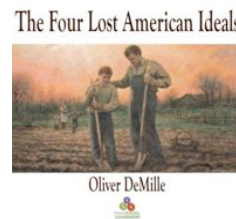
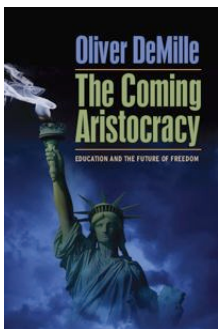
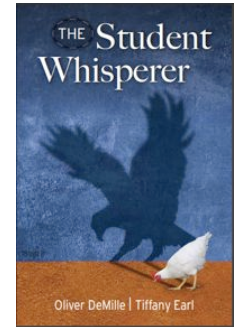
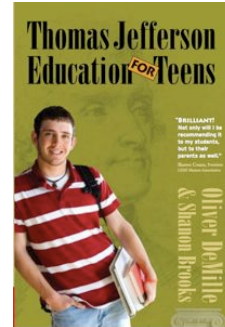
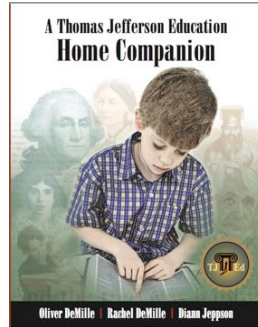
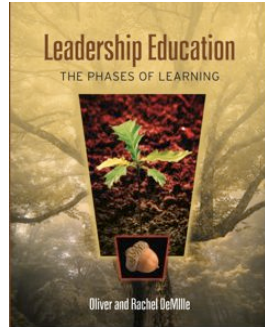
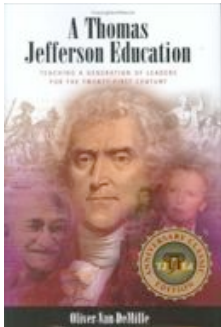




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— **David Grant,**

DEPARTMENT OF BUSINESS, SOUTHERN UTAH UNIVERSITY;

FOUNDER & VICE PRESIDENT, METALCRAFT PRECISION PRODUCTS, LLC

The Coming Aristocracy

EDUCATION AND THE FUTURE
OF FREEDOM

Oliver DeMille



The Center for
SOCIAL LEADERSHIP

The Coming Aristocracy
Education and the Future of Freedom
Oliver DeMille

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“The year was 2081, and everybody was finally equal. They weren’t only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.”

—*Kurt Vonnegut*

“Today’s learner will have 10-14 jobs by the age of 38.”

—*U.S. Department of Labor*

Aristocracy vs. Freedom

*What will our great-grandchildren inherit,
and how will we explain it to them?*

A new era is upon us. Many in the New Age movement believe that an Aquarian wisdom, equality, and prosperity for all are just ahead. The more down-to-earth, “left-brained” (or “unenlightened”) among us see this as unfounded, but struggle to explain and especially solve the economic, political, and societal crises we face. A religious right sees economic downturn and the threat of worse ahead as fulfillment of prophecy and a natural result of modern immorality, while futurists, trend analysts, and scenario planners remove constants from their formulas and boldly predict...change.

This author has no crystal ball to see what’s ahead. Perhaps the best forecast so far has been Strauss and Howe’s *The Fourth Turning*, which projected that these crises were just

around the corner and put into print very 9/11-like and economic crises predictions before they were generally evident. Based on their research and his own, Harry S. Dent has provided astoundingly accurate stock market predictions. But this book isn't an outline for the future of our society in general.

This book does address one emergent reality in the world—the return of aristocratic rule in the United States. While this trend is not limited to North America (indeed it may well be *the* challenge to every nation in the 21st century), it was the fledgling United States that first and most definitively put the ruling aristocratic class out of power for nearly two centuries.

Of course, aristocracy still existed—but its monopoly on power was busted. And it lasted!

For the United States to now fall back under the lash of aristocratic rule is a tragedy greater than any penned by Shakespeare, and it signals to the rest of the world that the era of freedom is limited; change is upon us.

There are many battlefields where aristocracy and freedom clash—from government and economy to media, family, immigration, community, entertainment, business, finance, religion, art, travel, law, investment, construction, technology, design, and the list goes on. But nowhere is the battle greater than in education. I speak here not of schools, budgets, educational laws, legislatures, administrations, or

curricula—few of these have much to do with *learning* anyway. But the learning a student obtains—or does not obtain—will in large part determine his or her future. Please note the word “learning”—not degree, credential, graduation, or school.

Class status in the future *may* be influenced by degrees, credentials and/or prestige, but it will *certainly* be determined by learning—or its lack.

More importantly, in a society that worships financial success above everything else, the greatest danger is that we’ll only have three types of people: aristocrats, their agents and employees, and dependents.

The other type of individual and family has been called many things—*yeomen* in British history, *frontiersmen*, *cowboys*, or *mavericks* in American lore, and also *pioneers*, *adventurers*, *landowners*, and *shopkeepers*.

More recent terms include *entrepreneurs* (including *social entrepreneurs*), *leaders* (including *social leaders*), *disruptive innovators*, *outliers*, and *anomalies*. Americans tend to wear such labels with pride. It is an interesting linguistic question to consider if perhaps the American English is more replete with such terms than the British nomenclature, and if such terms are considered derogatory. It is, after all, what the Revolution was about: Either live to work for aristocrats, or live to build for oneself and one’s posterity. And if the British tended to look down on such cheekiness, other European and Asian

nations had few positive names for such people—if they had any at all.

It was not always so. Before the “civilization” of Europe, when clans and tribes prevailed, the term “frank” (meaning “free man”) was so culturally significant that its derivatives are still found representing the currency of several nations and the very name of France, its language and its people.

In spite of, or rather because of, the aristocratic paternalism that existed in Georgian England, Jefferson was a proponent of a nation of *independents*—owners of their own farms, shops or trade, and the idea that such independents would keep America free. Hamilton argued that a nation of *dependents*—people working as employees for others—would make a better America, with more wealth in a ruling class. He had previously taken the opposite position while helping to write *The Federalist Papers*, but he subsequently felt an aristocracy would be needed to successfully compete with, and remain independent of, Europe. Of course, history reflects that the majority of Americans favored Jefferson’s approach, and an idealistic system free of upper-class rule was established. The American founders created an educational model that purposed to bring up all youth with aristocratic education, and their “classless” model lasted longer than any other in written history.

Today we live in a different system: an aristocracy. There are, in our aristocracy, the following types of people:

- Aristocrats
- Their agents
- Employees of the agents
- Non-employee dependents
- Owners

It is upon this last group—the owners—that America was built and became great. If it is to become great again, two things must happen: 1) The owners must again lead, and 2) a significant number of the citizens must again become owners. This is a matter of education, pure and simple—but not necessarily *formal* education. The learning must occur, however, or we will pass on to our children an aristocracy, where no one—not even the rulers—is free.

So, to state it succinctly: Our generation will either create an aristocracy or freedom. This book is about this battle, and how freedom can win. Today, freedom is desperately disadvantaged. It will take several miracles for freedom to triumph, the most important one being the “mini-factory” revolution, which I outline in the next chapter.

To facilitate just such miracles is the other objective of this book. Many of these “miracles” were born into your homes in recent years—or soon will be. This book is dedicated to the parents who embrace the long-term reality of allowing these miracles the additional miracle of a superb, world-class leadership education.

Either aristocracy or freedom will win the world in the years ahead. So this is very personal! Which side are you on? Which side were your children born to support and engage? Will you help them?

Our grandchildren will live their lives within the context and ramifications of this choice—free, or stuck in whatever level of an aristocracy (and all levels are lamentable) they inherit or achieve. While the message of fear is to “get ahead” in aristocratic terms, the call of leadership is to help build a world that is free. The era of aristocracy is coming... unless a new generation of leaders arises.

Look into the eyes of your children, or grandchildren, and ask yourself what is there. Do they seek aristocracy, or freedom? Consider. Then do the same test in the mirror.

These essays are dedicated to the leaders of the 21st Century, who stand for freedom, and who have the courage to make the miracles of freedom a reality.

The Economic Crisis

The more severe the crisis, the more we need a return to principles.

The political principles of Establishment and Governance are different. Unfortunately, they are little understood and seldom differentiated. In our day, this has become a serious problem—indeed, it has been for some time.

Establishment

The basic principle of establishing good government or law (also called founding, or constituting), is three-fold:

- Conglomerate
- Distinguish
- Close

Founders *conglomerate* a new agreement, constitution or

covenant by considering the far extremes and utilizing the best of both (while rejecting the worst and much of the rest of both). The two extremes represent the Elite and the Masses—anything else is not a true Conglomeration.

Athens conglomerated the needs of the aristocracy for economic freedom and the needs of the peasantry for protection from aristos into the rule of laws. Ancient Israel conglomerated theocentric dominance and slavery into a religious judiciary separated from a secular monarchy. Rome conglomerated the city's desire for power and the colonial need for self-governance into federalism; it had earlier combined lower- and upper-class differences into a republic.

Later, Europe would conglomerate Catholic and Protestant conflicts into secular legal codes with the weight of “divine” mandate. Alternatively, the Americans conglomerated the distrust of kings (1777) and the frustration with parliaments (1786) into separate branches, checked and balanced. Polybius, Cicero, Montesquieu and others had suggested it, but the Americans established it. They simultaneously conglomerated desire to win wars with the popularity of individualism and independence to establish a federal/national system. Many other examples in history exist. The formula is this:

Extreme “A”

versus

Extreme “B”

becomes

Proposal “C.”

It is dialectical statecraft.

Once a Conglomerate view is established, supporters of the new model *distinguish* it. The trick is to show supporters of A how much C borrows from A and rejects B, and *vice versa* for those who supported B. And, finally, the deal is *closed* by all C supporters arguing that C is the only way—pick C or else... The worse the list of conceivable negative results, the stronger the Close.

Note that this system has been used for good and ill—for the Roman Republic *and* the Empire, the Magna Charta’s great increase of freedom for the aristocrats *and* decrease of the peasantry’s power, the *Federalist Papers* and the *Communist Manifesto*. Tyrannical foundings dispense with the whole equation and simply enforce the Close of the tyrant’s choice. When Founders seek to meet the needs of both Elite and the Masses, Conglomeration, Distinguishing and Closing very often (not always) establish new molds based on the best of the past, applying the lessons of history while avoiding the repeat of past blunders.

At the 1787 Constitutional Convention, for example, there were three major views:

1. Abolish state governments and establish one monarchical government to rule the continent.

A New American Strategy

*America must stand for something besides power—
it must deserve to lead.*

In Phillip Bobbitt’s book, *Terror and Consent: The Wars for the Twenty-first Century*, he argues that we are in a new world reality. Where the major American challenge of the twentieth century was to defeat our enemies (fascism, communism, totalitarianism) without taking on their characteristics, the fundamental problem now is to confront the challenges of terror while simultaneously maintaining “official accountability in the face of largely hypothetical threats that require anticipatory action based on secret intelligence.”

In other words, we must structure governmental forms and policies that effectively gather, analyze and act on secret information, and find ways to keep those who know the secrets from using them in a way that reduces freedom.

Needless to say, this is a huge challenge.

The American framers created, through the U.S. Constitution, a system where power was separated, checked, and balanced. The state powers were separated, checked and balanced by federal powers and the federal by state powers. Executive, legislative and judicial powers were separated at both levels and they, in turn, checked and balanced each other.

Hopefully, any high school student can explain this. What is often forgotten, however, is that these types of checks were “auxiliary,” as *The Federalist Papers* put it. Not auxiliary as in unnecessary, but auxiliary as in *secondary*, vital backups. The primary check was the ongoing vigilance of the people. The name for such a system is freedom.

This worked incredibly well from at least 1789 to 1955, empowering government to fulfill its role in protecting the nation while at the same time keeping government from infringing on the freedoms of its citizens—like nearly all governments of history. Then in 1955 the Soviet Union began building its atomic arsenal, and the Cold War turned governments more toward secrecy. If that secrecy now has to monitor the whole globe, seeking out threats and responding before a terrorist strike, how can we possibly stop a massive reduction of privacy and freedom?

Bobbitt goes on to discuss the danger that in responding to the terrorist threat we are in danger of adopting the belief that the ends justify the means. He discusses both sides of

The Mini-Factory Freedom Shift

*Freedom flourishes when the people are independent,
free, and as self-sufficient as possible.*

As strange as it sounds, one of Gandhi's most powerful tools used to liberate India from British rule was the spinning wheel. The British controlled most of India's industry, including textiles. Realizing that, in the words of Hamilton, "...a power over a man's subsistence amounts to a power over his will," Gandhi encouraged Indians to become more economically self-reliant by spinning their own cloth.

He wrote, "I came reluctantly to the conclusion that the British connection had made India more helpless than she ever was before, politically and economically...She has become so that she has little power of resisting famines. Before the British advent, India spun and wove in her millions of cottages just the supplement she needed for adding to her meager agricul-

ture resources. [The British] do not know that a subtle but effective system of terrorism and organized display of force on one hand, and the deprivation of all powers of retaliation and self-defense on the other, have emasculated the people and induced in them a habit of simulation.” The spinning wheel, therefore, became a symbol of economic independence, a movement that extended far beyond textile production.

After detailing the staggering depth and breadth of America’s cultural, political, and economic problems, on the surface mini-factories may seem like using a BB gun to take down an elephant. Nothing could be further from the truth. Just as the spinning wheel was at the heart of Gandhi’s revolution, successful mini-factories strike at the root of America’s problems: apathy, dependence, bureaucracy, educational deterioration and indoctrination, national arrogance, social stratification, expediency at the expense of principle. Dependence upon corporations, federal programs, and “experts” for food, clothing, “security,” benefits, health, and education has emasculated the American population.

The crippling fallacy of the activist/populist freedom movement—the reason why the freedom camp fails to gain traction—is the focus on top-down, outside-in solutions. While they have their place and can lead to positive change, marches on Washington, Tea Parties, political lobbying and activism are largely “fix-it-now” counterfeits for what can only be generational, bottom-up, inside-out solutions.

Earlier I wrote that, to regain freedom, either the aristoc-

racy must voluntarily relinquish power and privilege, or the masses must retake their freedoms through mini-factories. The challenge is this: At no time in history have aristocratic rulers ever ceded power of their own accord. Revolution has always been needed to wrest power from the elites, and such revolution is almost always violent. An even deeper challenge is that most revolutions fail to secure lasting freedom; they generally replace one aristocracy with another.

The American Revolution was a stunning exception. And it broke the typical revolutionary mold for a reason: It was preceded by a healthy shift in the culture and perspective of the people. As John Adams wrote, “What do we mean by the American Revolution? Do we mean the American war? The Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people; a change in their religious sentiments, of their duties and obligations. . . . This radical change in the principles, opinions, sentiments, and affections of the people was the real American Revolution.”

If we are to re-establish freedom—and if it is to last generationally—then our Freedom Shift must spring from within the minds and hearts of individuals. It must be enacted by individuals, families, businesses, and communities who accept the responsibility of freedom, rather than forcing Washington to accept a list of demands. In other words, We the People must *replace* the elites, not just compel them to do what we want them to do (which will never happen).

Get Involved

Learn More & Purchase Copies of *The Coming Aristocracy*

To learn more about the principles and ideas discussed in *The Coming Aristocracy*, visit www.thecomingaristocracy.com and subscribe to the blog RSS feed. The website highlights existing mini-factories, explains the concept in greater detail, and provides practical tools, resources, and insights to help you build your mini-factory.

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Other Works by Oliver DeMille

FreedomShift: 3 Choices to Reclaim America's Destiny

Americans who are so demonstrably willing to labor and sacrifice for the benefit of their posterity can only allow the destruction of the forms that protect our freedoms if they do not understand what freedom is, nor how to maintain it.

A FreedomShift is needed today; and to accomplish it, Oliver DeMille proposes *The 3 Choices to Reclaim America's Destiny*. Can it be possible that such a peaceful revolution can be accomplished by three simple choices made by a relative few?

*A Thomas Jefferson Education:
Teaching a Generation of Leaders for the 21st Century*

Is American education preparing the future leaders our nation needs, or merely struggling to teach basic literacy and job skills? Without leadership education, are we settling for an inadequate system that delivers educational, industrial, governmental and societal mediocrity? A Thomas Jefferson Education presents a new educational vision based on proven methods that really work! Teachers, students, parents, educators, legislators, leaders and everyone who cares about America's future must read this compelling book.

A Thomas Jefferson Education Home Companion

(with Rachel DeMille and Diann Jeppson)

This handy sequel has practical suggestions for helping children progress toward and succeed in scholar phase, including adult skills acquisition, how to conduct a successful family reading time, mentoring tips, club organization helps, how to create a “Momschool”, etc.

Leadership Education: The Phases of Learning

(with Rachel DeMille)

This volume continues the Leadership Education Library with a survey of human development research that supports the TJEd philosophy and methodology, plus sections on each of the Phases of Learning: Core, Love of Learning, Transition to Scholar, Scholar and Depth. In addition, this book illuminates the adult phases of Mission and Impact, with a special Coda on Grandparenting. If you want to implement *Leadership Education* in your home, school, business or personal life, you will find this an invaluable tool. This inspirational book is considered by many to be the DeMille’s best work.

Thomas Jefferson Education for Teens

(with Shanon Brooks)

This addition to the TJEd library is written to youth and adults wanting to accomplish a successful Scholar Phase—academics, personal development and mission preparation. It includes: “How to find the ‘Real You’”; The Teen-100 List; How to study the classics; How to make the most of your mentor; Sample Simulations; ...plus lots more!

The Student Whisperer

(with Tiffany Earl)

This book is designed to help you become a great mentor—a true Student Whisperer and leader at the highest level. It will also help you work effectively with such mentors as you pursue your goals and life mission. This book is part deep teaching of the vital principles of great Leadership Education, part self-help workshop, part example through parables, and part exploration of the great ideas that make mentoring and quality learning most effective at all ages.

About the Author

Oliver DeMille is the founder and former president of George Wythe University, and the author of seven books including *A Thomas Jefferson Education* and *FreedomShift*.

Oliver is a popular keynote speaker, writer and business consultant. He is married to the former Rachel Pinegar. They have eight children.

