

# The Making of America

## Webinar Part I

### THE FOUNDING OF AMERICA

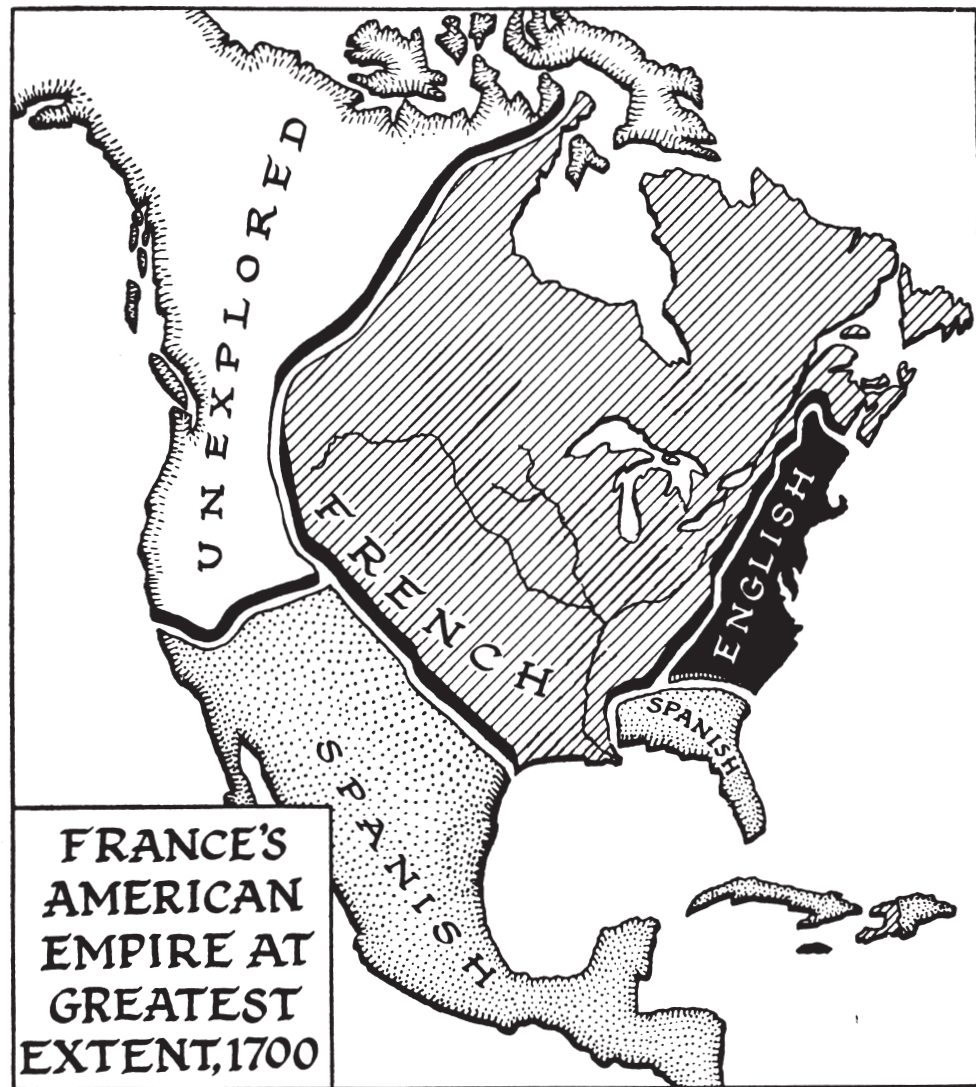


**F**ew Americans today know the real story of how America was made. The struggle of the Founders through 180 years to discover the ideas of freedom will give you a deep appreciation for these people. As each American today experiences this amazing story, they will want to become an advocate and a teacher of America's formula for freedom.

The four webinar sections include selected pages from the *Making of America Seminar Guide*. You may download each of the four parts separately or the entire *Seminar Guide* at [www.nccs.net/seminars](http://www.nccs.net/seminars).

Copyright © 1985, 1986 by W. Cleon Skousen

Copyright © 2007 National Center for Constitutional Studies



controlled the heartland of the North American continent. Fortunately, the Spanish were far too busy collecting gold and silver in Mexico and South America to press their claims very vigorously in North America.

- E. The French had no form of representative government, but ran their affairs under a type of Ruler's Law very much like the Spanish system. Nevertheless, they created an impasse with the Spanish which allowed the English to settle nearly \_\_\_\_\_ colonists on the Atlantic seaboard by 1776 and introduce the fundamentals for a representative form of government which we call \_\_\_\_\_ Law.

## VIII

As the early colonists came to America, they brought a great gift from England.

- A. The English were just about the only Europeans who fought to preserve the basic institutes of the \_\_\_\_\_-\_\_\_\_\_ culture under People's Law.

Hengist and Horsa, two Saxon chiefs, introduced these principles in Britain around A.D. 450. Unfortunately, after 600 years under People's Law, the people of England nearly lost their freedom entirely.

- B. The conquest of England in 1066 by the Normans brought elements of feudal law, Roman civil law, and canon law to England. All of these included elements of Ruler's Law which \_\_\_\_\_ the Anglo-Saxon system.
- C. Thomas Jefferson describes how the Normans introduced feudalism and Ruler's Law in England:

Our Saxon ancestors held their lands, as they did their personal property, in absolute dominion, disincumbered.... William the Norman [Conqueror] first introduced that system [of feudalism]. The lands which had belonged to those who fell in the battle of Hastings, and in the subsequent insurrections of his reign, formed a considerable proportion of the lands of the whole kingdom. These he granted out, subject to feudal duties, as he did also those of a great number of his new [English] subjects, who, by persuasions or threats, were induced to surrender them for that purpose.... A general principle was introduced, that 'all lands in England were held either mediately or immediately by the Crown.' (Saul K. Padover, *The Complete Jefferson*, New York: Tudor Publishing Co., 1943, pp. 16-17.)

- D. By 1215, the oppressive policies of the Normans had become intolerable even to those who had supported the Normans. Therefore, the English barons rebelled against King John and compelled him to sign the famous \_\_\_\_\_, in which they itemized their rights.
- E. Ever since then, each generation has had to fight to maintain these rights. In fact, there were periods in English history when the rights of the people were almost completely suppressed in spite of the Magna Charta. However, the barons, church leaders, knights, and burgesses finally gained enough influence to require the king to let them represent the people in a primitive English \_\_\_\_\_. There they were able to force the king to recognize many of their basic rights and gradually limit his power. Parliament was actually an expansion of the king's council and first appeared as a parliamentary forum in 1264.
- F. Early in the 1600s, Sir Edward Coke, an English judge, found himself doing things to Englishmen that violated their traditional rights. He repented and launched a campaign to revive interest in the specific rights set forth in the Magna Charta which he said not only belonged to the barons, knights, and burgesses, but to all \_\_\_\_\_.
- G. By 1628 the abuses of Charles I were so harsh that Parliament forced him to sign a famous document called the \_\_\_\_\_. Later, however, he ignored his commitments, and Parliament seized power



*William the Conqueror*



and turned control of the government over to Oliver Cromwell. Charles I was convicted of treason and beheaded.

- H. In 1660, Parliament put Charles II on the throne, and after he died in 1685, his brother was allowed to ascend the throne as James II. However, James II was so ruthless that Parliament dethroned him in 1688 in what is called the "Glorious Revolution." Parliament then entered into an agreement with his daughter and her husband (William and Mary) to take over the throne

## English Bill of Rights

Westminster, December 16, 1689

WHEREAS the lords spiritual and temporal and commons assembled at Westminster lawfully, fully and freely representing all the estates of the people of this realm, did upon the thirteenth day of February in the year of our Lord one thousand six hundred eighty-eight, present unto Their Majesties, then called and known by the names and style of William and Mary, prince and princess of Orange, being present in their proper persons, a certain declaration in writing made by the said lords and commons in the words following viz.:

"And thereupon the said lords spiritual and temporal and commons pursuant to their respective letters and elections being now assembled in a full and free representative of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties, declare:

"That the pretended power of suspending of laws or the execution of laws by regal authority without consent of parliament is illegal.

"That the levying money for or to the use of the crown by pretence of prerogative without grant of parliament for a longer time or in other manner than the same is or shall be granted is illegal.

"That the raising or keeping a standing army within the kingdom in time of peace unless it be with consent of parliament is against law.

"That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law.

"That election of members of parliament ought to be free.

"That the freedom of speech and debates or proceedings in parliament ought not to be impeached or questioned in any court or place out of parliament.

"That excessive bail ought not to be required nor excessive fines imposed nor cruel and unusual punishments inflicted.

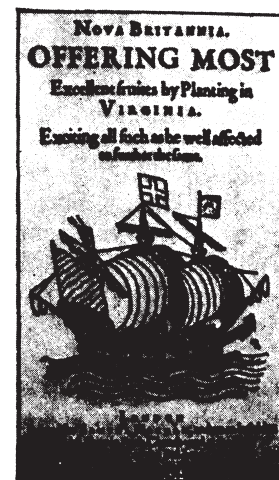
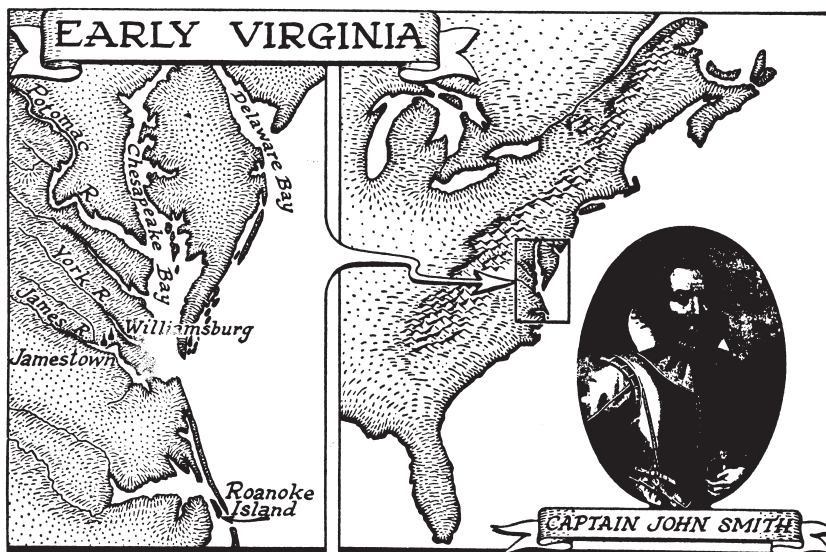
providing they would sign an English \_\_\_\_\_. This document was signed in 1689.

- I. All of these hard-won rights of the English became part of the American heritage. Americans owe a great debt of gratitude to the tens of thousands of Englishmen who were imprisoned, hanged, beheaded, tortured, burned at the stake, or forced into exile as they tried to reestablish those inalienable rights which many Americans in our day casually take for granted.

The English begin the development of Peoples' Law in America.

- A. Queen Elizabeth I tried to head off Spanish colonization north of Florida by commissioning Sir Walter Raleigh to establish a colony on Roanoke Island off the coast of what is now North Carolina. The first colony established in 1585 was starved out. The second one, established in 1587, disappeared. The experiment cost Sir Walter Raleigh over \$200,000.

## IX



Advertising for settlers, 1609.

- B. In 1607, King James I once more attempted to head off the Spanish by allowing a group of London businessmen to set up a colony in what is now Virginia. It became known as Jamestown. The businessmen thought the colony would be more profitable if it practiced secular \_\_\_\_\_. The project was a failure until they divided up the land and began shifting for themselves.
- C. In 1620, the same company sponsored the settlement of a group of Pilgrims in Northern Virginia, but their ship landed farther north. There they established Plymouth, in what is now Massachusetts. The patron company had given up secular communism in Virginia but still thought it would work among the Pilgrims if they practiced \_\_\_\_\_ communism. As Christians, they were supposed to look upon their neighbors as "brethren"

and cooperate together. However, the project failed and many starved. Governor William Bradford wrote:

At length, after much debate...the [governor] gave way that they should set corne every man for his owne perticuler, and in that regard trust to them selves;...and so assigned to every family a parcell of land, according to the proportion of their number.

After one year under this procedure, the governor was able to write:

This had very good success; for it made all hands very industrious, so as much more corne was planted then other waise would have bene.... The women now wente willingly into the feild, and tooke their litle-ones with them to set corne, which before would aledg weaknes, and inability; whom to have compelled would have bene thought great tiranie and oppression. (William T. Davis, ed., *Bradford's History of Plymouth Plantation*, New York: Charles Scribner's Sons, 1923, p. 146.)



*Pilgrims in Massachusetts escaped starvation with help from friendly Indians (left). Puritan immigrants (right) fled religious persecution in England and set up their own theocracy in Boston.*

- D. The people who settled Plymouth were called "Separatists," or Pilgrims, because they wanted to separate themselves from the national or official Church of England. The next people to come to Massachusetts Bay, beginning in 1623, were \_\_\_\_\_ who did not want to separate from the Church of England but to purify it. Because of bitter persecution by Charles I, thousands fled to Massachusetts, especially between 1628 and 1640. Their first center of government was Salem, then Charlestown, and finally Boston. However, they made the mistake of having their Puritan Church run the affairs of state, and they drove from their midst any with dissenting views. These included Anne Hutchinson, Roger Williams, and Thomas Hooker, all of whom moved south to create new settlements in what became Connecticut and Rhode Island. Since they could not bear the arbitrary kind of theocratic government instituted in Boston, the question was, "How do we set up a strong and just government?"





*Emigration to the Connecticut Valley, 1636.*

- E. The man who found the answer was Reverend Thomas \_\_\_\_\_. One hundred and five years before Thomas Jefferson was born (1638), Reverend Hooker gave a sermon announcing that he had discovered in the history of ancient Israel the principles of government which would be fair and just. The villages of Connecticut therefore banded together in 1639 and adopted a constitution (written largely by Hooker) based on the principles found in the first chapter of Deuteronomy. Rhode Islanders then copied this constitution, and these two colonies had one of the most satisfactory systems of government during the entire colonial period. Reverend Hooker's constitution for Connecticut was the first \_\_\_\_\_ constitution in America.

The English colonists came to America with a sense of "Divine \_\_\_\_\_" or "Manifest Destiny."

- A. Professor Conrad Cherry said, "The belief that America had been providentially chosen for a special \_\_\_\_\_ has deep roots in the American past." (Conrad Cherry, *God's New Israel*, Englewood Cliffs, N.J.: Prentice-Hall, 1971, p. 1.)
- B. \_\_\_\_\_, the Founders felt their commonwealth of freedom would eventually cover the whole North American continent. (Ibid., pp. 111, 129; see also Albert Weinberg, *Manifest Destiny*, Baltimore: The Johns Hopkins Press, 1935, pp. 1-2, 43.)
- C. As far as \_\_\_\_\_ was concerned, John Adams said they were building a Constitution and a system of government which would one day serve a population of between "200 and 300 million freemen." (Quoted in Adrienne Koch, ed., *The American Enlightenment*, New York: G. Braziller, 1965, p. 131.)
- D. The Founders did not consider themselves a master race but master \_\_\_\_\_ who had an obligation to their Creator to design a system which would benefit the whole world. As John Adams said:

I always consider the settlement of America with reverence and

**X**



*John Adams*

wonder, as the opening of a grand scene and design in Providence for the illumination of the ignorant, and the emancipation of the slavish part of mankind all over the earth. (Quoted in Ernest Lee Tuveson, *Redeemer Nation*, Chicago: The University of Chicago Press, 1974, p. 25.)

# XI

How the split developed between England and her American colonies.

**A.** When George III took over the throne of England, he was very popular. Here is why:

1. Around 1700, Parliament suddenly realized that all the immediate heirs to the English throne were sympathetic both in religion and politics with the king of \_\_\_\_\_. Therefore, the Settlement Act of 1701 ordered that no person could become ruler of England in the future unless he or she had descended through a granddaughter of James I named Sophia. Sophia had married the Elector of Hanover, Germany.
2. Queen Anne died in 1714. Therefore, George I, Elector of Hanover, became king of England even though he was a \_\_\_\_\_.
3. George II, another German, became king in 1727. He ruled so long (until 1760) that even his crown prince died.
4. George III, the grandson of George II, was the first king of that century who was not a \_\_\_\_\_. He was born in England, educated in England, spoke English beautifully, and considered himself a "patriot king." He was extremely popular among the English people, but his policies began to antagonize the American colonists.



King George III

- B.** In the early 1760s, King George III ordered a strict enforcement of the Navigation Acts in order to suppress the purchase of foreign goods. The idea was to "buy English and keep our money at home."
- C.** This resulted in extensive smuggling, both in England and America. To suppress smuggling, the king authorized the prosecution of offenders in the admiralty courts, which had no \_\_\_\_\_.
- D.** The admiralty courts issued "writs of assistance," which allowed officers to search any home or private business looking for smuggled goods.
- E.** Then an act in 1763 forbade the colonists to cross the mountains and settle in the \_\_\_\_\_, where some had already become established. The colonists defied this act and resentment grew.
- F.** In 1765, the king had his agents in Parliament pass the \_\_\_\_\_ Act. The colonists declared this to be "taxation without representation."

It was during Parliamentary debate on the repeal of the Stamp Act that Charles Townshend asked, "Will these Americans, children planted by our care, nourished up by our indulgence . . . will they grudge to contribute their mite?" Whereupon Isaac Barre replied, "*They* planted by *your* care? No! Your oppressions planted them in America. They fled from your



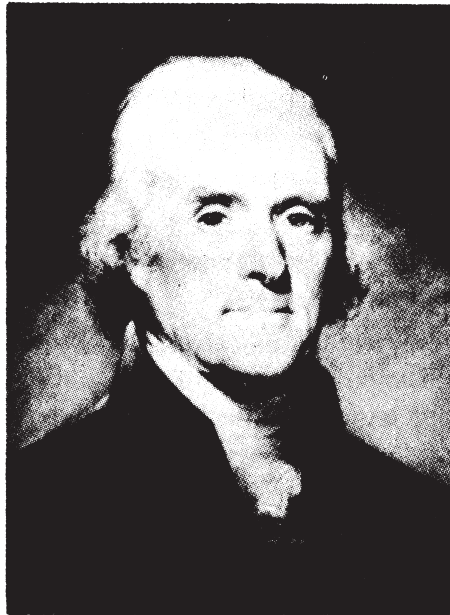
few of the soldiers reenlisted.

3. Morale was low. Since the British would not come out and fight after the severe losses at Bunker Hill, the Americans had little activity except to fight among themselves!
- C.** The American colonies found that they had been virtually \_\_\_\_\_ by King George III.
1. He had announced that if the rebellious American colonies were attacked, Britain would not come to their aid.
  2. As previously mentioned, not only were American ships declared by the king to be free booty to anyone who could capture them, but American crews were "impressed" or forced into the British navy to help capture more American ships.
- D.** By 1776, many leaders in the colonies recognized that circumstances might force them into a state of separate independence from Britain without a single colony knowing how to \_\_\_\_\_ itself.
1. Virginia, the largest state in population, was expected to lead the way in discovering the best form of independent government.
  2. However, Virginia had already examined \_\_\_\_\_ different drafts for a practical constitution and was still uncertain as to which one was best.
  3. Jefferson rejected all of them. He was one of the foremost constitutionalists in the world, but he was greatly distressed to learn that very few scholars of that day were prepared to support what he felt needed to be done.

Why was 1776 such a terribly \_\_\_\_\_ year for Thomas Jefferson?

- A.** A daughter had recently died.
- B.** His wife was extremely ill.
- C.** His mother died on March 31.
- D.** His sorrow and worry over the state of the country gave him severe migraine headaches which lasted five weeks.
- E.** He was especially worried about Virginia working out a sound system of self-government.
  1. He wrote \_\_\_\_\_ constitutional drafts in \_\_\_\_\_ weeks.
  2. All but a small section of the third draft was rejected by the Virginia Legislature.
  3. Virginia adopted a temporary constitution retaining most of the \_\_\_\_\_ existing under British rule:
    - a. Slavery.
    - b. Primogeniture—a rule under which inherited property went exclusively to the oldest \_\_\_\_\_.
    - c. Entailed estates—making it unlawful for heirs to divide huge feudal estates.

## **II**

*Thomas Jefferson*

- d. The official state church was left in power.
- e. People were \_\_\_\_\_ to support the official church whether or not they were members.

### III

By 1776, Jefferson had already discovered the basic success formula that was eventually incorporated into the Constitution of the United States. Although he might not have realized it at the time, he was going to have supreme difficulty getting these ideas accepted. Nevertheless, he was probably the best prepared of all the Founders to launch the campaign. His educational background was remarkable, even by modern standards.

- A. He had begun studying Latin, Greek, and French at the age of 9. At the age of 16 he entered the College of William and Mary at Williamsburg. At 18 he graduated and began to be tutored in law by George Wythe, the first professor of law in America. During a five-year period he often studied 12 to 14 hours a day. When he was examined for the bar, he knew more than the men who were giving him the exam.
- B. Here is a summary of his educational background:
  - 1. He had gained proficiency in \_\_\_\_\_ languages.
  - 2. He had studied the \_\_\_\_\_ classics.
  - 3. He had studied the \_\_\_\_\_ classics.
  - 4. He had studied European \_\_\_\_\_.
  - 5. He had carefully studied the Old and New Testaments.
  - 6. While studying the history of ancient Israel, Jefferson made an astonishing discovery. He saw that at one time the Israelites had



*Jefferson's home at  
Monticello, Virginia.*

practiced the earliest and most efficient form of \_\_\_\_\_ government. So long as they followed a fixed pattern of constitutional principles, they flourished; when they drifted from it, disaster overtook them. Jefferson thereafter referred to this constitutional pattern as the "\_\_\_\_\_."

7. Jefferson was also surprised to find that the Anglo-Saxons were aware of the same "ancient principles" and followed a pattern almost \_\_\_\_\_ with that of the Israelites until the eighth century A.D. In our next lesson we will discuss the pattern which both of these nations followed.
  8. Jefferson undertook a thorough study of \_\_\_\_\_ history, which demonstrated that in a period of a thousand years the English people had done more than any other nation to revive human freedom on earth.
- C. Jefferson's years of intensive study made the following impression on a stranger who did not know who he was:

When he spoke of law, I thought he was a lawyer; when he talked about mechanics, I was sure he was an engineer; when he got into medicine, it was evident that he was a physician; when he discussed theology, I was convinced he must be a clergyman; when he talked of literature, I made up my mind that I had run against a college professor who knew everything. (William E. Curtis, *The True Thomas Jefferson*, Philadelphia: J. B. Lippincott Company, 1901, pp. 358-59.)

Jefferson was caught up in the spirit of independence that rose sharply throughout the colonies during the spring of 1776.

- A. In 1776, Thomas Paine, who had arrived in America only two years earlier, published a pamphlet called \_\_\_\_\_, in which he advocated immediate independence. More than 120,000 copies of his pamphlet were sold in a short time—a phenomenal circulation for those days. George Washington said that this little pamphlet "worked a powerful change in the minds of many men."



- B. On March \_\_\_\_\_, 1776, Washington's forces liberated Boston.
- C. On May \_\_\_\_\_, 1776, Rhode Island jumped the gun and declared independence all by herself.
- D. On May \_\_\_\_\_, 1776, Congress authorized each colony to set up its own government independent of the crown, because the king said he had disowned them.
- E. On May \_\_\_\_\_, 1776, Jefferson arrived in Philadelphia as a delegate to Congress, but his heart was in Virginia where the House of Burgesses was trying to decide what kind of constitution a free people should have.
- F. Jefferson almost missed writing the Declaration of Independence by requesting permission to return to Virginia to work on the new constitution for that state. His request was \_\_\_\_\_.
- G. On June \_\_\_\_\_, 1776, Richard Henry Lee introduced a resolution calling upon the colonies to declare themselves free and independent states. The final vote was postponed until some of the delegates could return home for instructions. They agreed to return by July 2.
- H. On June \_\_\_\_\_, 1776, a special committee was appointed to write a formal declaration of independence. The members included Thomas Jefferson (Virginia), John Adams (Massachusetts), Benjamin Franklin (Pennsylvania), Roger Sherman (Connecticut), and Robert Livingston (New York).



*The house in Philadelphia where Jefferson wrote the Declaration.*

*Members of the committee: Franklin, Jefferson, Livingston, Adams, and Sherman.*

# V

Writing the Declaration of Independence.

- A. A conversation between John Adams and Thomas Jefferson was recorded by Adams as follows:

“Jefferson proposed to me to make the draft. I said: I will not. You should do it.”

Jefferson: “Oh, no! Why will you not? You ought to do it.”

Adams: “I will not!”

Jefferson: “Why?”

Adams: “Reasons enough.”

Jefferson: “What can be your reasons?”

Adams: “Reason first—You are a Virginian, and a Virginian ought to appear at the head of this business. Reason second—I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third—You can write ten times better than I can.”

Jefferson: “Well, if you are decided, I will do as well as I can.” (Charles Francis Adams, ed., *The Works of John Adams*, 10 vols., Boston: Little, Brown and Co., 1850–56, 2:51n.)

- B. For \_\_\_\_\_ days Jefferson worked on the draft, with nearly all of the time being spent on the first two paragraphs.
1. The charges against King George, which took up most of the draft, were copied almost entirely from the drafts of his constitution of Virginia and his *Summary View of the Rights of British America*. This would not have required more than \_\_\_\_\_ day. What was he doing the other 16 days?
  2. Jefferson's great anxiety seems to have been to get into the Declaration of Independence the most basic elements of the “ancient principles” mentioned in his proposed drafts for the Virginia state constitution.
- C. Here are the eight “ancient principles” which Jefferson incorporated in the first \_\_\_\_\_ paragraphs of the Declaration of Independence. These are rounded out in some of his subsequent writings to provide a fuller understanding of each principle:
1. Sound government should be based on \_\_\_\_\_ - \_\_\_\_\_ truths—truths that are so obvious, so rational, and so morally sound that their authenticity is beyond reasonable dispute.
  2. The government of mankind here on earth should be based on the law of \_\_\_\_\_ and of nature's God.
  3. This presupposes (as a self-evident truth) that the Creator made human beings \_\_\_\_\_ in their rights, equal before the bar of justice, and equal in his sight. (Of course, individual attributes and personal circumstances in life vary widely.)
  4. These rights, which have been bestowed by the Creator on each

## A Declaration by the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for <sup>one</sup> people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the <sup>separate and equal</sup> station to which the laws of nature & 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~~ separation.

We hold these truths to be <sup>self-evident</sup> self-evident; that all men are created equal, & independent; that ~~they are endowed with certain~~ <sup>unalienable</sup> unalienable rights; that among ~~these~~ <sup>these</sup> are life, liberty, & the pursuit of happiness; that to secure these <sup>rights</sup> rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government shall become destructive of these ends, it is the right of the people to alter or to abolish it, & to institute new government, laying its foundation on such principles & organizing its powers in such form, as to them shall seem most likely to effect their safety & happiness. prudence indeed will dictate that governments long established should not be changed for light & transient causes: and accordingly all experience hath shewn that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed but when a long train of abuses & usurpations, <sup>beginning at a distinguished period</sup> begun at a distinguished period & pursuing invariably the same object, evinces a design to ~~reduce them~~ <sup>reduce them</sup> to absolute despotism, it is their right, it is their duty, to throw off such government & to provide new guards for their future security. such has been the patient sufferance of these colonies & such is now the necessity which constrains them to <sup>alter</sup> alter their former systems of government. the history of the present <sup>king of Great Britain</sup> is a history of <sup>uninterrupted</sup> injuries and usurpations, [among which, ~~the following are the most~~ <sup>the following are the most</sup> to contradict the uniform tenor of the rest, ~~all of which~~ <sup>all of which</sup> have in direct object the establishment of an absolute tyranny over these states to prove this, let facts be submitted to a candid world. [for the truth of which we pledge a faith not unswayed by falsehood]

Part of Jefferson's original draft of the Declaration of Independence.

individual, are \_\_\_\_\_; that is, they cannot be taken away or violated without the offender coming under the judgment and wrath of God. A person may have other rights, such as those which have been created as a "vested" right by a statute, but vested rights are not inalienable. They can be altered or eliminated at any time.

5. Among the most important of the inalienable rights are the right to life, the right to liberty, and the right to pursue whatever course of life a person may desire in search of happiness, property, and peace, so long as it does not invade the rights of \_\_\_\_\_.
6. The most basic reason for a community or a nation to set up a system of government is to assure its inhabitants that these special rights of the people shall be \_\_\_\_\_ and preserved.
7. And because this is so, it follows that no office or agency of government

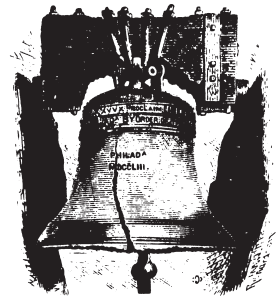


has any right to exist except with the \_\_\_\_\_ of the people or their representatives.

8. It also follows that if a government, either by malfeasance or neglect, fails to protect those rights—or, even worse, if the government itself begins to violate those rights—then it is the right and \_\_\_\_\_ of the people to regain control of their affairs and set up a form of government which will serve the people better.

D. On July 4, 1776, Congress adopted the Declaration of Independence after making \_\_\_\_\_ changes but not deleting a single one of Jefferson's "ancient principles."

1. A copy was immediately sent to a Mr. Dunlap for printing, and an official copy was engrossed (written in large formal script) for signing. The delegates began signing the engrossed copy on August 2. This is the copy now on display in the Archives Building in Washington, D.C. The original copy that was sent to the printer has been \_\_\_\_\_.
2. The Declaration was published by the Pennsylvania *Evening Post* on July 6, and the first public reading was by the Committee on Correspondence in Philadelphia on July 8. People cheered, bells rang, and many celebrated all night.
3. Jefferson was not originally identified as the \_\_\_\_\_. The identity of the signers was also kept concealed for several months for fear of retaliation by the British.
4. All those who subscribed to the Declaration figuratively signed the



*The first public reading of the Declaration, July 8, 1776,  
from the steps of Independence Hall in Philadelphia.*

document with their \_\_\_\_\_. In support of the Declaration, they had mutually pledged "our lives, our fortunes, and our sacred honor."

- a. Had they lost the Revolutionary War, they would, no doubt, have been tried and summarily convicted of high \_\_\_\_\_.
- b. The penalty for high treason was to be hanged from the gallows until unconscious, then cut down and \_\_\_\_\_, then disemboweled and beheaded, then cut into quarters, each quarter to be boiled in oil and the residue spread over the countryside so that the last resting place of the offender would be forever unnamed, unhonored, and unknown.

## VI

Jefferson reveals the source of his "ancient principles."

- A. After writing the Declaration of Independence, Jefferson was appointed to a special committee with Benjamin Franklin and John Adams to prepare an official seal for the United States.
- B. Both Jefferson and Franklin suggested that one side of the seal portray Moses leading ancient Israel, since the Israelites had the historical distinction of being the most ancient people to practice the principles of \_\_\_\_\_ government.
- C. John Adams felt that since Jefferson had discovered that the Anglo-Saxons had practiced almost \_\_\_\_\_ principles, they also should be represented on the other side of the seal. Adams wrote:

Mr. Jefferson proposed: The children of Israel in the wilderness, led by a cloud by day, and a pillar of fire by night, and on the other side Hengist and Horsa, the Saxon chiefs, from whom we claim the honour of being descended and whose political principles and form of government we have assumed. (Richard S. Patterson and Richardson Dougall, *The Eagle and the Shield: A History of the Great Seal of the United States*, Washington: U.S. Department of State, 1976, p. 16.)



*Original proposal for the seal of the United States as suggested by Thomas Jefferson, Benjamin Franklin, and John Adams.*

# Principles of Liberty

**These principles have made possible more progress in 200 years than was made previously in over 5,000 years.**

1. The only reliable basis for sound government and just human relations is Natural Law.
2. A free people cannot survive under a republican constitution unless they remain virtuous and morally strong.
3. The most promising method of securing a virtuous and morally stable people is to elect virtuous leaders.
4. Without religion the government of a free people cannot be maintained.
5. All things were created by God, therefore upon Him all mankind are equally dependent, and to Him they are equally responsible.
6. All men are created equal.
7. The proper role of government is to protect equal rights, not provide equal things.
8. Men are endowed by their Creator with certain unalienable rights.
9. To protect man's rights, God has revealed certain principles of divine law.
10. The God-given right to govern is vested in the sovereign authority of the whole people.
11. The majority of the people may alter or abolish a government which has become tyrannical.
12. The United States of America shall be a republic.
13. A constitution should be structured to permanently protect the people from the human frailties of their rulers.
14. Life and liberty are secure only so long as the right of property is secure.
15. The highest level of prosperity occurs when there is a free-market economy and a minimum of government regulations.
16. The government should be separated into three branches - legislative, executive, and judicial.
17. A system of checks and balances should be adopted to prevent the abuse of power.
18. The unalienable rights of the people are most likely to be preserved if the principles of government are set forth in a written constitution.
19. Only limited and carefully defined powers should be delegated to government, all others being retained in the people.
20. Efficiency and dispatch require government to operate according to the will of the majority, but constitutional provisions must be made to protect the rights of the minority.
21. Strong local self-government is the keystone to preserving human freedom.
22. A free people should be governed by law and not by the whims of men.
23. A free society cannot survive as a republic without a broad program of general education.
24. A free people will not survive unless they stay strong.
25. "Peace, commerce, and honest friendship with all nations - entangling alliances with none."
26. The core unit which determines the strength of any society is the family; therefore, the government should foster and protect its integrity.
27. The burden of debt is as destructive to freedom as subjugation by conquest.
28. The United States has a manifest destiny to be an example and a blessing to the entire human race.

Source: over 150 volumes of the Founding Fathers original writings, minutes, letters, biographies, etc. distilled into *The Five Thousand Year Leap*, by W. Cleon Skousen, published by National Center for Constitutional Studies, 1981