



SECOND
RENAISSANCE
CONFERENCES PRESENTS

"IDEAS FOR THE RATIONAL MIND III"

A PHILOSOPHICAL CONFERENCE

JUNE 28 TO JULY 11, 1998

THE NASHUA MARRIOTT
NASHUA, NEW HAMPSHIRE

Dear Reader:

SECOND RENAISSANCE CONFERENCES is proud to announce a philosophical conference featuring new and exciting lectures on epistemology by Dr. Harry Binswanger. Detailed descriptions of these and other lectures, courses, and faculty follow, so let me tell you something about the conference venue.

The Nashua Marriott is a first-class hotel situated in the rolling hills of southern New Hampshire, about 44 miles northwest of Boston. The scenic White Mountains and New Hampshire's Atlantic coast are both about an hour's drive away.

The hotel offers numerous amenities, including an indoor pool, outdoor sundeck, fitness center, wooded jogging trail, and volleyball and basketball courts. In-room amenities include hair dryer, iron/ironing board, voice-mail, PC dataport, and on-command movies (for a small charge). Morning coffee is complimentary, and

there is no charge for parking.

New Hampshire is noted for its *tax-free* shopping, and there are several large shopping malls within a ten-minute drive of the hotel. The proximity to historic Boston will allow conferees to attend the city's renowned Independence Day celebrations (with the Boston Pops concert and traditional fireworks) and enjoy the city's many historic, cultural, and culinary attractions.

I'm sure you will appreciate the intellectual content of the conference and enjoy the accommodations of the hotel. Come and experience the joy of meeting people who share your values. I hope you will attend, and I look forward to seeing you.

Sandra Schwartz

Sandra Schwartz

GENERAL SESSIONS

THE METAPHYSICS OF CONSCIOUSNESS: The What and the How of Cognition (3 lectures) Harry Binswanger



In the last chapter of *Introduction to Objectivist Epistemology*, Ayn Rand wrote: "In the history of philosophy—with some very rare exceptions—epistemological theories have consisted of attempts to escape one or the other of the two fundamental questions which cannot be escaped . . . *What do I know?*—and: *How do I know it?*"

In these three lectures, Dr. Binswanger uses the distinction between the what (the object) and the how (the means) of consciousness as the framework for presenting a causal perspective on awareness. In this context, he explains new ideas he has developed concerning the nature of both the perceptual and conceptual levels. Topics include:

- The primacy of the what over the how.
- The consciousness-brain relationship: how contemporary

theories deny self-evident facts.

- The sensation-perception distinction: its full meaning and crucial implications for epistemology.
- The integration of sensations into percepts: the theory of the "monitored efferent."
- Two views of awareness: the agent vs. the spectator.
- Fallibility and volition.
- Introspection: the how becomes a secondary what.
- The Kantian inversion: the how becomes the only what.
- Paralyzing the how: the results of consciousness deprived of differentiation or integration.
- Consciousness, values, and life: why consciousness must be selfish.

These lectures presuppose a generalized familiarity with Leonard Peikoff's *Objectivism: The Philosophy of Ayn Rand*.
Friday A.M., July 3 / Monday A.M., July 6 / Tuesday A.M., July 7.

GENERAL SESSIONS (CONTINUED)



ESTHETICS OF THE VISUAL ARTS: The Application of Objectivist Esthetics to Painting and Sculpture (2 lectures)

Mary Ann Sures

These lectures—illustrated with slides—deal with two issues:

Analyzing art: Mrs. Sures shows how subject, theme, composition, and style are integrated to convey metaphysical value-judgments in the visual arts. Topics include the human figure,

landscape, and still life; and how the same subject has been given different meanings by different artists.

Responding to art: Here, Mrs. Sures examines the connection between metaphysical value-judgments and esthetic response (illustrated by individual sense-of-life responses to art works). She also explains the distinction between responding to art works personally and judging them esthetically. (Some of this material was first presented by Mrs. Sures in 1963.)

Monday A.M., June 29/Tuesday A.M., June 30.



AYN RAND'S DRAFTS:

The Labors of a Literary Genius (2 lectures)

Shoshana Milgram

Producing a work of art, as Richard Halley tells Dagny in *Atlas Shrugged*, requires "a labor which makes a chain gang look like a rest and a severity no army-drilling sadist could impose." The hand-edited drafts of Ayn Rand's novels, preserved in the Library of Congress,

show a literary genius laboring on her masterpieces—through selection, clarification, integration, and the substitution of implicit for explicit statements. These two lectures take a fascinating look at the development that certain scenes in *The Fountainhead* and *Atlas Shrugged* went through—in particular, scenes involving philosophical speeches and romantic encounters.

Monday P.M., June 29/Sunday P.M., July 5.

BALLROOM DANCE INSTRUCTION (2 classes)

Ted Gray and Marilyn George

Swing—the only all-American ballroom dance—began in Harlem in the 1930s with the Lindy Hop. It is a versatile style that can be danced to a wide variety of American pop music from the '30s to the '90s. In two, one-hour classes, Ted Gray and Marilyn George provide a basic introduction to the triple-time variation of swing. They also cover leading, following, and dance-floor etiquette. This high-stepping couple has won first prizes in swing and other dance competitions and has taught ballroom dancing at previous Objectivist conferences and on a cruise ship.

Tuesday P.M., June 30/Monday P.M., July 6.



ELEMENTS OF WRITING

(2 lectures)

Peter Schwartz

Many people dread the process of formal writing, finding it frustrating, and even agonizing. Most of their difficulties, however, are unnecessary and self-imposed—a result of mistaken ideas about the nature of writing. These two lectures help undo those errors. Mr. Schwartz examines the science, and the mechanics, of writing. He covers such issues as: the fundamental characteristic of good writing; the crucial integrating function of the theme; context—the reader's vs. the writer's; the necessity of an outline (in fact, of two outlines); and the writer's division of labor between his conscious and subconscious minds.

Wednesday A.M., July 1/Thursday A.M., July 2.

IN AND AROUND BOSTON (1 lecture)

Mary Ann Sures

This is an "armchair tour"—illustrated with slides—of historic sites and art museums in Boston and environs, with emphasis on monuments related to the American Revolution. The tour begins with stops on the Freedom Trail, including Bunker Hill, the USS Constitution, and Old North Church ("One, if by land, and two, if by sea")—then to the Minutemen of Lexington ("Here once the embattled farmers stood") and Concord ("But if they mean to have a war, let it begin here")—then back to Boston for visits to the Gardner Museum and the Museum of Fine Arts, and for further recommendations of what to see and do in this great American city.

Wednesday P.M., July 1.



RECLAIMING EDUCATION:

The Home-schooling Alternative (1 lecture)

Lisa Waldman

In this lecture Miss Waldman presents what she has learned from her experiences as a home-school teacher. She discusses the advantages of home-schooling and addresses common concerns, like the "problem of socialization." She gives her views on proper educational methods (such as teaching science historically, to show its hierarchical development). She shows how, given proper motivation and an essentialized curriculum, children can be taught, among other things, that writing is a process they can master and enjoy, that history is a fascinating subject relevant to their lives, and that reading literary classics is one of life's great pleasures. The right techniques, she says, will transform children into insatiable learners.

Thursday P.M., July 2.



KANTIANISM VS. OBJECTIVISM IN THE FOUNTAINHEAD (1 lecture)

Andrew Bernstein

In what way is Ellsworth Toohey, Peter Keating, Lois Cook—indeed, every villain in *The Fountainhead*—a variation on Kant's philosophy? How does *The Fountainhead*, at its deepest level of conflict and meaning, pit Ayn Rand's Objectivism against the Kantian school of philosophy (including its Marxist offshoots)? In this lecture it will become clear that—even before writing *Atlas Shrugged*—Ayn Rand had already identified and rejected the essentials of the philosophy behind modern culture.

Friday A.M., July 3.



ALL-CHOPIN RECITAL

Stephen Siek, Pianist

Ballade No. 3 in A-flat, op. 47
Scherzo No. 3 in c-sharp minor, op. 39
Scherzo No. 4 in E, op. 54

Intermission

Impromptu in F-sharp, Op. 36
Sonata No. 3 in b minor, op. 58

Friday P.M., July 3.

★ INDEPENDENCE DAY CELEBRATION ★

The highlight of our celebration is a recitation of the Declaration of Independence by conference attendees who wish to participate by reading a chosen sentence. This is followed by a dramatic reading by John Ridpath of an inspiring Independence Day work. *Saturday A.M., July 4.*



IS CONTEMPORARY PSYCHOLOGY AN ENEMY OF THE PEOPLE? (1 lecture)

Edwin A. Locke

This lecture identifies several pernicious intellectual trends in modern psychology. For example, materialism (despite the collapse of one of its manifestations, behaviorism) is still influential among psychologists, in fields such as artificial intelligence. Determinism is alive and well among the promoters of "victimhood" and

the defenders of addictions. Subjectivism in the realm of values is considered an axiom when it comes to dealing with conflicts among people. And, general epistemological chaos in psychology leads to the denial of the validity of introspection. Dr. Locke shows why modern psychology cannot escape the errors of modern philosophy.

Tuesday P.M., July 7.



RELIGION AND CAPITALISM: The Case of Martin Luther and the Protestant Reformation (2 lectures)

John Ridpath

Religion, being opposed at every level to the requirements of proper human life, cannot possibly be compatible with the proper social system for man—capitalism. Yet Protestantism is widely believed to be central to the development of capitalism. Why? These two lectures examine this issue at its root: in the background

to, content of, and subsequent impact of the ideas of the founder of Protestantism—Martin Luther. By analyzing these ideas—as well as the later modifications of basic Lutheran doctrine by Calvin, Knox, and others—Dr. Ridpath reveals the actual influence of Protestantism upon capitalism.

Wednesday A.M., July 8/Friday A.M., July 10.

MEETINGS OF PROFESSIONAL GROUPS

Representatives from Americans for Free Choice in Medicine (AFCM), the Association of Objectivist Businessmen (AOB), and The Association for Objective Law (TAFOL) conduct separate forums on topics in their fields. A separate meeting for graduate students is also on the agenda. *Wednesday P.M., July 8.*



THE BRILLIANCE OF ANCIENT GREECE (2 lectures)

Gary Hull

Ancient Greece is the source of Western Civilization. The Greeks, starting with Homer in the 8th century B.C., discovered literature, science, mathematics, philosophy. They made significant advances in political freedom, sculpture, trade, and writing. Using the Egyptian, Minoan and Mycenaean cultures as a background, these

two lectures explain how Greece rose from the ashes of a 300-year "dark age" (11th - 8th century B.C.) to the heights of greatness, culminating in the achievements of Aristotle and Sophocles. Dr. Hull defends Greece's pre-eminence from academia's latest irrationalism—Afrocentrism, and he explains the steps by which the Greeks discovered the concept "philosophy."

Thursday A.M., July 9/Friday A.M., July 10.

HOW GOES THE BATTLE? (1 lecture)

Harry Binswanger

Since the publication of *Atlas Shrugged* 41 years ago, Objectivism has been engaged in an epochal battle with the Kantian philosophy of the intellectuals and its cultural manifestations. This informal, 20-minute talk covers Dr. Binswanger's personal view, based on his 36 years as an Objectivist, on where Objectivism has come, how things stand today, and what are the prospects for future victory. An extended question period follows.

Thursday P.M., July 9.

OPTIONAL COURSES

Each six-hour course (whose course number ends with a "6") consists of five 75-minute classes; each five-hour course (whose course number ends with a "5") consists of five 60-minute classes; each four-hour course (whose course number ends with a "4") consists of four 60-minute classes. All courses, with the exception of Dr. Brook's six-hour Economics 16, are presented twice: the "B" section is a repeat of the "A" section. Registration is on a first-come, first-served basis. Courses with insufficient registration may be cancelled.

ECONOMICS

Economics
16
(6 hours)

THE GLOBAL FINANCIAL REVOLUTION

Yaron Brook
A financial revolution has taken place over the last 25 years. During this period, the U.S. stock market has gone up tenfold, a multitude of new investment instruments has been introduced, new markets have been created, capital flows between countries—affecting currency values and interest rates—are enormous, and foreign financial markets have gained significant clout. What is the significance of these developments? What discoveries made them possible? What impact will they have on our economy, our political system, and our future? This course examines the history of finance, and explains the nature of this recent financial revolution.

Economics
26A & 26B
(6 hours)

OBJECTIVE VALUE AND PRICES

M. Northrup Buechner

Dr. Buechner presents the latest developments in his application of Ayn Rand's concept of objective value to economics. Focusing on the meaning and function of prices in a free economy, he covers such topics as: price as something more than an amount of money; subconscious integration as the base for grasping a price; the relation of a price to individual values and evaluations; market prices as neither intrinsic necessities nor subjective whims, but objective choices; the objective theory of prices extended to auction prices and negotiated prices; objective prices as the key to explaining the operation of a free economy. (Some material presented at prior conferences will be repeated.) →

OPTIONAL COURSES (CONTINUED)

PHILOSOPHY

Philosophy
16A & 16B
(6 hours)

OBJECTIVISM'S MAN-WORSHIP vs. CONTEMPORARY MAN-HATRED:

The Philosophical Principles
Andrew Bernstein

Modern intellectuals reject man's capacity for heroism. In their novels, plays, and films they portray an endless line-up of dreary anti-heroes; in real life, they seek to discredit every actual hero, past and present. What principles give rise to such an antipathy toward heroes—and why is this antagonism a necessary consequence of modern philosophy? Ayn Rand, by contrast, proclaims heroism as the essence of the human potential. What are the principles underlying her view—and why is hero-worship necessary, given the basics of Objectivism? These are the intriguing questions this course answers.

Philosophy
26A & 26B
(6 hours)

INVALIDATING THE IDEA OF GOD

Robert Garmong

Even in today's secularized world, religion is a dominant cultural force. In order to advocate a philosophy of reason, therefore, one must be well-versed in the arguments for and against God's existence. This course explodes the arguments for God, demonstrating in detail the irrationality of religious belief. Mr. Garmong first discusses why the onus of proof is on the Believer. Next, he presents and refutes several common arguments for God, including: the argument from design, the ontological argument, and the "first cause" argument. Finally, he shows the impossibility of the existence of a God—and, indeed, the invalidity of the very concept "God."

Philosophy
36A & 36B
(6 hours)

THE PHILOSOPHIC CORRUPTION OF PHYSICS

David Harriman

This course traces the steps by which irrational philosophy ended the glorious era of physics that began with the achievement of Isaac Newton. The story takes place mainly in Germany, where, as a result of Kant's influence, physicists turned against Newton and embraced mysticism in the early 19th century. The bankruptcy of this approach led German physicists to positivism, the empiricist side of Kant's coin. Mr. Harriman discusses the Kantian attack on the conceptual foundations of physics that culminated in the subjectivism of relativity theory and in the rejection of causality in quantum theory. No specialized knowledge of physics is required. (This is a repeat of the course given at a previous conference.)

Philosophy
44A & 44B
(4 hours)

THE BIRTH OF THE RENAISSANCE

Andrew Lewis

The Renaissance grew from the cultural ash of the Dark Ages. After centuries of stagnation, man rediscovered reason, reality—and himself. The result was an unprecedented explosion of intellectual energy in the arts, sciences, and humanities. What made this metamorphosis possible? What are the lessons we can learn for bringing reason back to our own culture and creating a second renaissance? This course in intellectual history addresses these questions by tracing the genesis of the Renaissance. Mr. Lewis examines the crucial ideas, thinking methods, and achievements that brought on the Renaissance, as he discusses the men who made it possible.

Philosophy
55A & 55B
(5 hours)

ARISTOTLE'S METAPHYSICS

Robert Mayhew

Aristotle's metaphysics—his view of the fundamental nature of reality—was a brilliant and (for the most part) this-worldly attempt at avoiding two incorrect positions: Greek materialism, according to which every aspect of reality could be explained purely in terms of the nature and motion of matter; and Platonism, which held that what is really real is a supernatural, non-material world of Forms. In this course, Dr. Mayhew examines the essential points of Aristotle's metaphysics: the critique of Plato, the Law of Non-contradiction, matter and form, mind and body, and the existence and nature of God, among others. Throughout the course, Aristotle's views are compared to and contrasted with those of Ayn Rand.

Philosophy
64A & 64B
(4 hours)

THE PHILOSOPHY OF NATURAL RIGHTS

Adam Mossoff

The fountainhead of the American Revolution was John Locke's theory of natural rights. His political philosophy—that man's rights to life, liberty, and property must be protected by government—defined the American ideal. The concept of natural rights was clearly an historical achievement. By retracing its development through Locke and his predecessors, Hugo Grotius and Samuel Pufendorf, this course illuminates the historical context that gave birth to this concept. The course examines how the concept was developed and defended, and why it later succumbed to subjectivism. We can learn from the brilliant triumphs and the ill-fated errors of the natural-rights philosophers, and thus can better understand Ayn Rand's concept of objective rights.

Philosophy
75A & 75B
(5 hours)

RATIONALITY AND OBJECTIVITY

Tara Smith

Though rationality and objectivity are central to Objectivism, Objectivists' understanding of these concepts is often sketchy. This course seeks to deepen students' understanding of exactly what rationality and objectivity consist of. It explores rationality's and objectivity's application in a variety of contexts and it identifies the errors in several popular interpretations of these terms. The aims of the course are both theoretical and practical: clarifying our grasp of the nature of rationality and objectivity, and developing specific techniques to guide more consistently rational and objective thinking. (In the "techniques" department, Dr. Smith identifies traps—apparently rational or objective processes—into which the well-meaning person can easily fall.)

Philosophy
86A & 86B
(6 hours)

REASON AND FREEDOM

Darryl Wright

This course extensively analyzes Ayn Rand's groundbreaking principle that the mind cannot function under coercion, and uses this principle as a case study in the proper method of understanding Objectivist ideas. Topics include (among others): coercion as an assault on the mind; normal vs. emergency functioning under coercion; the willing vs. the unwilling victim of coercion (e.g. Stadler vs. Galt). Methodological issues include the practical significance (in "chewing" ideas) of the principle that concepts are open-ended; the error of under-specifying the relevant context of knowledge; and the importance of taking a "non-neutral" approach to normative questions. →

ARTS

SCULPTURE:

Esthetic Analysis and Evaluation
Dianne Durante

Arts
14A & 14B
(4 hours)

Many of us have disagreed with a friend not just about our emotional reaction to a sculpture, but about the very meaning of the work. By looking at the details of a sculpture, by considering which elements are emphasized, and by studying the overall scheme of the work, Dr. Durante demonstrates an objective method of determining a sculpture's theme—its message—as opposed to its literal subject. Having studied the details and stated the theme of a sculpture, how does one decide if the work is poor, mediocre, good or great? The final class covers evaluation of sculptures, both esthetic and philosophical.

HUGO'S NOTRE-DAME OF PARIS:

The Birth of Romantic Fiction
Shoshana Milgram

Arts
26A & 26B
(6 hours)

Ayn Rand, speaking in sense-of-life terms, said that Hugo gave her "the feeling of entering a cathedral." In his first great novel, Hugo presented both a literal cathedral and the essence of the cathedral: the guardian of sacred value. Combining the sweep of the epic with the intensity of the drama, Hugo created a new form of literature—evoking both the ideal and the real—with an intricate plot, excruciating conflicts, colorful characterizations, and life-or-death issues at stake. Through a study of Hugo's esthetic method, this course shows how *Notre-Dame* became, as Hugo intended, "a drama beyond the ordinary proportions." (This is a substantially revised and expanded version of a course given in 1988.)

FRÉDÉRIC CHOPIN:

The Romantic Revolutionary
Stephen Siek

Arts
35A & 35B
(5 hours)

Despite musical ideas so revolutionary that they virtually defined modern pianism, Frédéric Chopin—for nearly a century after his death—was regarded by most observers as little more than a popular salon pianist. However, in recent years scholars have begun to re-evaluate his work and it is now clear that he was one of the boldest innovators of the 19th century, exerting a profound influence on nearly every Romantic composer who followed him. By selectively analyzing and performing many of the composer's most significant piano works, Dr. Siek examines Chopin's most revolutionary contributions, with special attention paid to his 24 Etudes. (This course presumes no special familiarity with musical concepts.)

HISTORY

HEROIC BUSINESS DYNASTIES

Edwin A. Locke

History
14A & 14B
(4 hours)

Many businesses started by a founding genius struggle, and even collapse, when the founder departs. While this is often attributed to the failure of the founder to initiate a succession plan, the more fundamental cause is the inability to find a successor of equal ability. Businesses that thrive across more than one generation have a succession of great leaders. Examples of three such companies are: Ford Motor Co., IBM and DuPont. (The last is especially fascinating in that its roots go all the way back the French Revolution.) By presenting the remarkable histories of these three companies, this course illuminates the pivotal role of business leaders.

ALEXIS DE TOCQUEVILLE'S DEMOCRACY IN AMERICA

Robert W. Tracinski

History
24A & 24B
(4 hours)

Alexis de Tocqueville was an eloquent and insightful observer of early 19th century America, and his descriptions of American culture and politics are often inspiring to read. He identified the Americans' this-worldly philosophy, their enterprising spirit, their "heroic" approach to trade, and their commitment to liberty. However, despite his admiration for America, de Tocqueville clung to the religious, feudalist premises of Europe—a mixed viewpoint that has had an important influence on modern conservatives. This course examines de Tocqueville's virtues and vices, and demonstrates how his views affect America today.

LAW

OLIVER WENDELL HOLMES:

Destroyer of American Law

Thomas A. Bowden

Law
15A & 15B
(5 hours)

"All my life I have sneered at the natural rights of man," wrote Oliver Wendell Holmes in 1916, articulating the theme of a judicial career that would eventually span 49 years. Although generally considered the most illustrious figure in the history of American law and ranked as one of the greatest Supreme Court Justices, Holmes was in fact a destroyer whose eloquent judicial opinions and essays infused a deadly dose of false philosophical ideas, especially pragmatism, into American legal philosophy. This course examines Holmes' life and historical context, his philosophy, and his influential writings on such diverse topics as freedom of speech and due process of law. (No legal training or reading of cases is required.)

FACULTY

ANDREW BERNSTEIN

Ph.D., Philosophy; City University of New York, 1986.
Dr. Bernstein is currently teaching Objectivism at Marymount College, where he was chosen "Teacher of the Year for 1994-95." The author of "The Teacher's Guide to *The Fountainhead*," Dr. Bernstein recently completed his first novel, *Heart of a Pagan*, and is currently writing an introductory textbook on Objectivism.

HARRY BINSWANGER

Ph.D., Philosophy; Columbia University, 1973.
Dr. Binswanger, Professor of Philosophy at the Objectivist Graduate Center, is the author of *The Biological Basis of Teleological Concepts*. He is the editor of *The Ayn Rand Lexicon* and of the revised 2nd edition of Ayn Rand's *Introduction to Objectivist Epistemology*. He was the publisher and editor of *The Objectivist Forum*, and is a member of the Ayn Rand Institute's Board of Directors.

THOMAS A. BOWDEN

J.D.; University of Maryland, 1987.
A trial lawyer, Mr. Bowden served on the Board of Directors of The Association for Objective Law, and taught at the Univ. of Baltimore School of Law.

YARON BROOK

Ph.D., Finance; University of Texas at Austin, 1994.
Dr. Brook is an Assistant Professor of Finance at Santa Clara University. He is a student in the Objectivist Graduate Center. He is also a co-owner and Vice-President of Lyceum International.

M. NORTHRUP BUECHNER

Ph.D., Economics; University of Virginia; 1974.
Dr. Buechner is an Associate Professor of Economics at St. John's University, New York, and is a member of the Speakers Bureau and the panel of Distinguished Supporters of the Ayn Rand Institute. **cont'd on last page**

REGISTRATION INFORMATION

● **Hotel Guests: Two-week registration (6/28-7/11/98)** includes tuition for all General Sessions; 13 nights' accommodation; 13 complete breakfasts (including on the day of departure); six dinners (6/29, 7/1, 7/3, 7/5, 7/7, 7/9); opening banquet; closing banquet/dance; taxes and meal gratuities. **One-week registration (either 6/28-7/5/98 or 7/4-7/11/98)** includes tuition for all General Sessions; 7 nights' accommodation; 7 complete breakfasts (including on the day of departure); three dinners (either 6/29, 7/1, and 7/3, or 7/5, 7/7, and 7/9); either the opening banquet or the closing banquet/dance; taxes and meal gratuities. Registrants are entitled to lower conference rates for Optional Courses. Fees for all children under 18 are based on children sharing a room with parents.

● **Commuters:** Fees for meal-plan commuters include all of the above except room. Fees for regular commuters include all of the above except room/board. (Banquets are included in both Commuter Fees.)

● **Prices:** Save 10% by registering by March 15, 1998.

● **Deposits:** If registering before March 15, 1998, please include a deposit of \$200 per person with the Registration Form on page 7. (One form per registrant; photocopy as necessary. Photocopy the completed Registration Form for your records.)

● **Standard Payment:** Balance due is payable by March 15, 1998.

● **Extended Payment:** This option—for registrations before March 15, 1998, only—permits payment of the balance in three installments, due March 15, April 15, and June 15, 1998. There is a 5% fee for this payment option.

● **Late Fees:** Standard payments are due by March 15, 1998. Extended payments are due by April 15, May 15, and June 15, 1998. If payments are not received by these due dates, outstanding balances will be increased by 10%.

● **Cancellation/Refund Policy:** Written cancellation requests postmarked by March 15, 1998, will receive a total refund. If the total due has been paid, written cancellation requests postmarked March 16–April 15, 1998, will receive a 75% refund; April 16–May 15, 1998, 50% refund; May 15–June 15, 1998, 25% refund; after June 15, 1998, no refund. If only the \$200 deposit has been paid, cancellations postmarked after March 15, 1998, will receive a 25% refund.

REGISTRATION FEES

Until 3/15/98

After 3/15/98

TWO-WEEK REGISTRATION (6/28-7/11/98)

Fees (per person)

Double Occupancy	\$1,395	\$1,540
Single Occupancy	\$1,895	\$2,090
Commuter—Meal Plan	\$ 855	\$ 950
Commuter—Regular	\$ 595	\$ 660

Children (sharing room with parents)

Youth 11-17 (tuition, room/board) \$	855	\$ 950
Youth 11-17 (room/board only)	\$ 395	\$ 440
Child 4-10 (room/board only)	\$ 195	\$ 220
Tot Under 4	no charge	no charge

ONE-WEEK REGISTRATION (6/28-7/5/98 or 7/4-7/11/98)

Fees (per person)

Double Occupancy	\$ 995	\$1,100
Single Occupancy	\$1,295	\$1,430
Meal Plan Commuter	\$ 595	\$ 660
Regular Commuter	\$ 495	\$ 550

Children (sharing room with parents)

Youth 11-17 (tuition, room/board) \$	595	\$ 660
Youth 11-17 (room/board only)	\$ 245	\$ 270
Child 4-10 (room/board only)	\$ 95	\$ 110
Tot Under 4	no charge	no charge

TUITION FOR EACH OPTIONAL COURSE

With Conference Registration

6-Hour Course	\$ 96	\$106
5-Hour Course	\$ 80	\$ 88
4-Hour Course	\$ 64	\$ 71

Without Conference Registration

6-Hour Course	\$125	\$138
5-Hour Course	\$104	\$115
4-Hour Course	\$ 84	\$ 93

INQUIRIES:

Phone: 1-203-791-1755; Fax: 1-203-730-9722;
E-Mail: <SchwartzSRC@sprintmail.com>

Please use the following 14-day table to plan your course schedule and free time at the conference. Each six-hour course (whose course number ends with a "6") consists of five 75-minute classes; each five-hour course (whose course number ends with a "5"), consists of five 60-minute classes; each four-hour course (whose course number ends with a "4"), consists of four 60-minute classes. Dr. Locke's History 14A & B meets for four days and ends 15 minutes earlier than its time period indicates. All courses, with the exception of Dr. Brook's six-hour Economics 16, are presented twice: the "B" section is a repeat of the "A" section. Courses listed together in the same day and time period conflict.

	SUN. June 28	MON. June 29	TUE. June 30	WED. July 1	THU. July 2	FRI. July 3	SAT. July 4	SUN. July 5	MON. July 6	TUE. July 7	WED. July 8	THU. July 9	FRI. July 10	SAT. July 11
9:00 am to 10:00 am		Arts 14A Hist. 24A Phil. 44A Phil. 64A	Arts 14A Hist. 24A Phil. 44A Phil. 64A	Arts 14A Hist. 24A Phil. 44A Phil. 64A	Arts 14A Hist. 24A Phil. 44A Phil. 64A	Andrew Bernstein (9 am- 10:30 am)	FREE	FREE	Arts 14B Hist. 24B Phil. 44B Phil. 64B	Arts 14B Hist. 24B Phil. 44B Phil. 64B	Arts 14B Hist. 24B Phil. 44B Phil. 64B	Arts 14B Hist. 24B Phil. 44B Phil. 64B	John Ridpath (9 am- 10:30 am)	Breakfast
10:30 am to 12:00 pm		Mary Ann Sures	Mary Ann Sures	Peter Schwartz	Peter Schwartz	Harry Binswanger (10:45 am- 12:15 pm)	Independence Day Celebration (10-11am)	FREE	Harry Binswanger	Harry Binswanger	John Ridpath	Gary Hull	Gary Hull (10:45 am- 12:15 pm)	
2:00 pm to 3:15 pm	Registration	Arts 26A Eco. 26A Phil. 16A Phil. 36A	Arts 26A Eco. 26A Phil. 16A Phil. 36A	Arts 26A Eco. 26A Phil. 16A Phil. 36A	Arts 26A Eco. 26A Phil. 16A Phil. 36A	Arts 26A Eco. 26A Phil. 16A Phil. 36A	FREE	FREE	Arts 26B Eco. 26B Phil. 16B Phil. 36B	Arts 26B Eco. 26B Phil. 16B Phil. 36B	Arts 26B Eco. 26B Phil. 16B Phil. 36B	Arts 26B Eco. 26B Phil. 16B Phil. 36B	Arts 26B Eco. 26B Phil. 16B Phil. 36B	Arts 26B Eco. 26B Phil. 16B Phil. 36B
3:25 pm to 4:25 pm	Registration	Arts 35A Law 15A Phil. 55A Phil. 75A	Arts 35A Law 15A Phil. 55A Phil. 75A	Arts 35A Law 15A Phil. 55A Phil. 75A	Arts 35A Law 15A Phil. 55A Phil. 75A	Arts 35A Law 15A Phil. 55A Phil. 75A	FREE	FREE	Arts 35B Law 15B Phil. 55B Phil. 75B	Arts 35B Law 15B Phil. 55B Phil. 75B	Arts 35B Law 15B Phil. 55B Phil. 75B	Arts 35B Law 15B Phil. 55B Phil. 75B	Arts 35B Law 15B Phil. 55B Phil. 75B	Arts 35B Law 15B Phil. 55B Phil. 75B
4:35 pm to 5:50 pm	Registration	Eco 16 Hist. 14A Phil. 26A Phil. 86A	Eco 16 Hist. 14A Phil. 26A Phil. 86A	Eco 16 Hist. 14A Phil. 26A Phil. 86A	Eco 16 Hist. 14A Phil. 26A Phil. 86A	Eco 16 Hist. 14A Phil. 26A Phil. 86A	FREE	FREE	Hist. 14B Phil. 26B Phil. 86B	Hist. 14B Phil. 26B Phil. 86B	Hist. 14B Phil. 26B Phil. 86B	Hist. 14B Phil. 26B Phil. 86B	Phil. 26B Phil. 86B	
6 to 8 pm & 8:15 pm to 9:45 pm	Opening Banquet	(dinner) Shoshana Milgram	Hallroom Dance	(dinner) Mary Ann Sures	Lisa Waldman	(dinner) Stephen Siek	FREE	(dinner) Shoshana Milgram	Ballroom Dance	(dinner) Edwin A Locke	Professional Groups	(dinner) Harry Binswanger	Closing Banquet Dance	

REGISTRATION FORM

(One Form Per Registrant; Photocopy as Necessary)

 First Name Last Name

 Mailing Address Apartment Number

 City State/Province/Country Zip Code/Postal Code

 Home Telephone (with area code) Work Telephone (with area code)

Accommodations (on first-come, first-served basis):

Non-smoking King Bed Rollaway
 Smoking 2 Double Beds Crib

I am Registering for Double-Occupancy:

My roommate will be: _____
 Please assign a roommate for me. I am: male female
 (Roommate assignment cannot be guaranteed.)

I will need airport shuttle information for:

Logan International Airport (Boston) Manchester (NH) Airport

TWO-WEEK REGISTRATION (June 28–July 11):

REGISTRATION FEES
 until 3/15/97 after 3/15/98

Double Occupancy (tuition, room, board, 2 banquets):	\$1,395	\$1,540
Single Occupancy (tuition, room, board, 2 banquets):	\$1,895	\$2,090
Commuter—Meal Plan (tuition, board, 2 banquets):	\$ 855	\$ 950
Commuter—Regular (tuition, 2 banquets):	\$ 595	\$ 660
Youth 11-17 (tuition, sharing room with parents, board, 2 banquets):	\$ 855	\$ 950
Youth 11-17 (sharing room with parents, board, 2 banquets): Number ____ x	\$ 395	\$ 440
Child 3-10 (sharing room with parents, board, 2 banquets): Number ____ x	\$ 195	\$ 220
Tot Under 3 (sharing room with parents): Number ____ x	no charge	no charge

ONE-WEEK REGISTRATION (Check one: ■ June 28–July 5 or ■ July 4–July 11):

Double Occupancy (tuition, room, board, 1 banquet):	\$ 995	\$1,100
Single Occupancy (tuition, room, board, 1 banquet):	\$1,295	\$1,430
Commuter—Meal Plan (tuition, board, 1 banquet):	\$ 595	\$ 660
Commuter—Regular (tuition, 1 banquet):	\$ 495	\$ 550
Youth 11-17 (tuition, sharing room with parents, board, 1 banquet):	\$ 595	\$ 660
Youth 11-17 (sharing room with parents, board, 1 banquet): Number ____ x	\$ 245	\$ 270
Child 3-10 (sharing room with parents, board, 1 banquet): Number ____ x	\$ 95	\$ 110
Tot Under 3 (sharing room with parents): Number ____ x	no charge	no charge

OPTIONAL COURSES:

Please circle below the optional courses you want to take. Courses within the same time period conflict. The last digit of the course number indicates the number of hours for the course.

1st Week (6/28–7/5)	2nd Week (7/4–7/11)
9–10:10 am Arts 14A Hist. 24A Phil. 44A Phil. 64A	9–10:10 am Arts 14B Hist. 24B Phil. 44B Phil. 64B
2–3:15 pm Arts 26A Eco. 26A Phil. 16A Phil. 36A	2–3:15 pm Arts 26B Eco. 26B Phil. 16B Phil. 36B
3:25–4:25 pm Arts 35A Law 15A Phil. 55A Phil. 75A	3:25–4:25 pm Arts 35B Law 15B Phil. 55B Phil. 75B
4:35–5:50 pm Eco. 16 Hist. 14A Phil. 26A Phil. 86A	4:35–5:50 pm Hist. 14B Phil. 26B Phil. 86B

With Conference Registration:

Number of 6-Hour Courses	x	\$ 96	\$ 106
Number of 5-Hour Courses	x	\$ 80	\$ 88
Number of 4-Hour Courses	x	\$ 64	\$ 71

Without Conference Registration:

Number of 6-Hour Courses	x	\$ 125	\$ 138
Number of 5-Hour Courses	x	\$ 104	\$ 115
Number of 4-Hour Courses	x	\$ 84	\$ 93

TOTAL DUE

NOW CHOOSE EITHER PAYMENT OPTION	
Standard Payment	Extended Payment
Total Due	Total Due
LESS: Deposit	PLUS: 5% Extended Payment Fee
Balance Due 3/15/98*	Total Balance Due
	LESS: Deposit
	Balance Due
* LATE FEES	
If payments are not received by the due dates indicated, outstanding balances are subject to a 10% increase.	
	1 st Third Payment Due 3/15/98*
	2 nd Third Payment Due 4/15/98*
	3 rd Third Payment Due 5/15/98*

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Please make your check (in U.S. funds, drawn on a U.S. bank only) payable to SR CONFERENCES and mail with Registration Form to:

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 130 Federal Road, Suite 56, Danbury, CT 06811

ALTERNATE REGISTRATION:

Phone: 1-203-791-1755; Fax: 1-203-730-9722;
 E-Mail: <SchwartzSRC@sprintmail.com>;
 Web Site: www.nationweb.com/src
 Registration will be confirmed upon receipt of check through postal mail.



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FACULTY (CONTINUED)

DIANNE DURANTE

Ph.D., Classics; University of Cincinnati, 1983.

Dr. Durante has lectured on art from Ancient Greece to the Renaissance, stressing the connection between philosophy and art. She currently works as a bibliographic researcher for a dealer in rare books in New York.

ROBERT GARMONG

B.A., Political Science and Economics; University of Chicago, 1991.

Mr. Garmong is an Adjunct Professor of Philosophy at Southwest Texas State University and is a Ph.D. student in philosophy at the University of Texas. He is a graduate of the Objectivist Graduate Center, where he also was a student-teacher for a course in logic.

DAVID HARRIMAN

M.A., Philosophy, The Claremont Graduate School, 1995

M.S., Physics, University of Maryland, 1982.

Mr. Harriman is currently writing his Ph.D. dissertation in philosophy of physics and is editing Leonard Peikoff's lectures on philosophy of education. He is the editor of *Journals of Ayn Rand*. Mr. Harriman has taught philosophy at Cal. State Univ. at San Bernadino, and has worked as a physicist.

GARY HULL

Ph.D., Philosophy; The Claremont Graduate School, 1993.

Dr. Hull is currently teaching a year-long undergraduate seminar on Objectivism for the Ayn Rand Institute. He is a graduate of the advanced philosophy seminars of the Ayn Rand Institute. Dr. Hull is the author of the *Study Guide to Leonard Peikoff's Objectivism: The Philosophy of Ayn Rand*.

ANDREW LEWIS

B.Ed., University of Melbourne, 1988.

Mr. Lewis studies philosophy and writing at the Objectivist Graduate Center. He has taught philosophy at college and has lectured on Objectivism. He produces Leonard Peikoff's radio talk show, "Philosophy: Who Needs It," and is Conference Vice-President of Second Renaissance Conferences.

EDWIN A. LOCKE

Ph.D., Industrial Organizational Psychology; Cornell University, 1964.

Dr. Locke is a Professor of Management and Psychology at the University of Maryland. He is an internationally known and widely published writer in his professional field and a frequent speaker at Objectivist conferences.

ROBERT MAYHEW

Ph.D., Philosophy, Georgetown University; 1991.

Dr. Mayhew is an Assistant Professor of philosophy at Seton Hall University. He is the editor of *Ayn Rand's Marginalia* and of *Ayn Rand's nonfiction writing course* (forthcoming). He is the author of *Aristotle's Criticism of Plato's Republic*, and of numerous articles and reviews on Plato and Aristotle.

SHOSHANA MILGRAM

Ph.D., Comparative Literature; Stanford University, 1978.

Dr. Milgram, an Associate Professor of English at Virginia Tech, teaches courses in detective fiction, film, comparative literature, and science fiction, plus standard genre and period subjects. She has taught Ayn Rand's novels in a variety of graduate and undergraduate courses and at the Smithsonian Institution.

ADAM MOSSOFF

B.A., Philosophy; University of Michigan, 1993.

Mr. Mossoff is a Ph.D. student in philosophy at Columbia University and is currently enrolled in the Objectivist Graduate Center. He has presented lectures on individual rights and natural law at Objectivist clubs around the country.

JOHN RIDPATH

Ph.D., Economics; University of Virginia, 1974.

Dr. Ridpath is an Associate Professor of Economics and Intellectual History at York University in Toronto, Canada, and is a member of the Board of Directors of the Ayn Rand Institute. He is a recipient of the prestigious award from the Ontario Council of University Faculty Association for outstanding contribution to university teaching.

PETER SCHWARTZ

M.A., Journalism; Syracuse University; 1973.

Mr. Schwartz is chairman of the Board of Directors of the Ayn Rand Institute and president of Second Renaissance Books. He also teaches writing at the Objectivist Graduate Center. Mr. Schwartz was the founding editor and publisher of *The Intellectual Activist*.

STEPHEN SIEK

Ph.D., Musicology; University of Cincinnati, 1991.

Dr. Siek is an Associate Professor of Music at Wittenberg University. He has extensive concert experience, including performances at Lincoln Center in New York, and in London. He recently recorded the "Philadelphia" Sonatas of Alexander Reinagle (c.1750-1809) for the Titanic label.

TARA SMITH

Ph.D., Philosophy; Johns Hopkins University, 1989.

Tara Smith is an Associate Professor of Philosophy at the University of Texas at Austin. She is a graduate of the advanced philosophy seminars of the Ayn Rand Institute. Dr. Smith is author of *Moral Rights & Political Freedom* (1995) and is currently writing a book on the foundations of ethics.

MARY ANN SURES

M.A., Art History, Hunter College, 1966.

Mrs. Sures taught art history at New York University and Hunter College. Her philosophical approach to art history was presented in her article on sculpture, "Metaphysics in Marble" (*The Objectivist*, Feb.-Mar. 1969). Since 1988 she has been a docent at the National Gallery of Art, Washington, D.C., where she continues studies in art history and gives tours.

ROBERT W. TRACINSKI

B.A., Philosophy; University of Chicago, 1991.

Mr. Tracinski is editor of *The Intellectual Activist* and a part-time student at the Objectivist Graduate Center.

LISA WALDMAN

B.A., Philosophy; University of Texas at Austin; 1994.

Miss Waldman completed one year at the Objectivist Graduate Center. She currently works as a private tutor for grade-school children in southern California.

DARRYL WRIGHT

Ph.D., Philosophy; University of Michigan; 1991.

Dr. Wright is an Associate Professor of Philosophy at Harvey Mudd College, where he teaches moral and political philosophy, among other courses. He taught for five years at the Univ. of Michigan while earning his doctorate and is a graduate of the advanced philosophy seminars of the Ayn Rand Institute.