

THE CANON

SPRING 2011

THE INTERCOLLEGIATE STUDIES INSTITUTE'S
MEMBER AND ALUMNI MAGAZINE



PASSING THE TORCH

ISI welcomes new president Christopher Long,
who succeeds longtime CEO T. Kenneth Cribb Jr.

ISI AT A GLANCE

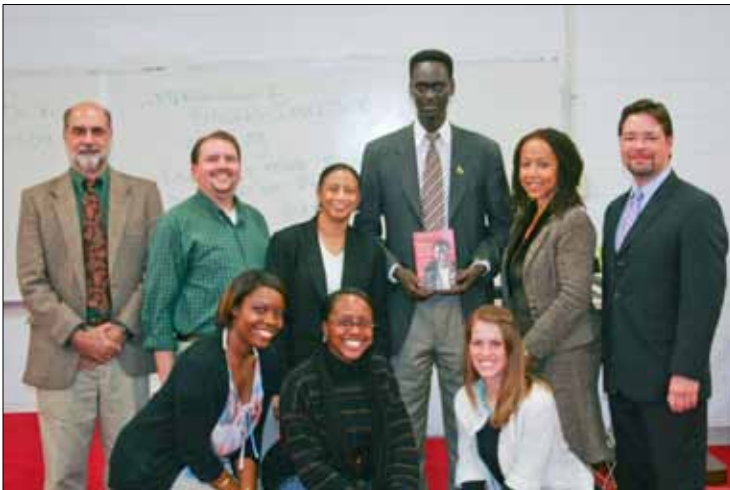


The Collegiate Network's intensive journalism training: At the CN's Professional Reporting Course, talented student journalists learned from the pros, including Naomi Schaefer Riley, recently of the *Wall Street Journal*.

Time recognizes ISI alumnus: An ISI campus leader while at the University of Texas, grassroots conservative organizer Brendan Steinhauser (below) has been named one of *Time* magazine's top forty civic leaders under the age of forty.



Full house for ISI lecture: ISI drew more than 150 Hampton University students to a lecture featuring former Sudanese slave Francis Bok (center). It was ISI's first event at this historically black college.



The 2010 Paolucci/Bagehot Book Award: ISI chief academic officer Mark Henrie (left) and ISI supporter Anne Paolucci honored Angelo Codevilla for his book *Advice to War Presidents*.



THE CANON · SPRING 2011

THE INTERCOLLEGIATE STUDIES INSTITUTE

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THE CANON

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The Fifth Annual Dinner for WESTERN CIVILIZATION



Some 250 ISI students, faculty, and supporters attended ISI's fifth annual Dinner for Western Civilization on November 11, 2010, at the historic Hotel du Pont in Wilmington, Delaware. The evening featured an address by the Honorable Edwin Meese III, ISI trustee and 75th Attorney General of the United States (left). Additionally, ISI presented three of its most prestigious student awards, the Richard and Helen DeVos Freedom Leadership Awards, the Preston A. Wells Jr. Leadership Awards, and the William E. Simon Fellowships for Noble Purpose.

HOST COMMITTEE

T. Kenneth Cribb Jr.
Edwin J. Feulner Jr.
Charles L. Copeland
Alfred S. Regnery
Lt. Gen. Josiah Bunting III
Mr. and Mrs. Chuck Piola
Mr. Frank Ursomarso
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Mr. Timothy J. Houseal Esq.



Christina Davis of Seattle University and Bill Rivers of the University of Delaware were awarded William E. Simon Fellowships for Noble Purpose.



ISI trustee and founder of the National Journalism Center M. Stanton Evans was master of ceremonies.

SAVE THE DATE *October 27, 2011*

ISI'S SIXTH ANNUAL DINNER FOR WESTERN CIVILIZATION

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THE TORCH IS PASSED

When ISI founder Frank Chodorov installed a young William F. Buckley Jr. as ISI's first president in 1952, he could not have imagined the organization that exists today. In fact, his bold plan was mocked by some for looking out fifty years while others fixated on the next presidential election. But Chodorov proved prescient. Over the course of nearly sixty years, ISI has inspired countless college students to discover and embrace the principles and virtues that make America free and prosperous. Thousands of these young men and women have gone on to become leaders, dramatically impacting government and politics, the academy, business, the media, and every area of American life.

In 1953 Chodorov brought on the young Vic Milione to help achieve his long-term vision. Vic became ISI's first full-time president, a role that he held for a quarter century. Among the thousands of students whom Vic and ISI reached in the early years was a student at Washington and Lee University named Ken Cribb. After working under Vic at ISI, Ken served Attorney General Ed Meese (an ISI trustee) in the Justice Department and then President Ronald Reagan as domestic policy adviser. In 1989 he returned to ISI, and for the next twenty-two years he tended liberty's flame as the Institute's president.

Having known Buckley, Milione, and Cribb, I am humbled to accept the torch that they have passed. While Chodorov envisioned a fifty-year plan, the reality is that ISI's work will never be completely finished. After all, it was Vic who reminded us of Tocqueville's insight that "every fresh generation is a new people."

Each generation is a new people in whom ISI must help foster an appreciation for the principles embodied in the U.S. Constitution and Bill of Rights—America's founding documents, which are themselves products of the broader Western tradition. Among these principles are the God-given liberty of the individual, the fundamental importance of the rule of law, the need for limits on the power of government, the benefits of a free-market economy, and the crucial role of the Judeo-Christian tradition in supporting a successful, free society and in promoting personal responsibility.

ISI's charge today is to reach as many future leaders as we can.



FRANK CHODOROV
Founder
(1887–1966)

E. VICTOR MILIONE
President Emeritus
(1924–2008)

HENRY REGNERY
Chairman Emeritus
(1912–96)

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Chief Academic Officer

ELAINE PINDER
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Chief Financial Officer

JED C. DONAHUE
Vice President, Publications

These principles, developed and tested through more than two thousand years of human experience, are permanent. But the tactics used to pass them on to the rising generation must be ever adapting.

ISI's charge today is to reach as many future leaders as we can by offering a high-quality educational experience that transforms young lives and wins over hearts to American ideals. We accomplish this by leveraging ISI's dedicated on-campus faculty and by presenting a rich array of educational resources, including engaging websites and social networking, a multifaceted publishing program, an extraordinary range of conferences and lectures, an intensive honors program, and graduate fellowships. The depth and breadth of ISI's program must ensure that all students who come to ISI can be directed to the resources that will allow them to leave college well prepared for future leadership in the world of affairs, no matter the chosen profession.

It is an honor to follow in the footsteps of such men as Buckley, Chodorov, Milione, and Cribb, and to carry on the perennial work of ISI. That work is more essential than ever. As ISI's survey work has documented, Americans know little about our country's history, institutions, and founding principles. This rampant civic ignorance threatens the very foundations of liberty.

Thank you for all that you do to help ISI in its mission to safeguard America's freedoms and to pass along her virtues to the rising generation.



Sincerely,

A handwritten signature in black ink that reads "Chris Long". The signature is fluid and cursive.

Christopher Long
ISI President

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The motto of Hillsdale College is *Virtus tentamine gaudet*: Strength rejoices in the challenge. In offering its students the challenge of self-government, Hillsdale asks its students to be worthy of the blessings of liberty.

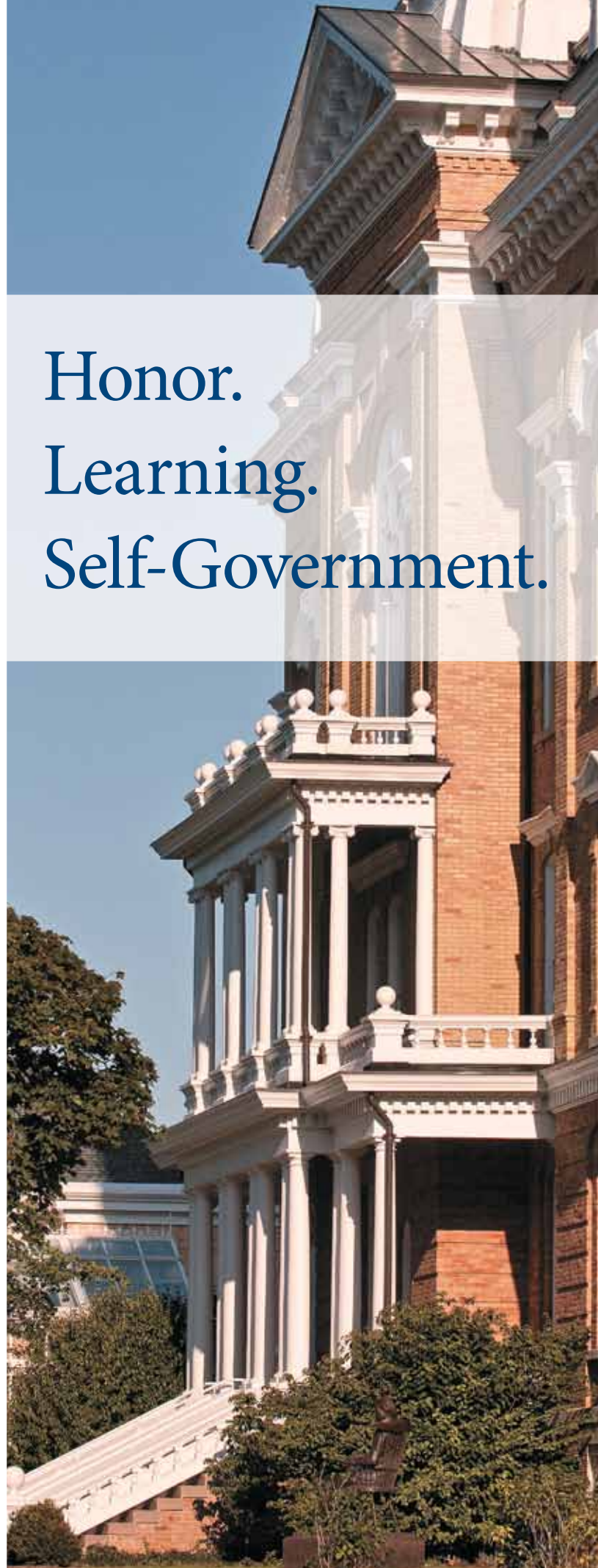


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2011 CULTURE OF ENTERPRISE FINALISTS

The Intercollegiate Studies Institute (ISI), in partnership with the John Templeton Foundation, established the Culture of Enterprise Initiative to explore the cultural traits, institutional prerequisites, and societal achievements of the free-market economy worldwide. The awards intend to cultivate a new generation of rising scholars willing to examine and explicate the crucial nexus that exists between economic prosperity and moral flourishing within model free societies.

BOOK FINALISTS—\$50,000 top prize

Dr. Ryan Hanley, *Adam Smith and the Character of Virtue*

Ms. Nicole Gelinas, *After the Fall: Saving Capitalism from Wall Street—and Washington*

Dr. Jay W. Richards, *Money, Greed, and God: Why Capitalism Is the Solution and Not the Problem*

ARTICLE FINALISTS—\$25,000 top prize

Mr. Paul Cella, “The Financial Crisis and the Scientific Mindset”

Dr. Joshua Hall, “Why Are Some Places Rich While Others Are Poor? The Institutional Necessity of Economic Freedom” (with Art Carden) and “The Virtue of Business: How Markets Encourage Ethical Behavior” (with Rachel Kotkin and Scott Beaulier)

Dr. Darrin Snyder Belousek, “Market Exchange, Self-Interest, and the Common Good: Financial Crisis and Moral Economy”

STUDENT ESSAY FINALISTS—\$10,000 top prize

Danielle Charette, Swarthmore College

Cristian Gogu, University of Bucharest

Ryan McKenna, Thomas More College

Oluwatoba Oguntuase, Lagos State University

Benjamin Oluwole, Lagos State University

Anja Schramm, Heilbronn University

Nandini Singh, Yale University

Warat Thongthawat, Chiang Mai University

Jonathan Tirocchi, Providence College

Jakub Voboril, Newman University

Sarita Zaffini, Ohio State University

Patricia Zghibarta, Moldova State University

ISI IN ACTION

ISI ALUMNUS WINS WASHINGTON STATE HOUSE SEAT

With its commitment to first principles and a true liberal education, the ISI experience prepares students to thrive no matter which vocation they choose. At the age of only twenty-five, ISI alumnus Hans Zeiger has embarked on a life of public service, and he credits ISI with giving him the grounding he needs to serve.

In November 2010, Zeiger won a tight race for a seat in the Washington State House of Representa-



tives, defeating incumbent Dawn Morrell to earn the right to represent the Twenty-fifth Legislative District. A graduate of Hillsdale College in Michigan, where he was mentored by ISI faculty associates Bradley Birzer and Richard Gamble, Zeiger returned to his hometown of Puyallup, Washington, after receiving a master's degree in public policy from Pepperdine University. His decision to try to make a difference in his community was inspired, he says, by his experience at ISI's Honors Program in 2006: "That conference really got me thinking about the importance of a local

community and the need for a sense of place in the human experience."

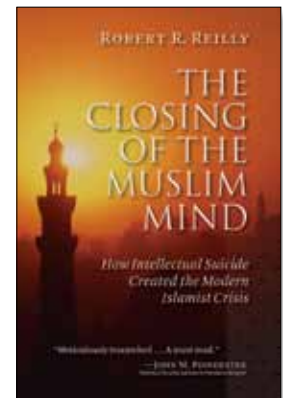
Zeiger realized that such a localist perspective was not being heard in government. "I wanted to advance a positive vision for strengthening our communities instead of our bureaucracies," he says. "I felt that government had failed to live within its means, and that in this economy, it was time for a new direction."

ISI BOOKS: PUTTING PRINCIPLES INTO ACTION

ISI Books is playing a central role in ISI's educational mission by equipping young Americans and a hungry public with the principles needed to rescue liberty and restore the republic. ISI program officers are providing student reading groups and grassroots citizen groups around the country with such works as Russell Kirk's *The American Cause*, Bradley C. S. Watson's *Living Constitution, Dying Faith*, and Matthew Spalding's *We Still Hold These Truths*. Spalding's book, in particular, has become a go-to source for Americans eager to understand America's founding principles, with more than twenty thousand hardcover copies sold and ten thousand paperbacks in print.

Similarly influential is Robert Reilly's eye-opening book *The Closing of the Muslim Mind*, which *National Review Online* calls "brilliant and groundbreaking." Readers struggling to comprehend the contemporary Islamist crisis have turned to Reilly's important book, which debuted in paperback this spring after selling seven thousand copies in hardcover.

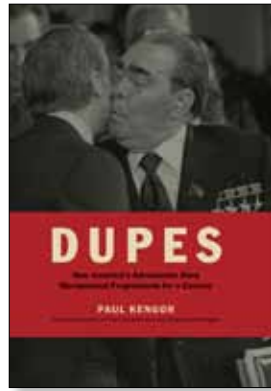
Meanwhile, Paul Ken-
gor of Grove City College has



made a crucial contribution to Cold War history with *Dupes*. Kengor has highlighted his startling archival findings in more than seventy-five radio interviews and in op-eds for the *Wall Street Journal*, *USA Today*, the *American Spectator*, and other publications.

These and many other titles—including works now available in e-book format—reinforce ISI Books’ status as America’s premier publisher of high-quality conservative thought.

Check out the latest at www.isibooks.org.



IMPORTANT NEW FINDINGS FROM ISI’S CIVIC LITERACY PROGRAM

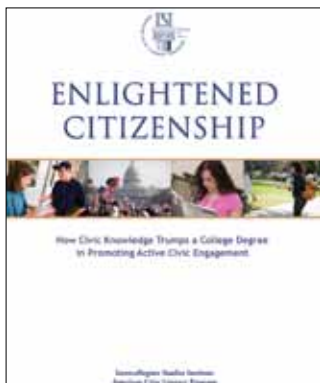
Over the past several years, ISI’s groundbreaking civic literacy research has shined light on the epidemic of civic ignorance among Americans. Even *Newsweek* has taken notice: a major story from March 2011—entitled “How Dumb Are We?”—notes that “our country’s future is imperiled by our ignorance.”

ISI’s fifth annual civic literacy report, released in February 2011, documents that civic ignorance has real-world impact. This latest study shows that greater civic knowledge is the leading factor in encouraging “active civic engagement”—that is, going beyond mere voting to participate in a meaningful way in the electoral process, such as by contacting a public official, signing a petition, or volunteering on a campaign.

Meanwhile, ISI’s survey work reveals that a college degree by itself has *no impact* on civic engagement.

The report, entitled *Enlightened Citizenship: How Civic Knowledge Trumps a College Degree in Promoting Active Civic Engagement*, has garnered significant media coverage.

It has been highlighted in such outlets as the *Washington Examiner*, the *Washington Times*, AOL.com,



Newsday, and Townhall.com. In addition, Dr. Richard Brake, cochair of ISI’s National Civic Literacy Board, has been interviewed on dozens of radio programs.

To learn more about *Enlightened Citizenship’s* major findings—and to take ISI’s civic knowledge quiz yourself—go to www.AmericanCivicLiteracy.org.

MORE THAN 800 PEOPLE ATTEND ISI DEBATE IN SAN DIEGO

On March 7 a standing-room-only crowd of more than eight hundred students, faculty, and community members came out to the University of California–San Diego (UCSD) to see Dinesh D’Souza, best-selling author and president of the King’s College in New York City, and Dan Barker, copresident of the Freedom from Religion Foundation, debate the question “Is Religion the Problem?” The attendees was treated to a thoughtful, wide-ranging discussion that dealt with the history of Western civilization, the Enlightenment, science, slavery, contemporary secularism, and much more.

ISI played a crucial role in getting the debate off the ground by serving as cosponsor. Conservative student groups at UCSD had tried to hold similar events on campus but had run into school administration roadblocks until ISI stepped in to help.

The D’Souza-Barker debate generated so much enthusiasm that more than half the audience—four hundred students—signed up to become ISI members immediately after the event. The local community took a strong interest as well; the *San Diego Union-Tribune*, which has nearly a quarter of a million readers, covered the high-profile debate.

Interested readers can watch the debate online at <http://bit.ly/dsouza2011>.

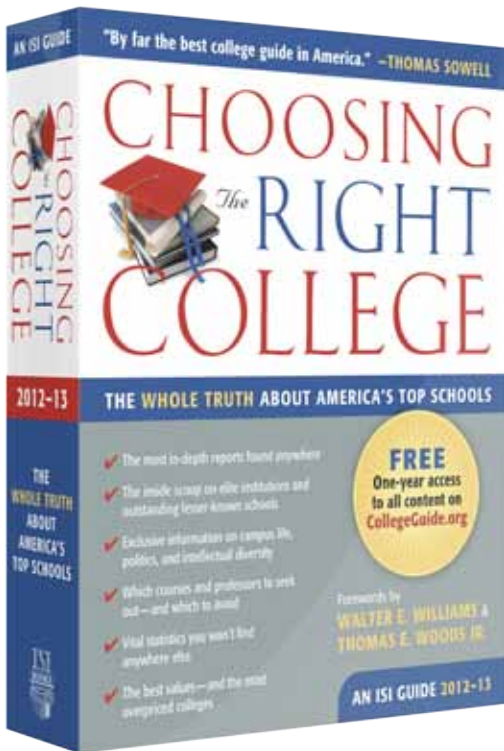


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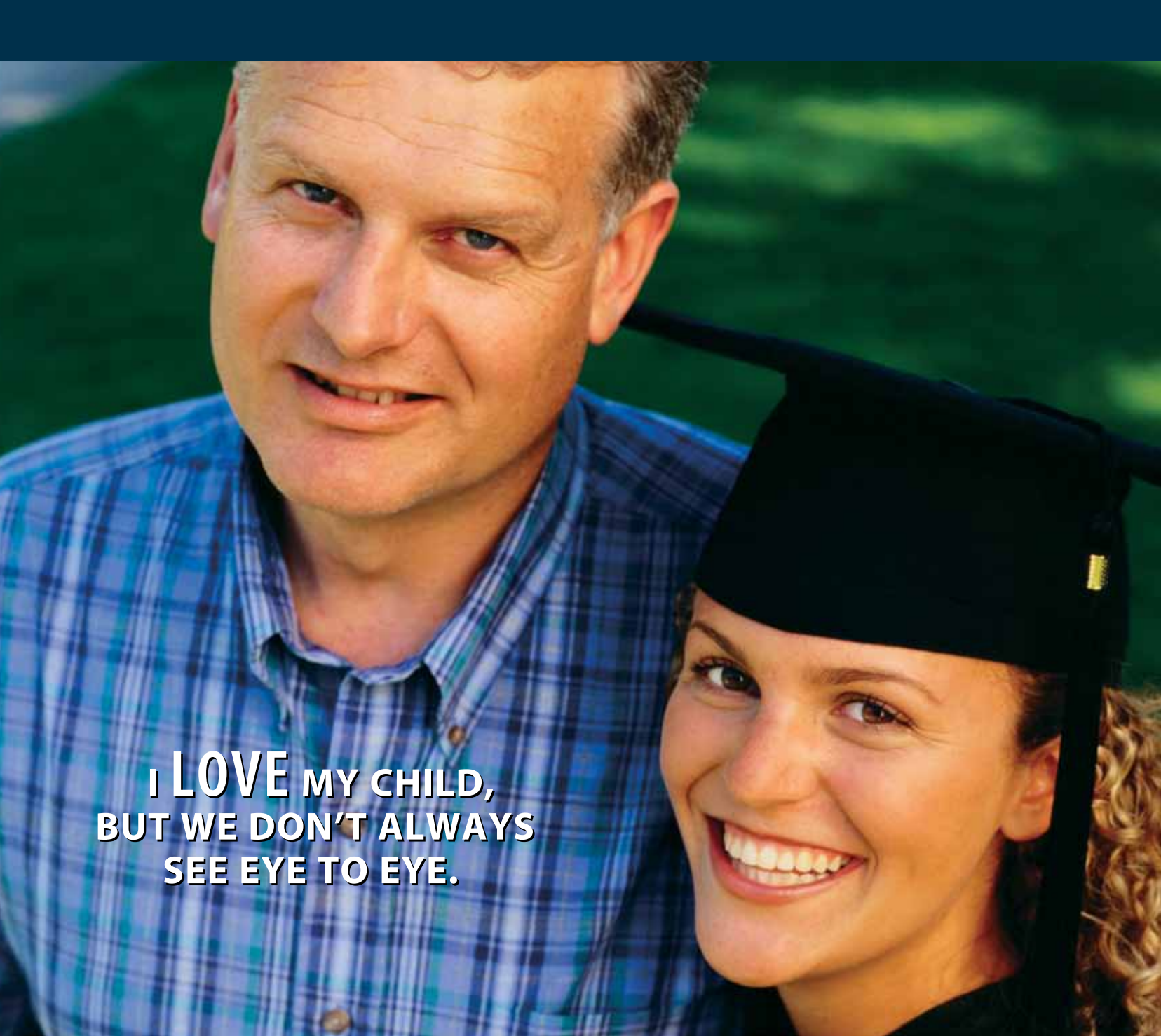
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Building the ISI Counterestablishment

T. Kenneth Cribb Jr.'s Two Decades of Leadership

By Jeffrey O. Nelson



This spring marks a time of transition for the Intercollegiate Studies Institute (ISI). On March 31, President T. Kenneth Cribb Jr. retired after having served ISI as chief executive officer since 1989. In his twenty-two years of stewardship, Ken led an inspired rebuilding of ISI's programs and finances that secured ISI as a permanent institution on the American educational landscape.

The year Ken took over the leadership of ISI was a momentous one, for ISI and for the world. At the start of 1989, the Cold War was raging, with Communist regimes accounting for one-third of the planet. By the end of the year, the Berlin Wall had fallen, Prague had experienced its Velvet Revolution, Ceaușescu had been overthrown in Romania, Zhivkov's Communist leadership had resigned in Bulgaria, Hungary's "Iron Curtain" had opened to Austria and the West, and Solidarity had achieved a stunning victory in Poland's parliamentary elections.

ISI had been born in the early days of the Cold War—indeed, as a response to the rise of command economies and totalitarian regimes, as well as to the New Deal legacy of state intervention. Now ISI would operate in a new historical period. This transition presented opportunities and challenges that a new president would face.

In 1988 the man who had built ISI's foundation, E. Victor Milione, stepped down after serving as the Institute's president since 1963. He was followed by Robert Reilly, a legendary ISI program officer who served briefly as CEO. In the meantime the board of trustees, led by new chairman Dr. Edwin Feulner Jr., the president of The Heritage Foundation and a former ISI Weaver Fellow, was formulating a plan to make ISI a permanent presence on the American educational scene. First ISI had to confront a host of programmatic and financial challenges. Undergraduate student membership was no longer at levels needed to



Ken Cribb with Ronald Reagan at the 1977 ISI Alumni Dinner

fully prosecute the ISI program nationally. Moreover, fund-raising had atrophied; to that point ISI had never raised more than \$1 million in any given year.

To tackle these issues and increase the impact of ISI's work, the board of trustees turned to one of its own: Ken Cribb. An active member of the board, Ken was, in his own words, a "child of ISI." The South Carolinian had become an ISI member as a freshman at Washington and Lee University in 1966. From ISI he received a copy of Russell Kirk's *Conservative Mind*, which transformed him intellectually, rooting more deeply the philosophical premises that animated him politically. He became president of his university's ISI-affiliated Edmund Burke Society, brought in ISI speakers such as the neoliberal monarchist Erik von Kuehnelt-Leddihn, and attended ISI summer schools, where he learned from the likes of the great Burke scholar Peter Stanlis and the anti-Communist writer Will Herberg. A year after graduating, he joined the ISI staff as eastern/southern director and quickly rose to become national director of programs. Among his many accomplishments, Ken brought Russell Kirk back into the fold of ISI's educational programming. It went so well that in 1973 ISI launched a series of

weekend conferences at the Kirk family's Michigan home, known as Piety Hill. The Piety Hill conference series continues to this day.

When the board of trustees tapped Ken to lead ISI in 1989, he was coming off nearly eight years of distinguished service in President Ronald Reagan's administration. He had joined Reagan's 1980 campaign as deputy counsel shortly after completing law school at the University of Virginia, where he had matriculated following his initial tour with ISI. After Reagan's election, Ken was hired on at the Justice Department, where he became a close ally and confidant of Attorney General Edwin Meese III. Ken brought a number of bright young conservatives into the department and was influential in the appointment of judges at every level, including Antonin Scalia. In Reagan's second term, Ken served as the president's top domestic policy adviser, managing a number of key White House offices.

When Ken left the administration in the fall of 1988, President Reagan wrote him: "Without your untiring efforts, loyalty, and professionalism, day in and day out, we could not have achieved as much as we did." The president added that he knew Ken would

continue to be “of service to the public and to the things we believe in.”

Prosecuting the ISI educational mission would be the primary way Ken chose to serve the public and those permanent things.

The Counteroffensive

After years practicing high-level Washington politics, Ken understood the importance of ISI’s work more clearly than ever. As he put it soon after becoming ISI president, “Politics is a surface phenomenon. Below the surface, we have to renew in each new generation the legacy of Western liberty.”

While totalitarian regimes were falling abroad, at home there had emerged new challenges to the principles ISI espoused. Specifically, a new generation of “tenured radicals” dominated university life, enforcing progressive ideological orthodoxies in the name of political correctness. The rise of political correctness and multiculturalism made ISI’s mission to “educate for liberty” both more important and more difficult.

Ken took account of these trends in an essay he wrote for ISI’s flagship publication, the *Intercollegiate Review*, in the spring of 1990. He warned of the reemergence of the hard Left on campus and “its heavy-handed attempt to silence non-conforming opinion.” “More and more,” he argued, “students themselves are under pressure from administrators to adopt politically correct opinions, language, and behavior.”

Ken contended that in the new PC climate ISI must redouble its efforts to “provide resources and guidance to an elite which can take up anew the task of enculturation.” But beyond that, he declared, “we should add a major new component to our strategy.” ISI would lead a conservative “counteroffensive” on “that last leftist redoubt, the college campus.” And so it was Ken’s principal strategic task to expand ISI’s field efforts and on-campus programming, taking account of the new realities in the battle for freedom, and to leverage emerging technologies to communicate the ISI case for liberty more widely.

ISI immediately set to work on this bold plan. During the 1989–90 fiscal year the Institute raised the most ambitious budget in its history, \$1.36 million. Under Ken’s leadership, ISI distributed more than a quarter million copies of its publications, sponsored

188 lectures on college campuses nationwide, organized advanced intellectual weekend seminars, held a summer school, began to build back the campus representative program, and generally increased the impact of ISI on its student and faculty members. Ken was reinvigorating ISI and preparing it for even bigger accomplishments in the two decades to come.

The first real strategic plan Ken put in place was the three-year Campaign for Leadership in 1991. The campaign’s objectives were to double ISI’s budget and expand its core programming. It was the beginning of Ken’s effort to create a “counterestablishment” within higher education that would advance the Western and American ideal of ordered liberty. He also positioned ISI as a central resource for conservatives, one that emphasized the foundational importance of principles.

One trigger for ISI’s program recovery was the creation of *CAMPUS: America’s Student Newspaper* in 1991. Ken realized that ISI needed to develop a student-oriented, accessible publication that could both educate and attract members. He also believed that ISI needed a publication that would attack political correctness head-on. *CAMPUS* was written and edited by some of the most talented young conservative minds of the day, many of whom went on to high-profile careers in the media (including Marc Thiessen, now a columnist for the *Washington Post*, and Jonathan Karl, a correspondent for ABC News) and the academy (such as David Bobb, who directs Hillsdale College’s Washington, D.C.–based Center for Constitutional Studies and Citizenship). These student journalists tackled issues ranging from free speech, multiculturalism, sensitivity training, and gender wars to curricular crack-ups and rising college costs. The circulation of *CAMPUS* soared to 100,000, as it was sent to all ISI members and given in bulk to the most active ISI faculty, students, and clubs for wider campus distribution.

Thanks in large part to the *CAMPUS* phenomenon, ISI’s membership soared. The rising tide increased the number of campuses served (1,100), campus volunteers (2,500), lectures (250), conferences (20), and copies of major publications distributed (500,000).

Like ISI’s student and faculty members, donors responded positively to this more active ISI. One longtime friend of ISI, Henry Salvatori of California, endowed a \$1 million program to fund a new graduate fellowship dedicated to American founding studies, an

annual prize and lecture, and a campus lecture series. The John M. Olin Foundation underwrote an important new lecture series aimed at exposing the “politicization of the academy.” Liberty Fund of Indianapolis approved a new undergraduate seminar series on the principles of liberty. Significant grants also came from the Coors Foundation, the Grover Hermann Foundation, and the Richard and Helen DeVos Foundation. As a result, ISI’s budget jumped to more than \$2 million in 1992.

The Bass Affair

ISI’s robust on-campus programming quickly made a difference in the battle against political correctness. In 1994 ISI students at Yale approached the Institute’s staff with a story about how the Yale administration had allegedly misused a \$20 million grant intended to seed a new Western civilization program; instead, the students said, the university had shored up a host of multiculturalist faculty and classes. According to the ISI students, the donor—Lee M. Bass, a Yale alumnus from Fort Worth, Texas—had no idea of the misdirection. Under Ken’s generalship, ISI created a new

student-edited magazine at Yale, *Light & Truth*, as a vehicle to break the story.

ISI distributed several thousand copies of the exposé, entitled “The \$20 Million Deception,” on Yale’s campus and mailed more than five thousand to donors. The Institute also sponsored a debate at Yale on Western civilization and the curriculum. ISI’s efforts drew national attention to the “Bass affair,” which was the subject of no fewer than five editorials in the *Wall Street Journal* and was covered by *Time*, *Newsweek*, and many other publications. Mr. Bass eventually asked for and received a full refund of his gift, plus interest. Ken’s “counterestablishment” was making its presence felt in the classroom and in development offices.

The Bass affair also underscored higher education’s rejection of the hard-won advances of Western civilization. For Ken, the incident highlighted the need to help students gain an appreciation of the West’s accomplishments. One early result was the creation of ISI’s Honors Program, designed to provide the most promising undergraduates the framework for understanding the foundations of our civilization. With the help of the M. J. Murdock Charitable Trust, the Grover Hermann Foundation, the Bodman Family, and Mr. and Mrs. Spelman Prentice, the idea of the Hon-



Ken with longtime ISI trustee Wayne Valis (left) and former ISI president E. Victor Milione

ors Program became a reality. Lee Bass himself soon embraced this highly selective, intellectually enriching program, working closely with Ken to provide students at some of America's most prestigious universities the opportunity to benefit from intensive study with ISI. The Lee and Ramona Bass Foundation also supported ISI's Western Civilization Program, an integrated array of lectures, fellowships, and scholarships.

To this day, the Honors Program and the Western Civilization Program remain cornerstones of ISI's programming. Each Honors Fellow, carefully chosen from among the nation's most academically gifted students, engages in a yearlong course of study with a conservative faculty mentor. The centerpiece of the program is a weeklong, intensive summer conference that initiates students into the West's intellectual tradition.

The Honors Program has matured to the point where its alumni are now taking their place within the academy and in other spheres of influence. To cite only a few examples, Eric Cohen became a Fulbright Scholar, was founding editor of the journal the *New Atlantis*, and now directs the Tikvah Fund; Heath Tarbert served as associate counsel to President George W. Bush; Ilya Shapiro, a senior fellow at the Cato Institute, regularly appears in the media to provide commentary on legal and political issues; and Richard Reinsch recently published the critically acclaimed book *Whittaker Chambers: The Spirit of a Counterrevolutionary* (ISI Books). Some Honors Fellows, such as Assumption College's Molly McGrath Flynn and Steven Skultety of Ole Miss, have returned to teach in the program.

Ken's vision in establishing ISI's Honors Program will be rewarded for years to come as these gifted young people extend what they learned from ISI to the generations coming behind them.

Great Strides

The 1990s brought many other advances in ISI's educational outreach. In 1993 ISI published its first book solely under its own imprint: *The Politics of Prudence* by Russell Kirk. In 1995 Ken recognized that the time was right for ISI to commit to its own book-publishing program as a means to expose readers to the major ideas and thinkers of intellectual conservatism, create original resources for ISI students, and provide an outlet for important writers shut out by a politically

correct publishing industry. ISI Books was created and has since been the subject of critical attention far and wide. It has published more than two hundred original titles, including several award winners as well as *New York Times* and *Washington Post* best-sellers, and has created a library of ordered liberty that in itself is a monument to Ken's vision for ISI.

Around the same time, Ken led ISI to acquire the Collegiate Network (CN), a group of independent college newspapers. The network had been formed in the 1980s, led by such prominent campus publications as the *Dartmouth Review*, but by the mid-1990s the CN had fallen on hard times. Under ISI management, the number of CN papers jumped from thirty-six to nearly a hundred. Tens of thousands of student journalists have prospered under the ISI banner, not only learning the trade of journalism but also gaining an ISI education. Over the years ISI has added fellowship and internship opportunities for gifted journalists, created specialized seminars and conferences, bolstered financial support for the printing of papers, and conducted mentoring visits to papers to ensure continuity and quality. CN alumni are now making an impact at news outlets such as ABC News, the *Washington Post*, the *Wall Street Journal*, *USA Today*, the *New York Post*, *National Review*, and the *Weekly Standard*, to name just a few.

After the success of the Campaign for Leadership, Ken focused the ISI staff on developing a plan to establish ISI as a one-stop educational resource on the principles of liberty for even greater numbers of students. Central to the new strategic plan was an initiative ISI designed with detailed input from students and faculty: the Student Self-Reliance Project. The project presented students with an integrated series of publications allowing them to take charge of their education and acquire an appreciation for the accomplishments of Western civilization.

The first step was to develop a new-style guide to colleges and universities that armed students and their parents with the information they needed to choose the right college. By publishing insider's information on the quality of curricula, the political atmosphere on campuses, and the social experience students were likely to encounter, ISI believed that it could also provide a lever for reform, harnessing market forces to guide students away from the worst colleges. The result, *Choosing the Right College: The Whole Truth about America's Top 100*

Schools, was an instant hit and has had an enduring impact. The eighth edition, expanded to cover 140 colleges, will be published in the summer of 2011. A companion website, CollegeGuide.org, now profiles well over 200 institutions and provides many other resources to help students both select the right school and navigate the college experience.

Next in the sequence were ISI's much-admired Preston A. Wells Jr. Guides to the Major Disciplines. This series of short but authoritative Student Guides, written by prominent ISI faculty, began by offering students an introduction to two crucial topics: the connection between liberty and liberal learning, and the importance of a core curriculum. Subsequent guides provided concise introductions to the major disciplines, helping students get the best out of their majors. ISI Books also launched a series of short biographical studies of seminal conservative thinkers neglected by the current PC establishment. ISI's Student Guides in particular were a breakthrough for students interested in getting a solid education in the Western and American tradition. To date, hundreds of thousands of copies have been distributed.

A Permanent Home

Even as he was overseeing this dramatic expansion of ISI's programming, Ken found time to achieve another strategic objective the board of trustees had laid out: to acquire a permanent headquarters for ISI. By the mid-1990s ISI was bursting out of its rented office space in Bryn Mawr, Pennsylvania. After a long search for a new home, Ken settled on Scarlet Oaks in Wilmington, Delaware, a twenty-three-acre property that had been the estate of a steel family. The property overlooked a lovely reservoir and was dominated by a nine-thousand-square-foot Georgian Revival-style house built in the 1930s. Longtime ISI supporter Mr. F. M. Kirby gave the largest gift ISI had ever received to that point, \$1.5 million, to secure the house. As an acknowledgment of what this gift

meant to ISI, Ken named the estate the F. M. Kirby Campus.

Ken and his team worked with local leaders to rezone the property for soft corporate use, and with a local architect they designed an award-winning office renovation. The ribbon cutting occurred on May 31, 1996. The *New York Times* even ran a front-page story in its Style section, citing ISI's work as a model for preserving large historic buildings and properties. Ken the conservative was now Ken the preservationist. And the result was a magnificent new headquarters that symbolized both the organization's claim to permanence and its mission to teach timeless principles.

Toward the Next Fifty Years

Entering the new millennium, ISI approached a milestone: its fiftieth anniversary. But Ken was not content to rest on the achievements of the first half century, or even the remarkable growth he had overseen during his tenure. In November 2002 ISI adopted a new strategic plan to carry ISI forward: "Educating for Liberty . . . in Each New Generation." Its aim was to "renew the American tradition of teaching each new genera-



*Ribbon cutting at ISI's F. M. Kirby Campus, 1996.
Left to right: ISI trustee Richard DeVos, ISI chairman
Louise Oliver, Ken, Helen DeVos, and F. M. Kirby.*

Meet ISI's New President, Chris Long



ISI is thrilled to welcome Christopher Long as its new president and chief executive officer. This is a homecoming for Chris, who was an ISI student member during college, the Institute's vice president for programs in the 1990s, and most recently a member of the board of trustees. He returns to ISI with more than twenty years of executive experience in nonprofit administration, financial management, and philanthropy.

Chris spent the first decade of his career in senior management roles at organizations promoting the principles of ordered liberty. After serving as executive director of Young Americans for Freedom, he moved to The Heritage Foundation, where he became the first director of the New Majority Project. In 1989 he joined ISI (as Ken Cribb's first hire, in fact). As director of ISI's national programming, Chris played a crucial role in the Institute's remarkable growth and innovation over the next seven years.

In 1997 Chris seized the opportunity to work alongside ISI donor and investment guru Foster Friess at the growth-equity investing firm Friess Associates, LLC, where he served as chief operating officer and treasurer of its Brandywine Funds family of registered mutual funds. In his eleven years with Friess Associates, he helped grow the firm's assets under management to \$17 billion.

Chris became chief executive officer and co-owner of Endowment Capital Group in 2008. The hedge-fund adviser, which catered to large university endowments and foundations, performed in the top 10 percent when compared to its peer group during his tenure as CEO.

Most recently he served as managing director of Perella Weinberg Partners LP, a global investment bank and asset-management company. As head of business development for its manager-of-managers platform, he helped oversee investment portfolios for university endowments, private foundations, sovereign wealth funds, and other large institutional investors.

Throughout this successful career, Chris has been active in such national organizations as the Council for National Policy, the Philadelphia Society, and Legatus. He has also made his mark on the local community. A resident of Greenville, Delaware—he lives right down the road from ISI's F. M. Kirby Campus—he has been a strong promoter of education reform locally, serving on the executive committee of St. Edmond's Academy and helping found the inner-city Marion T. Academy charter school.

Now Chris returns to ISI as the sixth president in the organization's fifty-eight-year history. The entire ISI community welcomes him and his family: his wife of twenty-two years, Sheila, and their three children, aged thirteen, sixteen, and twenty.

Chris Long, then ISI vice president, with founding trustee Charles Hoeflich in the early 1990s



tion of college students the principles that sustain a free and humane society.”

The new plan called for deploying the latest communication technologies to make the case for liberty to students, teachers, and parents. Under Ken’s leadership, the Institute had already developed the first-generation ISI website. Now ISI would focus on building an effective Internet educational program, especially by making available electronically the trove of educational resources ISI had built up over nearly five decades. These efforts extended ISI’s reach dramatically: currently more than 6,500 lectures and 5,500 essays are downloaded every week. With the advent of the social media revolution, ISI has been able not only to host a range of Internet resources on America’s first principles but to develop a truly interactive online community of scholars and students as well.

The anniversary plan also called for the creation of a Center for the Study of American Civic Literacy to be housed at ISI. Ken worked diligently to make the civic literacy project a reality, focusing on developing a comprehensive national survey to measure higher education’s success in transmitting core American principles to students. In the largest statistically valid survey ever done to assess collegiate civic literacy, ISI gave more than 14,000 freshmen and seniors from fifty different schools a sixty-question multiple-choice test on American history, government, foreign affairs, and economics. They failed miserably: freshmen had

an average score of just 51.7; seniors, 53.2. ISI released the results in a 2006 report entitled “The Coming Crisis of Citizenship.” The national press swarmed over ISI’s findings after *USA Today* broke the story.

In four subsequent reports, all of which have garnered major media attention, ISI provided indisputable evidence of widespread civic ignorance. The 2008–9 report, for example, revealed that this ignorance extends into the general population, with adults failing ISI’s test as well. ISI also demonstrated that while colleges do not increase civic literacy, they do have a distinct leftward impact on a graduate’s personal politics. All in all, Ken’s vision and penchant for execution propelled the sorry state of American civic literacy into the national conversation.

With its civic literacy reports, ISI was documenting the problem; soon the Institute took steps to provide solutions. Lewis E. Lehrman, a distinguished philanthropist, businessman, and author, was convinced that America needed more and better-trained teachers who could carry forward the greatness of the American heritage into their classrooms. He approached Ken, who shared Lehrman’s conviction. With Lehrman’s generous support, ISI created the American Studies Center, dedicated to forging a new national community of faculty that over time could foster an appreciation of American principles among students.

The American Studies Center’s signature program is a Summer Institute at Princeton that trains young col-



Ken and Dr. John M. Templeton Jr. (second from left) with student award winners

lege faculty on how to become better classroom teachers, and more specifically, how to develop and implement courses that address the foundational principles of the American Republic. Senior lecturers, several of them Pulitzer Prize winners, mentor junior professors on matters academic and practical. More than two hundred up-and-coming professors have gone through this program to date. Collectively they have taught 3,900 courses reaching an estimated 78,000 students; over their careers they will reach some 750,000 students. Already, then, the American Studies Center is cultivating the best young professors in the tradition of liberty in order to extend that tradition to their charges.

To pay for these new programs and to ensure the long-term viability of ISI's core educational program, Ken led an anniversary fund-raising campaign. The campaign kicked off in a dramatic way: a thousand people came to Washington, D.C.'s National Building Museum on an October evening in 2003 to celebrate ISI's past and support its future prospects. At the event, which was headlined by William F. Buckley Jr., Richard DeVos, and Justice Antonin Scalia, Ken announced the campaign goal of \$54 million. In May 2006, at the campaign's closing dinner in Wilmington, which featured Justice Clarence Thomas, Ken was able to announce that the campaign had exceeded expectations: thanks to the enthusiasm of ISI's family of supporters, the Institute had secured more than \$76 million for its key programs.

A Legacy of Leadership

By the fall of 2010, when Ken informed the board of his intention to retire as president, he could look back on an impressive record. ISI had come a long way since 1989. Its network of student and faculty members now covered every state in the union and some 1,400 college campuses. ISI's annual budget, which had stood at under \$1 million when Ken became president, now exceeded \$10 million. With the Richard and Helen DeVos Freedom Center, ISI had a comprehensive outreach program to college students on behalf of freedom, free enterprise, and the moral values that sustain them.

Ken's legacy of leadership at ISI is a model of how to build on past strengths to overcome current challenges and develop a thriving new enterprise that operates squarely within its historic mission. Principles are timeless; what changes are tactics. Ken not only sharpened old tactics, shoring up and expanding ISI's core educational programs, but also developed new ones, introducing ISI Books, the Collegiate Network, the civic literacy project, the American Studies Center, and more. Early on he identified the ways in which the world had changed and positioned ISI to speak to those changes and confront those challenges in everything it did. Under his leadership, ISI played a significant role in curbing the excesses of political correctness, just as it is now playing a key role in curbing the scandal of civic illiteracy. He rescued ISI financially and built the financial base to levels never dreamed of by his predecessors. He made ISI the leading educational institution within the conservative movement.

To be sure, he did not do it alone. He had a supportive board of trustees, a generous and patriotic band of donors, and a wonderful staff to help him in his labors, including Spencer Masloff to tackle fund-raising; John Lulves and Doug Mills to guide the operations; his assistants, Brig Krauss and Karyl Wittlinger; Mark Henrie to oversee the academics; Ed Giles and Paul Rhein to lead the technological advance; Elaine Pinder to manage finances; and perhaps most notably his first hire, Christopher Long, who served as ISI national director through most of the 1990s—and now succeeds him as ISI's sixth president. (See sidebar on page 18.) Ken has been blessed with colleagues too numerous to mention who together secured ISI as the counterestablishment within higher education that Ken dared to dream of in 1989.

One of Ken's favorite quotations is the last line of the last letter Whittaker Chambers sent to William F. Buckley Jr.: "For each age finds its own language for an eternal meaning." Ken understood the eternal meaning of ISI, worked to make ISI a permanent force for those eternal things, and refreshed for this age the language and imagination that are central to the success of ISI's educational mission.

Jeffrey O. Nelson, Ph.D., is ISI's executive vice president for programs. For elements of this article he drew upon the work of Dr. Lee Edwards in the official ISI history, Educating for Liberty (2003).

ISI'S CALENDAR OF EVENTS

May 7 ISI Leadership Conference
San Jose State University, San Jose, CA
Economic Liberalism and the Free Society in the Developing World



June 13–25 ISI's American Studies Center Summer Institute
Princeton University, Princeton, NJ
The Constitution and American Identity



June 14 Culture of Enterprise Awards
William E. Simon Fellowships for Noble Purpose
Philadelphia Marriott West
West Conshohocken, PA



June 16 Collegiate Network Alumni & Friends Reception
Kirby Center, Washington, DC



June 16–19 Collegiate Network Start the Presses! Seminar
Hyatt Regency Washington on Capitol Hill
Washington, DC



October 27 Sixth Annual Dinner for Western Civilization
Harvard Club, New York, NY



For more information, contact events@isi.org.

www.isi.org

The ISI Difference

A Student Discovers the Power of an ISI Education

By Christine Pyle

Make a difference! Make your life count! Change the world! Those who chant these mantras are contagiously enthusiastic, but they rarely articulate how to make a difference or why a proposed action is significant. During college I became frustrated by the lack of clarity about where to direct my talents, aspirations, and desire to serve others. Along with the rest of my generation, I want to change the world—and I long to know what it means to do so. How do I make my life count?

Last year, as a rising senior at Louisiana State University (LSU), I was considering a career in academia. However, I was not convinced that I could improve society through a studious lifestyle that seemed distant from the real world. How can a university professorship compare to the significance of serving as a foreign missionary, for instance? Shouldn't I be doing charitable work rather than writing and teaching? In *The Closing of the American Mind*, Allan Bloom discusses the tendency to discount intellectual endeavors in the face of "usefulness":

When there is poverty, disease and war, who can claim the right to idle in Epicurean gardens, asking questions that have already been answered and keeping a distance where commitment is demanded? The for-its-own-sake is alien to the modern democratic spirit, particularly in matters intellectual. Whenever there is a crunch, democratic men devoted to thought have a crisis of conscience, have to find a way to interpret their endeavors by the standard of utility, or otherwise tend to abandon or deform them.

Stricken by a crisis of conscience, I sought a better understanding of the intellectual life: What is the purpose of higher studies? Why is my field of literature significant? Why devote my career to academia?

Though these questions rattled me, the quiet thrill of study kept me from discarding academia altogether. Humane studies are undeniably "beautiful and intellectually rewarding," as Renaissance scholar Leonardo Bruni remarked. Reading and thinking can develop a rich, full inner life. I find satisfaction in analyzing primary texts, writing, and discovering connections among various fields. The delight of philosophy did for me what classes, tests, and papers alone could not accomplish: create an ever-increasing appetite for learning.

At this critical juncture, ISI stepped in to reorient the way I thought about my life. ISI's 2010 Honors Conference theme, "The Idea of a University," seemed specifically chosen to address my concerns. Recording my reflections in a blog, I delved into classic educational ideas in the pre-conference reading. John Henry Newman's unity of knowledge, Irving Babbitt's humanism, Albert Jay Nock's defense of the classics, and Allan Bloom's critique of relativism became the building blocks for a solid answer to my questions about academic purpose. My consciousness of modern problems was balanced by a compelling alternative—liberal education, or the Great Tradition of classical education that teachers had followed for centuries. By the time I arrived at the conference, I was deeply invested in the issues to be discussed.

In Annapolis, Honors Fellows and ISI faculty associates gathered within view of the statehouse in

“By placing a priority on building relationships and sharing ideas, ISI fosters a rich intellectual experience.”

which George Washington resigned his commission as commander in chief of the Continental Army. While reliving history through our surroundings, the other students and I imbibed courage and wisdom from the conservative scholars who gave their time to mentor us. We talked deeply, dined leisurely, and listened to intelligent lectures. In small groups, we toured the cobblestone streets and contemplated the night sky above the harbor. Immersion in ISI made one thing clear: despite the problems in higher education, the age-old tradition of learning, reading, and finding truth is still alive.

This simple certainty transformed my personal relationship to learning. Paradoxically, I am now more conscious of my inadequacy as an heir of the Great Tra-

dition, yet I am freer to continue my journey of learning. If the goal is to become a whole person rather than to meet a quota, I can be restful and full of wonder in my reading. I can allow a great work to change me.

Attending the conference and then reading the ISI book *A Student's Guide to Liberal Learning*, by Fr. James Schall, rescued me from the paralyzing “book-list” mentality. Since my early teens, I’ve longed to read all the classics. I had booklists galore, feeling that I had to read a certain number of books and certain kinds of books to “arrive” as an educated person. But such lists inevitably grow faster than I can read! Recognizing my limitations, I humbled myself to start somewhere, for one worthwhile book will lead to others. Though I am



The ISI reading group at LSU, which Christine Pyle reinvigorated, hosts a lecture by ISI faculty associate Vigen Guroian (second from right)

“ISI ushered me into a vibrant intellectual community, and I am now inspired with a vision for the intellectual life.”

certainly still a fan of good booklists, they no longer rule me. Education is not about trying to learn everything; it's more about becoming through learning.

By observing other scholars and by pursuing my own questions about education, I discovered the value of investigating questions of pressing personal interest. It is healthy sometimes to follow the mind's flexible queries rather than the graven syllabus. Obeying this theory has revived my appetite for learning. For instance, last semester my medieval literature classes converged on a big-picture question: Was Christianity a complete rupture with or a continuation of the

classical cultures? Intrigued by conflicting views about the transition from ancient to medieval, I interviewed professors, talked with a friend, and read up on scholasticism. I have begun a journey into a deep topic, and my life is richer as a result.

An academic lifestyle does not mean isolation from community. By placing a priority on building relationships and sharing ideas, ISI fosters a rich intellectual experience. At ISI's Honors Conference and at the subsequent ISI-Liberty Fund colloquia, reading and relationships complemented each other because of frequent opportunities for valuable conversation. Interaction with people enhances study by stirring varied interests, provoking new questions, and refining solitary thoughts. Conversely, each book with which I engage can prepare me for deeper interaction with friends and inspire me with love for my community.

Stirred by these epiphanies, I returned to LSU to replicate the intellectual experience of the Honors Conference by establishing an ISI reading group. LSU has a history with ISI, especially through the laudable work of ISI board member Dr. William Campbell, professor emeritus of economics, and of ISI faculty associate Dr. James Stoner, current head of LSU's Department of Political Science. Several years ago, an ISI group flourished on campus and sent several students to ISI's Honors Conference. My Honors Program experience motivated me to revive it.

Now, a small group of committed students meets bimonthly at LSU to discuss ISI books and encourage one another in learning. The leader-



*Christine Pyle at a meeting of the
ISI reading group at LSU*



ship team is motivated, and the students who joined are earnest learners who appreciate ISI's mission (and its free books!). In our discussions, a freshman may dialogue with a Ph.D. candidate, an English major with a future engineer, and a political theorist with a student studying economics. Our newly formed reading group even hosted an ISI-sponsored lecture and student seminar with ISI faculty associate Dr. Vigen Guroian from the University of Virginia. We are also excited to be sending two students to ISI's 2011 Honors Conference.

I see the potential the group holds for influencing our campus—not on a mammoth, modern, “change the world” level, but on an individual, transformational, discipleship level. After all, a return to liberal education, as promoted by ISI, means a renewed focus on developing deep-thinking, liberty-minded persons. The fruit of liberal education is a certain kind of individual: a man or woman who delights in truth, knows morality and justice, understands the flow of ideas through history, and participates in the centuries-long conversation of great minds.

My idea of changing the world is now, in contrast to today's rhetoric of novelty, foundational and enduring. I seek to revive beauty, goodness, and truth—those first principles that do not change. Best expressed in the words of A. G. Sertillanges, my aspiration is “to have a humble share in perpetuating wisdom among men, in gathering up the inheritance of the ages, in formulating the rules of the mind for the present time, in discovering facts and causes, in turning men's wandering eyes towards first causes and their hearts towards supreme ends, in reviving if necessary

some dying flame, in organizing the propaganda of truth and goodness.”

Intellectual work illumines what is good and encourages the best human impulses. Instead of formulating warped ideas to refashion the societal mind, conscientious scholars open the way for noble, true ideas to pervade society. Therefore, scholarship does not have to compete for significance with other vocations like missionary work or social work. The scholarly vocation affects foundations, ideas, and worldviews. Ideas formulated at one man's desk, when disseminated through teaching, writing, or speaking, influence individual lives in the wider world.

ISI ushered me into a vibrant intellectual community, introduced me to authors as varied as Sertillanges and Bloom, and offered a classical understanding of learning. A holistic view of education enables me to synthesize scholarship, community, family, and faith. I am inspired with a vision for the intellectual life—a vision that is stronger than the discouraging indications I see around me, a vision that profoundly answers my questions about significance.

Christine Pyle recently graduated with B.A. degrees in English literature and French from Louisiana State University. She plans to work for a year, possibly teaching English in France before pursuing graduate studies in English. She was a 2010 ISI Honors Fellow.

PRESERVING A TRUE LIBERAL EDUCATION

The Richard M. Weaver Fellowships

In the middle of another busy semester at the University of Tennessee at Chattanooga (UTC), Dr. Wilfred McClay sits at his desk, reflecting on just how crucial ISI's Richard M. Weaver Fellowship was to him as a young graduate student almost thirty years ago. Not only was the financial help critical to Dr. McClay, but as he states, "The fellowship fortified me in the task of taking the independent path that I had always intended to take. . . . The Richard M. Weaver Fellowship was the only graduate fellowship available whose criteria and whose application materials reflected an outlook similar to my own. ISI has always been an intellectual oasis that way."

Dr. McClay, now an ISI faculty associate who regularly speaks at ISI conferences and seminars, was a Weaver Fellow in 1982–83 while he earned a Ph.D. in history from Johns Hopkins University. Since then, Dr. McClay has had a long and successful career as a professor, scholar, and author. He currently holds the SunTrust Bank Chair of Excellence in Humanities at UTC, where he is also a professor of history. Dr. McClay teaches many students each year (some of whom have won Weaver Fellowships themselves). He is also the author of such influential books as *A Student's Guide to U.S. History* (ISI Books) and *The Masterless: Self and Society in Modern America*, which the Organization of American Historians recognized as the best book of the year in its field.



Wilfred McClay

Wilfred McClay is just one in a long line of ISI Weaver Fellows shaping America's intellectual and public life. The Richard M. Weaver Fellowship was conceived in the fall of 1963, when Richard Ware of the Relm Foundation approached then-ISI president E. Victor Milione about managing a graduate fellowship for "college seniors who hold promise of becoming outstanding scholars or teachers in the related fields of economics, history, or political science." Milione was thrilled; he had already envisioned a similar fellowship program to further ISI's mission to educate for liberty and reseed the academy with scholars dedicated to the principles of freedom. Now, with the generous support of the Relm Foundation—which funded ten fellowships—Milione and ISI set to work screening applicants for this groundbreaking program.

There was only one stipulation: the fellowship could not be named for the Relm Foundation, as the foundation did not want to confuse these new fellowships with its own programs. Milione and the rest of ISI knew at once what this program should be called—the Richard M. Weaver Fellowship, to honor the recent and untimely passing of one of ISI's dearest friends and supporters.

Richard M. Weaver (1910–63) was one of the pioneers of mid-twentieth-century conservatism. A scholar and rhetorician who taught English at the University



Weaver Fellows (L to R): Gary L. Gregg, McConnell Chair in Leadership, University of Louisville; Larry Arnn, president, Hillsdale College; Mark Henrie, chief academic officer, ISI; Edwin J. Feulner Jr., president, The Heritage Foundation; William Kristol, editor, Weekly Standard; Vigen Guroian, winner of the Distinguished Teaching Award, University of Virginia



Richard M. Weaver

of Chicago for almost thirty years, Weaver wrote some of the foundational works of the modern conservative movement, including *Ideas Have Consequences* and *Visions of Order*. He was deeply troubled by the decline of liberal arts education in America. In his essay “Education and the Individual,” Weaver emphatically states that “a liberal education specifically prepares

for the achievement of freedom. . . . Its content and method have been designed to develop the mind and the character in making choices between truth and error, between right and wrong. For liberal education introduces one to the principles of things, and it is only with reference to the principles of things that such judgments are at all possible.”

It was in the spirit of preserving a true liberal education that ISI, with the support of the Relm Foundation, developed the Weaver Fellowships. To this day the Richard M. Weaver Fellowship Program “is maintained exclusively for those who will teach, for that profession presents the greatest opportunity to deal with the first concerns of civilization, and thus with its ultimate preservation.” The program “assists future teachers who are motivated, as was Professor Weaver, by the need to integrate the idea of liberal education with their teaching efforts, and, in so doing, to restore to university studies their distinction and worth.”

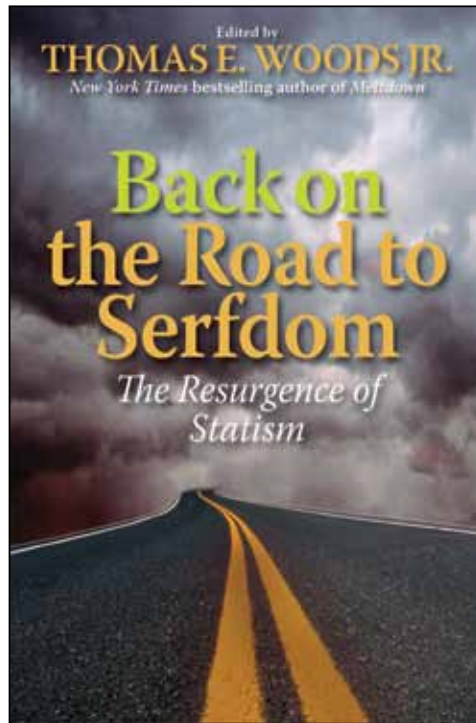
In the almost fifty years since the Weaver Fellowships were established, more than five hundred graduate students have earned degrees with assistance from this pioneering program. Today, at colleges and universities all over the country, former Weaver Fellows are forming young minds by providing the liberal education that Richard Weaver so ardently defended. Wilfred McClay is hardly alone; former Weaver Fellows are currently teaching at Stanford, Cambridge, Princeton, and other prestigious universities. The impact that former Weaver Fellows are making also extends beyond academia. Edwin J. Feulner, president of The Heritage Foundation, and William Kristol, editor of the *Weekly Standard*, are just a couple of the former Weaver Fellows making their mark in the world of public policy and ideas.

The Richard M. Weaver Fellowship Program’s work of reseeding the academy is now more crucial than ever. As Dr. McClay emphatically states, “The Weaver Fellowship is vital because we cannot afford to abandon higher education to the twin threats of politicization and vocationalism. There are times when the task seems hopeless. But even in this time of relative decadence, there still are dozens of eager and thoughtful people coming into graduate schools, motivated by a love of the highest things; and we simply cannot let these fine people down.”

The Richard M. Weaver Fellowship is generously supported by the Earhart Foundation and the Winchester Foundation.

WE'RE BACK ON THE ROAD TO SERFDOM

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- Why the European welfare state is not a model to aspire to but a disaster to be avoided
- How an intrusive state not only hurts the economy but also imperils individual liberty and undermines the role of civil society
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AND THEN THERE WERE DEANS

ISI's Summer Institute, Seven Years On

By James R. Harrigan

On the porch of the Nassau Inn in Princeton in 2007, ISI faculty associate Hadley Arkes of Amherst College leaned against his suitcase. He had been scheduled to leave ISI's American Studies Center Summer Institute some days earlier but kept extending his departure date. I understood. We all understood. No one ever wants to leave ISI's Summer Institute. He looked around at the courtyard, the small post office off to the side, then at the Nassau Inn itself, and said, "When Robby [George] and I envisioned this program, we wanted to be fishers of men. We wanted to take the best and the brightest of the new generation and put them on their way in the academy." I was honored to be a part of it all then as I am now, and I am sure that Hadley, Robby George, and

all of the others who have been through ISI's Summer Institute both as teaching faculty and as participants would say the same.

ISI's American Studies Center was established in 2005 to identify and support young college teachers who are dedicated to making the case for freedom in their courses. Each year the Center coordinates a Summer Institute to provide a forum in which young scholars interact with their senior colleagues in a thoughtful environment dedicated to the exposition of ideas and the advancement of careers. Virtually all of the participants have significantly benefited from the career advice they have received at the Institute, advice covering topics from publishing to course development to networking.



ISI's 2010 Summer Institute



Jonathan Yonan

The goal of ISI's American Studies Center to repopulate the academy with serious, thoughtful scholars and teachers is without question an ongoing one, but early indications are that this goal is being met. This past year, it was met in a more significant way than anyone might have dreamed just five years ago: three past participants of the Summer Institute, Gerson Moreno-Riano, Jonathan

Yonan, and I, were appointed deans at three rather diverse institutions.

Moreno-Riano was first, becoming dean of the Regent University School of Undergraduate Studies in Virginia Beach, Virginia, in June 2010. The position was a logical step for the associate professor of government, who has also served as Regent's chair for the Department of Government, History, and Criminal Justice, as well as director of general education.

The new dean recognizes that "there are tremendous opportunities ahead" for Regent University and the School of Undergraduate Studies. Regent is a young institution, having opened its doors in 1978 as a Christian graduate university. The School of Undergraduate Studies was added in 2005 and presently offers degree programs in more than two dozen fields of study to 2,300 students. "Academically," Moreno-Riano says,



Gerson Moreno-Riano

"we need to ensure that all of our programs are characterized by the highest quality possible as well as appropriate levels of intellectual rigor. We also need to develop a robust approach to faith-learning integration for all academic programs, one that transcends the classroom and transforms how

our students not only think but also how they live and lead in the world."

Not surprisingly, Jonathan Yonan echoes many of the same sentiments. Yonan was named dean of the Templeton Honors College at Eastern University in December 2010. Eastern University is a Christian liberal arts college that offers thirty-one majors to some four thousand students on its campus in suburban Philadelphia. The Templeton Honors College, which was founded in 1999, "is a classical great books college which aims at forming aspirational Christian intellectuals for leadership in civic life," explains Yonan, who has a doctorate in ecclesiastical history from Oxford University.

When asked about the biggest challenge facing him in his new position, Yonan stresses continuity and tradition. He sees his role as "stewarding and advancing the outstanding work of previous leaders—the Templetons; Dr. Allen Guelzo, the founding dean of the Templeton Honors College [and himself an ISI Summer Institute faculty member]; and Dr. Christopher Hall, my immediate predecessor. In the last twelve years these individuals have laid down a noble vision, marshaled a gifted staff and faculty, and positioned the Templeton Honors College as a national leader among classical Christian great books programs. My task will be to sustain and advance their work."



James Harrigan

Even though my job is in many respects similar to those of my friends Gerson and Jonathan, I am, both literally and metaphorically, half a world away. Where they strive to integrate Christian faith into both a broader educational context and public life, I am charged with helping to bring American liberal arts education to the Middle East as dean at the American University of Iraq–Sulaimani, a job I started in October 2010.

The university opened its doors in October 2007 in the Kurdish region in the north of Iraq, and it is presently home to 450 students, roughly half of whom are in a preacademic English language program. The school

offers four majors and boasts a robust and comprehensive two-year core curriculum in which students are immersed in the liberal arts. Every student is required to take math, English composition, history, life science, physical science, and art history, among other subjects.

While few deans begin their workday with a security briefing, fewer still are permitted to do as many interesting and important things as I do on a daily basis. I have come to realize that there is not, and probably never will be, a “typical” day on the job in Iraq. Though there are constant challenges, they have proven to be interesting beyond measure. Working to help found a college in the former cradle of learning is work I never thought I would be able to do, but it is a dream job in many respects, even as my family, friends, and country are missed.

Though the challenges that the three of us face are varied to be sure, Gerson, Jonathan, and I owe a debt of gratitude to ISI’s American Studies Center and to Lewis Lehrman, who founded the program nearly seven years ago. Yonan expressed the importance of the Summer Institute for all of us when he said, “I consider my two weeks in Princeton . . . to be one of the highlights of my professional life. The level of conversation, the strength and quality of the friendships I formed there, and the influence on my own approach to undergraduate education continue to bear fruit in my work.”

More than that, though, ISI’s American Studies Center, with its yearlong fellowship program, has

become a touchstone for us all and for hundreds of other young educators. In fact, ISI’s American Studies Center now has more than two hundred fellows who have become a true community of scholars. The Center is our intellectual home away from home, and it has proven to be so much more than any of us thought it could be at its inception. Indeed, I would not even be in Iraq were it not for a phone call from Kelly Hanlon, the Center’s executive director. “You said you were looking for something interesting to do,” she said. “How do you feel about relocating to Iraq?” Many other Summer Institute participants have similar stories to tell, even if most stay closer to home.

Our stories are not unique; Gerson Moreno-Riano, Jonathan Yonan, and I are just the first three of what will doubtlessly be many ISI Summer Institute participants to take on meaningful administrative posts. Predictably, we are all still teaching. We wouldn’t have it any other way. In fact, each of us is trying to do even more, in our own way and in our own place. We are all now “fishers of men” in our own institutions. And I know I speak for both Gerson and Jonathan when I say that we look forward to meeting again one of these summers in Princeton.

James R. Harrigan is dean of students at the American University of Iraq–Sulaimani, where he also teaches political science. He received his Ph.D. from the Claremont Graduate School.

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DEFENDING TRADITION

The Collegiate Network's William F. Buckley Jr. Award Winner

The College of William and Mary (W&M), founded in 1693, is an institution steeped in tradition and history. One of the school's "most significant traditions," as W&M's own website notes, is "its student-administered honor system." Credited as the first student-run honor system ever established in America, the Honor Code is "an enduring tradition at the College with documented history that originates as far back as 1736."

Like all other W&M students, Jordan Bloom took the Honor Oath upon entering the college, pledging "on my honor not to lie, cheat, or steal, either in my academic or personal life," so as not to "undermine the community of trust." During his junior year, however, he reluctantly concluded that the Honor Council's own work had undermined W&M's community of trust, and indeed the integrity of one of the college's most sacred traditions.

As managing editor for the Collegiate Network (CN) student paper the *Virginia Informer*, Jordan took the lead on investigating unconfirmed reports of abuses by the student-run Honor Council. He and other *Informer* staffers spent weeks painstakingly combing through Honor Council hearing testimony and emails, interviewing students and administrators, and researching the student handbook. The investigation uncovered a pattern of egregious misconduct by the Honor Council. The abuses were so alarming that Jordan felt he had no choice but to expose them in the hopes that improvements could be made to the flawed system.

The *Informer* published his story in March 2010. Titled "Students Improperly Sanctioned by Honor

Council," the article examined three specific cases of Honor Council abuses. In each case, Jordan's investigation revealed that the council violated its own bylaws and even withheld critical evidence, resulting in biased sanctions against students—the same students that the Honor Code was designed to protect.

**"The CN Editors Conference
is an electrifying forum for
exchanging ideas and approaches
with other CN papers."**

"Nobody broke step when they saw these errors, or when they saw that important facts and details of cases were not being heard," wrote Jordan. "Now is the time for gravely serious consideration about the role of the Honor Council at William and Mary. Its goal is to maintain a climate of academic integrity, but the current Honor System has grossly overstepped its bounds to the point of being a clear and present danger to the very community it is supposed to protect."

Jordan was fearless in raising the difficult questions that needed to be answered at W&M. This kind of independent journalism is emblematic of the Collegiate Network and is the reason that Jordan received the CN's 2010 William F. Buckley Jr. Award for excellence in campus journalism. Jordan, who was a CN intern at the *Washington Times* this past summer, was

presented with the award during the CN's 2010 Editors Conference in Dallas, Texas.

Jordan's groundbreaking investigation could not be ignored at W&M. In April 2010 W&M's president appointed a committee of students, faculty, and top administrators to review the Honor Council and determine ways to reform the system. The student body has dubbed this investigation "the honor reform movement." Jordan remains optimistic that his article will spur much-needed improvements to the Honor Code.

Interestingly, this is not the first time that enforcement of W&M's Honor Code has been questioned. "In the first quarter of the nineteenth century," Jordan

remarks, "then-president John Augustine Smith nearly ran the college into the ground with waves of expulsions based on alleged honor offenses. In one instance, he expelled twenty-nine students 'for asking justice at the hands of a professor in dignified language.' The college's enrollment fell to a pathetic thirty-three in 1823."

The Honor Code—and the college—survived then, after W&M made prudential changes to maintain the integrity of the system. Thanks to Jordan Bloom and the *Virginia Informer*, the venerable college is again taking steps to preserve one of its most honored traditions.



Jordan Bloom

Winner of the CN's 2010 William F. Buckley Jr. Award
for excellence in campus journalism

Q. How has the Collegiate Network influenced you?

A. For starters, the Collegiate Network has provided generous grants that have been instrumental in sustaining the production of the *Virginia Informer*, particularly during our transition to weekly printing. But the CN has helped in many other ways as well. As a student at a liberal arts school with no journalism program, I have been able to turn to the CN for formal journalism training at events such as the Professional Reporting Course and the National Security Seminar. The CN Editors Conference, in particular, is an electrifying forum for exchanging ideas and approaches with other CN papers.

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LIGHTING THE WAY FOR LIBERTY

Tom and Jordan Saunders

When asked to name a few leaders for today's youth to emulate, Thomas A. Saunders III pauses. It would be easy enough for the investor and philanthropist to rattle off a list of the usual presidents, war heroes, and statesmen. But to do so, according to Tom, would be to follow the "tired old 'role model' thesis," which obscures an important truth: "a leader is simply a man or woman of principle with a strong moral foundation." We should focus not on particular individuals but on the *characteristics* to be emulated, lest we "fall into the trap of emulating the negative qualities of the people society dubs leaders or celebrities." The characteristics of a true leader, he adds, can be found in a teacher, a parent, a neighbor, a coach, or anyone else who inspires and instructs young people.

Tom and his wife, Jordan, are admirable leaders in their own right. They have lived their lives by the principles instilled in them as children: a deep love for their country, a reverence for the past, and the courage never to sway from their values. For decades they have dedicated their time, energy, and resources to transmitting these principles to America's youth. In fact, in 2008 President George W. Bush awarded Mr. and Mrs. Saunders the National Humanities Medal—making them the first married couple to earn this prestigious honor—"for their wise leadership and philanthropy on behalf of higher education, the study of art, and greater understanding of American history," which has "enriched our culture and ensured a lasting legacy for future generations."

One of the many philanthropic efforts that caught President Bush's attention was Tom's innovative handling of the University of Virginia's first large capital campaign. Tom established matching challenges for the university's schools of education, nursing, and architecture, which had traditionally lagged in funding. In less than two weeks, the campaign raised enough money to endow nine separate professorships.

"That is what is so important about what ISI is doing: holding up the lantern to students and saying, 'Follow me.'"

Tom and Jordan's lives were shaped in no small part by the military, an institution defined by service to the nation. Tom graduated from the Virginia Military Institute and served in the U.S. Army; Jordan is the daughter of the late Major General Matthew C. Horner, U.S. Marine Corps; and both Mr. and Mrs. Saunders are trustees of the Marine Corps University Foundation.

Tom and Jordan cite the experience of learning American history as central to their commitment to our nation's founding principles. "When we were growing up," Jordan says, "everybody was taught American history. It's just unthinkable that it isn't taught today—but it isn't." Tom agrees, explaining, "To know who

Tom and Jordan Saunders: A Snapshot

2008 recipients of the National Humanities Medal

Thomas A. Saunders III



Education: Virginia Military Institute, B.S., electrical engineering; University of Virginia, M.B.A.

Professional: President of Ivor & Co., private investment firm; cofounder of Saunders Karp & Megrue Partners, private equity firm; managing director of Morgan Stanley, 1974–89; lead director of Dollar Tree and Hibbett Sports; chairman of the board of trustees of The Heritage Foundation; board member of the New-York Historical Society; former chairman of the Thomas Jefferson Foundation; trustee of the Marine Corps

University Foundation; former member of the Board of Visitors of the University of Virginia and the Board of Visitors of the Virginia Military Institute; former chairman of the Darden Graduate School of Business at the University of Virginia.

Jordan Saunders

Education: College of William and Mary, B.S., science

Professional: Trustee of the Marine Corps University Foundation, the Robert E. Lee Foundation, the School of American Ballet, and North Shore LIJ Hospital; chaired the 1995 Dinner on the Lawn at the University of Virginia to kick off a billion-dollar fund-raising campaign; hosted annual galas for the New-York Historical Society and the Cathedral Church of St. John the Divine.



we are, we have to know who we were.” He continues: “What’s wrong with teaching American exceptionalism? . . . This country is the one place where men have come together to free themselves from tyranny and oppression. That is what is great and unique about this country.”

The couple’s principles have always guided their philanthropy. They are rigorous about supporting only those institutions that can defend their core values over the long term. “You have to let your values and principles drive you to the interests you will support,” Tom advises.

Mr. and Mrs. Saunders became involved with ISI precisely because the Institute’s mission so closely aligns with their own goal—to instill in young people a deeper appreciation for the principles and traditions that make America great. “We went to our first ISI Dinner for Western Civilization and were hooked,” says Jordan. “When the young people got up and spoke, it was absolutely riveting.” Tom adds: “We support ISI because the Institute is focused on one of the most important issues facing this nation—the right education of America’s youth. America’s youth are being overwhelmed by a tsunami of misinformation from the academy, mainstream media, and Hollywood. It’s just flooding over them. If they do not understand who we are, where we came from, our founding principles, there is a risk that we will lose a large part of America’s young people.”

ISI’s work is essential, according to Mr. and Mrs. Saunders, because it provides a lifeline to that younger generation. Severing this lifeline would be “a disaster for our country,” Tom says. If we lose America’s youth, we won’t be able to get them back. “That should be unacceptable to all who believe in freedom.”

Concerned with reaching young people amid the cacophony of contemporary culture, Tom and Jordan have become especially involved with ISI’s American Studies Center, which was established in 2005 to identify and support brave young college teachers who are dedicated to making the case for freedom in their courses. Tom cites ISI’s work with young faculty as a guiding light. “That is what is so important about what ISI is doing: they are placing these exceptional patriots in the colleges and universities to hold up the lantern to students and say, ‘Follow me.’”

For many years, Tom and Jordan Saunders have been holding up their own “lantern.” Whether in business, the community, higher education, or philanthropy, they have taken a strong stand for their principles and values. Working arm in arm with ISI, they are ensuring that the foundations of our free society are not eroded.

To many of us, that makes Mr. and Mrs. Saunders leaders to be emulated. But to Tom and Jordan, their contributions are made possible only because they live in a country that allows individuals such freedom to improve their communities.

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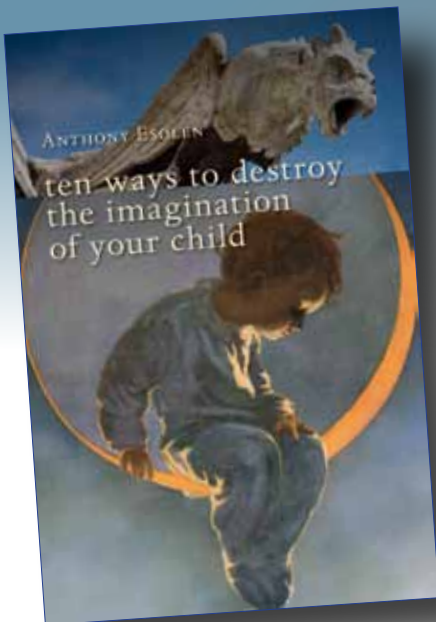
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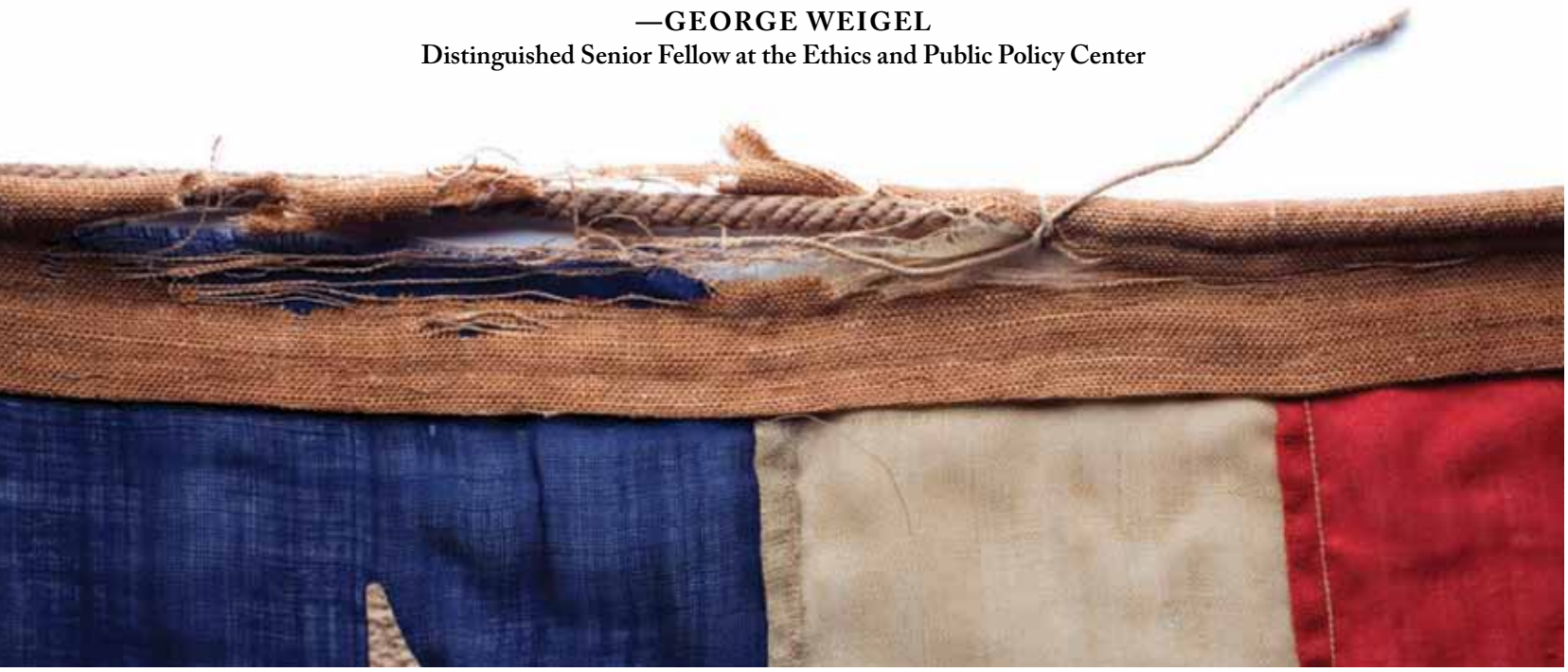
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FROM HONORS FELLOW TO ISI AUTHOR

Michael Toth: Marine, Lawyer, Biographer

When Michael Toth became an ISI Honors Fellow as a Stanford University undergraduate in 1998, he never dreamed that thirteen years later he would still be so closely connected with ISI. Through all of his impressive academic and professional achievements—which include working in the White House, serving with the United States Marine Corps, obtaining two advanced degrees, and writing his first book—Toth has found inspiration and perspective in ISI. “ISI has been invaluable, mostly as a place to recharge my intellectual batteries,” he says.

According to Toth, ISI fills a void in higher education, allowing students to “receive a meaningful education.” He explains: “The great books, the great authors, the great classes rarely show up in a student’s room when it’s time to register for the semester. From its lecture programs to its student guides, ISI makes higher education a place where students with a mind for liberty and virtue can thrive.”

After he graduated from Stanford in 2001, Toth went to work in the White House for Mitch Daniels, now the

governor of Indiana. At the time, Daniels headed the Office of Management and Budget (OMB) for President George W. Bush. Only a few months after Toth started working in the White House, the tragedy of 9/11 struck. As a result, the OMB was thrust into a more prominent role, tasked with structuring the new Department of Homeland Security. Toth’s research on how President Franklin D. Roosevelt and the Democratic Congress dealt with the hike in defense spending during World War II directly contributed to Governor Daniels’s final proposal for securing the homeland while exercising fiscal discipline.

With almost two years of White House experience under his belt, Toth was accepted into several law schools. But first, he chose to attend the Marine Corps Officer Candidate School in Quantico, Virginia. He admired the dedication and discipline that being a Marine requires, something he had observed up close with his brother, then a Marine lieutenant. Given his plans to attend law school, Toth entered the Marines’ pipeline for future judge advocates. After a sum-



Captain Michael Toth

mer in Quantico, he enrolled in the prestigious University of Virginia (UVA) law school. There he entered a special dual-degree program, pursuing not only his J.D. but a master's degree in legal history as well. These studies appealed to Toth because they allowed him to delve deeply into American intellectual and constitutional history—passions ignited during his experience as an ISI Honors Fellow and at other ISI seminars.

Toth's UVA education spawned another intellectual interest, one that ultimately led him back to ISI. "It was here," he explains, "that I first came across Chief Justice Oliver Ellsworth." Studying America's legal history, Toth became fascinated with the accomplishments of Ellsworth, who played a vital if underappreciated role at the Constitutional Convention, created the U.S. federal court system, and later served as chief justice of the United States. The more he researched the subject, the more he realized that Ellsworth was an unjustly neglected Founding Father.

It was only natural, then, that when Toth learned that ISI Books was launching a series dedicated to "forgotten Founders," he wanted to contribute a biography of Ellsworth. The result, after more than four years of research and writing, is *Founding Federalist: The Life of Oliver Ellsworth*, which ISI Books will release as the latest volume in its Lives of the Founders Series.

Perhaps most impressive, Toth managed to write

Founding Federalist while on active duty with the Marine Corps. In addition to serving as the officer in charge of a company, he has put his legal training to work with the Marines, arguing in military court and working as a legal adviser on a deployment to Latin America. The fluent Spanish speaker even taught a weeklong elective on the U.S. Constitution at the Universidad Francisco Marroquin in Guatemala City this spring. When his obligation to the Marines ends this summer, he will begin a judicial clerkship with the Honorable Ursula Ungaro, a federal district court judge in Miami, Florida.

Toth thinks often about how lucky he was to have found ISI as an undergraduate and then to have stayed involved in ISI programs throughout graduate school and his professional life. During the daily grind of school and work, he says, "it is too easy to lose sight of the 'permanent things,' the necessity of liberty in the pursuit of virtue, the primacy of truth over convenience, the dignity of the human person." But that is not the case, he adds, when ISI is there as a guide. "The ISI community has helped refine my principles in the course of my academic and professional work."

That work has only begun for Michael Toth. The Marine, lawyer, and author has a bright future ahead, and will no doubt be an important part of the ISI community for many years to come.



Toth visits Indiana governor Mitch Daniels, for whom he worked in the White House from 2001 to 2002



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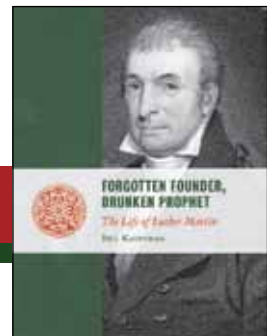
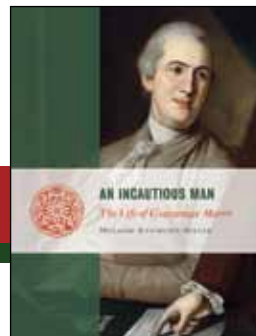
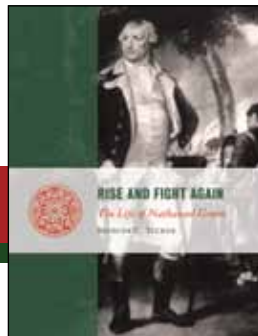
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THE LAST WORD

By T. Kenneth Cribb Jr.



ISI was born of the insight that civilization is never more than one generation old—that is, each new generation must become seized of the essence of the inherited culture if that culture is to continue and flourish. It is ISI’s mission to help transmit the principles underlying the free society from one generation to the next.

Institutions of higher learning have traditionally produced the custodians of the transmission process that Christopher Dawson called “enculturation.” But in the twentieth century the university not only fell down in its high duty toward enculturation but actually became hostile to it. In response, ISI was founded in 1953 to do what was necessary to produce new generations of “enculturators,” to coin an infelicitous new word.

ISI encourages the honest confrontation with the principles of freedom that moves the best of each generation to choose the risks of liberty over the false security of the state, to choose civic virtue over vulgar self-indulgence, to choose the fund of wisdom we call tradition over the totalitarian *isms* that bloodied the twentieth century.

This is not the task of an hour or a day. It demands that we take long views, that we think in terms of decades, not years. The good news is that after fifty-eight years, ISI’s mission is no longer a theory. Most of the leadership of America’s conservative revival began as ISI-trained students. This includes cabinet members, presidential advisers, senior members of Congress, and presidents of the major think tanks. To gain

that kind of influence at the national level, you have to start working a generation ahead with the best and the brightest young leaders. And you have to base that work not on politics but on ideas.

ISI’s perennial task—to educate for liberty—has never been more needed than at this critical juncture in our nation’s affairs, as our historical memory fades and radical doctrines gain new purchase. As I step aside after twenty-two years as CEO to become ISI’s president emeritus, I have the utmost confidence that the Institute is well positioned to meet these new challenges under my successor, Christopher Long.

Like me, Chris is a child of ISI. Both of us were ISI student members as undergraduates, and both spent years directing ISI’s national programming before becoming president. Intimately familiar with ISI’s work and dedicated to its mission, Chris is just the right leader for ISI at this pivotal time in America’s history.

I want to express my profound gratitude to the entire ISI family—donors, faculty, authors, trustees, and of course the gallant ISI staff. It has been such an honor to serve at your side as together we have helped the best of the new generation acquire the best of generations that have gone before.

As everyone at ISI knows, that work is never finished. The Intercollegiate Studies Institute must succeed in its task, for no less than our survival as a humane and free people rides upon the outcome.

T. Kenneth Cribb Jr. is president emeritus of ISI. He served as president and CEO from 1989 to 2011.

TAX-FREE IRA ROLLOVERS TO ISI PERMITTED IN 2011

On December 17, 2010, President Obama signed the Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010. One provision of this act allows individual retirement account (IRA) owners, age 70 ½ and older, to make tax-free distributions up to \$100,000 from their IRAs to qualified charitable organizations, such as the Intercollegiate Studies Institute (ISI). Unfortunately, this legislation expires on December 31, 2011, without further extension by Congress—therefore, you have only one year to take advantage of this provision.

While this type of IRA distribution to ISI does not offer an up-front charitable contribution deduction (as would a gift of cash or other assets for tax itemizers), this distribution is also not included in your taxable income (as it would have been before passage of this act). Any transfer to ISI also fulfills some or all of the 2011 required minimum distribution without increasing your taxable income, thus allowing you to make an outright gift or fulfill a pledge commitment in a tax-wise manner.

Since state and local tax laws may differ regarding the inclusion of an IRA distribution in taxable income, please consult your personal legal and financial advisors before making such a gift.

For more information and a sample letter for your IRA custodian, please call Carolyn Kley Fanning at (800) 526-7022, extension 149, or visit us online at **www.isi.org/plannedgiving**.



ISI

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With a network of students and faculty on more than 1,400 campuses, and tens of thousands of members outside the academy, ISI connects like-minded people as no other organization can.

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Our members cite the profound influence of ISI on their lives and careers.

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