Objectivist Summer Conference

2004

OCON

July 10 through July 22, 2004
Wintergreen Resort
Wintergreen, Virginia

General Session Lectures
(see pages 4–5)

Optional Courses
(see pages 6–9)

Conferences for the rational mind

ARI
Ayn
Rand
Institute

Dear Reader:

I am pleased to announce the 2004 Objectivist Summer Conference highlighted by lectures by Dr. Harry Binswanger, Dr. John Ridpath, Peter Schwartz and Mary Ann Sures. This year's conference will offer fifteen general-session lectures, twenty-one unique optional courses and workshops, and two evening panels during the two-week event.

The venue is Wintergreen Resort, located in the beautiful Blue Ridge mountains of Virginia, approximately 35 miles southwest of Charlottesville. The resort offers lodge and condominium accommodations, four restaurants, shopping, thirty miles of marked hiking paths, two championship golf courses, tennis, swimming, horseback riding, and a spa and fitness center. In addition, a music festival, entitled Mozart in the Mountains, will be held at Wintergreen at the same time as the conference.

A very special event this year will be a tour of Monticello, home to Thomas Jefferson, author of the Declaration of Independence. Preceded by a wine and appetizer reception on the grounds of the estate, our private tour of the home will include rooms not shown to the general public.

Come spend one or two weeks in an environment of intellectual stimulation in the beautiful Blue Ridge mountains of Virginia. Attended by people from around the world who share your values, the conference is sure to provide you a memorable vacation. So make your plans now to attend in July, to catch up with old friends, make new ones and meet the extraordinary faculty of this special event.

Dr. Yaron Brook
President and Executive Director
The Ayn Rand Institute

P.S. Enroll by April 30 to take advantage of discount pricing and to assure your first choice in accommodations.

P.P.S. For students there are a number of registration options at reduced rates. See pages 13–16.

Table of Contents

About Wintergreen Resort

High in Virginia's Blue Ridge, Wintergreen Resort is a mountaintop hideaway with glorious vistas that seem to go on forever. Here is the ultimate vacation spot—peaceful and refreshing, yet with recreation, lodging and dining options to suit every taste. A short drive from Charlottesville, Virginia, through scenic Nelson County brings you to the foot of Wintergreen Mountain. As the road winds uphill, water cascades down rocky streams, passing through groves of mountain laurel and wild rhododendron. As the road climbs, the air grows noticeably cooler and crisper. At the top lies Wintergreen—you have truly gotten away from it all. No malls, no traffic lights, no commute. The pace has slowed to a relaxing mountain rhythm. Adjust your attitude to the altitude and begin your vacation.

LODGING

Nestled in a beautiful mountain setting with breathtaking views, Wintergreen's privately owned condominiums are tastefully decorated and furnished. These carefully maintained accommodations range in size from studio to five-bedroom condominiums. Comfortable living areas, fully equipped kitchens and cozy fireplaces, found in most accommodations are perfect for families or to share with friends.

DINING

Four full-service restaurants offer countless options, from a quick bite to a relaxed fine-dining experience. The Copper Mine, a perennial favorite, offers Continental fare. Savour the gourmet cuisine as you relax by an open-pit copper fireplace. At Devils Knob the casual elegance of the Devils Grill combines grill-room ambience with golf course views. The newly remodeled Edge, at Cooper's Vantage, is just the place to enjoy exciting nightlife. Café Verandah at Stoney Creek boasts splendid mountain views from the basin of the Rockfish Valley. Enjoy creative cuisine in a clubhouse atmosphere at family-friendly prices.
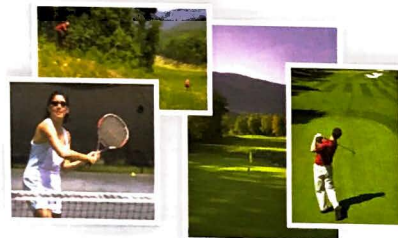
RECREATIONAL AMENITIES

Stoney Creek 27-hole championship golf course, selected as one of the "Best Golf Courses in the Country" by *Golf Digest* magazine; Devils Knob 18-hole championship golf course, Virginia's highest course at nearly 4,000 feet; 19 composition-clay, three deco-turf indoor and two all-weather, hard-surface tennis courts; horseback riding; Out of Bounds Adventure Center; one indoor and five outdoor swimming pools; thirty miles of marked hiking paths, some joining the famous Appalachian Trail, provide routes that accommodate every explorer from novice to expert; nature hikes and outdoor programs; 20-acre Lake Monocan for swimming, canoeing and fishing; bicycle rentals; and fly fishing.

SPECIAL FEATURES

▶ **Spa and Fitness Center** at the Wintergarden features spacious indoor and outdoor pools, soothing hot tubs, whirlpool, saunas, fitness center including exercise room, personal trainers, a variety of massage and spa treatments, cosmetology services and aerobics.
▶ **8th Annual Wintergreen Summer Music Festival**, entitled **Mozart in the Mountains**, will take place July 8–25 at the resort.

▶ **The Mountain Inn Gallery of Shops** includes a variety of shops offering jewelry and apparel, antiques, sporting equipment, crafts and more. There is also a grocery store and gas station on the mountain.
▶ Area attractions include several wineries, homes of three U.S. Presidents within an hour's drive, Crabtree Falls, Oak Ridge Estate and The Walton's Museum.

CHILDREN'S PROGRAMS

A full range of childcare options is available for conference guests. The Treehouse and Kids Night Out programs, offered in the children's center, have helped Wintergreen garner national recognition from *Better Homes and Gardens* and *Family Circle* magazines. Both programs offer children the opportunity to participate in a variety of activities such as handcrafts, hiking, swimming, group games, nature crafts and cooking. For younger children, Wintergreen also offers babysitting services.

LOCATION AND CLIMATE

The Wintergreen Resort lies 35 miles southwest of Charlottesville and 145 miles southwest of Washington, D.C. Wintergreen borders the Blue Ridge Parkway. Summer temperatures rarely exceed 82–85 degrees, with mountain cool temperatures and low humidity.

TRANSPORTATION

US Airways, United Express and The Delta Connection provide daily service to both the Charlottesville and Lynchburg airports. Airport shuttle service to and from the airports is offered through Wintergreen's Transportation Department. Enterprise Rent-A-Car will deliver and pick up cars at Wintergreen.

Virtues or Vices? Kindness, Generosity, Charity
Tara Smith

A thorough understanding of the Objectivist ethics requires digesting not only the major virtues that Ayn Rand identified, but the implications of rational egoism for other types of action traditionally praised as virtuous. This lecture will consider three such conventional virtues: kindness, generosity and charity.

Given that Ayn Rand did not claim to provide an exhaustive catalog of the moral virtues, it is natural to wonder about the status of purported virtues that seem to have a rational basis. Are kindness, generosity or charity lesser, subordinate virtues? Are they incompatible with egoism? If generosity consists in giving a person more than he deserves, for instance, does it violate the virtue of justice? If it *is* appropriate to be kind or generous or charitable, what should govern a person's exercise of these traits?

Addressing these questions will prod us to confront remnants of altruism that may continue to infect our attitudes and to more fully integrate our understanding of Objectivism with our understanding of the culturally dominant morality.

This lecture is based on work in progress, a chapter of a book Dr. Smith is writing on Ayn Rand's view of how to be a rational egoist.

▶ **Sunday, July 11, 2004 • 10:15–11:45 AM**

The Morality of War
Yaron Brook

Although America has waged two wars—Afghanistan and Iraq—in as many years, the threats to our security persist. We face many more years of continuing military strife in the Middle East and elsewhere. Our military is awesomely powerful, but the *moral* guidance it receives from Washington is shockingly meek. What moral principles *should* guide a nation in war?

In this lecture Dr. Brook explains and evaluates the dominant views on the morality of fighting a war. Questions to be addressed include: When is it morally proper and necessary to wage war? What should be the goal of a war? Under what conditions is it proper to strike preemptively?

Is the military morally obliged to spare civilian lives? What treatment do prisoners of war deserve? Should war be fought for the sake of humanitarian ends? Under what conditions, if any, is it morally proper to use biological, chemical or nuclear weapons?

▶ **Sunday, July 11, 2004 • 1:45–3:15 PM**

Individual Rights and the Founding of America *(two lectures)*
John Ridpath

The United States of America, as Ayn Rand has dramatically demonstrated, is unique in human history. It is the only country to ever attempt to center its founding, and essence, on the moral principle of individual rights.

The idea that every individual has a moral right to his own life, and thus to all this implies, germinated slowly over centuries. In the eighteenth century, however, it broke forth in its fullest flower, and it was this that guided the heroic saga of America's founding.

Eighteenth-century thought, however, was not without its confusions, limitations and conflicts. And thus the Founding Fathers' grasp of what rights were, what they implied and how they were to be justified, was not clear or necessarily consistent.

These two lectures, while focusing on Thomas Jefferson, will also examine the Founders' grasp of what rights were. From this we will be able to better appreciate their heroism within the context of their time and understanding. More profound, we will more fully understand the indispensability of a deep philosophic grounding to any true but derivative principle, such as rights, if it is to survive the onslaught of the philosophic underminers of human life.

▶ **Monday, July 12, 2004 • 10:15–11:45 AM**
▶ **Tuesday, July 13, 2004 • 10:15–11:45 AM**

Clarity in Conceptualization: The Art of Identifying "Package-Deals" *(two lectures)*
Peter Schwartz

Conceptual thinking entails the classification of existents according to essential similarities and essential differences. One of the most insidious techniques for undercutting conceptual thinking is that of the "package-deal"—the attempt to integrate opposites by blurring their essential differences. It is a device that allows its originators to put over disastrously erroneous ideas. Ranging from the misuse of the concept "environment" to the false arguments made against America's employment of military force, the package-deal is a pervasive phenomenon in today's culture. These two lectures analyze this phenomenon. They discuss the various forms in which package-deals come, the cognitive distortions they create—and the means by which one can avoid being taken in by them.

▶ **Wednesday, July 14, 2004 • 10:15–11:45 AM**
▶ **Thursday, July 15, 2004 • 1:45–3:15 PM**

Modern Art
Mary Ann Sures

Art has always reflected the dominant philosophy of a culture. "Modern art," quoting Ayn Rand, "is the most eloquent demonstration of the cultural bankruptcy of our age." What made modern art possible? This lecture answers that question. It covers the gradual changes in style, as art moved from representational styles in the nineteenth century to the nonobjective in the twentieth. Using examples and practitioners' statements, it shows the connection between modern art and modern philosophy's assault on reality and consciousness, demonstrating that, whether art is being created or destroyed, it is philosophy that moves the painter's brush and the sculptor's chisel.

▶ **Thursday, July 15, 2004 • 10:15 AM–12:15 PM**

Anthem: '38 and '46
Robert Mayhew

Ayn Rand's novella, *Anthem*, was originally published in 1938, in England. Its first publication in the United States, however, was not until 1946, after the appearance of *The Fountainhead*. Ayn Rand made hundreds of changes in preparing this revised edition, many of them very interesting. In this lecture Dr. Mayhew investigates the kinds of revisions she made, with special emphasis on (1) stylistic changes, (2) revisions made to avoid unwanted philosophical implications and (3) passages which, in the original, seem to reflect the influence of Friedrich Nietzsche.

▶ **Thursday, July 15, 2004 • 8–9:30 PM**

"There were so many good things scheduled that I hardly had time to make phone calls or check my e-mail. Just how it should be!"
"The lectures and venue were high quality. Overall a fantastic experience. See you next year!"
"The first conference organized by ARI was the best I have attended. It's like spending a week in Galt's Gulch."

—Comments from attendees of the 2003 Objectivist Summer Conference

FOUR LECTURES BY DR. HARRY BINSWANGER

Logical Thinking

A combination of lectures on and exercises in "the art of non-contradictory identification." This course does not cover traditional logic but focuses instead on the uniquely Objectivist approach to logic—especially on Ayn Rand's discoveries concerning the use and misuse of concepts. Since cognition is essentially differentiation and integration, and since the process of defining concepts is the archetype of differentiation and integration, emphasis will be placed on learning a specific, step-by-step method of formulating a valid definition. We will also cover: proper vs. invalid concepts; the fallacies of the "stolen concept" and "self-exclusion"; how to achieve unit-economy in propositions; and objective judgment vs. arbitrary assertions. "Homework" exercises will be given on each of the topics, and a sampling of students' answers will be discussed in class. (This is a revised version of a 1993 course, which is not available on tape.)

▶ **Saturday, July 17, 2004 • 10:15–11:45 AM**
▶ **Sunday, July 18, 2004 • 10:15–11:45 AM**
▶ **Tuesday, July 20, 2004 • 10:15–11:45 AM**
▶ **Wednesday, July 21, 2004 • 10:15–11:45 AM**

The Pendulum: A Case Study in Scientific Method

David Harriman

The pendulum has played a remarkable role in the history of physics. Modern physics was born as a pendulum swung back and forth under Galileo's watchful eyes; it reached maturity when Newton studied its motion more carefully in order to validate his mechanics; and it celebrated great milestones when pendulum experiments helped to prove the laws of electromagnetism and the atomic theory of matter.

This lecture will focus on the method that enabled physicists to learn so much from such a seemingly simple phenomenon. The history of the pendulum reveals the interplay between experiment and mathematical analysis, as well as the crucial role that concept formation and measurement play in scientific discovery. In short, the pendulum illustrates every major feature of Leonard Peikoff's theory of scientific induction. Mr. Harriman will comment on why contemporary views of scientific method are helpless to explain the actual history of science.

▶ **Saturday, July 17, 2004 • 1:45–3:15 PM**

What Might Be and Ought to Be

Tore Boeckmann

Aristotle says in the *Poetics* that fiction is of greater philosophical importance than history, because history represents things only as they are, while fiction represents them as they might be and ought to be. Ayn Rand calls this "the most important principle of the esthetics of literature" and, more personally, "the rule of my life work."

In this lecture Mr. Boeckmann analyzes the central argument of the *Poetics*, which leads to the might-be-and-ought-to-be principle. He explains the profundity of this principle and addresses common confusions that arise from viewing it too superficially. He shows how the principle applies to Aristotle's favorite Greek tragedies and to Ayn Rand's fiction. Finally, he argues that Aristotle's principle applies, at least by implication, to all narrative literature—as a fundamental though often unacknowledged premise of the storytelling art.

▶ **Monday, July 19, 2004 • 8–9:30 PM**

Objective vs. Classical Education

Lisa VanDamme

For nearly a century Progressive education has dominated American schools. As a result, generations of students have graduated ignorant of history, unfamiliar with the classics of literature and unable to write clearly. In recent years the growing number of parents seeking a superior education outside the school system have turned to a different movement: "classical education."

The classical approach to education has many virtues. Advocates of classical education urge the importance of a rigorous academic education. They promote the "Great Books" of the Western tradition. They value the legacy of Greece and Rome and encourage a patriotic appreciation of the Founding Fathers and the United States. They stress the importance of writing skills, from grammar to logic and rhetoric. And they advocate a grand-scale, philosophic perspective on the world. Is classical education, then, the ideal sought by Objectivists?

No! answers Lisa VanDamme, who discusses not only the virtues of classical education, but also its fundamental and rarely identified flaws.

▶ **Wednesday, July 21, 2004 • 1:45–3:15 PM**

Welcome Reception and Dinner
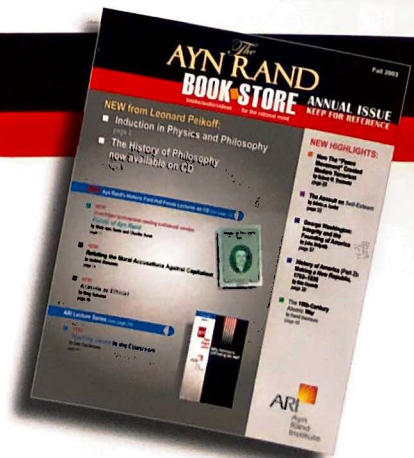
Meet other attendees at the opening reception and celebrate the beginning of the summer conference with the opening dinner! This event is dressy; coats and ties for gentlemen, please. Guests may purchase tickets for this event.
Saturday, July 10, 2004 • 6–9:30 PM

ARI Reception and Talk

A discussion of cultural trends and their significance for the spread of Objectivism.
Sunday, July 11, 2004 • 7:30–9 PM

Q-&-A Panel on Foreign Policy

Peter Schwartz and Dr. Yaron Brook will discuss the philosophical and moral issues related to foreign policy and how we can best protect America from its enemies.
Wednesday, July 14, 2004 • 8–9:30 PM

ARI Presentation: The State of the Ayn Rand Institute

Dr. Yaron Brook, executive director of ARI, will present an update on the projects of the Institute and describe some of its recent successes—as well as its future goals.
Saturday, July 17, 2004 • 8–9:30 PM

Q-&-A Panel on Objectivism and Economics

Dr. Harry Binswanger and Dr. Yaron Brook will field questions on the philosophy of Objectivism, with particular regard to its application to issues in economics and business.
Tuesday, July 20, 2004 • 8–9:30 PM

Closing Reception, Dinner and Dance

Come ready to dance the night away! Our final evening will begin with a reception and dinner, followed by dancing until midnight. This event is dressy; coats and ties for gentlemen, please. Guests may purchase tickets for this event.
Wednesday, July 21, 2004 • 6:30 PM–12 Midnight
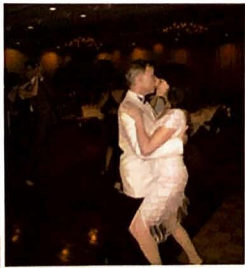
GROUP A (W1=Week 1; W2=Week 2)

A1W1 or A1W2
God Said
Craig Biddle

Ayn Rand distinguished between a disciple of causation and a disciple of "duty." The first is reality-oriented and goal-directed; he recognizes that the achievement of every end requires specific means, and he pursues his values accordingly. The second is directed not by goals, but by an inexplicable moral "must"; his actions are unrelated to his values; they are intended to fulfill alleged obligations that have nothing to do with his life. This course examines and elaborates that distinction—offering techniques and standing orders for living as a disciple of causation, and suggesting ways to expunge remnants of the duty premise that might still infect one's soul.

The metaphysical attitude and guiding moral premise of the disciple of causation, wrote Ayn Rand, is summed up in the Spanish proverb: "God said: 'Take what you want and pay for it.'" We will "chew" the profound Objectivist meaning of this proverb—and how to fully embrace it.

A2W1 or A2W2
Defensor Patriae: The Homeland Defense in History
John Lewis

With the creation of the Department of Homeland Security, America has accepted a permanent, institutionalized state of siege on its own soil. But is this the correct strategy? These lectures will examine four conflicts in history, asking how great nations have defended themselves against ruthless enemies, and drawing lessons for today. The Greeks, the Romans, the Americans during their Civil War and the Europeans prior to World War II, all demonstrated how a timid, defensive strategy can result in years of stalemate. Only a self-righteous offense led by an intelligent, audacious general can end the bloodshed. Only a proper attitude towards warfare, an enemy and one's cause can enable the clear-headed military action needed to win a defensive war and protect freedom and peace. There is a deep connection between intellectual clarity, moral certainty, intelligent leadership and the offensive strategy needed to defeat a ruthless enemy.

A3W1 or A3W2
Platonism
Greg Salmieri

Ayn Rand characterized history as a duel between two philosophers: Plato and Aristotle. Objectivism is firmly rooted in Aristotelianism, which holds that there is one world, that we can know it by reason rooted in sense-perception and that we can achieve happiness in it by integrating our mind and body. Plato held that the world we inhabit is an unreal and unknowable shadow of a higher existence, that we can achieve true knowledge only by turning away from our senses, and true happiness only by disowning our worldly desires. But despite these differences, Aristotle and all subsequent thinkers owe a tremendous debt to Plato. He was the first to grasp the deep connections between issues as diverse as epistemology, economics and sex and to formulate a philosophical system. In this course we will study this system and its development with an emphasis on its centerpiece: the Theory of Forms.

A4W1 or A4W2
The Revolutionary Origins of the American Constitution
C. Bradley Thompson

In 1878 British prime minister William Gladstone referred to the American Constitution as the "most wonderful work ever struck off at a given time by the brain and purpose of man." This course examines the origins, formation and character of America's constitutional system. Lectures will focus on why America's "Greatest Generation" founded a new nation on the basis of reason and philosophy, how they understood and developed principles such as natural rights, republicanism, separation of powers, checks and balances, federalism and judicial review, and how they applied those principles to the construction of their Revolutionary governments. Ultimately, the purpose of these lectures is to identify when, how and why America's founding statesmen invented and institutionalized the idea of a written constitution as fundamental law. It will be demonstrated that this extraordinary constitutional innovation is America's most important contribution to Western political thought and practice.

Don't forget:
register by April 30
to take advantage of discount pricing.
See page 13 for Registration Information and Schedule and page 15 for Registration Form.

GROUP B (W1=Week 1; W2=Week 2)

B1W1 or B1W2
Children, Parents and Power Struggles
Susan Crawford

The term "power struggle" is used to identify an emotional situation that every parent experiences, from the whining and temper tantrums of a toddler to the sulking and angry outbursts of a teenager. The term suggests that it is all a matter of who has the power: you or your child. It becomes a win-lose situation only if the parent is an authoritarian who always wins, or the child knows how to manipulate a parent's emotional responses so that his demands are always met. This does not have to be the case. There are ways that these distressing events can be avoided or resolved, including teaching a child how to handle emotions, having a parent who enforces standards and giving the parent control while fostering independence in the growing child. This course will discuss these tools of parenting and show how the real power for parents lies in their ability to guide their children toward self-control, which is necessary for self-esteem, maturity and independent thinking.

B2W1 or B2W2
The Wright Brothers: The First Heroes of Manned Flight
Ted Gray and Edwin A. Locke

The invention of manned flight was one of the greatest achievements in the history of mankind, a triumph of the rational mind. This course describes the history of the Wrights' achievement, including the failed (and usually fatal) attempts of previous flight pioneers; the false conclusions and incorrect technical calculations of those earlier pioneers; the many, highly technical discoveries the Wright brothers had to make; their many experiments with gliders (some of which were nearly fatal); their first powered flight at Kitty Hawk, North Carolina; and their subsequent achievements.

Dr. Locke presents the nontechnical, historical material and, in a form that is easily understandable to the layman, Ted Gray, an engineer, explains some of the technical principles of flight that the Wright brothers had to discover.

B3W1 or B3W2
An Intellectual History of American Education
Elan Journo

American schools today have forsaken the goal of cultivating the student's mind. Instead of being prepared for life as independent thinkers, students face a barrage of "politically correct" dogmas. They are urged to be emotionalist herd-followers, to hate Western Civilization, to revere the "environment." Many graduates are illiterate, inarticulate and unable to perform simple arithmetic.

The perversion of schools into factories of ignorance did not happen overnight, nor did it happen in an intellectual vacuum. On the contrary, the decline of education is an eloquent illustration of how philosophy shapes the culture. This course surveys the intellectual history of American education and discusses the ideas and influence of major theorists such as John Dewey. The aim is to explain the philosophic underpinnings of those ideas and to map the paths along which they have traveled on the way to the mainstream of today's classrooms.

B4W1 or B4W2
Bringing Out the Heroic in Yourself
Ellen Kenner

We've all faced that split second when we must decide whether to speak up and defend our values . . . or let the moment pass. On a wider scope, there is also our long-range desire to fight for a healthier, more rational world. But if we let such moments or opportunities slip by, it takes a psychological toll on us. This course will cover common psychological barriers to action, offer motivational tips on picking your personal "battles" and avoiding errors, and suggest ways of practicing these new skills.

Ayn Rand said that "anyone who fights for the future, lives in it today." This course will help you to assertively and effectively defend your values with family members, classmates, coworkers, friends or in some public forum. We will also explore the personal benefits to you, for example, increased confidence, enhanced benevolent universe premises, and a wider integration of your knowledge—both in content and method. Finally, this course will help you increase your self-respect and solidify a sense of earned pride.

B5W1 or B5W2
Ayn Rand's Aesthetics in Historical Perspective
Barry Wood

While most Objectivists are well aware of Ayn Rand's towering contributions to the major fields of philosophy—metaphysics, epistemology, ethics, and politics—fewer perhaps are aware that her ideas have powerful significance for the field of aesthetics as well. The purpose of this course is to explain why this is so. Dr. Wood will introduce the basic questions of aesthetics and show how they have been answered at different times in the history of Western philosophy. Special attention will be given to how these answers have reflected the philosophers' fundamental premises about the nature of the universe and how our minds grasp it. In particular, Dr. Wood will illuminate Ayn Rand's point that Kant's philosophy is the root of modern "art." The course will conclude with an examination of the Objectivist aesthetics and why they represent a revolutionary development.

GROUP C (W1=Week 1; W2=Week 2)

C1W1 or C1W2
Discovering Film Music
David Berry

Most of us love movies but we are rarely aware of the music in them. This course is a basic introduction to film music. Since their inception in the 1890s, films have been accompanied by music. It affects the pace, reflects emotions, brings to mind unseen characters or unspoken thoughts, supports action, creates atmosphere, provides unity and sometimes becomes a part of the story.

The relationships between the musicians, filmmakers and studios will be explored. Issues and techniques involving the planning and realization of the musical score are covered, including these topics: spotting, temp tracks, orchestration, recording and synchronization, and the differences between concert hall and film music.

Each lecture will include many examples and end with a question period. Scores for movies featuring Ayn Rand's work will be given special attention, including an analysis of Max Steiner's music for *The Fountainhead*. The course is designed for both musicians and nonmusicians.

C2W1 or C2W2
The History of America (part 3): Expanding and Securing the Union, 1836–1877
Eric Daniels

This course tells the story of how the United States expanded both geographically and economically in the middle of the nineteenth century, becoming the leading nation in the Western Hemisphere. During the years after the War of 1812, enterprising Americans spread freedom and representative government across the continent. This expansion and development, however, helped to highlight not only partisan differences over economic policy, but also fundamental differences between the North and the South. How did Americans acquire new territory? What political changes came about during the so-called Age of Jackson? What caused the Civil War and why was it fought? In these five lectures, the third part of an ongoing series, Dr. Daniels will explain the major events of American history from the mid-1830s to the end of Reconstruction. The focus will be on the major ideas and events that shaped American life in this period.

C3W1 or C3W2
Existentialism
Robert Garmong

If a non-Objectivist layman is interested in philosophy of any kind, chances are it is Existentialism. Whereas other philosophical theories, both current and historical, are typically esoteric and abstruse, Existentialists discuss issues that clearly matter to daily life—issues like volition, the nature of the emotions, and autonomy. Many Existentialist positions seem similar to Objectivist ideas, such as the importance of volition and moral responsibility. And yet Existentialism has also been characterized as a doom-and-gloom philosophy, the worship of death.

This course will examine the roots of its appeal—and of its destructiveness. By carefully analyzing key Existentialist concepts, we will see how Existentialism hijacks the best within its student and hitches it to a life-destroying end.

C4W1 or C4W2
The Foundations of the Renaissance
Andrew Lewis

The Renaissance was one of the greatest periods of Western Civilization. It was, in one sense, however, an accident. None of the Christian Scholastics who tried to integrate Aristotelian philosophy into the Church planned for the secular achievements that would follow. How then did it happen? Why did Aristotle's influence endure in Christian Europe, but not among the Muslims? What events and intellectual developments led to the triumph of reason over faith, and what lessons can we learn for bringing about a second—and complete—Renaissance? This course (heavily expanded and revised from a course given in 1998) traces the political and intellectual history that ended the Dark Ages and ignited the Renaissance.

C5W1 or C5W2
Why Markets Don't Fail
Brian Simpson

This course—based on a forthcoming book titled *Markets Don't Fail!*—addresses some of the popular arguments made by economists and other intellectuals against the free market. For each topic, Dr. Simpson describes what the claim against capitalism is, then shows why the claim is invalid and finally shows why capitalism actually succeeds with respect to the issue involved. A significant portion of the course involves exposing the invalid premises underlying the claims of market failure and providing a proper basis upon which to judge capitalism. Some of the topics pertaining to alleged market failure include: monopoly, antitrust laws, predatory pricing and "externalities." This course will help improve one's understanding of capitalism and provide one with greater intellectual ammunition with which to defend capitalism.

> ***Don't forget:*** **register by April 30 to take advantage of discount pricing.**
> See page 13 for Registration Information and Schedule and page 15 for Registration Form.

WORKSHOPS

SW2
Sculpture Workshop
Stuart M. Feldman

Over a two-day course, the artist will demonstrate the creation of a bust in clay from his imagination. In the process he will explain the knowledge that needs to be retained, from the wide experience of studying and sculpting many heads, in order to create a sculpture without a living model in front of him.

The sculpture will begin with a simple abstract representation of the head, and then proceed with the development of the basic structure of the skull and gesture (pose). The final day will deal with features and expression.

Along the way the artist will discuss the use of a "working theme" as the guiding element for the selective process that takes place.

Attendees may ask questions or make comments throughout the process.

DW1 or DW2
Swing Dancing
Marilyn George and Ted Gray

Swing is the only 100 percent American social (partner) dance. It was developed in Harlem in the 1920s from the Foxtrot and Charleston to fit the new swing music. Its original name was Lindy Hop, in honor of Charles Lindberg.

Triple-Time Swing, which became popular in the '50s, will be taught. This version of swing dancing has all the elements of the other variations and once mastered will allow the student to pick his favorite variation to focus on. The lessons use moderate-tempo music for the purpose of learning.

Lessons assume no prior knowledge of dance. The goal will be to introduce students to the dance, with the hope that they will pursue it on their own. The reward in teaching these courses over the years has been the students who have adopted social dancing as an optional value in their lives.

All students should wear leather-soled shoes. You can't dance properly in rubber-soled shoes—sticky.
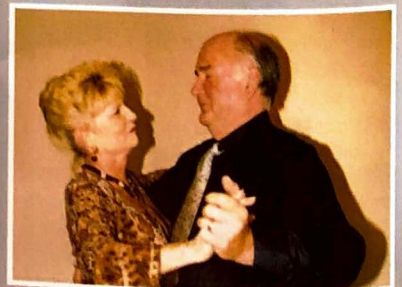
GROUP D (W1=Week 1; W2=Week 2)

D1W1 or D1W2
"Robber Barrons" as Productive Geniuses
Andrew Bernstein

This course starts by describing the creative achievements of many of late-nineteenth-century America's greatest business heroes. Included are Andrew Carnegie, John D. Rockefeller and others, but the focus is on the extraordinary but now largely forgotten Edward H. Harriman, "the Little Giant," who rebuilt much of America's railways.

But the course's emphasis is on moral evaluation. What were the specific accusations that anticapitalist intellectuals brought against these men? Are the accusations generally based on factual errors or on evaluations by means of corrupt moral theories—or both? How does Objectivism enable the industrialists' supporters to finally refute those charges? What are the major moral errors committed by the critics? By answering these questions, the course provides a fuller appreciation of the extraordinary achievements of productive giants, as well as the intellectual ammunition to disprove the leftists' scurrilous charges

D2W1 or D2W2
The Crisis of Principles in Greek Mathematics
Pat Corvini

At the close of the Golden Age of Greece, mathematics faced a double challenge: the discovery of incommensurable magnitudes, whose ratio could not be expressed in numbers, and the paradoxes of Zeno, purporting to prove that motion is impossible. Both problems challenged the fundamental concepts of mathematics. The Greek response to this "crisis of principles" owed much to the work of one man: Eudoxus of Cnidus. His new theory of proportions and method of "exhaustion" allowed a burst of progress, culminating in the work of Archimedes.

However, the Eudoxian approach also fostered dichotomies between logical rigor and mathematical practicality, and between arithmetic and geometry, that persisted beyond the time of Newton. In this course we examine the nature and philosophic roots of the crisis and of the competing methods developed in response, and the relationship of these to our developing concept of number. As we will see, the crisis and its resolution amply illustrate the importance of philosophy in mathematics.

D3W1 or D3W2
The Style of Alfred Hitchcock: Films for the Focused Mind
Shoshana Milgram

We will examine six classic films—*The Thirty-Nine Steps, Young and Innocent, Shadow of a Doubt, Strangers on a Train, North by Northwest* and *To Catch a Thief*—directed by Alfred Hitchcock, whom Ayn Rand described as an artist of stature, and as a Romanticist. His films, said Hitchcock, were not "slices of life," but "slices of cake"—because "drama is life with the dull spots removed."

Hitchcock took seriously the artistic task described by Ayn Rand in "Art and Cognition"—that of conditioning our consciousness. "The filmmaker's responsibility," he said, "is to cultivate audiences capable of noticing and appreciating subtleties." His signature device—elegant dramatic suspense—shows respect for the spectator's mind by "letting the audience into the secret." His style rewards purposeful attentiveness. By analyzing esthetic integration in his work, we can sharpen our viewing skills. (Revision of a course offered in 1997)

D4W1 or D4W2
The Role of Reason in Ethics
Amy Peikoff

In this course we will examine, chronologically, a range of ethical theories in the Western tradition: Platonism, Aristotelianism, Kantianism, Pragmatism and Objectivism. With respect to each, we will ask: What does this theory say about the nature of reason and its role in the good life? The presentation of each theory will start by analyzing selected passages from primary texts; this will lead us to each school's essentialized answer to our question. In order to gain an integrated, grounded understanding, we will also compare and contrast the various approaches, including their application to real moral problems as they arise in daily life. The result will be a deeper understanding of the history of ethics, and of the unique value of Ayn Rand's approach.

D5W2 (week 2 only)
The Moral Guide to Business: Egoism
Jaana Woiceshyn

This course will show (1) why egoism is the only moral code suited to guide business, and (2) how egoism can be applied to guide business decision-making and to defend business on moral grounds. We will also see (3) why capitalism is the only social system that makes virtue possible and how business people should fight for such a system. The main emphasis is on the second topic: applying egoism to business decision-making.

We will examine how the central egoist principles (self-interest, man's life as the standard of value, no initiation of physical force, rationality, justice and the trader principle, honesty, independence, integrity, productiveness, pride) can guide and defend business decisions. The participants will get some hands-on practice in applying these principles to concrete, challenging business examples (e.g., assessing and interacting with employees and business partners, dealing with the government, insider trading, charity).

SPECIAL TOUR: Monticello

Thomas Jefferson—author of the Declaration of Independence, third president of the United States and founder of the University of Virginia—voiced the aspirations of a new America as no other individual of his era. As statesman, historian and philosopher, he believed in "the sufficiency of reason for the core of human affairs."

We are pleased to announce a very special tour of Thomas Jefferson's Monticello on Tuesday, July 13. Arrangements have been made for round-trip bus transportation between Wintergreen Resort and Monticello. Upon arrival, approximately one hour after departure at 4:30 PM, a reception will be held to toast this very special visit. Enjoy substantial appetizers, wine, beer and nonalcoholic drinks before the beginning of our private tour of the home and nearby grounds of the estate.

This is a once in a lifetime tour that will take place in the early evening, after Monticello closes to the general public. Our tour will include private rooms in Jefferson's home and the Jefferson Library, which are not open to the general public.

THE TOUR

▶ **Monticello** is the autobiographical masterpiece of Thomas Jefferson, designed and redesigned and built and rebuilt for more than forty years.

▶ **The gardens at Monticello** are a botanic showpiece, a source of food and an experimental laboratory of ornamental and useful plants from around the world.

▶ **The Jefferson Library** has more than 5,000 titles, and another 5,000 in departmental libraries throughout the Thomas Jefferson Foundation. These libraries include Archaeology, Center for Historic Plants, Curatorial, Education, Guides and the International Center for Jefferson Studies at Kenwood. Some major titles include the multi-volume papers of Hamilton, Washington, Madison, John Adams and family, and the major editions of Jefferson's writings edited by Albert Ellery Bergh, Paul Leicester Ford and Julian Boyd.

All photographs of Monticello reproduced by permission of Monticello/Thomas Jefferson Foundation, Inc.

FACULTY BIOGRAPHIES
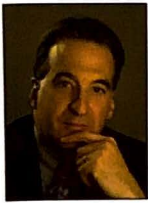
ANDREW BERNSTEIN
Ph.D., Philosophy, 1986, City University of New York
Dr. Bernstein holds a Ph.D. in philosophy and is a member of the Ayn Rand Institute's Speakers Bureau. He is working on a book, *The Capitalist Manifesto: The Historic, Economic and Philosophic Case for Laissez-Faire*.

DAVID BERRY
D.M.A., Composition, 2002, University of South Carolina
David Berry is an associate professor of music. He teaches courses across a wide range of historical and theoretical musical subjects including film music. He is a recorded and published (BMI) composer with performances of his music in America and Europe in both fine art and popular music genres.

CRAIG BIDDLE
B.A., Fine Arts, 1988, Virginia Commonwealth University
Craig Biddle is the author of *Loving Life: The Morality of Self-Interest and the Facts That Support It* and is currently writing another book, "Good Thinking for Good Living: The Science of Being Selfish." In addition to writing, he lectures on the Objectivist ethics and teaches workshops on thinking in principles.

HARRY BINSWANGER
Ph.D., Philosophy, 1973, Columbia University
Dr. Binswanger is the author of *The Biological Basis of Teleological Concepts*, the editor of *The Ayn Rand Lexicon* and co-editor of the second edition of Ayn Rand's *Introduction to Objectivist Epistemology*. Dr. Binswanger is a professor of philosophy at the Ayn Rand Institute's Objectivist Academic Center and is a member of ARI's board of directors. He is currently working on a book on the nature of consciousness.

TORE BOECKMANN
Writer
Tore Boeckmann is a writer whose mystery short stories have been published and anthologized in several languages. He is the editor of Ayn Rand's *The Art of Fiction*. He has written on literary esthetics for *The Intellectual Activist* and has lectured at Objectivist conferences in America and Europe.

YARON BROOK
Ph.D., Finance, 1994, University of Texas at Austin
Dr. Brook is president and executive director of the Ayn Rand Institute. A former finance professor, he has published in academic as well as popular publications, and is frequently interviewed in the media. He has appeared on CNN, Fox News Channel and PBS among others. On college campuses across America and in the boardrooms of large corporations, he has lectured on Objectivism, business ethics and foreign policy.

PAT CORVINI
Ph.D., Electrical Engineering, 1995, University of California at Santa Barbara
Dr. Corvini recently left a twenty-year career in semiconductor optoelectronics to work full time in the history of science and mathematics. She lectured on Archimedes at the 2003 Objectivist Summer Conference.

SUSAN CRAWFORD
B.S.N, Nursing, 1982, Marymount College, Virginia
Susan Crawford is a registered nurse. She runs an educational toy business and an e-mail discussion list on parenting issues, the RPList. She has given two parenting courses and wrote the pamphlet "The Reading Habit/Money Management." Susan is married to Jack Crawford and the mother of two sons, Jason and David.

ERIC DANIELS
Ph.D., American History, 2001, University of Wisconsin
Dr. Daniels is a visiting assistant professor of history at Duke University's Program on Values and Ethics in the Marketplace. He has lectured at summer conferences and to numerous Objectivist community groups. He is an alumnus of ARI's Objectivist Graduate Center (precursor to the Objectivist Academic Center). A contributor to the *Oxford Companion to United States History*, he is currently working on a book about American politics and ethics in the antebellum period.
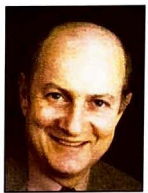
STUART MARK FELDMAN
M.A., Art, 1975, Rowan University, New Jersey
Stuart Feldman works in bronze, stone and wood, creating sculptures of the human figure expressing man's most noble and inspiring qualities. A former instructor at the Pennsylvania Academy of Fine Art, he is cofounder of the Schuylkill Academy of Fine Art, in Philadelphia. His sculptures are held in private collections, and he has created a number of commissioned pieces.

ROBERT GARMONG
Ph.D., Philosophy, 2002; University of Texas at Austin
Dr. Garmong is a graduate of the Objectivist Graduate Center, and has lectured on philosophy at many Objectivist conferences. He is the author of "J.S. Mill's Re-Conceptualization of Liberty," currently under submission to publishers. Dr. Garmong teaches philosophy at Texas A&M University.

MARILYN GEORGE
B.S., Child Development, 1961, Iowa State University
AND TED GRAY
B.S., Mechanical Engineering, 1965, Northeastern University; M.S., Mechanical Engineering, 1971, Brooklyn Polytechnic Institute
Marilyn George is a retired Montessori teacher, school owner and administrator. She holds teaching certificates from both the American Montessori Society and the International Association of Progressive Montessorians and was a Montessori teacher for twenty-five years. She owned, administered and taught for ten years in her own school, which had an international reputation for excellence. She taught Montessori courses at Seattle University for more than ten years and has consulted for schools nationwide. Marilyn has been ballroom dancing since she met Ted Gray at a conference in 1989, at her first lesson, and today they compete at the Silver level.

Ted Gray, an engineer, has been dancing since his teens. They both consider dancing primarily a social and romantic activity. Occasionally, they enter amateur dance competitions. As a couple they have given many formal and informal group lessons—at home, at conferences and on a cruise ship. Ted is a mechanical engineer with forty years experience in design and analysis of structures, and prevention of vibration. He is an amateur student of history, enjoying especially the biographies of great Americans and the history of technology. He has been a student of Objectivism for thirty-eight years.

"An excellent selection of courses and the quality of presentations was top-notch."

—Comment from an attendee of the 2003 Objectivist Summer Conference
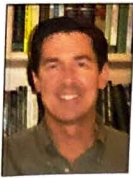
DAVID HARRIMAN

B.S., Physics, 1979, University of California at Berkeley;
M.S., Physics, 1982, University of Maryland;
M.A., Philosophy, 1995, Claremont Graduate University, California
David Harriman is the editor of *Journals of Ayn Rand* and a senior writer for the Ayn Rand Institute. He has lectured extensively on the history and philosophy of physics. He is currently developing the physical science curriculum at VanDamme Academy and working on two books: one demonstrating the influence of philosophy on modern physics (*The Anti-Copernican Revolution*) and the other presenting Leonard Peikoff's theory of induction (*Induction in Physics and Philosophy*).

ELAN JOURNO

B.A., Philosophy, 1997, King's College, London
Elan Journo was an associate producer of the *Leonard Peikoff Radio Show*. A junior fellow at the Ayn Rand Institute, he is a researcher, writer and editor whose work has appeared in, among others, *The Intellectual Activist, Los Angeles Times, San Francisco Chronicle, Philadelphia Inquirer, Houston Chronicle* and *The Globe and Mail* of Canada.

ELLEN KENNER

Ph.D., Clinical Psychology, 1992, University of Rhode Island
Dr. Kenner, a clinical psychologist, has taught university courses in introductory psychology, abnormal psychology and theories of personality. She gives talks on romance, self-improvement, psychological self-defense, parenting and communication skills. She is in her eighth year as host of the nationally syndicated radio talk show *The Rational Basis of Happiness®*.

ANDREW LEWIS

Bachelor of Education (Secondary), 1988; Graduate Diploma of Applied Philosophy, 1993; Postgraduate Diploma of Philosophy, 1994, University of Melbourne, Australia
Andrew Lewis has studied philosophy at the Objectivist Academic Center, the University of Melbourne (Australia) and the University of Southern California. He worked with Dr. Peikoff on his radio show, has lectured at Objectivist conferences and is developing the history curriculum for the VanDamme Academy, where he teaches several classes.

JOHN LEWIS

Ph.D., Classics, 2001, University of Cambridge
Dr. Lewis is assistant professor of history at Ashland University, where he holds an Anthem Fellowship for Objectivist Scholarship. He has published in several professional journals, and has been a visiting scholar at Rice University and Bowling Green State University.

EDWIN A. LOCKE

Ph.D., Industrial Organizational Psychology, 1964, Cornell University.
Dr. Locke is Dean's Professor of Leadership and Motivation (Emeritus) at the Robert H. Smith School of Business at the University of Maryland, College Park. He is internationally known for his research and writings on work motivation, leadership and related topics, including the application of Objectivism to psychology and management. He is a senior writer for the Ayn Rand Institute and has published numerous op-eds.

"The ARI staff and the speakers created a comfortable learning environment. A very enjoyable experience."

—Comment from an attendee of the 2003 Objectivist Summer Conference.

ROBERT MAYHEW

Ph.D., Philosophy, 1991, Georgetown University
Dr. Mayhew is associate professor of philosophy at Seton Hall University. He is the author of *Aristotle's Criticism of Plato's Republic* and *The Female in Aristotle's Biology* and the editor of *Ayn Rand's Marginalia,* Ayn Rand's *The Art of Nonfiction, Essays on Ayn Rand's "We the Living"* and (forthcoming) *Ayn Rand's Q & A.* He has completed a book on Ayn Rand's HUAC testimony and is preparing for publication a collection of essays on Ayn Rand's *Anthem.*

SHOSHANA MILGRAM

Ph.D., Comparative Literature, 1978, Stanford University
As associate professor of English at Virginia Tech, Dr. Milgram teaches detective fiction, comparative literature, film and science fiction, in addition to other period and genre courses. She has lectured on Ayn Rand in university courses, at national academic conferences and at the Smithsonian. Her publications include articles on Ayn Rand, Victor Hugo and Fyodor Dostoevsky.

AMY PEIKOFF

J.D., 1998, University of California, Los Angeles School of Law;
Ph.D., Philosophy, 2003, University of Southern California
Dr. Amy Peikoff is an Anthem fellow at the University of Texas at Austin, where she is teaching undergraduate courses in ethics and epistemology. Her writings on legal and philosophical issues have appeared in academic journals and leading newspapers. She has taught for the Objectivist Academic Center and lectured for Objectivist organizations and at conferences.

JOHN RIDPATH

Ph.D., Economics, 1974, University of Virginia
Dr. Ridpath (York University, retired) writes and speaks in defense of capitalism, and on the impact throughout Western history—including the American Founding era—of the ideas of the major philosophers. A recipient of numerous teaching awards, and nominee for Canadian Professor of the Year, he continues to lecture throughout Europe and North America..

GREG SALMIERI

B.A., Philosophy, 2001, The College of New Jersey
Greg Salmieri is a graduate student in philosophy at the University of Pittsburgh, and has taken courses at the Objectivist Academic Center. He specializes in epistemology and ancient philosophy, and his research interests are focused on Aristotle's epistemology and methodology and on theories of concepts.

PETER SCHWARTZ

M.A., Journalism, 1972, Syracuse University
Peter Schwartz is the founding editor and publisher of *The Intellectual Activist.* He is the editor and contributing author of Ayn Rand's *Return of the Primitive: The Anti-Industrial Revolution,* and is chairman of the board of directors of the Ayn Rand Institute.

BRIAN P. SIMPSON

Ph.D., Economics, 2000, George Mason University, Virginia
Dr. Simpson is an assistant professor at National University in San Diego, where he has been teaching economics since 2002. Dr. Simpson has presented papers on economic topics at national and international conferences.

FACULTY BIOGRAPHIES

TARA SMITH

Ph.D., Philosophy, 1989, The Johns Hopkins University
Dr. Smith is an associate professor of philosophy at the
University of Texas, where she currently holds the Anthem
Foundation Fellowship. She is the author of two books as
well as several academic articles, primarily in moral and
political philosophy, spanning such topics as welfare rights,
moral perfection, forgiveness, honesty, love and objectivity.

MARY ANN SURES

M.A., Art History, 1966, Hunter College, New York
Mary Ann Sures taught art history at Washington Square
College of N.Y.U. and at Hunter College. She applied
Objectivist esthetics to painting and sculpture in a ten-lecture
course, "Esthetics of the Visual Arts," which was written in
consultation with Ayn Rand. Her philosophical approach to art
history is presented in "Metaphysics in Marble" (*The Objectivist*, February/March,
1969). She is co-author with her (late) husband Charles of *Facets of Ayn Rand*
(published by the Ayn Rand Institute), memoirs of their longtime friendship with
Ayn Rand and her husband Frank O'Connor.

C. BRADLEY THOMPSON

Ph.D., History, 1993, Brown University
Dr. Thompson is a professor of history and politics at Ashland
University. He is the author of the award-winning book *John
Adams and the Spirit of Liberty*, and he has recently edited
Antislavery Political Writings, 1833–1860: A Reader. He is
currently writing a book on the American and French revolutions.

LISA VANDAMME

B.A., Philosophy, 1994, University of Texas at Austin
Lisa VanDamme is the owner and director of VanDamme
Academy, a private elementary and junior high school in
Laguna Hills, California. She specializes in the application
of Objectivism to educational theory. Her previous lectures
on home schooling, hierarchy and the teaching of values will
be included in a forthcoming education anthology featuring Leonard Peikoff's
"Philosophy of Education."

JAANA WOICESHYN

*M.B.A., 1983, Helsinki School of Economics and Business
Administration; Ph.D., Organization and Strategy, 1988, University of
Pennsylvania (Wharton School)*
Dr. Woiceshyn is an associate professor at the Haskayne
School of Business, University of Calgary. She has
taught business ethics and strategic management to
undergraduate, MBA and executive MBA students and to various business
audiences since 1987.

BARRY WOOD

Ph.D., History of Art and Architecture, 2002, Harvard University
Dr. Wood is curator of the Islamic Gallery Project at the Victoria
& Albert Museum in London. He has lectured and published on
subjects ranging from Persian poetry to Web design.

The Ayn Rand Institute
The Center for the Advancement of Objectivism

Ayn Rand was an ardent advocate of reason, egoism and
laissez-faire capitalism.

The Ayn Rand Institute seeks
to promote these principles,
spearheading a "cultural
renaissance" to reverse the
antireason, antifreedom,
anticapitalist trends in
today's culture.

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In addition to the *Impact* newsletter, an annual
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to the general public. For example, the site frequently
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intellectuals at colleges around the country.

Visit our Web site at:
www.aynrand.org
or call: 1-949-222-6550
to receive more information

For international inquiries
call: 1-949-222-6550

ARI
Ayn
Rand
Institute

Please review the Registration Information below and then complete the Registration Form on pages 15–16.

STEP 1 – COMPLETE CONTACT INFORMATION

Please complete one Registration Form for each attendee, with the exception of children (ages twelve and under). The names of attending children should be listed on the accompanying adult's Registration Form. If additional Registration Forms are required, please copy both sides of the original form (pages 15–16 of this brochure). You may total fees for all Registration Forms in order to submit one complete payment.

STEP 2 – CHOOSE LODGING

Commuters please skip to Step 3.

Wintergreen Resort offers multiple choices in lodging accommodations, which are summarized in the chart to the right. Please review the room options to determine your preference. You may choose from the Studio, Lodge or 1-Bedroom Condo options for maximum privacy, or choose a room in a multiple-bedroom condo, and we will fill up the remaining bedrooms with other attendees from the conference. In the latter case, common areas such as the living room and kitchen are shared with other attendees, but each bedroom has its own private bathroom.

Individual attendees who are traveling to the conference as a single guest may choose either single occupancy or double occupancy accommodations. If you select the double occupancy option, we will pair you with another single guest. Two single guests may also request a room together. In this case, both attendees should note the name of their roommate preference on the Registration Form. In addition, both roommates must register by the early registration deadline (April 30, 2004) in order to assure accommodations together.

Couples should register at the same time as double occupancy attendees. Both guests should note the name of their spouse or partner on the Registration Form.

Children may attend with their parents, and up to two children (ages twelve and under) may stay in their parents' room at no additional charge. Normal room rates apply for children staying in a separate room from their parents. If requested, a limited number of cribs are available at no additional charge.

Attendee groups may request accommodations in the same condo. Attendees in the group must register before the early registration deadline (April 30, 2004) to assure accommodations together. Guests should note the names of other members of their group on the Registration Form.

Students may choose either single or double occupancy accommodations at the discounted student rate. All students will be placed in five-bedroom condos. A copy of student photo ID and a copy of school fee payment slip are required.

Objectivist Conferences will make the best effort to satisfy room accommodation requests but cannot guarantee them. Due to the number of accommodation choices and limited availability of units, it is recommended that you register early to assure your first choice of accommodation. If we are unable to provide your choice of accommodation, you will be contacted and asked to select from other alternatives.

LODGING OPTIONS	STUDIO	LODGE	1–5 BR CONDO
Kitchen	Efficiency kitchenette	Efficiency kitchenette	Full kitchen
Living/ Sitting Area	Combined	Combined	Separate living area with fireplace
Bedroom(s)	Combined	Separate, some are lofts	Separate
Dining Area	Combined	Combined	Yes
Balcony or Deck	Some do	Some do	Yes
Washer/Dryer	Coin-operated in building	Coin-operated in building	Yes*
Maximum Occupancy	2 persons	2 persons	2 per bedroom
Parking	Nearby lot	Nearby lot	In front or near by, but limited
Daily Maid Service	Yes	Yes	Yes
Vicinity to Restaurants and Classes	Central	Central	Nearby**

* except for one condo in Timbers

** Condos are located approximately 5–15 minutes distance from the restaurants and classes. Frequent complimentary shuttle service is available throughout the day for resort guests. Shuttle service is available from 7 a.m. to 12 midnight.

STEP 3 – CHOOSE MEAL PLANS

Wintergreen Resort has four restaurants offering a variety of menu choices. In addition, all lodging choices have kitchens for preparing meals. There is a grocery store at the resort.

For attendees who prefer to attend planned meals with other participating conference guests, we also offer one- and two-week meal plan options for breakfast and dinner.

Breakfast – The Copper Mine Restaurant serves breakfast daily. Buffet and/or menu options are available based on resort occupancy. Located near the classrooms, six- or twelve-day plans are available for one- or two-week attendees.

Opening and Closing Reception and Dinner – The opening reception and dinner will be held on Saturday, July 10, and the closing reception, dinner and dance (with live entertainment) will be held on Wednesday, July 21. Both events are dressy; coats and ties for gentlemen, please. Guests may purchase tickets for these events.

Afternoon Snack – For course registrants, hot and cold beverages and fresh fruit will be made available each afternoon.

Dinners – In addition to the opening and closing dinners, four additional conference dinners will be offered, two dinners during each week. Attendees may choose from either the two- or four-dinner option, or neither.

STEP 4 – REGISTER FOR GENERAL SESSIONS AND EVENING EVENTS

One- and two-week General Session options are available so that attendees may attend all of the general sessions and evening panel events. (Note: both of the ARI evening events are free.) Attend up to fifteen general sessions and two evening panels with one convenient registration.

STEP 5 – REGISTER FOR OPTIONAL COURSES, WORKSHOPS AND THE MONTICELLO TOUR

All optional courses are available in both Week 1 and Week 2 (with one exception), so "Both Weeks" attendees can maximize the number of courses they plan to attend. Optional courses are letter-coded (A–D, see course schedule in chart below) by daily time slot and duration. For instance, "A" courses meet four times during the week, 8:30–10 AM, for a total of six hours of class time. Remember that you can only select one of each (A–D) course each week, so if you want to attend more than one "A" course, for example, you must attend one in each week.

The Sculpture Workshop will only be offered during Week 2, and the Dance Workshop will be offered in Week 1 and repeated in Week 2.

The Monticello Tour, scheduled for July 13, is offered with two options for attendees:

Option 1 – Includes round-trip bus transportation from Wintergreen to Monticello, and admission to attend the private tour of Monticello.

Option 2 – Round-trip bus transportation, private tour, plus reception before tour (includes substantial appetizers, beer, wine, nonalcoholic drinks).

For e-mail inquiries: info@objectivistconferences.com

STEP 6 – CONFERENCE REGISTRATION AND PAYMENT

By Post: Provide credit card information or make your check (in U.S. funds, drawn on a U.S. bank only) payable to Objectivist Conferences and mail with the Registration Form to: Objectivist Conferences, c/o Ayn Rand Institute, 2121 Alton Parkway, Suite 250, Irvine, CA 92606; **By Phone:** 1-800-365-6552, x239; **By Fax:** 1-949-222-6558; **Web site:** www.objectivistconferences.com

Amount due is payable upon registration.

In order for students to qualify for the conference discount rates, a copy of student photo ID and a copy of school fee payment slip are required.

Registration will be confirmed by mail upon receipt of check or credit card information.

Registration fees are not tax-deductible contributions to the Ayn Rand Institute.

Cancellation/Refund Policy: Written cancellation requests postmarked or e-mailed by April 30, 2004, will receive a total refund. Written cancellation requests postmarked or e-mailed May 1–15, 2004, will receive a 75% refund; May 16–31, 2004, 50% refund; June 1–15, 2004, 25% refund; after June 15, 2004, no refund.

SCHEDULE	Saturday July 10	Sunday July 11	Monday July 12	Tuesday July 13	Wednesday July 14	Thursday July 15	Friday July 16	Saturday July 17	Sunday July 18	Monday July 19	Tuesday July 20	Wednesday July 21	Thursday July 22
7–9 AM					Breakfast								
8:30–10 AM OPTIONAL COURSES		GROUP A	GROUP A	GROUP B	GROUP A	GROUP A	FREE DAY	GROUP A	GROUP A	Sculpture Workshop 8:30–11:45 AM	GROUP A	GROUP A	Hotel Check-Out by 11 AM
10:15–11:45 AM GENERAL SESSIONS	Registration Desk Open 10 AM–6 PM	Tara Smith	John Ridpath	John Ridpath	Peter Schwartz	Mary Ann Sures until 12:15		Harry Binswanger	Harry Binswanger	FREE TIME	Harry Binswanger	Harry Binswanger	
11:45 AM–1:45 PM			FREE TIME				Registration Desk Open 1–6 PM			FREE TIME			
1:45–3:15 PM GENERAL SESSIONS		Yaron Brook	GROUP B	GROUP C 1:45–2:45 PM	GROUP B	Peter Schwartz		David Harriman	GROUP B	GROUP B	GROUP B	Lisa VanDamme	
3:40–4:40 PM OPTIONAL COURSES	Hotel Check-In 4 PM	GROUP C	GROUP C	GROUP D 3–4 PM	GROUP C	GROUP C	Hotel Check-In 4 PM	GROUP C	GROUP C	GROUP C	GROUP C	GROUP C	
4:50–5:50 PM OPTIONAL COURSES		GROUP D	GROUP D		GROUP D	GROUP D		GROUP D	GROUP D	GROUP D	GROUP D	GROUP D	
6–8 PM	Opening Reception and Dinner	FREE TIME	Dinner	Monticello Tour (bus leaves at 4:30 PM)	Dance Workshop 6–7 PM	Dinner		Dinner	Dance Workshop 7–9 PM	Dinner	Dance Workshop 6–7 PM	FREE TIME
8–9:30 PM EVENTS AND DANCE WORKSHOPS		ARI Reception and Talk 7:30 PM	Dance Workshop 8–10 PM		Panel: Foreign Policy	Robert Mayhew		ARI Presentation	Sculpture Workshop 7–9:30 PM	Tore Boeckmann	Panel: Objectivism and Economics	6:30 PM Closing Reception, Dinner and Dance

Second Renaissance, Inc./Ayn Rand Institute reserve the right to make necessary adjustments to the schedule.

REGISTRATION FORM

STEP 1—CONTACT INFORMATION

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)

E-mail Address

STEP 2—CHOOSE LODGING (COMMUTERS SKIP TO STEP 3)

Check off all the boxes that apply.

❑ Attending Week 1 ❑ Attending Week 2 ❑ Attending both weeks

❑ Smoking ❑ Nonsmoking ❑ No preference

❑ King bed ❑ 2 double beds ❑ No preference

Circle lodging choice and write amount in space provided.

	1 week (6 nights)		2 weeks (12 nights)	
	Single Occupancy	Double Occupancy	Single Occupancy	Double Occupancy
Studio	$ 840	$ 450	$ 1,620	$ 840
Lodge	840	450	1,620	840
1-BR Condo	840	450	1,620	840
2-BR Condo	750	420	1,440	745
3-BR Condo	690	390	1,320	695
4-BR Condo	660	360	1,260	660
Students 5-BR Condo	555	280	1,110	555

Total price for lodging . . . . $_____ (A)

For multiple-occupancy rooms:

❑ My preferred roommate is: _____

❑ Please assign a roommate for me. I am: ❑ male ❑ female

❑ List names of children (12 years old and under, two maximum) in room: _____

❑ List names of other members of group in same condo: _____

STEP 3—CHOOSE MEALS

Circle meal plan choices and write total amount in space provided.

	General attendees	Students
Week 1–Breakfast (6)	$ 78	$ 78
Week 2–Breakfast (6)	78	78
Weeks 1 and 2–Breakfast (12)	156	156
Week 1–Dinner (2)	78	68
Week 2–Dinner (2)	78	68
Weeks 1 and 2–Dinner (4)	156	136
Opening Reception and Dinner	56	45
Closing Reception, Dinner and Dance	70	55

Total price for meals . . . . $_____ (B)

REGISTRATION FORM

STEP 4—REGISTER FOR GENERAL SESSIONS AND EVENING PANELS (OPTIONAL)
Circle choice and write amount in space provided.

DISCOUNT PRICING, REGISTER BY APRIL 30, 2004	1 Week	2 Weeks
General Attendees	$ 495	$ 895
Students	145	275

PRICING AFTER APRIL 30, 2004		
General Attendees	$ 545	$ 995
Students	195	375

Total price for General Sessions and Evening Panels . . . . $ _____ (C)

STEP 5—REGISTER FOR OPTIONAL COURSES, WORKSHOPS AND MONTICELLO TOUR
List courses (course codes and titles are listed on pages 6–9).

Week 1

TYPE	CODE	TITLE
A	____	_____
B	____	_____
C	____	_____
D	____	_____

Dance Workshops
____ _____

Week 2

CODE	TITLE
____	_____
____	_____
____	_____
____	_____

Sculpture Workshop
____ _____

DISCOUNT PRICING, REGISTER BY APRIL 30, 2004

General Attendees
__ # of "A" courses (both weeks)   x $140 = ____
__ # of "B" courses (both weeks)   x $115 = ____
__ # of "C/D" courses (both weeks) x $125 = ____
__ # of Dance Workshops   x $75 = ____
1 Sculpture Workshop   x $100 = ____

Students
__ # of "A" courses (both weeks)   x $65 = ____
__ # of "B" courses (both weeks)   x $50 = ____
__ # of "C/D" courses (both weeks) x $55 = ____
__ # of Dance Workshops   x $35 = ____
1 Sculpture Workshop   x $45 = ____

PRICING AFTER APRIL 30, 2004

General Attendees
__ # of "A" courses (both weeks)   x $165 = ____
__ # of "B" courses (both weeks)   x $140 = ____
__ # of "C/D" courses (both weeks) x $150 = ____
__ # of Dance Workshops   x $100 = ____
1 Sculpture Workshop   x $125 = ____

Students
__ # of "A" courses (both weeks)   x $85 = ____
__ # of "B" courses (both weeks)   x $70 = ____
__ # of "C/D" courses (both weeks) x $75 = ____
__ # of Dance Workshops   x $55 = ____
1 Sculpture Workshop   x $65 = ____

Total price for all Optional Courses and Workshops . . . . $ _____ (D)

Monticello Tour Option 1: $40 ($35 for students)
                 Option 2: $80 ($70 for students) ·.$ _____ (E)

GRAND TOTAL PRICING (add A–E price totals) . . . . $ _____

Payment Information: By rendering payment, you are accepting the terms of the cancellation refund policy.
(see REGISTRATION INFORMATION)

☐ Check or money order enclosed in U.S. dollars, drawn on a U.S. bank, payable to: Objectivist Conferences

☐ Please charge my credit card:
AMERICAN EXPRESS DISCOVER MASTERCARD VISA . . . . Amount $_____

Card Number: _____   Exp. (month/year) ____

Signature _____