

The Founding Father's Pattern for the Ideal School

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Dr. DeMille earned his bachelor degree in international relations and aerospace studies at BYU. A master's in political science and a Ph.D. and education from Coral Ridge Baptist University in Jacksonville, Florida. His Ph.D. is with an emphasis in education of the American family fathers. If you read that book it tells his story about his view of education in college and how he interacted with college professors and got them to give him the list of resources. It's a fabulous book. He's a two-time recipient of the precocious George Washington Gold Honor Medal from the Freedom & Foundation at Valley Forge. He has lectured across the United States at colleges, university media and civic events as a consultant to numerous businesses, organizations including Fortune 500 executives. This is the important part; he's married to Rachel Pinegar DeMille and they homeschool their four children. His latest book The Thomas Jefferson Education, I won't go into that because we've already talked about that. Without further adieu Dr. DeMille.

Thank you Rick. I'd like to start with a quick survey. How many of you heard me at the convention in June UHPA? How many of you this is the first time? OK, good. For those of you who heard me before this will be somewhat of a review. I think it will be a valuable review for you because we're talking about making some serious cultural changes in our education. And then next hour will be all new material that I haven't presented before at a home school convention.

Let me start with that story. This is a true story. Several years ago there was a leader in business who was hired by a University to give a one-hour lecture on the subject of becoming the Leaders of the 21st Century. They paid him \$20,000 I'm told for a one-hour lecture. Flew him from his residence to the town where this University is including first class ticket, put him up in a five-star hotel and basically rolled out the red carpet for him. Got him there, the President introduced him and turned the time over to this man. He stood up in a huge auditorium; I'm told the auditorium holds 60,000 people nearly full. The estimate is over 50,000 young people there and faculty and other people. And this gentleman stood up and said before I talk I'd like to ask a question. How many of you sitting in this audience today believe that you will be a leader who will really make a difference in the world, really change the world in some significant way. How many people do you think answered? Raised their hand. 50,000 there, all of them young people in a University trying to get an education and prepare for life. Six people raised their hands. Now personally I think that's kind of a tragedy. It's a tragedy because we're not training our young people to even think in terms of leadership or making a change in the world. The speaker pulled the six people down; he said come down here. He kicked the dignitaries off the stand behind him, arranged seven chairs in a circle and began to talk to these six people who believed they would change the world. He got tired of the noise in a few minutes because as you know in a basketball auditorium like that it can get very loud. And so he came back to the microphone and said, will you please be quiet or better still just leave. I have nothing really to say to you. I'm trying to teach a seminar. This was the title of his talk on becoming the Leaders of the 21st Century. Went back and began to talk to these six people. I'm told that the President came up and stood to listen in. He paid bug bucks for this and wanted to hear the message. And this gentleman pointed to him and said did you raise your hand? Well no. To which he responded well, would you please leave us alone then I'm trying to train young people in becoming the Leaders of the 21st Century.

Now before I get started today I'd like to ask you all a question. How many of you believe you will be leaders and will change the world in a significant way? Good you can stay. That feels good doesn't it? My message today is that we are raising a generation like no other generation. We are raising young people who've prepared for the ends of time to be the leaders of one of the most, probably the most, challenging and demanding and difficult period in the history of this earth. As we move into the winding up scenes, the Second Coming. We don't know when those will happen but we know that we are to prepare for those things and we know that the people we are training in our homes are people who were prepared for this for a long time. And so the question I'm here to pose to all of us is this. Is the educational offering; is the education that we are giving them up to the task? Are we giving them the kind of education that will in fact prepare them to be that generation of leaders? You can look back on great generations in history. Maybe one of those that stood the tallest was the generation of the American Family Father. And to look at the challenges and things they had to deal with and the leadership that was required to win freedom and to successfully found a nation. Compare that to the much more difficult challenge of regaining freedom, of maintaining freedom and of preparing the earth for the Savior's coming. And I think when you put those two together it dawns, on me at least and I think on all of us, that we are training the people who have to know more, do more and be more than even the founding generation. And you know what? Our kids are up to it. They were prepared for a long time for this. The question is are they getting the type of training and preparation, which will make them able to rise up and perform, as they should?

What I would like to do today is present seven keys. Seven keys that were part of the founding generation's education. And these seven keys are things that I believe that each of us if we're going to prepare the leaders of tomorrow, needs to incorporate into our own homes. These are not complex, they're not difficult but they do take work and effort.

We must train our students for leadership specifically. Now I'm going to use as the model today Thomas Jefferson. Thomas Jefferson was trained at least for the college portion of his education and his law studies by a man by the name of George Wythe. George Wythe was a signer of the Declaration of Independence, constitutional convention. He was a famous judge; probably his most influential role was as the teacher of two future U.S. Presidents, two future Supreme Court Justices and over 30 Senators, Congressmen, Governors and Judges. All of these when he taught them were young students. They later became great leaders much in part because of these methods which he used. But this wasn't just George Wythe. If you take three men in the founding generation: George Wythe, Benjamin Rush and John Witherspoon. These three men and you look at the student they taught when they were young, you account for over 90% of all of the signers of the major documents and the leaders of the revolution. Over 90% from three men and their teaching methods. They use these seven principles and for us to train leaders I believe we must use the same seven. So number one is they specifically and purposely train the leaders.

Now in the history of the world there is three educational systems. Three types of education. The first is public education. Public education was designed in history in several instances down through time. Ancient Sumeria, Ancient Greece, Rome, Bablonia, Eseeia, and then you move forward into more modern times. 18th Century Germany, 18th Century Britain, 19th Century America. But not every nation in history has had public school. A few have adopted it and when they adopt it, it's always been for the same reason. Ponder what that reason might be. When public schools are set up in history and almost every occasion that they're set up they're set up for the same reason and that reason is to train the poor. To train an underclass that is in poverty, that is ignorant and that doesn't really have much opportunity. And so public schools are set up with the goal of training the poor.

Now what are they training them for? They're training them so that they can get a job, any job, They're training the poor to have some basic skills, which will allow them to get a job and do something with it. How do they do that? They teach them what to think, To do what they're told. How? Through a conveyor belt system. The conveyor belt system is one where 30 students are in a class and all of them are receiving the same teaching from the same textbooks. Being graded the same; being tested the same, being expected to come up with the same answers regardless of their individual mission, interests, goals or talents. The individual is ignored and everyone is told to get on the conveyor belt and conform to a set curriculum. Why? Because you're trying to train the masses so that all of them can go out and hopefully get a job out of this. The curriculum of the public system and this is not just in the United States; it's through history. The curriculum is about 75% social and about 25% skills. Now if you don't believe it's 75% social you have two avenues. One, you can ask a public school teacher. I've lectured in a number of districts, taught public school teachers. I don't give them this same talk but it's similar. And when we've talked and I say that 75% social a bunch of teachers always raise their hand. And when I call on them they given me the same answers. You're was low on that. It's at least 90%; some of them say 95%. But there's another way to test this out without asking a teacher. And by the way, if you are a teacher because I now that teachers come to these, you can apply these same principles in a classroom setting. It's not as ideal as in a home but it can be effectively applied and it's better than if you try to do it just on a conveyor belt. But if you don't want to ask a teacher you just want to find our for yourself then here's a following experiment to find out that in fact the curriculum is at least 75% social. And that is pull your children out of school. And I would bet you, in fact I'd be willing to wager with you, that nobody will come up to you and say what about heir academics? But I guarantee you that over the course of the years you will repeatedly hear the following, what about they're social? And of course you all now the proper response to that right? The proper response to that is, well in our family we've determined not to train them to be rope followers and just do what they're told. But rather to train them to be thinkers and leaders of tomorrow who will leap your children into the 21st Century: Just kidding! But there is some truth in it if you do it right.

The problem is that most of us were educated on the conveyor belt. We went through the socialization, we went through the class system and that's what we're familiar with. So when we try to set up a home school we model it after the only thing we know. Let me take a survey. How many of you were at public school for a significant part of your education? Raise your hands. Look around. We set up the school that we know because we think that's all there is. Today my purpose is to show you that these seven key work. We feel guilty, we think it's not education if we're not doing it the conveyor beltway. There's a better way. Let's look at professional education. Professional education is where you train a person for a specific job. It can be an apprenticeship; it can be a blacksmith or a mechanic. It can be law school and dental school. But it's designed for a specific job. And the third type of education is leadership education. Where you sit down with an individual and ask the following questions. What is your mission? What are your interests? What are your goals? What do you want to accomplish? What do you want to study? And then based on what their mission and their interests and their talents am, you design a curriculum to help them accomplish that mission. That's leadership education. Public education says everyone be the same. Professional education says let's train you for one job. Leadership education says let's prepare you for your unique mission so you can really make a difference and really be prepared to make changes. And that only works by training them how to think not what to think like public but how to think. How do we train them how to think? Well that leads us to number two. Second point in our keys.

George Wythe's method in training Thomas Jefferson was classic and mentors. Leadership education is based on classic and mentors. Public education is the conveyor belt with curriculum, with grade levels, with certain times that you study certain things and a certain way of testing it. Leadership education on the other hand asks what is your mission and then a mentor helps you study the classics, learn to think and accomplish that mission in whatever unique way you need to your unique mission. Leadership education is based on classics and mentors.- And if you don't get anything else from me that's all you need. Classics and mentors. Now what's a classic? A classic is a work that is worth studying over and over and over again. And you learn more each time than you did the last time. That's a classic. Study things that are worth going over and over and over. Not textbooks that are not even worth going through the first time. Go through works that are going over and over. Of course the scriptures are the central classic by far. Now what's a mentor? A mentor is someone who is one chapter ahead of you and will give you time and attention. Do you see that you don't have to be some superb education, you just have to be getting one? So throw away the curriculum and stop trying to tell your child how to learn. Go study the classics and set the example and show them how. Let me give you an example and I'll do this by asking a question. Those who have heard me do this before let the others answer it. I'm going to ask you a math equation. I'm going to ask you for a solution and then I'm going to compare what you'll learn from textbooks and what you'll learn from classics. Here's the question. I would like you to solve the following equation with the most accurate mathematical solution. This isn't a trick question. I want real math. $1+1=2$ in textbooks. It does not equal 2 in the classics. And again this isn't a trick question this is math. Most of us have had textbook math so we understand where $1+1=2$ comes from. Let me give you the classical background on it. In the 6th Century B.C., a man by the name of Pythagoras who was a Greek and part of the Greek Renaissance had a theory. His theory was $1+1=2$. Now great mathematical minds have debated this theory back and forth all the way down until the 16th Century where Isaac Newton proved in an equation that $1+1=2$. He proved it mathematically. Until 1930, when Albert Einstein showed mathematically that that equation had numerous flaws. That all of Newton's proof that there were numerous flaws in there he showed them mathematically. And he showed that in fact $1+1=\infty$. That is the most mathematically accurate solution to that equation. And everyone says no, no $1+1=2$ and we know that. Yeah, we learned that on the conveyor belt and it was drummed into us by tests, by rote memorization, so forth and so on.

What Einstein showed is that Newton tried to understand math by understanding the 1 and the 1. But the important part of the equation wasn't the 1 and the 1, it was the +. Let me explain it the way Einstein did. If you take two molecules of any substance in the universe and you take $1+1$, what will you get when you put them together? 1 molecule + 1 molecule, what will you get? Well, it totally depends on how you bond that. If you bond them metallicity you will get an entirely different substance than if you bond them with a polar covalent bond. In other words, what Einstein showed is that $1+1=2$ in Newtonian (a certain language of Newtonian which you better know how to pass.) There's some teenagers out here elbowing mom saying see I knew I didn't need to study math. Well you do need to study math. You need to understand Newtonian but don't you think it will be worthwhile to understand some other elements of math besides just one theory of how math works? See Newtonian is close enough for engineering but it's not totally mathematically accurate. Here's the problem with it; this is why I bring this example up. The problem is this. If you learn from textbooks you will learn the following thing. There are hard sciences, math, physics, and chemistry. These are hard sciences, they're truth, and you could bank on it. And then there's soft sciences, theology whether there's a God or not, ethics, morality, true and false, good and bad, right and wrong. And the textbooks will teach you that that's all totally relative. You just kind of have to go

with whatever you feel. It's all-relative whether there's a God or whether there's a right and a wrong. But it's absolutely true that $1+1=2$. Guess what? The classics teach the opposite lesson. The classics actually teach that the greatest mathematical minds honored in history have made it for over 2000 years and are still debating whether $1+1=2$ and they finally concluded that it equals infinity and I would submit that you cannot get one relative to infinity. If there's something that's not absolute in math, chemistry, and science if we're still learning, they're in the infancy. But those very same classical thinkers and writers almost to a man and a woman there are few exceptions but almost all of them will tell you there is a God, there is a right and a wrong, there is a true and a false. And that's the difference between conveyor belt follow me education and mentor classics leadership learn how to think education. So get off the conveyor belt and instead of setting up a mini conveyor belt in your home set up a mini preparation place for leaders of the future. Let's move to number three.

George Wythe taught through freedom. He gave the student more freedom. Now I'm not going to spend much time on this. I'm just going to say purely and simply we came from a conveyor belt model, which said you learn when you're forced to. That's a wrong model. All education is self-education. Now the teacher can try to get me to learn but I will learn to the exact proportion that I open my mind and my heart and I accept it. God can try to reveal things to me and I will learn to the exact proportion that I choose to. All education is self-education. That's the old saying I can't wait to get out of school so I can start my education. All education is self-education so give the kids the freedom. Now here's how freedom works. Freedom works really well when there is somebody setting an example of how to use it and there's consequences to actions. And that's what you set up in your home school. You give them full freedom to pursue their education. They can study what they want; they can ignore math if they want to. We don't force them: it's their education. But then you set the example for them. When I give this in a workshop format a bunch of parents raise their hand and say yeah, but what about math, they'll never study math. To which I respond when was the last time your child saw you sitting in your living room reading a math book saying oh that's so interesting? Until they see that they have no reason to value math and they will not pursue it. The answer is not to force them; the answer is to show them how. It's called agency. There was a big war fought over it a while back and we're still fighting it and it works. No please understand that I'm not saying if your two-year-old is running in front of a car that you should say well, they're free. But I'm saying that to the extent that you give them freedom you will see real excellence in education. To the extent that you force them you will spend a lot of time trying to get them to do something. I'm going to make a prediction right now. The prediction is this and I really believe this is true. Ten years from now you will either have a poor education, a mediocre education or a superb education. Somewhere in between and the prediction is your children will have pretty much the same education that you do. Do you want to have a great home school? Stop forcing them, spend the time and the energy getting a superb education and then talking to them about what you're learning. That is the key to leadership education. If you look in history you will find that the greatest leaders in history, the aristocracy, the royalty, the super rich, were all home schoolers. They didn't send their kids off for someone else to teach them. They taught them at home and even when they brought tutors in they hired the tutors and they oversaw the program. Home schooling in history has always been what the leadership has done. The aristocracy and the super rich. They've always been home schoolers but they did it in a certain way. They didn't do it on a conveyor belt; they gave the student freedom. They set the example and then they worked with them and talked with them about the great classics they were learning and studying. Let's go to number four.

George Wythe demanded the highest standards of quality. Now that seems like it contradicts the freedom thing, it does not. You give them the freedom to study whatever they want but then when they turn it in you coach them and help them really get better at it. You give them a lot of feedback. You don't spend your energy trying to get them to do something, you spend your energy giving them feedback and attention and coaching on the things they do. Does that switch make sense? Can you imagine, look at the public schools and where they really excel? Athletics, debate, theatre, music, now not every school excels in those but where you find excellent in the public schools is usually in those areas where there's a coach. And the coach doesn't go out on the football field and spend hours and hours and hours teaching everybody this is the right way to do it. He goes out there and says, all right let's start passing balls and he watches them and then he picks out a view and he starts coaching them. He's coaching. They don't spend all their effort trying to get people to come play football, they spend their effort coaching those who are out there trying so they get better. Coaching. Great educators set the example by getting a great education themselves and then they spend their time with their kids coaching them when they're already working. Not trying to force them or convince them to do the work. Set the example, give them the opportunity and then you coach when they are doing it. And it works. Can you imagine if we took the same type of time and energy and method that we do in football or basketball and we did it in math or history. You know we really ought to do it in history because history in public schools is all taught by coaches. You'd think they would be able to get it right, right? But we don't for some reason. We do it on the field but in academia we spend our time trying to force people to learn. And then when they've conformed we say conform to my curriculum, conform to my grades, conform to my reading, conform to my assignments, conform to the way I think and good students think like a teacher. And the good teachers think like the set curriculum put together by bureaucrats. And then once everyone has conformed, we give them no coaching and no feedback. We put a smiley face and a B+ on their paper and give it back to them without any help. That's exactly opposite of how we should do it. You go get a great education and invite your kids to come with you and most of them will. And then you coach them when they do work. Give them feedback. You ask them to study hard.

George Wythe highly structured time not content. He structured the time of their learning, not the content. Now this is how most home schoolers do it. We were public school educated on a conveyor belt so we're going to set up a home school for whatever reason we decide to do it. We're doing a home school, we pull our kids home and we try to set up a little mini conveyor belt. We say from 8 to 9, we'll study math. We'll take a ten-minute break and then we'll come back and study history and then take a ten-minute break and then we'll study English and then we'll take recess. And we set it up like a public school and that works for about six weeks. And then we hate it, the kids hate it and we say we're not going to do this. So we unschooled for six months, which means we do nothing and feel guilty. And then your husband gets really upset and says we will do home school. We need structure. OK, and then we do the six-week thing of 8 to 9, 9 to 10, 10 to 11. And then we unschool again because we hate it. And we just go back and forth between unschooling and overstructure. And the answer is the way the great home schoolers have done it all through history. And that is you structure time not content. In our home for example, our home school is 7 to 12 everyday, 5 days a week. We do it year round except we do a lot of vacations and field trips and things. So it probably ends up to be about 10 months. And from 7-12 the kids study and they study whatever they want. They can study outside, they can study inside. The only rule is they have to be learning during that time and at the end they have to write down everything they've learned and turn it in and then mom and dad both read it and talk to them about what they've got. And then there's a lot of interaction. From 7-8 I'm there with them. So the first hour I'm with them and the last hour their mother is with them and then she's available during the rest of the time. Now what do you get

when you take a kid for five hours a day, five days a week, ten months out of the year for say six years? You know what you get? You get a superb education. Over time they're going to get all the subject, they're going to get all the fields and they're going to learn everything they need to learn. And what if they don't do math? Well it's probably because they didn't see you valuing it. If they see you struggling over the checkbook and you're asking for help. If they see you reading Newton and saying that's so interesting wow! Then they'll get interested and they'll do the same thing. But if they don't do it then they'll get ready for college, they'll realize they have to take an SAT or ACT and then they'll go and buy a preparation book, a couple of math books. They'll go question themselves for a week and they'll come back and ace the math part of it. Because they will know how to learn, they will love learning, they'll be confident in their abilities and they'll just learn it. Because they will know how. They'll have the discipline and the background to do it.. That's how it works. And it's worked for hundreds of people and it will work for yours. Do you want them to get math earlier? Great, buy Newton, buy Einstein and you start reading. Here's how you do it by the way. You sit on the couch and you're reading Einstein or whatever it is you're reading and when the student walks by or if they're sitting there studying you say, oh that's so interesting! And then you keep reading. A couple of pages later you say, oh wow! You turn the page. And the kids going what's interesting? And if this is who you're having a hard time getting to study then you say well, nah you wouldn't care. Let's see and then you get a few pages later and you go oh, I can't believe he's saying that. He's wrong, what a dumb thing to say. And then you throw the book down and you storm out. Well guess what happens? He picks up that book and reads it. You've got a classical student now. You set out to get the superb education vocalize it a little and your students will become interested. They'll want to be involved and then you can start discussing that. By the way, when I say classics most of us think literature. And there are literature classics but there are classics in every field. Their work is worth studying over and over and over again. Math, science, computer science, history and whatever. The key is they read it, you read it, and you discuss it. That's the key to great education. Great home schoolers in history that's how they did it.

Let me just say something about ages. Now these ages aren't set because you're going to have exceptions who can do it five years or younger. You're going to have exceptions that can go a little longer. So don't get caught up in these specific age groups, this is just a general guideline. 0-8, this is what I call the core phase. From 0-8 the most important thing for them to learn educationally is right from wrong, good and bad, true and false. And do you know where the most effective place is for them to learn that? In a family playing and working with mom and day, brothers and sisters, grandma and grandpa, cousins and occasional friends. But mainly family; play and work in a family. That's where they learn right/wrong, good/bad, true/false the very best. There's no better way to do it. And then from 8-12 is what I call the love of learning phase. Again you apply these ages to your children because they'll be different. You're the expert on your family. I'm not. These are just general principles. 8-12, love of learning. They're reading classics, they're studying things, they're excited about the world and they're discussing it with you. And then 12-17. This is the scholar phase. This is where they get a superb, world-class, intensive Thomas Jefferson level education. And they do it by studying 12, 14, 15 hours a day intensively in getting a great education. You don't have to do it with them; you just help them through it. And they can do it. You say 12 hours a day? Well, that's what our culture. says. In fact, our culture switches it around. Watch this. Our culture takes them when they're five or six and ought to be playing. Running around, throwing things, jumping and hopping. And we say you will sit still, you will not act like a six-year-old, you will sit in class, you will shut up or we will pump you so full of drugs that you have no other choice. Act

like an adult or we will drug you and we'll do it. And then when they turn 12 or 13 and they're reading and go into an intensive study, sit down and be intensive. Get a great education phase, which is when all great leaders in history in that period get a great education. We say to them hey, here's a VCR for your room and would you like your own telephone line? And here's an Internet hookup. And if they do go to school we say oh, you don't need to go to as many classes. We're going to have assemblies. We're going to have dances. We want you to be involved in all these activities. You don't need to study. We switch it. We switch it, we take them when they ought to be playing and we make them study. Do you know in Americas 75% of the homework is given to kids before they're 12 years old? And then when they are 12 we say play, enjoy yourself, have a good time. Exact opposite of what we should be doing. People say well, 14 year olds shouldn't have to study 15 hours a day. Well why not? They spend eight years playing. They're ready for it. Now obviously many of us didn't go through the whole system so we're starting where we are. You know what still you have to start with the first phase. Wherever you're starting with them they have to learn right/wrong, good/bad, true/false. And they're going to learn it playing and working with mom and dad and brothers and sisters. If you've got someone who doesn't want to learn this way they need to back up and play some more with mom and dad not just with whoever. It has to be in the family structure. And then when they get to be 12, 13, 14 they get a superb education. You know after they're 18 or 19 they're never going to have a time again in their life where they can really dedicate that kind of time. Even if they're college students, they're going to have a job, they're going to get married, there's a lot of things that get in the way. But from 12-17 they can get a superb education for leadership if somebody has set the example for them. If they have the freedom to do so. And if they know what to expect of themselves and somebody to work with and demand quality. George Wythe kept it simple. He kept it simple. The more complex the curriculum down through the history the worse the education. You will find that in history the more complex the curriculum the worse the education. So what do you do? Classics in all fields. Writing about the classics, discussing them, finding ways to apply them in the community and society. A lot of interaction and discussion. Now many of you are saying, but it's difficult to study the classics. Well let me ask you a couple of questions. I'm going to test your ability to study the classics and make this part of your home. How many of you have some books at your houses that am worth reading over and over and over again. OK, good you passed that one. How many of you have a bookshelf in your house upon which to set these books? You passed that one. How many of you have a chair or a couch in your house upon which to sit and read these books? Well you guys are set. That's all you need to study the classics. You don't need degrees, you don't need expertise. You need to put some time into it. And for all you housewives I have hereby officially given you permission to take at least two hours a day and get a superb education. Isn't that great? Again my prediction. Ten years from now your education and that of your kids will be almost the same. It will be mediocre, it will be great, and it will be poor. Don't worry so much about teaching. Start worrying about getting a great education and inviting them along. Sharing with them and talking with them. That's how its been done for leaders in history. That's how it's been done and it's hard for us to believe but it's true.

George Wythe set the example. You do it. Stop worrying about your child's education. You go get a superb, world-class education. Get off the conveyor belt, study the classics, and learn how to think and invite your kids to do the same. Interact with them, talk to them, read some and vocalize so that they can see what you're doing. Set the example and invite them along for the journey. It works! Let me tell you a story in closing. This is not a true story but it happens all the time. Is there someone here from a small town? What's a good old family name now found in Elberta? Bateman? Tom Bateman grew up in Elberta. Tom went to school, maybe it was public maybe it was private, maybe

it was home. But he did really well, did good on his national tests and received a full ride scholarship to Harvard. He goes to Harvard and comes home at Spring Break. They're sitting around in the backyard having a cookout, drinking sodas with his father, mother and a few friends. And day says son what are you majoring in at Harvard? And Tom says, well dad I'm majoring in literature. Huh? What are you going to do with that? Son, you mother and I were the first ones in our family to go to college and Harvard, you're the first one. We've got high hopes for you son. Why don't you do something good? Engineering or pre-med. Tom says yeah and he goes back and changes his major. Well Tom's roommate Thomas Mahoney Fuller Rockefeller III, goes home for the same Spring Break. And he's sitting around drinking cocktails, dressed in black tie and with his father and a few friends. And his father says son, what are you majoring in? Actually he calls the Dean and asks him. But we'll pretend he forgot. He asks his son and Thomas says well, I'm majoring in engineering or pre-med. Son, are you aware that we have a very high hope for you. Son, I believe that you could graduate and become a director in our company and perhaps take it over someday. Certainly we'd like to lead the family foundation. In fact, I can see us grooming you for politics someday. There are all kinds of people that can major in those things. Why don't you major in something good? Something that teaches you how to think. Something that teaches you how to lead people that makes you effective in a leadership role. Something like 17th Century French Poetry. Now that seems ridiculous to us but it happens all the time. And Thomas goes back and changes his major. And in so doing where both of them change you perpetuate the class system because you have people who are taught what to think and people who are taught how to think. And the ones who know how to think lead whether you like it or not. It also perpetuates the freedom system because the ones, who know how to lead, lead whether you like it or not and whether they stand for freedom or not.

One last story. I have a friend that I met at a seminar in Vermont. He's the President of a major academic institution here in the United States. He's been teaching in the Ivy League for 30 years. He said 30 years ago I was teaching federalist papers at Yale law school and I had the most amazing student. I had a student who knew the federalist papers forward and backward. I mean he knew every principle. He knew it all but he was always talking about using it for power and I asked him why one day. He looked me in the eyes and said Professor I will someday be the President of the United States. His name was Bill Clinton. I told that story to a group of legislators, over 300 of them in Phoenix. They said family values are being attacked. What's good and right is being attacked, how do we stop it? I told them that story and then I quizzed them. How many of you know what's in federalist paper 10? Not a hand. How many of you know what's in federalist paper 51 which is so key to what is going on right now? Not a hand.

End of Tape.