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Erik von Luehnelt-Leddihn: Liberty or Equality Study Guide

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Outline

A. FREEDOM AND EQUALITY (2-3)
   1. **Freedom**: The Greatest Amount of Self-Determination That Is Feasible, Reasonable, and Possible
      a. As a Means to Safeguarding Man’s Happiness and Protecting His Personality It Is an Intermediary End: Part of the Common Good
      b. It Cannot Be Brutally Sacrificed to the Demands of Absolute Efficiency Nor to Efforts towards a Maximum of Material Welfare [Utilitarianism]
   2. **Equality** Presupposes the Continuous Intervention of Force Which, as a Principle, is Opposed to Freedom [cf. Minogue on Politics vs. Despotism]
      a. Equality Should Not Be Confused with Equity (Justice)
      b. “Christian Equality” is Merely Subjection under the Same Law—in Other Words Isonomy
      c. The Artificial Establishment of Equality Is as Incompatible with Liberty as the Enforcement of Unjust Laws of Discrimination
         (1) Root of Unjust Discrimination: Greed, Pride and Arrogance
         (1) Driving Motor of the Egalitarian and Identitarian Trends: Envy, Jealousy, and Fear
   3. Liberty and Equality Are in Essence Contradictory

B. THE LIBERAL (3-4)
   1. “Liberal” and “Democratic” Are the Most Frequently Misused Political Labels
   2. A Liberal Wishes People to Enjoy the Greatest Reasonable Amount of Liberty
      a. Regardless of the Juridical Type of Government
      b. The True Liberal Is Not Pledged to Any Specific Constitution, But Simply Wishes That He and His Fellow-Citizens Enjoy a Maximum of Liberty
      c. A Liberal That Accepts Plato’s Evaluation of Democracy Would Reject This Form Because It Is Fatally Doomed to Develop into Tyranny
      d. The Highest and Inalienable Liberty Is Ascetic Liberty (Self-Denial) [cf. Daniel 1: 3=17]
   3. The Term “Liberal” in Its Political Sense Is of Spanish Origin, 1812 [Ortega Was a Spanish Liberal]
      a. Later Adopted by Robert Southey and Sir Walter Scott (from the French)
      b. In the United States It Has Come to Mean Someone Who Welcomes Change, Even Perhaps to Embrace or Foster a Totalitarian Ideology
      c. Genuine Liberals Like Oswald Garrison Villard Called Themselves “Old-Fashioned Liberals” to Be Distinguished from Communist Sympathizers
      d. In Europe Similar Mischief Is Associated with “Sectarian Liberals”
   4. Philosophical and Psychological Motives for the Liberal Position
      a. Driving Force behind Christian Liberalism: Affection and Generosity
      b. Liberalism Derived from Nihilism May Not Result in a Liberal Attitude

C. DEMOCRACY (5-7)
   1. “Democracy” and “Democratic” are Political Terms
   2. **Democracy** Implies “Power (Rule) of the People
      a. Mere Affection for the Lower Classes Is Demophily
   3. Some of the American Founding Fathers Tended to Identify Democracy Rigorously with One of Its Manifestations—Direct Democracy
      a. As Strict Republicans, They Were also Deeply Critical of Most of the Principles of Indirect Democracy
b. Mortimer Adler: The Dawn of American Democracy Begins with Jackson

4. Precepts of Democracy (The Classical Concept)
   a. Legal and Political Equality, That Is, a Franchise for All
   b. "Self-Government" Based on the Rule of the Majority of Equals, Either
      Directly by the Whole Populace or Indirectly through Representatives

5. Representatives in an Indirect Democracy Have the Duty of Repeating the Views
   of the Electorate [Delegate Theory]
   a. In the Opposite Case [Trustee Theory] We Have a Republic Rather
      than a Democracy

6. Respect of Minorities, Freedom of Speech, Limitations Imposed upon the Rule of
   Majorities Are Liberal Tenets
   a. They May or May Not Be Present in a Democracy

D. MONARCHY COMPARED WITH DEMOCRACY (150-51)
   1. Monarchy is by its Nature Dissociated from Party Rule
      a. Democracy Is by Nature Party Rule
      b. President (or Prime Minister) Lacks General Backing
   2. Monarch Is the Political and Social Head of the Nation
      a. President of the United States Is Not a "Social" Leader
      b. Monarch Can Rule Not Only through Law But also through His Prestige
   3. Monarch Has the Advantage of Being Educated for His Profession
      a. A Democratic Leader Can Only Have the Hasty Technical Training of
         Those with a "Late Vocation"
      b. The Raison d'Être [Rationale] of Democracy is Not Truth, Efficacy,
         Reason, Study, and Reflection, but Volition [Will] Pure and Simple
      c. Widespread General Education Cannot Compensate for a Professional
         Education [See Below the Distinction between Scita and Scienda]
            (1) Goals Set by Democratic Apologists Can Only Be Reached by Small
                Fractions of Highly Gifted Individuals [Natural Aristocrats]
            (2) What They Do Not Take into Consideration Is the Hard Fact of Human
                Imperfection, of Original Sin
   4. Education of Ideal Monarch Is Not Only Intellectual But also Moral and Spiritual
      a. Democratic Leader Coming into Power Is Always "Unprepared"
         (1) The Sudden Rise to Fame and Authority Turns the Mind and
             Upsets the Balance of the Careerist in a Democracy
         (2) Corruption of Power Is Worst in a Plebiscitarian Dictatorship

E. DEMOCRACY AND ITS DISCONTENTS (273-75)
   1. The Growing Gap Between Scita [Theoretical Knowledge] and Scienda [Expert
      Knowledge] Is a Crucial Issue
      a. Witness the Large Percentage of Non-Voters
   2. "Politics" Is a Dirty Game
   3. General Contempt for the Clergy Resembles That of the Middle Ages
   4. Council of Trent Reformed the Church; No Such Reform of Popular Government Is
      Possible
   5. Sadism of the French Revolution

F. PORTLAND DECLARATION (275-78)
   1. It Supplies a Need for Minimal Government of Highest Quality
      a. What We Have Now Is Maximal Government of the Lowest Quality
   2. It Envisages a Government Directly Responsible for Homeland Security,
      Defense, Justice, Ecology and Foreign Affairs
      a. It Would Merely Survey Mediating Institutions (Subsidiarity)
      b. Federalism, Not Centralism, Would Be Its Guiding Principle

G. THE PROBLEM OF OUR TIME (279-81)
   1. The Ancien Régime [Old Monarchy] Displaced, Then Replaced by the "Dawnists"
   2. Bankruptcy Arrived within Half a Generation [Again, the Revolt of the Masses]
      a. Illustration: Firestorm Caused by Allied Bombing of Dresden, 1945

H. EUROPE: PRESENT AND FUTURE (280-82)