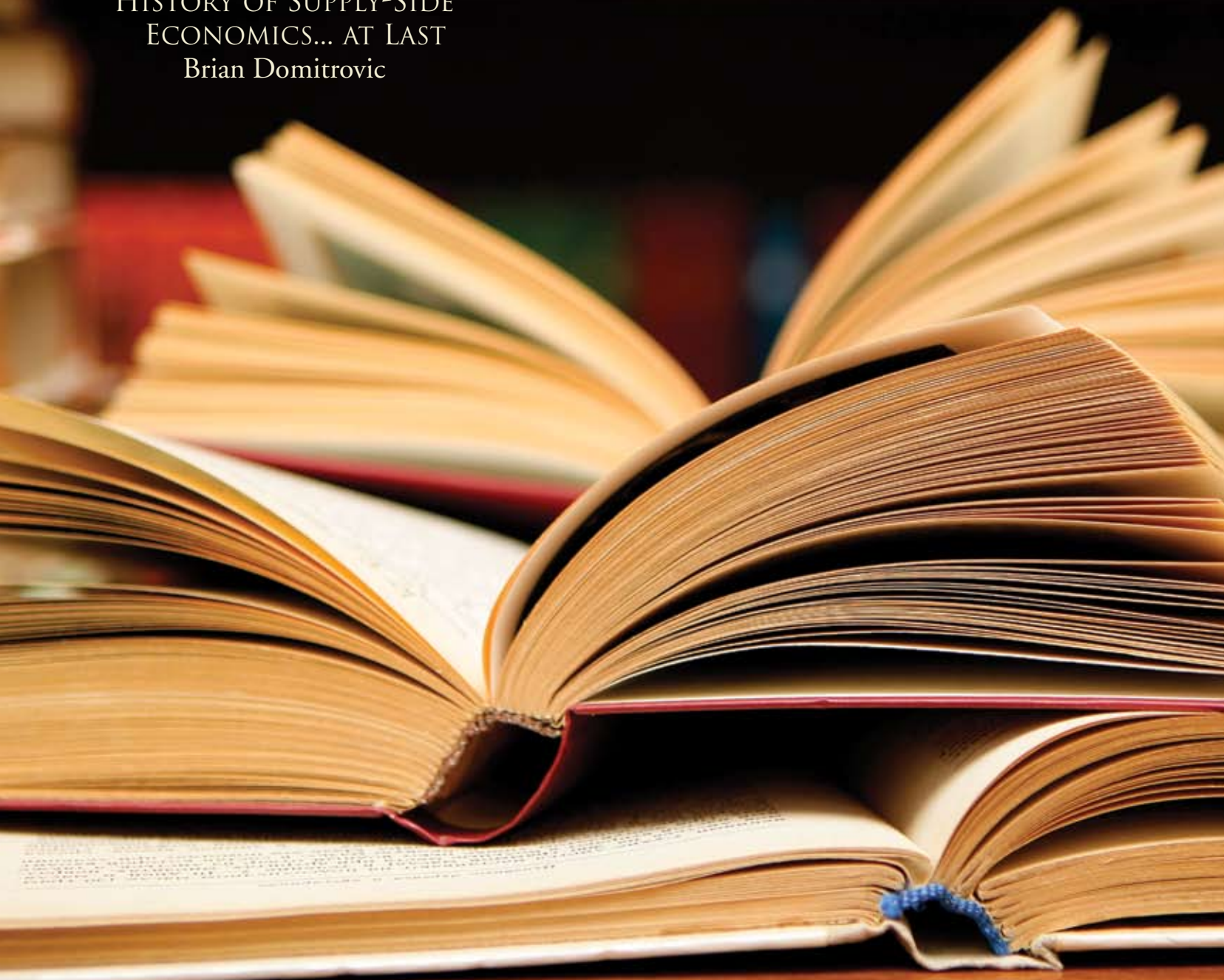


# THE CANON

SUMMER 2009 · THE INTERCOLLEGIATE STUDIES INSTITUTE'S  
MEMBER AND ALUMNI MAGAZINE

2008-9 ISI ANNUAL REVIEW

UNCOVERING THE  
HISTORY OF SUPPLY-SIDE  
ECONOMICS... AT LAST  
Brian Domitrovic



# ISI AT A GLANCE

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*Right: Supreme Court Justice Samuel A. Alito Jr. speaks with students following his remarks at ISI's Fourth Annual Dinner for Western Civilization in Wilmington, Delaware, in April.*

*Below: Joseph Fornieri, professor of political science at the Rochester Institute of Technology, addresses students at the Catholic University of America's Columbus School of Law on "Lincoln's Informed Patriotism."*



*Above: In March, several students from Patrick Henry College in Virginia traveled to ISI's F. M. Kirby Campus for a daylong seminar introducing them to the mission of ISI and the Institute's many programs and publications.*



*Above: E. Christian Kopff, professor of classics at the University of Colorado, speaks with attendees of ISI's conference on "The Roots of American Order" in Dallas in March. Right: In April, ISI's Collegiate Network conducted its second annual training workshop for students beginning journalism internships and fellowships this summer.*

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# THE CANON · SUMMER 2009

THE INTERCOLLEGIATE STUDIES INSTITUTE

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# The Fourth Annual Dinner for WESTERN CIVILIZATION



On April 30, ISI hosted its Fourth Annual Dinner for Western Civilization at the historic Hotel du Pont in Wilmington, Delaware. The evening featured an address by Samuel A. Alito Jr., associate justice of the United States Supreme Court (left). Edwin J. Feulner Jr., president of the Heritage Foundation and ISI trustee, was awarded ISI's Charles H. Hoeflich Lifetime Achievement Award. Additionally, two ISI student members, Peter Johnston of Yale and Emily E. Smith of Dartmouth, were recognized with ISI's Preston A. Wells Jr. Leadership Award. Over 300 ISI students, faculty, and supporters attended the event.

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*Edwin Feulner, pictured with his son and daughter-in-law, has been involved with ISI since he was an undergraduate at Regis University over forty years ago. He has served on ISI's board of trustees since 1980 and was chairman from 2003 to 2006.*



*Lt. General Josiah Bunting III, president of ISI's Lehrman American Studies Center and chairman of ISI's National Civic Literacy Board, was master of ceremonies.*

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For more information, please contact Mary Radford at (302) 524-6139 or [mrادford@isi.org](mailto:mrادford@isi.org).



*Emily E. Smith of Dartmouth and Peter Johnston of Yale were awarded the Preston A. Wells Jr. Leadership Award by ISI President T. Kenneth Cribb Jr. and Patricia Mulvaney of the Lillian S. Wells Foundation.*

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# REASON TO HOPE: THE RENEWING OF THE MILLENNIALS

**I**t has been a very eventful year since we published our last ISI Annual Review in June 2008. Consider: just one year ago, when discussing budgetary matters, one virtually never heard the word “trillion.” Just one year ago, it was not the custom for American presidents to appear on the

puses that there *is* cause for hope. The battle for the millennial generation is in full force, and ISI, in its own way, is charging to the sound of the guns.

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DO NOT SELL THIS GENERATION  
SHORT, FOR THE FUTURE OF OUR  
NATION RESTS ON THEIR SHOULDERS.  
IF WE GIVE THEM THE TOOLS, THEY  
WILL FINISH THE JOB.

---

*Tonight Show with Jay Leno* in the capacity of celebrity-in-chief. And, one year ago, the Dow Jones Industrial Average was sitting well above 12,000.

It has been a sobering year for conservatives in particular, and as the months have passed, there is growing anxiety: federal debts are being incurred with reckless abandon; a big government solution is proposed for every problem with realistic talk of a new socialism in America; and amidst all of these alarms, there is an awareness that President Obama won the election with a majority of younger voters, including a significant number of voters of college age—most of whom seem to be ignorant of America’s free institutions and unable to assess the threat to freedom posed by the very politicians they support.

As we scan the horizon that lies before us, it is sometimes difficult to find reasons for hope. But let me submit to you that there are evidences that the millennial generation is not yet lost—evidences from ISI’s own work on our nation’s college cam-

- Our core program remains robust. Indeed, on countless campuses across the country, ISI lectures, debates, journals, and books drive the intellectual battle. In this troubled time, we have had our best membership recruitment year in our fifty-plus-year history, with over 15,000 new faculty, student, alumni, and other non-academic members.

- ISI’s online lectures are being downloaded at the rate of 280,000 a year and our articles at the rate of 250,000 a year. That equates to reaching over 10,000 people *each week* just through our online presence.

- With 160 titles and counting, ISI’s publishing imprint furnishes the best in conservative thought to the public, but our books also give students the sophisticated and powerful arguments they need in the classroom. We are especially proud this year to have published *A Time to Speak* by Robert H. Bork and *The Great Books: A Journey through 2,500 Years of the West’s Classic Literature* by Anthony O’Hear.

So, even in these trying times, when contributions to all charities are down, ISI’s traditional programming has never been more robust. We are

producing the new intellectual leadership of the conservative movement, just as we have done since 1953. The pipeline is filled with countless conservative leaders who will take their places at the helm when the time comes.

The news today about America's young people, immersed in popular culture, is cause for alarm. But the students who come to ISI are of a different caliber altogether. Having grown up in a world of "spin," having been fed a diet of suffocating political correctness from kindergarten on, they have instead developed a critical cast of mind. Do not sell this generation short, for the future of our nation rests on their shoulders. If we give them the tools, they will finish the job.

As you read through this 2008–9 ISI Annual Review, remember that the work of ISI is predicated on the insight that politics is a surface phenomenon. Legislation is certainly important, but if you change laws, they can always be changed back. The more fundamental challenge is to change minds—that's the change that lasts. For beyond politics is political philosophy, and beyond political philosophy are the perennial questions of the human condition.

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WE COUNSEL OUR YOUNG  
CHARGES TO SEEK ANSWERS TO  
ENDURING QUESTIONS, NOT  
THROUGH INTROSPECTION,  
BUT BY IMMERSING THEMSELVES  
IN THE BEST THAT HAS BEEN  
THOUGHT AND WRITTEN.

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We counsel our young charges to seek answers to enduring questions, not through introspection, but by immersing themselves in the best that has been thought and written. In this way, the best of the new generation acquires the best of the old, and then translates that wisdom into the lexicon of their own time in history. For, as Whittaker Chambers wrote in the last line of his last letter to William F. Buckley Jr., "each age finds its own language for an eternal meaning."

We are now clearly at a historic crossroads: we are faced with the decision to either embrace an expanding government with increased control over our lives in exchange for so-called "security," or to fight, as previous generations did, to preserve individual liberty, personal responsibility, and the freedoms they ensure. As in generations past, ISI today continues to cultivate young minds: once again, we will furnish the troops, and we invite you to join in this momentous enterprise to preserve the freedoms we treasure.

Sincerely,

T. Kenneth Cribb Jr.  
President

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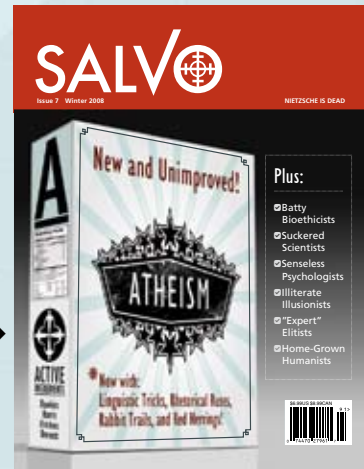
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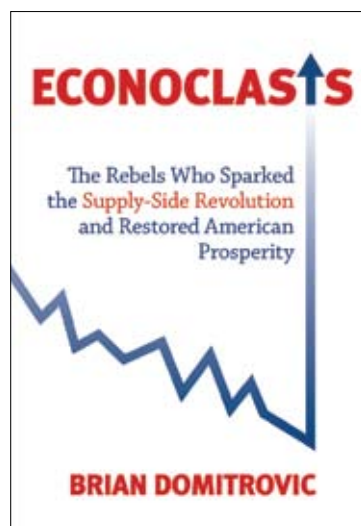
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# Uncovering the History of SUPPLY-SIDE ECONOMICS... At Last

by BRIAN DOMITROVIC

SINCE LAST FALL, when it became clear that our nation had descended into a recession, Americans have yearned for more information about the causes of, and solutions to, great economic crises past. However, detailed, authoritative information has been sorely lacking. Instead, we hear pundits and policymakers speaking of “the worst crisis since the Great Depression” as they vaguely endorse whatever it was that FDR did so many moons ago when he arranged for happy days to be here again.



Incredibly, we have heard next to nothing about a much more recent economic crisis: the 1970s’ ruinous “stagflation” (stagnation plus inflation). It is simply a marvel that that crisis has been discussed so little. In the dozen years following the recession of 1969, economic growth fell 60% off of the post–World War II pace. The “misery index,” whereby the inflation and unemployment rates are added up, tripled from its historical par up to the unlucky twenty-one. The stock market fell by 75%, and the banking system got hollowed out as depositors—seeking cover from inflation—put their assets in economically inert hedges such as oil and gold.

The economic crisis of the 1970s seemed so intractable that many political and opinion leaders

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*Brian Domitrovic, who holds a Ph.D. in history from Harvard University and teaches at Sam Houston State University, is the author of Econoclasts: The Rebels Who Sparked the Supply-Side Revolution and Restored American Prosperity, to be published by ISI Books in August.*

simply accepted a future of reduced opportunities and “diminished expectations”—a stagflation-era catchphrase. And yet the United States not only ended that terrible economic scourge but, after 1981, experienced an unprecedented twenty-five-year run of growth and expansive entrepreneurial opportunity.

Indeed, for all we have heard about “postwar prosperity”—the nice stretch of growth in the twenty-five years after World War II—the quarter century following 1981 was even better. From 1982 to 2007, economic growth not only matched the post-1945 record; it was interrupted by fewer recessions. The American economy of 1982–2007 represents one of the most remarkable examples of stable prosperity in the entire history of the industrial world, which leaves the question: how did we get there?

### THE SUPPLY-SIDE SOLUTION

As we look for direction about how to respond to today’s economic crisis, we must first acknowledge the following three things:

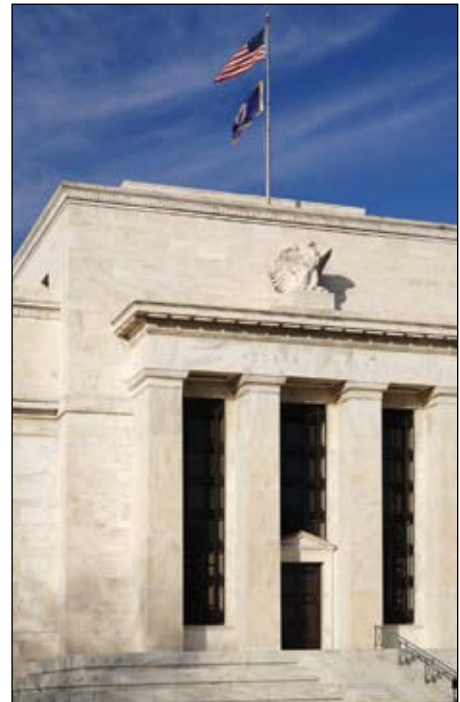
1. There was a terrible economic crisis in this country a generation ago, for the dozen years before 1981.
2. The two and a half decades following 1981 were economically tremendous.
3. A fantastic policy innovation was responsible for the transition from the poor period to the great one: supply-side economics.

If we come to grips with this, we may have a sporting chance of beating the crisis that bedevils us today.

Supply-side economics is a theory that came into being in the 1960s and 1970s to diagnose and cure the stagflation problem just as it was arising. The central insight of supply-side economics was crystal clear: in the present day and age, the two massive means of governmental intrusion in the economy—the Federal Reserve and the income tax—play the primary role

in starting and perpetuating any economic crisis. The solution, then, was to restrict these two things: when the economy is struggling, the cure is for the Fed to focus on nothing but assuring the value of the dollar and for Congress to cut taxes.

Even for those generally acquainted with supply-side economics, this description of the theory may be surprising on at least two counts. The first surprise may be that supply-side thinking involves something more than advocating tax cuts. Most discussions of supply-side economics revolve




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**The central insight of supply-side economics was crystal clear: in the present day and age, the two massive means of governmental intrusion in the economy—the Federal Reserve and the income tax—play the primary role in starting and perpetuating any economic crisis.**

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entirely around tax cuts, when in fact supply-side theorists from the very beginning stressed that such cuts *must* be coupled with stable money to ensure that income holds its value. Second, it may be odd to read that the Federal Reserve should have such a limited mandate, given that these days the Fed is tasked with

reversing the downturn, halting unemployment, providing “fairness” lacking in the private banking sector, flooding the system with new paper money, etc. But it is true: supply-side advocates asked the mighty Fed to do nothing more than keep it simple and stabilize the price level.

At first, the advocates of supply-side economics—a term that was not coined until 1976—were

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**In 1981, President Ronald Reagan signed an equivalent of the tax-cut bill that Kemp and his people had been touting for half a decade. Soon the Federal Reserve stopped printing more dollars whenever inflation registered in the economy. The effects were extraordinary.**

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clustered around Robert Mundell, a young economist who had earned his Ph.D. at MIT. In 1961, as a twenty-nine-year-old staff economist at the International Monetary Fund, Mundell had suggested the “policy mix” of tight money and lower taxes. The Kennedy Administration soon implemented that very mix, with remarkable results in the economy. By the end of the 1960s, however, the success of Mundell’s policy mix had been forgotten and misunderstood. Soon the government went off of the gold standard, loosened monetary policy, increased taxes... and the intractable stagflation period began. Growth stalled, the purchasing power of the dollar lost on average 9% per year, and the progressive income-tax code made sure that anyone who got a cost-of-living raise paid higher taxes each year (the phenomenon known as “bracket creep”).

At conferences and in economics articles in the 1970s, Mundell kept pushing for stable money and tax cuts. Though the economic situation was worsening, the only people who heard him out were fellow economist Arthur Laffer and an unlikely crew of journalists and congressional staffers—most notably, editorialists at the *Wall Street Journal* and employees of Congressman Jack Kemp. Emboldened, these early “supply-siders,” as they came to call themselves, pushed for legislation that would make Mundell’s policy mix once again a reality.

It took a number of long, economically excruciating years for this group’s ideas to get traction. Finally, in 1981, President Ronald Reagan signed an equivalent of the tax-cut bill that Kemp and his people had been touting for half a decade. Soon the Federal Reserve stopped printing more dollars whenever inflation registered in the economy.

The effects were extraordinary. For seven years, growth boomed at 4.3%, twice as high as the stagflation-era average. It then settled into the nice 3.3% track established back in the post-1945 period, up until our current economic crisis hit. Jobs and especially entrepreneurial opportunity were abundant. And the dollar lost only 2 to 3% per year to inflation. The period from 1982–2007 was an economic golden age, and it had been procured by the supply-side solution.

## LEARNING THE LESSONS OF HISTORY

If we knew our history well, we probably would have put to pasture the current economic crisis already. After all, it is fairly clear that loose money and high taxes—the opposite of the supply-side policy mix—caused our current crisis. The loose money resulted because the Federal Reserve kept its main interest rate (the federal funds rate) abnormally low; in fact, from 2001 to 2005 the rate was negative in real terms. This led to the incredible run-up in land,

housing, and commodity prices of subsequent years, a run-up that tricked otherwise prudent people to do anything they could to get in on the bonanza. Demand for mortgages boomed as never before, and so did that for home-equity loans.

Meanwhile, the 2003 law that lowered taxes also scheduled an array of levies—income, capital-gain, estate, and dividend taxes—to rise appreciably seven years later, in 2010. When the 2008 election came, nobody running for office wanted to talk about this issue. Therefore, the actual policy mix the economy faced was the precedent of loose money and the prospect of high taxes. Shrewd actors pulled dollars out of the system, and we got the financial seize-up of last fall.

If we knew our history well, we would have known why the crisis was occurring and been ready with an immediate solution: that of supply-side economics. For in fact, the combination of tight money and tax cuts worked not just in 1981, but also in 1962; back then, it ended the economic sluggishness of Eisenhower's presidency, which was marked by three recessions in eight years. It worked, too, in 1947, when the United States committed to a stable gold-dollar ratio and complemented that with a tax cut, sparking the postwar boom. And it worked in 1922, when treasury secretary Andrew Mellon inaugurated the roaring '20s by imploring the Fed to keep the price level stable and arranging for Congress to cut income-tax rates by two-thirds. The record of supply-side policy in action shows success across the board.

So why was nobody quick with the supply-side diagnosis and solution in the fall of 2008, if not the winter and spring of 2009?

The answer is because nobody knew about its great achievements in the past. Supply-side economics has its advocates in professional economics, to be sure—five Nobel laureates in economics have been professed supply-siders or supply-side sympathizers. But professional economists are not fluent elucida-



tors of what occurred in years gone by; rather, they are statisticians, theoreticians, and model builders. Economists are not responsible for telling us what happened in the past. This, of course, is the province of historians.

Despite the incredible success of supply-side economics in facing down several of the last great economic crises, historians have written absolutely nothing about it. While there have been armchair histories about the 1970s and 1980s, none has taken full account of the substantial body of archival records and other primary sources available. We possess not one book, not even one article, that traces the story of the victory over the 1970s funk. Not one word about Mundell's impressive theories, not one word about the journalists who took up Mundell's cause, not one word about the congressmen and their staffs who pushed to implement the policy mix. We really don't even have any historical scholarship discussing the economic crisis of the 1970s to begin with, let alone the transcendent boom after 1981.

### “A RECONSIDERATION OF THE TWENTIETH CENTURY”

It is not as if the history of supply-side economics is lacking in drama. It was, after all, the greatest economic counterrevolution of the twentieth century. But more than that, it offers a new window onto the entire history of the twentieth century. Robert Mundell underscored this point in the lecture he gave upon winning the Nobel Prize in 1999, a lecture he boldly titled “A Reconsideration of the Twentieth Century.” In his remarks, Mundell laid the

blame for the glaring economic deficiencies of the twentieth century—the Great Depression, chronic inflation, stagflation—on two institutions created in the single year of 1913: the Federal Reserve and the income tax. And he gave the credit for the century’s successes to movements like supply-side economics that strove to restrict these institutions.

Supply-side economics was not, then, merely a reassertion of classical economics; it was also, self-

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**Mundell laid the blame for the glaring economic deficiencies of the twentieth century—the Great Depression, chronic inflation, stagflation—on two institutions created in the single year of 1913: the Federal Reserve and the income tax. And he gave the credit for the century’s successes to movements like supply-side economics that strove to restrict these institutions.**

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consciously, a response to the changed conditions of the twentieth century. Nor was it merely a theory of money and economic behavior; it was also a theory of history. Not surprisingly, supply-side economics changed more than economic policy. Again and again in the twentieth century, it altered the course of history.


Mundell’s Nobel address remains the greatest statement of supply-side economics’ historical vision. But as an economic theoretician, even if one of the very top rank, Mundell was not in a position to

see that his views penetrated the standard narratives of history. A professional historian would need to address this problem.

Thus was born *Econoclasts: The Rebels Who Sparked the Supply-Side Revolution and Restored American Prosperity*—the very first narrative history of the supply-side movement, beginning with its stirrings in Andrew Mellon’s day and proceeding through the achievements of the Reagan era. In the process of researching this book, I read Mundell’s own scholarly body of work and delved into the archives of those he influenced, including Robert Bartley of the *Wall Street Journal*, Congressman Jack Kemp, Donald Regan in the Reagan treasury, and many others. Wherever possible I conducted interviews with the supply-siders still alive today.

This historical investigation revealed that the 1970s was, incontrovertibly, the second worst decade in all of American economic history, exceeded only by the Great Depression itself in the 1930s. It also showed that supply-side economics stands as one of the shrewdest and most empirically accomplished public-policy innovations of all time.

When the economic crisis hit last fall, commentator after commentator butchered the economic history of the past generation, often blaming the last twenty-five years as the cause of the crisis. Worse, as our political leaders and their economic advisers leapt to action, it became clear that they were rushing forward without a firm grasp of history.

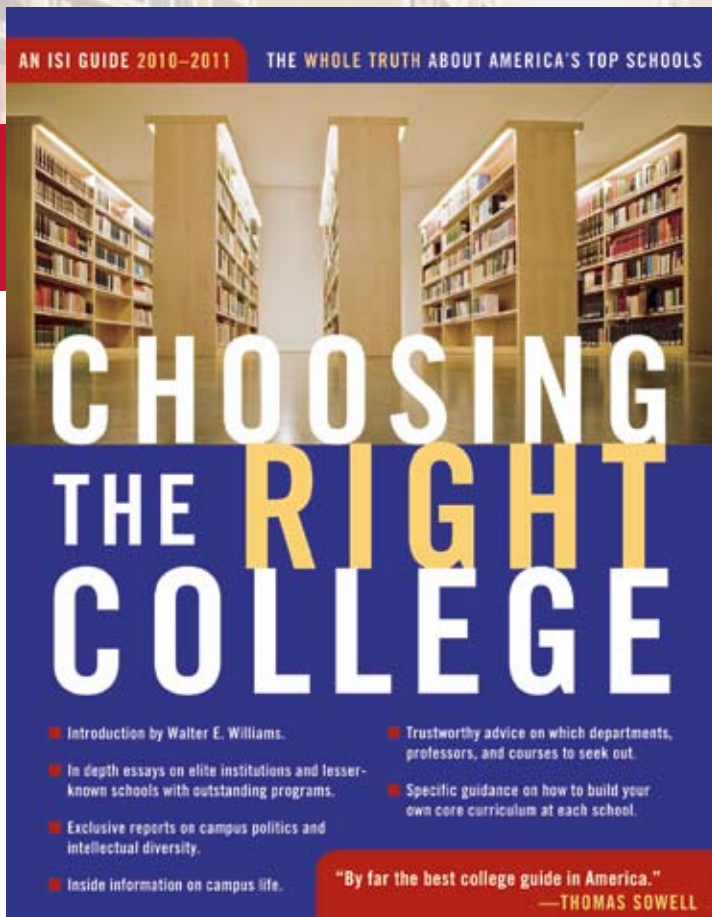
As this crisis now proceeds into its second year, we would do well to acquaint ourselves with the last great economic crisis and the solution that finally attended it. Indeed, I am fully confident that if we come to know our economic history, our preference will be not for a new New Deal, but for the government to permit the American economy to achieve its wonderfully healthy potential on its own. 

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*Econoclasts: The Rebels Who Sparked the Supply-Side Revolution and Restored American Prosperity* will be available for purchase in bookstores and at [www.isibooks.org](http://www.isibooks.org) in August.

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—Thomas Sowell,  
nationally syndicated columnist



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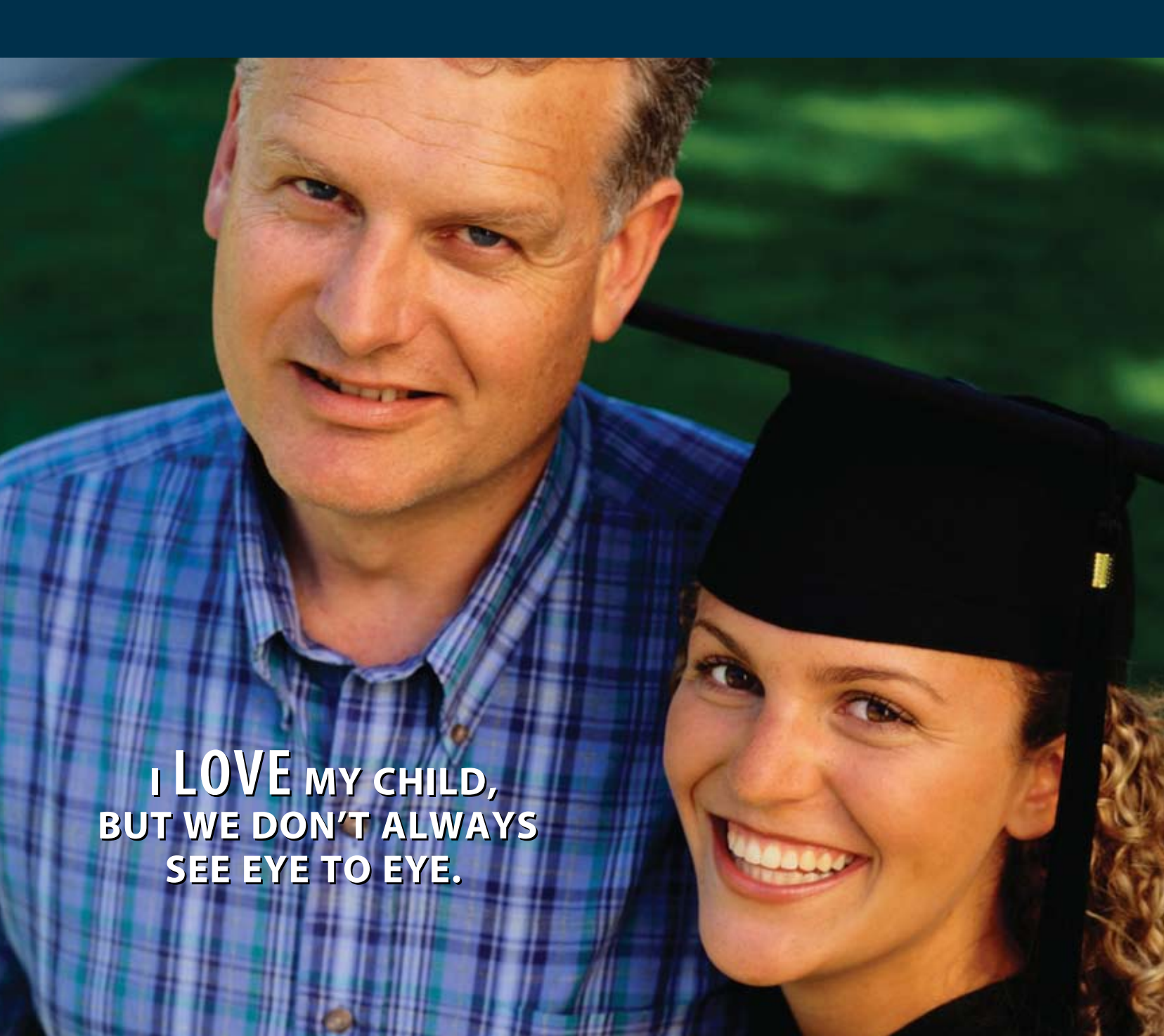
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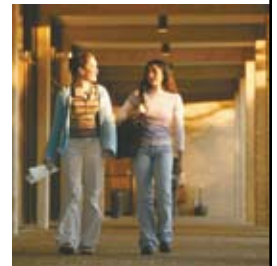
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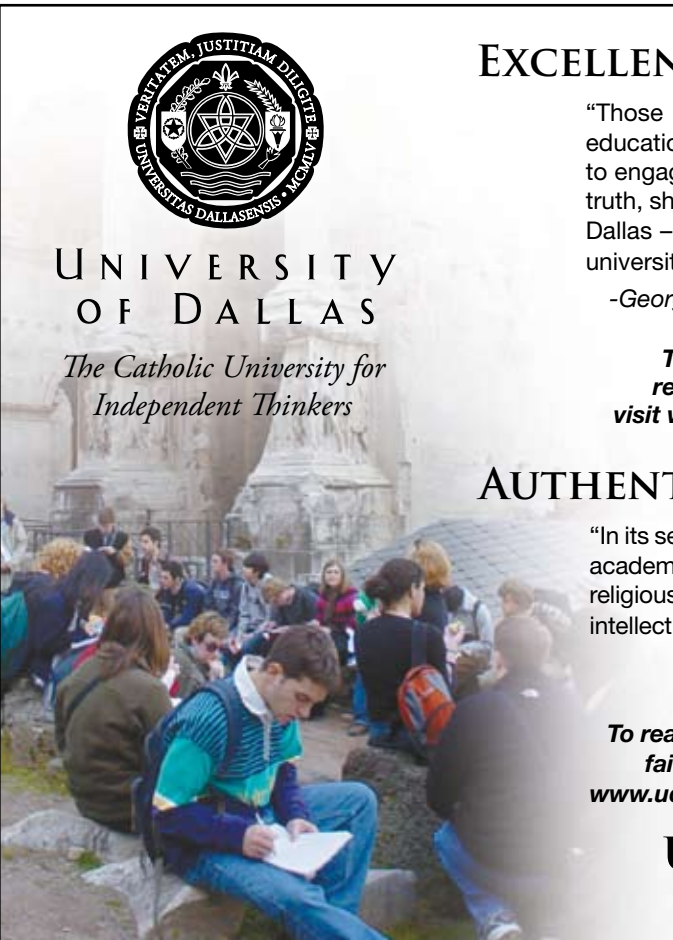


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## INTERCOLLEGIATE STUDIES INSTITUTE Mission Statement

ISI was founded in 1953 to further in successive generations of American college students a better understanding of the economic, political, and moral principles that sustain a free and humane society. With ISI's volunteer representatives at over 900 colleges, and with more than 65,000 ISI student and faculty members on virtually every campus in the country, ISI directs thousands of young people each year to a wide array of educational programs that deepen their understanding of the American ideal of ordered liberty.

ISI annually conducts over 300 educational programs around the country, including lectures, debates, student conferences, and summer schools. ISI also offers graduate fellowships for aspiring college teachers and distributes more than three million copies of ISI books, journals, and affiliated student newspapers on college and university campuses. These programs work at different levels and in different ways to nurture in the rising generation an appreciation of our nation's founding principles—limited government, individual liberty, the rule of law, a free market economy, personal responsibility, and moral standards.

ISI is a nonprofit, nonpartisan, tax-exempt educational organization. The Institute receives no funding or any other aid from any level of the government.





# 2008–9 ANNUAL REVIEW

## INTERCOLLEGIATE STUDIES INSTITUTE

IN HIS 2003 HISTORY of the Intercollegiate Studies Institute, Lee Edwards writes that “it is the duty of ISI to remind conservatives that in politics, there are no permanent victories or defeats, only permanent things like wisdom, courage, prudence, and justice.” During the past year, our nation has seen immense change politically, economically, and culturally. Little seems permanent. Yet this upheaval in the world around us has reinforced the work and mission of ISI. We are devoted to teaching and promoting those things that are permanent—wisdom, courage, prudence, justice—and those things that are essential to the maintenance of a free and ordered society. We, like most nonprofits—like most Americans, really—have seen our share of challenges in the past twelve months. But we remain as committed as ever to providing the rising generation of Americans with a better understanding of the economic, political, and moral principles that sustain a free and humane society. The following pages provide an overview of how we do this through our programming and publications, as well as a more detailed look at our achievements during the 2008–9 academic year.

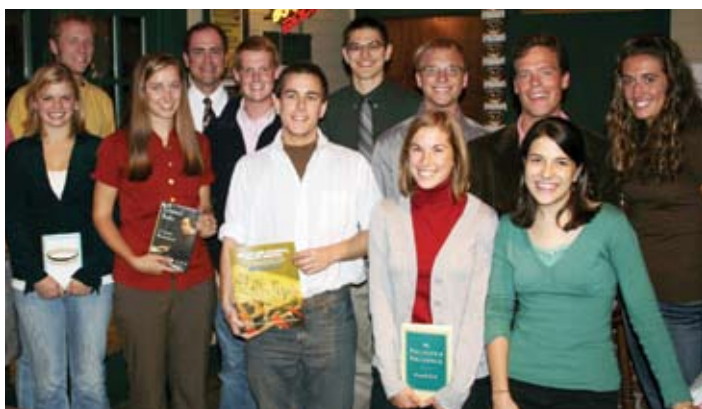
*“ISI is a rope with which students can pull themselves out of the quicksand of secular liberal academia.”*

—ISI Honors Fellow, University of Virginia

# PROGRAMS

## Membership

As the base of ISI’s educational programming, membership provides students and faculty nationwide with a free subscription to the *Intercollegiate Review*, as well as invitations to ISI-sponsored lectures, conferences, and other special events. Students and



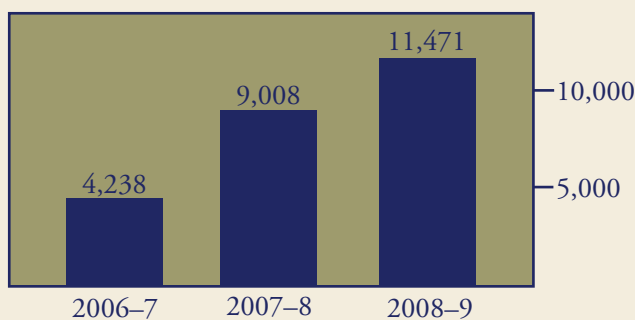
*ISI’s staff visits dozens of college campuses each year, recruiting new students and faculty and providing those who are already members with ISI books, journals, and other programmatic materials. Here, ISI program officers meet with student members from Grove City College.*

faculty committed to furthering the ISI mission at their own college or university also can choose to become Campus Representatives, ISI Volunteers, or Faculty Associates. These more involved members organize reading and discussion groups, promote ISI publications and programs, and arrange additional campus events such as lectures and debates to introduce their colleagues to the work and mission of the Institute.

This year, ISI also established the Regional Ambassadors Program. Nine of our most devoted Campus Representatives directed a variety of concentrated outreach activities within eight specific geographic areas. Their efforts yielded several thousand new ISI members and also contributed to a 40% increase in the number of ISI campus groups. These groups read and discuss ISI titles (which ISI provides at no cost), host ISI-related events, and are eligible to receive free monthly “media bundles,” which contain nearly a dozen current publications such as *National Review*, *First Things*, and the *Claremont Review of Books*.

E-membership also allowed ISI’s staff to do more with less in these trying financial times. Use of e-mail and the Internet enabled us to reach a broader and more diverse population, ranging from the conventional ISI student and faculty members to high school teachers and students to new non-academic audiences, such as recent graduates and young professionals. These non-academic members—combined with the more than 11,000 new academic members—make for a total of over 15,000 new members this year. We continue to do all that we can to expand our membership both within—and outside of—the university walls.

## ANNUAL INCREASE OF ISI’S Academic Membership



*For the second year in a row, ISI saw an annual increase of more than 20% in our academic (current student and faculty) members. The total increase in membership—counting alumni, young professionals, and other non-academic new members—was more than 15,000 this year.*



ISI's Regional Ambassadors Program kicked off with a conference at the home of Russell Kirk in Mecosta, Michigan.



In December, ISI author Edward E. Ericson Jr. lectured at Baylor University on Aleksandr Solzhenitsyn and then continued the discussion with students well after his talk.



Rick Santorum, senior fellow at the Ethics and Public Policy Center, spoke at Stanford University in March.

## Lectures

ISI's lecture program goes back to the Institute's earliest days, when William F. Buckley Jr. and E. Victor Milione—each of whom served as ISI's president—were touring campuses providing “a thoughtful examination of the individualist alternative,” as Buckley put it, on campuses overrun with socialist thought. Today, ISI's lecture program exists for much the same reason: to provide an alternative to the liberal monologue of American higher education.

In addition to our usual robust lineup of notable scholars, authors, and public intellectuals (see right), ISI brought a new presentation format to campuses this year. Many ISI lecturers are renowned classroom teachers who regularly are lauded for changing lives. Rather than scheduling only one large lecture for these speakers, ISI began pairing the public evening lecture with a daylong seminar attended by a select group of fifteen to twenty students. This new format allowed top professors to bring their life-changing “classroom” to new campuses, where students had an extended opportunity to reflect upon perennial ideas and interact with talented faculty whom they otherwise did not know.

In March, Peter Augustine Lawler gave Friday and Saturday presentations at Bowdoin College on “The Greatness and Misery of Modern Freedom,” and in April, James Kurth of Swarthmore College presented at the University of Virginia on “Western Values and the New Global Depression.” After the Lawler lectures, a Bowdoin student observed, “This event again showed that there is something about ISI programs that can craft souls in a way that others cannot.” In Virginia, the student participants lamented that one day was not nearly long enough

## A SELECTION OF 2008–9 ISI Lectures

*The West and the Rest: Globalization and the Terrorist Threat*  
Roger Scruton, philosopher and political theorist  
University of Texas–Austin • Austin, TX

*Religion and Europe*  
Bart Jan Spruyt, Edmund Burke Foundation, Netherlands  
Duke University • Durham, NC

*It Takes a Family to Raise a Village*  
Jennifer Roback Morse, Ruth Institute  
University of Tulsa • Tulsa, OK

*When Did America Become a City on the Hill?*  
Richard Gamble, Hillsdale College  
University of California–Berkeley • Berkeley, CA

*The Future of American Conservatism*  
George H. Nash, author and historian  
Roanoke College • Salem, VA

*The Gathering Storm in the Age of Obama:  
Challenges and Opportunities*  
Rick Santorum, former U.S. senator  
Stanford University • Palo Alto, CA

*Ignoring the Natural Law and Why That's a Bad Idea*  
J. Budziszewski, University of Texas–Austin  
University of Delaware • Newark, DE

*Men of Great Faith: What the Anti-Federalists Were For*  
Patrick Deneen, Georgetown University  
University of Notre Dame Law School • South Bend, IN

*Science, Philosophy, and Religion in the Embryo Debate*  
Robert P. George, Princeton University  
Louisiana State University • Baton Rouge, LA

*Understanding Radical Islam*  
Paul Marshall, Center for Religious Freedom, Hudson Institute  
Dartmouth College • Hanover, NH

*The Role of Government in a Free Society:  
What Our Colleges Teach and Don't Teach*  
Walter E. Williams, George Mason University  
Grove City College • Grove City, PA



Author Jennifer Roback Morse spoke on “Freedom, the Family, and the Market” at the University of the Pacific in December.



The Stanford Western civilization debate between Dinesh D’Souza, left, and Ward Churchill, right, can be viewed in full at [www.isi.org/lectures/lectures.aspx](http://www.isi.org/lectures/lectures.aspx).



Hadley Arkes of Amherst College debated the right to life with Douglas Kmiec of Pepperdine University at Villanova University in February.

to discuss all of the material that they wanted to cover with Dr. Kurth. Given the success of these new events, this format will surely be emulated next year.



In April, James Kurth, professor of political science at Swarthmore College, led a daylong student seminar at the University of Virginia on “Western Values and the New Global Depression.” He also lectured on the topic the evening before for faculty, students, and local community members.

ISI also expanded its John M. Olin Online Lecture Library over the course of the year, video taping over twenty new lectures and audio recording an additional twenty. This online accessibility enables ISI to reach an even broader audience with its educational programming. On average, over 5,400 lectures are listened to or downloaded from ISI’s website each week.

## Debates

The Cicero’s Podium Debate Series, now in its fifth year, has proven to be an invaluable means of introducing ISI to students, faculty, and community members who would otherwise likely never hear of

or participate in our educational programming. Devoted to elevating and exemplifying civil discussion while also promoting genuine intellectual diversity on college campuses, the debates draw large, diverse crowds while addressing the question “What is the role of government in a free society?” in light of current policy, cultural, economic, and social issues.

ISI organized six debates this academic year, with topics ranging from freedom and virtue in the presidential election to the morality of embryonic stem cell research. One of the most anticipated events included former University of Colorado professor Ward Churchill and conservative author Dinesh D’Souza debating “Western Civilization: Oppression or Emancipation?” at Stanford University.

In February, Amherst’s Hadley Arkes, author of *Natural Rights and the Right to Choose*, debated Pepperdine’s Douglas Kmiec, author of *Can a Catholic Support Him?: Asking the Big Question about Barack Obama*, on abortion and “America’s Central Idea” at Villanova University. Hundreds of students, faculty, and community members were in attendance. Said one student at the conclusion of the event: “This debate on abortion and what we mean by the ‘right to life, liberty and the pursuit of happiness’ is a dialogue that must be continued. If today’s college students are to form an intellectually honest position on abortion—and in order to understand the principles of liberty in a free society—they must be exposed to both sides of the debate in a serious manner such as this, something apart from the run-of-the-mill political rhetoric we have been accustomed to hearing.”

This debate and several others are available through ISI’s John M. Olin Online Lecture Library,



*T*“THROUGH ITS CONFERENCES, PUBLICATIONS, AND OTHER RESOURCES, ISI SUPPORTS ALL STUDENTS IN THEIR PURSUIT OF BOTH INTELLECTUAL EXCELLENCE AND VIRTUE, A COMBINATION OFTEN LOST ON UNIVERSITY CAMPUSES TODAY.”

–ISI Member, Valparaiso University

thus increasing the “audience” of each event while also adding to the complimentary resources that ISI makes available to any interested individual through [www.isi.org](http://www.isi.org).

## Conferences

For decades, ISI conferences have provided a unique opportunity for students, faculty, and community members to engage in a critical assessment of perennial ideas, connect with like-minded peers, and interact with leading conservative authors and scholars. Whether they last for a few hours or a full weekend, ISI conferences often are hailed as highly formative experiences inspiring intellectual, academic, and professional growth in all who participate.

ISI hosted numerous daylong conferences throughout the country this year (see right). Attendees parted with such comments as: “It was such a pleasure to be among like-minded thinkers and to be reminded that there are other conservatives in academia” (Seattle), and “As a newcomer to ISI, I cannot help but feel compelled to go back. Few other organizations could provide such a spirited and thought-provoking debate on one of the critical topics of our time” (Stanford).

In addition to these daylong events, ISI also continued to partner with Liberty Fund to host twelve weekend colloquia for our top undergraduate and graduate student members. Topics included “Modern American Conservatism,” “Executive Power in the United States Constitution,” and “Liberty and the Rise and Decline of Civilizations” at locations such as Philadelphia, San Diego, and Baltimore.



*Top: In March, students from Patrick Henry College traveled to ISI's Wilmington, Delaware, headquarters for a daylong conference. Above: In February, ISI hosted a panel discussion on the legacy of William F. Buckley Jr. at the Conservative Political Action Conference (CPAC) in Washington, D.C. There were many questions from the standing-room-only crowd.*

## A SELECTION OF 2008–9 ISI Conferences

### *Islam and the West*

The Inn at Rancho Santa Fe • Rancho Santa Fe, CA

### *Prospects for Conservatism*

InterContinental Mark Hopkins • San Francisco, CA

### *The Crisis of Western Education*

Fairmont Olympic Hotel • Seattle, WA

### *America in the Clash of Civilizations*

Stanford Faculty Club • Stanford, CA

### *The Next American Conservatism?*

Yale University • New Haven, CT

### *The Roots of American Order*

The Adolphus Hotel • Dallas, TX

ISI HAS INTRODUCED ME TO THINKERS, THEMES, IDEAS, AND PEOPLE I WOULD NEVER HAVE BEEN EXPOSED TO. IT HAS MADE ME A SHARPER THINKER AND MORE WELL-ROUNDED PERSON.”

—ISI Honors Fellow, Hampden-Sydney College

## Honors Program

This year, fifty of the nation’s most promising undergraduate students were selected to participate in ISI’s prestigious Honors Program. The yearlong mentorship program begins with a weeklong intellectual retreat, which was held in Québec City, Canada, and organized around the theme “Civilization and Civilizations: The West in Context.”



*ISI’s 2008–9 Western Civilization Scholars, supported by the Lee and Ramona Bass Foundation, hail from colleges and universities such as Yale, the University of Virginia, Dartmouth, Northwestern, Amherst, and Duke.*

ISI faculty members from a variety of academic disciplines led lectures and discussion groups on topics such as “The Christian Roots of Western Civilization” and “The Clash of Civilizations in the Middle Ages.” Students also studied classic texts by T. S. Eliot, Pierre Manent, and Richard Weaver. At the conclusion of the week, one Providence College junior wrote to ISI: “I have long been a conservative, and I have always been a devotee of the liberal arts, but not until this summer did I catch a glorious glimpse of the common ground between the two. I feel as though I have been awakened to another world of thought.”

The retreat, however, marks only the beginning of the yearlong program. Each fellow is assigned a faculty mentor who provides academic and career guidance as well as additional directed study in the achievements of the West. Fellows and mentors stay in touch via an online listserv, individual meetings, and attendance at additional ISI conferences.

Honors Program alumni have gone on to achieve great success in both academic and public



## Christopher Lacia HARVARD UNIVERSITY

“My academic experience with ISI has been nothing short of incredible. It has been singularly formative in my intellectual growth during college, and I am quite appreciative. ISI has provided a most necessary supplement to my often-lacking classroom education. As graduation looms, as does my exit—at least for the time being—from leisurely reflection and intellectual pursuits, I have been reflecting often on the past four years. I esteem the Honors Program in particular, but also the ongoing interaction with ISI people and ideas, among the most important highlights of that time. Accordingly, I want to thank you for ISI’s generosity and clarity of purpose.”

*Christopher is a 2006–7 Honors Fellow and 2008 recipient of ISI’s Richard and Helen DeVos Freedom Center Leadership Award. He also has been involved with the Harvard Salient, an opinion journal that is part of ISI’s Collegiate Network.*



Russell Hittinger, author of the ISI Books title *The First Grace: Rediscovering the Natural Law in a Post-Christian World*, is one of dozens of Honors Program faculty mentors.



Fellows studied classic texts by T. S. Eliot, Pierre Manent, and Richard Weaver.



The Honors Program provides numerous opportunities for students to interact with top ISI faculty. Here, fellows meet with Bradley C. S. Watson of St. Vincent University.

institutions, bringing much-needed balance to American universities and civil society. In an interview last fall, Heath P. Tarbert, lawyer and former clerk for Supreme Court Justice Clarence Thomas, stated that “the ISI Honors Program was among the most rewarding endeavors of my collegiate years.” Almost fifteen years after his tenure as an Honors Fellow, he recalls how “ISI introduced me to ideas that have profoundly shaped my intellectual development. Some of those ideas had an immediate impact, while I have come fully to appreciate other principles only with time.”

## Fellowships

In 1965, ISI began awarding the Richard M. Weaver Fellowship to assist future professors committed to teaching the liberal arts. Today, ISI awards multiple other graduate fellowships as well, all with the intention of reseeding the academy with professors devoted to the principles of Western civilization. This year, ISI awarded ten Weaver Fellowships to students attending several major universities, including Oxford University, the University of Chicago, and the University of Notre Dame. Two Western Civilization Fellowships were granted to doctoral students at Villanova University and the University of Texas, and the Henry Salvatori Fellowship was awarded to a doctoral student at Georgetown University. Award recipients come from diverse humanities backgrounds, including government, political theory, philosophy, English, and theology.

ISI’s William E. Simon Fellowship for Noble Purpose continues to grow in stature, with a 17% rise in application submissions this year. The

\$40,000 unrestricted cash grant—open to graduating college seniors who have demonstrated passion, dedication, a high capacity for self-direction, and originality in pursuit of a goal that will strengthen civil society—went to Andrew Boyd, a graduate of the University of Michigan, who intends to develop a micro-credit program in rural areas of Honduras to enable villagers to further their industries through free-market strategies.

## Culture of Enterprise 2008 STUDENT ESSAY CONTEST

ISI’s Culture of Enterprise initiative annually sponsors an international student essay contest on the topic “Can Character and Communities Survive in an Age of Globalization?” Awarding almost \$20,000 in prize money, the contest is designed to encourage students to reflect on the relationship between free enterprise and the institutions and mores that define a particular culture.

First Place • Brian Douglass, Tennessee Tech. University  
*Community and Character: The Threat from Globalization*

Second Place • Amy Gabriel, Tyndale University  
*Globalization: Two Alternate Visions*

Third Place • Karl Gregory, Central Michigan University  
*Maintaining Character and Community in the Age of Globalization*

Fourth Place • Christopher Higgins, Harvard University  
*The Marketplace of Sameness: The Struggle for Character and Community in an Age of Globalization*

Fifth Place • Trevor Shunk, Hillsdale College  
*The Crisis of Our Age: The Family in an Age of Globalization*

For more information on ISI’s Culture of Enterprise initiative and to read these winning essays, please visit:

[CultureOfEnterprise.org](http://CultureOfEnterprise.org)

*“The Collegiate Network has provided me with excellent opportunities to gain invaluable experience in the field of journalism while still a student.”*

—CN Editor, College of William & Mary

# COLLEGIATE NETWORK

## Newspapers

The Collegiate Network (CN) was established in 1979 to focus public awareness on the politicization of American college and university classrooms and student life, as well as the resulting decline of educational standards. With a network of 113 student newspapers free of university control, the CN



*Jordan Fabian, left, editor of the Cornell Review, and Robert Menje, right, editor of the Binghamton Review, both spoke on a student panel during the CN's Eastern division Editors Conference in November.*

works to raise the level of discourse on our nation's campuses while providing an outlet for students to keep their faculty and administrations honest.

As an independent voice on the campus, CN papers resist and expose the orthodoxy of political correctness in academia and present a standard of responsible journalism—thereby grooming the next generation of journalists. Two of the most notable CN stories covered this past year were the Wabash *Phoenix's* reporting on the administration's neglect of university safety policies which was potentially putting students at risk and the Boston College *Observer* bringing attention to a faculty effort to remove the crucifixes from the classrooms at that Jesuit university. The *Observer* revealed that there was no student support for the crusade against the cross, and as a result of their reporting, mainstream Boston-area media picked up on the story.

## Conferences

The CN annually conducts several conferences and events to both train student journalists and provide them with networking opportunities among CN speakers, students, and alumni. Last summer, the CN hosted seven major events, including the eighth annual Geo-Strategic Journalism Course in Prague and the annual Start the Presses Seminar for those preparing to establish a student newspaper on their campus. Over the school year, the CN also conducted two Editors Conferences. The Western division conference in Scottsdale, Arizona, featured presentations by author M. Stanton Evans, John J. Miller of *National Review*, and Martin Singerman of News Corporation. Speakers at the Eastern division

## COLLEGIATE NETWORK Websites

The CN maintains three websites: the CN's general website, *CAMPUS* Magazine Online, and the National Security Online Resource Center, all of which were relaunched this year with a sleeker, more user-friendly format.

[CollegiateNetwork.org](http://CollegiateNetwork.org)  
[CampusMagazine.org](http://CampusMagazine.org)  
[NSORC.org](http://NSORC.org)



Students relish the opportunity to learn from other independent papers across the country.

Phillip Chalk, design director for the Weekly Standard, discussed the technical aspects of how a paper is put together and how to make a publication readable and marketable.

Emily Karrs, associate editor for National Review, spoke about editing to CN summer interns and year-long fellows during a training seminar in April.

conference in Charlotte, North Carolina, included CN alumnus Peter Thiel of Clarium Capital Management, and David Rhodes, then-vice president of FOX News.

## Fellowships

In addition to all of the training that takes place at CN conferences and through the day-to-day operation of an independent student newspaper, the CN also helps to recruit and prepare the next generation of professional journalists through our internship and fellowship programs. By placing the best and brightest young journalists in substantial positions, we help our students translate the skills they have developed on campus into the mainstream media.

The CN sponsored seven yearlong fellowships this year at such publications as the *American Spectator*, *Roll Call*, *USA Today*, the *Weekly Standard*, and Radio Free Europe/Radio Liberty (Prague). The CN also sponsored nine summer internships at the *St. Louis Post-Dispatch*, the *New York Post*, the *Detroit News*, the *Hill*, *National Review*, Radio America, the *Washington Examiner*, the *Baltimore Examiner*, and the *Washington Times*. During the summer of 2008, these CN interns and fellows produced more than 220 by-lined clips.



## A SELECTION OF 2008–9 CN Papers

For a full listing of CN member papers, please visit [CollegiateNetwork.org](http://CollegiateNetwork.org)

- Binghamton University • *The Binghamton Review*
- Boston College • *The Observer at Boston College*
- Brown University • *The Brown Spectator*
- Bucknell University • *The Counterweight*
- Claremont College • *The Claremont Independent*
- College of William & Mary • *The Virginia Informer*
- Cornell University • *The Cornell Review*
- Dartmouth College • *The Dartmouth Review*
- Davidson College • *The Davidson Reader*
- Gonzaga University • *The Gonzaga Witness*
- Harvard University • *The Harvard Salient*
- Ohio State University • *The Sentinel*
- Portland State University • *The Portland Spectator*
- Princeton University • *The Princeton Tory*
- Stanford University • *The Stanford Review*
- University of California–Berkeley • *The California Patriot*
- University of California–Riverside • *The Praetorian*
- University of California–San Diego • *The Triton*
- University of Chicago • *The Midway Review*
- University of Delaware • *The Lamplighter*
- University of Michigan • *The Michigan Review*
- University of North Carolina • *The Carolina Review*
- University of Notre Dame • *The Irish Rover*
- University of Oregon • *The Oregon Commentator*
- University of Tulsa • *Sixtythree*
- University of Virginia • *The Virginia Advocate*
- University of West Virginia • *The Mountaineer Jeffersonian*
- Vanderbilt University • *The Vanderbilt Torch*
- Villanova University • *The Villanova Times*
- Wabash College • *The Wabash Commentary*
- Wabash College • *The Phoenix*
- Yale University • *Light & Truth*

"ISI Books is without question one of the most important publishers in America."

—Rod Dreher, *Dallas Morning News*

# PUBLICATIONS

## ISI Books

As America's premier high-quality publisher of conservative thought, ISI Books remains committed to preserving and exploring the economic, political, and moral principles that sustain a free and humane society.

Among the more than twenty books published over the past year (see opposite page), the most popular was Robert H. Bork's *A Time to Speak*—the definitive work by one of the country's preeminent legal thinkers and cultural critics. The book received significant national media coverage, with favorable reviews in the *Weekly Standard*, the *New Criterion*, and the *Washington Times*, as well as serious attention from C-SPAN, FOX News, and dozens of top radio programs.

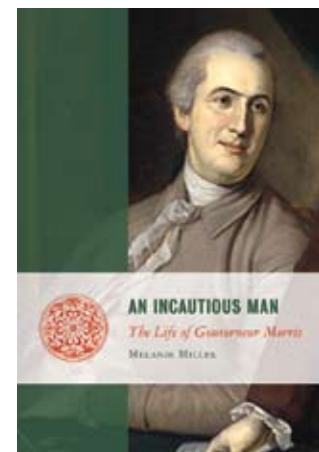
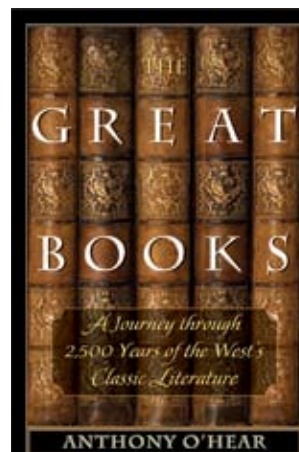
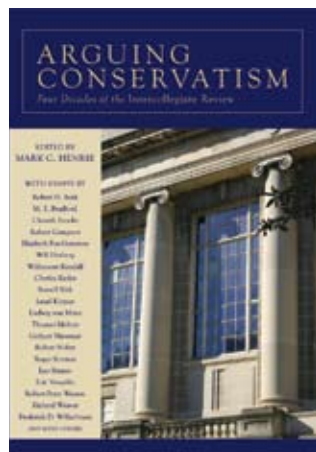
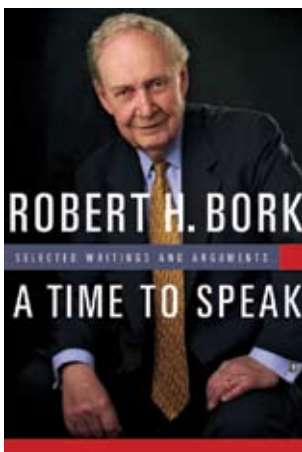
This past year also marked the debut of ISI's *Lives of the Founders*, hailed by RedState.org as "a superb new historical series." Additionally, the anthology *Arguing Conservatism: Four Decades of the Intercollegiate Review*—edited by ISI's Mark C. Henrie—presented compelling evidence that with the *Intercollegiate Review*, ISI has nurtured some of the most insightful and persuasive conservative thinking of the past forty years.

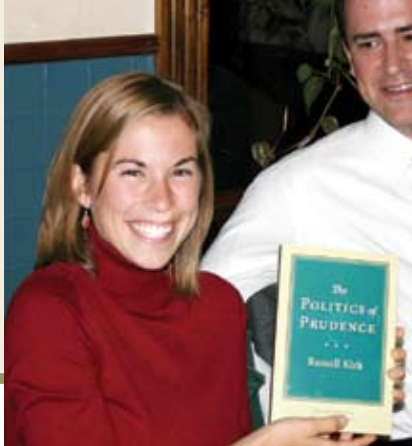
The latest edition of ISI's critically acclaimed *Choosing the Right College* will go on sale this July. Its companion website, CollegeGuide.org, has been completely upgraded this year. The site now offers profiles of more than 200 schools, a wealth of multimedia materials, and access to important resources such as ISI's Student Guides to the Major Disciplines. The website is an indispensable resource for students and parents who want to know what really goes on at America's top colleges.

By integrating ISI books into its educational program, marketing, and development efforts, ISI is exponentially multiplying its impact on college campuses and among the general public.

## Journals

ISI publishes three scholarly journals, each with its own venerable tradition: the *Intercollegiate Review*, ISI's flagship journal, sent to all ISI faculty and student members free of charge; *Modern Age*, a quarterly forum founded more than a half century ago by Russell Kirk; and the *Political Science Reviewer*, an annual journal of political philosophy.





ISI Books titles are regularly distributed to our students for reading individually or as part of a campus discussion group.



One of the highlights of attending an ISI conference is the opportunity to browse and purchase dozens of ISI books and journals. Journal articles can also be read or downloaded through [www.isi.org](http://www.isi.org).



Many ISI donors and students first encounter ISI through an ISI book.

This year ISI published an “orientation” issue of the *Intercollegiate Review* (IR), aimed at introducing newcomers to ISI’s focused areas of inquiry with classic essays by thinkers such as Richard Weaver, M. E. Bradford, and Roger Scruton. In the spring, ISI also launched the “digital” IR, e-mailing the content of the upcoming issue to thousands of students, faculty, and other ISI members. This new initiative allows us to reach far more readers than ever before with hardly any extra expense, while also delivering the IR to students through their favored medium—online.

In his first year as editor of *Modern Age*, R. V. Young has done an admirable job of maintaining strong continuity with the journal’s longstanding traditions and ethos, while also introducing two exciting new features: a poetry section and a “Documentation” section which translates significant essays, lectures, and statements from writers abroad.

The *Political Science Reviewer*, meanwhile, remains a beacon in the often-murky world of professional political science journals. Unencumbered by any of the reigning orthodoxies, the PSR welcomes the evidence of empirical study, but upholds the primacy of theoretical understanding.



## A SELECTION OF New ISI Books Titles

*Arguing Conservatism: Four Decades of the Intercollegiate Review* • edited by Mark C. Henrie

*Unjust Justice: Against the Tyranny of International Law* • Chantal Delsol

*Tradition: Concept and Claim* • Josef Pieper

*Eliot and His Age: T. S. Eliot’s Moral Imagination in the Twentieth Century* • Russell Kirk

*The Soul and Barbed Wire: An Introduction to Solzhenitsyn* • Edward E. Ericson Jr. and Alexis Klimoff

*Forgotten Founder, Drunken Prophet: The Life of Luther Martin* • Bill Kauffman

*An Incautious Man: The Life of Gouverneur Morris* • Melanie Randolph Miller

*Robert Frost: The Poet as Philosopher* • Peter Stanlis

*Defending the Republic: Constitutional Morality in a Time of Crisis: Essays in Honor of George W. Carey* • edited by Bruce Frohnen and Kenneth Grasso

*Alien Powers: The Pure Theory of Ideology* • Kenneth Minogue

*How to Be an Intellectually Fulfilled Atheist (Or Not)* • William Dembski and Jonathan Wells

*The Wreck of Western Culture: Humanism Revisited* • John Carroll

*The Tyranny of Liberalism: Understanding and Overcoming Administered Freedom, Inquisitorial Tolerance, and Equality by Command* • James Kalb

*George Kennan: A Writing Life* • Lee Congdon

*A Time to Speak: Selected Writings and Arguments* • Robert H. Bork

*In Defense of Religious Liberty* • David Novak

*Living Constitution, Dying Faith: Progressivism and the New Science of Jurisprudence* • Bradley C. S. Watson

*The Great Books: A Journey through 2,500 Years of the West’s Classic Literature* • Anthony O’Hear

*Miss Betsey: A Memoir of Marriage* • Eugene D. Genovese

*“Congratulations on producing an outstanding and intellectually stimulating website. There is simply not enough time in my day to read, listen, and learn all that you offer.”*

—ISI Member, U.S. Marine Corps

# ONLINE EDUCATION

## www.isi.org

More attention than ever was paid to ISI’s online presence this year. ISI lectures are being streamed or downloaded from [www.isi.org](http://www.isi.org) at a rate of roughly 5,400 per week, and archived journal articles are being downloaded at a similar rate. These figures reveal a hidden reality: web activity constitutes, in effect, a “second ISI,” daily reaching audiences as large—or possibly even larger—than our live programs. Given the major educational arm that they have become, several ISI websites saw significant improvements this year.

## FirstPrinciples Journal.com

First Principles is ISI’s new web journal which hosts ISI’s “short courses”—accessible yet intellectually

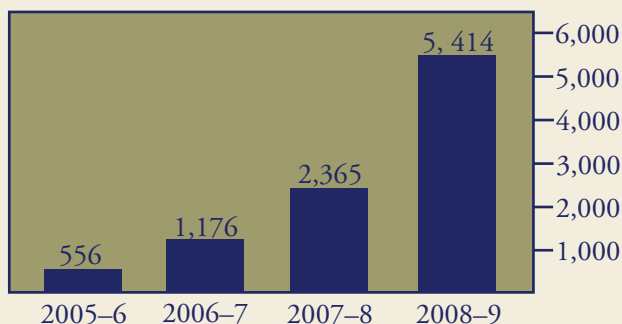
rigorous tutorials in each of ISI’s six broad categories of inquiry: Western civilization, the American experience, free markets and civil society, America’s security and role in the world, American conservative thought, and higher education and the liberal arts. Carefully crafted with the aid of leading scholars, each short course features an orientation essay providing a critical overview of the subject and directing readers to more than a hundred supporting resources, a full syllabus with lessons featuring readings and discussion questions, and a final quiz. Anyone who completes a short course and passes the quiz will receive official certification from ISI.

First Principles is updated daily with feature articles, excerpts from ISI Books titles, articles from ISI’s journals, and entries from *American Conservatism: An Encyclopedia*. It also provides full access to the archives of the *Intercollegiate Review*, *Modern Age*, and *Political Science Reviewer*—more than fifty years’ worth of top conservative scholarship. In short, First Principles exposes readers to liberty’s central thinkers, ideas, and texts.

## CollegeGuide.org

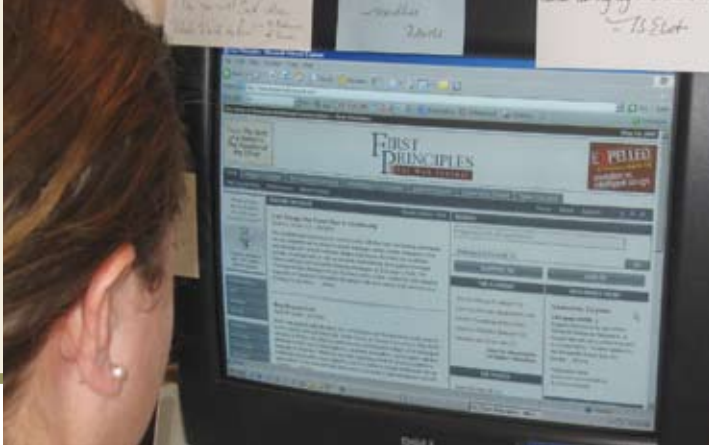
CollegeGuide.org helps students select the right college and navigate the undergraduate experience to get the very best that each school has to offer. The site, which allows users to purchase individual profiles of schools or to buy an all-access pass, features profiles of more than 200 colleges, up 30% since last fall. We have likewise augmented the site’s interactive elements by enhancing such important features as “Ask the Editor,” where lead editor John Zmirak responds to parents’ and students’ questions.

## ANNUAL WEEKLY AVERAGE OF ISI Lecture Downloads



*ISI’s John M. Olin Online Lecture Library contains hundreds of lectures and debates that can be listened to or watched free of charge through [www.isi.org](http://www.isi.org). Over the past four years, the average number of weekly downloads has increased by almost 1,000%.*





One ISI member recently praised ISI for having "the deepest, most complete conservative intellectual website in existence."



At the American Historical Association meeting this winter, ISI staff drew attention to the new faculty resource center at [Lehrman.isi.org](http://Lehrman.isi.org).

## AmericanCivic Literacy.org

AmericanCivicLiteracy.org is generating demand for improved college courses by transmitting ISI's scientific research results on the civic value added by a college education. The website was visited by more than 1.3 million people this year, with over 600,000 of them taking the thirty-three-question survey that was used for ISI's 2008 civic literacy report. The site details ISI's explosive findings about higher education's failure to teach America's history and institutions and suggests ways in which all Americans can participate in a growing movement to ensure that our young people are prepared for lives as active and engaged citizens.

## Lehrman.isi.org

Lehrman.isi.org deepens the impact of the faculty development program deployed by ISI's Lehrman American Studies Center by providing all ISI faculty members access to online teaching resources for college courses which address the foundational principles of our republic. Professors may also share course syllabi and teaching practices as well as collaborate on scholarly research projects and discuss matters pertaining to professional and curricular development. Says Phillip Hamilton, professor of history at Christopher Newport University, "This website is one of the most significant teaching innovations I have seen in my career. It puts a vast array of important historical sources at my fingertips. It also permits me to learn how other professors approach certain topics, develop assignments, and select readings. By integrating the best ideas and sources into my own classroom, it helps keep my teaching fresh and up-to-date with contemporary scholarship."

## A SELECTION OF ISI Debates and Lectures Available to listen to for free at [www.isi.org/lectures/lectures.aspx](http://www.isi.org/lectures/lectures.aspx)

*Economic Freedom in an Age of Bailouts* •

Larry Kudlow, CNBC's *Kudlow & Company*

*Western Civilization: Oppression or Emancipation?* •

Dinesh D'Souza, author, vs. Ward Churchill, political activist

*What Hath Athens to Do with Wall Street?: How the Ancients Help Us to Understand the Free Market* • Bruce S. Thornton, Fresno State University

*Is Culture a Thing of the Past?* • Anthony Esolen, Providence College

*On Education: Four Simple Truths for Bringing America's Schools Back to Reality* • Charles Murray, American Enterprise Institute

*The Reading Room: On Being Overwhelmed by What Is to Be Known* • James V. Schall S.J., Georgetown University

*Higher Education Reform: A View from the States* • David Brooks, author

*A Secular Age* • Charles Taylor, recipient of ISI's 2008 Henry Paolucci/Walter Bagehot Book Award

*The Acids of Modernity: Can the West Defend Itself?* • Ted V. McAllister, Pepperdine University

*America's Judeo-Christian History* • Bradley J. Birzer, Hillsdale College

*Stuck with Freedom and Virtue* • Peter Augustine Lawler, Berry College

*Economic Liberty and the Culture of Free Enterprise* • John M. Templeton Jr., John Templeton Foundation

*Islam and the West: Clash of Civilizations?* • Hamid Dabashi, Columbia University, vs. Raymond Ibrahim, author

*Religion and Cultural Conflict in Europe* • Bart Jan Spruyt, Edmund Burke Foundation, Netherlands

*“The Institute was a breath of fresh air, a rest from an academia stuck down narrow avenues of specialization and political correctness.”*

—Lehrman Summer Institute Fellow, Jacksonville State University

# UNIVERSITY STEWARDSHIP

## American Civic Literacy Program

In 2003, ISI launched the American Civic Literacy Program to study and strengthen the teaching of America’s history and institutions at the collegiate level. In 2006 and 2007, the program published the first ever scientific surveys of civic learning among college students. Each year, approximately 14,000 freshmen and seniors at fifty schools nationwide were given a sixty-question, multiple-choice exam on their basic knowledge of America’s heritage. Both years, the students failed, and at many schools such as Yale, Cor-

*Fail the Test of Civic Literacy.* T. Kenneth Cribb Jr., Lt. General Josiah Bunting III, Eugene Hickok, and author David Brooks, among others, offered remarks at a press conference and luncheon at the National Press Club in Washington, D.C.

Seventy-one percent of Americans failed the basic test, with an overall mean score of 49%. Less than half of all Americans could name the three branches of the federal government. Among the more notable findings were that college added very little to civic knowledge; elected officials scored 5% lower than the general public; and watching more television—including TV news—tended to reduce a person’s civic knowledge.

National media of all forms covered the 2008 civic literacy report. There have been more than 440 original articles in print, including a write up in *USA Today* and op-eds by syndicated columnists such as Cal Thomas and Walter Williams; coverage by over 250 blogs; dozens of television segments including ABC, CBS, and CNN affiliates; and six national television interviews, including C-SPAN’s *Washington Journal*, *FOX & Friends*, and CNN’s *American Morning*. News of ISI’s report has reached an estimated audience of over 430 million people.

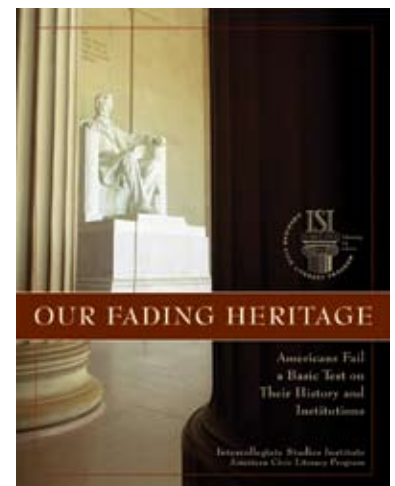
As a result, more than 1.3 million people



*Lt. General Josiah Bunting III, chairman of ISI’s National Civic Literacy Board, spoke at the Washington, D.C., press conference for ISI’s third annual civic literacy report, as did former U.S. deputy secretary of education Eugene Hickok, seated.*

nell, Duke, and Princeton, the freshmen did better than the seniors. This year, ISI sought to learn more about the real-world consequences of this collegiate failure by surveying a cross section of Americans and then measuring the independent impact of college on the possession of civic literacy over a lifetime.

On November 20, 2008, ISI released the results in a new report, *Our Fading Heritage: Americans*





*Participants in ISI's fourth annual Lehrman American Studies Center Summer Institute came from schools such as Virginia Tech, Yale, the University of Texas–Austin, the University of Virginia, Notre Dame, Duke, and Baylor.*



*All ISI faculty can use the Lehrman Center website, which includes teaching resources, social networking opportunities, and a blog for discussion and debate.*

have visited ISI's civic literacy website with over 600,000 of them taking the thirty-three-question survey online. ISI also has received thousands of comments and requests from concerned citizens and teachers. Our staff has been working with numerous college presidents, university trustees, and state legislators to improve American higher education.

## Lehrman American Studies Center

ISI's Lehrman American Studies Center seeks to restore a college curriculum that effectively teaches America's history and institutions. Now in its fifth year of operation, the Lehrman Center fulfills this mission by supporting entrepreneurial faculty who will advance the study of America's heritage at colleges throughout the country.

Last June, twenty-five young faculty members and advanced graduate students gathered at Princeton University for the Lehrman American Studies Center's annual Summer Institute. Drawn from a variety of disciplines, including history, politics, philosophy, economics, and literature—and from all types of institutions of higher education, including community colleges, traditional liberal arts colleges, Ivy League universities, and state research institutions—participants had an unique opportunity to share their insights on the overarching theme “American Statesmanship: Founding Principles, Historical Examples.” Each year the aim of the Institute is to help teachers develop and adopt intellectually serious, compelling, and philosophically engaging courses that address the foundational principles of

the American republic. Top conservative faculty such as Hadley Arkes (Amherst), Alan Charles Kors (University of Pennsylvania), and Robert P. George (Princeton) run workshops, deliver lectures, and spend time mentoring their younger peers.

Upon completing the Summer Institute program, participants receive an array of benefits and services, including professional support, networking events at professional conferences, and access to an online database of practical teaching advice and exemplary models. The Lehrman Center's website also acts as a hub for ISI faculty members, enabling and encouraging professors to take advantage of the full wisdom of the ISI community as they strive to become better teachers.

Programs of the Lehrman American Studies Center have already produced tangible results. To date, Summer Institute participants have developed and implemented fifty-two new courses that reach thousands of undergraduates per year at such schools as the University of Virginia, Princeton, Rhodes College, the University of Texas–Austin, and the Virginia Military Institute. With 98% of these courses taught on a recurring basis (and more in the works), this approach to course development will introduce thousands of students to the ideals and institutions upon which our republic was founded.

TO READ MORE ABOUT  
ISI'S UNIVERSITY STEWARDSHIP  
INITIATIVES, PLEASE VISIT

[AmericanCivicLiteracy.org](http://AmericanCivicLiteracy.org)  
[Lehrman.isi.org](http://Lehrman.isi.org)



# INSTITUTIONAL ADVANCEMENT

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As stated at the beginning of this 2008–9 Annual Review, we here at ISI—like most nonprofits and most Americans—have seen our share of challenges in the past several months. However, as you have just read, our educational programs have been more robust than ever despite the troubled economy. Living by the motto “do more with less,” we have worked diligently to be good stewards of the contributions given to us by thousands of individuals and foundations from Hawaii to Maine and Florida to Washington. Even amid the uncertainties, our supporters have remained committed to the ISI mission, for which we are deeply grateful. Those that financially support ISI realize the critical nature of our work and the longterm impact we are making; considering the current economic and political climate, our mission of “Educating for Liberty” has never been more important.

This past year, ISI received support from over 7,000 individuals, foundations, and other orga-

nizations. To encourage and recognize our most devoted and generous benefactors, we launched The President’s Club last fall. Members of The President’s Club play a vital role in the battle of ideas taking place on college campuses today by funding many of our core programs and also encouraging others, by example, to establish a pattern of strong annual giving. In the following pages, we would like to recognize all of those who have given to ISI at an exceptional level.

Supporters of ISI can rest assured that their investment in the Institute is paying huge dividends in the lives of students across the country. With increased membership and a growing influence through our online resources, ISI is preserving and transmitting the principles of Western civilization while transforming the lives of countless college students—and keeping bright the flame of liberty in America. We thank you for your faithful support of this work.

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*This Annual Review recognizes those individuals, foundations, and other organizations who contributed to ISI during the fiscal year beginning April 1, 2008, and ending March 31, 2009, or who otherwise gave a gift qualifying them for current membership in The President's Club. Every effort has been made to insure the accuracy of this information, but—as it is with such lists—accuracy cannot be guaranteed. If you notice an error or omission, please notify Doug Schneider at (302) 524-6164 or dschneider@isi.org.*

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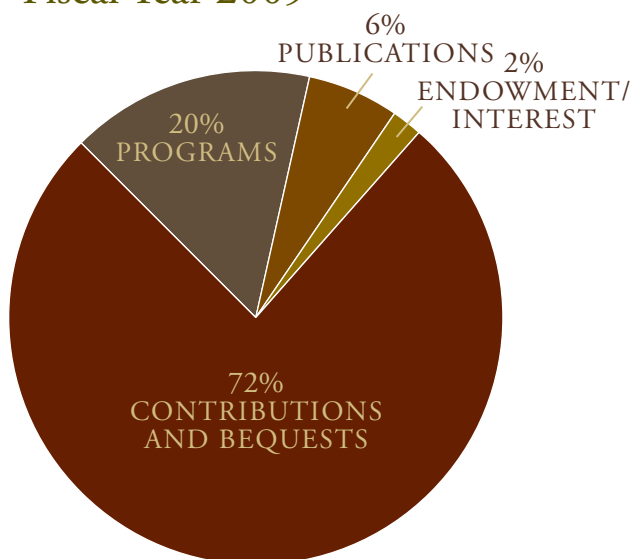
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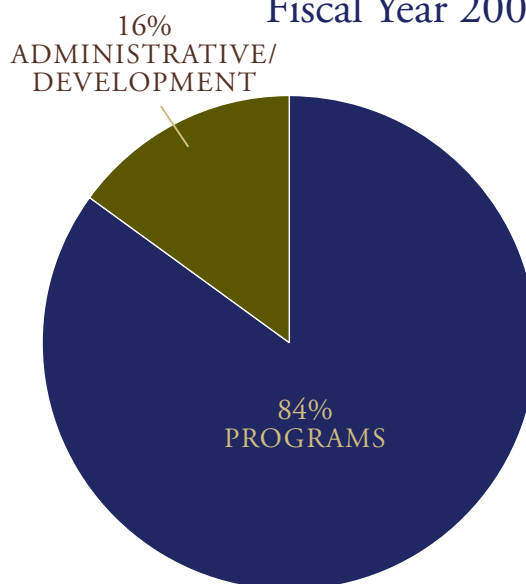
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*Audited financial statements are available upon request. To receive a copy, please contact Doug Schneider at (302) 524-6164 or [dschneider@isi.org](mailto:dschneider@isi.org).*

## THE LAST WORD

by Emily E. Smith, Dartmouth College

*Emily E. Smith, of North Caldwell, New Jersey, is a 2009 graduate of Dartmouth College, where she majored in philosophy. Over the past year, she was an ISI Honors Fellow and the editor in chief of the campus's Collegiate Network paper, the Dartmouth Review. She has been awarded a summer Bartley Fellowship to work on the editorial page at the Wall Street Journal, after which she will begin a yearlong CN fellowship at the Weekly Standard. She also is a recipient of ISI's \$5,000 William E. Simon Fellowship for Noble Purpose. The following remarks were given at ISI's Fourth Annual Dinner for Western Civilization on April 30, where she was awarded the Preston A. Wells Jr. Leadership Award.*

**M**y first experience with ISI was, if not divine providence, then dumb luck, and it actually occurred before I went to college. I, like many seventeen-year-olds,



*Emily accepted the Preston A. Wells Jr. Leadership Award at ISI's Fourth Annual Dinner for Western Civilization this April.*

was trying to decide which colleges to apply to. I went to the local Barnes and Noble and hunkered down with a cart-load of all-too-clever and repetitious college guides, most of which were utterly useless. But then I came to ISI's *Choosing the Right College*. It was the only book that gave me a sense of the academic culture each college had to offer. After reading through it and

deciding to visit Dartmouth, I bit the bullet, applied, and was accepted.

Upon arriving on campus, being a conservative took on a whole new meaning. I knew I was conservative in the sense that I was generally prudent, cautious, and skeptical of chichi causes and tie-dyed t-shirts—and that I understood the infinite value of tradition and the liberal arts—but I quickly realized that I needed to play intellectual catch-up.

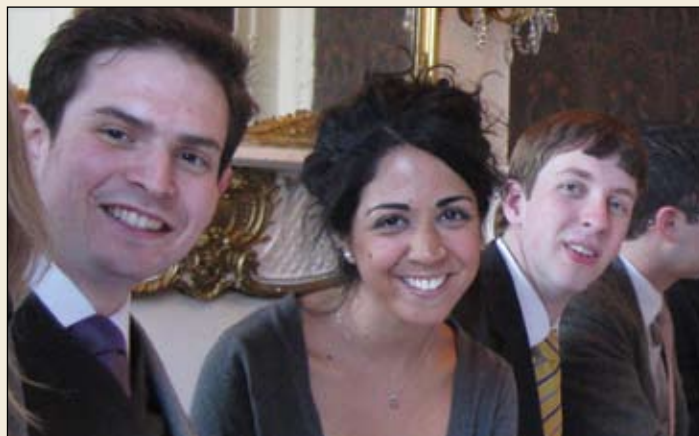
As a staff writer for the *Dartmouth Review*, an ISI-supported independent student newspaper, I dove right into campus politics. The seniors on the *Review* would talk about figures I had never heard of or only knew in name. One day, I mustered up the courage to ask one of them how he knew so much about all this stuff. He was flipping through some mail and handed me an ISI postcard. “Sign up with these guys,” he said, “They have you read all the important books that all students—but especially all conservatives—should read.”

That sounded good to me, so I went to the ISI website. Not only was I astounded by the many opportunities that ISI provided—opportunities that I

later took advantage of such as the Honors Program, bringing lecturers to campus, and getting great free books—but I now could start filling in the holes of my own political and cultural philosophy.

After cruising the website for a bit, I wrote down titles of books or frequently mentioned authors that I thought would wake me up to conservative thought in the most efficient and enjoyable way. As I proceeded to read these titles in the coming weeks and months, I forced myself to examine exactly what kind of conservative I was. As you all know, that's a lot to think about. In addition, through my ISI reading—but also through my anecdotal experience on campus—I began to notice just how much more “left” academia was than I had ever realized, and what that meant for attaining a solid liberal arts education. Essentially, it meant that getting a liberal arts education was very nearly a quixotic, or impossible, dream. Currently, at Dartmouth for instance, there is no expert on Shakespeare, Dante, or Cervantes—but an endless supply of women's and gender studies' professors. This forced me to once again turn to ISI as a source of intellectual inspiration and education.

There is an old saying that suggests that the one who would travel the desert alone has relied on a fool for a guide. But through its publications and educational programming, ISI has given me the tools I need to think about the problems of this



*Among the many ISI events that Emily has attended was a colloquium on just war this spring that was organized as part of ISI's partnered project with Liberty Fund.*

world in ways that I would never have been able to otherwise—rather than with the proverbial fool as a guide. Thanks to ISI, I have a sense of history and tradition to inform and enliven my thoughts. I have learned that there is something special, almost transcendent, in the American Constitution that makes it a document worth preserving in the way the genius of the founders intended. I have learned that life is not just about material acquisition, but about striving towards truth and virtue. Above all, I have learned that the great ideas of the past are worth preserving—worth learning and relearning. I would have never known what those great ideas are without ISI as a seasoned guide in the academic sands of a collegiate desert.

I not only thank ISI for its generosity in recognizing me for the Preston A. Wells Jr. Leadership Award, but also for its generosity in giving me a free and invaluable education in the most profound and enduring ideas of the Western canon, American civics, and political philosophy. As it turned out, I did not have to walk this desert alone.

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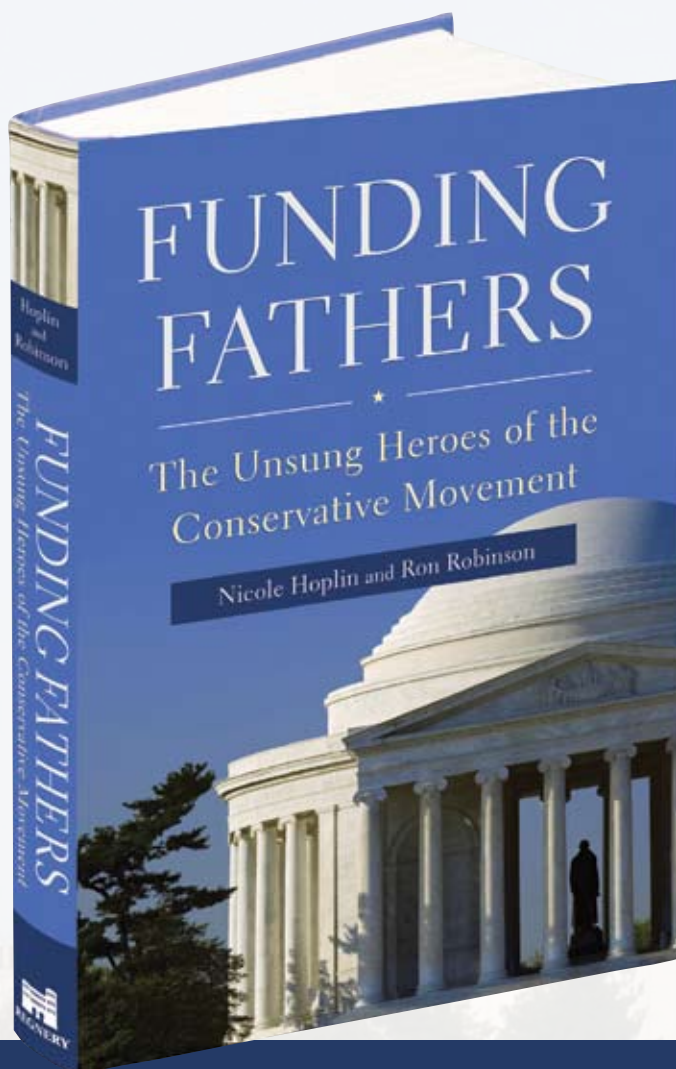
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