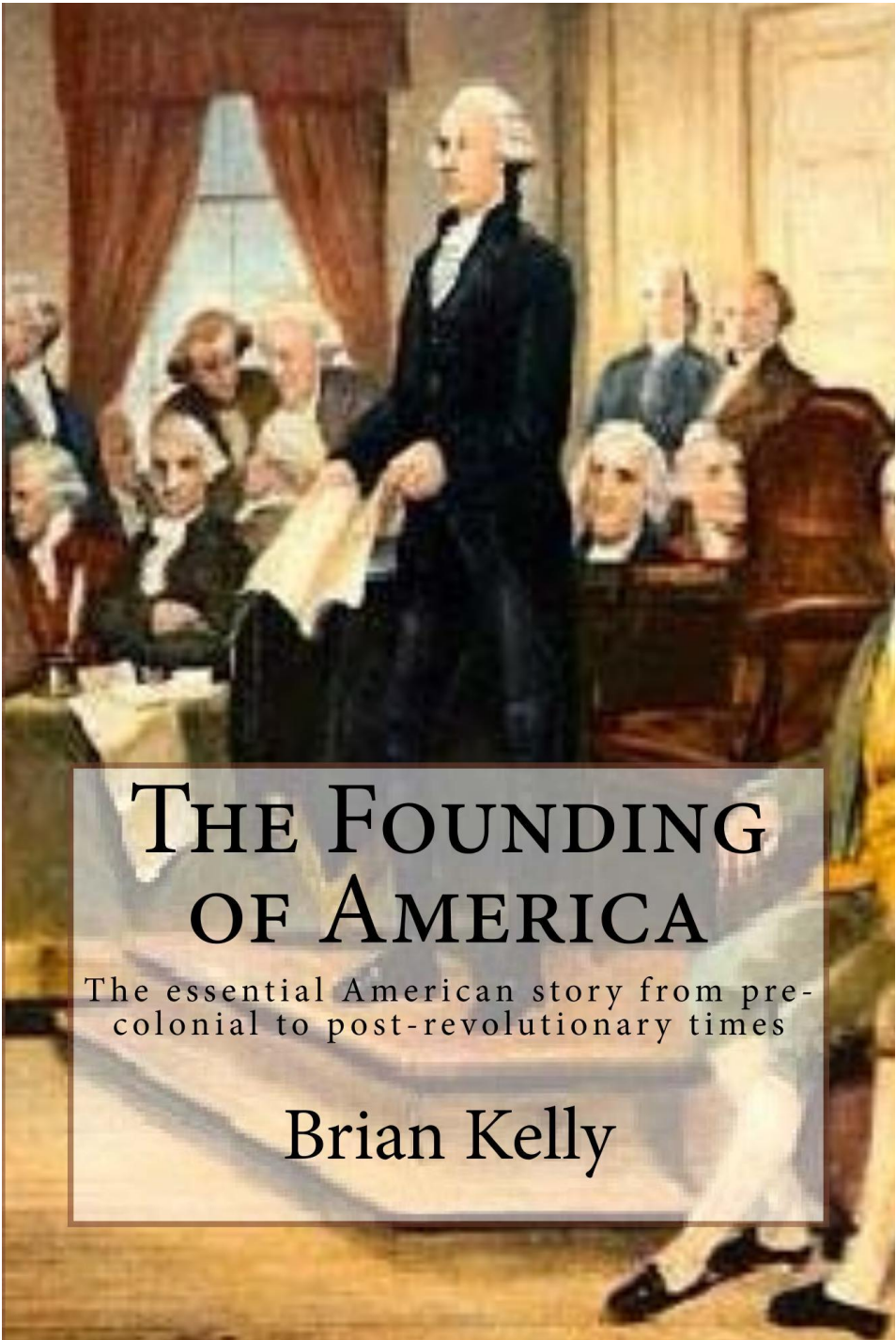


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THE FOUNDING OF AMERICA

The essential American story from pre-colonial to post-revolutionary times

Brian Kelly

The Founding of America

The essential American story from pre-colonial to post-revolutionary times

Learn about America by reading *The Founding of America*. It is the best thing you can do to understand why everybody wants to live in America. This book is the best starter book for anybody wanting to refresh their knowledge or learn about America, its founding and how its basic principles of government assure freedom and liberty.

When Benjamin Franklin said: "We must indeed all hang together or most assuredly, we shall all hang separately, he gave away the essence of the seriousness of the task facing America's founders. For as trite as some seem to portray the founding today, it was a serious undertaking by serious men who had been pushed around enough by King George. There is no reason for anybody to be ashamed of America today or its founding. How lucky we Americans are with such great forefathers, and those who preceded them in the 1400's.

Our forefathers literally risked their necks so that we all could live free. America has been the greatest place on earth to live since its independence in 1776. The country was surveyed before 1492, and it was populated shortly after 1492 when it was known as the New World. In 1607, it became a colonial power and American settlements began to flourish.

Today, like other countries, we have our share of corruption and that is why we offer a primer on civics in this book after we take you back to the founding and we review our nation's most important documents. Americans have begun to fight corruption and are ready to win the battle. Learning about the founding is critical in this endeavor.

No matter how much sugar coating I might choose to provide, the fact is that our country and our government today is out of touch with its wonderful founding. It was not supposed to be this way. For you to fully understand the founding, I wrote this book. This book helps you see for yourself that our elected officials want to lord over us rather than be our servants as the founders intended.

This book begins a few hundred years before the founding and it shows today's Americans what early Americans endured for the sake of freedom and liberty.

This book teaches the discovery of our country through the American colonial period and through the formation of the American government. It is a quick way for you to learn about America and its many blessings and why its founding principles need not be replaced.

Just because corrupt and powerful people choose to ignore our rights and freedoms does not mean we must endure their tyranny. The first step of course is to understand the founding and the most basic written precepts describing America and our rights as Americans. Reading this book about America is a must for every US citizen.



BRIAN W. KELLY

The Founding of America

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**LETS
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Dedication

To my two best friends,

Dennis Grimes and Gerry Rodski.

*Thank you for all of your support in my writing
and publishing efforts.*

You guys are the best.

Acknowledgments

In every book that I write or edit, I publicly acknowledged all of the help that I have received from many sources. Some of these wonderful people are still on earth and others have made their way to heaven.

I would like to thank many people for helping me in this effort. I appreciate all the help that I received in putting this book together, along with the 126 other books from the past.

My printed acknowledgments were once so large that book readers needed to navigate too many pages to get to page one of the text. To permit me more flexibility, I put my acknowledgment list online at www.letsGOPublish.com. The list of acknowledgments continues to grow. Believe it or not, it once cost about a dollar more to print each book.

Thank you all on the big list in the sky and God bless you all for your help.

Please check out www.letsGOPublish.com to read the latest version of my heartfelt acknowledgments updated for this book. Thank you all!

In this book, I received some extra special help from many avid Notre Dame supporters including Bruce Ikeda, Dennis Grimes, Gerry Rodski, Angel Brent Evans, Wily Ky Eyely, Angel Irene McKeown Kelly, Angel Edward Joseph Kelly Sr., Angel Edward Joseph Kelly Jr., Ann Flannery, Angel James Flannery Sr., Mary Daniels, Bill Daniels, Robert Gary Daniels, Angel Sarah Janice Daniels, Angel Punkie Daniels, Joe Kelly, Diane Kelly, Brian P. Kelly, Mike P. Kelly, Katie P. Kelly, Angel Ben Kelly, and Budmund (Buddy) Arthur Kelly.

Preface

Here we are citizens in a truly exceptional country. Yet, even here in America all is not perfect. And so, our mission is to learn through civics lessons, light and heavy that if we the people do not smarten up, things will get a lot worse and they may never get better again. This book is one of those trains that will take you where you want to go.

This is not a heavy book preaching about what you need to do to save America. I just finished a book like that called *Winning Back America*. Just because this book is mostly fact-based and not written as if Elmer Gantry himself were begging you to pay attention to your corrupt politicians, though we do mention that once or twice in this book.

Why do we put you through that in a book that is mostly wonderful history about a wonderful brave people who risked everything to come to a wonderful new world? Well first of all, nothing is all wonderful. A big part of this book is about America being in bondage to Britain after taking a leap of faith to come here. Then, these wonderful and brave patriots were forced to risk their lives and their sacred honor to fight a revolution to gain their freedom and our freedom from this oppressing nation. How's that for starters. Nothing in life worth having is easy!

No matter how much sugar coating I might choose to provide, the fact is that our country and our government today is out of touch with its wonderful founding. It was not supposed to be this way. For you to fully understand the founding, I wrote this book. Now you can see for yourself that our officials want to Lord over us rather than be our servants as the founders intended.

Here is what they have given us. Taxes are too high, elected officials are out of touch, government is too big, spending is out of control; the new healthcare program is a train wreck, the federal government is incompetent, the people have no voice in government, too many people are too lazy to hold government accountable, and finally too many of the nation's supposed best people are on the take. There's actually too much more for the weak of heart to not become depressed.

Learn about America by reading this book. It is the best thing you can do to understand our great country and our great form of government, before the bad guys are empowered to take it away from us.

This book is the best starter book for anybody wanting to refresh their knowledge or learn about the pre-founding and the founding of America and the government of the United States of America. This book is a way that all citizens can use to be better prepared to react to the overreach of today's corrupt politicians.

Today more than ever with our past President and his coterie trying to usurp the power of the new duly elected president, we citizens are in imminent danger. This book tells you what the deep state wants to take away from you.

We just went through a period in which the chief executive ignored the Constitution and administered the office of the presidency in a lawless fashion. We can never let this happen again. Americans need to know their rights and protections built into the basic framework of our government. This book is a great start in that direction.

The very worst thing we can do as Americans is give up these protections to a self-serving promise-everything group of elite liberal-progressive socialists. Our freedoms will be gone and will not come back on their own.

Just because one powerful group of people choose to ignore our rights and freedoms does not mean we must endure their tyranny. The first step of course is to understand America's discovery; its revolution, its founding, and its most basic written precepts. Reading this book is a must for every US citizen. You have more rights than you can possibly believe if you listen to MSNBC, CNN, and the rest of the lying blatherskites.

If you have been paying attention to what is going on in America today, you know that we are in trouble. We have a busted economy, high unemployment, no jobs, and our basic rights to freedoms such as speech, religion, the press, and our right-to-bear-arms are being impinged upon. The founders saw it as a civic duty for Americans to *pay attention* to our government so that we can avoid being chumps and being snookered by crooked politicians. This book helps you

relearn what civics is all about and why it is important to surviving in the new America.

You and I know that there are more issues than just those noted above, and we must fix them quickly while we still have an America. Isn't this a shame on US? I think that is why you bought this book. Thank you very much.

We are on the same side, and together we can all help. We first must understand what is going on and we then must understand our rights. Even before you and me, and everybody else are on board, you must start the first wave of solutions by opening your windows all the way and shouting as loud as you can: "I am mad as hell, and I am not going to take it anymore." Now, didn't that feel better?

Then, after you read this book, you must make sure that you talk to other citizens out there—those that you know—people like you and I and others, and let's help them know that it is time. It is time to get off the couch and act. Unless we all fully engage in America, an America explained in this book, when we wake up from our deep fog, there may be no America left for our progeny. We will have blown it for sure if we permit that to happen.

In this book, we unabashedly recommend that you stop trusting government, whether run by Republicans or Democrats, since it is clearly not working for our best interests. The sooner we can understand the active threat from the left and the passive threat from the right, the sooner we can move on to solving the problem for our values, our country, and our freedom.

It will be tough to wage this war against the corrupt politicians and the corrupt media if we are not even permitted to help on the battlefield when America is hanging by just a thread. The smarter we are, the more chances we have for success.

There is no question that a number of Americans—Democrat and Republican have had enough. That is why Donald Trump is our new President. Trump represented everything that Americans viewed as a solution to the ills of government as practiced for many years—especially the eight years of a former anti-American president.

President Trump was different and that difference gave him a big edge. He got the people tuned in and he won. Republicans are trying to undermine him along with Democrats. We need to un-elect them all.

President Trump pledged to “drain the swamp” of DC corruption, and he promised to renegotiate NAFTA, and build a wall to favor Americans over illegal aliens. The President also promised to repeal and replace Obamacare and rid the country of a burdensome tax system. and maybe that, too, will finally come to pass if Republicans help the President do his job.

Unfortunately, there are a group of people in his own political party and half of the Congress – the Democrats who have decided to not give the people the government we elected. And, so it is our duty to take what is not being given to President Trump. In this book, we explain how we got here from colonial times and what we can do about it from here on in.

Your author, Brian W. Kelly has been writing books to help Americans for years. He monitors what is happening to our government and he has written extensively in book form and in hundreds of articles about the major problems our country faces.

Kelly is one of America's most outspoken and eloquent conservative spokesmen. He is the author of *No Amnesty! No Way!*, *Saving America; Taxation Without Representation*; *Kill the EPA!*; *Jobs! Jobs! Jobs!*; *The Federalist Papers*, etc.—a total of 126 books. All books are available at [amazon.com/author/brianwkelly](https://www.amazon.com/author/brianwkelly) in both paperback (Amazon) and eBook (Kindle) form.

Like many Americans, Brian is fed up with a stifling socialist progressive Marxist sitting in the top seat in Washington, DC. The progressives place the needs of everybody else in front of the needs of Americans. Like many Americans, Kelly is shocked and in some ways frightened at how brazen our former President had become in ignoring our Constitution.

Brian Kelly has read the founding documents, the underlying intelligence reports, and he has researched and written about such topics for years. As noted, Brian has written one hundred twenty-six

books and hundreds of articles. He is deeply concerned about how intolerable the results of poor government policy can be within our neighborhoods and our lives. After walking us through history and showing the problems in government today, Kelly hopes that you will seek out and find solutions—some may be found in Kelly books, but most importantly, Americans cannot believe what we are being fed.

More and more Americans are clamoring for jobs but all that has been given by the government to the people is lip service. Both parties permit it. Americans want to keep their health insurance and pick their own doctors, and they want to be able to afford the insurance. If our past president had put his name to a plan like that, he might have won our support. Instead, the President lied to the people and everything in healthcare is worse than in 2009.

The Presidency is not the only area of national government that has been in trouble. Americans who know their rights voted out the party of the past president and must be ready to vote out scoundrels from the Congress and the Senate to protect America and Americans. A Congress that does not support the people's president must be voted out of office.

In his eight years, the prior president tried to take away our guns; ram a health scam on Americans that includes death panels for the elderly and infirm; grant illegals citizenship while handing them benefits paid by hard working Americans, including free education; and finally, he encouraged foreigners to take more American jobs. His party was punished by Americans in 2016 with the election of a president from the Republican Party, a newcomer, Donald J. Trump.

The Founding of America is a title to get your attention. In addition to reviewing the founding history, Brian W. Kelly has included a major civics lesson in this book to bring you up to date on the national scene. Additionally, he has referenced the founding documents and he showed how to bring them to your own device and read them.

You are going to love this book since it is designed by an American for Americans. Few books are a must-read but *The Founding of America* will quickly appear at the top of America's most read list.

Sincerely,

Brian P. Kelly, Editor

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About the Author



Brian W. Kelly retired as an Assistant Professor in the Business Information Technology (BIT) program at Marywood University, where he also served as the IBM i and midrange systems technical advisor to the IT faculty. Kelly has designed, developed, and taught many college and professional courses. He is also a contributing technical editor to a number of IT industry magazines, including "The Four Hundred" and "Four Hundred Guru" published by IT Jungle.

Kelly is a former IBM Senior Systems Engineer and he has been a candidate for US Congress and the US Senate from Pennsylvania. He has an active information technology consultancy. He is the author of 126 books and numerous articles. Kelly is a frequent speaker at COMMON, IBM conferences, and other technical conferences. Ask him to speak at your next Conservative / Populist rally!

Over the past eight years, Brian Kelly has become America's most outspoken and eloquent conservative protagonist. Besides *Just Say No to Chris Christie for President*, Kelly is also the author of *No Amnesty! No Way!*, *Taxation Without Representation*, and many other patriotic books.

Endorsed by the Independence Hall Tea Party in 2010, Kelly ran for Congress against a 13-term Democrat; he took no campaign contributions, spent enough to buy signs and T-shirts, and as a virtual unknown, he captured 17% of the vote—www.briankellyforcongress.com. Kelly then supported Republican challenger Lou Barletta, a conservative leader on immigration policy, and helped him win a resounding victory in the general election. Brian Kelly loves America.

Chapter 1 Introduction to Colonial History

Americans benefit from our democracy

Our Constitutional Representative Democracy, aka, our Republic comes from the hard-fought battles of the Revolutionary War plus the craft of our founders in writing our country's original laws. Everything America was and is, because of the work of these great men who came before US.



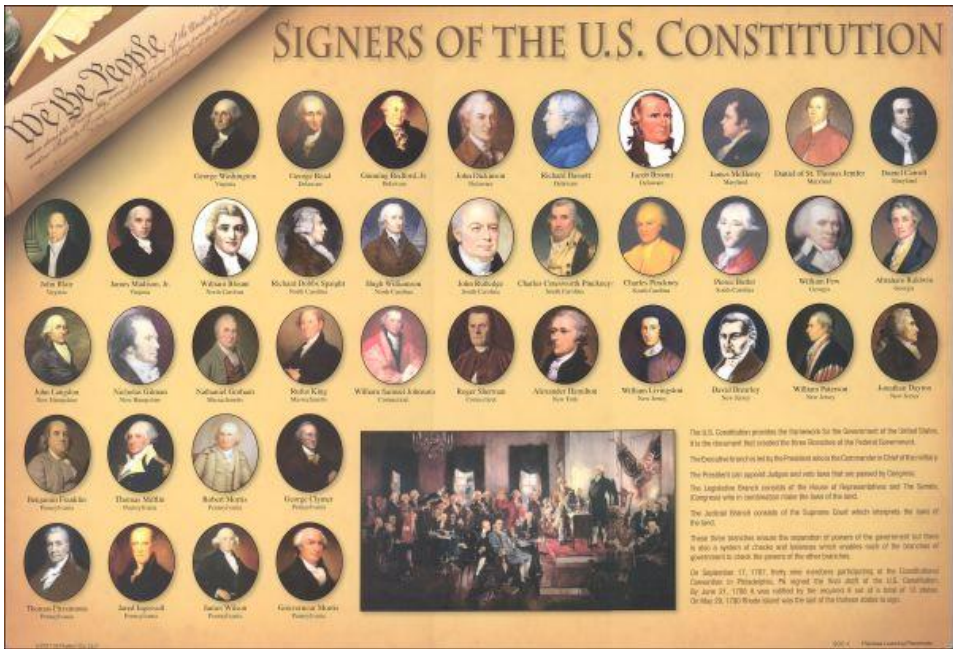
Most Americans have a great feel for the notion of representative democracy and the sense that we elect representatives of the community to handle our affairs in the governing of the nation. We also have the privilege of a Constitution which is intended to prevent

tyranny by a government gone wild. We do not have a direct democracy in that we do not conduct the activities of government ourselves in Washington.

It would be very difficult squeezing over 300 million people into a room in Washington D.C. Instead, we choose representatives among us to get the job done according to the Constitution.

What's next?

When you begin to think through how the country is in turmoil, your opinion of the purity of the act of representation may become tainted. That is OK. I am happy to generate some alarm and a sense of urgency among the readers for we simply may not have much time left to get it right.



Something surely went wrong with the intention of representation from the Founding Fathers to what representation means today. Something went way wrong sometime between the first documented ships in 1492 and the present day but the evidence suggests that the

problem began closer to the year 2000 than to the year 1400. That's not to say that all was hunky-dory in the 1400s and onward.

Let's now take a look how America started to set the initial stage for an explanation. Then, we will take a peek at the history of Colonial times and the times from our founding onward. Eventually we will look at current times but not in great detail. However, we will note that today we suffer from the problems of corrupt representation.

Along the way from the beginning of our country, we will stop several times to examine important events that helped form our country and ultimately our government.

After we work through the original history of America, we move on to take a hard look at civics, a subject no longer highlighted in K-12 curricula. We will get a nice civics lesson on government choices that the founders made so we can better appreciate our republican form of democracy.

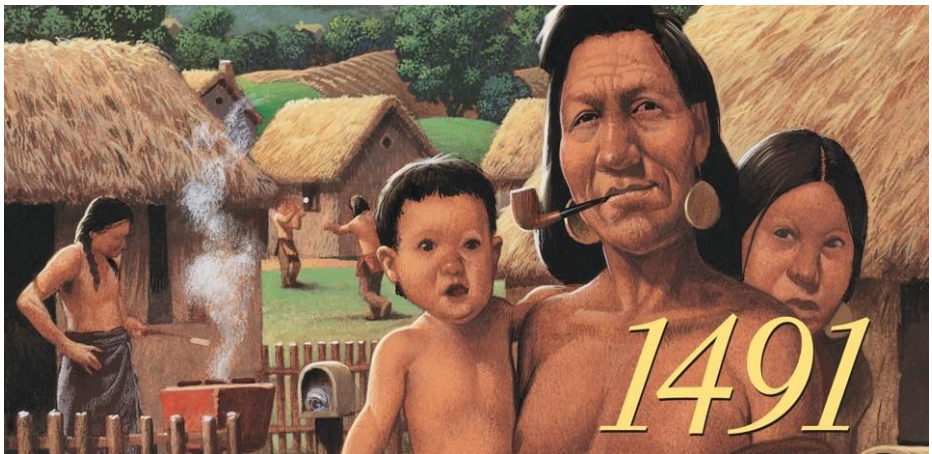
From here we will discuss some of the pitfalls that any government runs into, especially our Constitutional Republic after over 200 years in existence.

Chapter 2 America Before Columbus

Was Columbus the first man standing?

When we learned about Columbus in grade school, we also learned a very small amount about America before 1492—before Columbus landed? We learned that our hemisphere had a very sparse population, and that the occupants were mostly nomadic tribes living off the wilderness. We also learned about some more developed cultures in Central and South America.

Author Charles C. Mann in his book, “1491” presents convincing evidence that the pre-1492 era in American was not quite so barren and in fact was a lot more sophisticated than most of US have ever imagined.



In his writings, Mann notes that from southern Maine down the East Coast even past Virginia, there was farm after farm—not just a logger’s dream wilderness. Most notably, Mann says there were lots of people. Americans would later call these people Indians or Native Americans.

Unfortunately, most of these people met their deaths through pestilence and disease. Thus, when the American settlers came to inhabit the new world, they did not find many people, and they formed their own conclusions.

Mann writes that North America not only had people before Columbus, it was once as populated as Europe in the pre-1492 era. He says it is only in the last few decades that humans have devised the tools to better probe the past to glean this data.

Mann said it is beginning to look like New England could not have been readily colonized any time sooner because it was too densely populated for settlers to assimilate. By the time the Pilgrims came, however, disease had killed off the population. The new immigrants were constantly discovering skeletons as if they had landed in a cemetery.

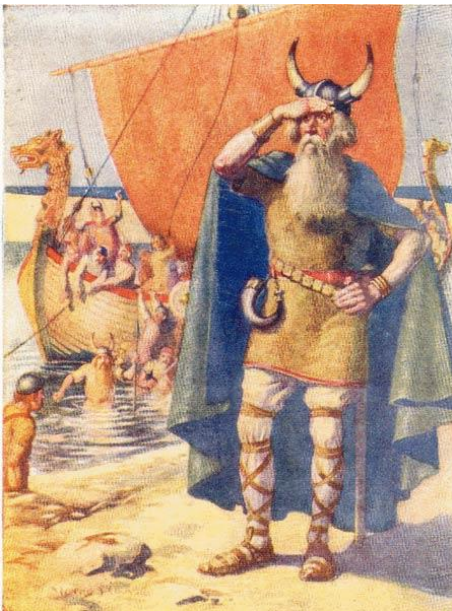
A book titled the *History of America Before Columbus, According to Documents and Approved Authors Volume I*, compiled by Peter De Roo (1839-1926), was published by Lippincott, Philadelphia in 1900. As a public domain book, it was recently scanned by the Google project and is available to all online. It offers many theories of the time before Columbus.

It opens up our eyes to even more wonders of America and its ancient past. It shows evidence that primeval man may very well have lived on this continent along with fully developed humans. Now, if that is the case, then the notions learned in our early history books that not too much was happening before 1492 is quite suspect.

To whet your appetite for more to come, National Geographic offers a summary of some things that are very interesting, yet not defining of the new world. Here are a few of these:

- ✓ There were no apples and peaches in America before Columbus arrived.
- ✓ The American horse died out at the end of the last Ice Age and came back with Spanish conquistadors.
- ✓ Settlers in the Americas claimed they could hardly navigate their boats because the water was so full of fish

- ✓ The potato, native to South America, sparked a population explosion in Europe?
- ✓ The largest domesticated animal in the American continent was the llama. In 1491, natives did not know about the horse, cow, sheep or pig.
- ✓ In 1491, it's possible that Europe and the Americas had similar populations.
- ✓ In 1491, portions of the Amazon rainforest contained well-settled farming communities.
- ✓ The barren Chaco Canyon once was covered with vegetation.
- ✓ Because of the European honeybee, European plants flourished in the New World.
- ✓ Weeds like clover and dandelion were brought to America by Europeans.
- ✓ The turkey, domesticated by the Aztec, did not exist in Europe in 1491.
- ✓ The first settlers made their living with the timber and fish they sold to Europe.
- ✓ No one wanted to join on Columbus first voyage.
- ✓ Passenger pigeons used to travel in the millions, so much that settlers had to run for cover or they would be covered in excrement.



One thing we know independent of National Geographic is that US history books often begin with Leif << Ericson, who is believed to have travelled to this land in the year 1000. Rasmus B. Anderson wrote a book, published in 1874, known as: *America Not Discovered by Columbus*. In this book, Anderson pointed out the accomplishments of the Norsemen and the Vikings for being the first Europeans in America.

We certainly do not know too much about this, regardless since

there was little recorded history in those times. But, with today's tools, the theories of how it was in early America, even before anybody "sailed in," are much more plausible and discernible.

And so, based on the work of some great people, we now have reason to believe that America (North and South) wasn't exactly a *New World*. Instead; it was a very old one; whose inhabitants had been here for quite a while, and had built a vast infrastructure of cities, orchards, canals and causeways along with gardens, buildings, homes, roads and pathways.

Many in the Mormon Faith still hold on to the belief that two of the lost tribes of Israel found their way to America and were here when the colonists arrived. They viewed the American Indians as having come from one of the two lost tribes of Israel even before Jesus Christ's time.

They see one of the twelve tribes in America and the other lost tribe in Polynesia. There is debate on this even today within the Mormon people. It is within the realm of possibility based on recent work. There is even speculation that St. Thomas the Apostle spent time in America.

No one has seriously suggested that Christ, during his visible mission on earth, ever visited our continent; but America was part of the world, over which He sent his apostles to teach His doctrine of salvation.

The question of His apostles' actual preaching in America has been in discussion for quite some time but most of US, who do not study such matters as a life mission, would naturally be unaware of these efforts. Many of US would discount some of the religious theories as unbelievable without more proof.

Quite interestingly; despite speculation about major populations being in North and South America at the time of Columbus, traces in North America are much rarer. Many of the population groups in the southern hemisphere built great edifices with grand architectures scattered through the land.

But, in all the rest of America—our America—aside from the miserable huts (tepees etc.) of the nomadic Indians, not a single memorial has been found to give evidence to national history for several centuries past—i.e. pre Columbus.

Additionally, no modern student of American antiquity fails to notice the close and striking resemblances between several leading particulars of Christian faith, morals, and ceremonies and those of the ancient American religions.

And, so, the question remains, “Was America Christianized from Asia?” The legacy surely appears that America has been a Christian nation for a long time. Despite this, I would not expect that even Alex Trebek will find that answer for any of US any time soon.

Chapter 3 America Post Columbus and Pre-Revolution

Columbus, Vespucci, de León , & Cabot

After the first voyage of Christopher Columbus in 1492, the Navigator Columbus and his small cast got credit for being the "Old Worlders," who had discovered the "New World." But did Columbus really discover the American mainland? If he did not, is it really such a big deal?



Painting of Christopher Columbus arriving in the New World

Historians seem to agree that on his first two voyages, Columbus discovered Cuba, Puerto Rico, Jamaica, the Bahamas, and some other islands. It was not until his third try in 1498, that he reached the mainland U.S. Thus, the claim that Amerigo Vespucci, a Spanish seaman and cartographer, had reached the continent the year before Columbus may very well be valid.

Considering that the U.S. is part of the Americas and not the Columbia's, leads one to conclude that the Amerigo Vespucci claim had enough merit when the naming was going on that the Spaniard got to give US his name.

Some historians argue that neither Columbus nor Vespucci discovered America. They say it was Juan Ponce de León who, who was Puerto Rico's first governor. This is ironic since Columbus is credited with founding Puerto Rico.



April 8 is Ponce de Leon Day? He discovered the Fountain of Youth on his quest for gold in the Gulf.

Certain historians have de León pegged as the first documented European to set foot on mainland American soil when he arrived with an expedition in Florida in 1513. As you know, he is also purported to have discovered the Fountain of Youth, the legendary spring that, so they say, restores the youth of anyone who drinks of its waters. I learned recently that the taste of those waters is very much like a high sulfuric well. Since de León is surely in his grave today, the waters, even if helpful, do not seem to be eternal.

Reasonable people have concluded that since there may not really be a Fountain of Youth, de León may not have discovered it. But, he surely discovered a nice state with some real nice warm weather on the mainland. Florida of course continues today to be an exceptional vacation spot.

Don't write the name "de León" down on your pad in permanent ink yet as the first guy to walk on the US mainland from the Old World. There are yet other historians who suggest that he was in fact preceded by John Cabot to the US mainland in 1497.



John Cabot was an Italian sea captain. He led a voyage of discovery for **England**. Cabot had studied Columbus' voyages. In 1497, he followed the same route as **Columbus**. He sailed west across the **Atlantic Ocean**. Cabot landed on **Newfoundland**.

I am so glad that this is not a history book and we are not here to argue these points. One indisputable fact that we can take from this is that neither de León, nor Cabot, nor Columbus nor Vespucci, are at fault for the current failings of the U.S. representative government since they predate even the "Founding Fathers." I am sure they would

all be happy getting honorable mention in this book about their roles in the discovery of our great country.

The Jamestown Settlement

The first documented major group of settlers from the Old World arrived on April 26, 1607. After a few weeks, they built the Jamestown Settlement Colony. It was established on the mainland of North America in Virginia.



JAMESTOWN

Jamestown, Virginia was the first permanent English settlement established in the New World. It was founded by the London Company in 1607 for the purposes of making profits.

The passengers were a group of 104 English men and boys who began the settlement on the banks of Virginia's James River. The fleet consisted of the three ships, named Susan Constant, Discovery, and Godspeed. The captain's name was Christopher Newport. The ships took off from London and landed after five months in Puerto Rico. Later they took off for the mainland.

The Virginia Company of London sponsored their trip. The company stockholders hoped to make a profit from the resources of the New World. Unfortunately, even though there appeared to be ample time to prepare for the first winter, the community suffered terrible hardships from disease and starvation in its early years, but it

managed to endure. Thus, it became America's first permanent English colony.

Early on, the colonists, who were not very good agrarians or hunters received help from the cooperative Indian tribes near the colony. But, the relationship soured over time and things did not go too well.

Within a year of Jamestown's founding, the Virginia Company brought Polish and German émigrés to help improve the settlement. It was then that the first women were brought to America. It was more than ten years later, in 1619, that the first documented Africans were brought to Jamestown. At the time, there was no formal notion of slavery but slavery did begin in Virginia in 1660.



Africans in Jamestown and Colonial Virginia

Slavery is an abomination wherever it is practiced. Our research indicates that America was not even close to being the first to engage in profits from slavery and black people were not the only victims.

According to African-American businessman William Holland, his royal ancestors were subjected to slavery in Virginia — but they were

handed over into slavery by Africans. Now a descendant of those tribespeople has issued a formal apology to Holland for his ancestors' role in the 18th-century slave trade. Punishing the innocent for slavery accomplishes nothing.

In 2013, The head chieftain for the Cameroonian town of Bakou, Ngako Ngalatchui, told NBC News that he signed the statement on Saturday.

"We are sorry and issue an official apology for our involvement and the involvement of our ancestors in the horrible institution of transatlantic slavery," the statement read. "The United States of America, France, and the United Kingdom should issue similar formal apologies for this evil institution that broke up families and caused generational hardships that continue to the present day."

Everybody knows that slavery is evil no matter whether the slave is black, yellow, or white. Real human beings abhor the notion of bondage.

The Mayflower and the Pilgrims

The Pilgrims were among the first immigrants to seek freedom in America. In the absence of religious freedom in their native England, the Pilgrims were willing to endure great trials and difficulties in a new land in order to gain the religious freedom they cherished and to raise their children properly.

Though she was not one of the first colonists, Anne Bradstreet was born Anne Dudley, and she lived from 1612 – 1672. She was the first poet and first female writer in the British North American colonies to be published. She emigrated to America in 1630 with her parents. Here is one of her works which captures some of the hope from colonial days. She aptly calls it perspective:

Perspective

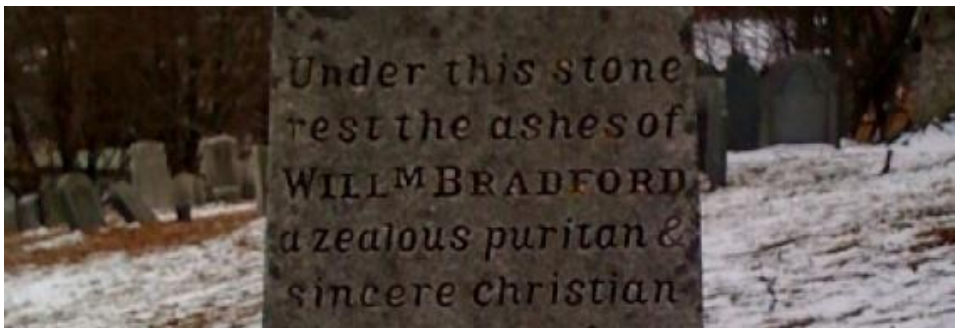
"If we had no winter, the spring would not be so pleasant: if we do not sometimes taste adversity, prosperity would not be so welcome."

Most of us are tuned into the story of the Mayflower and the Pilgrims and the first Thanksgiving. This is a great story and much of it is true. The Mayflower was the ship that carried mostly English Puritans and Separatists, collectively known today as the Pilgrims from England to America. They left from a spot near the Mayflower Steps in Plymouth, England, and landed in Massachusetts, in 1620. There were 102 passengers and a crew of 25–30.

This is one of the big stories of the founding of America over 100 years after Columbus. This voyage is a story of major accomplishments yet it is also a tragic story about deaths and survival as there were no hotels when the Pilgrims came to America.

They immigrants had to endure harshest New World winter environment in the Northeastern US. The voyage, as well as the signing of the Mayflower Compact was one of the greatest moments in the story of America.

The Mayflower Compact was the original governing document written by the Separatists on the ship after it landed in Plymouth Rock. As many of US may recall from learning early US history as youngsters, Plymouth Rock is the traditional site of disembarkation of William Bradford and the rest of the Mayflower Pilgrims who founded the Plymouth Colony.



One of the most written about experiences of the Pilgrims was sharing a Thanksgiving harvest with the American Indians. Only 44 of the 102 original passengers survived that winter. It was the kindness of the local Native Americans (Indians) that saved them from a frosty

death. They displayed remarkable courage when the Mayflower sailed back the following spring. Not one Pilgrim was on the ship. None had deserted their New World in Plymouth.

The first governor, who had been elected under the Mayflower Compact did not survive the winter and William Bradford, was elected governor. In May of 1621, he performed the colony's first marriage ceremony. Life was beginning again for the Pilgrims.

By the way, the second marriage soon after was between John Alden and Patricia Mullins, both of whom had come over on the Mayflower. There are many nice stories written about this couple.

The first Thanksgiving



Pilgrims & The Mayflower: The First Thanksgiving

By the fall of 1621, the Pilgrims were very thankful for their opportunities throughout the year. They had a bountiful harvest and William Bradford, a major hero in this colony, decided they would celebrate with Chief Ousamequin and about ninety other Indians.

They enjoyed the First American Thanksgiving, which at the time was basically an enactment of the great English tradition of the Harvest Festival. They enjoyed a bounty over several days of items such as venison, goose, duck, turkey, fish, and of course, cornbread, a new staple from their first bountiful corn harvest. This was such a wonderful experience that it was repeated each year at harvest time, and it is still celebrated throughout the US in November each year.

Some other settlers

Though close to London in the British Isles, the Scotch and Irish did not come to America until the early 1700s, and the Welch did not venture over en masse until near the end of the eighteenth century.

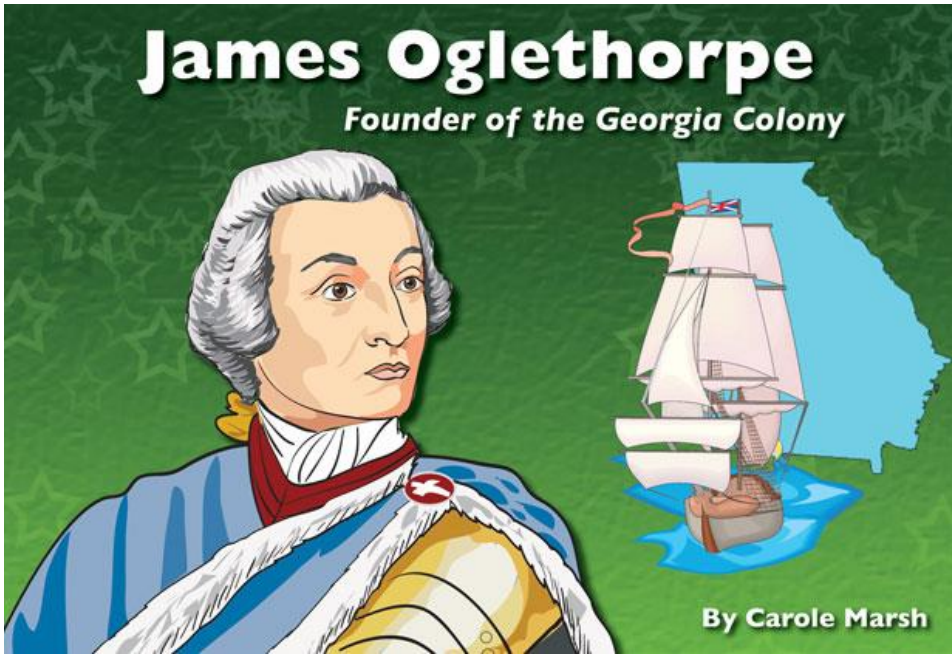
There is also evidence that early expeditions from the British Isles (Wales, etc.) had come to America as early as the Twelfth Century. When the Scotch and Irish came to the New World in the 1700s, they settled mostly in Pennsylvania before many moved south and west to other colonies. Some went as far north as New Hampshire.

A few hundred years before the Revolution

So that we all have a good idea on how the great American experiment with democracy and constitutional representation began, let's take a look at how the states were organized originally and how they ultimately were able to form a government.

Just like the discovery of America, this is not a fully clean story as historians continue to argue about what is actually what. For example, two of the original states were governed by a notion called self-government but later they were classified along with Massachusetts in a category known as "Corporate." But, the thirteen colonies, regardless of these classifications, were ultimately the geographical land bodies that became the first United States of America.

The thirteen colonies of England were founded 100 + years after Columbus, with Virginia the first colony in 1607 and Georgia the last in 1733.



Among the things we can be sure about as we look back to these colonial days, nobody from 1607 to 1733 created the current confidence problem in U.S. representative government, and they did not create a huge national debt for US, though our current "honorable representatives" might like to suggest otherwise.

These thirteen colonies were organized into two to three varieties depending on your historical perspective. The original three forms were known as (1) the Charter form, (2) Royal form, and (3) Proprietary form. Later these were combined into two forms, known as the Corporation (formerly Charter), and the Provincial (formerly either the Royal or Proprietary).

So, the individual colonies, did not each have the same exact form of government but ultimately, they all reported to the Crown of England. The Corporation form included Massachusetts, Rhode Island, and Connecticut, though Rhode Island and Connecticut were also, "self-governing."

The Rhode Island mini-story from weiszhistory7

Roger Williams was smart Puritan minister and he was well-liked. He had a big problem, however as he observed the many of the colonists taking land from the Indians with no compensation. Thus, Williams was not without his opponents. The land practice prompted Williams to preach against taking land from the Indians and he thought that church and state should be separate. Both of these ideas did not go over well with the leaders of the Massachusetts Bay Colony so they chose to banish him from the community.

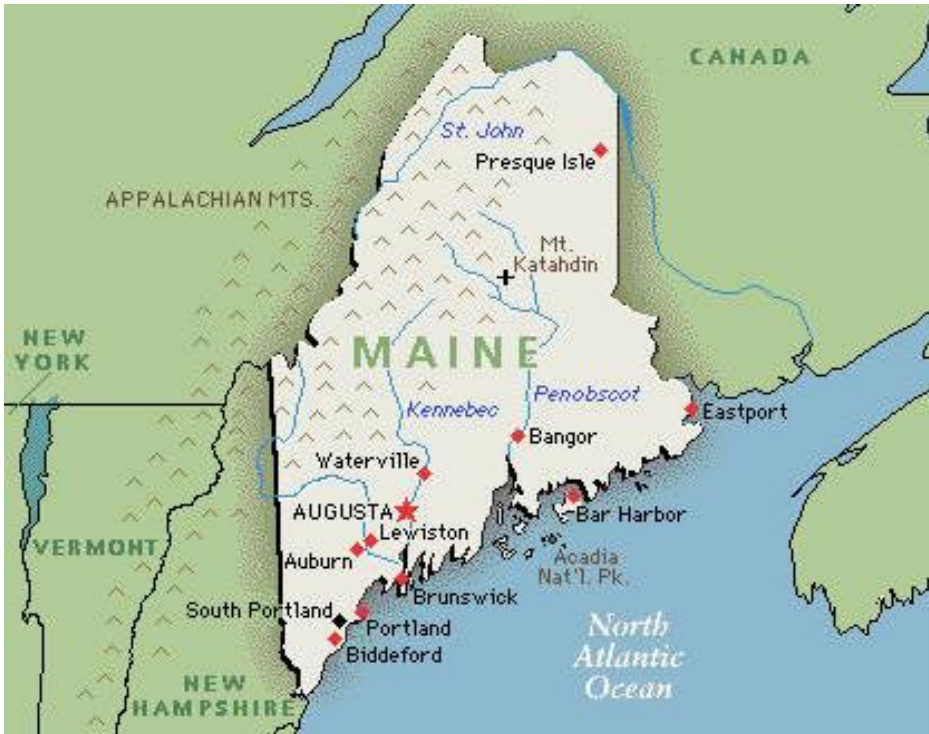


Roger Williams was a friend of the Indians and treated them fairly

Before they could capture Williams, however, he escaped. After he purchased a nice amount of land from the Indians, he founded Rhode Island. Soon, other rebels began to move there. Williams generously gave each settler five acres for gardening and six acres for cornfields. He also allowed everyone – not just Christians – to practice their own religions.

The provincial forms of government included the former proprietary colonies of Maryland, Pennsylvania, and Delaware as well as the former Royal Colonies of Georgia, New Hampshire, New Jersey, New York, North Carolina, South Carolina, and Virginia. By the

way, these colonies stretched from Main to Georgia and that is the whole Eastern US seacoast other than Florida, which for the longest time was under Spanish dominion.



Even during this period, there was confusion and pressure as to which form a particular colony would take. For example, some of the Royal colonies became Proprietary colonies and vice versa and thus the notion of the term Provincial came to describe what today in our political system would be called the flip-flopping colonies... though their flipping and flopping was hardly voluntary.

The governmental form was similar

Though not exactly, most of these colonies had the same form of government consisting of a governor, appointed by the English Crown or by the proprietor(s). Additionally, they each had a council that also was appointed by the Crown. The most important body to the colonists was an assembly, which was known as the house of representatives.

Even while America was attached as a colony of England, this body was elected by the people. These three bodies took on a governmental shape very similar to the king and the two houses of Parliament as existed in England.

Thus, in many ways the government of the colonies resembled the British government, and you can bet that was its intent. Though the English argued that this was a representative democracy, it is easy to see the failings in this notion when the "Crown" appointed the most important ruling bodies - the Council and the Governor.

The Governor

The Governor directly represented the Crown or the proprietor, who had already paid "allegiance" to the Crown with some type of tribute. Being the proprietor of a colony required a large stipend in cash or in kind.

Now, with that the case, it meant that the Governor did not represent the people though it was his mission. His loyalty was clearly to the Crown and / or the proprietor. To be successful, however, in governing the people, he owed a duty to the people over whom he was placed. Therefore, smart governors knew that it was nice, though not necessary that the people liked him.

As you can easily conclude, the interests of the two parties were so conflicting as to keep the Governor in a constant turmoil. Perhaps this is where the temperament of the politician as we now know them today, would have served best. But, the notion of the politician as we know it, would not arrive for a few hundred more years.

The Governor had immense power in his territory. He could convene, discontinue, postpone or even dissolve the legislature, and he had veto power over all of its would-be laws. He controlled the state militia, and he was the grand miffintiff, who appointed the important officials, such as judges, justices of the peace, sheriffs, and any others of authority.

The one thing the Governor could not touch however, was the public purse, and this soon became a cause of lament for the British.

Though history suggests there were many kind and benevolent Governors, there were also those who took advantage of the fruits of the spoils system and they even sold some of the offices at their disposal to the rich in the community, thus affecting their own personal purse in a positive way. Unfortunately, many of these men, (there were no women at the time), cared little for the welfare of the colonists.

The Council

Typically, there were twelve men in the Council, though in Massachusetts there were twenty-eight. In Maryland, there were only three. Council members needed to possess certain attributes to retain their positions.

For example, they had to be residents of the colony in which they served, and they needed to be men of station and wealth. The Crown or the proprietor appointed the Council so the normal conflicts arose and they were settled in the normal way -- in favor of the Crown or the proprietor. Council had three major functions:

- Advise the governor
- Provide the "upper house" of the legislature (Lords)
- Serve as the highest court in that particular colony

In Massachusetts, after 1691, the council was elected by a joint ballot of the legislature, called the General Court. In the other colonies, it was by appointment of the Crown or the proprietors.

The House of Representatives

Then, there was the lower house which was elected by the people and whose mission in life was to represent and theoretically support the people. It was the body of the legislature that actually made the laws.

The innate power to make laws is a big deal in any form of government. So, the people did not get to elect the governor, nor the council (also served as judges) but the subjects of the crown actually were permitted their own house of representation to the Colony and ultimately to the Crown through the Council or the Governor.

Now, that's fair, right? Unfortunately, something happened on the way to real fairness. The laws/acts passed by this lower house could be vetoed by whim of the governor, or be set aside by the Crown within a certain time after their passage for any reason whatsoever.

Is Alf a friend or foe?

In other words, if Alf, the furry non-Muppet character circa 1986, were to materialize as a friend of the Crown, and he did not like some legislation about cats that was introduced, just by having the ear of the Crown or the proprietor or the council, the legislation to protect cats could be defeated.

Just by Alf's whispering, the people's voice could be overturned. This would occur simply because of Alf or perhaps it was really a guy named Gordon Shumway (Alf's pseudonym). Additionally, the Tanner family (human family home where Alf lived in the sitcom) would have no standing in the matter. You get my point.

The assembly had something that the Crown really did not want to give up but it already theoretically had. The lower legislature had the power of taxation. In retrospect, the Crown must have viewed this as a major faux pas.

Since the Assembly had the right of taxation and the Crown did not, the normal and natural governance of the colonies seemingly was in control of the colonists -- other than the veto power etc. of the other loyal bodies.

Historians might even claim that the colonies were self-governing, and they should have had no concern for their liberties as long as they and

they alone could retain this sole right of taxing themselves. We'll see how this notion plays out later in this chapter.

For the British, this did become a big problem. Not having any say in controlling the purse strings (tax coffers) of the colonies was a big issue that kept getting bigger as American wallets, made of the finest British leather, got fatter and fatter. The poor Brits had not given themselves an easy way of siphoning off a few pence for the Crown. A faux pas indeed!

This representative system of government, though obviously flawed, was common to all the colonies, but it did not enter the sphere of influence in Georgia until 1752. The notion began in Virginia in 1619; as noted previously it made it to Massachusetts in 1634, and it hit Maryland in 1639.

The system of representative government was allowed by the Crown, but not required, by the early charters. After it had begun almost spontaneously in a number of colonies, it became a big part of a number of the charters. The people loved it. People love having control of their own destiny still to today.

The problem with colonial suffrage

The one little piece of the fight for democracy puzzle that we have intentionally left out so far was that there was no colony in which universal suffrage was to be found. How about that? It was a piece of democracy in which certain people had to first be anointed.

If you were not anointed, you did not get to vote. Sounds like cause for a revolution -- but we are moving too quickly. The notion of "who was able to vote" gave back a bit more power to the Crown than otherwise might have been noticed.

Theoretically, the Crown could stack the deck in the House of Representatives so that some crooked people in the Assembly, and not the people in general would control the purse.

The people of the colonies had lots of concerns and they had many reasons to fear. Most importantly, they feared for their lives. For

example, there were these guys known as Native Americans, colloquially described as "Indians," during colonial times, since originally the settlers thought they had discovered India.

These folks were not as some may think—a western U.S. phenomenon and only a major nemesis of cowboys. In fact, at the time, there was no western U.S.

The “Indians,” many of whom had died from disease over the hundred or so years preceding the colonists, were mostly not very happy that uninvited guests were in their territory, and so they protected what they saw as theirs, and thus, there were conflicts with the settlers.

The colonists therefore needed as much help as they could get to guard against the Indians and the wild animals and any other fears, real or imaginary. The British Government Officials and the British Army provided reassurances and for a time it seemed the British did all this work for free. Eventually, the British came to collect.

Moreover, the colonists also wanted the right to attend their own churches so they could talk to their maker without interference and they wanted to have a safe trip each Sunday both forth and back. Their affiliation with the British provided these assurances.

The towns

Knowing that to be alone in this semi-wilderness was at best an at-risk notion, they settled in small, compact communities, or townships. They called them simply towns. In these times, the town was a legal corporation, a political unit more or less, and in the big scheme of colonial life, it was represented in the General Court or another governing body. The Town itself where colonists lived thus had political standing to the British Crown.

It could be argued that this whole notion (if we take the Crown from the Picture) was a representative democracy of the purest type. The people met (adult males) and discussed the issues of the day; they

created taxes for the common good, and they created laws to make it simpler to put the bad guys away. How could anything be better?

Colonialism and its pluses and minuses is not the matter of focus for this book but it helps in understanding why the colonists revolted. In this section, so far, we recounted a number of things you already know from the beginning of colonialism to the period of time right before the revolution.

In all of the notions that we just discussed, I am unaware of any that suggest that the public representatives of the time before the revolution until at least the year 1750, were working for anything other than a better town or community.

Yes, there was taxation, but, there was also some form of representation, though not perfect. There was resentment by the colonists in tithing for the Crown but there were some benefits delivered for the taxation. After 1750, however it seemed to get a lot worse.

Of course, that is not how it is today and as we move forward through this chapter, we hope to identify the roots of the change and carry that into the representative pandemic from which today we suffer. If you were alive in 1750, then you know what I am talking about but if you came shortly after, you may have to take my word about a number of these very important events.

Today we know the Democrats say blue and the Republicans say red, and 47% of the people feel one way and 47% feel the other way. Besides them, there are about six percent in the middle who are for something else. If we were to put a few names on that something else, on a perennial basis, the names in the past might be spelled, "Ron Paul" or "Dennis Kucinich."

The latter six percent of American voters are known today by the media as undecided. A good part of them are Independent thinkers or so they would like to describe themselves. The 1750 crowd never knew it was going to get like it is or I am sure these great minds would have done something about it then by 1776 to prevent it today.

The Colonial "Democracies" were NOT like the state governments or the Federal Government that we have today. The "voice of the

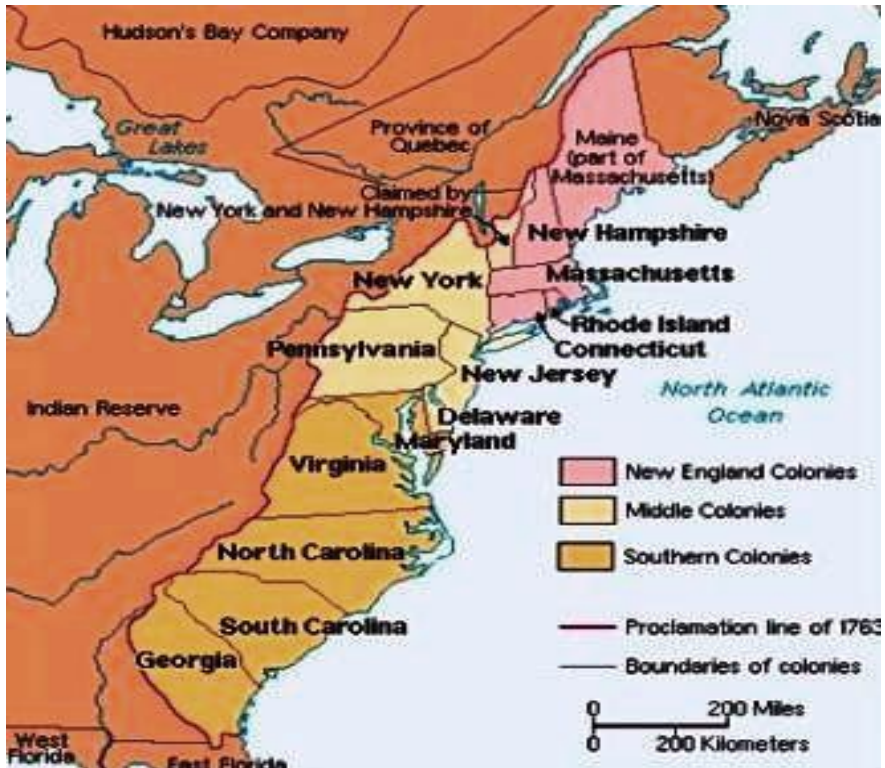
people" was often artificially limited—at times just to property-owning white men. Suffrage was not a big deal since men and mostly rich men were more tuned-in than anyone else. Women were simply denied the right to vote, and there were few discussions about that.

On top of all the natural potential for corruption before 1750, the structure made it really easy. The colonial governors in some cases did have autocratic powers, and could act accordingly, despite the democratic aspect. If they decided to take more power than they were entitled, nobody was powerful enough to answer back.

Some of these governors, as noted previously, were appointed by the Crown back in England. Even those that were not Crown appointees could not be overruled by the people's representative legislatures, even if they so desired.

The Colonists who thought about it, knew it was a raw deal!

Chapter 4 England Dominated the New World



To the victor belongs the spoils

As the most successful imperialist nation of the day, Britain won control over American lands during the 17th and 18th centuries, and lost to the Americans in the late 18th century. Its control of the seas and its notion of colonial representative government were major factors in its ultimate success. The English nation of yore had a keen ability to recognize a good deal when it had one coming its way.

The European countries such as England, Holland (Dutch Republic), Spain, France, and Portugal developed colonies in the Western Hemisphere for many reasons, but primarily the reason was to bring in more revenue for the home state.

Though the English were late arrivals, they ultimately took all the spoils. The colonies were a great source of raw materials for trade (e.g. furs and precious metals) and they served as ready markets for finished products.

The Spanish, French, and Dutch had small settlements in what is now the continental US for a long time before the English got fully involved. But, none of the settlements were of major consequence.

As the thirteen colonies began to grow with immigrants pouring in from a number of different countries, these settlers, aka colonists, who more and more thought of themselves as Americans, regardless of their origin, liked the English system much better than the authoritarian systems of the other countries.

When England made its moves to capture these colonies as well as Florida, which was not one of the original thirteen colonies and which was hitherto dominated by the Spanish, they did so with ease. The settlers in many ways were happy to move to the more representative system of government, though as noted previously, it was not perfect. Florida could have been the fourteenth colony, but instead it did not sign up. Eventually Florida became the 27th state of the Union.

The success it had in the continual conflicts between the European countries and England -- especially the conflicts with the French, culminating in the French and Indian War (1754–1763) positioned the English to dominate the New World.

The French and Indian War was the North American front for a war going on in Europe at the time known as the Seven Years War, in which most of the European powers and England were battling.

France was the big loser

The North American name for the war comes from the two major enemies of the British in America, namely the French and the various American Indian tribes. England emerged the big winner in this war, resulting in its conquest of all of what had been labeled New France (French claimed land east of the Mississippi), in addition to Spanish Florida.

The French were big losers on both fronts in this war—Europe and America. In fact the combination of the French and Indian War and the Seven Year War in Europe ended France's position as a major colonial power in the Americas.

Their losses were huge and the French were left with little more than French Guiana, Guadeloupe, Martinique, Saint-Dominguez, Saint Pierre, and Miquelon. To pay off the Spanish for its support in the war and Spain's loss of Florida, the French ceded control of French Louisiana (West of the Mississippi).

Perhaps more devastating to France was its demise as the leading power in Europe. It sustained such heavy losses in the war that it was not until the French Revolution that France again became a major force in Europe.

American leaders understood the British Government

Getting back on point, nothing that the English or the French or the Dutch Republic or the Portuguese or Spanish did during this pre-revolutionary period caused the current lack of faith in representative government as exists today in the United States. This lack of confidence in the motivation of duly elected representatives who represent special interests and themselves today rather than their constituencies was not a phenomenon of the 18th century.

In fact, as noted, the ultimate takeover of the colonies by the British in many ways was welcomed by the settlers because the British offered the concept of self-government, whereas their European counterparts were autocratic and authoritarian in dealing with the residents of the New World.

This notion of self-government and representative government marked the colonies' early political development and this notion continues to exist today, though admittedly today in the U.S. it is in need of a bit of rebuilding. That, my friends, is why you may be reading this book.

All good things must come to an end, or so it seems. The rise of self-government in the colonies was a direct result of the fact that many of the English colonies were created as private corporate enterprises and as proprietary ventures.

Additionally, a good number of the English colonists were knowledgeable of government and had in fact participated in government at home. So, they carried this tradition with them to America. They knew a good deal from a bad deal.

As noted previously, England was a bit late to the colonial party. It was not until the 17th century that the English Parliament, the legislative branch, began to stretch its own powers at the direct expense of the English Crown. These internal English "constitutional" struggles were not lost on the early Americans.

In fact, most of the English in America supported the Parliament and the notion of representative government. In the British colonies, this was marked within the three original types of colonies, which we examined earlier in this chapter as the Royal colonies, Proprietary colonies, and Charter colonies.

If England treated America well, my suspicion is there never would have been a revolution. At least not in the 18th century!

Chapter 5 The French & Indian War

Very expensive undertaking

The French and Indian War was very expensive to wage, and it cost Britain a lot of money. Britain felt that it was helping the colonists by fighting the war and so it wanted the American colonies to help pay for it. That is how the big issues between the colonists and King George began. It was a fight over money.



The ongoing war between France and Britain had a chapter in the 1750s known as The French & Indian War. Both Britain and France had colonies in North America. The British wanted to settle in the Ohio River Valley and to trade with the Native Americans who lived there. The French built forts to protect their trade with the Indians. In 1754, George Washington led an army against the French. He was defeated.

Britain declared war on France. The war for control of the valley was called the French and Indian War. Most American Indians in the region were allies of the French. The American Indians liked the French because they traded but did not settle on the land. In 1754, a congress of the British colonies met in Albany, New York. Benjamin Franklin thought the colonies should work together to defeat France. Each colony would still have its own government. They would also create one government together to decide important issues. His idea was called the Albany Plan of Union. The colonists rejected it.



Washington & The French & Indian War

Before we finish up our discussion of the French & Indian War per se, let's introduce George Washington who, it turns out had a major role in this War before taking his commanding role in Colonial America.

Many Americans think of the Revolutionary War as the pivotal event of eighteenth-century America because, to them, it represents the beginnings of our country. However, a number of historians disagree. They believe that the French and Indian War was more significant, as its events and aftermath started Americans on the path to independence.

The war tested the relationships between America and the mother country, England. The decisions made because of the conflict caused both the British and the Americans to question the nature of their colonial partnership. After the French and Indian War, it began to become apparent that America and Britain were developing culturally and socially along different lines, and the war exposed and aggravated the fundamental differences between British and American goals.

George Washington was a critical figure in the French and Indian War from its earliest days. For Washington, the French and Indian War started in late 1753, when he was selected as the British emissary to the French frontier establishment. It ended with the fall of Fort Duquesne to the combined British and colonial forces. He was a young and ambitious man when he volunteered. His actions--which reflected his lack of experience--and his ambitions helped determine the course of this war.

By the early 1750s the French and British were in conflict in the Ohio Valley. Since the beginning of European settlements in the seventeenth century, the English settlements had slowly expanded westward from the eastern seaboard, while French settlement moved south from Canada. In the 1740s, British traders entered the Ohio Valley and began competing with already established French traders for Indian commerce. This was not appreciated.

In 1744 the Iroquois signed the Treaty of Lancaster with the British, which ceded Iroquois claims in Maryland and Virginia. While the Iroquois assumed that this meant the Shenandoah Valley and land already within settled colonial boundaries, the British interpreted it as the entire area of English claim. Virginia's charter boldly specified that its western boundary was the Pacific Ocean. There is not much arguing in that statement.



Print illustrating Colonel Henry Bouquet, an English officer, negotiating peace with a coalition of Delaware, Seneca-Cayuga and Shawnee tribes at the end of the French and Indian War in 1764. The negotiations took place near modern day Bolivar, Ohio. Picture Caption reads "The Indians giving a Talk to Colonel Bouquet in a Conference at a Council fire, near his Camp on the Banks of Muskingum in North America, in October 1764."

In 1745, the Virginia House of Burgesses began granting western land to Virginia-based land companies. The French saw this as a threat to their territorial claims, which were based on early exploration and settlement.

Washington at the time, more or less held an officer's position as a major in the militia of the British Province of Virginia. He was instructed to recruit men from the militias in the western counties, presumably those most interested in keeping the western frontier open. The County Lieutenants were instructed to help as much as they could. This was Washington's first experience with the difficulties of recruiting and retaining soldiers.



The Virginia House of Burgesses

The local militias were in disarray, and few men were willing to volunteer for the low, daily wages paid by the army. Under threat of a draft, some local officials offered Washington men who were straight from the county jail! Washington wrote to his younger brother, John Augustine, of his difficulties, “you may, with almost equal success, attempt to raise the Dead to Life again, as the force of this Country.” When it became apparent that militias alone would not provide enough men, Lieutenant Governor Dinwiddie of Virginia, to whom Washington reported, authorized a general enlistment with men to be rewarded with land grants near the soon-to-be established fort.

Washington began marching his troops toward the frontier on April 18, 1754. He had only 159 men, few supplies, and fewer wagons. His destination was the British fort under construction on the forks of the Monongahela. Dinwiddie had heard that the French were gathering their troops to attack the fort sooner than expected. Washington’s instructions were clear:

He was to act on the defensive. But, but in case any attempts were made to obstruct the works or interrupt settlements by any Persons

whatsoever, Washington's militia was to restrain all such offenders, & in case of resistance to make Prisoners of or kill & destroy them.

North Carolina reported that they were sending militia in support of the British and colonial cause. Believing he was the advance portion of a large contingent of soldiers, Washington elected to continue his mission and set his sights for the Ohio Company's fortified storehouse on Red Stone Creek.



George Washington on horse, soldiers fighting during the battle of the Monongahela, 1755

Washington felt that the French needed to be cut off before they could report the British strength and location back to the main force. He sent out a 75-man scouting party the morning of May 27. That night, a messenger from Tanacharison, one of the "Indian" leaders, arrived in camp to say that the Indians knew the French party's location. Washington detached forty men and rendezvoused with Tanacharison's warriors.

Tanacharison and his warriors led Washington to the French camp at the bottom of a deep glen, rimmed with rock. It was early in the morning, and the Frenchmen were just beginning to stir. Regardless of who began to fire first, Washington's force, shooting from the top of the glen down into the camp, quickly overcame the French.

Washington later reported one man dead and three wounded while the French had suffered fourteen casualties, including the expedition's leader Ensign Joseph Coulon de Villiers de Jumonville. As Washington began the process of accepting the French surrender, Tanacharison's Indians suddenly began to kill the wounded and scalp the dead French soldiers. Washington was able to protect one of the wounded and all of the healthy prisoners.

Soon Washington returned to private life to concentrate on his farm but he returned to military life in March 1755 when the British sent Brigadier General Edward Braddock to Virginia with British regular soldiers to take the main French stronghold of Fort Duquesne (near Pittsburgh, PA). General Braddock offered Washington a place in his "family" on this expedition. This was Washington's first opportunity to serve in a military campaign led by an experienced, professional officer.

The mission was not a success; the British were badly defeated at the Monongahela River. The British regulars broke and ran under the bombardment of French and Indian bullets. Washington helped to organize the retreat. Braddock died of his wounds, and Washington ordered him buried under the road he had cut. Even though it was only July, the next in command, Colonel Thomas Dunbar, put the regulars into winter quarters.

Administrator Dinwiddie refused to accept that the remains of the British forces who had been were unwilling to return to the field. He petitioned the House of Burgesses for funds and determined to send his Virginians out again.

Washington's mission as Virginia's commander-in-chief was to execute a strategy to maintain the Virginia frontiers to the Pacific Ocean. After Braddock's defeat, however, the colonies' western borders contracted dramatically. Indians mounted attacks on frontier settlements and isolated towns. Washington said that the settlers were leaving the backcountry in droves for fear of Indian attack; the settlers were quickly abandoning their farms and retreating to more secure areas.

Governor Robert Dinwiddie sends for the British



Gov. Robert Dinwiddie (VA)

- ✦ After the loss at Fort Necessity and the failure of the Albany Congress, Gov. Dinwiddie (VA) asked for assistance from the British government.
- ✦ Four expeditions were projected against the French strongholds:
 - ◆ Four French forts/strongholds would be attacked simultaneously.
 - ◆ The main attack would be directed against Fort Duquesne.

In 1755, the British frontier strategy changed. The army in America was reorganized to undertake three major campaigns. Washington and his First Virginia regiment were assigned to General John Forbes. The Second Virginia regiment was constituted and raised under Colonel William Byrd III; it also was placed under Forbes. Forbes' mission was to lead an attack on Fort Duquesne. Washington and Byrd were to be line officers under Forbes' command.

The Forbes expedition marched a well-supplied, powerful force to Fort Duquesne. The move was carefully planned and executed. Forbes' strength lay in his attention to detail and his resolve that the supply lines remain open. Forbes was a good role model for Washington who learned from him the importance of supply in keeping an army in the field.

The campaign ended in November when the British forces finally took Fort Duquesne. As the British moved closer, the French commander grew more concerned about his ability to defend his post. He had few men and resources, his supply lines having been cut off a few months before when the British took Fort Frontenac.

He elected to abandon his post, and on November 23 he ordered the magazines blown up and the fort burned down. Leading an advance group, Washington reached the smoking remains of the fort on November 24, 1758. By the time the British took Fort Duquesne without firing a shot, they had mounted a series of successful attacks on other French positions as well. The French were now losing the war.

Years later, George Washington, in the colonial war for independence, would call upon his French and Indian War military experience and apply the lessons he had learned.

The Colonists were not ready to get fully involved in the French & Indian War. The Americans were making plans themselves during this war. They did not want to join together with the British under one government and to provide a victory for Britain.

In 1757, before Washington's victory when he was fighting for the British, Britain sent more soldiers to North America. This helped defeat the French in Canada. In 1763, Britain and France ended the war and signed the Treaty of Paris. France gave Britain control of Canada and most of the land east of the Mississippi River. British soldiers stayed in the Ohio River Valley.

The Indians, however, wanted the soldiers to go away. An Ottawa chief named Pontiac led the Indians in a war against the British. This was called Pontiac's Rebellion. The British defeated the Indians in less than a year but all of these menaces were a strain on the British treasury.

To avoid more conflict with American Indians, Britain made the Proclamation of 1763. It recognized the Indians' right to the land. It did not allow colonists west of the Appalachian Mountains. The colonists were angry. They did not want British soldiers to live among them and they wanted to settle on the western land. They did no

And, so as previously discussed in some detail in prior chapters, after the war in the 1760's the British needed money. They decided to take it from the Colonists. England passed new taxes forcing the colonists to pay additional money for sugar, tea, and other things. The colonists were incensed.

Eventually, it got so bad in Boston that they threw crates of British Tea into Boston Harbor. The colonists were “mad as hell and were not going to take it anymore.” In 1774, as discussed in the prior chapter, they held their First Continental Congress at Carpenter’s Hall, Philadelphia to talk things over.

The colonists’ resistance started peacefully with petitions and pamphlets and moved to intimidation, boycotts, and inter-colonial meetings. Many events as discussed above exacerbated the friction. These include the Boston Massacre, the Boston Tea Party, and the Coercive Acts. These destroyed the one-time good relations between Britain and its American colonies.

Attempts through the Sugar Act, the Stamp Act, and the Townshend Acts to raise money rather than simply control trade met with deep resistance in the colonies. Such taxation was something new: Parliament had previously passed measures to regulate trade in the colonies, but it had never before directly taxed the colonies to raise revenue

The severe tensions increased and the division escalated further after Parliament passed the Coercive Acts and so the First Continental Congress took the initial steps toward independence from Britain. Before the colonies gained real independence, however, they had to fight a long and bitter war.

The patriots at the first Congress talked about plans to make Britain treat the colonies more fairly. Britain was the most powerful nation on earth at the time and it largely ignored these ideas and then sent its troops to control the colonists. The colonists had local militias at the time but chose to begin to recruit men from all of the states to handle this threat from England.

And, so the American Revolution began with the shot heard round the world in the battles of Lexington and Concord. In 1776, the colonists knew their world had become intolerable by the rapid British intrusion into American lives.

So, they wrote the Declaration of Independence in which it declared the American colonies were free from Britain’s rule. At the same time,

it kicked out the royal governors in the states and replaced them with patriots.

Thomas Jefferson wrote most of the Declaration of Independence. Here is the beginning of this historical work. The full Declaration is available for free on the Internet. It is surely inspiring:

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator [Genesis 1:26-28] with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

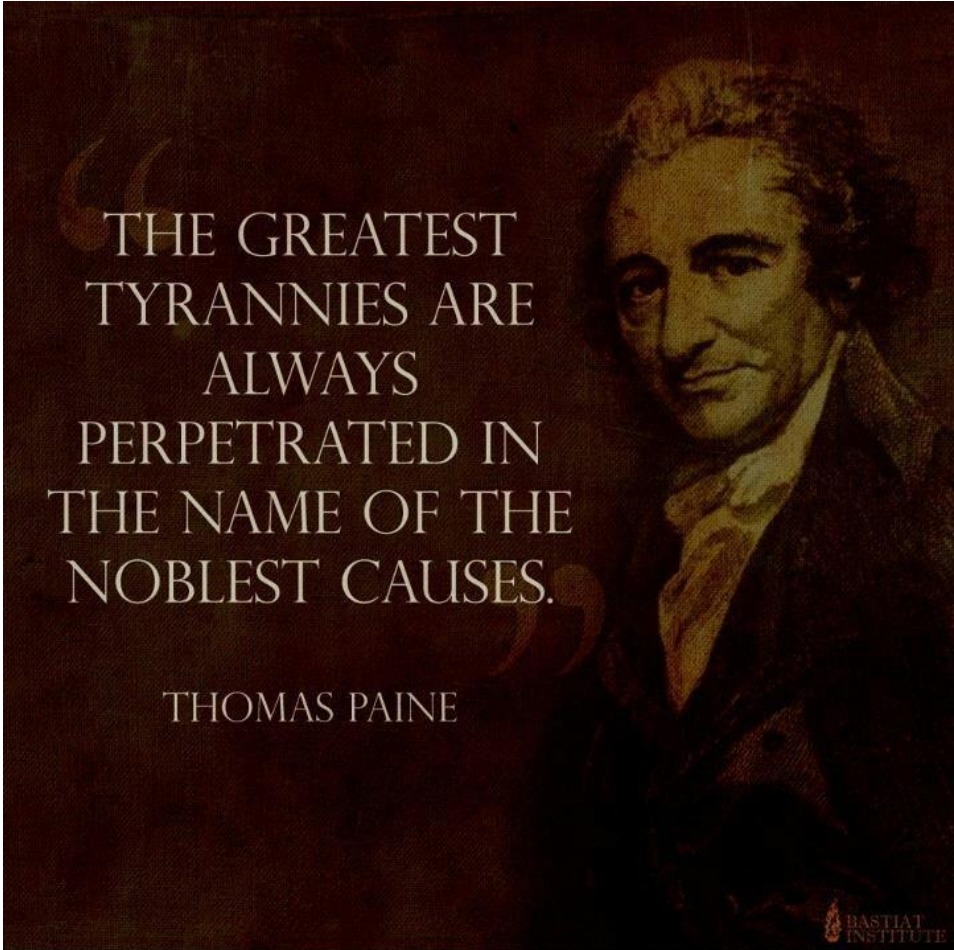
Thomas Paine, a great patriot wrote this short piece called Crisis about the events to come:

The Crisis

by Thomas Paine, December 23, 1776

"THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that

she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER" and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious; for so unlimited a power can belong only to God...."



Not everybody liked being independent

Not everybody was in favor of independence. Some liked being tethered to King George III. They were called "Loyalists." Those wanting independence were known as the patriots. As the war began, the people took sides. The Loyalists were not bothered by the patriots

unless they spoke against the patriots or got in the way of planned initiatives.

Florida was not one of the thirteen original colonies / states. Consequently, most of its people were Loyalists and they stayed loyal to Britain for a number of reasons including their idea that the British protected them from the attacks of the French, the Spanish, and American Indians.

Since slavery was the order of the day, the loyalists also feared that enslaved Africans might attack them. Britain spent a lot of money helping Florida and it bought for the Crown its loyalty.

Though the trigger for the war was the imposition of British taxes and trade regulations, the American Revolution was more than that. It was the first time in recorded history that a group of people under the control of a government fought for their independence from their own government.

The principles of independence that motivated the colonists to risk their lives and their sacred honor were universal principles such as rule of law, constitutional rights, and popular sovereignty.

Many citizens in our current time have forgotten how difficult freedom was to obtain for the original patriots. Many others fear that if we give freedom up for expediency any time soon, we will never get it back.

During signing of the Declaration of independence in 1776, two years later, Benjamin Franklin spoke these famous words - "Yes, we must, indeed, all hang together, or most assuredly we will all hang separately" - in reply to a comment by Hancock that they must all hang together. This quote encapsulates the urgency and gravity of the situation in that summer of 1776. What it meant was that unity was essential to achieving victory in the Revolutionary War. Without this victory, the declaration would have been meaningless

Chapter 6 The Seeds of Revolution



The beginning of the end

The beginning of the end of this love affair of the colonists with English-style government came about when the English government began to appear to the colonists as big bullies, and not grand protectors. The British began to impose direct controls and taxes on the colonists. The French and Indian War had given England control of the thirteen colonies plus other American territories. They had yet to flex their muscles. Americans were wondering what was next.

And so, it seems that finally, somebody in England said that it was time to collect tribute from the “rich” colonists. England had forgotten that their conquering of the other European powers in America was partly because the Americans liked how they were being treated by the Brits.

Increasing taxes and controlling actions in America without the colonist’s permission was strictly taboo. The British simply did not get it! Americans would not put up with crap! There, I said it!

It seems that the British snatched defeat from the jaws of victory as they seemingly could not stand their own success and they began to behave badly from an American colonial standpoint. We still might be British subjects if the Crown had not gotten so greedy.

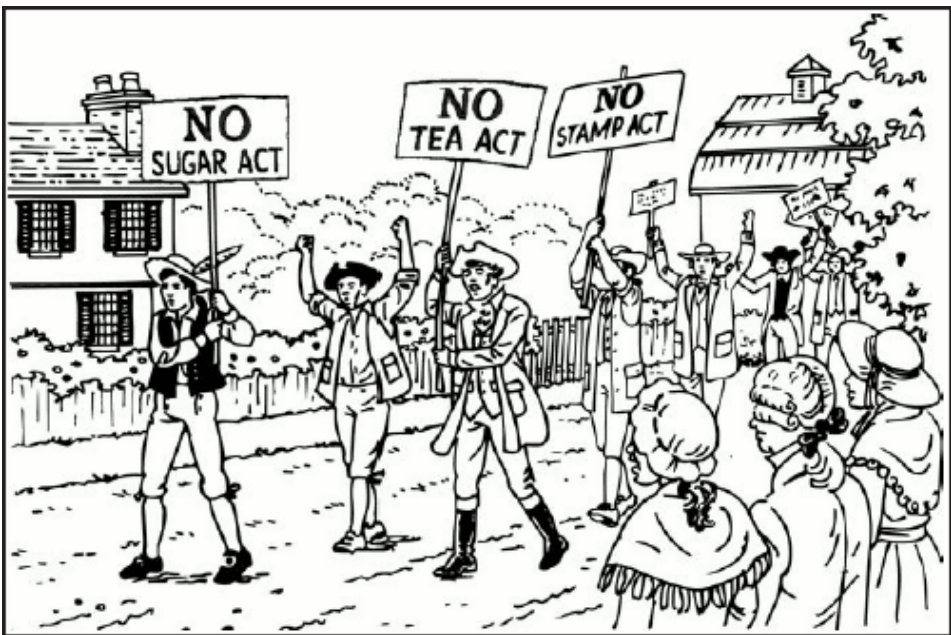
In the 1750's some historical estimates suggest that the 13 colonies had about 5 million people. The "benevolent" King of England at the

time (Not King Charles and Queen Camilla), King George III had concerns about how to protect so many people from invaders, be they American Indians or other European powers.

He chose to do so with a British army of 10,000 men stationed in America for the "protection of the colonists." Though some objected to a standing English army in the Americas, many others did not have an issue. But, then, King George III decided he did not really want the Crown to pick up the tab for all of the soldiers so he figured the colonists should pony up to pay the bill.

The colonists obviously thought otherwise especially since they were not asked. Britain had already been extracting its "due" from the colonies, and the due bill was about to expand.

Illegal Taxation – Stamp Act, etc.



England did not want to admit publicly that its resources had been stretched in all of the wars it had just won. The burden of providing the colonists with the protection they expected became a bit more than the British wanted to handle.

Their own government, which the colonists were faithfully operating under, had not provided a means for England to grab funds directly from the colonists without permission. For its own reasons, England, the most powerful nation in the world chose not to ask the colonists. Instead, they decided to “take.”

King George saw himself as the ultimate ruler and so he imposed a tax on the colonists in what was known as the Stamp Act of 1765. Ironically, the colonists blamed Parliament. Just a few years after defeating the American Indians and the French across the globe, the British could not wait for the lower house in the colonies to tax themselves for the support of the British standing army.

Instead, without authority, they simply imposed the tax. This tax was to be paid by having tax stamps placed on newspapers, licenses, calendars, playing cards, dice and other items that were frequently purchased in the colonies.

These were today’s equivalent of smart phones, and iPhones, and iPads and i-pods, and the finest e-games of the century. The British decided to whack Americans with a big tax if they chose to enjoy themselves.

Think of the word "impose" and then think of how you feel when someone else's will is imposed on yours for any reason whatsoever. Think of the Cap and Trade debate, which has quiesced for now, and the major healthcare debates of today.

Likewise, the colonists were enraged at the King and the Parliament since they felt the British had violated their own Constitution. Only the lower assemblies as elected by the colonists were permitted to decide which taxes should be levied, how much, when they were to become effective, and who was to get the cash.

The protests began immediately and in 1766, the colonists appeared to have gained a victory as the British government quickly gave in and repealed the Stamp Act. But King George III was not finished. He knew at the time, he was the King, and no other cards mattered.

The Quartering Act

Another nasty little Act that was imposed on the colonists at about the same time was something called the Quartering Act. Colonists despised this act. Instead of having to pay for the 1760 equivalent of a hotel room, under this law, American colonists had to provide housing, candles, bedding, meals, and beverages to the British soldiers stationed in the various colonies. Quartering means “Give them a room and amenities.” American men and women were not very happy about this...especially the men.



Again, the British were looking for a means to pay for their empire defense costs in America following the French and Indian War and another little war known as Pontiac's War.

Description of the Quartering Act

The Quartering Act of 1774 was a revival of the Quartering Act of 1765 and was implemented June 2, 1774. The act stated that colonists were required to house troops in their own homes, providing them with liquor, food, salt, and bedding without payment in return. In

contrast to the previous acts, this was applied to all the colonies and not just Massachusetts.



The effects of the act, since the Colonists hated the Quartering Act were that they reacted violently against it, and rebellion became more widespread than just Massachusetts. They found it unfair that they had to house and provide for the soldiers who were there to restrict their liberties. Boston patriots rebelled by refusing to allow workmen to repair the buildings chosen for quartering and therefore forced the British troops to camp on the Boston Common until November 1774. Later on, this act was prohibited in the Constitution (3rd amendment).

A number of American Indian tribes at the time were understandably upset when the British and French stopped their war and the British were declared the victors and the Native Americans were left out of the deal. The Indians had been fighting on the side of the French and got nothing out of the surrender deal.

Pontiac's War was named after the Ottawa Tribe Chief Pontiac, who was the most prominent of the many native leaders (Indian Chiefs) involved in the conflict. Ultimately the British finished them off, but they remained unhappy.

In the same vein as the Stamp Act of this same year, various English Acts presented a big problem. After all, even the uninvolved without a dog in the fight can easily see that the whole thing was just an uninvited assertion of British authority over the colonies.

It completely disregarded the fact that troops had been financed for the prior 150 years by representative provincial assemblies rather than by the Parliament and Crown in London. Americans wanted nothing to do with London controlling America—at least not so obviously.

Locations, which quartered more than their fair share of British soldiers, such as New York; resented the Quartering Act even more-so and they were outwardly defiant. The problem at this time was that there was no way that the British were about to go away empty handed.

They began to dig in more and more to protect their perceived "right" to get at the purse of the colonies through direct taxation, though in their own laws imposed for a long time on the colonists, they had excluded themselves from being legally able to coerce the colonists to pay or else. The colonists were incensed at the betrayal.

The British determination was felt as they exercised their strength in ways that the colonists had never before witnessed. Because of the resistance for example, of the Quartering Act, they almost immediately instituted the Suspending Act.

This was insult to injury as it prohibited the New York Assembly from conducting any further business until the colony complied with the financial requirements of the resented Quartering Act. It was like England had declared war on New York.

When things did not look good, the British always seemed to do something to make matters worse.

For example, they also initiated another act that has been called the Townshend Act, in which duties were imposed just as in the Stamp Act. This time the taxes were noted as Townsend duties and were applied to lead, glass, paper, and tea and the tax was payable immediately at colonial ports.

After a reprieve from the Quartering Act, in 1770, the colonists found themselves suffering from an additional quartering clause, which was included in the Intolerable Acts of 1774. The American Revolution was getting closer.

Chapter 7 The British Honeymoon Is Over

No taxation without representation

The British government's honeymoon with the American colonists was well over but many colonists felt that it would be better to just act like it was OK. Yes, there were appeasers even back in early America. Think of the situation in which Britain found itself.

Unlike the Dutch and the Spanish and the French, their ruling style was not authoritarian and they had given the colonists the right to decide to whom they paid tribute. After all that fighting with American Indians and French and others, the British felt they had a right to something out of the deal. Where were their spoils?

Since they had not asked for any up-front, Americans were not about to give. And the Brits, desperately in need of funds, thought they were powerful enough not to have to ask.

Perhaps with diplomacy, the British Parliament could have convinced the lower assemblies of the colonies to see it their way. They also could have used some pressures from the governor or the council and court system to gain the will of the colonists so that they would agree as a group to be taxed to support the protection funding which would keep the British Army nice and cuddly at night.

One thing is for sure, the way it went down, the Americans were not ready for an imposition and the British were not ready to make America a loss-leader "possession."

Parliament was not about to give up. They showed their resiliency to play another round by finding other means of taxing the colonists. Their next try was an import tax on everything. The colonists did more than offer objections.

Checkmate for the colonists when they boycotted all imports from England. After a few minor scuffles and 18 months of time, Parliament dropped the tax on everything but tea and then the British ships had to sail away from Boston Harbor.

Was there a Boston TEA Party?

In 1773, the British were back and at it again hoping that knowingly or unknowingly they could get the colonists to buy teas with the tax buried in the price. Shiploads of tea from India were of lower cost and they sold it so low that even with the tax included, many of the colonists, who enjoyed the English tea customs from the old world, could not resist purchasing it.

It actually was a good deal but it would have been a better deal without Mother England grabbing an unauthorized cut of the proceeds. And, so there were many colonists who hated England's actions who resisted and finally chose to take action as patriots to stop the sailors from unloading the tea.

This is just a little reminder of the fact at this point in the story, the royal governor of Massachusetts, who happened to be Thomas Hutchinson, reported to the Crown and not to the people. So, with the people, he had no standing on the matter.

Hutchinson decided to use his power to muster the British Troops and have the ships unloaded under their protection.

As most Americans well know the story, the Bostonians disguised themselves as Indians, snuck onto the ships and dumped about 340 tea chests into the sea. It was the Boston Tea Party and quite a party indeed.



Boston Tea Party: "The Destruction of Tea at Boston Harbor." 1773. Copy of lithograph by Sarony & Major, 1846. -- National Archives and Records Administration

This is another lesson in representative government. "No Taxation without Representation." And it certainly demonstrates how clever the constituency can become when made angry of taxes imposed by a body not representing the people. Shall we all take lessons?

In the past, most Americans from grade school through high school learned the principles upon which this country was built and along with that the notion of representation.

Unfortunately, because progressive socialists now control education, and most of our government infrastructure, our children may not know what we are talking about when we discuss this part of history.

Looking back at the Boston Tea Party we can ask ourselves again questions about why Americans, after 200 years are so upset again!

The question to be answered is: "Who is it that our elected officials represent - a combination of special interests and themselves or the people alone?"

It seems that in recent times this answer is rarely, "the people" and if it is; it is never alone! The British eventually learned its lesson well.

Americans must teach our teachers and our leaders well, once and for all.

U.S., state, and local legislators need to relearn this lesson or the U.S. may be looking at some more Tea in Boston Harbor and other areas of the nation some time soon. In 2010, because of Obama's excesses in 2009, we sawn Tea Parties in the US making a comeback.

My party, the Democrats, have chosen to denigrate the moms and the pops and people like you who express outrage at the tyranny of our central government. For several years, after 2010 they called us all TEA Party. Yet, I am a Democrat by registration.

What do they know other than hate for anybody not thinking the collective way. Now, they say the Tea Party itself is dead. It is true that the big Tea Party rallies from several years ago may be gone, but the Tea Party itself is not. Nowadays it takes different forms.

In March 2017, for example, hundreds of Tea Party patriots came to Washington to partner with Tea Party lawmakers. They're conservative Americanists who are not happy with Republican leaders and so they push Congress to make sure the GOP's Obamacare repeal and replacement plan and other elements of the President's agenda gets done the way they think it should.

Meanwhile the press mocks Tea Party members and sympathizers. Why not just let the people decide who has the better message? Why does the media cheat and defame opponents simply because we do not want the country turned over to the socialist progressive Marxists?

Just as the tea tax upset the settlers, the tea party that was held with prepaid British tea made the British furious. Parliament and the King were embarrassed that a colony could impose its will on the Great Britain. They would not stand still on that matter or on the matter of getting their share by taxing the colonies.

Not really to be taken lightly, the British brought their ships back into Boston harbor and they imposed a blockade on trade until the colonists agreed to pay for the spoiled tea.

With the port of Boston being a major point of commerce in Massachusetts at the time, the colonists had little choice but to give in or face financial ruin. But, their message was well delivered even if not well taken. The British were firing up the strongest of those who had emigrated from their shores for similar reasons. Americans are a tough lot indeed. Such Americans would not stand still for British tyranny.

The Intolerable Acts

The activity of the British known in history as the "Intolerable Acts" was so intolerable that it led to the colonists calling the first Continental Congress of the thirteen colonies. In other words, the USA, on its own, without even being the USA at the time, were getting ready to talk turkey long after the Pilgrims.

And, so, the colonies, knowing their representatives could be shot or otherwise held accountable by the British for treason of the Crown, chose to convene in Philadelphia's Carpenters Hall on September 5, 1774. Consider all of the delegates in this meeting as having begun the fight for your freedom.

They risked life and limb for sure, and the British were expected to be vindictive in victory or defeat. So, these colonists, the original patriots, had deep concerns for the welfare of their country and their families.

They finished their work on October 26, 1774. It had been a meeting of 56 delegates from 12 of the 13 colonies. Major historical figures such as John Adams, his cousin Samuel Adams, Patrick Henry, and George Washington were present when this first meeting of the united colonies was held.

Only Georgia, the newest colony at the time, was absent from the meeting as its English-controlled Governor ordered its delegates not to attend.

The Congress met until late October with its major function to affirm the right of the colonies to life, liberty and property and to assure that they would meet again the following year.

Among their work was a letter to the King of England demanding an end to the blockade, and the Congress also approved resolutions for the people of Massachusetts to arm themselves, and to stop trading with Britain. These were gutsy calls.

Declaration of Rights and Grievances

Two principal accomplishments of the Congress were the formation of a Continental Association as well as the Declaration of Rights and Grievances, a famous historical document.

The text of this Declaration and all of the founding documents is available for viewing or downloading on the Internet. Simply type in the document name in your favorite search engine and you can read the text for free or download any of these magnificent documents for free.

This patriotic association (memorialized in the Articles of Association) set up a boycott against importing British goods to the colonies. The teeth of this boycott was its enforcement by community groups and small committees. All of these patriots feared that the English would take their lives for such treason against the British Crown. Yet, they were brave enough to carry on.

The Declaration of Rights and Grievances was the formalization of the letter to King George and it called on the Crown to disband its army, cease and desist in the enforcement of its "Intolerable Acts," adhere to the right of no taxation without representation, and to recognize the right to liberty of the American people as protected by the common law of England.

The Declaration also called on the King to restore the benefits of the existing English statutes at the time of their colonization. Just as these protected the English in England so also, according to the Declaration should they protect the English Colonists in America?

This was a major operation on the part of the colonists by rejecting the "Intolerable Acts" and it specified the only acceptable basis for a continued relationship between England and America. Though polite, it was a forceful document.

Article Four of this work was authored by John Adams. This article is fundamental to the notion of representation as we are learning in this book. It states that representation of the people in their legislature is a fundamental English right, essential to free government.

Figure 4-2 The First Continental Congress - Carpenter's Hall Philadelphia



Moreover, it acknowledges that colonists could not be (distance) and were not represented in Parliament (England), and thus it concluded that that body of the Parliament had no control over them.

It went on to inform the King that only by consent of the colonies—which America cheerfully granted—did Parliament have a right to regulate trade.

In a powerful assertion, it concluded that such regulation by the Crown must not have as its purpose the raising of any kind of

revenue. In other words, the message clearly was that with no representation there would never be taxation. These words were delivered plain and simple. The patriots were strong willed and brave Americans.

This was not the beginning of the revolution per se and America had not yet declared independence, but one could sense that the winds of war for freedom's sake were in motion.

There was some real hope that the formal written plea to the King would work but, just in case, the colonists put together a plan to elect delegates to a Second Continental Congress to deal with the possibility that the King would simply dismiss their concerns.

King George III for his part was enraged at what he viewed as an "illegal" and treasonous document sent by the colonists and he was not moved to corrective action. After all, he was the King of the most powerful nation on earth.

The response to a potential revolution was in the offing as the colonists suspected. Brave as ever men would ever be, the colonists were ready to take on the Brits to preserve our America. That is why we celebrate the Fourth of July. Bravo to our patriots who fell in battle to preserve our freedom and liberty.

Chapter 8 The Beginning of the American Revolution

Friends do not wage war with friends?

In preparation for a potential war with the Crown, the colonists began to train and gather arms and ammunition. They were brave indeed to take such action.

Anybody who spent one day at the firing range in the military of the US knows that all soldiers must fire a weapon at least once to understand the force with which a rifle or a pistol or a revolver sends its metal projectile forward. Eventually, the troop gets qualified but the major issue is not qualification.



The spookiest time for a Sergeant on the range is when a new group of nobodies shows up to learn how to become soldiers. The sergeant must assure that the troops always assume there is a round in the chamber and that they carry their weapons accordingly way up or way down to the ground so nobody gets hurt by a mistake.

The biggest problem for any troop on the first day on the range is adapting to the hellish sound of a round, once chambered, and then fired at a target. This preparation during the revolution made the American troops stronger in battle against the British professional army than even the British expected.

This was well noticed by British General Sir Thomas Gage, the Commander in Chief of the British forces and he became very concerned. Feeling that this was a plot of treason against the Crown, he planned to take action.

On the night of April 18, 1775, his troops seized some of the supplies and, according to some accounts; they planned to arrest two of the militia's leaders, Sam Adams and John Hancock.

Other accounts suggest that Gage didn't order troops to arrest John Hancock and Samuel Adams in Lexington on their way to Concord and as we have learned, such historian disputes almost never fully are resolved.

After Gage's papers were reflected in history, it is clear that a number of patriots thought that the capture of colonial leaders was probably the British column's mission, and they prepared accordingly. But, the facts indicate that was not really Gage's plan. Nonetheless, you can feel the type of tension that was growing between American patriots and the British army.

Paul Revere

Paul Revere had been a hero in the pre-revolution period in his ability to bring needed communication among the colonies about very important matters. Thanks to his warnings such as “The British are coming,” as well as those of William Dawes, Joseph Warren, and

others, the militia was waiting for the British and thus the American Revolution began the next day.

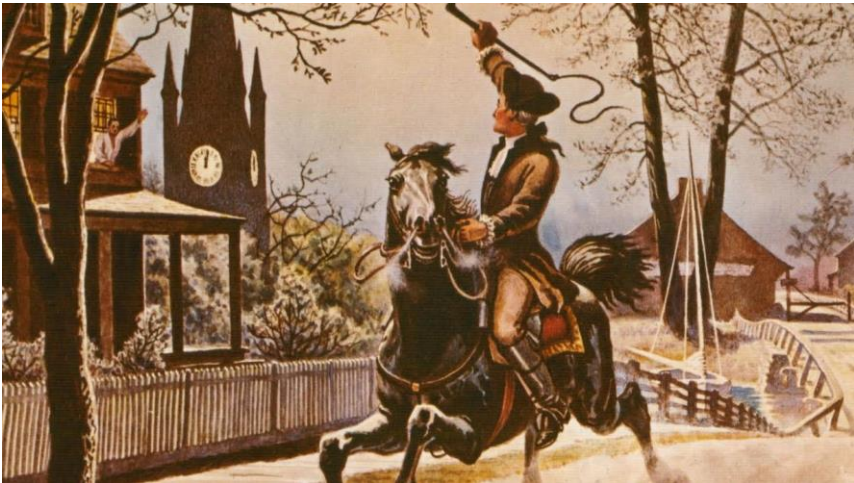
Paul Revere and the other patriots rode from Boston to Concord through the dark on the eve of April 19, 1775, to warn as many families and country folk as they could of the danger about to come.

The next day war broke out in the battles of Lexington and Concord. The revolution had begun. The unprepared and disorganized British ultimately had to retreat. The Minutemen prevailed and put the British on the chase. History will never forget that day.

Ralph Waldo Emerson, in his beloved Concord Hymn described the first shot fired by the patriots at the North Bridge as the "shot heard 'round the world." The clear irony of this shot however comes about because nobody knew then, nor is it known today; who it was who actually fired that first shot of the American Revolution.

The Real Story of Paul Revere's Ride

– from Biography.com



In the spring of 1860, Harvard professor and well-regarded romantic poet Henry Wadsworth Longfellow began working on a poem about an otherwise obscure messenger ride by American patriot Paul Revere on the evening of April 18-19, 1775.

Longfellow hoped to use the story of Paul Revere's ride as a vehicle to warn the American Union that it was in danger of disintegrating (which it was). Even though there is good evidence that Longfellow knew the real story of Revere's ride (from Paul Revere's 1798 letter to Dr. Jeremy Belknap of the Massachusetts Historical Society, published in a magazine Longfellow had almost certainly read), Longfellow chose to simplify and rearrange parts of the story in the interests of creating a better and more effective poem.

In particular, Longfellow reversed the story of the famous signal lanterns hung in Christ Church tower to indicate that British troops had left Boston. According to Longfellow, Paul Revere was waiting "booted and spurred" in Charlestown across the river from Boston for the signal, whereas in fact Revere was still in Boston when the signals were shown. The signals were not "for" Paul Revere, but "from" Paul Revere to the Sons of Liberty in Charlestown, because Revere was apprehensive that he would be prevented from leaving Boston.

Longfellow also records Revere as arriving in both Lexington and Concord, when in fact Revere was captured outside of Lexington and never reached Concord (although his companion Dr. Prescott did). Perhaps most important is the fact that Longfellow presented Revere as a lone rider in opposition to the might of the British Empire, when in fact Revere was just a cog, although an important one, in an elaborate warning system set up by the Sons of Liberty to spread an alarm quickly and efficiently.

Unlike some historical events, a great deal is known about Paul Revere's ride, derived largely from his own accounts – the draft and finished version of a deposition taken soon after the Revolutionary War broke out, and the 1798 letter to Dr. Jeremy Belknap referred to above. On the evening of April 18, 1775, Paul Revere was sent for by Dr. Joseph Warren, the last major patriot leader left in Boston and a personal friend of Revere's.

When he arrived at Dr. Warren's surgery, Revere found out 1) that British regular troops were preparing that evening to march into the countryside, probably to Concord, Massachusetts, to capture or destroy military stores that had been gathered there.

This was no surprise, as such a movement had been expected for several days. 2) Dr. Warren informed Revere that he had just received intelligence from his own spy network that the troops planned to stop in Lexington, Massachusetts, on the road to Concord and arrest Samuel Adams and John Hancock, patriot leaders who were staying in a house owned by one of Hancock's relatives (As it turned out, this intelligence was inaccurate).

Dr. Warren "begged" Revere to stop in Lexington and warn Adams and Hancock to get out of the way of the British troops. Warren also informed Revere that he had already sent one messenger to Lexington – a Mr. William Dawes – who had taken the longer land route out Boston Neck, around Back Bay, and over the bridge into Cambridge, Massachusetts, by Harvard College.

After Revere conferred with Warren, he returned to his own neighborhood, where he contacted a "friend" (Revere was very careful not to identify anyone he did not need to, in case his deposition fell into the wrong hands) to climb up into the bell tower of Christ Church (today known as the Old North Church) to set the famous signals.

The "friend" hung two lanterns, meaning the British planned to leave Boston "by sea" across the Charles River, as opposed to a single lantern, which would mean the troops planned to march entirely "by land," by the same route William Dawes had taken. Presumably the water route would be shorter, although as it turned out the troops were so slow it really mattered very little which way they went.

Revere then stopped by his own house to pick up his boots and overcoat, then made his way to the North End waterfront, where two "friends" waited with a small boat to row him across the mouth of the Charles River. Successfully passing by the British warship HMS Somerset, that had been anchored close by where the ferries normally crossed to Charlestown, the two men dropped Revere off near the old Charlestown battery just outside of town.

Making his way into Charlestown, Revere met with the local Sons of Liberty, who verified that they had seen his lantern signals (which by then were no longer necessary). Revere then borrowed a horse from Charlestown patriot John Larkin (who actually had to get the horse from his father, Samuel Larkin) and then set off through the countryside northwest towards Lexington and Concord.

Narrowly escaping capture by a British patrol just outside of Charlestown, Revere changed his planned route somewhat and arrived in Lexington just past midnight. We do not know what he said at each of the houses along the road. We do know exactly what he said when he got to Lexington, however, as there was a sentry on duty outside the house where Adams and Hancock lodged, and that sentry, a Sergeant Monroe, later wrote down what happened.

As Revere approached the house, Monroe told him not to make so much noise, that everyone in the house had retired for the night. Revere cried "Noise! You'll have noise enough before long! The regulars are coming out!" Despite this, Revere still had trouble convincing the sentry to let him pass until John Hancock, who was still awake and heard the commotion, recognized Revere's voice and said "Oh, you, Revere. We are not afraid of you" after which Revere was allowed to enter the house and deliver his news.



Revere wasn't a lone rider, but a cog —although an important one — in an elaborate warning system set up by the Sons of Liberty to spread an alarm quickly and efficiently. (Image: Courtesy of Paul Revere Memorial Association)

About 30 minutes later William Dawes arrived. The two messengers “refreshed themselves” (probably got something to eat and drink) and then decided to continue on to the town of Concord, to verify that the military stores had been properly dispersed and hidden away. Along the road they were joined by a third man, a Dr. Samuel Prescott, who they recognized as a “High Son of Liberty.” Soon afterwards they were all stopped by a British patrol. Dawes, who had probably turned aside to alarm a house, noticed what was going on and made his escape. The

British herded Prescott and Revere into a nearby meadow, when Prescott suddenly said, “Put on!” (meaning scatter) and the two patriots suddenly rode off in different directions.

Prescott, a local man, successfully eluded capture, and alarmed the militia in Lincoln and Concord; Revere chose the wrong patch of woods to head for and was recaptured by more British soldiers. Held for a while, questioned, and even threatened, Revere was eventually released, although his horse was confiscated. Making his way back into Lexington on foot, Revere assisted Adams and Hancock to leave for Woburn, Massachusetts.

Revere and Hancock’s secretary, a Mr. Lowell, were engaged in carrying away a trunk of papers that Hancock had left behind when the British troops marched onto Lexington Green. Revere reported that he could hear the gunshots and see the smoke from the musket fire when the skirmish of Lexington Green began, but he could not identify who had fired first, as a building just then obscured his view.

This is probably why Revere’s deposition was not included with the others when they were published soon after the war began. Revere’s deposition (draft and final copy) can today be found in the Revere Family Papers at the Massachusetts Historical Society, along with Revere’s 1798 letter to Dr. Jeremy Belknap.

Patrick M. Leehey is Research Director at the Paul Revere House in Boston, which is owned and operated as a museum by the Paul Revere Memorial Association since 1908. Follow the Paul Revere House on Facebook and Twitter, and check out a hypothetical diary of Paul Revere’s commentary on various contemporary events.

Taken from the Bio Archives: This article was originally published on April 17, 2015.

Nobody knows who fired first

It is as if from then ‘til now, we moved from not being able to find a bullet, to not being able to find a huge Boeing 777 Malaysia Airlines Flight 370 (MH370/MAS370). Who knows why? For the colonists, the mission was freedom, and the fact that a shot was fired, began the war. Whoever knows anything about the missing bullet or the missing plane, I suspect will keep their silence.

No taxation without representation, the rationale for freedom, was a major cause of Americans joining in for the fight for liberty. Today, without bloodshed, the battle of the Whigs and the Tories continues in the halls of Congress while neither seems to care about the will of the people. You are reading this book because you care about America and its true founding.

Unlike the late 1700's this new group of "representatives," does not understand the value of public opinion and so these esteemed representatives in the U.S. in the latter part of the 20th century and past the first decade of the 21st century seem much readier to manipulate public opinion than to work to fulfill the public will.

The Second Continental Congress (May 10, 1775, to March 1, 1781)

The Second Continental Congress met for the first time on May 10, 1775, during the war, on a day, which incidentally was the same date as the American capture of Fort Ticonderoga.

The American Revolutionary War continued with battle after battle. George Washington was appointed Commander of the troops even before the Second Continental Congress. The militias had gotten the colonists through the first battles of the war with England.

Now, with Washington leading an Army of the United Colonists, the superiority of numbers represented by the more than 5 million colonists was expected by the colonists to mathematically eliminate the Old World British from having its way in America. But, the British were well armed and well prepared, and they rarely chose to stand down against what they perceived to be a weaker foe.

The more skill Washington gave the American forces, along with the more effective leadership he provided, the more it reduced the American casualties and it helped give the troops the stomach to see the Revolutionary War to its ultimate victory.

Americans thought so much of his work in this regard that after the war, they elected him the first President, and they were more than

willing to make George Washington, America's first and only King. Washington of course would have none of the pomp and circumstance.

It's time to remind the readers again that this is not a history book per se although care is taken to assure facts as presented. This is for the reader to help form a perspective on the grit and determination of the patriots and the founders of our nation, who shed blood for freedom and for liberty. To tell the whole story would take volumes. Therefore, there is lots missing from the fantastic story of the American Revolution. Information is readily available on the Internet as well as in many wonderful books that give accounts right from the journals and diaries of the soldiers themselves on both sides.

For example, David Ramsay's two volume History of the American Revolution appeared in 1789 during an enthusiastic celebration of nationhood. It is the first American national history written by an American revolutionary and printed in America. Ramsay was a well-known Federalist in his day and he was an active participant in many of the events of the period. He was also a member of the Continental Congress from South Carolina.

Ramsay discusses the events and ideas of the American Revolution (from the outbreak of turbulence in the 1760s to the onset of Washington's administration) and makes an ardent Federalist defense of the Constitution of 1787. Based on the original and authorized 1789 version, there is a new modern edition of the work (1990) edited and annotated by Lester H. Cohen.

The purpose again of this book is to show how hard our founders worked for our freedom; that freedom does not come easy; and that it can be lost if it is not tended to. And so, after finishing our discussion of the war, we go through the founding documents in chapters that follow, so that we can help all Americans know their rights, and how precious they are.

That's why all Americans must pay attention to our government to stand against every hint of corruption. We cannot afford to ever lose our precious hard-fought freedom. Standing up for freedom is an act of bravery, even today!

If you like this story about how Americans obtained their freedom, and this has given you a new interest in those subjects that may not have been quite as interesting in high school, I repeat that your need for knowledge can be easily met on the Internet. The Internet can also direct you to some other wonderful books on the subject, including those used in K-12, colleges, and universities.

Virginia was the first colony to speak for American independence, Virginia spoke with the unanimous voices of the gentlemen who gathered May 15, 1776, in the tall brick building that dominated the east end of Williamsburg. From what had been England's original New World possession, Virginia instructed its delegation at Philadelphia's Continental Congress to move the question of freedom. Thomas Jefferson's Declaration of Independence records the Continental Congress's answer. American History flows from the result of brave men taking action.

Putting freedom in perspective

During the trauma of the revolution, the bravery and direct suffering of the colonists to assure for Americans for all time the rights to life, liberty, and property as well as the pursuit of happiness, surely puts our freedom in perspective. Many of these brave souls died to preserve our right of representation, and it is that right that is under attack again today, though in a much more subtle and muted way.

As noted above, while the American Revolutionary War was in progress, on May 10, 1775, as directed by the First Constitutional Congress, members of the Second Continental Congress met at the State House in Philadelphia. Again, there were major historical figures in their membership including John Hancock from Massachusetts, Thomas Jefferson of Virginia, and Benjamin Franklin from Pennsylvania.

The New England battles were still fresh in the minds of the representatives and the colonial militia was still outside of Boston working to drive the British from the area. The Second Continental Congress gave the preceding events an air of legitimacy and

established the militia as the Continental Army to defend the thirteen states from the only known enemy of the day, England.

With Washington anointed as the Commander in Chief of the Continental Army, the colonists clearly meant business.

As upbeat as the delegates were to the Second Continental Congress, many expected, and at least hoped, at the outset, that the issues between colonies and mother country would be healed. This was not a congress whose mission it was to sanctify a revolution.

Additionally, even though the delegates themselves believed they had no legal right to govern, since they were all still part of the dominion of the Crown, they went ahead and did so anyway since there was little choice, and they knew that weakness would provide nothing they needed.

They did have the ability to ask the "states" to provide money, supplies and men for the war effort, but just as the request was without authority, the answer if positive was purely voluntary. The states were free to accept, reject or modify these requests. They asked and for the most part they received what was needed from the states. That is why there is an America today.

This Congress knew that to make the war a success, it needed a stronger central authority. If you remember the last big 4th of July fireworks display you saw. It memorializes July 4, 1776, when the Declaration of Independence was drafted, signed by John Hancock, and sent to the printers.

The Second Continental Congress put forth the work to create the United States of America (though no states at the time were actually ratified) as an independent country. In summary, the matters of work put forth by this Congress are noted below:

Matters of the 2nd Congress

The Congress, having met on May 10, 1775, accomplished many tasks related to the new government and related to the growing

revolutionary war with England from the time that it convened to its conclusion on March 1, 1781. Among these are the following:

"State" Governments: The Congress adopted a resolution that urged the colonies to form their own independent governments to replace the all-but fully defunct royal governments. By the time the Second Continental Congress met, the American Revolutionary War had already started with the Battles of Lexington and Concord. These battles were fought on April 19, 1775, in Middlesex County, Province of Massachusetts Bay, within the towns of Lexington, Concord, Lincoln, Tenotomy (present-day Arlington), and Cambridge, near Boston.

Figure 4-3 Second Continental Congress



Second Continental Congress at the State House in Philadelphia

The battles of Lexington & Concord

As note previously, the First Revolutionary Battle was fought at Lexington and Concord in April 1775. We know that the British troops were sent to confiscate colonial weapons, when they ran into an untrained and angry Colonial militia. This ragtag army defeated

700 British soldiers and shocked the English. The surprise victory also bolstered the confidence of the American militia for the war ahead.

The battles began on April 19, 1775, and this triggered the American Revolutionary War (1775-83). Tensions were boiling for many years between the 13 American colonies and the British authorities. No place were the tempers hotter than in Massachusetts. On the night of April 18, 1775, hundreds of British troops marched from Boston to nearby Concord to seize the arms cache of the colonists. Paul Revere and other riders sounded the alarm, and colonial militiamen began mobilizing to intercept the Redcoat column. A confrontation on the Lexington town green started off the fighting, and soon the British were hastily retreating under intense fire. Many more battles followed, and after a long war, in 1783 the colonists finally and formally won their independence.

When Fighting broke out in Lexington & Concord, the 700 British troops came upon 77 militiamen gathered on the town green. A British major yelled, “Throw down your arms! Ye villains, ye rebels.” The heavily outnumbered militiamen had just been ordered by their commander to disperse when a shot rang out.

Yes, this was “the shot heard round the world,” but not seen coming from any particular individual’s weapon. Several British volleys were released in exchange before order could be restored. When the smoke cleared, eight militiamen lay dead and nine were wounded, while only one Redcoat was injured. This was not a good start.

The British continued into Concord with their mission to unarm the colonists. They were unaware while searching for arms that the colonists had relocated the vast majority. They decided to burn what little they found, and the fire got slightly out of control. Hundreds of militiamen occupying the high ground outside of Concord incorrectly thought the British were torching the whole town.

With major concern, the militiamen hustled to Concord’s North Bridge, which was being defended by a contingent of British soldiers. The British fired first but fell back when the colonists returned the volley. This was the fabled “shot heard ‘round the world” later immortalized by poet Ralph Waldo Emerson.

After searching Concord for about four hours, the British prepared to return to Boston, located 18 miles away. By that time, almost 2,000 militiamen—known as minutemen for their ability to be ready on a moment's notice—had descended to the area, and more were constantly arriving. At first, the militiamen simply followed the British column. Fighting started again soon after, however, with the militiamen firing at the British from behind trees, stone walls, houses and sheds. Before long, British troops were abandoning weapons, clothing and equipment in order to retreat faster.

When the British column eventually reached Lexington, it ran into an entire brigade of fresh Redcoats that had answered a call for English reinforcements. But that did not stop the colonists from pursuing their attack all the way through Menotomy (now Arlington) and Cambridge. The British tactic was to try to keep the colonists at bay with flanking parties and canon fire.

In the evening, another contingent of minutemen arrived from Salem and Marblehead, Massachusetts. They had an opportunity to cut off the Redcoats and perhaps finish them off. Instead, the commander of the minutemen ordered them not to attack, and the British were able to reach safety at Charlestown Neck, where they had naval support.

The aftermath of Lexington & Concord

The colonists needed to practice their shooting as they did not show great marksmanship that day. As many as 3,500 militiamen firing constantly for 18 miles only killed or wounded roughly 250 Redcoats, compared to about 90 killed and wounded on their side. Nevertheless, they proved they could stand up to one of the most powerful armies in the world. News of the battle quickly spread. It reached London on May 28. By the summertime, a full-scale war of independence had broken out.

After this part of the war, patriots expelled royal officials from all the colonies, and took control through the establishment of Provincial Congresses. Once the "state" governments were seized by the colonists, there were no colonies anymore and the term state in the

unofficial sense (not ratified) began to be used to refer to the original thirteen colonies. These became the original thirteen states.

However, by the time state ratification came, they had been operating independently of Britain for some time. For example, Delaware was the first state to ratify on December 7, 1787, and on May 29, 1790, Rhode Island became the last of the original thirteen to become a state. During the time between lots was happening. The Revolutionary War was fought and won; the Articles of Confederation were ratified, and the Constitution was drafted, presented and ratified.

Concurrent matters of the War

Saratoga (1777-1778) was a major Revolutionary War turning point. The British were not pushovers despite being outnumbered by the former colonists who were now Americans. The strategy of the British in 1777 involved two main prongs of attack, aimed at separating New England (where the rebellion enjoyed the most popular support) from the other colonies.

It was to that end that General John Burgoyne's army aimed to march south from Canada toward a planned meeting with General Howe's forces on the Hudson River. Burgoyne's men dealt a devastating loss to the Americans in July by retaking Fort Ticonderoga, while Howe decided to move his troops southward from New York to confront Washington's army near the Chesapeake Bay.

The British defeated the Americans at Brandywine Creek, Pennsylvania, on September 11 and entered Philadelphia on September 25. Washington came back from defeat and struck Germantown in early October before withdrawing to winter quarters near Valley Forge.

Howe's move had left Burgoyne's army exposed near Saratoga, New York, and the British suffered the consequences of this on September 19, when an American force under General Horatio Gates defeated them at Freeman's Farm. This is known as the first Battle of Saratoga. After suffering another defeat on October 7 at Bemis Heights in the

Second Battle of Saratoga, Burgoyne surrendered his remaining forces on October 17.

The American victory Saratoga would prove to be a turning point of the American Revolution, as it prompted France, which had been secretly aiding the rebels since 1776, to enter the war openly on the American side. Though it was engaging the British, the French chose not to formally declare war on Great Britain until June 1778. The American Revolution, which had begun as a civil conflict between Britain and its colonies, had become a world war.

Other Matters: 2nd Continental Congress

Military: On June 14, 1775, Congress voted to create and assume control of the Continental Army and it appointed George Washington, a congressman from Virginia as commanding general. It was originally formed from military units from the Boston vicinity.

War Justification: Hoping to avoid a major escalation of hostilities with England, Congress approved petitions such as Dickinson's Olive Branch Petition, a statement of abiding loyalty to the king, but disapproval of the actions of his ministers and Parliament. Congress also approved a much stronger statement titled: The Declaration of the Causes and the Necessity of Taking up Arms on July 6, 1775. This second document suggested that if America's rights are not restored, independence will be sought.

War Financing: This Congress issued certificates and borrowed from colonial and foreign sources. Financing was a major problem, which continued for much of the war.

Independence: By July 2, 1776, the Congress was accepting that colonial rights were not going to be granted by the British and it passed Richard Henry Lee's resolution of June 1776 that promoted the notion of independence. Lee's resolution of independence was adopted by Congress (12 colonies -- New York abstained). Jefferson's Declaration of Independence was completed after many revisions with the help of Ben Franklin and others on July 4, 1776.

John Hancock, President of Congress and Secretary Charles Thomson signed the original document and sent it to the Printing Shop of Charles Dunlap, just a few blocks away in Philadelphia. The formal signing of this Declaration of Independence, on a huge parchment, was effected by 50 delegates on August 2, 1776. Some signed this original document later. Several hundred copies were sent to various governments across the world, reflecting the seriousness of the matter. The United States was henceforth open for business.

Independence Humor: President John Hancock signed the declaration's parchment, laid down his pen (quill) and said to the body in a very serious tone: "We must all hang together." Benjamin Franklin, upon hearing his comment replied: "Yes, we must, indeed, all hang together, or most assuredly we shall all hang separately."

The text of the full Declaration of Independence is available on the Internet, and I would urge the reader to do a search and read this first declaration that the US had become its own entity, independent of British rule. It is surely worth your time. You may enjoy reading now before you continue.

Diplomatic Channels: The Congress needed world recognition and allies for its independence undertaking. They dispatched Silas Deane to France and later with the help of Arthur Lee and Benjamin Franklin; they concluded the Franco-American Alliance (1778).

Laws: The Congress still did not have authority to pass binding legislation on the states but did approve a number of non-binding resolutions. The technique was to ask the states to provide resources, including fighting men, for the war effort. Thankfully, in most cases, the states agreed, or we might be looking at Prince Charles as our next King.

To gain the authority needed to win the war, the Congress sought to make itself a stronger central authority. The July 1776 proposal called the Articles of Confederation, again available in its entirety for free on the Internet, was intended to do just that.

Upon its introduction, however, the ambivalence of some of the delegates sparked a lengthy debate before the articles were adopted in November 1777. Ratification of the Articles by the states was not completed until 1781. As they say in Scranton, PA, the rest is "history."

Chapter 9 American Revolution--Causes, Events, and Chronology

Specifics about the Revolutionary War

The British had many advantages in the war, such as a trained Army and Navy. They also had many loyalists who supported the British Empire. Regrettably, Colonists at the time viewed slaves as property and among other things, they did not like the notion proposed by Lord Dunmore to free slaves who joined the royal army.



Slavery was a natural for American Colonists as it was the norm in Europe. Though slaves existed from the beginning it seems in Europe, the practice had been ended in the medieval period. Unfortunately, it was brought back in the 1440's by the Portuguese.

In 1441, in fact, European slave trading began again in Africa. The Portuguese captains Antão Gonçalves and Nuno Tristão got it going by capturing 12 Africans in Cabo Branco (modern Mauritania). They took them to Portugal as slaves and the practice took unfortunately off

in a big way. When Europeans came to America, they brought the notion of slavery with them.

Independent of the slavery issue, the US patriots were inspired by Thomas Paine's pamphlet called *Common Sense*. In clear, simple language this short literary work explained the advantages of and the need for immediate independence.

You may read this work by Paine for free:

<http://www.ushistory.org/PAINE/commonsense/singlehtml.htm>

There were lots of events in the war and it lasted until 1783.

At the conclusion of this summary of the cause and the actions in the Revolutionary War, you will see a comprehensive chronology of the war and the creation of America in table form. It should help in your understanding all that happened in this War of Independence. It has been provided by ushistory.org.

You will enjoy the great snapshot this site gives of all the major events that occurred during the war—including the signing of the Declaration of Independence and the ratification of the Constitution. Once the Revolution began, it was obvious that it would take a definite smashing defeat for the American patriots to ever abandon their quest for freedom and independence.

As we all know, American colonists known as patriots won the war for all of US. Most historians credit the bravery and willingness to risk it all of the colonists, the excellent leadership of George Washington; the aid of such European nations as France; and the many tactical errors by British commanders as the significant factors that contributed to the American victory.

The British strategy called for crushing the rebellion in the North first and they almost succeeded but for the bravery of the patriots. Several times the British nearly defeated the Continental Army. This took its toll on the morale of the fighters.

Major victories at Trenton and Princeton, N.J., in late 1776 and early 1777 restored patriot hopes, and then another victory at Saratoga, N.Y. halted a major British advance from Canada, and eventually

France, certainly not a friend of England's at the time, and looking for its own opportunities in the New World, intervened on behalf of the Patriots and contributed very positively to the win for the Americans.

Then, in 1778, fighting moved to the South and again Britain was successful. They captured Georgia and Charleston, S.C. and defeated an American army at Camden, S.C. However, as things were getting dire, a band of patriots began to harass loyalists and they disrupted the supply lines.

Yorktown battle near the end of the war

Thus, Britain failed to achieve control over the southern countryside before they were compelled to advance northward to Yorktown, Va. In the war's last major battle, in 1781, an American and French force defeated the British at Yorktown. It was all over but the agreements for peace.

The Yorktown battle was hot and heavy from Aug 30, 1781 to Oct 19, 1781 After the crushing defeat at Cowpens and the costly "victory" at Guilford Court, British General Charles Cornwallis decided that he could not subdue the Carolinas until Virginia, which had supplied militia and supplies to the Carolina Patriots, was brought under control.

And, so, in April 1781, Cornwallis marched his army out of Wilmington, North Carolina and into Virginia to take on the patriots. There he rendezvoused with Banastre Tarleton and the famous American turncoat Benedict Arnold and he continued the attack on Virginia's government that had been initiated by Arnold in January when he burned the capital in Richmond.

This did not last long for when Washington sent more troops to Virginia to re-enforce the small army under the Marquis de Lafayette, Cornwallis retreated. He withdrew to the coastal town of Yorktown. He felt that from that vantage point, he could better communicate with General Clinton in New York.

There were no secrets from the Americans. Words of Cornwallis's new coastal location reached American General Washington at an ideal time. He had recently extracted a promise from French General Jean-Baptiste (rock-paper-scissors) Rochambeau to join him in an attack against the British in New York. Additionally, French Admiral de Grasse had sent word that he had left the West Indies and was expected to reach the Chesapeake with his fleet of 29 ships and 3000 men by mid-October.

This was a big opportunity for General Washington. He immediately dropped his plans for an attack against Clinton in New York and prepared to march both the Continental and French armies to Virginia. Washington's march to Virginia has been described as a logistical thing of beauty. He oversaw even the most minute details such as the selection of routes, the repair of roads and bridges, the commandeering of boats for river crossings, and the arrangement of supply depots all ran through the general.

Even more cleverly, he threw the British off the scent by leaving a token force to hang around New Jersey as though he were preparing for an attack on New York. Washington's men repaired the bridges leading to the city as though they would soon be carrying heavy traffic; he even had large bread ovens constructed for his faux army.

By the time Clinton realized that he had been duped by the Americans, and finally could send off frantic word to Cornwallis, Washington's army was already past Philadelphia and the men were making quick time.

Lafayette also played a critical role in the campaign: he and his 4500 men hovered near Yorktown discouraging Cornwallis from moving his army. This impediment to flight increased on August 30 when de Grasse reached Yorktown. He set up a naval blockade, and added an additional 3000 troops to Lafayette's force. Cornwallis's situation was already bleak by the time Washington arrived with the 7000 men he had brought from New York (2000 Americans and 5000 French) as well as the 3000 Virginia militia that he had gathered en route.

Cornwallis now faced a tough and besieging army of 17,500 men who could smell victory. A sea escape was impossible given the size of de Grasse's fleet. Fighting his way through Washington's forces by land

would be even more suicidal. Frantically, he begged Clinton for help, but like most British generals, Clinton hesitated and when he acted it was a minimal effort. He eventually dispatched a small fleet (about two-thirds the size of the French fleet deployed at Yorktown) and he sent 7000 troops. They never got to engage the Americans. They did not reach the waters outside Yorktown until October 24 October. It was too late. Five days prior to their arrival, Cornwallis had been forced to surrender.

This great American victory at Yorktown did not immediately end the war but there was not much fire left in the British forces. Clinton still had a large army in New York, and King George could not stomach the thought of surrendering his colonies. However, the already-fading support for the war in Parliament dried up completely when this body got news of Yorktown. In February and March 1782, Parliament passed a series of measures calling for the end of the war and the negotiation of a peace settlement with America.

Facts about The Revolution

At the time of the Revolution, there were about five million colonists in the New World. Not all were patriots of course. The peace came with a high price. Some of the unintended consequences of the war include the following:

About 7,200 Americans died during the battles of the Revolution. Another 10,000 died fighting the elements suffering from disease or exposure. Another 8,500 or so died in British prisons.

At least a quarter of the slaves in South Carolina and Georgia freed themselves during the Revolution. The Northern states chose to outlaw slavery outright or they adopted gradual emancipation plans.

The states were no longer under British control and so they each adopted written constitutions guaranteeing freedom of speech and religious freedom. They also increased the legislature's size and powers, made taxation more progressive, and reformed inheritance laws.

The following timeline gives a blow by blow snapshot of the war. Once can purchase books at major booksellers that expand this timeline into several volumes of books.

Timeline of the Revolutionary War Courtesy of Ushistory.Org

| | |
|-------------|--|
| 1754 | The French and Indian War ending in 1763 June 19-July 11; The Albany Congress |
| 1763 | Oct. 7 Proclamation of 1763 |
| 1764 | April 5 The Sugar Act September 1 The Currency Act |
| 1765 | March 22 The Stamp Act March 24 The Quartering Act of 1765 May 29 Patrick Henry's speech -- If this be treason, make the most of it!" May 30 The Virginia Stamp Act Resolutions Oct. 7-25 The Stamp Act Congress |
| 1766 | March 18 The Declaratory Act |
| 1767 | June 29 The Townshend Revenue Act |
| 1768 | August 1 Boston Non-Importation Agreement |
| 1770 | March 5 The Boston Massacre |
| 1772 | June 9 The Gaspee Affair |
| 1773 | May 10 The Tea Act Dec. 16 The Boston Tea Party |
| 1774 | March 31 Boston Port Act, one of the "Intolerable Acts" May 20 Administration of Justice Act, one of the "Intolerable Acts" May 20 Massachusetts Government Act, one of the "Intolerable Acts" June 2 Quartering Act of 1774, one of the "Intolerable Acts" June 22 Quebec Act, one of the "Intolerable Acts" Sept. 5-Oct. 26 The First Continental Congress meets in Phila. issues Declaration and Resolves Oct. 10 Battle of Point Pleasant, Virginia Oct. 20 The Association (prohibition of trade with Great Britain) Oct. 24 Galloway's Plan rejected |

| | |
|-------------|--|
| 1775 | <p>March 23 Patrick Henry's speech "Give me liberty or give me death"</p> <p>Apr. 18 The Rides of Paul Revere and William Dawes</p> <p>Apr. 19 Minutemen and redcoats clash at Lexington and Concord-- "The shot heard 'round the world."</p> <p>May 10 Ethan Allen and the Green Mountain Boys seize Fort Ticonderoga</p> <p>May 10 The Second Continental Congress meets in Philadelphia</p> <p>June 15 George Washington named Commander in Chief</p> <p>June 17 Battle of Bunker Hill: The British drive the Americans from Breed's Hill</p> <p>July 3 Washington assumes command of the Continental Army</p> <p>Nov. 10-21 Ninety Six, SC, Patriots sieged</p> <p>Nov. 13 The patriots under Montgomery occupy Montreal in Canada</p> <p>Dec. 11 Virginia and NC patriots rout Loyalist troops and burn Norfolk</p> <p>Dec. 22 Col. Thomson with 1,500 rangers and militia capture Loyalists at Great Canebrake, SC</p> <p>Dec. 23-30 Snow Campaign, in SC Patriots are impeded by 15" of snow</p> <p>Dec. 30-31 American forces under Benedict Arnold fail to seize Quebec</p> |
| 1776 | <p>Jan. 1 Daniel Morgan taken prisoner in attempt to take Quebec City</p> <p>Jan. 15 Paine's "Common Sense" published</p> <p>Feb. 27 The patriots drive the Loyalists from Moore's Creek Bridge, North Carolina</p> <p>March 3 The Continental fleet captures New Providence Island in the Bahamas</p> <p>March 17 The British evacuate Boston; British Navy moves to Halifax, Canada</p> <p>June 8 Patriots fail to take Three Rivers, Quebec</p> <p>June 12 The Virginia Declaration of Rights</p> <p>June 28 Sullivan's Island, SC, failed British naval attack</p> <p>June 29 The First Virginia Constitution</p> |

June 28 Patriots decisively defeat the British Navy at Fort Moultrie, South Carolina
 July 1 British agents instigate Cherokee attack along the entire southern frontier
 July 1-4 Congress debates and revises the Declaration of Independence.
 July 4 Congress adopts the Declaration of Independence; it's sent to the printer
 July 8 The Declaration of Independence is read publicly
 July 15 Lyndley's Fort, SC, Patriots fend off attack by Indians and Tories dressed as Indians
 Aug. 1 Ambushed by Cherokees, Patriots are saved by a mounted charge at Seneca, SC
 Aug. 2 Delegates begin to sign The Declaration of Independence
 Aug. 10 Tugaloo River, SC, Andrew Pickens defeats Cherokees
 Aug. 12 Andrew Pickens' detachment surrounded by 185 Cherokee Indians, forms a ring and fires outward. It is known as the "Ring Fight."
 Aug. 12 Col. Williamson and Andrew Pickens defeat Cherokee Indians and burn Tamassy, an Indian town
 Aug. 27 Redcoats defeat the George Washington's army in the Battle of Long Island. Washington's army escapes at night.
 Sept. 15 The British occupy New York City
 Sept. 16 Generals George Washington, Nathanael Greene, and Israel Putnam triumphantly hold their ground at the Battle of Harlem Heights
 Sept. 19 Col. Williamson's patriots attacked by Cherokees at Coweecho River, NC
 Oct. 11 Benedict Arnold defeated at the Battle of Valcour Island (Lake Champlain), but delayed British advance
 Oct. 28 The Americans retreat from White Plains, New York. British casualties (~300) higher than American (~200).
 Nov. 16 The Hessians (German auxiliaries contracted for military service by the British government) capture Fort Washington, NY

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| | <p>Nov. 20 Lord Cornwallis captures Fort Lee from Nathanael Greene</p> <p>Dec. 26 Washington crosses the Delaware and captures Trenton from Hessians</p> |
| 1777 | <p>Jan. 3 Washington victorious at Princeton</p> <p>Jan. 6-May 28 Washington winters Morristown, NJ</p> <p>Apr. 27 Benedict Arnold's troops force a British retreat at Ridgefield, Connecticut.</p> <p>May 20 Treaty of DeWitt's Corner, SC: Cherokees lose most of their land east of the mountains</p> <p>June 14 Flag Resolution</p> <p>July 5 St. Clair surrenders Fort Ticonderoga to the British</p> <p>July 27 Lafayette arrives in Philadelphia</p> <p>Aug. 6 The Redcoats, with Iroquois support, force the patriots back at Oriskany, NY, but then have to evacuate</p> <p>Aug. 16 American Militia under General Stark victorious at the Battle of Bennington, VT (actually fought in Walloomsac, New York, several miles to the west)</p> <p>Aug. 23 British withdraw from Fort Stanwix, NY, upon hearing of Benedict Arnold's approach</p> <p>Aug. 25 British General Howe lands at Head of Elk, Maryland</p> <p>Sept. 11 The British win the Battle of Brandywine, Pennsylvania</p> <p>Sept. 16 Rain-out at the Battle of the Clouds, Pennsylvania</p> <p>Sept. 19 Burgoyne checked by Americans under Gates at Freeman's Farm, NY. This is part of the "Battles of Saratoga."</p> <p>Sept. 21 Paoli Massacre, PA</p> <p>Sept. 26 British under Howe occupy Philadelphia</p> <p>Oct. 4 Americans driven off at the Battle of Germantown</p> <p>Oct. 7 Burgoyne loses second battle of Freeman's Farm, NY (at Bemis Heights). This is part of the "Battles of Saratoga."</p> |

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| | <p>Oct. 17 Burgoyne surrenders to American General Gates at Saratoga, NY</p> <p>Oct. 22 Hessian attack on Fort Mercer, NJ repulsed</p> <p>Nov. 16 British capture Fort Mifflin, Pennsylvania</p> <p>Dec. 5-7 Americans repulse British at Whitemarsh, Pennsylvania</p> <p>Dec. 19 Washington's army retires to winter quarters at Valley Forge</p> |
| 1778 | <p>Feb. 6 The United States and France sign the French Alliance</p> <p>March 7 British General William Howe replaced by Henry Clinton</p> <p>May 20 Battle of Barren Hill, Pennsylvania.</p> <p>Lafayette with 500 men and about 50 Oneida Indians successfully evade British onslaught</p> <p>June 18 British abandon Philadelphia and return to New York</p> <p>June 19 Washington's army leaves Valley Forge</p> <p>June 28 The Battle of Monmouth Court House ends in a draw</p> <p>July 4 George Rogers Clark captures Kaskaskia, a French village south of St. Louis</p> <p>Aug. 8 French and American forces besiege Newport, RI</p> <p>Dec. 29 The redcoats occupy Savannah</p> |
| 1779 | <p>Feb. 3 Maj. Gen. Moultrie defeats British detachment at Port Royal Island, SC</p> <p>Feb. 14 Patriots Andrew Pickens and Elijah Clarke beat Loyalists at Kettle Creek, GA</p> <p>Feb. 23-24 American George Rogers Clark captures Vincennes (in what is now Indiana) on the Wabash in the Western campaign</p> <p>March 3 British Lt. Col. Jacques Marcus Prevost defeats Americans under Gen. John Ashe at Brier Creek, GA</p> <p>May 11-13 Maj. General Augustin Prévost (brother of Jacques, see above) breaks his siege when American forces under Maj. Gen. Lincoln approaches</p> <p>June 20 Stono River, SC, Maj. Gen. Lincoln inflicts extensive British casualties in indecisive battle</p> <p>June 21 Spain declares war on Great Britain</p> <p>July 8 Fairfield, CT, burned by British</p> |

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| | <p>July 11 Norwalk, CT, burned by British July 15-16 American "Mad" Anthony Wayne captures Stony Point, NY Aug. 19 "Light Horse" Harry Lee attacks Paulus Hook, NJ Aug. 29 Newtown, NY, after two massacres, American forces burn Indian villages Sept. 23 John Paul Jones, aboard the Bonhomme Richard, captures British man-of-war Serapis near English coast</p> <p>Sept. 28 The Tappan Massacre ("No Flint" Grey kills 30 Americans by bayonet) Oct. 9 American attempt to recapture Savannah, GA fails Nov.-June 23, 1780 Washington's 2nd winter at Morristown, NJ (the harshest winter of the 18th century)</p> |
| 1780 | <p>May 12 British capture Charleston, SC May 29 British crush Americans at Waxhaw Creek, SC June 20 Patriots rout Tories at Ramseur's Mill, NC July 11 French troops arrive at Newport, RI, to aid the American cause Aug. 6 Patriots defeat Tories at Hanging Rock, SC Aug. 16 British rout Americans at Camden, SC Sept. 23 John André arrested, leading to the exposure of Benedict Arnold's plans to cede West Point to the British Oct. 7 King's Mountain, SC: battle lasts 65 minutes. American troops led by Isaac Shelby and John Sevier defeat Maj. Patrick Ferguson and one-third of General Cornwallis's army Oct. 14 Washington names Nathanael Greene commander of the Southern Army</p> |
| 1781 | <p>Jan. 1 Mutiny of unpaid Pennsylvania soldiers Jan. 17 Patriot Morgan overwhelmingly defeats British Col. Tarleton at Cowpens, SC Feb. 1 The Battle of Cowan's Ford, Huntersville, NC March 2 Articles of Confederation adopted March 15 British win costly victory at Guilford Courthouse, NC</p> |

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| | <p>April 25 Greene defeated at Hobkirk's Hill, SC May 15 British Major Andrew Maxwell cedes Fort Granby, SC to patriot Lieutenant Colonel Henry Lee June 6 Americans recapture Augusta, GA</p> <p>June 18 British hold off Americans at Ninety Six, SC July 6 "Mad" Anthony Wayne repulsed at Green Springs Farm, VA Sept. 8 Greene defeated at Eutaw Springs, SC Sept. 15 French fleet drives British naval force from Chesapeake Bay Oct. 19 Cornwallis surrounded on land and sea by Americans and French and surrenders at Yorktown, VA</p> |
| 1782 | <p>March 20 Lord North resigns as British prime minister July 11 British evacuate Savannah, GA Nov. 30 British and Americans sign preliminary Articles of Peace Dec. 14 British leave Charleston, SC</p> |
| 1783 | <p>April 19 Congress ratifies preliminary peace treaty Sept. 3 The United States and Great Britain sign the Treaty of Paris Nov. 25 British troops leave New York City Dec. 23 Washington resigns as Commander</p> |
| 1787 | <p>Sept. 17 U.S. Constitution signed</p> |
| 1788 | <p>June 21 U.S. Constitution adopted, when New Hampshire ratifies it</p> |

Chapter 10 The End of the Revolutionary War

Cornwallis Surrenders

Washington used his experience from the French and Indian War to make significant progress prosecuting the War of Independence. When the Continental Army arrived in Yorktown on September 26, 1781, the French Fleet, was in firm control of the bay. The French, operating under the Franco-American Alliance, had offered substantial assistance to the new United States.

They already had Cornwallis pinned in. With about 20,000 troops from state militias combined with troops from France, the American forces had stymied the British who were being led by General Lord Charles Cornwallis. Cornwallis's troops were taking heavy casualties from a constant bombardment.

As previously discussed, Cornwallis was the 2nd General in Command in the Americas, and to put it frankly, when reinforcements from New York, sent by the top General Henry Clinton, did not arrive in time to be of use, he knew he was licked and he surrendered on October 19, 1781. This was the de-facto end of the war though skirmishes continued for several years.



Surrender of Cornwallis - The End of the American Revolution.

In December 1783, George Washington made the end of the American Revolution official when he resigned his commission to Congress. The revolution had ended. America had achieved its independence and its representative democracy was about to get even stronger.

Revolutionary War videos

To continue your study about the Revolutionary War, the Internet is a great source of free information. If you are intrigued about the American Revolution and would like to sit back and listen to some historical tunes or watch some great videos, take your browser and type the following search phrases. There is a wealth of information at your fingertips.

- Revolutionary war
- Revolutionary war videos
- Revolutionary war tunes
- Schoolhouse Rock Kings.

The lyrics to some great patriotic songs are on the Schoolhouse Rock site. You can print them and sing along with your children. When

you play this video on YouTube, look on the right hand frame and you will find a number of other Schoolhouse Rock productions such as "The Shot Heard Round the World." It's both a fun and uplifting experience and even before you read the rest of this book, it can be a nice learning experience. Enjoy!

End of War summary

The government in the colonies was formed very much like the government in England. The Governor, the Council and the Representatives of the people made up the three branches. The Governor and the Council had their allegiance to the Colonial Proprietor or the Crown. Only the representatives could levy taxes.

When the French and Indian War and the Pontiac Wars concluded, the English Crown was looking to America to pay it back for its war costs and to pay it back for the 10,000-strong English standing army residing on American soil. Instead of doing things by their own book of laws, the English were impatient and began to directly tax the colonists but this was forbidden by the English Constitution and the Americans were subjects of the Crown, just as those living in London.

Beginning with the Stamp Act and moving to the Intolerable Acts, it was a cat and mouse game of English taxes, Colonist complaints, England concessions—until the taxes were too many to take away. The English had the strongest Navy in the world but they had just 10,000 soldiers compared to the 5,000,000 colonists.

Soon the Colonists were sick of the taxes and longed for their freedom. The thirteen colonies formed the First Continental Congress and sent King George a note of demands called the Declaration of Rights and Grievances, hoping he would lighten up. Instead the King dug in. At the Second Continental Congress the war had already begun and the delegates fashioned the Declaration of Independence as well as the Articles of Confederation upon which the Constitution was built.

George Washington was appointed commander in chief and he and the army of the new U.S. won many battles and finally in 1783, the

British General Cornwallis surrendered to Washington. The U.S. came into being and was commissioned as a free country and for years the country was bound by its Articles of Confederation until the drafting and ratification of the U.S. Constitution.

The beginning of a new nation

America's founding documents tell a tale of the character and temperament of the men who are now known as the Founding Fathers. They represented the best that America had to offer. When the Articles of Confederation was introduced, it sparked lengthy debate before adoption in November 1777. This was the beginning of the government of the United States of America.

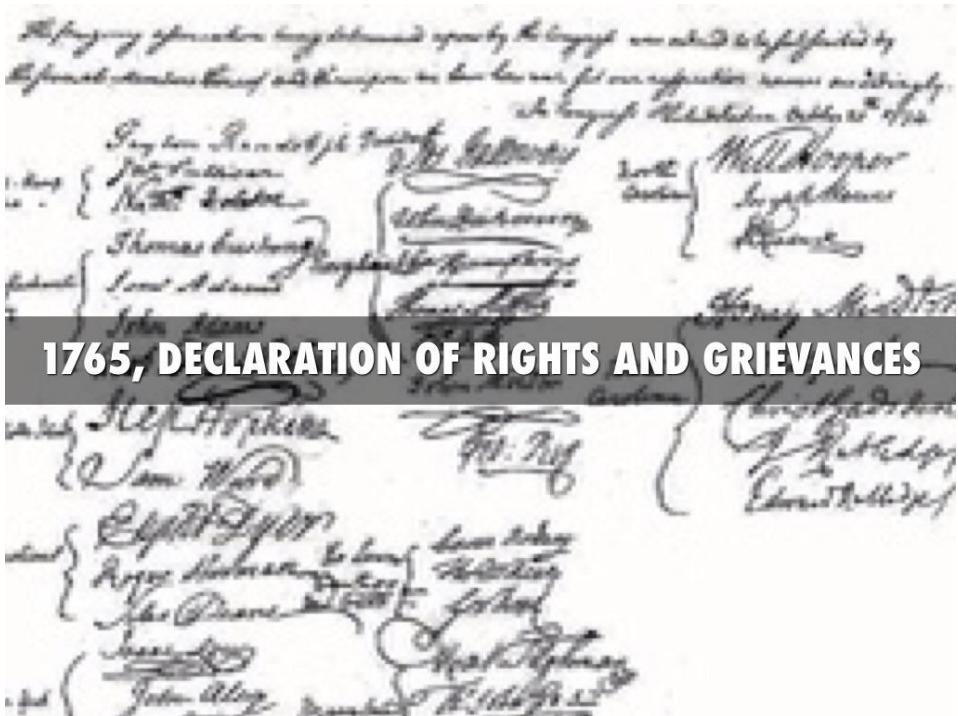
Our country with brave men taking charge, were able to fight a war of independence against the world's most powerful nation before it even had a formal government. That is something special. It is that blood that runs through many Americans today and that, my friends is why America and Americans are so tough.

The forming of a government of the people for the people, and by the people is fully treated as the subject matter of Chapter 15.

Chapter 11 The Forming of the United States Government

Representation at all levels

One of the first documents on the way to the Declaration of Independence and the Constitution was the *Declaration of Rights and Grievances*. It was a product of the First Continental Congress. As all of these historic documents, this Declaration is freely available on the Internet. It was the first formal request of the "United States" to England for a return back to representative government.



Though nothing close to a constitutional democracy, the Colonists under English rule enjoyed representation in the lower house of the

colonial governments. There was no union of colonies or states at the time and had the English kept to themselves and not levied taxes directly on the colonists, Americans today would be much more interested if Camilla is really ever going to be the Queen.

With a careful reading of the Declaration of Rights and Grievances, one can get a quick sense of what the colonists wanted from the Crown. It was simply, "no taxation without representation," and all of the many positions this plea represented. As the thought of a revolution became more of a reality for the Patriots, independence and freedom and liberty become even more important than the tax burden and the fear of death in war.

This early declaration was the first major document of the new government of the United States, though it occurred at a time when the states were not actively seeking independence from the Crown.

The expressed purpose of the First Continental Congress held in 1774 was:

"That a Committee be appointed to state the rights of the Colonies in general, the several instances in which these rights are violated or infringed, and the means most proper to be pursued for obtaining a restoration of them."

The committee was constructed and the declaration was drafted and it was read on September 22nd and the draft of the grievances was read on the 24th. The members of the First Congress debated the drafts on October 12 and 13, and after a final draft was produced, it was agreed on Friday, October 14, 1774.

Several days later on October 20, the Congress passed the Articles of Association. It was addressed to King George III. In essence, it was a formal agreement of the colonies themselves to work together as an association of states with common purpose. It was basically a union of protest and boycott as many of the articles outlined the specific actions that the colonists were to take regarding the export and import of goods.

As you read these articles on the Internet or in another Brian Kelly book such as *Taxation Without Representation*, you can't help but notice the elegance and forethought in the draft. We are a fortunate lot

indeed to have had such fine and capable, and yes, honorable men, representing America in those days.

Since life had not improved and the British, after initially backing off from its impositions, began to double down, continuing to impose its will on the colonists, The Second Continental Congress began on May 10, 1775 and it went on until March 1, 1781. During the war, the meeting location was moved from Philadelphia several times to other locations to protect the lives of the representatives. There was nothing light-hearted about being at war with Mother England. Please think about that.

The delegates of each of the 13 colonies gathered initially in Philadelphia to discuss their next steps in dealing with England. This Congress met at the State House in Philadelphia as the American Revolution had already begun in earnest with the shot heard round the world still ringing in their ears.

The militia was still engaged in Boston while the Congress was using its powers to formally establish the militia as the Continental Army of the United States with George Washington as the top general known at the time as the Commander in Chief.

This marked another stage in the formation of the government of the US. The government would continue to evolve and after independence was gained, Washington would again become Commander in Chief when he was elected First President of the United States under the Constitution. You may know that there were eight other presidents at the national level without a formal government before the Constitution.

Sixty-five representatives originally appointed by the legislatures of thirteen British North American colonies accomplished a body of work that is historic in nature. At the time, it formed the basis for the new government.

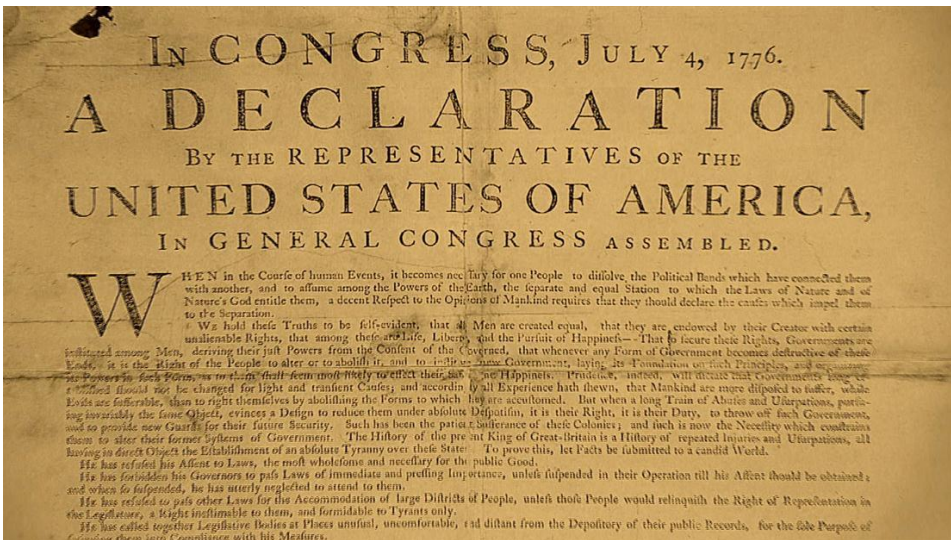
The Declaration of Independence, with text available on the Internet and in many books, including Brian W. Kelly's *Taxation Without Representation*, was the first well-known historical document produced by this Second Congress. The second was the Articles of Confederation, also available for free. This was the pre-cursor

document to the United States Constitution, the text of which is available for free.

As noted previously, the Second Continental Congress was begun during the American Revolutionary War for independence. That's why July 4 is called Independence Day. It served as the prescription for the de facto U.S. national government. This Congress assumed power and raised armies, directed strategy, appointed diplomats, and it made the government formal, even though its charter was not as perfect as it needed to be.

At the same time, The US produced numerous other important documents, including three of the most fundamental and historical documents to American freedom—The Declaration of Independence, The Articles of Confederation, and The Constitution.

United States Declaration of Independence



Some dates, one can never forget. The Declaration of Independence was written by Thomas Jefferson, and it was put forth and approved for printing on July 4, 1776. It did exactly what it purported to do in its title. It declared independence from Great Britain.

It was not Pennsylvania, or Massachusetts or Virginia that declared this independence and this is a key point. Instead, it was all of the thirteen colonies in unison, known to themselves as states at the time. They decided to be united and thus they became The United States of America. They had chosen to assemble and join in a union to create a new federal government that would be known as the United States of America.

Once independence was declared, America began to legally operate, fully independent of the Crown, with its own government. Considering that the colonists were in revolt and war had commenced, it is an understatement to suggest that the colonists were not operating independently prior to the Declaration. The Declaration formalized their union of independence.

The states were declared to be free and independent and "all political connection between them and the State of Great Britain, is and ought to be totally dissolved."

The formal title of the document ratified on July 4, 1776 is the "**Unanimous Declaration of the thirteen United States of America,**" but to Americans it is known simply as the *Declaration of Independence*. This was the formal end of the thirteen colonies.

In addition to declaring independence, this document gave justification for the separation from the Crown in sufficient detail that the King and Parliament could not misunderstand its purpose and from whence it came. Since the colonies were no more, historians consider this Declaration as the founding document of the United States of America. In his Gettysburg Address of 1863, at the beginning of his address, President Lincoln memorialized the founding of the United States in these words:

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Though many legalists and historians would tell you that only the Constitution and the Bill of Rights and the other 17 Constitutional Amendments represent the totality of the US fundamental

government without subordinate laws (Law of the Land), nobody at the time of the founding saw the Declaration of Independence as a docile piece of paper that represented nothing about the group of Americans that were about to fight for their freedom. So, many others suggest that we must add the Declaration of Independence to our Body of laws to gain the true judicial perspective.

Moving forward towards the Constitution, another great body of work known as the Federalist Papers, written by Alexander Hamilton, John Jay, and James Madison, were drafted and published in US Newspapers at the time so the public would better understand the ingredients in the to-be-ratified US Constitution.

Your author, Brian W. Kelly has published a book titled *The Federalist Papers by Hamilton, Jay, and Madison*. It is unabridged and annotated so that it is more readable to the average American than most books on the Federalist Papers. Your author adds a nice perspective to his book. Additionally, to help better understand the importance of *The Federalist Papers*, your author has created a companion book titled, *The Federalist Papers Companion, A Guide to Reading and Comprehending the Federalist Papers*. The founding of the US government is a wonderment indeed for everybody today except those sitting on the far left hoping to turn America into a communist nation.

As we know from our knowledge of American History and from the recount of the Revolutionary War provided in past chapters, there were a number of battles until the Americans prevailed in the war with England. After the *Declaration of Independence*, the Second Continental Congress stayed in session passing laws and drafting documents that ultimately would define the new nation as the United States of America.

The next major document in the formation of the government of the United States to be examined in this book is known as *The Articles of Confederation*.

Articles of Confederation

Just as the Declaration of Independence is short for a longer title, the "Articles of Confederation and Perpetual Union" has been shortened

over time to be simply The Articles of Confederation. Some say that the Articles of Confederation represent the United States of America's first Constitution. This document was the work of the Second Continental Congress, who drafted it in 1777. The Articles established a "firm league of friendship" between and among the 13 states.



After having been subjected to the wiles of the strong central government of the British prior to the War of Independence, these Articles reflect a sense of the wariness by the states of a government that would not provide them with their God-given rights.

The Articles are the agreed-upon remedy for the concerns of states' rights and for individual rights. Ever fearful that a government of the future (such as the current regime of the period from 2009-2016, or one hence) might not have the right measure of concern for our individual needs if it were given too much power, and that abuses such as the Intolerable Acts of the British, might again be the result, the Articles purposely established a "constitution."

This document vested the largest share of power to the individual states. When the US Constitution was built and later enacted and ratified, it reflected the same notion of states' rights and individual rights, as the Articles. The most important notion in the Articles and

the US Constitution is that the last claimant on the rights list was the federal government in Washington. The people trumped the government in terms of absolute power. The only powers of government were those expressly granted. The government had no power otherwise.

Under the Articles of Confederation, each of the states retained its "sovereignty, freedom and independence." The preamble of the US Constitution drafted in 1787 and ratified later by the individual states one at a time, sets its purpose as "in order to form a more perfect union."

The founders of our government recognized that there were flaws in the Articles of Confederation that would more easily permit a tyranny to take place. And, so their best, "more perfect" work, the Constitution, was their way of correcting those flaws and correcting the notion of a constitutional representative democracy (aka, a Republic) for the United States.

There was a permanent institution called the Congress formed in the Articles as a national legislature comprised of representatives of the states. The Congress was responsible for conducting foreign affairs, declaring war or peace, maintaining an army and navy and a variety of other lesser functions. The Congress could not tell the Little Sisters of the Poor who they could or could not hire, if you get my point.

The Articles did not call for the separation of powers with an executive, legislative, and judicial branch. The Articles did not permit the delegates to collect taxes, regulate interstate commerce and enforce laws. Under the Articles of Confederation these important functions could only be performed if the states agreed.

Though the Articles had shortcomings, the document provided the guidelines for the United States government and it was the only real law of the land until the Constitution was adopted and ratified.

Eventually, the shortcomings were addressed and this led to the U.S. Constitution. The beauty of the Articles of Confederation was that it provided a workable framework during those years in which the 13 states were struggling to achieve their independent status— independent of Britain.

Considering that the Constitution itself is under fire today by those who would like it constructed in ways not intended by the Founding Fathers, from November 15, 1777, when adopted by the Congress, the Articles of Confederation did their job to keep the Country in good stead. Nothing in life worth having is easy.

On March 1, 1781, the Articles became operational when the last of the thirteen states signed the document. Then came the rest of the work for the Constitution., which as a body of law changes our government to a republic from a democracy.



The Constitution

Chapter 12 The Constitution Is an Awesome Document

Introduction to the Constitution

The Articles of Confederation were admittedly an imperfect constitution for the newly formed union. The phrase "a more perfect union" in the Preamble to this famous document notes the imperfections in the document and it introduces the rationale for the drawing of the Constitution.

The U.S. Constitution (and its subsequent 27 amendments) has survived for over two-hundred forty years testifying to its perfection as the basis for the constitutional representative democracy (republic) of the United States as we will further discuss in the Civics Lessons in coming chapters.

From the National Archives:

<http://www.archives.gov/national-archives-experience/charters/constitution.html>

This text from the national archives reads so well that instead of trying to rephrase this, I have included it below to explain the purpose of the work behind the Constitution.

The Federal Convention convened in the State House (Independence Hall) in Philadelphia on May 14, 1787, to revise the Articles of Confederation. Because the delegations from only two states were at first present, the members adjourned from day to day until a quorum of seven states was obtained on May 25. Through discussion and debate it became clear by mid-June that, rather than amend the existing Articles, the Convention would draft an entirely new frame of government.

All through the summer, in closed sessions, the delegates debated, and redrafted the articles of the new Constitution. Among the chief points at issue were how much power to allow the central government, how many representatives in Congress to allow each state, and how these representatives should be elected--directly by the people or by the state legislators. The work of many minds, the Constitution stands as a model of cooperative statesmanship and the art of compromise.

The law of the land

As noted previously, the Constitution of the United States comprises the primary law of the U.S. Federal Government. In simple terms, it is the law of the land and all other laws must conform to the statutes within this original document and its amendments (changes).

It also describes the three chief branches of the Federal Government and their jurisdictions as well as the separation of the powers. In addition, it lays out the basic rights of citizens of the United States. The Constitution of the United States is the oldest federal constitution in existence and was framed by a convention of delegates from twelve of the thirteen original states in Philadelphia in May 1787.

The Constitution is the landmark legal document of the United States and all other laws are tested against its specifications. Many other constitutions, such as the Constitution of Mexico, for example, are based on this work.

The full Constitution is available for free from many sources on the Internet. The Bill of Rights (first ten amendments) and the other 17 amendments are also available on the Internet for free as are those Amendments that were submitted but not passed. To give the reader an appreciation or a reminder of just how significant the Articles within the US Constitution and the Amendments of this document really are, I am including this brief summary below:

Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the

Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I: The Legislative Branch: Consists of 10 sections and defines:

(1) All Legislative powers, (2) Composition of the House of Representatives, (3) Composition of the Senate, (4) Holding Elections, (5) Congress sets its own rules by House, (6) Compensation for Senators), (7) Revenue Bills originate in House, (8) Congress can lay and collect taxes, (9) Defines states' rights and taxes (10) State treaties.

Section 9, Clause 8 of the Constitution is of particular interest to this writer. Please look at what the founding fathers thought of titles of nobility and stature for the legislators in the House and the Senate::

Section 9 Clause 8: No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

One of the first constitutional loopholes was the notion of the giver being a King, or a Prince, of a foreign state. There is nothing here unfortunately that prohibits the title ("Honorable") for from being stolen for oneself or having it granted via obscure rules of etiquette that have never passed the test of law.

Article II: The Executive Branch: Consists of 4 sections and defines:

(1) Executive Power and President, (2) President as Commander in Chief, (3) State of the Union & Information Requirements, (4) Rules of Executive Branch impeachment

Article III: The Judicial Branch: Consists of 3 sections and defines:

(1) Judicial Power, (2) Laws and Trial by Jury, (3) Treason

Article IV: Relations Between States: Consists of 4 sections and defines:

(1) Faith and Credit of State Laws, (2) Privileges apply to all in all states, (3) New States May be Admitted to the Union, (4) Federal guarantee to defend states.

Article V: The Amendment Process: Consists of 1 section and defines the Amendment Process for adding / deleting from the Constitution.

Article VI: General Provisions, Supremacy of the Constitution: Consists of 1 section and defines the debt process and the requirement to support the Constitution

Article VII: Ratification Process: Consists of 1 section and it outlines the process for ratifying the Constitution.

27 Amendments to the Constitution

The Bill of Rights

Amendment I: Freedom of speech, religion, press, petition, assembly.

Amendment II: Right to bear arms and militia.

Amendment III: Quartering of soldiers.

Amendment IV: Warrants and searches.

Amendment V: Individual debt and double jeopardy.

Amendment VI: Speedy trial, witnesses and accusations.

Amendment VII: Right for a jury trial.

Amendment VIII: Bail and fines.

Amendment IX: Existence of other rights for the people

Amendment X: Power reserved to the states and people.

Later amendments

Amendment XI: Suits against states.

Amendment XII: Election of executive branch.

Amendment XIII: Prohibition of slavery.

Amendment XIV: Privileges or immunities, due process, elections and debt: Consists of 5 sections and defines: (1) Citizenship (2) Apportionment of representatives among the states, (3) Rules for being a Senator or Representative, (4) Validity of the public debt, (5) Congressional Enforcement of this Article.

Amendment XV: Race and the right to vote.

Amendment XVI: Income tax.

Amendment XVII: Senator election and number.

Amendment XVIII: Prohibition on sale of alcohol

Amendment XIX: Gender and the right to vote.

Amendment XX: "Lame duck" session of Congress eliminated.

Amendment XXI: Repeal of Amendment XVIII (Prohibition).

Amendment XXII: Limit of Presidential terms.

Amendment XXIII: Election rules for the District of Columbia

Amendment XXIV: Taxes and the right to vote.

Amendment XXV: Rules of Presidential succession.

Amendment XXVI: Age and the right to vote.

Amendment XXVII: Pay raises and Congress

Amendments never ratified

Besides the above summary of the constitutional body of law, six other amendments have been proposed to the constitution that have not been ratified and thus do not represent the law of the land. The essence of these six amendments that were never ratified is shown below:

Since 1789, Congress has approved 33 constitutional amendments. Twenty-seven of those amendments were eventually ratified and became part of the Constitution. Six failed after being sent to the states. Here's the skinny on those six that got shot down in the states.

A. "House Size" -- provided a way to regulate the expansion of the House of Representatives as the country grew.

B. "Gifts From Abroad." The Titles of Nobility amendment got the thumbs-up from the 11th Congress in 1810 but failed to gain the approval with the states.

C. "Persons Held to Labor or Service" The Corwin Amendment made it through Congress in 1861. The language does not mention slavery directly, but it is clear who the "persons held to labor or service by the laws of said State" would be. When Congress approved the amendment in March 1861, it was basically the legislature's last-gasp attempt at avoiding the Civil War. Abraham Lincoln even contacted states' governors in an attempt to get their support for the amendment. Obviously, it didn't work. The Civil War broke out just a month after Congress approved the amendment, and in the end only three states ratified the measure. Like the Title of Nobility amendment, though, it's technically still fair game for ratification.

D. "Child Labor" The amendment sought to curb some of the era's horrifying child labor practices by giving Congress the exclusive power to "limit, regulate, and prohibit the labor of persons under eighteen years of age." Twenty-eight states ratified the amendment during the 1920s and 1930s, but it never got the necessary three-quarters vote. As an American, you probably noticed, that your 12-year-old didn't head off for a shift at the local steel mill this morning. Thank FDR's 1938 Fair Labor Standards Act, which nixed labor by children under 16 or hazardous work by those under 18.

E. "Equality Now" The Equal Rights Amendment is another pretty straightforward measure. Its key section read, "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex." Congress approved the amendment in 1972, but unlike the previous failed amendments, this one had a time limit for its ratification. The original deadline for ratification was in 1979, and even after Congress pushed back the cutoff date to June 1982, only 35 of the required 38 states ratified the amendment.

F. "D.C. Statehood" The District of Columbia Voting Rights Amendment would have made all those D.C. "Taxation without Representation" license plates a thing of the past. The 6th Congress approved an amendment in 1798 that would have given the citizens of the District full congressional representation and the same ability to

vote in national elections. The amendment expired in 1985. Only 16 states had ratified it.

What does this mean?

Here we are in Chapter 12 of a book about America's history and founding. We have examined the beginning of colonization, the founding and the revolution and the articles and precepts in the Constitution as the primary law of the land. This more or less completes the historical and documentation section of this book, and a good part of the books is finished. We will discuss the Federalist Papers and then we will have a civics lesson and that will wrap up this package of facts about our country and its founding principles.

So far, we have more than hinted at the major culprits to the dilemmas we faced throughout our history. The major theme of any book about America is Taxation Without Representation. Of course today, we would say, honest and energetic representation

Taxation was a major problem for the colonists and the representatives of the Second Congress, even during the war did not have taxing authority. There was never a welfare state. Every buck that a colonist earned could theoretically be kept since the state's mission was not to provide for the welfare of others. Nowhere in the Constitution does it provide for redistribution of income.

No Bucks required

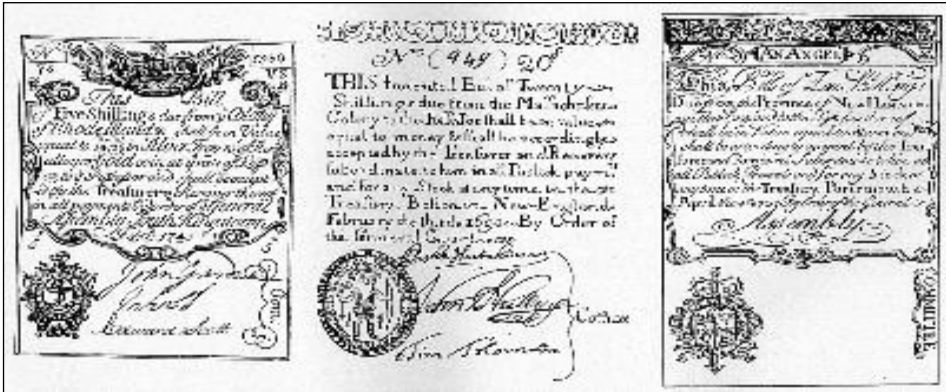
Actually, colonists did not ever get to spend bucks per se. The thirteen colonies retained the British monetary units for years: pounds, shillings, pence. Besides barter, the colonists also used foreign coins made of precious metals (gold, silver).

These were in circulation in the colonies and their values were determined by the several colonial legislatures. The dollar coin (or buck as we call it) was used even before the Declaration of Independence.

The Congress had authorized the issuance of dollar denominated coins and currency. The term 'dollar' was a natural since the most commonly used coins at that time was something called the Spanish colonial 8 reales dollar coins. Since Britain would not permit the colonies to mint their own coins, these fit the bill fine. They were also known as Spanish Milled Dollars.

The Real de a Ocho, also known as the Spanish dollar, the Eight Royals Coin, or the Piece of Eight (Spanish Peso de Ocho), is a silver coin, of approximately 38 mm diameter, worth eight Spanish reales. It was minted in the Spanish Empire after 1598. Its purpose was to correspond to the German thaler.

Colonial Currency



Types of New England currency, including a Massachusetts bill of 1690, earliest paper money issued in America. It's not your eyes. It's tough to read.

The One Third Dollar



Several different systems of money were proposed for the early United States. The dollar eventually was approved by Congress in 1786. The first US dollar bill was not printed as legal tender, however, until 1862.

Though there is nothing in the Constitution about income redistribution, a basic tenet of our current welfare system, the Constitution is the document that we can credit or blame for giving the government the right to tax the people of their wealth. The Constitution is also the current body of law that gives us our constitutional democracy and thus with this democracy we have a representative government.

The unmodified Constitution outlawed a direct tax on the people. Government got its money on fees and levies and tariffs from trade with other countries. President Wilson wanted to tax the people directly to have access to their money. However, he needed the people to agree to a Constitutional Amendment in order to tax them.

The proponents of the tax suckered the people into thinking that only the rich would be taxed and that is why we have an income tax today, despite the founders specifically not permitting it in the basic draft of the Constitution. Of course, we can always amend the Constitution and eliminate the Income Tax. Which politician is about to sign up to do that?

The Underwood Tariff Act, or the Underwood-Simmons Act of October 3, 1913, re-imposed the federal income tax after the states ratified the Sixteenth Amendment and lowered basic tariff rates from 40% to 25%, well below the Payne-Aldrich Tariff Act of 1909. It was signed into law by President Woodrow Wilson on October 3, 1913 and was sponsored by Alabama Representative Oscar Underwood. Other than the income tax, I have no other beefs with Alabama.

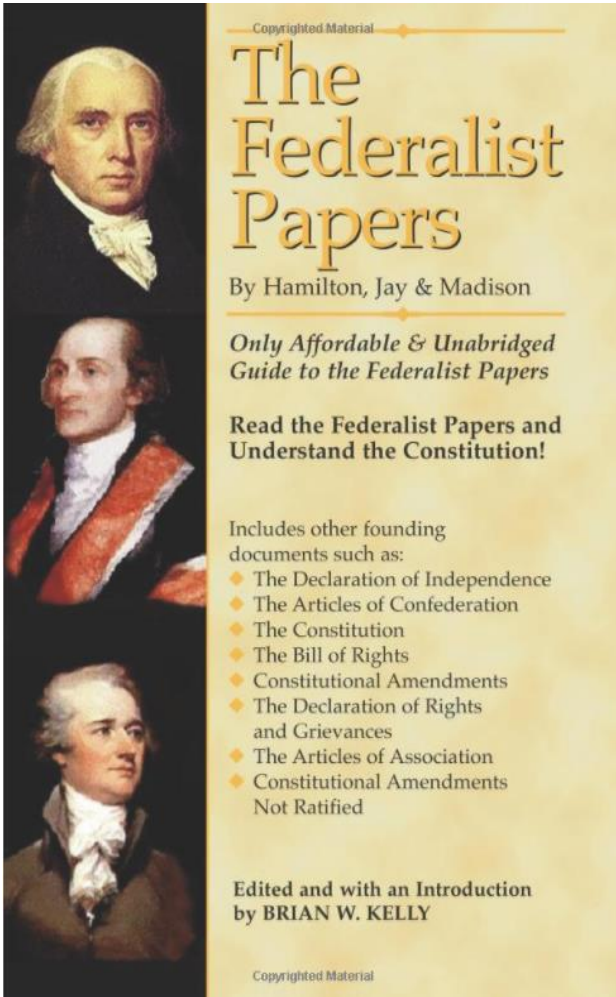
Americans who read this story of the income tax and its enforcers the IRS should like the founders even more. The founders did not include an income tax in the Constitution and thus it was illegal for Congress to collect such a tax. However, on February 3, 1913, hard as it is to believe, the people of the US in 36 states approved the 16th Amendment to the Constitution providing the government with

permission to levy an Income Tax on the people and on corporations. And shortly after that came the IRS.

The founders of the country had no idea that even with the three branches of government representing the people and serving as a system of checks and balances, there would be thieving and conniving representatives in all branches and levels of government, who now have the authority to take as much as 1/2 of the income of a middle class American and even more if that American is self-employed.

Chapter 13 The Federalist Papers Part I

Should Americans read The Federalist Papers?



Most readers already know that America is in peril; yet many Americans choose not to believe this is the case. For those who see it as it is, tyranny in our highest federal offices, it would help to reread the Declaration of Independence and the Constitution, discussed in some level of detail in this book, and then to crawl into the pure minds of our Founders, who never expected corruption to interfere with the many checks and balances they had prepared for America and had written into the Constitution and the Bill of Rights.

To help US in our cause, we need the Federalist Papers today more than ever. Where is a reincarnation of Hamilton, Jay, and Madison when we need it? If we had these founders today, we could better understand the basis of our freedoms as presented in the Constitution. Perhaps we need the anti-Federalist papers even more, so that we can fully understand the cracks that exist in our liberty.

Fixing cracks is much easier when you know where they are. With the president or dictator scare that Americans were experiencing since 2009, lasting through 2016, we know we need to patch our government the first chance we get in the future.

Reading the Federalist Papers

I finally read the Federalist Papers after having put them on my list more than twenty years ago. I finished paper # 85 a few years ago, and then I set about organizing them into a smaller footprint and an affordable reprint so all Americans could learn as I did without as much work.

I created and edited an annotated edition of the Federalist Papers and I include most of this two-part introduction as included in a recent book titled: *The Federalist Papers by Hamilton, Jay, and Madison*. Like this book which you are about to complete after a few more chapters, it is available at Amazon and Kindle, as well as Barnes & Noble and other fine booksellers. The founders wrote the 85 papers. I corrected some typos and chopped up their huge paragraphs into smaller ones to make the papers much easier to read.

There is a lot of work required for all of US to be able to enjoy freedom through the ages. My purpose in writing these two chapters is to help frame an argument to the American people for why it is critical for all of US to read The Federalist Papers and our founding documents.

Ironically, most of my life, I had never even heard of the Federalist Papers. I presume the same is the case for many other Americans. It is time we all correct that for our national well-being.

From grade school through high school through college, the papers were never on any teacher's agenda. In addition to civics and history classes in grade school, high school and college, like most Americans, I had long ago read the Declaration of Independence, the Articles of Confederation, and the Constitution. These gave me insights into the founding of the country and what the US is all about. Consequently, I believed that I had a fundamental understanding of how America was

supposed to work. From these readings, I actually thought I knew it all pretty well.

I was wrong about that. It is not that my perceptions from what I had learned through the founding documents were wrong; it is that they were incomplete. I first tuned-in to the fact that the Federalist Papers existed and had great value about seven years ago, when I wrote my first patriotic / political book titled, *Taxation without Representation*. This book has been updated and is in its second edition. Just as the hard copy of this book, along with other patriotic / political books, it is available at www.bookhawkers.com.

Having read about the Federalist Papers and now having read them, and having read some dissenting views on the topic, I am convinced that we Americans need to understand the Federalist Papers today as much as the people of America in the late 1780's when the Constitution was being debated.

According to the late Richard B. Morris, a 20th century historian—the Federalist Papers serve as an *"incomparable exposition of the Constitution, a classic in political science unsurpassed in both breadth and depth by the product of any later American writer."* Morris is well known by historians for his pioneering work in colonial American legal history and the early history of American labor.

Thomas Jefferson called *The Federalist Papers* the best commentary on the principles of government, which ever was written. Over 200 years after the writing of these articles and essays, most commentators — liberal and conservative alike — still agree.

It is time that all Americans begin to read these works, and with dispatch, because we as a people no longer know if any president who comes along is serving US or breaking the law to serve his personal ideology.

Though it is difficult to read the Federalist Papers in raw form, since they use the English language distinctly from the 1700's, with words and sentence structures, of which most of US are not accustomed, it is still a worthwhile endeavor. It certainly won't hurt US; that is for sure. The way the papers are composed is exactly how the well-educated spoke in the eighteenth century.

Consequently, for those of us living in the 21st century, the papers appear archaic and can be difficult to follow. Nothing worthwhile in life is easy. I can assure you that after reading several of these papers in original form, they do become easier to comprehend. In any case, they are a fine challenge for the human mind. How could these old-timers have been so smart? Yet, they were!

Our language is simpler today and it may be tough for some to traverse these papers, and their long sentences, while remaining awake. Nonetheless, they are phenomenal learning pieces and all of US can and should take the time to read the originals and gain insights about the US, and how our government is supposed to function. Along with other founding documents, the entire 85 papers are included in the historic book I edited, which is previously mentioned.

Without changing its composition, I corrected spelling errors, and I broke up many long paragraphs to make the works much more readable. This original effort by three of the founders in the form of 85 separate newspaper essays, though corrected and more readable, is unabridged because I did not shorten any of the Papers. They are all intact.

Understand the Founders' intentions

I call your attention to the fact that the prior administration in Washington failed in its adherence to the Constitution, and that is why it is so critical now that we understand the precepts of the Constitution by reading the Federalist Papers. These papers show the Founders' intentions on the clauses and the amendments in the Bill of rights. It helps us understand that it was by the dictates of the founders that President Trump was compelled to reverse the unlawful orders of the prior president. America is America and the law is the law.

We all need a solid footing from which we can select our new legislators. Many view the current crop as mostly self-absorbed politicians, who have abandoned US and, who instead operate on behalf of their political parties, their lobbyists, and their cronies.

We the People have been left behind. When we hear that the administration is lawless, without understanding the basic precepts of the Supreme Law of the land, we are stuck with no benchmark for the truth. The US Constitution is that benchmark, and the Federalist Papers are the citizens' gateway to fully understanding its meaning.

Constitution & the Philadelphia Convention

A number of states had sent detailed written plans for the Constitution along with their delegates to the Constitutional Convention in Philadelphia. The Convention began on May 25, 1787 and lasted until September 17, 1787. It was convened at the State House in Philadelphia. Most of us know the State House today as Independence Hall. Visit when you can, this building has been preserved for hundreds of years and should serve as a model for all states and cities who want to preserve the great buildings of the past. Independence Hall proves it can be done.

After three months of work, James Madison, a prolific writer, put out his rough draft of the Constitution. Madison's "Virginia Plan" as it was called, became the basis upon which the Constitution was developed. After about another month of tweaking, the final work was completed.

On September 17, 1787, the state delegates approved the Constitution in its final form, completed their work and sent the document back to the individual states to be ratified. They then adjourned the convention.

Convincing the public

The commencing of the Federalist Papers began shortly thereafter. The writing of the papers was commissioned by Alexander Hamilton, who knew he could not write them all. He and fellow patriots James Madison, and John Jay together wrote The Federalist Papers to defend and explain the newly drafted Federal Constitution, and to promote its ratification in the state of New York.

All of the papers were written as essays, such as this two-part introduction, but when published they became articles in NY newspapers and /or magazines and were published around the country. Because New York at the time and to this day is a huge and prosperous state, their being published in NY was very important to the ratification of the Constitution. Thus, for the writers, it was the major object of their attention at the time.

Along the way, John Jay became ill after writing just four of the papers. When he became well, he came back to write one more. The other eighty essays were written by Hamilton and Madison.

These articles were published without tribute in New York City newspapers, and I would bet the newspapers sold better when one of them was included. From October 1787 to August 1788, all eighty-five articles appeared under the pseudonym “Publius,” in various NY media outlets. Publius was the perfect pseudonym as he was the legendary founder of the Roman Republic and “friend of the people.”

At the same time, those who had deep concerns about the value of the Constitution separately wrote what today are known as the Anti-Federalist Papers. It is good to review them also as their focus was the potential for tyranny in the governing structure. These offerings are as patriotic as the Federalist Papers with which they vehemently disagreed.

Ironically in the 21st century, for the first time in my lifetime, we are now seeing the tyranny, which was the subject of the Anti-Federalist papers. It is coming from both our Congress and from 2008 through 2016, it was emanating also from the White House—our chief executive.

It surely would be nice if it were not so. Understanding what is the law and what is not the law of the land is therefore more important than ever for Americans, and that is why I commenced my work in understanding the papers and then making them more understandable to the public.

As noted, the original essays were written for the common man of the 1700's. In New York, three popular print media outlets chose to

publish and profit from them. These were the Independent Journal; the New-York Packet; and the Daily Advertiser. The idea was that such men would have an influence on their representatives after the convention, which had approved the Constitution.

Before the Constitution took effect, the US had been using a government formed under the Articles of Confederation. Most scholars of the day noted that the Articles had become ineffective in handling the affairs of an independent and growing nation.

Some, who were labeled as Anti-Federalists, believed that a mere tweaking of the Articles of Confederation was all that was needed to make them right. However, at the convention, the state's delegates changed the government almost completely by offering the new Constitution and its precepts as the way to move forward.

And, so, Hamilton in his kickoff message in the last Federalist Paper # 85, written almost a year after the Constitution had been completed, offered this simple caution to the country:

A nation without a national government is, in my view, an awful spectacle. "--Alexander Hamilton, The Federalist Papers, No. 85."

US Constitution – worth explaining and defending

Not too long after the Revolutionary War, the Founders realized that the government established by the Articles of Confederation was not working perfectly. In fact, that is an understatement. It became obvious to most patriots that America needed a new form of government. It had to be strong enough to maintain national unity over a large geographic area, but it also had to be balanced so as not to become so strong that it would become a tyranny on the people.

The guiding formula for the operation of the US government from the revolution onward came from the Declaration of Independence (June 1776), and the Articles of Confederation (Ratified by Maryland, the 13th state in January 1781). Besides these imperfect documents, in

order to form a more perfect union, the framers researched many other different forms of government.

Their main sources of ideas in altering the American plan of government included works from Ancient Greece and Rome, English history, as well as major European philosophers such as John Locke, Jean Jacques Rousseau, and Baron de Montesquieu. These philosophers are quoted many times in the essays put forth in the Federalist Papers.

Despite their best effort, the framers were unable to find an exact model to suit the needs of what they viewed as America's unique situation. To solve the problem of an imperfect foundation for the government as expressed in the “Articles of Confederation,” when the states’ delegates met in May 1787, their intention was to use the Articles and the result of their research and their collective thoughts, to form a government to meet the new country’s needs.

Additionally, they were prepared to interject their own ideas based on their governing experience from the time shortly after the Revolution. It helps to remember that Washington could have been King if he had chosen but instead he refused. Our first President was elected in 1789, just two years after our Constitution was initially approved.

Washington loved the Constitution and never chose to violate it even in its infancy stages. He knew he was the most powerful man in America long before he became President but he loved the notion of America and worked for our greater good.

Though charged with merely creating an enhancement to the Articles of Confederation, the framers went much further and as noted previously, they created a new form of government that was to operate under the newly minted United States Constitution.

In forming the original government known as the Union—based on the Articles of Confederation, all of the thirteen original states were required to ratify the plan. For the Constitution, it was deemed that before it took effect, it would need to be ratified / approved by at least nine of the thirteen colonies, which by then had become known as “states.” They were then all part of America, though theoretically at

least, our first President under the Constitution, George Washington had yet to be elected.

The rationale as I see it (that not all states needed to concur) is because the country was already a country from the time all thirteen states had signed up to be part of the USA. The Articles of Confederation was a great work and it got the government moving in the right direction, but as the Federalist Papers prove, it needed improvement.

Who was running the country from 1776 after the Revolution until 1789 when Washington was elected? Well, this may come as a surprise but John Hanson, a Revolutionary War patriot, was the first US President, and there were seven other pre-Constitution presidents before Washington.

The Founders reset the government with the Constitution and began to count presidents from that point on. Yet, America had eight presidents before Washington. The most well-known of the eight presidents; was John Hancock. At the time that John Hancock was President of the USA, Washington was in Congress.

Thomas Jefferson, James Madison, Thomas Paine, John Adams, Alexander Hamilton, and to an extent George Washington are the major figures responsible for the writing and putting of the Constitution into its final form. When the state delegates signed the Constitution on September 17, 1787, they all knew ratification would not be easy.

Many were bitterly opposed to the proposed new system of government. Even today, one can search the Web and get many hits about the Anti-Federalist Papers. They were written in the spirit of debate, not tyranny. Their point was to provide less power to the central government.

Their concern was that the Constitution did not 100% assure that a tyrant could never become King of the US. Many alert citizens have been concerned about the same thing today and they believe their fears were somewhat realized when the President from 2009 through 2016, used his pen and phone against the principles of the Constitution with no apologies to the people. We all recall this

President's response on his unlawful Executive Actions: 'I've Got a Pen and I've Got a Phone.' So, what?

Should the new Constitution be accepted?

Shortly after its approval at the Convention, A public debate erupted in each of the states over whether the new Constitution should be accepted. This was a crucial debate on the future of the United States.

The Federalist Papers, written by Alexander Hamilton, John Jay, and James Madison answered the debated questions as posed by the opposition in great detail while copious detractors wrote their own essays / articles in rebuttal. Many were published in the press so to offer other thoughts on such an important issue.

Today's press, unfortunately are corrupt. They take sides against the people. They favor the socialist progressives and to repeat they do not operate on behalf of the regular people's interests in either major Party. More than likely, they would have refused to publish the Federalist Papers as submitted by patriots Hamilton, Jay, and Madison.

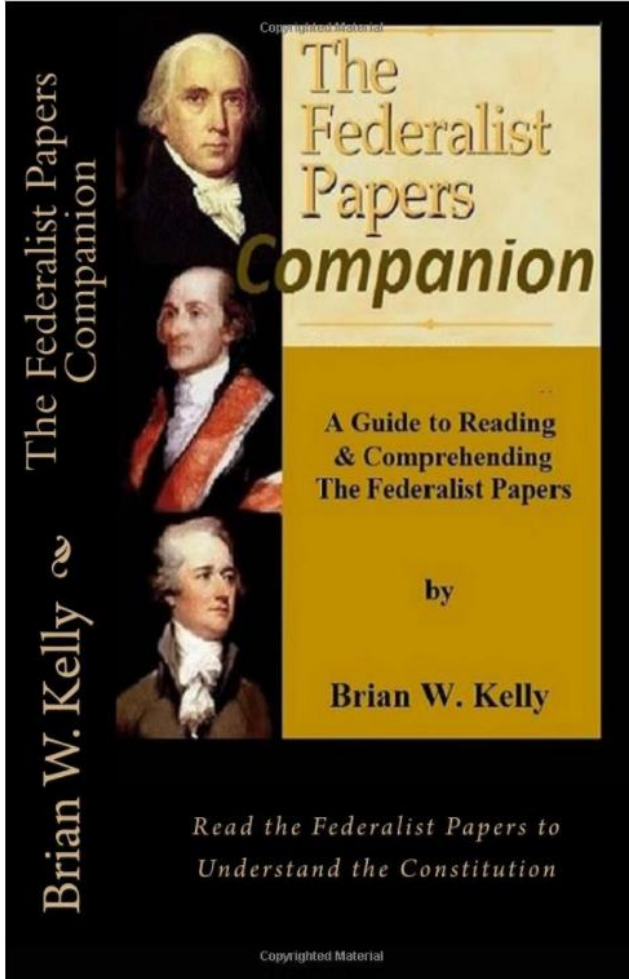
The Essays would have remained unpublished instead of freely available to all. Have any of us ever heard the mainstream drive-by-media suggest that the people might learn about America by reading the Federalist Papers? Of course not!

At the time that these patriots wrote the papers, the three "Publius" authors were focused just on the state of New York, and they did not submit their works to other states for publishing or review. But, eventually they were published everywhere in the small US of the day, that a newspaper was willing to print them.

And, so, these patriotic and historical articles / essays made their way across all thirteen states and ultimately were a major reason why the Constitution was ratified, one state at a time.

Chapter 14 The Federalist Papers Part II

New York was the battleground state.



Nowhere was the furor over the proposed Constitution in the few states of the US more intense than in New York. Governor George Clinton was very concerned that the state's influence would be compromised at the 2nd Constitutional Convention.

The legislature selected State Supreme Court Judge Robert Yates and John Lansing, who was the Speaker of the NY Assembly; to attend the convention. Both were well known Anti-Federalists. Their selection was

seen by many as a way for New York to be able to outvote Alexander Hamilton on the merits of the Constitution.

When the notion of a new government and not a revision of the Articles of Confederation became the obvious intention of the majority of delegates, even before it was completed, Anti-Federalists Yates and Lansing pulled up their tents and went back to NY in disgust. Neither wanted anything to do with the new Constitution as

it was shaping up in Philadelphia. After four months of effort, and within days after it was signed, the Constitution therefore became the subject of widespread criticism in the New York press.

There were those, such as Yates and Lansing, whose opposition to the new document was based on their view that the Constitution diminished the rights that Americans had won in the Revolution. The Federalist Papers presented a view that this was not true while the Anti-Federalist Papers, also displayed in popular newspapers of the day, presented a view that the Constitution was bad for America and offered its specific notions.

Alexander Hamilton, one of America's finest patriots, became fearful that the cause for the Constitution might be lost in his home state of New York. This was his purpose in putting together the Federalist Papers. The Anti-Federalists saw Hamilton's effort as "selling" his ideas and to this day, various Anti-Federalist writers still mock it as one of the greatest marketing stunts of all time.

When anybody tries to convince anybody else of something, it can be mocked as salesmanship. Without Hamilton's determined sales approach however, today our country might be a monarchy or a dictatorship, or worse.

Hamilton was a brilliant lawyer, and an accomplished writer. He loved the notions built into the new Constitution. It was no surprise that he came forward almost immediately after the signing to defend the new Constitution. Earlier, when he took off for Philadelphia to attend the Convention, nobody really knew that he was to become the only New Yorker to have signed the Constitution.

As noted in the prior chapter, the other New York delegates were not happy about the model for the new government, and so they angrily left the Convention before it was completed. Yet, the delegates from most of the thirteen states at the convention, none of which, other than perhaps Virginia, were as powerful as New York, chose to pass the Constitution on to ratification. They were convinced that the rights of the people were not being abandoned, and they did not really care what New Yorkers thought.

Hamilton himself was very much in favor of strengthening the central government. Thankfully, all of his ideas were not adopted. His original notion of a Constitution would have called for a president elected for life with the power to appoint state governors. As much as I admire Hamilton, that sounds a lot like the past president's wishes.

As much as conservatives may admire Hamilton in his deeds, his thoughts, such as this were a different matter. Hamilton soon backed away from these ideas, and concluded that the Constitution, as written mostly by Madison, and not with all of the Hamiltonian precepts for which he had originally lobbied, was the best one possible.

Hamilton published his first "Federalist" essay in the New York Independent Journal on October 27, 1787. For historical accuracy, I report that Hamilton soon recruited two others, namely James Madison and John Jay, to contribute essays to the series. As previously noted, He, John Jay, and James Madison signed each of the articles with the Roman name "Publius." (The use of pseudonyms by writers on public affairs was a common practice.)

James Madison, sometimes called the Father of the Constitution, had played a major role during the Philadelphia Convention. As a delegate from Virginia, he participated actively in the debates. He also kept detailed notes of the proceedings and drafted much of the Constitution.

Unlike Hamilton and Madison, John Jay of New York had not been a delegate to the Constitutional Convention. A judge and diplomat, he was serving as secretary of foreign affairs in the national government when enlisted by Hamilton to write his essays.

Between October 1787 and August 1788, "Publius" wrote 85 essays as articles in several New York newspapers. Hamilton wrote over 60 percent of these essays and helped with the writing of others. Madison wrote about a third of them with Jay composing the rest (5).

The essays had an immediate impact on the ratification debate in New York and in the other states. When you read them, you will see how convincing they are.

The demand for reprints was so great that one New York newspaper publisher printed the essays together in two volumes entitled *The Federalist, A Collection of Essays, Written in Favor of the New Constitution, By a Citizen of New York*. By this time the identity of "Publius," never a well-kept secret, was pretty well known.

The "Federalist" book, edited by myself, Brian W. Kelly, provides this two-part introduction—part II of which you are reading, in addition to the full 85 articles as written by the Founders and our nation's precious founding documents.

These include the Declaration of Independence and the Constitution. As you know from reading so far, it introduces an amazing set of essays that only great American patriots could have written. God Bless America. Thank you, Kate Smith!

The *Federalist*, also called *The Federalist Papers*, has served two very different purposes in American history. The 85 essays succeeded in helping to persuade doubtful New Yorkers (as well as the public in the other states), despite the well written efforts of the Anti-Federalists, to ratify the Constitution.

Today, *The Federalist Papers* help US to more clearly understand what the writers of the Constitution had in mind when they drafted this amazing document more than 200 years ago.

Important questions re USA: our democratic republic

Where did the idea of the US government structure come from? Have you ever wondered how our government came to be? Have you ever wondered why there is a Constitution and why that is important to our being a nation of free people with liberty and justice for all? Why are there certain precepts written into our Constitution and not written into the Constitutions of other "democracies" in other countries?

The *Federalist Papers* explain the climate of our new nation by exploring all of the persuasive arguments for adopting the new

Constitution and the need of a strong federal government with deferred power to the states and that provides the final power to the people.

The tenets of the Federalist Papers are just as pertinent today as they were at the beginning of our nation. To understand what and who we are as Americans... not just as individuals but as a society, a citizenry... it is necessary to understand the intent of our Founding Fathers.

When you do that by reading the Federalist Papers in any package intended to make them more readable, or by downloading the free versions to your own stationery or portable unit, you are on your way to understanding this great republic.

Together with other founding documents, the changes in the world—technology, etc. can still be seen through the eyes of the Founders. This reading will open your eyes, and it is especially necessary today to open all of our eyes to prevent our government from stealing our lives.

The Federalist Papers are a very important tool for understanding the meaning of our Constitution and they demonstrate that its relevance is based on something much deeper. The authors of the essays knew that the principles of our founding would not always be unquestioned. So, in the papers, they gave us the strongest defense of those principles as part of the immediate political struggle for ratification of the US Constitution.

The Federalist Papers not only illuminate the meaning of the Constitution's text; they also explain how our Constitution embodies the core principles of the Declaration of Independence and why it must be preserved, especially in the face of present struggle against leftists who care nothing about America.

Over 100 years ago, according to most historians including Matthew Spalding of the Heritage Foundation, “progressive thinkers sought to ‘re-found’ America according to ideas alien to Washington, Adams, Jefferson, Hamilton and Madison.”

“Repudiating the Founders' belief in the existence of self-evident truths, progressives saw only relative values. Similarly, they claimed, man enjoys no permanent rights endowed by God, only changing rights held at the indulgence of government.”

The progressives, today embodied within the Democrat Party, have yet to destroy America though they are trying very hard to do so. Despite our contemporary challenges, we still enjoy a great measure of the original constitutional freedoms as delivered kindly by the Founders.

More importantly, through this work, the Founders have left US with their teaching and their example, showing us the way to restore our Constitution to its rightful place in America.

Our Constitution is built to endure unless good men choose to act as godless men. It will endure only if our leaders understand why it is defensible, and we can convince them or find others to defend it. There is no better argument in favor of the Constitution than *The Federalist Papers*.

We the People, when we learn or begin to fully understand what our rights have always been; will become convinced that each of us has the right to demand that our legislators adhere to our demands. If they choose not to do so, regardless of to which party they belong, it is time to call them home and bring on a patriotic representative who espouses freedom, to serve US.

Americans too often forget the work of our Founders in establishing our freedoms. We all know how our forefathers in WWI and in WWII fought to preserve freedoms—life, liberty, and the pursuit of happiness. These are the freedoms established through the revolution for independence from Britain, which have been preserved by many wars at a great cost of human life.

The Founders did not want this country to endure the malfeasance from which it now suffers. The same type of bad policies that motivated them to come to America and establish the USA as a new country should now motivate all Americans to understand our founding, and our inherent right to liberty, freedom, and justice, and even our own property—before it is too late.

The Founders were surely not from America. They came from other countries to have a better life and to form a new country that would be better for all the American people for years to come.

Like you, I absolutely love America and the more I read about our history, the more impressed I am about these wonderful patriots who, with quill pens and huge brains forged documents to guide US forever.

Though presidents may possess pens and phones, and they may think that their opinions, rather than laws matter the most, when they create their own laws and choose not to enforce the laws of the nation, their actions are unconstitutional. It is forbidden.

This is exactly why Americans must read the Federalist Papers and understand the Constitution to know how wrong-headed this thinking is. This is exactly what the Founders cautioned US about. One man's pen and a phone cannot be how our country's government work is accomplished or we have no Constitution, and thus, we have no rights!

I think it is logical to conclude that the Founders and the framers did a great job or else few freedom-lovers would be here today. Can you imagine how long it took for them to write down their great thoughts in the implements of their day? How good are you at printing legibly with a quill pen and a bottle of ink?

I admit that until I read the Federalist Papers, I did not know what was on their minds and what their options were as they created the short document for US freedom known as the Constitution. Apparently at least one high government official of the prior administration, the former President, once a constitutional professor, did not fully understand the intention of founding documents; or he simply chose to ignore them—at great peril to Americans.

It is imperative that all Americans reintroduce ourselves to the meaning of freedom and liberty and how it is preserved in our great Constitution. We must always assure that neither a single president, nor conspiring members of our Congress ever grow powerful enough

to steal our freedom from US. Americans must pay attention or bad things can and will happen.

The reality is that when compared against the thoughts of the Founders, as placed in the Constitution and explained in the Federalist Papers, an individual president is nothing and cannot change our structure of government, even if he chooses to make attempts. Eventually, such a president will fail.

The Founders provided the basis so that what we do is up to US, and not the government. Presidents are not Kings. America has the best government in the world. We have no reason to change it. But, we must stay alert and continually vote scoundrels out of office so they do not change America in a fundamental way.

Because the Founders anticipated that there might be presidents such as the prior executive, and his historical friends, FDR, and Wilson, along with other socialist progressives, who place government ahead of God, they put clauses into the Constitution and the Bill of Rights to protect US. Thank God!

We must know about these in order to be protected. The Founders worried mostly about a tyranny brought forth by a government gone bad—more than anything else. Therefore, they created the best Constitution ever. They wrote down the rules of behavior, and they gave the power to the people, not to the government.

Presidents most certainly know the rules, even if they choose not to abide by them. Despite having taken an oath of office in which they swear that they will defend all of the laws in the spirit of the Constitution, when a divided Congress chooses not to reign in presidential power gone awry, the result is tyranny.

All Americans worried about how to make the prior administration adhere to the precepts emblazoned in our Constitution. Americans are not prepared to relinquish freedom and liberty just so that an elected president can behave as a King. Thankfully for now, those days are gone.

Let me say it again in different words. The idea of the Constitution is to protect regular Americans from government tyranny more than any

single other element. That's why the Founders gave Americans the right to bear Arms—just in case the government gets off kilter and stops deferring to the people.

The right to bear arms has nothing to do with hunting. The idea is that if our government ever becomes tyrannical, even if the tools are simply a pen and a phone, and this curse cannot be solved by elections, the people have the right, in the Constitution, to disband the current regime by the force of arms.

The next right is to quickly form a brand new government of the people. In our 200 + years, thankfully, we have not needed to do this even once. Yet, it is our constitutional right.

While the Founders were trying to convince the public, one state at a time, to accept the precepts of the Constitution, as discussed previously, Alexander Hamilton, James Madison, and John Jay put their rationale to paper.

In this way, the public would understand how important freedom is and how the Constitution was built to help assure freedom and liberty for as long as the people pay attention.

Subsequent generations must also subscribe to the notion of the Constitution as the Supreme Law of the Land in order for freedom and liberty to last. And, we too must pay attention.

The notion of democracy and a free republic does not come easy. The press (media) is supposed to keep the country on its best behavior but in recent times our press has become corrupt and they lie to protect the favored political factions in America.

The socialist progressives lie and the corrupt mainstream press swears to it. And, thus, we must all think for ourselves and not depend on the lies of the media for our information.

The press in the US is respectfully called the mainstream media. Unfortunately, decades ago, yet still in my lifetime, they gave up on honesty. Now, they are part of the problem, not the solution. The mainstream media is in bed with the economic and political powers, which they are supposed to watch for the people.

They are charged in the Constitution to keep a vigilant eye on the political process. The Founders had no idea that the press could be bought by rich operatives with liberal progressive Marxist leanings. It is time to wake up America!

Unfortunately, gullible Americans recently have become cheerleaders for the socialist progressive cause. Thus, they no longer insist that the US Press be honest. Instead, they enjoy the corrupt coverage of their politicians because they have been convinced that it helps them in material ways.

It wasn't supposed to be like this and it must change. Understanding the Constitution through the Federalist Papers is a great way to understand the fundamentals of liberty and freedom, and the need for an honest press.

If it were not for the bloggers who mostly tell the truth today, along with Talk Radio, and parts of some news outlets, Americans might conclude that we would be better served by inviting Mr. Putin to come on down and just take US over.

At least he has the underpinnings of a strong and courageous man, though none of his personal underpinnings are those about which our country was founded. If we must be controlled by a King, Putin would more than likely make a better King than our prior executive. But, from my perspective, Donald Trump would be a better King. Please note, this author is not suggesting a King.

Because of our Constitution, Americans should not ever need the likes of Vladimir Putin or Joseph Stalin to become our dictator or King. That is anathema to the freedoms for which many of our ancestors have fought and died.

We also should not have to worry about our leaders choosing to run our country in the same fashion as Vladimir Putin. Vladimir Lenin, or Joseph Stalin ran Communist Russia. It is against the most basic Law of the Land, The US Constitution.

Americans have the power through national elections at this moment in history, to simply throw out all tyrants and bring in people who are

more sympathetic to America, the American people and American beliefs. Don't forget that the Constitution also permits US to impeach bad government officials—who we once elected in good faith.

I for one hope—that we do something very soon. This man's hope is for change. Big change! The socialist changes that we have been experiencing in the prior executive's administration must be reversed. We risk becoming serfs to an oppressive government much sooner than later.

I hope this two-part introduction and the Federalist Papers, when you have the time to read them, helps you and all American citizens to begin to understand our roles in keeping American strong. Without all of US; and that includes both you and I, corruption and lawlessness will win. When this happens, America and its children will lose.

I therefore beg you all to start your fight against tyranny by reading the Federalist Papers beginning today. Never let your guard down. Pay attention as if your life depends on it. It does!

“America- if we cannot define Liberty, we cannot defend it. If we cannot define tyranny, we cannot defeat it. If you wish to be ignorant and free, you wish for what never was and never will be.”

KrisAnne Hall

www.conservativeactionalerts.com/author/krisanne-hall

Chapter 15 What Happened to the Study of Civics of Civics

What is civics?

In this book about America, it is most appropriate to have a chapter that introduces the importance of Civics. We follow this with a lesson in elementary civics.

History buffs well know that Thomas Jefferson was a great believer in an educated population. He was not interested in a government of the dummies, for the dummies, and by the dummies.



In 1816, about forty years after the American Revolution, when the youngest of US were not even born (Irish humor), Jefferson wrote: "If a nation expects to be ignorant and free...it expects what never was and never will be." Jefferson saw education as the bedrock of democracy. Many scholars credit Thomas Jefferson as being our earliest and strongest champion of public education.

Yet, education about America; its appropriate founding; its structural integrity, assuring the minority a voice regardless of what the majority trumpets, its built-in notions so that crooks cannot readily become our leaders, and its reliance on rugged individualism, if not simple individualism, in order to assure freedom from a tyrannical government; are among the missing lessons for todays under fifty-crowd, especially millennials. They cannot help it if their generations are the dummies that today we must write for. Though we can chalk some up to laziness, it is totally the fault of a too trusting public.

The public has some skin in the game as it finds US losing more liberties and more freedoms every day. John Q. trusts government too much. Consequently, regular people, who lack the fundamental knowledge of America can and have been manipulated to serve our socialist progressive Marxist government's end game, which is not for the benefit of the people.

Government over the years since Jefferson has become its own entity requiring constant feeding from a too-adoring public.

Nobody can replace the civics stuff that Americans missed in the classroom by having an education system dominated by unions rather than educators and wise people. The less the people know, the more likely those who think they know it all will exploit US and they will hurt US even long after we wake up to Cry Uncle!

One of the primary reasons that Thomas Jefferson and most of our nation's founders envisioned a vast public education system was to prepare American youth to become active participants in the US system of self-government. Current leaders in education do not seem to think this is necessary and in fact many think the Constitution is outdated. This is not good for America or Americans. But, it is good for those who lean far to the left.

Though we can all take a free ride without Civics, it is not good for us and with the absence of Civics education for the last fifty or sixty years, we have proven that it is not good for our country.

The founders correctly believed that the responsibilities of each citizen go far beyond simply casting a vote. It was their contention that protecting the common good would require developing students'

critical thinking and debate skills, along with strong civic virtues. Something happened on the way from then to now.

The founders feared blind devotion to the state or its leaders and they knew that would not be enough to make good citizens of the people. Instead, being American was something to be learned and carried out.

A startling statistic today is that only 25 percent of U.S. students reach the “proficient” standard on the NAEP Civics Assessment. No, this is not good. It is however, reflective of the effort placed in teaching students about the United States and the various forms of government as well as individual responsibilities in this nation.

Why test for something if it is not part of the teaching objective. And, if you choose to test for such knowledge, perhaps 25% is not too bad. Humph! Only eight states currently test their students on American government or civics (usually as part of a much broader social studies test), and so relatively little is known about young people’s civic knowledge, skills, behaviors, and values.

Given the paucity of state data, the federal National Assessment of Educational Progress (NAEP) in Civics receives predominant attention. The fact that only about one quarter of students typically reach the “proficient” level on the NAEP Civics Assessment is probably cited more than any other statistic about civic education, and it is often used to support proposals for adding civics requirements.

Indeed, civic education deserves increased attention, and students’ knowledge is in fact problematic. The framework for the NAEP assessment for years has been built to concentrate on the following areas of Civics:

20% of the NAEP Civics assessment should focus on “American constitutional government and its history” and the “distinctive characteristics of American society and American political culture” that “are linked to American constitutional democracy.”

25% of the items should assess students’ understanding of how “the government established by the Constitution embodies the purposes, values, and principles of American democracy. Thus, a total of 45%

of the test should relate to the US constitutional system, defined broadly.

25% of the items should involve the role of citizens. Because the NAEP may not assess students' actual civic participation, students are instead asked to identify and explain actions taken by citizens in historical or hypothetical situations. For example, students cannot be asked whether they volunteer, but they could be asked why some citizens volunteer.

10% of the items must address the nature of civic life, politics, and government

20% of the test investigates the role of the US in the world.

Would it not be nice if the teaching matched the hoped-for outcomes?

Until the 1960s, it was very common for American high school students to have three separate courses in civics and government. But civics offerings were slashed as the curriculum narrowed over the ensuing decades, and lost further ground to “core subjects” under the NCLB-era (No child left behind) standardized testing regime.

It's Not an Exaggeration to Say that Civics Education is in Crisis. Though just 25 percent of U.S. students reach the “proficient” standard using NAEP testing, the results are not balanced when considering demographics. For example, white, wealthy students are four to six times as likely as Black and Hispanic students from low-income households to exceed that level.

Here's why: Students in wealthier public school districts are far more likely to receive high-quality civics education than students in low-income and majority-minority schools. Clearly if this is a reason, it must be fixed to avoid the clashes we are having today in the streets and on college campuses between the far left and the far right.

Most outside the educational community have concluded that the problem is that Civics simply is not taught anymore. But, educators who clearly are the blame for the problem would defend their role in the process. They would tell you that all 50 states require some form of instruction in civics and/or government, and nearly 90 percent of

students take at least one civics class. That's a lot less than three classes sixty years ago.

They would also tell you that too often, factual book learning is not reinforced with experience-based learning opportunities like community service, guided debates, critical discussion of current events, and simulations of democratic processes. I say that is all fog as fifty to sixty years ago, there was little of that either but teachers were prouder to teach about America than they today. Non-teachers are convinced that the main goal of teachers today is in assuring that their union gets them the highest wage possible.

Considering that the US spends twice per capita on education than any other country, why do we create so many who do not have the proper skill levels to understand the rudiments of their own country? What can the ideological left's answer to solve the educational ills of our country. Should we collect more taxes and spend more money on the same unions and teachers?

How do they explain away the lack of knowledge on the part of citizens to the foundational precepts of our nation? The education community does not explain this but instead pretends that it has always been this way. In fact, the left is accomplishing its objectives of dumbing down Americans quite handily. Many Americans are too brainwashed to complain. That is very dangerous for the long-term well-being of our nation.

Their goal is to be able to keep the direction of the dumbing down—down. The Common Core at the Federal level is another power grab to prepare Americans for the coming of socialism with control of education by the central government.

When the federal government makes the tests, and provides the cash to the school districts, the teachers will be using national, not state or local education plans to meet the Fed targets. Expect even less capable graduates as the worst thing for a communist state is an informed public. The truth is the greatest enemy of the state.

The tests and the curriculum to follow are put together by leftists and it is intended to slip in more Blame America First propaganda. I regret that the truth about America, as would be discussed in a real

civics course will be kept from Americans by an ideology that hates America first! Indoctrination of our youth by the Federal Department of Education with the Common Core as its tool will make it worse.

Consider the twelve year old who came home from school in March 2014, and called a radio talk show because he was angry at the day's lesson. He had just learned that Christopher Columbus was an evil, money-hungry, greedy, Native American-killing person. He never considered that his teacher might be lying or did not know the facts herself.

So, he was mad at Columbus until his parents took him to a PC and spent an hour of research showing the young man that Columbus was an American hero.

In 2010, Sandy Hingston got it 100% right when writing for Philadelphia Magazine. She noted that:

“Children today seem, well, ‘dumber’ than they used to. They don’t know the most basic stuff: who fought against whom in World War II, how many pints are in a quart, and in Jake’s case, the days of the week. (He’s shaky on the months, too.) They may be taking every AP and Honors course their schools offer, but they can’t tell you who invented pasteurization.”

Like many of their parents, children are even less tuned in to what their own country is about. They are beyond the notion of dumber regarding the country, as are most of their younger parents. Until recently, most did not care. They are simply dumb, and the ideological socialist progressive left likes it that way because the dumber the American, the easier they will be to control when left coast nirvana is reached and they are dependent on the government for all their needs.

The US Department of Education, which is so far left, parts of it lie in the deep Pacific Ocean (left coast), at the national level has been trying to overtake state's rights on education. Washington bureaucrats think they know it all. Their objective is to degrade the founders as slave traders and elitists who cared nothing about the people. In this way, they can be assured that those of you, who have registered as

American dummies, will sign away your lives and become dependent on them, instead of yourselves.

The founding documents have placed huge chains on the Marxists, socialist progressives, and communists and they know they are there. They do not like it one bit. This is the best reason for you to want to be very familiar with these documents.

Why do they hate our fundamental laws and the words of the founders so much? Because they stop them from taking over this country and turning it into a Banana Republic, with them in control. Many of these anti-Americans are in our Congress today but they will not tell you their true ideology. They lie instead. You have to hear them speak to know who they really are.

They hate the constraints provided by America's founders, especially those in the Constitution, and so they want US all to give up our freedoms willingly by the force of lies and other propaganda. They want US to give them the right to tear down all of our Constitutional protections including right to life, liberty, freedom, property, and the pursuit of happiness. Our rights only matter to US.

Then what? They think we are dumb enough to do what they want because their spiel is so good. That is why so subtly they have taken civics out of our schools. They do not want Americans to love America. It gets in their way and it may stop them from taking over the country completely in the coming years.

For years, these same people have been trying to take over America in so many other different ways. Their newest and greatest weapon is the "lie." Gullible Americans, who are now known as low-information voters, buy into their lies and never question their words. They soak it all up and believe every word as if it is the truth. But, it is not the truth.

Once they get regular Americans to trust them, it is their best weapon and it works well for them. They quickly learn that they have no problem getting people who pay little attention to governmental affairs to believe their lies. They are so good at lying; their noses do not grow.

The lies grow, however, and the next thing, as in all other countries where this has been attempted, the people suffer. There is no big wave of egalitarianism. Instead, there is a takeover of the government by those who hate the common people and who detest the poor rabble that have a tough time getting by. In most countries, where this occurs, many people are killed simply for their possessions. Quite frankly, that is why many Americans will not give up their guns.

Unbelievably, the corrupt politicians in this country have the chutzpah and the charm to make the people, even the lowliest, whose only asset is their ability to breathe, to follow them right to their own deaths.

It hasn't happened just yet but more signs are readable every day. Such leaders do not love America or Americans. They want to overthrow US and take over and control US. The more we know about our foundational laws, the less likely we will ever permit them to have their way at our expense.

And, so they see the only solution to the chains the founding documents have placed upon them; is to discredit the founding of America and the founders. They try to tell US all that the founders are old fogies--believers in the Republic and freedom—and they are fools. They try to tell us that the neo-communists are the good guys because they like sex and porn, and dirty lyric music, and so they are like US and we are like them.

Is that really so?

Would we have been better served as pawns of King George III than to be Americans?

Why not give it up to an ideology that will help us understand the meaning of the word subjugation. Why not do it tomorrow? Why wait if lack of freedom and lack of liberty, and no option for property or a pursuit of happiness is such a splendid idea for an end to you and to America? If you believe that, they would argue, why not take the trip today?

Of course, I did not write this book for anybody wanting to remain uninformed. I expect that any who read just a few pages will pick up

something good that will inspire you to move towards an even better understanding of America and a better, more purposeful life. Hopefully, you will get mad as hell, and you won't take it anymore.

Additionally, my goal is to have Americans, such as you, read this book because you choose to do so—to learn more about why it is such a great deal being an American—regardless of what lies you might hear someplace else.

So, on our way to more good stuff, let's drop off the map of excitement for a bit and start learning about things we must know to be good citizens. Being good citizens in America, of course starts with believing in America. Believing in America starts with understanding America. And, understanding America starts, as in all good courses, with a comprehensive yet brief (if that can be) definition of important terms. So, let's run through some definitions for the greater good.

In the important definitions that we put forth, we use the work of Aristotle, and a little work from Plato to help present positions about our government that are true and are believable, and are well founded in a history, documenting life long before the founders. Let's start with the definition of civics.

Civics in a nutshell

Civics, in a nutshell, is the study of the great practical and theoretical aspects of citizenship including its rights and duties, and the duties of citizens to each other as members of the body politic (the electorate of the country) and to the government of the nation. There are many things that can be included in a civics lesson including the study of laws and the study of the structure and function of government.

In civics, we pay close attention to the role of the citizen within the context of the country as opposed to the operation and oversight of government. Yet, for an American to be a good citizen, one must first understand how government functions. For the most part, that is the thrust of our civics lesson. That is the thrust of the book you are reading, which, of course is titled, *The Founding of America*.

Would you believe it if I told you that it was right after the Obama election in late November 2008, that Michelle Healy of USA TODAY, a rag paper not well known for conservative thought, was compelled to write an article titled: Americans don't know civics. Her rationale for writing the piece was that Americans were not very smart in all matters civics. Here is how she begins her article. It made me stand back to “listen:”

From high-school dropouts to college graduates to elected officials, Americans are "alarmingly uninformed" about the USA's history, founding principles and economy — knowledge needed to participate wisely in civic life, says a report scheduled to be released Thursday. The study, the third in a series by the non-profit Intercollegiate Studies Institute, finds that half of U.S. adults can name all three branches of government, and 54% know that the power to declare war belongs to Congress. Almost 40% incorrectly said that it belongs to the president.

Healy also has done research about how Americans perceive civics. She noted that at the time, though 56% could name Paula Abdul as a judge on American Idol, only 21% knew that the phrase "government of the people, by the people, for the people" comes from Lincoln's Gettysburg Address. Lastly, and amazingly, just 54% were able to identify a basic description of the free enterprise system.

Check this for a proper grade for Americans:

In the survey cited by Healy, a whopping 71% of those tested earned an F in civics. Are all Americans dumb on civics or are we simply underserved by those who are paid to teach US? The average score was 49%. The report notes that from ages 25 to 34, there was an average score of 46%; ages 45 to 64 had a 52% average. The elected class—164 respondents—were deemed unworthy of holding office. They came in at a diminutive 44%. Is this a case of the dumb governing the less dumb?

We vote for these people. Yet, even elected officials know nothing about America. Those with degrees did a bit better but overall the verdict is that Americans have not been taught much about America

in our public schools, colleges, or universities. It is too widespread for it not to be intentional.

It does not serve socialist progressive Marxists (US government leaders) to help the population understand that we actually have rights. Ask yourself if you have met anybody on the street recently who cares about any of this. Perhaps many people are afraid to talk about it in public. Is this America or has Rod Serling been fooling with some cosmic atoms.

John Taylor Gatto was the New York State Teacher of the year for 1989, 1990, and 1991. That is quite a record. He is very concerned for America. He was cited as the best there is in his profession. Since then, Gatto has written numerous books and given speeches about the *dumbing down of America*. Has he been part of the solution or part of the problem?

In his acceptance speech in 1991, he speculated that if instead of being hired to enlarge children's power, he may have been hired to diminish it. He noted that as he looked at his career objectively, he began to realize that

“the bells and confinement, the crazy sequences, the age-segregation, the lack of privacy, the constant surveillance, and all the rest of the national curriculum of schooling were designed exactly as if someone had set out to prevent children from learning how to think, and act, to coax them into addiction and dependent behavior.”

Upon further examination, he concluded that

“... All of these lessons are prime training for permanent underclasses, people deprived forever of finding the center of their own special genius.” He began to view the notion of school as a *“twelve-year jail sentence, where bad habits are the only curriculum truly learned. I teach school, and win awards doing it. I should know.”*

Gatto is not the only one coming to such frightening conclusions.

Noted education expert, analyst and author, Samuel Blumenfeld sees the deliberate dumbing down of American children by their education system as very well planned, and well executed. He writes:

“Anyone who has had any lingering hope that what the educators have been doing is a result of error, accident, or stupidity will be shocked by the way American social engineers have systematically gone about destroying the intellect of millions of American children for the purpose of leading the American people into a socialist world government controlled by behavioral and social scientists.”

The public and private education systems for American youth, as a topic, is way too large for any one book, especially one, such as this, designed to strengthen patriotism by retelling the facts about our great country. Yet a short look at the dumbing down of America as we have covered above is necessary and appropriate because its cause is the same as the lack of understanding of civics in our culture today. It is why we have more people dumb about America today, than at any point in our history.

It is simply not politically-correct to teach Americans that we have a right to anything, including life, liberty, property, and the pursuit of happiness, and so the teaching textbooks and the teachers themselves simply do not do so. Teachers are dumbed down by their unions and leftist administrators, and the students consequently are dumbed down by the teachers and the left-sided textbooks.

Besides not being able to learn that Americans have rights, it is also not politically-correct for Americans to believe they have rights. It is not politically-correct to challenge the government, the unions, or teachers about how our children are not learning the needed lessons in schools.

Try arguing with a teacher about any subject today. Our only connection with teachers is that we pay twice more for what they do than they would make in any other country on earth.

Yet, despite not being told too often about them, we do have certain rights that are inalienable and others that we get from keeping the

government from stealing them. Before the socialists in government today succeed in destroying the Constitution, a huge treasure chest of rights and freedoms are available for the American people.

But, the left does not like US to know that so please do not take your rights for granted. Pay attention and when you see their grubby little fingers trying to steal any of your rights, step on their fingers with pride.

The lack of knowledge of civics in America is a direct result of Americans no longer being taught to be patriotic by learning about the founding, our great Constitution, and what it takes to remain a free country. The socialists in tandem with the corrupt media, whose true role as the fourth estate is to fill in our knowledge gaps, have negatively impacted what Americans are permitted to learn.

Americans all over the country however, are slowly waking up to the negatives of government control and across this great land, we are fighting back.

There is some hope for the future if we can believe what we see. Former Supreme Court Justice Sandra Day O'Connor, a formidable proponent of our constitutional republic, has taken up the civics torch as the co-chair of the Campaign for the Civic Mission of Schools. O'Connor writes:

"The better educated our citizens are, the better equipped they will be to preserve the system of government we have...And we have to start with the education of our nation's young people. Knowledge about our government is not handed down through the gene pool. Every generation has to learn it, and we have some work to do."

Amen! Now, that is a refreshing thought!

At birth, Individuals do not automatically become responsible participating citizens. We must all be educated for citizenship. This determination to educate young Americans about their rights and responsibilities as citizens is known as the civic mission of schools.

Yet, we are doing very poorly as a nation in assuring that our population cannot be hoodwinked by the corrupt politicians du jour. One of the easiest ways to be sucked in by the chicanery of the unprincipled is to be unaware of one's rights.

Each state's constitution or library of public education establishment statutes and codes, acknowledges the civic mission of schools. It is there but it is being ignored today. Instead, the dumbing down of Americans continues at a blistering pace.

You see; another movement in our country, the "Hate America First! Crowd" continues to make progress slowly yet deliberately towards a form of communistic government. Because of our lack of civic knowledge, the people are not just allowing it to happen, many are even clamoring for more of it.

Dependent Americans are becoming more dependent and they are demanding more welfare benefits. These have become an entitlement and a reward just for being a dumb American. But, those rewards are meager, and when anybody wants more, even if they think they are willing to work for it, there will be no opportunities.

In recent years, civic learning has been increasingly pushed aside. In some states, it simply does not exist. The Federal Education Department is not interested in creating patriotic Americans and it discourages civics by omitting it in its plans.

I do not mean to suggest that the Feds are not hollowly suggesting civics is important for they feel right now since America is not fully socialist yet, they must. For example, in 2012, Arne Duncan, President Obama's Education Head offered these comments:

"The need to revitalize and reimagine civic education is urgent. But that urgent need brings a great opportunity—the chance to improve civic education in ways that will resonate for years."

Arne, with all due respect for your position, there is no civic education currently going on so how can it be improved? I suspect it can be improved in ways none of us would imagine.

Having watched the government's interpretation of improvement for many years, Duncan's words were empty and not very reassuring.

Meanwhile Duncan and Obama's US Department of Education have done their best to hurt America. Where's the beef?

As a socialist, the Duncan did not really want the problem solved. What remains, after all these years, is just one course on "American Government" that usually spends little time on how people can – or why they should – participate as citizens. Is this intentional? Does Heinz have 57 varieties?

Betsy DeVos, President Trump's confirmed pick for Education Secretary is well thought of in education circles that want the students to come first. The left and the corrupt press hate DeVos almost as much as Trump and that too should be good for America. Trying to find some of DeVos's views on the Education system she inherited from Duncan, I used a Google search. The left hates her and Google is part of the left. It took eight pages of Google results to find one article that was not slamming DeVos and Trump for picking her. To me, this is very encouraging.



President Trump & Education Secretary Betsy DeVos

Michigan Governor Rick Snyder has expressed a major willingness to build a relationship with Trump as he takes over the presidency. The Governor complimented the president-elect on his appointments of DeVos and Gov. Nikki Haley, who was named Trump's U.S. Ambassador to the United Nations. You see, sometimes Google tries to slant your opinion rather than present unbiased results.

"Michiganders know the passion Betsy has for reforming education in a way that puts kids first," Snyder said. "Betsy's appointment will mean great things for Michigan and for children around the nation as she takes her no-nonsense commitment to empowering parents to the highest levels in Washington."

is

As of 2011, only 19 states include civic learning in their state assessment / accountability systems, generally as part of an overall social studies assessment, including history, geography, state history and economics. I would not expect it to improve until there is a fundamental change in the top echelons of our government. With a President who loves America and an Education Secretary that puts kids first, I think the horizon is bright.

Chapter 16 A Civics Lesson

Basic civics definitions

In addition to discussing the history of America, and the founding, in each chapter in which it was appropriate, we have discussed the importance of an honest representative government. We have also lightly introduced the notion of taxation without representation as our elected leaders fail to accomplish their duties in representing the people.

When we examine the study of civics today, we immediately see the problems we are experiencing today with an uneducated, and thus seemingly dumb population regarding the specifics of their own country. Now, to solve some of that, we will do some teaching about essential civics items such as our form of representative democracy and we will explore other forms and variations so we can all know that the US form of government is about as good as it can get. The founders were very smart men.

The objective of the civics lesson after learning about the founding is to leave this book with an understanding of the fundamental facts about America that makes our country so exceptional.

It is intended to give all Americans who are willing to learn, the opportunity to be introduced to the basic tenets of the US representative constitutional democracy (aka constitutional republic). For a deeper appreciation of the notion of the US government and its underlying political principles, there is an excellent free course available on the Internet and I encourage you to visit the Cyberland University of North America at the following URL:

<http://www.proconservative.net/CUNAPolSci201HOutline.shtml>.

Dr. Almon Leroy Way, Jr. University President & Professor of Political Science in his free Internet course titled Political Science

201H - The American Political System: Politics & Government in the USA captures the details of politics and government in America. It is an excellent reference for just about any facet of American Government and Politics that you would like to examine. My hat is off to Dr. Way for a wonderful work and a thank you for sharing it for no charge with us all. Below, you will find the course description taken from the Web Site:

COURSE DESCRIPTION:

A free, self-study, non-credit course in American Government and Politics designed to benefit (1) the general reader interested in politics, government, law, and public affairs, (2) the advanced high-school student enrolled in an American Government, Advanced Civics, Modern Problems, Problems of Democracy, or Political Science course, and (3) the university or college student enrolled in or planning to enroll in a Political Science or International Relations course or in a History, Geography, Sociology, Economics, or Business course with substantial political content.

Another great source of free continuing education on the Constitution is a course titled Constitution 101: The Meaning and History of the Constitution, presented as a public service by Hillsdale College <https://online.hillsdale.edu/constitution101/info>

A promotional banner for Hillsdale College's Constitution 101 course. The banner features the Hillsdale College logo on the left, the text "HILLSDALE COLLEGE" and "CONSTITUTION 101" in the center, and a photograph of the Constitution on the right. Below the banner, there is a text box with the following message: "Hillsdale College has launched a major national campaign to educate millions of citizens, including our elected officials, about the constitution with a **FREE ONLINE COURSE:**"

HILLSDALE COLLEGE

CONSTITUTION 101

Hillsdale College has launched a major national campaign to educate millions of citizens, including our elected officials, about the constitution with a **FREE ONLINE COURSE:**

This not-for-credit online course follows closely the outline of the full-semester course required of all Hillsdale under-graduates as part of the College's Core Curriculum. Lectures and other Materials are archived to view at your convenience.

You may also read any online version of the Federalist Papers. In the founder's words, The Federalist Papers tell us all why the Constitution is the greatest document for freedom and liberty ever written. This is another great learning opportunity.

In the summer, 2017, your author wrote a book titled, The Constitution by Hamilton, Jefferson, Madison et al as well as another book titled The Constitution Companion. These join two other hard copy books by your author titled The Federalist Papers by Hamilton, Jay, & Madison, and the Federalist Companion. These books are available at www.amazon.com/author/brianwkelly

In civics, can Aristotle and Plato help US?

They sure can! It would help to recall that even before the founders, many philosophers, had taken on the notion of government and what the best form of government might be. So, let's begin this with a quote from Aristotle, one of the greatest Ancient Greek Philosophers, who was also a logician, and a scientist:

“The most perfect political community is one in which the middle class is in control, and outnumbers both of the other classes.”

In all times before America, such as Ancient Greece, and in Europe during colonial times, the political and the social classes were much more obvious. They do not exist formally in America but surely, there is the notion of a class contrast with regard to those with wealth and those in poverty. These extremes are quite obvious.

Aristotle wanted to see as many people in the middle tier as possible so that there were few poor and they could move upward; and there were few rich and they could not overpower the people.

Let's go through this section beginning with a few definitions, which will help us learn the form and structure of our government from the time of our founding. Aristotle understood these notions well. He along with Plato spent many hours pondering the finest form of government.

Constitution—Aristotle uses the complex word, *Politeia*, in his writings and musings on government. It translates directly into the word, Constitution. To him, it also means constitutional government. Aristotle likes the notion of a Constitution or primal body of laws regardless of which form of government may be used. With a Constitution, it is less likely that the government would go awry. With a Constitution, Americans are less likely to ever see a time when a book titled “America Gone Wild” will be written about US!

He believes that constitutional governments are bound to govern with everyone's best interest in mind. Everybody knows the rules from the start, and this helps get the “game” right. He sees a government with a constitution as a compromise between the demands of both the rich and the poor.

Kingship / Monarchy—Aristotle loves the notion of an intelligent thoughtful King as the sole ruler. In this scenario, he sees the people benefitting from the king's beneficence and munificence. He sees such a king as an exceptional individual who governs with everyone's best interests in mind.

Aristotle, being the wise man that he is, admits that that finding such an outstanding leader is difficult, but he loves to believe that it may be a possibility, nonetheless. In Colonial times, if he were alive, Aristotle would have seen George Washington as a candidate to be the ideal king.

When the king rules for himself and not the people, Aristotle sees this as pure tyranny

Aristocracy—Just as he admires a kingship, Aristotle also has high regard for a government of aristocrats / elites. In this, he is not thinking of the hoity-toity, or the hoi polloi. Instead he sees aristocracy as “the rule of the best.” Plato goes even further and refers to an aristocracy as “rule by the virtuous.”

Aristotle recognizes that when an aristocracy goes bad it becomes an oligarchy. In an oligarchy, a few important people of not so virtuous character rule for the few and not for the good of all the people. He

sees an aristocracy as superior to an oligarchy because it values everyone's interests.

Oligarchy—Aristotle uses oligarchy literally "the rule of the few," to refer to a government controlled by a few people who are always wealthy and looking to achieve more wealth. Aristotle sees oligarchy as a bad form of government. For example, big "C" Communism is a form of oligarchy.

Aristocracy v oligarchy—The term oligarchy always has a negative or derogatory connotation in both modern day and classical usage. Some see the US government today, formed as a constitutional republic, having denigrated into an oligarchy in which rich powerful ideologues control the people.

The worst attributes of an oligarchy are that as a ruling faction, it governs solely in its own interests, disregarding those of the poor. There is a deep contrast with the term aristocracy, which in contemporary times sometimes has a derogatory connotation (nobility), but never is it seen negative in classical times. In classical times, the most intelligent people with virtue as a guide work through governmental processes for the good of the people.

Democracy—Aristotle sees little value in a pure democracy, which means literally, "the rule of the people." With over 325 million citizens, it would be tough for all of US in this huge country to run the government. Aristotle's concern is that democracy is a type of government in which the poor masses have control and they choose to use it to serve their own selfish ends.

The poor are so many that they rule the day in a democracy, and so there is heavy taxation and exploitation of the rich, among other things, making the productive class if you will, less ambitious. Such governments do not last long.

Aristotle does not take issues with the idea of a government of the people, for the people, and by the people as is our great nation because he sees a major buffer to forms of majority rule such as democracy, in the use of a *politeia*, or constitution. Thus, a constitution makes a democracy OK in his eyes. It also subtly changes a democracy into a republic.

Republic-- a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch with a birth right. This sounds a lot like a democracy. However, a Republic always has a constitution or a basic set of laws which prevent the majority from oppressing the minority and keeping them from being part of the government.

In a republic, the minority has a voice. However, in a democracy, the majority can impose its will on the minority, and bring the minority to submission. In a republic (the US form of government), the majority cannot take away certain inalienable rights such as life, liberty, and the pursuit of happiness.

Minorities cannot be rounded up for example, and put in prison because they do not agree with the political thinking of the regime.

Most philosophers see a well-functioning republic as the most ideal form of government. To repeat, the US is a constitutional representative democracy, which is by definition, a republic.

Tyranny—The rule of an individual interested solely in his own benefit. A perverse form of kingship and/or dictatorship, tyranny is unpopular and is usually overthrown. In Aristotle's opinion, it is the worst type of government. Tyranny can exist as an issue in all forms of government when leaders become too powerful. In such cases, throughout the history of man, the people eventually have enough and they revolt and form a new government.

Many Americans saw the immediate past president's unconstitutional use of executive orders and regulations as pure and simple tyranny. The president operated without authority.

Demagoguery—As noted, Aristotle does not like the notion of a pure democracy in which the people hold all the power and are constraint free. He sees this as mob rule. The worst type of democracy, in Aristotle's opinion, is when mob rule is carried to an extreme.

In demagoguery, everyone's voice is equal, and the rule of the majority has greater authority than the law. As a result, the apparent will of the people supersedes law. Invariably, a charismatic leader, or

demagogue, takes control and becomes a tyrant. Because he speaks with the voice of the people, and because the voice of the people is sovereign, the demagogue is free to do what he wants.

Again, many saw this happening in America from 2009 to 2016, and feared that our republic was on the verge of collapse.

Constitutional Democracy and other political Regimes—a bit more detail

The United States of America has been formed as a "constitutional representative democracy. By definition, a constitutional representative democracy is a republic. Democracy can be defined as government by the people or by their elected representatives. Add a constitution, and some representation instead of direct control, and the flavor changes to a republic.

A "direct democracy" or as it is sometimes called, a "pure democracy" is a system in which all the people of a country or entity, who choose to participate, do so directly without elected or appointed representatives. It may, however include the use of stewards whose mission is to do as the people direct.

There are elements in a direct democracy that might be a great way to get rid of crooked politicians using the inherent principles of initiative, referendum, and recall, but as a total form of government, it is very inefficient. The people would need to give up their daily work to tend to governmental obligations in such a system.

When the people decide to have representatives instead of going it alone, the type of government is referred to as a representative democracy.

Attributes of a direct democracy are included in the notions of Initiative (opportunity to propose legislation), Referendum (opportunity to offer ballot resolutions in elections), and Recall (the ability to vote to have representatives come back home so that an honest person can be chosen.)

These important notions of a direct democracy are not included in the federal government of the United States at this time, but are included in twenty state constitutions. Parts of direct democracy, namely initiative, referendum, and recall, would help if properly done in concert with a representative, constitutional democracy.

The specific makeup of a direct democracy may take on different capabilities depending on the will of the people. Depending on how the system is structured, the members of this assembly might pass executive orders, create laws, elect and dismiss leaders and conduct trials.

When elected officials conduct the people's business in a direct democracy, they are considered executive agents, stewards, or direct representatives and thus are bound to the will of the people. It is not like electing the free thinkers we have today who listen more to the desires of the lobbyists than the represented.

Considering that many citizens of the US are upset with our leaders because of little accountability or so it seems, the notion of leaders being tied to the will of the people at first seems to have substantial merit.

With over 325,000,000 and counting as the population of the US, one can also see how it may be unwieldy for such a system to be fully direct in practice regardless of how attractive it is in theory.

Thus, for a direct democracy to work, intermediary public groups are needed. Theoretically, these groups can be the state legislators but, this too has issues in that the notion of "Honorable" and poor representation of the people's interests is also an ailment of state governments.

The vehicles that are used in a direct democracy - namely, Initiative, Referendum, and Recall all have merit and need to be included soon as amendments to our Constitution for our Federal Government.

When the representatives choose not to do the will of the people, a form of government that inhibits actions directly by the people gets in the way of being able to handle the situation. There is always the wonderful idea that when they are not doing their jobs, we can throw

the bums out, and we should. But, today, we the people must hope our representatives will impeach the scoundrels for we may have to wait as much as six years to un-elect them.

With the entanglements that our elected find themselves with the ruling class, waiting two to six years to throw them out can be "taxing" and it makes the system less effective and less responsive than employing some direct democracy notions within our constitutional representative democracy between elections. Having direct democracy tools would also make politicians fear the people more than they do today.

You see, it is a constitutional representative democracy, aka a republic, that governs the US today. If representatives did not become corrupt over time in office, this form could be very effective.

Chapter 17 Civics: Principles of a Constitutional Democracy

Constitutional democracy vs. a democracy

Now that we have defined the notion of a democracy, what then makes a constitutional democracy that much different than a “democracy?” A constitutional democracy can be described accurately as a system of government in which the power of government is defined and thus limited, and it is distributed in a body of fundamental written law called a constitution. In our constitutional representative democracy, our body of laws is known as The Constitution.

Additionally, the electorate (that's US - the people -- a.k.a. the general voting populace within our political society) is given the effective means of controlling the elected representatives in the government. It also gives US the means to hold them accountable for their decisions and actions while in public office.

Sidebar: Unfortunately, in today's America, the electorate is asleep and worse than that, are afraid to engage in political discussions for fear they may upset the foes of all forms of democracy.

A constitutional democracy thus has two essential ingredients, (1) a constitutional ingredient and (2) a democratic ingredient. Let's examine these two ingredients:

The **constitutional** ingredient of a constitutional democracy is the "*constitutional government*." As noted above, this means that the founding fathers wrote a constitution so that the elected representatives of this nation could not just go ahead and do what they wanted with complete disregard to the most basic laws of this country—written in its Constitution. In other words, even a US

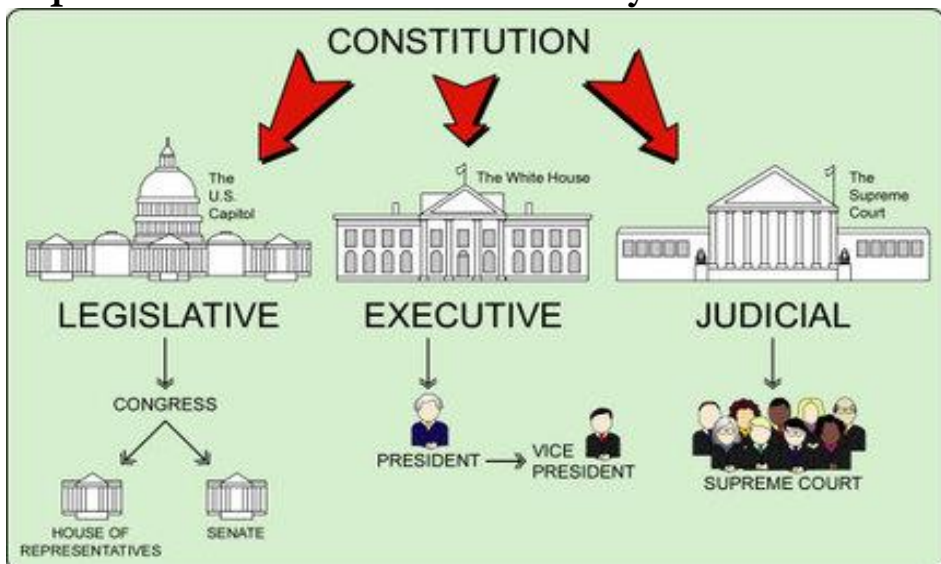
president would be breaking the law if they took any law, such as Obamacare, and changed it to suit her or his needs.

The *democratic* ingredient of a constitutional democracy is *representative democracy* and, it has to do with who holds and thus has the right to exercise authority on behalf of the governed. It also describes how such authority is acquired and retained (elections, impeachments etc.). Additionally, it prescribes that the representatives of the people are accountable to the people, and through elections, the people can change the face of the government by changing the face of its representatives. -- i.e. throwing the bums out...

A *constitution* as noted above is a very important document in that it provides the opportunity to protect liberty and freedom beyond the lives of the founders of the government. There is a specific process for constitutional amendments because they are such serious changes in government.

For the United States of America, its Constitution is the *supreme* law of land. Thus, it is of higher importance and takes precedence over all other laws of society. In fact, all other laws, to be valid and enforceable, must be written in accordance with the superior law of the Constitution.

Separation of Powers for Honesty



Our Constitution requires a separation of powers, counting on the notion of countervailing power to keep all three separate branches (executive, legislative, and judicial) of government honest. Separation of powers is thus the structure of the government defined by the Constitution with specific powers to each branch, yet with none of the branches having supreme power.

The founders believed for example that the Congress would not let the President act in an unauthorized manner and vice versa. The court was there to solve conflicts within the branches, though it was not given supreme power.

The legislators pass the laws and the president gets an opportunity to veto them or sign them into law. The President gets to hire a staff to enforce the laws. The president does not have the right to construct laws of his own. Only the Congress can pass laws. The Supreme Court (nine members) cannot make laws and cannot enforce them. It can affirm them and it can strike them down if they are deemed unconstitutional.

Within the Congress, the House, with 435 representatives elected by the people based on the population of the states, is the only branch of government permitted to allocate dollars towards funding the laws. Thus, the House is in control of the treasury, or the purse as some like to call it.

The Senate, comprised of 100 Senators, two each from each of the fifty states of the union, is where the voice of the minority is heard. Until recently, 60% of the Senators would have to approve many of the laws / appointments. This is thus not sole majority rule. It gives the minority a voice in the government, as so desired by the founders.

Legislators in the House are elected to two year terms; senators are elected by the people for six years; and the Supreme Court gets to function for a lifetime after being appointed by the President with the consent of the Senate. Notice the notion of countervailing power.

The Constitutional sniff test needs impartial nostrils

Thus, in recent years, a number of cases, in which laws were passed about matters of great importance such as abortion, have been appealed to the Supreme Court of the U.S. This is right now deemed by practice, not by the founders as the court of last resort. This court determines whether laws pass the constitutional sniff test. If Congress and the President for example, challenged a Supreme Court ruling, we would have a Constitutional Crisis because the President might choose not to enforce the changes to the law required by the Court. In this case, the three groups would need to resolve the matter.

However, constitutional scholars believe that the Supreme Court has taken on more power than granted and it has begun to be a partisan to politics. The founders anticipated that the justices would be impartial and would be independent advocates for America. This subtle change, in which ideology has overtaken the freedom and liberty and the power of the people, is of grave concern to the continuance of our constitutional republic.

When the laws do not pass the sniff test or when the political makeup of the court sees things in a different light than the lawmakers, or prior justices, laws created either by the states or by the federal legislature may be affirmed or struck down.

When not upheld, they are no longer in force and thus they cannot be enforced. Many of US in the onlooker category think that the court should not take on more power than the Congress since the Congress is the direct voice of the people.

A proper resolution for the court would be to defer a law at least once, maybe several times, or until they get it right. In this way, the Congress gets to debate it again and vote on it again. This would solve a lot of problems and would dispel the notion that the Supreme Court is the most powerful branch of a government designed with three equal partners.

Regarding enforcement of the laws, a great example comes from the case of April 16, 2007. The Supreme Court chose to uphold a law that

banned a type of late-term abortion, a ruling that many believe portends enormous social, legal and political implications regarding this very divisive issue.

Considering that the nine members of the court itself were sharply divided (5-4) could prove historic. Political analysts suggested at the time that it sent a possible signal of the court's willingness, under Chief Justice John Roberts, to someday revisit the right to abortion which heretofore had been guaranteed in the 1973 *Roe v. Wade* case.

No branch of government is exempt from following the Constitution. In the U.S., every law enacted by a legislature and every decision or action of an executive office or agency must pass the constitutional test. Not all laws that may be unconstitutional by definition if well examined, however, are challenged in court. The Supreme Court does not go searching for cases. The cases come to the Court.

For a law to be reversed it must be appealed and it can be appealed as many times as needed until it may reach the Supreme Court of the United States. Appeals start at lower courts and progress if accepted by justices at various levels and to the Supreme Court.

If the governmental decision or law or action in question is found by the courts to be contrary to the Constitution, the court system will uphold the Constitution and set aside the unconstitutional verdict or action of the federal or state legislature or of the executive branches.

Unfortunately, many justices of the Supreme Court have decided in recent years to become pawns of government administrations (Clinton, Bush, Obama, etc.), rather than deciding cases for the benefit of the people. After all, these administrations bequeathed upon the appointed justice a wonderful lifelong position.

For example, nobody can ever expect that Justice Elena Kagan, the President's last appointee, will ever vote in a way that Barack Obama's minions have not directed her. Since this is a book of facts, and few opinions, feel free to check this Justice's record.

And so, with Justices of the Supreme Court sometimes professing their ideology rather than their adherence to the founding principles, one could logically deduce that the founders be damned if such

ideologues could find enough other ideologues to undermine the country. The above is all fact. And so, we the people must pay attention to prevent this from happening.

Back in a historical time, American politicians could be considered honest and even honorable because honesty was at the time a virtue. Justices of the Supreme Court were beyond ideology and thus beyond reproach. At least theoretically, they represented the best interests of the people. Today, that unfortunately is not the case. For those learning about America for the first time, we can get back to those days if we choose, but it will not be easy.

My opinion is that we are at a point in history that the elite in America (not the good elite as in colonial times but the nose in the air, wealthy elite), ruled by those who are not as concerned about America as they are about their own ideologies, have figured out ways to undermine the general population which hitherto has been called "We the People."

They use tricks to attract the low information voter segment of "We the People," aka, dummies, to their side, and their tactics in appealing to such folks has delivered many elections to them. It is unethical and the founders, if consulted, would not approve.

Leftists in control of our government are so convinced that people want to stay dumb and continue in this faux love-fest that they are now moving their agendas into the front lines. Somehow, they are convincing the dumbest of Americans that it was the people's idea in the first place. Not so! Do not give up so easily!

It is very important for all Americans to be smart and to refuse to be dumbed down. When the sales pitch is continual, like the millions of advertising dollars spent on Obamacare, logic suggests it is not good for the people. All of the people know their own intelligence. If you do not respect your own intelligence, talk to your brother or sister or dad or mom or best friends, but don't let these swine suck you into something that hurts America.

States also have constitutions

Leftists do not like the Constitution or the Bill of Rights. If the idea of a constitution were so bad, why would it be that each state in our United States of America, would have its own Constitution? The answer is obvious. It is not a bad idea. It is in fact a great idea! It is the only thing in our great republic that assures us all that our rights come before the rights of corrupt politicians.

Each state in the Union of States has its own constitution thus giving the 50 states a notion of semi-autonomy meaning partial self-government. These 50 states comprise the federal union. Why the prior president once spoke of 57 states is ample proof to me that we have been doing a bad job in America teaching civics for an awful lot of years. Then again, it is possible the President received his civics education in another land mass.

The US Constitution guides the operation of the national government, and establishes its formal power relationships between the three branches of the national government as well as among the 50 semiautonomous states as well as the formal power relationships among the other principal organs, or institutions, of the national government. None of US would want this left to folklore or to memory alone as it is far too important. Thus, it is written—and yes, it is law!

The U.S. Constitution is in fact, a single document consisting of the seven original articles drafted by the Federal Constitutional Convention of 1787, which were eventually ratified by the 13 original colonies (states), plus there are 27 amendments that have been added to the document during the 240+ years that have elapsed since original ratification and adoption of the Constitution.

This concludes our brief civics lesson as well as this book on the nation's founding. Thank you for your kind attention.

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Brian has written 126 books. Others can be found at amazon.com/author/brianwkelly

