

# Newsletter of the Association for Core Texts and Courses April 2002

Website <http://astro.temple.edu/~szelnick/actc/>

## ACTC HOLDS FIRST CONFERENCE IN CANADA:

**J. Scott Lee, Executive Director**

This year's institutional sponsor, the Liberal Arts College of Concordia University in Montreal, and the co-sponsor, University of King's College in Halifax have combined to create the largest ACTC conference in a number of years. This year's conference testifies to the support, hard work, and interest of ACTC members. Other professional organizations report declining numbers. ACTC's increases demonstrate our commitment to improving liberal education for North American and, indeed, the world's undergraduates.

This year's conference theme, *Re(-)forming Liberal Education: the Core -- Its Teachers, Students, and Texts -- after the 20<sup>th</sup> Century*, sharpened in many cases by reflections on 9/11, looks to strengthening liberal education. Over the last 20 years, faculty and administrators from every kind of college and university have been quietly fashioning core-text courses to provide sounder liberal education.

Eight years ago, we worried that core-text liberal education -- the opportunity for undergraduates to think about world classics and texts of major cultural significance, in common, shared classes -- was a thing of the past. Instead, we are the wave of the future. The number of institutions attending ACTC conferences has quadrupled while attendance by individuals has grown nearly six-fold. Core-text, common core courses have turned out to be the agents of reform, the "core of the core" for revitalizing entire general education programs. This conference looks to how we can build on these past successes.

This year, ACTC welcomes 102 institutions of higher learning and 190 individuals -- our largest numbers ever.

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## COLORADO COLLEGE HOSTS ACTC STUDENT CONFERENCE

**Vanessa Mousavizadeh, Colorado College student /Conference Organizer**

Undergraduate students from 14 colleges and universities gathered in March 2002, for the first undergraduate ACTC Conference. The 26 participants gave ten-minute presentations relating art, philosophy, literature, mathematics, and science to personal experiences in education. Conference organizers, made up of four Colorado College students and one professor, Timothy Fuller, deliberately established few guidelines for the presentations. The goal was not to inhibit the expression of any personal experience within an academic environment.

Some chose not to use a "core text," but instead to discuss the teaching methods by which they benefited the most, such as in seminar-based education, liberal arts in general, or interdisciplinary studies. The conference is not just about texts that students selected as central to their educational experience, but is also about the pedagogical methods by which students study those texts.

ACTC's Scott Lee offered welcoming remarks at a banquet dinner. Dr. Todd Breyfogle, University of Denver, followed with a keynote address. Students were given packets of all the essays to peruse before the conference began.

The essays were divided into five topic areas: Classical, Heroes/Anti-Heroes, Tragedy and Comedy, Social Thought, and Paths to Identity. Four Colorado College students and one University of Denver student chaired the panels.

*[Editor's note: Special thanks to Timothy Fuller for bringing the conference to Colorado College and securing College support.]*

## 2003 CONFERENCE SPONSORED BY MERCER UNIVERSITY IN ATLANTA

ACTC proudly announces that next year's institutional sponsor will be Mercer University. Charlotte Thomas, of the Departments of Philosophy and Interdisciplinary Studies, will be the Conference Organizer. The Dean and Interdisciplinary Studies Department are providing fiscal and administrative support. But in the spirit of volunteerism it was "Charlie" who carried a proposal to her Dean, department, and to ACTC's Board

ACTC will gladly accept co-sponsors for the conference. If your institution is interested in sponsoring future conferences or co-sponsoring the Atlanta conference, contact either the Executive Director or the ACTC President.

## CORE

Newsletter of the  
Association for Core Texts  
and Courses

Editors:  
J. Scott Lee  
Stephen Zelnick

## CONFERENCE SPONSORS AND THEIR CORE TEXT PROGRAMS

In order to acknowledge the contribution that sponsors and co-sponsors make to the annual conference both in their material and intellectual support, we ask each institution to provide us with a description of their program's unique development.

### Liberal Arts College of Concordia University

(Harvey Shulman)

The essence of the Liberal Arts College at Concordia University, Montreal, is a distinctive great books, multidisciplinary Core Curriculum designed to provide the foundations of an education for life.

Liberal Arts College is committed to the life of the mind. Students and faculty in the College's demanding and unique Western Society and Culture major form a community of learners, seeking a better understanding of the complex relationships between ideas, reality and the pursuit of truth. Learning who we have been is crucial to understanding ourselves, and who, in the future, we might become.

The College currently offers two programmes of study, which lead to either a major (42 credits) or a minor (30 credits) degree in Western Society and Culture in the Faculty of Arts and Science. Many College students do double majors (the College's Western Society and Culture and a departmental discipline (English, History, Communications, Art History, and so on). Cooperative arrangements with many Departments crediting College courses towards 60-credit honors programs, enabling a student to graduate in the normal degree sequence, have also worked out. Given that the structure of its required seminars has been carefully designed to provide an integrated curriculum, students who enroll in Liberal Arts College programmes are obliged to take the course sequence as proscribed.

### King's College, Halifax

(Angus Johnston)

The University of King's College, Halifax, is a small liberal arts college, founded in 1789 and very closely affiliated with Dalhousie, the major university of Atlantic Canada. In 1973 King's began to develop integrated interdisciplinary programmes to augment regular course offerings. The College has become a pioneer in the region and the nation in teaching core texts as the basis of a wholistic and philosophical approach to western heritage and culture.

The Foundation Year Programme

King's Programmes are grounded through the first year Foundation Year, an introduction to some great texts of the European tradition, taught through lectures and small tutorials, weaving together poetic, philosophical and historical texts with art and the history of science. The course is eighty per cent of the student's first year and is noted for its instruction in writing and for the unusually close ties it discloses between the modern view on one hand and the medieval and ancient positions on the other.

The History of Science Programme

The Early Modern Studies Programme

The Contemporary Studies Programme

In upper years King's offers three core text interdisciplinary programmes as half of joint honours degrees, with the other half in a traditional disciplinary department.

The combination of wide ranging integrated considerations with the specialization of departmental offerings produces wonderfully reflective students. The general aim is to combine the rigour demanded in order to think through historical texts with the imagination to see implications for the present age and for different ways of knowing.

## ACTC OFFICE AND OFFICERS

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## A Presidential Farewell

Steve Zelnick, ACTC President

As I approach my eighth ACTC conference as President, I feel great satisfaction. Not long ago I had the idea to see whether there were other programs like the Intellectual Heritage Program at Temple University, struggling against the curricular current of random topicality and flat pieties. I asked Scott Lee whether he was interested in helping out. And here we are with over one hundred institutions joined together in our own wider search for turning souls to the light through reading the very best books.

We held three conferences in Philadelphia, one in Asheville, another in New Orleans, San Francisco, South Bend, and now Montreal, with Atlanta beckoning, and possibly back to Philadelphia to celebrate ACTC's tenth anniversary. I can imagine easily a few more ten-year circuits.

In that time, I have been devoted to core text education. However, my work at Temple University has taken on a different character, from Intellectual Heritage Program director to Vice Provost for Undergraduate Studies, looking after eleven schools and colleges of an institution with nearly 30,000 students.

Once all I desired was to read good books, try my best to relate them — and especially the intense beauty of them — to the growing creature that was me, and to give some thought to how any of this related to the world. I never had in mind to change or make anything, and least of all to administer things and people.

But others stood by idle when things did not work, or worked too well towards the wrong ends, and I could not resist fixing them. Aesthetic appreciation — the truth of poetry and music — urged me to value things working right. The insistence on the authority of the self in classic literary works, volunteered me to step in to set things right. The books I loved as a young man took the central character seriously. And, once that happens, there is no resisting the moral imperative to make things right.

I have always felt that this game of credits and degrees and tenure and promotion and U.S. News rankings is about something else. Our game has a serious objective we cannot focus upon directly without confusion. We are really employees of the Generation Corporation; our job is to pass things along. We pass along the wise and beautiful works of those who came before and were talented and alert and devoted to us — a community of readers and thinkers and lookers and listeners in their future who would really understand what they had envisioned. And, in turn, it is our obligation to generate understanding and soulfulness in those who follow us. When we generate in ourselves and in one another the proper energy and spirit we can make headway against the dullness, meanness, intolerance, and cruelty human beings inherit and must overcome.

So I was busying my time, amusing myself, and all the while fashioning, unaware, a serious doer who would in the future spend my days encouraging the encouragers. I have mocked administrators all my life. Now it is my obligation to administer well and turn a huge and change-resistant mega-institution to good purposes.

I leave the ACTC presidency with regret. I never gave it all the attention it deserved. Fortunately, Scott Lee has been attentive to the organization and to the wonderful people gathered around it. The founding idea of ACTC is still to be realized. Higher education has lost its way not a little, its best spirit preserved, like precious seeds, in many small pockets that ACTC has located and, once a year, connects.

I wish I had done more to further the political aims I fashioned for ACTC, but the fine qualities of the people of ACTC and assisting so many to find one another is a triumph and gives me lasting pleasure.

I look forward to becoming ACTC's past-president and watching a successor accomplish wonders. In the mean time, I have a beloved university to attend to, more than I bargained for and more than enough.

## INDIVIDUAL ACTC CONTRIBUTORS (Effect March 1)

Our deepest thanks to:

Nancy Vest  
James Vest  
Jadwiga Krupski  
Tom Barfield  
Joan Faust  
Gayle McKeen  
Anne Marie Flanagan  
James Woelfel  
Woody West  
Charles Stewart  
Peter Koper  
Andrew Tadie  
Margaret Downes  
Paul McKinney  
Robin Lathangue  
Don Thompson  
Cynthia Ho  
Valerie Broege  
Rafique Keshavjee  
Sunatullo Jonboboyev  
Sharofat Mamadambarova  
Thomas Lindsay  
Robert Frail  
Cheryl L. Hughes  
James Pontuso  
Darrel Colson  
Peggy Pittas  
William Byers  
Brennon O'Donnell  
Jennifer Thompson  
Violet Allain  
Fr. Wulfstan Clough  
Anne Leavitt  
James Walter  
Charles Hamaker  
Frances Sweeney  
Steven Werlin  
David Southward  
James Gilbert-Walsh  
Christine Renaud  
Raymond Whall  
Thomas Barfield  
Alan Woolfolk  
Jason Wirth  
Jay Lutz  
Nicholas Maher  
Robert Steen  
Douglas McFarland  
Darcy Wudel  
Jonathan Fortier  
Ronald Weber  
Peggy Heller  
Garth Katner  
Charles Sullivan

**Wabash College Cultures & Traditions Review**  
Paul C. McKinney, Chair, Review Committee

Wabash College has adopted a 6 year cyclic review schedule for its academic departments and general education programs. This year we review the our Cultures & Traditions requirement, along with Political Science and Biology.

Cultures & Traditions -- the sophomore program satisfying a distribution requirement in history, philosophy, and religion -- consists of two courses. Fall semester begins with a reading in depth, followed by three brief modules based on themes, and ending with two modules, one on classical Greece, the other on classical China. The spring semester opens with a module on modernity, followed by a study of the African-American experience, then a module on the history and culture of Mexico, and ends with a short module on ways of investigating culture.

ACTC's experience with programs similar to Cultures & Traditions, its mission to study critical texts, its commitment to core courses, and its contact with scholars teaching critical texts from a variety of perspectives presented the Wabash College Review Committee an opportunity to support its inquiry into Cultures & Traditions.

ACTC could help us identify outside evaluators of our current readings, teaching methods, and faculty support. Further, ACTC could locate similar programs in liberal arts colleges where we could study other courses in action in a different academic setting. Finally, it could help us arrange a dinner meeting, a Symposium, at its national meeting with others working in a variety of programs so we could gain new perspectives for Cultures & Traditions.

The committee moved early in the fall semester 2001 to contact J. Scott Lee to explore these opportunities for cooperation. Scott Lee provided excellent suggestions for external evaluators and programs to visit. We will have three, perhaps four external reviewers. We are pleased that Timothy Fuller, Colorado College, and Margaret Downes, University of North Carolina (Greensboro) will visit Wabash in late April. We will arrange three visits to similar programs. Our choices are Eckerd College, Lewis and Clark College, and Rhodes College, all recommended by ACTC.

The idea for a dinner meeting in early April at Montreal to discuss core courses at universities arose in December. Both Harvey Shulman, conference organizer and Principal of the Liberal Arts College at Concordia University, and Scott Lee have encouraged our plan. A conversation with university colleagues about diverse core course perspectives will benefit our students.

**INSTITUTIONAL CONTRIBUTIONS  
INCREASE**

This year, 45 institutions have either sent in or pledged support. Last year, we had 36 institutional contributors and the second year of ACTC's existence, there were 16. Institutional support increased by 25% from last year, and by 281% since our formation

Thanks to:

Aga Khan Humanities Project /Central Asia  
Anne Arundel C.C.  
Aquinas College (MI)  
Baylor University  
Boston University  
Brooklyn College  
College of New Jersey  
College of Humanities and Sciences  
Colorado College  
Concordia College  
Eckerd College  
Emory University—Oxford College  
Fresno Pacific University  
Great Books Foundation  
Green Lion Press  
Hanover College  
Liberal Arts College, Concordia University  
Lynchburg College  
Magdalen College  
Mercer University  
Midland Lutheran College  
National University  
Pacific Union College  
Pepperdine Univ  
Rhodes College  
Saint Anselm College  
Saint Bonaventure University  
Saint Olaf College  
Saint Mary's College of California  
St. John's College (MD)  
Saint Mary's University of Minnesota  
Shimer College  
Southeastern Louisiana University  
Temple University  
Troy State University  
University of Chicago  
University of Dallas  
University of Kansas  
University of Kings' College  
University of North Carolina  
at Asheville  
University of Notre Dame  
University of the Sciences-Philadelphia  
University of the South  
Valparaiso University  
Villanova University  
Wabash College

## ACTC VOLUNTEERS

J. Scott Lee

ACTC has enjoyed loyal support since its inception in 1994. However, this year has seen far greater activity on behalf of ACTC by a broader group of people. Volunteer work has increased the size of this year's conference almost 20%. But the conference is only the iceberg's tip.

The hardest working volunteer has been Harvey Shulman, this year's conference organizer. Harvey, Principal of the Liberal Arts College of Concordia University, has worked tirelessly to make sure that "old hands" – who number nearly 400 – received invitations and encouragement to attend this year's conference. He has encouraged many Canadian institutions to send representatives. Always good-humored, supportive of ACTC's liberal arts mission, concerned with details, he has brought friendship and excitement to this year's annual meeting. Harvey has launched a new model for building attendance at the conference. In this model the Executive Director and Conference Organizer work closely with several different groups. One group consists of the co-sponsors of the conference: University of Kings' College's Peggy Heller and Angus Johnston.

Another group acted as co-organizers and contacted new individuals in their institutions and outside their institutions. These co-organizers expanded our activities among colleges and universities and built a participatory ACTC. Still another group has worked with people who attended ACTC conferences many years ago and who we would like to have back. All these efforts have yielded fruits.

We would like to acknowledge those who labored in the fields: Darrell Colson, Pepperdine; Paul Connor, Valparaiso; Peg Downes, University of North Carolina at Asheville; David Hendon, Baylor University; Charlotte Thomas, Mercer University; Patrick Malcolmson, St. Thomas University; Jane Rodeheffer, St. Mary's; University of Minnesota; Steve Varvas, Fresno Pacific University; Ron Weber, University of Texas at El Paso; and Darcy Wudel, Averett College.

Darcy Wudel and Patrick Malcolmson deserve special recognition. Each sought and found new members outside their institution, put together three or more exciting. Without this effort, this conference would not have happened.

This year's business meeting is the time for people to volunteer for work into the following year. ACTC will need 25 volunteers to send out invitation letters to 50 new people, the names and addresses of which ACTC will supply. We will ask you to follow up with phone calls and to advance any proposals to the ACTC office. The entire commitment should amount to three days of work spread over three months: that's about an hour and 35 minutes, or less, a week. Help ACTC grow by volunteering for this absolutely vital work. Join us at the Business Meeting on Sunday morning at 10:00 AM. Those who cannot join us but wish to volunteer may write Scott Lee, Executive Director, jscottlee@prodigy.net.

As if one conference were not enough, ACTC and Colorado College have sponsored a second conference. Tim Fuller, of Colorado, was the faculty support for a very successful, first-ever ACTC student conference. Joined by a team of students headed by Vanessa Mousavizadeh, Fuller and Mousavizadeh put together a conference that included more than 27 students from 17 colleges and universities – not counting Colorado College's entrants. Todd Breyfogle of the University of Denver was the plenary speaker. Colorado College has a Continuing Conversation, co-curricular support program attached to their freshman seminars. The Continuing Conversation supports student efforts and, in fact, the conference was largely student run. Congratulations to Colorado College for the effort to build a cadre of young women and men who will remain dedicated to core text education.

Building conferences gives volunteers a perspective on liberal education while it makes all our other activities possible. One of the most important activities is publication of the proceedings. This year two sets of proceedings have been published: *Uniting the Liberal Arts: Core and Context*, editors Baird Cowan and Scott Lee, and *Universality and History: Foundations of Core*, editors Donald Thompson, Darrell Colson, and Scott Lee.

Darcy Wudel will edit the proceedings of this year's conference and seeks co-editors – see the article on producing the proceedings in this newsletter.

"Trends in the Liberal Arts Core" Phase II, a liberal general education review and reform effort described in the newsletter, has had participation from ACTC attendees and member institutions, including Brigham Young University's John Lamb, St. Bonaventure University's Michael Chiarello, Fresno Pacific University's Steven Varvas, National University's Mary Elizabeth Shuttler, James Madison University's Violet Allam, and St. Mary's College of California's Francis Sweeney.

**EDITORS SPEAK: ACTC PROCEEDINGS**

**Anthony R. Brunello, Eckerd College**

2001 Proceedings: I worked with Michael Chiariello, and we selected from nearly 70 papers from the ACTC conference at Notre Dame last Spring. The diversity and quality of the papers made the selection process difficult. We are currently in the final editing process: organizing papers, edits and revisions, and contacting those who kindly offered their papers for consideration, as well as those selected.

**Darrel Colson, Pepperdine University**

Along with Don Thompson, I worked on the proceedings from our annual meeting in San Francisco in April 2000. I found the experience extraordinarily rewarding, and I can easily tell you why. Since sessions occur simultaneously at our annual meetings, I cannot attend them all, and feel I'm missing something. Editing the proceedings allowed me to read, if not to have heard, every paper delivered. I missed the conversations that followed, of course, but reading the papers brought me some of what I had missed at the meeting. The papers, by and large, were carefully written, insightful, and helpful, opening up new avenues for me and suggesting new ideas to test in the classroom. I would volunteer to do it again, just so that I could read the whole slate of papers from another annual meeting.

**Bainard Cowan, Louisiana State University**

Most exciting about the 1999 New Orleans conference was the variety of topics, the range of texts, historical eras, and disciplines involved -- the versatility and scope of the core texts for teaching and thinking. Five general approaches to uniting the liberal arts emerged from the papers submitted, and with the help of volunteer readers from our membership I settled on twenty-six articles that best exemplified those approaches. *Uniting the Liberal Arts: Core and Context* presents essays that claim the act of reading is the central unifier to the study of core texts; or that certain towering works present the forms of knowledge in their interrelation; or that the image of the city in certain texts presents the whole human activity in a given age to be looked at from many angles; or that the ethical, or alternatively the very question of what a liberal education is, is of equal concern to all disciplines. This scheme allowed me to place side-by-side Euclid and the Beowulf poet, Montaigne and Nietzsche, Primo Levi and Toni Morrison. Since our publisher requires camera-ready copy, I learned more about book production than ever before, including how to design a (new) book cover. *Uniting the Liberal Arts* proudly reflects the intelligence and vigor of ACTC.

*This year, Dracy Wudel, of Averett College, has agreed to edit "Re(-)forming Liberal Education: the Core - Its Teachers, Students, and Texts - after the 20<sup>th</sup> Century." Darcy welcomes co-editors to help.*

The Association for General and Liberal Studies  
Announces its 2002 Annual Conference  
***Liberal Education and Character***

Why: Can character be taught? Is higher education the place to teach it?  
What are the connections, if any, between liberal education and character? What roles do values play in the educational process? These issues form the theme of AGLS's 2002 conference.

Where: The Camberly Brown Hotel, / 335 West Broadway / Louisville, Kentucky 40202

When: October 17-18-19, 2002

How: Please submit proposals (interactive discussions & workshops encouraged) on topics such as:

- The role of character in higher education
- Connections to values education in K-12
- Faculty as role models
- Internships, service learning, and character
- Character and values in general education programs
- Why character should not be taught
- Assessment of character development
- Faculty development for values education

For further information, contact:

John H. Gottcent  
University Core Coordinator  
University of Southern Indiana  
8600 University Boulevard

## “TRENDS IN THE LIBERAL ARTS CORE: A VISION FOR THE 21<sup>ST</sup> CENTURY” PHASE II

J. Scott Lee, Project Director

*Trends in the Liberal Arts Core: a Vision for the 21<sup>st</sup> Century* is a former FIPSE/Mellon project conducted under the auspices of the American Academy for Liberal Education. In Phase I, Trends investigated the causes of innovative change in liberal education from 1978 to 1998 through a longitudinal study of 66 colleges and universities. This project has fostered institutional improvement through general education reform, aiming both to understand the forces and trends at work in general education in the past two decades, and to employ these insights to assist individually site-visited, participating institutions to assess past and current general education programs and to plan their future development. During the original phase of the project, Scott Lee visited 18 institutions.

ACTC has now assumed responsibility for Phase II of Trends. This phase will involve 36 new institutions, each of which will receive a site visit. Prior to coming to campus, Trends provides institutions detailed analyses of their general education history and current structures set in the 24-year context of national trends and structures of general education.

Trends has shown that general education has expanded slightly, about 3% in the last 20 years, throughout all types of Carnegie class institutions and in colleges and universities of widely varying affiliations. One of the happier research findings has been that core-text programs are one of the fastest growing general education categories in the last 20 years. Core-text programs are found in 50% of Trends institutions.

Faculty involvement begins with the site visit by the project director, including a presentation on innovations in liberal education that might interest faculty given their institution's traditions and goals. A full day of discussion with faculty and administration groups on curricula and curricular innovations, administration, review and restructuring processes, co-curricular supports, faculty enculturation, assessment and accreditation follows. The second phase will conclude with a national conference of new institutions participating in Phase II and publication of second phase and conference results.

ACTC is using Phase II both to provide a service to member institutions and to interest and familiarize institutions new to ACTC. Thus far, institutions participating in Phase II include: Benedictine, Brigham Young, Fresno Pacific, Indiana University of Kokomo, James Madison University, National University, St. Bonaventure University, St. Mary's College of California, and St. Olaf College.

Ten ACTC institutional members participated in the original phase: Boston University, Temple University, Baylor University, Brooklyn College, Colorado College, Eckerd College, Rhodes College, the University of North Carolina at Asheville, and Wabash College.

Faculty and administrators of institutions that are contemplating review or reform of their general education programs may wish to contact the project director: [jscottlee@prodigy.net](mailto:jscottlee@prodigy.net).

### ACTC BUILDS RELATIONS WITH ASSOCIATIONS

ACTC has been fortunate in its relations with the American Academy for Liberal Education, the national DOE certified accreditor of liberal arts programs. ACTC has recently extended the original AALE/FIPSE/Mellon study *Trends*. ACTC presented at AAC&U in connection with this project.

ACTC has also built relations with the Association of General and Liberal Studies (AGLS) and the Association for Interdisciplinary Studies. All three organizations have exchanged *mailing lists*. ACTC Board member Peg Downes, who also sits on the Board of AGLS, has been exploring further cooperative efforts and closer relations between the two organizations.

ACTC, in connection with *Trends*, has been in touch with both the President of the Associated College of the Midwest and with the Association of Deans and Directors of General Education Programs. Our thanks to Tim Fuller (Colorado College) and Tom Lowe (Ball State) — see the *Trends* article in this issue.

The National Association of Scholars is considering publication of a pamphlet describing great books programs across the country and has sought editorial advice and help from ACTC's Executive Director.

ACTC helped the Aga Khan Humanities Project and the Great Books Foundation to begin discussions on putting together a Central Asian reader. ACTC seeks help to establish student exchanges between Central Asian universities of the AKHP project and U.S. or Canadian universities and colleges. Core text programs in one institution should be acceptable for international exchange. Anyone with knowledge of funding sources please contact either the ACTC President or Executive Director.

The President of ACTC, Stephen Zelnick, traveled to Russia and Central Asia last summer in a review of teaching at the new cooperative effort of Bard College and Smolny College in St. Petersburg, and the Aga Khan Humanities Project nine universities in Central Asia.

## NEW BUSINESS

### ***Service Learning Core Text Workshops***

ACTC and the University of North Carolina at Asheville are considering an "Asheville Institute Core Text Service Learning Workshop" for summer 2003. Interested parties please contact either Peg Downes or Scott Lee. To be discussed, briefly, at business meeting.

### ***NEH Grant Application for Science Core Texts and Cultural Heritage Courses***

ACTC, St. John's College, and the University of Notre Dame are collaborating on a National Endowment for the Humanities Focus Grant. The grant proposal, entitled *Introducing Science Texts to Cultural Heritage Programs: Questions of Values and Knowledge*, envisions providing support to faculty from Cultural Heritage and other Core Text programs to textual readings and understandings of key science works for the purpose of introducing them into courses largely composed of non-scientific works. The workshop will be divided into two parts: seven days of reading and interpreting texts and three days of discussions on integrating them into cultural heritage courses and into general, liberal education programs. It will be held in Annapolis, at St. John's College. Interested parties that would like to join this effort are urged to contact the Executive Director of ACTC or Phillip Sloan, PLS Program, University of Notre Dame.

### ***Nominations for Presidency of ACTC***

Nominations may be forwarded to Phillip Sloan, chair of the Presidential Search Committee, or any member: Ellen Belton, Michael Jones, Brian Jorgenson, Richard Kamber. All members' email addresses are listed in the Agenda/Director, save Jorgenson's: bwj@bu.edu.

### ***Posterboard***

The number of institutions coming to ACTC meetings is increasing. So many of these institutions are undertaking important initiatives in books written and textbooks published, pedagogy, enculturation of new faculty, co-curricular supports, and assessment. ACTC will offer, next year, the opportunity for posterboard sessions. ACTC would ask for a small fee to help defray room rental costs of the posterboard sessions. These sessions would be open to member institutions only. We ask our institutions to consider displays for next year as a further way to strengthen the web of support for core text programs that we develop at the conference.

### ***ACTC Submits Preliminary Proposal to FIPSE for Consortial Effort to Build Common Curricula for Transfer Students Across Two- and Four-Year Institutions***

The purpose of the grant is to establish three consortia to develop national models for institution-to-institution cooperation in building not only "seamless" transfers, but a coherent four-year baccalaureate experience for students who transfer from one institution to another. The key features here would be cross-institutional sharing and teaching of faculty, design of common curricular pathways for those students, and shared general/liberal education goals. Several core text programs are involved in the grant, while others are being encouraged by means of the grant.

ACTC seeks to partner with member institutions and may be in a position to supply models or experts for contemplated projects. For inquiries, contact the ACTC office.

### ***Great Teacher Award***

The Board of ACTC will take up whether to award a 'Great Teacher Award,' potential recipients to be nominated by the membership of ACTC. Announcement of the Board's decision will be made at the business meeting. Support for the award has developed from St. Mary's University of Minnesota.

### ***Volunteers Needed***

This year's business meeting is the time for people to volunteer for work into the following year. ACTC needs 25 volunteers to enroll 50 new people; ACTC will supply names and addresses. Join us at the Business Meeting on Sunday morning at 10:00 AM. Those who cannot join us but wish to volunteer may write Scott Lee, Executive Director, jscottlee@prodigy.net.

<http://astro.temple.edu/~szelnick/actc/>