

# THE JEFFERSON SCHOOL '89 CONFERENCE

Available Exclusively Through Second Renaissance Books

## Justice; The Evil of Force; Independence

### MORAL VIRTUE by Leonard Peikoff

This series features three lectures, each of which includes a question-and-answer period, plus a fourth session devoted entirely to a Q&A on general topics in Objectivism.

The third talk, on independence, is particularly illuminating, because in it Dr. Peikoff first describes in detail how he initially presented the concept of independence in his forthcoming book—and then explains why it was fundamentally mistaken, what misguided methodology he was employing, and how he finally came to re-write the sequence correctly. (7 tapes, 6.5 hours total.)

#### 1. Justice

In what sense justice is fidelity to reality. The distinction between "earn" and "deserve." Objectivity in judging people (and in forgiveness). The trader principle. Retributivism and Utilitarianism vs. Objectivism in regard to criminal

justice.

#### 2. The Evil of Initiating Force

The mechanism by which an attack on man's body negates his mind. Why the mind *cannot*—rather than merely will not—function under force. How altruism demands the initiation of force. Why forcing the right choice on someone makes it wrong. Force as the antithesis of every rational virtue.

#### 3. Independence

A comprehensive analysis of what independence does, and does not, consist of—in spirit and in matter. Can ingenious con men and inventive dictators be called "independent thinkers"? How the virtue of independence rests on every fundamental of the Objectivist metaphysics and epistemology.

#### 4. Question Period

In this session, Dr. Peikoff extensively dis-

cusses his article "Fact and Value," which deals with the cognitive basis of evaluation, including moral judgment (e.g., how and why the fact that the sky is blue entails a whole set of value judgments). He also answers questions covering such issues as: The conditions that predispose people to rationalism. Why modern art is *non-art*, rather than bad art. Why Ayn Rand began studying algebra late in life. What kind of political action is appropriate today. Why the fundamental choice—the choice to live—is not arbitrary. The point in life at which rights logically begin. And much more.

LP09D Audio (7-tape set) \$75.00

Special Offer: Protective 8-cassette binder—with the course title on the cover—at half-price when ordered with this set of tapes. VB88M \$2.95

### CONSCIOUSNESS AS IDENTIFICATION: The Nature of Cognition and Concept-Formation by Harry Binswanger

Our anti-conceptual culture, says Dr. Binswanger, stems from mistaken views on the relation of consciousness to existence. This three-lecture series presents the full meaning of Ayn Rand's unique view of consciousness as a process of identification, with emphasis on the mechanics of concept-formation. (6 tapes, 5 hours total, including Q&A)

#### 1. Consciousness as Such

Wrong views of consciousness as underlying people's inability to think in principles; the essential meaning of "Consciousness Is Identification"; the two major mistaken views: Naive Realism (consciousness as reproduction) and Subjectivism (consciousness as self-consciousness); the source of the dichotomy between consciousness and identity; the form/object distinction as the key to understanding perception.

#### 2. Concepts I

What gives rise to man's need of concepts: the "crow epistemology"; critique of preceding theories of concepts: Realism, Nominalism and watered-down Nominalism (the Resemblance theory); Ayn Rand's new, mathematical approach to concepts; the nature of measurement; the role of differentiation; the Conceptual Common Denominator (CCD); Realism vs. Objectivism on the nature of similarity.

#### 3. Concepts II

The relationship of differentiation to integration; three stages of integration; measurement-omission: the "some, but any" principle; omitting vs. ignoring measurements; the distinguishing characteristic as a category within the CCD; the Objectivist theory's implications for thinking in principles: the importance of essentials and hierarchy.

CB01D Audio (6-tape Set) \$60.00

Special Offer: Protective 8-cassette binder—with the course title on the cover—at half-price when ordered with this set of tapes. VB88M Binder \$2.95

### CAPITAL, THE PRODUCTIVE PROCESS AND THE RATE OF PROFIT

by George Reisman

This six-lecture series presents Dr. Reisman's original theory of profit and capital accumulation, with many of its leading applications. (90 min. ea., including Q&A)

#### 1. Methodological/Epistemological Introduction

The Aristotelian view of entities, held by the classical economists, versus the Platonic-Heraclitian view, held by contemporary economists. Refutation of Keynesianism.

#### 2. Capital Accumulation

Technological progress and economic efficiency as causes of capital accumulation. The fundamental role of economic freedom. Inverse relation of national income to capital accumulation. The "balanced-budget multiplier."

#### 3. Average Rate of Profit Under a Fixed Quantity of Money

The consumption expenditure of businessmen as the source of revenues in excess of costs.

#### 4. Average Rate of Profit Under an Increasing Quantity of Money

The rate of increase in money as adding to the nominal rate of profit. The rate of increase in production as adding to the real rate of profit.

#### 5. More Applications of Reisman's Theory

Baselessness of the hostility to profits. How taxes on profits raise the pre-tax rate of profit while undermining capital accumulation. How government budget deficits do the same.

#### 6. Further Development of the Theory

Net investment and the rate of profit. How the

demand for capital goods can permanently exceed the demand for consumers' goods.

FREE WITH YOUR PURCHASE: A 6,000-word excerpt from Dr. Reisman's forthcoming book, *Capitalism: A Treatise on Economics*. You also receive a comprehensive, 33-page supplement with all the diagrams and tables referred to in the lectures, along with extensive written summaries of all the material presented orally. This "mini-textbook" is yours free with the set of Dr. Reisman's taped lectures.

DR05D Audio (6-tape set) \$70.00

Special Offer: Protective 8-cassette binder—with the course title on the cover—at half-price when ordered with this set of tapes. VB88M Binder \$2.95

### IS COMMUNISM FADING AWAY?

by Peter Schwartz

Is communism being abandoned by its foremost practitioners? Are the decades of undeniable poverty and oppression finally compelling the communist world to acknowledge the failure of Marxism and to embrace some form of capitalism? Should America support the policies of "glasnost" and "perestroika"? Unequivocally not, says Mr. Schwartz in this timely, penetrating analysis. He shows how the Soviets—both the people and their dictators—remain philosophically committed to the principles of communism, and how the "new" policies of Moscow are reincarnations of previous efforts by Soviet rulers to circumvent (temporarily) the destructive effects of socialism. This talk shows why pragmatism and Marxism not only are entirely compatible, but are in fact *inseparable*.

This lecture sheds much-needed light on the nature of communist ideology. (90 min., including Q&A)

HS07C Audio \$12.95



# THE CAMPAIGN AGAINST REASON

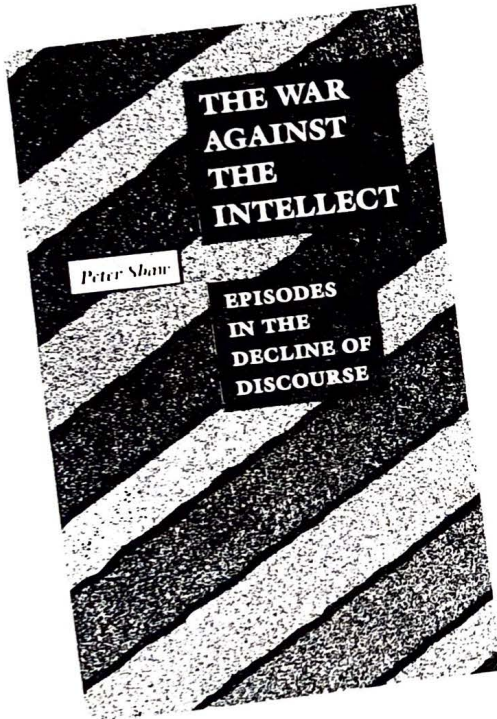
## THE WAR AGAINST THE INTELLECT

by Peter Shaw

It is the radical thesis of this extraordinary book that rationality is under assault by the academic community.

The author, a professor in the humanities, maintains that the universities are overtly hostile to reason and to the values associated with reason, e.g., justice, individualism, technological progress, freedom. In 181 pages, Shaw provides overwhelming documentation of the existence of this war against the intellect and engages in a resolute attack against the attackers.

He shows how this war is escalating—how in the 1960s college professors would accept illogi-



cal arguments to rationalize some political stand (for example, on the Vietnam War), whereas today they openly denounce logic per se as an instrument of an authoritarian establishment. Even those who regard themselves as defenders of traditional Western values, Shaw says, are intimidated into making repeated, fatal concessions to their nominal enemies. Across a variety of disciplines, the author demonstrates the prevailing contempt for reason, civilization and man. He cites anthropologists who look sympathetically upon the practice of cannibalism while denouncing the "evils" of industrial life (and concocting facts to "prove" the relative happiness of primitive tribes). He presents zoologists who bestow the title of "Most Dangerous Animal in the World" upon man. He writes about historians who believe that "intuition and imagination" are more important to the discovery of truth than "precise definition and traditional procedures of verification." These positions do not represent some radical departure from the intellectual mainstream; they are the mainstream and are widely shared or tolerated.

Shaw devotes particular attention to literary scholars, whose rampant subjectivism he reveals,

and condemns, in horrifying detail. He describes the ideas of the feminist literary critics, for instance, who believe that adherence to any objective principles of literature, such as the value of a plot, perpetuates male power. He offers the views of the deconstructionists, for example, who insist that literature has no objective status and may legitimately be given any arbitrary interpretation whatsoever.

While Shaw is unable to provide a philosophical validation for what he is defending, and thus cannot offer much advice on how to reverse this malignant trend, his primary purpose is to convince the reader that a deadly war against the intellect is under way—a purpose he unqualifiedly achieves. It is unusual enough today that a professor is willing explicitly to uphold reason. But for one to hold a wide range of rational principles and values—from objectivity to individualism, from logic to Americanism—and to want to protect these ideas from the putative scholars who would destroy them is a rare exception. This book is highly recommended.

CS03B (SC)

\$11.95

## PRAGMATISM AND HARVARD'S CASE-STUDY METHOD by Jerry Kirkpatrick

The anti-conceptual "case-study" method of teaching, pioneered by law professors at Harvard University, is today widely practiced at leading business schools. In this edifying talk, Dr. Kirkpatrick, a professor of marketing, explains the intellectual roots and the practical consequences of the case method. He identifies the influence of William James' Pragmatism—the rejection of broad principles, the notion of "learning by doing," the belief that thinking occurs only as a response to the stimulus of some new problem, the view that definitive answers are "dictatorial." Dr. Kirkpatrick shows how the effects of the case method can be even more disastrous in business schools than in law schools, in that the cases examined in the latter at least offer the student the value of an actual decision by a court, while the case histories studied in the former provide no solutions whatsoever (except those arrived at via the "democratic" method of majority vote by the students). An illuminating lecture for former college students—and a helpful warning to present and future ones. (80 min., including Q&A)

KK01C Audio

\$9.95

## ANIMAL COGNITION by Edwin Locke

Can animals think? It is a commonly held view in psychology and related fields that animals are able to understand language and can engage in human-like thinking. This talk categorically refutes this belief and shows that animals are devoid of a conceptual capacity. It demonstrates that the various experiments with chimpanzees, for example, reveal no ability on their part to comprehend language, even sign language, except on a purely perceptual level. Dr. Locke rigorously identifies the scientific and epistemological errors made by researchers in the course of these experiments, and defines the fundamental distinctions between human and animal cognition. (90 min., including Q&A)

IL04C Audio

\$11.95

# PHILOSOPHY OF EDUCATION

In this path-breaking, five-lecture work, Dr. Peikoff argues that the central purpose of schooling is to give the child the cognitive tools for making full use of his conceptual consciousness. He incisively explains how to teach a child to think for himself, and why today's educational establishment is failing miserably at this task. And he identifies the particular subjects (of which philosophy, incidentally, is not one) that are the necessary means for teaching schoolchildren the correct method of rational thinking. (90 min. ea., including Q&A).

## 1. Purpose of Education

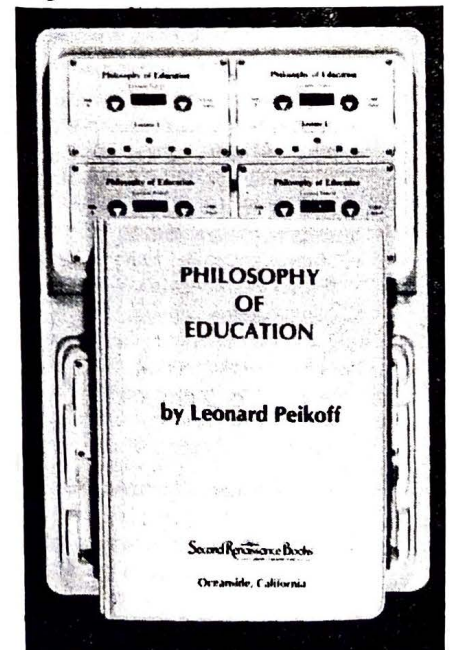
The five leading theories and their results. Education as the systematic development of the conceptual faculty.

## 2. & 3. Teaching Thinking Methods

How to develop motivation. How to integrate knowledge. The role of memory. How to achieve a logical structure. The need of certainty.

## 4. A Proper Curriculum

The three R's. Mathematics—science—history—literature: why and how they should be taught. Teaching the child values.



## 5. The Skill of Teaching

Lecturing vs. the discussion method. How to train teachers. Good teachers vs. the welfare state.

**FREE BONUS:** With this series, you receive free a sixth cassette, "Objectivism—Questions and Answers" (see page 9 for description).

LP01D Audio (6-tape set)

\$70.00

**Special Offer:** Protective 8-cassette binder—with the course title on the cover—at half-price when ordered with this set of tapes-VB88M \$2.95

## LEONARD PEIKOFF

# CERTAINTY AND HAPPINESS: Achieving Success in Thought and in Action

This talk was given at the Power of Reason Conference in the fall of 1988, and then—in a shortened form—at the Ford Hall Forum in the spring of 1989. This tape presents the original, complete lecture; the question-and-answer tape combines material from both occasions.

This is an analysis of the fundamental contrast between Objectivism's "philosophy of success" and the culturally dominant "philosophy of failure." Dr. Peikoff examines the link between epistemological success—i.e., certainty—and ethical success—i.e., happiness. He discusses the objective requirements of certainty, the definitions of "possible" and "probable," and the massive context that is dropped by the skeptic who asserts that certainty is impossible. He explains the meaning and cause of happiness, the impossibility of achieving irrational values, and the significance of the benevolent-universe premise. This talk brilliantly identifies the fundamental error shared by the anti-certainty and anti-happiness schools: namely, their corrupt view of concepts, which leads to a comprehensive breach between consciousness and existence. (Much of this material is taken from Dr. Peikoff's forthcoming book on Objectivism.)

off's forthcoming book on Objectivism.)

### CERTAINTY AND HAPPINESS:

#### Questions and Answers

An elaborate explanation of why a movie version of *Atlas Shrugged* is inherently incapable of conveying the philosophic content of Objectivism—and a description of the five philosophic points that, at a minimum, the movie would have to touch on. A comprehensive and impassioned analysis of the significance of Ayatollah Khomeini's death threat against the author Salman Rushdie: why this episode represents the most insidious danger to individual rights in America since the New Deal, and what should have been the proper response to this threat. Would Objectivism have a chance of succeeding if its theory of concept-formation (as presented in *Introduction to Objectivist Epistemology*) had not been formulated? Why pragmatists, rather than Objectivists, are the true fanatics. If animals are shown to possess some power of volition, does that entitle them to rights? The current state of knowledge in psychology as equivalent to the pre-Socratic period in philosophy.

LP02D Audio (2-tape set) \$24.95

## My Thirty Years With Ayn Rand: An Intellectual Memoir

VIDEO SALE

"Who was Ayn Rand?"—is the question to which this talk provides a luminous answer. What was the most distinctive feature of Ayn Rand's method of thinking? By what remarkable process did she arrive at her revolutionary theory of concept-formation? Why did second-raters so often attach themselves to her?

These are some of the topics addressed in this vivid portrait of the woman who challenged every fundamental philosophical premise dominating today's culture. Over the last 30 years of Ayn Rand's life, Leonard Peikoff was her professional associate, her close friend and, ultimately, her intellectual and legal heir. In this 85-minute live recording of his talk at Boston's Ford Hall Forum in April 1987, Dr. Peikoff presents profoundly illuminating insights into the real Ayn Rand—Ayn Rand the thinker, the artist, the teacher, the passionate valuer of man and of the best within man. And, in several moving vignettes, he recounts his most intensely personal memories of Ayn Rand's life.

An unforgettable, captivating picture of an unforgettable, captivating human being. (85 min, including Q&A)

LP02G Video (VHS); LP02H (Beta) ~~\$34.95~~  
SALE—\$29.50

LP10C Audio \$12.95  
LP06E Pamphlet \$3.00

# OBJECTIVISM: THE STATE OF THE ART

These six lectures represent Dr. Peikoff's most recent insights into Ayn Rand's philosophy, or—as he puts it—"what I myself have learned about Objectivism while writing my current book on the subject." Aside from the value of the new philosophic content contained in these talks, Dr. Peikoff offers the listener a brilliant demonstration of the proper method of philosophic thinking.

This series was presented at The Jefferson School conference in 1987. Each lecture is followed by its own question-and-answer session; the last two tapes are devoted entirely to questions. (8 tapes, 90 min. ea.)

### 1. The Logical Structure of Philosophy

Where the study of philosophy should begin. How a philosophy can be a single, integrated whole—yet consist of parts that are proved before one knows the total. The logical structure of Objectivism.

### 2. The Logical Structure of Metaphysics

The axioms of metaphysics and the order in which they and their corollaries must be grasped. The progression from existence to causality to consciousness to absolutism.

### 3. & 4. Objectivity and the Role of Logic

Why man needs a method of cognition. The full definition of "objective," as against "intrinsic" and "subjective." Why objectivity is compatible with error. The uniqueness of the Objectivist concept of "logic"; logic as the means of practicing objectivity. Logic as a dual process: the requirements of "integration"

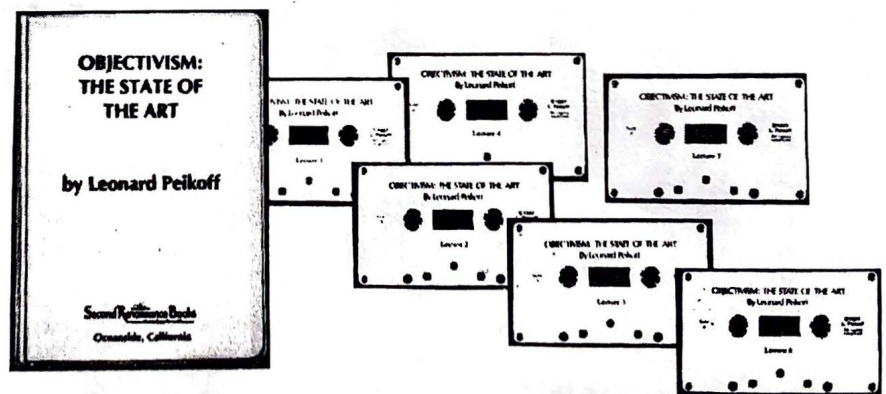
and of "reduction." The essence of Ayn Rand's historic epistemological achievement.

### 5. & 6. Moral Principles

What in man's nature makes a moral code necessary. Long-range vs. short-range mentalities. The definition of "principle." Why rationality is the fundamental moral principle. Why evasion is the antithesis of logic. The evil of moral compromise—why bad principles drive out good ones. Objectivity and values. Why that which is obtained dishonestly is not a value. The Objectivist ethics as the application of Objectivist epistemology to the realm of action.

### 7. & 8. Question Periods

Two 90-minute sessions consisting of questions from the audience on the material in the



preceding six lectures and on the content of Objectivism in general. The wide-ranging topics include: how personal observation (of his daughter) advanced Dr. Peikoff's knowledge of technical epistemology; what distinguishes thinking in principle, thinking in essentials and thinking in fundamentals; AIDS and individual rights; the alternative names for Objectivism that Ayn Rand rejected; whether every breach of a moral value necessarily means a rejection of its underlying principle; why Ayn Rand turned to non-fiction writing in her later years.

LP08D Audio (8-tape set) \$85.00

Special Offer: Protective 8-cassette binder at half-price when ordered with above set.

VB88M Binder \$2.95