



## THE LAROCHE ACADEMY OF ARTS AND SCIENCE OF COLUMBIA (LAASC)

September 25, 2010.



Ladies and Gentlemen,

The occasion of this inauguration is an opportunity for me to welcome all of you in establishing a new institution for the purpose of fostering the *rediscovery of the universal poetic principle* that lays at the foundation of arts and sciences as the essential element of the school of physical economy founded by Gottfried Leibniz, under the sponsorship of Jean-Baptiste Colbert, and which has been restored, again today, by the LaRouche Youth Movement, worldwide. That principle, otherwise known as the *principle of irony*, has become the most important weapon against the current bankrupt British free-trade monetary and financial system, and has now been revived inside of the United States under the guise of a second American Revolution.

This new revolutionary spirit of the time has already begun to reverberate around the world under the name of the **NORTH AMERICAN WATER AND POWER ALLIANCE (NAWAPA)**, which represents the first platform for the creation of a New Just World Economic Order. This new institution that we are proud to create today, should help us accomplish the most important task and realize the greatest mission of all: to change the way people think about themselves and about the universe, in the midst of the biggest crisis that mankind has ever come under. As in the immortal words of the poet, Percy Bysshe Shelley:

*“The most unfailing herald, companion, and follower of the awakening of a great people to work a beneficial change in opinion or institution, is Poetry. At such periods there is an accumulation of the power of communicating and receiving intense and impassioned conceptions respecting man and nature.”* [Percy Bysshe Shelley, *A Defense of Poetry*.]

If I may be so bold as to identify the difference between our new institution and all of those already in existence, I would say that the influence of **THE LAROCHE ACADEMY OF ARTS AND SCIENCES OF COLUMBIA (LAASC)** will have the beneficial effect of eliciting genius in both art and science, at the same time, and for the same purpose, which is to educate citizens to become true republican statesmen and stateswomen. However, the most important element in this process of education will be identified through the *principle of irony*, as developed uniquely through processes of Classical artistic compositions. In explained his own republican purpose for teaching aerial perspective to his students at the Ecole Polytechnique, Lazare Carnot had the following irony to convey to them, at the opening of his class on drawing. He stated:

***“Aerial perspective in painting is the art of generating ideas by means of the senses, of acting on the soul by the organ of vision. It is in this way that it acquires its importance, that it competes with poetry; that it can, like poetry, enlighten the mind, warm the heart, excite and nourish higher emotions. We shall emphasize the contributions that it can bring to morality and to government; and how, in the hands of the skillful legislator, it will be a powerful means of instilling horror of slavery, and love of the fatherland, and will lead man to virtue.”*** [Lazare Carnot, from the ***“Drawing Section of the Public Works Curriculum,”*** Ecole Polytechnique, 1794.]

It is in the same spirit that I am honored to help found this new institution, in the hope that it will always stand firm on this moral principle. I say this, because it has been said of Academies that while they may encourage genius, they mostly foster mediocrity, pretension, and elitism. As Samuel F. B. Morse, first President of the National Academy of Design in the United States said: “What should we think of the florist who should keep his flowers in total darkness, lest the same sun which invigorates the flower should also warm into life the weeds which will spring up around it?”

It is, therefore with proper care and attention to such a republican moral outlook that similar errors will be avoided, and that the experiences of our institutions in other countries, such as in the United States of America, will be advantageously consulted, and our new Academy shall adopt such of their principles as can be made to serve its purpose for the benefit of all of the peoples of Ibero America. With this view, and with these benefits in mind, I bring to your attention, first, the main orientation that will form the basis of our education process, and secondly, the means at our disposal which will promote our stated purpose.

**THE LAROCHE ACADEMY OF ARTS AND SCIENCES OF COLUMBIA (LAASC)** is based on a series of Platonic principles, discovered and applied throughout history, by individuals whose purpose has been to foster the progress of the human mind, and oriented toward the economic well-being of mankind. This is the reason why such a society is founded on the intention of universal physical principles that foster the common good of the general welfare of the people, and the development of creativity, in congruence with the economics principles of American economist, Lyndon LaRouche.

The activities of the Academy will primarily involve the historical rediscovery and reliving of universal physical principles from pre-historical times until today. Those principles must apply dynamically both to Physical Science and to Classical Artistic Composition, simultaneously, that is to say, apply to both the physical and mental creative processes in the universe, and their method of discovery must essentially be based on constructive physical geometry without any recourse to mathematics, because mathematics are detrimental to the creative process. Such principles are grounded on a fundamental ironic distinction between the shadowy fallacies of sense-perception and the light of truth that is conducive through creative cognition that American Secretary of State, John Quincy Adams, had demonstrated to be based on ***inferential knowledge***, in opposition to his British hedonistic counterpart, Jeremy Bentham, who defended ***positive knowledge***.

This Academy of Arts and Sciences is further established in congruence with the principle that Leibniz formulated in his ***Outline of a Memorandum: On the Establishment of a Society In Germany for the Promotion of The Arts and Sciences, (1671)*** as the ***principle of harmonic proportionality*** between reason and power. As Leibniz stated: ***“All beauty consists in a harmony and proportion: the***

*beauty of minds, or of creatures who possess reason, is a proportion between reason and power, which in this life is also the foundation of justice, the order and the merits, and even the form of the republic, that each may understand of what he is capable, and be capable of as much as he understands.”*

(Quoted from *The Political Economy of the American Revolution*, EIR, 1995, p. 215-16.)

The program of the Academy includes the following subjects of investigation, each of which will be accompanied by appropriate pedagogical constructions and illustrations forming a pedagogical museum reflecting the crucial contribution of the students to illustrate the progress of mankind as a whole:



## **PROGRAM OF STUDY AND CONSTRUCTION**

- I. INFERENCEAL KNOWLEDGE: A METHOD FOR DISCOVERING WHAT IS NOT THERE.
- II. THE EPISTEMOLOGICAL HYPOTHESIS OF JEAN-SYLVAIN BAILLY ON ANCIENT MAN.
- III. THE EGYPTIAN REVOLUTION.
- IV. THE GREEK REVOLUTION.
- V. THE CHARLEMAGNE REVOLUTION.
- VI. THE ECUMENICAL CIVILIZATION OF THE JEWISH KHAZAR KINGDOM, THE ABBASID CALIPHATE, AND THE CAROLINGIAN EMPIRE.
- VII. THE ITALIAN RENAISSANCE.
- VIII. THE PEACE OF WESTPHALIA OF 1648 AND THE FRENCH ACADEMIES.
- IX. THE MUSICAL REVOLUTION IN GERMANY.
- X. THE AMERICAN REVOLUTION AND THE AMERICAN SCHOOL OF CLASSICAL ARTISTIC COMPOSITION.
- XI. THE SECOND AMERICAN REVOLUTION.



Pierre Beaudry,

President.