

ACTC Core Newsletter

Volume 10 Issue 1

April 7, 2005

<ul style="list-style-type: none"> • Special points of interest: • Changes in the Conference • Institutional Giving to ACTC Increases • ACTC Business Meeting on Sunday • ACTC on web • ACTC Pursuing Developing Art and Social Science Projects Inside this issue: <i>ACTC Bridging the Gap Project Completes 2nd Year</i> 2 <i>President's Corner</i> 3 <i>ACTC Wins Two NEH Grants</i> 3 & 5 	<p>MALASPINA UNIVERSITY COLLEGE AND SIMON FRASER UNIVERSITY SPONSOR 11TH ANNUAL CONFERENCE</p> <p>UBC Arts One Co-Sponsors as ACTC Heads Into Second Decade</p> <p>Thanks to the voluntary efforts and sponsorship of Malaspina University College, Simon Fraser University, and the co-sponsorship of University of British Columbia, ACTC expects this year's conference to exceed the attendance and representation of last year's record-breaking attendance. We expect about 250 attendees, up from 230 in actual attendance in 2004, who will come from 119 institutions, up from 111 institutions, last year. ACTC is deeply grateful for the help of our sponsors and co-sponsor in bringing about the conference.</p> <p>As a voluntary organization of professionals committed to core text, liberal arts education, ACTC depends on its membership to offer valuable resources, time and insight in building each year's conference. Last spring, Anne Leavitt of Malaspina's Liberal Studies Program developed the idea of holding the conference in Vancouver and forming a consortium of Vancouver-area institutions. She spoke with Stephen Duguid, Chair of the Department of Humanities at Simon Fraser, who asked his colleagues if there was interest in sponsoring the conference and working towards its success. The Department agreed to join the consortium and Samir Gandesha, and David Mirhady gave unstintingly of their time and effort. Len Berggren and others in the department joined in helping. Shortly after, Paul Burns of the University of British Columbia entered the discussions, and, as with the others gave of his time, too.</p> <p>Conference sponsors and co-sponsors cooperate at many levels. The consortium met at the 10th annual conference not only to flesh out logistics of sponsorship, but to begin to develop the theme for this year: Contemplation, Crisis, Construct: Appropriating Core Texts in the Curriculum. The</p> <p style="text-align: right;"><i>(Continued on page 7)</i></p>
<ul style="list-style-type: none"> <i>Sponsors' and Co-sponsor's Core Text Programs</i> 4 <i>ACTC & St. Mary's Host Second ACTC Student Conference</i> 5 <i>2006 Conference</i> 6 <i>Proceedings</i> 7 	<p>ACTC Liberal Arts Institute Moves to Saint Mary's College of California</p> <p>As of July 1, 2003, the ACTC Liberal Arts Institute opened its doors on the Saint Mary's College of California (SMC) campus in Moraga. The Institute has operated as the central administrative office of ACTC, and as its chief center for grants, curriculum, research and development. The Institute moved from the University of Dallas, where it had been generously supported and piloted for two years. Plans call for a two-year initiative by both SMC and ACTC to build (inter)national programs and fiscal support, including an endowment campaign for Institute funding. Both parties anticipate an extension of the arrangements well into the future. As at Dallas, the Institute will operate as a wholly-owned division of</p> <p style="text-align: right;"><i>(Continued on page 11)</i></p>

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

Science and Humanities Core Text Curriculum Development Project Expands to Ten Institutions

National Project Moves to Third Year: "Technology, Art, Values, and the Problems of Technoscience"

In the spring of 2003, 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 is designed to allow science and humanities faculty to cooperate in building core text humanities-and-science courses in core curricula.

A national curriculum project, Bridging the Gap will run for three years. Ten institutions have been developing courses and patterns in liberal, core text education which may be used by other institutions interested in doing similar work. Interested parties may consult the ACTC website for Year 1 and Year 2's reading list. Connections through the ACTC website to participating institutions' webpages on their specific developments are being created this spring.

Last June, at Notre Dame, the seminar attendees participated in two weeks of reading and curriculum development with the theme of "Life: Origins, Purposiveness, and Transformations." 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 ten institutions sending representatives were: Benedictine University, Mercer University, Norfolk State University, Samford University, St. Bonaventure University, St. Mary's College of California, St. Olaf College, Seton Hall University, Truckee Meadows Community College, University of Dallas. Three Saint Mary's College of California faculty joined the nine original institutions of the project. Saint Mary's picked up all costs for its participation.

Participants engaged in the two main activities of the grant: readings in the humanities and sciences and developing curricula which would integrate these or similar readings in core texts into general, liberal education courses in their institutions. Unlike our first year, this second year was able to incorporate reports by each institution on its progress in developing curricula and/or integrating readings and experiments into existing courses. Several of the reports included power-point presentations of in-progress websites related to the project. Additionally, participants discussed the administrative activities and support which helped bring humanities and science faculty together into shared seminars and public activities involving the humanities and sciences on each campus – all as efforts in support of creating a climate on campuses for Bridging the Gap courses.

Readings at Notre Dame included substantial selections (in order) from such authors as: Plato, Genesis, Empedocles, Aristotle, Lucretius, Galen, Vesalius, Harvey, Descartes, Lavoisier, Laplace, Lamarck, Cuvier, Darwin, Tennyson, Mendel, DeVries, Hugo, Morgan, Sturtevant, Loeb, Roux, Dreisch, Wrinch, Watson and Crick, and Grene. Experiments performed by our teams of scientists and humanists included a dissection laboratory on pig hearts and lungs, and sex-linked traits observations in *Drosophila*. Films, in the evening, included **Life Story**. The film dramatizes the work of Watson, Crick, and Rosalind Franklin. The seminar also briefly revisited the interests of last year's seminar on physics and astronomy by taking the time to observe a rare transit of Venus from atop the library at Notre Dame.

As an outcome of some of the first year's seminar, ACTC is happy to point to such efforts as Mercer University's co-taught Freshman Seminar and Scientific Inquiry courses. Mary Anne Drake, Interdisciplinary Studies Chair, teaches Newton's Scholium while Caryn Seney, of the Chemistry Department, teaches Oliver Sack's Uncle Tungsten. At the AACU Meeting in San Francisco and here at ACTC, Lee, Sloan, Marian Glenn from Seton Hall, and Chris Metress from Samford will present exciting first year results in curriculum development and student assessment. ACTC invites all interested attendees to take in a number of the Bridging the Gap panels or to look for Bridging the Gap inspired papers in a number of other panels.

• President's Corner

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

The opening of our second decade of existence with a meeting in Vancouver, Canada provides an opportunity to reflect on our growth over the last decade and the challenges and opportunities facing us in the future. The theme of this year's conference—"Contemplation, Crisis, Construct: Appropriating Core Texts in the Curriculum"—suggests a set of issues before us as educators, particularly as we consider these themes in an international, and not simply in an American or North American, context. Through the work of Peg Downes' consortium on International Liberal Education, with its first meeting at ACTC last year, the extension of ACTC's network of connections to core programs in Japan, Kuwait, Korea, Saudi Arabia, the Czech Republic, the Central Asian Republics, Colombia, Mexico, Mongolia, and the United Arab Emirates, is a sign of this growing internationalism.

Vancouver, situated as a major sea-port on the Pacific Rim, will allow us to sense the interconnection of North American and Asian industry, culture and commerce. Like the other major cities on the west coast, it is truly a "multi-cultural" community.

Dealing with this world "multi-culturalism" concretely through core curricula is no easy matter. From my own experience in a program devoted to the study and discussion of classic texts, in which since 1967 we have attempted to incorporate a series of texts from Confucianism, Hinduism, Buddhism and Taoism into our Great Books seminar sequence, there are several pedagogical issues that we have faced in microcosm that ACTC faces on a larger stage. My own program has not traditionally contained faculty trained in oriental languages. As a result we are highly dependent on translations, and unlike a text from the western canon, it is not typically possible for us to check out a difficult or puzzling passage against the original language without consulting the experts in other departments. The possibility of fundamental misunderstanding is a real one.

This is a problem that faces us in many ways as we attempt to extend the vision of ACTC to include other traditions. One

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ACTC AND THE CHEROKEE HERITAGE CENTER COMBINE TO WIN NEW NEH LANDMARKS OF AMERICAN HISTORY GRANT

January 15, 2005 -- The Association for Core Texts and Courses (ACTC) Liberal Arts Institute at Saint Mary's College of California, in cooperation with the Cherokee Heritage Center (CHC) in Tahlequah Oklahoma, announced that the National Endowment for the Humanities had awarded ACTC a grant of \$ 152,586 in support of ACTC's project: "Wiping Away the Tears: Renewing Cherokee Culture and American History through the Cherokee Heritage Center and the Trail of Tears." The ACTC/CHC project is a workshop, under the NEH Landmarks of American History program, that will be held at the Center, the U.S. Park Service-designated terminus of the Trail of Tears. Both a painful and hopeful story of Cherokee-American history, "Wiping Away the Tears" will bring some of the Cherokee's and America's best scholars and discussion facilitators to 90 high school teachers selected from around the nation in two, one-week sessions, running from July 18th-July 22nd or July 25-July 29th, 2005. Scott Lee, the ACTC Executive Director and author of the grant remarked, "we are gratified that the NEH Education Division and reviewers have supported this important project in Cherokee and American history."

"Wiping Away the Tears" is one of only 15 such projects funded by NEH this year. The project had its origins when Earl Shorris spoke at the 9th ACTC Annual Conference in Atlanta, Georgia, about his national core text effort, the Clemente Humanities Courses for the poor and underprivileged. Shorris had worked with (the late Indian activist) Howard Meredith, his wife, Mary Ellen Meredith, and Anita May, of the Oklahoma Humanities Council, to build a "Cherokee Humanities Course." Shorris put Lee in contact

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OUR SPONSOR'S AND CO-SPONSORS' PROGRAMS

The Liberal Studies BA Program at Malaspina University-College in Nanaimo, British Columbia, began in 1991 and was intended to offer the general, core curriculum for all BA programming across the institution. In 1995, Malaspina began offering a host of Majors and Minors within its BA, and the Liberal Studies program evolved to fit the new curricular structure of the BA. It currently serves about 100 third- and fourth-year students pursuing a BA Major or Minor in Liberal Studies, while offering introductory courses to up to 120 first- and second-year students.

Liberal Studies at Malaspina consists of an interdisciplinary study of agenda-setting works and ideas in the Western cultural tradition—from ancient to modern times. A team of instructors from a wide range of academic backgrounds facilitates this exploration, and forms with students a learning community whose main vehicle is the seminar and whose main principle is mutual inquiry and discovery. Liberal Studies, as opposed to more traditional discipline-based Arts courses, also includes hands-on experience in Science, Fine Arts, Music and Theatre.

The emphasis in Liberal Studies on general skills, rather than on a disciplinary specialization, helps students develop the ability to adapt to new situations, understand new technology, embrace life-long learning, and is both an excellent general preparation for the workplace while providing students the practise of skills essential to success in further graduate or professional education.

Students may complete a BA with a major or minor in Liberal Studies, or use Liberal Studies courses as electives in other programs. First- and second-year courses provide an introduction to the kinds of content and pedagogies distinctive of the program while Liberal Studies Abroad provides exciting opportunities for credit study in Europe during the summer months.

Anne Leavitt, Dean

The Humanities Department at Simon Fraser University covers a broad range of ideas and subjects drawn from philosophy, art, literature, history, religion, science and social and political thought. Through an interdisciplinary approach to classical, medieval, renaissance, and modern culture, the Humanities Department raises critical questions about the achievements and controversies associated with the human condition.

Closely affiliated to the Humanities Department at SFU, is the Institute for the Humanities. Now in its 22nd year, the Institute for the Humanities explores critical perspectives relating social concerns to the cultural and historical legacy of the humanities. The Institute remains committed to the idea of studying pressing contemporary problems; it will also continue to promote greater interaction between the university and the community and providing links between these two constituencies. A crucial point of intersection between the Department and the Institute is the idea of "citizenship."

In an age of globalization, the concept of citizenship has become problematic. On the one hand, the nation state has become weakened by the emergence of multinational corporations; on the other hand, ethnic and religious identities struggle for recognition beyond the narrow confines of the state. Over the next three years, the Institute working in close collaboration with both the Department of Humanities and various communities beyond the university will, therefore, investigate the prospects of "Reclaiming Citizenship" both from the neo-liberal agenda, which wants to eviscerate it, and from religious fundamentalists who wish to encumber it with excessively "thick" conceptions of the "good life."

Samir Gandesha, Faculty Member

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ACTC and Saint Mary's College Host Second ACTC Student Conference

Conference Theme, "Students, Texts, and Liberal Arts: Core Works that Open Possibilities to Students," Illuminates Student Experience

ACTC and Saint Mary's College of California hosted a second ACTC student conference on the campus in Moraga. Twenty-one students from 12 colleges and universities presented papers in four panels over the course of the March 18th-21st weekend. In addition, a committee of four Saint Mary's students worked on the conference for several months, organized the conference papers into panels, and chaired them, as well.

ACTC has sponsored two such conferences in order to learn how students see their core text education and what they value in it. ACTC picked up all conference fees, campus food, and area transportation costs. The first such conference was held in Colorado College. The ACTC Liberal Arts Institute plans on holding a student conference every other year into the future.

Eckerd College, Middlebury College, New York University, Rhodes College, Roger Williams University, Southeastern Louisiana State University, Seton Hall University, Shimer College, Simon Fraser University, University of North Carolina at Asheville, University of Notre Dame, and University of the South each sent at least one representative.

John Zabala, a junior in Saint Mary's Integral Program, headed the student organizing committee on campus. Chantal Jenkins, Mary Barns, and Loni Kirk, all from Saint Mary's Collegiate Seminar program, joined John in helping to select papers for the four panels. The panels were entitled, "How Do the Classics Shape the World We Live In?" "Concepts of Understanding the Self," "The Changing of a

Perspective," and "Debate and Discussion: the Rhetoric of the Classics."

The weekend conference began Friday night with a reception, dinner, and plenary speaker, Shawny Anderson, Associate Dean of the School of Liberal Arts. At Saint Mary's Anderson is a member of the Communications Department and a teacher in the Collegiate Seminar program of Saint Mary's. She offered a perspective on Richard Rorty's *Contingency, Irony, and Solidarity* as a possible core text for the future.

Paper titles for the various panels included: "Students of the Past, Students of the Future: Increasing Political Awareness through Classical Reading," "A World Without Borders," "Suffering, Gateway to a Better Life,"

ACTC Wins Second NEH Grant to Support Building of Liberal Arts Lesson Plans on Trail of Tears and Its Aftermath

. March 2, 2005 -- The Association for Core Texts and Courses (ACTC) Liberal Arts Institute at Saint Mary's College of California, in cooperation with the Cherokee Heritage Center (CHC) in Tahlequah Oklahoma, announced that the National Endowment for the Humanities had awarded ACTC a grant of \$ 96,485 in support of ACTC's project: Lessons in Courage: From the Trail of Tears to Cherokee Recovery. The award comes under the We the People initiative. This grant is complementary to the Wiping Away the Tears project which

will bring 90 high school teachers to Tahlequah, this summer, to study the history of the Trail of Tears and the subsequent recovery from it. The "Lessons" project will make available to high school teachers across the nation the lectures, reading materials, and lesson plans on which the summer workshop will be based. Thus, Lessons in Courage offers to millions of high school teachers many of the same opportunities that Wiping Away the Tears does.

ACTC has secured rights from

publishers and cooperation from CHC to place on the CHC website many of the selection of texts found in the Wiping Away the Tears project. As part of the project, ACTC will also place the lectures from Wiping Away the Tears and the artwork found in the CHC collection.

Each project involves the use of Cherokee and Western core texts and primary materials involving archival materials such as letters, exhibits, art, literature, political and religious documents and texts. Lessons

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2006 CONFERENCE TO BE HELD IN CHICAGO

ACTC has announced that its twelfth annual conference will be held in Chicago. Patrick Flynn, who has been participating in ACTC's Bridging the Gap project, took a proposal to sponsor the conference to the administration and core faculty of Benedictine University and Benedictine agreed to sponsor. Patrick and his faculty will help to select the venue, a plenary speaker, and the conference theme.

ACTC is currently discussing sponsorship with several other institutions. Institutions interested in sponsoring conferences should contact the Executive Director at jscotlee@prodigy.net

"Unconscious Motives or What You Will: Shakespeare's
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Student Core Text Conference Held at Saint Mary's This Spring

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Twelfth Night Illuminated by Richard Dawkins' *Selfish Gene*," "Sophocles' *Antigone*: the Limits of Philosophy," "Surgical Enhancement, the Human Body, and Bacon's Philosophical Project," "Concerning the Teacher's College: Augustine on the Rhetoric of Dewey and Hutchins," "Kierkegaard's Defense of Irrationality in *Fear and Trembling*," and "Inhumanism: a Sinister Republic." Both the student chairs from Saint Mary's and the student participants who were listening to the papers asked probing questions which led to lively discussions.

These conferences stand as testimony to the broad accomplishments of core text programs across the continent. ACTC intends to put a number of selected papers on the website. Executive Director, Scott Lee, commented: "We hope to use the papers from this conference as a way to help us think in the future about

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 Dwight Allman and Aaron Garret have begun to form a syllabus for a two-week seminar to be held one year from now in the summer of 2006. Interested parties are invited to

Changes in the Conference

This year ACTC has tried to comply with a number of requests and suggestions made by members in last year's business meeting.

All five-person panels are two hours long. Though some of these panels shrank to four-person panels as the conference neared, we arranged the agenda timing to accommodate larger panels. Panel times have been extended on Friday, as well, so that there are now three sessions. This alleviated pressure to develop more five (and even six)-person panels and it gave attendees an opportunity to see more panels. Also, in accord with a decision taken by the Board, we only allow chairs of panels to present a paper when the chair is responsible for organizing the panel.

We did not undertake a suggestion from last year that we publish

ACTC to Pursue "Shared Inquiry into Arts and Literature" project

In conjunction with the Great Books Foundation and Saint Mary's College, ACTC is also working on a grant tentatively entitled, "Shared Inquiry into Arts and Literature." This grant seeks to work with high school teachers to produce liberal arts discussions about literature and art in the classroom. The project will span the Medieval and Renaissance.

Support to write proposals comes from the ACTC Liberal Arts Institute.

abstracts – on the web or in the agenda. This suggestion needs to be taken up for a vote at this year's business meeting and, then, if adopted, publicized as part of the conference call. The ACTC office can accommodate such a policy should the membership vote for it.

SPONSORS AND VOLUNTEERS MAKE CONFERENCE A SUCCESS

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need to discuss texts in their historical contexts, as well as to fashion programs that attend to reflective or social and artistic constructions were all part of the discussion that, ultimately, resulted in the theme and its elaboration in invitations sent to prospective attendees.

Because ACTC is not identified with a specific discipline, ACTC depends on the sponsoring institutions' faculty and

administrators to help remind potential participants about the conference and its opportunities for building sound liberal education based on core texts. This year Matthew Beedham, Russell McNeil, Lisa McLean, and Rob Jeacock (Malaspina), Berggren, Gandesha, and Mirhady (Simon Fraser), Burns (UBC) and a caller outside the consortium, Blake Hobby from the University of North Carolina at Asheville, called 800 individuals who have either previously attended ACTC activities in the past, or who have consented to be contacted by ACTC

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Letter to the Editor

To the Editor and Colleagues at ACTC:

Seton Hall University's Faculty Senate recently endorsed having all undergraduates take three common core text "signature" courses, to begin in Sept. 2007. ACTC was a MAJOR influence on the course philosophy, and Seton Hall's participation in ACTC's NEH-sponsored project, *Bridging the Gap between the Humanities and Sciences: An Exemplary Model for Core Text Humanistic Education*, made the inclusion of science *de rigueur*. Two years ago, two members of our faculty first attended the ACTC conference, and the enthusiasm caught on among those drafting the new courses. We used a sample syllabus of core texts as our calling card in speaking with faculty about the aims of these courses, which carry the working title "Odyssey of the Mind, Heart and Spirit". We are convinced that gaining faculty approval for 3 new required humanities courses in an already packed curriculum was a direct result of the recognized stature of these texts, and the hope for authentic teaching and learning that they would engender. Thanks to ACTC!

Marian Glenn, Professor of Biology
Richard Liddy, University Professor of Catholic Thought and Culture

Proceedings Publications in Various Stages of Production and Reading

The publication of the selected proceedings of ACTC's conferences are entirely a volunteer, peer-reviewed effort by ACTC members. ACTC welcomes this participation of the membership as an expression of the support and seriousness for core text efforts in liberal education. In addition to the outstanding scholars who often publish their plenary speeches in the proceedings, we are proud that more than 70% of chapters published are by authors who are appearing in the proceedings for the first time.

The proceedings are frequently cited in tenure reviews by faculty. It is not surprising that they should be. The competition to place papers in the proceedings is increasing. In 2002, out of 160 presentations given, 44 were submitted and 25 will be published. In 2003, 90 papers out of 180 presentations were submitted. Plans call for publication of 20. In 2004, 89 papers were submitted out of 200. A similar number of papers will be published.

When the proceedings were first published, editors were largely new to the task. In the last several years our chief editors have come from the ranks of readers of earlier editions. The growth of volunteer staff has both reduced load

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59 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 in higher education that uses 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.

Individual contributors after March 26th are much appreciated, but did not meet the deadline for this newsletter:

David Heckerl, Denise Hubert, Henriette Morelli, ShaunNarine, Kathryn Shailer, Barry Whitney, Anne Leavitt, Paul Burns, Ian Angus. Steven Robinson, Louis Groarke. Peter Ahr, Brian Braman, Kathleen Burk, Christopher Conostas, Christine Cornell, Kevin Corrigan, Elizabeth Dell, Kyriakoula Drakatos, Alexander Dunlop, Jackie Elliott, Walter Englert, Stephen Esposito, Patrick Flynn, Robert Frail. Aaron Garrett, William George, William Gifford. R. Goldstein, Debora Hammond, James Johnson. Jean-Marie Kauth, Kathleen Kelly, Scott Key. John Knight, Joana Konova, Peter Koper, J. Scott Lee, Joyce Malcolm, Lisa Manter, Donald Marshall, Alfred Martin, John McClain, John McDowell, Lydia Moland, Paul O'Reilly, Katherine Perry, James Pontuso, Ron Pullins, John Ruff, Ruth Russo, Mark Shiffman, Thomas Sorger, Phillip Sloan, Tim Spiekerman, Charles Sullivan, David Sweet, Glen Thurow, Martin Tracy, Elizabeth Vandiver, Jim Vest, Nancy Vest, Christian von Dehsen, Robert Von der Ohe, Allan Waggaman, James Walter, James Woelfel, Darcy Wudel, Diana Wylie, John Yeatts, Stephen Zelnick, David Carey, Mark Bingham, Marian Glenn, Diane Fourny,, Anne Marie Flanagan, Jason Pribilsky, Cynthia Rutz, Diana Curtis, Kimberly McGhee, David Southward, Jane Rodeheffer, Vesna Marcina, Laurel Eason, Gayle McKeen, Peggy Pittas, Gail Streete, Michael Daher

Institutional Contributors and Pledges Continue to Grow

ACTC's growth over the years has always depended very heavily upon the generosity of Institutional giving. Behind this generosity are individuals attendees of our conferences, as well as those who participate in our specific initiatives. Each fall, ACTC calls upon conference attendees, who have seen the work that ACTC is doing, to go to administrators for institutional support for ACTC. Each institution that you see below made a decision to give because an attendee of the conference either directly committed funds to ACTC or, more often, because an attendee went to an administrator controlling institutional support. We are deeply, deeply appreciative of this effort by our membership. Many, many thanks.

In this our 11th year, 59 institutions have given or pledged to give to ACTC, up from 53 last year, a rise of 11%.

Antioch New England Graduate School

Aurora University

Averett University

Baylor University

Benedictine University

Boston University

Brooklyn College

Carthage College

Catawba College

Centenary College of Louisiana

Centenary College of New Jersey

College of New Jersey
 Colorado College
 Columbia University
 Concordia University,
 Liberal Arts College
 Eckerd College
 Fresno Pacific College
 Great Books Foundation
 Hampden-Sydney College
 Hanover College
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 Kenyon College
 Loyola College
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 Saint John's College
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 Saint Mary's University of Minnesota
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 Samford University
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 Simon Fraser University
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 University
 Temple University

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
 OUR PROJECT WITH THE CHEROKEE: WIPING AWAY THE
 TEARS

Plus, of course,

HOW TO BECOME A MEMBER

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 Thomas More College of Liberal
 Arts
 Truckee Meadows Community
 College
 University of British Columbia
 University of Chicago
 University of Dallas
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 be on our listserv,
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 address, and we'll
 sign you up.**

ACTC's Second NEH Grant — Lessons In Courage: From the Trail of Tears to Cherokee Recovery

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in Courage will offer to high school teachers plans units of study with introductions by leading scholars, thoughtful questions for teachers to stimulate their students' discussions, and suggestions for papers and other projects to build high school inquiry informed by use of core texts and primary sources.

Project Director, Scott Lee, commented that "with the Lessons in Courage website ACTC and CHC have an opportunity to make the core text history of the Cherokee available to literally millions of teachers and students. That's a history that is deeply intertwined with liberal education. We at ACTC are proud to be extending the effort of Wiping Away the Tears to a national audience through our work with the Cherokee on this important project."

Until the website project is established, interested parties may view a syllabus of the materials by going to ACTC's website, www.coretexts.org. The syllabus may be located through the NEH Landmarks link on ACTC's homepage.

ACTC's NEH "WIPING AWAY THE TEARS" PROJECT

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with Mary Ellen Meredith, Chairman of the Cherokee National Historical Society, Director of the Center, Richard Fields, and his staff. Working with Meredith and with scholars associated with the Center and with ACTC, Lee wrote the grant to fill a need for sound, liberal arts, core text history education on the tragic, yet hopeful, story of the Trail of Tears and the subsequent cultural recovery of the Cherokee through liberal education and the establishment of the Center.

The Trail of Tears was the forced, organized emigration march of the Cherokee Nation from the Southeastern United States to the Indian Territory (now the state of Oklahoma) during the years 1838-39. Grounded in an ages-old, autonomous culture that had retained its distinctive identity while readily adapting to 18th and 19th Century introductions of Western cultural traditions, the Cherokee were a constitutionally-organized, propertied, and highly literate people who – after removal -- relied upon the development of liberal, humanistic education to restore and renew themselves. Despite the disaster of the Trail of Tears and the political fratricide that followed it, the Cherokee Nation established a public school system in 1841, made the public education system compulsory, and, before 1907 statehood for Oklahoma, graduated more students from college than in Texas and Arkansas combined. On May 7th 1851, the Cherokee opened the first Women's Seminary west of the Mississippi with a liberal arts curriculum based in that of Mount Holyoke. The Cherokee Cultural Heritage Center incorporates in its physical layout the remaining fire-scarred columns of the Women's Seminary – a symbol of the effort by the Center to reach out to the majority culture through education. The Seminary historically ties the Cherokee to the secular world of Oklahoma, for the rebuilt Seminary became the foundation of Northeastern State University, in Tahlequah.

Over time, the Trail of Tears has become a kind lens whereby the Cherokee and all Americans are enabled not only to re-examine past events leading up to the exodus, but to develop – through historiography, art, and cultural institutions – a vision for the future which embraces the best of Cherokee life in a pluralistic, American society. Readings will include recorded myths of the Cherokee, Native American and Cherokee public addresses, letters, and legal documents prior to removal, their

SPONSORS AND VOLUNTEERS MAKE CONFERENCE A SUCCESS

Volunteers for Next Year's Conference Needed

Business Meeting on Sunday Morning is Opportunity to Join

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about its conference. As many of the readers of this newsletter know, these calls are, then, followed by calls from the ACTC Liberal Arts Institute.

Callers do not simply remind potential attendees about the conference. They often discuss with those that they call the possibilities that are building up in panels and topics. It is a good way by which the volunteers come to know the diversity and interests of ACTC members.

ACTC and the Conference owe much else to the volunteers and sponsoring institutions. The consortium representatives visited a number of hotels. Simon Fraser's Conference Center helped to advise the ACTC office on suitable venues and also on the local expectations of hotels. Stephen Duguid suggested a number of venues for dinners that are meant

to honor the many volunteers who give their time and effort to ACTC all year long, including not only the sponsors' volunteers, but the Board, the editors of the proceedings and other individuals that ACTC asks to help from time to time. Duguid was also very helpful in suggesting participants for the Ph.D. in Liberal Arts workshop at the conference. Samir Gandesha, working on behalf of other consortium members, asked Ted Chamberlain to be a plenary speaker for this conference. David Mirhady developed conference support grants for the Canadian Social Sciences and Humanities Research Council and was of great help in the logistics of the conference.

Sponsoring institutions also may elect to put together "Sponsor's Panels," found in the agenda. Samir Gandesha had put together a Simon Fraser panel on "Reading and

Teaching Texts in Times of Crisis," involving several other members of the Humanities department, and Paul Burns had crafted an Arts One panel on "The Strengths and Limitations of Plato's *Republic* in Representing Platonic Thought in a Core Text Course." As has been the case in the past, some of the sponsoring institutions have helped to form a student panel.

Sponsoring and co-sponsoring institutions give of their resources as well as their time to support our conference. Substantial underwriting, beyond the usual annual conference institutional dues were received from Malaspina University College Office of the Vice President of Instruction and Research, Simon Fraser University's Humanities Department, the Institute for the Humanities, the Graduate Liberal Studies Program,

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

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ACTC.

Several individuals were essential in bringing the Institute to Saint Mary's and in helping to guide extensive discussions with the SMC faculty and administration. An interest in an ACTC presence on campus had originally been broached by Frances Sweeney during a *Trends in the Liberal Arts Core* curriculum review process conducted by ACTC. In the fall of 2003, Brother Kenneth Cardwell, chair of SMC's Collegiate Seminar program indicated that both the faculty and administration might

have an interest in supporting the Institute, if as UD had indicated, the Institute were free to move. Sweeney, Vice Provost for Undergraduate Affairs, and Sally Stamp, Provost of St. Mary's supported the move and brought the issue before the President and Board. Since its arrival, the Institute has been greatly helped through the efforts of Steve Woolpert, Dean of the School of the Liberal Arts, in both setting up the Institute and in carrying forward its work. Scott Lee, ACTC Executive Director, represented ACTC in the discussions leading up to the decision to move the Institute. He consulted with

President Sloan while keeping the ACTC Board abreast of developments for much of the 2003-2004 academic year.

Fruits of the Institute began to appear shortly after the move. In January, ACTC representatives Marian Glenn (Seton Hall), Chris Metress (Samford), Phil Sloan (Notre Dame) and Lee presented at the AACU conference in San Francisco and on campus in Moraga the results of ACTC's first two years of the curriculum development project, "Bridging the Gap Between the Humanities and Sciences." In the fall, ACTC announced a National Student Conference that was held

ACTC Liberal Arts Institute Moves to St. Mary's College of California

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March 18th on the Saint Mary's campus. Nineteen students from 13 campuses around the coun-*(continued page 14)* try joined to discuss core texts and their educational experience in core text programs. The conference was supported by the Institute, and Saint Mary's students played major roles in organizing it.

ACTC was, also, able to apply for two grants to NEH, "Wiping Away the Tears: Renewing Cherokee Culture and American History through the Cherokee Heritage Center and the Trail of Tears" and "Tears that Left a Trail for Recovery and Renewal: An Educational Website for Grades 9-12 based on the Cherokee Heritage Center's Historical Resources of Cherokee and American History." Both grants are in partnership with the Cherokee Heritage Center in Tahlequah, Oklahoma. "Wiping Away the Tears" was approved by NEH. These outreach programs involve faculty from five ACTC institutions.

Plans call for the third year of the Bridging the Gap Project, involving 30 faculty from 10 institutions across the country, to hold its third meeting in June in Moraga. The Institute continues to work on our 85-institution advising study of trends in general liberal education and assessment, Trends in the Liberal Arts Core. And, the Liberal Arts Institute is engaged in developing initiatives like the Bridging the Gap project for the Social Sciences and for Arts and Literature.

At an opening reception for the Institute in the fall, Woolpert and Lee introduced ACTC to attending members of the SMC community. After noting the similarity in missions, commitment to liberal arts and reliance upon core texts by ACTC and SMC, Lee commented that "This generous act of support for the Institute on the part of Saint Mary's will bring benefits to, literally, hundreds of institutions, thousands of faculty, and, it would not be an exaggeration to say, as many as a half-million students."

2005 AGLS AND AIS JOINT NATIONAL CONFERENCE

INTEGRATIONS: LIBERAL LEARNING IN A DIVERSE WORLD

Join us at the **Hyatt Fair Lakes in Fairfax, VA**, located in the heart of the Washington D.C. metropolitan area, for the **45th Annual AGLS Conference on October 6-9, 2005**. AGLS will be joining forces with the Association for Integrative Studies (AIS) to provide educators from across the world with a unique forum in which to explore and exchange ideas on current challenges, opportunities, and best practices in integrated learning and diversity.

This year's joint conference, sponsored by George Mason's New Century College and Virginia Tech, will focus on the theme ***Integrations: Liberal Learning in a Diverse World***. We encourage the submission of proposals for workshops, paper presentations, or panel discussions on topics pertaining to: Trends in international, multicultural, and interdisciplinary education; Integration of curricular and co-curricular learning; Service-learning and experiential learning; Innovative student leadership programs and leadership in the next generation; Assessing learning in diverse student populations; Values and character development; Changes in student demographics.

The proposal submission form is available on the conference web site at www.ncc.gmu.edu/integrations/proposalform.html. The form can be emailed to the AGLS/AIS Conference Committee at nconf@gmu.edu or faxed to the attention of Janette Muir at 703-993-1439. (Email preferred.) The deadline for proposals is **April 30, 2005**. Please contact Janette Kenner Muir, Conference Coordinator, at 703-993-4142 (jmuir@gmu.edu) or Ron Daniel, AGLS Conference Organizer, at 540-231-3341 (rdaniel@vt.edu) for further information or assistance.

President's Corner

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response is that coming from scholarly expertise and specialized analysis. This suggests that only experts should be dealing with these texts, and doing so in contexts where the nuances of the primary languages, a deep knowledge of the social and historical context, and long research expertise may be brought to bear on their meaning. I will confess that there are no texts that make me more aware of the privileged claims of expert knowledge and the fear of amateurism than the texts we read from the eastern traditions. Even to deal with texts from Islamic civilizations, something we have not yet done, runs the danger of reading them in light of what recent scholars from non-western traditions have termed "orientalism." But to restrict the encounter with these texts to the domain of expert learning means that neither our students, nor even we as faculty, should read these texts outside that expert environment. They are not, even imperfectly, to be an occasion for deeper contemplation. This seems an unsatisfactory solution for many reasons.

It seems useful here to attend to Aristotle's important distinction of two kinds of knowledge in the opening of the *Parts of Animals*. One form of knowing he outlines is that possessed by the expert knower, the one who possesses episteme or demonstrative knowledge from first principles. The other is that of the "educated person" who seeks *paideia*, certainly not equivalent to the expert understanding of the first class of knowers, but an educated "acquaintance" with a subject that makes it possible to "judge correctly which parts of an exposition are satisfactory and which are not." This distinction still seems valid as we think about extending our conception of core texts beyond western boundaries.

General liberal education since Antiquity has been primarily aimed at producing *paideia*, the learning of the educated citizen, and I suggest it remains still that today. Most of my undergraduate students, for example, will become corporation lawyers, business executives, politicians, physicians, judges and journalists. Only a few will become academics and develop the refined skills of experts in Aristotle's first sense of "knower" in various advanced disciplines. This is perhaps as it should be, and I am delighted to have many of my finest students move out into practical life of our technological and commercial society. It is precisely these students who must make in the future the concrete decisions about our complex world culture and who must deal practically with the growing interface of world civilizations.

If we are to deal with texts from non-western traditions, how can we do this responsibly and sensitively while still keeping the goal of *paideia* rather than episteme in focus? This will form the topic of my Presidential Address at this year's meeting.

To turn to concrete ACTC activities that seem important to note from the last year, the move of the Institute for the Liberal Arts to St. Mary's College in Moraga, nestled in a lovely valley east of Oakland, has already generated several important new initiatives. The St. Mary's campus has provided an ideal setting for Scott Lee's new office as Director of the Institute as well as our permanent Executive Director. The Institute has been involved with two projects jointly with the NEH, the Cherokee Heritage Program, and the three-year joint ACTC-NEH project, "Bridging the Gap Between the Sciences and Humanities." The second of these two-week faculty seminars in the Bridging project was held May 31-June 13 of 2004 at the University of Notre Dame. In this series of seminars taught jointly by myself and Peter Kalkavage of St. Johns College in Annapolis, we turned our attention from the physical and mathematical sciences to the issues raised by the sciences of life. Again we were able to have around the seminar tables equal numbers of faculty from the humanistic disciplines and those from the sciences in the mutual reading and discussion of primary scientific and literary texts. This summer we will conclude the project with a workshop, hosted by St. Mary's College, that will deal with the issues of technology and big "research" science. What has been exciting about these sessions is that they have resulted in more than stimulating discussions. Specific curricular proposals are expected as a product of these workshops, and time is devoted each week to developing the practical applications of our readings to course design. We will be able to see a presentation on some of these curricula at the Vancouver meeting.

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ACTC/NEH “WIPING AWAY THE TEARS” PROJECT continued

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own Enlightenment-informed constitution, Biblical and philosophical texts and ideas which European settlers brought to North America, observations by acute observers on the state of Indian life in the new nation and during the Trail of Tears, editorials on the wisdom surrounding removal, letters and diaries written during the removal, personal accounts of the aftermath of the removal and the recovery and renewal through building the Women’s Seminary, historical reminiscences of the Women’s Seminary, and novels,

poems, and plays of 20th Century Cherokee. In addition to readings, the participating high school teachers will enjoy the performance of the Trail of Tears drama, examine Cherokee modern art work and view the Trail of Tears and other historical exhibits as part of the workshop activities. Lecturers, discussion groups, and workshop projects will deeply probe the complex relations between history and culture. ACTC core text teachers will be joining CHC staff in facilitating discussions. Interested parties can see the readings for the seminar at ACTC’s website,

www.coretexts.org.

Lee commented that “the unique resources of the ACTC Liberal Arts Institute at Saint Mary’s College in California have joined forces with similar unique resources of the Cherokee Heritage Center to bring to American high school teachers a richer, humanistic history of the Cherokee-American past than any textbook can hope to offer. We are proud to be associated with the CHC in this national project and we look forward to welcoming high school teachers from across the nation to this workshop.” The project is the

ACTC Business Meeting on Sunday

Discussion and vote by membership of proposal to place conference panel abstracts on web before meeting.

Discussion by membership of ideas to improve conference or to develop projects ACTC should undertake.

Call for volunteers for editing proceedings

Explanation and discussion of conference sponsorships for Chicago meeting next year.

Trends in the Liberal Arts Core

“Trends in the Liberal Arts Core” is an ACTC 80-institutional 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 19 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.

This year, Gonzaga University invited the Trends project to campus. The project provided a 20-page report on the history of the general education curriculum in comparison to national innovations and developments. Doug Kreis coordinated the site visit. While on campus, project director, Scott Lee, gave an hour presentation to faculty on the present Gonzaga core curriculum in light of national trends in structure as well as peer comparisons to religiously affiliated institutions. The presentation highlighted national innovations in curriculum design and assessment.

Institutions interested in joining the project should contact Lee through the ACTC Liberal Arts Institute.

President's Greeting continued

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The Institute will also host jointly with Saint Mary's College the second Undergraduate ACTC Core Text conference on March 19 and 20, in which twenty-three undergraduates from thirteen colleges and universities will gather to present papers on topics ranging from presentations on Thucydides and Homer to studies on Kurt Vonnegut and Richard Dawkins. This extension of the conference experience to a young generation of scholars is perhaps the best way we can build a long-term future for ACTC in an era of increasing demands for specialization.

I emphasized in my column last year the importance of institutes, such as our Institute for the Liberal Arts, for the realization of educational goals that cannot be achieved by normal academic departments. The NEH grants and the undergraduate conferences are two illustrations of what an Institute has been able to accomplish. The location of the LAI at an institution with long-standing commitments to core text learning, the home of a required core course, and also the home of the rigorous Integral Program, one of the full four-year all-required Great Books curricula, places it in an ideal location for pursuing wider educational goals on both the institutional and pedagogical levels. I must deeply thank Scott Lee for his energy and leadership in taking the Institute from the level of an idea formulated a few years ago, to this concrete realization it has now attained. I must also thank St. Mary's college for their great support and their material and intellectual encouragement in developing this Institute to a new level. We look forward to a long and mutually beneficial association.

Scott has arranged a spectacular program for us in Vancouver. I must also thank the local arrangements committee from Malaspina University College, Simon Fraser University, and the University of British Columbia for their role in making this next meeting a reality. I look forward to our vigorous discussions that make ACTC meetings like no other.

Phillip R. Sloam, President, ACTC

ACTC Proceedings in Various Stages of Production

(Continued from page 7)

and increased the rigor of the proceedings, for peer review now entails second readers, and papers are increasingly distributed by editors' area of teaching and scholarship, though the emphasis on an appeal to a wide range of readers remains a hallmark of ACTC papers. At the request of the Board, processes and procedures have been outlined for the editorial staff.

Reforming Liberal Education and the Core after the Twentieth Century, the proceedings of the Eighth Annual Conference of the Association of Core Texts and Courses (2002), will be published in late August of 2005. The volume is made up of twenty-five essays. Almost all are by first-time contributors. It was edited by Darcy Wudel (Averett University), Ronald J. Weber (University of Texas, El Paso), and J. Scott Lee (Association for Core Texts and Courses).

Patrick Malcolmson, St. Thomas University, is editing the 2003 volume, "The Place of Core Texts." Joining him are David Alvis (University of Western Florida), Anne Marie Bowry (Baylor), and Rick Fairbanks (Northland). The volume is expected to go to press at the end of this summer, after a meeting this spring for final editorial decisions. Malcolmson commented that the editors "faced tough decisions because the quality of the submissions was so good."

Ron Weber as chief editor will be the beneficiary of help from the following readers: Mary Buzan (McMurray University), Anne Marie Flanagan (University of the Sciences in Philadelphia), Doug Hadley (University of Dallas), Cynthia Rutz (Valparaiso University), Thomas Sorger (Roger Williams University) and Ted Vaggalis (Drury University). His volume arises out of our Dallas conference, "Core Texts, Community and Culture: Working Together in Liberal Education?" Weber is looking for all reading to be done by the end of the summer. Scott Lee provides support and coordination through the ACTC Liberal Arts Institute on guidelines and procedures for all volumes.

Rutz, Sorger, and Alvis have agreed to edit the proceedings for this year's conference. Rutz will head the team, while the series remains under the editorship of Lee. Volunteer readers may either write Lee at jscottlee@prodigy.net, or indicate their interest at the business meeting on Sunday.

ACTC Conference Sponsor's Programs

(Continued from page 4)

The Arts One Program at the University of British Columbia provides an opportunity for 200 first-year students to select one of two Groups within an integrated Introduction to the Humanities. Within a loosely designed theme students explore about twenty significant texts each year. There is no set canon of texts since themes reflect the choice of the Instructors for that year. Since our foundation in 1967 the reading list frequently reflects a standard Western curriculum from the Classics through the Renaissance to Enlightenment to the Modern. Themes such as "Making of the Self" or "Individual and Society" or "Reason and Madness" have employed texts such as Homer's *Odyssey*, Plato's *Republic*, Sophocles' *Oedipus* or *Antigone*, or Euripides' *Bacchae*, a play or two of Shakespeare, Hobbes, Rousseau, Milton, Swift, Blake, Nietzsche, Freud, Jung, Austen, Shelley, Dostoyevski, Hardy, Conrad, T. S. Eliot. More recently the themes present a contrast between representatives of Western culture and examples from one of either First Nations or China or India. Next year the theme will engage a range of women voices more directly. In the near future there is some hope that we will deal with "Impact of Science on Western Culture". The only requirement is that each reading list must include a range of genres since students are obtaining credit for a full year each of English, History and Philosophy.

We believe that we are able to guide students through such a demanding reading list due to our pedagogical method. Although we use lectures, we do emphasize the opportunities of the seminar and the tutorial format. We use only one lecture each week to introduce a text to the whole class. Then to encourage students to explore and to discuss features of the text or its argument, we have three hours of seminar with no more than 20 student in each section. Finally that seminar group is further divided into groups of four for a tutorial session for an hour each week. A student presents an essay in tutorial every two weeks. In the intervening weeks the student comments on the essays of his or her peers. By means of all three pedagogical models, we believe students develop the confidence to tackle the diverse reading list and to develop their own abilities to analyze critically and to express their own assessments competently in both oral and written contexts.

The Administration of the University of British Columbia regards Arts One as a "flagship program". Students are enthusiastic and very appreciative of the learning experience as they proceed through the broad range of programs in the Faculty of Arts. Although our students represent only about 10% of the first-year enrollment in

ACTC The Association for Core Texts and Courses

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ACTC CORE Newsletter

Newsletter of the Association for Core Texts and
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