

CONCEPTUAL CONFERENCES

PRESENTS

"OBJECTIVISM '92"

AT

THE FORT MAGRUDER INN

WILLIAMSBURG, VIRGINIA

PROGRAM

Saturday, June 27 to Sunday, July 12, 1992

M. Northrup Buechner, *President*

Barbara Buechner, *Conference Manager*

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"OBJECTIVISM '92"

PROGRAM

TABLE OF CONTENTS

General Sessions	Page 2
Optional Courses.....	Page 4
Faculty.....	Page 9
Special Events	Page 14
Menus	Page 19

GENERAL SESSIONS

All of the general sessions are paid for by the basic registration fee. If you have registered for one week, you may attend every general session through July 3, 1992 with no additional charge. If you have registered for two weeks, you may attend every general session. Your name tag will be your ticket of admission.

All of the general sessions will be in Newmarket Hall. General announcements for the conference will be made about five minutes before the general sessions begin (10:25 A.M.).

"THE ART OF THINKING"

Leonard Peikoff

Dr. Leonard Peikoff's seminars on "The Art of Thinking" will be two hours long (10:30 A.M. to 12:30 P.M.), with the exception of the first question period, which will be one hour long (10:30 to 11:30 A.M.). Dr. Peikoff may take a five-minute break during each two-hour seminar.

1. **Volition as a Means to Clarity** Sunday, June 28
The problem of clashing contexts; why some students are unable fully to accept what they know to be the truth. The perpetual "clarity-seeker." Why the only solution in such cases is *will* (not more arguments or questions).
2. **Hierarchy** Tuesday, June 30
Thought as integration. The grasp of hierarchy as an indispensable form of integration. Exercises in reducing advanced ideas to perceptual data.
3. **Thinking in Essentials** Thursday, July 2
Thinking in essentials as a form of unit-reduction. How to decide what is (and is not) essential in a particular case, such as a movie, book, or person. Translating commonplace remarks into terms of essentials.
4. **First Question Period** Friday, July 3
5. **Thinking in Principles** Sunday, July 5
Principles as fundamental integrations reached by induction. The role of principles in thought; principles and essentials. Are principles inescapable or not?

6. CertaintyTuesday, July 7

Commonly asked questions, including: Can one be certain about the future? Can one base predictions on statistics? If knowledge is contextual, must one say: "The senses are valid, or *Atlas Shrugged* is a great novel, *in the present context of knowledge?*" Can one properly specify one's context, yet still be guilty of an error?

7. Thinking versus WritingThursday, July 9

Pre-writing versus writing problems. Understanding a point versus knowing how to present it; what is required for the first of these—and for the second. The grave error of trying to understand through writing for others.

8. Second Question PeriodSaturday, July 11

The following general sessions will be ninety minutes long (10:30 A.M. to 12:00 P.M.).

"WILLIAMSBURG"**John Ridpath**Monday, June 29

An overview of the historical significance of Williamsburg and the surrounding area in the intellectual, political, and military war for American independence.

"SPREADING OBJECTIVISM"**Michael S. Berliner**Wednesday, July 1

An analysis of the possibilities and difficulties in spreading Objectivism, including a brief history of Objectivism as an intellectual movement, a summary of current activities, and a projection of plans for the future.

"SOME HIDDEN COSTS OF INFLATION"**M. Northrup Buechner**Monday, July 6

An explanation of how inflation and rising interest rates make it less profitable to plan and act long range.

"THE ASSAULT ON INTELLIGENCE"**Edwin A. Locke**Friday, July 10

An analysis of how the concept of intelligence is being attacked by modern intellectuals and the consequences of this attack.

OPTIONAL CURRICULUM

The courses described below are being taught at "Objectivism '92." 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. That number has been reached in Philosophy 39A and 39B, and Politics 104B, so these courses are closed. Conferees can register during the conference for any other class, as long as it remains open. The "at conference" tuition is \$72 for each four-hour course and \$126 for each seven-hour course. Please see Barbara Buechner for details. (Classes are not available on a one-hour basis. You may attend any individual class in a course only by registering for the entire course.)

Each class meets one hour a day for four, seven, or nine days. Course numbers end in 7 for seven-hour courses and in 4 for four-hour courses. Philosophy 39 is the only nine-hour course. Two classes of the same course are designated by the suffixes A and B (the same lecture is given in both A and B). For the times, days, and location of each class, please see the Schedule of Events.

THE ARTS

Literature 14A and 14B

4 hours

Philosophical and Literary Integration in The Fountainhead

Andrew Bernstein

This course is a philosophical analysis of *The Fountainhead*. Taking an intimate familiarity with the book's plot as the given, we will analyze three issues: (a) how the plot-vehicle perfectly conveys the theme of first-handedness versus second-handedness; (b) how every character in the story is a subtle variation on the theme; (c) the connection between the theme and the book's other central philosophical issues: the theory of rational egoism and the relationship between morality and practicality. (50 students)

Literature 24A and 24B

4 hours

Detective Fiction: From Aristotle to Agatha Christie

Shoshana Milgram Knapp

An introduction—through the early British classics (Doyle and Christie)—to the nature and value of an enduringly popular literary form, in which reason is celebrated as the means of explaining the mysterious and achieving justice. In this moral/political universe, evil is systematically defined, discovered, and destroyed; full victory, moreover, is attainable solely through the efforts of the individual mind. (The first four hours of a 1990 course revised) (50 students)

Film 34A and 34B

4 hours

Grace under Pressure: The Films of Howard Hawks

Shoshana Milgram Knapp

The Hawksian universe celebrates courage and competence, in a variety of challenges. When Hawks's heroes display professional skill and moral integrity, they are rewarded not only with public triumph, but with private joy. His romantic couples—witty, well-matched

equals—begin as enemies, yet become not only lovers, but the best of friends. The discussion will focus primarily on *Only Angels Have Wings*, *His Girl Friday*, *To Have and Have Not*, and *Rio Bravo*. (50 students)

Music 44A and 44B

4 hours

Don Carlo: An Appreciation of the Verdi Opera

Sandra Schwartz

Don Carlo, an opera based on Schiller's play, integrates personal conflicts with the broader struggle of the individual versus church and state—all set to Verdi's powerful score. The goal of this non-technical course is to enable the novice to *enjoy* a performance of this superb work. Students will hear selections and learn how Verdi's music dramatizes and enhances the plot. (Includes librettos and an optional, four-hour video presentation of the opera, with English subtitles.) (35 students)

ECONOMICS

Economics 17A and 17B

7 hours

Contemporary Economic Fallacies

Richard M. Salsman

This course will analyze articles, editorials, and commentaries from today's mainstream periodicals to uncover contemporary economic fallacies and identify their theoretical origins, primarily in Mercantilist, Marxist, and Keynesian thought. Topics include: the alleged benefits of inflation, higher taxes, regulated banking, deficit spending, protectionism, labor unions, and environmental protection. We will refute these fallacies and trace the origins of correct answers to basic premises, primarily in the Classical and Austrian schools of economics. In the process of exploding these fallacies, the course will cover important aspects of these major schools of economic thought. (50 students)

Economics 54

4 hours

The Case for Free Banking

Richard M. Salsman

Free banking means the issue of competing monies by private banks, with no central bank or government controls. This course shows how free banking would ensure stability and how central banking caused our present banking crisis. Topics include: the destructiveness of central banking, the economics of competitive currency issue, 100% versus fractional reserves, myths about "wildcat banking," and the virtues of the gold standard. Finally, a reform plan for establishing free banking will be offered. (A 1990 course revised) (50 students)

PHILOSOPHY

Philosophy 27A and 27B

7 hours

Objectivism in Relation to the Major Historical Concepts of Egoism

Andrew Bernstein

This course will examine the most influential egoistic theories of tradition: the Sophists, Plato and Christianity, Aristotle, Machiavelli, Hobbes, and Nietzsche. All of them, excluding Aristotle, hold that man is and/or should be a "drooling beast." All of them, including Aristotle, ground egoism in some variant of subjectivism. Altruism, the only historical alternative to egoism, also is grounded in subjectivism. Thus ethics has been a struggle of whims: those of self versus those of others. We will see how Objectivism's proof of life as

the standard of value cuts through centuries of subjectivism to provide egoism with an objective base. (50 students)

Philosophy 39A and 39B

9 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 versus 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 taking the "crow epistemology" seriously. (A 1990 course expanded) (60 students)

Philosophy 47

7 hours

Rationalism and The Arbitrary In Modern Philosophy

Gary Hull

Because people do not practice an objective method of gaining knowledge, they routinely accept bizarre, unproven assertions as possible. This destructive trend is promoted by two false ideas: rationalism and the arbitrary. Rationalism holds that knowledge is attained by ignoring reality while relying on deduction from *arbitrarily* formed concepts. We will see how modern philosophy's four schools (Pragmatism, Analysis, Logical Positivism, Existentialism) are based on and spread these bad ideas. We will cover Objectivism's answers to rationalism and the arbitrary, and demonstrate the role of these errors in generating modern evils such as political correctness and environmentalism. (A 1990 course expanded) (35 students)

Philosophy 64

4 hours

Rationalism and The Arbitrary In Modern Philosophy

Gary Hull

This is a shorter version of Philosophy 47. We will focus on understanding the essence of rationalism and the arbitrary, and will see how they make possible modern evils such as political correctness and environmentalism. The course will conclude with a study of Objectivism's answer to these two false ideas. In contrast to Philosophy 47, this course will spend less time studying the content of modern philosophy. (A 1990 course revised) (35 students)

Philosophy 74A and 74B

4 hours

Aristotle's Theory of Concepts and Its Consequences

Linda Reardan

This theory was the only important attempt, prior to Ayn Rand, to formulate a this-worldly but non-skeptic view of concepts. Unfortunately, Aristotle's view retained elements of Platonic intrinsicism, leaving reason vulnerable to attack by skeptics. This course will analyze Aristotle's theory, and its consequences—good and bad—both for Aristotle's philosophy and for later Aristotelianism. We will see how a theory of concepts affects every branch of philosophy, and illustrate the contrast between Objectivism and intrinsicism. (35 students)

Philosophy 84A and 84B4 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. (1990's highest rated course) (80 students)

Philosophy 94A and 94B4 hours*Plato's Republic***Darryl Wright**

Few books have had as monumental—and as disastrous—an impact upon the philosophy and history of the West as Plato's *Republic*. A firsthand knowledge of this work is therefore invaluable for understanding the development and current state of our culture. We will examine the *Republic's* central doctrines and arguments. We also will discuss and apply the skills for identifying and evaluating the arguments in any philosophic text. (35 students)

POLITICSPolitics 104A and 104B4 hours*The Political Thought of America's Founding Fathers***Steve Jolivette**

The fundamental principle of America's Revolution was individual rights. Objectivists think this is obvious, yet most scholars deny it. The intellectuals are wrong, but this much is true: the Revolutionary political thought is complex, often ambiguous. This course will survey the ideas of America's Founders, with extensive in-class readings (handouts). We will analyze the greatness of the Founders' thought, and its tragic weaknesses; the glory of America's creation—and a revolution not yet completed. (35 students)

Politics 57A and 57B7 hours*The Threats To Freedom: A Philosophic Dissection***Peter Schwartz**

This course is an examination of several acute threats to freedom today: the egalitarianism entailed in such movements as ethnic "multiculturalism," feminism and "gay rights"; the statism inherent in religion (as evidenced, for example, by the latest Papal encyclical on capitalism); the corruption of the principle of free expression; and America's foreign policy of self-doubt (as manifested, for example, in our dealings with the Soviet Union). These topics have been (partially) discussed in *The Intellectual Activist*, and will be expanded upon in these classes. The course will focus on identifying, and refuting, the philosophies underlying these threats. (100 students)

PSYCHOLOGYPsychology 1144 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 rational thought and action. Concrete examples and cases will be used. (A 1990 course revised) (50 students)

SCIENCE

Science 124A and 124B

4 hours

A Philosophic History of Mathematics

Glenn D. Marcus

This course's theme is that philosophy determines the progress or stagnation of mathematics. The course includes a chronological presentation of the great mathematical discoveries from ancient times through Newton, and an identification of the implicit philosophy underlying the mathematics. We will see that mathematics, like all science, is fundamentally an empirical, inductive discipline. Students will not need any mathematical background. (An expansion and elaboration of a 1991 lecture at the Jefferson School) (35 students)

Science 67A and 67B

7 hours

Environmentalism: Corrupt Philosophy and Bad Science

Richard F. Sanford

Environmentalism is the cultural culmination of many strands of anti-human mysticism. Analysis of works by authors like Rachel Carson, Barry Commoner, Paul Ehrlich, Paul Taylor, and Arne Naess will expose environmentalism's corrupt conceptual roots (intrinsic value, altruism, egalitarianism, and collectivism). In-depth discussion of diverse environmental issues (DDT, wetlands, ozone, endangered species, wilderness, dioxin, toxic waste disposal, etc.) will demonstrate the abuse of the scientific method for the sake of preserving nature at man's expense. Proper rules of scientific induction will be presented and contrasted with the growing perversion of science. Global warming, acid rain, and asbestos will be briefly reviewed. (Illustrated with slides) (80 students)

Science 134A and 134B

4 hours

Environmentalism: Corrupt Philosophy and Bad Science

Richard F. Sanford

This is a condensed version of Science 67. We will discuss the more influential environmental writers and expose their contempt for man and their corrupt philosophy. Analysis of selected environmental issues (DDT, wetlands, ozone, and endangered species) will demonstrate the abuse of the scientific method for the sake of preserving nature at man's expense. (Illustrated with slides) (80 students)

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. 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 has taught Objectivism at the New School for Social Research, and philosophy at Hunter College, Long Island University, Marymount College, and several other New York area colleges. He is the author of *Teacher's Guide to The Fountainhead* (New American Library, 1987) and is a member of the Ayn Rand Institute's Speakers Bureau. He taught philosophy and literature at American Renaissance School from its inception in 1982 until its closing in 1989.

Andrew Bernstein's primary ambition is to be a novelist, and he is nearing completion of 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 on 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 teaches philosophy at California State University, Fullerton, and business ethics in the MBA program at the Peter F. Drucker School of Management. His course for Conceptual Conferences in 1990 was well received. In addition, Mr. Hull has conducted research and written articles for the Ayn Rand Institute and has published in *The Orange County Register*, *The Chicago Tribune*, and *The Intellectual Activist*. He is now finishing a Ph.D. dissertation in philosophy, on rationalism and empiricism, at the Claremont Graduate School.

Steve Jolivette

Doctoral Candidate in History, University of California, Irvine.

B.A., History, Stanford University, 1971; M.A., History, University of California, Irvine, 1987.

Mr. Jolivette is a graduate student in history, specializing in America's early national period. His Ph.D. thesis is an intellectual and political biography of James Monroe. He expects to receive his degree in 1992. Included in his graduate work were two years as a teaching assistant. Between getting his B.A. in history and entering graduate school, he worked in the computer field.

Shoshana Milgram 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 Milgram 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. She is currently on leave from VPI, serving as Visiting Associate Professor of Literature at Lee College (University of Judaism, Los Angeles), where she is coordinating the revision of the Core Curriculum.

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.

Glenn D. Marcus

Assistant Professor of Mathematics, LaGuardia Community College.

B.A., Mathematics, SUNY-Binghamton, 1975; M.S., Electrical Engineering and Computer Science, University of Connecticut, 1979; Ph.D., Electrical Engineering and Computer Science, University of Connecticut, 1982.

Dr. Marcus has taught electrical engineering at Manhattan College and the University of Connecticut, and mathematics at Fordham University. He was a founder, Headmaster, and Chief Curriculum Designer of American Renaissance School, a pro-reason high school in White Plains, New York. He has lectured at the Jefferson School on the philosophy of mathematics. A member of Phi Beta Kappa and the Society of Actuaries, he has published articles on electrical engineering in technical journals.

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 has recently completed a book devoted to the first systematic presentation of Ayn Rand's philosophy, *Objectivism: The Philosophy of Ayn Rand* (New York: Dalton, 1991). 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 also 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.

Linda Reardan

Editor, *The Intellectual Activist*.

B.A. Philosophy, University of California, Irvine, 1983; A.M., Philosophy, Harvard University, 1987.

Miss Reardan has taught philosophy at California State University (San Bernardino and Fullerton campuses), the University of Redlands, and Fullerton College. Presently, she is a Ph.D. student at the Claremont Graduate School. She has written for *The Intellectual Activist*, and is a student in the Ayn Rand Institute's Graduate Training Program. Recently she taught an ARI sponsored seminar for philosophy students on the Objectivist ethics.

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, 1989, and 1991 and Conceptual Conferences in 1988 and 1990. He also has addressed audiences and publically debated in defense of capitalism at many universities. 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.

Richard M. Salsman

Vice President, Citibank.

B.A., Economics and Law, Bowdoin College, 1981; M.B.A., Monetary Economics, New York University Graduate School of Business, 1988.

Mr. Salsman conducts research and analysis on the banking industry in the Financial Institutions Group of Citibank. At the American Institute for Economic Research (AIER), he teaches seminars in monetary economics for Ph.D. candidates in the Institute's summer program. He is on the Speakers Bureau and a member of the Board of Advisors for the Ayn Rand Institute. In 1989, he helped found the Association of Objectivist Businessmen. His articles "Wall Street Under Siege," "The Vindication of a Robber Baron," "Breaking the Banks," and others have appeared in *The Intellectual Activist*. His book, *Breaking the Banks: Central Banking Problems and Free Banking Solutions*, was published in 1990 by AIER. He has contributed a chapter titled "Bankers as Scapegoats for Government-Sponsored Banking Crises," to a book on the banking crisis to be published in 1992 by New York University Press.

Richard F. Sanford

Research Geologist.

B.A., M.A., Geology, Johns Hopkins University, 1973; Ph.D., Geology, Harvard University, 1978.

Dr. Sanford has conducted research in economic geology, hydrology, geochemistry, mineralogy, and statistics. Since 1978, he has been employed at a national research laboratory. He has authored over 40 publications, including "Environmentalism and the Assault on Reason," an invited introductory essay for *Rational Readings On Environmental Concerns* (in press), a volume of 70 papers. He has lectured on environmentalism for Conceptual Conferences and the Jefferson School. Numerous professional societies have invited him to present his talk "Environmentalism versus Man." He is the founder and president of the Society for Objective Science. He is currently writing a book on environmentalism.

Peter Schwartz

Writer and Lecturer.

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 on 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.

Sandra Schwartz

Computer Consultant.

B.A., Accounting, Harpur College, 1971; M.S., Finance, State University of New York at Binghamton, 1973.

Mrs. Schwartz has been an opera aficionado and a passionate observer of the opera scene for over twenty years. She has taught opera appreciation classes privately since 1979, specializing in the operas of Giuseppe Verdi.

Darryl Wright

Assistant Professor of Philosophy, Harvey Mudd College (Claremont).

A.B., Philosophy, Princeton University, 1985; Ph.D., Philosophy, University of Michigan, 1991.

Darryl Wright taught philosophy for five years at the University of Michigan while earning his Ph.D. His areas of specialization are moral and political philosophy, and he currently teaches in these fields as well as in the history of philosophy. Dr. Wright was a student in the Ayn Rand Institute's Graduate Training Program from 1987 to 1991, and he was a founding member and longtime officer of the University of Michigan Students of Objectivism. He is working now on a project for the Ayn Rand Institute to develop study questions for some of Ayn Rand's essays.

SPECIAL EVENTS

The following schedule gives the day, time, and place for all the special events of the conference, as well as a brief review of each event. (If you do not agree with our reviews of the conference's movies, please feel free not to tell us.)

Some of the rooms may be changed, particularly in the second week. Any such changes will be announced in the five-minute period preceding each general session.

SUNDAY, JUNE 28

9:00 - 11:30 P.M.

Newmarket Hall

Rio Bravo (1959)

*John Wayne, Dean Martin, Walter Brennan,
Ricky Nelson, Angie Dickinson, Ward Bond, John Russell*

Probably the most benevolent of the top Western movies in the last 40 years. Consistently entertaining, this film has every positive value of the traditional Western, plus an above-average plot.

MONDAY, JUNE 30

9:00 - ?

Richmond Hall

Sock Hop: "Everyone A DJ"

The cash bar will be open, the dance floor will be down, and conferees will take turns playing their favorite dance music.

TUESDAY, JULY 2

9:00 - 11:05 P.M.

Newmarket Hall

Objectivist Videotape

Harry Binswanger and John Ridpath debate two socialists on the question "Capitalism versus Socialism: Which is the Moral Social System" at George Washington University in November 1986 (125 minutes). [Videotape courtesy of the Ayn Rand Institute]

WEDNESDAY, JULY 1

9:00 - 10:30 P.M.

Newmarket Hall

The Free Press Versus the Law on Libel

The Association for Objective Law (TAFOL) will sponsor this session on the relationship between freedom of the press and the law on defamation. Stephen Plafker first will lead a discussion of this subject's most important case: New York Times v. Sullivan. Then he will review the First Amendment's history and trace the law's development after Sullivan.

THURSDAY, JULY 2

9:00 - 11:30 P.M.

Newmarket Hall

A Christmas Carol (1951)*Alastair Sim*

Almost every idea stated explicitly in this movie is from the mystic-altruist-collectivist camp. But the movie's real theme, and the reason for its enduring popularity, is the supreme value of self-value.

A man devoid of values, and soaked in self-hatred, recovers his values and his self-love in a single extraordinary night. Alastair Sim gives one of the great performances in the history of film. That performance, plus the addition of key scenes to the screenplay (by Noel Langley), make this movie more compelling than the book. By far the best of at least eight movie versions. (86 minutes)

The movie will be followed by two videotapes, courtesy of the Society for Objective Science (S.O.S.): "The Greening of Planet Earth: The Effects of Carbon Dioxide on the Biosphere" (28 minutes) and "The Town That Loves Garbage" (20 minutes).

FRIDAY, JULY 3

8:00 P.M. - 12:00 A.M.

Newmarket Hall

Don Carlo (1958)*The Royal Opera at Covent Garden*

"Set in France and Spain in the second half of the 16th century, the opera tells of the political and amorous rivalry between Philip II of Spain and his son, Don Carlo. Performed in Italian (with English subtitles), this live stereo recording was described by The Times as "... an exhilarating experience." Bernard Haitink conducts The Orchestra of the Royal Opera House. The cast is led by the soprano Ileana Cotrubas as Elisabetta and the lyric tenor Luis Lima in the title role." (From the jacket cover)

SATURDAY, JULY 4

10:00 - 11:00 A.M.

Newmarket Hall

Fourth Of July Celebration

This is our intellectual/inspirational celebration of the United States' 216th birthday. Among other things, we will sing patriotic songs, with support from Steve Siek on the piano, and we will take turns reading "The Declaration of Independence."

This is one of three events for which we will dress up at the conference.

9:00 P.M. - 1:00 A.M.

Richmond Hall

One Week Closing Party

Come dance and listen to our seven-piece Dixieland jazz band, "Academy of St. Boatwright on the Lake" (ASBOL), and bid farewell to our one-week conferees.

SUNDAY, JULY 5

9:00 - 11:30 P.M.

Newmarket Hall

Finian's Rainbow (1968)

Fred Astaire, Petula Clark, Tommy Steel, Keenan Wynn, Barbara Hancock

An Irish hobo steals a leprechaun's pot of gold, and brings the gold, and his daughter, to America. The leprechaun follows.

Filled with wonderful songs and performances, this is a highly benevolent expression of the left-liberal viewpoint of the 1940s and 1950s. It is also the last movie in which Fred Astaire danced.

MONDAY, JULY 6

9:00 - 11:30 P.M.

Newmarket Hall

Objectivist Videotapes

This "Interview with Ayn Rand" took place at the University of Michigan in the early 1960s (30 minutes).

Harry Binswanger and Edwin A. Locke debate the question "Do Animals Have Rights" with two animal rights activists at George Washington University in October 1989 (89 minutes). [Both videotapes courtesy of the Ayn Rand Institute]

TUESDAY, JULY 7

9:00 P.M. - 1:00 A.M.

Richmond Hall

"Karaoke By George"

Karaoke is the latest rage in nightclub entertainment. Even if you cannot carry a tune, this technology will make you sound like a star. If you ever wanted to be a singing sensation, this is your chance to "knock 'em dead" while the rest of us dance to your rendition of a pop classic.

WEDNESDAY, JULY 8

10:15 A.M. - 12:45 P.M.

Quarterpath Park

Faculty-Students Softball Game

Come see the students "get their pants beat off." Eligibility for the faculty team is restricted to the teachers for "Objectivism '92," to their immediate relatives, and to those conferees who have ever taught anything to anyone.

9:00 - 11:00 P.M.

Newmarket Hall

An Officer And A Gentleman (1982)

Richard Gere, Debra Winger, Louis Gossett, Jr., Lisa Blount

A worthless young man discovers his values and reaches an authentic self-respect, under merciless pressure from a drill instructor who despises him.

Completely modern in the extreme vulgarity of its language and its explicit sex scenes, this movie is distinctly anti-modern in its theme: the value of self-esteem and the crucial role of values and standards in its achievement. An inspiring movie.

THURSDAY, JULY 9

9:00 - 11:00 P.M.

Petersburg Hall

Foreign Conferees' Panel Discussion

Some of our conferees from other countries will tell us about conditions in their countries, including the progress of and prospects for Objectivism.

FRIDAY, JULY 10

8:00 P.M. - 12:00 A.M.

Longstreet

Don Carlo (1958)

The Royal Opera at Covent Garden
(see Friday, July 3, above)

9:00 - 10:40 P.M.

Newmarket Hall

The Forbidden Planet (1956)

Walter Pidgeon, Anne Francis, Leslie Nielsen, Robby the Robot

A mysterious, invisible something stalks the crew of a spaceship sent to rescue the two surviving members of a space colony. This sounds ordinary, but the plot of this movie is completely original, with a genuinely surprising denouement (depending, regrettably, on a Freudian premise).

This is probably the best science fiction movie of the 1950s and 1960s, and much better in its dramatic structure than most of the recent ones (including the Star Wars trilogy). The special effects still look good.

SATURDAY, JULY 11

6:00 - 7:00 P.M.

Courtyard

Closing Reception

Open bar; hot and cold hors d'oeuvres.

7:00 - 9:00 P.M.

Richmond Hall

Closing Banquet

See "Menus" for choice of main course.

9:00 P.M. - 1:00 A.M.

Richmond Hall

"A Little Bit O' Swing"

This is our last party. Dance to the music of our seven-man band, and say good-bye to friends, old and new.