



1117 Words 7332 Characters

Life, Flight and Liberty Part XIV

An essay by Henry Nicolle

Heretics and Historians - The role of Hearsay in Education

Have you ever played the children's game "Telephone" or it's sister, "Rumor"? Never heard of it? I think that you should get a few friends together and try it. It can be a lot of fun and the game can give you both insight and a cautionary warning for viewing the farce we accept as our political and social environment.

Visit this URL for an excellent description of the game:

https://en.wikipedia.org/wiki/Chinese_whispers/

Here's another convenient definition, useful for the context of what follows in this essay (Courtesy of wikipedia: <https://en.wikipedia.org/wiki/Farce/>)

" . . . a farce is a comedy that aims at entertaining the audience through situations that are highly exaggerated, extravagant, and thus improbable. Farce is also characterized by physical humor, the use of deliberate absurdity or nonsense, (*or*) broadly stylized performances."

Does that sound familiar while relating our daily bread and circuses in political, social, and monetary public discourse? It should. It describes the nature of the beast and the description has endured for thousands of years of human endeavor.

I often mention "The Great American Experiment", Lincoln's treachery and the illegitimacy of the post-1865 "federal" central government. These three categories of consideration are together, the foundation of my arguments and color just about every element of my essays.

When my comments relate to Liberty, inherent individual Rights, Life and Pursuit of Happiness (property), it is a reminder of the supremacy and sovereignty of the whole People above the governing institutions that they may create. They emphasize the importance of Individual superiority above the Community. These find their origin in the concepts described as "The Great American Experiment" expressed via our 1776 Declaration of Independence (by the ". . . the thirteen united States of America . . . ") and the ". . . Constitution for the United States of America." (by the People of the United States. The People, by their respective States, in unanimous consent.)

Yes, I agree, that is a real mouthful that demands a little bit of brainwork to fully comprehend, but it is very important to understand. If you do not understand the essential relationships and chain of authorities, everything that follows is ambiguous and betrayal can be colored "patriotic", "necessary", "general Welfare", or "justified". Betrayal is, in fact, the underpinning of our history and our present.

Whether Lincoln was a valiant advocate of Liberty or a tyrannical villain, this usually depends upon who wrote the books. History is always written by the victorious and time blurs our vision. Still, we can see the bias with every new issuance of "approved texts". Government schools and private school education must conform to central government policies and regulated curricula, conformity demands adherence to approved historical fictions, which are often mercilessly buffoonish caricatures and

cartoonish entertainments. The mostly successful intention is to influence students' future social and political ideologies. Examples of these are the representations that Lincoln heroically freed the slaves and was forced into war to save the Union. Both representations are factually false. Both serve fictions that advocate centralized, supreme authority and dictatorial exercise of power over American social conditions.

Claims of Negro Emancipation and restoration of the Republic from rebellious secession are translucent fig-leaves offered to disguise the conversion of a free Republic to a Supreme Central Government and the inevitable peonage of the entire American population. Formerly free or slave, who owns you now? (More on this aspect in a future essay.)

No President successfully acts in solo. Governing policies do not miraculously spring into being from the Executive, like Athena, fully grown, and armed from the forehead of Zeus. They spawn from the ambitions of our leaders and the prejudices of what we now term "Stakeholders". Lincoln's ambitions, supported by those of his ruling constituents, required abandonment of the Constitution's procedures and limitations. The Union's successful military conquest severed the founding principles of Liberty and self-government as announced by our Declaration of Independence from ruling considerations. The Confederate States in secession were a convenient opportunity. Had the opportunity not been present, Lincoln would have likely created an alternate path to the same ends, but that is my speculation. Under Lincoln, the Federal republican government was transmogrified from a dependent government created by a free people to an independent, self-created, and all-powerful entity, unaccountable except to the influences of superior forces.

Lincoln alluded to this conclusion when he remarked in an 1848 election stump speech: ". . . *Any people anywhere, being inclined **and having the power**, have the right to rise up, and shake off the existing government, and form a new one that suits them better-- This is a most valuable, -- a most sacred right -- a right, which we hope and believe, is to liberate the world...*" A dozen years afterward, Lincoln demonstrated upon the People of Confederate States of America, the practical application of his allusion by superior power to suppress the rising and shaking of Liberty.

By Lincoln's war, the world community lost the example of a free People and suffered the re-emergence of regime by violent conquest, which quickly evolved into a new colonial empire ruled by our self-declared "Masters of the Known Universe".

All empires fall. All would-be emperors ultimately fail. There are no exceptions. Hold on to your hat as we experience the millennia of history rushing to replay the same music. No matter how often played, it is always painful and never boring!

Lincoln freed no slaves. That was not his intention. Lincoln declared slaves to be free where he had neither authority nor power to affect servitude. Where the President's power and authority to declare freedom actually existed, Lincoln denied emancipation.

Read the proclamation. U.S. National Archives References - Examine Lincoln's Free the Slaves chicanery:

Hand-written Emancipation Proclamation, signed by Lincoln;

<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation>

Transcript of the Proclamation:

<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>

So my new friends, we know the score; for only our part, what would we deem that we do about it?

Just a reminder, too. Only we can do something about our problems. May we talk? Bring your opinions, anecdotes, stories and interests to your neighbors. They are very welcome and you are cordially invited!

In Carbon County, we have four active newspapers in Rawlins, Saratoga and Baggs. Collectively, they are a vital resource for community opinion, development, and cohesion. If you want to see something that you find interesting in a newspaper, subscribe and write! All of these papers beg in every issue, "**Please Write!**" A "Silent Majority" is no majority at all.

Henry Nicolle
henry@henrynicolle.org
POB 1194
Rawlins, Wyoming 82301
Tel: 307-321-6432