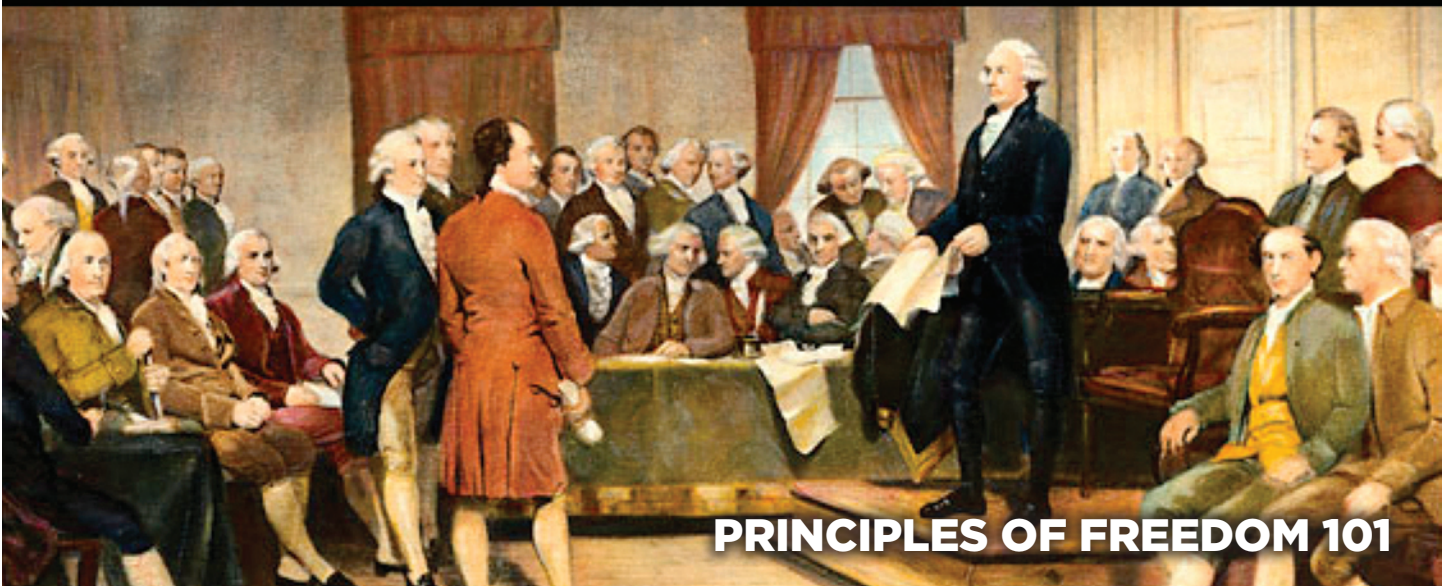


*The miracle that
changed the world.*

*How they did it and why we
should still believe in it.*

THIS STUDY GUIDE WAS DESIGNED AND COMPILED BY
*the***FORGOTTENMAN.ORG**

THE 5000 YEAR LEAP **STUDY**GUIDE



PRINCIPLES OF FREEDOM 101

“A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country?”

— George Washington

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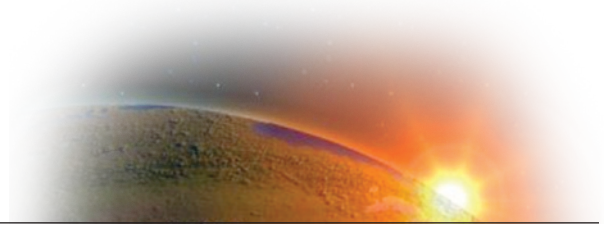
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Michael Jablonski (Founder of The Forgotten Man)

John Young (Executive Member & Graphic Designer of The Forgotten Man)

We at theforgottenman.com hope that this study guide will help to make your reading of The 5000 Year Leap more enjoyable and help prompt interesting discussions during your book club meetings. We have highlighted the points we found most interesting and valuable, however you and your group undoubtedly will come up with additional points of interest.

ABOUT THE AUTHOR



Willard Cleon Skousen

The man behind the movement

Willard Cleon Skousen (1913-2006) was a popular teacher, lecturer and author in the United States for over 40 years. His witty and organized method of explaining and documenting history has delighted thousands of readers and listeners for many years.



Born in Raymond, Alberta, Canada on January 20, 1913, Dr. Skousen's growing up years were spent in Canada, Mexico, and California.

At age 17 he was called to serve a two-year, LDS mission to Great Britain for the Church of Jesus Christ of Latter-day Saints.

He later attended college at the San Bernardino Junior College where he was elected Student Body President.

With scholarships and encouragements, he left California in 1934 to work as a government aid in Washington DC. Later Dr. Skousen applied and was hired as an FBI agent.

Skousen married his sweetheart, Jewel Pitcher of San Bernardino, California, August 1936. During the past 69 years, they have raised 8 children and are the grandparents of 50 grandchildren and

over 69 great-grandchildren. He resided in Salt Lake City, Utah the remainder of his life.

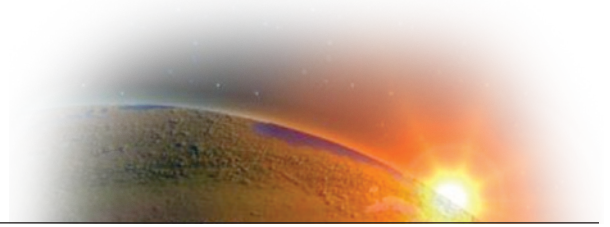
He graduated with a Bachelors of Law from George Washington University Law School in June 1940, and had already passed the Washington, D.C. bar examination. The school upgraded his degree to Juris Doctor in 1972 after reviewing the sufficiency of his law school studies.

Dr. Skousen served the FBI for 16 years (1935-1951), and worked closely with J. Edgar Hoover. In 1951 he was asked to join the faculty of Brigham Young University. Here he headed up the Student Alumni organization. In 1956 he was asked to serve as Chief of Police of Salt Lake City. During his 4 year service, he also wrote his national best seller, "The Naked Communist." He also was the editor of the nations leading police magazine, "Law And Order." In 1960 he left the police force and began speaking tours around the country on the political crisis during that time period. He also ran for the governors office in Utah, but narrowly missed the primaries.

In 1967, Dr. Skousen returned to BYU as a professor in the Religion Department. He taught classes on The Book of Mormon, The Old Testament, and early LDS Church History. He continued that assignment until his retirement in 1978.

In 1972, Skousen founded a non-profit educational foundation, "The Freeman Institute" which sought to provide students a place to read both sides of any political issue from original sources. In 1982,

ABOUT THE AUTHOR



the institute became a national organization, the National Center for Constitutional Studies.

Dr. Skousen and his staff became the nation's leading organization in teaching seminars on the Founding Fathers and the U.S. Constitution. His book, "The Making of

America" has been used nation-wide to educate students on the original intent of the Founders.

In 1981 Skousen wrote *The Five Thousand Year Leap*. The book lists twenty-eight principles that our Founders used to construct the foundation of this great nation. It also explains how the Founders incorporated the words of some of the greatest thinkers of all time into those principles, including Cicero, John Locke and Montesquieu. Skousen explains that these principles of freedom and liberty have resulted in more progress in the last 200 years than was made in the previous 5,000 years, hence *The 5,000 Year Leap*. You will hear the words of some of our most distinguished Founders, including Thomas Jefferson, Benjamin Franklin, John Adams and George Washington. You will see how prophetic those words were and how we can solve many of today's problems if we would just reacquaint ourselves with the teachings

of these men. The book is meticulous research and is easy to read.

Many of Skousen's other book subjects range from raising boys to principles of good government, to prophetic history. Dr. Skousen shares a wealth of knowledge and optimism--a "diamond dust" of exciting history and eternal principles of hope, that calms the sea in today's stormy world of seemingly chaos and uncertainty.

He was a prolific speaker and gave an estimated 15,000 speeches in his lifetime. He often averaged more than 500 speeches a year and on one trip to the southern states gave 46 speeches in just one week.

Skousen's twilight years were very active. He and Jewel maintained a beautiful home in Salt Lake City that became a mandatory stopover for any person with political aspirations both in Utah and beyond. Friends and visitors included ecclesiastical leaders of all faiths, politicians from all major parties, students of all ages, and of course, local missionaries almost weekly.

Dr. Skousen passed away peacefully in his home on January 9, 2006, of natural causes incident to age, just 11 days shy of his ninety-third birthday. He was lovingly surrounded by his family and wife Jewel, with whom he was anticipating their 70th wedding anniversary in August. He was a true testament of what an American should be and will truly be missed by many.

Preface

We strongly recommend that you read the forward, preface and introduction of this book. These sections are brief, but they really help set the foundation for the rest of the book.

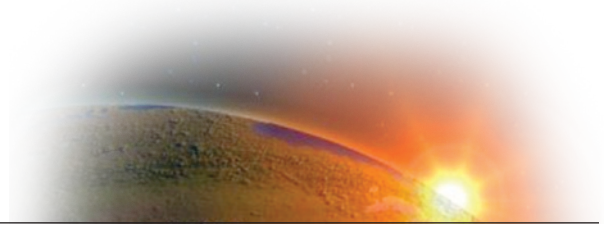
Here is some of what you will find in these sections:

- You will learn why the author felt so compelled by the story of our Founders that he started his own small book club in an old garage in Utah, and how that small book club led to the writing of this great book.
- You will hear from Senator Orin Hatch, “The Founders were not custom-building the Constitution for any particular age or economy. They were structuring a framework of government to fit the requirements of human nature. These do not change. What protected the freedom of George Washington will protect freedom for you and me.” (xxi)
- You will listen to the author describe America’s unprecedented rise as the great hope of the world, and our possible decline - unless we pay attention to the words of the great men that put forward our form of government.
- You will hear why Jamestown was so different, and how those settlers tried communal economics, and how they eventually adopted a free enterprise system.
- You will begin to understand how The Founders were able to take many great ideas from some of the greatest thinkers in history and compile them in to one document- The Constitution!

*You are about to embark on a great adventure in reading *The 5000 Year Leap*. This book will truly change the way you view American, and will bring to light just how special the country is and how important it is to maintain freedom and liberty. Our Founders provided us with a blueprint on how to prevent the advancement of tyranny: that blueprint is contained in with the pages of this book.*



THE 28 PRINCIPLES



Part One

Rulers Law vs. Peoples Law

In this section you will find brief, but in depth descriptions of the origins of our form of government, the processes that led to the Constitution and the societies and individuals that inspired our Founders. The author also explains the difference between right and left as viewed by our Founders and how our current perception of the political spectrum is incorrect.

KEY POINT OF DISCUSSION

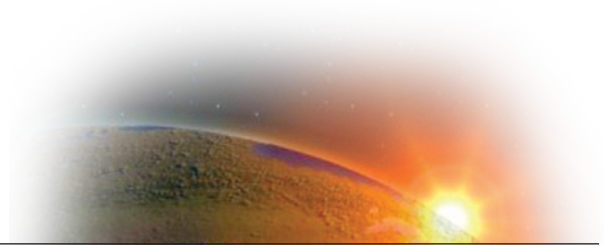
- Describe the difference between today's view on the two extremes of the political spectrum, and the Founders view on the two extremes. (9-10)
- Discuss the 11 characteristics of Rulers Law. Is Washington D.C. starting to resemble characteristic #9? (11-12)
- Discuss the 9 characteristics of People's Law. Are we still paying attention to the 5th characteristic? (12-14)
- Discuss the characteristics of People's Law of ancient Israel, and note the similarities to the laws of the Anglo-Saxons. (15- 17)
- How did the Founders want to memorialize the Anglo-Saxons and the ancient Israelis? (17-18)
- Discuss why the Articles of Confederation were unsuccessful, and the weakness that was exposed during the battle of Valley Forge. (19-21)
- Discuss the tenuous position of America prior to the Constitutional convention and the processes that our Founders participated in during the convention. (21- 23)
- Where did the Founders want to keep the power base? (23)
- Discuss America's three-headed eagle, and the two wings of the eagle. (24- 26)
- Discuss Jefferson's and Washington's concerns about the extremes in the party system, and notice the difficulty -from the beginning- to keep the government in the balanced center on the political spectrum. (27-29)
- Discuss the fear that the Founders had of our possible drift toward collectivism. Have we been listening to their warnings? (29-30)
- Why was there a need for an educated public? What did Jefferson say about this issue? (30-31)
- Discuss the Founder's basic beliefs, their varied backgrounds and the people that inspired them. (31-32)

We should note that maintaining the balanced center of the political spectrum was a task that required constant attention. Freedom and liberty need to be vigilantly guarded from the forces that seek to destroy them. This is evident now – more than ever.

" I am apprehensive, therefore-perhaps too apprehensive- that the Government of these States may in future times end in a monarchy..."
– Benjamin Franklin (19)

" The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite..." -James Madison (23)

THE 28 PRINCIPLES



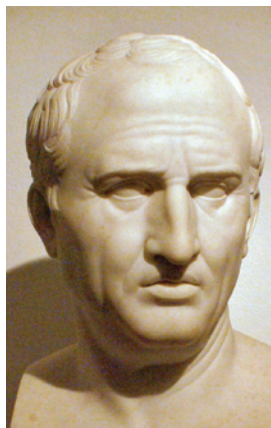
1st Principle.

The Genius of Natural Law

This principle discusses the writing of Cicero and how the Founding Fathers related to his writings. It will be evident as you read this book, that Cicero had a profound impact on our Founders and their approach to government.

KEY POINTS OF DISCUSSION

- Discuss the characteristics of natural law. (39-40)
- Discuss the relationship between natural law and Christian beliefs. (42-43)
- What did Cicero warn against by passing laws that violate “the laws of nature”? (44-46)
- Discuss the examples of natural law (46-47)



CICERO



JOHN ADAMS

2nd Principle

A Virtuous and Moral People

This principle explains the importance of self governing people to be virtuous and moral, and how corrupt and selfish people would not be able to self govern.

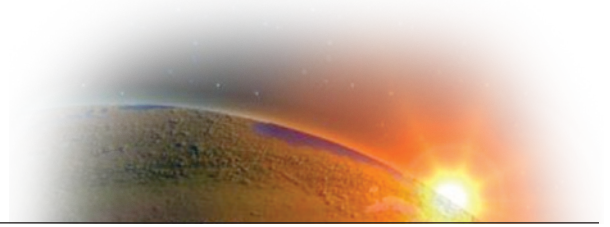
KEY POINTS OF DISCUSSION

- What did the Americans question about themselves before they declared their independence? (49-51)
- Talk about Thomas Paine, the reform movement, and how the reform movement helped to accelerate the revolution (51-53)
- Discuss why the founders believed that we must be a virtuous people. (54-57)

Are we currently a virtuous and moral people?

“Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government by any other.” - John Adams (page 56)

THE 28 PRINCIPLES



3rd Principle

Virtuous and Moral Leaders

This principle focuses on the importance of virtuous leaders, and also discusses the issue of compensation for public officials.

KEY POINTS OF DISCUSSION

- Discuss Samuel Adams view on the survival of free people. (59-60)
- Discuss the “natural aristocracy “ and what Jefferson thought would be the greatest threat to our new government. (60-62)
- Describe the Founders “Perspective” on politics (62-64)
- Discuss Benjamin Franklins view on the 2 weaknesses that tempt people to office, and his opinion on salaries for public officials. (64-67)
- Discuss Benjamin Franklin’s amazing prophetic statements made to the Constitutional Convention and his remarks regarding George Washington. (67-71)
- Discuss the Founders methods and formulas to produce virtuous leaders. (71-73)

Are we electing virtuous and moral leaders, are they over compensated. Do you believe our leaders think that it is an honor to serve, or are they serving solely to be in a position of power?

“There is scarce a king in a hundred who would not, if he could, follow the example of Pharaoh - get first all the peoples money, then all their lands, and then make them and their children servants forever.” - Benjamin Franklin (page 68)

4th Principle.

The Role of Religion

This principle discusses the importance the Founders placed religion and how religion was mandatory for a free people. They wanted all religion to be equal. But to that end, they did not support a non-religious society.

KEY POINTS OF DISCUSSION

- What were the three areas of learning that the Founders wanted taught in school. (75-76)
- Discuss the 5 principles of all sound religion. (77-79)
- Discuss in depth, De Tocqueville’s view of the role of religion in American life. (79-84)
- Discuss our Founders Campaign for equality of religion. (84-85)
- Discuss why the Founders wanted the federal government excluded from matters of religion and Justice Story’s comments on the issue. (86-89)
- Discuss the origin and meaning of the phrase “ A wall of separation between church and state” (89-90)
- Discuss how he states were encouraged to deal with matters involving religion. (90-92)

After reading this chapter, it is abundantly apparent that The Founders believed in a religious society. Discuss how the secularization of America has been detrimental to the republic, and when this move toward secularization started.

Would the Founders approve of the fact that religion has been all but eradicated from our public school?

“Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports.... And let us with caution indulge the supposition that morality can be maintained without religion.” - George Washington (76)

THE 28 PRINCIPLES

5th Principle

The Role of the Creator

This principle speaks to the importance of the Creator and how we are both dependent on and responsible to the Creator. It also explains how the Founders based our justice system on our ability to apply reasoning to God's revealed law.

KEY POINTS OF DISCUSSION

- Discuss John Locke's view on atheists. (95-96)
- Discuss John Locke's five steps to "know there is a Creator." (96)
- Discuss how Locke and the Founding Fathers felt about the existence of a Creator – did they agree?
- Discuss revealed law and William Blackstone's "Law of Nature." (98-99)
- Were the Founding Fathers Deists? Discuss Washington and Madison's thoughts on the hand of God's influence. (99-100)
- Discuss the relationship between religious beliefs and public oaths. (100-101)

"No people can be bound to acknowledge and adore the invisible hand, which conducts the affairs of men more than the People of the United States. Every step, by which they have advanced to the character of an independent nation, seems to have been distinguished by some token of providential agency." - George Washington (99-100)

6th Principle

All Men are Created Equal

This principle discusses equality among men and the issues of minorities. Although the author addresses groups of people, it is important to note that any individual can rise to any station he strives for, regardless of his beginning. This is possible only in America.

KEY POINTS OF DISCUSSION

- What are the three ways that all men are created equal? (103-104)
- Discuss what it means to have equal rights. (105)
- Discuss how minorities can cross the "culture gap" and become accepted into society. (106-108)
- Discuss the move toward civil rights and the story of Eldridge Cleaver. (108-111)
- Discuss the Constitutional amendments passed to ensure equal rights. Would the founders have agreed? (111-112)



JOHN LOCKE



WILLIAM BLACKSTONE

THE 28 PRINCIPLES

7th Principle

Equal Rights, not Equal Things

This principle discusses the concept of redistribution of wealth and how the Founding Fathers wanted an economic system that would be different from the Europeans. The government should only protect the equal rights of the people, not provide for equal things.

KEY POINTS OF DISCUSSION

- Discuss the powers that can be legitimately assigned to the government. (115-116)
- Discuss the inherent problems of taking from the “haves” and giving to the “have – nots.” (116-117)
- Discuss how protecting equal rights for all would help the entire nation to prosper. What were the key words in the American work ethic? Are those words still used today? (117-118)
- Discuss the four ways in which America excelled past the rest of the world, and give proof that the Founders made the concept of “leveling” unconstitutional. (119)
- What was Benjamin Franklin’s view on helping the poor? Discuss the types of compassion that are counter-productive. (119- 120)
- Discuss the five principles of calculated compassion. (120-121)

“ The utopian schemes of leveling [redistribution of wealth], and a community of goods [central ownership of all the means of production and distribution], are as visionary and impracticable as those which vest all property in the Crown. [These ideas] are arbitrary, despotic, and, in our government, unconstitutional.” -Samuel Adams (119)

8th Principle

Man’s Unalienable Rights

This principle discusses the Founders belief that our rights come from God and not from our rulers.

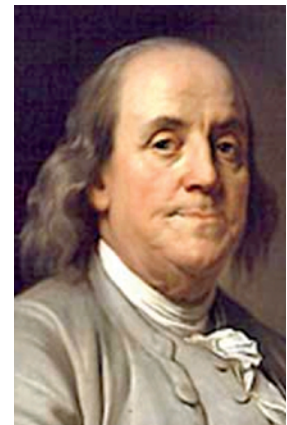
KEY POINTS OF DISCUSSION

- Discuss unalienable rights and vested rights. (124-125)
- Talk about some of the unalienable rights not enumerated in the Declaration of Independence. (125-126)
- What did Thomas Jefferson mean by “the pursuit of happiness”? (127)
- Talk about the three great natural rights. (127)
- Discuss Frederic Bastiat’s view on the protection of life. (128-129)

The Founders believed that our rights came directly from God, and not from our rulers. It was the job of our rulers to protect our God given rights.

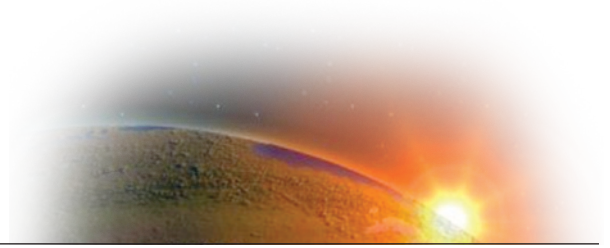


FREDERIC BASTIAT



BEN FRANKLIN

THE 28 PRINCIPLES



9th Principle

The Role of Revealed Law

This chapter discusses how God has revealed His laws to us through revelation. We have public duties that are between the state and people. We also have private duties between the individual and God.

KEY POINTS OF DISCUSSION

- Discuss how we know how to enforce unalienable rights. (132-133)
- Talk about unalienable rights and unalienable duties in both the public and private area. (133-135)
- Discuss God's law of criminal justice. (135-136)
- Discuss how God's law was considered the supreme law of the land. (137-138)

Do we now have laws that are opposed to God's law?



ALEXANDER
HAMILTON



JAMES MADISON

10th Principle

Sovereignty of the People

This chapter discusses how the right to govern rests in the hands of the people. It is the responsibility of the citizens of this country to hold our politicians to high standards, and replace them if they no longer represent the people that elected them.

KEY POINTS OF DISCUSSION

- Why was Algernon Sidney beheaded? (141-142)
- Discuss John Locke's view on the source of political power. (142-143)
- Discuss why Alexander Hamilton and James Madison thought that the people should not fear the new government. (143-134)

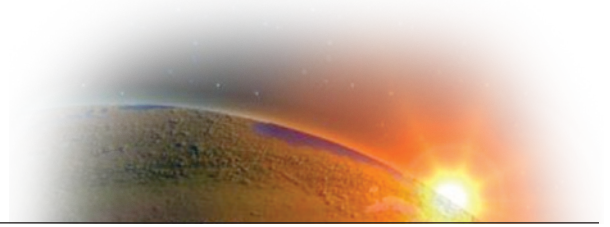
"rulers are servants of the people and all sovereign authority to appoint or remove a ruler rests with the people."

- Skousen (page 143)

"The fabric of American empire ought to rest on the solid basis of THE CONSENT OF THE PEOPLE." - Alexander Hamilton (143)



THE 28 PRINCIPLES



11th Principle

Who Can Alter the Government?

This Chapter discusses the Founder's concern over the possibility of tyranny in the future, and how to deal with that possibility. These great men knew that freedom would constantly be under attack, and that we needed to stay engaged and vigilant in order to maintain a truly free society.

KEY POINTS OF DISCUSSION

- When are the people justified in altering or abolishing their government? (147-148)
- Who did the Founders believe had the power to change government? (148-150)

*Are we, as a society staying engaged?
Are we vigilant defenders of liberty?*

"But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security" - Thomas Jefferson (page 148)



12th Principle

The Advantages of a Republic

This principle discusses why the founders decided the new form of government should be a republic and not a democracy. The author also talks about how the progressive's introduction of the word democracy (to describe the U.S.) was actually a tool that they used to attack the Constitution.

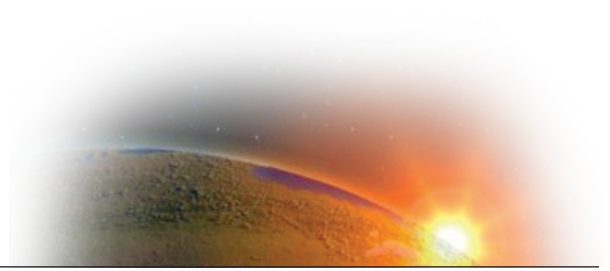
KEY POINTS OF DISCUSSION

- Discuss the definition of democracy, and why it always ends in tyranny. (153-154)
- Discuss the definition of a republic, and why the Founders chose this form of government. (154-155)
- Describe how the "socialists" used the word democracy to further their cause. (155-157)
- Discuss how the government provided literature to show the difference between a democracy and a republic. (157-158)
- Talk about Woodrow Wilson's use of the word democracy, and how the word got injected into society? (158-159)
- Discuss how the word democracy lost its identification with socialism in the mind of Americans. (159- 160)
- Discuss the attack on the Constitution. (160-161)

Is the constitution under attack now? What organizations are attacking the Constitution?

"I pledge allegiance to the Flag of the United States of America and to the REPUBLIC for which it stands, one nation, under God, indivisible, with liberty and justice for all."

THE 28 PRINCIPLES



13th Principle

Protection Against Human Frailty

This principle deals with the question of “how can a nation have an effective government, but still protect unalienable rights and freedom of the people?” This is a short chapter, but one of key importance. The foresight of our Founders is evident in their repeated warnings of what would happen as the result of unchecked power.

KEY POINTS OF DISCUSSION

- What did the Founders believe were one of the greatest dangers to peoples’ rights? (163-164)
- Discuss the growth of government. (164)
- Why will the Constitution NEVER be obsolete? (166)
- Discuss Madison’s warning to the state of Virginia. (166-167)

Have we been listening to these men?

“Let no more be said of confidence in man, but bind him down from mischief by the chains of the Constitution” - Thomas Jefferson (161)

“Government is not reason, it is not eloquence- it is force! Like fire it is a dangerous servant and a fearful master.” - George Washington (165)

“ I believe there are more instances of the abridgement of the freedom of the people by gradual and silent encroachments of those in power, than by violent and sudden usurpations... This danger ought to be wisely guarded against.”
- James Madison (166)

14th Principle

Property Rights Essential to Liberty

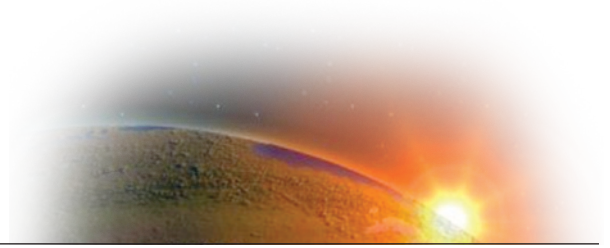
This principle addresses the importance of private property, and how that property is an inherent part of freedom. Property is an extension of the individual.

KEY POINTS OF DISCUSSION

- Discuss the origins of property, according to English common law. (169-170)
- What four things would happen without property rights? (170-171)
- Discuss John Locke’s assertion that property is an extension of a person’s life. (171-172)
- How does one come to own property? (172)
- Discuss the three rights that are essentially one right. (173)
- Discuss the primary purposes of government. (173-174)
- Should government take your property via taxes? (174-175)
- How should we care for the poor without violating property rights? (176-177)

“Property is the fruit of labor. Property is desirable, is a positive good in the world. That some should be rich shows that others may become rich and hence is just encouragement to industry and enterprise. Let not him who is houseless pull down the house of another, but let him labor diligently and build one for himself, thus by example assuring that his own shall be safe from violence... I take it that it is best for all to leave each man free to acquire property as fast as he can. Some will get wealthy. I don’t believe in a law to prevent a man from getting rich; it would do more harm than good.” -Abraham Lincoln (173)

THE 28 PRINCIPLES



15th Principle

Free-market Principles

This principle discusses how our Founders were able to develop an economic system based on natural law, and the source of their inspiration. Pay attention to the incredible amount of influence John Adams had on our form of government.

KEY POINTS OF DISCUSSION

- Discuss six elements of Adam Smith's free-market formula. (180)
- Discuss the four laws of economic freedom. (180-181)
- What four areas of the economy can the government intervene? (181-182)
- Talk about the events that led to Adam Smith's formula being replaced, and what took its place. (182-185)
- Discuss the rediscovery of Adam Smith. (185-186)
- Discuss how we, as a nation did not follow the Constitution in regards to money. (187)
- Did we listen to Thomas Jefferson's warning when it came to the issuing of money? (188-189)
- Discuss the attempt to reform the monetary system, and the fear displayed by Europe. (189-190)

Were Marxist views ever completely eradicated from society? Is there a resurgence of Marxism in America? How do we combat it?

16th Principle

The Separation of Powers

This principle discusses the separation of powers, and the primary influence that Polybius, and Montesquieu had on the Founders in the arena of separation of powers.

KEY POINTS OF DISCUSSION

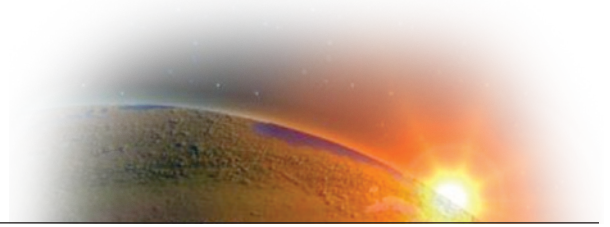
- Discuss Polybius and his views on the different forms of government. (193-194)
- Discuss Polybius' approach to a mixed government. (194)
- Who was Charles de Montesquieu? (195-196)
- Discuss Montesquieu's belief in the need for three branches of government. (196-197)
- Discuss the development of the separation of powers in America. (198-200)
- Talk about John Adams's struggle in his effort to promote his view of government. (200-202)

John Adams was one of the first Founding Fathers to adopt Montesquieu's vision of a self-repairing national government based on the separation of powers doctrine.

John Adams amidst great opposition was able to get his state to accept the idea of separation of powers.

For the first time in the world a constitution read: "In the government of the commonwealth of Massachusetts the legislative, executive and judicial powers shall be placed in separate departments, to that end it might be a government of laws and not of men..."-John Adams (201)

THE 28 PRINCIPLES



17th Principle

Checks and Balances

This principle demonstrates the difficulty that the Founders had in explaining this system of separation of powers to the public, and the ingenious system of checks and balances that they incorporated into the Constitution.

KEY POINTS OF DISCUSSION

- Discuss James Madison's explanations of the separations of powers as he laid them out in Federalist Paper #47 (205-207)
- Discuss the difference between blending and usurping the powers of government, why it is so difficult, and give some example of usurpations today. (207-208)
- Discuss the two systems discussed by the Founders and the system finally agreed upon that would perform the checks and balances of government. (208-211)
- Discuss the 18 internal checks and balances, especially the last one. (211-213)
- Discuss Washington's Farewell Address and fears regarding the consolidation of powers. (213-214)
- Discuss and give an example of how the Constitution kept "power in check" in recent history. (214-215)

Do you think "peaceful self repair" be needed again in the near future?

"The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny." -James Madison (206)

18th Principle

Importance of a Written Constitution

This principle discusses the importance of having a written Constitution. This may seem intuitive, but it was an American idea.

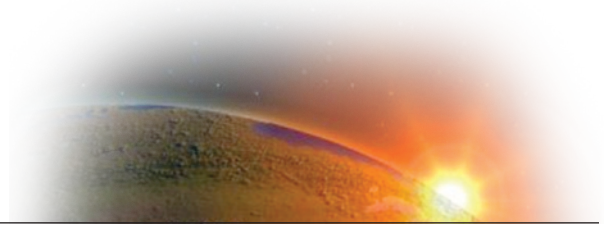
KEY POINTS OF DISCUSSION

- Discuss the importance of the Connecticut Constitution, and the references that were left out of it. (218-219)
- Discuss the importance of writing the Constitution by many rather than by one man. (219-221)

"It will be appreciated, therefore, that the tradition of written constitutions in modern times is not of English origin but is entirely American, both in principle and practice." - Skousen (218)



THE 28 PRINCIPLES



19th Principle

Limiting and Defining the Powers of Government

This principle discusses the importance of limiting the power of the federal government, and the issue of states rights.

KEY POINTS OF DISCUSSION

- Discuss why many states, originally, did not want to adopt the Constitution. (223)
- Discuss the balance between Federal and State government. (224-226)
- Discuss the 17th Amendment, and what the Founders would have thought about it. (226-227)

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." - The 10th Amendment to the Constitution.



20th Principle

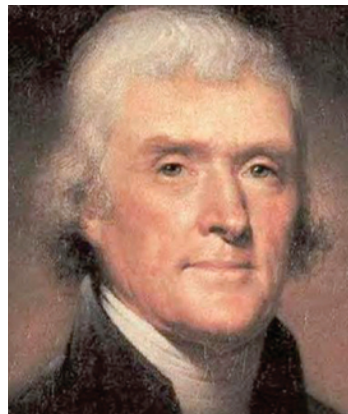
Majority Rule, Minority Rights

This principle discusses the will of the majority, and the rights of the minority.

KEY POINTS OF DISCUSSION

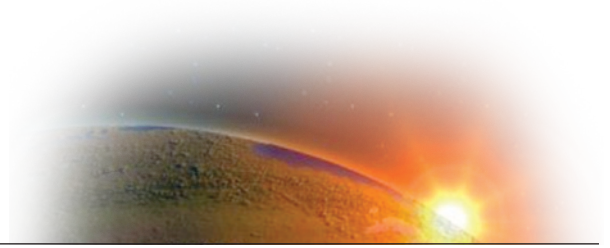
- What was one of the major flaws in the Articles of Confederation? (229)
- Discuss why it is important to have a system of majority rule instead of a system of unanimous rule. What did the Founders consider a majority? (229-231)

Jefferson thought that even though someone was in the minority, their rights must not be oppressed.



THOMAS JEFFERSON

THE 28 PRINCIPLES



21st Principle

Strong Local Self-Government

This principle discusses the Founder's view and necessity for a SMALL federal government. They believed that a small federal government was the key to liberty.

KEY POINTS OF DISCUSSION

- Discuss what happens when political power becomes too centralized. (235)
- Discuss the golden key to preserving freedom. (235-236)
- Discuss Thomas Jefferson's explanation of government on page 238. Our current politicians should read this passage! (238)
- Discuss James Madison's writing on the distribution of powers. (239)
- Discuss Jefferson's view on the cost of federal government. Have we upheld his vision? (239-240)
- Discuss John Fisk's prophecy. (240)

Has our government become too centralized over the years?

"The powers delegated by the proposed Constitution to the federal government are few and defined...." - James Madison (239)

22nd Principle

Government by Law not by Men

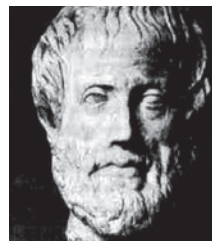
This principle discusses the importance that the Founders placed on the idea of "The Rule of Law."

KEY POINTS OF DISCUSSION

- Discuss how the Founders incorporated Anglo-Saxon concepts into our rule of law. (243-244)
- Discuss why Plato's theory on the law is incorrect. (245)
- Discuss the difference between our Founder's view on the law and that of Plato. (246)
- Discuss Madison's view on the people's ability to comprehend the law. Are our officials doing what Madison recommended? (246-247)

Apply Madison's view that the law should be comprehensible by the people to some of today's issues.

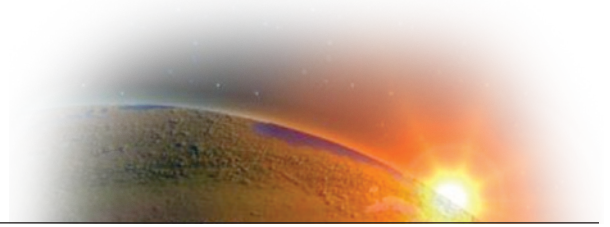
"No man will contend that a nation can be free that is not governed by fixed laws." - John Adams (244)



ARISTOTLE

"We may conclude then that the law is reason without passion, and that it is therefore preferable to any individual." -Aristotle (245)

THE 28 PRINCIPLES



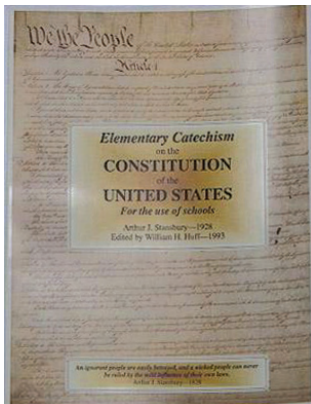
23rd Principle

Importance of an Educated Electorate

This principle discusses the Founder's view on education, and insights from various writers of the time.

KEY POINTS OF DISCUSSION

- Discuss how Massachusetts was originally set up regarding education, and John Adams's view on American education. (249-250)
- Discuss John Fiske's description of the American system, and note how the local school decided the curriculum - not the federal government. (251)
- Compare American and European literacy. (251-252)
- Discuss De Tocqueville's account of the education of the American people, as he saw it in 1831. (252-254)
- Discuss the importance of the Bible in early American education. (255-256)



It is evident that the early Americans realized the importance of educating the youth on the miracle of the Constitution. This is demonstrated by a popular book of the time "Catechism on the Constitution" published in 1828.

24th Principle

Peace Through Strength

This principle discusses the need for a free nation to be virtuous and adequately armed in order to ward off the predators that always arise to attack free people.

KEY POINTS OF DISCUSSION

- Discuss Benjamin Franklin's view on national defense. What was his take on people that did not want not support the defense of the country? (260-262)
- Discuss George Washington's perspective on national defense and the military? Do we, as a nation have this same perspective? (262-263)
- Discuss George Washington's view on preparedness of the nation, and the perspective of the European powers of the day. (263-264)
- Did Samuel Adams believe that it was our duty to preserve freedom? (264-265)

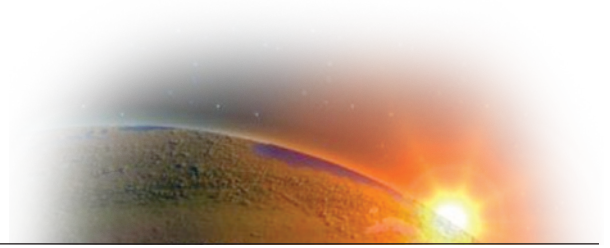
" The very fame of our strength and readiness would be a means of discouraging our enemies. "

- Benjamin Franklin (260)

" To be prepared for war is the one of the most effectual means of preserving peace. "

- George Washington (262)

THE 28 PRINCIPLES



25th Principle

Avoid Entangling Alliances

This principle addresses the delicate issue of alliances with foreign nations. You can see the incredible foresight that George Washington had in this area.

KEY POINTS OF DISCUSSION

- Discuss the difference between separatism and isolationism, and what the Founders wanted in terms of relationships with other nations. (267-268)
- Describe Washington's view on being a noble country and the problem with playing favorites to other nations. (268-270)
- Discuss Washington's view on foreign policy. His quotes on these pages should be thoroughly reviewed. (271-273)
- Discuss America's responsibility to provide a moral compass to mankind, and the Founder's hope for the world. (273-273)
- Talk about Charles A. Lindbergh's writings on our involvement in WWI; do you agree? (275-276)
- Discuss J. Reuben Clark's view of America as a peacemaker and involvement in WWII Would the Founders have wanted us to be involved in WWII? (267-268)
Keep in mind there is a BIG difference between wanting all people to be free, as we are in America, and wanting to control all people.

26th Principle

Protecting the Role of the Family

This principle speaks to the importance the family played in this new country, and how it must be maintained in order for the nation to survive. It also explains the influence of natural law in terms of defining what a family is and how it should operate.

KEY POINTS OF DISCUSSION

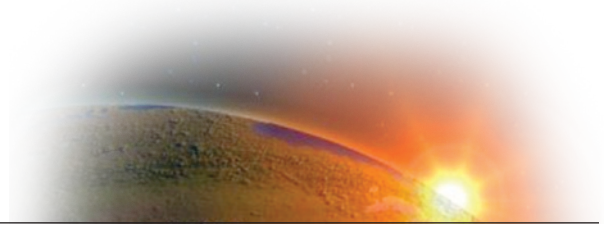
- Discuss De Tocqueville's view on the family in America as opposed to the family in Europe. (281-282)
- Discuss the impact that the Bible had on the Founder's view of the family. (282-284)
- Discuss the duty that the parents have to their children. Is society honoring that duty today? (285-286)
- Discuss how John Locke describes a man coming of age and the responsibilities of children to their parents. (286-287)

It is very apparent that the family was an integral part of the miracle of America. The Americans held the family in a much higher regard than their European counterparts.

Is the idea of a strong nuclear family under attack today? Do you see any social problems that are the result of the erosion of the family?

"It will be appreciated that the strength and stability of the family is of such vital importance to the culture that any action by the government to debilitate or cause dislocation in the normal trilateral structure of the family becomes, not merely a threat to the family involved, but a menace to the very foundations of society itself." – Skousen (288)

THE 28 PRINCIPLES



27th Principle

Avoiding the Burden of Debt

This principle addresses the issue of debt, and how detrimental it can be – both personally and on a national level. Benjamin Franklin's, Thomas Jefferson's and George Washington's insights are amazing.

KEY POINTS OF DISCUSSION

- Discuss the author's explanation of debt and it's effects. (291-292)
- Discuss thoroughly Jefferson's and Franklin's view on personal debt. Was their view any different regarding national debt? How far have we strayed from their concepts? (293-295)
- Discuss the views of Jefferson and Washington in regard to repayment of debt and the issue of saddling future generations with our debt. Have we been listening to these men? (295-297)
- Discuss the fundamental principles that have been violated by our politicians, and Milton Friedman's explanation of the un-constitutional behavior of our politicians. (297-300)
- Discuss the possible remedies to the spending crises, and the drug addict -pusher analogy provided by the author. Do you think we, as a nation have the willpower to fix our spending problems? (301-303)

How would the Founders have reacted to today's issues of massive spending?

Look at the tables on pages 298-299 to see how we have lost our way on the issue of national debt.

28th Principle

The Founders Sense of Manifest Destiny

This principle discusses the idea of Manifest destiny, and the adverse effects of a failed America.

KEY POINTS OF DISCUSSION

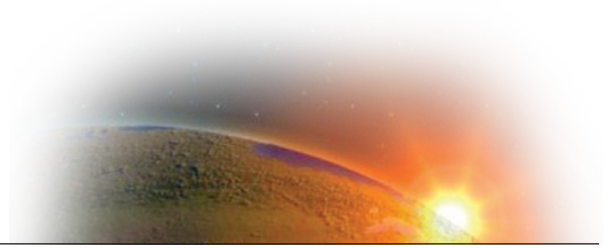
- Discuss the idea of manifest destiny, and take note to the difference (as highlighted by the author and some of our Founders) between a sense of mission, and the perverted idea of "racial superiority". (305-306)
- Our Founders looked at themselves as master servants, not a master race. (306-307)
- Discuss the great words spoken by John Adams and Alexander Hamilton. (307)
- Discuss John Jay's description of the blessing of America, and how some of his assessments proved to be accurate. (307-309)
- Discuss Madison's comments! (309- 310)

Do today's elected officials speak of America with such high regard; do they consider America a blessing to the world? Have our politicians lost sight of the greatness of America?

Congratulations!

You have finished reading and discussing the founding of this country and reacquainted yourself with the genius of our Founding Fathers. Take this invaluable information and pass it on – they required it from us. Spread their words to as many people as possible -the preservation of the republic requires it.

A TIMELINE TO FREEDOM



1764

Sugar Act puts a three-cent tax on foreign refined sugar and increased taxes on coffee, indigo, and certain kinds of wine. It banned importation of rum and French wines. These taxes affected only a certain part of the population, but the affected merchants were very vocal. Besides, the taxes were enacted (or raised) without the consent of the colonists. This was one of the first instances in which colonists wanted a say in how much they were taxed.

NOVEMBER, 1765

First direct British tax on American colonists. Instituted in every newspaper, pamphlet, and other public and legal document had to have a Stamp, or British seal, on it. The Stamp, of course, cost money. The colonists didn't believe they should have to pay for something they had been doing for free for several years. They responded in force, with demonstrations and even with a diplomatic body called the Stamp Act Congress, which delivered its answer to the Crown. Seeing the hostile reaction in the colonies, the British government repealed the Stamp Act in **MARCH 1766** but at the same time passed the Declaratory Act, which said that Great Britain was superior (and boss of) the American colonies "in all cases whatsoever." The Stamp Act gave the colonists a target for their rage. Indeed, the Sons of Liberty was formed in response to this Act. The Stamp Act Congress also gave the colonists a model for the Continental Congress.

1767

A series of laws named for Charles Townshend (Townshend Acts). These laws placed new taxes on glass, lead, paints, paper, and tea. Colonial reaction to these taxes was the same as to the Sugar Act and Stamp Act, and Britain eventually repealed all the taxes except the one on tea. In response to the protests by the American colonists, Great Britain sent more troops to the colonies.

MARCH 5, 1770

Boston Massacre Shooting of five American colonists by British troops. One person, an African-American man named Crispus Attacks, was killed. The Boston Massacre deepened American distrust of the British military presence in the colonies.

DECEMBER 16, 1773

The Boston Tea Party - The Sons of Liberty, disguised as Mohawk Native Americans boarded three British ships and dumped 342 whole crates of British tea into the Boston harbor on December 16, 1773. Similar incidents occurred in Maryland, New York, and New Jersey in the next few months, and tea was eventually boycotted in the colonies.

APRIL 18, 1775

Famous silversmith Paul Revere rode through the countryside to warn the American colonists that the British were coming. He didn't actually make his destination because he was captured by the Redcoats, but one of his companions, Dr. Samuel Prescott, got the message through. When the British arrived, the Americans were prepared.

JANUARY 15, 1776

Thomas Paine's "Common Sense" is published

JUNE 7, 1776

Richard Henry Lee proposes Independence (6/7)

JULY 4, 1776

Declaration of Independence adopted

AUGUST 2, 1776

Declaration of Independence signed
Arrival of 30,000 British troops in New York harbor

MARCH 2, 1781

A TIMELINE TO FREEDOM

The Articles of Confederation are written and ratified

OCTOBER 19, 1781

Lord Cornwallis is surrounded on land and sea by Americans and French and surrenders at Yorktown, VA

SEPTEMBER 3, 1783

Treaty of Paris is signed

SEPTEMBER 17, 1787

United States Constitution is created

JUNE 21, 1788

US Constitution is ratified and officially replaces The Articles of Confederation.

1814

A 35-year-old amateur poet, Francis Scott Key writes the "Star Spangled Banner" after witnessing the bombardment of Fort McHenry by Royal Navy ships in Chesapeake Bay during the Battle of Baltimore in the War of 1812.



The Founders

What our founders achieved was truly a miracle. Through hard work, dedication and prayer, our Founders were able to create a system that allowed people to truly be free from the stranglehold of tyranny. It is important to remember that our founders truly understood history; which is an example we should follow as well. Below you will find some quotes, which will allow more insight to what our founders were thinking.

"It cannot be emphasized too strongly or too often that this great nation was founded, not by religionists, but by Christians; not on religions, but on the Gospel of Jesus Christ. For this very reason peoples of other faiths have been afforded asylum, prosperity, and freedom of worship here." - *Patrick Henry*

"Americans have the right and advantage of being armed - unlike the citizens of other countries whose governments are afraid to trust the people with arms." - *James Madison*

"He that lives upon hope will die fasting" *Benjamin Franklin*

"The government is best which governs least" - *Thomas Jefferson*

"WHEREAS it is the duty of all nations to acknowledge the providence of Almighty God, to obey His will, to be grateful for His benefits, and humbly to implore His protection and favour" - *George Washington*

"It is the mutual duty of all to practice Christian forbearance, love, and charity toward each other." - *James Madison*

"Content makes poor men rich; discontentment makes rich men poor." - *Benjamin Franklin*

"Proclaim liberty throughout the land and to all the inhabitants thereof" - *Inscription on the Liberty Bell in Philadelphia taken from Leviticus 25:10*

FASCINATING FOUNDER'S FACTS

- The U.S. Constitution has 4,400 words. It is the oldest and the shortest written constitution of any government in the world.
- Of the Founding Fathers who became president, only George Washington did not go to college. John Adams graduated from Harvard, James Madison graduated from Princeton, and Thomas Jefferson attended the College of William and Mary.
- George Washington is the only US President who refused to accept pay for being President.
- Thomas Jefferson did not sign the Constitution. He was in France during the convention, where he served as the U.S. minister.
- The oldest person to sign the Constitution was Benjamin Franklin (81). The youngest was Jonathan Dayton of New Jersey (26).
- George Washington and James Madison were the only presidents who signed the Constitution.
- The word "democracy" does not appear once in the Constitution. This is why we are a representative republic.
- Four of the signers of the Constitution were born in Ireland.
- Although Benjamin Franklin's mind remained active, his body was deteriorating. He was in constant pain because of gout and having a stone in his bladder, and he could barely walk. He would enter the convention hall in a sedan chair carried by four prisoners from the Walnut Street jail in Philadelphia.
- John Hancock signed his name largely on the Declaration of Independence very clearly so that King George could read it without his glasses.
- The first time the formal term "The United States of America" was used was in the Declaration of Independence.
- It took one hundred days to actually "frame" the Constitution.
- The Constitution has only been changed seventeen times since 1791.
- Vermont ratified the Constitution on January 10, 1791, even though it had not yet become a state.
- The first president of the United States was John Hanson, under the Articles of Confederation. George Washington was the first president under the U.S. Constitution.
- Benjamin Franklin died on April 17, 1790, at the age of 84. The 20,000 mourners at his funeral on April 21, 1790, constituted the largest public gathering up to that time.
- John Adams was the only president to be the father of a future president (John Quincy Adams) until George W. Bush became president in 2000, making George Bush Sr. the second president to have a son also be a president.
- Thomas Jefferson was also the first President to grow tomatoes in North America.

FASCINATING FOUNDER'S FACTS

- James Madison proposed that congressional pay would be determined by the average price of wheat during the previous six years of a congressional session.
- President James Monroe also died on July 4, 1831 — five years after Thomas Jefferson and John Adams.
- George Washington gave the shortest inauguration speech in American history on March 4, 1793. It was only 133 words long. William Henry Harrison gave the longest at 8,443 words on March 4, 1841 on a cold and blustery day in Washington, D.C.. He died one month later of a severe cold.
- The true definite meaning of the “Founding Fathers” title came from Senator Warren G. Harding during his 1916 Republican National Convention.



OUR MISSION: TO TEACH
THE WORDS AND IDEAS
OF OUR FOUNDING FATHERS
IN ORDER TO PROMOTE
THE PRESERVATION OF
LIBERTY AND PREVENT THE
ADVANCEMENT OF TYRANNY.



*the***FORGOTTEN**MAN.ORG

FOR THE PRESERVATION OF THE REPUBLIC