



**SECOND
RENAISSANCE
CONFERENCES** ANNOUNCES

"IDEAS FOR THE RATIONAL MIND"

A PHILOSOPHICAL CONFERENCE

JUNE 29 TO JULY 14, 1996

**THE MCLEAN HILTON AT TYSONS CORNER
MCLEAN, VIRGINIA**

Dear Reader:

SECOND RENAISSANCE CONFERENCES is proud to announce a philosophical conference featuring lectures by Leonard Peikoff, the pre-eminent Objectivist philosopher, and classes by Harry Binswanger. Detailed descriptions of the lectures, courses, and faculty follow, so let me tell you something about the conference site. I really think this is the best hotel ever selected for an Objectivist conference.

The McLean Hilton at Tysons Corner, in McLean, Virginia, is a superb facility. It is centrally located between National and Dulles International Airports, and just 25 minutes by shuttle and subway from downtown Washington, D.C. Its striking architecture features an exterior designed as a bold, three-sided pyramid, and an interior highlighted by a dramatic, nine-story atrium lobby (with live piano music in the afternoons).

The hotel offers numerous amenities, including indoor pool, outdoor sundeck, state-of-the-art fitness center, sauna, wooded jogging trails around a pond, and complimentary bicycles. In-room extras include hair dryer, coffee maker, iron/ironing board, voice mail, PC dataport(!), mini-bar, and a large selection of current videos. Guest services include free parking and shuttle service to the subway and the nearby malls—which offer restaurants, movie theaters, and some of the best shopping on the East Coast. *This is a marvelous hotel!*

I'm sure you will appreciate the intellectual content of the conference and luxuriate in the accommodations of the hotel. I hope you will attend and I look forward to seeing you.

Sandra Schwartz

Sandra Schwartz

GENERAL LECTURES

Each of the four lectures by Dr. Peikoff is from 10:30 am-12:15 pm; each of the two lectures by Mrs. Sures is from 10:30 am-12:30 pm; the Independence Day Celebration is from 10 am-11 am; all other General Lectures are from 10:30 am-12 pm.

UNITY IN EPISTEMOLOGY AND ETHICS

Leonard Peikoff



1. Knowledge as a Unity: A detailed analysis and concretization of the principles that everything in the universe is interrelated, and that every item of knowledge is connected to every other. Why these principles are the antidote for rationalism. Exercise: Students are given a simple item of knowledge, e.g., "The plane from Los Angeles will be two hours late," and are led to see connections between this statement and the total content of human cognition in every field, area, and era.

2. How to Unite History and Philosophy: Does philosophy make science, including history, possible—or is it vice versa? What, if any, is the role of historical fact in validating the

principles of epistemology? of ethics? of politics? Do we learn that reason is man's basic means of survival by studying the nature of man or the history of men? Why did Ayn Rand say that she could not have formulated her ethics prior to the Industrial Revolution? How would an Objectivism formulated in the 17th century differ from the philosophy in *Atlas Shrugged*?

3. Definitions: The principle of two definitions: why a certain category of philosophic term requires not one, but two definitions, both necessary to the unity of knowledge. Which terms fall into this special category, and therefore, how to answer such questions as: Does James Taggart pursue any values? Since Christianity preaches sacrifice, does it really offer a code of morality? Is Linguistic Analysis a philosophy? Exercise: Students are offered a definition ⇒

GENERAL LECTURES (CONTINUED)

UNITY IN EPISTEMOLOGY AND ETHICS

(cont'd)

of "racism" formulated at Smith College and are asked to detect in it a unified and comprehensive philosophic viewpoint.

4. Is Morality Difficult or Easy to Practice?: Virtue, fundamentally, as the choice to focus. Since knowledge must be a unity, does focus entail continuous mental work and/or struggle in order to perform the requisite integrations? If one is being influenced by a subconscious defense mechanism, can he be said to be in focus? If one is fully in focus, are his mental processes necessarily objective? Can a man ever act against his moral beliefs and yet still be fully in focus (e.g., the case of Rearden)? Can he still be an example of the unity of thought and action, i.e., of integrity?

Friday, July 5/ Saturday, July 6/ Monday, July 8/ Tuesday, July 9.

THE ART OF THE ANCIENT WORLD

(2 lectures, illustrated with color slides)

Mary Ann Sures

This survey of the art of the ancient world demonstrates the connection between art and ideas. Mrs. Sures follows the development of art from Egypt to Greece to Rome to the Early Christian era. Using examples from each period, she shows how art reflects the rise and decline of philosophy—in particular, the changing views of man. Subjects include: the characteristics of Egyptian art, the evolution of the nude figure in Greek sculpture, the Parthenon frieze, Roman portraiture, Roman painting, Early Christian mosaics, and perspective in ancient art.

Sunday, June 30 & Monday, July 1



ECONOMIC GROWTH:

How to Foster It/How to Destroy It

M. Northrup Buechner

In the second half of the 19th century, the rate of economic growth in the United States averaged over 5% a year for 40 years. Today our long-term growth rate is less than half that. What has happened and why? What are the preconditions for economic growth? What is the role of saving? The role of production? In the process of answering these questions, Dr. Buechner shows that if a diabolical genius had set out to destroy economic growth in America,

he would have initiated exactly the policies we have been following for 100 years.

Tuesday, July 2



★ INDEPENDENCE DAY CELEBRATION ★

The highlight of our Independence Day 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 Leonard Peikoff of a short work by John Adams, entitled "A Nation Was Born in a Day."

Thursday, July 4



THE VISION AND THE GENESIS OF THE DECLARATION OF INDEPENDENCE

John Ridpath

Of all of the political achievements of the 18th century Enlightenment, the Declaration of Independence stands at the pinnacle. This lecture looks at the causes that led the colonies to separate from Great Britain. It identifies the dominant intellectual climate of that time, it analyzes the specific ideas of the Declaration, and it shows this document's relationship to France's Declaration of the Rights of Man and Citizen (1789), which began the French Revolution. Dr. Ridpath provides the historical and philosophical basis for understanding both the greatness of America's Declaration and its vulnerability to later attack.

Wednesday, July 3

METAPHYSICAL VALUE-JUDGMENTS

Gary Hull

What premise motivates Dagny's comment to Galt, in *Atlas Shrugged*: "We never had to take any of it seriously, did we?" In *The Fountainhead*, why doesn't Dominique want a career? Why do some people opt to hoard money for retirement rather than pursue a business dream—while others take calculated risks to make their values a reality? Each of these concretes is caused by certain metaphysical value-judgments. This lecture explains the essence of such judgments, and the crucial role they play in all areas of life, from one's attitude toward justice to one's enjoyment of everyday activities.

Sunday, July 7



THE "TRIAL" OF MICHAEL MILKEN

Edwin A. Locke

In 1990, after years of relentless persecution by the government and vicious treatment by the press, Michael Milken, a financial genius, felt compelled to plead guilty to charges of which he believed he was innocent. (He subsequently served a prison sentence.) This presentation consists of a fictionalized ending to the trial that should have taken place but never did. Closing arguments are presented by the "prosecution" and the "defense." A jury from the audience will be impaneled and will reach a verdict.

Thursday, July 11



ESSENTIALIZED THINKING

Peter Schwartz

Logical thinking takes place through the identification of essentials. This lecture discusses the meaning of essentialization. It examines the crucial role of context—i.e., how two things can be essentially similar in one context and essentially different in another. It explains the process by which one reduces complex issues to their essentials. And it shows the cultural hostility toward the principle of essentialized thinking, as manifested in the widespread practice of "package-dealing" (e.g., the use of anti-concepts).

Saturday, July 13



EVENING EVENTS

WHY BUSINESSMEN NEED PHILOSOPHY:

Videotape Presentation *Leonard Peikoff*

This talk, given to a group of businessmen, shows how free enterprise is under cultural attack, and how businessmen are abetting their own destruction. Dr. Peikoff identifies the three crucial premises they need to grasp in order to repel the attacks. Includes a question period, conducted in "talk-show" format. (Presented courtesy of the Ayn Rand Institute.)

Sunday, June 30

BALLROOM DANCE INSTRUCTION

Ted Gray and Marilyn George

In two, one-hour classes, this high-stepping couple teach the foxtrot, waltz, rhumba, and swing. Students are taught the same steps in the first three dances, thereby reinforcing the idea that the differences among these ballroom dances are primarily differences in style. A small amount of time is also devoted to technique—such as leading for the men and following for the ladies—as well as dance-floor etiquette. Ted Gray and Marilyn George have taught ballroom dancing for 2 years, and recently, were dance instructors on a cruise ship.

Monday, July 1/Tuesday, July 9

THE NATIONAL GALLERY OF ART: What to See and How to See It (Illustrated with color slides)

Mary Ann Sures

Although this talk is designed for those planning to visit the National Gallery of Art in Washington, D.C., it is of interest to museum-goers in general, potential and actual. First, Mrs. Sures suggests ways to make a visit to any museum interesting and enjoyable. She then presents some major works from the National Gallery of Art, including paintings by Leonardo, Raphael, Rembrandt, and Vermeer—along with selections from the French and American galleries. (Note: Mrs. Sures does not speak here as an official representative of the National Gallery of Art.)

Wednesday, July 3

DANCE WITH DJ

Friday, July 5

AN OBJECTIVIST QUESTION PERIOD

Leonard Peikoff, Michael S. Berliner, Harry Binswanger, John Ridpath, and Peter Schwartz

Questions on any topic related to Objectivism may be addressed to one or more of the participants.

Sunday, July 7

INTRODUCTION TO OBJECTIVISM:

Videotape Presentation *Leonard Peikoff*

In this new video, Dr. Peikoff presents an overview of Objectivism—to a novice audience. Structured as a classroom presentation, it explains all the essentials of Objectivism, from metaphysics to esthetics, including the importance of philosophy as such. Even for those well-versed in Objectivism, this is a unique object-lesson in how to convey complex, challenging ideas to complete beginners. (Presented courtesy of the Ayn Rand Institute.)

Thursday, July 11

AYN RAND IN RUSSIA

Michael S. Berliner



Recent biographical projects—some still in progress—have greatly increased interest in Ayn Rand's early life. Drawing largely on material in the Ayn Rand Institute's recently created archives, Dr. Berliner provides new information and insights about the years prior to Miss Rand's arrival in America. Sources include: letters from her family; photographic collections; official

documents from her high-school, university, and post-graduate files; and a never-before-revealed, 1995 interview with her youngest sister. The evening features slides and recordings of Ayn Rand's favorite music.

Friday, July 12

OPTIONAL COURSES

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, with the exception of Dr. Binswanger's five-hour Philosophy 25, are presented twice: the "B" section is a repeat of the "A" section. Registration is on a first-come, first-served basis, with enrollment limits indicated for each course. Courses with insufficient registration may be cancelled.

LITERATURE

Literature
07A & 07B
(7 hours;
40 students)

THE MAN WHO LAUGHS:

Hugo's Greatest Novel

Shoshana Milgram

Ayn Rand calls *The Man Who Laughs* Victor Hugo's "best novel," the one with "the most dramatic, ingenious and tightly integrated of Hugo's plot-structures." This course examines that plot-structure, Hugo's colorful, stylistic antitheses, and his portrayal of Gwynplaine, a hero with the soul of Hercules and the passion of Prometheus. Dr. Milgram focuses on key dramatic events in the plot: the three turning points in Gwynplaine's life, and the final moments of the "comprachicos"—the moment about which Ayn Rand states: "in all literature, this is the one scene I wish I had written."

Literature
14A & 14B
(4 hours;
60 students)

HEROISM IN MODERN AMERICAN LITERATURE

Andrew Bernstein

The United States is a heroic country, a benevolent giant with the power and will to do good. But blinded by a lack of proper intellectual guidance, the country is helpless against irrational ideas that are destroying it. This theme—the strong, moral hero destroyed by his lack of intellectual understanding—is the essence of post-World War II America and is a leitmotif running through much of its best fiction. Dr. Bernstein philosophically examines three such novels—*Shane*, *A Separate Peace*, and *One Flew Over the Cuckoo's Nest*—analyzing America's conception of heroism and the foundations of this view. (This is a revised version of a course presented at prior conferences.) ⇒

OPTIONAL COURSES (CONTINUED)

PHILOSOPHY

Philosophy
25
(5 hours;
100 students)

ABSTRACTION FROM ABSTRACTIONS

Harry Binswanger

The real power of the conceptual level stems from higher-level concepts, concepts that integrate or subdivide earlier concepts. It is these higher-level concepts that enable us to think. This course is based on Chapter 3 of *Introduction to Objectivist Epistemology* and on Ayn Rand's elaborations on the subject in the book's Appendix. In these classes, Dr. Binswanger expands the highly condensed treatment given in Chapter 3 and supplements the discussion with new ideas of his own. Emphasis is placed on the topics of hierarchy, reduction, cognitive content, the analytic-synthetic dichotomy, and Objectivism vs. Rationalism. (This course is given only in the first week of the conference.)

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

AYN RAND VS. MODERN PHILOSOPHY

Andrew Bernstein

Modern philosophy, from its beginning in Descartes to its death as an independent field in its current submersion in linguistics, holds two fundamental premises: the primacy of consciousness in metaphysics, and subjectivism in epistemology. This course focuses on Descartes, Hume, Kant, and Hegel as the four major exponents of these views. Dr. Bernstein shows their continued influence in contemporary culture, and demonstrates Ayn Rand's striking originality in opposing the entire modern philosophical tradition.

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

CAPITALISM'S PSEUDO-DEFENDERS

Robert Garmong

The facts are obvious: capitalism is the only system which protects man's life and freedom, and it has historically been a productive dynamo. Yet it is perishing for lack of an intellectual defense. To see why, this course examines the major (alleged) defenders of capitalism—conservative, utilitarian, social Darwinian, libertarian—from the Enlightenment to the present. It shows how, in every case, these advocates were led by their philosophical premises to betray capitalism—and how Objectivism provides the first consistent, moral defense of capitalism.

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

THEORIES OF HAPPINESS: The Intrinsic and the Subjective vs. the Objective

Onkar Ghate

The purpose of philosophy is to give one the knowledge needed to achieve happiness. Yet for the most part, philosophers have defaulted on this task. To understand why, this course looks at some of the major figures in the history of ethics. It discusses how the false dichotomy of intrinsicism vs. subjectivism in epistemology has led in ethics to a hopeless choice between sacrificial duty and mindless hedonism. By contrast, Ayn Rand's advocacy of objectivity in epistemology makes possible the detailed advice she has to offer in the field of ethics. In particular, Mr. Ghate examines how several principles of Objectivism are crucial tools in the achievement of happiness.

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

SELECTED TOPICS IN OBJECTIVIST ESTHETICS

Gary Hull

This course "chews" various issues in esthetics. Its purpose is to give you a fuller understanding of key principles so that you can gain greater value from your artistic experiences. Topics include: art as concretization—e.g., why an irrational man hates Galt and a rational man despises Toohey; the role of selectivity in the function of art; why people still respond to art even when ignorant of philosophy; and why most people think that artistic responses are incomprehensible.

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

ARISTOTLE: The Father of Romanticism

Robert Mayhew

Plato, the first philosopher with a theory of esthetics, had an extremely negative view of art. He believed that art is the product of irrationality, and is dangerous because it is emotionally evocative. The *Poetics* is Aristotle's brilliant and profound reply to Plato. After a brief look at Plato's dismissal of art, Dr. Mayhew discusses the basic principles of Aristotle's esthetics. Topics include: art as the representation of things as they might be and ought to be; the nature and importance of plot; art and emotion; and (time permitting) comedy and humor. Throughout the course, Aristotle's theories are compared to and contrasted with those of Ayn Rand, who regards Romanticism as a product of Aristotelian philosophy.

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

THE FRENCH REVOLUTION: From Rousseau's Noble Savage to Robespierre's Mass Savagery

John Ridpath

Why did the French Revolution lead, not to a George Washington and a free republic, but to Napoleon and military dictatorship? This course answers this question by identifying the social and political philosophy of Jean Jacques Rousseau as the central influence on the leaders of the French Revolution. Dr. Ridpath covers the key events of this revolution, and shows how—in theory and in practice—it progressively abandoned Enlightenment ideas in favor of a new mystical, emotionalist, and tribalist view.

Philosophy
77A & 77B
(7 hours;
60 students)

THE PHILOSOPHY OF MOTIVATION

Darryl Wright

Is achieving a value equivalent to avoiding a disvalue? Is pursuing life the same as avoiding death? This course explores Ayn Rand's important distinction between "motivation by love" and "motivation by fear." Topics include: the primacy of existence vs. "zero-worship"; man's need of "conceptual values"; how non-conceptualization leads to motivation by fear; conceptually integrating optional values; motivation by love and rationality; motivation by fear and "second-handedness"; how intrinsicism and subjectivism replace value-pursuit with motivation by fear; the contemporary equation of values with disvalues—and its consequences: why pragmatic compromisers are praised as men of principle, and principled individuals disparaged as amoral. →

OPTIONAL COURSES (CONTINUED)

ECONOMICS

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

NEW PERSPECTIVES ON ECONOMIC THEORY

M. Northrup Buechner

The indispensable foundation for a valid science of economics is Ayn Rand's concept of objective value. Building on this concept, Dr. Buechner discusses the implications of objective economic value for two fundamental economic theories. He presents (1) a radical reformulation of the law of supply and demand that answers the modern objections to the law, making it fully applicable to economic reality for the first time, and (2) a new conceptual framework for grasping the economy as a whole, which eliminates the foundation of Keynesian economics. (Some material in this course was presented at prior conferences.)

Economics
87A & 87B
(7 hours;
40 students)

IN DEFENSE OF FINANCIAL MARKETS

Yaron Brook

Free, unregulated financial markets serve the vital function of providing capital to the producers. Yet, through the ages, banking and other financial activities have been viewed as corrupt and exploitative. From the money-changers of the Middle Ages to modern innovators such as Michael Milken, financiers have been crippled by the hostility of looters. In this course, Dr. Brook defends these victims, and delineates the philosophical premises necessary to end the destructiveness of government controls. He also examines the functions of various financial institutions—such as banks, S&L's, stock markets, and the "junk bond" market—and focuses on the dramatic changes that have occurred in this field over the last 20 years.

EDUCATION

Education
94A & 94B
(4 hours;
40 students)

THE MONTESSORI METHOD OF EDUCATION

Anne Locke

This is a detailed discussion of the two components of Montessori education: its basic philosophy and its method of teaching. The philosophy segment covers the history of the movement, and explains key concepts such as "planes of development," "sensitive periods," and the "prepared environment." Mrs. Locke then compares Montessori with traditional educational philosophy. The method segment shows how the child's conceptual faculty and, ultimately, intellectual independence, are developed through the use of materialized abstractions and attention to hierarchy, among other techniques. (Sections of this course were presented at prior conferences.)

HISTORY

History
104A & 104B
(4 hours;
50 students)

THE LIFE AND ACHIEVEMENTS OF THOMAS EDISON

Edwin A. Locke

Thomas Edison has been called the world's greatest inventor. He was awarded 1,093 patents for creations pertaining to: the vote recorder, the stock ticker, the repeating telegraph, the incandescent lamp, the phonograph, and many other devices. He was a major figure, both as an inventor and as an industrialist, in bringing the world into the electrical age. The course summarizes his life, major inventions, and commercial achievements.

LAW

Law
114A & 114B
(4 hours;
50 students)

CONCRETIZING THE PRINCIPLES OF OBJECTIVE LAW

Thomas A. Bowden

The laws of a proper legal system must be objectively derived, formulated, enacted, applied, and enforced. This course concretizes each of these five aspects of legal objectivity by examining actual court cases, which have been chosen for their unusual and memorable (even entertaining) facts. Because each aspect of objectivity is grounded in at least one easily remembered concrete, the broad abstractions of legal objectivity take on a more perceptual immediacy. The result is a richer understanding of what objective law means in practice. No knowledge of the law or reading of cases is required.

MUSIC

Music
124A & 124B
(4 hours;
50 students)

THE MUSIC OF PETER TCHAIKOVSKY

Stephen Siek

Tchaikovsky's music has been denounced by Western intellectuals and subjected to countless adulterations by hack arrangers, but it continues to speak to millions with an unmatched emotional power. Tchaikovsky's symphonies, concerti, and ballet scores represent the highpoint of Romantic expression in music, but their creation often reflects a complex synthesis of artistic and personal factors. Through an analysis of carefully selected musical examples, Dr. Siek examines the blending of technical and personal elements which gives Tchaikovsky's music its distinctive style. 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.

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 the editor of *Letters of Ayn Rand* and has recently completed the archiving of Ayn Rand's papers.

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, →

FACULTY (CONTINUED)

ANDREW BERNSTEIN (cont'd)

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 a member of the Board of Directors of the Ayn Rand Institute, and is the author of *The Biological Basis of Teleological Concepts*. He is also the editor of *The Ayn Rand Lexicon*. Until its closing in 1987, he was the editor and publisher of *The Objectivist Forum*. He taught philosophy for many years at Hunter College and at the New School for Social Research. Dr. Binswanger is currently teaching full time at the Objectivist Graduate Center, of which he is the Director.

THOMAS A. BOWDEN

J.D.; University of Maryland, 1987.

An attorney in private practice in Baltimore, Maryland, Mr. Bowden has taught at the University of Baltimore School of Law and is a member of the Board of Directors of The Association for Objective Law. He is also the author of the booklet "The Enemies of Christopher Columbus" and has contributed articles to *The Objectivist Forum*.

YARON BROOK

Ph.D., Finance; University of Texas, Austin, 1994.

Dr. Brook is an Assistant Professor of Finance at Santa Clara University in Santa Clara, California, where he teaches courses in financial management, finance and ethics, and financial institutions and markets. Dr. Brook is a student at the Objectivist Graduate Center. He is also a founder and co-owner of Lyceum International and is the U.S. representative of Values.

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 Speakers Bureau and the panel of Distinguished Supporters of the Ayn Rand Institute. He has published articles in both scholarly and popular publications, and regularly contributes papers to professional meetings.

ROBERT GARMONG

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

Mr. Garmong is an Adjunct Professor of Philosophy at Pace University in New York. He is a graduate student of philosophy at the Objectivist Graduate Center and at the University of Texas at Austin.

ONKAR GHATE

M.A., Philosophy; University of Calgary, 1991.

Mr. Ghate is currently a Ph.D. candidate in philosophy at the University of Calgary in Canada, where he is writing a dissertation in the area of epistemology. He is presently a student at the Objectivist Graduate Center. He has taught an introductory philosophy course for adult students at the University of Calgary.

GARY HULL

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

Dr. Hull teaches philosophy at Whittier College and ethics in the MBA program at the Claremont Graduate School. A graduate of the advanced philosophy seminars of the Ayn Rand Institute, he is currently teaching a year-long undergraduate seminar on Objectivism and is a member of the Institute's Speakers Bureau. Dr. Hull is the author of the "Study Guide to Leonard Peikoff's *Objectivism: The Philosophy of Ayn Rand*" and has written articles for *The Intellectual Activist*.

FACULTY ROSTER continues on last page

Please use the following 14-day table to plan your course schedule and free time at the conference. 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"), which consists of four 60-minute classes. The one five-hour course and all four-hour courses end ten minutes earlier than the time periods below indicate. All courses, with the exception of Dr. Binswanger's five-hour Philosophy 25, 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 30	MON. July 1	TUE. July 2	WED. July 3	THU. July 4	FRI. July 5	SAT. July 6	SUN. July 7	MON. July 8	TUE. July 9	WED. July 10	THU. July 11	FRI. July 12	SAT. July 13
9:00 am - 10:10 am	Eco. 87A Law 114A Phil. 44A	Eco. 87A Law 114A Phil. 54A	Eco. 87A Phil. 44A Phil. 54A	Eco. 87A Law 114A Phil. 44A	FREE	Eco. 87A Law 114A Phil. 54A	Eco. 87A Phil. 44A Phil. 54A	Edu. 94A Law 114B Phil. 44B	Law 114B Phil. 54B	Edu. 94A Phil. 44B Phil. 54B	FREE	Edu. 94A Law 114B Phil. 44B	Law 114B Phil. 54B	Edu. 94A Phil. 44B Phil. 54B
10:30 am - 12 pm/ 12:30 pm	Mary Ann Sures	Mary Ann Sures	M. Northrup Buechner	John Ridpath	Independence Day Celebration	Leonard Peikoff	Leonard Peikoff	Gary Hull	Leonard Peikoff	Leonard Peikoff	FREE	Edwin A. Locke	Faculty- Student Softball Game	Peter Schwartz
1:50 pm - 3:00 pm	Eco. 87B Mus. 124A Phil. 27A	Eco. 87B Mus. 124A Phil. 27A Phil. 64A	Eco. 87B Phil. 27A Phil. 64A	Eco. 87B Mus. 124A Phil. 27A	FREE	Eco. 87B Mus. 124A Phil. 27A Phil. 64A	Eco. 87B Phil. 27A Phil. 64A	Edu. 94B Mus. 124B Phil. 27B	Mus. 124B Phil. 27B Phil. 64B	Edu. 94B Phil. 27B Phil. 64B	FREE	Edu. 94B Mus. 124B Phil. 27B	Mus. 124B Phil. 27B Phil. 64B	Edu. 94B Phil. 27B Phil. 64B
3:10 pm - 4:20 pm	Eco. 84A Lit. 07A Phil. 25	Eco. 84A Lit. 07A Phil. 34A	Lit. 07A Phil. 25 Phil. 34A	Eco. 84A Lit. 07A Phil. 25	FREE	Eco. 84A Lit. 07A Phil. 25 Phil. 34A	Lit. 07A Phil. 25 Phil. 34A	Eco. 84B Lit. 07B	Eco. 84B Lit. 07B Phil. 34B	Lit. 07B Phil. 34B	FREE	Eco. 84B Lit. 07B	Eco. 84B Lit. 07B Phil. 34B	Lit. 07B Phil. 34B
4:30 pm - 5:40 pm	Hist. 104A Lit. 14A Phil. 77A	Hist. 104A Lit. 14A Phil. 77A	Lit. 14A Phil. 74A Phil. 77A	Hist. 104A Phil. 74A Phil. 77A	FREE	Hist. 104A Phil. 74A Phil. 77A	Lit. 14A Phil. 74A Phil. 77A	Hist. 104B Phil. 74B Phil. 77B	Hist. 104B Phil. 74B Phil. 77B	Lit. 14B Phil. 74B Phil. 77B	FREE	Lit. 14B Phil. 74B Phil. 77B	Hist. 104B Lit. 14B Phil. 77B	Hist. 104B Lit. 14B Phil. 77B
Evening	Why Businessmen Need Philosophy/ Value	Ballets France Instruction	FREE	The National Quality of Art Talk	FREE	Dance with DJ	FREE	Objectivism Q&A	FREE	Ballets France Instruction	FREE	Introduction to Objectivism Video	"Ayn Rand in Russia" Talk	Evening Banquet

REGISTRATION INFORMATION

RATES

● Rates for Double and Single Occupancy and for a participating child 13-17 include: General Lectures, Evening Events, room, board (all dinners except on 7/2, 7/4, 7/6, & 7/10, and all breakfasts), opening and closing banquets, taxes, and meal gratuities. Rates for commuters include all of the above except room/board.

● The two-week registration is for 15 nights/14 days, with breakfast on Sunday, July 14th. The one-week registration is for 8 nights/7 days, with breakfast, but no lecture, on Sunday, July 7th.

2-Week	Rates (per person)	1-Week
\$1,595	Double Occupancy	\$1,185
\$2,090	Single Occupancy	\$1,495
\$ 695	Commuter	\$ 490
Children (sharing room with parents)		
\$ 995	Child 13-17 (full participation)	\$ 795
\$ 675	Child 13-17 (room/board only)	\$ 385
\$ 290	Child 5-12 (room/board only)	\$ 170
no chrg.	Child Under 5	no chrg.
Tuition for Each Optional Course		
<i>With Basic Registration Course Only</i>		
7-Hour Course	\$105	\$155
4-Hour Course	\$ 60	\$110
5-Hour Course (H. Binswanger)	\$125	\$190

IMPORTANT INFORMATION

Register early! All prices, including unpaid balances, will increase by 10% after March 31, 1996.

● Please send in the Registration Form below with a deposit of \$200 per person. (One form per registrant; photocopy as necessary.) Balance is due March 31, 1996. Those with unpaid balances after that date will lose their priority in courses and accommodations.

● Those not registering for the conference may take optional courses, space permitting, with priority given to conferees (including commuters). You will be notified by June 1, 1996, whether or not space is available. Please remit total tuition with registration.

● **Cancellation Policy:** Written cancellation requests postmarked by March 31, 1996, will receive a total refund. If the total due has been paid, written cancellation requests postmarked April 1–April 30, 1996, will receive a 75% refund; May 1–May 31, 1996, 50% refund; June 1–June 14, 1996, 25% refund; after June 14, 1996, no refund. If only the \$200 deposit has been paid, cancellations postmarked after March 31, 1996, will receive a 25% refund.

Phone: 1-203-791-1755; Fax: 1-203-730-9722;
E-Mail: SandraSchwartzSRC@mcimail.com.

Registration Form

(One Form Per Registrant; Photocopy as Necessary)

Place address label from last page here, with any corrections.

Name: _____

Address: _____

Telephone Number: (day) _____

(eve) _____

Child's Name: _____ Age: _____

Child's Name: _____ Age: _____

REGISTRATION FOR OPTIONAL COURSES (use chart below):
Courses within the same time period conflict. Since courses may be filled by the time you register, please indicate your first and second choices by entering a "1" or a "2" in the space provided. (See page 6 for exact schedule.)

FIRST WEEK (6/30 – 7/6)	SECOND WEEK (7/7 – 7/13)
<p>9 am–10:10 am</p> <p>_____ Economics 87A</p> <p>_____ Law 114A*</p> <p>_____ Philosophy 44A*</p> <p>_____ Philosophy 54A*</p>	<p>9 am–10:10 am</p> <p>_____ Education 94A*</p> <p>_____ Law 114B*</p> <p>_____ Philosophy 44B*</p> <p>_____ Philosophy 54B*</p>
<p>1:50 pm–3 pm</p> <p>_____ Economics 87B</p> <p>_____ Music 124A*</p> <p>_____ Philosophy 27A</p> <p>_____ Philosophy 64A*</p>	<p>1:50 pm–3 pm</p> <p>_____ Education 94B*</p> <p>_____ Music 124B*</p> <p>_____ Philosophy 27B</p> <p>_____ Philosophy 64B*</p>
<p>3:10 pm–4:20 pm</p> <p>_____ Economics 84A*</p> <p>_____ Literature 07A</p> <p>_____ Philosophy 25*</p> <p>_____ Philosophy 34A*</p>	<p>3:10 pm–4:20 pm</p> <p>_____ Economics 84B*</p> <p>_____ Literature 07B</p> <p>_____ Philosophy 34B*</p>
<p>4:30 pm–5:40 pm</p> <p>_____ History 104A*</p> <p>_____ Literature 14A*</p> <p>_____ Philosophy 74A*</p> <p>_____ Philosophy 77A</p>	<p>4:30 pm–5:40 pm</p> <p>_____ History 104B*</p> <p>_____ Literature 14B*</p> <p>_____ Philosophy 74B*</p> <p>_____ Philosophy 77B</p>

Two-Week Basic Registration (June 29–July 14):

Double Occupancy†: _____ \$1,595 _____

Single Occupancy: _____ \$2,090 _____

Commuter: _____ \$ 695 _____

Child 13-17 (full participation;
sharing room with parents): _____ \$ 995 _____

Child 13-17 (room/board only; sharing room with parents):
No. of Children _____ x _____ \$ 675 _____

Child 5-12 (room/board only; sharing room with parents):
No. of Children _____ x _____ \$ 290 _____

Child Under 5: _____ No. _____ no chrg.

First-Week Basic Registration (June 29–July 7):

Double Occupancy†: _____ \$1,185 _____

Single Occupancy: _____ \$1,495 _____

Commuter: _____ \$ 490 _____

Child 13-17 (full participation;
sharing room with parents): _____ \$ 695 _____

Child 13-17 (room/board only; sharing room with parents):
No. of Children _____ x _____ \$ 385 _____

Child 5-12 (room/board only; sharing room with parents):
No. of Children _____ x _____ \$ 170 _____

Child Under 5: _____ No. _____ no chrg.

Optional Courses (with conference registration):

No. of 7-Hour Courses _____ x \$ 105 _____

No. of 4-Hour Courses _____ x \$ 60 _____

5-Hour Course: (H. Binswanger) \$ 125 _____

Optional Courses Only (without conference registration):

No. of 7-Hour Courses _____ x \$ 155 _____

No. of 4-Hour Courses _____ x \$ 110 _____

5-Hour Course: (H. Binswanger) \$ 190 _____

SUB-TOTAL _____

ADD: 10% of sub-total (after 3/31/96) _____

TOTAL DUE _____

LESS: \$200 Deposit Enclosed (before 3/31/96) _____

BALANCE (due by 3/31/96) _____

† I am Registering for Double-Occupancy:

My roommate will be: _____

Please assign a roommate for me:

I am: male female a non-smoker a smoker

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

SR CONFERENCES
130 Federal Road, Suite 56, Danbury, CT 06811

* ENDS 10 MINUTES EARLIER THAN THE TIME PERIOD INDICATES.

FACULTY (CONTINUED)

ANNE LOCKE

M.Ed., University of Maryland, 1970

Mrs. Locke, who has earned both Montessori Primary and Advanced Diplomas from the Washington Montessori Institute, founded the Chesapeake Montessori School in Annapolis, Maryland, in 1977. In addition to running the school, she teaches the Upper Elementary class.

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 the Speakers Bureau and the panel of Distinguished Supporters of the Ayn Rand Institute.

ROBERT MAYHEW

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

Dr. Mayhew is an Assistant Professor of Philosophy at Seton Hall University. He has taught at Virginia Tech and Georgetown University. He is the editor of *Ayn Rand's Marginalia* and is currently completing two books, one entitled *Aristotle's Criticism of Plato's Republic* and the other a translation of *Aristophanes' Ecclesiazusae*.

SHOSHANA MILGRAM

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

An Associate Professor of English at Virginia Tech, Dr. Milgram teaches courses in comparative literature, detective fiction, film, and science fiction, in addition to the standard genre and period subjects. She has taught Ayn Rand's novels in a variety of graduate and undergraduate courses and has presented talks on Ayn Rand at national meetings of the leading academic organizations in the field of literature. Her publications include the introduction and afterword for a recent edition of Hugo's "Toilers of the Sea."

LEONARD PEIKOFF

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

Dr. Peikoff, Ayn Rand's associate for over 30 years and her legal and intellectual heir, is the leading Objectivist philosopher. He is the author of *Objectivism: The Philosophy of Ayn Rand*, the first systematic presentation of Ayn Rand's philosophy, and *The Ominous Parallels*, and is the editor of several Objectivist anthologies. Dr. Peikoff taught philosophy at New York University, Long Island University, Hunter College, the University of Denver, and the Polytechnic Institute of Brooklyn. He is currently teaching at the Objectivist Graduate Center of the Ayn Rand Institute.

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. Widely recognized for his lecturing skills, public speaking, and debates in defense of capitalism, he is a recipient of the prestigious award from the Ontario Council of University Faculty Associations for outstanding contribution to university teaching. Articles by Dr. Ridpath have appeared in *The Objectivist Forum* and *The Intellectual Activist*.

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 Book Service. He also teaches the advanced writing seminar at the Objectivist Graduate Center of the Ayn Rand Institute. Mr. Schwartz 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 the Royal Conservatory of Music in Toronto, San Jose State University, and Indiana University.

MARY ANN SURES

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

Mrs. Sures has taught art history at New York University and Hunter College, has lectured on esthetics, and has spoken at Objectivist conferences. Her article on sculpture, "Metaphysics in Marble," was published in *The Objectivist* (February-March 1969). 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 school-children 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.

SAVE 10%—REGISTER BY MAR. 31, 1996

In addition, the earlier you register, the greater your likelihood of getting your first choice in the optional courses.