

think. They're two different things. The ability—our culture has always based itself on a system of education, or a similar social experience, in which the individual child became an historical personality, especially in the area of the vocation, by reliving the great experiments and the great thoughts of the person before them, inside their own mind, so they became an historical reflection. And science, in this respect, becomes highly moral, because you can sense that you have a personal responsibility to be honest and truthful with a contributor who

is maybe one hundred years or a thousand years dead. This moral relationship to the dead: that you must not betray them, you must not do anything corrupt. They become a part of your conscience. They won't let you do bad things, or cheat, or plagiarize, or steal, or lie. . . .

So the point is, is that we have created, in the educational process, in the generation of—In the increase in class size, for example; if you want to teach principles of science in Classical education, geometry, ancient Greek science, and so forth, to provide that foundation, what size of class do you have to have to get the result?

You want a class which is not more than 15 to 18 students. You want a class in which you can force an interaction, by a frequent interaction of the students. You present the paradox, ask them to find the solution themselves, once they're prepared to face this problem by their previous educational experiences.

Then you force interaction among the students who have begun to see something. Then the other students begin to share this, by the interaction. Then you force a consideration of, "Well, how do you prove this solution you think you have? What's the experiment?" Then you help them, and you gradually let them discover what the experiment is. And, this is how you produce a generation of scientists. And it was done often by autodidacts, like Leibniz, because they did that. They re-experienced the great minds of the past, personally.

We destroyed that kind of education, and said, "Now we have classrooms with thousands of students, and lecture halls," or whatever. Also by computer, or by video, at great distance. What do we do? We create a program to learn this. Programmed learning is the epitome of that. And they come out, they can pass the examination, but they don't *know* anything. They can babble all kinds of things, but you talk to them, they don't know anything. And, you find their memory goes as they get older, because if your mind is based on memory, that's the first thing you lose. The strong memory is based, as in poetry, on the ability to regenerate the idea. A strong memory is not memory, as mimetic memory; a strong memory is the ability to regenerate ideas.

Q: Sometimes there is a conflict between these two types of memories. Somebody told me, "You know why your book is not popular? Because it's completely new, and people would have to re-memorize things, and they don't want to do this." Most scientists today just memorize what they know.

LaRouche: It's like this environmental stuff. People say that the environmental theories are incompetent—they agree on that. They're all incompetent. Why do they do that? One says, "It's because they get paid to do it." That's partly true. If you're a young, aspiring person, and you want a career, you learn how to cheat and steal, mathematically, and go into a laboratory with a computer, and make a model that somebody wants to see, and fake it. Then, they'll publicize it in the press. Like the ozone hole: a complete fraud. Global warming: a

LaRouche on cold fusion

In August 1992, writing from prison, Lyndon LaRouche released a ground-breaking Science Policy Memorandum, titled "Cold Fusion: Challenge to U.S. Science Policy." He called for a "mini-crash program" of fundamental research into the phenomenon known as cold fusion, as well as related kinds of anomalous results. Four types of general public benefits are foreseen, he wrote:

"1. A significant contribution to general scientific progress. These experiments demonstrate that there are principled nuclear and sub-nuclear features of the *periodic table taken as a process*, which are apparently beyond the scope of established textbook doctrines. A solution for these experimental anomalies would therefore represent a significant advance within physical science as a whole.

"2. The mobilization of education and related resources for such crucial-experimental studies, would contribute significantly toward restoring a now rapidly vanishing scientific and technological literacy to the U.S. population and labor force.

"3. The shifting of U.S. national policy back toward emphasis upon a form of economy whose rising productive powers of labor are catalyzed by emphasis on a high density of fundamental scientific research.

"4. We should exploit the shame of those powerful agencies which participated in the political witch-hunt against the cold fusion scientists, to uncover the way in which such anti-scientific *pogroms* as these fraudulent libels, are enabled to exert such significantly damaging influence over both misguided public opinion and the shaping of science policy of public and leading private institutions."

LaRouche's memorandum is available for \$20 from the Schiller Institute, Inc., P.O. Box 66082, Washington, D.C. 20035-6082, or from your distributor of LaRouche's writings.