

# The United States Is Not a Democracy

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Because *We the People* continually see all things sociopolitically, socioeconomically, or generally all things sociologically slipping leftward in our country, and because it has been occurring this way for more than eight decades through the frequent and incremental compromises the **conservate right** has made in attempts to make progress in a so-called bipartisan fashion, we find ourselves inching ever closer to socialism on what we should probably call a regular basis, because that is now the norm; it has become what is regular.

Here is why pressing rightward relentlessly, politically speaking, for the next 5 decades has become an imperative: Karl Marx and Friedrich Engels, key figures in the development of communist thought, viewed history as a series of class struggles leading to a revolution where the working class, the **proletariat**, would overthrow the capitalist class, the **bourgeoisie**, and establish **socialism**. This socialist phase would be a transitional period toward a final **communist society**, which would be classless, moneyless, and stateless.

In other words, for Marx and Engles, history was a record of class conflict. They predicted that the proletariat would eventually revolt against the bourgeoisie in a revolution, leading to a socialist society that would ultimately evolve into a communist one – a society without class distinctions, currency, or governmental control.

Historically, some communist regimes, like the Soviet Union, initially labeled their systems as socialist while working toward the long-term goal of communism. Many forms of socialism, particularly democratic socialism, claim they do not advocate for a transition to communism. The ostensibly named Democratic socialists believe in achieving **social reforms** and **redistribution of wealth** through democratic processes within a largely capitalist system. Sound familiar?

As you may know, the US Constitution guarantees a republican form of government. If we take the word “republican” and separate it from the political party we most often hear the word associated with, we can then associate that word with the political philosophy of a republic.

A **republic** is a form of government where power resides in elected individuals representing the citizen body and governed according to law. The word republic comes from the Latin phrase *res publica*, which means public thing. Republics differ from monarchies in that the head of state is typically elected, rather than inheriting their positions in the way kings/queens, emperors/empresses, tsars/tsarinas, caliphs, shahs, khans, etc., inherit their positions and titles.

The idea of a republic has roots in classical antiquity, and more specifically in Ancient Greece and Rome. Western philosophers, such as Plato, in his classical political work, *The Republic*, discussed concepts like **civic virtue** and **mixed government**, elements that influenced republican thought. Ancient Greek city-states, including those of Athens and Sparta, exhibited features of what now are considered classical republics, involving citizen participation in lawmaking and governance.

It’s important to note that the term republic has evolved in its meaning over time. While the Roman Republic, for example, served as an early influential model, the American Founders emphasized a system where the authority of the government is derived from the **consent of the people**, and the legitimacy of its officials stems from this consent rather than divine right or heredity.

Indeed, we do use democratic processes within our nation’s government. However, the **United States of America** is not a democracy and to believe it is a democracy is a fallacy. As stated above, the Constitution of the United States establishes a republic. Nevertheless, many Americans believe it is a democracy due to the influence of democratic ideals and practices within the republic. The US system utilizes elements of both, with a representative government elected by the people, which aligns with democratic principles. Over time, it is



the very expansion of voting rights and the importance placed on citizen participation that have somewhat blurred the lines between the two, leading to the common perception of the United States as a democracy.

We will revisit this blurring of the lines below. But before we get to the depth of why the lines have been blurred, it is important to draw a clearly defined line between what we call democracy and a constitutional republic. To differentiate, in a democracy, the ideal is universal equality, whereas the ideal of a constitutional republic is individual liberty.

Democracy is a system of government in which the people periodically vote at the polls and select their rulers by majority vote. The rulers then have absolute power to make whatever laws they deem fit by a majority vote among themselves. Germany’s Third Reich was a democracy that, under Adolph Hitler, was easily transformed into a totalitarian dictatorship. We all know, or should know, how that played out.

In a constitutional republic, the people also periodically vote at the polls, but select representatives, who make laws by majority vote among themselves. However, because of the constitution that guides the republic, the representatives within that republic cannot make laws in any way they please; the constitution must be utilized as the law of the land in how those laws are being formulated to govern the very people from which the representatives derive their powers. This is the case in the United States of America; the Constitution of the United States severely restricts their law-making powers.

## Blurring the lines

This topic is not news. However, it seemingly gets ignored more often than not, thanks largely to a variety of tactical rhetorical components used by the left for over a century now. Something notable in current-day rhetoric from the left is to continually refer to people they disagree with, usually those of us on the dextral side of the political spectrum, as dictators, NAZIS, fascists, bigots, misogynists, white supremacists (regardless of the individual’s race), etc. The individuals on the sinistral side of the political spectrum attempt to use these, and other controversial and derogatory terms, to paint a picture of those on the right as the ultimate evil entity. Clearly, the left has been doing this for quite a long, long time. It is a play right out of Joseph Goebbels’ playbook, “Repeat a lie often enough and it becomes the truth.” In psychology circles this is known as the “illusion of truth” effect. This is just one illustration of how lines can become blurred through nothing more than subversion of language.

Since the turn of the 20<sup>th</sup> century, the left has made great strides in completely subverting the republican form of government guaranteed by the Constitution of the United States. This subversion has been carried out largely through, although not solely through, the corruption of the language utilized to continually define the United States of America as a democracy. As stated above, this topic is not news. However, it does get completely ignored by far too many people who are citizens of our great nation.

Nearly every time we hear the politicians on the left, predominantly those politicians within the Democratic Party, but others also, they are exclaiming, “***We must [insert whatever the given politician wants us all to do, for example, implement gay marriage] to save our democracy!***” Unfortunately, a huge portion of the citizenry, especially from the mid-1950s until the present time, has absolutely swallowed this rotten bait—hook, line and sinker. The politicians using the language early on were totalitarian minded and they were successful in obfuscating our governmental principles and ideals.

This blurring of the lines is mostly due to the emergence of a civically undereducated, yet

incrementally indoctrinated electorate. Ergo, the citizens have been failed by the now flourishing public education system. The American education system was made compulsory, nationally, at around the turn of the twentieth century, and at a given point in our country’s history it was a highly esteemed and relatively successful system.

Originally, Massachusetts passed a law in 1642, followed by others in 1647 and 1648, that required towns to ensure children were taught to read and write. Not a bad notion at all. In fact, when we speak of writing, we are not speaking of penmanship, although penmanship was also considered extremely important. Writing, however, was considered crucial for effective communication, critical thinking, and academic success. Writing was thought process, enhancing cognitive development, allowing for the expression of ideas and facilitating the organization and retention of knowledge. Furthermore, writing was considered a fundamental skill for navigating various aspects of life, from personal expression to professional endeavor.

Unfortunately, writing in modern-day America is obviously less the process of critical thinking and more the process of just recording, through students’ greater or lesser penman abilities, the instilled influence of the faculty member we, for whatever reasons, refer to as the teacher. This author being a retired teacher, is not stating this lightly, nor jocularly.

The current educational system in a great deal of American society has become a system of social institutions where individual indoctrination has become the norm; that is, it is now regular. It has been happening for quite some time. The generation following World War II was arguably the most heavily propagandized generation up until that time in American history. Unfortunately, with propaganda comes indoctrination.

This is not a missive to besmirch the modern-day teacher, however. Good teachers are a necessary component of a free-thinking society as opposed to an indoctrinated society. Good teachers have the ability to teach their students how to think, not what to think. Teaching a student what to think is pure indoctrination. Unfortunately, many of our teachers today are actually the product of a system of indoctrination themselves. Once more, a topic that is not news.

Allen Bloom, in his now classic *The Closing of the American Mind* (1987) brought to the American public all the evidence necessary to understand the failings of the American educational system during the previous three decades and why it is so important to return to classical studies. Although the book was a New York Times Best Seller, those who needed to pay attention to his work apparently paid his work very little attention. Suffice to say, he was right, but the government operated educational system is not truly interested in what makes for a sound education of the people.

In another now classical work, *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (1985), Neil Postman clearly discussed the impact of television on public discourse and culture. He speaks to the erosion of the public’s capacity to hold serious discussion and debate in order to move forward as a nation with an educated populace. Unfortunately, all of this amusement extends into American classrooms. We hear about Big Brother, Postman tells us, and how Big Brother is watching. Many people do a lot of talking about George Orwell’s classic, *1984* (1949) yet have never taken the time to actually read the book itself. Postman also points out, likewise, no one seems to be reading *Brave New World* (1932) by Aldous Huxley, who was one of Orwell’s professors at Eton College. In Postman’s book, he reiterates Orwell’s novel discusses that in the future there will be book burning and a reduction of vocabulary and only the vocabulary prescribed by the government will be the vocabulary that is allowed to be used. He further expounds that Huxley’s concern was not so much that there was a worry about not having books to read, but that no one would any longer have a desire to read a book. Both of these elements have become prevalent in American society. We hear of book bans, book burnings, hate speech, political correctness, etc., and what is it leading us to? It is leading us, as a society, to fewer and fewer freedoms. And exactly what is it that is limiting our freedoms? Our lack of desire, as a nation, to educate ourselves and our children – especially in civic matters.



In 1852, Massachusetts enacted the first comprehensive statewide compulsory education law, requiring children ages 8-14 to attend school for at least three months per year. By the early 20th century, the need for a more educated workforce and the desire to assimilate immigrants fueled the expansion of compulsory education laws. The idea of compulsory schooling gained more traction as the United States industrialized and the need for a *literate and skilled workforce* grew. By 1918, all states had passed compulsory attendance legislation, although enforcement varied across states and over time.

This system was not an altogether bad system of education. After all, it helped to produce what many of us consider the greatest nation that has ever been developed on planet Earth. However, it has been some time since our nation has had a steady incline in educational progress and some might say our education system is in a downward tailspin. The latter is not entirely incorrect.

Democracy is the culprit. That’s right, democracy is the culprit. Why? Because a civically undereducated electorate has been led to believe our nation is a democracy. Therefore, beginning with local level government, far too many items get placed on the ballot for the citizens to decide that should have been decided by the representative government that were elected by the citizenry. This is precisely how we have come to have nearly 500 marijuana dispensaries in a period of under four years to service a population of just over one million total people in Montana. That’s one dispensary for every 2,300 people. Colorado, by comparison, legalized marijuana sales thirteen years ago, has nearly six million people, yet the Mountain State has developed approximately 500 dispensaries in that amount of time. That’s one dispensary for every 12,000 people.

Democracy is precisely what brought marijuana dispensaries to Montana, for better or for worse. It all started with a Citizens Initiative. The issue was placed on the ballot, the voters voted, the ballot reflected the will of the voters through democracy, and then once legislation was developed and passed through the legislature, those people who represent us, Governor Greg Gianforte, the official our republic elected to preside over our state’s government, signed the bill. Could he have vetoed the bill? Absolutely. That is the very reason the Constitution of the United States guarantees us a “republican form of government”. While the State of Montana’s constitution does not contain a specific clause guaranteeing a republican form of government to the people of Montana in the same way, the Montana Constitution does establish a governmental structure consistent with republican principles.<sup>1</sup> The Governor had the power of veto, but why refuse the people a right to democratic government? If it kills us in the end, after all, we asked for it. His actions demonstrated a lack of civic leadership, but that seems to be prevalent with many current Montana government elected officials. Many of them ran as Republicans and then philosophically, through some form of miraculous transformation (dishonesty? pretension?) became liberal politicians.

On another, yet similar topic, many of the elected representative government officials serving us have corrupted government. They have turned a great deal of it, if not nearly everything, into a money game. Dark money has also played a huge role in getting corrupt people elected in order to further corrupt the politics of the Treasure State. Far too many elected officials introduce legislation

that is self-serving. We see it every legislative session. Realtors and landlords who have been elected to serve might write legislation regarding real estate or landlord-tenant relationships because it benefits them. Another legislator might write legislation that directly affects the sales of alcohol, and later we discover he or she owns a casino or two. This is not **representative government** at its finest. It is better defined as the rich enough to finance a successful campaign to win, versus the rest of the people. Many of them literally have an us against them attitude. The last legislative session was much this way. If you haven’t read previous editions of The Liberty Bell, perhaps you should. It will bring you up to speed in great, gory detail.

*“Our constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other.”*  
—John Adams, 2<sup>nd</sup> President of the United States

Let us now return to our discussion of how civic education, specifically, and democracy are almost mutually exclusive in American culture and politics.

Britain, if you have not been paying attention, has been politically conquered by radical Islam. This might even sound like a fairly radical statement, but reality bites. In Britain today, the most common name for babies is Muhammad and in many cities the mayors are Muslims. This is not about Islamophobia. In principle, there should be no problem with a person’s religion, but rather this religion is accompanied by the extremist positions of those who want to impose their religion on a country that is predominantly Christian. The educational institutions of Britain have been purchased for years by the oil money of Muslim countries, and with that purchase comes indoctrination. So, in Britain, in France, in the Netherlands, in Sweden, and in fact, under the radar, most Western countries are losing their character. Their younger generations are being *edudoctrinated*<sup>2</sup> through a Muslim narrative of hatred for the West, progress, and yes, D-E-M-O-C-R-A-C-Y! No matter what direction one turns, we are once again witnessing anti-Semitism rearing its ugly head. The moral compass is broken and along with it the common sense of what is right has been greatly diminished. Israel has been brutally attacked with the burning of living people, rape, beheadings and kidnapping, almost daily, in some way, since the first day of the Hamas massacre. Hamas, the very same organization that has engraved on its banner the destruction of Israel. Countries in the West often find it difficult to see Israel fighting and winning; as usual, Israel is expected to meet standards that no country in the West has met and would not meet. If we are being completely honest as Americans, Israel did not drop an atom bomb on Gaza, as the United States dropped on Japan. Nor did Israel drop incendiary bombs like Britain did in Dresden. Israel did not indiscriminately attack civilian populations like Russia, Afghanistan, and Ukraine. Remember, all of this was in the face of a terrorist guerrilla organization that holds abductees, snatches civilian aid to the population away, and hides and operates behind civilians and from inside hospitals and mosques. If Europe and the United States want to live, it would behoove us to awaken and re-examined our education systems and their scale of values before we are

completely conquered!

Nowadays, we hear of many people asking for government assistance. That, too, has become a part of the prevailing attitude and culture in our great nation. However, it is part of that leftward slide trending in the United States for many decades. “Ask not what your country can do for you – ask what you can do for your country!” Baby Boomers will obviously recognize these words from the inaugural speech John F. Kennedy delivered on January 20, 1961. There does not seem to be a politician on the left side of the spectrum that would comfortably, nor honestly, utter these words today because their so-called Democratic Party constituency would never elect them. It is not that the good people on the right side of the spectrum do not believe in giving the down and out a helping hand; it is definitely the case that the good people on the right believe that it should be limited to a helping hand: “A hand up, not a handout.” 1 Thessalonians 3:7-10 (LSB) states, “For you yourselves know how you ought to imitate us, because we did not act in an unruly manner among you, nor did we eat anyone’s bread without paying for it, but with labor and hardship we kept working night and day so that we would not be a burden to an of you; not because we do not have the authority, but in order to offer ourselves as a model for you, so that you would imitate us. For even when we were with you, we used to command this to you: if anyone is not willing to work, neither let him eat.” Our Holy Bible should be our guide to interpreting the Constitution of the United States when it comes to all things government. Those who deny our country was ever based upon Christian values are not only denying facts with a mountain of documentation to prove it, but they are also flatly lying to themselves about their own existence and from whence their very freedoms and liberties come.

*“The government you elect, is the government you deserve.”*  
—Thomas Jefferson, 3rd President of the United States

Jefferson’s statement should be heeded with the utmost attention. YOU elect the government. It is YOUR civic duty as a citizen to become educated well enough to be civically responsible to vote in a very well informed manner, rather than asking your friends and neighbors for whom you should vote. This is the matter that Thomas Jefferson is addressing with his statement. If you elect a government that taxes you to death, which is currently happening across the nation, then that is exactly what you deserve! ☹

Footnotes:

1. Noteworthy, Montana’s original 1889 constitution did guarantee a republican form of government. This was a requirement for statehood under the federal law that enabled Montana to joint the union, imposed by the U.S. Congress the Enabling Act of 1889. When the Montana Legislature rewrote and adopted the state’s current constitution during the Constitutional Convention on March 22, 1972, and subsequently ratifying it by the citizens on June 6, 1972, that actual statement of guarantee of a republican form of government was conveniently left out by the body drafting the new document. That committee body consisted of 14 Democrats, 9 Republicans, and 1 Independent. From this author’s point of view, that of living in the greatest nation that has ever existed, the original Montana 1889 constitution was a far better document that could have been amended from time to time as necessary, rather than being scrapped entirely. But again, this was done through the democracy of the citizenry – Referendum No. 68, June 1972.
2. edudoctrinated – indoctrinated through the public educational system. (coined by the author)