



Life, Flight and Liberty Part IX

An essay by Henry Nicolle

Truth, Fiction, and the American Way

Once in a while I make a mistake. I'm not embarrassed by my mistakes; they are inevitable and almost always correctable. If I did nothing and said nothing, I would make fewer errors. If my information is wrong, the error diminishes credibility across anything that I write. Admitting error is damage control. Correcting errors is quality control.

In a recent essay, I quoted John Adams as positing that the American Revolution for Independence in the mid 1700s had the support of about only a third of our population and that the remaining majority were either not in favor or had no particular opinion. The proportions are correct, but not the population. Adams was reporting on the French Revolution of the period, not the American Revolution of our interest. I stand corrected.

Emphasis on our disinterested population remains significant in our discussions. Americans in today's population exhibit little interest in true Liberty because most of us have no understanding of Liberty. We have been carefully taught to be indifferent. Our government school indoctrination very effectively removes the concept from our conscious thoughts and ordinary discussions. Most people can usually express some confused level of definition for the term, but the heartfelt understanding has been lost or abandoned.

Continuous central planning over more than a century has proven successful for a population that has grown ten-fold, from about 36 million to nearly 330 million today. It is interesting to note that prosperity in this environment has risen or fallen in direct reverse correlation to the degree of control imposed by central planning.

We live and work in a carefully constructed environment that constrains individual innovation and creativity to within carefully managed "acceptable" venues. Our children are trained to be obedient, conventional, and dependent. Our parents are influenced to be incapable of comprehending the destructive influences of central planning policies. Governing policies diligently and deliberately divorce parents from the educational environment of their children. Parents do not observe the process until it is too late, long after individual excellence has been de-emphasized. They accept as "normal" that poor performance and mediocrity are rewarded in pursuit of defective self-esteem and the modern fiction of "diversity". The process and failures are our "normal".

Our world overflows with opportunity yearning for intellects free of the conventional social-programming invoked in our government schools. Small communities, such as our Wyoming small towns, can be and should be vibrant centers of innovation, local growth and prosperity. Our attitudes have been molded to accept the limitations of the past, as if they are inconceivably impossible to alter. We can change that belief. We need to talk to each other. We need to bend our one-track Facebook focus to meet in a roundhouse of cross-talk to share our creative thinking and to begin to build some level of commonality for home-grown prosperity and self-determination. Our general welfare rises from ourselves; from our own efforts, not from remote planning or outside investors and "stakeholders".

Federal education policies began with emulation of the Prussian successes of violently coerced attendance at government schools in the 19th century. The Prussian policy of forced attendance through the 6th grade equivalent level or 16 years of age established precedent for future Federal policies in American jurisdictions.

For the Prussian Empire, forced government school attendance succeeded very well. In a very short period, the Empire prospered and grew from a "hayseed", unsophisticated population to the cream of European technological, military, and social standing. American educators and policy-makers rushed to adopt this revolutionary and apparently successful policy.

Initially, mandatory government education in America was intended to endow our population with the fundamental skills necessary to raise workers from bucolic agrarian labors to a capacity for support of emerging demands for skilled workers in the industrial age. As technology expanded from natural power, through steam, petroleum, and nuclear level power sources; coordinate demands for similar improvements and innovations in engineering, planning, management, and research capabilities, etc. increased, forcing federal education policies to evolve. Federal policies adapted to the changing environments.

Over about a hundred year span, the Federal government and their "stakeholders" diligently and incrementally reduced our capacity for reasoning. The result of central planning is a demonstrable and quantifiable "dumbing down" of Americans. Schools that are obliged to follow Federal education guidelines initiate this negative process in kindergarten or before. These policies are not secret. However, the purposes and goals are generally withheld or presented with misleading language.

All of those changes deliberately reduced our population to mere resources in support of Federal Grand Schemes. Education policies intended to provide for factory workers morphed into policies to provide a structured "professional corps" which was altered again to provide skilled personnel and support for advanced sciences, economics, and management. During recent decades, Federal planning has devolved to create a passive population that is incapable of self-sustenance, self-determination, and rational cooperation. The majority of our population have few skills or the mental development necessary for a survivable existence in a mildly challenging environment.

None of us, who have attended schools that are obligated to operate under federal education rules and guidelines, are free of this indoctrination. Much of our debilitating depression we call "boom or bust" is encouraged by government policies damping our collective creative and reasoning intellect.

Our kids graduate from High School believing they have achieved competence sufficient to engage in modern society. We have deceived them. We have allowed them to be poorly and inadequately trained, with minimal skills for a service-based consumer environment. Federal central planning has deliberately denied our new generations a functional education.

We have allowed indoctrination for thought-compliance, conformity, obedience, and dependence. We have avoided real education. We do not encourage personal, individual excellence. Our High School graduates are unprepared for any higher education requiring more than minimal intellectual challenges or demanding individual initiative and perseverance. Our baccalaureates are insufficiently comparable with a Depression-era High School graduation equivalent. We can change these deficiencies.

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