physically too weak to fight. He was a sickly child as a young adult; he diagnosed himself as epileptic. When speaking to a Princeton friend about future endeavors, he replied he *"couldn't make plans for the future since... I can not expect a long or healthy life."* Later, when asked to travel abroad on a political assignment, he declined saying his nerves were not up to it. He wrote to Jefferson in 1785 that



Portrait of James Madison by Rhode Island artist Gilbert Stuart

“crossing the sea would be unfriendly to a singular disease of my constitution.” Madison was not a charismatic figure.

He stood 5’ 4” and weighed about 120 pounds with a weak voice and “similar nerves.” He had the appearance of a fragile, timid genius.

He always dressed in black.

He was *“paralyzing shy, the sort of guest who instinctively searches out the far corners of a room.”* He didn’t date a woman until he was thirty one years old and she happened to be the fifteen year old daughter of a man who admired him. When she rejected his advances, he was humiliated and didn’t approach another woman for another twelve years! He then asked for the hand of a merry widow, **Dolley Payne Todd**, seventeen years younger. Dolley consented to his marriage proposal and, throughout their marriage, Madison frequently deferred to his larger and louder wife, Dolley. Much of his finest work (The Federalist Papers, The Constitution, The Bill of Rights, ghostwritten speeches for President Washington, The Virginia Resolution) was done covertly, anonymously, or pseudonymously. Many observers argue he was best suited to be a committeeman or collaborator rather than an executive.

Many of the founding fathers, Madison

included, began to realize by the mid-1780s that the **Articles of Confederation** was not a realistic plan to unite and run a new nation.

According to the Articles, the states had more power than the federal government.

The federal government could not collect taxes, order an army to defend America from insurrection or foreign invasion, nor control the money supply used for business and personal transactions.

Each state acted like a separate country not a part of one nation loyal to a central government.

As a result, a **Constitutional Convention** was called for May of 1787 in Philadelphia to alter the Articles. There were thirteen states in the new nation, fourteen if you count **Vermont**. Vermont was not really a state but rather an independent republic through much of this period. Consequently, they did not send a representative to Philadelphia. The other state not represented was **Rhode Island**. Rhode Island was always considered a “different place” because of its’ stance on religious tol-

eration. It was sometimes described as a **home of Jews, Turks, and infidels**; a dissenters community. Rhode Islanders believed in States rights not the strong federal government Madison proposed to the Convention delegates. As a result, Rhode Island didn't bother to send a delegate to the convention.

James Madison
assumed
an atypical leadership role
at the
Constitutional Convention;
i.e. unassuming,
yet forceful,
working in the shadows
and
back rooms
to get things done
rather than

demanding the limelight
which
too many
'gum flapping'
American politicians
have been known to do.

Yet, Madison spoke up frequently during the Convention. He was respected by everyone. *"with his intelligence and learning, Madison commanded the respect of every delegate"* according to historian David Stewart. And, he showed up every day. Today,

Madison's brand
could be perceived
as 'nerdy',
i.e. socially awkward,
focused on learning,
and devoted to
primary interests.



Scene at the Signing of the Constitution of the United States is a famous oil-on-canvas painting by Howard Chandler Christy, depicting the Constitutional Convention signing the U.S. Constitution at Independence Hall in Philadelphia on September 17, 1787.

He studied books about governments throughout history that he had in his library and wrote to Jefferson in Paris to send even more books *“that may throw light on the general constitution and adroit public of the several confederacies which have (previously) existed.”* His study of **John Locke** and **Baron de Montesquieu** during his Princeton education had a profound effect on his political beliefs. Montesquieu especially, with his belief in separation of executive, legislative, and judicial governmental powers to check and balance each other, shaped his concept of effective government. Delegate **William Pierce** wrote that *“in the management of every great question he evidently took the lead in the Convention ... Madison always comes forward as the best informed man of any point in debate”*.

James Madison



Statue of James Madison on the main quad road at **James Madison University** in Harrisonburg VA. Founded as a public school in 1908 as the *Virginia State Normal and Industrial School for Women*, the institution was renamed **Madison College** in 1938 in honor of President James Madison and then **James Madison University** in 1977.

arrived in Philadelphia for the Convention

10 days early,

before any other delegate. **Washington arrived next.**

According to **Garry Wills** in his Madison biography,

*“Madison’s
greatest contribution
to America was
convincing
a retired Washington
to come to Philadelphia
for the
Constitutional Convention.*



Gouverneur Morris signs the Constitution as **George Washington** looks on. **James Madison** sits next to **Robert Morris**, in front of **Benjamin Franklin**. Painting by Hintermeister, 1925.

Without Washington, the new Constitution would not have passed.”

During the Constitutional Convention,

Madison focused on collecting, prioritizing, segmenting, and analyzing ‘the Convention data’ with a laser-like focus on the Convention’s priority,

replacing the *Articles of Confederation* with a new government plan to give more power to the federal government rather than the states.

The issue of slavery was non-negotiable;

i.e. no consensus could be reached to end this onerous institution most delegates knew was inconsistent with the liberties and freedom the colonies had fought for against England.

“South Carolina and Georgia cannot do without slaves!”

argued South Carolina delegate, **Charles Cotesworth Pinckney**, a popular and

noteworthy Revolutionary War veteran, delegate to the Constitutional Convention, twice nominated by the Federalist Party as its presidential candidate in 1804 and 1808, and adamant about the South Carolina economy's need for a constant influx of slave labor.

At the Convention,

**Madison assumed
the challenge
of
Convention facilitator,
bringing patriots
from different states
with diverse
economic and political
interests
together for
debate and collaboration**

for the sole purpose of building consensus for a new American government plan to replace the dysfunctional *Articles of Confederation*.

Washington observed "*this unimpressive little man with libraries in his brain*" subtly maneuvered American's founding giants (**Washington, Hamilton, Franklin**) toward their goals of creating a new government plan, a new Constitution. In fact, it was Madison who convinced a reluc-

tant Washington to leave his **Mount Vernon plantation** for the Convention in **Philadelphia** in 1787.

While there was a pledge among delegates not to release information to the press about the conversations taking place among delegates as an incentive for the delegates to speak candidly,

**Madison took
copious notes**

during the Convention. According to historian David O. Stewart, "*the diminutive Madison, hair brushed forward to conceal his receding hairline, was adamant about keeping a record*" for the American people about its Constitution.

Madison richly deserved the title of "**Father of the Constitution**" and "**Bill of Rights**". One of Madison's close collaborators during the Constitutional Convention was **Alexander Hamilton**. Both men's political philosophies seemed aligned: a need for a stronger central government instead of strong states rights created in the Articles of Confederation, a strong presidency with veto power, a **national bank**, federal regulation of commerce and taxation to fund the government and military, the abolition of slavery. The delegates from the various states vociferously debated the powers, terms, and salary given to a President and a Congress and which people should have the right to vote in America.

The Constitution did not originally define who was eligible to vote, allowing each state to determine voting eligibility.

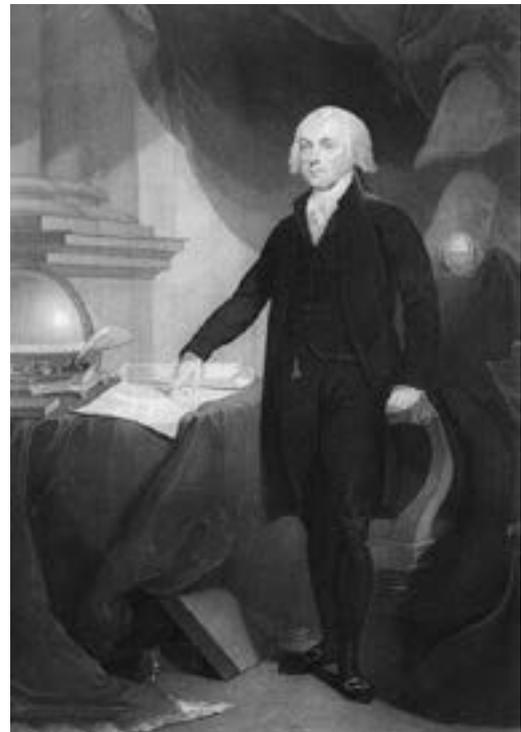
For most states in 18th century (1700s), voting was restricted to white males with the following property qualifications::

- **Connecticut:** an estate worth 40 shillings annually or property worth £40 pounds (word for the English dollar)
- **Delaware:** 50 acres of land (twelve under cultivation) or property worth £40 pounds
- **Georgia:** 50 acres of land
- **Maryland:** 50 acres of land and £40 personal property
- **Massachusetts Bay:** an estate worth 40 shillings annually or £40 (pounds) of personal property
- **New Hampshire:** value of £50 (pounds) of personal property
- **New Jersey:** 100 acres of land, or real estate or personal property £50 (pounds)
- **New York:** £40 of personal property or ownership of land
- **North Carolina:** 50 acres of land
- **Pennsylvania:** 50 acres of land or £50 of personal property
- **Rhode Island** and Providence Plan-

tations: personal property worth £40 or yielding 50 shillings annually

- **South Carolina:** 100 acres of land on which taxes were paid; or a town house or lot worth £60 on which taxes were paid; or payment of 10 shillings in taxes
- **Virginia:** 50 acres of vacant land, 25 acres of cultivated land, and a house twelve feet by twelve feet; or a town lot and a house twelve feet by twelve

Freed slaves could vote in a few states: New York, New Jersey, and Pennsylvania. However, the right to vote was soon taken away in New Jersey and Pennsylvania. Women were largely prohibited from voting, as were men without property. Women could vote in New Jersey until 1807



James Madison engraving by David Edwin from between 1809 and 1817

(provided they could meet the property requirement) and in some local jurisdictions in other northern states. Non-white Americans could also vote in these jurisdictions provided they could meet the property requirement.

As far as how many Congressmen each state would have in the new Congress created during the Constitutional Convention, Convention delegates agreed the number of free white men would determine the number of Congressmen a state would be awarded.

**The more white men
who could vote in a state,
the more Congressmen;
thus, the more votes,
a state would have
in the new Congress.**

**Southern states like
South Carolina, Georgia, and
North Carolina
objected!!!**

Because northern states like Massachusetts and New York had more white men, these states would have more Congressmen. Despite Southern state politician never considering slaves as human beings but rather property, Southern state delegates sought a compromise that would give their states more representation in

the new Congress.

The compromise proposed

by delegates **James Wilson** from Pennsylvania and seconded by **Charles Pinckney** from South Carolina was for

**slaves to be counted as
3/5 of a white person
thereby giving
more Congressmen
to southern states
with large populations
of slaves.**

New York delegate **Gouverneur Morris** vociferously criticized the proposed compromise. And yet, despite knowing the immorality and injustice of slavery,

**Madison, Washington,
Franklin and other
influential delegates
acquiesced to
the 3/5^{ths} compromise**

in order to realize the Convention's primary goal, creating a new government plan most states could agree upon. A stark irony emerged as Southern State leaders wanted to give slaves the status of 3/5 of a white person while prohibiting a

black person's right to vote just to ensure the Southern states voting **power** in the United States Congress.

Following the Convention, Madison, **John Jay** and Hamilton collaborated on 85 pseudonym essays known as the **Federalist Papers** appearing in numerous newspapers throughout the thirteen states to create public support for the new Constitution.

Once elected to the Presidency, Washington consulted with Madison on every aspect of his awesome, presidential responsibilities: choosing personnel, receiving ambassadors, addressing Congress, meeting with the public. Washington was so convinced that Madison was the authoritative interpreter of the Constitution that, at the beginning of his presidency, he consulted Madison on all his precedent setting moves. Washington listened intently as Madison explained the meaning of republican government. **Supreme Court Chief Justice Marshall** would also follow Madison's arguments. In 1796, Madison retired from politics. But, by 1800, he returned to become Thomas Jefferson's Secretary of State. A strange **philosophical metamorphosis** occurred in 1792 when Jefferson, Madison's political mentor and close friend, returned from five years (1784-1789) in Paris to America. Madison soon reversed many of his former political beliefs to embrace Jefferson's political philosophies for weak presidential power and strong states rights, anti- national bank, no federal tariffs to support the federal government,

a small national army (local militias instead) and no navy (they settled on using small gunboats instead of the large frigates so successful during the Revolution).

In 1808, Madison succeeded Jefferson as the fourth **President of the United States**. Many historians characterize Madison's presidency as a failure citing:

- his adherence to many ill-fated Jeffersonian policies like a naive allegiance to the duplicitous French, opposition to a national navy, a standing army, an agrarian based economy, and subordination of federal power to the states.
- an economic depression created by poor economic policy (especially non support of the national bank, another Jeffersonian position. Without a bank, it made it difficult to issue currency to fund the war effort against England in 1812.)
- the War of 1812 saw the humiliating ransack and destruction of the White House by British forces
- enactment of bad economic policies and divisive trade embargoes
- chose incompetent military leadership for the War of 1812.

The **War of 1812**, referred to by some as "**Madison's War**" and "*an avoidable conflict*" by others, appeared anathema to Madison's core beliefs. On more than one occasion, Madison had professed the evil consequences of war. "*Of all the enemies*

to public liberty, war is the most dreaded...a parent of armies...bringing debt and taxes. Everything ought to be tried" to avoid it. Relations with **Great Britain** and even **France** had been deteriorating throughout Thomas Jefferson's Presidency and continued into Madison's first term as President. Madison initially held off cries for war from a group of young, Southern Republicans led by **Henry Clay** from Kentucky and **John Caldwell Calhoun** from South Carolina. Clay, Calhoun, and other young politicians representing the South and West and became known as the "**War Hawks.**" Madison tried everything to avoid conflict, resorting to an embargo of British trade. Madison eventually relented for the call to war and sent Congress an act of war against Great Britain on June 18, 1812.

**What impresses
this author
about Madison
was
his ability to change
and
embrace lessons
from mistakes.**

After almost two terms of a dysfunctional and divided government, Madison re-evaluated many of his positions. He made changes. He replaced many inept department heads. By 1816, Madison had reversed many of his previous policies. He dropped his opposition to the **Bank of America**. That same year, he signed a tariff bill that he once steadfastly opposed. He increased funding for the country's standing army, the military academy at **West Point**, the United States Navy, and the expanding **national infrastructure** by investing in the development of roads and canals. By Madison's last year of his second term, all parts of the government were operating effectively after years of ineffectiveness and his popularity soared.

Madison left the White House in 1817 as a popular president. He retired to his farm, **Montpelier**, in Virginia. He served briefly as the rector of the University of Virginia, but spent most of his remaining years farming.

**James Madison died
on June 28th, 1836.**



Drawing by George Munger shows the **ruins of the U.S. Capitol building following British attempts to burn the building during the War of 1812**. In the evening hours of August 24, 1814, during the second year of the War of 1812, British forces set fire to the unfinished Capitol Building in Washington, D.C. All the public buildings in the developing city, except the Patent Office Building, were put to the torch in retaliation for what the British perceived as excessive destruction by American forces the year before in York, capital of upper Canada.

THOMAS JEFFERSON

IN HIS OWN WORDS...

“Is it the Fourth?”

Jefferson’s last words, on the evening of July 3rd, 1826.
He died the following morning.

*“The foundation on which all
(constitutions) are built is the
natural equality of man...”*

Jefferson’s letter to Washington, April 16, 1784

*“Freedom of religion; freedom of
the press; and freedom of the
person... These principles form
the bright constellation which
has gone before us ... and guide
our steps...”*

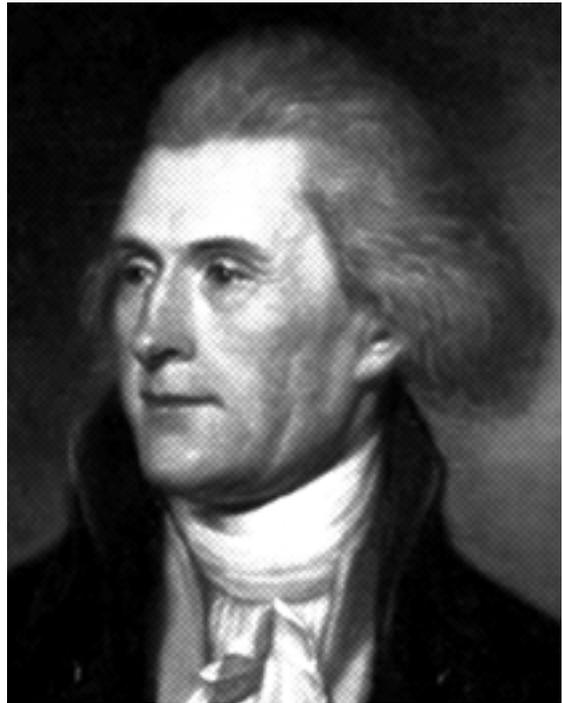
Jefferson’s view on the rights of man

“I have no ambition to govern men. It is a painful and thankless task.”

Letter from Jefferson to Adams after Adam’s defeat of Jefferson in the **Presidential election of 1796**. Jefferson
was elected President in 1800.

“He (Madison) is the greatest man in the world.”

Jefferson on Madison



Thomas Jefferson

“(An American capitol on the Potomac) will vivify our agriculture and commerce by circulating thro’ our state an additional sum every year of half a million dollars”

Jefferson predicted a beneficial impact on the Virginian economy if America decided to locate the National capital of the United States on the Potomac River. Madison and Jefferson proposed a deal to Hamilton and the Federalists to ensure the capital’s location near Virginia. Madison would encourage his colleagues in Congress to accept Hamilton’s controversial Assumption Plan where the Federal government would assume all states debt from the Revolutionary War if Hamilton would accept Jefferson and Madison’s wish to have the new American capital built on the Potomac River rather than in New York City or Philadelphia, the leading preferences of many other Americans. When Jefferson encountered his Republican Party’s criticism for this compromise with the hated Federalist, he stated to one critic *“he had been duped by Hamilton.”*

“He (King George III) has waged a cruel war against human nature, violating its’ most sacred ‘right of life and liberty’ in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither”

These words, denouncing **King George III**’s responsibility in the international slave trade, was part of Jefferson’s original draft of the Declaration of Independence. Quite ironic since Jefferson himself bought and owned slaves. Washington, Madison, Greene, John Hancock, and even Ben Franklin, owned slaves. The debate of slavery in the Constitutional Convention in 1787 was heated. Delegate **Tom Jackson** of Georgia claimed the Bible approved slavery. *“Search that book!”* Jackson stated. Jackson continued by telling Quakers and other

Northerners demanding slavery’s abolishment to *“mind their own business.”* 90% of the Union’s slaves lived in the South. Thomas Tudor Tucker, a physician from South Carolina, threatened that any debate on slavery would *“lead to civil war!”* Some Northerners, like **John Brown** from **Providence, RI** and the **D’Wolf** family from **Bristol, Rhode Island** wanted to protect the slave trade and the vast wealth they derived from it. Brown and the D’Wolfs were in the business of transporting blacks sold in **West Africa** to sell in **Cuba** and other Caribbean Islands to work on sugar plantations. Brown and D’Wolf slave ships would then bring sugar to northern American cities to make rum. The slaves eventually were sold in America too, in port cities like **Charleston, South Carolina**, for work in cotton fields. None of the delegates, not Jefferson, not Madison, not even Adams, would let the issue of slavery jeopardize America’s decision to break with England. Consequently, the words were deleted from the Declaration, Jefferson citing the objections from the delegates of Georgia and South Carolina as the reason.

Hamilton) hopes “to change the present republican form of the American government to that of a monarchy...(Hamilton) is not only a monarchist, but a monarchist bottomed on corruption.”

Jefferson’s warning to Washington in 1792 of Hamilton’s devious aspiration to have America ruled by a king, possibly asking Washington himself to become **king.**

“He (Washington) was incapable of fear... a wise, a good, and a great man.”

Jefferson’s comments about Washington

“the General (Washington) had neither copiousness of ideas nor fluency of words”

Jefferson’s other comments about George Washington

"...Deep rooted prejudices entertained by whites, ten thousand recollections, by blacks, of the injuries they have sustained, and many other circumstances will divide us into parties, and produce convulsions which will probably never end but in the extermination of one or the other race."

Many historians believed Jefferson's anti slavery statements were never true convictions. Pointing to his consistent proslavery behavior, Jefferson was seemingly opposed to any social and political freedom for blacks. Jefferson did fear an eventual racial war.

"I tremble for my country when I reflect that God is just; that his justice cannot sleep forever. The commerce between master and slave is...the most unremitting despotism..."

Jefferson acknowledged in his writings that slavery was wrong.

"Their inferiority is not the effect of their condition of life...but nature, which has produced this condition..."

Jefferson offered as *"a suspicion only"* that blacks were inferior to whites while Hamilton consistently professed equality in the native abilities of whites and blacks.

"He is so amiable that I pronounce you will love him if ever you become acquainted with him. He is a great and upright man..."

Jefferson's stated opinion of John Adams. But in the next breath, he said privately of Adams he is vain, irritable, stubborn, endowed with excessive self-love, and still miffed at the preference given Ben Franklin over him in Paris...*"He hates Franklin, he hates John Jay, he hates the French, he hates the English."*

*"My Dear Friend: a monarchical party has sprung up...it would give you a fever were I to name to you the apostates who have gone over to these heresies, men who were Samsons in the field and Solomons in the council, but have had their head shaved by the harlot **England.**"*

Jefferson's letter to Italian friend **Philip Mazzei**. This letter was a veiled criticism of Washington. Jefferson hated confrontation; he never openly criticized Washington. Jefferson had strong opinions about people, even Washington. When this letter somehow became public, Washington's decided to end all ties with Jefferson. Washington did not mind criticism of ideas; he welcomed alternatives to his own plans. But Washington felt this letter attacked his honesty and implied Washington was deceitful. Jefferson suggested in other instances that Washington was an *"over-aged captain in his cabin,"* sound asleep while *"a rouge of a pilot (presumably Hamilton) has run the country into an enemy's port (specifically, England)"*. Other attempts to embarrass Washington were also linked to Jefferson. Jefferson was elected President in 1800.

Martha Washington, George's wife, called Jefferson *"one of the most detestable (men) of mankind."*

PROFILE OF JEFFERSON

Thomas Jefferson was 6'2½", nearly a foot taller than the average man of the day. Approximately 180 pounds, "a lean and sinewy build." Reddish hair. Fair skin.

Publicly shy. Consequently, Jefferson gave few speeches and was not a good public speaker.

When he did speak, his "voice sank into his throat" a contemporary said, "becoming guttural and inarticulate." His inaugural address as president was delivered in such "a low mumble that almost no one in the audience heard it."

Jefferson's habitual shyness prevented him from playing a serious role in the heated debates within the Congress. John Adams, the antithesis of the Jefferson personality, remembered Jefferson was so silent even in the committee meetings that his role was limited to drafting resolutions.

But his pen was seemingly the most powerful voice on the planet.

He was "a brilliant writer, and others at the time seemed to think so too." This somewhat explains why such a good lawyer like John Adams would defer to Jefferson for the writing of the Declaration of Independence and the key documents of the Continental Congress. "We hold these

truths to be sacred and undeniable; that all men are created equal and independent...They derive certain rights...Among which are life, liberty, and the pursuit of happiness." Jefferson's initial penned expression was only slightly altered to open America's Declaration of Independence. "Writing was his favorite activity in life."

Jefferson became a master politician, gainfully profiting from his stature as the brilliant writer who profoundly expressed the patriotic mission of the Revolution. Without question, Jefferson was a patriot and played a critical role in the birth of our country. But at the same time,

He deftly created and manipulated relationships to maximize his political agenda

(e.g., his own future presidency, states rights, farming interests, alliance with France, etc). He was the leader of the emerging Republican party (eventually to be called the Democratic party) which eventually wrested power from the Federalist party of Washington and Adams.

Jefferson was well-educated for his time. From one of Virginia's leading families, Jefferson studied classical languages and the literature of Rome and Greece. In 1760, he entered the **College of William and Mary** and graduated two years later. He was admitted to the Virginia bar in 1767 and, despite disliking the

practice of law, was distinctly successful.

After his father's death and the dowry which accompanied his marriage to **Martha Wayles Skelton**, his land and slave holdings increased dramatically. In fact, Jefferson at one time was the largest slave owner in Virginia. When his seventeen year old daughter, Patsy, married her cousin, Thomas Randolph, Jr, Jefferson gave the newly weds 1,000 acres and twelve families of slaves.

Jefferson recognized the obvious conflict the institution of slavery had with the founding principles of America. In the only book he ever published

**“Notes on the State
of Virginia”,**

**he laid out a plan whereby
all slaves born
after 1800 would
eventually become FREE!**

In 1784, he also proposed a bill in the federal Congress prohibiting slavery in all the western territories. But slavery was woven into the fabric of the American society and Jefferson acquiesced to the strong sentiments of his southern neighbors.

Jefferson believed that farming was the foundation of the American economy; *“I think our government will remain virtuous for many centuries, as long as they are chiefly agricultural.”* This sentiment was contrary to one of America's other

founding leaders, Alexander Hamilton who believed commerce and industry would be the foundation of a strong American economy. Washington, himself a farmer, also questioned the durability of an agrarian based economy.

Jefferson was also an ardent

proponent of state's rights.

This often conflicted with the strong Federalist policies proposed by Washington, Madison (until Jefferson returned from Paris), Adams, and Hamilton. Jefferson, continually vigilant against any government resembling the British monarchy the American revolution freed them from, was adamant in his belief that state governments should *“attend to the civil rights, laws, police, and administration of what concerns the States”* while the National government should limit their powers to national defense and foreign and federal regulations. He also initially opposed Hamilton's plans for a national bank to control America's currency and economy. Jefferson thought the bank would give the federal government too much power and encourage financial speculation which would hurt farming interests.

**History would ironically
witness Jefferson's
contradiction on
his states' rights beliefs
during his own Presidency.**



One example of this contradiction came during his Presidency's **purchase of Louisiana**. By not consulting with Congress nor representatives of the states during the negotiations with France, "*he violated his political creed,*" according the Historian **Joseph Ellis**, by acting independently of Congress. Both he and Madison had repeatedly criticized this kind of power exercised by President Washington as a great danger to the rights of states and thus the liberties of American citizens. Jefferson, during his negotiations with Napoleon, believed Congressional participation would delay the process and jeopardize the fortuitous opportunity to double the size of America with the sale of Louisiana by Napoleon. Jefferson, then President, wanted the deal done before **Napoleon** changed his mind. (It's interesting to note that the French never truly owned Louisiana, they simply 'claimed'

it. The territory of Louisiana was really owned by American Indians.) America also witnessed similar Jeffersonian contradictions with his support of President Washington's unilateral negotiations with the **Creek Indians** in 1790. The ultimate Jefferson contradiction existed between his words and actions on slavery.

Jefferson became a member of the Virginia **House of Burgess** at 27 years old. He was also the **youngest lawyer** to practice before the General Court of Virginia.

Jefferson was born on April 13, 1743, the first son and third child in a family of two boys and six girls. His family life was marked by loss; his father, older sister, wife, and four of his own children, including his only son, all met an early death. He loved horses and **hated dogs**. As presi-

dent, he kept a **mockingbird**, which he allowed to fly free in his office and which he trained to sit on his shoulder. He loved gardening and farming. He was one of the first to actively grow **tomatoes**.

Jefferson did not serve in the military during the Revolutionary War.

In 1776, he returned to Virginia to launch an extensive project to reform the state's legal code to bring Virginia in line with the principles of the Revolution. One of the areas of reform was education; Jefferson advocated a comprehensive plan of state supported education, even at the college level, and open to all levels of the citizenry. Another effort was to ensure the complete separation of church and state as well as freedom for all citizens to practice the religion of their choice.

Jefferson was elected **Governor of Virginia** in 1779. Despite being warned in advance of a potential British attack on the state in 1780, Jefferson refused to call up the local militia to defend the city of Richmond, Virginia's capital. As British Colonel, **Benedict Arnold**, marched his army toward the city, Jefferson fled to safety across the river and purportedly watched the destruction of the capital from a hiding spot in a barn. His flight from the approaching British troops was described as a cowardly act of abdication in the local press. Jefferson's governorship of Virginia was filled with stress and anxiety;

he grew so depressed that he considered resignation, a step, according to historian John Ferling, "*neither Washington or Adams contemplated in their darkest hours.*"

Soon after the conclusion of the War, he served as the American ambassador to France where he served French fried potatoes to his dinner guests and helped popularize them in the States. While in Europe, Jefferson traversed the Alps to find products in Italy that could adapt to the United States to help its infant economy. He violated Italian laws by smuggling out sacks of unmilled rice; he thought the Carolinas needed not only a better grain of rice, but one that didn't use slave labor and one that could grow in the hills instead of the lowland areas where malaria-carrying mosquitoes were found. He also brought back to the United States ice cream, and pasta. Jefferson initiated the **custom of shaking hands** at presi-



dential functions, rather than bowing. He also invented the first modern plow.

Jefferson followed Adams in 1800 as the third president of the United States and his presidency was highlighted by the purchase of the Louisiana territory from the

French (**Napoleon Bonaparte**), funding for the Lewis and Clarke expedition and

**initiating America's
first foreign war
in north Africa
to defeat Muslim Pirates
of Tripoli, Algiers and Tunis
who had been kidnapping
American seamen**

and holding them hostage for significant ransom. Despite the fact that each of these actions caused President Jefferson to spend significant sums of money and Jefferson was frequently saddled with personal debt, Jefferson hated government borrowing and did everything in his power to reduce government debt. The government owed millions of dollars in debt and each year, the debt grew larger because of the interest due on bank loans. And Jefferson hated paying taxpayer money to rich bankers. He started by eliminating government jobs he felt unnecessary. He reduced the number of American ambassadors living in foreign countries. He also reduced the number of tax inspectors. He essentially sent home a third of all soldiers in the US army and canceled plans to build several Navy ships. He cut Navy spending by a million dollars which was almost half of their budget. He also cut taxes on American farm products like whiskey and tobacco. Jefferson preferred taxes on goods made in foreign countries like British clothing. Historian Joyce Appleby heralds Jefferson's presidency.

***"He eliminated
domestic taxes;
he reduced the national debt
mainly by eliminating
government jobs and
agencies!"***

But Historian **Thomas Fleming** offers another perspective. With a hostile **France** threatening the stability of the new nation by expanding its army and navy in the nearby Caribbean, President

**Jefferson's tax cuts
left America with a
depleted army and no navy to
check the ongoing
British threats.**

The tax cuts eventually impacted America's ability to defend itself against the British invasion of America during the War of 1812. And Historian **Garry Wills** states Jefferson decided to leave the presidency early, with four months to go in his term, thus passing on a stalled agenda for his successor, James Madison, to deal with. *"So cowed was he as to do what no President had done before, or has ever done since, and what no President has a constitutional right to do; he abdicated the duties of his office."* Jefferson claimed he was doing this as a favor to Madison. But Madison implored Jefferson to take charge and not to let the nation drift. Jefferson did not comply.

For someone so quickly elevated to the

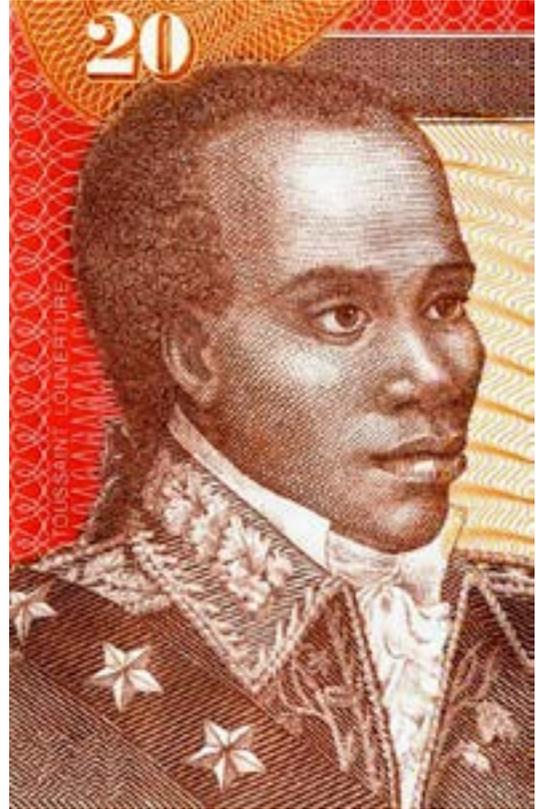


John Adams by artist Ashur Durand

Pantheon of American heroes,

**Jefferson's character
has come under fire.
John Adams thought
his once close friend was
duplicious,
stooping to dirty tactics**

to win the Presidential election against him. Jefferson allegedly paid several journalists to embarrass Adams. Washington also uncovered attempts by Jefferson to vilify him. Washington considered it a breach of trust. An estrangement between Washington and Jefferson took place in the final months of Washington's second term. Jefferson denied all suspicions; Washington sadly knew better. For the man who penned the Dec-



Haitian revolutionary Toussaint L'Ouverture, pictured here on a Haitian banknote.

laration's famous expression "*all men are created equal with certain inalienable right...*" he rarely seemed to practice what he preached. During the **Toussaint L'Ouverture** led slave rebellion in **Haiti** against their French occupiers, then President Jefferson concurred with the American Congress and passed a law prohibiting trade with L'Ouverture's needy black, Haitian nation. Jefferson consistently backed down to the intense pressure from fellow Southerners to make sure a potentially free slave Haitian nation remained isolated and less likely to destabilize the slave dependent American Southern states.

When his wife died, Jefferson was disconsolate. He promised his wife on



Modern portrait rendition of Sally Hemings from some contemporary descriptions

her deathbed that he would not remarry and he never did. However,

**one of his slaves,
Sally Hemings,
became his mistress and**



Monticello, the home he designed and built, lay in disrepair for years after his death; it was purchased as a national monument in 1920.

UNIVERSITY of VIRGINIA

When Thomas Jefferson became disenchanted with the education offered by his alma mater, The College of William and Mary, he started a new university. The University of Virginia, more in line with his philosophy of higher education.

**he fathered several children
with her.**

Thomas Jefferson served two terms as president. He died at the age of 83 at his home of Monticello, on July 4th, 1826, the same day as John Adams. He was nearly bankrupt at his death, and his possessions and belongings were sold to pay off his personal debts.

1ST RHODE ISLAND REGIMENT

IN **THEIR** OWN WORDS...

Unfortunately, **there are none.**

They left no diaries.

No letters.

No media interviews.

*Few public statements;
those that did happen*

*were **petitions***

to politicians from

the State of Rhode Island

and

the United States of America

for delinquent

wages and pensions

duly promised.



A 1781 watercolor
of a black infantryman of the
1st Rhode Island Regiment
of the Continental Army at the Yorktown Campaign.
The 1st Rhode Island was one of the few regiments in
the Continental Army that
had a large number of black soldiers in its ranks.

What others have said about Rhode Island's 1st Regiment:

*“foreign soldiers praised the black men’s appearance and competency. When the Americans stormed one of the two British redoubts at the **Battle of Yorktown**, the Rhode Island Regiment’s light infantry company, under the command of Captain Stephen Onley, led the charge! In the thick of this action, **black soldiers of Olney’s company followed Alexander Hamilton up into the British fortification, making the British position at Yorktown untenable.....”***

historian **Judith L. Van Bushirk**, *“Standing In Their Own Light: African American Patriots in the American Revolution”*.

*“The majority of enlisted men (at the Battle of Yorktown) are Negroes and mulattoes. They are **strong, robust men, and those I saw made a very good impression.**”*

François Jean de Beauvoir, Marquis de Chastellux, Major General in the French army led by General **Comte de Rochambeau** at the Battle of Yorktown.

*“the 1st Regiment of Rhode Island was **most neatly dressed, the best under arms, and the most precise in its maneuvers**”.*

An aide to **Marshal Jean-Baptiste Donatien de Vimeur, comte de Rochambeau**, a French nobleman and General in the French army who played a major role in helping the Thirteen Colonies win the American Revolutionary War against England. Rochambeau led the French army at the Battle of Yorktown.

“they (Rhode Island 1st Regiment) are well entitled to a proper share of honor at the Battle of Rhode Island (Battle of Newport, August 29, 1778).....”

Commander of the Continental Army - General George Washington

PROFILE OF THE 1ST RHODE ISLAND REGIMENT

They were **mostly** black,

'Negroes', identified as such in the 18th century. Some were indigenous people, from the Narragansett Indian tribe, their families enslaved after *King Philip's War* and the *Great Swamp Massacre* in South Kingston, Rhode Island. Others were poor whites; some indentured Europeans. And, mixed race minorities too.

**Many slaves
volunteered,
willingly enlisted
in the Rhode Island militia**

to join white Rhode Islanders in their fight for *independence* from England's King George III and his British professional army and Hessian mercenaries in return for '*freedom*' from their enslavement. Others slaves were chosen by their owners to enlist to replace a son or relative who was expected to enlist and fight but chose not to risk their '*life*' and '*privilege*'.

This all happened when Rhode Island

**political leaders
could not '*inspire*'
enough free men
to enlist
in the Rhode Island militia**



Portrait of a black American Revolutionary War sailor
by an unknown artist. c.1780
(Original painting in the Newport, Rhode Island
Historical Society).

to meet the army enlistment quotas set by General Washington. There was also a problem with too many white soldiers deserting the Continental Army. Simply put, General Washington needed more troops to win the war against King George's English army and Hessian mercenaries.

Rhode Island Militia **General James Varnum** suggested to Rhode Island politicians that the state

**offer freedom to slaves
in return for
their enlistment
in the state militia.**

Slaves were not able to enlist in the Continental Army from November 12, 1775 to February 23, 1778. When Rhode Island political leaders were not able to recruit enough white soldiers to meet the troop quotas set by the Continental Congress in 1778, Rhode Island politicians in the state General Assembly decided to act upon Varnum's suggestion. On February 14th, 1778, the

**Rhode Island
General Assembly voted
to allow
“every able-bodied negro,
mulatto, or Indian man slave”
to enlist**

in the Rhode Island militia. Moreover, the Rhode Island

**General Assembly
proclaimed
“every slave so enlisting shall
be absolutely free,**

and upon his passing muster before Colonel Christopher Greene, receive all the bounties, wages, and encouragements allowed by the Continental Congress, and immediately discharged from the service of his master or mistress.”

Slave owners balked at the proclamation.

**Many slave owners
felt victimized
if the state of Rhode Island
simply allowed their slaves,
“their property”,
to walk way freely.**

Slave owners claimed they should be reimbursed when their slaves enlisted and became free from their enslavement. Slave owners said they legally bought their slaves and should not lose their investment without compensation. Consequently, Rhode Island politicians acquiesced and decided to remunerate slave owners for their loss of property.

**The owners of slaves
enlisting in the militia
were compensated by the State
with a dollar amount
determined by
a special State Commission**

established to determine a value for each slave. *“The state of Rhode Island would pay each owner a value assessed by a five man committee after a slave was accepted into the militia, not exceeding \$120 pounds for the most valuable slave”* and a proportionate amount for each slave determined to be of less value writes author Robert Geake in *“From Slaves to Soldiers”*..

Slavery was a profitable, international

business. Lots of businessmen were making lots of money selling other people. This “*peculiar institution*”, a **euphemism** coined by South Carolina **politician, John C. Calhoun**, in 1830 as a reference to the business of slavery, was a profitable business in the colonies of European countries in North and South America since the **1500s**. New Spain--as **Mexico** was once called--had more enslaved Africans than any other European colony in the **Western Hemisphere**.

“Africans were enslaved by the Spanish slave traders as early as the 1520s.”

Over the three hundred years it lasted, the slave trade brought about 200,000 enslaved Africans to Mexico. Many blacks, who were born in Mexico, followed their parents into slavery until 1829 when the country of Mexico gained its independence from Spain and slavery was abolished” according to historian, Colin Palmer, in “Legacy of Slavery”.

In 1619, Africans were kidnapped by Portuguese slavers from the African country today called Angola.

These slaves then were shipped across the Atlantic Ocean to the British colony of **Virginia** and bought by **English colonists**. The abduction and sale of enslaved

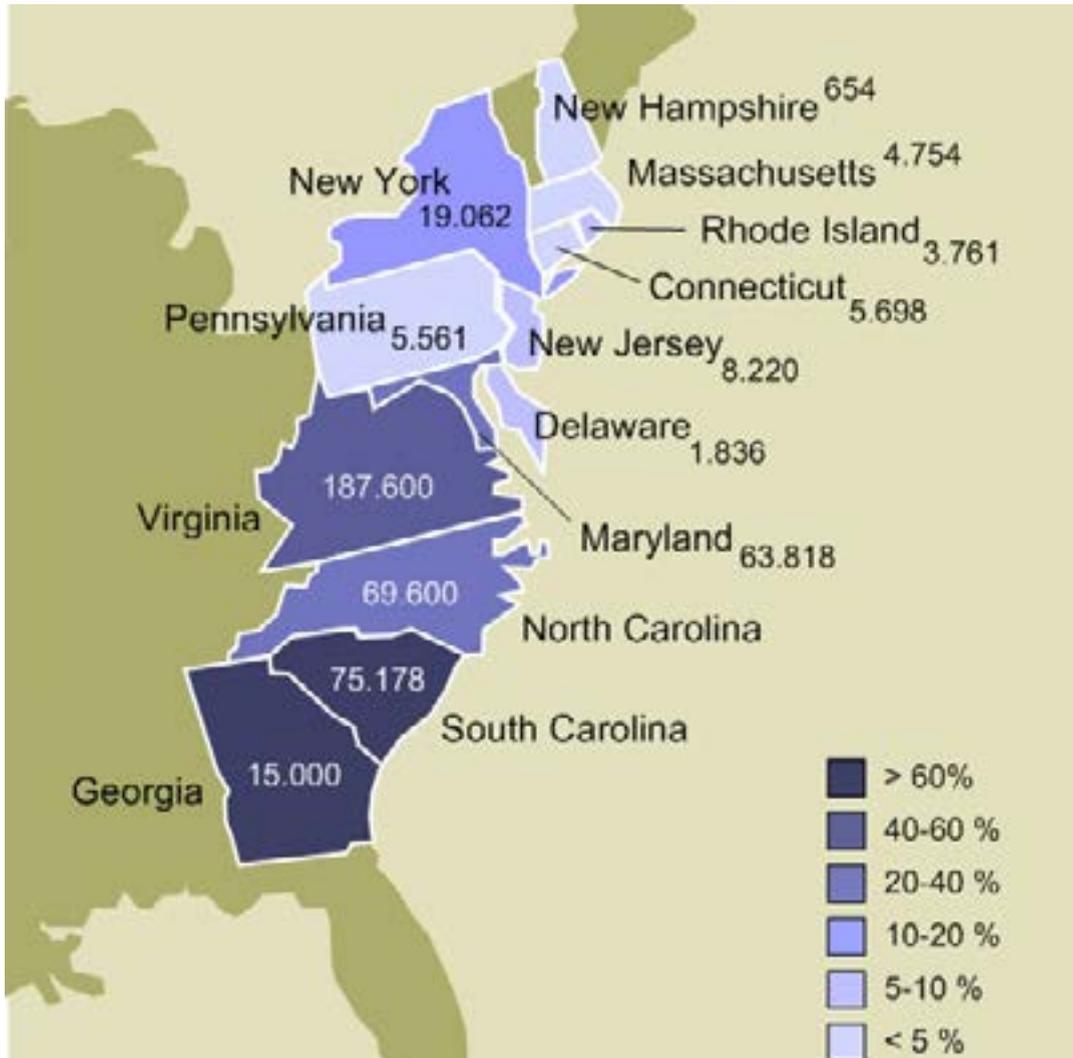
Africans in the New World marks the beginning of two and a half centuries of slavery in North America.

France, England, Spain, Portugal, and the Netherlands were the most active European countries in the trans-Atlantic African slave trade while Sweden and Denmark, to a lesser extent.

The **British colonies** in North America not only imported African slaves but also captured Native American Indians and sold them into slavery too. Many

Native American Narragansett and Wampanoag Indians were shipped as slaves to Caribbean islands

to work in the brutal conditions of sugar cane plantations. Some slaves were fortunate to escape from plantations in the British colonies to freedom in the Spanish colony of Florida. Slaves were offered **freedom in Florida** if they swore allegiance to the King of Spain and adopted the Catholic religion. In 1739, **Fort Mose** was established in Florida by African Americans. The fort became a defense



number of slaves in each of the thirteen colonies in 1770

the slave trade was illegal by the 1790s. Rhode Island passed a law in 1787 prohibiting residents of the state from trading in slaves. America's federal government also passed laws in 1794 and 1800 prohibiting slave trading. In 1807, the United States Congress abolished the transatlantic slave trade. Unfortunately, many state and federal authorities were not committed to the enforcement of the law.

A few Rhode Island families made significant amounts of money in the slave trade. **William and Samuel Vernon, Newport** merchants, sponsored 30 African slaving ventures. The **DeWolf family of Bristol, Rhode Island**, the largest slave traders on the continent of North America, sponsoring more than 80 transatlantic voyages, most after the slave trade was declared by the American government illegal.

James DeWolf,
 a United States **Senator**
 from Bristol, Rhode Island,
 was arguably
 the **richest slave trader**
 in North America,

weaving and knitting cotton
 into cloth made goods.
 DeWolf's textile mills
relied on cotton cultivated by
slaves in the
southern states in America

and, consequently, **Rhode Island's richest citizen.** He was said to be the **second richest man in the entire United States.** Along with the slave trade, DeWolf invested in sugar and coffee plantations in Cuba.

DeWolf was also
 an **investor in textile mills**

and then exported to DeWolf's textile mills in the northern states.

Seven hundred other affluent Rhode Islanders supported the slave trade by buying shares in slaving companies.

Many of Rhode Island's slaves worked



DeWolf Warehouse is now the **The DeWolf Tavern**, located in the historic building once known as DeWolf Rum Distillery on the Thames Street Landing on the waterfront of downtown Bristol, RI. The building hosts wedding and private parties. Guests can also enjoy breeze off the Bristol, RI waterfront with cold drink and a light meal in the downstairs tavern. On the top floor guests have a beautiful view of the Bay along with a fine meal prepared by award winning Chef Sai.

on large dairy farms. Others worked on vegetable and tobacco farms or herding cattle. Slaves were treated like property. Rhode Island and other states taxed slaves; slave owners paid a tax for each slave just like there were taxes on farm animals like oxen and horses and property like barns. Rhode Island politicians also restricted how slaves could live. The state passed a “*law in 1750 barring blacks and indigenous servants from entertaining after 9pm*” writes Robert Geake in his 2016 book ‘*The 1st Rhode Island Regiment in the American Revolution*’. “*In most Rhode Island communities, slaves could not own a pig or cow. A slave could not purchase anything without the permission of his master*”.

**Basic human rights,
enjoyed by most whites,
were not available to enslaved
black,
mulatto,
and
indigenous Native Americans.**

It was against this backdrop in **February of 1778** that Rhode Island launched its program to entice slaves to enlist in the Rhode Island militia and the Continental Army.

**88 slaves enlisted
in the first four months,
as well as some free black men.**

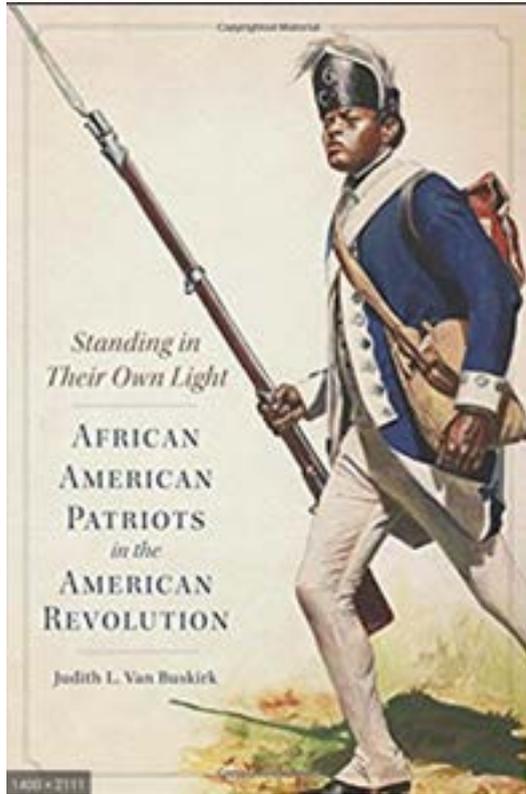
The **first** slave to enlist was **Cuff Greene**,

a slave owned by **Rhode Island Governor, James Greene**. The **1st Rhode Island Regiment**, under the leadership of **Colonel Christopher Greene**, totaled 225 men. 140 of them were black while the others were poor white laborers and farm boys, and indentured servants. **The 1st Rhode Island Regiment** became the only regiment in the Continental Army to segregate black soldiers; other regiments in the Continental Army were integrated with black and white soldiers.

While many blacks fought in battles earlier in the Revolution, Rhode Island’s Black Regiment first fought in the **Battle of Rhode Island** in August 1778 under the command of **Major Samuel Ward, Jr.**

**Rhode Island’s
Black Regiment
held off ferocious attacks
from the world’s best army,
British soldiers
and their Hessian mercenaries**

in the defense of a critical location in Newport. Regardless of their assignment, militia officers praised black soldiers for the bravery and loyalty. “*The actions of the 1st Regiment received praise from General Sullivan in his letter to Rhode Island Governor William Greene*” writes historian Robert Bleak. Historian Samuel Greene Arnold wrote “*the 1st Rhode Island Regiment three times drove back the Hessians who strove in vain to dislodge them*” from their position.



**Even Hessian Captain,
Frederick von der Malsburg,
cited the fight of
Rhode Island's 1st Regiment.**

The Hessian Captain claimed his troops encountered more formidable resistance than expected and “*many were Negroes*”.

Many slaves, more than 20,000, chose to enlist in the British army for their freedom between 1775 and 1782. Why did so many slaves believe the English guarantees of freedom if they joined the British to fight the American colonial army, especially in the southern states of South Carolina and Georgia?

**Did slaves really
trust
the British
to preserve their freedom
if and when
the British
defeated America?**

Do you think southern plantation owners in South Carolina and other southern states uphold the decision after the war awarding freedom to slaves for enlisting in the British army?

Thomas Jefferson, John Adams, and the rest of the **Continental Congress delegates** went **to war with England over taxes**; i.e. American leaders claimed American rights were being infringed upon because Americans had no representation, no voice, in the English Parliament when deciding on taxes. “*Taxation without representation is tyranny*” they wrote. America’s Declaration of Independence, signed unanimously by the colonial delegates, declared “*we hold these truths to be self-evident, that*

***all men are created equal,
endowed by their Creator
with certain
unalienable Rights,
among these are
Life, Liberty
and
the pursuit of Happiness.***”

Why
did these same rights
NOT apply to
Rhode Island's
black
and
Narragansett Indian
slaves
who chose
to support
America's leaders
in their fight
against England?



1781 watercolor drawing of American soldiers from the Yorktown campaign, showing a black infantryman from the *1st Rhode Island Regiment* on the far left. The **Battle of Yorktown** in 1781 brought about the ultimate defeat of the British in America's Revolution.

Why did Rhode Island
black slaves
willingly enlist
in the
1st Rhode Island Regiment,
to fight for the rights of
America's and Rhode Island's
privileged political leaders

when
Rhode Island politicians
would not
protect them?



The Rhode Island Regiment served its final days in Saratoga, New York, under the command of **Major William Allen** in December of 1783.

Life after the war,
in many cases,
was no better than before.

The discharged black troops were essentially abandoned after leaving Saratoga with

**only white soldiers
guaranteed 100 acres
of bounty land
from the federal government,
as well as a pension.**

Many freed slaves returned to their former owners, doing many of the jobs they did before their enlistment into the 1st Regiment and the promise of “freedom” from their previous enslavement as well as *“all the bounties, wages, and encouragements allowed by the Continental Congress”*. The only difference for too many former slaves, now ‘free’ men, was a small paycheck and a day off, usually Sunday, for church services with their family. The federal government under

**President
George Washington
asked states to enact taxes
to raise money
for the wages
promised slaves
for their military service.**

**But,
politicians
from Rhode Island
said ‘no’!!!’.**

The federal government approved a 5% tax on imported and exported goods. The states of Rhode Island and Georgia were the only states to refuse. **President**

Washington implored Rhode Island Governor William Greene to find a way to get the new 5% tax approved in Rhode Island’s General Assembly.

**Merchants
and
their lobbyists
influenced Rhode Island
politicians
to reject the tax
that would enable
the government
to raise money
to pay war veterans
the wages and pensions
promised them.**

Consequently, many veterans became **impoverished**. Without regular jobs, 1st Regiment free blacks took seasonal farm jobs planting and harvesting crops as well as other odd jobs when they could find them just to stay alive.

Congress made the lives of freed slaves even more **precarious** when the United States Congress passed **The Fugitive Slave Act** in 1793 allowing judges to authorize the ‘arrest’ and capture of any black person accused of being a runaway, fugitive slave. Passed by the United States House of Representatives on February 4, 1793 by a vote of 48–7, with 14 abstaining,

**this law allowed
'bounty hunters'
to literally kidnap free black
men and women
to be sold into slavery.**

Kidnappers in free states conspired with slave traders in slave states to steal away thousands of black men and women, many of whom had long enjoyed 'freedom'. It also classified children born to fugitive slave mothers as slaves and the property of their mother's master for the rest of their lives, writes historian Robert Gaeke. Many northern states enacted 'liberty laws' to protect their free black citizens as well as runaway slaves. Liberty laws required conspiring slave owners and fugitive bounty hunters to produce evidence that the black men and women in their capture were truly fugitive slaves. Unfortunately,

**Rhode Island politicians
didn't pass a state 'liberty law'
to protect
its black citizens
until 1848.**

So, the question remains

***why did black slaves
willingly enlist
in the 1st Rhode Island
Regiment?***

**Besides the names of the men
who owned them,
the names of these men
also spoke volumes
about
their dreams.**

Aaron **Snow**, Henry **Brown**, Cuff **Greene**, Caesar **Babcock**, Robert **Laurens**, and William **Wanton** all reveal the last names of their owners. But, the names of Salisbury **Freedom**, **Prince** Crosley, Cuff **Freeman**, and Pomp **Liberty**, all reveal their hopes for the future.

Dr Harris, a veteran of the 1st Rhode Island Regiment, **probably said it best** when he shared his feelings with a Congregational and Presbyterian Church Anti-Slavery Society in 1842. "*Liberty meant something then. Liberties, independence, freedom, were in every man's mouth. They were the sounds at which we rallied. They were the words which encouraged and cheered us through our hunger, nakedness and fatigue in the cold and heat. The word slavery then filled our hearts with horror.*

***They fought
so
they would not be slaves.***

***Those whom liberty
has cost nothing
do not know
how to prize it."***

ALEXANDER MCGILLIVRAY

IN HIS OWN WORDS...

“Since the peace, the American Congress has published a State of their Finances and an account of the heavy debt they have contracted in Europe & at home in Carrying on the War (which I have now before me) estimated at Forty two millions & upwards of dollars, the Yearly interest of which is two millions and near a half Dollars...France has made a very pressing demand for the Interest Money. Congress in order to comply... have laid on Taxes & Dutys on the thirteen States, which has been so ill received that great numbers... are retired from their homes to avoid taxes & are gone to seek new ones in the Wilderness & are chiefly directing their course to the Mississippi.”



Part of McGillivray's letter to the Spanish stating the cause of America's western migration.

“They are stripping us of our natural rights...”

Alexander McGillivray believed white Americans, from federal and state government leaders to migrating settlers, were stealing Creek lands in spite of the numerous treaties signed by the government to protect the Creeks.

*“My greatest satisfaction
with the Treaty (of New York)
was to have signed
the death sentence of the
Company of the Yazoo”*

In January of 1790, the **State of Georgia** announced the sale of 24 million acres of land to three private companies, collectively called the Yazoo Companies. The territory just happened to be land comprising the entire Creek Indian Nation. Many Georgia politicians owned shares in **Yazoo**. The state claimed their original English charter gave them rights to all the land from the Atlantic coast to the Mississippi River. McGillivray negotiated a treaty in **New York City** with President George Washington in 1790 which nullified the Yazoo Company and returned the land to the Creeks.

*“It was never my intention to
be on good terms with the
Americans”*

Alexander McGillivray's comment to the **Spanish Governor of New Orleans, Esteban Miro**, during their Treaty negotiations in 1792. McGillivray never publicly admitted his genuine disappointment with the failure of the 1790 Treaty (of New York) to protect **Creek** lands from white settlers. As soon as he saw the futility of the American Treaty, he contacted Senoir Miro to initiate a new Treaty Spain to protect the same Creek lands Washington promised but failed to safeguard two years earlier.

*“...methods ought to be taken to
frustrate
the american Schemes...
If it should meet
with approbation,
the Crown of Spain
will Gain & Secure a
powerful barrier in these parts
against the ambitious
and encroaching Americans...
I offer my Services as
an Agent for Indian Affairs on
the part of
his Most Catholic Majesty
(reference to the king of Spain)...”
signed Your Excellencys most
obedt. & Humble servant.
Alex. McGillivray,
A chief of the Creek Nations*

Part of a McGillivray letter to the Spanish government soliciting Spanish support for the Creeks

PROFILE OF MCGILLIVRAY

If the objective of this activity is to identify an American of the late eighteenth century living in the American colonies with arguably great leadership skills, look no further than the Creek Indian leader, **Alexander McGillivray**. He was

**a wealthy man
like many of the Founders
and
a Patriot committed to
preserving his Nation as any
American Founding Father
was to preserving America.
He was better educated than
Greene or Franklin,
more eloquent than Madison
with the leadership experi-
ence of Washington,
as political and duplicitous
as Jefferson and as
intelligent and tenacious as
Hamilton.**

**McGillivray was a
master negotiator
speaking English, Spanish,
and Creek. And like Wash-
ington, Jefferson, Madison,
Franklin, and Greene,
McGillivray owned slaves.**

Theodore Roosevelt called him “*a born leader.*” Carolyn Foreman described McGillivray in the March 1929 Chronicles

of Oklahoma as “*the most gifted man ever born on the soil of Alabama...with inordinate ambition and ability and a keen intellect...*”

Shortly after the conclusion of the Revolutionary War, relations between the states and their Indian neighbors living in the west began to deteriorate. Citizens of the southern states, like Georgia, spoke about the threat of an Indian war. This anxiety convinced Americans to accept the new Constitution written in 1787. Prior to 1787, Georgians may not have voted to accept the new Constitution. But after a group of **Creek Indians** killed several Georgians in the spring of 1787, sentiments changed. By October of 1787, white Georgians were convinced they “*were involved in a general Indian War*” and voted to accept the new Constitution to place more power in the federal government rather than the states. A powerful federal government could enact tariffs and taxes to build a strong, national army to defeat the Creeks.

The leading **Chief of the Creek nation** in 1787 was Alexander McGillivray. Alexander McGillivray was born near Montgomery, **Alabama**, “sometime before” 1750. He was the son of Scottish émigré **Lachlan McGillivray** who made a fortune trading with Indians and European settlers of South Carolina, Louisiana, and Georgia. His mother, **Sehoy**, was a Creek Indian from one of the tribe’s most influential families. At 14 years old, Lachlan placed Alexander in school in **Charleston**. A few years later, he transferred him

to a counting house in Savannah. When Alexander showed no interest in business, his father brought him back to Charleston to be tutored by his cousin, **Reverend Farquhar McGillivray**, where he received an education in Greek and Latin.

Lachlan McGillivray sided with the **British Tories** of Georgia during the American Revolution. Alexander also worked with the British during the war, given the rank and pay of a Colonel, as the English tried to secure the allegiance of the Creek Indian Nation. With **Cornwallis'** surrender at **Yorktown**, Lachlan soon thought it best for his "*complexion*" to return to Europe before the British troops evacuated Savannah leaving him and his Tory neighbors to face the wrath of Georgia colonials. Lachlan hastily collected as much of his wealth as possible before the State of **Georgia** confiscated his land and property. Sehay and Alexander remained with the Creeks.

Alexander was a successful **entrepreneur** with many successful businesses: deer-skin trading, cattle herding, part owner of a trading post in Pensacola, Florida, a plantation near Montgomery, Alabama with **50 to 60 African slaves** and a smaller one near Mobile. He also, in accordance with Creek custom, had **multiple wives**.

Alexander's prominence within the tribe quickly grew, not from any battlefield heroics, but rather his intelligence and savoir faire. While McGillivray stood about **6 feet tall** with a slender build and "*a commanding figure,*" he has been

*described as a physical mess, suffering from "migraine headaches and acute rheumatism that often incapacitated him for weeks. He also was affected by chronic **alcoholism** and **syphilis** so bad that his fingernails kept falling off."* He acknowledged his distaste for the battlefield, admitting **hiding** behind a bush in one battle until the fighting was over before taking the scalp of a dead American soldier. But the Elders of the **Creek Nation** were impressed by his intellect and leadership skills, so they asked him to assume the tribe's principal leadership position to guide the Creeks against devious Georgia politicians and the mass migration of settlers streaming into their lands. Historian Joseph Ellis, in his book "*American Creation*," provides a synopsis of the Native American condition following the Revolution:

***"for the roughly
100,000 Indians living
between the Appalachians
and the Mississippi River,
the American victory in 1783
proved a disaster.....
the British defeat allowed
white Americans to move west
into Indian lands!
This white migration
was unstoppable.
Next to the
failure to end slavery,
the inability to be
fair to Native Americans was
the greatest failure of the
Revolutionary generation."***

Because most of the Indian tribes supported the British during the Revolution, many American leaders believed the Indians should be treated as conquered people; in other words, the Indian lands should be taken by the victorious United States. The well-educated McGillivray argued the United States had no legal right to the lands of the Creeks or any other Indian tribe. *“The Creeks were a free Nation”* McGillivray wrote, and England had no right to give away what they never owned.

McGillivray was passionate about securing the safety of the Creeks and their land in Georgia. Because McGillivray was a master diplomat and negotiator, the Creek Nation under McGillivray exercised great influence over other tribes in the region including the Cherokees to the north and the Seminoles, the **Chickasaws** and **Choctaws** to the south and west. Consequently, McGillivray was perceived by America and **Spain** as the most influential Indian leader in the southeast.

One of McGillivray’s first moves was to get the United States and Spain to compete for his allegiance. He initially signed a **treaty** with the Spanish in 1783. Spain promised military support against American incursions into Creek lands and a personal annual payoff of \$1,500 for McGillivray, the pay rate of a Colonel in the Spanish army; in return, McGillivray supported Spain’s thriving commercial interests in northern Florida and **New Orleans**.

With the signing of the Spanish treaty,

the Creeks became one of President Washington’s biggest concerns. Frontier bloodshed was front page news as Indians and white settlers fought to control the western frontier. When the Creeks killed several Georgians in the spring of 1787, friends and relatives of the murdered Georgians retaliated. It just so happens the Creeks the vengeance seeking Georgians killed were Creek ‘sympathizers’ who had favored peace with the Americans. This attack outraged the Creek sympathizers who then chose to support the anti-Indian sentiments. The western frontier now became a battleground between whites and Indians. McGillivray, the respected leader of the Creeks and other affiliated Indian tribes, exhorted his followers to *“take up arms in our defence & repel those Invaders of our Lands, to drive them from their encroachments & fix them within their own proper limits.”*

McGillivray’s ascending prominence and the escalating violence with the Indian tribes grabbed the attention of Washington and **Secretary of War Henry Knox**. Most interesting, both Washington and Knox realized the hypocrisy of America’s Indian policy.

Knox especially was troubled by the inconsistency between America’s founding principles of freedom and liberty and America’s treatment of Indians.

Knox became the leading advocate for Indian rights during President Washington's first administration.

Knox wrote *"Indians, being the prior occupants of the rights of the soil...to disposes them...would be a gross violation of the fundamental laws of Nature and of that distributive Justice which is the glory of a nation."* Washington also recognized the **hypocrisy** and believed the violence on the Georgia frontier was caused by *"disorderly white people."* not Indians.

In August of 1789, Knox persuaded Washington to offer the Creeks a treaty to protect their lands from further encroachment by the white settlers.

Alexander McGillivray was identified by Knox as the key Indian leader in southeastern America for negotiating an end to the conflict between white settlers and the Indian nation.

Washington and Knox sent a commission headed by one of Washington's most trusted generals from the Revolution, **Benjamin Lincoln**, to open negotiations with McGillivray at a frontier outpost in central Georgia. McGillivray did not want to attend the meeting; he never trusted Americans. However, one of McGillivray's allies, the Spanish **Gov-**

ernor of New Orleans, secretly advised him to attend the conference. McGillivray reluctantly acquiesced. McGillivray truly believed he could win a war against the Americans; he could raise a coalition of 5,000 Indian warriors quickly to repulse the Georgia militia. The **Spanish**, however, weren't as confident and McGillivray, the consummated diplomat, knew he couldn't alienate his Spanish benefactors. Furthermore, McGillivray, the ultimate negotiator, planned to use American concessions to sweeten his deal with the Spanish.

America's initial attempt for peace with McGillivray's Indian coalition failed. However, as Indian conflicts continued to escalate from the Ohio Valley to Georgia, Washington and Knox knew something had to be done quickly. America could either go to war against the Creek alliance of tribes, or offer more concessions to appease McGillivray. Secretary Knox calculated the cost of a **Creek war** at \$15 million. America, already saddled with a multi-million dollar debt from the Revolution, couldn't afford another war against the Indians.

And, if the Ohio tribes ever joined the Creeks in a War, the cost in American lives, dollars, and political stability would probably have destroyed the United States!

Consequently, Washington and Knox decided to *"pull out all the stops"* to secure peace. An invitation was hand delivered to McGillivray to meet President

Washington in New York in the spring of 1790. Washington promised to discuss all issues of the Creeks, including the State of Georgia's legislation to sell all Creek lands to white settlers. McGillivray accepted the invitation.

McGillivray's trip to New York was like a Macy's parade. He rode in a coach with an American government escort, followed by 27 Creek Chiefs on horseback, all "*fully feathered and resplendent*" in full Indian regalia, through the roads of Georgia, the Carolinas and Virginia. In Richmond, local dignitaries "*hosted lavish dinners, complete with toasts to the Creek Washington.*" At **Guilford Courthouse** in North Carolina, McGillivray was honored for obtaining the ransom of a woman and her family from Indians who had "*taken them several years before as slaves since murdering her husband.*" The woman, a **Mrs. Brown**, displayed her deepest gratitude to McGillivray upon meeting him in **Guilford**. After ferrying across the Hudson River from New Jersey to Manhattan, McGillivray and his entourage "*were welcomed like European royalty.*" McGillivray met Washington at the Presidential mansion; the negotiations lasted one month. Knox headed the meetings and was soon joined by **Secretary of State Thomas Jefferson**. Jefferson disagreed with the claims of some of Europe's leading social scientists who argued the biological and mental inferiority of American Indians. Jefferson, at least at this time in his political career, retorted that in some respects the Indian culture was superior to whites and their intellect was compa-

rable to Caucasians. Jefferson quickly declared that the **State of Georgia** had no right to sell any Creek lands since Georgia had ceded all its western lands to the federal government when it joined the union. Jefferson also declared the Creeks, like all Indian Nations, should be regarded as a foreign nation, consequently, negotiations were the responsibility of the executive branch of the federal government not the states. **(It's ironic how Jefferson's argument supporting the power of the states rather than the power of the Presidency was inconsistent with his actual behavior as President with his purchase of Louisiana from the French government of Napoleon.)** Washington, Knox, and Jefferson also pledged to protect the borders of the Creek Nation from the migration of white settlers. "*There were two secret articles not included in the treaty but shared with the Senate before the Congress vote. America agreed to establish a trading partnership with the Creeks, starting at \$60,000 worth of goods a year. McGillivray asked for a two year delay in this provision; many historians assumed he used the time to negotiate a better deal with the Spanish. Secondly, McGillivray would be made a general in the American army with an annual salary of \$1,200. Lesser Creek chiefs would receive lesser amounts. In effect, the United States would replace Spain as the major ally and trading partner of the Creeks.*"

The agreement between the Creeks and the United States in 1790 became known as the **Treaty of New York**. While McGillivray hoped the America treaty would

protect the Indians, he left New York skeptical of the treaty's enforcement. Consequently, he immediately went to plan B, another deal with the Spanish. By time McGillivray returned to the Creek territory in Georgia, both Washington and the Creek Chief saw the folly of their vision. Knox had sent a detachment of federal troops to police the borders, but "it was like stopping a flood with a bucket of sponges." Washington too realized the hopelessness of the situation; "it will be in vain to expect peace with the Indians... scarcely anything short of a Chinese wall will restrain the Land jobbers and the encroachment of settlers upon the Indian Country." Washington "took the failure of the treaty personally, believing his signature was his pledge of honor" only to be shown as worthless. McGillivray wasted no time by traveling to **New Orleans** to sign the new deal with the **Spanish**.

Unfortunately for the Creeks, their alliance with the Spanish proved as incapable as the American treaty to protect them from the tidal wave of white settlers. By February of **1793**, McGillivray was dead from the ravages of his multiple ailments. McGillivray's death was the Creek Nation's loss as the theft of Native American lands and the genocide of their people by white settlers escalated. Within 50 years, the Creeks virtually disappeared as a people and a nation.

The noble intentions of Washington, Knox, and McGillivray were indubitably genuine. But even with their proven leadership skills, they could not save Na-

tive American Indians. Washington and Knox, and even Jefferson, had challenged the odds to change America's Indian policy. "It's difficult to imagine a more committed, capable and shrewd leader than McGillivray" contends Historian Ellis. "McGillivray remains the most impressive Indian leader we might have picked to work with the genuinely committed Washington and Knox to avert the (Native American) tragedy".

The reasons for America's inability to protect Native Americans became obvious.

"The white American population was doubling every 25 years while the Indian population was declining at a similar rate."
Nothing could stop the tide of white settlers moving to western America.

To protect just the Creeks, "a string of forts would have to be built and manned with at least 10,000 federal troops along a 2,500 mile arc stretching from eastern Tennessee to the Florida panhandle".

America had no money, an army of only 250 federal soldiers and no navy. The Creeks never had a chance.

POSTSCRIPT: American history is a story of ordinary people doing extraordinary things. The personal component makes the story interesting and, in some instances, most disturbing. Since the end of the 15th century, the disturbing personal entries most frequently revolve around the American Indian.

Before Columbus, before the **Irish**, the **Vikings**, and even the **Chinese** set foot on the American continent, there were Indians living on the lands of North, Central, and South America.

***“Columbus didn’t discover
America,
he simply took
for Spain
what belonged to
someone else!”***



Portrait by artist Sebastiano del Piombo painted posthumously of Christopher Columbus

The same can be said for **John Cabot**’s claim of Newfoundland and Maine and the rest of eastern America for the King of England, and **LaSalle**’s claim of the Mississippi River basin for **King Louis XIV** of France. (Rene-Robert Cavalier **LaSalle** later named the territory ‘Louisiana’.) The European explorers simply ignored the fact the **Iroquois, Mohawks, Creeks, the Abenakis, Wampanoags, Hurons**, and so many other Indian tribes were already occupying the space. ‘Discovery’ had taken place thousands of years earlier when ‘Indian’ ancestors crossed the **Bering Sea** from northeastern Asia into North America.

History reveals shocking crimes committed by the European “discoverers.” The **Arawak Indians** welcomed Columbus with food and assistance in December of 1492 only to be later kidnapped and sold into slavery by Columbus and brought back to Spain. Other Arawaks were forced to work in **Haitian** gold mines to enrich the coffers of **King Ferdinand** and **Queen Isabella** of Spain and those who resisted or deemed lazy were tortured or had their hands chopped off. **Bartolome de las Casas**, a Spanish Dominican priest who observed first hand the Indian slave trade in the Caribbean, wrote “*what we committed in the Indies stands out among the unpardonable offenses ever committed against God and mankind and this trade of (American Indian slaves) as one of the most unjust, evil, and cruel among them.*”

Columbus’ atrocities appear to have been emulated by Spanish explorers who fol-

lowed. **Ponce de Leon's** treatment of the **Timucua Indians** of Florida and the methods employed by **Hernan Cortes'** with the **Aztec** Indians of Mexico are as horrific.

While the English were not as brutal as their Spanish counterparts, they too participated in the Indian slave trade. *"While some American Indian tribes had enslaved each other long before the Europeans arrived, the Europeans expanded the markets. There are stories of white Carolina colonists enlisting the coastal Savannah Indians to bring them slaves from the interior. Indian slaves were exported to the West Indies and New England."*

**The population of
South Carolina in 1708
included 3,960 free white
settlers, 4,100 African slaves,
1,400 Indian slaves, and
120 indentured servants!**

Charleston, South Carolina purportedly shipped more than 10,000 American Indians in chains to West Indies plantations in one year.

It's unfathomable for many of us today to understand the European enslavement of the Indians. **Slavery** was inherently evil, acknowledged as such by **Pope Paul II** in a 1537 papal edict rebuking the enslavement of Indians by the Spanish explorers and stating unequivocally that Indians were human beings and entitled to liberty and dignity. Moreover, the Indians frequently welcomed the early Europeans into their homeland with generosity.

Indians cured **Jacques Cartier's** men of scurvy in Montreal in 1535. Indians repaired **Francis Drake's** ship in **California** so he could complete his round-the-world voyage in 1579. When the **Mayflower** landed in **Plymouth, Massachusetts** in 1620, 50 of the 120 pilgrims died from illness the first winter. The survivors were again imperiled when their food supply ran out. **Wampanoag** Indian **Chief, Massasoit**, sent **Squanto**, a man who spoke fluent English, to the Pilgrim settlement to teach them how to plant corn and catch fish as well as build better housing. Massasoit signed a treaty with the English settlers and contributed 5 deer for a three day Thanksgiving event. In 1635, Puritan clergyman, **Roger Williams**, was arrested by his religious leaders in Salem, Massachusetts, for his sermons of toleration and acceptance of other faiths. Williams also was in trouble for criticizing English King James I for giving his American subjects the right to take Indian land without paying for it. Williams fled Salem, trekking through snow covered woods to **Bristol, Rhode Island** where **Chief Massasoit** befriended and cared for him. **Massasoit** then

**gave Roger Williams a
track of land,
FREE of CHARGE, for a
permanent settlement
located in present day
Rumford, Rhode Island.**

And the **Oneida** and **Tuscarora** Indians fought on the side of America during the American Revolution.

So why did the Europeans living in America enslave the American Indian? The most obvious and probable answer is economics. Simply stated, there was money to be made in human chattel (slavery). After Pope Paul's papal bull was issued in the 16th century to protect the American Indians, **King George III** created a law, **The Proclamation of 1763**, forbidding settlement on any Indian "*lands which fall into the Atlantic Ocean from the West...*" essentially all land east of the Appalachian Mountains. The land was referred to as Indian Territory and all Englishmen were directed to abandon it immediately. All Indians were declared to be under the protection of the King. Again in 1790, President George Washington signed the **Treaty of New York** with Creek Indian Chief, **Alexander McGillivray**, to



statue of Roger Williams on the campus of Roger Williams University in Bristol, Rhode Island

**restore lands stolen
by the state of Georgia
and
curtail the warfare on
the western frontier.**

**The King's proclamation was
never enforced;
Washington's treaty was
unenforceable.**

While the enslavement and frontier warfare were devastating, the European diseases were apocalyptic for the Indians. Indians had never been exposed to **smallpox, measles, influenza, and various sexually transmitted diseases** until the Europeans came to America. Europeans did contract these diseases but often recovered; American Indians had no previous exposure to these diseases and, consequently, no immunities against the terminal effect of the viruses. A plague swept through coastal New England in 1617 that "*made the Black Plague that devastated Europe in the 14th century pale in comparison*".

**Within 36 months,
a European introduced flu
killed
between 90 to 96 percent of
the Indians
living in coastal New England.**

Some Indian tribes became virtually **extinct**. In an 1829 historical essay, J.W. Barber wrote “*around 1625, long after the first Europeans arrived in eastern Massachusetts, small pox swept through Plymouth. The Massachusetts Indian were reduced from 300,000 to 300 fighting men.*”

Whether the Europeans and the Americans consciously attempted to “**exterminate**” American Indians to expedite the taking of their land remains an emotionally charged debate. What is clearly accepted by all is

the fact
it was always about ‘land’!
One of America’s most
ignominious acts

to take Indian land occurred in **1830** when **President Andrew Jackson** ignored a Supreme Court ruling protecting the Cherokee Indian Nation in Georgia and signed a law forcing the Cherokees from their tribal lands to a territory west of the Mississippi River (present day **Oklahoma**). 15,000 to 17,000 Cherokees traveled a 1,000 mile journey with little more than the clothes on their backs. As many as 4,000 Cherokees, mostly the young and the old, died along the way and many more eventually perished in the new Indian Territory the Cherokees were ill prepared to live in. This forced march was

called
“the place where they cried”

or,
as it became known,
“The Trail of Tears”.

Over time, the business of Indian slavery collapsed simply because there weren’t enough Indians. There was a temporary void in the profitable American hemisphere slave business, soon filled, however, by Africans. Some historians argue the United States African slave trade started because there were so few America’s Indian left!

GEORGE WASHINGTON

IN HIS OWN WORDS...

"I heard the bullets whistle; and believe me, there is something charming in the sound."

A Washington admission, written in a letter, after an early battle experience in the British army during the French and Indian War; he was one of those rare few who, under fire, was seemingly without fear.

"The miraculous care of Providence... protected me beyond all human expectation."

Washington eventually believed God protected him from the dangers he repeatedly exposed himself in battle.

"When the French find we have but a handful of men in the field, they might sail away"

Washington wrote in the solitude of his diary his fear of the French army of Rochambeau returning to France when discovering the poverty of the American army and scarcity of enlistments. As always, his spirit was soon restored by his faith in the cause and deep belief in "God": *"no doubt but that the same bountiful Providence which has relieved us in a variety of difficulties before will enable us to emerge from the ultimately and crown our struggles with success."*



Washington portrait by Rhode Island artist Gilbert Stuart



George Washington

“Are these the men with whom I am to defend America? Good God! Have I got such troops as these?”

An infuriated Washington came upon his retreating troops as the English began a bombardment of Manhattan on September 15, 1776. Unwilling to follow the retreat, Washington stood his ground on horseback as 50 English soldiers approached him. Had not his aides galloped to his side and forced his own retreat, he would have been killed or captured.

“Treat him as though he were my son.”

Washington's instructions to an army surgeon attending to a wounded Lafayette, the 19 year old French volunteer who joined the Continental Army on July 31, 1777 as a honorary Major General. Lafayette and Washington had a father-son relationship; Lafayette named his only son George Washington Lafayette.

“In every relation, which you have borne to me, I have found that my confidence in your talents, exertions, and integrity, has been well placed. As always, Your Affectionate Friend.”

From a letter to Hamilton from Washington. Theirs was a special father-son relationship.

“...You ought not to have undertaken (the battle) unless you intended to go through with it!”

As General Charles Lee and his troops were fleeing from an initial charge by the British army at the Battle of Monmouth on June 28, 1778, he came upon an advancing General Washington. Washington was so upset at Lee for fleeing the battlefield, an aide said *“the commander-in-chief swore that day till the leaves shook on the trees.”* Washington then rode to the retreating troops, asked them if they would stand and fight, and they responded with three cheers. The Continental army then charged the English army with bayonets drawn. Washington exposed himself to heavy fire while riding back and forth along the line. The Battle of Monmouth was eventually won by the Continentals. *“America owes a great deal to General Washington for this day's work”* said Lafayette.

“Arnold has betrayed us! Whom can we trust now?”

Washington fought back tears upon learning that one of his favorite generals, Benedict Arnold, had defected to the British Army in exchange for promised money and a high level appointment in the British Army. Arnold eventually led British troops under Cornwallis against Nathanael Greene's Southern Army *“my movement to the Chair of Government will be accompanied by feelings not unlike those of a culprit who is going to the place of his execution”* Washington's comments to Henry Knox on the eve of his first inauguration as President. Although deeply in debt, Washington renounced his salary as president of the United States!

“There is not a man living who wishes more sincerely than I do, to see a plan adopted for the abolition of it (slavery).”

Washington’s letter to **Robert Morris**, April 22, 1786. While Washington owned slaves during his lifetime (as many as 200 to 300), he was the only Founding Father to free his slaves upon his death. He set aside money to assist the freed slaves and their children.

“When we profess, as our (country’s) fundamental principal, that liberty is the inalienable right of every man, we do not include madmen or idiots; liberty in their hands will become a scourge. Till the mind of a slave has been educated to perceive what are the obligations of a state of freedom, the gift (of freedom) would insure its’ abuse.”

Washington wrestled with the obvious contradiction (or hypocrisy) of a government founded upon freedom yet permitted slavery. In all of Washington’s correspondence, there was never a statement found professing blacks were innately inferior to whites. Historian Peter Henriques states that Washington believed that the mind of a slave could be educated to receive the gift of freedom; similarly, Washington believed whites could lose it. Historian Joseph Ellis notes Washington regarded the institution of slavery as the cause for the condition of the black population, a product of nurture rather than nature.

NOTOOLES

“Having now finished the work assigned me... I retire from the great theatre of action...I here offer my commission and take my leave.”

Around noon on December 23, 1783, Washington announced to the United States Congress that he was giving up his command of the American army and retiring to his farm in Virginia. When King George III learned of Washington’s decision, George’s reaction became legendary: *“If he does that, Washington will be the greatest man in the world!”* King George couldn’t believe that anyone could give up the magnitude of power that Washington possessed. George believed Washington could have become King of America.

“It is well I die hard, but I am not afraid to go.”

Last words – December 14, 1799

“It is my great and sole desire to live and die on my farm.”

Washington sentiments expressed in a letter to Alexander Hamilton for his life after the Revolutionary War. Hamilton feared that Anti-Federalist George Clinton, Governor of New York, or worse, John Adams, the man Hamilton and Washington distrusted since the Conway cabal, would become President and the Union would not survive. It took Hamilton and Madison to convince Washington that everything they had fought for would be in grave jeopardy without his Presidency.

PROFILE OF WASHINGTON

“He was an imperfect Commander. Washington possessed no great tactical ingenuity. In fact, he lost more battles than he won!”

I often think about this - **George Washington**, the leader of America’s Revolutionary Army, every day for 8 years, knew the day would be tough, probably losing another battle to the English with his volunteer army regularly deserting him. He never had enough supplies and the government rarely paid his men. The United States Congress often questioned his leadership ability. His army never had a chance of winning.

**Yet,
George Washington
got out of bed,
put his boots on, and
reported for duty
EVERYDAY
to lead his men and country
in a war
he seemingly could not win.
Incredibly,
he never gave up and,
as a result, he won the war.**

He was not an enlisted man’s leader; he made a point of never mingling with his troops. And his acknowledged *“brilliance in retreat only demonstrated how luck plays a role in the fortunes of all great men.”* So states Author Edward Lengel in his book *“General George Washington, A*

Military Life”.

But among his contemporaries, Washington was a force of one. **John Adams**, in a letter to **wife Abigail** from the Continental Congress, declared *“he (Washington) is one of the most important characters in the world.”* And, if we were able to ask Washington, he would probably have indicated his

**greatest strength was grit;
“perseverance”.
he simply
never gave up.**

In his letters to his military subordinates he constantly called for it; *“perseverance and spirit...for patience and perseverance...”* and *“unremitting courage and perseverance.”*

George Washington was born in **Virginia** on February 11, 1732; a change in the calendar during his lifetime pushed his birth date to the 22nd. His father died when he was 11. At seventeen, he started working as a surveyor. He was **6’3”**, tall for his generation, with reddish hair, gray blue eyes, a big face, narrow shoulders for his height, and massive hands and feet. Prior to the Revolution, Washington was

**one of the richest men
in America**

with 54,000 acres of land, 100 to 200 slaves, and a \$100,000 dowry from his marriage to **Martha Custis**. Washington

was not considered a good public speaker; his public persona seemed reserved but, at the same time, larger than life.

**LIKE New York Yankee
baseball great,
Joe DiMaggio,
Washington's genius lay in
the brand he created;
in other words,
controlling the perception
others had of him.**



portrait of George Washington by Rembrandt Peale

Washington was always aware of how people perceived him and, as a result, he carefully crafted his public image. He had a temper, but went to great lengths to

control it, using it usually for effect. He meticulously dressed, powdered his hair, securing it with a “*neat velvet ribbon.*” He always attended Congress in uniform. Legend has it that **Alexander Hamilton** once bet prominent Virginian **Gouverneur Morris** that Morris would not dare to greet then General Washington by a slap on the back. The brash, self-assured Morris entered a room a few evenings later and found Washington standing by the fireplace. “*Well, General!*” said Morris, laying a hand on Washington’s shoulder. Washington said nothing and, immediately, Morris knew he made a mistake. Morris admitted afterwards he was ready to embarrassingly sink through the floor.

Washington seemingly enjoyed people. His hospitality at his **Mount Vernon home** was legendary. As the delegates gathered in May of 1787 for the **Constitutional Convention** from the thirteen colonies to create the blueprint of the new government, Washington presided over the proceedings and was always in the midst of important conversation. He consistently sought to bring diverse points of view into the open to be discussed. And,

**he had a
“*gift of finding common
ground during controversy*”;
more simply,
Washington could
bring people together and
influence decisions.**

The level of agreement reached was phe-

nominal for this new nation of varying interests. Make no mistake, Washington's prestige and his ability to broker compromise played an integral part. In a nation paranoid by a long history of kings, the Convention decided on one President, Washington, and allowed him an amazing amount of power. The delegates shaped their ideas of the powers to be given a President by their opinions of Washington. Washington was elected President of the United States on February 4th, 1789. He remains the only president unanimously elected by the **Electoral College**.

How people should address new '**President George Washington**' became a topical item in the new government. Vice President Adams thought there should be a Senate committee to ponder this great question, especially since Adams was, as the Vice President of the United States, the President of the Senate and always assumed he would succeed Washington as President. Adams first suggested "**His Majesty the President**", then "**His Highness the President of the United States and Protector of the Rights of Same.**" Senator William Maclay called Adam's suggestion "*silly*" and reminded his colleagues in the Senate that "*no title of nobility shall be granted by the United States.*" On May 14, 1789, the Senate agreed to follow the House of Representatives' recommendation. Washington's only title would be "*the President of the United States.*" Washington stated the simple greeting "**Mr. President**" would do. Washington's leadership began in the

military, serving for five years as a Colonel in the British army during the French and Indian War. On July 9th, 1755, on a forced march toward Fort Duquesne, the British force was ambushed by Indians. No enemy was visible, but the British soldiers fell in heaps. Washington's horse was shot from under him; he quickly leapt to another. Bullets tore into his coat. Washington's second horse crumpled; his hat was shot off. His superior officer, **General Edward Braddock**, toppled from his horse. Washington was then the only officer left to disseminate orders. Having loaded Braddock's body onto a cart, he led the survivors into a retreat. The wounded Braddock ordered Washington to ride back 40 miles through the night to summon reinforcements. Suffering from dysentery, exhausted from the battle, Washington somehow summoned the energy to follow the order. At times he had to crawl on hands and knees to find the road. Upon reaching his destination, the reinforcements he found were too terrified to march. Braddock eventually died. The remnants of the army fled to Philadelphia. His compatriots regarded Washington as a hero in Braddock's defeat in what came to known as the **Battle of the Wilderness**; even the British officers who served with him endorsed his courage and resolution. Washington later wrote

"the miraculous care of Providence (God).. protected me beyond all human expectations."

His reputation spread beyond the boundaries of Virginia. **Benjamin Franklin** was reported to have praised him; a preacher intoned that God had surely preserved him during the Indian ambush at the Battle of the Wilderness for some greater service to his country.

When his beloved **brother, Lawrence**, contracted tuberculosis, Washington took him to Barbados in the hope that the tropical climate would help. This was the only trip Washington ever took overseas. Lawrence died; George contracted smallpox. Washington recovered and, in the process,

**developed an immunity to smallpox,
a disease which proved to be
the greatest killer
during the American
Revolutionary War.**

Washington's leadership acumen was certainly not due to his formal education; Washington's

**total schooling hardly
went beyond elementary
grades**

Washington taught himself from experience. He did not read many books, preferring agricultural manuals and newspapers. At one time, Washington subscribed to 10 newspapers while liv-



Washington's home at Mount Vernon overlooking the Potomac River in Virginia

ing at **Mount Vernon**. But what he did better than anyone else of his time was lead a country desperate for leadership.

Washington was incredibly organized. Several hours before his death, he told his secretary to go to a certain cabinet, to a certain shelf, and take **two wills**, to bring them back and to destroy one. Washington's passion and focus on the American cause was inspirational and contagious.

He was secure enough in himself to ask two of the greatest minds and strongest personalities in America, **Thomas Jefferson** and **Alexander Hamilton**, to serve in his cabinet. Despite the acrimonious personalities and diametrically opposed philosophies of Hamilton and Jefferson as well as Jefferson's own duplicitous behavior towards Washington, Washington deftly tapped the genius of both men to create a unique economic and political foundation for the new country's future success. Washington clearly did not make decisions in a vacuum; he assembled talented men like

**Hamilton, Madison,
Jefferson, Knox, and others
in
a diverse **network** of advisors
and listened to
their suggestions**

before coming to his own ultimate decision. Washington may not have been a great public speaker; he was, however, a great communicator exhibiting **great listening skills** and powerful non-verbal messages through his striking personal presence. Historian Joseph Ellis claimed *“Washington dominated any room by his sheer physical presence, leading by listening while less secure men babbled on.”*

**Washington’s
ability to **inspire**
was legendary!**



famous painting by Emanuel Leutze of General Washington leading his troops crossing the freezing waters of the Delaware River for a midnight Christmas eve surprise attack against Britain’s Hessian mercenaries stationed in Trenton, New Jersey.

Baron Ludwig von Closen, who served as an interpreter for Rochambeau’s French forces fighting with the Americans, wrote *“it’s incredible that the American soldiers composed of even children of fifteen, of whites and blacks, almost naked*

and unpaid, and rather poorly fed, can march and serve so well next to a French army dressed in spotless, brightly colored, uniforms with plenty of money to buy supplies and to eat sumptuously. Washington is certainly admirable as leader of his poor army; everyone regards him as father figure.” French General **Marquis de Lafayette** concurred. After observing a frantic retreat of the American army led by Colonial **General Charles Lee**, at the **Battle of Monmouth**, Washington stopped the fleeing American army in their tracks simply by his presence. *“His presence stopped the retreat!!!...His graceful bearing on horseback, his calm and deportment which still retained a trace of displeasure, were all calculated to inspire the highest degree of enthusiasm...I thought then as now that I had never beheld so superb a man.”* The troops then turned around, following Washington, and attacked the British at Monmouth. And, in 1784, at **the Battle of Yorktown**, he insisted on standing atop a parapet for a full fifteen minutes during an artillery attack, with bullets and shrapnel flying by him, defying his aides who tried to pull him down as he surveyed the battlefield. When Washington spoke of destiny, people listened.

Washington was committed to the mission of the colonies. When an Army colonel wrote him in May of 1782 to accept the responsibility of becoming king of the United States, Washington responded *“no occurrence in the course of the war has given me more painful sensations than your information of there being such ideas*



existing in the army...I must view with abhorrence and reprehend with severity a conception that was big with the greatest mischiefs that can befall my country."

**Washington's
personal sacrifices
humbled others.**

**He refused to accept pay
while serving as
Commander in Chief of
the Colonial Army
while his own plantation
teetered on bankruptcy.**

At another critical moment during the new country's infancy in 1783, Washington called his officers together to put

down rising frustration and anger over the government's unwillingness to pay them salaries owed. There was a suggestion of a military coup of the young nation's government. After Washington's initial arguments failed to quell their anger and resentment, he reached into his pocket to pull out a piece of paper. As his soldiers looked on, something seemed to go wrong. The General stared at the paper helplessly. The soldiers' anxiety grew. Washington then pulled from his pocket something only his intimates had seen him wear: a pair of eyeglasses. "*Gentlemen*" he said, "*you will permit me to put on my spectacles, for I have not only grown gray but almost blind in the service of my country.*" This humble act and simple statement did what all Washington's previous statements had failed to do. The hardened soldiers wept, overwhelmed by the obvious sacrifice their Commander in Chief had made for them and their country. The talk of 'coup' quickly subsided. Richard Norton Smith, presidential historian and author of Patriarch: George Washington and the New American Nation, stated "*he was the one thing that bound the nation together.*"

***He was the glue
that held our diverse country
together.***

***He was the only thing
everyone could agree on."***

So, 'why'?

Why did Washington, America's "*Indis-*

pensable Man”, keep pushing himself and his troops as the English army won one battle after another during the Revolutionary War? Did he ever begin to wonder if America’s dream for independence was slipping away? Many leadership experts are adamant in their analysis. Washington persevered because of an attitude of

‘I have something to prove!’

Washington, like so many other successful people, had something to prove to those who once questioned his ability.

**Some people turn others
doubt
into their motivation!**

Examine the lives of people who have achieved ‘greatness’. For example,

**two American ‘Patriots’,
George Washington
and
Tom Brady;**



George Washington (left) in 1772 at age 40 and Patriots Hall of Fame Quarterback, Tom Brady (right).

they have something in common. It’s a unique quality that propelled them both to greatness. When every NFL team doubted **Tom Brady**’s ability to be a good quarterback, no team chose him until late in the players’ draft. Brady was hurt and angry. This doubt by the football ‘experts’ ultimately provided Brady with the focus to work harder and study longer to be better prepared than the other quarterbacks he competed against. George Washington had a similar experience. When Washington was a colonel in the British army during the French and Indian War, he repeatedly asked his superiors to be promoted to a commissioned officer status. Each time, Washington was denied. He eventually resigned from the British army in 1758 and, like Brady, never forgot the British insult. This rejection by the British fueled Washington’s unwavering focus during America’s revolution against England beginning in 1776. Someone’s doubt about another’s ability or worthiness can become motivation to never give up, to be more focused, to study longer, to take more measured risks in to prove those who doubted wrong. Washington



never forgot the British slight of not promoting him to a commissioned officer. Many historians claim this was Washington's motivation to never give up during America's Revolution against the British.

Another of Washington's great qualities was his unquestionable integrity. People trusted Washington to do the right thing. While Washington owned slaves, he soon realized slavery's incompatibility with his own conscience in the new country he had fought to free. *"I was unwilling to hurt the feelings of anyone anymore."* Washington proved to be

**the only
Virginian Founding Father
to free all his slaves.**

Thomas Jefferson, on the other hand, shifted from seemingly impassioned expressions of emancipation and zealous sounding sentiments in his letters while he made use of his own slaves as best suited to his pleasure and profit.

An interesting anecdote: Adams and Washington had dental problems.

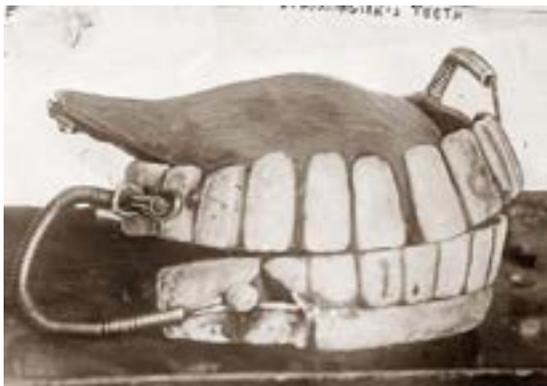


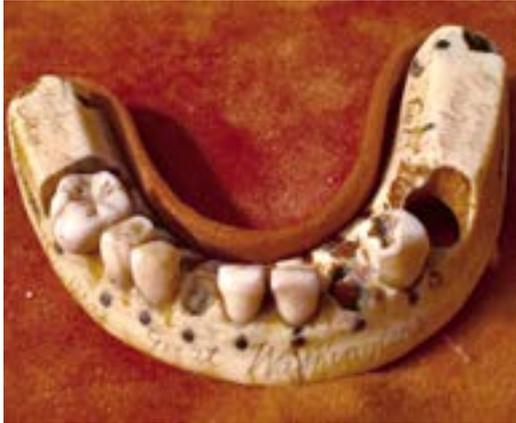
photo of Washington's false teeth at the National Museum of Dentistry



Washington Monument, Washington, D.C.>

Washington wore **dentures** throughout most of his presidency. They were state-of-the-art.

**Washington's dentures
were carved from
*"hippopotamus tusk,
lead plates, and the teeth of
cows, horses, and, likely,
Washington's slaves,
who received
a relative pittance of money
for each of the nine teeth he
took from them"***



The lower half of a set of Washington's dentures are seen at New York Academy of Medicine.

according to Bob Tedeschi writing in 2017 in STAT, an in-depth biotech, pharma, policy, and life science coverage and analysis periodical. Nathanael Philbrick, writing in "*Travels With George In Search of Washington and His Legacy*", states that in the middle of the 18th century (1750s), "*dentists in England and France had developed a technique of using healthy teeth taken from a person to replace a diseased tooth in another person. This practice quickly came to America. One of Washington's generals, Richard Varick, had an eyetooth and 4 of his front teeth replaced using this procedure.*"

A person donating a tooth received 42 shillings from the recipient. (In 1842, 1 shilling was worth about \$6.26 today,) And, there were plenty of people willing to donate their teeth."

Donors would go to a dentist to extract their tooth. Once the tooth was extracted and washed in warm water, the tooth was placed in the recipient's mouth. If the extracted tooth DID NOT fit comfortably in the hole in the gum of the recipient, another donor was called in to extract another tooth that would hopefully fit in the hole in the gum in the recipient's mouth. "*It was hoped the transplanted tooth would take permanent root in the recipient's jaw after a few months.*"

Most tooth transplants DID NOT WORK. Those that DID WORK lasted for 1 to 5 years"

writes author Nathanael Philbrick.

Do you know how he lost his teeth? He cracked **Brazil nuts**. He lost his first tooth when he was 22, he told John Adams, and by the time he became president, he had one tooth left. His dentures were carved so to fit over his one remaining tooth. The problem was they were terribly uncomfortable. They used to rub against his one tooth. Washington was in constant agony, and, as a result, he dosed with laudanum, a derivative of **opium**.

JOHN ADAMS

IN HIS OWN WORDS...

“Vanity is my cardinal vice”

Adams speaking of himself.

“Thomas - Jefferson – still – survives”

John Adams’ last words, July 4th, 1826

“He’s the bastard brat of a Scotch pedlar, as ambitious as Bonaparte, though less courageous, and save for me, would have involved us in a war with France and a Civil war with ourselves.”

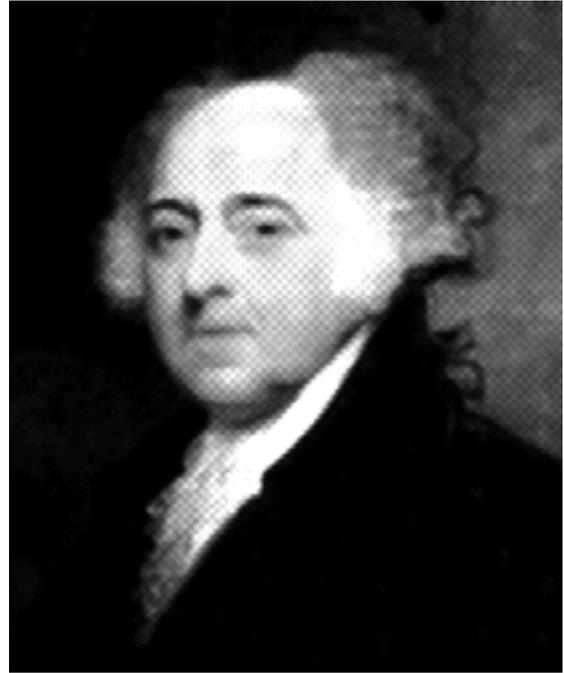
Adams’ speaking about Alexander Hamilton

“The most restless, impatient, artful, indefatigable and unprincipled intriguer in the United States, if not the world.”

More of John Adams’ words about the man he arguably hated more than any other: Alexander Hamilton

“(Jefferson) was a shadow man, a man whose character was like great rivers, whose bottoms we cannot see and make no noise.”

While Adams hated Hamilton, he was hurt by Jefferson’s duplicity. Jefferson hired men like James Callendar to spread outrageous rumors about Adams during the Election of 1800. Callendar claimed Adams was mentally deranged and Adams planned to have himself crowned “King.”



John Adams

"Jefferson thinks he shall get a reputation as a humble and meek man without ambition or vanity...he is ambitious as Oliver Cromwell because his soul is poisoned with ambition."

Adams comment to his beloved son, John Quincy, on his ambivalent feelings toward Jefferson. Adams truly liked Jefferson, but was well aware of his duplicity.

"Franklin was a great and good man."

John Adams assured Abigail of Franklin's merits before joining Franklin in Paris for several years seeking French military, naval, and financial aid for the American Revolution. Adams was often distracted by jealousy; he certainly was jealous of Franklin's popularity in France. While Adams had great respect for Washington, he was also very jealous of President Washington's popularity.

"I have not seen one real Gentleman, one well bred man, since I came to Town (New York City). There is no Modesty. They talk loud, very fast, and altogether. If they ask you a question, before you can utter 3 words of your answer, they will break out and talk away... I must admit, their streets are far more regular and elegant than Boston's, and the houses are more grand as well as neat."

Recollections of John Adam's visit to New York in the summer of 1774 recorded in his diary. John and his cousin, Samuel, were on their way to Philadelphia, when they stopped in New York for a tour of the city by Alexander McDougall, one of New York City's Sons of Liberty. In 1774, New York was America's second largest city with 25,000 inhabitants, behind Philadelphia (40,000) but ahead of Boston (16,000), Charleston (12,000), and New Haven, Baltimore, and Newport, each with more than 5,000 people.

"Your Lordship (Admiral Howe), may address me in what light you please, in any character which would be agreeable to you, except that of a British subject!"

Adams response during a secret meeting among Benjamin Franklin, Edward Rutledge and himself with British Admiral, Lord Richard Howe. Howe had asked for the meeting to see if America was willing to avoid armed conflict and settle peacefully in September of 1776. While Franklin was polite, Adams was caustic in his response to the British Admiral and Lord. Years later, Adams learned Howe had been given a list of rebels who were to be granted pardons; Adams was not on the list. John Adams was to be hanged. History shows John Adams was sacrificed all he had for the American Revolution! He was truly a great American.

"I never wanted your advice and assistance more in my life. The times are critical and dangerous and I must have you here to assist me. Leave the farm... I can do nothing without you."

Words from John Adams' letter to his closest friend and confidant, his wife Abigail.

NOTOOLES

“You’re right (slavery is incompatible with the values professed in the Declaration and fought for in the Revolution); but we can’t afford to divide the Union now.”

Adams’ believed the issue of slavery could not be pressed after America gained its independence; Adams deferred to the pro-slavery sentiments of Jefferson and other leaders from the Southern states.

“Slavery in this country I have seen hanging over it like a black cloud for half a century...I might probably say I had seen Armies of Negroes marching and counter-marching, shinning in armor. I have been so terrified. But I will not vote forcing a measure against your (Jefferson’s) judgments.”

In an exchange of letters between Adams and Jefferson, Adams admitted his conflict over slavery but agreed to defer to his friend, Jefferson. Historian John Ferling concluded “fearing Southern dissension, Adams opposed plans to emancipate slaves joining the Continental army and opposed a bill in the Massachusetts legislature to abolish slavery. There is no evidence Adams ever spoke out on the issue in any national forum.”

“There is nothing I dread so much as a division of America into two great (political) parties, each arranged under its own leader, converting measures in opposition to each other.”

Adams worried about the negative impact of political parties on the new country. Adams felt political parties would cause many to show greater allegiance toward the good of the political party rather than the good of the country as a whole. The political parties of Adams’ day were the Federalists (Washington, Adams, Hamilton) and the Republicans (Jefferson, Madison).

“The office (of the Vice President) is not worth a bucketful of spit!”

Adams’ opinion of the importance of the office of the Vice President.

“That he (Washington) was too illiterate, unlearned, unread for his station and reputation is equally past dispute”

John Adams comment about George Washington

PROFILE OF ADAMS

John Adams was the only Founding Father who did not own slaves.

He was against slavery. “*South Carolina and Virginia will not be able, will not be willing to support our war effort against Britain if we raise this issue now*” he reluctantly said. He genuinely thought slavery, over time, would die a natural death. But both Jefferson and he witnessed it spread through the latter years of their lives. Jefferson, after legislation he proposed to curb its growth was defeated, was prepared to endorse its expansion into the West. Adams reacted differently. “*How in heaven’s name can a cancer (slavery) become more malleable (controllable) if it spreads? This is a cancer! We need to attack it now!*” Obviously, we didn’t.

“(His) power of thought and expression... moved us from our seats” Thomas Jefferson once remarked. “*This illustrious patriot has not his superior, scarcely his equal for abilities and virtue on the whole of the continent of America...every member of the Congress in 1776 acknowledged him to be the first man in the House*” **Benjamin Rush** would say of Adams. Adams was the second President of the United States, from 1797 to 1801. He beat Jefferson by a narrow margin in the election and then lost by a similar margin to Jefferson when seeking a second term.

John Adams was Vice President for George Washington’s two terms. By procedure established in the new Constitution, the President was to be chosen by “electors” named by the state legislatures. Each elector was to cast one vote with the names of two choices for President. The person with the most votes in the final tally was to become President, the runner-up, Vice President. When the electors met in February 1789, Washington was chosen as President unanimously with 69 votes, while Adams, though well ahead of ten others, had 34 votes. Adams was humiliated by the news, his pride deeply hurt.

John Adams described himself as “*a man with blue eyes, one head, two arms, two legs, and 5’ 7” or 5’8”. I know not which.*” **David McCullough** in his **Pulitzer Prize** winning biography described him as “*verging on portly. His high forehead and thinning hairline made his face look rounder still.*” He loved to talk but “*lost all his teeth by the time he retired.*” He claimed he would have gone back to practicing law after leaving the White House in 1801 but he said he couldn’t speak in public because his words were too slurred. **Joseph Ellis**, in his Pulitzer Prize winning book “*Founding Brothers*”, called Adams “*the highly combustible, ever combative, mile-a-minute talker, whose favorite form of conversation was argument.*”

Adams was a clarion voice of
combustible emotion,
argumentative
 and
confrontational
 yet eloquent.

He was as
demanding of himself as
 he was of his fellow patriots
 and arguably
 more so of sons,
 John Quincy, Thomas,
 and Charles.
 John Adams often spoke first
 and thought later.

He endeared himself to many
 and alienated the rest.

He was **stubborn** as a mule,
 quick to **anger**,
 and

experienced deep spells of
melancholy,
 especially when separated
 from his beloved wife,
 Abigail.

He was vain
 and
 quite often **jealous**
 of more
 charismatic personalities
 like Franklin and Washington.



Actor Paul Giamatti playing John Adams in the popular HBO miniseries, John Adams. Look closely at John Adams's body language as he stares at President George Washington. The emotion you see in John Adams's face and body speaks volumes about his personality and relationship with other American leaders.

He was as courageous as Washington and his personal sacrifices for the cause of Independence likewise matched the General's. **Don Cook**, in his book "*The Long Fuse, How England Lost the American Colonies*" characterized Adams as full of self importance and prone to personal feuds, and yet, was America's most effective diplomat seeking loans and other support from **France, Spain,** and **The Netherlands** throughout the war. **John Adams** was born into a poor farming family in Massachusetts. He was fortunate enough to be given a scholarship to **Harvard College**. Harvard had four buildings and a faculty of seven at the time. His **Harvard** matriculation began when he was 15 and soon after, he

developed a passion for books. After that, "I read forever."

Adams was a very smart man, brilliant according to some. He graduated from Harvard in 1755 and studied law at a Boston law firm; he was admitted to the bar in 1758. "*He was honest and everyone knew it.*" He was a devout **Christian** and was known for a great sense of humor. But, it was the courtroom and principally in the newspapers of Boston that Adams' voice was heard and he made his mark. He was a man who exhibited tremendous political and human courage. One of his most noteworthy displays came in 1770 when he defended several British soldiers charged with the killing of 5 civilians in what came to be known as the **Boston Massacre**. Unable to find a lawyer, Ad-

ams volunteered to defend the British soldiers. Adams worried about **Abigail** and feared for his family's safety with all the public emotion generated by the case. But Adams believed that no man should be denied "*a fair trial in a free country*" and after study of the case, he was convinced of the soldiers' innocence. "*The tragedy was not brought on by the soldiers but by the mob.*" After 2 and a half hours of deliberation, eight of the soldiers were acquitted and two found guilty of "*manslaughter, for which they were branded on their thumbs.*" The courtroom's verdict swept through the city like a summer evening's thunderstorm. Adams called his efforts "*one of the best pieces of service ever rendered my country.*"

He loved the limelight, the fame, that came with public life.



Adams, played by actor Paul Giamatti, presents his views during the Continental Congress

He liked to see himself as a mover and shaker. In fact, when both he and **Benjamin Franklin** were in France courting support for the American cause during

the war, it galled him that the French treated Franklin with such adulation and hero worship. He was consumed by jealousy.

It was John Adams, after the battles against the British at **Lexington** and **Concord**, who rose in the Continental Congress to speak of the urgent need to save the New England army facing the British at Boston, and in the same speech, asked the Congress to put the George Washington at the head of the army.

“I have heard of one Mr. Adams but who is the other?” **King George III** once asked. John’s distant cousin, **Sam Adams**, was the first Adams to attract the attention of the English Crown. Sam was born to a wealthy Boston family in 1722, graduated from **Harvard College**, and entered the family brewery business. When the brewery failed in 1764, he entered politics and quickly made his mark on the emerging country. **Sam Adams** was one of the principal organizers of the Boston Tea Party and later a signer of the Declaration of Independence. Sam Adams died in 1803.

John Adams cared deeply for his friends, and his closest friend was probably his wife, **Abigail**.

If one really wants to understand John Adams, you must learn about his best friend, Abigail;

she was the force behind the man. Historian David McCullough states *“John Adams would never have been the man he was without Abigail.”* She was constantly encouraging and advising him. She had better sense about politics and business than her husband and all of John Adams contemporaries, from Washington to Jefferson, were enamored by her. Abigail stood 5’, 1” and weighed about 100 pounds. She was very bright and exhibited tremendous GRIT AND FORTITUDE. She shared her husband’s feelings on slavery, *“believing the institution was not only evil but a threat to the American democratic experiment.”* When a young slave came to her home in 1791 to ask her to teach him how to write, she obliged despite objections from her neighbors. Abigail responded that the young slave was *“a Freeman as much as any of the young Men and merely because his Face is Black, is he to be denied instruction? How is he to be qualified to procure a livelihood? ... I have not thought it any disgrace to my self to take him into my parlor and teach him both to read and write.”* **David McCullough** has called her *“one of the greatest Americans of all time.”* John was devoted to her; theirs was a special rela-



John Adams's home found near downtown Quincy, Massachusetts.

tionship. When Adam's was away from home working in the Congress or living in Europe for several years soliciting French and Dutch support of the American Revolution, they wrote each other two or three times every week. "*Dearest Friend*" began each of his letters to her and referred to her as his "*best, dearest, worthiest, wisest friend in the world.*" Abigail, in turn, would refer to him in their letters as "*the tenderest of husbands, her good man.*" At her deathbed in 1818, Adams told relatives "*I wish I could lay down beside her and die too.*" Abigail was also his closest political advisor and ultimate confidant. They had four children, a daughter named Abigail, and three sons: his favorite, **John Quincy Adams**, who eventually became President; the other two, **Charles** and **Tommy**, battled alcohol most of their lives.

It has been written that a friend of John Adams was a friend for life. And, if you were his enemy, watch out, especially for wife Abigail. From his letters, we know that **Alexander Hamilton** topped his enemies list; Adams called him that "*bastard brat of a Scotch pedlar,*" who was "*as ambitious as Bonaparte, though less courageous, and save for me, would have involved us in a foreign war with France and a Civil War with ourselves.*" Not far from Hamilton on his 'hate' list, came his former friend and successor to the presidency, **Thomas Jefferson**. Though the hate for Jefferson was much less than Hamilton, the hurt was much more. Adams and Jefferson had done so much together, struggled together against incredible odds in 1776, and

risen above their political differences during Washington's presidency. But during his own presidency

Adams believed that Jefferson had betrayed him and their friendship

Adams believed it was done indirectly, like a "*burglar leaving no fingerprint,*" like a thief in the night. Adams was quick to castigate Hamilton and Thomas Paine "*a mongrel between pig and puppy;*" but with Jefferson, he found it difficult to be specific about Jefferson's duplicitous character. Abigail had no reservations. In a letter sent to Jefferson, she launched into a full, frontal assault. Abigail claimed that Jefferson had been guilty of "*the blackest calumny and foulest falsehoods*" during his Presi-



Portrait of John Adams by Samuel Morse, artist and inventor of the Morse Code

dential campaign against her husband, John. She cited Jefferson's hiring of a private investigator to "*libel her husband with outrageous charges: the instability of his mental health; his intention of having himself as an American monarch; and the intent to have his son, John Quincy, appointed as his successor to the Presidency.*"

When Adams lost the Election of 1800 to Jefferson, Adams was crestfallen. As Wall Street Journal journalist Ted Widmar, wrote in a 2020 Opinion Editorial, "*The election of 1800 took some time to call, in an era when states didn't count their electoral votes on the same day.*"

***Adams lost
the Election of 1800
by only
8 electoral votes, 73-65.***

Observers understood that Adams had been denied roughly 12 electoral votes—enough to flip the result—because of the votes given to the slave states through the notorious “three-fifths clause” of the Constitution. Angry and sullen, Adams retreated from view.

***On the day
his successor,
Thomas Jefferson,
was inaugurated,***

***Adams left Washington D.C.
at 4 a.m.***

and began a long journey back to his farm in Quincy, Mass. By the time Jefferson was sworn in, declaring his hopes that Americans would work together, Adams was eight hours away, moving as quickly from the Washington swamp as his team of horses could take him."

**Abigail attacked
Jefferson's character**

in the letter, accusing him of an illicit sexual relationship with his slave, **Sally Hemings**. She admonished him, saying he was the one who needed a soul searching, and ended with one last slap: "*Faithful are the wounds of a Friend.*" Jefferson and Adams did apparently reconcile before their deaths on July 4th, 1826. **Joseph Ellis**, in "*Founding Brothers*", contended that by 1820, both men stopped criticizing each other; Adams accepted Jefferson's **duplicity**.

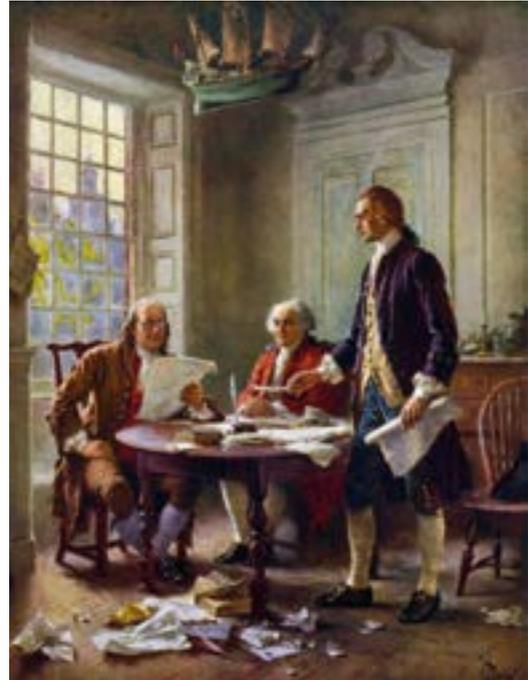
**Adam's greatest contribution
to America may have been
his success as a diplomat.**

He left his wife, children, friends, livelihood, his home, everything he loved, for ten years starting in 1778 to seek support for the American Revolution in Europe. Altogether by land and sea, he jour-

neyed more than 29,000 miles traveling to **France, England, and The Netherlands**, farther than any leading Founding Father in the service of his country during the Revolution, never once refusing to go because of personal difficulties or fears (unlike **Madison or Jefferson**). He took great pride in his dogged persistence of the **French government** to ask for their navy to help America in the war, especially when his persistence paid its ultimate dividend when **Admiral deGrasse's** French fleet appeared at Yorktown to join Washington and Rochambeau's army to defeat British **General Cornwallis** to end the war. According to **David McCullough** in his acclaimed Adams biography, Adams' success in obtaining Dutch loans at the critical hour of the Revolution led many observers, as well as Adams himself, to feel that he truly saved his country. Adams' mission to the Netherlands was done on his own, a one-man diplomatic mission, not knowing the language and without previous contacts in the country. His **Netherlands** mission alone exhibited his sacrifice and devotion to the American cause.

But none of Adams' attributes or experiences prepared him for an executive position. He was a successful lawyer, congressman, and diplomat. However, the ability to lead a team, to project and oversee an operation, were not skills he possessed. Adams was not a great President. McCullough judged Adams as just "*a good one.*"

**Adams should be judged
not just by what he did,
but also by
what he didn't do.**



A painting of (from left) Benjamin Franklin, John Adams and Thomas Jefferson at work on the Declaration of Independence during the Second Continental Congress, Philadelphia, 1776.
Photo: Everett Collection

**For instance,
when many Americans wanted
to go to war against France,
Adams said
'no, to war!'.
In fact, he knew
he'd be re-elected
if he did declare war
on France.**

As President, Adams did an admirable job of continuing to provide legitimacy for the new country. The greatest criticism of his administration was his approval of the Congressionally passed **Alien and Sedition Acts** in 1798. The Acts came at a time of increasing hostilities with **France** who expected the new country of America to support their war against England. France became upset with America's neutral position and began to attack and seize American ships. The Acts declared that

**anyone could be prosecuted
for criticizing the
American government;**

more specifically, for printing, writing, or speaking in a scandalous or malicious way against the United States government or its leaders.

This law was clearly a contradiction to the Constitution's guarantee of freedom of speech. However, only one person was actually deported; ten people were convicted of sedition, including **James Callender**, for calling John Adams "*a hideous, hermaphroditical character*" among other things. All of the acts were eventually repealed or expired by 1802. The Acts were part of the reason Adams was a one term president. Adams was also criticized for spending too much time at home in **Braintree, Massachusetts** instead of in **Philadelphia**, the site of the national government. He did too much business by mail. He often acted impulsively and without consultation. He was paranoid about his place in history.

**John Adams always wanted
to be
as famous
as the other Founders.**

Adams was born in 1735 in **Braintree, Massachusetts**. He died ninety years later about three miles from where he was born.

BENJAMIN FRANKLIN

IN HIS OWN WORDS...

“Three may keep a secret, if two of them are dead.”

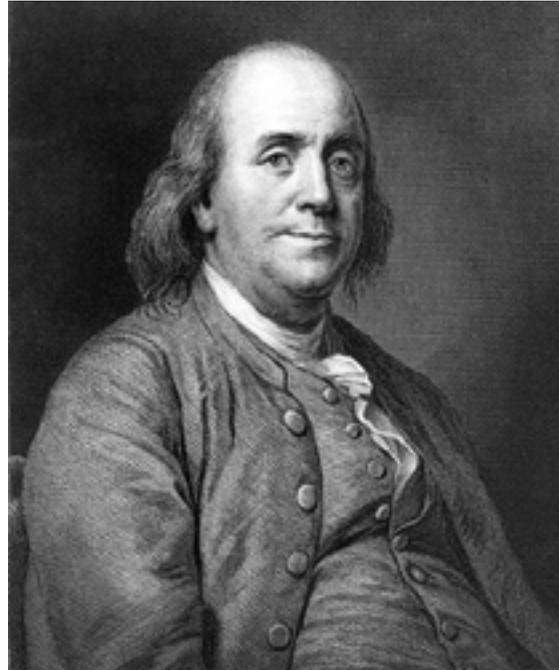
Benjamin Franklin, from his book: Poor Richard's Almanac, 1733.

“Keep your eyes wide open before marriage, half shut afterwards.”

Franklin, *ibid*

“Early to bed and early to rise, makes a man healthy, wealthy, and wise.”

Franklin, *ibid*. After five years of living with Franklin in Paris, John Adams soon discovered that Franklin did not practice what he preached. Franklin loved the ladies, was a “party animal,” and rarely rose before 10 AM!



An engraving by artist Joseph Duplessis in 1783

“Slavery is such an atrocious debasement of human nature.”

Franklin's address to the Public, November 1789



Ben Franklin

“I have conceived a higher opinion of the natural capacities of the black race than I had ever before entertained. Their apprehension seems as quick, their memory as strong, and their docility equal to that of white children.”

Franklin

*“Having been poor is no shame,
but being ashamed of it, is.”*

Franklin, Poor Richard’s Almanac, 1749.

*“A dying man can do nothing
easy.”*

Franklin’s last words after his daughter asked him to move, April 17, 1790.

*“Even this capitol, the residence
of the King, is now a daily scene
of lawless riot and confusion.
Mobs patrolling the streets; coal
heavers and porters pulling down
the houses of coal merchants that
refuse to give them more wages;
watermen destroying private boats
and threatening bridges (across the
Thames); soldiers firing among the
mobs and killing men, women, and
children.”*

Franklin describes life in London in 1768 in a letter to a friend in Philadelphia. Franklin had been living in London for several years petitioning the House of Commons to end their unreasonable taxation of America without representation in Parliament. Americans reacted by refusing to buy English made goods. This embargo of British exports to America caused British exports to fall by 40% in 1768 causing unemployment in London to skyrocket as British businesses laid off workers and the Crown’s tax revenues fell as companies went out of business. King George III’s response – more troops to America to force America to comply. Franklin lived in London almost continuously from 1757 to the eve of the Revolution in March of 1775. In October of 1776 after the signing of the Declaration of Independence, he left secretly for Paris to lobby for aid for the American Revolution and stayed until 1785, two years after the signing of the treaty that ended the war.

*“This, to me, was what the French
vulgarity call ‘spitting in the
soup.’”*

Franklin’s stated his disgust when British Admiral Howe tried to pay him a bribe for his allegiance to the King.

*“(Franklin) is one of the bitterest
and most mischievous enemies
England had ever known.’ This
(statement) immediately drew
the eyes of many lords upon me
(Franklin)..”*

Franklin recorded the comments Lord Sandwich, an anti-American British activist, made about Franklin during a debate in the House of Lords in England. Sandwich claimed that the Earl of Chatham, aka **William Pitt**, a consistent pro-American voice in the House of Lords, was a dupe of Franklin’s.

*“I (Franklin) suspect letters
of mine may be returned to
London, their contents deemed
treasonable for which I should
be prosecuted.”*

Franklin suspected his letters were being intercepted and read by the English secret service. Franklin, coincidentally, intercepted, read, and published the contents of 13 letters of Massachusetts Governor Thomas Hutchinson. The letters showed Hutchinson’s true colors, that of a person with no allegiance to the Massachusetts citizens but rather total allegiance to English King George III. **Sam Adams**, upon reading the letters, called Hutchinson *“an enemy of the Constitution.”*

*“The best in the world.
Americans had an affection
for Great Britain, for its laws,
its customs and manners.
They submitted willingly to
the government of the Crown,
and paid obedience to acts of
Parliament”.*

Franklin's answer to the question presented to him in the House of Commons: *“what was the temper of America towards Great Britain before the year 1763”* (the year the Stamp Act went into effect).

“Every nation in Europe wishes to see Britain humbled, having all in the time been offended by her insolence.”

Franklin observed, after living in Europe for many years, a widespread resentment among other European leaders towards Britain's arrogance and interference in international trade. From Tsarina Catherine the Great of Russia to King William V of The Netherlands, including the seats of government in Denmark, Spain, and Sweden, and finally and most adamantly, to the throne of King Louis XVI of France, most of Europe's monarch's had enough of King George III of England's interference in their hegemony.

*“He means well for his Country,
is always an honest Man, often a
Wise One, but sometimes and in
some things, absolutely out of his
senses”*

Franklin describing John Adams

PROFILE OF FRANKLIN

“Antiquity would have raised altars to this mighty genius, who, to the advantage of mankind, compassing in his mind the heavens and the earth, was able to restrain alike the thunderbolts and tyrants.” At the death of Franklin in 1790, the famous Frenchman, **Mirabeau**, spoke of Franklin’s monumental contributions to mankind.

When a French government official asked **Thomas Jefferson** if he was replacing Franklin as the American envoy, Jefferson responded *“I succeed him; no one could replace him.”*

And in the July 7th, 2003, special issue of Time Magazine, author **Walter Isaacson** stated *“Franklin was the most remarkable of the Founding Fathers: in his time,*

Franklin was America’s best scientist, inventor, diplomat, publicist, and business strategist!”

Franklin was born in **Boston** in 1706, too soon as far as he was concerned. *“(I missed the anticipated) happiness of knowing what will be known 100 years hence. By then, there will be discoveries made of which we have at present no conception.”*

He was a muscular, athletic young man, about **5’10”**, who loved to swim. In fact, he devised **swimming** fins to enable him to go faster in the waters of the Boston harbor. He enjoyed being with people, especially smart, curious and hard working people. Whether at a local coffee house or tavern with scientists and politicians or simply sipping tea with the ladies, Benjamin

Franklin was a constant and effective networker.



It's interesting to note how many people in his network commented on his silence; he listened more than he spoke during his networking opportunities. But he did speak and when he spoke, everyone listened. Throughout his long life, Franklin had an

**insatiable desire to
push out of his comfort zone
to meet and speak with
people wiser than he.**

Like Leonardo DaVinci,

his curiosity was boundless.

He was always interested in learning new things. His formal schooling started at 8 years old with his attendance at Boston Latin School. He skipped a grade and was at the top of his class. His father thought about sending him to Harvard College but changed his mind and sent him to a nearby school to focus on writing and math. Franklin "*excelled in writing but failed at math*" according to Franklin biographer **Walter Issacson**. He left school at the age of 12 to begin an apprenticeship or internship for his **brother, James**, the publisher of the *New England Courant* newspaper. Benjamin soon collaborated with James writing numerous articles appearing in the paper. But, after a quarrel developed, Benjamin ran off to **Philadelphia**. After a brief hiatus in England working as a printer, he returned to Philadelphia

and soon established his own **printing business**.

**By 1748, at the age of 42,
Franklin had made enough
money to retire!**

He then devoted his time to thinking and inventing. Within a few years, his discoveries became known throughout Europe: **lightening rod, bifocals, the Franklin stove, odometer, positive and negative electrical charges**. Franklin also made many discoveries in meteorology and advocated a **daylight savings time**. He became one of the best known scientists of the 18th century. Franklin's brand was arguably stronger in France and England than it was in America! Franklin also established the **first hospital and library** in America, the first volunteer fire department, and was the **first Postmaster** of the United States Postal Service.



Franklin's amazing brand across America and throughout France and England and Scotland began with his experiments around electricity. Here is a famous painting depicting one of his earliest experiments with lightening which eventually led to his creation of the lightning rod.

Benjamin Franklin did not want America and England to sever their relationship. Franklin considered himself an Englishman first. He was convinced England could be the greatest empire on the earth with America part of the British empire. Franklin had no interest in independence initially; he also believed that most of his fellow Americans felt the same way. He was continually thinking of ways to raise money for the English Crown to pay their bills from fighting the French in Europe and North America.

**Franklin spent several years
in England
asking agents and
representatives of
King George to reconsider
their disagreements
with the American colonies.**

On his second trip to England in 1764, Franklin realized the English King and Parliament would not change their minds. He made the decision that American Independence was the only alternative.

**At the start of
the American Revolution,
Franklin was almost 70 years
old!**

While he was an active participant in

creating the Declaration of Independence and Constitution, I doubt he was interested in the American Presidency. But what he did in 1776 may have been as critical to the success of the American Revolution as the actions of any other American. In the Fall of 1776, the 70 year old Franklin made the

**30 day trip
across the Atlantic Ocean to
Paris
to ask French King
Louis the 16th
for soldiers, his Navy and
money
to defeat the English**



Image of Franklin in his fur cap which impressed the French throughout his long stay in Paris seeking donations to the American Revolution.

army in America. The American colonies had few munitions, no money and no credit to borrow money to fund their fight against England. Without foreign support, America's dream was in jeopardy. For most of his time in France, Franklin heard little from Congress other than their desperate plea for help. As **Robert Morris** put it "*In a word, Mr. Franklin, we must have it or we are undone.*" Undermined by American Congressional politics, constantly followed by both French and English spies throughout his eight years in **Paris**, Franklin amazingly won the support from one monarch (French King **Louis XVI**) for the overthrow of another (English **King George III**). Franklin

"adroitly bled the French treasury dry" to secure the necessary funding and support for the war. Franklin's efforts have been called "*one of the greatest political triumphs in American history.*" Franklin's status in Paris was rock star status; he was **THE MAN!** Franklin attracted a crowd wherever he went; his likeness blossomed everywhere, on clocks, and rings, and walking sticks.

**Franklin was the
'LeBron James' of his era;
everyone wanted to
be with Ben!**



painting depicting Ben Franklin, escorted by two French ladies, in the French royal court with American naval captain, John Paul Jones. by artist Jean Leon Gerome Ferris.

Because of Franklin, the French signed an agreement to support America. And, as a result, in 1781 with the support of the French navy and army and millions of French dollars, George Washington's American army defeated the English army led by a famous General named Cornwallis at Yorktown, Virginia to end the war.

America then needed to create a new, updated plan to run the United States government following the war. Led by Madison, a Constitutional Convention was desired by a number of the Founders in 1787 to create a plan to replace the Articles of Confederation government plan which had been written in 1777 and approved in 1781. The delegates demanded secrecy. Despite the sweltering heat of the summer in Phila-

delphia, windows in the convention hall were closed and shades lowered to protect "*the proceedings from prying eyes*".

The media was barred!

**Delegates
were threatened**

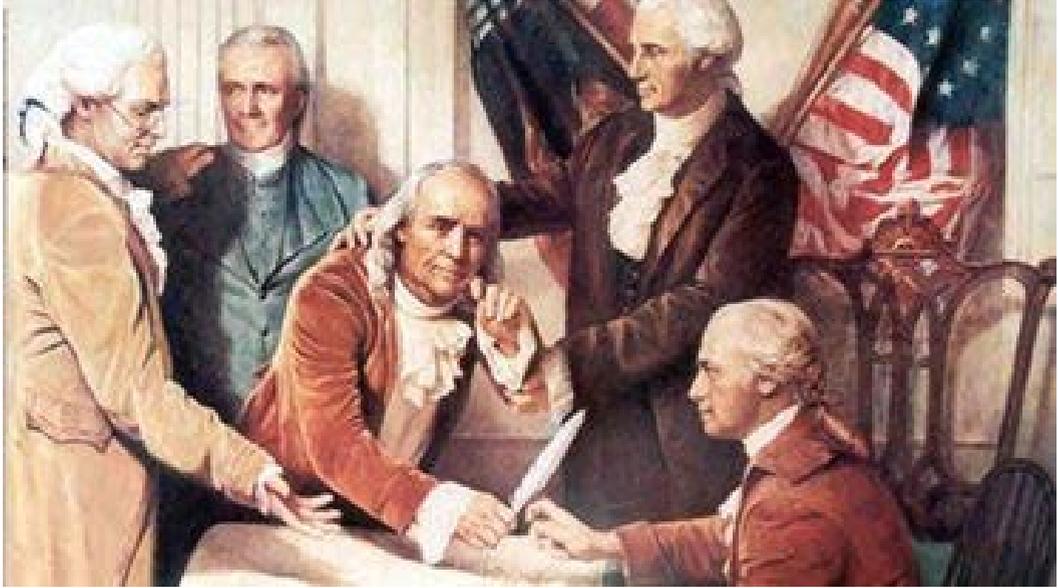
if

**they leaked any information
of what was happening
at the Convention
to the press.**

Madison, Franklin, Washington, and other leading delegates believed that this level of privacy was the only way delegates could be candid in their dis-



Scene at the Signing of the Constitution of the United States, by Howard Chandler Christy (1940). See Franklin sitting in the front row.



Despite some reservations about the efficacy and priorities outlined in the Constitution, Franklin signed.

cussions and debates on important matters like slavery, voting rights, and new powers given to the federal government. Because most of the delegates were concerned about their brands and their future careers, all agreed to eliminate any record about their preliminary votes on a wide variety of issues so they could change their minds if they wished over the course of the convention.

At the **Constitutional Convention of 1787**, Franklin was so feeble at

81 years old,
suffering
from gout and kidney stones,
he had to be carried into
the Convention HALL
on a chair
by prisoners.

He seemed like he was always asleep, partially because he had to be dosed with laudanum (a mixture of opium and honey) to dull his pain. Franklin came to the Convention Hall from his home carried in *“his luxurious, sedan chair, carried on the shoulders of 4 prisoners taken from a nearby jail”*.

Despite his infirmities,
Franklin played a vital role
at the Convention
in Philadelphia
during the summer of 1787.

Here’s one example. Voting rights were intensely debated at the Convention. Delegate **Gouverneur Morris** from Pennsylvania argued only people who owned land should be able to vote. Franklin essentially called out the Con-

vention delegates when he said that some of the richest people he knew were “*rogues*”, i.e. criminals, so why should property ownership and wealth be a requirement for the right to vote. White males over 21 were given the right to vote. Women and slaves had to wait for the right to vote. Black men in the United States did not gain the right to vote until 1870, when the 15th Amendment to the Constitution was ratified prohibiting states from denying a male citizen the right to vote based on “*race, color or previous of servitude.*” No woman was given the right to vote in national elections until August 26, 1920.

Franklin was married for 44 years to **Deborah Franklin**, a plain and plump carpenter’s daughter. For 18 of those 44 years, Franklin and his wife lived apart because of his diplomatic missions in France and England. Franklin often asked his wife to join him in Europe but Deborah refused to leave the Philadelphia neighborhood where she was raised and lived with Franklin. While there is nothing conclusive to prove Franklin was unfaithful to Deborah, there are numerous stories to support his image as a “womanizer.” He was constantly in the company of attractive, often times, young women. He apparently proposed to one of them, **Anne-Louise d’Hardancourt Brillon de Jouy**. She respectfully declined, however, her friends chided her for not accepting and keeping the adored Franklin in Paris. Another rumored affair occurred when Franklin was 48 years old with a 23 year old woman named **Catherine**

Ray. After a brief 1754 Christmas time escapade from **Block Island** to the mainland in **Rhode Island**, Franklin returned to Philadelphia. ‘Caty’ Ray became the eventual wife of **William Greene Jr**, a future governor of the Rhode Island. Deborah Franklin reluctantly tolerated but was hurt by his ongoing flirting.

Benjamin Franklin was once a seller, buyer, and owner of slaves!

Franklin and his wife bought slaves for the first time in the late 1740’s. Franklin was apparently ambivalent about slavery. He believed that

**owning slaves
diminished the
master’s and his children’s
work ethic
because slaveowners become
“educated in idleness.”**

During one of his stays in England which began in 1757, one of his slaves, **King**, fled Franklin’s home. King was found in the service of a woman who taught him to read, write, and play the violin and French horn. Franklin revised his opinion about African capabilities, concluding “*their apprehension seems as quick, their memory as strong, and their docility in every respect equal to that of white children.*” Franklin eventually realized the crime that slavery was and became an outspoken critic



US \$100 bill

of the 'institution' as it was called. Once the Constitution was ratified and the new federal government was safely in place, Franklin resumed his efforts to heighten slavery's inconsistency with America's founding principles. This was not new; almost sixty years earlier, in 1729, as a young printer in Philadelphia, Franklin had begun publishing **Quaker** protests against slavery and the slave trade. He frequently lent support to the Quaker abolitionist cause. In 1787, Franklin became the **president of the Pennsylvania Abolition Society**. Franklin did revise his will to free his slaves upon his death but none of them outlived him.

Benjamin Franklin died on April 17th, 1790 and was buried in Philadelphia.

**Franklin's
greatest disappointment
had to have been
the **defection of his son,****

William, to the enemy British

during the Revolution. **William**, although illegitimate, was brought into Franklin's home and raised as a member of the family. Ben Franklin had procured the colonial governorship of **New Jersey** for William during his stay representing America as a colonial agent in England in 1757. Both father and son strongly supported the English empire. But at the start of the Revolution, William remained loyal to **King George**. Although imprisoned during the war and his property confiscated, William was eager to reconcile with his father at the conclusion of the war. Benjamin would not hear of it. He left William nothing in his will. "*Nothing*" Benjamin said "*has ever hurt me so much as to find myself deserted by my only son.*" William left America for England in 1782 where he lived the remainder of his life.

ALEXANDER HAMILTON

IN HIS OWN WORDS...

"A very honest man; his rivals have slender abilities and less integrity. He was essential to the safety of America. I think it is necessary he should be supported."

Hamilton on Commander-in-Chief, George Washington



"I am not conscious of it, sir, but since you have thought it necessary to tell me so, we must part."

Hamilton's response after Washington angrily said "Colonel Hamilton, you have kept me waiting at the head of the stairs these ten minutes... you treat me with disrespect." Their separation lasted about a week. During that period, Hamilton uttered "For the past three years, I have felt no friendship for him (Washington) and have professed none."

"(Adams) is eccentric, with no sound judgment; his extreme egotism worsens his unfitness for the station (the Presidency) contemplated."

Hamilton's dark opinion of Vice President John Adams

"Unprincipled, both as a public and private man... Burr loves nothing but himself."

Aaron Burr ran for the presidency of the United States against Jefferson in the Election of 1800. After the electoral votes were tied between Jefferson and Burr in 1800, the Congress then voted to determine the winner. Hamilton convinced many of his fellow Federalists to vote for Jefferson rather than Burr.



Alexander Hamilton

*“If there be any man I ought to
hate, it is Jefferson”*

stated Hamilton; however, Hamilton believed Burr to be the most corrupt and unscrupulous, a danger to the future of the new American nation. Jefferson won the Election.

“Your Excellency...”

Hamilton always addressed Washington as such. Hamilton had a quiet admiration and the utmost respect for Washington; he considered him a great leader, albeit with flaws.

*“Nathaniel Greene lacked nothing
but an education to have made
him the first man of the United
States.”*

Hamilton commented at a memorial service for his close friend, Nathaniel Greene. To this observer, Hamilton thought Greene had Presidential potential.

*“I hate Congress...if we are saved,
France and Spain must save us.”*

Hamilton’s frustration over the Continental Congress’ inability to raise revenue to support the Colonial army; much of the revenue for the war effort was left up to the states.

*“I hate Congress – I hate the Army
– I hate the world – I hate myself
– I am disgusted with everything
in this world. I have no other wish
that as soon as possible to make a
brilliant exit.”*

From a letter written by Hamilton to his close friend Colonel John Laurens

NOTOLES

“You ask why I don’t quit this disagreeable trade? (Working for the Government as Secretary of the Treasury) How can I? What is to become of my fame and glory?”

Hamilton was not a wealthy man during his years of public service. He had many opportunities to achieve great wealth. This comment from a letter to his sister-in-law, Angelica Church; many people felt Hamilton had an extra marital affair with Angelica, his wife’s sister.

“The article of shoes...is considered indispensable for the advance guard.”

After five years as Washington’s aide imploring the General to give him a commission to fight in the field, Washington reluctantly gave Hamilton a battalion to lead prior to the last battle of the war, Yorktown. When Hamilton arrived to lead his troops, they were in desperate need of shoes. Headquarters said the shoes were the responsibility of the State of New York and it would take time. Hamilton went to Washington; Washington promptly got the shoes.

“The contempt we have been taught to entertain for blacks... is founded neither in reason nor experience...an essential part of the plan is to give them their freedom with their muskets. I have not the least doubt that Negroes will make excellent soldiers...their natural faculties are probably as good as ours.”

Hamilton’s opinion about America’s African American population. Hamilton, unlike Jefferson, expressed an unwavering belief in the genetic equality of whites and African Americans. He apparently based this belief on his boyhood experiences living with so many blacks in his Caribbean island home. There is no definite proof Hamilton and his wife Eliza ever owned slaves; however, Eliza’s family, the Schulyer’s, owned several slaves.

“The accumulation of debt is the natural disease of governments.

It is not easy to conceive of anything more likely than this to lead to great convulsive revolutions of empires.”

Hamilton’s warning about debt’s disastrous effect on the United States. James Madison concurred with this opinion.

“This is a mortal wound,

Hamilton speaking to Dr. David Hosack after having been shot by Aaron Burr in a duel on July 11, 1804. Hamilton died the next after noon, leaving his wife Betsy, and seven children.

PROFILE OF HAMILTON

Hamilton biographer, Ron Chernow, calls Hamilton the

“ultimate immigrant who made the greatest contribution to the United States”

Like so many other immigrants who came to America with a proverbial ‘chip on the shoulder,’ Hamilton took on the privileged and pretentious Founders of Jefferson, Madison and Adams to prove he was their equal and arguably better.

Lin-Manuel Miranda, playwright, producer and star of the 2015 Broadway hit, *“Hamilton”*, calls

Hamilton, the “Tupac” of his day.

Hamilton’s contemporaries, however, often used other adjectives to reference him. The combustible John Adams publicly called Hamilton a

“bastard”.

Noah Webster, a friend of John Adams, called Hamilton

“the evil genius of this country.”

Close friend **Gouverneur Morris**, who gave Hamilton’s eulogy, said *“he was indiscreet, vain, and opinionated.”*

James Madison’s collaboration with Hamilton during the **Constitutional Convention** developed into a close friendship only to have it deteriorate into open hostility and contempt soon after. **Commander-in-Chief and President George Washington** recognized Hamilton’s genius and made the twenty five year younger immigrant his closest advisor. **Timothy Pickering**, Revolutionary Adjutant General, remarked *“during a long series of years, in war and peace, Washington enjoyed the advantages of Hamilton’s eminent talents, integrity and felicity, and these qualities fixed Hamilton in Washington’s confidence to the last hour of his life.”* **Aaron Burr** eventually fatally shot Hamilton in a duel.

Handsome.

Cocksure.

Headstrong and Reckless.

Brilliant.

Driven.

‘Bad Boy’

Tough.

Alienating.

Visionary.

Charismatic.

Stubborn.

Hamilton was all of these and more, which is probably why Hamilton regularly attracted the affections, loyalty and interest of many men and women. He had loyal, enduring friends like **Hercules Mulligan** and bitter enemies like **Aaron Burr** and **John Adams**. There were those who considered him as duplicitous as Jefferson, stooping to any dirty trick to serve his own political agenda. There were frequent suspicions of affairs, one involving his wife's sister. There was also a publicized and acknowledged affair with a woman named, **Maria Reynolds**. His choice of friends was sometimes as questionable as his decisions with women. The most infamous and embarrassing to Hamilton was **William Duer**, Hamilton's top aide at the **Department of the Treasury**. Duer created the country's first financial crisis in 1792 through devious loans and investments.

But whatever one's perspective of this enigmatic man, most could argue Alexander Hamilton had the most PRO-FOUND IMPACT ON AMERICA of all the Founding Fathers. **Ron Chernow**, in his 2004 critically acclaimed biography on Hamilton, unequivocally states "*Hamilton was the messenger of America's economic future, setting forth a vision of an urban, manufacturing society that some found enthralling, others unsettling, but that ultimately prevailed. He stood squarely on the modern side of a historical divide that separates him from the other founders, making making him uniquely our spiritual kin.*"

No other Founding Father was capable of Hamilton's futuristic vision for America.

Historian Gordon Wood adds "*Hamilton was the creator of American capitalism.*" Chernow adds

Without Hamilton's capitalist, mercantile ideas, America would not be the world power we know today.

And **Daniel Webster** concluded "*the fabled birth of Minerva from the brain of Jove was hardly more sudden or more perfect than the financial system of the United States as it burst forth from the conception of Alexander Hamilton.*"

Alexander Hamilton was

born on the Caribbean island of Nevis.

around 1757, the son of young divorcee **Rachel Fawcett** and journeyman Scottish merchant, **James Hamilton**. **Historian Richard Brookhiser** characterized his father as a "*bum.*" Hamilton's parents never married, thus the "*bastard*" slur. Hamilton's early education was relegated to a small Hebrew school on the island because of his "*bastard*" status. He was actually taught to read and

write in French at home by his Huguenot mother and grandmother; the family probably spoke French within the home. By 1765, his father, **James Hamilton**, left the home. Alexander went to work in his mother's small business, learning how to mind the store and keep the accounts and inventory. At thirteen years old, he began working as a clerk in a New York based company in Nevis which imported and exported sugar, molasses

and slaves.

It was here Hamilton learned the economic life lessons that eventually shaped his vision for America. *"He had to mind money, chart courses for ships, and*

keep track of freight"
and inventory,
essentially 21st century
supply chain management

as well as *computing prices in multiple foreign currencies.*" He was

immediately considered a
'prodigy'!

and an invaluable employee of the company. By the time he was sixteen, he was running the place.

A local minister recognized Hamilton's



Statue of Hamilton outside Hamilton Hall overlooking Hamilton Lawn at his alma mater, Columbia University in New York City

genius and arranged a

**scholarship to send him to a
prep school
in New York City.**

After arriving in Boston in October of 1772, he boarded a stagecoach for New York to begin his new life.

After a short stay at the preparatory school, the 5'7" Hamilton was accepted to **Kings College** in New York (now known as **Columbia University**). Initially, he thought about medicine. Surprisingly, he had a difficult time with chemistry and math. To help himself with his studies, Hamilton hired a tutor who devised an ingenious method for teaching commercial math that would prove 'critical to his future successful military, banking, and government careers'.

Hamilton was a voracious reader consuming the human rights' philosophies of **John Locke**, **Montesquieu** and **Hobbes**. He was also fascinated by the biographies of Russian **Czar Peter the Great** and Sweden's warrior king, **Charles XII**.

Hamilton loved living in New York city among its diverse population of 20,000. After learning about Boston's '**Tea Party**' in December of 1773, Hamilton soon joined a **Sons of Liberty** chapter in New York. With best friend **Hercules Mulligan**, New York's "Sons" imitated their Boston brethren by dressing as **Mohawks**

and boarding an English ship, breaking cases of tea and throwing the contents into the Hudson River. By the time he was twenty, **Alexander Hamilton** became one of New York's most active radicals.

During the initial stages of the Revolutionary war, Hamilton commanded a local militia fighting the English in skirmishes throughout New York and New Jersey. His impressive exploits eventually caught the attention of General George Washington who offered him a position as his **aide**. Hamilton accepted and remained

**Washington's
closest advisor
during the War and
through his 2 term
Presidency.**

Following the war, Hamilton became one of the country's wealthiest and most famous lawyers. Hamilton also became active in a New York City **abolitionist society**, pressuring the State legislature to help raise money to buy and free slaves. New York eventually passed legislation in 1785 for the gradual abolition of slavery. Hamilton never owned a slave but he could never convince his wife, **Betsy Schuyler**, to free her one slave, her body servant.

Hamilton played a

a key role in forming the new government during the Constitutional Convention in Philadelphia in 1787.

The Convention soon became mired in regional interests instead of recognizing what was best for the entire nation. On June 18th, a frustrated Hamilton asked Washington if he could have the floor and address the Convention delegates. With carefully prepared notes beside him, Hamilton began a **six hour presentation** to outline his governmental plan. He proposed a two-house legislature, an assembly elected by free ‘men’, serving three year terms, and a lifetime senate. The senate would be chosen by electors who were also chosen by the people. A supreme executive, Hamilton did not use the title ‘president’, would also be chosen like the senate. This supreme executive would have veto powers, assume a commander-in-chief role of land and naval forces, the power to make treaties, and appoint ambassadors and department heads of finance, war, and foreign affairs. One of Hamilton’s most controversial sugges-

tions was to abolish the states and have all citizens under the jurisdiction of the federal government. After his six hours, Hamilton walked off the convention floor to a stunned audience; *“he was praised by all but supported by none.”* An acceptable Constitution was eventually created through the guidance and prestige of Washington and the negotiating skills of **Hamilton’s close friend, Madison**, who drafted a compromise agreeable to all.

Once the delegates approved the new Constitution, Hamilton joined Madison and **John Jay** to write and publish a series of newspaper articles, known as the **Federalist Papers**, to garner American support for the Constitution throughout the colonies. The Constitution was eventually accepted and signed into law.

When Washington assumed the Presidency in 1789, Alexander Hamilton became one of his first appointments

as America’s **first Secretary of the Treasury.**



Hamilton's image on the US \$10 bill

Hamilton's first task was to come up with a plan to stabilize the economy and pay America's post war, staggering debt of \$76,000,000!

America's debt threatened to sink the new nation before it started. Hamilton had to decide which form of taxes to recommend to the Congress for the country to raise money. The American currency was essentially worthless. With a population of nearly 4,000,000 Americans, only 160,000 white males over age 21 owned enough property to qualify to vote in the constitutional ratification elections. This meant that the average voter owed \$475 dollars in 1789 currency, equivalent to \$6,175 in today's currency. \$475 was more than most men made in a year. Hamilton decided to **tax whiskey and rum.**

Neither Jefferson nor Madison understood money. Both were always heavily in debt. Hamilton understood

and was continually educating his audience – Congress, the President – on money, banking, and business. Hamilton knew that by paying off existing state and national debt, he would give the United States a high credit rating,

keep taxes low, and stimulate foreign investment in America. *“Under Hamilton's plan, the interest rates that the U.S. paid on its loans to the Dutch plunged from 6% to 4%”* and the new nation went from *“dead beat”* status with European lenders to one worthy of the finest rates. America's economy boomed; foreign capital flowed into the new nation to finance its commerce and agriculture.

Hamilton published the **Report on the Public Credit** in January of 1790. This document proved to be a significant moment in US history by marking the end of the country's **bankruptcy**. Hamilton's plan called for the federal government to assume all state and national debt from the Revolution. Both Madison and Jefferson strongly opposed the plan; their home state of Virginia had paid off its war debt. *“After having done our duty, why contribute to those states who have not equally done their duty”* asked Madison.

Hamilton saw the big picture;

it was clearly in the best interest of the entire nation for the federal government to assume all debt to keep the country unified and strong. Congress eventually accepted Hamilton's debt **assumption plan** as long as Hamilton supported Madison and Jefferson's bid to move the country's capital from **New York City** to a site along the Potomac, which eventually became Washington, D.C.

Another part of Hamilton's grand plan to make America financially indepen-

dent was the creation of a National Bank to control the issuance of currency and to extend credit. Hamilton contended the government, in times of emergencies like war or a natural disaster, could borrow money from the Bank. On February 25, 1791, President Washington followed Hamilton's advice and signed the bill chartering the **Bank of the United States**.

It was during this time that the once strong friendship between Madison and Hamilton ended. Madison had become alarmed hearing Hamilton's continual praise of the British government model which the Americans overthrew; Madison soon embraced Jefferson's governmental model favoring stronger state rights and a weaker federal government.

In the New York gubernatorial election of 1804, Hamilton fiercely opposed Vice President Aaron Burr's bid to replace **Governor George Clinton**. Burr was defeated. A few weeks after the election, Burr sent an emissary to Hamilton, accusing Hamilton of slandering him at a dinner table conversation.

**Burr demanded a
written apology
or
satisfaction in a duel.
Hamilton chose
to duel!**

Hamilton, still distraught over the death of his **son, Philip**, in a duel after a political argument three years earlier, refused



Wikipedia; depiction of the Burr-Hamilton duel

to apologize. Hamilton met Burr on a cliff over looking the Hudson River in **Weehawken**, New Jersey. Hamilton told an associate accompanying him he intended to shoot in the air to end the affair with honor and without bloodshed. Hamilton did not set the hair trigger on his pistol; Burr did. The two men probably stood about ten to twelve feet apart.

Two gun shots rang out almost simultaneously.

Burr's shot struck Hamilton on the right side, tearing through his liver and lodging in his spine. Hamilton's shot hit a branch overhead.

Alexander Hamilton, age forty nine, died the next day.



"Hamilton", the Broadway play



Lin-Manuel Miranda, playwright and Broadway actor of the 2015 hit Broadway hip hop musical "Hamilton", far right performing in "Hamilton". Miranda calls Alexander Hamilton the **Tupac** of his day. Miranda claims "*hip hop is the only way to tell Hamilton's story*".

NATHANAEL GREENE

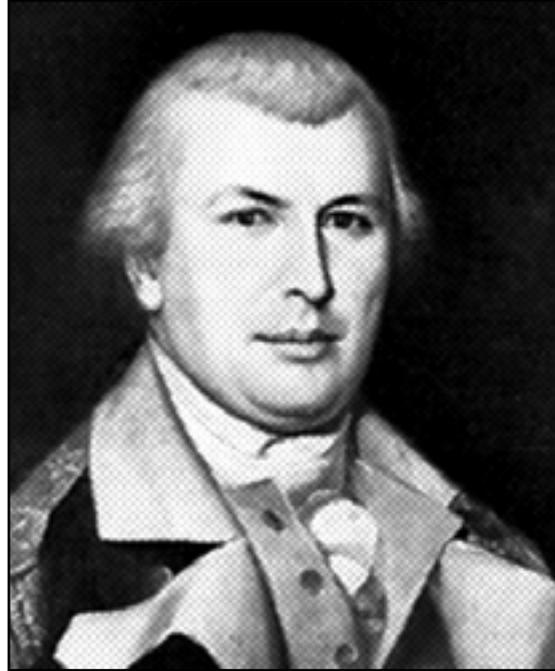
IN HIS OWN WORDS...

“His Excellency George Washington never appeared to so much advantage as in the hour of distress”

Greene wrote in a letter that Washington seemed to draw greater energy and determination out of adversity

“A bright gleam of sunshine, ever growing brighter as the general darkness thickened.”

Greene’s opinion of the 22 year old, Alexander Hamilton.



“We fight, get beat, rise and fight again.”

Greene wrote about his warfare experience. After a significantly important role as Quartermaster of the Army, Washington appointed Greene General of the Continental army in the South against the army of the seemingly invincible British forces of General Cornwallis. Greene lost or tied every battle he fought. But in doing so, he won, and won at a time when all might have been lost. Greene was relentless and, by doing so, wore out the enemy.

“Every ear feels and every tongue confesses the merit and importance of your services”

Greene made this statement to Washington. He was completely devoted to General Washington. Washington became a father figure to Greene.



Nathanael Greene

"They will make good soldiers, I have no doubt. They should be clothed and treated in all respects as other soldiers."

Greene supported, early in the war, blacks serving in the Revolutionary army in return for their freedom. The idea was initially opposed by Washington and most members of the Continental Congress, especially the delegations from the Southern States. It's ironic that after the war, Greene bought and used slaves on his Georgia and South Carolina plantations.

"The plunder and violence is equal to anything committed by the Hessians. I think it would have a good effect to hang one of these fellows in the face of the troops without the form of a trial."

Greene's recommendation to General Washington after several Continental soldiers under Greene's command rampaged through civilian homes with shocking violence. Washington approved of Greene's recommendation; Greene ordered the hanging to proceed.

"We are starving here for want of provisions. Our troops don't get one days meat in four. This can't hold long, what is to become of us?"

Greene wrote to his friend, Benedict Arnold, in September of 1780, after the Horatio Gates' led Southern Continental Army was annihilated in Camden, New Jersey, by General Cornwallis' Southern British army.

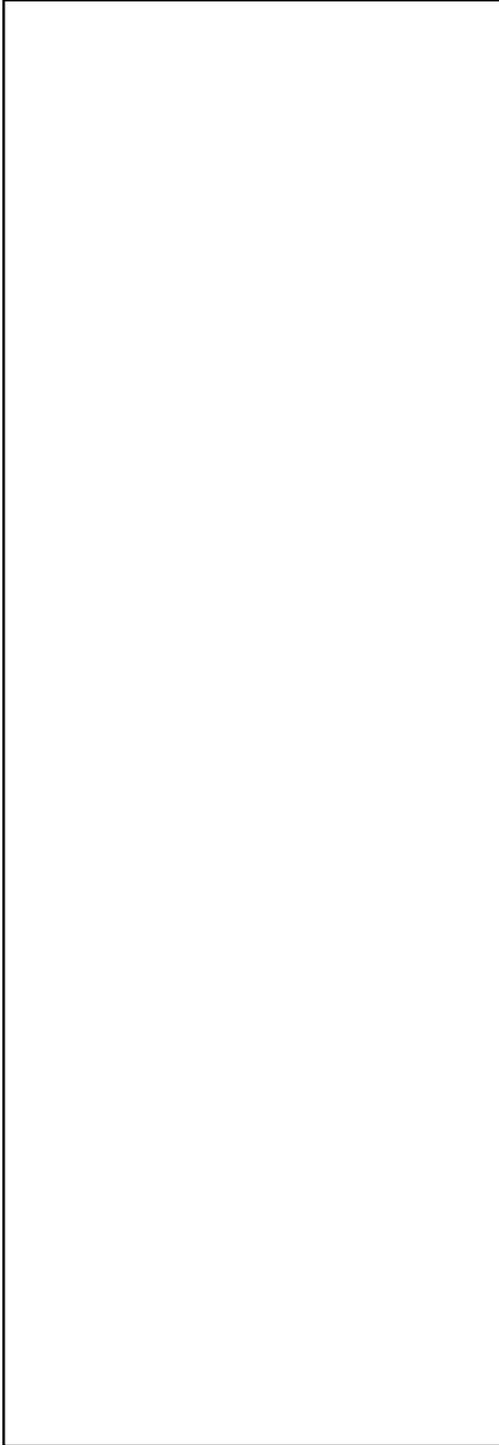
"Smallpox prevails amongst the Troops"

Greene's comment on the devastation the disease was having on troops and civilians. John Adams exclaimed to Abigail "Smallpox! Smallpox! What are we to do with it? It is the King of Terrors." Historian James Flexner claimed the disease was the greatest killer during the Revolution. Greene recommended to Washington in February of 1777 the risky measure of inoculation. The technique was to scoop the pus from a ripe pustule of a smallpox patient into an open cut. A generally mild case would develop yet the risk of death was minimal and antibodies against the disease were created. Washington agreed and the disease was annihilated within months.

"Nothing can be more wretched and distressing that the condition of our troops...those from Virginia are literally naked, and a great part totally unfit for any kind of duty."

During Greene's leadership of the Southern Army, he constantly visited state capitols, asking governors for supplies and moneys to support his troops. Each state was responsible for supplying its regiments. Most refused his requests. He was especially furious with Virginia Governor Thomas Jefferson's neglect of Virginia's soldiers. Virginia was the nation's richest state.

NOTOOLES



*“I was informed the Gentlemen
of East Greenwich said
that I was a blemish to the
company... nobody loves to be
the subject of ridicule however
true the cause.”*

Excerpts from Greene's letter to friend, **James Varnum**. After Greene's merchant ship, **The Fortune**, and its cargo was taken by the British Navy schooner, **The Gaspee**, in Narragansett Bay, Greene took up the Revolutionary cause by pooling his money with other patriots to start a state militia. With thousands of British troops in Boston, the Rhode Island General Assembly voted to establish the Kentish Guards (state militia) to protect themselves from an anticipated attack. Greene, an asthmatic, gimpy, son of a Quaker preacher, ran for a lieutenant's position in the new company. His peers did not choose him. Greene was mortified and submitted his resignation from the Guard. Thankfully, for America, Greene changed his mind about resigning.

PROFILE OF GREENE

Located just outside Greensboro, North Carolina, rests quiet fields and woods of a national park dedicated to the memory of one the most important battles of the Revolutionary War and one of Carolina's most beloved, adopted sons, **Nathanael Greene**. The **Guilford Courthouse Military Park** acknowledges the victory of Lord Charles Cornwallis' British army over Nathanael Greene's Continental army at the **Battle of Guilford Courthouse on March 15, 1781**; unfortunately for the British, the victory at Guilford Courthouse arguably cost them the war. The British lost one third of their

army that day. When news of the British "victory" at Guilford reached London, **Charles James Fox** sarcastically declared in a session of Parliament "*another such victory will ruin the British army!*" The Battle of Guilford Courthouse was the **last major battle of the Revolutionary War**. Cornwallis took his battered troops from Guilford and limped to Yorktown, Virginia, where they met defeat at the hands of the Continental armies of Washington and Greene, the **French army of General Rochambeau**, and the **French fleet of Admiral de Grasse**.

Today, in the center of this National Park,



Statue of Greene in the Guilford Courthouse Military Park in North Carolina.

rising conspicuously thirty feet from the ground, stands a magnificent statue of **General Nathanael Greene**. Inscribed at the foot of the statue are the **words of British General Cornwallis** –

**"Greene is
as dangerous as
Washington;
I never feel secure
when encamped in his
neighborhood".**

Greene's accomplishments as a military strategist and leader of men are well documented. Pulitzer Prize winning historian, **David McCullough** states "*Greene was one of the greatest Americans. Here was this 33 year old Quaker who knew nothing about the military except what he read in books, and he proved to be the best general George Washington had.*" Most recently, from the authors of **Rhode Island Historical Society's** 21st century seminal research project *The Papers of Nathanael Greene* –

***"for the American Revolution
to be successful,
it required 3 elements:***

***George Washington,
the French Navy,
and
Nathanael Greene "***

Nathanael Greene, the man who took the once desperate Continental Army of the South to victory against the seemingly invincible British army of **General Cornwallis**, whom Washington felt should become the Continental army's Commander-in-Chief if he was ever captured or killed, was not a candidate during America's first **Presidential Election of 1789**. In fact, Greene was not even considered for any leadership role in the first government - he died three years earlier from sunstroke after an unnecessary, walking inspection of a friend's plantation in **Savannah, Georgia**. He was only 44 years old.

Nathanael Greene, born and raised in **Rhode Island**, has been more well known, celebrated and appreciated in **North and South Carolina and Georgia** than in his home state of Rhode Island since his surprising death on June 19, 1786. However, it's important for all Rhode Islanders to be aware of one of state's least known but most important native sons.

Nathanael Greene was born on July 27th, 1742, in **Kent County, Rhode Island**, in the **Potowomut** area of **Warwick**. David McCullough in his book 1776, describes Greene as "*extremely hard working, forthright, good-natured, and a born leader.*" His family was considered of "substantial means" with interests in a farm, general store, a gristmill, a sawmill, a coastal sloop.

Nathanael had little schooling;

his dad put him to work at an early age

in the family businesses. But, Nathanael was intent on educating himself and was a voracious

reader

of military classics by **Julius Cesare** and **Fredrick the Great**. His military interests were in direct conflict to his family's pacifist, **Quaker religion**.

Greene stood about 5'10" tall with a "*burly figure*." At the outset of the Revolution, he took a leading part in the local militia but was denied an officer's position because of a limp incurred in a childhood accident. Despite the rejection of an officer's position, he still joined the militia. With an English musket he bought from an English deserter near Boston, he marched with the militia for 8 months until it became clear that this man was too good to held back by a

limp.

Nathanael Greene was soon given full command of the Rhode Island regiments in May of 1775. By July of 1776, he was one of General Washington's most important advisers, given the task of defending **New York City** as a huge British army and naval force moved to crush the Revolution in its' infancy. In October of 1780, Washington appointed Greene as Commander of the "*Southern Department of the Continental army*" after the once heralded **General Horatio Gates** had failed miserably in that role.

Greene's assignment from General Washington:
"stop the British in the South.
And, do it
without
enough men,
arms,
clothing, stores, and
provisions (food)."

And Greene did so with an irrepressible, persevering, organized, leadership style and by changing the armies fighting tactics to guerilla warfare of hit and run, never risking an all or nothing battle that might end the war. Greene took command of an American Southern Army consisting of 1,500 starving, nearly naked men. His opponent, **Lord Cornwallis**, by contrast, led arguably the world's best trained and fortified army; the British forces stationed in the southern colonies numbered 3,250, complemented by a force of Hessian mercenaries. Greene never exposed his army to total defeat;

The British took greater loses in each of their claimed victories over Greene.

Greene won through
perseverance,
superb organization, and
by implementing a
new kind of 'hit and run'
or 'guerilla' warfare.

Greene's incentive to fight may have been a

**‘pay back’
for the sinking of
his merchant ship,
The Fortune,
by the British naval schooner,
Gaspee,**

in Narragansett Bay in early 1782.

Greene's loyalty to Washington can not be underestimated either. Within a year after taking command of the Southern army,

**Greene lost or tied
every major battle
he fought;
but,
in doing so,
he won the war!**

Greene fulfilled Washington's mission. He preserved the Revolution when it was in doubt. By October of 1781, Greene's exploits in the Carolina's set the stage for the surrender of the once great British army of the South and their seemingly invincible General Cornwallis at the **Battle of Yorktown**.

As a result, **Nathanael Greene** became one of the country's most respected and appreciated men. Because of Washing-

ton's trust and confidence in Greene's performance in his numerous positions in the Continental Army, he most certainly would have been asked by Washington to join his administration and probably have picked him to be the country's first Secretary of War had he lived. The citizens of the **Carolina's** and **Georgia** so appreciated Greene's leadership of the Southern army, they awarded him numerous tracts of land at the conclusion of the war. In fact, the city of **Greensboro**, North Carolina, is named after General Nathanael Greene.

Some interesting anecdotes about Nathanael Greene: Despite Cornwallis' surrender at Yorktown in 1781, fighting persisted in the South. On an afternoon in May of 1782, a British officer approached Greene's Army camp with a white flag of



Painting of Greene by Charles Willson Peale

truce. After letting the British officer wait for 4 hours, Greene eventually met with **British Major Skelly**, an aide to **General Alexander Leslie**, now the Commander of all British troops in the South. Skelly handed Greene a document from the British House of Commons and a complementary reply of King George III. The House of Commons document called for *“an end to the War on the Continent of North America”* along with the King’s words for *“harmony between Great Britain and the revolted colonies”*. Greene dismissed the British officer, slept on the King’s request for the night, and then wrote to Congress the next morning explaining why he rejected the peace offer: if America stopped fighting, England could turn more resources against France, which was not fair to America’s trusted ally. Acceptance of the peace offer would make it more difficult to negotiate an equitable peace in the future. So the fighting continued in South Carolina until December of 1782, when the British sailed from their last stronghold in Charleston. In September of 1783, the British signed the **Treaty of Paris**, recognizing the independence of the United States of America.

In order to get needed supplies for his desperate Southern army during the war, **Greene cosigned a loan** to a company that provided his army with desperately needed supplies. When the firm of Hunter, Banks & Company defaulted on the loan Greene had guar-

anteed, Greene was responsible for a \$30,000 PAYMENT. This noble act for the Revolution was responsible for Greene’s personal, financial ruin and his compromise of his initial position on slave labor.

It was ironic, and sad, that

**Greene bought and used
slaves
on the plantations
he was given
by the citizens of
South Carolina and
Georgia
after the war.**



Greene's grave in Johnson Square, Savannah, Georgia

Greene, like many **Quakers**, opposed slavery in principle. However, when it came to running his own plantation and raising funds to relieve the debt he incurred in the war, Greene turned to slavery. He tried to justify his actions to a Philadelphia audience in 1783 by saying his “*slaves would not be worse but better under his ownership.*”

This was the same man who had supported African Americans fighting in the Rhode Island militia during the Revolution. Greene knew African American soldiers could fight;

he commanded the First Rhode Island Regiment, comprised of slaves, when they fought British mercenary Hessian troops attacking Newport.

Greene also witnessed the bravery of



African American troops at the **Battle of Monmouth**. To raise troops in the South, Greene petitioned the states of South Carolina and Georgia to arm and train slaves for combat; in exchange for their fighting, Greene proposed granting them freedom. Slaves outnumber whites in South Carolina by about 100,000. Georgia’s legislature didn’t even discuss Greene’s proposal. South Carolina’s legislature overwhelmingly defeated the measure. Cousin Christopher Greene and long time friend, **Samuel Ward**, had begun recruiting an all African American regiment from Rhode Island in early 1778. The State’s assembly and governor agreed to purchase the freedom of any slaves willing to fight. About 130 African Americans joined the Continental Army’s first all-African American regiment; these soldiers were not assigned menial tasks; rather, they were assigned to the front lines of the fight.

ABIGAIL ADAMS

IN HER OWN WORDS..

“Do not grieve, my friend, my dearest friend. I am ready to go. And John, I will not be long.”

Abigail’s last words, spoken to husband John

“...remember the ladies (John), and be more generous and favorable to them than your ancestors..... Do not put such unlimited power in the hands of husbands. If particular care and attention is not paid to the ladies, we are determined to form a rebellion, and will not hold ourselves bound by any laws in which we have no voice or Representation.”

Abigail’s letter encouraging husband John to advocate for increase women’s rights during his stay at the Continental Congress in March of 1776. Abigail wanted Congress to revise or eliminate English laws that gave men absolute power over their wives.



famous portrait of Abigail by Benjamin Blythe in 1766.



Abigail Adams

“He was a Freeman as much as any of the young men and merely because his Face is Black, is he to be denied instruction?!”

While Abigail grew up in a household with 2 slaves, she realized in her adulthood the hypocrisy slavery presented in the new American nation. While living in Philadelphia, one of her hired help, a black youth named James Prince, asked if he could attend an evening class in the city to learn to write. Abigail had taught James how to read. She immediately approved his request. However, a neighbor soon asked Abigail to withdraw the boy from the school and if she didn’t, the white children would refuse to attend the school. Abigail asked the neighbor to send the white boys to her who had complained about a black boy going to their school. James Prince continued in the school.

“He is one of the choice ones of the Earth.”

Abigail's reaction to Jefferson after he visited Abigail and John during their stay in Paris. Abigail's opinion of Jefferson later changed.

“I felt my delicacy wounded, and I was ashamed to be seen to look at them, girls clothed in the thinnest silk & gauze...springing two feet from the floor...and shewing their Garters & draws, as tho no petticoat had been worn...”

Abigail joined John during his time in Paris seeking aid from French King Louis for the American Revolution. Abigail quickly became a fan of Parisian theatre and opera, although initially embarrassed by some of the more sensual scenes and costumes.

“Who shall give me back Time? Who shall compensate to me those years I cannot recall? How dearly have I paid for a titled Husband; should I wish you less wise that I might enjoy more happiness!?”

Abigail and John Adams truly loved each other and both suffered from their long separations while John traveled throughout Europe and during his stay in Philadelphia and other cities in the early days of the Revolution. Abigail always supported John's conviction to the cause of the Revolution despite her depression over his long absence.

“One thing I know, and that is, that I have smelt it. It is the very dirtiest place I ever saw.”

Abigail was appalled by the filth of Paris, with its narrow streets with gutters running down the middle fed by drains from homes carrying the family refuse. Paris' population was more than 500,000. John and Abigail decided to live about 4 miles outside the city. Abigail preferred the confines and character of London whose population and hygiene was higher than Paris.

“Hold your tongue, John!”

Abigail often admonished John for his impulsive, combative discourse and behavior. While Abigail was as opinionated as her husband, she was always more diplomatic and continually advised him on the proper behavior for advancing his objectives. Abigail was John's closest and most trusted advisor.

“A national evil as it promotes and encourages dissipation (Abigail's favorite term for wasting time), mixing all characters promiscuously.”

During her stay in England when John was America's first Ambassador after the War, she went to the seaside resort of Southampton. Incredibly, Abigail had never swam in the ocean! Determined to participate in new-found popular activities, she was given the attire of what every well-dressed woman was wearing to the beach in 1787 England: an ankle-length flannel gown, socks, and an oil-cloth cap. Abigail enjoyed the day and wrote to a friend that "such bathing places should be established at Boston, Braintree and Weymouth." Her enthusiasm, as you can see from this quote, was later tempered.

PROFILE OF ABIGAIL

WHY NOT?!?

Why shouldn't we consider Abigail as a **viable Presidential candidate**? She was arguably as smart as her husband, President John Adams, and more politically astute. She was courageous and tough with a rigid code of personal conduct. She managed a farm and the family finances while raising her three children for the 10 years John was in Europe soliciting support for the Continental Army. As a single parent, Abigail nurtured her children through their smallpox exposure during one of Boston's deadliest outbreaks. She was an outspoken proponent of fundamental rights for **Blacks** when many **Bostonians** felt otherwise. In fact, Abigail saw to the education a young Black man in the face of outspoken criticism within her own community. While Abigail did not have a formal education, she was always a voracious reader of the classics when young women were denied the same educational opportunities as men. Because

she read so many books

she was confident about expressing her opinions. John deferred the management of the family finances to Abigail; her in-

vestments in land and bonds proved to be quite astute. She was a better politician than her husband; Jefferson, Franklin, and Washington all respected her and genuinely enjoyed her company more than her husband's.

I contend Abigail Adams possessed the intelligence, focus and ambition to be a serious Presidential candidate and a successful President had she found herself in a more receptive century!

In a different time, Abigail could have been to America what **Golda Meir, Margaret Thatcher, and Indira Gandhi** were to their countries.

Abigail Adams was born **Abigail Smith** in **Weymouth**, Massachusetts on November 11, 1744, the daughter of a Harvard educated minister. The late eighteenth century had women cast as second class citizens to their male counterparts. There were limited educational oppor-

tunities but, fortunately for Abigail and her sisters, she was educated at home by her father, **William Smith**, who was serious about the education of his daughters and inculcated a love of books and reading supported by his impressive home library. Abigail became one of the best-read women of her day.

John Adam's **courtship** of Abigail began in earnest when Abigail was 18. Abigail's father thought his daughter could do better than Adams, the son of an unimpressive farmer a short distance down the road in Braintree. But Abigail persisted and on October 25th, 1764, she married John in **Weymouth**. John was 29, Abigail 19. John began a law practice while Abigail embraced the life of a housewife, baking, doing laundry, making everyday clothes and linens, and giving birth to children. Abigail gave birth to her **first child**, which she named **Abigail** and called "**Nabby**," eight and one half months after their wedding day. Two years later, she gave birth to **John Quincy**. Fortunately both children beat the odds and survived to adulthood. An incredibly high number of children died within a year of their births. Soon after, Abigail gave birth to another daughter, **Susanna**, who tragically died about a year later. While John and Abigail struggled to cope with **Susanna's** death, Abigail soon gave birth to two more healthy sons, first **Charles** (1770), then **Thomas** (1772).

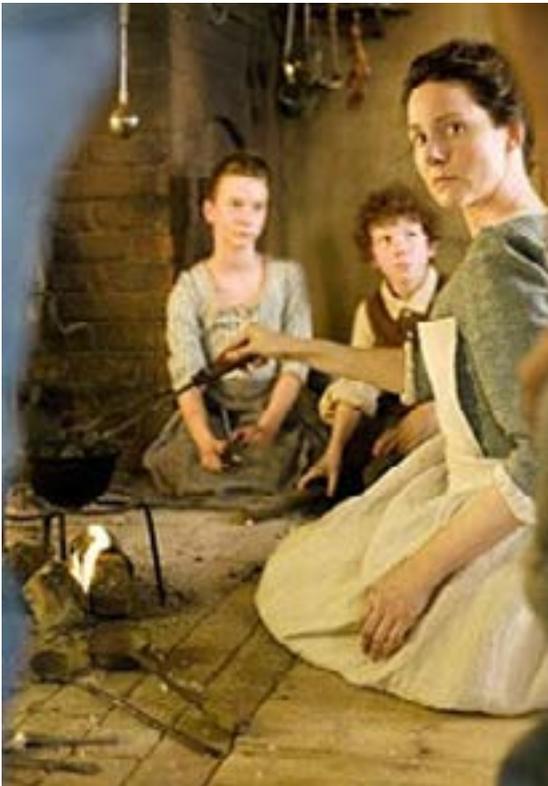
Abigail took her responsibilities of wife and mother very seriously. Mothers, Abigail believed, were responsible for

raising their children to become God-fearing, moral, upstanding, "cultivated" citizens. She was a very controlling and demanding mother even as her children entered young adulthood. When John Quincy fell in love with **Mary Frazier** of Boston in his mid twenties as he was beginning his own law practice, Abigail did everything she could to extinguish the romance. Successful she was; John Quincy remained a bachelor for several more years. But Abigail was also kind and sensitive, opening her home to the wife and daughter of her wayward, alcoholic son Charles as well as daughter, Nabby, during her marital problems and throughout her losing battle to breast cancer. Likewise she believed a wife's responsibility was to enhance and support the career of her husband. Following the Revolutionary War, speculation was rampant on John's role in the new American government. In a newspaper article, Adams was talked about as a potential governor or senator, quite possibly Vice President, and if not, then "*certainly Chief Justice of the Supreme Court*," everything but the Presidency which was universally agreed upon destined for Washington. While the unwritten rule of the time called for no display of ambition by any of the candidates,

**Abigail made it quite clear
that any role but
"Vice President"
for her husband
was "*beneath him*".**

Beyond the aforementioned responsi-

bilities of wife and mother, Abigail was essentially the family business manager because of John's frequent absences and preoccupation with politics. She oversaw the operation of the **farm**: hiring and supervising farm help to mow hay, plow fields, harvest crops, keeping caterpillars out of the fruit trees, and taking care of the cows and sheep. She hired a servant to help her with housework and cooking. She bought additional land as it became available, often renting farmland to raise additional revenue. Abigail sometimes loaned money at profitable interest rates. All the while, she kept John abreast of the latest developments from Boston and John Quincy in **Europe**, fed and housed Continental soldiers during the war, found temporary quarters for refugees,



Actress Laura Linney (right) as Abigail Adams in the HBO miniseries "John Adams" with two of her three children.

and raised and educated her three children. While most historians place Hamilton's **fiduciary acumen** above all of his contemporaries,

Abigail understood finances better than many other Founders as proven by her smart investments, clever cash management, strict control of family expenses, and her abhorrence and avoidance of debt.

Jefferson and Madison could have benefited from her fiscal management of their personal finances.

Abigail Adams proved to be an exceptional executive and administrator.

America's first center of government for the Washington Presidency was **New York City**. Vice President Adams longed for Abigail and told her to forget the farm and come to New York to be with him immediately. Abigail obliged, taking the stage to **Providence** before sailing by ship to New York. John rented an estate called Richmond Hill, which today is in

the heart of **Greenwich Village**. *"I would not change this situation for any I know of in Town"*; she loved New York and the political life which came with it. Abigail, like **Martha Washington**, hosted weekly open houses in which local residents came to pay their respects to the Presidential families. Abigail also made it a point to invite every Senator and Congressman to dinner. With a dining room seating only 20, it took her about a month to complete the gesture.

The new Congress soon passed legislation to move the **capital city to Philadelphia**. Abigail hated moving and, consequently, made herself sick. Abigail and John did not like Philadelphia, with its oppressive summer humidity and constant threat of yellow fever, which had replaced smallpox as the country's most dreaded disease. Inoculation had reduced the mor-



Famous vaccination scene in the HBO miniseries "John Adams" where Abigail's young son is vaccinated during a smallpox epidemic. Early 18th century vaccinations involved cutting the skin and placing the pox from a live smallpox victim into the wound.

tality of smallpox, but there was 'neither prevention nor cure for yellow fever'. In fact, the nation was oblivious to the fact the disease was carried by mosquitoes; their only awareness was its annual appearance in the summer and its' demise

with the arrival of cold weather. **Yellow fever** killed about 10 percent of the city, 3,000 people alone in Philadelphia during the summer of 1798, and struck the population nearly every summer.

Abigail began reading the works of European feminist, Mary Wollstonecraft, in the 1790s.

Abigail never believed, as many men of her time professed, women were inherently inferior to men. While conceding women had different traits and talents, Abigail vehemently contended a woman's intelligence was equal to a man's, limited only by the prohibition of the same educational opportunities as men. While Abigail embraced some feminist issues, she still believed a woman's place was in the home sublimating her goals for her husbands. *"However brilliant a woman's talents may be, she ought never to shine at the expense of her Husband. Women should confine themselves to Domestick Government."*

When **First Lady Abigail** and newly inaugurated **Federalist Party** President John Adams moved into the Philadelphia Presidential home inhabited by George and **Martha Washington** on March 4, 1797, they were shocked by what they found. *"There is not a chair to sit in. There is not a carpet nor a curtain, nor a glass, nor linen, nor china, anything. It is in the most deplorable condition"* John wrote. The Adams' were also worried how they would manage financially on John's **Pres-**

idential salary of \$25,000 a year. But they carried on, entertaining Congressmen, state officials, and the leading citizens of Philadelphia.

John and Abigail often left **Philadelphia** during the perilous yellow fever summer months, usually returning in the fall. Abigail was often torn between the health needs of her sickly daughter, Nabby, and her widow daughter-in-law, Sarah, and grandchildren, Susanna and Abigail, back in Boston and husband John's ongoing turmoil from a divided Congress and Hamilton allied Cabinet. With the Federalist Party and Cabinet demanding war against France, John often thought Abigail was the only person he could trust completely. *"As Abigail grew older, she became more outspoken, more opinionated, and much more willing to assert her views on the way things out to be done."* As political and personal attacks came from Republicans as well as his own Federalist Party members, Abigail became the President's closest confidant. When John confided to her of his plan to keep Hamilton at a distance to prevent his divisive influence over his Cabinet, Abigail warned *"I have read Hamilton's wicked heart through his wicked eyes. The very devil is in them."*

On May 19th of 1800, Abigail left Philadelphia for Quincy; about a week later, President John Adams headed for the new capital on the Potomac. What Adams found in the new nation's capital was a rather shabby village with great stretches of tree stumps, not a single church, *"a few stores and nondescript hotels and board-*

ing houses, and a half finished sandstone Capitol building." Between the Capitol building and the President's House was **a swamp**. There were numerous workmen's shanties scattered throughout.

**What most upset
Abigail and
President Adams was
the use of **slave** labor
to build
the new American Capitol
in Washington.**

Abigail criticized **Republicans**, the dominant Southern political party, who frequently spoke of *"liberty and freedom"* while their own lands were worked by slaves. Abigail was disgusted by the sense of superiority that slavery instilled in white people, even the poorest. *"The lower class of whites are a grade below the Negroes in point of intelligence and ten below them in civility. They look like the refuse of human nature"* she wrote.

When John lost the Presidential Election of 1800 to **Thomas Jefferson**, Abigail and John returned to Quincy to live out the rest of their lives on their farm. John was 65, Abigail 55. Neither John nor Abigail stayed in Washington for Jefferson's inauguration. Abigail's politics eventually became aligned with the Republican tendencies of her son, **John Quincy**. She even supported the candidacy of the 1808 Republican Presidential Candidate, **James Madison**, because she became so

disillusioned with the **Federalists**. Years earlier, she ended her long silence with **Thomas Jefferson** by writing him a letter of condolence following the death of his daughter, **Polly**, who Abigail had once cared for during her stay with John in London. Jefferson's own relationship with John was restored when he reaffirmed in his own letter his feelings of friendship for both John and Abigail.

In late August of 1818, Abigail fell ill with typhoid. On October 28th, a few days short of her 74th birthday, she died. People were shocked by her death; with everything she had endured, from the death of her daughter Nabby and son Charles to her own illnesses, people thought she was too resilient to succumb to any disease. John was crestfallen, losing the love of his life after 54 years of marriage. He

continued to live on his farm in **Quincy**, surviving Abigail by 8 years.



Portrait of Abigail and John Adams's son and future President, John Quincy Adams, painted by famous Rhode Island artist, Gilbert Stuart in 1818.

DANIEL BOONE

IN HIS OWN WORDS..

*“**Fear**’s the spice
that makes it interesting.”*

a commonly shared anecdote attributed to
Daniel Boone.

*“**Wisdom** comes
by facing the wind;
fools let it carry them.”*

another anecdote attributed to Daniel Boone



An **1820** painting by Chester Harding is the only known portrait of Daniel Boone made during his lifetime

*“At least **it**’s in the family”.*

Daniel Boone’s response to his family when he discovers one of his brothers had a intimate relationship with Daniel’s wife, Rebecca, while he was away from home for 2 YEARS hunting and trapping in the western wilderness of Kentucky. Boone never accused his wife of infidelity, never got angry, never threatened divorce or to leave Rebecca for her infidelity. Boone was constantly taking ‘*months*’ long trips either alone or with acquaintances to hunt for valuable furs from animals like beaver and mink in order to pay his bills. Boone was constantly borrowing money to buy farm equipment, food for his family, and supplies for his hunting trips. He never seemed to get out of debt and his creditors were continually threatening to bring him to court for his tardy payments. After killing and skinning many animals for their fur on these hunting excursions into the wilderness of Kentucky, western North Carolina, and Tennessee, Boone was attacked by Indians who stole his furs and often his long rifle and horses. After losing his furs to the Indians, Boone descended even deeper into debt by not having furs to sell to pay the money he borrowed for the supplies (power, lead, etc for his hunting trip.

After **British Lieutenant Governor, Henry Hamilton**, the leader of a British and Indian force stationed at Fort Sackville near present day Vincennes, Indiana, refused to surrender

in February of 1779

to an **American Colonial force** led by **General George Rogers Clark**, Clark decided to present a *“fair opportunity to make an impression”*. General Clark ordered 6 Ottawa Indians fighting for the British he had recently captured to kneel down in full view of the British soldiers manning Fort Sackville’s eastern wall but far enough away their

bullets could not reach the American soldiers guarding the Indians..

American General Clarke

then ordered

one of his soldiers

to walk behind

each of the

6 Ottawa Indians

and

“split their skulls

with one blow from

a tomahawk”



Henry Hamilton (red coat) surrendering American General Clark at the Battle of Fort Sackville in 1779 by artist Don Troiani.

Clark's message was effective. Henry Hamilton soon surrendered his combined British and Indian forces to Clarke's American Colonial army. Clark never denied or apologized for his brutal actions against the British allied Ottawa Indians at Fort Sackville.

The reason for sharing this horrific scene at Fort Sackville from the **American Revolutionary War** (1775 to 1783) is to enlighten students to the

fact
there were
multiple theatres of war,
in the North, South,
and
America's Western frontier,
during America's
Revolutionary War
against
King George III's
British Empire.

The American Revolution was fought in the Northern colonies in celebrated battles at **Concord**, **Lexington**, and Boston's **Bunker Hill** in Massachusetts as well as **Saratoga** and **Harlem** in New York, **Princeton** and **Trenton** in New Jersey, **Block Island** and **Newport**, Rhode Island, and even **Quebec**, Canada. The Southern colonies featured their own famous battles at **Guilford Court House** and **Cowpens** in North

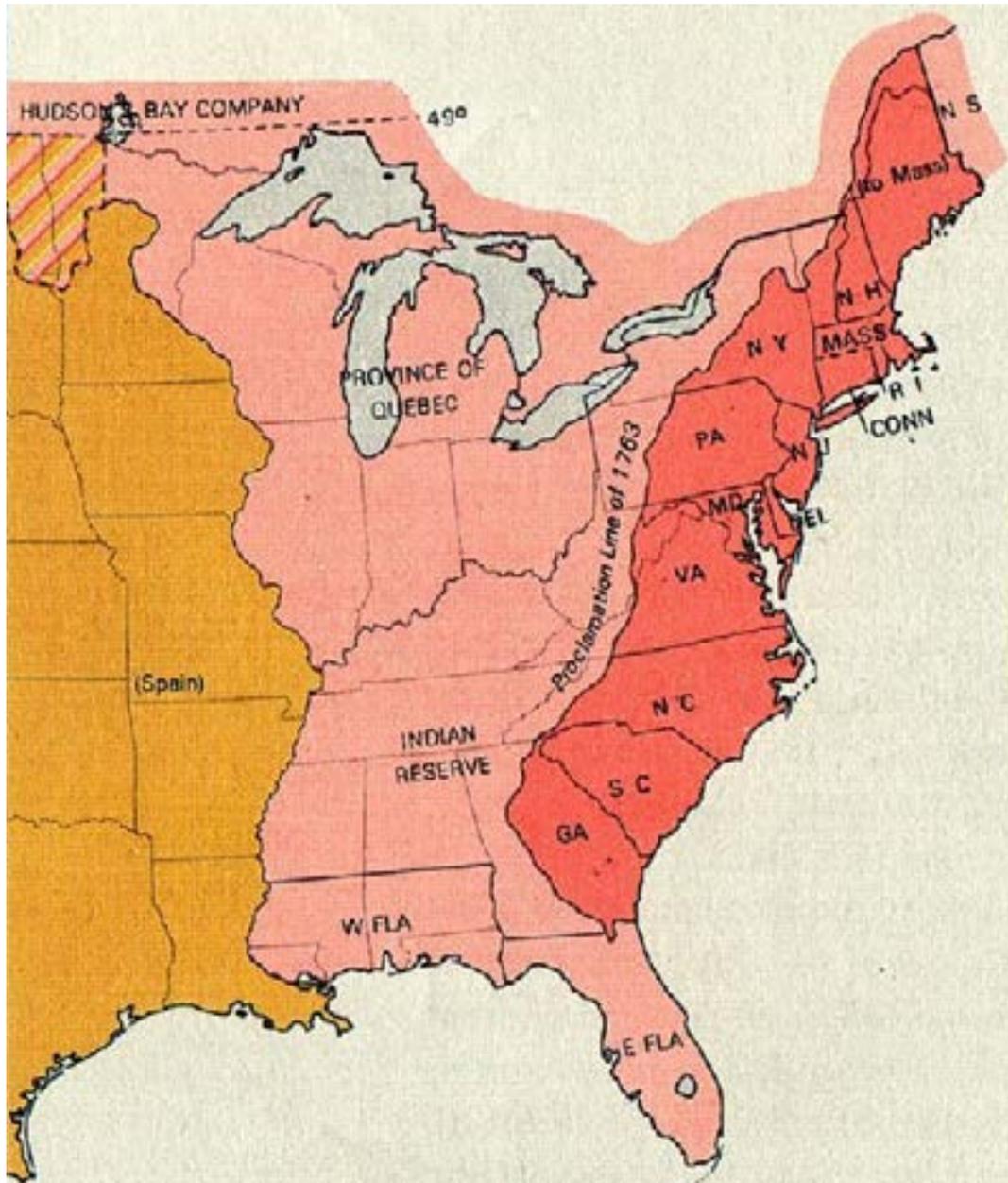
Carolina, at **Charleston**, South Carolina, **Savannah**, Georgia, and, of course, **Yorktown**, Virginia.

While there was brutality in all theatres of the American Revolution, for this author,

the most brutality, savagery,
man's inhumanity to
his fellow man,
was in the west
especially
in conflicts between
American Indians
and
the thousands of white settlers
pushing over
the Appalachians
into the Indian lands of
the American west
and
Colonial militias

protecting them. The brutality between whites and the American Indians of so many tribes was gruesome. Scalping. Burning at the stake. Dismemberment of fingers, toes, ears, tongues, and feet. And

the victims of this horror
were



in 1763, King George III issued a PROCLAMATION ordering all lands along a specific boundary determined by the King and his advisors west of the **Appalachian Mountains** to be reserved for Indian tribes and no longer accessible to European immigrants in search of new homesteads. It is indicated on the map above as '**Indian Reserve**'. This Proclamation antagonized American colonists against King George and his empire in North America. Denied access to western lands by poor indentured servants seeking a better life on free or inexpensive land in the western frontier AS WELL AS rich, politically connected, real estate speculators like George Washington, Patrick Henry, and North Carolina Judge Richard Henderson interested in purchasing western frontier lands and then selling their land purchases to immigrants for a profit would become a contributing factor leading to the American Revolution.

Please note the notation on the Map to the left or west of the 13 colonies "PROCLAMATION LINE OF 1763."

**men, women, children
and
the unborn**

of both sides. The killing fields of America's western frontier, in present day American states of Kentucky, Illinois, Michigan, and Ohio to name a few, was chilling. In fact, during the Revolution,

**“7%
of all Americans
living in the western frontier
experienced
'violent ends'
compared to
1%
of the entire population
in the 13 colonies”**

according to historians Bob Drury and Tom Glavin in their book *“Blood and Treasure”*. And, it was here,

**in the West,
in the dense forests of
the American frontier
where many Indian tribes
had fled
their former tribal lands
in the east,
Daniel Boone fought
for American independence.**

Daniel Boone was born on February 22, 1734. Boone was two years younger than **Boone's Commander in Chief** of the Colonial Army and future American President, **George Washington**. Boone's father,

**Squire Boone (1696–1765),
was an immigrant**

who emigrated to colonial Pennsylvania from England in 1713. Squire married Sarah Morgan in 1720 whose family were Quakers from England. In 1731, Squire Boone built a **ONE ROOM** log cabin in what is now Berks, County, near present day Reading, Pennsylvania. Boone learned to hunt from local white settlers and Indians living in the area who were occasionally guests in the Boone home. In fact, .

**Boone enjoyed being alone
for days and often weeks
hunting and trapping
for furs
in the woods.**

The Boone brand at the young age of 15 was *‘one of the region's best hunters’*. Boone grew to be a tall, athletically strong, gentle man but tough as nails. While his formal schooling was limited, he was taught to read and write by his mother, Sarah, and developed a lifelong interest in books. It was said

he frequently read the Bible and his favorite book was "*Gulliver's Travels*".

When war erupted in North America between the France and their Indian allies and England and their Indian allies in 1763 (the **French and Indian War**), Boone joined a North Carolina militia company as a teamster (like a 20th century truck driver but then driving an oxen pulled supply wagon) **supporting the British army**.

21 year old Boone left the militia in 1755 and, on August 14, 1756, he married 17 year old Rebecca Bryan, a neighbor.

Daniel Boone was always

insatiably curious

about what was over the next ridge or mountain top.

His creativity enabled him to make or fix anything as well as escape seemingly hopeless situations.

In other words,

Daniel Boone possessed precious survival skills

for life on the American frontier. While Boone never sought leadership

roles, Boone was frequently asked to

lead,

surveying new territory, cutting out new roads in the wilderness, rescuing kidnapped victims like his daughter Jemima, or defending his home in **Boonesborough**, Kentucky from British army attacks during the Revolution. The Daniel Boone brand was bravery, empathy, compassion for all people of all races, a diverse network of Indians and whites and both rich and poor people and reluctant leadership. Boone was honest and trusting to a fault, loyal, hard working, the best rifleman and tracker in the wilderness, and a great surveyor more familiar with America's western frontier than any living American. When the

American Revolution erupted

in Concord and Lexington, Massachusetts and soon spread to other parts of the British colonies in North America in 1776, Daniel

Boone joined the Virginia militia to fight the joint forces of the British army and their Indian allies on the frontier battlegrounds west of the Appalachian mountains.



Boonesborough in 1778 (from Boonesborough... by George Washington Ranck, 1901).

The **most horrific violence**
of the
Revolutionary War
took place
in the forests of
the western frontier

The battles in the Western theatre of the American Revolution usually pit American colonial militia against numerous Indian tribes allied to the British. The Indians were angry because their ancestral lands were being taken by more and more white settlers. They felt an alliance with the British and by matching the brutal tactics of white settlers who were taking their centuries-old tribal lands and stop their wanton slaughter of the buffalo herds and the beaver and deer of the forests. Violence permeated the western frontier. It was a dangerous place to be.

As a result,

hundreds of settlers
abandoned
their homesteads
in Kentucky

and returned to safer locations in the east. By May of 1776, Boone and his family were among fewer than 200 colonial settlers who stayed in the Kentucky area, mostly living in fortified settlements of **Boonesborough**, Harrodsburg, and Logan's Station. It was during this period

Boone was captured
and
held captive by the Shawnee
for
several months.

Rebecca Boone, fearing the worst, took their family back to the safety of North Carolina.

Boone was held in captivity for approximately 4 months in early 1778 before escaping back Boonesborough. Despite persistent accusations by a few **Boonesborough** leaders that Boone was actually a British and Shawnee spy, Boone led a raid against the Shawnee across the Ohio River to gather intelligence about a rumored, imminent attack by the British and their Shawnee allies on **Boonesborough**. When the attack did occur on September 7, 1778, Boone led the successful defense of **Boonesborough**



Colonies like Virginia, North Carolina, and Georgia in the south, claimed lands west of the Appalachians extending to the Mississippi River. It was in these territories new states, like Kentucky and Tennessee, eventually were established. The Massachusetts and New York colonies did the same in the north. Massachusetts claimed lands which eventually became the State of Maine as New York did with the State of Vermont.

against 300 to 400 Indians from multiple tribes (Shawnee, Cherokee, and Mingoes) during the 10 day attack. Following the battle, militia Captain Benjamin Logan and Colonel Richard Callaway brought charges against

Boone for what he and a few others considered Boone's suspicious capture by the Shawnee. The court-martial found Boone "*not guilty*," and, soon after the trial, promoted Boone to a rank of Major in the Virginia militia.

Despite the non-guilty verdict, Boone was humiliated by the court-martial, and he rarely spoke of it afterwards.

After his court martial, Boone returned to North Carolina to bring his family back to Kentucky. Boone brought a number of people with him back to Kentucky including

**a family of settlers
named “Lincoln”
under the leadership of
Captain Abraham Lincoln,
the grandfather of
the future president.**

Once back in Kentucky and Boonesborough, Boone started a new settlement away from Boonesborough called **Boone’s Station**.

As the American Revolutionary War continued, Boone joined General George Rogers Clark’s invasion of the Ohio country in 1780. In April

**1781, Boone was elected
to the
Virginia General Assembly.**

In 1782, he was elected sheriff of Fayette County. While Boone was traveling to Richmond in 1781 to take his



Famous painting called “*Abduction of Boone’s Daughter*” by Karl Ferdinand Wimar in 1855. Boone’s daughter, Jemima, and 2 other girls were captured just outside Boonesborough fort walls by an Indian war party. They took the girls north toward Shawnee towns in the Ohio River valley region. Boone and a group of Boonesborough neighbors pursued the Indians, finally catching up with them two days later. Boone and his men ambushed the Indians, rescued the girls, and drove off their captors. The incident became the most celebrated event of Boone’s life. The incident inspired author James Fenimore Cooper to create a similar scene in his classic novel “*The Last of the Mohicans*” (wikipedia)

seat in the Virginia legislature, the infamous British commander, **Banastre Tarleton**, captured Boone and several other legislators near Charlottesville, Virginia. British authorities quickly released the well known Boone.

During Boone's term in the Virginia legislature,

**Cornwallis surrendered
at Yorktown
in October 1781.**

**Unfortunately,
the savage fighting continued
in the West,
especially in Kentucky.**

Boone returned to the Kentucky militia. In August 1782, Boone fought against a combined British and a multiple Indian tribal force (Shawnee, Delaware, Miami, Potawatomi, and Mingo). The British - Indian force set up an ambush for the colonial militia at **Blue Licks**, Kentucky. 182 Kentucky militia, including Daniel Boone and his son, Israel, were defeated and sent running for their lives.

**Israel Boone was shot
in the neck
and
died in Daniel Boone's arms.**

In response to the **Blue Licks** disas-

ter, Virginia militia Brigadier General, George Rogers Clark, led an expedition seeking revenge into the Ohio territory in November, 1782, destroying several Indian villages along the Great Miami River, including the Shawnee village of Piqua, in Ohio. This was the last major expedition of the war.

After the Revolutionary War ended, Boone resettled in Limestone (later renamed Maysville, Kentucky), then a booming Ohio River port. He kept a tavern and worked as a surveyor, horse trader, and real estate speculator.

In 1784, on Boone's 50th birthday, **historian John Filson** published "*The Discovery, Settlement and Present State of Kentucke*." The book described the discovery, purchase and settlement of Kentucky. **Filson** was an American author, historian of Kentucky, school teacher, pioneer, surveyor and a founder of Cincinnati, Ohio who was born in 1743. He died in 1788 when he was killed by Indians near the future city of Cincinnati. Boone repeatedly attested to the truthfulness of the description of Filson's descriptions of his many exploits. The book was translated into German and French and became a popular read in Europe. The book sold out after its first printing and became an American best-seller. An appendix to the book, "*The adventures of Colonel Daniel Boon, formerly a hunter, containing a narrative of the wars of Kentucke*" made Daniel Boone famous, an

AMERICAN HERO.

Boone's brand now reached celebrity status.

Boone was a great trapper, hunter, and surveyor.

He was also a terrible businessman

who hated paperwork and following legal protocols necessary for a real estate business to be successful. Unfortunately,

Boone had few, if any, people in his NETWORK who could advise him on the legal policies of real estate he was not good at

nor had any interest in. Simply stated, Daniel

Boone's network was NOT DIVERSE.

Boone's network was trappers, surveyors, farmers, and Indians, NOT accountants, and real estate professionals. In fact, Boone said

his best, most trusted friends were Indians.

But, his network lacked TRUSTWORTHY lawyers,

investors, and county regulators who knew fundamental accounting and legal requirements a business needed to know to be successful. As Kentucky changed, Boone's career opportunities changed with it. Boone, the former solitary hunter of deer and buffalo to feed his family and beaver pelts to skin and sell to pay his homestead bills, was now given surveying projects in the frontier territories west

Appalachian
STATE UNIVERSITY

Appalachian State University located in Boone, North Carolina.

of the Appalachians to locate and file good land for new settlers and speculative real estate agents. Because of the **Boone brand**, new opportunities were plentiful, his business grew, and initially very profitable.

Daniel Boone was becoming a wealthy Kentuckian.

BUT,

because Boone had been a self-reliant hunter and trapper rarely needing advice or help, he

never focused on developing a network of people with different interests and were good at the things he was not.

And, Boone rarely ASKED for help and advice.

Consequently, Boone's real estate success was fleeting. He rarely checked the land he surveyed against other claims in the county regulators office to make sure Boone wasn't claiming land that others had already claimed. Boone also rarely filled out and filed legal forms county regulators required to protect the ownership of the land he was purchasing for his customers. As a result of his poor businesses practices,

Boone was frequently sued by clients, and paying court ordered fines.

All the wealth he had accumulated was quickly lost by lawsuits as well as



Painter, George Caleb Bingham, famous depiction of Daniel Boone *Escorting Settlers through the Cumberland Gap* (1851–52).

giving away his own land to unhappy customers. .

**Daniel Boone was frustrated.
He felt
trapped
in a business
he was not good at
NOR
enjoyed doing.**

America's frontier hero had worked hard for Kentucky and America by fighting the tyranny of King George and opening the wilderness to new settlers seeking a better life. He somehow felt betrayed by people he worked so hard to help. America and Kentucky was changing; unfortunately for Daniel Boone, he was not able to change with it. So

**Daniel Boone decided
to leave the United States.
In 1799**

moving his extended family to what is now Saint Charles County, Missouri, then part of **Spanish Louisiana**. (Missouri was then NOT part of the United States but part of Spain's Louisiana territory.) Because Boone's land in Missouri was given to him by the Spanish government without any official paperwork, Boone again lost his land when President Thomas Jefferson bought Louisiana for the United States in what came to be known as

the *Louisiana Purchase* in 1803. In 1809, Boone petitioned the United States Congress to restore his Spanish land claims, which was finally done in 1814. Boone chose to sell most of this land in Missouri to repay old Kentucky debts.

Boone spent the final years of his life in Missouri, often in the company of children and grandchildren. He continued to hunt and trap as much as his health permitted. In 1810, at the age of 76, he went on a six-month hunt up the Missouri River, reportedly as far as the Yellowstone River, a round trip of more than 2,000 miles

**Boone died
on September 26, 1820,**

at his son Nathan Boone's home in Missouri. He was buried next to his wife, Rebecca, who had died on March 18, 1813. The graves, which were unmarked until the mid-1830s, were near Jemima (Boone) Callaway's home on Tuque Creek, about two miles from present-day Marthasville, Missouri. From this author,

**the most impressive quality
of
the **Daniel Boone brand**
was his
GRIT,
the person who
NEVER gave up.**

This brave frontiersman, patriot, father, trapper, and businessman

failed
and
faced numerous **challenges**.

He was seemingly always in debt with creditors frequently bringing him to court for not paying his bills and repossessing the land he owned to pay his debts. His daughter, Jemima, was kidnapped by Indians. A son, James, was tortured by Shawnee Indians removing the teenage boy's fingernails, and then cut off his fingers before killing him. A newborn son died within days of his birth. Brother, Ned, was captured by Indians AND, thinking he was Daniel Boone, decapitated him. Son Israel Boone died in his arms at the *Battle of Blue Licks*, Kentucky,

**A real estate company
that hired Boone
renege on
its promises of payment**

after Boone's surveying work was completed. His ankle was shattered by a bullet during a Revolutionary War battle at **Boonesborough** protecting his home and defending his family. After being captured by Indians for several months, he escaped, running and hiding from his Indian captors through the wilderness for 4 days, traveling 160 miles and only eat-

ing one meal. When he arrived at his home in **Boonesborough**, Kentucky,

**he was called a
traitor
for
being too friendly with
Shawnee Chief,
Blackfish;**

Boone was then court-martialed for apparent treason. But, not once did Daniel Boone give up.

Finally, another consequence of the aforementioned Filson book and his vivid description of the beautiful bluegrass fields of the Kentucky that Boone explored was the increasing rush of "*new settlers over the Appalachians Mountains, floating and rowing down the Ohio River, and riding through Boone's Trace (Frontier Highway) into the lands of Kentucky*". Kentucky quickly changed from FRONTIER wilderness with buffalo herds, Indians, and very few white people to an increasingly populated land of towns, plantations, horse farms, racetracks, and law offices.

**Kentucky was changing;
Daniel Boone
could not.**

Boone's comfort zone was the wilderness of the frontier, being on his own hunting, trapping, and surveying. He

was out of his element living in towns with lots of people, and working in a career that had strict protocols and rules to follow. Daniel Boone was not happy nor good at this new way of life.

Daniel Boone
reluctantly pushed out
of his **COMFORT ZONE**
as the frontier changed



Daniel Boone

to try
a new career,
in **REAL ESTATE.**

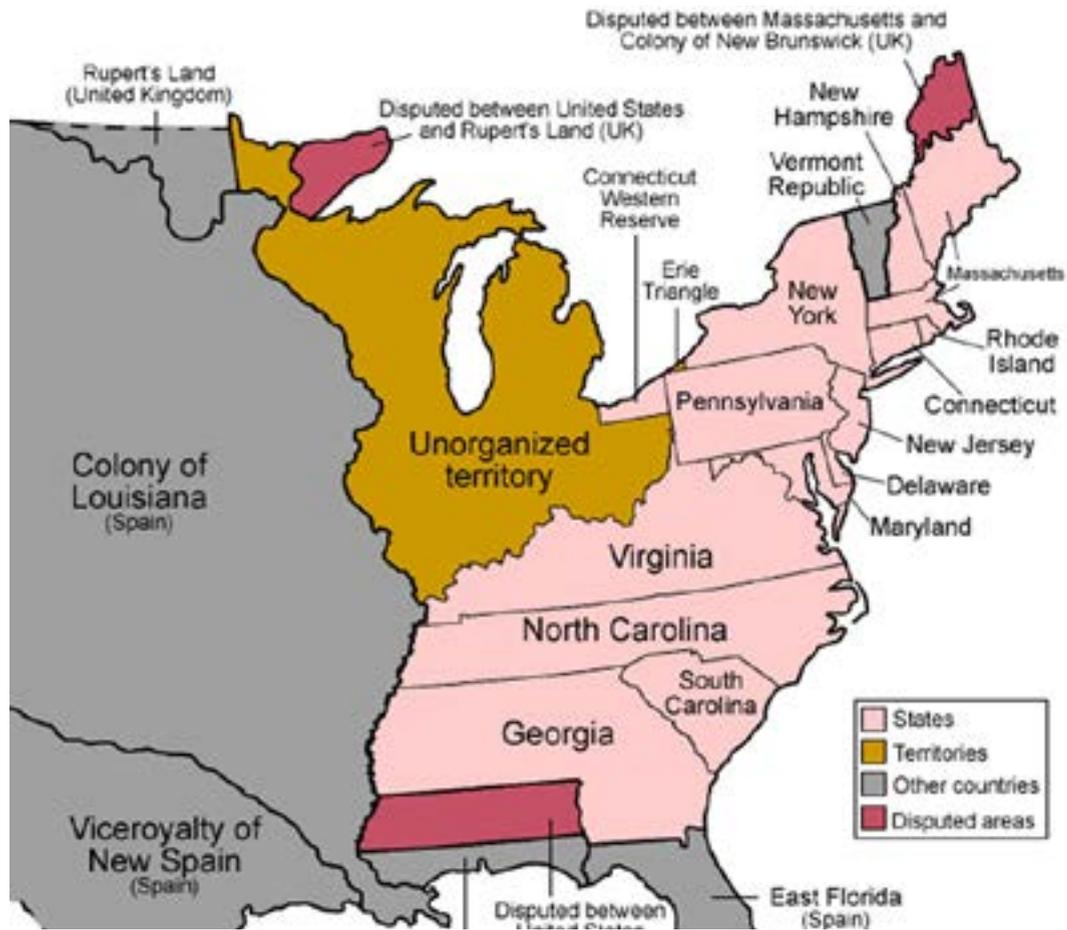
Unfortunately,
Daniel Boone
did not have
ALL
the LIFE SKILLS
to ensure his
LONG TERM SUCCESS.



Logo for the 21st century town of BOONE, NORTH CAROLINA.

Specifically,
Boone lacked
a DIVERSE, TRUSTED
NETWORK
AND
THE LIFE SKILLS
TO NURTURE
AND USE IT.

Daniel Boone. Success or not? You decide.



TOP MAP identifies the location of the American state of Kentucky today. **BOTTOM MAP** - identifies the states and territories of the United States of America between March 4, 1789 to August 7, 1789. .

“Today a reader, tomorrow a leader.”

W. Fusselman

“A genuine leader is not a searcher for consensus but a molder of consensus.”

Martin Luther King, Jr

“A man who enjoys responsibility usually gets it. A man who merely likes exercising authority usually loses it.”

Malcolm Forbes

“I do not know anyone who has got to the top without hard work. That is the recipe. It will not always get you to the top, but should get you pretty near.”

Margaret Thatcher

“So what do we do? Anything! Something. So long as we just don't sit there. If we screw it up, start over. Try something else. If we wait until we've satisfied all the uncertainties, it may be too late.”

Lee Iacocca

“GREATNESS”

How often do we hear people today call someone *‘great!’* after listening to a popular song, seeing a remarkable catch on SportsCenter, or observing an extraordinary event on CNN or a successful business on CNBC? Just look at these headlines from a few periodicals on the newsstand of August 22nd, 2009:

“A Portfolio of the Greatest Golfers”

Golf Magazine

“The Greatest Salesman in the World”

Success Magazine

“The Greatest Actor of Our Time”

Esquire Magazine

“The Greatest Living Red Sox Player”

The Boston Globe

It seems calling someone or something *“the greatest”* happens regularly, sometimes too often, like handing out penny candies on Halloween.

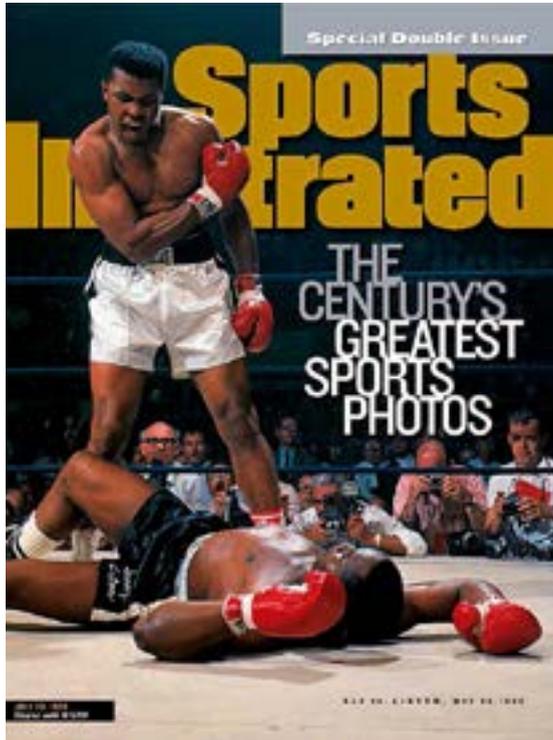
“Too often,” I say!

Consequently, this may be an opportune time, during this study of America’s Founders, to ask you FIRST to refrain from calling anyone ‘great!’ until we pause and think about what ‘greatness’ really implies and whether the person we’re thinking about bestowing this accolade truly deserves it. I hope you agree with this ‘time out’ until we figure out what ‘greatness truly means and who, if anyone, deserves being called ‘great’.

Let’s start with a definition: Greatness: **Definition** – *the best! Better than the rest; much more than the others in size, volume, duration, accomplishment, eminence, quality, intensity, or degree.*

“I am the Greatest!”

Heavyweight boxing champ **Muhammed Ali** declared after beating ‘then champ’ **Sonny Liston**.



Ted Williams

Red Sox Hall of Famer **Ted Williams**

announced

*“when people see me walking
down the street,
I want them to say
‘there goes Ted Williams, the
greatest baseball hitter that
ever lived’.”*

Being the “*greatest*” means you’re better than the rest.

What about golf’s **Tiger Woods**? And basketball’s **Michael Jordan**, investor **Warren Buffet**, businessman **Jack Welch**, chess master **Bobby Fisher**, British Prime Minister **Margaret Thatcher**,



Iman

Tennessee Women's Basketball Coach **Pat Summitt**, and supermodel **Iman**?

All of these people have been called “*great*” or the “*greatest*.” Michael Jordan won 6 professional basketball championships but was he really as “great” as **Bill Russell** who won more for the Celtics? **Pat Summitt** has won many college basketball national championships but was she greater than Coach **Geno Auriemma** from the University of Connecticut? What about **President Abraham Lincoln** and British **Prime Minister Margaret Thatcher**? Did they win championships? Lincoln won a war (Civil War) but so did **President James Madison** (War of 1812) and few call Madison great. **Ellen Ochoa** is an American astronaut with a doctorate degree from Stanford University in mechanical engineering and served on a nine day mission in space studying the earth's ozone layer aboard the space shuttle *Discovery*. Is Ms Ochoa great? There are certainly other impressive American astronauts who have explored space. **Warren Buffett** is a billionaire; but does this make him great? There are other billionaires in the world. **Jose Prendes** made his company, **PureFormulas**, a suc-



Jose Prendes



Ellen Ochoa

cessful international company; but so did thousands of other businessmen.

Most agree calling someone “great” or “the greatest” is an arbitrary claim; **an opinion!** One person's superstar is another's also-ran. There's no better example than the category of American Presidents.

Arthur Schlesinger Sr and Jr, writers and historians, have been asking other historians to evaluate America's Presidents for decades.

Schlesinger Jr, like his father before him, publish the results of a presidential poll

by eminent historians. The **Schlesingers** have asked historians to place each President (omitting Presidents **Harri-son** and **Garfield** because they died so soon after taking office) in one of five categories: *Great, Near Great, Average, Below Average, and Failure*. The Schlesingers do not define “greatness;” they leave it up to the historians to determine what “greatness’ means. Here are some of the finding of their poll:

**War and
hard economic times
make it easier for
leaders to
achieve greatness.**

Teddy Roosevelt wrote of his own less-than-great Presidency “*without a great moment, you don’t get the great statesman; if Lincoln lived in times of peace, no one would know his name now.*”

**Time affects peoples’
perspectives
on Leadership;
opinions change.**

In other words, with each passing year, people evaluate leaders differently. Time affects perspective, new information becomes available or events unfold not as one initially believed. Example: **President Dwight D. Eisenhower** has

gone from 22nd place in Schlesinger’s father’s poll in 1962 to 9th in their 1982 poll. **President Harry S. Truman’s** approval rating after World War 2 when he left office was a failure-like 31%; in Schlesinger’s 1996 poll, historians now rate him as “Near Great.”

There are some leaders and U.S. Presidents who could be called both ‘failures’ and ‘great’. How can one evaluate such an enigmatic president like **Richard Milhouse Nixon**, so brilliant and so morally lacking. President **Jimmy Carter** is also labeled “average” in the Schlesinger poll as well. While Carter is called by some historians as the U.S. President with the **highest IQ** and thus being the smartest President, other historians call his Presidency a failure citing Carter’s poor management skills



President Jimmy Carter

and the absence of any clear direction of domestic affairs; but they do give him high marks for putting human rights on the world's agenda.

**The best Presidents,
the '*great*' ones,
possess and
communicate a
great vision for their country.**

President Franklin Delano Roosevelt said great Presidents were leaders



President Franklin Delano Roosevelt

when certain ideas needed to be clarified within the country. For instance, George Washington embodied the idea of the Federal union of states; Lincoln, maintaining the Unity of the States and Freedom for all its citizens. Roosevelt himself rallied Americans to come to-

gether to overcome the challenges of the Great Economic Depression in the 1930s and again during World War 2.

**According to the Schlesinger
Poll of historians,
there have only been
3 "*great*" Presidents in
American history**

– Washington, Lincoln, and Franklin Delano Roosevelt. Lincoln was the only unanimous choice. The historian polled indicated "Near Great" Presidents were Jefferson, Jackson, Polk, Teddy Roosevelt, Woodrow Wilson, and Harry Truman. Is the Schlesinger method for determining 'greatness' in American Presidents, the best way for determining who is truly great? And,

**Is
determining greatness
best answered by
asking experts in
specific fields
like business, politics, and
science
the best way to
determine who is worthy
of being called a
'great'
businessperson, scientist
or President?**



President Franklin
Delano Roosevelt
speech

Another way to be called “great” is to follow the path taken by **Tsar Peter the Great of Russia**. Soon after the **Treaty of Nystad in 1721** which ended Russia’s Northern War with Sweden, euphoria swept through Russia. When Peter appeared in the Russian Senate to announce the end of the war, he declared he would pardon all imprisoned criminals except murderers, and that he would forgive all debts to the government and arrears of taxes accumulated over the eighteen years from the war’s beginnings to **1718**. In the same session, the Senate offered Peter the titles of ‘*Peter the Great*’ and ‘*Emperor and Father of Russia*’. Peter promised to consider the petition.



Peter the Great of Russia

Long time associate and then Chancellor, **Gavril Golovkin**, followed a speech by Peter’s favorite churchman, Archbishop Feofan Prokopovich, with the following petition “*and so that we may not be without shame before the whole world, we take it upon ourselves in the name of the Russian nation and of all the ranks of the subjects of Your Majesty, humbly pray you to be gracious to us and agree, as a small mark of our acknowledgement of the great blessings that you have brought to us and to the whole nation, to take the title: Father of the Fatherland, Peter the Great, Emperor of All Russia*”.

Peter’s response was interesting. With a brief nod of his head, Peter indicated he would accept the titles. He added “*By our deeds in war we have emerged from darkness into the light of the world, and those whom we did not know in the light now respect us. I wish our entire nation to recognize the direct hand of God in our favor during the last war...It becomes us to thank God...but while hoping for peace, we must not grow weaker in military matters, so as not to have the fate of the Greek monarchy...*”

Cannons were fired in celebration. Ships were illuminated in the harbor. A fireworks display, which Peter designed, followed. A great banquet for a thousand guests was held in the Senate palace. Outside, fountains of wine bubbled at the street corners and whole oxen were roasted on a platform. Peter came out and carved the first pieces and distributed them among the crowd. He ate

some himself and then lifted his cup to drink to the health of his Russian people.

Another path to “greatness” is to claim you were born that way. **Warren Buffet**, multi billionaire investor, told **Fortune Magazine** in an early 21st century interview, he was, “*wired at birth to allocate capital.*” In other words, he was born with an exceptional talent for investing and making money.

But does the arbitrary designation of “greatness” really matter? Who cares? The proclamation of Tsar Peter’s minions and Muhammed Ali’s self-coronation does not make a person “great.” Most agree being called “great” is an opinion, like the choice for Hollywood Oscar or a Miss America crown.

The more intriguing question of ‘greatness’

**is
‘HOW?’**

How did someone become better than the ‘rest’?

How did they win more championships or wars, make more money, discover life saving vaccines, create successful companies, become the world’s most famous fashion models, raise successful, well-adjusted children, or bring prosperity and safety to their city, state, or country?

**Scientists now claim to have
the answer.**

Despite Mr. Buffet’s claim, scientists who research this kind of stuff claim no one is born “great.” According to author **Geoffrey Colvin’s** research on “Greatness” in the November 2006 edition of **Fortune Magazine**,

there is no evidence supporting the belief that excelling in anything is a consequence of possessing innate skills passed along genetically from parents.

**In other words,
people are not born great!**

People achieve success through **hard work over many years.**



College photograph of United States Supreme Court Justice, Sonia Sotomayor, America's first Latina Supreme Court Justice.

**Talent has little to do with
who becomes ‘great’.
Colvin concluded
people make themselves
‘great’.**

Colvin cites the work of British based researchers **Michael Howe, Jane Davidson, and John Sluboda**, who concluded, after extensive study of highly successful people, that no one is born great. In almost every field of endeavor, most people learn quickly at first, then more slowly, and then eventually stop developing. A few people improve over a course of many years, even decades, and go on to greatness by a

**commitment to
lifetime learning,**



Chicago Bulls superstar, Michael Jordan



superstar bubble gum blower

**working harder
than
everyone else,
and
never giving up; i.e
grit.**

Professor K. **Anders Ericsson** of Florida State University, one of the most prominent researchers in the study of greatness in the fields of sports, music, chess, and even business, claims no one becomes exceptional in any field without working very hard, harder than most anyone else in their specific field. More specifically, even the most successful people need approximately *“ten years of hard work before achieving ‘greatness’.”*

Ericsson also notes in his study of great international chess masters that many had relatively low IQs. Research revealed the best people in any field become the

best or achieve greatness by devoting the most hours to

“*deliberate practice*,”
in other words,
focused, structured
practice
of many hours
 with “*high levels of repetition*
developing specific skills
with continual feedback”
 from knowledgeable coaches,
 bosses, or mentors.

Colvin states in his book,
 “*Talent Is Overrated*”,
 ‘*deliberate practice*’,
 rather than simply
 ‘hard work’
 determines
 who will excel
 and
 who will be average.

“Deliberate practice requires a person to identify specific skills to work on and then constantly repeating drills to improve those skills with constructive, critical feedback from a mentor or coach. There’s a difference. Deliberate practice makes you better; just doing the same thing over and over again without critical feedback rarely improves performance to a ‘great’ level.” Tiger Woods became a great

golfer because his father put a golf club in his hands when he was 18 months old under the guidance of expert coaches and Tiger’s been working harder and longer than anyone else. George Washington became “great” because of the years of experience leading men on his plantation and in the British army under the guidance of his tough superior, British General Edward Braddock.



the great jazz singer, songwriter, Billie Holiday

Finally, both Colvin and many other successful people add

the importance of
stick-to-it-tiveness,
i.e. ‘grit’,
is a necessity
for greatness and
exceptional success.

George Washington called it “*perseverance and courage*.” Author **Colvin** would clarify by calling it ‘mental toughness’. Maybe the **poet Emerson** states it best when he said “*the characteristic of heroism (greatness) is its persistency*.” The great ones never give up; they keep trying and learning valuable lessons from their mistakes.

Finally, in the category of leadership, there is another, arguably more important, component to consider before calling any seemingly successful person “*great*.”

**It’s ethics,
that is,
doing-the-right-thing,
honesty,
and
character.**



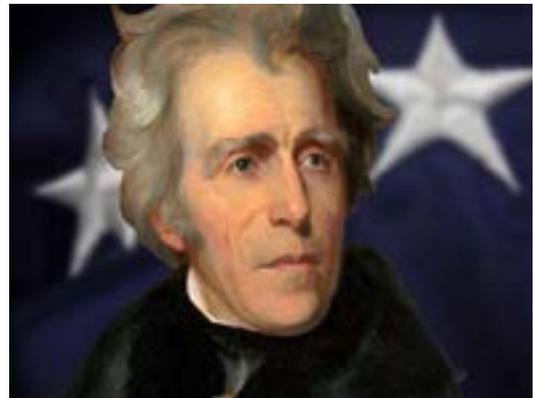
President William Jefferson Clinton

**During this study
of leadership,
ask yourself
'how important *ethics* are'
in your
evaluation of 'success'.**



President Richard Nixon

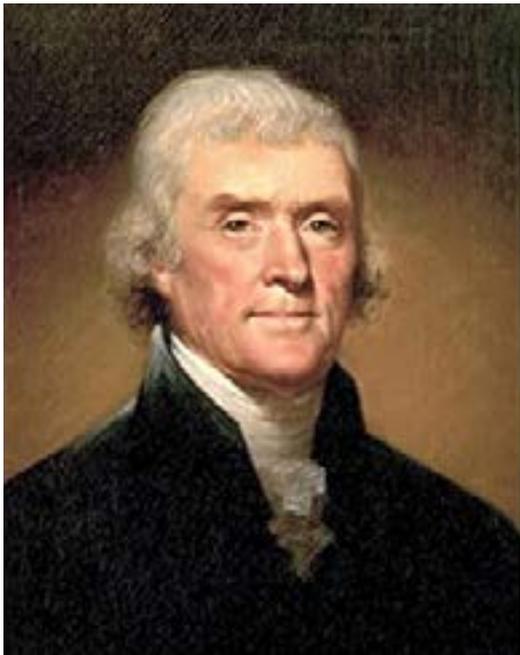
Would you rate any Founder ‘great’ in light of their positions on African slavery and the treatment of American Indians?



President Andrew Jackson

**Should today’s values
apply to evaluations of
those from the past?**

Does it depend on a specific issue? WHAT ABOUT SLAVERY? If one regards slavery as heinous, an act against humanity during any time in history, can we assign 'greatness' to Presidents **George Washington, Thomas Jefferson, John Adams, James Madison, Andrew Jackson**, and every other President till **Abraham Lincoln** because of the absence of ethics in their actions regarding America's Indians and their decision to accept slavery in a country founded upon the tenants of freedom and justice? Is their position on America's Indians and slavery part of your evaluation? **John Adams** and **Alexander Hamilton** didn't own slaves but should they have done something to stop slavery in America? **Jefferson, Madison, Franklin** and **Greene** owned slaves. Washington too but he freed them at his death. The Founders knew slavery was wrong. Washington called slavery "*the foul stain*



President Thomas Jefferson

of manhood." Madison declared slavery the "*most oppressive dominion exercised by man over man*" at the Constitutional Convention in 1787. Jefferson wrote "*I tremble for my country when I reflect that God is just...the commerce between master and slave is the most unremitting despotism.*" What was the correct decision on slavery at that moment in history? What would the consequence have been then and now if they made the decision to end slavery in America? And how do we reconcile the actions against America's Indian tribes, from Massachusetts **Governor John Winthrop's** acquiescence to a massacre of a **Pequot Indian** settlement in 1637 through to President **Andrew Jackson's Indian Removal Act** and the brutal eviction of the **Cherokee** from their homeland in Georgia? Should these decisions affect our evaluation of all these men? And what about their associates, others in power, who remained silent?

Samuel May, a leading abolitionist of the post Revolutionary period, offers an insight into America's decision to protect slavery from a conversation with a businessman during his stay in New York City at the annual meeting of the **American Antislavery Society** in May of 1835. The businessman told May:

"Mr May, we are not such fools as not to know that slavery is a great evil, a great wrong. But it was consented to by the Founders of our Republic. It was provided for in the Constitution of our Union. A great portion of the property of the Southerners is invested under its sanction; and

the businesses of the North, as well as the South, has become adjusted to it. There are millions upon millions of dollars due from Southerners to the merchants and mechanics of New York City alone, the payment of which would be jeopardized by any rupture between the North and the South. We cannot afford, Sir, to let you and your associates succeed in your endeavors to overthrow Slavery. It is a matter of business necessity. We cannot afford to let you succeed. And I have called you to let you know, and let your fellow laborers know, that we do not mean to allow you to succeed. We mean sir” he said with increased emphasis, *“to put you Abolitionists down, by fair means if we can, by foul means if we must.”* Like a line from **“The Godfather”** movie,

“it was business.”

From the **Rhode Island** slave trading fleets owned by the **Browns in Providence** and the **D’Wolf’s in Bristol, Rhode Island** to the plantations of **Washington, Jefferson, and Madison in Virginia**, slavery had become an integral part of the American economy. And no one,



home of John Brown, slave trader, on Benefit Street in Providence, Rhode Island.

**not
George Washington,
John Adams,
Ben Franklin,
Alexander Hamilton,
Thomas Jefferson,
nor
James Madison
had enough courage
or
guilt
to stop slavery.**

As you prepare to evaluate any leader, ask yourself the role **“ethics”** will play in your evaluation. **Washington, Adams, Jefferson, and Madison** may have been the logical choice for the American Presidency of their time and brought honor and achievement to the new America, but was this enough to be called “great,” “near great” or even “good?”

Do ethics matter?

Does the end justify the means? Did the fact the Founders overcame the tyranny of **King George** to establish a new country based on the freedom and liberties of the individual excuse the theft of Indian lands and the enslavement of innocent Africans?

You decide.



NEW BOMBHELL

BIDEN CHINA DEAL

- Business partner confirms Hunter e-mails legit
- Says he worked with 'Big Guy' Joe to solicit millions from Chinese in '17



Tom Rabinovich, who worked with Hunter and Joe Biden on trying to set up a business deal with a Chinese firm in 2017, mentioned in a memo to the FBI that reached us last published that Hunter Biden's legal partner, former general and former administration, "The Biden family aggressively leveraged the family name to solicit millions of dollars from foreign sources," Rabinovich writes.



'JOE LIED'

Whistleblower: I met with Biden about biz deal with China



YOU DECIDE: The integrity of President Joseph Biden was an issue in the Presidential Election of 2020. Please do your due diligence, i.e. examine **all** sources of information, not just the ones you believe to be true, on the topic of President Biden's foreign business dealings with his son, Hunter. After this thorough investigation of **all** partisan media, you decide if President Biden has the ethics and character to be trusted with the leadership, the Presidency, of this country.

PRE-TEST

“The most astute from the earth’s wisest person has always been the acknowledgement of how little he or she knows.”

Please write neatly. Give me a chance to appreciate your genius. Thank you.

1. List the name of the first person who comes to mind who best fits the description of great leader. (This person can be anyone in your present life –family member, coach, teacher, mentor– or someone you’ve observed in history or current events; I am asking for your opinion.)

2. Which of these Founders would you consider ‘**great**’:
George Washington, Abigail Adams, John Adams, Thomas Jefferson, James Madison, Ben Franklin, Alexander Hamilton, Nathanael Greene, Robert Morris, Bernjamen Banneker, Daniel Boone, Yarrow Mamout?

3. Write an adjective for each leader below that best describes each of these people’:

- Abigail Adams _____
- George Washington _____
- Alexander McGillivray _____
- John Adams _____
- Alexander Hamilton _____
- Benjamin Franklin _____
- James Madison _____
- Thomas Jefferson _____
- Nathanael Greene _____
- Benjamin Banneker _____
- Robert Morris _____
- Yarrow Mamout _____
- Daniel Boone _____
- Robert Morris _____
- Yarrow Mamout _____

4.

Research: Who was ‘Cincinnatus’ and why is he considered the epitome of leadership?_

‘Service’ and ‘custodianship’ are frequently mentioned as ideals for leadership; ‘power’, in contrast, is a danger. Which leader(s) come to mind with the term “service” or “custodian” and which other leader(s) with “power”?

‘Service’/‘custodian’ - (specific person’s name)

‘Power’ - (specific person’s name)

5. What is the first thing every leader should do when they assume a leadership position?

6. List 5 characteristics you consider most important for the ideal leader.

7. Explain the relationships between “collaboration” and “compromise” and “leadership”.

8. Give the name of the person who was the first President of the United States of America in 1789.

9. Opinion: Do you think there is a correlation between great leadership and high IQ (in other words, the higher a leader’s intelligence, the better leader they are)?

Yes _____ No _____

Opinion: Do you think a standing President should have an ANNUAL EXAM testing his physical AND mental capabilities to make sure he OR she is physically and mentally capable of meeting the challenging and stressful issues during their Presidency?

Yes _____ No _____

10. Give the name of the President of the United States who you consider to be or have been the best leader of our country during your lifetime and explain 'why' you feel this way.

President's name: _____

11. Why you feel this way: _____

12. Of all the issues our country's leaders, the Founding Fathers, were confronted with, **which issue** was the most important to the future success of the country?

13. In retrospect, do you approve or disapprove of the way they handled this "most important" issue?

Agree _____ Disagree _____

14. If you answered "disapprove", give your recommendation on how this "most important" issue should have been handled.

15. As some of you have probably observed during your lives or from the people we've read about in history, leaders seemingly have a "style" or "leadership personality". In your opinion, is this style shaped by a person's natural '**personality**' or does the environment or conditions which the leaders find themselves shape their leadership personality? **Choose 1.**

Native personality _____

The conditions they find themselves in _____

16. Describe George Washington's "style" of leadership.

In your opinion, is leadership an inherited trait or is leadership a learned skill?

Inherited trait _____ Learned skill _____

17. When is the best time to determine how successful a leader was - during his/her time as leader; immediately after his/her leadership ends; several years after his/her leadership tenure?

(Check one answer below.)

During ____ Immediately after ____ Several years after ____

18. How important are ethical standards (honesty, responsibility, integrity, etc.) in your evaluation of “leadership”?

Very important ____ Important ____ Not important ____

19. **“Actions speak louder than words”**. The greatness of a leader is often proven by the consistency between their actions and their words. **Give a specific example** of an inconsistency between the actions of one of our Founding Leaders, Abigail Adams, or Alexander McGillivray and their specific words which may have undermined their perceived greatness. (Refer to a specific quote of one of the Founders and then explain how a specific action of the Founder contradicted the words they spoke.)

20. The choice to be an **honest** person, an **ethical** person, can sometimes create a leadership **“QUANDARY”**, i.e. a state of uncertainty; *not knowing what to do given the apparent consequences of the leadership decision*. A leader most often knows what is the *‘the honest, ethical thing to do’* but fears the consequences of the *‘right thing to do’* because *‘the right thing to do’* might jeopardize their leadership position or the health of the organization or community they lead. Give an example of a specific decision by any one of the Founders, Abigail Adams, Benjamin Banneker, or Alexander McGillivray which they probably realized was *“unethical”* or *“wrong”* by most ethical standards of any time in US History.

21. What is the criteria for judging effective leadership? In other words, what do you examine in a leader’s performance to determine if he or she was a good leader?

22. Would the success America achieved from the Revolutionary War until the turn of the 18th century been jeopardized if someone other than Washington was elected President?

Yes _____ No _____

23. Would the success America achieved from the Revolutionary War to the turn of the 18th century been enhanced if someone other than Washington was Commander-in-Chief and then President?

Yes _____ No _____

24. William Shakespeare (1564 – 1616) wrote “*be not afraid of greatness: some men are born great, some achieve greatness, and some have greatness thrust upon them.*” Which of the three conditions...

- Born great
- Achieved greatness
- Greatness thrust upon them

best applies to person you believe was the best candidate for America’s Presidential Choice in 1789?

_____	_____
candidate’s name	condition

25. What was President Washington’s greatest challenge as leader of the new United States of America?

- 28. Describe the *decision making process* for successful leadership decisions. In other words, how do successful leaders make their decisions - what resources, if any, do they call upon before they make final decisions?

- 29. *“There is no such thing as a neutral or purely objective historian... Without an opinion, a historian would simply be a ticking clock. The challenge for the historian is to tell what happened within the discipline of facts...The advantage for the historian is the distance conferred by the passage of time.”* (Barbara Tuchman, two time, Pulitzer Prize winning author and historian.)

Most authors have an opinion on the topic of their work; authors often have strong feelings for the people and events they write about. Describe any **bias you detected** in this author’s presentation and descriptions of Madison, Banneker, Morris, Boone, Mamout, 1st Rhode Island Regiment, John Adams, Jefferson, Washington, Hamilton, Franklin, Abigail, McGillivray and Greene. In other words, state whether the author “liked” or “disliked” each of these people and what was written to illustrate his feelings.

Madison: _____

Jefferson: _____

John Adams: _____

Washington: _____

Franklin: _____

Greene: _____

McGillivray: _____

Abigail Adams: _____

Benjamin Banneker _____

Robert Morris - _____

Yarrow Mamout _____

30.

From your inferences from this author's bias, which Leader is this author's preference as the best choice for the President of the United States in 1789?

31. Martha Beck, sociologist, therapist, life coach, and author, expressed her perspective on 'success' in a 2007 'Oprah' magazine article. She stated "*the difference between successful people and unsuccessful people is that successful people fail more.*"

Do you agree with Ms. Beck's perspective on success? Yes _____ No _____

If yes, please explain why you agree with Ms Beck when she states the most successful people encounter more failure and make more mistakes than less successful people?

If no, explain why you disagree with Ms Beck's statement and offer your contrasting perspective on "success."

32. Identify one of the following – Daniel Boone, Benjamin Banneker, John Adams, Ben Franklin, Abigail Adams, Nathanael Greene, Alexander Hamilton, Thomas Jefferson, James Madison, Alexander McGillivray, Robert Morris, Yarrow Mamout, or George Washington – **who, in your opinion, was the best choice for the President of the United States in the Election of 1789.**

Name of this Person _____

Reasons **why** this man was the best choice for the Presidency of 1789

Your response must be well-written, grammatically correct, with specific references from the text or other credible sources, supporting your opinion that this person was the best leadership choice for this time and place in American history.

ACTIVITY 1**FACT OR OPINION:** Identify each of the following statements as either FACT or OPINION.

Simply write the word fact or opinion for of each statement.

1. _____ George Washington is America's greatest President.
2. _____ John Adams is the only American President who did not own slaves.
3. _____ Alexander McGillvray was an effective leader of the Creek Indian Nation.
4. _____ James Madison was one of America's most intelligent Presidents.
5. _____ President Thomas Jefferson fathered at least one child with his slave, Sally Hemings.
6. _____ John Adams became President of the United States after defeating Thomas Jefferson in the Election of 1796.
7. _____ President James Madison was shorter in height than President Thomas Jefferson.
8. _____ If Nathanael Green had lived beyond the Election of 1789, George Washington would have chosen him for a position in his Cabinet.
9. _____ Benjamin Franklin lived in France for several years.
10. _____ Aaron Burr shot and killed Alexander Hamilton in Weehawken, New Jersey.

ACTIVITY 2

Analysis, Empathy, and Opinion: The world's **highest bungee jump** is located in Ticino, Switzerland. *"At 722 feet, the jump along the wall of the Verzasca dam is the highest in the world. It has also become the most famous since James Bond took the plunge at this location in GoldenEye. Although 'Trekking Team' has been organizing unique adventure events since 1988, they have been attracting enormous crowds since lavish facilities were built and inaugurated in 1996 for Bond's jump. However, not everyone has the guts to perform this jump, which takes a full 7.5 seconds to the lowest point."*

Name the *Founding Father most likely to jump* at Ticino as well as naming the *Founding Father least likely to jump* at Ticino. Refer to specific quotes or cite different events in the Founders' lives to support your choices. Your answer must be written neatly with correct spelling and grammar

Founder Most Likely to JUMP! _____

Statement(s) and Actions from this Leader's life supporting your Prediction"

Founder Least Likely to JUMP! _____

Specific Statement(s) and Actions from this Leaders life supporting your Prediction:

ACTIVITY 7

Analysis and Creativity: October 1962. United States President John Kennedy had just received and reviewed an Intelligence Agency report claiming the presence of nuclear missiles on the island of Cuba and the consequential threat to the United States from the Soviet controlled island just 90 miles off the coast of Florida.

The United States and the Soviet Union (today Russia) had been enemies since the end of World War II in 1945. Both countries were constantly concerned about the other attacking them. The Soviet Union was led by Premier Nikita Khrushchev in 1962.

The initial report from the United States Intelligence Agency claimed the Soviets were within 5 days of activating the nuclear warheads on Cuba with approximately 10,000 Soviet troops on the island to protect the facility. The recommendations from Kennedy's advisors were swift and varied: America could not tolerate the presence of these missiles in the hands of America's mortal enemies just 90 miles from Florida. Immediate action needed to be taken to end the threat.

Because of the destructive capabilities of America's and the Soviet's missile strength, both countries and the world faced real annihilation if missiles were launched.

The challenge for President Kennedy was how to respond to this report in order to keep America safe.

IMAGINE! You are in John Kennedy's shoes at this moment in time. Delineate the steps you, as the leader of America, would take to reach your decision and respond to this report. Reflect upon the steps Washington would take before making an executive decision. (Use additional pages to complete your response.)

ACTIVITY 9

OPINION: **REPORT CARDS:** For each of the following “Leaders” (Washington, Madison, Jefferson, John Adams, Abigail Adams, Greene, Hamilton, McGillivray, Boone, Baneker, Mamout, Franklin) give them a letter grade indicative of their performance as a “leader.” How successful was each leader fulfilling the HOW and the WHAT of leadership?

Choose the appropriate letter grade for each “leader” which best indicates your evaluation of their leadership effectiveness:

- A** a very effective ‘leader’ who clearly communicated their major and minor objectives to their followers and accomplished the major objective and most of their minor objectives using most of the admirable characteristics and qualities of good leadership. Their major objective has been sustained even after their death and into the future.
- B** a person who communicated their major and minor objectives to their followers, and accomplished their major objective and some of their minor objectives using some of the admirable characteristics and qualities of good leadership. Their major objective was sustained after their death and into the future.
- C** a person who communicated a major and minor objectives to their followers, and accomplished their major objective and a few of their minor objectives using a few of the admirable characteristics and qualities of good leadership. Their major objective was sustained only a short time after their death and not for a long time into the future.
- D** a person who communicated but not always clearly a major and minor objectives to their followers. Unfortunately, their actions were often different from their words. They did not accomplish their major objective and only some of their minor objectives were accomplished using only a few of the admirable characteristics and qualities of good leadership. None of their objectives were sustained after their leadership term and into the future.
- F** this person did not clearly communicate their objectives for America; their actions consistently conflicted with their words. They did not accomplish any assumed objectives. Rarely did they practice admirable characteristics and qualities of good leadership. Their leadership is defined as a failure.

Name of the Leader: **JAMES MADISON**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **DANIEL BOONE**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **ROBERT MORRIS**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **GEORGE WASHINGTON**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **THOMAS JEFFERSON**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **JOHN ADAMS**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **ABIGAIL ADAMS**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **ALEXANDER MCGILLIVRAY**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **ALEXANDER HAMILTON**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **NATHANAEL GREENE**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **BENJAMIN FRANKLIN**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **BENJAMIN BANNEKER**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

Name of the Leader: **YARROW MAMOUT**

Your Letter Grade for This Person's Performance as a Leader:

This Leader's Major Objective:

This Leader's Minor Objectives:

Reasons This Person Succeeded or Failed As A Leader:

ACTIVITY 12

Being 'Proactive': A leader's willingness and ability to anticipate future trends and change is an interesting leadership characteristic. The celebrated 20th century businessman, Jack Welch, refers to this trait as an ability "to see *around corners*" and believes it's a vital leadership quality. For instance, Abigail Adams witnessed widespread death in her Boston community from the outbreak of smallpox, the greatest killer throughout the Revolutionary War. Consequently, Abigail made the decision to inoculate each of her children to prevent them from contracting this lethal disease. This difficult (when you consider the inoculation process - see page 137), proactive decision saved their lives.

Identify one leader highlighted in this text (George Washington, Thomas Jefferson, Robert Morris, Daniel Boone, John Adams, Abigail Adams, Ben Franklin, Nathanael Greene, Alexander Hamilton, Alexander McGillivray, James Madison, Yarrow Mamout, Benjamin Banneker,) who looked "around the corner" into the future. State what this leader saw and what proactive action this leader took after anticipating it in well written, grammatically correct sentences.

Leader's Name _____

When this leader looked into the future, what did he or she think would occur?

Finally, what decision did this leader make after anticipating this future event?

ACTIVITY 13

Ethics: An important part of our study of leadership has been the issue of ethics. With a high standard of ethics in mind, *IMAGINE yourself as the editor of the Philadelphia Aurora in the late eighteenth century.* One of your paper's leading reporters, James Callendar, has uncovered information regarding a purported three year adulterous affair beginning in 1791 between the 34 year old United States Secretary of the Treasury and husband of Betsy Schuyler, Alexander Hamilton and 21 year old Maria Reynolds, the wife of the disreputable, and often abusive, James Reynolds.

The following questions require an understanding of this time in history, ie most newspapers of this period were simply propaganda tools for one of America's political parties and there was intense competition for political power in America in the late eighteenth century and early nineteenth century, and the *Aurora* of the 1790's had its own political affiliation. You must reconcile these facts with your personal ethical standards and the ethical standards all Editors of Newspapers should embrace in any age:

QUESTION 1: Would you, as Editor of the *Aurora* in 1796, release a story in your paper revealing Hamilton's affair with Maria Reynolds? Yes or No _____

Explain why you would or would not print the story in 1796 in the *Aurora*.

QUESTION 2: *Should* you, as Editor of the *Aurora* in 1796, release a story in your paper revealing Hamilton's affair with Maria Reynolds? Yes or No _____

Explain why you should or should not print the story in the *Aurora* in 1796.

ACTIVITY 16

Research Assignment

Answer each of the following questions as well as listing the reference material used to obtain the information for your answer. Your answers must be written neatly, with correct spelling, and proper grammar.

1. What is the distance (# of miles) between England and New York City in the United States?
_____ miles

Resource: _____

2. What is the population of the United States of America today?
_____ people

Resource _____

3. What is the population of each of the following countries?

- Dominican Republic _____ people
- Guatemala _____ people
- Cuba _____ people
- Venezuela _____ people
- Columbia _____ people
- Mexico _____ people
- Bolivia _____ people
- Chile _____ people
- England _____ people
- Iraq _____ people
- Afghanistan _____ people

Resource _____

4. What is the name of the United States city with the largest population today?

Name of the city _____ population _____

Resource _____

5. What is the population of the city of Providence, Rhode Island today?

_____ people

Resource _____

6. What is the population of the state of Rhode Island today?

_____ people

Resource _____

7. In your opinion, what is the reason and for what period of time, has the Spanish language been spoken in Columbia, Venezuela, and Guatemala and the Portuguese language spoken in Brazil? _____

8. What is the closest distance between the country of Russia and the United States of America today?

miles _____

Resource _____

9. What was the closest distance between the country of Russia and the United States of America in 1750?

miles _____

Resource _____

Why was the distance between Russia and the United States of America different in 1750 than it is today? _____

10. If you are leaving London, England, today, at 1pm, on a five hour flight to New York City, what time would it be in New York city when you arrived? TIME: _____
Resource _____

11. If you are leaving New York City, today, at 1pm, on a five hour flight to London, England, what time would it be in London when you arrive?
TIME: _____

12. Is there anyone else in American history who had the title "President of the United States" prior to Washington's election in 1789? Yes _____ No _____

If yes, name this person and state when and how he became "President of the United States" _____

13. What is the capital of the United States of America? _____

14. Why did the Founders locate America's capital city in its' present location?

ACTIVITY 17

Evaluation: There are many reasons people seek or accept leadership roles. Some have leadership roles thrust upon while others vigorously pursue leadership positions. Some people genuinely accept or seek leadership positions to help their families, community, or nation; others have selfish, self centered reasons like power and the notoriety that accompanies it or for exploiting political opportunities and relationships for personal wealth.

After the name of each Founder and Alexander McGillivray, state your perception of the motivation for each man and the leadership position they assumed. Simply write - service, or power, or personal wealth.

Some may question the relevance of this question. The motivation is to acknowledge the importance of perception, for it's often public perception of leadership candidates and not their actual merit or talents or character which determines their election to a leadership position and eventual legacy.

After your answer of "service" or "power" or "personal wealth", cite actions or statements from the Founders and McGillivray which led you to believe their motivation was either "power," "personal wealth" or "service to America." NEAT essay supporting your answer. Give examples to support your answer.

John Adams: _____

Ben Franklin: _____

Nathaniel Greene: _____

Alexander Hamilton: _____

Thomas Jefferson: _____

James Madison: _____

Alexander McGillivray: _____

George Washington: _____

Answer Yes or No to the following question: _____

Should a *candidate's motivation* for the leadership position they seek *influence your decision* to cast your vote in support of their candidacy?

Imagination, Empathy, Inquiry and Role Play Exercise

The Job Interview: One student in our class is asked to play the role of either John Adams or Alexander Hamilton and two other students to play the role of a Human Resource Department Director, in this time in history, in an interview of either **John Adams or Alexander Hamilton** to be the next President or Principal of your university or high school.

Your challenge, as Human Resource Director, will be to determine if either man's leadership experience and skills, as one of America's Founding leaders, transfer to the successful leadership of your university or school today.

Your challenge, as either John Adams or Alexander Hamilton, will be to convince the HR Directors of the school that your leadership experience and skills make you a good candidate to lead the school and its students into the future.

For the school representatives, they must find a President who

will most certainly have an ability to influence all the school's stakeholders - faculty, students, alumni, community partners - to come together to fulfill their agreed upon mission. This school leader must convince his/her interviewers and stakeholders of his/her ability to lead the school and its faculty to fulfill their responsibility of providing an effective, measureable education which guarantees students access to critical technology and thought leadership, exceptional teachers to introduce and develop PROVEN industry-specific skills (e.g. accounting, graphic design, nursing, music, etc) as well as other universal critical skills like analysis, research, empathy, networking, collaboration, creativity, and communication/interpersonal with healthy attitudes towards risk, change, respect, and self-esteem, and, most importantly, real workplace experiences (e.g. actual or virtual internships). This President/Principal must ensure that the total experience at the school, for those students who truly work hard and try, prepares them to be successful in the 21st century global marketplace.

And, **heads up! John and Alexander must be prepared to confront** with his interviewers any potentially negative perceptions of John's combative leadership style and occasional jealous nature and Alexander's arrogance and an extra-marital affair which some may feel could detract from his ability to successfully lead the school - faculty and staff, alumni, community and business partners, and students - into the future.

Always with respect!

Buenos suerte!

Compare and Contrast

**List as many similarities as possible between
General and US President George Washington
and
NFL Quarterback Tom Brady**

Tom Brady

George Washington

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Teacher Evaluation

I'm always looking for ways to improve this class. I need your candid, constructive criticism to do this. This response will be done anonymously; a person's name may inhibit some people from providing the constructive candor I hope to receive.

1. Here's a chance to grade the teacher. Select from the grade criteria listed below one letter grade for this class on "*A Leadership Perspective: The Election of 1789*".

Letter Grade:

A - Excellent. I found the class interesting. It made me think about about 'leadership' in my life and the things I need to do (e.g. building an effective, diverse network, getting out of my comfort zone, measured risk, perspectives on failure and mistakes, empathy, important interpersonal techniques like eye contact, smile, kindness, etc) if I am to develop my 'leadership' skills. Also learned life lessons from the lives of America's Founders.

B - somewhat interesting. While not thought provoking (introspection), the class did enhance my knowledge of 18th and early 19th century America. The class didn't inspire me to think about 'leadership' opportunities and the interpersonal skills and experiences for developing my leadership skills.

C - fair; unremarkable. Same old history class I experienced in high school. Nothing more.

F - waste of time. Did nothing for me. He and I should have stayed home.

2. Did I accomplish each of the following objectives? Please place a check in the appropriate column.

	very successful	partially successful	unsuccessful
<ul style="list-style-type: none"> increased awareness and understanding of the concept of leadership and the skills required for effective leadership. 	_____	_____	_____
<ul style="list-style-type: none"> increased awareness and understanding of leadership and to consider your immediate and future opportunities for leadership, e.g. your perception/their perception -which one matters!, networking, communication skills, interpersonal techniques like eye contact, the non-verbal message from your level of self esteem and body language, 'expressions of 'respect', the power of your smile, empathy, measured risk to get out of our confort zone, collaboration, compromising, 'the supervisor of first impressions' 'asking', etc) 	_____	_____	_____
<ul style="list-style-type: none"> increased awareness of Amercia's Founders and the leadership lessons from their lives . 	_____	_____	_____
<ul style="list-style-type: none"> made you think about yourself; what you're presently doing ensure your opportunities for leadership will be successful 	_____	_____	_____

3. What, if anything, did you like about the class?

4. What, if anything, did you NOT like about the class?

5. Please list any recommendations to improve the effectiveness of this class. (Please feel free to write on the back of this sheet.)

5. The class guests: (check one)

- our class guests were a distraction; their presence in class and our conversations with them did not help me appreciate the concept of 'leadership' NOR the best practices for developing effective leadership skills _____
- our class guests helped me appreciate the concept of 'leadership', the best practices for successful leadership as well as causing me to think potential leadership opportunities. _____
- the class guests were entertaining but did not inspire me to consider becoming a leader or think about how to be a successful leader anytime in my life. _____

6. Please list any recommendations to improve the effectiveness of this class. (Please feel free to write on the back of this sheet.)

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NOTOLES

