Henry Grady Weaver’s
THE MAINSPRING OF HUMAN PROGRESS

STUDY GUIDE

By

THOMAS J. SHELLEY
Henry Grady Weaver's
THE MAINSPRING OF HUMAN PROGRESS

STUDY GUIDE

By

Thomas J. Shelly
FOREWORD

The problem confronting America and the world today is: Statism vs. Man—Individual Man. This, of course, is not a new problem. It is as old as man himself. History is but a record of attempts by men to find solutions to this very problem: What economic and political practices are best?

Henry Grady Weaver in his book, *The Mainspring of Human Progress*, has traced the course of these attempts from earliest times among the ancient Greeks, Romans, Hebrews, Christians, and Moslems to present-day America. He explains why America has come close to finding an enduring solution to this problem—a solution based on the moral worth and, therefore, the dignity of each individual person.

Mr. Weaver's valuable contribution to the literature of freedom has already provoked wide discussion. The purpose of this Study Guide is to facilitate such discussion and to encourage participation by others.

The guide is designed particularly for use by high school and college students, but generally for all who are concerned with economic and political action. Anyone who would study and discuss such matters is constantly being called upon to activate his knowledge of ancient, medieval, modern, and American history. I have drawn upon many years of experience in the teaching of history in high school to suggest the historical setting appropriate for the study of this book.

I believe that, with this guide, the study of *The Mainspring of Human Progress* will help teachers, adult discussion groups, and students discover why the free market, limited government, political economy is best for America.

September 28, 1955

Thomas J. Shelly
CHAPTER I

PUZZLING QUESTIONS OF VITAL CONCERN
TO 2,155,000,000 INDIVIDUALS

1. "The history of the world has been the story of a struggle for daily bread." This statement is quoted from Hunger and History by E. Parmalee Prentice, page 4. Chapter I of this book contains examples in support of the quoted statement. Also, read The World's Hunger by Pearson and Harper.

2. Hunger in England was greatly lessened as a result of the repeal of the Corn Laws (1846) and the consequent establishment of a free market. Explain the part played by each of the following in bringing this about: (a) Richard Cobden (b) John Bright (c) failure of the potato crop in Ireland in 1845. Consult Civilization in Europe by Schapiro and Morris, or any other modern European or world history book. Also, see The Power of an Idea by Raymond Leslie Buell.

3. Man's curiosity causes him to want "to go places and see things." This was as true of the Babylonians in the sixth century B.C. as it is today. In spite of this curiosity man had no faster means of transportation than a horse from the days of Nebuchadnezzar to those of Thomas Jefferson, i.e., for about 2,300 years. Why not?

4. In the relatively short space of 154 years — from Thomas Jefferson's time to the present — man has become able "to go places and see things" by railroad, by automobile, and by airplane. Why? Should you need help thinking about this question, you may find the following references helpful:
   - For the Better Economic Life by Crawford H. Greenewalt
   - Hunger and History by E. Parmalee Prentice. pp. 2-3; chapter IV
   - The Mainspring of Human Progress by Henry Grady Weaver. pp. 12-16
   - The Power of an Idea by Raymond Leslie Buell
   - That Something by J. Ollie Edmunds

5. Hunger has been an important cause of wars. Discuss hunger as a cause of the Japanese invasion of Manchuria and China in the 1930's.

6. State and explain the Malthusian law of population. Give some examples from history of the operation of this law. What are the implications of this law with respect to (a) hunger (b) war? Are you a Malthusian? Explain your answer. For help in answering these questions consult Hunger and History and Understanding Our Free Economy.

7. "Women were not freed from their 18th Century servitude by feminist agitation, but by the invention of the sewing machine, the washing machine, the refrigerator, and the dishwasher . . ." This quotation is from For the Better Economic Life by Crawford H. Greenewalt. You may want to see this one-page explanation to find out how Mr. Greenewalt explains his assertion.

8. "Why did men die of starvation for 6,000 years?" Page 12.
9. “Why is it that we in America have never had a famine?” Page 12.

10. “Why did families live for 6,000 years in caves and floorless hovels, without windows or chimneys . . . ?” Page 12.

11. Discuss the statement that America has made unprecedented progress because of our natural resources. See page 14 for Mr. Weaver’s explanation.

12. Is our progress due to the fact that we work harder than people in other countries? Explain. See page 14.

13. Is our progress perhaps due to our being inherently superior to other peoples? See page 15 for Mr. Weaver’s explanation.

14. “. . . we, in the United States of America, have made more effective use of our human energies than have any other people on the face of the globe — anywhere or at any time.” This statement may be found on page 15. Do you agree that it is “the real answer, the only answer” to the question: Why have we in the United States — a young country — made such unprecedented progress? Explain. You may find additional help in answering this question in: Show Me Any Other Country by Betty Knowles Hunt and in The God of the Machine by Isabel Paterson, chapters XI-XII.

15. What is the author’s explanation of the nature of energy. See pages 16-17.


17. What does the author mean by “the effective use of human energy.” Pages 18-19.

18. What does he say are some things that keep human energy from working effectively? Page 19.

19. What does he mean when he says: (1) “Individual freedom is the natural heritage of each living person.” (2) “Freedom cannot be separated from responsibility.” See pages 19-20.

20. “To use any kind of energy effectively, it is first necessary to understand the nature of the energy and then to set up conditions that will permit it to work to the best advantage.” Why is this understanding especially necessary in the case of human energy? The author gives an answer to this question on pages 20-21. You may find additional help in thinking about this question in The God of the Machine by Isabel Paterson, chapters I-II.

21. “Nations are not powerful because they possess wide lands, safe ports, large navies, huge armies . . . They acquire those advantages because they are powerful, having devised on correct principles the political structure which allows the flow of energy to take its proper course.” This quotation is from The God of the Machine by Isabel Paterson, page 13. Are you in agreement with the quoted statement? Explain.

22. “Freedom is the first great achievement of modern times and with it came agricultural machinery, increased supplies of food, intellectual advance . . .” This statement is quoted from Hunger and History, page 13.
CHAPTER II

THE GREAT MULTIPLIER

1. The earliest of primitive men had no tools. How, then, did they get their living?

2. Describe the probable circumstances under which tools (capital) came into existence among primitive men.

3. Was Robinson Crusoe a tool-owner (a capitalist)? Was he also a tool-user? Suppose he had not been a capitalist. What then?

4. Define capital. Explain and illustrate an important difference between capital and wealth.

5. Explain how capital is the result of saving.

6. Name some items of capital used in industries in your own town.

7. Do you know any worker who does not use capital in his work? Explain.

8. Explain and illustrate how man uses foresight, imagination, and initiative in the development of tools. See pages 22-23.

9. Why, according to the author, does it seem reasonable to assume that the general practice of exchanging goods and services came after the invention of tools? Page 23.

10. The introduction of tools marked the beginning of man's progress in three important directions. What, according to the author, are these directions? Page 24.

11. Why did the introduction of tools increase the importance of property rights? Pages 24-25.

Additional Readings

Bargaining by Paul L. Poirot
Gaining the Free Market by F. A. Harper
How We Live by Clark and Rimanoczy
How You Really Earn Your Living by Lewis H. Haney
Money by Clark and Rimanoczy
Property Rights and Human Rights by Paul L. Poirot
Shirtsleeve Economics by William A. Paton. Chapter IV
Two Kinds of Exchange by Leonard E. Read
Understanding Our Free Economy by Fred Rogers Fairchild. Chapter VI
CHAPTER III

NETWORKS AND PITFALLS

1. In 1919 the Russians stopped drinking tea. Because of this, children living along the Ohio River in the U.S.A. had to go without shoes. Explain. How does this illustrate the idea expressed by the opening sentence of chapter 3?

2. Give the author's explanation of his statement that the brotherhood of man is "stern reality." Do you agree? Explain. Pages 26-27.

3. On page 27 he says: "Free competition is, within itself, a cooperative process." How does he explain this?

4. Show how the conflicts and rivalries of opposing viewpoints exist in (a) the home (b) the church (c) the schoolroom (d) the club (e) the playground. Pages 27-28. In your opinion how should these conflicts be resolved? For help in your thinking on this question you may want to read:

   - Bargaining by Paul L. Poirot
   - My Freedom Depends on Yours by Dean Russell
   - The Personal Practice of Freedom by Ed Lipscomb
   - Two Kinds of Influence by Leonard E. Read

5. By what steps of "rationalization" does Mr. Weaver reach the conclusions: Coercion is the only way; the country needs a dictator - a beneficent one, of course; the dictator should be "Mr. Weaver"? See pages 28-30.

6. On page 30 the author says: "Few people would consciously try to force the entire world into line with their own pet ideas." Do you agree? If not, why not? Liberalism Stands for Freedom by Towner Phelan and Do You Dare To Be Different? by Kenneth W. Sollitt may be of help to you in considering this question.

7. Who was Plato? When and where did he live? If you read The Republic, you will find out why Mr. Weaver mentions his name. Page 30.


9. (a) Name some famous philosophers who lived between the time of Plato and that of Spengler. (b) Give a brief account of one of these philosophers, with whom "the problem has been to identify the authority - and then to turn over to it all the troubles of the human race."

10. On page 31 the author says: "At one time or another, every conceivable form of authority has been tried, but each has failed ..." What are the two reasons which he assigns for the failures?

11. In chapter 4 the author begins an appraisal of the results of the various types of authority in terms of human good. He says on pages 31-32: "The best way to go at it is first to consider the religious beliefs which underlie the different kinds of authority ..." Give his reasoning about this statement.

12. What are the three general headings under which the author groups the variations in religious faith? See page 32.
CHAPTER IV

THE PAGAN VIEW

1. What is the meaning of the word “pagan”? Show how the meaning of this word has changed.

2. State the author’s meaning when he says: “The pagan has a fatalistic outlook on life.” Page 35.

3. Explain the statement: “From the pagan viewpoint, man is not self-controlling, not responsible for his acts.” Pages 35-36.

4. “Most human beings,” says the author on page 36, “cling to the ancient superstition that they are not self-controlling.” He then goes on to say that this is why, for thousands of years that people have gone hungry. Do you agree? Explain. You may find additional help on this question in Hunger and History. Chapters I-II.

5. Consult your dictionary for the meaning of “demos.” Show how this word and the word “democracy” are related.

6. The “common good” is more important than the good of the individual. Do you agree? Explain. See pages 37-38.

7. What does the author mean when he says: “But to think that way is to think like a bee . . .”? Page 38.

8. In what respects are human beings and bees different?

9. Note well the one sentence description of the meaning of “society” at the top of page 39. Why is it important that libertarians pay special attention to this meaning of “society”? In the consideration of this question you may want to read Bargaining by Paul L. Poirot.

10. The following questions are based on “The Humanitarian with the Guillotine” which is the title of chapter XX of Isabel Paterson’s book, The God of the Machine.

   (a) “Most of the harm in the world is done by good people, and not by accident, lapse, or omission.” Page 235. How does the author explain this statement?

   (b) “Why did the humanitarian philosophy of eighteenth century Europe usher in the Reign of Terror?” Page 238.

   (c) Give the author’s meaning when she says: “The root of the matter is ethical, philosophical, and religious, involving the relation of man to the universe, of man’s creative faculty to his Creator.” Page 238.

   (d) “Of course what the humanitarian actually proposes is that he shall do what he thinks is good for everybody. It is at this point that the humanitarian sets up the guillotine.” How does the author explain this statement? Pages 241-250.
CHAPTER V

SOCIALISM AND/OR COMMUNISM

1. Reread pages 36-41. Then tell why “the nearest approach to the bee-swarm is found in socialism or communism.”

2. The author says on page 42 that there is not much choice between the terms “socialism” and “communism.” How does he explain this?

3. What is the contrast which the author makes between Karl Marx and Frédéric Bastiat? Pages 42-45.

4. Frédéric Bastiat has been described as “the Tom Paine of economics.” Why?

5. Marx and his followers believed that in order to bring socialism into existence capitalism could be “knocked out” “by the promotion of collectivistic measures through existing governmental agencies.” Is this happening in the United States today by means of: (a) the federal income tax (b) social security (c) public housing (d) the T.V.A. idea? Explain. For help in considering this question you may want to read:

   The Communist Idea (Part I) by Karl Marx
   The Communist Idea (Part II) by Earl Browder
   The Communist Idea (Part III) by F. A. Harper
   The Income Tax: Root of All Evil by Frank Chodorov
   Middle-of-the-Road Policy Leads to Socialism by Ludwig von Mises
   Public Housing by Paul L. Poirot
   Shirtsleeve Economics by William A. Paton
   Social Security by Paul L. Poirot
   The TVA Idea by Dean Russell
   To Communism... via Majority Vote by Ben Moreell
   Understanding Our Free Economy by Fred Rogers Fairchild. Part Nine

6. Do you believe that we, the American people, are “knocking ourselves out in our own gymnasium” not only through our use of the federal income tax, social security, public housing, and T.V.A. but also by: (a) giving aid to our “allies” (b) by engaging in military operations against communism everywhere in the world (c) by inflating our currency and thus making the poor poorer (d) by adding to our national debt, thus putting heavier burdens on the backs of our children? Explain.

7. Who was Vladimir Ilich Ulianov? When and why did he bring about the establishment of the Third International? What part did he play in the shattering of the Second International? See page 45.
8. "But there is really no distinction between the Socialists and the Communists except from the standpoint of tactics . . ." Do you agree? See page 45. Also, see The Socialist Tragedy by Ivor Thomas.

9. On page 46 the author says: "The phrase 'all but' is the obstinate difference between a man and a bee." To what is he referring?

10. (a) What is "The Law of Lek," as reported by Rose Wilder Lane? Pages 46-47. (b) In this report Mrs. Lane says, "I staggered myself by mentioning taxes . . ." What does she mean?

11. Read Private Enterprise Regained by Henry Hazlitt for an account of the communistic experiment in Plymouth colony.

12. In the footnote on page 48 the author names other communistic settlements in America. On page 49 he tells us why they all failed. Can you give additional reasons for their failure?

13. (a) On page 49 the author says, "Under communism, everything is run by the 'masses.' At least that's the theory of the thing." (b) On page 96 Isabel Paterson in her book, The God of the Machine, says, "The phrase 'dictatorship of the proletariat' is like the 'roundness of a triangle,' a contradiction in terms. It has no meaning." Show the relationship between these two statements.

14. "Dictatorship always feeds on itself." Page 50. Why is this? How does this historical fact prevent its "withering away"?

15. Why are poverty and distress the inevitable result of dictatorship? How does this result become a cause of war? Page 50.

16. Why, under communism, must those in charge set things up as a military camp, as in ancient Sparta under Lycurgus? See page 50.

17. "Communism is . . . an attempt to make a static world in a dynamic and changing universe." Page 51. Give the author's explanation of this statement. For results of this attempt see also, What We Do, and Don't, Know about Soviet Russia by Harry Schwartz.

18. On page 52 the author says, "In all fairness, it must be said that communism recognizes human equality and the brotherhood of man — in theory at least. But it fails to recognize the real nature of man." What does he mean by "real nature" of man? Explain and give examples. First reread pages 39-41.
CHAPTER VI

THE LIVING AUTHORITIES

1. On the bottom of page 54 Henry Grady Weaver says, “In all cases, such beliefs rest on the pagan superstition that the individual is not responsible for his acts . . .” What beliefs is he discussing?

2. “In theory, the change from ancient communism to an ‘omnipotent’ living authority should not make much difference in the lives of people; but in actual practices it usually brings certain benefits.” Explain this statement. Page 55.

3. On page 56 the author gives some historical examples illustrating how the energies of people have worked to improve living conditions wherever and whenever the people have departed from ancient communism. Can you give additional examples?

4. The author claims, on page 57, that in Old World history “human energy could not get to work at its job.” What job? Why couldn’t it get to work?

5. How, in the instances described in the previous answer, was government “the humanitarian with the guillotine”? Page 57.


7. On page 58 the author says, “Furthermore, the unbridled use of arbitrary power, maintained through force and fear, always has a demoralizing and degenerating effect on those who use it.” Do you agree? Explain. You may wish to read Victims of Social Leveling by Leonard E. Read in considering this question.


9. What was the “orderly solution” which peaceful men found to this problem of gangsterism? Pages 59-60.


13. What is the “pagan superstition” to which the author refers on page 62?
14. "In modern times, this pagan superstition is known by the persuasive name planned economy, which is nothing more than a weasel word for socialism or communism or fascism." Page 62. Explain this statement and give examples from twentieth century world history. In connection with this statement you may want to read one or more of the following:

- *Combating Statism* by Leonard E. Read
- *Ordeal by Planning* by John Jewkes
- *Planned Chaos* by Ludwig von Mises
- *Planned Economy and Freedom* by Towner Phelan
- *Planning for Freedom* by Ludwig von Mises
- *Show Me Any Other Country* by Betty Knowles Hunt
- *Understanding Our Free Economy* by Fred Rogers Fairchild. Part Nine
CHAPTER VII

THE STATIC CENTER

1. How does Mr. Weaver explain "the historical fact— at first surprising—that a sincere, conscientious, hard-working ruler always does the most harm to his own subjects"? Page 64.

2. Give the important facts in the lives of Emperors Augustus Caesar, Caligula, and Diocletian.

3. "The great Roman Empire— with its plans for a thousand years of peace and security— collapsed into the Dark Ages." Page 65. Consult an ancient history book for an explanation of this statement, by answering the following questions:
   (a) What went wrong with the plans?
   (b) What event do historians usually give as marking the collapse of the Roman Empire in the West?
   (c) Why are the five centuries following the fall of the Roman Empire in the West called the Dark Ages?
   (d) Why, and when, did the Dark Ages come to an end?
   (e) Explain how Alfred the Great and Charlemagne temporarily "illuminated" the Dark Ages.
   (f) In what ways did the Saracenic civilization in Spain aid in ending the Dark Ages?
   (g) In your opinion, is our civilization heading for a new Dark Ages?

In considering this question you may want to read one or more of the following:
   The Diminished Mind by Mortimer Smith
   Education for 1984 by Arthur Bestor, Jr.
   Educational Wastelands by Arthur Bestor, Jr.
   The Great Idea by Henry Hazlitt
   Nineteen Eighty-four by George Orwell

4. "England," says Mr. Weaver, "for many centuries, was blessed with some of the worst rulers ever to wear a crown." Page 65. What examples does he give in support of this statement? Why does he say that England was blessed?


6. "Thousands of smugglers took over, and boomed British foreign trade from every port and cove," says the author on page 66. How is this an argument for (a) free trade (b) national prosperity?

7. Find out what you can about the following Stuart kings: James I, Charles I, Charles II, and James II. Consult a world history book or an encyclopedia.
8. "Human energy simply does not work the way the despots and dictators would like to have it work. It works only under its natural control." Page 69. The author on pages 68-69 gives some examples illustrating the truth of this statement. What are those examples? Reread pages 16-21 for the author's account of the nature of human energy.

9. How does the author explain his statement that "the state cannot actually govern the individual acts of any person"? Page 71.


11. "But the Old World Revolutions are not real revolutions." Page 73. Why not?
CHAPTER VIII

THE FIRST ATTEMPT

NOTE: Reread Chapter 5

1. Describe the part played by Abraham, the Hebrew patriarch, in giving man the idea of individual freedom. Page 78.

2. How did Abraham's teaching lay the foundation for scientific progress? Page 78.

3. Consult an American history book for the provision of the Agricultural Adjustment Act of 1938 which has to do with the "ever-normal granary" idea mentioned by the author on page 79.

4. Did this idea work for Joseph and his fellow-Hebrews? See page 79. Also see Genesis: 41:34 ff.

5. Is the "ever-normal granary" idea working for you and your fellow Americans? In considering this question you may want to read pages 545-553 in Understanding Our Free Economy.


7. On page 80 Mr. Weaver says that the Ten Commandments "stand today as the first and greatest document of individual freedom in the recorded history of man." Give his explanation.

8. "The Decalogue of Moses . . . was too revolutionary to find acceptance in the pagan world of his time . . ." Page 82. Why?


10. Why did Gideon and Samuel refuse to become the Israelites' King?

11. "In the end . . . the Israelites got themselves a king, in fact, a whole series of kings — including Solomon . . ." How does this illustrate that sometimes people get more than they bargain for? Page 83.

12. "For 4,000 years the word Jew has symbolized freedom and individual initiative . . ." Page 84. Explain.

13. Why, according to the author, is the knowledge that men are free, not enough? Page 84.

14. What is the new commandment which Christ brought to mankind? Explain its relationship to the teachings of the Hebrew prophets.

15. Mr. Weaver says, on page 86, "According to the record, Christ could have had the kingdoms of the world. Christ refused." Why did He refuse?
CHAPTER IX

COMPROMISE

1. The events mentioned in the first paragraph on page 87 marked a turning point in the history of freedom. How? First, reread chapter 5.

2. Show how “the foundations of the Hebrew-Christian religion are of modern origin.” Page 87.

3. “... history since the time of Christ is largely a record of conflicts and compromises between paganism and freedom.” Give the author’s explanation of this statement. Pages 87-88.

4. “... the democratic process has always led to the destruction of democratic ideals and has served as a springboard to dictatorship and war.” Page 88. Under what conditions does the author say this is true? Were these conditions present (a) in Russia during the rise of Lenin to power? (b) in Italy during the rise of Mussolini to power? (c) in Germany during the rise of Hitler to power? Explain in each case.

5. Read the section on the Romans, pages 89-91. Then consult a world history book or encyclopedia for answers to the following exercises: (a) How did the Laws of The Twelve Tables (450 B.C.) differ from preceding Roman law? (b) Describe Justinian's Corpus Juris Civilis, (534 A.D.), and its influence on the legal codes of the Western European Nations—including England—and on the legal system of the United States. (c) Explain how Justinian’s Code influenced the establishment of the University of Bologna in the twelfth century.

6. If what the author says about the Manicheans on pages 91-92 interests you, you may want to look up St. Augustine, Bishop of Hippo, 410 A.D., in the Encyclopaedia Britannica, for an account of his refutation of the Manichean doctrines.

7. Explain how European feudalism traces its origin to the declining Roman Empire.

8. Show how the disruption of Charlemagne’s empire in the ninth century aided the growth of feudalism.


10. Feudalism may be described as “a medieval social security system.” Do you agree? Explain. See page 93.

11. Consult your world history book for an explanation of the statement that the feudal system dominated Europe from the tenth to the thirteenth centuries.

12. On page 95 Mr. Weaver says: “It was under the feudal system that Europe emerged from the Dark Ages.” Specifically, what is meant by the expression the Dark Ages? Show how the inva-
sions of the Roman Empire during the fifth and sixth centuries by the Angles, Saxons, Franks, Vandals, Lombards, Visigoths, Ostrogoths, and the Huns were a cause of the Dark Ages.

13. Are the following statements true? Explain. (a) The Dark Ages lasted for about four centuries following the downfall of the Roman Empire in the West (476 A.D.). (b) The Middle Ages is a term used by historians, generally, to designate the period from 476 A.D. to about 1500.

14. Between the years 1150 and 1500 at least eighty universities were established in Western Europe. Fifty of these institutions of higher learning are still in existence. Which of these can you name?

15. Explain briefly why each of the following is one of the greatest names in the history of medieval culture: Alfred the Great, Charlemagne, Avicenna, Averroes, Gratian, Avencebrol, Thomas Aquinas, Roger Bacon, Leonardo da Vinci, Michelangelo, Dante, Petrarch.

16. The thirteenth has been called the greatest of centuries. Do you agree? Explain.

17. Explain how the crusades brought about (a) the decline of feudalism (b) the rise of nationalism.

18. Explain the importance of Magna Charta to libertarians.

19. Henry Grady Weaver says on page 97: "But only the English . . . have stood for the true values of feudalism." Give his explanation.

20. During the Dark Ages — fifth to ninth centuries — art and learning in Western Europe were almost destroyed by the barbarian invasions. However, a tradition of culture was kept alive in Western European monasteries, in Moorish Spain, and in the Byzantine Empire. These three forces working together reached a climax in the remarkable achievements of the thirteenth century. Explain. For help on this question consult your history books and encyclopedia. Some especially helpful books on this period of history are:

   The Making of Europe by Christopher Dawson
   Medieval Essays by Christopher Dawson. Chapters III-VIII

21. In the fifth or sixth century after Christ, Byzantine Constantinople, rather than Rome, seemed to be the logical starting place of man's further development. Do you agree? Explain. For help in your thinking about this question, consult The History of Civilization by Hutton Webster, Part IV, which presents a study of the medieval period of European civilization. If this book is not available to you, consult any other book which deals with this period of history.
CHAPTER X

THE SECOND ATTEMPT

1. The second paragraph on page 99 pictures, in mere outline, the world into which Mohammed was born. You will be able to gain a fuller understanding of the origin of Saracenic culture if you fill in those outlines of history by reading chapters XVI-XXI in *The History of Civilization* by Hutton Webster, or an account of the Decline of the Roman Empire in the West, together with an account of the Byzantine Empire, and the rise and expansion of Christianity in some other book or books.

2. Compare the basic beliefs of Mohammedanism with (a) those of Judaism (b) those of Christianity. See pages 100-101 and the *Encyclopaedia Britannica*, or the material mentioned in the preceding exercise.

3. On page 103 the author says: “Historians have never seemed able to explain the terrific expansive force of Mohammed’s influence.” Hutton Webster in *The History of Civilization*, page 425, says: “The Arabs of Mohammed’s time were ready for a conquering career.” Why? What countries did they conquer (a) under the first four Caliphs 632-661 A.D.? (b) under the Umaiyyads 661-750 A.D.? See the map opposite page 426 in Webster’s book, or some similar map.

4. Within a single century the Arabs created an empire more extensive than that of Rome. This was due not so much to the strength of the conquering Moslems (Saracens) as to the weakness of the subject peoples of the Roman Empire in Syria, Palestine, and Egypt, in North Africa, Spain, and Persia. Explain this statement.

5. The word Saracen is a label used by Europeans to refer to Arabians, Egyptians, Syrians, Persians, North Africans, and Spaniards from the eighth to the fifteenth centuries. Is this a true statement? Explain.

6. The words Arab, Mohammedan, Moslem, Islam, and Saracen are all closely related. Do you agree? Explain.

7. Explain the extent to which the following names are related: Arab, Moslem, Saracen, Seljuk Turks, Ottoman Turks, Genghis Khan and his Golden Horde.

8. On page 104 the author says: “Since American historians are European-minded, we get only glimpses of the Saracens’ world, seen through European misunderstanding and bitterness dating back to the Crusades.” One European historian not “European-minded” is Christopher Dawson. You may want to read his essay, “The Moslem West and the Background of Later Medieval Culture,” in his book, *Medieval Essays*. This essay would make for you an excellent addition to “Contributions of the Saracens” which you see on pages 104-105 of *Mainspring*.

9. “As the Germanic tribes became the heirs of Roman civilization, the Saracens became the heirs of the Oriental-Hellenic culture of the Eastern Mediterranean World.” This statement may be found on page 90 of *Civilization in Europe* by Schapiro and Morris. Consult this book, or a similar book, for an explanation of the quoted statement.
10. The Byzantine Empire acted as a bulwark against inroads from Asia, thus giving Western Europe time to grow in strength. One of these inroads from Asia was made by Genghis Khan and his Golden Horde in the thirteenth and fourteenth centuries. Consult your history book or encyclopedia for an account of Genghis Khan and his Golden Horde.

11. In the year 717 A.D. Constantinople was unsuccessfully attacked by the Arabs (Saracens). In the year 732 A.D. the Christians were victorious in their battle at Tours, France, against the invading Saracens. Show how the course of history would have been different had the Saracens been victorious in (a) either battle (b) both battles.

12. In the eleventh century the Seljuk Turks, a tribe beyond the Caspian, conquered the eastern portion of the Moslem (Saracenic) Empire. These Turks, having been converted to Mohammedanism, succeeded in taking possession of Jerusalem and the Holy Land. How were these facts a cause of the Crusades?

13. “The Christian world was unable to prevent the Moslem (Saracenic) invasion into Europe.” This statement is quoted from Civilization in Europe by Schapiro and Morris, page 93. Explain this statement showing the relationship between the Seljuk Turks and the Ottoman Turks, and the relationship of the latter to the extensive conquests made by Genghis Khan and his Golden Horde.

14. Compare a scholar’s life at the University of Paris in the twelfth century with his life at the University of Al Azhar in Cairo, covering (a) subjects studied (b) relationship with his teacher (c) academic freedom (d) university organization.

15. The quality of a civilization is measured, in part, by the position of women in that civilization. Compare the position of women in the Saracenic (Mohammedan) civilization with their position in Christian civilization during the tenth century, and at the present time.

16. Consult The History of Civilization by Hutton Webster or Civilization in Europe by Schapiro and Morris for an account of the Crusades, paying special attention to the causes of the Crusades. If neither of these books is available to you, consult any similar book or encyclopedia.

17. Explain how the Moslems (Saracens) at Constantinople in the twelfth century and the Saracens in Spain during the tenth and eleventh centuries were the transmitters of Greek and Arab culture to the Latin West. Specifically, explain (a) how Averroes (Ibn Rushd) of Cordova in the twelfth century transmitted the philosophy of Aristotle to such teachers as Albertus Magnus and Thomas Aquinas at the Universities of Paris and Oxford (b) how Avicenna (Ibn Sina), writing in the eleventh century, passed along to the Latin West the whole of Greek medical knowledge. Why should we Americans be grateful to Averroes, to Avicenna, and to their numerous associates for their work as carriers of culture?

18. On page 127 Mr. Weaver says: “The Saracens were great ‘joiners.’” What does he mean?

19. What, according to the author, was the attitude of the Saracens toward property? See pages 129-130.

20. On page 140 of his Medieval Essays Christopher Dawson says: “It was here, in Spain and Sicily, in the trading cities of the French and Italian Rivieras, and at the feudal courts of Provence and Catalonia, that the Christians first met the Arabs and the Jews on equal terms, and came under the influence of the brilliant civilization that had developed in Western Islam.
from the tenth to the twelfth centuries." You may want to find this quotation and then read the chapter in which it occurs.

21. "The stagnant condition of the Moslem world during recent centuries must be ascribed in large measure to its Turkish conquerors and rulers." This statement is quoted from *The History of Civilization* by Hutton Webster, page 441. Explain. Begin by reviewing the answers to questions 12 and 13 above.

*Additional Reading on the Saracens*

*A History of the Intellectual Development of Europe* by John W. Draper. Volume II.
Chapter II
1. "For religion dominated Moslem culture no less than that of Christendom and Moslem theology was even more exclusive and universal in its claims than that of the Catholic Church." This statement is quoted from *Medieval Essays* by Christopher Dawson, page 138. Do you agree? Explain.

2. "Most Moslems remained satisfied with the Koran and the traditions of the prophet, all taken literally," says Hutton Webster on page 437 of *The History of Civilization*. On page 438, he says: "A Moslem inquisition finally suppressed such heretical views." Look up the meaning of "inquisition" and "heresy." What heretical views did this Moslem inquisition suppress? How and when did these views become "heretical"?

3. "... for nearly a thousand years, the area which was to take final form as Europe, had to withstand repeated waves of invasion. ... In the South, the invaders were Moslem Arabs. The Moslems were not only alien but also prophets of what could be called the first triumphant Christian heresy." Do you agree? Explain your answer. The quoted statements are from *Faith and Freedom* by Barbara Ward, page 70.

4. You may want to find out about one or more of the following famous Christian heresies: (a) Christian Gnosticism — second century (b) Arianism — fourth century (c) Manicheism — fifth century (d) Albigensianism — twelfth century (e) Waldensianism — twelfth century (f) Jansenism — sixteenth century. For information about these heresies consult: *Encyclopaedia Britannica; The Medieval Mind* by Henry Osborn Taylor, volumes I-II; *A Popular History of the Catholic Church* by Philip Hughes.

5. Ferdinand and Isabella of Spain took over the Inquisition procedure from the church in order to make their rule absolute. To help your thinking on this statement consult the books mentioned in question 4, and volume one of *A Political and Cultural History of Modern Europe* by Carleton J. H. Hayes.

6. In your opinion is socialism-communism "a heretical view"? Before you answer, it might be advisable to consult an unabridged dictionary for the meaning of the word "heresy." Also, consult the following:

   *Combating Statism* by Leonard E. Read  
   *The Communist Idea (Part I)* by Karl Marx  
   *The Communist Idea (Part II)* by Earl Browder  
   *The Communist Idea (Part III)* by F. A. Harper  
   *The Key to Peace* by Clarence Manion  
   *Program for Conservatives* by Russell Kirk. Chapters I-II  
   *To Communism ... via Majority Vote* by Ben Moreell

7. On page 131 the author says: "The discovery, exploration, and early colonization of America are closely connected with the Spanish Inquisition." Give his explanation.
8. Who was Pytheas? How was he "the father of free enterprise"? See pages 133-134; and The God of the Machine by Isabel Paterson, chapters I-II. What government selected Pytheas to explore the Pillars of Hercules and beyond? Explain.

9. The author says, on page 133, that Columbus did not discover America. Do you agree? Explain.

10. Explain the connection between the Crusades and Marco Polo. Page 135.

11. "Among the Saracens, it was common knowledge that the earth is round." Page 136. Explain the contribution to this knowledge made by Claudius Ptolemaeus (Ptolemy), the second century Greek astronomer.

12. If you are interested in knowing more about Roger Bacon — "this most disparate genius of the Middle Ages" — read: Chapter XLII in volume two of The Medieval Mind by Henry Osborn Taylor; Chapter VIII on "Medieval Science" in Medieval Essays by Christopher Dawson.

13. On page 139 Mr. Weaver says: "The 'follow-through' has always been lacking. But after the voyage of Columbus, Spanish energy leaped the Atlantic." Give his explanation.

14. "Prompted by the best intentions, the Spanish monarchs and their Grand Inquisitor considered themselves responsible for the salvation of each individual." This statement is quoted from page 142. Read Mr. Weaver's explanation of the statement. Then answer these questions:
   (a) There was an Inquisition in the United States during the "speakeasy" days of prohibition in the 1920's. Do you agree? Explain. (b) The late O.P.A. had inquisitorial powers. Do you agree? Explain. (c) The American New Deal was a twentieth century version of the Inquisition. Do you agree? Explain. For help in your thinking about this question, you may want to read one or more of the following:
   
   - The God of the Machine by Isabel Paterson. Chapter XX
   - The Guaranteed Life by Maxwell Anderson
   - The Income Tax: Root of All Evil by Frank Chodorov
   - Liberalism Stands for Freedom by Towner Phelan
   - Social Security by Paul L. Poirot
   - The Social Welfare State by Towner Phelan
   - Wards of the Government by Dean Russell
   - What Liberties Are We Losing? by Raymond Moley

15. On page 144 the author says: "In a final burst of glory, Spain had built the first world empire . . ." Give his explanation.

16. What was the weakness at the core of the Spanish Empire? Page 144. What was the weakness present in the government of England under the first Elizabeth? How did this weakness prove to be England's strength?

17. Why were the days of the conquistadors over? See pages 145-146.

18. "The day of reckoning was at hand. For too long, the people had been lulled into false complacency. For too long, they had been taught to expect some centralized authority to run their lives and provide for their needs." Page 146. Does this sound to you like a description of the American New Deal? It is a description of the Spanish Empire in its last feeble days. In addition to the readings on this subject suggested in question 14, read also A Lesson in Socialism by Thomas J. Shelly.
CHAPTER XII

THE THIRD ATTEMPT

1. Read the first paragraph on page 147. Then explain why, in spite of the truth expressed in that paragraph, man's first and second attempts failed to establish conditions in which human beings could use their natural freedom.

2. Henry Grady Weaver says, page 147: "Obscure individuals ... started the third attempt ..." Explain how each of the following contributed to the discovery of America: (a) Ptolemy (b) Leif Ericson (c) Genghis Khan (d) Marco Polo (e) Johann Gutenberg (f) Prince Henry the Navigator (g) Bartholomew Dias (h) Christopher Columbus (i) John Cabot (j) Pedro Cabral (k) Amerigo Vespucci (l) Balboa (m) Magellan (n) Verrazano.

3. Explain the part taken in the colonization of America by each of the following: Hernando Cortez, Coronado, Jacques Cartier, Samuel Champlain, Robert La Salle, William Bradford, Roger Williams, George Calvert, William Penn, Henry Hudson, Sir Walter Raleigh, Queen Elizabeth I of England, King James I of England, James Oglethorpe.

4. In your opinion, were "the obscure individuals," mentioned in question 2 above, afraid of freedom when they started what Mr. Weaver calls "the third attempt"? Explain. Were these individuals seeking freedom from fear? Explain. Were they seeking freedom from want? Explain.

5. Read the section on pages 148-149 entitled "The Spanish." Do those pages describe a planned economy? Explain. For help in thinking about this question you may want to consult one or more of the following:

   Planned Economy and Freedom by Towner Phelan
   Planning for Freedom by Ludwig von Mises
   Ordeal by Planning by John Jewkes
   Understanding Our Free Economy by Fred R. Fairchild. Part Nine

6. Read the footnote on page 149. How does this story illustrate the advantages of free enterprise over governmental planning?

7. Henry Grady Weaver says, on page 150, that in the eyes of the French and Spanish colonists "the English colonists were a scandal." Why?

8. On pages 153-154 the author explains in what respects the motives of the English in colonizing America were different from those of the Spanish, French, and Dutch. Give his explanation.

9. "Men and women cannot be really free until they have plenty to eat." Do you agree? Explain. You will find the quoted statement on page 146 of Challenge to Freedom by Henry M. Wriston. In your opinion, would the Pilgrims have agreed with the statement quoted above? Explain.

10. Mr. Weaver says that Maryland colony and the Calverts set an example of liberalism. Give his explanation. Page 156.

12. On page 157 the author says: "The migration to the New World was accelerated by the inquisitions of Cromwell . . ." Give his explanation.

13. "... from the very beginning, America was the great melting pot." Page 158. Explain.

14. What was the "Grand Model"? Why did it fail? See page 159, and an American history book.

15. In your opinion, was "enigmatic Edward" Oglethorpe a do-gooder? Explain. Pages 159-160. What was his "ingenious plan"? Pages 161-162. Why was his venture a failure? Pages 163-164. Why was his "effort to set up a Utopia typical of the type of thing that laid the groundwork for the revolution that was to come"? Page 164.
CHAPTER XIII

ROOTS OF REVOLUTION

1. Consult a history book, or an encyclopedia, for an explanation of mercantilism, i.e., the mercantile theory of trade.

2. (a) Give the important facts in the life of King Charles II of England.
(b) Why was England "a piece of land surrounded by smugglers" during his reign?

3. Consult an American history book for a description of the Navigation Acts of 1660 and 1663. How were these Acts related to mercantilism?

4. (a) Why did the Molasses Act, passed by the English parliament in 1733, anger the American colonists?
(b) Why does the author refer to this Act as "a five-year plan in order to meet an emergency"? Page 166.

5. "Those who cannot remember the past are condemned to repeat it," said George Santayana.
(a) As a result of the Molasses Act, smuggling became fashionable among the American colonists. The law became a joke. Page 167. (b) As a result of price control laws in the United States during and following World War II, black markets became widespread. The laws became a joke. Relate statement (b) to statement (a) by applying the quoted statement to it.

6. History records many instances of "man's inhumanity to man," similar to that given by the author on page 168. Consult your history books if you are interested in acquiring a detailed knowledge of the following instances of "man's inhumanity to man." Explain in detail how in each instance libertarian principles were, or are being, violated:
   (a) Persecution of Christians during several centuries by the Roman Emperor Nero (64 A.D.) and several of his successors including the Emperor Diocletian (300 A.D.).
   (b) "Let us not forget that human beings have killed one another in the mass even on the authority of their religions." This statement is quoted from Education for Privacy by Marten ten Hoor, page 10. Explain how Mr. ten Hoor's statement applies to the Thirty Years' War.
   (c) "Man's inhumanity to man" during the Thirty Years' War (1618-1648).
   (d) Persecution of Catholics in Ireland by Oliver Cromwell and his successors during the seventeenth and eighteenth centuries.
   (e) Persecution of Jews in Hitler's Germany.

7. (a) By whom was the colony of Maryland established? When? Why?
(b) Why did the Maryland legislature pass the Toleration Act of 1649?

8. (a) What did the word pagan mean originally? (b) What, according to Mr. Weaver, is a modern pagan? Pages 169-170.
9. How does the author relate the following concepts: enlightened despot, Age of Reason, science, religion, civilization? Pages 170-171.

10. Find out what you can concerning the philosophic principles expounded by each of the following: John Locke, Jean Jaques Rousseau, Diderot, Montesquieu, Voltaire, Adam Smith, Edmund Burke. For this information consult: Encyclopaedia Britannica, The Story of Philosophy by Will Durant, Treasury of Philosophy by D. D. Runes.

11. What was the "bright idea" which the author describes on page 172?

12. On page 173 the author says: "George III looked like the next best bet." To whom? Why?

13. After reading what the author says about "Thoughtful Planning" on pages 174-175, give your appraisal of the following statement: Government should do for the people what they cannot do for themselves.

14. "He (George III) did everything conscientiously and in the interest of what he conceived to be the 'common good.'" Yet the American colonists were not satisfied. Why not? Pages 175-176. How did the Boston Tea Party show that Americans of 1773 did not approve of their "O.P.A." In your opinion would they have approved if the Massachusetts legislature had enacted the law rather than the English parliament?

15. On page 177 Mr. Weaver says: "The great fact in history is this: The American Revolution had no leader. This fact is the hope of the world because human freedom is a personal matter." Give his explanation. Do you agree? Why, or why not?

Additional Reading

One Is A Crowd by Frank Chodorov, Chapters 3-4
CHAPTER XIV

THE UNKNOWN INDIVIDUAL

1. "The war for American independence was begun by an individual . . . He was just one little man, unknown to anyone outside of his own neighborhood. So what could he do?" Page 179. Give Mr. Weaver's explanation of this statement.

2. Read chapters II, XV, and XVI in Challenge to Freedom by Henry M. Wriston for an explanation of the importance of the individual.

3. Read The Age of Conformity by Alan Valentine. Do you agree with the contention that the individual American is shrinking in importance? Explain.

4. The American Revolution was fought in order to take the "big" out of big government, and thus to increase the liberty of the individual. Are we Americans in mid-twentieth century running away from the principles for which our forefathers fought the revolution? Should you need help in your thinking about this question, you may want to read one or more of the following:

   Combating Statism by Leonard E. Read
   Government — An Ideal Concept by Leonard E. Read
   How To Keep Our Liberty by Raymond Moley
   Jefferson Revisits America by Thaddeus Ashby
   The Lengthening Shadow of Government by Edmund A. Opitz
   To Communism . . . via Majority Vote by Ben Moreell
   Understanding Our Free Economy by Fred R. Fairchild. Part Nine
   What Liberties Are We Losing? by Raymond Moley

5. Henry Grady Weaver says on Page 180 that Ebenezer Fox "was just a plain, ordinary person who had learned from his own experience that each human being is self-controlling — responsible for his own acts and for his relations with others." In your opinion, was Ebenezer Fox a libertarian? Before you answer at length, you may want to read:

   Bargaining by Paul L. Poirot
   Freedom from Want by Starr Dailey
   If Men Were Free To Try by John C. Sparks
   A Lesson in Socialism by Thomas J. Shelly
   Liberalism Stands for Freedom by Towner Phelan
   A Libertarian's Platform by James C. Ingebretsen
   My Freedom Depends on Yours by Dean Russell
   Social Security by Paul L. Poirot
   Wards of the Government by Dean Russell
   Who Is a Libertarian? by Dean Russell

6. America in mid-twentieth century needs men of the character of Ebenezer Fox. Why?
7. In your opinion, does America have such men? If you have seen the screen play or read the book entitled *The Bridges at Toko-ri* by James Michener, you may be more certain both as to your opinion and as to its rationale. Why?

8. How, according to Mr. Weaver, was Thomas Paine “America’s Godfather”? Pages 182-184.

9. “These are the times that try men’s souls,” wrote Tom Paine. What did he mean? Page 184. Are these words of Paine any the less true of the America of today. Explain.

10. “What we obtain too cheap, we esteem too lightly . . . it would be strange indeed if so celestial an article as FREEDOM should not be highly rated?” If you agree with these words of Tom Paine, you will be interested in reading *Freedom Is Not Free* by Wellington J. Griffith, Jr.

11. Consult *The Making of Modern America* by Canfield and Wilder or *The History of a Free People* by Bragdon and McCutcheon — or any other American history book — for an account of the Declaration of Independence. Also, read chapters II-IV in *The Key to Peace* by Clarence Manion.

12. On page 185 Mr. Weaver says that each man who did sign the Declaration knew what he risked. What, specifically, did each man risk?


14. Why is the attitude that “government should do for the people what the people are unable to do for themselves” a dangerous definition of the purpose of government? See *The Key to Peace* by Clarence Manion. Page 38.

15. (a) What is the purpose of government as stated in the Declaration of Independence? (b) In what ways is this purpose different from the attitude of mind mentioned in question 14?

16. “Each of the representatives at Philadelphia knew that men are free, and yet there was a wide difference of viewpoint as to what form of political structure would keep men free.” Page 187. How does Mr. Weaver explain this statement?

17. (a) “The state constitution was an outgrowth of the royal charter.” How? Page 188. (b) “The state constitution would have to be just the reverse of the royal charter.” Why? Page 188.

18. On pages 189-190, Mr. Weaver describes the dilemma which confronted the American colonists in 1776. What is the dilemma which confronts the American people today? In what respects is it like the dilemma of 1776? In what respects is it different from it?

**Additional Readings**

*The Constitution of the United States* by James M. Beck  
*Endowed by Their Creator* by Raymond Moley  
*One Is a Crowd* by Frank Chodorov. Chapter I
CHAPTER XV

THE NEW MODEL

1. "Another six years of confusion and discouragement followed the surrender of Cornwallis," says Mr. Weaver on page 191. Consult an American history book for a detailed explanation of the statement.

2. "Common men were to run their own affairs." Page 191. The following readings will help you understand how common men in the United States today, can, and do, run our own affairs:

   - Bargaining by Paul L. Poirot
   - Government — An Ideal Concept by Leonard E. Read
   - Liberty: A Path to Its Recovery by F. A. Harper
   - My Freedom Depends on Yours by Dean Russell

3. Read the footnote on page 192. Then read Educational Wastelands by Arthur E. Bestor, Jr., and The Diminished Mind by Mortimer Smith.

4. Democracy was not the answer to the problem of finding a way by which common men could arrive at a satisfactory balance in their relationships with other men. Why not? Page 192. You may wish to read one or more of the following for additional information on this subject:

   - Democracy in America by Alexis de Tocqueville. Volume I. Chapters XIV-XV
   - The God of the Machine by Isabel Paterson. Chapter XII
   - The Key to Peace by Clarence Manion. Chapter IV

5. "America was to be set up as a republic . . ." How does Mr. Weaver explain this statement? Pages 193-194. He points out that a republic is more likely to serve a society of free men better than a democracy. What is his reasoning on this subject?

6. Describe the part taken in the Constitutional Convention (1787) by (a) George Washington (b) Benjamin Franklin.

7. Why were the following men not present at the Constitutional Convention? (a) Thomas Jefferson (b) John Adams (c) Samuel Adams (d) Patrick Henry.

8. "The only way in which men can remain free and be left in control of their individual energies is to cut the power of government to an irreducible minimum." Page 193. How can that be done without producing anarchy? How does the author answer this question?

9. What were some of the arguments put forth by Hamilton, Madison, and Jay in favor of the ratification of the Constitution? See The Federalist, especially Numbers 10, 15, 31, 47, 48, 51, and 75.

10. (a) Name some important men who were opposed to ratification of the Constitution. (b) Give their arguments. (c) In New York State the convention ratified the federal constitution by a small margin. Name some other states in which the margin was small. Why were these margins so small?
11. What was it, according to Mr. Weaver, that the Ebenezer Foxes said to the revolutionary leaders? Pages 195-196.

12. Government as servant was a new idea in the world of 1787. Why?

13. “The first ten amendments were the 'price of ratification.'” Consult your American history book for an explanation of this statement.

14. What is the relationship between the right to own property and freedom? The following readings may be of help to you on this question:

   - *Property Rights and Human Rights* by Paul L. Poirot
   - *The Right To Own Property* by Judge Arthur C. Shepard

15. On page 197, Mr. Weaver says of our Bill of Rights that it is a misleading term. What is his reasoning? See *Endowed by Their Creator* by Raymond Moley.


**Additional Readings**

- *One Is a Crowd* by Frank Chodorov. Chapter 4
CHAPTER XVI

UNPLANNED PLANNING

1. Why was it no accident that in the United States free enterprise developed along with a free republic?

Readings

*Challenge to Freedom* by Henry M. Wriston
*The God of the Machine* by Isabel Paterson. Chapter X
*The Origin and Evolution of Our Free Enterprise System* by Walter A. Spahr
*Understanding Our Free Economy* by Fred R. Fairchild. Chapters 4, 39-40

2. “Americans had no over-all plan. They had something more important,” says Weaver on page 202. What was this something that was more important?

Additional Readings

*Shirtsleeve Economics* by William A. Paton. Chapters I-II, X
*Where We Are At* by Thomas H. Barber. Chapter V
CHAPTER XVII

THE REVOLUTION SPREADS

1. Consult *Civilization in Europe* by Schapiro and Morris, or some other modern European history book, for an account of the French Revolution (1789).

2. How, specifically, did the American Revolution influence the French Revolution?

3. (a) In what respects were the American and French revolutions similar? (b) In what respects did they differ? Should you need more help in your thinking about this question than you can get from your history book, read chapter II of *The Key to Peace* by Clarence Manion.

4. During the period 1810-1820 revolutions took place in Mexico, Venezuela, Argentina, Chile, Paraguay, and Uruguay. (a) What were the causes? (b) Describe the part played by Simon Bolivar in those revolts.

5. (a) What were the circumstances which led President James Monroe to enunciate what historians call the Monroe Doctrine? (b) The Maximillian Affair in 1862 was an attempted violation of the Monroe Doctrine. How? Results? (c) The Venezuelan Debt case was another attempted violation of the Monroe Doctrine. Explain. What was the Theodore Roosevelt Corollary to the Monroe Doctrine? How did it arise out of the Venezuelan Debt case? In 1933 Franklin D. Roosevelt abrogated the Theodore Roosevelt Corollary. Why?

6. The real issue in the War Between the States was “the matter of states rights versus federal domination,” says Henry Grady Weaver on page 207. Give his explanation. Do you agree with it? If not, give your reasons.

7. On pages 207-208, Mr. Weaver mentions some American “lapses into Old World tyranny.” What does he mean, specifically?
CHAPTER XVIII

INVENTIVE PROGRESS

1. On page 211, Mr. Weaver describes some conditions existing in the American colonies “when our forefathers threw off the shackles of Old World tyranny.” What were these conditions?

2. How does he explain the relation between human energy and inventive progress? Pages 211-212. You may want to read further on this subject. If so, read chapter X in The God of the Machine by Isabel Paterson.

3. Explain how the invention of the cotton gin was good for the housewife (a) in America (b) in Europe.

4. Who was Samuel Slater? Why is he called the father of the factory system in the United States?

5. Eli Whitney is sometimes called the originator of the mass-production system in the United States. To what extent is this true? Pages 213-218.

6. “It is only when men are free that they begin to place a value on their time,” says Mr. Weaver on page 218. How is freedom, then, a starting place for world peace? Give his explanation.

7. Who was Eli Terry? What was the “luxurious gadget” which he manufactured? Page 218. How did he transform a “luxury” into a necessity?

8. Americans “have given a new meaning to the word progress.” Page 221. How? To what degree is it new?

9. “Looking to the future instead of the past, America’s progress in the years ahead depends on the American thinking of today.” Page 222. How does the author explain this?

10. What did James Watt have to do with the invention of the steam engine? Page 224.


12. “The history of nails is paralleled by that of many other ordinary household items which today are bought at the nearest dime store without a second thought.” Page 227. Specifically how?

13. “But in the New World where men are free, a vast agricultural empire was opened up as a result of American ingenuity . . .” Page 229. Explain, giving the story of John Deere.

14. “The trouble is that inventive genius doesn’t operate on an hourly basis.” Page 232. Give Mr. Weaver’s explanation of this statement.

15. “Free minds are inventive minds. That is why America has always been a land of inventors.” Page 234. Do you agree? Explain. Also, read The Spirit of Enterprise by Edgar M. Queeny, chapter IX.
16. Benjamin Franklin, Thomas Paine, and Thomas Jefferson were inventors, too. What did they invent?

17. Why does Mr. Weaver call "the principle of individual liberty and freedom . . . the first and foremost of all our inventive contributions . . ."? Page 236.

Additional Reading

Economic History of the United States by Ernest Ludlow Bogart. Chapters IX-X
CHAPTER XIX

HOPE VERSUS FEAR

1. How, according to Henry Grady Weaver, has economic and spiritual progress in America been the result of individual freedom? Pages 238-240.

2. On page 239 Mr. Weaver says that government monopoly is total monopoly. What, specifically, does he mean? Why, in his opinion, is that undesirable? In your opinion, is a socialist government a total monopoly? Explain. Why, according to the author, is private monopoly less of an evil than a government monopoly?

3. Hope and fear have been motivating forces in America's economic development. How? Pages 240-241. Fear, however, is the motivating force in the totalitarian state. How?

4. "What governmental bureau back in the 1890's would have picked Henry Ford, the power-house helper to pioneer the production of low-priced automobiles?" asks Mr. Weaver on page 242. How does he answer his question? Read chapter IX in The Spirit of Enterprise by Edgar M. Queeny.

5. "You can't order a person to have an inspiration," says the author on page 243. Why does he call this "a stubborn fact"?

6. What government bureau selected Eli Whitney to invent the cotton gin? Thomas Edison, the electric light bulb? Pages 243-244. How, then, were they selected?

7. Why is competition a stimulus to: (a) the genius (b) the "runners-up"? Page 244.


9. "Here in America, the consumers play a role which extends considerably beyond the function of providing a market." Page 246. What is the author's meaning here?

10. "... the responsiveness of 145,000,000 free people provides American industry with a better proving ground than could ever be set up as an adjunct to any factory, in either peace or war." Page 249. Do you agree? Before you answer, read "The Brink of Disaster" on pages 247-248 and "A Successful Gadget" on pages 248-249.

11. On page 250 the author says "but America is not Germany." Why, specifically, does he make this statement? How does he explain it?

12. "Before the war, Americans consumed: 40 per cent of the world's salt." Page 252. What, according to Mr. Weaver, has this to do with freedom?
CHAPTER XX

MORAL VERSUS MATERIAL

1. “America’s outstanding progress in the realm of material things is the result of an approach which was based on sound moral principles . . .” Page 253. Give Mr. Weaver’s explanation of this statement.

2. Read the section entitled “Vountary Co-operation” on pages 254-255. You may then want to read: Bargaining by Paul L. Poirot; Legalized Immorality by Clarence Manion; My Freedom Depends on Yours by Dean Russell. These three pieces spell out the ideas expressed in “Voluntary Co-operation.”

3. On page 255, Mr. Weaver raises three questions. He then proceeds to give his answers to those questions on pages 256-260. Do you agree with those answers? Explain.

4. In connection with Mr. Weaver’s answer on pages 258-259, to the third one of the questions he asked on page 255, you may want to read Show Me Any Other Country by Betty Knowles Hunt. This is a pamphlet of 15 pages in which Mrs. Hunt shows that it was not by following the wrong systems that America became “the bread basket, the factory, the bank, and the hope of the world.”

5. Why does Mr. Weaver place so much emphasis on opportunities? Pages 259-260.
CHAPTER XXI

FREEDOM VERSUS WAR

1. "When men are free, they soon learn that wars of aggression are unprofitable." Page 261. How does Mr. Weaver explain this?

2. When war is forced upon free men, they always give a good account of themselves. What are the author's reasons for this? Do you agree? Explain.

3. "...the underlying cause of war is not the enemy... War is caused by a false notion of human energy..." Page 262. Give Mr. Weaver's explanation of this statement. Do you agree? Explain.

4. In your opinion, can the United States buy immunity from conquest by international communism? You may want to read: Billions, Blunders and Baloney by Eugene W. Castle and Will Dollars Save the World? by Henry Hazlitt.

5. Read On Minding One's Own Business by William Graham Sumner.

6. Should the United States "mind its own business" in its relations with foreign nations? In considering this question you may first want to find out to what extent the United States government has "minded its own business" in the past. It may be necessary for you to consult an American history book to refresh your memory regarding the following topics.
   (a) President George Washington's Neutrality Proclamation, 1793, and Farewell Address, 1796.
   (b) The Monroe Doctrine, 1823 — its origin, provisions, and applications in the Maximillian Affair, 1862, and in the Guatemalan Crisis, 1954.
   (c) The Open Door Policy, 1899.
   (d) The United States and the League of Nations. Do you believe that World War II came because the United States did not become a member of the League of Nations? Explain.
   (f) The Truman Doctrine, March 12, 1947.

7. Is the United States "minding its own business" by virtue of its membership in the United Nations? Explain. Do you believe that our federal Constitution is endangered by this membership? Explain.

Readings on United States Foreign Policy

American Foreign Policy in the Making, 1932-1940 by Charles A. Beard
America's Second Crusade by William Henry Chamberlin
A Diplomatic History of the American People by Thomas A. Bailey
The Freeman, March, 1955 issue on "One Worldism and the United Nations"
Giddy Minds and Foreign Quarrels by Charles A. Beard
Illusions of Point Four by Henry Hazlitt
United Nations — Road to War by V. Orval Watts
BIBLIOGRAPHY

*ANDERSON, MAXWELL. *The Guaranteed Life.*


*BARBER, THOMAS H. Where We Are At.*


*BESTOR, ARTHUR, JR. Education for 1984.*


*BROWDER, EARL. The Communist Idea (Part II).*

*BUELL, RAYMOND LESLIE. The Power of an Idea.*


39


*DAILY, STARR. Freedom from Want.


*EDMUNDS, J. OLLIE. That Something.


*GREENEWALT, CRAWFORD H. For the Better Economic Life.


*HARPER, F. A. The Communist Idea (Part III).

*_________. Gaining the Free Market.

*_________. Liberty: A Path to Its Recovery.


*_________. Illusions of Point Four.

*_________. Private Enterprise Regained.

*_________. Will Dollars Save the World?

*Hunt, Betty Knowles. *Show Me Any Other Country*.

*Ingebretsen, James C. A Libertarian's Platform*.


*Lipscomb, Ed. The Personal Practice of Freedom*.

*Manion, Clarence. The Key to Peace*.

*________. Legalized Immorality*.

*Marx, Karl. The Communist Idea (Part I)*.


*Mises, Ludwig von. Planned Chaos*.


________. "What Liberties Are We Losing?" (A series of five articles in *Newsweek* beginning in the May 29, 1950 issue).

*Moreell, Admiral Ben. To Communism... via Majority Vote*.


*Opitz, Edmund A. The Lengthening Shadow of Government*.


*________. The Humanitarian with the Guillotine*.

*Patton, William A. Shirtsleeve Economics*.

PHELAN, TOWNER. Liberalism Stands for Freedom.


POIBOT, PAUL L. Bargaining.

_______. Property Rights and Human Rights.

_______. Public Housing.

_______. Social Security.


READ, LEONARD E. Combating Statism.

_______. Government – An Ideal Concept.

_______. Two Kinds of Exchange.

_______. Two Kinds of Influence.

_______. Victims of Social Leveling.


RUSSELL, DEAN. My Freedom Depends on Yours.

_______. The TVA Idea.

_______. Wards of the Government.

_______. Who Is a Libertarian?


SHELLY, THOMAS J. A Lesson in Socialism.

SHEPARD, ARTHUR C. The Right To Own Property.


SOLLITT, KENNETH W. Do You Dare To Be Different?

*Sparks, John C. *If Men Were Free To Try.*


*Sumner, William Graham. *On Minding One's Own Business.*


*Ten Hoop, Marten. *Education for Privacy.*

*Thomas, Ivor. *Socialism and Communism.*


*Weaver, Henry Grady. *The Mainspring of Human Progress.*


*Available at the Foundation for Economic Education, Irvington-on-Hudson, N.Y.*