

THE VERITAS FUND

CHAIRMAN'S UPDATE

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College education should be ennobling—morally and intellectually. As we all know, young men and women will soon face the task of guiding the United States in increasingly challenging times. To prepare our nation's future leaders, universities should be providing them with a liberal education worthy of the name. This means a rigorous examination of the foundations of our polity, as well as the institutions and moral habits that enable it to prosper. Sadly, however, universities have fallen well short in this important regard.



I entered the academy as a junior professor of American politics in the 1970s, only to find that the university was rapidly abandoning the pillars of solid, intellectual formation. The curriculum neglected subject areas that were previously deemed essential: Western civilization, American history, and economic thought. In the humanities and social sciences, students were left to wander through a jungle of courses, many of which were of marginal value and were not linked by any overall theme. The faculty and administration, meanwhile, were becoming increasingly ideological, resistant to the intellectual diversity that was once the hallmark of higher education.

After leaving the academy in the early 1980s, I went on to serve at the John M. Olin Foundation for more than twenty years. Our mission was to direct philanthropic resources to support a network of academics dedicated to keeping genuine liberal learning alive. In 2008, the Foundation made its final official gift to the VERITAS Fund for Higher Education Reform.

It is my pleasure to share with you this summary of what the VERITAS Fund has accomplished since its inception five years ago. Through partnering with college professors who share our commitment to intellectual pluralism, we have launched and capitalized programs at more than thirty campuses nationwide. As you can see from this update, VERITAS programs are engaging students in a variety of ways—from courses that introduce them to the statesmanship of the Founding Fathers to junior fellows

programs that encourage dialogue, debate, and writing outside of the classroom. In addition, we are building a network of young scholars looking to bring fresh points of view into the professoriate—men and women who will have a long-term influence inside the academy.

The Olin Foundation's gift—along with other angel investments (including a generous matching gift from the Jack Miller Center for Teaching America's Founding Principles and History)—have enabled the VERITAS Fund to make a strong initial impact, but we are committed to expending these funds by the close of the 2012-13 academic year. In order to expand our efforts and sustain the programs described herein, we are currently seeking new benefactors. I hope that upon reviewing these highlights, you will consider becoming a benefactor of the VERITAS Fund—at a time when contributions in this area are becoming increasingly scarce. Consistent backers of similar academic programs, such as Olin, are expiring due to sunset clauses or redirecting spending due to the financial crisis. I would add that one key advantage of the VERITAS Fund is that you, the donor, can be sure that your philanthropy will advance the principles you find important—a guarantee that does not accompany unrestricted giving to one's alma mater.

With the nation facing unprecedented challenges, prudent leadership is all the more critical. Our mission at the VERITAS Fund is to see that the next generation obtains an intellectual grounding in the foundations of our polity, the virtues of our institutions, and the leadership that is necessary to preserve healthy democratic government. While the academy continues to resist systemic reform, VERITAS has pioneered a strategy that makes a direct, meaningful impact on students' education—and at a fraction of the cost of many university line items. I hope that you will consider partnering with us, and I would be eager to share with you additional information about VERITAS at your convenience.

Sincerely,



James Piereson

Chairman, VERITAS Fund for Higher Education Reform

ABOUT VERITAS

The VERITAS Fund for Higher Education Reform is a donor-advised fund (administered by DonorsTrust) that underwrites centers, courses, and post-doctoral fellowships on college campuses throughout the country. The Manhattan Institute for Policy Research launched VERITAS in 2007 in recognition of the fact that philanthropists not only needed and wanted assistance in identifying worthy scholars and programs on college campuses, but also wanted to ensure that their gifts to universities were utilized in an effective and efficient manner.



VERITAS provides an experienced staff of advisors who are closely attuned to the academic world and are experts in leveraging philanthropic support to sustain long-term efforts.

With a focus on the areas of **Western civilization**, the **American founding**, and **political economy**, the VERITAS Fund has sponsored programs at more than 30 campuses nationwide. Our strategy is to partner with established professors who have worked—often against the current—to sustain liberal education at their universities. These professors, with support from the Fund, sponsor academic centers, post-doctoral fellowships, and other programs.

The VERITAS Fund continues to receive proposals from professors looking to start programs at additional schools, which we hope to underwrite, provided we acquire the requisite philanthropic support.



Building a Presence

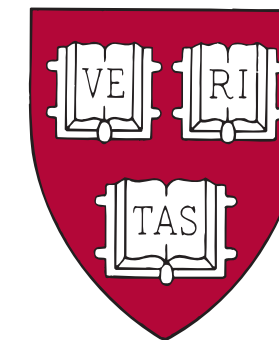
Academic centers provide an institutional presence on campus for students interested in engaging—openly and honestly—with important questions. Centers sponsor courses in our core subject areas and provide opportunities for students outside the classroom. Such programming includes conferences and lecture series that bring underrepresented points of view to campus, junior fellows programs, and extracurricular reading groups, among other activities.

Post-doctoral fellowships are one- or two-year academic appointments for young scholars who have just earned their Ph.D.s.

During their fellowships, these scholars teach undergraduate courses in our core subject areas—thereby enriching the curriculum on campus—and conduct research. These fellowships provide scholars with a valuable set of credentials in what has become a highly competitive job market for prospective college professors. Our fellows, therefore, are in a stronger position to earn full-time academic appointments upon the completion of their fellowships, and consequently are poised to have long-standing careers in the classroom.

Harvard University: The Program on Constitutional Government

The Program on Constitutional Government has a storied past. In 1985, Harvey Mansfield, Harvard professor of government, and William Kristol, then an instructor at the Kennedy School of Government, launched the Program with the support of the John M. Olin Foundation. For the next two decades, it provided a vital source of intellectual diversity on campus, as well as for the greater Boston academic community. Shortly after the Olin Foundation sunset in 2005, the Program went on hiatus, save for a post-doctoral fellowship and a few events that it was able to sustain.



discussed included constitutional and political developments, the universities' response to the attacks, and the state of international relations. In the spirit of the Program, the conference featured panelists such as William Kristol, E. J. Dionne, Kenneth Pollack, and Elliott Abrams, bringing to Harvard a range of political perspectives, as well as various professional backgrounds. Speakers included journalists, former executive branch officials, professors, and a U.S. Army officer who completed tours in Iraq and Afghanistan.

During the past two years, Professor Mansfield has set out to reinvigorate the Program—and with support from the VERITAS Fund, has coordinated an impressive series of activities. Because genuine debate is generally a rare occurrence at Harvard, the Program's objective is to bring to campus those who would not otherwise be invited, introducing undergraduates and graduate students to a host of provocative, understudied, and underrepresented ideas.

For example, to commemorate the ten-year anniversary of the 9/11 terrorist attacks, Mansfield hosted a conference to examine America's response and the lessons that have been learned. Specific issues

FALL 2011 LUNCH SERIES

Eric Felten, *The Wall Street Journal*, October 7

James Q. Wilson, Boston College, October 14

Deirdre McCloskey, University of Illinois at Chicago, October 28

Pierre Manent, École des Hautes Etudes en Sciences Sociales, November 4

Ross Douthat, *The New York Times*, December 2



TEN YEARS AFTER 9/11 THE STATE OF OUR AFFAIRS

A Symposium in Three Panels

1. The State of the Union
2. The State of the Universities
3. The State of the World

Georgetown University: The Tocqueville Forum on the Roots of American Democracy

Georgetown University, located in the nation's capital, draws thousands of aspiring leaders from across the country and throughout the world. Many, in fact, have gone on to become senators, congressmen, governors, Supreme Court justices, and president of the United States, as well as foreign heads of state.



process, students form new friendships and build a community grounded in a common intellectual pursuit—a rarity in today's university.

The theme of this year's retreat was "The Meaning of University Education." Friday night began with a presentation by Tocqueville Forum Founder and

Director Patrick Deneen on the nature of the liberal arts. On Saturday, students discussed lessons from the allegory of the cave from Plato's *Republic*, as well as books on the university by Wendell Berry and Bill Readings. Later that evening, a Jesuit priest

As a Catholic and Jesuit institution of higher learning—the first to be founded in the United States—Georgetown is home to a rich intellectual tradition, rooted in both Western philosophy and theology. However, at many Catholic colleges, the decision to bring the curriculum more in line with that of secular schools and the emphasis on careerist instruction have led to a neglect of this rich intellectual heritage.

Beginning in 2006, the Tocqueville Forum has sought to provide a place for deeper reflection on America's founding principles and their roots in both philosophical and religious traditions. Central to the Forum's efforts is a vibrant undergraduate student-fellowship program, which now has more than 80 participants. As part of the fellowship, students begin each year with a weekend retreat off campus. This experience gives fellows a chance to escape from the whirlwind of campus life and contemplate a specific theme in greater depth. In the



Justice Antonin Scalia (Georgetown, '57) spoke at the Tocqueville Forum's inaugural event on October 20, 2006. The subject of his talk was "The Future of Civic Education in America."

from the university gave a lecture on Cardinal John Henry Newman's views on knowledge for its own sake. The VERITAS Fund is very proud of the Tocqueville Forum's efforts, introducing students to our core subject areas, in a way that brings out the best of Georgetown's Jesuit heritage, particularly its commitment to both Western philosophy and the Catholic intellectual tradition.



David Brooks of The New York Times was eager to discuss his latest book, *The Social Animal: The Hidden Sources of Love, Character, and Achievement* with undergraduate fellows. Brooks presented to the Tocqueville Forum on September 26, 2011.

Georgetown University: Testimonial

"I'm a senior, and the Tocqueville Forum Retreat was the first retreat I decided to attend at Georgetown. The talks gave me the best summation of the Constitution I have ever had, and the discussion brought life to the document in a way I never thought possible...I can only hope to continue this engagement with the Constitution as I go on through life. I will always have the Tocqueville Forum to thank for starting me on this journey."

—Student in the School of Foreign Service, '10



Emory University: The Program in Democracy and Citizenship

In 2008-09, the Emory faculty simplified the general education curriculum, eliminating required courses in American history and



EMORY UNIVERSITY

between Economics and Political Science, examines the relationship between economic and political liberty.

Western civilization. The Program in Democracy and Citizenship, headed by Political Science Professor Harvey Klehr, has been working to remedy this deficiency by infusing the curriculum with courses and programming that educate students on democratic citizenship—bolstering their civic, historical, and cultural knowledge. After gaining traction over the past four years, the Program is now spearheading an effort to establish a voluntary core curriculum for freshmen and sophomores, involving several courses dealing with the Western tradition and the American founding.

All three of the past post-doctoral fellows (pictured below) have gone on to obtain tenure-track positions. Thus, through these fellowships, the Program is advancing the important goal of enabling promising young scholars to begin lifelong careers in the classroom.

The Program has also sponsored post-doctoral fellows who have taught courses ranging from Conservatism, Utopias and Anti-Utopias, and Islamic Political Thought, to The American Founding, Political Ambition, War and Justice, and Liberalism. Another course, cross-listed

THE PROGRAM IN DEMOCRACY AND CITIZENSHIP CORE CURRICULUM INCLUDES:

The Foundations of American Democracy (Political Science)

Great Books in Western Civilization (History)

The Best Way of Life for a Human Being (Philosophy)

Advancing in the Academy: Former Emory Post-Doctoral Fellows



Matthew Mendham
Assistant Professor
Christopher Newport University



Assistant Professor
North Carolina State University



Tom Schneider
Assistant Professor
University of St. Francis

University of Virginia: The Program for Constitutionalism and Democracy

In 1825, at the behest of Thomas Jefferson, the board of visitors at the University of Virginia (UVA) passed a resolution regarding “the best guides” to “the distinctive principles of our State, and of that of the United States”—the texts that members of the law faculty were supposed to teach. The resolution recommended, among others, the Declaration of Independence, *The Federalist Papers*, Washington’s Farewell Address, and a treatise by John Locke. Thanks to the Program on Constitutionalism and Democracy, supported by the VERITAS Fund, hundreds of students continue to study these texts at the university that Jefferson founded.



and grapple with contemporary challenges to maintaining healthy democratic government.

This course, which focuses almost exclusively on primary texts, has generated tremendous enthusiasm among students—so much so, that there is always a wait-list to gain admission. To date, more than 700 UVA undergraduates—mostly freshmen and sophomores—have taken the course, eager to engage the writings of Madison, Hamilton, Jefferson, Washington, Patrick Henry, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, and others. Part of the course’s allure is that several sections are held in the “academic village”—the row of classrooms and buildings, designed



by Jefferson himself, that surround the main lawn. Beginning in 2006, post-doctoral and pre-doctoral fellows hosted by the Program have taught sections of the course “The American Political Tradition.” By examining the speeches, letters, commentaries, and debates of prominent statesmen—and the luminaries who informed their thought—students consider the ideas that influenced the founding of the country

by Jefferson himself, that surround the main lawn.

We are happy to note that the teaching fellows at UVA have been sharing the syllabus with other fellows in our network. As a consequence, this course is enriching the curriculum at many other universities.



“The American Political Tradition course would remain untaught without the Program on Constitutionalism and Democracy fellows hired to guide students through the important texts.”

—Professor James Ceaser, University of Virginia

THE AMERICAN POLITICAL TRADITION

Excerpted Course Readings:

Hamilton, Madison, and Jay, *The Federalist Papers*
 John Locke, “On Prerogative Power”
 Abraham Lincoln, “Lyceum Address”; “Gettysburg Address”; “Second Inaugural Address”
 Martin Luther King, Jr., “I Have a Dream” Speech
 Milton Friedman, *Capitalism and Freedom*

Pioneered at UVA, this course has been adopted at numerous other institutions, including:

Emory University	U.S. Air Force Academy
University of Montana	Louisiana Tech Honors Program
City College of New York	Boise State University
Georgetown University	U.S. Military Academy at West Point
Hertog Political Studies Program	Congressional Academy for History and Physics

Cornell University: The Program on Freedom and Free Societies

When Barry Strauss, professor of military history, founded the Program on Freedom and Free Societies (PFFS) at Cornell, he had high expectations for the lecture series and post-doctoral fellowship program that it would support.



two fellows go on to tenure-track academic positions.

What Strauss did not anticipate was the extent to which PFFS would become a home for motivated, intellectually curious undergraduate students. According to Strauss, “It matters to

Over the past five years, both have proved highly successful—bringing an impressive repertoire of outside speakers to campus and seeing the first

students that faculty members find them and their ideas respectable,” and the Program’s activities have been a tremendous resource for an impressive network of affiliated junior fellows.

Student Voices on the Program on Freedom and Free Societies



The Program on Freedom and Free Societies at Cornell has introduced many students to ideas that are uncommon on college campuses today, or even unpopular—ideas about free-markets and economic liberty, for instance. Having attended several PFFS events, I noticed that many attendees were unfamiliar with such ideas and often disagreed strongly; in other words, attendees were not just those who found the ideas appealing but included those of differing opinions as well. This dialogue, so important for intellectual development, is often absent at Cornell. —Jonathan Panter, Cornell ‘12

Jonathan Panter was closely observing happenings inside Syria while he studied abroad there last spring. His take on the events eventually made its way to the pages of *The Wall Street Journal Europe* this past summer, which led Professor Strauss to ask him to give a talk as a part of the program’s speakers series.



The Freedom and Free Societies speaker series is extremely important to conservative and libertarian students at Cornell. Articulate and well-informed speakers like Yuval Levin and Michael Barone play an important part in giving legitimacy to the minority view on a liberal campus by presenting clear alternative viewpoints to standard liberal opinions.

Freedom and Free Societies lectures are a highlight of semesters at Cornell. —Kathleen McCaffrey, Cornell ‘12

Kathleen McCaffrey worked as a Robert L. Bartley Fellow in London this summer for the European edition of *The Wall Street Journal*. Kathleen is a staff writer and campus editor of *The Cornell Review* and is the editor and founder of *The Politicizer*, an online magazine of opinion articles from students across the country.



The Program on Freedom and Free Societies has played a formative role in my intellectual development at Cornell. It provides a space for the discussion of both fundamental political questions and pressing policy issues that would otherwise be hard to come by. I thank Professor Strauss for bringing this source of critical discussion to campus.

—Judah Bellin, Cornell ‘12

Judah Bellin attended the Hertog Political Studies Program this summer in Washington, DC. The program brings 40 students from around the country for six weeks of intensive study with prominent political commentators, professors, and government officials. Judah is a columnist for *The Cornell Daily Sun*.

University of Texas at Austin: Thomas Jefferson Center for the Study of Core Texts and Ideas

One of the VERITAS Fund's first centers, the Thomas Jefferson Center at the University of Texas at Austin, has become a locus of dialogue, debate, and critical inquiry into questions of enduring significance. The aim of the center is to realize the vision of its namesake: educating citizens and leaders to understand the meaning of liberty and to exercise it wisely. The center shares Jefferson's conviction that one of the best ways to attain a liberal education—an education suited for a free individual in a free society—is through a serious study of the Great Books.



texts, the history of political philosophy from Socrates to the present, and the principles of the American Founding. Together, these courses provide an introduction to many of the most powerful ideas of Western Civilization.

Beginning in the spring of 2009, students have been able to major and minor in Great Books as well.

In addition to the center's many offerings for students, the center actively reaches out to the broader community by hosting executive seminar series in Houston, Austin, and Dallas. Scholars associated with the Jefferson Center guide these monthly discussion groups for up to 20 participants, with each session centered on readings from theoretical and literary works that have had a major influence on human thought and history. Past topics have included the challenges democratic societies have faced during wartime, the nature and meaning of compassion, natural rights, and the question of what makes a legitimate political order. These seminars bring issues of crucial importance—and the great thinkers who have contemplated them—to the attention of professionals and local leaders, enabling them to face current challenges with a broader perspective and insights grounded in historical events.

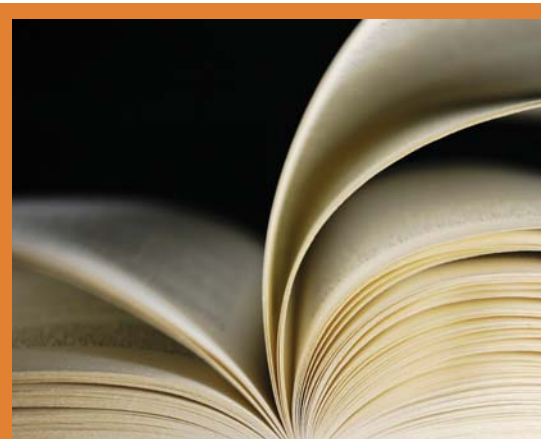


The Executive Education Seminar in Houston

The center's central project is the new Program in Core Texts and Ideas, open to all students in every college of the university. This program guides students through selected Great Books in a sequence of six courses, four required and two elective, all of which may also satisfy university-wide core requirements. The four required courses cover the classics of ancient Greece, the Bible and other basic religious



The Center is co-directed by Lorraine and Thomas Pangle, professors of government and noted scholars on many of the Great Books.



The Jefferson Book Club is a student-run forum open to undergraduates, graduate students, post-doctoral fellows, and faculty—for informally discussing the Great Books. Past events have centered on, among others:

- Fyodor Dostoyevsky, *The Brothers Karamazov*
- Ayn Rand, *Anthem*
- Jane Austen, *Sense and Sensibility*
- Miguel de Cervantes, *Don Quixote*
- Shakespeare, *Coriolanus*
- Alexander Solzhenitsyn, *A World Split Apart*
- Kurt Vonnegut, "Harrison Bergeron"
- Adam Smith, *Theory of Moral Sentiments*

University of Richmond: The Adam Smith Program and The John Marshall International Center

The University of Richmond's Jepson School of Leadership Studies is home to two programs working to foster the study of the Great Books and the foundations of free markets: the John Marshall Center and the Adam Smith Program.



Franklin." The seminar this May will center on the thought of Adam Smith and political economy. The center also supports professional development for faculty through occasional reading groups. At the next reading group, led by Professor Woody Holton, a winner of the Bancroft Prize for historical scholarship, participants will discuss *The Federalist Papers* with an eye toward their articulation and defense of the commercial republic.

The John Marshall International Center for the Study of Statesmanship has been very successful in reinvigorating the serious study of the Great Books, from Plutarch to Shakespeare to Adam Smith. Through a combination of undergraduate courses, visiting lecturers, multiday faculty seminars, and faculty reading groups, the center brings together a remarkable assembly of junior and senior scholars on campus, as well as post-doctoral fellows and visiting senior professors from other institutions.

The Adam Smith Program hosts an annual summer economics program, where students and professors gather and discuss new research in the history of economic ideas. In each of the past three years, Nobel laureate James Buchanan has opened the program. This most recent year, graduate students from Johns Hopkins University, Ghent University, Duke University, Boston College, and George Mason University, as well as undergraduates from the University of Richmond, the University of Memphis, and Dickinson College participated. These summer seminars continue to explore the ideas of classical liberalism and how they have influenced the evolution of economic thought in the nineteenth and twentieth centuries.



For the past several years, the center has hosted three-day faculty seminars in May on great historical thinkers. These seminars welcome leading professors from other colleges and universities, who are able to deepen participants' knowledge of past luminaries and better equip them to introduce these figures in the classroom. Past seminars have dealt with themes including "Statesmanship – Ancient and Modern," "Shakespeare's Politics," and "Benjamin



Ambassador John Bolton is one of many speakers to address students as part of the Marshall Center's lecture series.

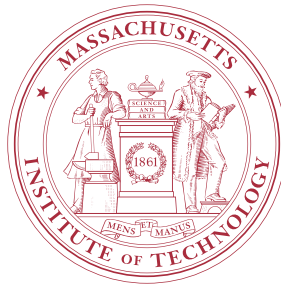
From Post-Doctoral Fellowship to Professorship at West Point



Hugh Liebert began his study of politics as an undergraduate at Harvard University—under the tutelage of Professor Harvey Mansfield, director of the Program on Constitutional Government (see page 3). Liebert was awarded a post-doctoral fellowship at the John Marshall Center at the University of Richmond, which sponsors multiple fellowships with support from the VERITAS Fund and the Thomas W. Smith Foundation. During his time at the University of Richmond, Liebert was a lecturer in undergraduate courses such as "The Creation of the American Republic" and "Abraham Lincoln and Constitutional Leadership" and conducted research on classical political thought. Professor Liebert credits this post-doctoral fellowship as the stepping stone to attaining his current tenure-track professorship at the United States Military Academy at West Point, where he has the honor and responsibility of educating cadets about American political institutions and the great leaders of Western history.

Massachusetts Institute of Technology: The Benjamin Franklin Forum

Of all the Founding Fathers, Benjamin Franklin was perhaps the greatest polymath of the group. At once a prodigious inventor and eminent moral and political thinker, it is only fitting that the VERITAS program at the Massachusetts Institute of Technology (MIT) bears his name.



The Benjamin Franklin Forum is housed within MIT's Concourse program—a community of instructors, freshmen, and upperclassmen engaged in a rigorous humanities curriculum that supplements students' required courses in science and mathematics. Concourse challenges students to undertake a searching study of America's founding principles, their history, and intellectual origins, as well as questions about the meaning of human nature, the necessary conditions for genuine liberty, and the proper role of science.

Coordinated by Professor Bernhardt Trout—a chemical engineering instructor by training who

has since expanded his studies to include philosophical questions—the Benjamin Franklin Forum sponsors a Friday luncheon seminar that is at the heart. During the fall, seminars focus on the foundations of scientific knowledge and its relation to a broader understanding of humanity; seminars in the spring semester deal with the foundations of a free, prosperous, self-governing society. These seminars, attended by all Concourse students, allow them to address key philosophical and societal issues in an informal but rigorous way.

The Benjamin Franklin Forum is the capstone of this vibrant intellectual community on campus and provides a unique opportunity for liberal education at MIT. Word has traveled fast since Concourse began two years ago, and this past year saw a 50 percent increase in the number of applicants: students eager to learn about the history and principles of Western thought.



Professor Trout, in recognition of Concourse's achievements, receives from Dean Christine Ortiz the Irwin Sizer Award for Most Significant Improvement to MIT Education, May 3, 2011.

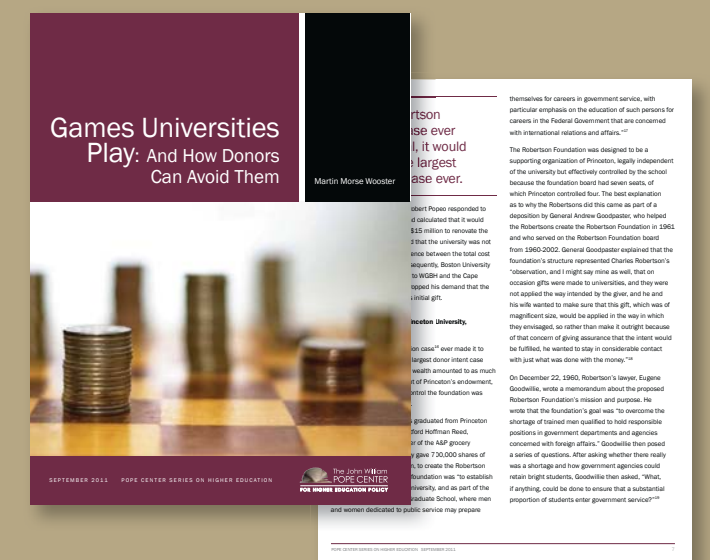
"Concourse has offered me the opportunity to explore the broader significance of the technical knowledge I learned at MIT. At MIT it's easy to develop tunnel vision and forget that these technical skills have an application to humanity. The existence of technology begs the question of how to best use it. Exploring the philosophical foundations, both modern and ancient, of society and, in particular the American Founding through the Concourse class and Friday seminar has prompted me to reevaluate my personal paradigm and values, which helped me clarify my goals for the next few years." —Jean Xin, Class of '14



GAMES UNIVERSITIES PLAY...

In September 2011, the John William Pope Center for Higher Education Policy released a report, "Games Universities Play: And How Donors Can Avoid Them." The Pope Center found that while donors and alumni "sometimes have specific ideas as to their [donations'] use...[c]olleges and universities do not...always respect those wishes."

The report notes that the VERITAS Fund is an excellent vehicle for donors who look to advance teaching and scholarship concerning America's Founding Principles and Western Civilization: "VERITAS ensures that the funds it disperses are not used by the university for general operating support or shifted to its favored programs" or its endowment.



Sponsors' Program

We hope that you will consider supporting our efforts to help future leaders obtain a liberal education worthy of the name. The programs sponsored by the VERITAS Fund are highly cost-effective and enable donors and alumni to expand opportunities for current students to engage with the principles that have fostered order, liberty, and prosperity throughout our nation's history.

Center-Builder (\$100,000): Underwrites a VERITAS academic center, which may include a post-doctoral fellowship, courses, graduate student fellowships, and undergraduate programming.

Benefactor (\$50,000): Underwrites a post-doctoral fellowship. Fellows teach undergraduate courses and conduct research in the core subject areas of Western Civilization, the American Founding, and Political Economy.

Patron (\$25,000): Underwrites fellowships for graduate students conducting research in the core subject areas of Western Civilization, the American Founding, and Political Economy.

Supporter (\$10,000): Underwrites conferences, outside speakers, and other undergraduate programming that encourages dialogue, debate, and robust intellectual pluralism on college campuses.

To make a financial investment in the VERITAS Fund, please contact the Manhattan Institute for Policy Research or follow the contribution instructions below. Charitable investments of any size are encouraged, and individuals, private foundations, and corporations are eligible for an immediate charitable tax deduction.

Please make checks payable to DonorsTrust and indicate "FBO VERITAS Fund" in the memo line. Checks should be mailed to:

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Centers Supported by the VERITAS Fund for Higher Education Reform

American University

The Washington DC Political Theory Colloquium
Alan Levine & Thomas Merrill

Boise State University

The American Founding Initiative
Scott Yenor

Boston College

The Program for the Study of the Western Heritage
Robert Faulkner & Susan Shell

Brown University

The Political Theory Project
John Tomasi

University of California, Los Angeles

The Center for the Liberal Arts and Free Institutions
Daniel Lowenstein

Carthage College

The Fellowship Program in Western Heritage
Christopher Lynch & Michael McShane

Christopher Newport University

The Center for American Studies
Nathan Busch & Elizabeth Kaufer Busch

Claremont McKenna College

The Salvatori Center for the Study of Individual
Freedom in the Modern World
Mark Blitz

Cornell University

The Program on Freedom and Free Societies
Barry Strauss

Duke University

The Program in American Values and Institutions
Michael Gillespie

Emory University

The Program in Democracy and Citizenship
Harvey Klehr

Furman University

The Tocqueville Program
Aristide Tessitore

Georgetown University

The Tocqueville Forum on the Roots of
American Democracy
Patrick Deneen

Gettysburg College

The Civil War Era Studies Program
Allen Guelzo

Hamilton College

The Alexander Hamilton Institute for the
Study of Western Civilization
Robert Paquette

Harvard University

The Program on Constitutional Government
Harvey C. Mansfield

College of the Holy Cross

The Charles Carroll Program
Donald Brand & Daniel Klinghard

University of Houston

Phronesis
Susan Collins & Jeremy Bailey

Indiana University

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Aurelian Craiutu

Loyola University

The David Hume Forum
John W. Danford

Massachusetts Institute of Technology

The Benjamin Franklin Forum
Bernhardt Trout

University of Notre Dame

The Program in Constitutional Studies
Michael Zuckert

Ohio University

The George Washington Forum
Robert Ingram

Rhodes College

The Project for the Study of Liberal Democracy
Daniel Cullen

University of Richmond

The Adam Smith Program and
The John Marshall International Center
Sandra Peart, Gary McDowell, & Terry Price

University of Texas at Austin

The Thomas Jefferson Center for the Study
of Core Texts and Ideas
Lorraine & Thomas Pangle

Villanova University

The Ryan Center for the Study of
Free Institutions and the Public Good
Colleen Sheehan

University of Virginia

The Program for Constitutionalism and Democracy
James Ceaser

Utah State University

The Project on Liberty and
American Constitutionalism
Peter McNamara

Yale University

The Yale Center for the Study of
Representative Institutions
Steven Smith



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