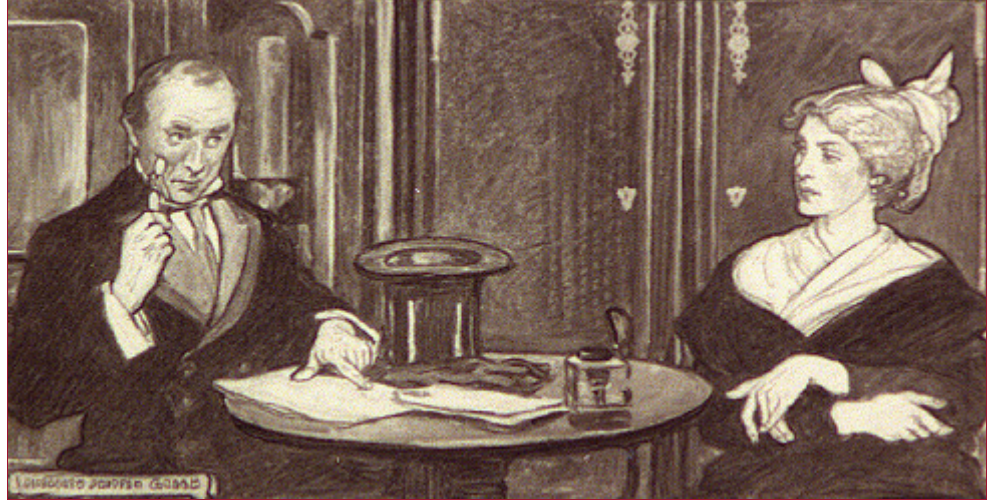


CONTENTS

TIME FOR DEMOCRACY



top illustration:
Elliott, Elizabeth Shippen Green (artist)
Woman seated near man with spectacles pointing at document
in Janvier, Thomas A. (author)
The Recrudescence of Madame Vic
Harper's magazine 112:513 (1906 March)
Library of Congress Prints and Photographs Division
Washington, DC, USA
Card #ca11996001516/PP
Digital file 2a12983

When I think back on all the crap I learned in high school,
it's a wonder I can think at all.

Simon, Paul (1973). Kodachrome. page 34
Simon & Garfunkel Greatest Hits 79
Secaucus (NJ): Warner Bros. Publications Inc.

Not too long ago, a PBS documentary film crew rode along when a giant ship of the US fleet headed out to sea. A camera was rolling when a young, black, female sailor expressed her opinion that the United States isn't a democracy. The implication is, what's the point of fighting for democracy in other countries when there isn't even democracy at home? The corollary is, if foreigners won't put their lives on the line to achieve democracy in their homelands, why should anyone from the US do it for them?

All people must navigate choppy seas to get from ignorance to intelligence. Not everyone arrives at their destination. Nonetheless, many people know intuitively that their government isn't a democracy. Those who experience the realization consciously don't experience it at the same time.

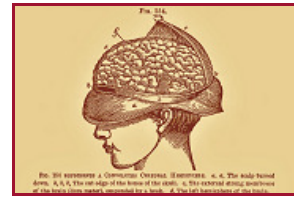
I was approximately twice as old as the wise sailor when I realized that the United States never stopped being colonies. The only thing that has changed over the 240 plus years since the War With England is the number of foreign nations that colonize us. Every nation has its psychopaths—predators who act without conscience to fulfill their needs for every kind of excess. To predatory people, the American people look like prey. Our schools and entertainment media dumb us down. They seem designed to make us easy pickings.

I did a lot of newspaper, magazine and non-fiction reading before I came to my realization. Afterwards, I did a lot of research.

The Yale University Avalon Project has digitalized and uploaded fundamental documents from the colonial era. The American Memory pages of the Library of Congress website hold a wealth of fundamental documents from the Revolution through the first half of the 1800s. The documents cover the era when robber barons and other predators created and designed American governments—nation, states, counties and municipalities—to suit themselves. At left is a link to documents I reformatted to print on 8.5x11 3-hole punched paper. Google Books (free) and archive.org provide digitalized books with expired copyrights from the libraries of various universities, historical societies and other entities. The Stanford University map collection at davidrumsey.com deserves special mention. The books and maps are informative and some are richly illustrated. Each digitalized resource is a pleasure in its own right. When you find a topic you want to learn about, your searches will take you to even more digital resources. A local librarian used to purchase extremely informative and entertaining non-fiction books and put them on display by the entrance. Many brick and mortar libraries sell books nobody checked out. Some of the most revealing books are those that are least read. I've purchased a treasure trove of books at Salvation Army, Goodwill, Unique and Amvets Value Village thrift stores in Chicago, and wherever I travel.

(continue to Sanity)

NEXT



sanity



representation (consent)



revolution



paying for revolution



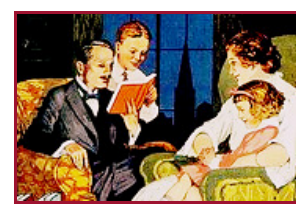
public finance



property



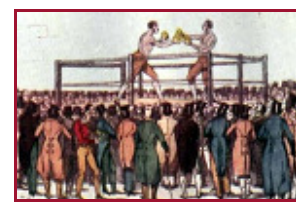
municipalities



justice (cases)



justice (cocaine)



justice (courts)



slavery in Illinois



immigration



patents & copyrights



holidays

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essays, tutorials & books



historical records of US Congress

THIS WEBSITE'S MAIN IDEA



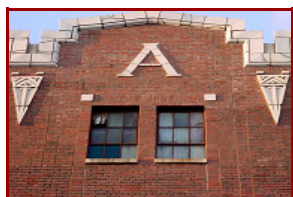
petition for injunction against property tax



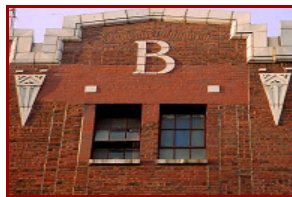
spreadsheet of assessments for A, B, and C Streets
(Two notoriously corrupt Puerto Rican immigrants, the Cook County Assessor and the alderman of the ward for A, B, and C streets, have tampered with property descriptions and the distribution of grants and benefits so that Hispanics and Cook County Democratic Party regulars who support them get more and pay less for city services)



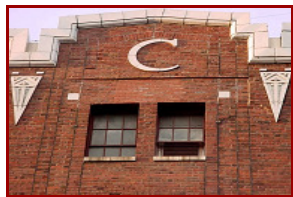
school lands history



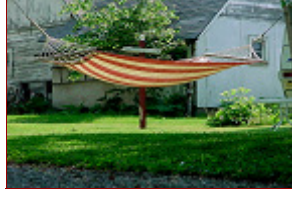
school lands more history



school lands US



school lands Chicago



counties appendix



counties



History Property Tax Illinois, Haig (1914)



National Land System 1785-1820, v 3, Treat

In 1785, the Continental Congress ordered the reservation of one square mile out every 36-mile-square township to be surveyed and sold in the Northwest Territory (Ohio, Indiana, Illinois, Michigan, Wisconsin). Congress intended rental income from the reservations to support the equivalent of K-8 education for indigent pioneers. Instead, the robber barons engineered the sale of school lands and disappeared the trust funds. When the US Congress acquired additional territory from foreign governments by conquest and purchase, it increased the reservation of school lands from one section to two sections of every 36-mile-square township. Free schools would truly be free if robber barons had left school lands intact. Some of the western states respected school land reservations and didn't sell them. An organization that studies school lands calls them 'Trust Lands'. An article entitled History of the Trust Land Grants is Chapter Two in:

Culp, Peter W., Tuell, Cynthia C., and Laurenzi, Andy (authors)
State Trust Lands in the West: Fiduciary Duty in a Changing Landscape
Cambridge (MA): Lincoln Institute of Land Policy/ Sonoran Institute (2006)

The book was revised in 2015 and the revision omitted most of Chapter Two. The 2015 revision is online for free. Google digitalized the 2006 edition as a University of Minnesota textbook with ISBN 1558441611, 9781558441613.

<https://www.lincolnst.edu/sites/default/files/pubfiles/state-trust-lands-in-the-west-updated-full.pdf>

Most of the content of the 2006 Chapter Two is online in a journal article:

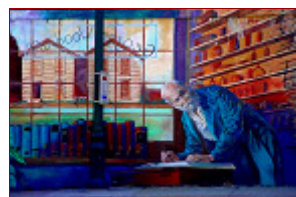
Laurenzi, Andy (author)
State Trust Lands
Land Lines, volume 16, number 3, pages 1-4 (2004 July)
http://www.lincolnst.edu/sites/default/files/pubfiles/909_final_7_04.pdf

US founders reserved from sale an additional 4 square miles and all mineral lands in the townships. Rental income could (a) support all valid government activities; (b) support government in a manner consistent with the absolute rights of the people to their property; (c) defeat all attempts to tax the people; and (d) give the people control over mining and industrial enterprises most likely to rent the land. An early cohort of US Congressmen threw all these tax-alternative lands into the general fund of lands to be sold into private property. With the selling of reservations, democracy disappeared without a trace and with scarcely a whimper. The US Supreme Court wrote the following in a case involving reservations and grants:

Appropriation of land by government is no more or less than setting it apart for some peculiar use. A tract legally appropriated to any purpose becomes severed from the mass of public lands: and no subsequent law or proclamation, or sale, would be construed to embrace it, or to operate upon it. Nothing passes a perfect title to public lands, with the exception of a few cases, but a patent. The exceptions are where Congress grants lands in words of present grant.

Wilcox v. Jackson, 13 Peters, 498
footnote a (page 465)
Decisions of courts as to principles that regulate titles to public lands in Northwest Territory
Statute XXIX (Public), 4th Congress 2nd Session (1796-05-18)
Sale of Lands of US NW of Ohio River & above mouth of Kentucky River
Peter, Richards (1845). Public Statutes At Large Volume I

The website is a work in progress.
All texts are drafts.
The author takes it for granted that you can say the same things better, and will.



updated 2019 September

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