

CONCEPTUAL CONFERENCES

ANNOUNCES

"THE POWER OF OBJECTIVITY"

FEATURING

"The Philosophical Foundations of Objectivism"

BY

Dr. Leonard Peikoff

June 30 to July 15, 1990

AT

Tamiment

The Pocono Mountains

Pennsylvania

Dear Potential Conferee:

Conceptual Conferences will present "The Power of Objectivity," from June 30 to July 15, 1990, at Tamiment, a resort in the Pocono Mountains of Pennsylvania. The feature presentation of this conference will be ten two-hour seminars by Dr. Leonard Peikoff on "The Philosophic Foundations of Objectivism" (described inside).

We are continuing and expanding the popular practice of our 1988 conference by offering individual college-level courses taught by Objectivist intellectuals. Both four-hour and seven-hour courses (also described inside) will be available for an additional fee.

Our site for this conference is one of the finest resorts in the Pocono Mountains of Pennsylvania, an easy driving distance from New York City. The enclosed flyer will tell you all about Tamiment.

The rates for the conference given on the Tamiment flyer and the registration form cover all the basic functions of the conference: Dr. Peikoff's seminars, your room, breakfast and dinner every day for 15 days, all taxes and gratuities, and the special events. The most special of the special events is the evening we will listen and dance to Ayn Rand's "tiddlywink" music (see the Tamiment flyer).

Because Conceptual Conferences does not have any record of attendance at a resort, Tamiment was willing to reserve only 125 rooms for us, and they are holding those rooms only until March 19. Consequently, early registrations are essential for the success of the conference. To that end, please consider the following points:

1. If you try to register late, all the rooms may be gone, and you will not be able to attend. If you register early, you can get a full refund until March 15.

2. The deluxe rooms will be allocated on a first-come,

first-served basis (see the Tamiment flyer).

3. Courses will be filled on a first-come, first-served basis. Late registration may mean that you will not be able to get the courses or the teachers that you want.

4. All prices will increase 20 per cent for registrations post-marked after March 15.

5. As a special offer, all registrations postmarked prior to December 1, 1989, will receive free any one-week course, or equivalent credit (\$60) toward any two-week course.

A word on the conference as emotional fuel: None of us will live long enough to see a fully rational society. But if over many days, you listen primarily to rational ideas and talk primarily with rational people, it is possible to have the emotional experience of what it will feel like to live in a rational world. It can be an extraordinary, exhilarating experience. Tamiment is not a large resort and we expect that our group will constitute about 75 per cent of the guests most of the time we are there. This means that, during the first two weeks of July, 1990, Tamiment should be the most rational and exciting place on earth.

To save a place at the conference, \$200 per person is required now, with the remainder due by May 15, 1990. Payments made now will be refunded upon written request until March 15, 1990.

If you would like more information about any of the courses or any other aspect of the conference, please do not hesitate to write.

Sincerely,



M. Northrup Buechner, President
Conceptual Conferences

"THE PHILOSOPHIC FOUNDATIONS OF OBJECTIVISM"

The feature event at "The Power of Objectivity" will be twenty hours of seminars with Dr. Leonard Peikoff on "The Philosophic Foundations of Objectivism"—ten seminars of two hours each. These seminars will be based on the typewritten manuscript of the first five chapters (about 300 pages) of his forthcoming book, *Objectivism: The Philosophy of Ayn Rand* (which will not appear in print until 1991).

Presenting the complete metaphysics and epistemology of Objectivism, the titles of these chapters are:

1. Reality
2. Sense Perception and Volition
3. Concept Formation
4. Objectivity
5. Reason

Each conferee, at no extra cost, will receive an advance copy of these chapters for his own personal use, to read and mark-up as he chooses, weeks in advance of the conference. Dr. Peikoff has given special permission for this highly unusual distribution of a copyrighted manuscript prior to publication, and conferees are not permitted to share their copy with non-conferees.

At the conference, Dr. Peikoff will introduce each chapter by identifying the chapter's most important aspects. This will be followed by an extended session of questions and answers, in which students will be able to

discuss any aspect or wording of the chapter that interests them. Approximately two seminars (four hours) will be allotted to each chapter.

Dr. Peikoff's goal is to enable those present to achieve a deeper level of philosophic understanding than would otherwise be possible. His analysis will spotlight new aspects of Objectivism previously unexpressed, essential formulations and the reason for their precise wording, new contrasts between Objectivism and traditional views, and new integrations among various elements within Objectivism, including a detailed account of its hierarchical structure.

We are proud to be the sponsor of this great intellectual event. When the book is published, *Objectivism: The Philosophy of Ayn Rand* will be the definitive statement of the philosophy of Objectivism, and its first five chapters are the foundation of that statement. The conferees of "The Power of Objectivity" will receive 20 hours of in-depth analysis of these crucial chapters, in face-to-face exchange with the author, months in advance of the book's publication. This will be Dr. Peikoff's first and only appearance before an Objectivist audience anywhere before the Fall of 1990.

These seminars are a unique, not-to-be-missed opportunity in the ongoing, precedent-shattering history of Objectivism.

Dr. Peikoff's seminars will be from 10:30 a.m. to 12:30 p.m. on Sunday, Monday, Tuesday, Thursday, and Saturday of week 1 and on Sunday, Tuesday, Wednesday, Friday, and Saturday of week 2. We expect attendance to exceed 200 people.

OPTIONAL CURRICULUM

"The Power of Objectivity" also will offer the following courses, some meeting for four hours and others meeting for seven hours. The number of students cited at the end of each course description is the limit on class size that the instructor considers appropriate for the course's content and his teaching method. Classes will be closed when that number is reached. Instructors may cancel classes with insufficient registration. The tuition is \$60 for each four-hour course and \$105 for each seven-hour course.

ART

Art 14A and 14B 4 hours

Two Approaches To The Visual Arts (illustrated with slides)

Mary Ann Sures

ART HISTORY: Two lectures on The Italian Renaissance. Renaissance art as an expression of the Renaissance attitude toward man and the universe.

ART APPRECIATION: Two lectures on understanding and enjoying painting. Analysis of paintings, including landscape, still-life, portraiture, and history painting; the same subject presented in different paintings; the importance of introspection and verbalizing one's responses; and the importance of having a good time while doing all of the above. (50 students)

ECONOMICS

Economics 17A and 17B 7 hours

Objective Value and Economic Thought

M. Northrup Buechner

Ayn Rand's concept of value has revolutionary implications for

economics. This course will spell out some of those implications, including: a detailed analysis of the meanings of intrinsic, subjective, and objective value; why intrinsic value and subjective value are invalid concepts; the three concepts of price that follow from the three concepts of value; how the meaning of value in Austrian economics evolved from objective value in Menger to the pure subjectivism of Mises; and resolution of the conflict between the classicists and the marginalists on the origins of value. (Some material covered at "The Power of Reason" in 1988 will be repeated.) (35 students)

EDUCATION

Education 44A and 44B 4 hours

Why Some Children Can Think: How the Montessori Method Fosters Reason

Michael Berliner and Anne Locke

This course will show how the Montessori Method fosters the development of the child's conceptual faculty. Dr. Berliner will identify Montessori's unique achievement, contrasting Montessori with anti-cognitive views dominating philosophy and education. Mrs. Locke will show how the Method helps develop the child's mind, describing

the Method's main components: dealing in essentials, using "materialized abstractions," and fostering self-discipline and the capacity to make intelligent choices. Examples of Montessori materials will be used to demonstrate the points. (75 students)

LITERATURE

Literature 37A and 37B

7 hours

Reality the Avenger: Truth Versus Illusion in Modern American Literature

Andrew Bernstein

Much of modern literature's tragic, pessimistic view of human life is based on the idea that man by nature is unable or unwilling to grasp the facts of reality. Showing the evaders crushed by an unforgiving reality, these works unwittingly reflect a profound philosophical point: that unreason leads to destruction. Unfortunately, only Ayn Rand has identified the opposite point: that reason leads to success. This course will examine the relation between the cognitive theories and the value-achievement theories of modern American authors, including William Faulkner, F. Scott Fitzgerald, William Gibson, Ernest Hemingway, Sinclair Lewis, Arthur Miller, J. D. Salinger, and Tennessee Williams. (100 students)

Literature 27

7 hours

Detective Fiction and the Pursuit of Exact Truth

Shoshana Knapp

What are the roots of detective fiction, in history and literature, and what is its distinctive merit? Why did the Fascists and Nazis find detective fiction so threatening, so incompatible with their values, that they felt compelled to ban it?

Topics will include reason as the means of explaining the mysterious and achieving justice; cognitive strategies of problem-solving in detective fiction and detective fact; evil as a phenomenon that can be defined, discovered, and destroyed; the mistreatment of detective fiction by contemporary literary theory; the moral/political universe in which victory is attainable through the efforts of the individual mind. (50 students)

Literature 54A and 54B

4 hours

Les Misérables as Hugo's Most Ambitious Novel

Shoshana Knapp

Hugo—along with his wide canvas, large cast of characters, and 50-year time span—focuses intense interest on the individual soul, on an ex-convict who must choose, continually and in different contexts, between good and evil. Through close reading and comparisons/contrasts with other writers (Ayn Rand among them), we will study Hugo's distinctive treatment of the nature of heroism, the power of ideas, the bond of shared struggle, and the glory of moral innocence. (35 students)

PHILOSOPHY

Philosophy 47A and 47B

7 hours

Logical Thinking—An Objectivist Approach

Harry Binswanger

Training in the basic skill ignored by conventional logic courses: the proper formation and use of *concepts*. The course focuses on conceptualization, definition, and hierarchical order—the areas where illogic is most widespread and most disastrous. It is in these areas that Ayn Rand's revolutionary discoveries can most dramatically improve one's thinking.

A combination of theory and extensive practical exercises on: valid vs. invalid concepts ("package deals" and "anti-concepts"), a step-by-step guide to definition by essentials, the ultimate categories, the fallacies of "stolen concept" and self-exclusion, concretization and hierarchical reduction, and taking the "crow epistemology" seriously. (40 students)

Philosophy 64A and 64B

4 hours

The History of Rationalism in the 19th and 20th Centuries

Gary Hull

Rationalism holds that knowledge is attained by ignoring reality while relying on deduction from arbitrarily formed concepts. This method dominates contemporary philosophy. To understand rationalism's ascendancy, this course will trace its 19th and 20th century philosophical progression. We will study how rationalism advanced through Hegel and Russell, and the figures responsible for its invasion of American philosophy (e.g., Royce, Bradley, Whitehead), culminating with Quine, symbolic logic, "possible worlds," and "brains in a vat." (35 students)

Philosophy 24

4 hours

Man's Rights

John Ridpath

The concept of man's rights is crucial to establishing a proper society, and yet rights presently are being evaded, distorted, and even used to attack rights. This course will examine Ayn Rand's identification of what rights are, and then analyze the Enlightenment's view of rights (Cicero, Grotius, Locke, Jefferson); the French Revolution's distortion of rights (Rousseau); the British attack on rights (Hume, Smith, Burke, Bentham, Mill); and the twentieth century's perversion of rights. (70 students)

Philosophy 34

4 hours

The Philosophical Origins and Nature of Marxism

John Ridpath

Marxism has been the most influential and destructive body of social thought in the last century. Studies of Marxism, however, overlook its philosophical structure, and focus only on selected parts of the whole. This course will approach Marxism as a philosophical system of thought by examining: its metaphysics, epistemology and ethics; its origins in French materialism, utopian socialism, Christian millennialism and Hegelian idealism; and its implementation in our troubled century. (70 students)

PSYCHOLOGY

Psychology 74A and 74B

4 hours

Stress and the Coping Process

Edwin A. Locke

This course will discuss the nature of stress and the coping process. First, the key elements of stressful situations will be identified, namely: threat (especially to self-esteem), need for action, uncertainty, conflict, anxiety, and symptoms. Then coping techniques will be discussed, especially coping through cognitive restructuring (thinking) and coping through action. Concrete examples and cases will be used. (An expansion and elaboration of a one-hour talk given at The Jefferson School in 1989.) (100 students)

Psychology 57A and 57B

7 hours

Maximizing Mind Power: Making The Most Of Your Intellectual Abilities

Lee M. Pierson

This course will focus on those aspects of cognitive self-improvement that are open to direct, volitional control. It will integrate psycho-epistemology with applications to academic work, business, and everyday life.

Topics will include: Consciousness as the manager of cognitive activity; the roles of introspection and volition in cognitive self-improvement; mind-management techniques for activating your full context of relevant knowledge as needed in thinking and comprehension; rule-of-thumb procedures for creative problem-solving; methods of conceptual exploration for zeroing in on essentials; intellectual self-defense; thinking techniques for facilitating objectivity about interpersonal relations. (35 students)

POLITICS

Politics 84A and 84B

4 hours

How To Analyze Cultural/Political Events

Peter Schwartz

How are philosophic principles to be applied to the interpretation of cultural/political events? This is a "how-to" course (for writers and non-writers) on thinking about world events. It will teach you how to identify their essential aspects, to grasp their intellectual significance, and to evaluate their moral implications. Mr. Schwartz will examine concrete events—including examples taken from his own writings in TIA—and discuss the steps needed to perform an objective analysis. (100 students)

INDIVIDUAL ART CONSULTATIONS

Mary Ann Sures will offer consultations for conferees who wish a private and confidential discussion of a favorite (or other) art work (painting or sculpture). The purpose will be to help further their understanding of its thematic content and why they respond to it as they do. Each consultation will last for one hour and will cost \$75. Space is extremely limited. Requests will be given consideration on a first-come, first-served basis.

To make an appointment with Mrs. Sures, please write to her at: P.O. Box 70311, Chevy Chase, MD 20813-0311. Include the following information: (1) the name of the artist, title and date of the art work; (2) present location of the art work, if known; (3) the author and title of a book where it is illustrated, or a slide or small photograph; (4) the times when you will be free at the conference. Please do not send money now. Payment will be requested only after a definite appointment has been confirmed.

REGISTRATION FORM

OPTIONAL CURRICULUM

Course numbers end in 7 for seven-hour courses and in 4 for four-hour courses. Two classes of the same course are designated by the suffixes A and B (the same lecture is given in both A and B). Each class will meet for one hour a day, at the times given below. Four-hour courses will meet on Sunday, Tuesday, Thursday, and Saturday over one week, the first and/or the second week of the conference. Seven-hour courses will meet on Sunday, Monday, Thursday, and Friday during the first week, and on Monday, Wednesday, and Friday during the second week. Please note that the courses listed together in the same box, and only those courses, conflict. Seven-hour courses are listed only in week 1 even though they continue in week 2 because they do not conflict with the four-hour courses given in week 2.

In the space preceding each course, please check the courses you wish to take, and place a (2) in front of courses you would be willing to substitute if any of your first choices are filled or cancelled. In the space following each course, please write the number of you who wish to take that course.

WEEK 1 (7/1 - 7/7)		WEEK 2 (7/8 - 7/14)	
9:00 - 10:00 A.M. ___ Economics 17A ___ ___ Literature 27 ___ ___ Philosophy 24 ___ ___ Psychology 74A ___	3:15 - 4:15 P.M. ___ Economics 17B ___ ___ Education 44A ___ ___ Literature 37A ___ ___ Philosophy 47B ___	9:00 - 10:00 A.M. ___ Philosophy 34 ___ ___ Philosophy 64B ___	3:15 - 4:15 P.M. ___ Education 44B ___ ___ Psychology 74B ___
2:00 - 3:00 P.M. ___ Art 14A ___ ___ Literature 54A ___ ___ Philosophy 47A ___ ___ Psychology 57A ___	4:30 - 5:30 P.M. ___ Literature 37B ___ ___ Philosophy 64A ___ ___ Psychology 57B ___	2:00 - 3:00 P.M. ___ Art 14B ___ ___ Politics 84A ___	4:30 - 5:30 P.M. ___ Literature 54B ___ ___ Politics 84B ___

Number of 4-hour courses ___ x \$60 = _____
 Number of 7-hour courses ___ x \$105 = _____
 TOTAL = _____

PAYMENT ENCLOSED = _____
 (minimum \$200 per conferee)
 DUE BY MAY 15 = _____

TOTALS

Total due for Optional Courses: _____ = _____
 Four-in-a-Room: No. of persons ___ x \$1180 = _____
 Double Occupancy: No. of persons ___ x \$1350 = _____
 Single Occupancy: No. of persons ___ x \$1906 = _____
 Children added as third and fourth occupants in a room:
 No. ages 5-12..... ___ x \$283 = _____
 No. ages 13 and over..... ___ x \$659 = _____
 No. ages 4 and under..... ___ No Chg.
 TOTAL DUE = _____

Free Course for Registration prior to
 December 1, 1989 (subtract \$60 per conferee)..... = _____

NET TOTAL DUE = _____

I (we) expect to use your bus transportation to Tamiment.

Singles registering for Double Occupancy (or Four-in-a-Room):

My roommate(s) will be: _____
 Please assign a roommate (or roommates) for me.
 I am: male female

Name(s): _____

Address: _____

Phone No.: _____

Please make your check out to Conceptual Conferences (U.S. funds drawn on U.S. banks only please) and mail to: Conceptual Conferences, P.O. Box 339, New York, NY 10040. All payments will be refunded upon written request until March 15, 1990, when all prices will increase 20 per cent.

FACULTY

Michael S. Berliner

Executive Director, The Ayn Rand Institute.

B.A., Political Science, University of Michigan, 1960; M.A., Education, University of Michigan, 1964; Ph.D., Philosophy, Boston University, 1970.

Dr. Berliner taught logic and English composition at Boston University's College of Basic Studies and, from 1970-1985, taught philosophy and philosophy of education at California State University, Northridge, where he served as chairman of the Department of Social and Philosophical Foundations of Education. Dr. Berliner has lectured and published papers on a variety of topics in political philosophy and philosophy of education, but his main interest is the philosophic basis of the Montessori method. He has served as Board Chairman of a parent-owned Montessori school in Los Angeles. He has been Executive Director of The Ayn Rand Institute since its formation in 1985.

Andrew Bernstein

Adjunct Professor of Philosophy, Pace University, Iona College, and The State University of New York at Purchase

B.A., English Literature, Mount Marty College, 1976; M.A., Philosophy, City University of New York, 1980; M.Phil., Philosophy, City University of New York, 1981; Ph.D., Philosophy, City University of New York, 1986.

Dr. Bernstein taught philosophy and literature at American Renaissance School from its inception in 1982 until its closing in 1989. In addition, he has taught Objectivism at the New School for Social Research, and philosophy at Long Island University, Mercy College, Empire State College, Marymount College, Concordia College, Elizabeth Seton College, LaGuardia Community College, Nassau Community College, and Brookdale Community College.

Dr. Bernstein holds a Ph.D. in philosophy from the Graduate School of the City University of New York, and is a member of The Ayn Rand Society of the American Philosophical Association. He is the author of "The Fountainhead Study Guide." His primary ambition has always been to be a novelist, and he is currently completing his first novel, *Heart Of A Pagan*.

Harry Binswanger

Writer and Lecturer.

S.B., Humanities and Engineering, MIT, 1965; Ph.D., Philosophy, Columbia University, 1973.

Dr. Binswanger is an author and lecturer in philosophy. His books include *The Ayn Rand Lexicon* and *The Biological Basis of Teleological Concepts*. He edited Ayn Rand's epistemology workshops for inclusion in the new edition of *Introduction to Objectivist Epistemology*. From 1980 through 1987, Dr. Binswanger edited and published *The Objectivist Forum*, a bimonthly journal devoted to Ayn Rand's philosophy and its application to current issues. In the 1970s, he taught philosophy at Hunter College and gave courses on Objectivism at The New School for Social Research. He is a member of the Board of Directors of The Ayn Rand Institute.

M. Northrup Buechner

Associate Professor of Economics, St. John's University, New York.

A.B., Economics, Lawrence University, 1965; Ph.D., Economics, The University of Virginia, 1971.

Dr. Buechner's fields of specialization are macroeconomics, the history of economic thought, and methodology. He has published articles in *The New York Times*, *The Objectivist Forum*, *The Southern Economic Journal*, and other scholarly and popular publications. He

regularly contributes papers to meetings of professional economists. Dr. Buechner is a member of the Board of Advisors of The Ayn Rand Institute. As a member of the Institute's Speakers Bureau, he has lectured on many college campuses. He was awarded the Teaching Merit Award of St. John's University in 1974. He is the president of Conceptual Conferences.

Gary Hull

Instructor in Philosophy, California State University, Fullerton.

B.A., Philosophy, Utah State, 1980.

Mr. Hull has taught philosophy at Fullerton College, and at California State University, San Bernardino. He currently teaches business ethics in the MBA program at The Peter Drucker School of Management of the Claremont Graduate School. He has conducted research for The Ayn Rand Institute and has published op-ed pieces in *The Orange County Register* and *The Chicago Tribune*. His article "The Collapse of Building" appeared in *The Intellectual Activist* in the summer of 1989. He is now working on a Ph.D. thesis in philosophy, on rationalism and empiricism, at The Claremont Graduate School, and is a student in The Ayn Rand Institute's Graduate Training Program.

Shoshana Knapp

Associate Professor of English, Virginia Polytechnic Institute and State University.

B.A., Russian, Barnard College, 1973; Ph.D., Comparative Literature, Stanford University, 1978.

A specialist in nineteenth- and twentieth-century fiction (English, French, and Russian), Shoshana Knapp has published articles on Chekhov, Dostoevsky, George Eliot, Fowles, Nabokov, Napoleon, Sand, Spencer, Tolstoy, and others; her essay-length entry on "Capitalism" appeared in Jean-Charles Seigneuret's reference work on *Literary Themes and Motifs*. In addition to the standard genre and period courses, she has taught courses in film, literary theory, science fiction, and Western civilization. She has lectured at numerous universities and conferences, and spoke in 1988 on *The Fountainhead* at the annual meeting of the Modern Language Association; this was the first time that a paper on Ayn Rand had been accepted by the major professional organization in the field.

Anne H. Locke

Administrator and Teacher, Chesapeake Montessori School.

B.A., Art History, University of California, Berkeley, 1962; California K-8 Teaching Credential, 1963; M.Ed., University of Maryland, 1970; Primary Montessori Diploma, The Washington Montessori Institute, 1976; Advanced (Elementary) Montessori Diploma, The Washington Montessori Institute, 1977.

After teaching for a number of years in public schools, Mrs. Locke decided that she preferred the Montessori approach to education, and opened her own school, the Chesapeake Montessori School, in Annapolis, Maryland in 1977. In twelve years, this highly regarded school has grown from 13 to almost 100 students (its present limit). It serves children from ages 2 and 1/2 through 11 (through the fifth grade). In addition to running the school, Mrs. Locke teaches the Upper Elementary Class (ages 8-11). In 1985, she presented an overview of the Montessori Method at the Jefferson School.

Edwin A. Locke

Professor of Business and Management, University of Maryland.

B.A., Psychology, Harvard University, 1960; M.A., Industrial-Organizational Psychology, Cornell University, 1962; Ph.D., Industrial-Organizational Psychology, Cornell University, 1964.

Dr. Locke is an internationally known social scientist whose main research has been in the areas of work morale and motivation. His research on goal setting as a motivational technique is especially noteworthy. A Fellow of the Academy of Management and the American Psychological Association, Dr. Locke has published several books, including *A Guide to Effective Study*, and *A Theory of Goal Setting and Task Performance* (with G. Latham), and many articles. He has given several talks at The Jefferson School and to campus Objectivist clubs, and he is on the Board of Advisors of The Ayn Rand Institute.

Leonard Peikoff

Professor of Philosophy.

B.A., Philosophy, New York University, 1954; M.A., Philosophy, New York University, 1957; Ph.D., Philosophy, New York University, 1964.

Dr. Peikoff, Ayn Rand's legal and intellectual heir, is the leading Objectivist philosopher. He is currently completing a book devoted to the first systematic presentation of Ayn Rand's philosophy, *Objectivism: The Philosophy of Ayn Rand*. He was Ayn Rand's associate for 30 years and his essay, "The Analytic-Synthetic Dichotomy," was included by Miss Rand in the original edition of *Introduction to Objectivist Epistemology*.

Dr. Peikoff is the author of *The Ominous Parallels*, and the editor of several Objectivist anthologies. He has taught philosophy at New York University, Long Island University, Hunter College, the University of Denver, and for many years at the Polytechnic Institute of Brooklyn. His lectures on Objectivism have been heard on tape in some 150 cities around the world.

Lee M. Pierson

Psychologist and Educational Consultant.

A.B., Psychology, Columbia University, 1973; Ph.D., Psychology, Cornell University, 1982.

Dr. Pierson did his graduate work in the psychology of perception and cognition with the late James Gibson, the leading advocate in psychology of direct realism (the theory that we directly perceive an objectively existing reality). He is a consultant to and trainer for Encyclopedia Britannica Learning Corporation, and Academic Director of Sexton Educational Centers, an Adult Education Program of Fairleigh Dickinson University.

Dr. Pierson's professional interests center in the psychological subfield identified by Ayn Rand as psycho-epistemology, and in its practical implications for education, especially with respect to the roles of introspection and volition in making the most of one's intellectual abilities. He has developed programs, incorporating "thinking-aloud" and other introspective techniques, for the improvement of reading, test-taking, mathematical problem-solving, and other cognitive skills, and conducts "Maximizing Mind Power" seminars for a variety of clients such as Citibank, Fordham University, and the Canadian government.

John Ridpath

Associate Professor of Economics and Intellectual History, York University.

B.S.C., Engineering & Business, University of Toronto, 1959; M.B.A., University of Toronto, 1963; Ph.D., Economics, University of Virginia, 1974.

Dr. Ridpath's professional interests are divided between research in intellectual history and teaching. York University and the Ontario Council of University Faculty Associations have recognized him for outstanding contributions to university teaching. He is a member of the Board of Advisors of The Ayn Rand Institute.

Dr. Ridpath's public speaking engagements include national policy conferences of the Canadian Progressive Conservative Party, the 1984 Couchiching Conference, The Jefferson School in 1983, 1985, 1987, and 1989, and "The Power of Reason" conference in 1988. He also has addressed audiences and publically debated in defense of capitalism at many universities, including UCLA, the Universities of Michigan, Chicago, Virginia, and Wisconsin, Indiana University, Stanford, UC Berkeley, the University of Toronto, and Harvard. Dr. Ridpath's article, "Nietzsche and Individualism" was published in *The Objectivist Forum* (February and April 1986), and his article on the social philosopher Frank H. Knight, "The Philosophical Origins of Antitrust," appeared in *The Objectivist Forum* (June 1980). He recently began work on a book on the history and significance of the concept of individual rights.

Peter Schwartz

Editor and Publisher, The Intellectual Activist.

B.A., English, City College of New York, 1970; M.A., Journalism, Syracuse University, 1972.

Mr. Schwartz founded *The Intellectual Activist*, a newsletter covering current political and cultural issues in 1979. He is a member of the Board of Directors of The Ayn Rand Institute and a member of the Institute's Speakers Bureau. Mr. Schwartz is president of Second Renaissance Book Service. He is a frequent lecturer on college campuses and guest on talk shows.

Mary Ann Sures

Art Historian and Consultant.

B.A., History, Wayne University, 1950; M.A., Art History, Hunter College, 1966.

Mrs. Sures did graduate work at several universities, including the Institute of Fine Arts of New York University, and Musées Royaux des Beaux Arts, Brussels, in conjunction with a scholarship for study and travel. She specialized in the Italian Renaissance.

Prior to completing her M.A., Mrs. Sures taught art history full-time, first at Washington Square College of New York University, and then at Hunter College. In the 1960s, she combined her knowledge of philosophy and art in a series of lectures on Objectivist esthetics which were heard live and on tape by classes across the U.S. and Canada. Combining her interest in business and art, she founded and managed Sures Art Enterprises, Ltd., an art reproduction firm. Mrs. Sures' article on sculpture, "Metaphysics in Marble," was published in *The Objectivist*, February-March, 1969. Presently, she is affiliated with the National Gallery of Art, Washington, D.C., where she continues studies in art history and has undertaken a new endeavor, giving guided tours and explaining art to school children.