



SECOND  
RENAISSANCE  
CONFERENCES

**"IDEAS FOR THE  
RATIONAL MIND"**

**A PHILOSOPHICAL CONFERENCE**

**JULY 16 TO JULY 31, 1994**

**THE MEADOWLANDS HILTON  
SECAUCUS, NEW JERSEY**

**PROGRAM**

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# OPEN LECTURES

The tuition for all Open Lectures is included in the basic registration fee. If you are registered for one week, you may attend every open lecture through July 23rd, at no additional charge. If you are registered for two weeks, you may attend every open lecture. Your name tag will be your admission ticket.

All Open Lectures convene in the Ballroom. Each of the four lectures by Dr. Peikoff is from 10:30 am-12:30 pm; all other Open Lectures are from 10:30 am-12 pm. Announcements will be made five minutes before the lectures begin at 10:25 am.

## READING AND WRITING

*Leonard Peikoff*

This mini-course offers an Objectivist version of two of the three "R"s. It discusses how to read fiction (specifically, how to analyze great plays)—and how to write non-fiction (specifically, how to present great ideas).

The writing segment (sessions one and three) focuses on achieving clarity in ideological speeches, letters to the editor, etc. For most topics (e.g., establishing context, selecting essentials, creating a structure), students will be assigned a brief paragraph to write in class. Dr. Peikoff's own answer to the assignment (photocopied in advance) will be handed out as part of the ensuing analysis.

The reading segment (sessions two and four) focuses on the method of identifying the essential events and the metaphysical value-judgments of two twentieth-century Romantic dramas, one now virtually unknown, the other famous. The two are *Monna Vanna* by Maurice Maeterlinck, which Ayn Rand once tried, unsuccessfully, to have made into a movie (session two) and *Cyrano de Bergerac* by Edmond Rostand (session four). (The *Monna Vanna* lecture is a repeat of one previously given.) Students are asked to read both plays before the lectures begin.

Thursday, July 21/ Saturday, July 23/ Monday, July 25/ Thursday, July 28.

## THE ART OF THE ITALIAN RENAISSANCE

(illustrated with color slides)

*Mary Ann Sures*

Based on the premise that art reflects the prevailing philosophy of its era, these lectures trace the development of Renaissance art and relate it to the intellectual climate of the period. Mrs. Sures illustrates how, from Masaccio to Michelangelo, in subject and in style, Renaissance painting and sculpture were visual expressions of the renewed interest in man and the value of man's life on earth. Subjects include: the role of classical antiquity, Biblical themes, anatomy, perspective, the nude, landscape, and portraiture. The lectures are designed to encourage you to become "Renaissance-literate," by providing a context in which to integrate further knowledge of this brilliant period in the history of Western civilization.

Sunday, July 17 & Monday, July 18

## THE TWO FALSE THEORIES OF CONCEPTS

*Gary Hull*

The fate of human knowledge depends, ultimately, on a theory of concepts—on solving what philosophers traditionally called "the problem of universals." This lecture encapsulates the historical progression of philosophy's two false theories of concepts: intrinsicism and subjectivism. Intrinsicism, started by Plato and carried into religion by Augustine, argues that concepts exist in a supernatural reality, and that their meaning is grasped through some form of "revelation." Subjectivism, started by the Sophists and championed by Kant, argues that concepts are whatever an individual's or a group's consciousness wants them to be. Both theories sever concepts from any link to perceptual reality. And both end in emotionalism, thereby making all objective judgment impossible. Dr. Hull analyzes the intrinsicist and the subjectivist views of concepts by focusing on key statements of their philosophic originators and by examining their major historical turning points. He ends with a brief presentation of Objectivism's answer to these two theories.

Tuesday, July 19

## MAKING EFFECTIVE CHOICES IN THE STUDY PROCESS

*Edwin A. Locke*

In this lecture, Dr. Locke applies Ayn Rand's theory of volition to the process of effective study. Specific aspects of studying that are addressed include: 1) the choice of what to study; 2) the choice of what goals to set (including their degree of specificity and difficulty); 3) the choice of what factors to consider when choosing goals; 4) the decision to commit oneself to one's goals; 5) the resolution of conflicts between one's study goals and other values; and 6) the actions taken to diagnose and overcome failures to achieve one's goals.

Friday, July 22

## HOW TO STUDY AYN RAND

*Harry Binswanger*

Ayn Rand wrote lucid, logical, vibrant prose which doesn't require clarification. But her writings can be understood on different levels, and mining them fully is a demanding enterprise. All Objectivists know the experience of re-reading, after years, a familiar sentence, and exclaiming, "So that's what this really means!" In part, this experience is inherent in the nature of philosophic abstractions; in part, it is due to the remarkable economy of Miss Rand's writing. How to aid and accelerate the process of gaining this type of deeper understanding is the subject of this lecture. Drawing on his many years of experience in teaching Ayn Rand, Dr. Binswanger presents the general method and the specific techniques that he has found most fruitful in studying Ayn Rand's non-fiction writings.

Sunday, July 24

# OPEN LECTURES (CONT)

## CONTEXTUAL KNOWLEDGE

*Peter Schwartz*

Can one hold a "correct" view for the wrong reason? For example, is the devout religionist who believes in the commandment "Thou shalt not kill" a genuine opponent of murder? Knowledge, according to Objectivism, is contextual. This lecture analyzes how this crucial principle implies that the "what" is always determined by the "why." Mr. Schwartz also discusses how the contextual nature of knowledge pertains to the issue of "purism" in Objectivism. That is, he examines the proper method of judging various viewpoints—from Social Darwinism to conservatism, from Libertarianism to "moral tolerationism"—that hold patently false premises, yet reach conclusions alleged to be compatible with Objectivism.

**Tuesday, July 26**

## AYN RAND'S CORRESPONDENCE

*Michael S. Berliner*

This lecture previews a forthcoming book of Ayn Rand's letters, edited by Dr. Berliner. This selection, from 1927 to 1981, offers illuminating insights into Ayn Rand's life as philosopher, novelist, political activist, Hollywood screenwriter, and family member. The correspondence was directed to a wide range of people, including fans, Hollywood celebrities, business leaders, and philosophers. In addition to the letters written by Miss Rand, this lecture—unlike the book—includes letters to her from such notables as Ludwig von Mises, Cecil B. deMille, H.L. Mencken, Frank Lloyd Wright, and Isabel Paterson.

**Saturday, July 30**

## EVENING EVENTS

*All Evening Events, which are included in the basic registration fee, convene in the Ballroom.*

### VIDEOTAPE PRESENTATION:

#### Capitalism vs. Socialism—A Debate

*Harry Binswanger vs. Michael Goldman*

This instructive debate, held at the University of Miami at Ohio in 1992, showcases Harry Binswanger against philosophy professor Michael Goldman.

**Monday, July 18, 8 pm**

### AN EVENING OF AMERICAN CLASSIC POP

#### MUSIC

*Robin Field*

Robin Field, a professional composer and entertainer, performs an hour-long concert of songs by Irving Berlin, George Gershwin, Cole Porter, Richard Rodgers, and others—some familiar, some not. The program will also introduce highlights from a new musical Mr. Field is writing about Aristotle and Alexander the Great called *The Wisest Man in the World*.

**Thursday, July 21, 8 pm**

### THOMAS HOBBS:

#### The Perversion of Enlightenment Egoism

*John Ridpath*

In this lecture Dr. Ridpath will discuss Hobbes' version of egoism, its genesis in Hobbes' deeper philosophy, and its disastrous impact on the Enlightenment.

**Friday, July 22, 7:30 pm**

### THE AYN RAND INSTITUTE AND THE FUTURE OF OBJECTIVISM—A Question Period

*Michael S. Berliner, Harry Binswanger, John Ridpath, and Peter Schwartz*, members of the Board of Directors, will answer queries about the Institute—its projects, its short- and long-term goals, its assessment of the prospects for the spread of Objectivism, etc.

**Friday, July 22, 9:15 pm**

### AN OBJECTIVIST QUESTION PERIOD

*Leonard Peikoff, Harry Binswanger, and Peter Schwartz* will answer questions on any topic related to Objectivism.

**Monday, July 25, 7:30 pm**

### LAW QUESTION PERIOD

Attorneys (and faculty members) *Thomas A. Bowden, Arline Mann, and Stephen Plafker* will answer questions about the law.

**Monday, July 25, 9:15 pm**

### HEALTH CARE REFORM: the Disease and the Cure

*Peter LePort*, a member of the Board of Directors of the Ayn Rand Institute, *Cristina Rizza, and Arthur Asterino*, all M.D.'s, will explain how to fight effectively for a free market in medicine.

**Thursday, July 28, 7:30 pm**

### CYRANO DE BERGERAC

A video will be shown of the José Ferrer movie version of Rostand's inspiring play which will be analyzed, earlier in the day, in Dr. Peikoff's morning lecture.

**Thursday, July 28, 8:45 pm**

### AYN RAND AT WORK:

#### Reminiscences of an Assistant

*Mary Ann Sures*

In this talk, Mrs. Sures recounts her experiences in the O'Connor household, where she typed and proofread the final manuscript of *Atlas Shrugged*. Topics range from philosophical discussions with Ayn Rand to Frank O'Connor's benevolent humor to Miss Rand's grocery shopping and cooking.

**Friday, July 29, 8 pm**

### TRIVIA CONTEST

"Jeopardy!"-style contest with the occasional category of Ayn Rand's fiction.

**Ongoing, listen for announcements**

# OPTIONAL COURSES

The on-site tuition for optional courses is \$126 for each seven-hour course and \$72 for each four-hour course. The on-site tuition for the seminars is \$48 for *Elementary Objectivism* and \$36 for *Parenting*. Each seven-hour course (whose course number ends with a "7") consists of six 70-minute classes; each four-hour course (whose course number ends with a "4") consists of four 60-minute classes. All courses are presented twice: the "B" section is a repeat of the "A" section. Venues are listed on the back of your individual schedules.

## HISTORY

### AMERICAN BUSINESS HEROES

History  
14A & 14B  
(4 hours;  
75 students)

Edwin A. Locke

This course describes the character and achievement of several American business heroes—that is, men whose productive genius created great wealth. Expanding on a previous talk

about the general traits of business heroes, Dr. Locke presents here an intensive treatment of the virtues of specific businessmen. Among them are John D. Rockefeller, creator of the Standard Oil Company, and Cornelius Vanderbilt, founder of the New York Central Railroad.

History  
24A & 24B  
(4 hours;  
50 students)

### ISAAC NEWTON:

#### Father of Modern Science

David Harriman

What Plato and Aristotle are to philosophy, Isaac Newton is to physics. Newton created the first fully integrated theory of the physical world—and thereby ushered in the modern scientific era. In this course Mr. Harriman surveys the fundamental ideas of Newton's physics and the reasoning that led to them. Topics include: Newton's laws of motion; his development of calculus; his discovery of the universal law of gravitation; and his views on the nature of light, space, and time. There is also some discussion of the influence of Newton's basic *philosophy* on his scientific views. No background in physics or math is required.

## PHILOSOPHY

Philosophy  
34A & 34B  
(4 hours;  
60 students)

### THE FOUR GIANTS OF PHILOSOPHY

Andrew Bernstein

The traditional "Big Three" in philosophy—Plato, Aristotle, Kant—are now the "Big Four," with the addition of Ayn Rand. They all have distinctive theories of concepts that lead to momentous consequences in ethics and politics. Devoting one class to each figure, Dr. Bernstein examines, in essentialized terms, how each of the four's theory of concepts shapes that thinker's entire moral and political philosophy.

Philosophy  
17A & 17B  
(7 hours;  
60 students)

### THE PHILOSOPHIC AND LITERARY INTEGRATION IN *ATLAS SHRUGGED*

Andrew Bernstein

*Atlas Shrugged*, Dr. Bernstein explains, is the greatest novel in history because of its matchless integration of complex issues on a grand scale. It presents epoch-making philosophical breakthroughs, dramatized by the events of a mystery story. Its plot—the men of the mind on strike—is both startlingly original and the perfect vehicle to carry the book's theme of the role of reason in human life. Dr. Bernstein's goal is to present this work's unprecedented *scale of integration* and thereby impart a deeper understanding of Ayn Rand's monumental achievement.

Philosophy  
44A & 44B  
(4 hours;  
50 students)

### THE PHILOSOPHIC THOUGHT OF THE INDUSTRIAL REVOLUTION

Daniel Drake

The era of the Industrial Revolution was the most explosively productive in history—and was also the freest. This course examines that connection. It highlights the major inventions, the radical innovations, and the outstanding figures of the Industrial Revolution in England and the United States. Refuting various misrepresentations, it identifies the true political and economic conditions of the time. Mr. Drake then explores the philosophic ideas which were most widely accepted and advocated, contrasting them with the vastly different philosophy of our present culture—and revealing how the Industrial Revolution was a direct consequence of the dominant philosophy of that period.

Philosophy  
27A & 27B  
(7 hours;  
60 students)

### "CHEWING" THE OBJECTIVIST

#### VIRTUES Gary Hull

The Objectivist ethics provides a set of virtues to direct one's choices and actions. To appreciate the full power of these virtues, however, it is not enough to know their definitions or their place in the Objectivist hierarchy. One needs to know *how* to use them as a guide to life. The purpose of this course, therefore, is to help one integrate the Objectivist virtues into daily life. To accomplish this, the class will "chew" the virtues, by first grasping their meaning and then by studying techniques for applying them to everyday situations. This is a "how-to" course—how to understand and use the virtues toward the end of achieving one's own happiness. (This is an updated and expanded version of a course previously given.)

Philosophy  
54A & 54B  
(4 hours;  
60 students)

### ARISTOTLE'S MORAL

#### PHILOSOPHY Robert Mayhew

Prior to Ayn Rand, Aristotle was the only philosopher to present a rational, man-centered ethics. In this course Dr. Mayhew looks critically at the essentials of Aristotle's moral philosophy (especially as found in the *Nicomachean Ethics*). The topics covered include: reason and happiness; the conditions of moral responsibility; moral virtue as a mean; and the individual virtues, such as moderation, courage, generosity, and pride. Throughout the course, Dr. Mayhew notes the similarities and differences between Aristotle's ethics and Ayn Rand's.

Philosophy  
64A & 64B  
(4 hours;  
100 students)

### PSYCHOLOGY AND PHILOSOPHY

Peter Schwartz

Both psychology and philosophy study the functioning of man's consciousness. Where is the line of demarcation between these two disciplines? Mr. Schwartz explores this question, focusing on the requirements of—and the two different types of barriers to—human cognition. He discusses the distinction, in their origins and in their resolutions, between psychological and philosophical problems. He also covers such issues as: psychology and the conceptual faculty; philosophical and psychological aspects of reason-emotion conflicts; volition and neuroses; and free will vs. "will-power."

# OPTIONAL COURSES (CONT)

Philosophy  
37A & 37B  
(7 hours;  
75 students)

## MODERN POLITICAL

**PHILOSOPHY: The Ideas of  
Hobbes, Locke, and Rousseau**  
*Darryl Wright*

This course examines the influential political theories of Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. Concentrating on fundamentals, Dr. Wright contrasts Hobbes' and Rousseau's arguments for political absolutism with Locke's intransigent defense of individual rights and limited government. The course traces each thinker's political conclusions to deeper premises concerning reality, human nature, and morality—and corrects standard misinterpretations of their positions (such as the assertion that Hobbes' theory is egoistic and pro-capitalist, or that Locke endorses altruistic limitations on property rights). Topics include: the importance in political philosophy of the issue of free will; opposing concepts of self-interest; the nature of political freedom; "natural rights" theory; the idea of a "social contract"; Rousseau's impact on Marx; and Hobbes' influence on recent political thought. Dr. Wright concludes by comparing Ayn Rand's political philosophy with those of the three philosophers studied.

Philosophy  
74A & 74B  
(4 hours;  
50 students)

## 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 first-hand knowledge of this work is therefore invaluable for understanding the development and current state of our culture. Dr. Wright examines the central doctrines and arguments of this book. He also discusses the skills necessary for identifying and evaluating the reasoning in any philosophic text. (This course is a repeat of one previously given.)

## ECONOMICS

Economics  
47A & 47B  
(7 hours;  
50 students)

## OBJECTIVE VALUE VS. MODERN ECONOMICS

*M. Northrup Buechner*

Ayn Rand's concept of objective value stands as a revolutionary answer to the invalid concepts of intrinsic and subjective value that have dominated economic thought. This course discusses some of the many ways in which objective value changes the science of economics from the ground up. Dr. Buechner focuses on five fundamental issues: 1) the basic premises of economic knowledge; 2) the fundamental components of the economy; 3) the nature of price determination; 4) the law of supply and demand; and 5) the standard for evaluating prices. Other topics include: the defining characteristic of economics, the preconditions of economic value, the relation between optional values and objective values, the factors underlying the ranking of economic values, the nature of irrational and subjective values, and the difference between objective economic value and objective moral value. (Some material covered at previous conferences will be repeated.)

Economics  
57A & 57B  
(7 hours;  
75 students)

## THE PHILOSOPHY OF THE AUSTRIAN SCHOOL OF ECONOMICS

*Richard M. Salsman*

The Austrian school of economics has offered that discipline's most comprehensive modern case for free markets. But to what extent is it compatible with Objectivism? This course explains the Austrian school's *philosophy*, including its epistemology, and how it influences Austrian economic doctrines. Topics include: the impact of German philosophy; "methodological individualism"; "praxeology"; subjective value theory; the is-ought dichotomy; and the state's role in economics. Discussion is focused on the leading Austrian proponents: Carl Menger, Ludwig von Mises, and Friedrich Hayek.

## MUSIC

Music  
84A & 84B  
(4 hours;  
60 students)

## THE MUSIC OF SERGEI RACHMANINOFF

*Stephen Siek*

Despite the fact that his music is often maligned by contemporary intellectuals, Sergei Rachmaninoff is one of the most beloved and frequently performed composers of the twentieth century. In this course Dr. Siek examines some of the characteristics that give Rachmaninoff's music its distinctive style, identifying both his adherence to and his departure from the traditions of prior Romantic composers. The course includes live demonstrations at the piano and taped musical selections. Presuming no musical background, this course is designed to be accessible to a general audience.

## LAW

Law  
94A & 94B  
(4 hours;  
75 students)

## RIGHTS AND THE COURTS

*Thomas A. Bowden, Arline Mann, and Stephen Plafker*

The purpose of government is to protect rights. In this course, three lawyers—members of the Board of Directors of The Association for Objective Law—analyze several categories of rights in the context of Objectivist political theory, and compare their conclusions with those reached by our courts. **Bowden** (*one class*): Natural law vs. positive law as a method of identifying fundamental rights. Why the importance of *Roe v. Wade* extends far beyond the issue of abortion. **Mann** (*one class*): The method by which concepts of rights are developed, case-by-case, in the legal system. (Texts of court opinions will be examined.) **Plafker** (*two classes*): How the criminal law secures rights substantively (by convicting criminals) and procedurally (by protecting the rights of the accused).

# OPTIONAL COURSES (CONT)

## EVENINGSEMINARS

Objectivism  
101  
(3 hours)

### ELEMENTARY OBJECTIVISM

(Two 1½-hour sessions)

Robert Stubblefield

This is a seminar for people who have read at least some of Ayn Rand's fiction, but little or none of her non-fiction. Dr. Stubblefield discusses the essential principles of Objectivism and demonstrates their logical relationships. While each of the five branches of philosophy—metaphysics, epistemology, ethics, politics, and esthetics—is covered, Dr. Stubblefield gives special emphasis to the theory of knowledge (epistemology)—i.e., the theory that tells you how to make your conclusions and evaluations objective.

Parenting  
102  
(3 hours)

### PARENTING (Two 1½-hour sessions)

Susan Crawford and Lynn C. Salsman

A crucial goal of proper parenting is the nurturing of the child's self-esteem. This requires imparting a strong set of values, and encouraging the child's confidence in his ability to make wise choices and to attain his goals. How is this achieved? How do you establish rational methods of discipline? And how vital is a Montessori education? Then there are issues that are particular to bringing up children with Objectivist values. For example, how do you deal with questions about religion, environmentalism, altruism—issues regularly faced by children in dealing with their schools and their peers? These and other pertinent topics—of interest to parents, teachers and anyone else who deals with children—will be examined during this seminar, with ample time for discussion and question periods.

## FACULTY

### MICHAEL S. BERLINER

Ph.D., Philosophy; Boston University, 1970.

Dr. Berliner taught philosophy of education and philosophy for twenty years until he became Executive Director of the Ayn Rand Institute in 1985. He is also a member of ARI's Board of Directors.

### ANDREW BERNSTEIN

Ph.D., Philosophy; City University of New York, 1986.

Dr. Bernstein is currently teaching Objectivism at Marymount College, in Tarrytown, New York, and has taught Objectivism at the New School for Social Research in New York City. He is an Adjunct Professor of Philosophy at Pace University, Iona University, and the State University of New York at Purchase. He is the author of the "Teacher's Guide to *The Fountainhead*," published by New American Library, and is a member of the Speakers Bureau of the Ayn Rand Institute.

### HARRY BINSWANGER

Ph.D., Philosophy; Columbia University, 1973.

Dr. Binswanger is the author of *The Biological Basis of Teleological Concepts*, a book on the philosophy of biology. He is also the editor of *The Ayn Rand Lexicon*, a topically organized compilation of extracts from Objectivist writings and lectures. Until its closing in 1987, he was the editor and publisher of *The Objectivist Forum*. Dr. Binswanger taught philosophy for many years at Hunter College and at the New School for Social Research. He is a member of the Board of Directors of the Ayn Rand Institute and president of its Objectivist Graduate Center.

### THOMAS A. BOWDEN

J.D.; University of Maryland, 1987.

Mr. Bowden is an attorney in private practice in Baltimore, Maryland, and has taught at the University of Baltimore School of Law since 1988. He is the author of the pamphlet "The Enemies of Christopher Columbus" and has contributed articles to *The Objectivist Forum*.

### M. NORTHRUP BUECHNER

Ph.D., Economics; University of Virginia, 1971.

Dr. Buechner is an Associate Professor of Economics at St. John's University, New York and is a member of the Board of Advisors and the Speakers Bureau of the Ayn Rand Institute. He has published articles in both scholarly and popular publications, and regularly contributes papers to professional meetings.

### SUSAN CRAWFORD

B.S., Nursing; Marymount College, 1973.

Mrs. Crawford has been a practicing Registered Nurse for twenty-five years. She also runs a business which sells educational toys. She has been giving presentations to parents on learning through play for eleven years. She has two sons—Jason, age 14, and David, age 7.

### DANIEL DRAKE

M.A., Philosophy; The Claremont Graduate School, 1993.

Mr. Drake has taught philosophy at California State University at San Bernadino and at Dominguez Hills. He is a Ph.D. student in philosophy at the Claremont Graduate School and he is also enrolled in the advanced philosophy seminars of the Ayn Rand Institute.

### DAVID HARRIMAN

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

Mr. Harriman has taught philosophy at California State University, San Bernadino. He is a Ph.D. student in philosophy at the Claremont Graduate School where he is working on his dissertation in the area of philosophy of physics. He is also enrolled in the advanced philosophy seminars of the Ayn Rand Institute.

# FACULTY (CONT)

## GARY HULL

*Ph.D., Philosophy; The Claremont Graduate School, 1993.*  
Dr. Hull is an Adjunct Professor of Philosophy at California State University, Fullerton, and teaches business ethics in the MBA program at the Peter F. Drucker Graduate Management Center. He is a graduate of the advanced philosophy seminars of the Ayn Rand Institute and has had articles published in *The Intellectual Activist*.

## EDWIN A. LOCKE

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

An internationally known social scientist, Dr. Locke is a Professor of Business and Management at the University of Maryland. He is a member of both the Board of Advisors and the Speakers Bureau of the Ayn Rand Institute.

## ARLINE MANN

*J.D.; Brooklyn Law School, 1978.*

Miss Mann, a member of the Board of Directors of the Ayn Rand Institute, has practiced law on Wall Street for fifteen years. She has appeared as a speaker at several Objectivist conferences and has contributed to *The Objectivist Forum*.

## ROBERT MAYHEW

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

Dr. Mayhew is a Visiting Professor of Philosophy at Virginia Tech. Prior to this position, he taught for two years at Georgetown University, where he received a Ph.D. in Philosophy, with a specialization in Aristotle's political philosophy. He is also enrolled in the advanced philosophy seminars of the Ayn Rand Institute.

## LEONARD PEIKOFF

*Ph.D., Philosophy; New York University, 1964.*

Dr. Peikoff, Ayn Rand's legal and intellectual heir, is the leading Objectivist philosopher. He is the author of *Objectivism: The Philosophy of Ayn Rand* and *The Ominous Parallels*.

## STEPHEN PLAFKER

*J.D.; University of Southern California, 1973.*

Mr. Plafker has been a deputy district attorney for Los Angeles County for fourteen years. He has also engaged in the private practice of law and has taught courses in law school. He is President of The Association for Objective Law.

## JOHN RIDPATH

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

A member of the Ayn Rand Institute's Board of Directors and Speakers Bureau, Dr. Ridpath's professional interests are divided between research in intellectual history and teaching.

## LYNN C. SALSMAN

*B.A., History and Economics; Bowdoin College, 1982.*

Mrs. Salsman has taught courses in history, economics, and law at several private secondary schools in New York, including the American Renaissance School. Mrs. Salsman founded the Association for Rational Education and now serves on its Executive Committee. She is also a member of the Reading Reform Foundation, an organization dedicated to promoting phonics in school systems nationwide. She has read extensively on child development and education. Her son, Andrew, is two.

## RICHARD M. SALSMAN

*M.B.A., Monetary Economics; New York University, 1988.*

Mr. Salsman is an economist at H.C. Wainwright & Co. Economics, Inc., in Boston. He is also an Adjunct Research Fellow at the American Institute for Economic Research (AIER), where he conducts seminars in monetary economics for Ph.D. candidates in the Institute's summer program. He is on both the Board of Advisors and the Speakers Bureau of the Ayn Rand Institute. In 1989 he helped found the Association of Objectivist Businessmen. His articles have appeared in *The Intellectual Activist* and his book, *Breaking the Banks: Central Banking Problems and Free Banking Solutions*, was published in 1990 by AIER.

## PETER SCHWARTZ

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

Mr. Schwartz is a chairman of the Board of Directors of the Ayn Rand Institute and president of Second Renaissance Book Service. He is the founding editor and publisher of *The Intellectual Activist*.

## STEPHEN SIEK

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

Dr. Siek, an Associate Professor of Music at Wittenberg University, teaches courses in piano performance, music history, and American music. He has given concerts extensively throughout North America, including a performance of the 24 Preludes of Rachmaninoff at Lincoln Center in New York in 1986, and he made his London debut in 1988. Dr. Siek has given lecture-performances at such institutions as the Royal Conservatory of Music in Toronto, San Jose State University, Indiana University, and the University of Central Florida.

## ROBERT STUBBLEFIELD

*Ph.D., Electrical Engineering; University of Washington, 1967.*

Dr. Stubblefield is the publisher of *The Intellectual Activist*. He has led a weekly discussion group on Objectivism for the past 25 years at AT&T Bell Laboratories, where he is a technical manager. He also runs the Objectivist Study Group, an electronic forum with more than 170 members, devoted to the serious study of Objectivism.

## MARY ANN SURES

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

An art historian, Mrs. Sures did graduate work at several universities, including Wayne State University, the Institute of Fine Arts of New York University, and the Musées Royaux des Beaux Arts, Brussels. She specialized in the Italian Renaissance. Mrs. Sures has taught art history at Washington Square College of New York University and at Hunter College, and has lectured on esthetics. Her article on sculpture, "Metaphysics in Marble," was published in *The Objectivist* (February-March 1969). She has also managed an art reproduction firm. Since 1988, she has been a docent at the National Gallery of Art in Washington, D.C., where she continues studies in art history and gives tours to schoolchildren and adults.

## DARRYL WRIGHT

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

Dr. Wright is an Assistant Professor of Philosophy at Harvey Mudd College (Claremont), where he teaches moral and political philosophy—his specialization—as well as the history of philosophy. He also taught philosophy for five years at the University of Michigan while earning his doctorate. He is a graduate of the advanced philosophy seminars of the Ayn Rand Institute.