

ACTC Core Newsletter

Volume 9 Issue 1

April 15, 2004

Special points of interest:

- Three Sponsoring Institutions for Conference
- ACTC Liberal Arts Institute Gains New Home
- Louise Cowan Receives First ACTC Outstanding Educator Award
- Nominations to the ACTC Board
- 2005 Conference in Vancouver
- 2001 Proceedings Published

Inside this issue:

First Year of ACTC/NEH Bridging the Gap Project	4
President's Corner	5
Sponsoring Institution's Core Text Programs	6
Announcements	8 and 16
Letters to the Editor	10
Contributions To ACTC Up	12
Program Information from NEH	14

UNIVERSITY OF DALLAS LEADS ACTC'S GROWTH INTO 10TH YEAR

University of Texas at El Paso and Baylor University's Honors Programs Help Make this Conference Largest Ever

UNCA volunteers contribute their time to make calls

Institutions work together with ACTC to build liberal education in the 21st Century

ACTC is holding its largest conference ever on this, its tenth anniversary. We expect over 250 conference attendees from 111 institutions of higher learning to attend this year's meeting in Dallas. This success depends a great deal upon the University of Dallas (UD), which has lent a mighty hand as ACTC transformed itself into an international leader in liberal, core text education. Last year, UD partnered with ACTC to pilot the new ACTC Liberal Arts Institute. This year, while continuing that support, UD was the chief institutional sponsor of the conference

and supplied 11 volunteers to make phone calls to build attendance at the conference. UD's Thomas Lindsay, Louise Cowan, and Kathleen Burk led the charge for ACTC.

No less enthusiastic was Ron Weber of the University of Texas at El Paso. Ron received generous volunteer help from colleagues Juan Ferret, John Haddox, Bruce Loudon, and Robert Wren. Dean of the Honors Program at Baylor, Thomas Hibbs, and long-time supporters David Hendon and Scott Moore provided valuable support for the conference. Peg Downes organized callers from the University of North Carolina at Asheville, including Grace Campbell, Wayne Ewing, Blake Hobby, and John

McClain.

Lindsay, provost of UD and Board member, early last year indicated his interest in bringing the conference to the Dallas venue and in underwriting the conference with a generous sponsorship. Louise Cowan, founder of the University of Dallas's core curriculum, assembled faculty members and a couple individuals from outside the University, who helped to plan conference activities to seek conference support, and to call from a list of 800 names of prospective attendees. Kathleen Burk suggested one of our plenary speakers, found students to help with conference logistics, and planned the University of Dallas

(Continued on page 11)

After Two-year Pilot of Liberal Arts Institute at the University of Dallas, Institute to Move to St. Mary's College of California

Last year, ACTC and the University of Dallas (UD) partnered to pilot the new ACTC Liberal Arts Institute. Upon the end of two years of initial, generous funding by UD, St. Mary's College of California has offered extensive support to the Institute. With the

blessing of UD, the Institute will move July 1 to St. Mary's campus in Moraga.

Plans call for a two year initiative with both St. Mary's College and ACTC, including an endowment campaign for Institute funding, with both parties

anticipating an extension of the arrangements well into the future. As at UD, the Institute will operate as a wholly-owned division of ACTC.

The ACTC Liberal Arts Institute is dedicated to fos-

(Continued on page 15)

ACTC's NEH "BRIDGING THE GAP" PROJECT COMPLETES FIRST YEAR

Science and Humanities Core Text Curriculum Development Project Involves Nine Institutions

National Project Moves to Second Year: "On Life: Origins, Purposiveness, and Transformations"

Last March, ACTC received a \$ 229,000 award from the National Endowment for the Humanities for its innovative project, "Bridging the Gap Between the Humanities and the Sciences: An Exemplary Model of Core Text Humanistic Education." The project began, immediately in June, on the St. John's College campus in Annapolis.

"Bridging the Gap" is a national curricular project which unites humanists scholars and scientists in developing and demonstrating general, liberal education courses based in core texts in the humanities and sciences. The project, which will run for three years, will develop patterns in liberal, core text education which may be used by other institutions interested in doing similar work. Interested parties may consult the website for Year 1 and Year 2's reading list.

Nine institutions participated in two weeks of reading and curriculum development. President of ACTC, Phil Sloan and St. John's Tutor, Peter Kalkavage conducted the seminars. Patricia Cook of St. John's was an evaluator and Project Director Scott Lee coordinated the seminar while advising on curriculum development. The focus of the seminar was on "Motion and Natural Law in a Philosophical and Political World."

Benedictine University faculty returned from the seminar to organize a 24-member, faculty and administration seminar in August, which included the President of Benedictine, six scientists and many humanists. A follow up seminar spent time on the difference between propositions and definitions in Euclid. Sections of three courses within the four-course core text sequence at Benedictine were used as prototypes for textual integration of the sciences and humanities: these were Tracey's, *The Mediterranean World*; Kauth's, *The Baptism of Europe*; and Flynn's *Converging Hemisphere's*. Another faculty group also read texts on the intersections between the humanities and sciences.

Mercer University's team brought back five proposals to the University. The first, based in the Seminar Syllabus, was to revise the list of recommended readings that are part of Mercer's Great Books Program. Mercer's required list already includes Euclid, Galileo, Newton, Bacon and Darwin. The second proposal was to develop a Special Topics Great Books course on Ptolemy. This was undertaken by Edward Thomas. Mercer offers Science Modules of eight weeks' duration. Tom Huber and Ed Thomas were both working on modules to be developed for 2005. A Freshman Seminar on Experiential and Scientific Inquiry was being developed by Mary Ann Drake and a chemist, Caryn Seney. This seminar planned to set the *Timeaus* and *Genesis* and Euclid and some Psalms together. Finally, Mercer has a requirement in Scientific Inquiry in which case studies are used. Inspired by the Seminar, Tom Huber was seeking to develop a case study based on original Mendel papers.

Norfolk State University incorporated "Bridging" materials in five sections of English Honors 101, a composition course, and into the English 207 Honors course on World Literature. James Toy's "Physics of Music" was also employing Bridging-inspired materials. Copernicus' "Letter to the Pope" was paired with Martin Luther King's "Letter from Birmingham Jail" for an NSU Honors Program faculty retreat in August. Page Laws presented ideas from the seminar in her address to faculty during the fall semester breakfast kickoff. She and Marian Glenn and Kristina Chew (Seton Hall) cooperated to present Bridging papers at the fall meeting of the Association for General and Liberal Studies. Plans are afoot for further integration of texts in the spring English 102.

Samford University's Christopher Metress and Bill Collins ran two afternoon seminars for the Cultural Perspective (core text) faculty in the summer on ideas that emerged from the Bridging work in Annapolis. The first was on the *Timeaus* and the second on Ptolemy, Copernicus, and Galileo. It is expected that the Copernican Revolution will be more thoroughly integrated and taught in the Cultural Perspectives courses. Dave Garza, chemist, immediately began work on a summer course in July and August. In that science course, the students started with Newton and worked back to Euclid. Paul Metress used Galileo's 1615 "Letter to the Grand Duchess Christina" in a humanities core texts course at Samford to explore how the gap between the humanities and the sciences began to develop in the early seventeenth century. Bill Collins explored how sections of Newton's *PRINCIPIA* and Canto 33 of Dante's *Paradise* are reflections on the relation of the infinite to the finite.

Seton Hall's team of Marian Glenn (biology), Kristina Chew (classics and writing) and Colleen Conway (religion) developed an upper level course during the summer, for a Spring 2004 offering, called "Heavenly Science." Prototype sections for the first and third course in the Honor sequence were developed integrating the *Timeaus*, *Elements*, Ptolemy, and Aristotle's *De Caelo*, as well as Copernicus, Descartes, Hobbes and Newton. According to Glenn, "the use of pri-

• President's Corner

• Phillip R. Sloan, Program of Liberal Studies, University of Notre Dame

As we prepare for the tenth anniversary of our association, I am struck by how the growth of ACTC testifies to the continued attraction of the ideals of our endeavor. At the first meeting of ACTC in 1995 in Philadelphia, a total of thirty-three individuals attended representing twenty-three institutions. At last count, we will have 250 attendees representing 111 institutions at our Dallas meeting. From the first, we had institutions in both Canada and the United States in the East and Midwest, and we now have developed a geographical extension across the continent. Next year we will again move across the border to Vancouver, British Columbia for the annual meeting. The extension of the ideal of core-text education even to non-traditional students, illustrated by the Clemente Foundation program, of which Earl Shorris spoke at last year's meeting, and my own Program's development of the World Masterpieces seminars with the South Bend Center for the Homeless, illustrate just a few of the extensions dedicated educators are making in educational programs centered around core text education.

The growth of our organization has also enabled us to realize some important institutional goals. The development of the ACTC Liberal Arts Institute, conceived and headed by our Executive Director Scott Lee, has enabled ACTC to move to another level of prominence. I do not know if the membership as a whole fully appreciates the importance of the creation of this Institute. It has been hosted for the past two years at the University of Dallas with the generous support of the University of Dallas and its Provost, Board Member Thomas Lindsay. This summer it will move to St. Mary's College in Moraga, California, where a new level of relationship between ACTC and a host institution will be developed. Further details appear in the newsletter.

The creation of the Institute has enabled us to achieve goals that could not be attained through the normal institutional situations in which most of our programs find themselves. As Core Programs, or even, as in my own case, as an autonomous academic department, we must exist within a variety of academic structures. Many core programs represented in ACTC live administratively in the hazy domain between departmental structures. Their primary effort may be consumed by the mundane details of registration of students, ordering texts, and finding instructors from various departments to staff sections. A faculty member may have some administrative responsibility for this, often added on to their internal departmental responsibilities, with the practical functioning of the program the responsibility of a dedicated and over-worked administrative assistant. Many of us must maintain ourselves in existence in environments that may value (and substantially reward) specialized scholarship and disciplinary research over general liberal education.

One way in which this common situation can be transcended is through the development of supra-departmental institutes and centers. The sciences have long recognized the importance of such entities for the most productive

(Continued on page 17)

ACTC's NEH "BRIDGING THE GAP" PROJECT COMPLETES FIRST YEAR cont'd

mary sources has permeated Seton Hall's core revision initiative" currently in its second year.

At St. Olaf, Rick Fairbanks introduced texts of Aristotle and Descartes into his Philosophy and Science course, the readings of which were largely in modern philosophers of science. He delivered a lecture to Great Conversation colleagues on Galileo and the Scientific Revolution where discussions in the seminar about the inclined plane and pendulum informed his lecture. Maggie Odell developed materials for her Biblical God course.

Truckee Meadows Community College held meetings with administration, faculty and adjuncts teachers of the philosophy/humanities/Western traditions courses. The effect has been to increase the number of primary sources in these courses. A Philosophy of Science course was planned by Rena Denham for implementation in January.

The University of Dallas used the seminar text, *Theories of the World from Antiquity to the Copernican Revolution*, on campus in the yearly Faculty Book Discussion cross-departmental and cross-disciplinary event. Professors Brown-Marsden and Simmons of the Bridging Seminar led the discussion. Professor Nika, who has committed to next year's session, has already begun to develop a course in light of the Bridging initiative. In consequence of her reflections at the seminar on appropriate science core texts for undergraduates, Marcy Brown-Marsden is presenting a paper at this year's conference on the *Voyage of the Beagle* as a better introduction to biological questions than *Origin of the Species*.

(Continued on page 14)

OUR SPONSOR'S AND CO-SPONSORS' PROGRAMS SHOW VARIETY IN ACTC

At each conference we delight in offering each sponsoring and co-sponsoring institution an opportunity to describe their programs. For many other program descriptions, be sure to see the ACTC website, www.cortexts.org.

UNIVERSITY OF DALLAS

The University of Dallas is dedicated to the pursuit of wisdom, of truth, and of virtue as the proper and primary ends of education, recognizing the primacy of liberal education in both its undergraduate and graduate programs. The University is committed to the renewal of the Western heritage of liberal education in its liberal arts programs. The University as a whole is shaped by the long tradition of Catholic learning and acknowledges its commitment to the Catholic Church and its teaching. The University is dedicated to the recovery of the Christian intellectual tradition, and to the renewal of Catholic theology in its fidelity to the Church and in constructive dialogue with the modern world.

The "Great Books" curriculum at the University of Dallas is not a small or optional part of a larger degree program, but constitutes a core curriculum, based on core texts of the Western tradition, required for all students earning Bachelor's degrees at the University. The core curriculum requirements constitute anywhere from 66 to 79 credits of the total 120 credits necessary for graduation with a Bachelor's degree.

The categories of the core curriculum are Philosophy, English, Mathematics, Fine Arts, Science, History, Politics, Economics, Theology, Languages (Modern or Classical). Courses are based in specific disciplines. Philosophy includes Philosophy & the Ethical Life (1st year), Philosophy of Man (2nd year), Philosophy of Being, and a philosophy course relating to the major field. English courses are centered upon the Literary Tradition I-IV: Epic and Lyric, Late Epic, Tragedy and Comedy, and the Novel. Mathematics & Fine Arts (9 credits) provides choice to students depending on their level of advancement or interests. Students take either Euclidean & Non-Euclidean Geometry, "The Calculus", or Advanced Calculus. Fine Arts is satisfied by either History of Art and Architecture I or II, Art and Architecture of Rome, Music of the Western World, or History of Theater I & II. The Sciences require a laboratory course in the life sciences and a laboratory course in the physical sciences. History includes American Civilization I and II and Western Civilization I and II. Students take the Principles of American Politics, and a course in the Fundamentals of Economics. Two Theology courses are taken: Understanding the Bible and Western Theological Tradition. Language may occupy anywhere from three to fourteen credits. Following are some of those texts which are required to be taught, in whole or part, in the core curriculum: *The Iliad*, *The Aeneid*, *The Divine Comedy*, *The Oresteia*, *The Bacchae*, *The Book of Job*, *The Second Shepherd's Play*, *Hamlet*, *King Lear*, *Moby Dick*, *Crime and Punishment*, *Light in August*, Plato, *The Republic*, Aristotle, *Nicomachean Ethics*, St. Augustine, *Confessions*, St. Thomas Aquinas, *Summa Theologica*, Descartes, *Meditations or Discourse on Method*, Benjamin Franklin, *Autobiography*, The Declaration of Independence, The Constitution of the United States, *The Federalist Papers*, de Tocqueville, *Democracy in America*, Thucydides, *History of the Peloponnesian War*, *Ab Urbe Condita*, Calvin, *Institutes of the Christian Religion*, Kant, "What is Enlightenment?" Marx, *The Communist Manifesto*, Pope Leo XII, *Rerum Novarum*.

Though the approach to the great books is disciplinary, some of the same texts are studied in different disciplines, so that students gain perspective by means of inter-disciplinary exchange. The semester spent in Rome during the sophomore year (open to all students) continues the investigation of common texts. Thus the large images and ideas that have shaped human history are given a sense of universality that they rarely attain on campuses where only a small percentage of students encounter them.

UNIVERSITY OF TEXAS AT EL PASO: WESTERN CULTURAL HERITAGE PROGRAM

UTEP has maintained an association with ACTC since the 1995 conference in Philadelphia. In that period the program has evolved, with ACTC's inspiration, from a program focused on educating UTEP students in their Western heritage to one that uses the Western model as the foil against which students can measure the world's other traditions. It has been stimulated in the search to identify the core texts of traditions other than those classified as Western and to investigate their situations in the global network. As a result, in WCH classes students have a true inter-disciplinary experience as they read and compare texts from a variety of traditions positioned against one another. This truly compliments the multi-disciplinary approach of area studies courses that focus only upon their area of study. Through WCH courses students learn to integrate the different experiences of their college careers. In addition, unlike other programs and classes in UTEP's upper division offerings, the WCH classes have brought together a

(Continued on page 20)

Louise Cowan to Receive ACTC's First Outstanding Educator Award

Louise Cowan, holder of the Louise Cowan chair in Literature at the University of Dallas, has been awarded by ACTC's Board the Association's first Outstanding Educator Award.

Dr. Cowan has been affiliated over the course of four decades with the University of Dallas. With her husband, Donald, former President, she helped to institute four courses that are still very much a part of the University's Core Curriculum: The Epic, Lyric, Tragedy and Comedy, and the Novel.

Dr. Cowan has been an institution builder since coming to the University. The range of her influence, always centering on liberal education and the Western tradition, has extended well beyond undergraduate education. She established the graduate Institute of Philosophic Studies, which is grounded in a lib-

eral arts core, at UD in 1966 and was a Founding Fellow of the Dallas Institute of Humanities and Culture, a center which, among other concerns, concentrates on the relation of high school and collegiate pedagogy, in 1980. She has been an acknowledged inspiration for the founding of the Thomas More College of Liberal Arts in New Hampshire where she taught during the College's early years.

In all these years of building, she has remained a profound teacher at both the undergraduate and graduate level, as any one of her thousands of students is likely to testify.

She has been central to ACTC's growth and development, acting as a plenary speaker at ACTC's third annual conference where she argued for keeping the canon

open to new authors such as Isabel Allende. She was essential to bringing the ACTC Liberal Arts Institute to the University of Dallas in 2002.

She has always been concerned with imagination in literature, philosophy and education. Of her many publications, her book *The Fugitive Group: A Literary History* has remained in print since 1959. In the last three years she has published extensively on comedy and tragedy. ACTC is proud to offer this award to her and even prouder that she has accepted.

Indeed, Louise Cowan, in her dedication to liberal education, a core curriculum, core texts, to teaching, and to her students exemplifies what ACTC stands for.

Nominations to ACTC's Board

Thanks to Donald Thompson of Pepperdine for 4 Years of Service

Donald Thompson, of Pepperdine University, announced this spring that new duties at Pepperdine were taking him away from core texts, so that while he hoped to rejoin the organization in the future, for now he thought it best to resign from the Board.

Don had the idea for the first ACTC student conference. He edited a volume of proceedings, contributed to building ACTC's new website, and brought substantial institutional contributions to ACTC.

His quiet demeanor, sound counsel, and steady contribution of time and effort to ACTC will be missed.

The Board has nominated George Lucas and Frances Sweeney to serve and asks the membership to vote in favor at this year's business meeting.

George Lucas is professor of Leadership, Ethics, and Law at the U.S. Naval Academy. He has been a staunch supporter of ACTC, joining the 2002 planning meeting of the Liberal Arts Institute and delivering a plenary speech in 2003. He has offered sound advice on numerous ACTC projects and the Board welcomes his nomination. He is widely published in philosophy and is a teacher of core courses at the Academy.

Frances Sweeney is Interim Vice Provost of Education at St. Mary's College of California. As Dean of the College, she brought St. Mary's into early participation in ACTC's *Trends in the Liberal Arts Core* project. She represents an institution which has been a long time and solid supporter of ACTC, helping to sponsor a conference in 1999. She, along with Brother Kenneth Cardwell and Provoast Sally Stamp, was instrumental in securing the opportunity and support for the Liberal Arts Institute's move to St. Mary's.

2005 CONFERENCE TO BE HELD IN VANCOUVER

Malaspina University College and Simon Fraser University have agreed to sponsor next year's conference in Vancouver, British Columbia. The University of British Columbia is actively entertaining the possibility of joining the sponsorship.

Anne Leavitt of Malaspina has been a long time ACTC member and very active in the organization. She remarked, "we have a nice constellation of university core text programs out here and it seemed, with the Montreal conference now a few years back, that it was the right time to do this."

The early offers of sponsorship have allowed early planning. At this conference, a workshop will be dedicated to next year's conference. Attendees include Dean Robert Jeacock and Libby McGratten from Malaspina, Len Berggren, Samir Gandesha, and David Mirhady of Simon Fraser, and Paul Burns and Steven Taubeneck of UBC.

ACTC is trying to plan several years in advance. Institutions interested in sponsoring conferences should contact the Executive Director at jscotlee@prodigy.net.

Student Core Text Conference Planned by ACTC for Spring of 2005

In the Spring of 2002, ACTC held its first student conference at Colorado College. Students from across the country joined together to give ACTC some insight into how the students in core text programs perform.

Observers were uniformly pleased by the high quality of student papers and discussions exhibited at the conference. Twenty-six students from 14 colleges and universities attended. During the conference students not only spoke of texts, but of pedagogy such as seminar-based education and of pedagogical techniques such as journals on works read.

In the Spring of 2005, the ACTC Liberal Arts Institute, now in its new home at St. Mary's College of California, will host the second ACTC student conference. Tentative dates of the conference are set at Sunday, March 20 and Monday, March 21 in Moraga, SMC's home. Final arrangements will be posted on ACTC's listserv and website (www.coretexts.org). Costs will be kept to a minimum.

Social Science Project to be Developed by ACTC

ACTC's *Trends in the Liberal Arts Core* project indicated that there was considerable interest in institutions in developing alternatives to the standard "Introduction to..." courses so often found in distribution requirements around the United States and Canada.

ACTC has decided to pursue the development of a proposal which will build core text social science courses along the lines of its recent, successful, "Bridging the Gap" project.

Two ACTC institutions have considerable experience in this area, Baylor and Boston University, and they have agreed to join ACTC in a preliminary workshop for developing the proposal on Saturday afternoon.

Interested parties are invited to join.

Organizations to Meet on International Liberal Education Initiative

At the ACTC Liberal Arts Institute Planning Meeting of November 2002, Peg Downes, ACTC Board Member and Vice-President of the Association for General and Liberal Studies proposed a meeting of interdisciplinary, liberal and general studies associations to explore the efforts abroad to build liberal arts programs.

ACTC has experience in this sphere with the Aga Khan Humanities Project in Central Asia and it is hoped the initiative will build on this.

Dr. Cheryl Jacobsen, President of the Association for Integrative Studies, and President of AGLS, Paul Ranieri, will join ACTC to explore ways in which each organization can make contact with programs abroad. Also joining the meeting will be Dr. Herlinda Suarez of the Autonomous Univer-

ACTC to Pursue "Trail of Tears Project"

ACTC has been working with the Cherokee Heritage Center in Tahlequah Oklahoma on a project on the Cherokee "Trail of Tears."

The project is one of several ACTC is in the process of developing to strengthen ties between high school curricula and collegiate curricula.

The project focuses not only on the historical Trails of Tears but the Cherokee relation to Enlightenment thought and the Trail's significance to modern peoples.

sity of Mexico.

ACTC welcomes other interested parties to this workshop, particularly those with institutional ties to overseas programs. The workshop will be held on Saturday morning.

A Brief History of ACTC at its 10th Anniversary

On our tenth Anniversary it seems appropriate for the Association to publish a brief history of itself in the Newsletter. A fuller version can be read at the ACTC website: www.coretexts.org.

The Association for Core Texts and Courses, ACTC, was first formed because of the efforts of Stephen Zelnick and Scott Lee of Temple University in the fall and spring of 1994. Zelnick had, at the time, recently become director of Temple's core-text Intellectual Heritage program. He began to consider what sort of professional organization might be developed to fill the need for addressing the scholarly, pedagogical, and administrative issues involved in undergraduate core text curricula. He asked Lee to join him in the development of such an organization and together they organized the first conference, in 1995.

Thirty-three individuals from twenty-three institutions attended that first, Temple-sponsored conference. Given the wide differences in programs and institutions, all agreed that though our aim was better liberal education, based in the best of readings from the West and the World, ACTC would be an organization that welcomed and encouraged a wide range of text, course, and program developments from its diverse institutions. ACTC incorporated itself as a 501(c)3 non-profit, adopted bylaws and a structure of offices and a Board.

Other institutions began to sponsor the conference. Leading this development was Peg Downes and the University of North Carolina at Asheville. Louisiana State University, Southeastern Louisiana University, St. Mary's College of California, St. Mary's University of Minnesota, Pacific Union College, Pepperdine University, Truckee Meadows Community College, the University of Notre Dame, the Great Books Foundation, the Liberal Arts College of Concordia University, University of King's College, Mercer University, Oxford College of Emory University, Oglethorpe University, and, now, the University of Dallas, the University of Texas at El Paso, and Baylor University have all sponsored conferences over the years.

Attendance at the conference has grown steadily. At the second conference, we attracted 82 individuals from 53 institutions. In 2003, we had 210 from 97 institutions, this year 250 from 111. The growth in attendance has meant growth in participation in ACTC activities. From the very first, ACTC intended to provide a forum for publication on core texts and liberal education and a network which would enhance the careers of those who dedicated themselves to core text education. ACTC began to publish selected proceedings with its third annual conference. To date, five volumes have been published and two more are in process of being edited and published, with one more to be published from this conference. The proceedings truly are the product of ACTC's membership: over 120 articles have been published to date, with 98 authors represented.

Activities expanded. In 2000 ACTC won a \$ 15,000 Andrew W. Mellon travel grant to support its cooperative curriculum development work with the Aga Khan Humanities Project (AKHP) in Central Asia. In the summer of 2002 Lee approached the University of Dallas about creating a Liberal Arts Institute. Through the generosity and insti-

(Continued on page 15)

For Ten Years, Volunteers At Heart of ACTC Success

Fundamental to the steady growth of ACTC has been the volunteer effort over the years that has both contributed enormously to ACTC's success and been at the center of its ethos. Perhaps this is not surprising since liberal arts, core text education lives largely on the generosity and dedication of faculty and administrators who build sound liberal education programs. Still, a recognition of the volunteers who during this year and, repeatedly, over the past have helped to build ACTC and bring it to its tenth anniversary seems especially important.

President Phillip Sloan and past-President Stephen Zelnick, the man who had the original idea of ACTC, have given years of support to ACTC and received no compensation for their efforts. Both have helped to build the organization through their thoughtful guidance, support for conferences, and attendance at meetings on behalf of ACTC. Phil, this last year, was central to bringing the NEH "Bridging the Gap" grant to ACTC.

Peg Downes has been extraordinarily helpful over the years, supporting the conference, finding volunteers for all kinds of tasks, and helping to place ACTC in the forefront of faculty and institutional awareness of active, dedicated liberal arts organizations.

Board Members give of their time and advice, often bringing substantial institutional support to the conference or ACTC projects and coming to ACTC without financial support from the organization. ACTC thanks Ellen Belton (on

(Continued on page 19)

Letters to the Editor

To the Editor and Colleagues at ACTC:

I find the annual conference to be a great opportunity to compare notes with other professors and administrators engaged in design and delivery of a Core program. Through contacts at the conference, I have been able to bring back to my campus ideas for other ways of doing things and refinements for features of our own Core program at Roger Williams University. Over the course of the conference, the range of institutions and variety of programs makes the informal discussions always rewarding.

Rebecca Leuchak

Associate Professor of Art and Architectural History. Roger Williams University

To the Editor:

For good or bad the crush of exploding enrollments and severe budget cuts has forced a reconsideration of the core curriculum at the University of Texas at El Paso. Central to the debate is the three course sequence in the Western Cultural Heritage Program, UTEP's core text program. The principles, goals, and accomplishments of ACTC have been instrumental in mobilizing the faculty to support the program and to help define the program in a way that resonates with the administration.

In the past ten years UTEP has embarked upon an accelerated program toward becoming a regional, research university. Departments have feverishly sought out promising research oriented faculty, new sources of funding, and larger proportions of the student enrollment. Diversity and timely relevance have been two of the prime catch phrases in the search for programs that have greater appeal to students and that sustain new high-return graduate research programs.

Student retention and higher completion rates are the prized goals for undergraduate programs. The curriculum in Western Cultural Heritage is seen by some as incompatible with these objectives. That attitude has been changing due in part to the visibility afforded the WCH program as a co-sponsor of the 2004 ACTC conference in Dallas and the fact that work for the conference has helped to focus the program to counter the arguments of detractors.

The willingness of local donors to support the mission of Western Cultural Heritage in its sponsorship of the ACTC conference surprised administrators and faculty. The El Paso community does not regard WCH and core text education as irrelevant to the educational goals of a democratic society and the community is willing to reinforce its belief with tangible support. Faculty were inspired to become more actively involved in demonstrating the accomplishments of the program, and five have agreed to take part in the conference by making phone calls to solicit participants and to present papers at the conference itself. Also, this year three faculty-supported, UTEP students will be a part of the conference program.

In addition to attracting donors and money to the university, Western Cultural Heritage has demonstrated other ways in which it fits into an expanded research agenda. A recent high point on UTEP's list of accomplishments was the federally funded Ronald McNair Program for preparing future graduate minority students. A survey of the participants in UTEP's program showed that a disproportionate number of students in the program had either worked in or were nominated and mentored by faculty who had noticed their abilities when they had taken WCH classes. The success of these students and their progress through the WCH program were noted by the administrative director of the McNair Program. We thank ACTC for suggesting that we investigate these kinds of activities for indications of how well core text education develops high

quality students.

Ron Weber

Program Director, Western Cultural Heritage, University of Texas at El Paso

To the Editor:

In appreciation of ACTC: this organization has been an especially ready resource that I've called on numerous times in the past several years to draw on its comprehensive knowledge of core curriculum initiatives undertaken by English Departments (like the one I teach in), Honors Programs (like the one I direct), and general education across the board. I've used ACTC not only as a source of information but, shamelessly, as a willing voice of experience I can turn to for strategic advice whenever core education strata show signs of shifting on my campus. I've always found ACTC prompt to help, full of good resources, and wise in its recommendations. ACTC is a good friend to turn to in a time of curriculum need.

Sincerely,

Jim Walter

Director, Honors Program
Southeastern Louisiana University

To the Editor:

Aurora University (AU)'s decision to revise its core curriculum within general education was driven not only by the need to integrate diverse academic programs through our mission and core values but by the need to engage faculty across the curriculum in the teaching of writing. In Fall 2003, ACTC's Liberal Arts Institute's *Trends in the Liberal Arts Core: A vision for the 21st Century* project came to AU's campus to help review and shape our own unique model for writing assessment activi-

SPONSORS AND VOLUNTEERS MAKE CONFERENCE A SUCCESS

(Continued from page 3)

reception on Friday.

Sponsoring and co-sponsoring institutions give of time and money to make the conference a reality. Substantial underwriting beyond the usual annual conference institutional dues were received from the University of Dallas, UT at El Paso's Western Civilization Program, and Baylor's Honors Program. ACTC is very grateful for these generous contributions. As sponsoring institution, UD had the largest group of volunteers, including: Vir-

ginia Arbery, Marcy Brown, Bainard Cowan, Scott Crider, Scott Dupree, Douglas Hadley, Sally Hicks, David Livingston, and Claudia Macmillan.

Sponsoring and co-sponsoring institutions receive benefits in recognition of their efforts. The sponsoring institution may, if it wishes, hold a reception. Sponsoring and co-sponsoring institutions are featured in the conference agenda, with panels exclusively staffed by their institution's faculty. ACTC highlights their programs in the

(Continued on page 15)

Letters to the Editor continued

(Continued from page 10)

ties (Writing for Success Process) within our new core. We requested that the Institutional Profile provided by the *Trends* project and the formal presentation during the site visit provide AU with a specific analysis of the writing assessment process and with descriptions of ways other institutions have used writing not only to assess the success of their liberal education, critical writing and thinking programs, but also to facilitate writing skills.

The timing for participation in the *Trends* project was perfect for AU. During the *Trends* site visit the project director provided a formal presentation that focused on AU's educational traditions, historical patterns of general education development leading to the current revised program, and the placement of AU's program within national general education trends. Part of this presentation was tailored to address the placement of the Writing for Success Process within the current program. Over fifty faculty and administrators attending this presentation affirmed the revised general education program design as well as the writing across the curriculum proposal that the Faculty Senate had just adopted.

Shortly after the *Trends* site visit, faculty development workshops, with

25 faculty members, began. These were designed to help faculty revise their syllabi to integrate the writing assessment, to design templates to incorporate writing assessments into their courses that will facilitate writing skills development, measure writing proficiency by common standards, and provide a means to assess the general education program. Faculty enthusiasm for these workshops was sparked by the January presentation. Ideas for the design and administration of these workshops emerged from discussions and consultations with Scott Lee, project director.

The *Trends* site visit and faculty conversations during the day of the visit also provided guidance on the development of the interdisciplinary core courses, *Culture, Diversity, and Expression* and *Understanding Wellness*. Faculty involved in collaborative development of these inquiry-based courses, are building the course curriculum around core texts—an idea that was inspired by attendance at the ACTC conference. As the Coordinator of General Education at Aurora University, I must admit that through participation in the ACTC conference and the *Trends* project, I have learned how to guide the implementation of AU's well-conceived general education

reform and enable faculty to take ownership of the program. The faculty's perspective of general education is transforming at AU as a result of the university's affiliation with ACTC and general education is evolving into a liberal education program in which both faculty and administration are taking pride.

Kathleen Carroll

Aurora University

To the Editor,

I'm writing to you on behalf of Norfolk State University, a new ACTC-member institution. As you know, NSU, the seventh largest HBCU in the US, was brought into the ACTC sphere of influence by our being chosen to participate in the NEH/ACTC initiative "Bridging the Gap Between the Humanities and Science."

I was team-leader for a trio of NSU faculty-members who spent two weeks at St. John's College in Maryland last summer, the first part of the "Bridging the Gap" project. So far, the trickle-down effect of the summer training is working slowly but surely. We have inserted "Bridging the Gap"-influenced readings into our honors English

(Continued on page 13)

52 Institutions Contribute Support to ACTC Individuals Continue Their Strong Support and Advocacy for ACTC

ACTC is supported by institutions and individuals who believe the Association brings to higher education a fruitful resource for course and program development using core texts and the liberal arts. At the base of ACTC's success have been professors and administrators who, having attended ACTC, have returned to their home institutions and argued that ACTC is worthy of support. Equally important have been individuals who have consistently supported ACTC with individual memberships. All of these memberships are voluntary.

Without support, what would we lose? There would be no conference and, hence, no venue for exchange of ideas about texts, pedagogy, program development, or the role of liberal arts and education in higher education that use core texts. There would be no publication of the proceedings, and the support that ACTC offers, particularly to young professionals seeking tenure, would be diminished immeasurably. Without the network of support, conference, and publication, it would be extremely difficult to develop the ACTC Liberal Arts Institute or to convince participating institutions, donors, and granting agencies to support ACTC projects.

This year, the number of contributing institutions reached 52, growing by 12% over last year's contribution. On our 10th Anniversary, this marks 10 years in a row that the number of institutions contributing to ACTC has grown. ACTC is proud and fortunate to have large and small, public and private, secular and religious institutions contribute their support to liberal education as found at ACTC.

Similarly, individuals from all walks of academic life continue to contribute support to ACTC through individual memberships. ACTC encourages those who come for the first time to try out ACTC the first time they attend and, if they feel we are doing a good job, to support us in succeeding years. We are extraordinarily proud of the fact that consistently between 60 and 65% of our attendees contribute an individual membership. Since our attendance has grown each year, so has our individual support.

Each year following the conference, we ask individuals who have experienced ACTC to go to their respective institutions for the support that allows the conference to grow and the network of ACTC institutions to expand. ACTC membership has done essential work in response to each year's fall call for support.

Scott Lee, Executive Director, notes that "the support for ACTC is utterly central to its existence and all of that support comes down to individuals who by advocating for ACTC within their institution, directing funds to the Association, or individually joining us bring the necessary resources to ACTC so that it can continue its work. Our deepest appreciation and many thanks for this vote of confidence."

Partial list of individual contributors (as of April 1): David Alvis, Laurie Bagby, Daniel Brooks, Kathleen Burk, Richard Burke, Eric Buzzetti, Theo Carlisle, Kathleen Carroll, William Collins, Christopher Constas, Kevin Corrigan, Elixabeth Dell, Peg Downes, Patrick Downey, John Eastby, Susan Englehardt, Honora Finkelstein, Rosemary Fisk, Ann Marie Flannigan,

(Continued on page 13)

List of contributing institutions:

Averett University
Baylor University
Boston University
Brooklyn College, CUNY
College of the Humanities and Sciences
College of New Jersey
Colorado College
Columbia University
Concordia University, Liberal Arts College
Eckerd College
Fresno Pacific University
Great Books Foundation
Hampden-Sydney College
Hanover College
James Madison University
Louisiana State University Honors Program
Loyola College
Lynchburg College
Malaspina University College
Mercer University
Monmouth University
National University
Norfolk State University
Oglethorpe University
Oxford College at Emory University
Pepperdine University
Rhodes College
Samford University
Seton Hall University
Shimer College
Southeastern Louisiana University Honors Program
St. Anselm College
St. Bonaventure University
St. John's College
St. Mary's College of California
St. Mary's College of Kansas
St. Mary's University of Minnesota

St. Olaf College
 Temple University
 Thomas More College
 University of Chicago
 University of Dallas
 University of Kansas
 University of King's College
 University of North Carolina at Asheville
 University of Notre Dame
 University of the Sciences in Philadelphia
 University of Texas at El Paso
 University of the South, Sewanee
 Valparaiso University
 Villanova University
 Wabash College

List of Individual Contributors, cont'd

Patrick Flynn, Diane Fourny, Robert Frail, Samir Gandesha, W. Tell Gifford, Tobias Foster Gittes, Marshall Gregory, David Hendon, Charles Hilken, Kevin Hoffman, Roderick Hughes, Kathleen Hull, Robert Jeacock, Jeanne-Marie Kauth, Martin Kearney, Kenneth Kierans, Joseph Knippenberg, Peter Koper, Christian Kopff, Lillian Larsen, Page Laws, Scott Lee, Marc LePain, Richard Lynch, Patrick Malcolmson, Christopher Metress, Mark Mikkelsen, David Mirhady, Stephanie Nelson, Frank Novak, Tami Nutt, Miriam Packer, Peggy Pittas, James Pontuso, Ron Pullins, Neil Robertson, Jane Kelly Rodeheffer, Jonathan Rose, John Ruff, Alcyone Scott, Mary Elizabeth Shuttler, David Sick, Phillip R. Sloan, Thomas Sorger, Tim Spiekerman, Gail Streete, Katharine Streip, Charles Sullivan, Joyce Kerr Tarpley, Norma Thompson, Ted Vaggalis, James Vest, Nancy Vest, Christian von Dehsen, Lawrence Wilburn, Bradford Wilson, Jason Wirth, James Woelfel, Alan Woolfolk, Darcy Wudel, Stephen Zelnick

Individual contributors after April 1 are much appreciated, but did not meet the deadline for this newsletter.

Letters to the Editor continued

(Continued from page 11)

composition sequence and into our honors World Lit course. There is also an impact being felt on our "Physics of Music" course.

An unexpected, most felicitous side-effect of the St. John's experience has been a new partnership of presenters formed between two "Bridging the Gap" institutions. It includes my two new friends from Seton Hall – Marian Glenn and Kristina Chew – and me. We three presented a panel entitled "Correcting the Cosmos: The Rhetoric of Revolution in Hippocrates, Copernicus and Martin Luther King, Jr." at the most recent AGLS national conference. With variations on topics, we are reprising this collaborative presentation at the ACTC conference. This time Marian and Kristina will expand on their earlier presentations,

and I shall be speaking on Ralph Ellison's *Invisible Man* as a text illustrating African American efforts to 'bridge the gap' (between knowledge and ignorance, between the haves and the have-nots, etc.)

While NSU is by no means the first institution to bring diversity to the ACTC, we relish our chance to fill the bill whenever the need for a "loyal opposition" might arise. As historically black universities strive to create much-needed black scientists and engineers, we should never forget the traditional areas of strength to be found in black art and literature – black humanities in general.

Thank you to the ACTC for welcoming our voice into the necessary and ongoing debate on what constitutes a "core text." Let us strive to establish a truly repre-

sentative canon with room for all who are worthy.

Page Laws
 Director, Honors Program
 Norfolk State University

To ACTC:

The Baylor Interdisciplinary Core (BIC), a program now housed in Honors College of the University first became involved with ACTC about five years ago, when then Assistant Directors Kirsten Escobar and Lenore Wright attended the conference. They reported back that they had enjoyed the proceedings and that they had found the format a congenial one. The small sessions, the informal setting, and the emphasis on

(Continued on page 18)

Information from NEH

Barbara Ashbrook, Senior Program Officer

2004-2005 Calendar of NEH Education Deadlines

April 19 -Faculty Humanities Workshops

June 15 -Institutional Grants

August 6 -American Landmarks

October 1 -Teaching and Learning Resources and Curriculum Development

March 1 -Summer Seminars and Institutes

The Division of Education Programs of the National Endowment for the Humanities encourages proposals from educators who seek to strengthen humanities instruction at every level, from kindergarten to graduate school. The Education division has five complementary grant programs designed to fulfill two basic purposes: to provide opportunities for teacher professional development, and to support the development of durable resources for classroom teaching.

Collaborative professional development activities for school teachers and for college and university teachers can be pursued on a local, regional, or national basis. Perhaps the best known opportunity is the national ***Summer Seminars and Institutes*** program, which supports intensive study in residential settings for periods ranging from two to six weeks. The host site is expected to provide facilities for reading, reflection, and collegial interaction that are appropriate to the purpose of encouraging scholarly inquiry into significant topics, texts, and issues in the humanities.

Faculty who wish to work with educators drawn from public, independent, religiously-affiliated, charter school and home-school settings across the country may also be interested in a new professional development program that grows out of the Endowment's *We the People* initiative. ***Landmarks of American History*** workshops are designed to give teachers training and experience in the use and interpretation of historical sites and the material and archival evidence of American history. These one-week workshops for up to fifty participants take place at or near sites important to American history. In the near future, the division may offer a similar opportunity for community college faculty to participate in programs that explore significant events and themes in American history.

For applicants who seek to have an impact closer to home, the ***Faculty Humanities Workshops*** program supports local and regional professional development initiatives for K-12 teachers and faculty at post-secondary institutions in highly flexible formats that may include regular academic-year meetings, intensive summer workshops, or a combination of both. Applications should describe a plan to engage participants in rigorous intellectual inquiry, and funds may be used to bring in visiting scholars who can enrich and guide discussions. Awards of up to \$30,000 in outright funds are made for projects serving a single institution, and up to \$75,000 for regional or multi-institutional projects.

For those institutions that qualify, ***Institutional Grants for Historically Black, Hispanic-Serving, and Tribal***

(Continued on page 16)

ACTC's NEH "BRIDGING THE GAP" PROJECT

(Continued from page 5)

This year's seminar, "On Life: Origins, Purposiveness, and Transformations" takes up biological models and the relations of humanistic thought to these. The seminar begins May 30, at the University of Notre Dame. The third seminar concludes at the University of Dallas in June of 2006. The 2005 and 2006 Conferences will report results.

SPONSORS AND VOLUNTEERS MAKE CONFERENCE A SUCCESS

Volunteers for Next Year's Conference Needed Business Meeting on Sunday Morning is Opportunity to Join

(Continued from page 11)

newsletter. Institutions are encouraged to support the attendance of undergraduate students at the conference as a way for their program to "showcase" its educational efforts and for ACTC to learn how such programs are viewed by the students. And, of course, they are rightly recognized at the podium and in the newsletter for the support they lend to the development of ACTC and core text liberal arts programs. They are, very much, an example of the conference theme of core texts, community and culture working together to build liberal education.

ACTC wishes to recognize the sponsorship, co-sponsorship, and voluntary effort of those individuals who have helped to build this conference into a successful 10th annual, international meeting:

Our sincerest appreciation and thanks to these institutions and volunteers.

This year's business meeting is the time for people to volunteer for work into the coming year. Aside from sponsoring institutions, ACTC will need 15 volunteers to send out invitation letters to 50 people, the names and addresses of which ACTC will supply. We will ask volunteers to follow-up with phone calls and to ad-

vance proposals to our office. The entire commitment should amount to three days of work spread over three months, 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, after breakfast, on Sunday morning at 9:30 AM.

Those who cannot join us are encouraged to write Scott Lee, Executive Director,

jscottlee@prodigy.net.

ACTC Liberal Arts Institute to Move to St. Mary's College of California, continued

(Continued from page 3)

tering core text, liberal arts curricula and allied, core text projects. Inspired by the success of the Institute's "Bridging the Gap" project, St. Mary's is eager to support activities of the Institute including a student conference in the coming year.

Scott Lee, Executive Director of ACTC remarked, "The University of

Dallas showed great generosity, particularly in times of economic adversity, to provide the impetus for the Institute. Now, St. Mary's has picked up the banner with vigor and we are deeply grateful for this support." Several individuals were essential in bringing the Institute to St. Mary's. These included Brother Kenneth Cardwell, chair of SMC's Collegiate Seminar program, Frances Sweeney, Interim Vice Provost for

Undergraduate Affairs, and Sally Stampp, Provost of St. Mary's.

As an immediate consequence of the funding for the Institute, ACTC will be able to engage in a student conference in 2004 at St. Mary's. (See article p. 6)

History of ACTC on 10th Anniversary

(Continued from page 9)

tutional direction provided by Provost Thomas Lindsay, with considerable moral support from Louise Cowan, the Liberal Arts Institute became a reality in the fall. In the spring of 2003 Zelnick stepped down as President and in the fall 2003, Phil Sloan was elected second President of ACTC.

With the award of the NEH \$ 229,000 grant to ACTC for the science-and-humanities effort of "Bridging the Gap," with the *Trends in the Liberal Arts Core* general education review project, with the move of the Institute to St. Mary's College, and with this year's conference ACTC continues to grow and looks forward to a bright future on this, its 10th Anniversary.

Information from NEH

(Continued from page 14)

Colleges and Universities grants can be used to enhance the humanities content of existing programs, develop new programs, and lay the foundation for more extensive humanities endeavors in the future with awards of up to \$25,000. If you are unsure of your institution's eligibility, check the U. S. Department of Education Office of Civil Rights website.

Complementary to the emphasis on professional development, the division supports collaborative endeavors focusing on the development of humanities content for national dissemination with **Teaching and Learning Resources and Curriculum Development** grants. Funded projects result in materials and tools based in sound humanities scholarship that will be useful to teachers in their work with students such as model curricula in key areas of humanities study or websites that combine digitized primary documents with student exercises and teaching guides that suggest strategies for introducing specific humanities texts and topics. Whether materials are developed in print or electronic formats, grantees are expected to make plans for maintaining or expanding the results of their work after NEH funding ends.

Finally, the Endowment welcomes applications in all areas of the humanities but calls special attention to an agency-wide initiative, **We the People** (<http://www.wethepeople.gov>). This initiative, strongly supported by President George W. Bush and the United States Congress, provides support to existing grant programs at NEH by funding additional projects in American history, government, and culture. Its goal, crucial for our time, is to help Americans understand the history and the ideas that have shaped our nation.

Guidelines and additional information on the Endowment's programs may be obtained from the National Endowment for the Humanities, Washington, DC 20506 or by consulting the NEH website at www.neh.gov. The ACTC has arranged for Barbara Ashbrook, a program officer in the Education division, to participate in the conference in Dallas, where she will co-chair a session on Friday, April 16 and offer an NEH informational workshop on Saturday, April 17.

You Can Find ACTC on the Web

ACTC IS LOCATED ON THE WEB AT OUR NEW WEBSITE:

WWW.CORETEXTS.ORG

You'll find

DESCRIPTIONS OF INSTITUTIONAL PROGRAMS

Send us yours to jscottlee@prodigy.net and we'll update

DESCRIPTIONS OF OUR PROJECTS SUCH AS BRIDGING THE GAP, TRENDS IN THE LIBERAL ARTS CORE, AND THE SILK ROAD PROJECT

Plus, of course,

HOW TO BECOME A MEMBER

AGLS CONFERENCE IN FALL

The Association for General and Liberal Studies (AGLS) 44th National Conference is being held at the Country Club Plaza Marriot in Kansas City, October 28th through 30th. The theme of the conference is "General Education and the New: New Faculty, New Technology, New Practices, New Conceptions."

For further information, consult the conference website at: www.bsu/web/agls

President's Corner

(Continued from page 5)

work in their areas. One need only point at the importance of collaborative interdisciplinary research institutes for the current developments in biotechnology on many of our campuses. Less common is the notion of an institute devoted to the liberal arts, and I know of none that has its specific focus the development of the ideals of general liberal education and core programs in the humanities. Consequently, Scott Lee's creation of the Institute for the Liberal Arts is a milestone in the history of our organization.

The development of an autonomous ACTC Institute for the Liberal Arts enables us to do many things. Institutes within universities function in very different ways than departments. First, they are mission or goal-oriented in a way that a department cannot be. They bring together faculty and resources to accomplish goals. Second, they are also the locus for the preparation of grant proposals. They can engage in fund-raising in a way a department cannot. Third, an Institute can give leadership on a national and international level to create educational programs with a specific focus that may not be possible for normal departments or collaborative programs to envision. Fourth, a functioning institute is a means to develop forms of communication, such as this Newsletter, and it can provide more focused attention on the development of new means of communication, such as an effective web site, that enables us to be accessible from the entire planet. It can also coordinate a job advertisement network. We are still developing these forms of networking, and to move ahead with this, we need the focus and resources that only an institute or center can typically provide. I cannot emphasize enough how important these material conditions can be for the realization of the larger goals of an association like our own and for the permanence of its existence. With the creation of this Institute, ACTC can now take on a leadership role with national and international dimensions.

The first concrete benefit of this new Institute has been the successful application to the NEH by Scott Lee, in cooperation with myself and Peter Kalkavage at St. John's, for the "Bridging the Gap Between the Sciences and Humanities" project, a three-year NEH summer seminar that was inaugurated last summer at St. John's College in Annapolis. This will move in the summer of 2004 to the University of Notre Dame, and in 2005 it will be located at the University of Dallas. This project assembles teams of humanists, scientists, and academic administrators from nine institutions to engage in interdisciplinary liberal arts education grounded in core texts in the sciences and humanities. Last summer the group explored a wide range of issues raised by such texts as Plato's *Timaeus*, Aristotle's *De Caelo*, Euclid's *Elements*, Ptolemy's *Almagest*, Dante's *Divine Comedy*, and selected writings of Hobbes, Donne, Galileo and Newton. This summer the focus will shift to the domain of living nature, dealing with such texts as Galen's *On the Use of the Parts*, Harvey's *On the Motion of the Heart*, Darwin's *Origin of Species* and *Descent of Man*, and Tennyson's *In Memoriam*, with the course terminating in examination of issues of molecular biology and genetics. In 2005 we will examine issues in the philosophy of science and technology, the ethics of science, the challenges of modern technology, and ways of relating the sciences and humanities in the modern university. The ideal is not only to engage in stimulating discussions of the issues raised by these texts; the goal is also to develop syllabi for courses and the creation of pedagogical techniques for bridging the great intellectual, and typically the physical, divide that separates liberal education from the world of science, engineering and medical research in the modern university.

The Institute can also supply a basis on which to develop another important mission, the expansion of ACTC into an effective international organization. In my conversations with academics outside North America, there is sometimes a sense of incredulity, followed by a growing sense of interest, in the curricular ideals of ACTC. Perhaps we fail to appreciate how unusual is the notion of core liberal education in classic texts, even in the traditional strongholds of European culture. In recent discussions in Paris with academics who teach at institutions such as the Sorbonne, for example, I was struck by the fact that these teachers seemed to feel they could make no greater presumptions on their students, even those attending the Parisian *Grandes Ecoles*, than we in America can do on the existence of some common fund of literary culture and general education possessed by incoming university students. And unlike the American and Canadian universities that still emphasize a pyramidal educational experience that begins with general education and distribution requirements upon which specialization and "majors" then develop, the emphasis on specialized learning as the sole aim of university education seems paramount in the modern European university. The presumption that this specialized education still builds upon what had once been the deep humanistic education of the *Lycée* and the *Gymnasium* seems less in evidence than I had expected.

In a surprising turn of events, we may in fact find the traditional strongholds of educational culture looking back to

(Continued on page 19)

Letters to the Editor continued

(Continued from page 13)

teaching were all attractive features.

Since that time I have attended the meetings at Notre Dame, in Montreal, and Atlanta. I have benefited by the plenary sessions and picked up ideas that are help in my BIC and history classes. Faculty members from the BIC have also regularly presented papers that illustrate the text-oriented and interdisciplinary nature of the BIC. Their participation both enhances their professional life and gives

good publicity to our innovative program.

Thank you for your efforts and thank you to the University of Dallas for its support.

Sincerely,

David W. Hendon

Professor of History

Director, Baylor Interdisciplinary Core

ACTC Business Meeting on Sunday

The ACTC business meeting will be held on Sunday, shortly after the concluding breakfast.

Items on the agenda include:

Voting for Board Members

Member Suggestions for the 2005 Conference

Volunteering for recruitment

Answering Questions and Taking Suggestions on ACTC Projects

Members are free to bring up questions or issues that they would like to see the ACTC staff address in the coming year.

All conference participants are welcome. Voting members are those whose individual or institutional dues are current with this conference. Feel free to contact the President or Executive Director during the conference to discuss any issues.

ACTC Proceedings

ACTC proceedings for the 2001 conference will be released at the time of the 2004 conference. "The Wider World of Core Texts and Courses", edited by Anthony Brunello, Michael Chiariello, and Scott Lee, will be distributed to conference attendees. A limited supply of additional copies is available from the ACTC Liberal Arts Institute for \$30 plus shipping.

Most of the 2002 conference proceedings have received a second reading and notices should be sent out to participants this fall.

The 2003 conference proceedings are still being read by readers.

Trends in the Liberal Arts Core

"Trends in the Liberal Arts Core" is an ACTC 80-institution research, dissemination, and review project on the state of general education in the United States. Originally, a FIPSE/American Academy for Liberal Education project, *Trends*, which has visited 18 ACTC campuses, offers faculty and administrators a chance to compare and plan their general education programs and reforms with a national database. Peer institution comparisons, site visit interviews, and a presentation of the latest advances in general education curricula, support, and assessment are part of the project. Interested parties should contact Scott Lee through the ACTC Liberal Arts Institute. The project closes June 30, 2005.

President's Greeting continued

(Continued from page 17)

America and Canada, and to our conception of core education, for some assistance in recovering their own cultural heritage. Perhaps most encouraging in this development is that an international extension of ACTC does not necessarily mean the extension of an exclusively Western-European educational core. As the contacts we have made with the group in Tajikistan through the Aga Kahn project demonstrate, the extension of core education is more in terms of methodology than in content. As the idea of core text education extends to different cultures and national traditions, the content of core education can be filled in with endemic literature. I have seen this happen in the case of educational programs developed in the nation of Colombia by one of the graduates of my own program. After completing our great books program at Notre Dame, she then took a Master's degree with the St. John's Annapolis Graduate Institute in the Liberal Arts. Since then she has been working for several years to develop a secondary school program in Colombia that uses Spanish translations of many traditional western texts, but to this has been added a body of endemic South American and Meso-American texts. This year, as an outcome of the first planning session of the Institute, Peg Downes, of ACTC's Board, has brought a workshop to the Conference concerned with the extension of liberal education as found in India, Africa and the rest of the world civilizations. Here again, the fact that we now have an institute dedicated to the liberal arts that can assist ACTC in the pursuit of these wider goals enables us to seek as an association the necessary grants and foundation support that can make this kind of international development possible.

As we gather again for an annual meeting to discuss texts, pedagogy, and best practices, I look forward to continuing our conversations on these and many other topics.

Phillip Sloan, President

For Ten Years, Volunteers At Heart of ACTC Success

(Continued from page 9)

the Outstanding Educator Award committee), Kathy Eden (a recent plenary speaker), Harvey Flaumenhaft (who recently supported hosting our NEH Bridging the Gap first year at St. John's), Timothy Fuller (who sponsored our first student conference at Colorado College), Peggy Heller (whose institution co-sponsored a conference), James Johnson, Richard Kamber (also on the Outstanding Educator Award committee), Thomas Lindsay (who helped bring the ACTC Institute to the University of Dallas), Jane Rodeheffer (who developed our first website, suggested our Outstanding Educator Award and brought a co-sponsorship to one of the conferences), Don Thompson (who came up with the idea of a student conference), and James Woelfel.

Others have been key supporters over and over again: Louise Cowan, for her work in bringing UD to ACTC, and the Institute to UD; George Lucas, who helped to bring the Trends Project to ACTC and helped advise on several grant projects; Anne Leavitt who is continuing to work on creating a Trends Canada project and has been instrumental in forging the coalition of sponsoring institutions for next year's conference.

An organization which has repeatedly helped ACTC to grow and prosper is the American Academy for Liberal Education, an accrediting agency for liberal arts programs. AALE was the original organization to develop the *Trends* project, and AALE provided the Executive Director working arrangements, while he worked in Washington on the *Trends* project, to develop ACTC further.

The ACTC proceedings have become venues for tenure review publication by some of our faculty and the editors who have worked, sometimes more than once, on these efforts have given invaluable voluntary service: Allen Speight, Jane Rodeheffer, David Sokolowski, Don Thompson, Darrel Colson, Bainard Cowan, and, in our volumes in heading toward publication, Darcy Wudel and Ron Weber, and Patrick Malcolmson, J. David Alvis, Rick Fairbanks, and Anne Marie Bowery. All of these people give countless hours of thought and care to papers submitted by ACTC participants and their successors for the coming proceedings are about to do the same.

Each year ACTC participants offer their ideas and services to these and other projects. We plan that ACTC will continue to grow by remaining a volunteer organization that has professional accomplishments and ambitions for the liberal arts. Our deepest thanks.

ACTC Conference Sponsor's Programs

(Continued from page 4)

diverse group of students from a multitude of subject areas, creating a diverse intellectual community that is truly campus wide. UTEP's Western Cultural Heritage Program is tangible proof of the value of core text education. The UTEP achievement is that it has come in a student body with a predominately minority enrollment which has a large proportion of first generation college students.

BAYLOR UNIVERSITY HONORS COLLEGE

Many centuries ago, Socrates argued that liberal education was not so much a matter of putting something into students' souls as it was a matter of intellectual and moral conversion-the art of turning the soul from appearance to reality, from mere prejudice to knowledge, and from a vague apprehension of things to a disciplined pursuit of wisdom.

Socrates also urged that liberal education-an education that makes human beings free-encompasses the full range of arts and sciences and culminates in a vision, however dim and partial, of the transcendent Good, a vision that has the power to transform how one thinks and acts in the world.

In the newly created Honors College at Baylor University, we share these views of Socrates. The Honors College brings together four innovative interdisciplinary undergraduate programs: The Honors Program, University Scholars, Baylor Interdisciplinary Core, and Great Texts. The Honors Program and University Scholars offer opportunities for independent study with faculty mentors and require a senior thesis; The Baylor Interdisciplinary Core offers students the opportunity to fulfill their university core requirements in an integrated program featuring courses team-taught by faculty from across the university; Great Texts offers a major and minor in the reading of great books from the humanities, the sciences and theology.

Interdisciplinary education aims not to replace but to complement the specialized instruction found in specific disciplines. We are looking for students who find it difficult to decide which major to select, not because they have too few interests, but because they have too many. We offer such students an integrated, well-thought-out curriculum that will allow them to ask the sorts of questions that often fall through the cracks in the specific disciplines. They will also be part of a community of students and teachers who take the intellectual life seriously, who love reading great books, and who think conversation about the fundamental questions is one of the finest joys in human life.

ACTC The Association for **Core Texts and Courses**

President

Phillip R. Sloan, Chair, Program of Liberal Studies,
University of Notre Dame, Notre Dame, IN 46556.
(574) 631-7172; (574) 631-8209 (FAX);
sloan.1@nd.edu

Executive Director

J. Scott Lee, Liberal Arts Institute, (972) 721 4062
or (908) 359 7560; jscottlee@prodigy.net

ACTC Liberal Arts Institute

1845 E. Northgate Drive
University of Dallas
Irving, TX 75062
(972) 721 4062, fax (972) 721 4076

New Address July 1, 2004

ACTC Liberal Arts Institute at St. Mary's College
of California
1928 St. Mary's Road
Moraga, CA 94556
(925) 631 4000

Temple University Address

1114 W. Berks Street
214 Anderson Hall
Intellectual Heritage Program
Temple University
Philadelphia, PA 19122-6090

ACTC CORE Newsletter

Newsletter of the Association for Core Texts and
Courses

Editor: J. Scott Lee

Contributors: Barbara Ashbrook, Marianne Hopper,
Claudia MacMillan, Phillip Sloan, Ron Weber