

*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

**Book 2** of *“The Election of 1789: A Leadership Perspective”* selects several profiles of American leaders. **Each profile is intended to provide life lessons and inspiration.** One of history’s gifts is providing FACTS for people to evaluate, inform, and use to improve their lives and the communities they live in. These profiles of American leaders in Book 2 attempt to do so.

- Students will form small teams within the class to **collaborate** for the purpose of telling the story of one of the leaders in this book. AND THEN, students will **analyze** the **data** from the leader’s personal story for **lessons learned**, i.e. causes for the leader’s successes and failures. This activity will **enhance student opportunities for lifetime success as well as their ‘storytelling’** skills to prepare them for job **interviews**, work **presentations**, networking events, and college and internship **applications** and **interviews**.
- Students will identify the most important **qualities of a successful leadership**
- Students will identify critical **criteria for measuring great, average, and poor leadership** as well as presenting coherent ideas supporting their criteria.
- 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 the **next American Presidential Election** AND list reasons to support their choices
- 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 **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 bias, 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”.*

*“The greatest **impediment**  
to America’s aspirations for ‘**SUCCESS**’  
like  
a competitive economy,  
business profitability,  
great education options,  
high employment,  
safe neighborhoods,  
reliable infrastructure,  
affordable, effective health care,  
and  
a united citizenry  
who embrace their responsibilities  
to their fellow Americans,  
is  
political **partisanship**  
in all levels of American government leadership.”*

*“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



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-Mus-  
lims 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*

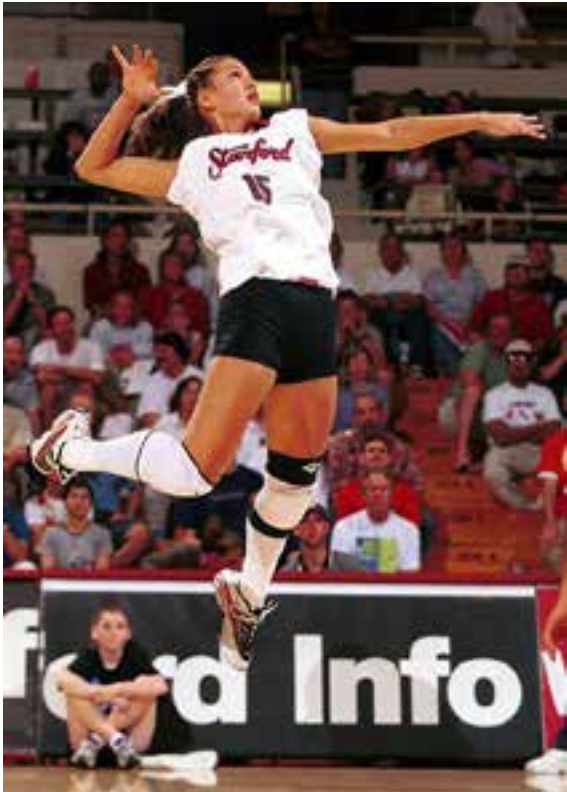
*They learn from parents, from their friends and colleagues, from their teachers, and from the clergy. But leaders also learn from leaders they never met – by reading about them.”*

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*



**P**atriots 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*



President  
radio address  
Pearl Harbor





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.

**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



President Kennedy's greatest speeches



Franklin Roosevelt's response about the Pearl 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

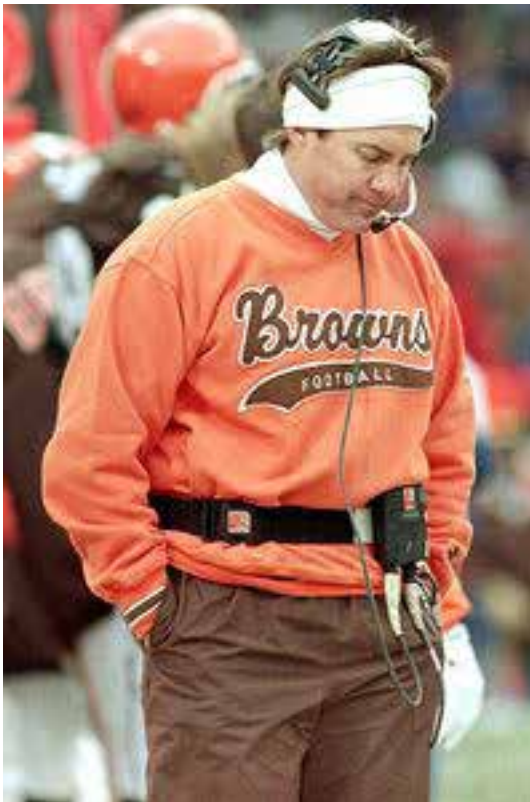
an expert is simply "*a person who has made all the mistakes that can be made in a very narrow field. Mistakes aren't things to be discouraged. On the contrary, they should be cultivated and carefully investigated.*" Lehrer concludes "*our brain always learns the same way, accumulating wisdom through 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. Accordino.



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 prioritize the 1st, 2nd and 3rd MOST IMPORTANT QUALITIES** from the list below you believe are 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

**1st**

**2nd**

**3rd.**

**NOW, choose 1 SKILL** you believe IS 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 **SUCCESSFULLY** listen and speak effectively so customers are pleased with your work, **SUCCESSFULLY** speak and listen to your staff so they understand the the role each person plays in the company’s success and **SUCCESSFULLY** speak and listen to the people in your network).

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;

**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)

**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 furthering endangering more soldiers' lives and to protect the nation.

**3. MAINTAIN EQUIPMENT** so that troops can fight the enemy 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**, you, the investor, should have:

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 for company success)
12. **CONFIDENT** (yet humble)

**PRIORITIZE THE QUALITIES YOU BELIEVE IS MOST IMPORTANT FOR YOU, the main investor.**



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 intern-

ship 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; ability 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 (employees, investors, network) 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 YOU, the main investor to have.**

1. \_\_\_\_\_

**FINALLY, this is the list of EXPECTATIONS you AND your fellow investors have for the CEO you hire to run the company:**

**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 basketball 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)

5. **GETTING PLAYERS TO SUBLIMATE PERSONAL GOALS FOR TEAM GOALS:** (get players to embrace the team's goals rather than their personal goals and personal success.)

**PLEASE PRIORITIZE** the **GOALS** you will discuss with **your Coach**, i.e. **WHICH OF THE PREVIOUSLY MENTIONED GOALS** will you tell

the Coach IS MOST IMPORTANT FOR TEAM LONG TERM TEAM SUCCESS. **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 )

3. **CREATIVE** (coming up with new ways to get things done, new ideas for people and the nation to be successful)

4. **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

5. **ORGANIZATIONAL** (delegates responsibilities to the right people; a team builder; great time management skills; ability to focus on priorities)

6. **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.)

7. **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).

8. **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)

9. **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!

<b>DANGERS</b>	<b>OPPORTUNITIES</b>
<b><u>SECOND GUESSING:</u></b> get used to it. People do it constantly; sometimes overtly and constructively; other times, clandestinely and subversively.	<b><u>MISTAKES:</u></b> they'll be your best teacher.
<b><u>SUBVERSIVES</u></b> 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.	<b><u>TEAM BUILDING:</u></b> 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.
<b><u>PEAKS AND VALLEYS:</u></b> 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.	<b><u>PERSONAL FULFILLMENT:</u></b> Being in charge. Controlling your own destiny. Maximizing your personal skills to reach established goals. An exhilarating sense of achievement.
<b><u>FAILURE:</u></b> 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.	<b><u>REWARD:</u></b> 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.
<b><u>HUBRIS:</u></b> when arrogance replaces humility and complacency overtakes passion, a leader's vision loses clarity. The presumption of superiority jeopardizes success.	<b><u>FUN:</u></b> self explanatory.

# 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 16<sup>th</sup> 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**.

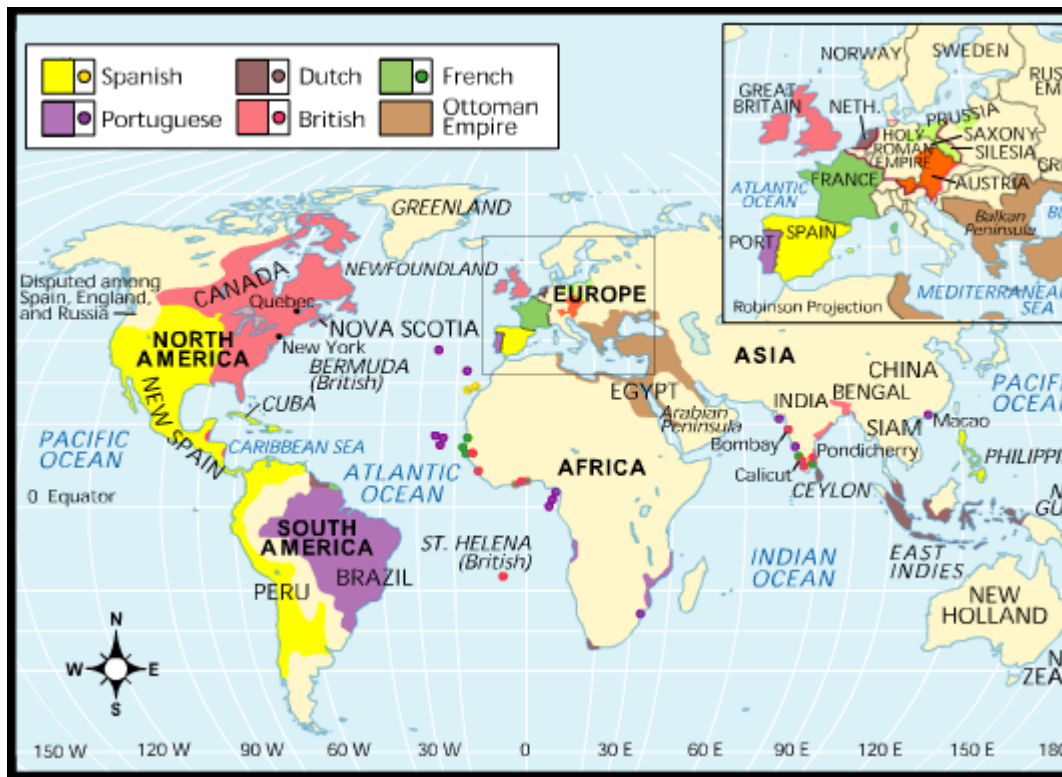


Portrait of Catherine the Great, Tsarina of Russia from July 1762 to November 1796, by the artist Fyodor Rokotov.



### 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.



European hegemony on the African continent in the 19th century. European countries retained colonial control of most African countries until the 1960s.



## 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 whose 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*

*“The biggest worry is that  
**partisanship**  
could undermine American democracy.”*

**The Economist Magazine**, September 3rd - 9th, 2022; page 9.

# 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.

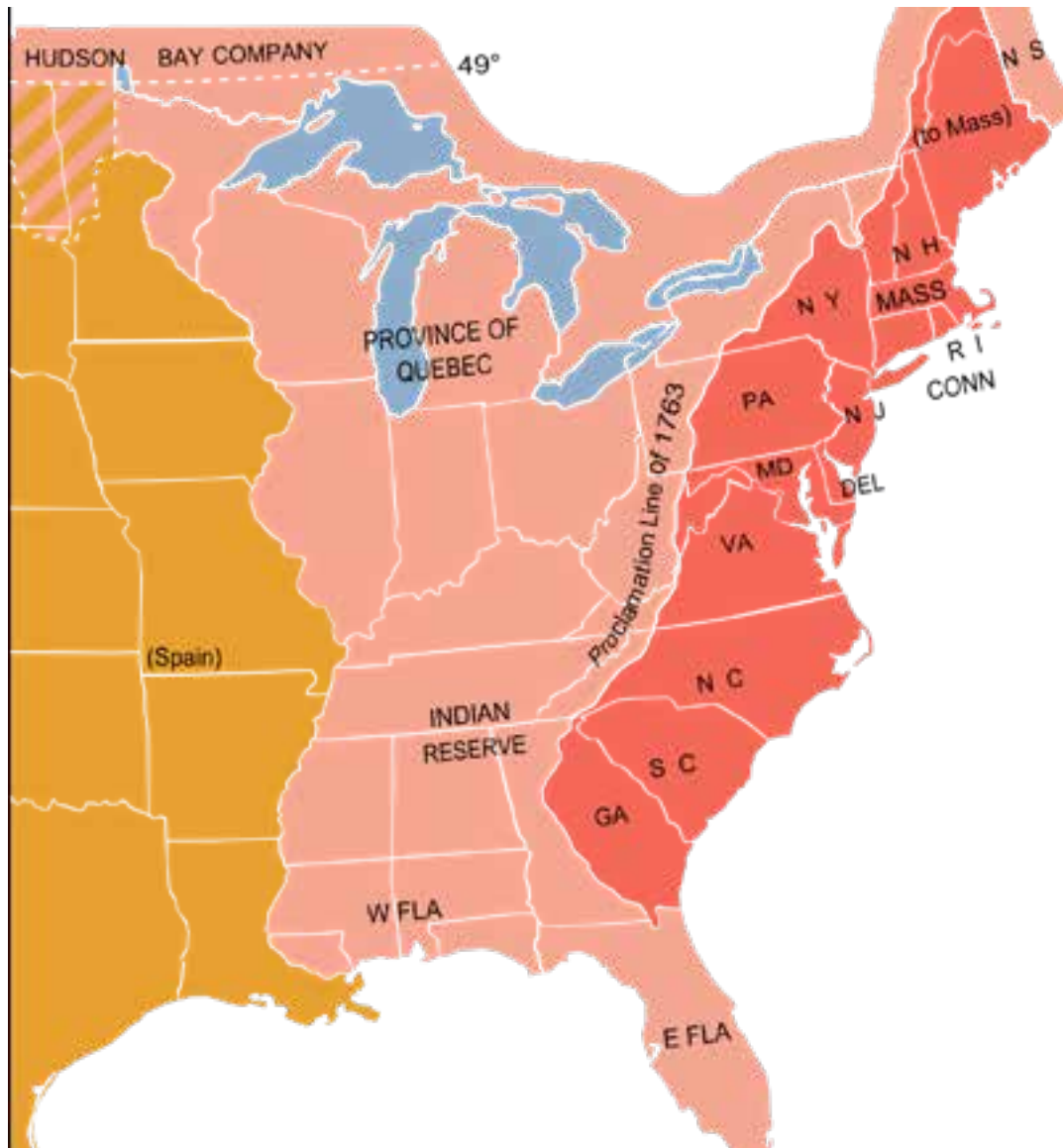


Robert Morris portrait by Charles Wilson Peale

**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<sup>[76]</sup>

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 education he would have received at any American College of that time like **Harvard**, Kings College (later named **Columbia**) or the College of New Jersey (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 traveled to port locations in the Caribbean 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.

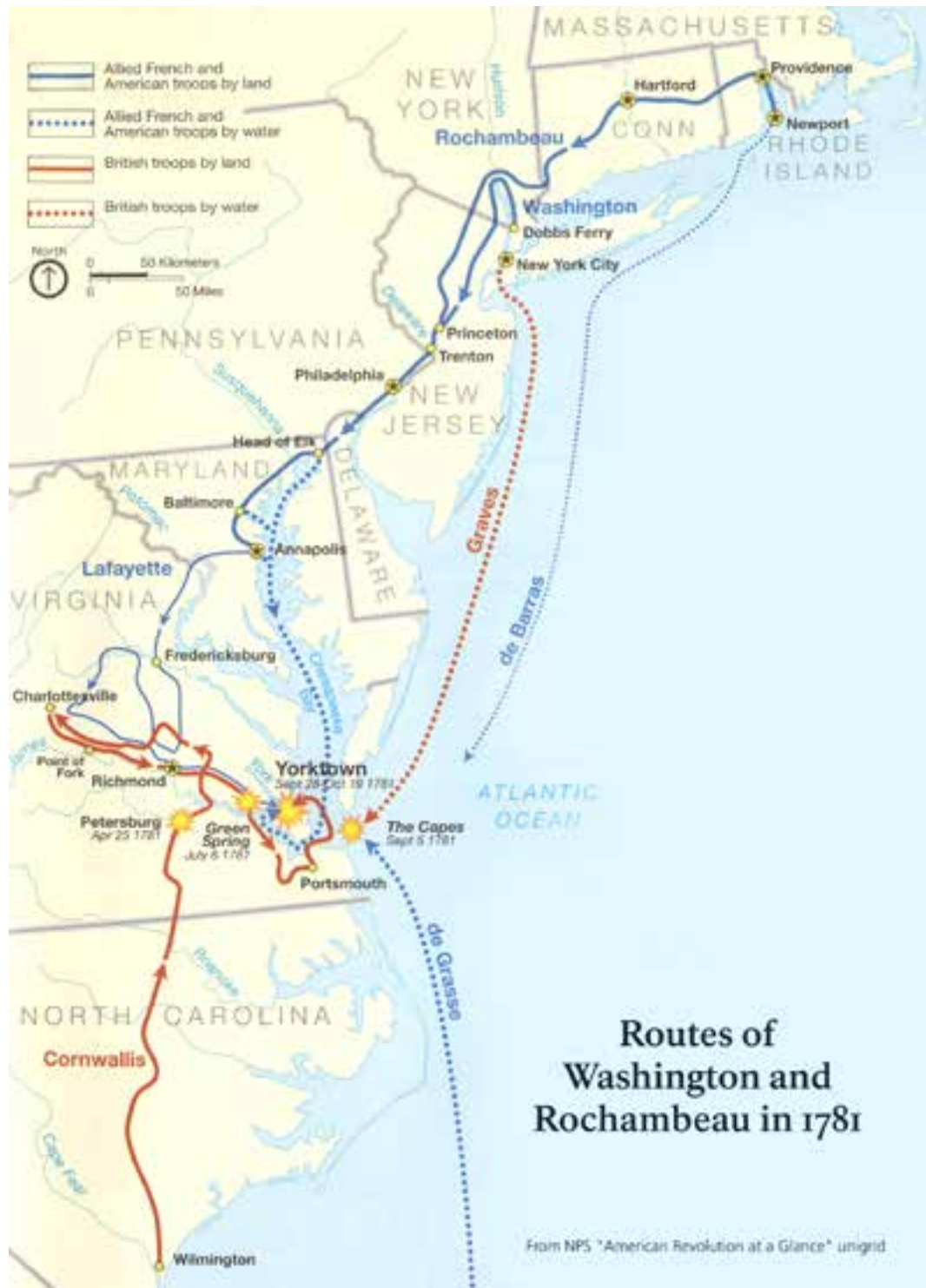
The military plan of Washington and Rocambeau called for a secret march of half of Washington's army in New York and Rochambeau's army in Newport, Rhode Island, south to coastal Maryland and then onto Virginia.

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' 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.

**C**harles 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 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 cheerful 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.**

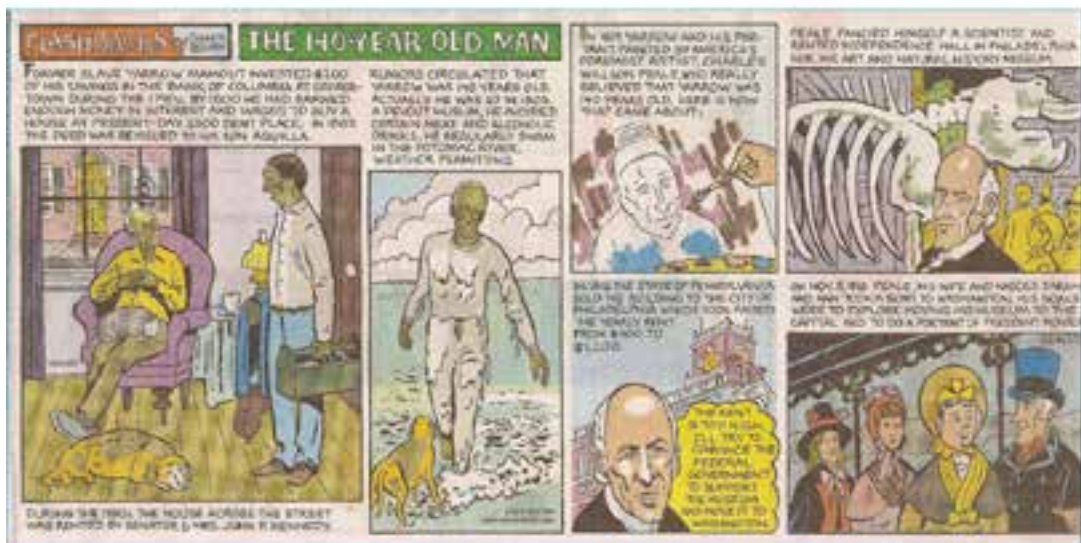
Yarrow Mamout was well-known with an impressive and highly regarded **brand** in his day. He was said to be

**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://redrosestudio.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

**B**enjamin 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. *Run-away 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 .

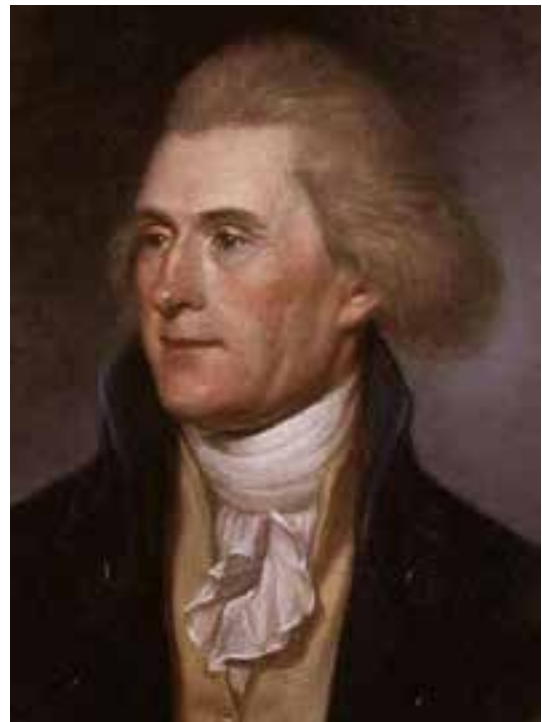
Ellicott's team placed boundary marker stones at or near every mile point along the borders of the new capital territory. Banneker's duties on the survey purportedly consisted of making as-

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 19<sup>th</sup> 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 just as the imbecility of their present existence, and other circumstances which cannot be neglected, will admit. I have taken the liberty of sending your almanac to Monsieur de Lavoisier, Secretary of the Academy of Sciences at Paris, and member 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<sup>t</sup>. humble serv<sup>t</sup>  
 Th: Jefferson  
 Mr. Benjamin Banneker  
 near Elliot's lower mills. Baltimore count<sup>y</sup>.

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 almanac 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

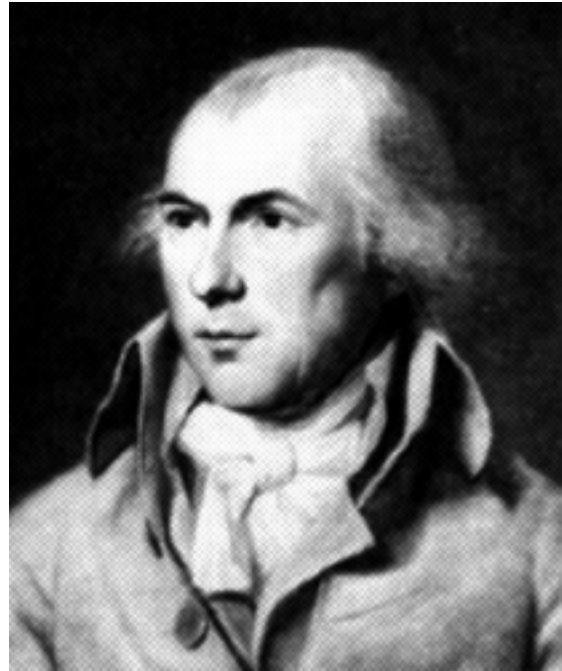
## IN HIS OWN WORDS...

*“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 28<sup>th</sup>, 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<sup>ths</sup> 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?”*

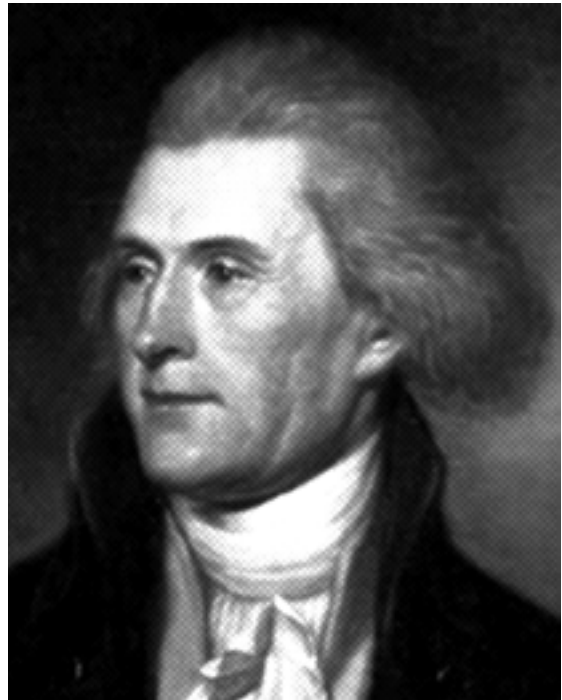
Jefferson’s last words, on the evening of July 3<sup>rd</sup>, 1826.  
He died the following morning.

*“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



Thomas Jefferson

*“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

*“(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

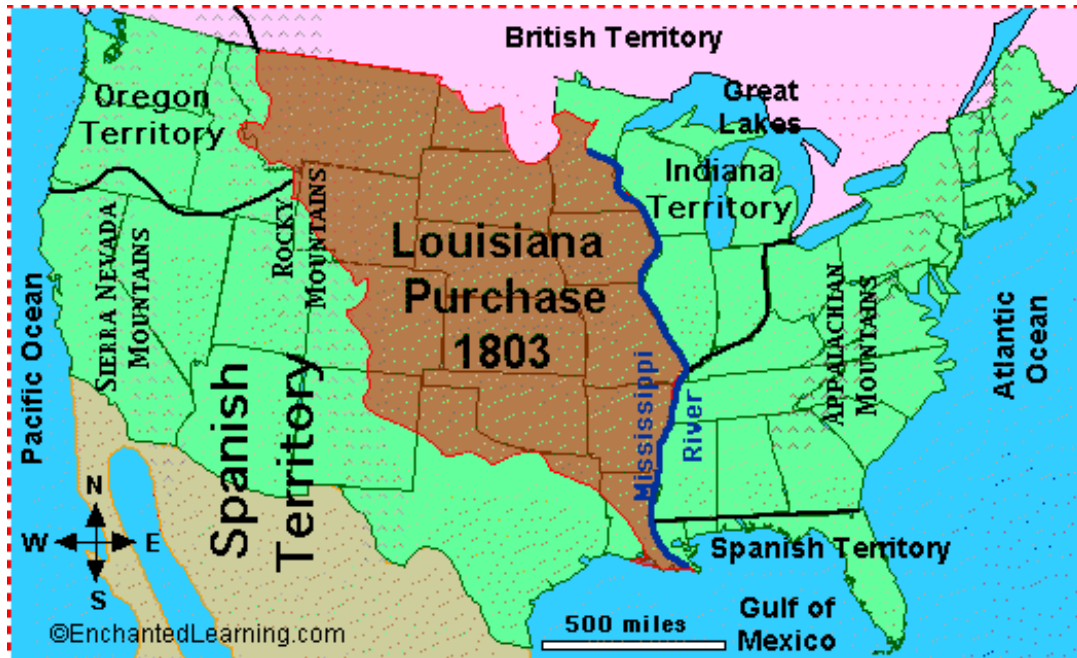
founding leaders, Alexander Hamilton who believed commerce and industry would be the foundation of a strong American economy. Washington, himself a farmer, also questioned the durability of an agrarian based economy.

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**

# 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.



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

# 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 1<sup>ST</sup> RHODE ISLAND REGIMENT

**T**hey 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

post for the town of St. Augustine. In 1740, English forces attacked and destroyed the fort. It was rebuilt in 1752.

**Newport, Rhode Island, was a major center of the slave trade in the 17th and 18th centuries.**

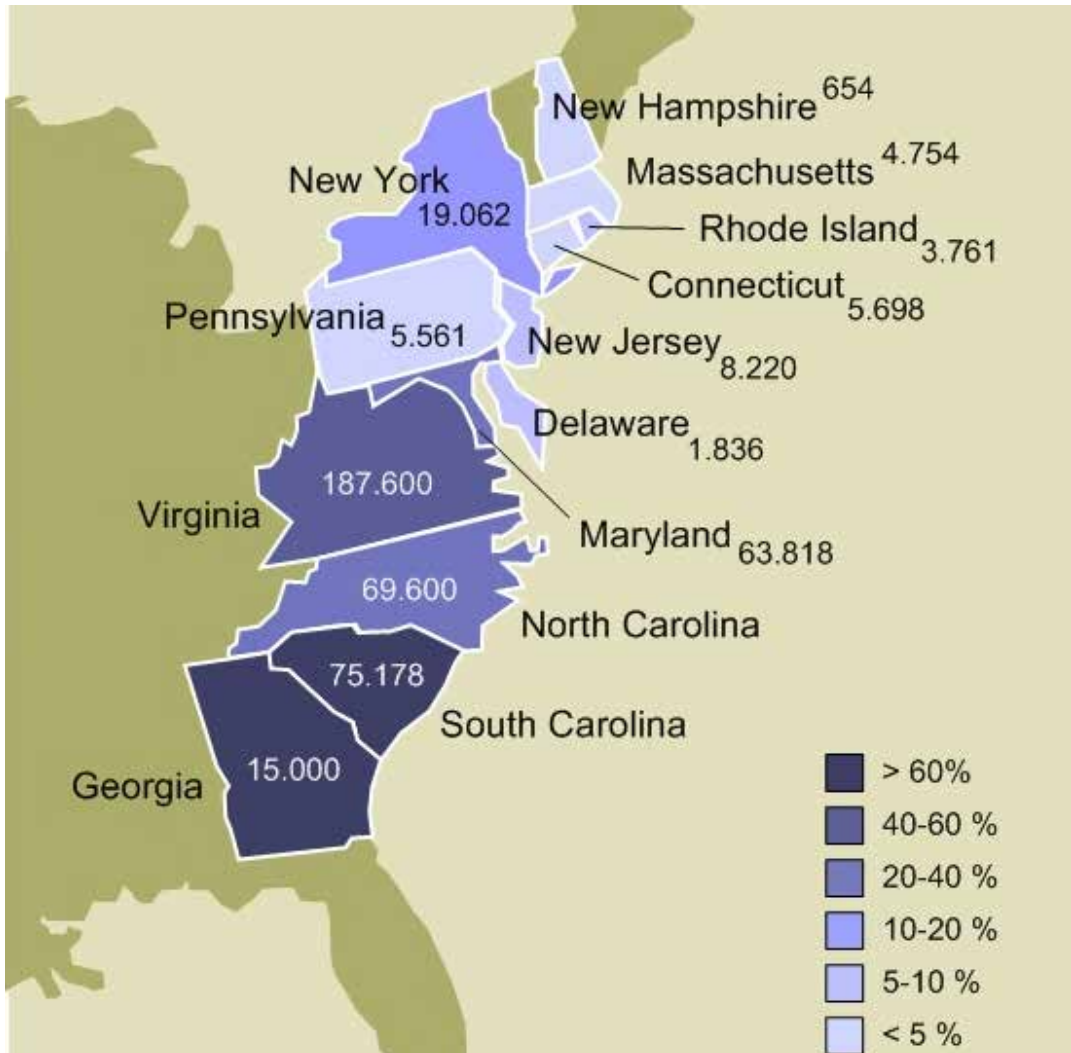
There were a significant number of “*men of color, both free and enslaved*” living in Newport in 1708 writes historian Robert Bleak. Many blacks had jobs on ships. Others worked as artisans and personal servants. Newport became a key location in the “*triangle slave trade*”. **Sugar and molasses**, grown and harvested by slaves on British, Spanish, French, and Dutch

owned sugar plantations and sugar mills on Caribbean islands like **Cuba, Puerto Rico**, and the **Dominican Republic**, were **exported to Rhode Island** to be made into **rum**, an alcoholic beverage made from sugar and molasses. In 1764,

**Rhode Island had 30 rum distilleries, 22 in Newport alone.**

**The rum** was then **exported** to the west coast of Africa to be **traded for African slaves**. 60% of slave-trading voyages launched from North America were at one time from Rhode Island. Some years those slave voyages rose to more than 90% and many from Newport. Much of





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**,

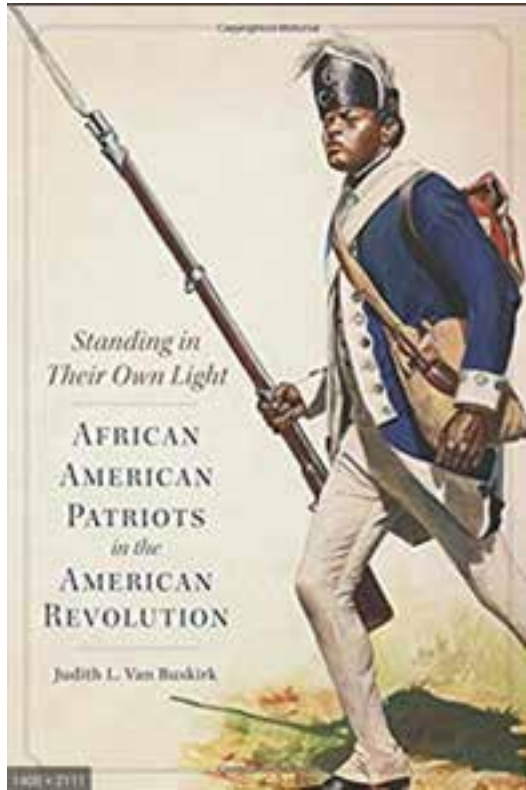
a slave owned by **Rhode Island Governor, James Greene**. The **1st Rhode Island Regiment**, under the leadership of **Colonel Christopher Greene**, totaled 225 men. 140 of them were black while the others were poor white laborers and farm boys, and indentured servants. **The 1st Rhode Island Regiment** 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 15<sup>th</sup> 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 16<sup>th</sup> 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 14<sup>th</sup> 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.



Washington portrait by Rhode Island artist Gilbert Stuart



George Washington

*"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."*

*“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 4<sup>th</sup>, 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 9<sup>th</sup>, 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 sugges-

tion 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."***

Following Washington's election to the Presidency in 1789, he took it upon himself to travel to each state in the newly formed nation. He realized he needed to be visible, to listen first and speak next with his constituents.

**George Washington  
understood leadership  
better than  
any other American President  
with noted exceptions  
Presidents Abraham Lincoln,  
Franklin Delano Roosevelt  
and  
Ronald Reagan.**

In the estimation of this author, most Presidential leadership pales in comparison to Washington.

**Washington understood  
America in 1789  
was a conglomeration of  
13 independent states  
who focused on competing  
rather than  
collaborating with each other.**

How could these state have been '*unit-ed*'? Each state had a unique culture, often different economies, with different expectations and laws and not inclined to acquiesce to the needs of other states.

The **political rhetoric** of Presidents and Presidential candidates of the 21st century, namely, **Biden, Trump**, and **Hillary Clinton**, divided Americans rather than uniting Americans by calling their political opponents **partisan**, insulting names

like "*deplorables*" (Hillary Clinton's name for Trump supporters), "*Neanderthal*" (Joe Biden's name for Texas Governor Abbott), "*crooked Adam Shitt*" (Donald Trump's name for California Democrat congressman Adam Schiff).

**President Washington was  
focused on **UNITING**  
rather than  
**DIVIDING AMERICA.****

**Consequently**, after he was inaugurated on April 30, 1789, at the of office at Federal Hall in New York City (then the capital of the United States of America),

**President George Washington  
began a journey to  
EACH STATE  
in the new country,  
even Rhode Island,  
to listen,  
first to American concerns,  
then speak,  
humbly yet confidently,  
to allay their fears.**



painting by artist N.C. Wyeth of President Washington during his tour of America at Trenton, New Jersey. N. C. Wyeth's full name was Newell Convers Wyeth born on October 22, 1882 and died on October 19, 1945. He was a famous American artist and illustrator.

Washington did not want to be President. But, he accepted the call because of the fragile nature of the new country.

**Washington knew  
the *'united'* States  
were far from *'united'*;**

the country was more like 13 independent countries than a united group of states. President Washington's goal of his tour of America was to unite a divided country.

***"Washington remained  
non-partisan  
(on the tour) and  
throughout his presidency;  
he  
opposed partisan divisiveness  
of political parties,  
and favored a  
strong central government"***

notes Wikipedia's profile of Washington.

**So, 'why'?**

Why did Washington, America's "*Indispensable 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 ex-

perts 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  
other's doubt  
into their motivation!**

Examine the lives of people who have achieved 'greatness'. For example,

**two American 'Patriots',  
George Washington  
and  
Tom Brady;**

**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



George Washington (left) in 1772 at age 40 and Patriots Hall of Fame Quarterback, Tom Brady (right).



Washington Monument, Washington, D.C.>

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. Washington wore **dentures** throughout most of his presidency. They were state-of-the-art.

**Washington’s dentures  
were carved from**



photo of Washington's false teeth at the National Museum of Dentistry

*“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”*

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.”*

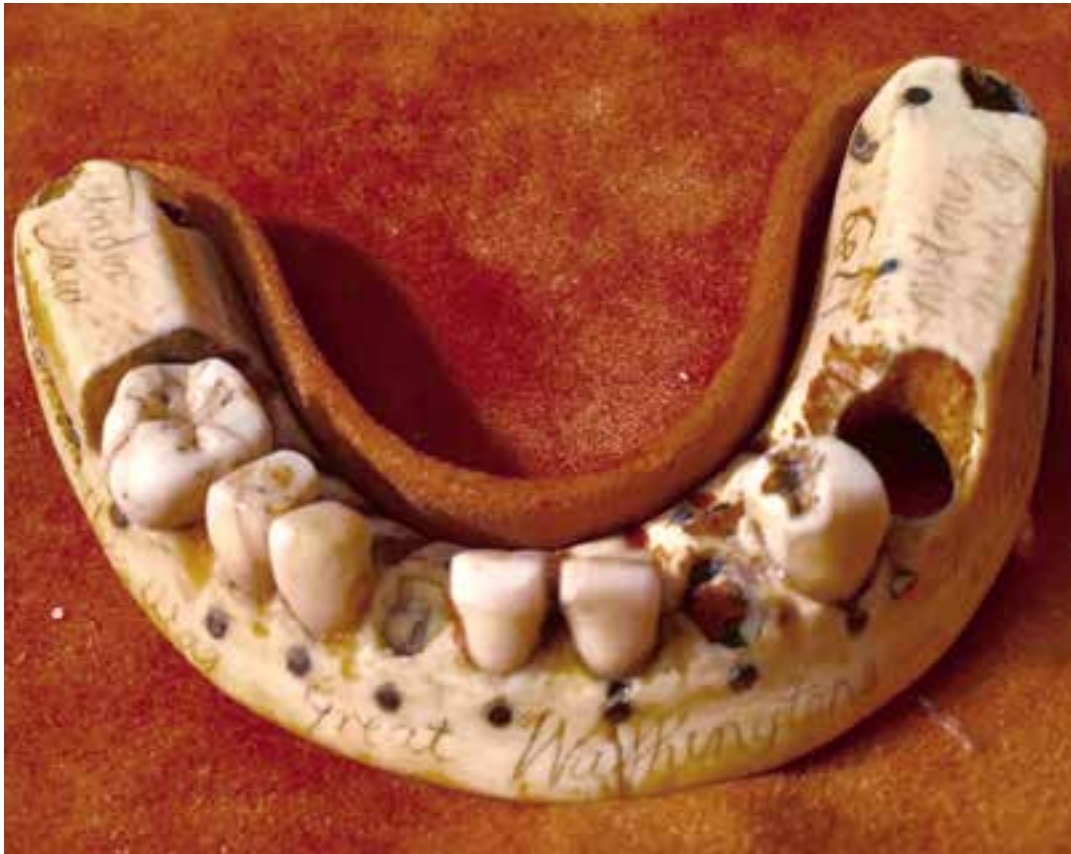
Donors would go to a dentist to extract their tooth. Once the tooth was extracted and washed in warm water, the tooth was placed in the recipient's mouth. If the extracted tooth DID NOT fit comfortably in the hole in the gum of the recipient, another donor was called in to extract another tooth that 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 remain-





The lower half of a set of Washington's dentures are seen at New York Academy of Medicine.

ing 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**.



The first one-dollar bill was issued as a Legal Tender Note (United States currency) in 1862 with a portrait of the **self absorbed, politically powerful Salmon P. Chase**, the Secretary of the Treasury who served under President Abraham Lincoln. In 1869, the portrait on the \$1 bill of Chase was replaced with a portrait of George Washington in the center.



# JOHN ADAMS

## IN HIS OWN WORDS...

*“Vanity is my cardinal vice”*

Adams speaking of himself.

*“Thomas - Jefferson – still – survives”*

John Adams’ last words, July 4<sup>th</sup>, 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 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 **partisan** 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 jealously.

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.

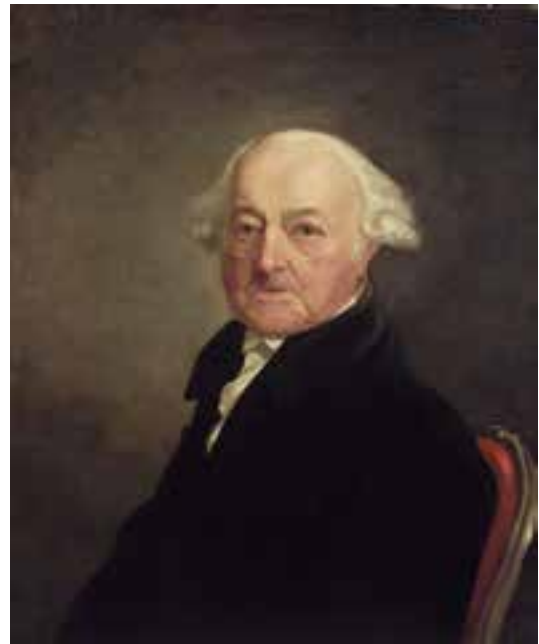
tionship. When Adam's was away from home working in the Congress or living in Europe for several years soliciting French and Dutch support of the American Revolution, they wrote each other two or three times every week. "*Dearest Friend*" began each of his letters to her and referred to her as his "*best, 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 4<sup>th</sup>, 1826. **Joseph Ellis**, in "*Founding Brothers*", contended that by 1820, both men stopped criticizing each other; Adams accepted Jefferson's **duplicity**.

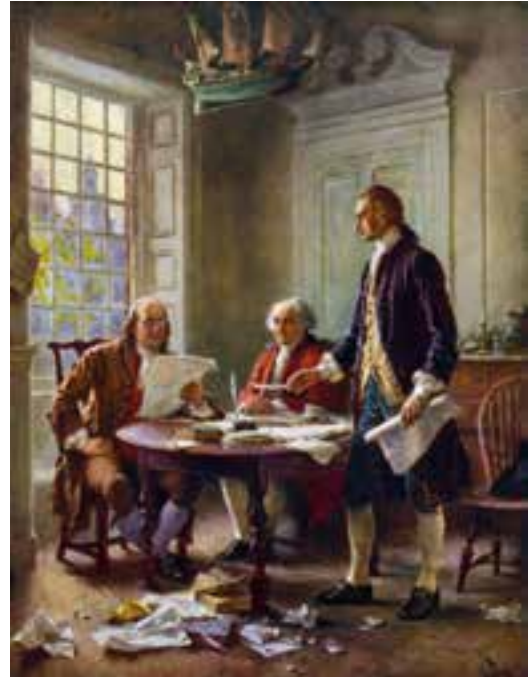
**Adam's greatest contribution  
to America may have been  
his success as a diplomat.**

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.”*

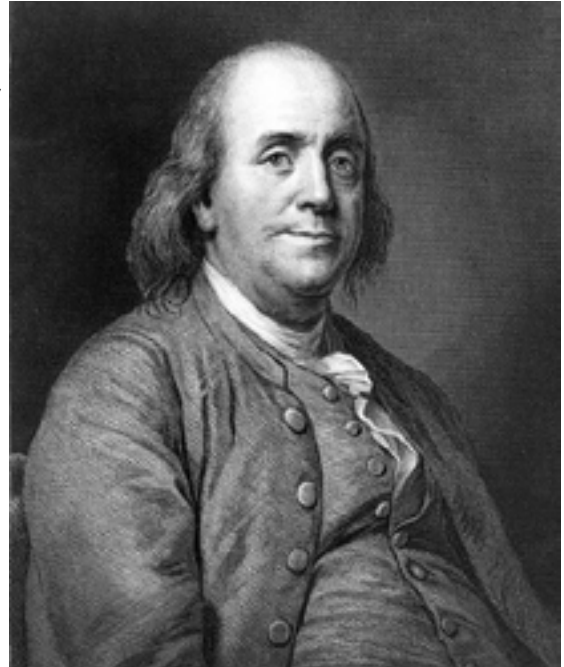
Benjamin Franklin, from his book: Poor Richard's Almanac, 1733.

*“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 7<sup>th</sup>, 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 Isaacson**. 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 18<sup>th</sup> 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 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 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 18<sup>th</sup>, 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

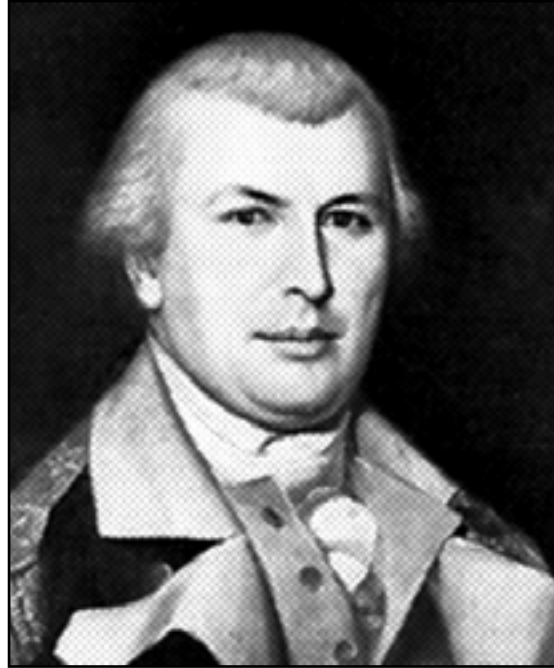
## IN HIS OWN WORDS...

*“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.

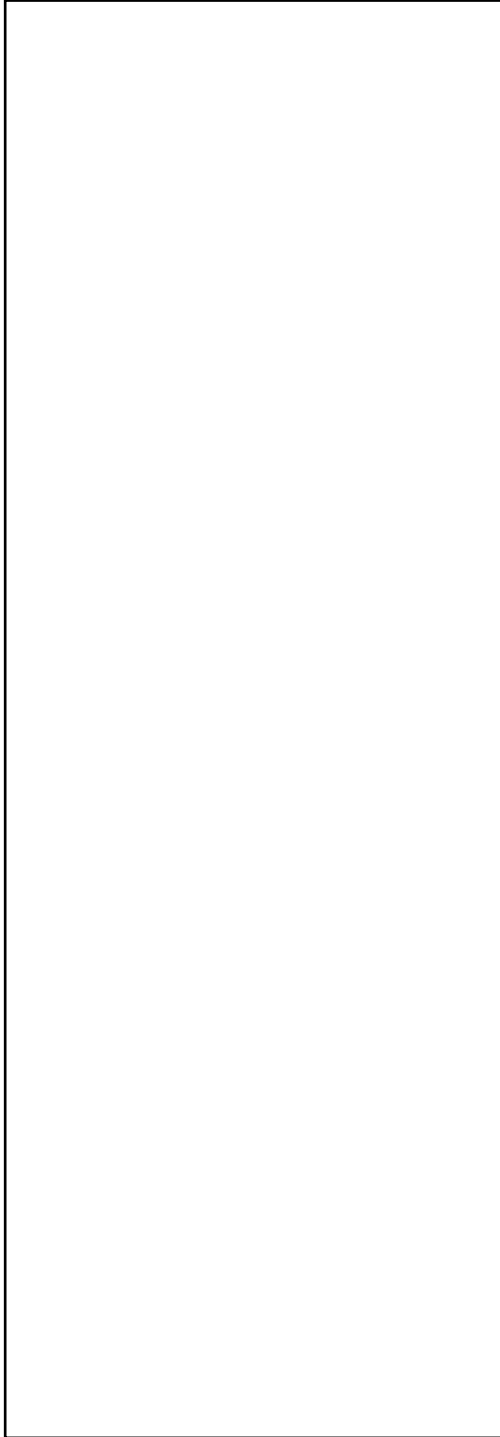
*"Smallpox prevails amongst the Troops"*

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, gimp, 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 27<sup>th</sup>, 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 women 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 25<sup>th</sup>, 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 19<sup>th</sup> 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 28<sup>th</sup>, a few days short of her 74<sup>th</sup> 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

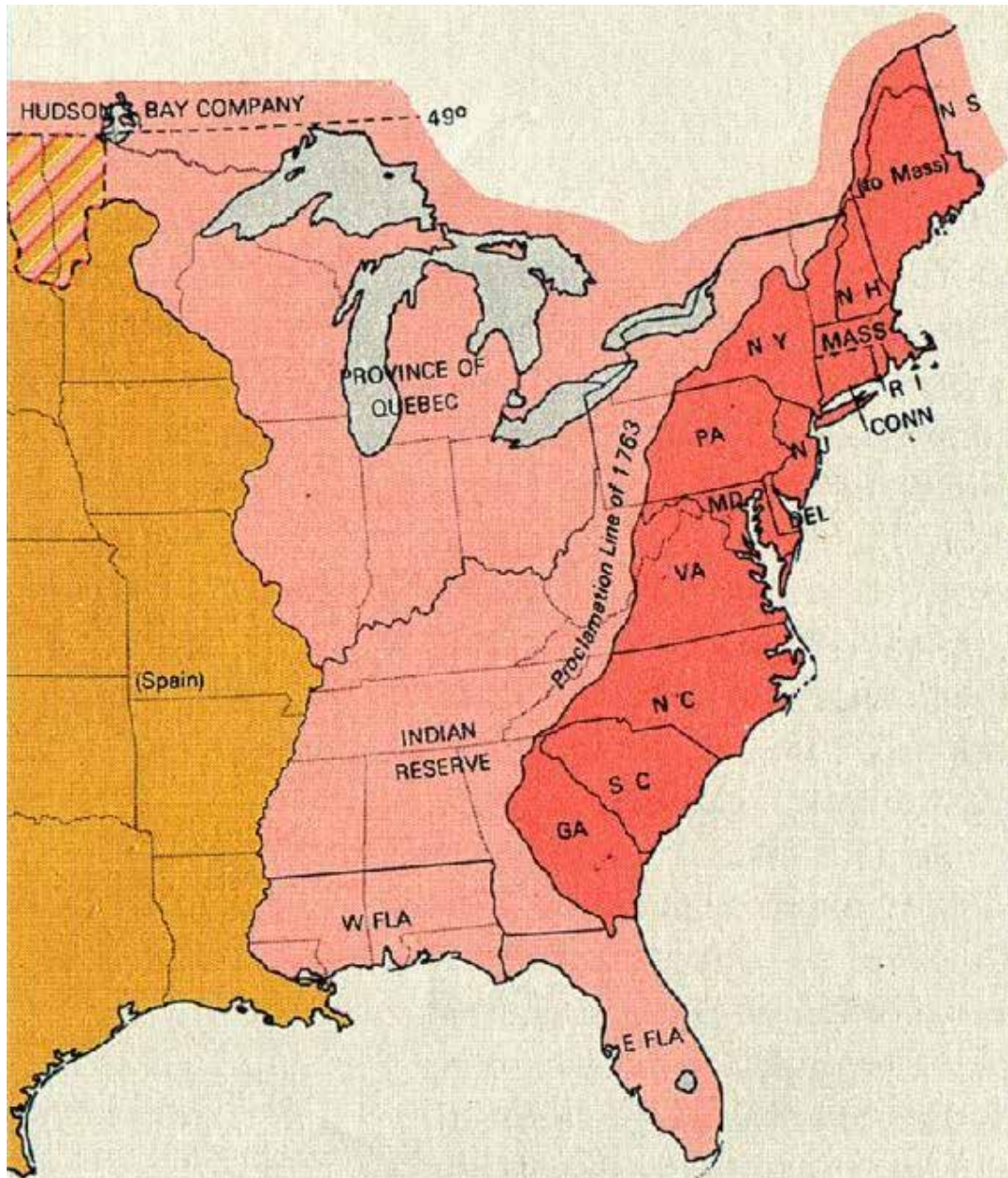
Carolina, at **Charleston**, South Carolina, **Savannah**, Georgia, and, of course, **Yorktown**, Virginia.

While there was brutality in all theatres of the American Revolution, this author believes

**the most brutality, savagery,**  
**man's inhumanity to**  
**his fellow man,**  
**was in the west**  
**especially**  
**in conflicts between**  
**the thousands of white settlers**  
**pushing over**  
**the Appalachians**  
**into the Indian lands**  
**and**  
**the Colonial militias**  
**protecting them**  
**against**  
**American Indians living in**  
**this frontier.**

The brutality perpetrated by whites and the colonial militias against the American Indians of so many tribes was gruesome. Scalping. Burning at the stake. Dismemberment of fingers, toes, ears, tongues, and feet.

**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 also note that the lands in the middle of the map belongs to European Empire of Spain in 1763.

**men, women, children  
and  
the unborn**

of both settlers and Indians. **The killing fields** of America's western frontier, in present day American states of **Kentucky, Illinois, Michigan, and Ohio**, to name just a few places, **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”*. It was here,

**in the West,  
in the dense forests of  
the American frontier  
where many Indian tribes  
had fled  
from their former tribal lands,  
that 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. Daniel Boone learned to hunt from local white settlers and Indians living in the area who were occasionally guests in the Boone family home. Daniel

**Boone enjoyed being alone,  
for days and often weeks,  
hunting and trapping  
for furs  
in the frontier 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. 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 Appalachian 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 or defending his home in **Boonesborough**, Kentucky from British army attacks during the American Revolutionary War. The **Daniel Boone brand** was **bravery, empathy, compassion** for people of all races, a **diverse network of Indian and white friends**, rich as well as poor people and **a reluctant leader**. 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. Many Indians felt an alliance with the British. By matching the brutal tactics of white settlers who were taking their centuries-old tribal lands, the Indian tribes thought they could stop the slaughter of the buffalo herds and the beaver and deer of the forests they depended upon for food, clothing, and trade. Violence permeated the western frontier. It was a dangerous place to be.

**As a result,**

**hundreds of scared settlers**  
**abandoned**  
**their homesteads**  
**in the Kentucky frontier**

west of the Appalachian mountains and returned to safer locations in the east. By May of 1776, Boone and his family were among fewer than 200 colonial settlers who dared to stay in the Kentucky area, mostly living in fortified settlements like **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 her family back to the safety of North Carolina.

Boone was held in captivity for approximately 4 months in early 1778 before escaping back to Boonesborough. Despite persistent accusations by a few **Boonesborough** leaders that Boone was actually a British and Shawnee Indian 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



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.

successful defense of **Boonesborough** 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 Colo-

nel Richard Callaway brought charges against Boone for what he and a few others considered Boone's suspicious friendly relationship with 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 to Kentucky with him 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 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 seat in the Virginia legislature, the infamous British commander, **Banastre Tarleton**, captured Boone and several



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)

other legislators near Charlottesville, Virginia. British authorities quickly released the well known Boone.

During Boone's term in the Virginia legislature, British General

**Cornwallis surrendered to  
General George Washington  
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* disaster, Virginia militia Brigadier General, George Rogers Clark, led an expedition seeking revenge into the Ohio ter-

ritory 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 Filson's descriptions of Kentucky and his many frontier 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 mandatory, legal protocols necessary for a real estate business to be successful. Unfortunately,

**Boone's network was**

**NOT diverse;**

**most people in his**

**NETWORK**

**were Indians and trappers who had similar skills and interest as himself.**

with different skills and interests than his own.

**He did not have accountants, lawyers, and real estate professionals.**

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 highly profitable surveying projects in the frontier territories west of the Appalachians to locate good land for new settlers and speculative real estate investors. After finding new land for these customers, Boone was required by law to present maps of these lands to the county government offices that would document who now owned the land which Boone surveyed. This filing in the

  
**Appalachian**  
 STATE UNIVERSITY®

Appalachian State University located in Boone, North Carolina.

Boone's network did not have people

county government office protected the

new owners for the property from other settlers trying to claim the same land.

Because of the **Boone brand**, new opportunities were plentiful, his surveying business grew and quickly became very profitable.

**Daniel Boone was becoming a wealthy Kentuckian.**

**BUT,**

because Boone had been a self-reliant hunter and trapper and not a businessman, he rarely submitted his land surveys to the country offices as required by law to record his land claims and protect the owners of the land who paid him.

Consequently, Boone's real estate success was fleeting (temporary). He

rarely checked the county clerk offices to make sure the land he surveyed hadn't already been claimed by others. More importantly, Boone rarely filled out and filed the required paperwork at the county regulator office to protect the land he was surveying and purchasing for his customers. **As a result** of his poor business practices,

**Boone was frequently taken to court and sued by angry customers, and ordered to pay fines.**

All the wealth he had initially accumulated in surveying was quickly lost to lawsuits. Boone gave away some of his own land to his unhappy customers. .



Painter, George Caleb Bingham, famous depiction of Daniel Boone *Escorting Settlers through the Cumberland Gap* (1851–52).

**Boone's network was only geographically and ethnically (racially) diverse and people with similar interests, i.e. exploring, trapping, hunting, fighting, surveying, etc.**

**Daniel Boone became frustrated.**

**While Boone enjoyed surveying land, he was not good nor interested in the skills to be a successful real estate business person.**

Boone didn't have the skills necessary



map of present day America's 48 contiguous states showing the state of **Kentucky in red**

**Boone needed a network with more diversity with people possessing skills he didn't have like accounting, law, government regulations, etc.**

for a successful real estate company leader needing the knowledge of accounting and billing customers, filling out and filing surveyed land maps at the state county office, etc. 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.



**America and Kentucky  
were changing;  
unfortunately  
for Daniel Boone,  
he was not able to change with  
it.**

Boone somehow lost the same grit, courage, and perseverance that kept him alive in the wilderness that was also important to success in real estate. So, a disheartened and frustrated

**Daniel Boone decided  
to leave the United States.  
In 1799,**

Boone moved his 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. Spain soon gave their Louisiana land to France in a treaty.) Because Boone's land in Missouri had been given to him without any official paperwork when the Spanish government controlled Louisiana, Boone lost his land soon after American President Thomas Jefferson bought the Louisiana territory from France and their Emperor Napoleon in the *Louisiana Purchase* in 1803. A frustrated Boone petitioned the United States Congress in 1809 to restore his land that he received from Spain. Finally,

in 1814, Congress eventually acquiesced and gave Boone the land he received from Spain. Boone then chose to sell some of this land in Missouri to repay his 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 traveling north, 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.

For this author,

**the most impressive quality  
of  
the young Daniel Boone brand  
was his  
GRIT,  
the brave frontiersman who  
never gave up.**



Daniel Boone was a patriot, father, trapper, and later in his life, an unsuccessful businessman.

**As a young, irrepressible frontiersman, he faced numerous challenges and never gave up.**

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 reneged on its promise to pay him**

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 eating one meal. When he arrived at his home in **Boonesborough**, Kentucky,

**he was called a traitor for being too friendly with Shawnee Indian Chief, Blackfish.**



Boone was then court-martialed for treason because of perceptions of being too friendly to Indians. 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. Filson writes about the increasing rush of "new settlers over the *Appalachians Mountains, floating and rowing down the Ohio River, and riding through Boone's Trace* (Fron-

tier Highway Boone created) *into the lands of Kentucky*.” As a result, Kentucky quickly changed **from** FRONTIER wilderness with buffalo herds, Indians, and very few white people **to** an land of more people, towns, plantations, horse farms, racetracks, and law offices.

**Daniel Boone’s  
“Achilles’ heal”  
later in his life  
was  
managing ‘change’.**

Boone’s comfort zone was living and working in the wilderness of the frontier, being on his own hunting, trapping, and surveying. He was out of his comfort zone living in towns with lots of people, and working in a career that had different protocols and rules than living and working in the forests.

**Kentucky was **changing**;  
Daniel Boone could not.**

Daniel Boone was not happy nor good at this new way of life.

**Boone reluctantly pushed out  
of his **COMFORT ZONE**  
to try a new career,  
in REAL ESTATE.  
Unfortunately,**

**Boone did not realize  
all people must  
continue to learn new skills  
throughout their life  
to keep the level of success  
they aspire to  
in a ‘changing’ world.**

**Daniel Boone also lacked  
a more **DIVERSE** NETWORK  
with people  
who possessed  
the **skills and interests**  
he did not have.**

**Greater diversity  
in his network  
would have  
enabled Daniel Boone  
to become  
the successful person  
he would have liked to be.**

**Is YOUR NETWORK DIVERSE  
ENOUGH?**

**yes OR no**



States and Territories of the United States of America  
March 4 1789 to August 7 1789

**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. .

Notice how far the state of North Carolina extends west to the Mississippi River!

# AARON BURR

## IN HIS OWN WORDS..

***“Never put off for tomorrow,  
what you can do today.”***

Aaron Burr

***“‘ERROR’ is often to be preferred  
to indecision.”***

a thought provoking comment attributed to BURR.

***“It is **a fable**, my child;  
there never was such a being.”***

Aaron Burr comment after seeing a painting of Jesus  
Christ.

***“Though **I am poor** and  
have not a dollar,  
the **children** of such a mother  
shall not suffer  
while I have a watch.”***

In his later years living in New York, Burr was constantly in debt and hounded by debt collectors; i.e. he owed lots of money from poor investments and living well above what he could afford. HOWEVER, Burr gave money away to the needy and paid for the care and education of several children, some of these children were purportedly to be his own from extra-

marital affairs and relationships with prostitutes. To his friends and family, and often to strangers, BURR was known to be kind and generous. The wife of the struggling poet Sumner Lincoln Fairfield



A 1794 oil portrait of **Aaron Burr** painted by RHODE ISLAND ARTIST **Gilbert Stuart** between 1793 -1794. At the time, BURR was a 37 year old Senator from the state of NEW YORK and most people believed he would become a most influential national political leader, possibly PRESIDENT.

## **“POWERBROKER.”**

The term means ‘*a person of influence and power who is able to successfully make deals to create opportunities for themselves and others; a deal maker*’. The **AARON BURR BRAND** at one time in his life was associated with this term. Burr biographer, Nancy Isenberg, attributes this trait to Burr on [page 178](#) in her 2007 biography, *“FALLEN FOUNDER: The Life of Aaron Burr.”*

In the late eighteenth century (1790s), Aaron Burr was the **partisan leader** of the emerging “*Republican*”, later the *Democrat* political party in New York. Burr was especially influential in the rapidly emerging metropolis and politically significant urban center of New York City. AND, as ‘the *powerbroker*’ of New York City, Burr would determine the people in powerful, influential positions in the City, so much so, Burr determined who won the United States national Presidential Election of 1800. That’s right;

**Aaron Burr,  
as one of the county’s  
most influential  
“powerbrokers”,  
determined who became the  
President of the United States  
in 1800.**

There were 2 political parties of significance in the early years of the

United States of America in the late 1790s. The **FEDERALIST** Party of George Washington, Alexander Hamilton, John Jay, and John Adams while the **REPUBLICAN** Party, also referred to as the **JEFFERSON REPUBLICAN** Party and eventually, simply the **DEMOCRATIC** Party.

**AARON BURR** was born on February 6, 1756.

**His father was the President  
of Princeton University**

(then called the College of New Jersey).

**He was an orphan  
at the age of 2  
after his father, mother and  
grandmother died  
within months of each other.**

Burr was adopted by his uncle who purportedly physically abused the young Burr. Aaron attempted to run away from home several times.

**Aaron Burr was 5’ 6” tall.**

He was perceived as intelligent and very practical.

**Brown eyes. Brown hair  
with a receding hairline.  
Weighed about 154 lbs.**



Aaron Burr Portrait by artist John Vanderlyn, 1802

Aaron Burr was considered ‘*dapper*’, i.e. a polite, well dressed and stylish, successful looking, gentleman. He enjoyed cigars and had extra long cigars made especially for him. He was quiet, but not reclusive. Analytical; he would observe, reflect on the facts before making his decisions. He was a deep thinker. He was focused on achievement. He **worked hard** and had **lofty aspirations for success**. And,

**he believed deeply in the ideals of America;**  
**he was considered a patriot.**

In 1769, Aaron Burr

**enrolled at**  
**Princeton University**  
**at the age of 13.**

With a few exceptions, he was 3 or 4 years younger than most of his Princeton classmates.

**He graduated at the age of 16.**

In 1775, he discontinued a law internship to become a lawyer. He enlisted in the Continental Army during the Revolutionary War and fought on the front lines in major battles.

**He served**  
**with honor and bravery**  
**during the Revolution**  
**and**  
**distinguished himself**

at the *Battle of Quebec*. He became an aide to General Washington but resigned to return to the battlefield. He was made a colonel in the Continental Army. Burr was again noted for his bravery and keen decision making by directing a safe path for Washington’s Continental Army retreat from a larger and superior British force attacking Washington on the island of Manhattan in New York City in August of 1776. Burr commanded a small division of Continental soldiers during the difficult winter at **Valley Forge** guarding “*the Gulph*” pass that controlled one vulnerable approach to Washington’s stressed, undernourished, unpaid, beleaguered army. “*Burr imposed discipline and defeated an attempted mutiny by some of the troops at Valley*





Washington led his 12,000-man army into winter quarters at Valley Forge, approximately 18 miles northwest of the city of Philadelphia, Pennsylvania. They remained there for six months, from December 19, 1777 to June 19, 1778. At Valley Forge, the Continentals struggled to manage a disastrous supply crisis while retraining the army. About 1,700 to 2,000 soldiers died from disease, many from malnutrition. General Washington later wrote about the experience at Valley Forge - *"To see men without clothes to cover their nakedness, without blankets to lay on, without shoes by which their marches might be traced by the blood from their feet, and almost as often without provisions as with; marching through frost and snow and at Christmas taking up their winter quarters within a day's march of the enemy, without a house or hut to cover them till they could be built, and submitting to it without a murmur is a mark of patience and obedience which in my opinion can scarce be paralleled."* (wikipedia)

Forge". (wikipedia). He served bravely in the Continental Army's defeat at Battle of Monmouth in New Jersey on June 28, 1778. Burr's military and leadership record propelled his **BRAND** to national prominence.

Burr resigned from the Continental army in March of 1779 after his health deteriorated after suffering from severe heatstroke at the Battle of Monmouth. He then renewed his study of law.

**Burr began dating  
Theodosia Bartow Prevost,  
the wife of a British officer,  
in August 1778.**

Burr 's regular visits to her home in New Jersey created continuous gossip about this '*unusual*' relationship. After learning Theodosia's husband had died while serving in the British army in the British colony of Jamaica, they married in December 1781. The newly married couple moved to a house on Wall Street in lower Manhattan (New York City) in the present day *Greenwich Village* section of the city. Tragically, Theodosia contracted uterus cancer and died only 10 years after their marriage in 1794. Their only child to survive to adulthood was **Theodosia Burr Alston**, born in 1783.

In 1782, Burr began practicing law in New York City. He was then elected to the New York State General Assembly in 1784. Burr unsuccessfully tried to abolish slavery immediately despite being a slave owner. He was appointed New York State's Attorney General by the governor in 1789. He was also Commissioner of Revolutionary War Claims in 1791.

In 1791, at time when

**US Senators were chosen by  
politicians  
in the state legislature,  
NOT by a vote of the people,  
Burr was chosen as  
New York State's  
United States Senator**

defeating incumbent Senator Philip Schuyler, the father of Elizabeth Schuyler Hamilton, the wife of Alexander Hamilton, the leader of the United States Government Treasury Department. Burr served in the Senate until 1797 when he was defeated by Schuyler.

**Burr was a real estate investor.**

Many powerful, influential Americans speculated in real estate. **George Washington, Robert and Gouverneur Morris, William Duer, Oliver Phelps, Richard Henry Lee, Nathaniel Gorham, Samuel Wharton, Benjamin Franklin** and others were among the most well known real estate investors in America at this time.

**Burr borrowed money to buy land when the United States government allowed Indian land to be purchased, without permission from the Indian tribes. These lands were west of the Appalachian Mountains and in remote areas of the original colonies**

to encourage immigrants and poorer

Americans to settle there. One area of land purchased by Burr was in the sparsely populated, north central section of New York state as well as land near the future capital of the United States, in present day Washington, D.C. Burr and his investors hoped to buy land at low prices, wait for land values to increase, and then sell the land at a higher price as more pioneers settled in these areas. **Unfortunately** for Burr and other investors, *“the 1790s witnessed 2 major financial crises”*, one of which was

*a ‘real estate bubble’*

A *‘real estate bubble’* occurs when land values **depreciate**, i.e. the land is not worth what the person originally paid for it. *‘Real estate bubbles’* have happened in history, most recently in 2008, in the United States and, as a result, many people lost their homes when they couldn’t pay their mortgage payments to the banks where they borrowed their money. When Burr and other investors had to start paying the people/banks they borrowed from, the land values were lower than what Burr originally paid for the land. Consequently, on June 27, 1797, *“Burr was forced to mortgage his own beautiful home in Greenwich Village, New York City, sell land he owned and start renting his other lands to farmers. He was also forced to sell some of the expensive furnishing in his home to pay back his creditors and preserve his good personal brand”* according to bi-

ographer Isenberg.

**Throughout his life,  
Aaron Burr was burdened by  
DEBT ,  
i.e. he owed people money**

Burr's critics often used his debt problems against him.

**Burr ran for  
President of the United States  
in the 1796  
Presidential Election**

subsequently won by John Adams. The 1796 election became the first U.S. presidential election where different political parties competed for the presidency. In the first two Presidential Elections, 1788 and 1792, George Washington was voted President UNANIMOUSLY. The Voting rules to determine the President at that time required each elector from each state in the country to cast two votes without distinguishing which of their votes was for 'President' and which was for 'Vice President'. The candidate who received the most votes would become 'President'; the candidate with the second most votes would become 'Vice President'.

**Aaron Burr campaigned  
on helping 'businesses'  
be successful.**

**He also promised to  
help workers  
like carpenters, blacksmiths,  
dock workers,  
even the "lowly cartmen**

*who made their living hauling goods and materials through the city streets of New York".*

**Burr favored  
westward expansion of  
the United States  
into the frontier  
west of the Appalachian**

mountains. When Burr served in the New York state General Assembly, he

**defended the rights of  
FREE black people  
as well as  
advocating for  
the immediate emancipation  
of slaves in New York.**



A sculpture of Aaron Burr by sculptor Jacques Jouvenal (March 8, 1829 – March 8, 1905). His more notable works are statues of Benjamin Franklin, busts of Alexander Hamilton, Martin Van Buren, and Daniel Webster. His bust of Aaron Burr (1893) is still held by the United States Senate" (wikipedia)

Burr had also long advocated for the rights of women. Many people today would consider Burr a *'feminist'*.

In the 1796 Presidential Election, the Federalist Party supported John Adams while the Democratic-Republicans supported Thomas Jefferson.

According to the

**Constitution  
of the United States,  
states were given the power  
to decide who could vote.**

For the first Presidential Election in

**1788, states limited  
the right to vote  
to white males  
who owned property.  
This was about 6% of  
all the people in the country.**

However,

**influential politicians  
governing each state  
frequently changed  
the voting rules**

depending on which politician was in power. Some states allowed Black American males to vote. For example, New Jersey allowed black American men, unmarried and widowed women regardless of their color, to

vote in 1788. However, since most married women were not allowed to own property, most women could not vote.

**New Jersey politicians  
changed the voting rules  
in 1807  
when they rescinded  
voting rights for  
free black American males  
and all women.**

In 1792, Kentucky was admitted as a new state giving the right vote to free men regardless of their color or property ownership. However, most blacks in Kentucky could not vote because they were slaves.

For the first few Presidential Elections in United States history,

**many states  
did not allow their citizens  
to vote for  
any man running for  
the American Presidency.**

Whether a state allowed their citizens to vote for a Presidential candidate or not, **politicians in all states** chose a few men

**called ELECTORS  
to cast VOTES for President.**



## the United States Presidential Election of 1796

Presidential candidate	Party	Home state	Popular vote <sup>(a), (b), (c)</sup>		Electoral vote
			Count	Percentage	
John Adams	Federalist	Massachusetts	35,726	53.4%	71
Thomas Jefferson	Democratic-Republican	Virginia	31,115	46.6%	68
Thomas Pinckney	Federalist	South Carolina	—	—	59
Aaron Burr	Democratic-Republican	New York	—	—	30
Samuel Adams	Democratic-Republican	Massachusetts	—	—	15
Oliver Ellsworth	Federalist	Connecticut	—	—	11
George Clinton	Democratic-Republican	New York	—	—	7
John Jay	Federalist	New York	—	—	5
James Iredell	Federalist	North Carolina	—	—	3
George Washington	Independent	Virginia	—	—	2
John Henry	Federalist <sup>[10]</sup>	Maryland	—	—	2
Samuel Johnston	Federalist	North Carolina	—	—	2
Charles Cotesworth Pinckney	Federalist	South Carolina	—	—	1

State	Electoral votes	John Adams Federalist			Thomas Jefferson Democratic-Republican			Margin			State total
		#	%	Electoral votes	#	%	Electoral votes	#	%		
Connecticut	9	<i>no popular vote</i>			9	<i>no popular vote</i>			—		
Delaware	3	<i>no popular vote</i>			3	<i>no popular vote</i>			—		
Georgia	4	2,109	30.7	—	4,759	69.3	4	-2,650	-38.6	6,868	
Kentucky	4	<i>no data</i>			<i>no data</i>			4	—		
Maryland	10 <sup>[b]</sup>	7,466	53.5	7	6,490	46.5	4	976	7.0	13,956	
Massachusetts	16	<i>incomplete data</i>			<i>incomplete data</i>			—			
New Hampshire	6	3,265	89.3	6	393	10.7	—		2,872	78.6	3,658
New Jersey	7	<i>no popular vote</i>			7	<i>no popular vote</i>			—		
New York	12	<i>no popular vote</i>			12	<i>no popular vote</i>			—		
North Carolina	12	<i>no data</i>			1	<i>no data</i>			11	—	
Pennsylvania	15	12,101	49.5	1	12,333	50.5	14	-232	1.0	24,434	
Rhode Island	4	<i>no popular vote</i>			4	<i>no popular vote</i>			—		
South Carolina	8	<i>no popular vote</i>			<i>no popular vote</i>			8	—		
Tennessee	3	<i>no popular vote</i>			<i>no popular vote</i>			3	—		
Vermont	4	<i>no popular vote</i>			4	<i>no popular vote</i>			—		
Virginia	21	2,156	37.3	1	3,618	62.7	20	-1,462	-25.4	5,774	
<b>TOTALS</b>	<b>138</b>	<b>27,097</b>	<b>49.5</b>	<b>71</b>	<b>27,593</b>	<b>50.5</b>	<b>68</b>	<b>496</b>	<b>1.0</b>	<b>54,690</b>	

Notice which states did NOT have a 'popular vote' that allowed eligible citizens to vote for a President candidate (i.e. Rhode Island, New Jersey, New York, etc). Whether states allowed their citizens to vote in a 'popular vote' or not, the Electors, chosen by influential politicians in each state, cast each state's Electoral Votes which officially decided who would be President.

Each male ELECTOR from every state cast 2 votes in a Presidential Election without any distinction which vote was for '*President*' and which vote was for '*Vice President*'. In the early elections in America's history, only male citizens who met the voting requirements of their state could be chosen to be an '*elector*'. Then, the electors cast their 2 votes for 2 of the Presidential candidates without identifying which 1 of their 2 votes was for a candidate to be President and which vote was for '*Vice President*'. The candidate with the MOST votes cast by all the ELECTORS in every state became '*President*', and the runner-up became '*Vice President*'. Electors were expected to make sure there were always more votes for the MAN their political party wanted to be President. The candidate with the MOST ELECTORAL votes cast by all the electors in every state became '*President*', and the runner-up became '*Vice President*'. If there was a tie for first place or no person won a majority, the politicians in the House of Representatives would hold a special election to decide who would be the PRESIDENT. Also, if there was a tie for second place for the vice presidency, the Senate would hold an election to break that tie.

States eventually changed their voting rules by allowing their male citizens to vote directly for President and then, the Electors were expected to vote for the same Presidential candi-

date the male citizens voted for. In 1796, only 5 states allowed male citizens with property to vote directly for President with each Elector expected to vote as the majority of the popular male citizen vote. By 1824, there were 6 states that allowed a popular vote with Elector votes to follow. By 1832, only South Carolina had not allowed male voters with property to vote for a Presidential candidate. Since 1864, all eligible voters in each state vote for a Presidential candidate. Then, ELECTORS in the state cast their votes for the Presidential candidate who had the most citizens vote. IN OTHER WORDS, ELECTORS today are expected to vote for the same president and vice president candidates most citizens voted for in the '*popular election*'.

**BURR was shocked he lost in 1796!**

### **Aaron Burr ran AGAIN for President in the Election of 1800.**

**Thomas Jefferson** and **Aaron Burr** were again Democrat - Republican candidates; Jefferson was the candidate the Democrat- Republicans expected to be PRESIDENT while Burr was the assumed candidate to be Vice President. John Adams ran as the incumbent Federalist Party candidate for President.



## the United States Presidential Election of 1800

Presidential candidate	Party	Home state	Popular vote <sup>(a)</sup> , (b), (c)		Electoral vote
			Count	Percentage	
Thomas Jefferson	Democratic-Republican	Virginia	45,467	60.5%	73
Aaron Burr	Democratic-Republican	New York	—	—	73
John Adams (incumbent)	Federalist	Massachusetts	29,621	39.4%	65
Charles Cotesworth Pinckney	Federalist	South Carolina	—	—	64
John Jay	Federalist	New York	—	—	1
		Other <sup>(d)</sup>	54	0.1%	0
		<b>Total</b>	<b>75,142</b>	<b>100.0%</b>	<b>276</b>
				<b>Needed to win</b>	<b>70</b>

Notice which states allowed a popular vote in 1800. Citizens deemed eligible to vote in their state cast a vote for the President of their choice; these citizen votes were called the 'popular vote', i.e. the people's vote. Then, the Electors cast their Electoral Votes.

The Elector votes officially decided who would be President.

State	Electoral votes	Thomas Jefferson Democratic-Republican		John Adams Federalist		Margin		State total		
		#	%	#	%	#	%	#		
Connecticut	9	No popular vote		No popular vote		9	—	—		
Delaware	3	No popular vote		No popular vote		3	—	—		
Georgia	4	No popular vote		No popular vote		—	—	—		
Kentucky <sup>(b)</sup>	4	75	63.03	4	No ballots	—	75	63.03	119	
Maryland <sup>(c)</sup>	10	10,638	51.35	5	10,068	48.60	5	570	2,75	20,716
Massachusetts	16	No popular vote		No popular vote		16	—	—		
New Hampshire	6	No popular vote		No popular vote		6	—	—		
New Jersey	7	No popular vote		No popular vote		7	—	—		
New York	12	No popular vote		No popular vote		—	—	—		
North Carolina <sup>(d)</sup>	12	11,593	51.26	8	11,025	48.75	4	568	2.52	22,618
Pennsylvania	15	No popular vote		No popular vote		7	—	—		
Rhode Island	4	2,159	47.85	—	2,353	52.15	4	-194	-4.30	4,512
South Carolina	8	No popular vote		No popular vote		—	—	—		
Tennessee <sup>(e)</sup>	3	No data		No data		—	No data	No data		
Vermont	4	No popular vote		No popular vote		4	—	—		
Virginia	21	21,002	77.28	21	6,175	22.72	—	14,827	54.56	27,177
<b>TOTALS</b>	<b>138</b>	<b>45,467</b>	<b>60.51</b>	<b>73</b>	<b>29,621</b>	<b>39.42</b>	<b>65</b>	<b>15,846</b>	<b>21.09</b>	<b>75,142</b>

BUT, something happened in the Election of 1800 that no one anticipated.

**THERE WAS a TIE  
in the electoral votes.**

**CONGRESS  
then had to vote to decide - -  
who would be President -  
Jefferson OR Burr.**

The Constitution clearly stated that if there was a tie, Congress would IMMEDIATELY choose the winner in a special vote, ONLY one vote per state. A majority of 9 states was needed to determine the winner.

**After 4 days  
and  
36 separate votes  
with widespread  
political dealing and  
'skullduggery',**

i.e. vicious gossip, name calling by both Democrat - Republican and Federalist politicians and their partisan media (newspapers),

**a Federalist political leader  
from Delaware  
made a 'dirty' deal  
with Democrat - Republican  
Thomas Jefferson,**

**a typical, political  
'quid pro quo' deal.  
The Delaware politician  
changed his vote  
from Burr to Jefferson  
giving Jefferson  
the 9<sup>th</sup> vote needed  
to become the 3<sup>rd</sup> President  
of the United States.**

**The deal** - Jefferson promised to provide more government money to strengthen America's anemic (weak) navy as well as keeping a Federalist friend of the Delaware Congressman in his government job.

Much has been written about the role politicians from both political parties played in the 1800 Presidential Election. Burr biographer Nancy Isenberg writes "*Burr cared deeply about what people were saying about him*", i.e. the **BURR BRAND**. Isenberg contends Aaron Burr took the 'high road' during the 1800 Election especially as Congress voted to decide who, Jefferson or Burr, would be President of the United States.

***"Burr announced  
his code of ethics and honor  
to Jefferson in writing:  
there should be no indecency,  
no unfairness,  
no personal abuse".***

Burr essentially conceded the Presidency to Jefferson to avoid creating dissension within the Democrat - Republican party and, in the process, a boost to the withering Federalist Party. Burr campaigned aggressively in New York to make partisan deals to turn the former Federalist controlled New York City into a Democrat - Republican stronghold ensuring New York voted for Jefferson in the general Election of 1800.

**Aaron Burr's world began to fall apart in 1805 when he supported Edward Livingston for Mayor of New York City.**

**MOST Democrat Republican politicians, especially the politically powerful Clinton family, wanted someone else.**

Aaron Burr, who most people considered a brilliant political strategist, *“made an uncharacteristic POLITICAL MISTAKE by supporting Edward Livingston for Mayor of New York City”* biographer Isenberg writes because



**George Clinton**, Governor of the state of New York, Thomas Jefferson's Vice Presidential choice to replace Aaron Burr in the Presidential Election of 1804, the uncle of DeWitt Clinton

**DeWitt Clinton, nephew of Governor George Clinton, wanted to be Mayor!**

As a result, DeWitt Clinton and his political associates decided to **destroy the career and life of Aaron Burr.**



DeWitt Clinton

***“The following year,  
New York  
Democrat - Republicans  
joined national Federalists  
in a concerted campaign  
to destroy  
Burr’s reputation”***

and any hopes of future career success claims biographer Isenberg.

Alexander Hamilton joined the bipartisan attack on Burr.

**Alexander Hamilton,  
the brilliant Federalist,  
in this author’s estimation,  
was ‘a combustible,  
scandal mongering,  
hate spewing, name caller’**

Hamilton’s brutish, boorish, churlish, confrontational, personal attacks and toxic gossip was non-partisan,

**i.e. Hamilton would defame  
ANYONE  
who offended or threatened  
his politics,  
regardless of their ethnicity,  
religion or political affiliation.**

Hamilton, the Federalist, called fellow Federalist, John Adams “*unfit for the office*” of President and wrote a

damning essay of Adams before the presidential election of 1800, entitled “*Concerning the Public Conduct and Character of John Adams, Esq.*”. The essay was sent to many influential Federalists. Federalist Hamilton supported Democrat - Republican Jefferson in the Presidential 1800 Election. Hamilton accused Democrat-Republican Burr of “*being unbalanced, lacking moral values, a political chameleon (in other words, not to be trusted) and someone who despised democracy... he loves nothing but himself.*”

**Hamilton had an unrivaled talent for upsetting others.**

“*Over the course of this lifetime, Hamilton was the ‘principal’ in 11 ‘affairs,’ (confrontations) which meant he either challenged or received challenges from nearly a dozen different men between 1799 and 1804 for a duel*” writes Isenberg. “*Hamilton’s brash demeanor invited confrontation whereas Burr, a true gentleman, went out of his way to avoid them.*”

Even President Thomas

**Jefferson,  
who without Burr’s help  
would never have become  
President in 1805,  
refused Burr’s request  
for help.**



Jefferson never trusted Burr and was threatened by Burr's influence, so he kept his Vice President Burr out of many government and Democrat -Republican party meetings during his first Presidential term. Consequently, Burr was NOT nominated to a second term as Jefferson's Vice President in the 1804 re-election campaign. Jefferson chose New York governor George Clinton to replace Burr as his Vice President.

**Burr, the one time  
political 'power broker'  
seemed  
'powerless.'**

And, yet,

***"Burr resisted  
'bad-mouthing'  
his political rivals"***

writes biographer Isenberg. Which leads us to the

**Burr - Hamilton duel  
on the morning of  
July 11, 1804  
on the western shore of  
the Hudson River  
in Weehawken,  
New Jersey,  
across the River  
from the island of Manhattan,  
New York City.**



A 20th-century illustration by 'J. Mund' depicting the July 11, 1804, duel between Aaron Burr and Alexander Hamilton. Note the **anachronistic** clothing (the word **anachronistic** means *something or someone that is not in its correct historical or chronological time, especially a thing or person that belongs to an earlier time; in other words, people did not usually dress this way in the early 1800s*): wigs and tricorn hats were outdated by the beginning of the 19th century. Possibly due to the artistic's digression and/or the problems of perspective and canvas size etc, the duellists are standing at an unusually short distance from each other. However, it is known that **some duels did indeed take place at very short distances such as this, though most were fought where the opponents were standing approximately 50 feet apart.**



Artistic impression of Burr's shot (1901)

Burr had decided to run for Governor of New York when Jefferson abandoned him as his Vice President. On April 24, 1804, an Albany newspaper published a letter opposing Burr's candidacy for Governor. The letter was supposedly sent by Federalist Doctor, Charles D. Cooper. The letter made references to a series of hateful

**insults made by  
Alexander Hamilton  
about Burr.**

Copper's letter made reference to the Burr insults. "*Mr. Burr is a dangerous man, and one who ought not be trusted with the reins of government.*" If there was

**one word used by Hamilton  
about Burr  
that especially angered Burr,  
it was "*dispicable*".**

Burr quickly wrote a letter to Hamilton demanding an apology. When Hamil-

ton refused, the duel was scheduled.

In the early morning hours, around 6:30am, on July 11, 1804, Burr and Hamilton departed from Manhattan in separate boats and rowed across the Hudson River to a spot known as the Heights of Weehawken, New Jersey, a popular place for other duels below the towering cliffs of the New Jersey Palisades. Dueling was prohibited in both New York and New Jersey, but Hamilton and Burr agreed to go to Weehawken because New Jersey was not as aggressive as New York prosecuting dueling participants. There were 18 other duels at this same site between 1700 and 1845.

**This same location  
was not far from  
the 1801 duel  
that killed  
Hamilton's eldest son,  
Philip Hamilton,  
at the age of 19.**

Hamilton purportedly fired the first shot that went above Burr's head, possibly, on purpose. Burr returned fire hitting Hamilton in the lower abdomen above the right hip.

Hamilton died the next day in the presence of his wife Elizabeth, their children, and more than 20 friends and family members.

**Burr was charged with murder**





**Philip Hamilton.** A student at Columbia College where his famous father had gone to school. Philip was applauded for his knowledge and enthusiasm. *"Philip graduated with honors from Columbia College in 1800 and went on to study law. His father demanded rigorous study routines, including waking for study at 6 o'clock every day from April through September, and not later than 7 o'clock for the rest of the year, after which, "From the time he is dressed in the morning til nine o'clock (the time for breakfast excluded) he is to read law." wikipedia*

in New York and New Jersey, but

**neither charge reached trial.**

**Burr left** for the state of Georgia before returning to Washington, D.C. to complete his term as Vice President which ended in early 1805.

**Downtrodden and in debt,  
Burr traveled west  
in mid 1805**

over the Allegheny Mountains and down the Ohio River Valley eventually reaching the lands President Jefferson just purchased from **Napoleon Bonaparte**, *'the Emperor of France'*, i.e. **the Louisiana Purchase**. Burr had previously leased 40,000 acres in present-day Louisiana from the Spanish government before Spain gave the Louisiana territory to France.

**Burr was soliciting support  
for a **special settlement**  
he wanted to establish  
in the Louisiana area.**

**Why?**

**Burr's reasons for wanting to  
establish a new '*settlement*'  
remains a subject of  
**conjecture and debate.****

Burr, the long standing, fiercely patriotic American veteran, could have been hoping for a new, profitable real estate venture *"to rebuild his bankrupt finances"* as biographer Isenberg writes. Or, Isenberg continues, *"Burr was hoping to restore his political reputation"* left in shambles by the Clinton and Jefferson slander campaign after the 1805 New York City Mayoral Election. Or, *"Burr may have been leading a military campaign against Mexico and Spanish controlled Florida, as some rumors purported, to liberate Mexicans and Floridians from*

*Spanish control and open up Mexico to American commerce and expansion.”*

**President Jefferson contended that Burr was intent on establishing a separate country which would ultimately **attack America.****

**Jefferson claimed Burr wanted to be America’s un-elected new leader!**

Wikipedia notes *“the number of men backing Burr is unclear; accounts range from fewer than 40 men to upwards of 7,000”.*

**The **media** of the day (newspapers) printed their **partisan** (bias) theories on Burr’s plan.**

The Federalist aligned *Philadelphia Gazette* newspaper insinuated *“Burr was the head of a revolutionary group on the Western frontier of America”.* The *Richmond (Va) Inquirer* (newspaper), President Jefferson’s Democrat - Republican mouthpiece for partisan information, likewise printed biased, often misinformation about Burr’s purported plan to attack America.

**On January 1, 1807, “President Jefferson **publicly accused Burr****

***of leading an illegal expedition and engineering a conspiracy to separate the western states of America from the Union”***

writes Burr biographer, Nancy Isenberg. **President Jefferson accused Burr of treason.**

**President Jefferson issued an order for Burr’s arrest** declaring Burr a **traitor** to the United States. On January 22, 1807, President Jefferson’s message to Congress was published with the President’s statement *“Burr was guilty beyond question!”* Burr twice turned himself in to Federal authorities, and both times judges released him. Burr was later arrested and detained by Federal agents on February 19, 1807. He was confined to Fort Stoddert after being arrested on charges of treason.

**In August of 1807, Burr was brought to trial on a **charge of treason** before the United States Circuit court in Richmond, Virginia.**

The only physical evidence was a **letter** a disgraced American army general, James Wilkinson, claimed Burr sent to him proposing stealing land in the Louisiana Purchase. During the trial, the court discovered the let-

ter was actually written, not by Burr, but in Wilkinson's own handwriting! Wilkinson said he wrote a copy of the Burr letter because he had lost the original letter Burr supposedly sent him. The Grand Jury didn't believe Wilkinson and dismissed the letter as evidence. President Jefferson's political influence forced Burr to be tried on a lesser misdemeanor charge; again, Burr was acquitted.

President Thomas Jefferson then used his political power to get the judge in the Burr treason case, **Chief Justice John Marshall**, to convict Burr. Chief Justice Marshall was not intimidated NOR influenced by Jefferson's Presidential pressure to convict Burr. On

**August 31, 1807,**  
**Chief Justice Marshall had**  
**the jury read its verdict -**  
***“not guilty”***

Burr biographer Nancy Isenberg writes: *“Burr was not guilty of treason, nor was he ever convicted, because there was no evidence, not one credible piece of testimony, and the star witness for the prosecution had to admit that he had doctored a letter implicating Burr.”*

Even former Federalist Party **President, John Adams**, publicly announced he DID NOT believe Burr was guilty as charged.

Burr fled America to Europe to escape creditors chasing him for money

he owed them and the slanderous attacks by his political enemies. Burr stayed mostly in England but traveled to other European countries living on donations and often in destitute conditions, from 1808 to 1812.

Burr returned to the United States in April of 1812. He landed in Boston, Massachusetts before moving to Manhattan, New York City. Burr used the surname *“Edwards,”* his mother's maiden name, to avoid his creditors. With help of old friends Samuel Swartwout and Matthew L. Davis, Burr restarted his law practice. He proved, once again, to be a successful attorney. Many of his clients were women, often seeking redress from gender discrimination and abusive husbands. Despite financial setbacks, Burr lived the remainder of his life in New York City in relative peace until 1833.

On July 1, 1833, at age 77, Burr married **Eliza Jumel**. Soon after the marriage, Jumel realized her fortune was dwindling due to Burr's land speculation debts so she separated from him after four months of marriage. She chose **Alexander Hamilton Jr.** as her divorce lawyer in 1834, the same year Burr suffered a terrible, debilitating stroke leaving his legs paralyzed.

**Burr died on Staten Island**  
**in a boardinghouse**  
**on September 14, 1836,**

the same day his divorce was officially completed. He was buried in Princeton, New Jersey.

**Much of Aaron Burr's legacy** has been influenced by the **partisan attacks** of his **political enemies** and the **bias (prejudice) of certain historians**. It is true Aaron Burr died in debt but so did Hamilton and Jefferson. "*Burr was a political genius*" according to biographer Isenberg. "*Hamilton and Jefferson felt threatened by Burr's*

*potential popularity that both feared detrimental to their ambition*". Burr worked hard, rising early every day and ending his work in the evening. He was an effective organizer; the attribute '*power broker*' was deserved. Burr was a man of progressive ideas too. One of the country's first feminists, Burr was proven to be someone who "*would go to great lengths to serve a friend*".



Map of New York City TODAY is composed of 5 separate boroughs or regions: Bronx, Manhattan, Queens, Brooklyn, and Staten Island





Please note on the map above - 1) **Greenwich Village**: lower left (southwest) side of Manhattan near Washington Square  
2) **Weehawken**, New Jersey, across the river from Times Square in Manhattan near the Lincoln Tunnel connecting New Jersey with Manhattan  
3) **Central Park** - the area in Green in the center of Manhattan

*“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 22<sup>nd</sup>, 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.

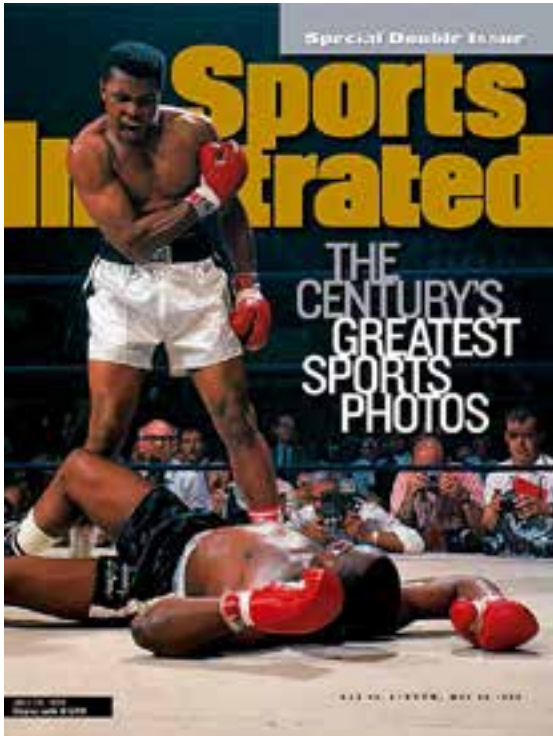
*“Too often,”* I say!

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**, Tennessee Women’s Basketball Coach **Pat Summitt**, soccer player **Kylian Mbappe**, and supermodel **Iman**?



**Kylian Mbappe**, French soccer player called “*the best in the world, 2022*”, by the Wall Street Journal’s Joshua Robinson in his WSJ Magazine, 9/11/2022, profile of Mbappe

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 successful international company; but so did thousands of other businessmen.



Jose Prendes



Ellen Ochoa

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 **Harrison**

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** ap-

proval 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 and the absence of any clear direction of domestic affairs; but they do give him high marks for putting human rights on



President Jimmy Carter

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 when certain ideas needed to be clarified within the country. For instance, George Washington embodied the idea



President Franklin Delano Roosevelt

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 together 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?**

Another way to be called “great” is to follow the path taken by Tsar Peter the Great of Russia. Soon after the Treaty



President Franklin  
Delano Roosevelt  
speech



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.

Long time associate and then Chancellor, **Gavril Golovkin**, followed a speech by Peter's favorite churchman, Archbishop



Peter the Great of Russia

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.**

**Talent has little to do with who becomes ‘great’.**

**Colvin concluded**



College photograph of United States Supreme Court Justice, Sonia Sotomayor, America’s first Latina Supreme Court Justice.

**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,**  
**working harder**  
**than**  
**everyone else,**  
**and**



Chicago Bulls superstar, Michael Jordan



superstar bubble gum blower

**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.**

Finally, both Colvin and many other successful people add

**the importance of**



the great jazz singer, songwriter, Billie Holiday

**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.**

**During this study  
of leadership,  
ask yourself  
*‘how important ethics are’***



President William Jefferson Clinton

**in your  
evaluation of ‘success’.**

Would you rate any Founder ‘great’ in light of their positions on African slavery and the treatment of American Indians?



President Richard Nixon

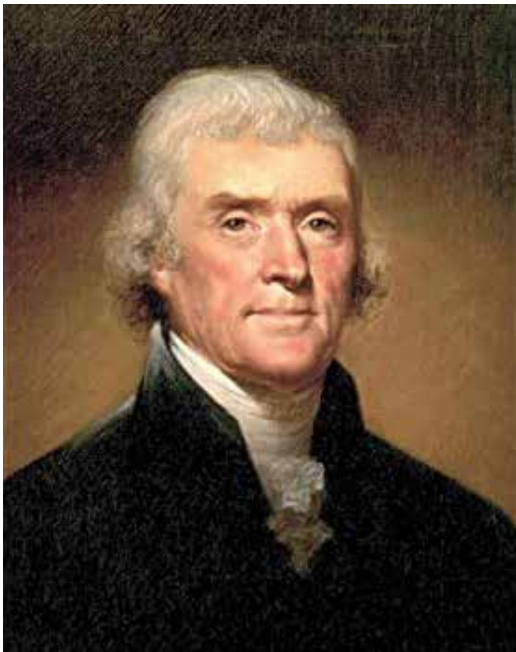
**Should today’s values  
apply to evaluations of  
those from the past?**



President Andrew Jackson

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 of manhood.*" Madison declared slavery the "*most oppressive dominion exercised by man over man*" at the Constitutional Convention in 1787. Jefferson wrote



President Thomas Jefferson

*"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,

**not**  
**George Washington,**  
**John Adams,**



home of John Brown, slave trader, on Benefit Street in Providence, Rhode Island.

**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 Ruffalo, who worked with Biden and Joe Biden on a deal to sell a Chinese firm in 2017, confirmed in a memo to the FBI that he had published false Hunter Biden e-mails and other documents and former administration. "The Biden family apparently leveraged the family name to solicit millions in dollars from foreign sources," Ruffalo 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.)

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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, Aaron Burr, Benjamin Banneker, Daniel Boone, Yarrow Mamout?

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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 \_\_\_\_\_
- Aaron Burr \_\_\_\_\_

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?

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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?

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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?

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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, Aaron Burr, 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: \_\_\_\_\_

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Jefferson: \_\_\_\_\_

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John Adams: \_\_\_\_\_

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Washington: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Franklin: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Greene: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

McGillivray: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Abigail Adams: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Benjamin Banneker \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Robert Morris - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Aaron Burr \_\_\_\_\_  
\_\_\_\_\_

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?

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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."

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- 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, Daniel Boone, Yarrow Mamout, Aaron Burr, 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.

**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.)**

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## ACTIVITY 9

**OPINION:** **REPORT CARDS:** For each of the following “Leaders” (Washington, Madison, Jefferson, John Adams, Abigail Adams, Greene, Hamilton, McGillivray, Burr, Boone, Banneker, 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:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **DANIEL BOONE**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **ROBERT MORRIS**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **GEORGE WASHINGTON**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **THOMAS JEFFERSON**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **AARON BURR**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **JOHN ADAMS**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **ABIGAIL ADAMS**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **ALEXANDER MCGILLIVRAY**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **ALEXANDER HAMILTON**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **NATHANAEL GREENE**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **BENJAMIN FRANKLIN**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **BENJAMIN BANNEKER**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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Name of the Leader: **YARROW MAMOUT**

Your Letter Grade for This Person's Performance as a Leader:

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This Leader's Major Objective:

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This Leader's Minor Objectives:

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Reasons This Person Succeeded or Failed As A Leader:

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**ACTIVITY 10**

**IMAGINE AND OPINE!** You are an entrepreneur and considering a business partnership with Thomas Jefferson. Both you and Jefferson will own 50% of this new business. After performing your due diligence on Mr Jefferson’s background, *will you sign the legal documents to enter into this business partnership?*

**Refer to specific quotations of Thomas Jefferson or observations from the text that have influenced your decision to either accept or refuse this partnership. This composition must be written neatly with correct spelling and grammar.**

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**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, Aaron Burr, 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*.

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**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.

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**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? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



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**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" \_\_\_\_\_

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**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?

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**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 reason's 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: \_\_\_\_\_  
\_\_\_\_\_

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Alexander Hamilton: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thomas Jefferson: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

James Madison: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Aaron Burr : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 **Aaron Burr, 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 Aaron Burr, 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! Aaron, 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"> <li>increased awareness and understanding of the concept of leadership and the skills required for effective leadership.</li> </ul>	_____	_____	_____
<ul style="list-style-type: none"> <li>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)</li> </ul>	_____	_____	_____
<ul style="list-style-type: none"> <li>increased awareness of Amercia's Founders and the leadership lessons from their lives .</li> </ul>	_____	_____	_____
<ul style="list-style-type: none"> <li>made you think about yourself; what you're presently doing ensure your opportunities for leadership will be successful</li> </ul>	_____	_____	_____

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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NOTOOLLES

