

ACTC Core Newsletter

Volume 11 Issue 1

April 6, 2006

- Special points of interest:
- Institutional Giving to ACTC Increases
- ACTC Business Meeting on Sunday
- ACTC on web
- ACTC and AIS cooperate

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BENEDICTINE UNIVERSITY SPONSORS ACTC'S 12TH ANNUAL CONFERENCE IN CHICAGO: Largest ACTC Conference ever

Shimer College and the Great Books Foundation Co-Sponsor

Thanks to the voluntary efforts of faculty and staff and sponsorship of Benedictine University and co-sponsorship of Shimer College and the Great Books Foundation, ACTC will see a record attendance of institutional representatives from North American, South American, and European Institutions, this year. As this newsletter went to print, ACTC expected 297 attendees, increasing the size of the conference by 18% over last year's, which, in turn had a 9% increase over the 2004 conference. Nearly 130 institutions of higher learning will be joining us, including institutions from as far away as Colombia and the Netherlands, as well as an increased

number of community colleges. ACTC is deeply grateful for the help of our sponsors and co-sponsor in bringing about the conference in one of the leading core text cities on the continent.

It is hard to overstate the value of the voluntary contribution which sponsoring and co-sponsoring institutions bring to ACTC. Last spring, the Executive Director of ACTC met with faculty representatives of both Benedictine and Shimer College. Patrick Flynn of Benedictine, and, later, Barbara Stone of Shimer led teams of faculty in helping to select the conference venue and in making conference recruitment phone calls. The Great Books

Foundation later joined the co-sponsorship of the conference, bringing considerable recruitment powers to bear, as well. Don Whitfield and Barbara Stone both helped in selecting venues for the Board Dinner and the Volunteer Dinner where ACTC honors the many individuals who help in conference activity and proceedings editing.

Conference sponsors and co-sponsors cooperate at many levels. The consortium of sponsors met at the 11th annual conference not only to flesh out logistics of sponsorship, but to begin to develop the theme for this year: Substance Judgment and Evaluation:

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ACTC Liberal Arts Institute at Saint Mary's College Hosts NEH Bridging the Gap Seminar in Moraga

ACTC held the third year seminar of its three-year, National Endowment for the Humanities curriculum development grant: Bridging the Gap Between the Humanities and Sciences: An Exemplary Core Text Curriculum Development Project" at

the ACTC Liberal Arts Institute on Saint Mary's College of California Campus in the first two weeks of June last summer.

The third year of the \$ 244,000 Bridging the Gap Project, involving 29 faculty from 10 institutions across the country, focused upon

the theme of "Technology, Art, Values, and the Problems of Technoscience."

As with the first two years, the team of Phillip Sloan, ACTC President from the University of Notre Dame's

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ACTC UNDERTAKES TWO NEH PROJECTS IN COOPERATION WITH THE CHEROKEE HERITAGE CENTER

National Project on “Wiping Away the Tears: Renewing Cherokee Culture and American History Through the Cherokee Heritage Center and the Trail of Tears.”

Second Project Follows Up with Website Lectures, Readings, Discussion Plans

Last February, before the Vancouver conference, The Association for Core Texts and Courses Liberal Arts Institute at Saint Mary's College of California, in cooperation with the Cherokee Heritage Center (CHC) in Tahlequah Oklahoma, won a National Endowment for the Humanities 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.” Last June, the ACTC/CHC project workshop, under the NEH program, Landmarks of American History, was held at the Center, the U.S. Park Service-designated terminus of the Trail of Tears. The workshop for 77 high school teachers was designed to work with core texts and original historical documents of U.S. and Cherokee history, philosophy, literature, law, and art. The story of the Trail of Tears and the cultural recovery which resulted in the establishment of the Cherokee Heritage Center is both a painful and hopeful story of Cherokee-American history. “Wiping Away the Tears” brought some of the Cherokee's and America's best scholars and discussion facilitators to high school teachers from over 60 districts in two, one-week sessions, running from July 18th-July 22nd and 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.”

Designed to replace the two-three page textbook telling of this story in American history secondary education, the Wiping Away the Tears project was followed up in the fall by the development of a \$ 96,000 grant by NEH for ACTC and the CHC to develop a website of lesson plans based on the workshop materials. Lesson plans will include lectures and readings from the original project, along with discussion questions and activities for students and teachers in high schools.

Wiping Away the Tears was one of only 15 Landmarks projects funded by NEH in the last 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 with Mary Ellen Meredith, Chairman of the Cherokee National Historical Society, and the Center's 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. Indeed, 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.

Both representatives of ACTC and affiliates of the Cherokee Heritage Center participated in giving lectures or leading the discussion workshops. Brother Martin Fallin of Saint Mary's College of California, Antha Cotton-Sprecklemeyer of the University of Kansas Western Civilization Program and Ellen Pearson of the University of North Carolina at Asheville's Humanities Program helped to team-lead discussions with leaders drawn from

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• President's Corner

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

This twelfth meeting of our association in the city of Chicago, with the conference theme "Substance, Judgment, and Evaluation: Seeking the Worth of Liberal Arts, Core Text Education," occasions several reflections on the importance of Chicago for the history of the reform movements in higher education. At least in some forms, Chicago was historically significant for the development of educational programs emphasizing the importance of the reading and discussion of culturally-significant texts as a component part of liberal education. Whether relying on a wide range of texts drawn from around the world, as in the case of our conference-sponsoring institution Benedictine University, or more directly reflecting the great books tradition as in the case of our co-sponsors Shimer College and the Great Books Foundation, we can see, here, in this city and our conference, a broad manifestation of Chicago's historical role in the educational enterprise that we pursue in North American society.

I will reserve for my Presidential address more extended remarks on these issues, but there are a few comments that seem worthy of mention in this column as we prepare for our meeting. One is the concern of core text programs, in all their manifestations encompassed by ACTC, with the *content* of liberal education. It is common to see liberal education defined by such terms as the acquisition of "critical thinking skills," the "broadening of perspective," the "acquisition of writing abilities," and the "cultivation of the art of speaking." But our conference theme asks us to reflect on something that goes beyond these admirable goals.

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ACTC to Unite Two National Projects in Fall 2006 Conference on "Cooperation Between the Humanities and Sciences"

ACTC will unite two of its national projects in a late September conference. "Trends in the Liberal Arts Core" is an ACTC 81-institution research, dissemination, and review project on general, liberal education in the United States. Originally, a FIPSE/American Academy for Liberal Education project, *Trends*, which has visited 34 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.

"Bridging the Gap Between the Humanities and Sciences," an ACTC/NEH curriculum development project which has developed models of cooperation between humanities and science faculties on 10 campuses, has been described elsewhere in this Newsletter (see p. 1)

With substantial support from Saint Mary's College of California, the ACTC Liberal Arts Institute will bring pairs of humanities and science faculty to Moraga from both Bridging and Trends projects to share advancements in general education development, as well as to discuss, especially, models of humanities and science faculty cooperation. The conference will be structured by plenary panels, plenary speakers, roundtable discussions, and some workshops. Representatives of institutions that are not part of the projects will be invited to attend in order that the continental scope of general liberal education reform and faculty cooperation can be fully explored. It is expected, as with annual conferences, that most attendees will have an opportunity to represent their programs and work. ACTC intends to publish the project outcomes and conference developments, as well.

Institutions interested in joining the conference should contact the Executive Director of the ACTC Liberal Arts Institute at jscottlee@prodigy.net.

ACTC/NEH Wiping Away the Tears Project

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Cherokee Heritage Center, including Julia Coates, the Cherokee Nation's Curriculum Director, Steven Woods also of Tulsa Community College, and Blue Clark located at the University of Oklahoma City Law School. Ray Fogelson, University of Chicago, Brad Agnew of Northeastern University, Robert Conley, Cherokee novelist and historian, and Mary Jo Watson, Oklahoma University's Art History program were just some of the noted lecturers.

OUR SPONSOR'S AND CO-SPONSORS' PROGRAMS

Benedictine University Core Program

At Benedictine University, the heart of our institution's core program is its Cultural Heritage Sequence. Students take a sequence of five historically oriented, but primary-text based, reading-rich courses, each with a "core" designation. These courses include: *The First Year Writing Seminar*, *Mediterranean World* (Ancient course), *Baptism of Europe* (Medieval course), *Converging Hemispheres* (Modern course), and *Contemporary World* (1850 – present).

The courses are a combination of standard selected world civilization material, significantly enriched with culturally critical "Core Text" additions. The students are asked to internalize the basic chronology and geography of selected world history, in addition to reading and addressing a very significant sampling (generally around five) of the "Great Texts" associated with this history. A significant component of this "Core Text" material concerns the study the Rule of St. Benedict and the development of the Catholic Intellectual tradition. In addition, the Core Program deems a number of themes to be especially crucial to the understanding and heritage of this history. These include: the contributions of religious faith and philosophical thought to understanding the person in community; the relationship of the individual to society; the history, methods, and impact of the natural sciences on the individual, society, and the environment; and the artistic and literary heritage of world civilization. All Cultural Heritage Courses are taught seminar style and are discussion-oriented and writing intensive. The courses are staffed by Benedictine faculty across all disciplines and curricula.

One particular feature that makes the Benedictine University Liberal Arts Core Program distinctive is its reliance on the resources of the Catholic and Benedictine traditions, and the relationship of these traditions to the history of world civilization. These provide a particular vision of the individual in community -- a vision which respects and promotes personal freedom and social harmony, while providing an understanding of the means necessary to secure both. The long-term goal of the Benedictine University Liberal Arts Core Program is to prepare students for a lifetime of continued learning, a holistic understanding of human knowledge, and active and responsible citizenship.

Patrick Flynn, Core Director, Benedictine University

The Shimer College Core Curriculum

The Shimer College core curriculum was instituted in 1950. It was modeled on the Great Books Program implemented by Robert Maynard Hutchins at the University of Chicago. The core consists of nearly every recognized great author in the Western canon and comprises 16 of the 24 courses required for the Bachelor of Arts degree. Every student who is a BA candidate takes these courses. The 16 required courses are distributed equally in Humanities, Natural Sciences, Social Sciences, and Integrative Studies so as to give every Shimer graduate a thorough grounding in the basic texts of the Western tradition.

The Basic Integrative Studies core courses develop the skills of systematic reasoning, critical inquiry, and expression. The Humanities courses acquaint students with the imaginative representation and the more systematic explorations of the conditions of human existence as defined by artists, philosophers, theologians, and historians. The Natural Science courses lead from the early Greek hooked atom to the sophisticated Bohr atom and from the static world of nineteenth century chemistry through the evolutionary world view of Darwin. The Social Science courses attempt to organize human experiences and analyze them in a disciplined and scientific manner. In the Advanced Core Courses, seminal works are explored in a more detailed, focused way.

The core curriculum is carefully designed to provide a context for integrative thinking between various areas of study and between ideas. The study of classic texts, in discussion classes of 12 students or fewer, makes it possible for all students to become fully engaged participants in seminar-style classes. In addition, students

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ACTC To Present “Bridging the Gap” Panel Before Plenary Session of AIS Fall Conference

ACTC will be presenting a panel on its “Bridging the Gap” NEH curriculum development project at the October conference of the Association for Integrative Studies before a plenary session of the Association. Gretchen Schulz, of Emory and long-time supporter of ACTC, organized the conference and invited ACTC’s participation.

Proposals for the 28th Annual Conference of the Association for Integrative Studies are due by April 14th, 2006. The Conference theme is: “Bridge-Building: Connecting Hearts and Minds, Arts and Sciences, Teaching and Research, Academy and Community.” The Conference will be hosted in October by Emory University and Oxford College of Emory University in Atlanta, Georgia. Information on the conference and a Proposal Submission Form are available on the conference website www.ais.oxford.emory.edu.

ACTC will send Phillip Sloan, Notre Dame, Marian Glenn, Seton Hall University, Chris Metress, Samford University, and Scott Lee at Saint Mary’s College of California to make presentation ranging across curricular readings, faculty implementation, and assessment of student learning.

2006 AGLS Conference Scheduled for Fall

The Association for General and Liberal Studies will hold its National Conference in Indianapolis, IN, October 19-21, 2006.

The Conference will take place at the Courtyard Marriot, Downtown. For details about the hotel, contact the Courtyard Marriot at

<http://marriot.com/property/propertypage/INDDC>

For current conference information, see the AGLS website for regular updates:

<http://www.bsu.edu/web/agls/>

Proposal announcements are available on the website. A deadline for proposals is to be determined.

Panel Format of the 12th Annual Conference

This year ACTC has tried to comply with a number of requests and suggestions made by members over the years.

All five– or six-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. The number of attendees and the diversity of interests has seen the panels grow to 58, from 53 last year. Consequently, panel times and sessions have been extended on Saturday to match the pattern on Friday, which we established last year. 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 abstracts – on the web or in the agenda. This is simply beyond the current state of ACTC staffing. However, the business meeting will address this issue once again, as well as the possibility of having workshops on the Thursday afternoon, before main conference activities commence.

ACTC Business Meeting on Sunday

Reports on Board actions.

Call for volunteer to arrange to place conference panel abstracts on web before meeting.

Discussion of possibility of workshops before conference officially opens on Thursdays.

Call for volunteer to assist in editing Newsletter

Nominations to Board of ACTC: membership vote

Report to membership on editing of *Proceedings*

Report to membership on developments in student publication at Lynchburg College: *Agora*

New Interdisciplinary Journal: *Expositions*

The Core Humanities Program of Villanova University announces the publication of a new journal that is bound to interest teachers and scholars of core texts.

Expositions: Interdisciplinary Studies in the Humanities is an academic forum sponsored by the Core Humanities Program of Villanova University. We publish scholarship, both established and emerging, that situates the disciplines within a larger investigation of our common humanity. Acting on the Augustinian principle that nothing human is foreign to the sympathetic heart, we seek contributions which explore human life in all its aspects and from different perspectives. *Expositions* fosters active, even radical, conversations through essays that impact our teaching, research, and the life of the academy.

Expositions will be published twice yearly. The Spring issue will be themed, with some articles invited, but with unsolicited articles on the theme considered.

Our first issue, "Ecce Homo: Revealing Human Nature through the Humanities," will appear in spring 2007. It will feature the reflections of such distinguished contributors as Rémi Brague (Sorbonne, Paris), Eva Brann (St. John's College, Annapolis), Timothy Fuller (Colorado College), and Katherine Tillman (Notre Dame).

We are now accepting submissions for Fall 2007. For more information, please visit the journal's website: [http://](http://www.equinoxpub.com/journals/main.asp?ref=61)

www.equinoxpub.com/journals/main.asp?ref=61

Peter Busch, Villanova University

Lynchburg College Considers Launching *Agora* as National Student Journal

Lynchburg College, a long-standing institutional member of ACTC, has its Lynchburg College Symposium Readings program. For many years, the LCSR has published the *Agora*.

The *Agora* publishes student and faculty writings produced through the LCSR program, which integrates classical ideas and issues with contemporary ones. The journal takes its title from the marketplace at the heart of classical Athens, where much of Athenian public life was carried on: mercantile exchange, performance, political debate, athletic contests, and the public worship of deities--all took place within the hustle and bustle of the Athenian agora.

Similarly, the journal seeks to be a marketplace for important ideas and issues. One essay in each issue features a piece of faculty writing, while the rest of the journal presents student work selected from submissions encouraged in all classes which participate in the LCSR program.

Lynchburg College is considering making the journal available on a nationwide basis and would like to discuss this prospect at the ACTC business meeting.

The ACTC Liberal Arts Institute has been in discussions with Lynchburg and encourages interested parties to join in the discussion at the business meeting.

SPONSORS AND VOLUNTEERS MAKE CONFERENCE A SUCCESS

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Seeking the Worth of a Liberal Arts, Core Text Education.

The consortium representatives visited a number of hotels. Together, Benedictine and Shimer put together a student panel, mentoring the students as they completed their papers for the conference.

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, led by Patrick Flynn, Benedictine University's Julie Dugger, Jean-Marie Kauth, Alfred Martin, and Martin Tracey not only made numerous calls to recruit but arranged the logistics of

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Proceedings Published, Others Nearing Publication

New Additions to Staff Will Speed Production of Remaining Proceedings

ACTC is currently sending out copies of the just-published, *Reforming Liberal Education and the Core after the 20th Century*, United Press, 2006. Edited by Darcy Wudel, Ronald Weber, and J. Scott Lee, these are the proceedings of the 2002 conference in Montreal. Each attendee of that conference will receive a copy, paid by a subvention built into the conference fee plus additional support by ACTC. The new volume contains 25 essays out of 160 presentations given at the conference. We want to thank Darcy and Ron for their hard work on this project.

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.

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 2003, the conference had 180 presentations, in 2004, 200 presentations, and in 2005, about 210 presentations.

When the proceedings were first published, editors were largely new to the task. Having gone through the experience of learning how to be a production editor, Darcy has volunteered to become ACTC's production editor once content editing by reviewers is complete. In producing his volume, Darcy enlisted the voluntary services of Susan L. Booker, Assistant Professor of English at Longwood University, as a copy editor, and she has generously agreed to work voluntarily on future Proceedings. These two volunteers will be offering their experience instead of each editor having either to learn the production editing and do the copy editing or having to find the volunteers to help with each volume.

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.

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 to go to press by the end of the year.

Cynthia Rutz, Sorger, and Alvis have agreed to edit the proceedings for last year's conference. Rutz will head the team. Patrick Flynn, who has so ably headed the support team for this year's sponsorship of the Conference, will be the editorial chief of this year's volume.

Scott Lee provides support and coordination through the ACTC Liberal Arts Institute on guidelines and procedures for all volumes. Volunteer readers may either write Lee at jscottlee@prodigy.net, or indicate their interest at the business meeting on Sunday.

Be sure to submit copies of your paper for consideration. Guidelines are on ACTC's website: www.coretexts.org. Submissions, this year, should be by June 30, to both jscottlee@prodigy.net and pflynn@ben.edu.

63 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, program and faculty 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 27th are much appreciated, but did not meet the deadline for this newsletter.

Laurie M. Bagby, Roger Barrus, Eric Berg, Steven J. Berg, Kieran M. Bonner, Brian J. Braman, Jeffrey Brautigam, John M. Burney, Theodora Carlile, Rali Christo, Ann Charney Colmo, Christopher L. Conostas, Elizabeth Dell, Carl M. Dibble, Michael Dink, Margaret J. Downes, Patrick Downey, Paul Dry, Laurel E. Eason, David S. Faldet, Anne Marie Flanagan, Mary Catherine Fox, Robert Frail, Celeste Gaia, William George, William Tell Gifford, Sandra Grayson, Louis F. Groarke, Judith Patricia Haas, Charles Hamaker, Ted Hendricks, Charles Hilken, John R. Holt, J. Sanders Huguenin, Kathleen Hull, W. Marshall Johnston, Jean-Marie Kauth, Denis Kelly, Kathleen A. Kelly, Joseph Khoury, Peter T. Koper, Anna Lännström, Anne Leavitt, J. Scott Lee, Maurice A. Lee, Alesa Mansfield, Donald F. Mansir, Lisa Manter, Donald G. Marshall, Craig McConnell, Douglas McFarland, Christopher Metress, Jon Mark Mikkelsen, Phil Mullins, Matthew J. Oberrieder, Joan F. Peterson, Peggy Sheffer Pittas, Thomas Poundstone, Ron C. Pullins, Richard S. Rawls, Jane Kelley Rodeheffer, Cynthia Rutz, Brian P. Schwartz, Deborah Schizer Scott, Chris Sindt, Phillip R. Sloan, David James Smith, R. J. Stewart, David Sweet, Glen E. Thurow, Jason Tipton, Edgar Antonio Vélez, James Vest, Robert von Der Ohe, Joyce Wexler, Barry Whitney, James W. Woelfel, Alan Woolfolk, John R. Yeatts.

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 12th year, 63 institutions have given or pledged to give to ACTC, up from 59 last year, a rise of nearly 7%.

Assumption College

Averett University

Babson College

Baylor University

Benedictine University

Boston University

California State—Fullerton

Carthage College

Catawba College

Centenary College of New Jersey

Colgate University

College of New Jersey

Colorado College

Columbia University
 Columbus State Community College
 Concordia University,
 Liberal Arts College
 Dominican University
 Eckerd College
 Fresno Pacific University
 Great Books Foundation
 Hampden-Sydney College
 Hanover College
 Henry Ford Community College
 James Madison University
 Kenyon College
 Lewis and Clark College
 Lynchburg College
 Malaspina University College
 Mercer University
 Messiah College
 Monmouth University
 National University
 Norfolk State University
 Oglethorpe University
 Oxford College of Emory University
 Pepperdine University
 Rhodes College
 Roger Williams University
 Saint Anselm College
 Saint Bonaventure University
 Saint John's College
 Saint Mary's College of California
 Saint Mary's University of Minnesota
 Saint Olaf College
 Samford University
 Seton Hall University
 Shimer College

You Can Find ACTC on the Web

ACTC IS LOCATED ON THE WEB AT OUR NEW
 WEBSITE:

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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 Aquinas College
 Thomas More College of Liberal
 Arts
 Truckee Meadows Community
 College
 University of British Columbia
 University of Chicago
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 address, and we'll
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President's Corner

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Nothing in the list of descriptors above addresses the issue of content itself. What more can be said about this? Of course, as we know, it is efforts to supply some kind of content to liberal education, and especially efforts to define a core curriculum, that are at the heart of curricular battles. In their own attempts at defining a core program, the educators associated with the University of Chicago in the 1930s and 40s, building on the foundations laid in the General Honors curriculum at Columbia University, played an important role. Many of the programs represented at our meeting, including my own, either have some direct or indirect historical connection with the new College program initiated at the University of Chicago in the 1930s under the leadership of UC President Robert Maynard Hutchins. This is even true south of the border, where the Hutchins ideal was important for the founding of the Universidad de los Andes in Bogotá Colombia in 1948, the first non-confessional private university in that country. I should here mention that ACTC is pleased to welcome to its association several new members from the nation of Colombia to this meeting, representing the Universidad Technologia de Bolivar in Cartagena, the Universidad de Rosario in Bogotá, and the Universidad Nacional de Colombia, with six campuses in Colombia, as the beginnings of a new regional section of the ACTC.

As I discussed in my Presidential address last year, the notion of general liberal education—Aristotle's *paideia*—as an educational ideal that is distinguishable from the pursuit of specialized disciplinary learning, is often challenged by the demands for greater and greater specialization in our complex world. But this contrast of specialized and general education need not be an exclusive or antagonistic one. I would instead like to emphasize their dependence on one another.

One way of formulating this relationship is to draw from the important essay *Of a Liberal Education in General* of 1845 by the omniscient Master of Trinity College, Cambridge, William Whewell (1794-1866), mathematician, mineralogist, philologist, geologist, and philosopher and historian of science. This text, also drawn upon by Hutchins in his clarion call for educational reform of 1936, *Higher Education in America*, has some surprisingly relevant comments to make on this issue. As one who appreciated the value of learning gained both from the tradition and from participation in modern scientific and literary culture, Whewell made an important distinction between what he termed “permanent” and “progressive” studies. One teaches us how “former generations thought, and felt, and reasoned, and expressed their thoughts, and feelings, and reasonings.” “Progressive” studies, on the other hand, teach us how “each generation learns that thought, and feeling, and reasoning are still active, and is prepared to take a share in the continuation and expression of this activity.” From our perspective of 161 years in the future, there still seems something deeply relevant in Whewell's distinction of two forms of education, both of which are important to us as educators and scholars. To seek only his “progressive” studies gives us little in the way of reference points or foundations from which we can deepen our contemporary discussions, particularly on contentious or divisive issues. On the other hand, attention to the “permanent” in education alone cannot itself solve many of the questions we face. It is in the interplay of these two forms of learning that we seem to find some way of negotiating many of the shoals of modernity. Ideally though this interchange we can achieve a new level of informed citizenry, and a deeper civility in our public dialogue.

From my office as President, I welcome to the Board as new members Michael Dink, Dean of St. John's College in Annapolis, and Anne Leavitt, Dean of the Faculty of Social Sciences of Malaspina University-College in Nanaimo, British Columbia. For their long service on the Board, I also thank Ellen Belton, formerly of Brooklyn College, now with CUNY's Honors Program, Patricia Downes of the University of North Carolina, Asheville, Barbara Hatton, Formerly President of Knoxville College, and Thomas Lindsay, now of the National Endowment for the Humanities. I also express appreciation to Benedictine University, Shimer College, and the Great Books Foundation for their work in the local arrangements of our meeting. My continued appreciation goes to Saint Mary's College of California for its continuing support for the Institute for the Liberal Arts. And as always, I give the deepest thanks to Scott Lee, our Executive Director, without whom there would, indeed, be no ACTC.

As we gather together in this great city, with its rich heritage of reflection on educational theory, I look forward to our conversations.

Phillip Sloan

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 7)

student panels, student workers, and the printing of the agenda and newsletter. With Barbara Stone, Ann Dolinko, David Shiner, Stuart Patterson, Jim Donovan, and Harold Stone from Shimer likewise helped to call over 800 individuals who have either previously joined ACTC activities in the past, or who have consented to be contacted by ACTC 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 at Saint Mary's College. 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.

Sponsoring institutions also may elect

to put together "Sponsor's Panels," found in the agenda. Martin Tracey of Benedictine assembled the panel *The Rule of Saint Benedict As a Core Text and Pedagogical Approach*. Barbara Stone organized the panel on *Great Books, Great Art: Integrating Art History into the Liberal Arts Core*

Curriculum. And, Don Whitfield brought together the panel on *Making Reading Matter: Core Texts in Community Colleges*.

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 the Institute for the Study of Values and Science and Benedictine's Core program, as well. Benedictine has volunteered student workers and has underwritten the agenda printing while arranging for the printing of this Newsletter.

Shimer College contributed a co-sponsorship in a year when many changes were taking place on campus. And, the Great Books Foundation offered to co-sponsor — having already generously contributed to our 2001, Notre Dame conference. In the cases of Benedictine and Shimer, Presidents William Carroll and William Rice, respectively, were involved in the decisions to support the conference. We are deeply grateful for their whole-hearted support of ACTC.

A very special thanks to Patrick, Barbara, Don, and Martin for all the time they put in.

If your institution and faculty members might be interested in sponsoring or co-sponsoring a future conference, please let the Executive Director of ACTC, Scott Lee, know.

ACTC Liberal Arts Institute Holds Third Year of NEH "Bridging the Gap" on Saint Mary's College of California's Campus

(Continued from page 1)

Program of Liberal Studies, and Peter Kalkavage, from St. John's College, led the discussions by faculty of works by such authors as Plato, Aristotle, Cicero, Machiavelli, Shakespeare, Bacon, Jacob and Monod, Lator and Woolgar, Kafka, Hawthorne, Jonas, and Kitcher.

Supplementing discussions based on the readings were two play performances. The first was by Robert Weiner, an adjunct Saint Mary's faculty member, who performed a one-man show on "Leonardo Da Vinci" which he had written through a study of works by

Da Vinci and biographies. Members of the seminar also performed a reading of Michael Frayn's *Copenhagen*.

Over the three-year period representatives from Benedictine University, Mercer University, Norfolk State University, St. Bonaventure University, Saint Mary's College, St. Olaf College, Samford University, Seton Hall University, Truckee Meadows Community College, and the University of Dallas met to discuss the works pertaining to the first themes of the project: "Motion and Natural Law in a Philosophical and Political World," and "Life: Origins,

P u r p o s i v e n e s s , a n d Transformations," and to engage in curriculum building workshops. While the project focused primarily upon core curricular cooperation between humanities and science faculty, elective and major courses were also introduced into the curriculum by the faculties of the attending institutions. Results of the seminar will be available on ACTC's website, www.coretexts.org.

Project Director Scott Lee commented that "Bridging the Gap placed ACTC at the forefront of serious curricular design and innovation. At the Institute, we look forward to developing similar

ACTC Conference Sponsor's Programs

(Continued from page 4)

demonstrate proficiency with the materials through writing projects and comprehensive exams, which culminate in the completion of a Senior Thesis.

This integrative, interdisciplinary curriculum creates a common background for students. At the same time, it provides a conscious force encouraging the faculty to continue their education in order to expand their acquaintance with and understanding of unfamiliar academic areas. A significant aim of the curriculum, then, is this integrative attitude among students and the faculty.

Submitted by Barbara Stone, Dean

The Great Books Foundation

Sixty years ago, Robert Hutchins and Mortimer Adler launched a Great Books adult education program at the University of Chicago, dedicated to the vision of book discussion groups around the country in which serious readers could meet and talk about enduring issues and ideas. The Great Books Foundation was established in 1947 to encourage this activity and to publish editions of classic texts especially suited for these groups. Along with publishing, the Foundation has from its beginning offered training in discussion leading techniques that it has found to be conducive to rewarding conversations about challenging texts. Today there are more than 850 Great Books groups meeting regularly in homes, libraries, and community centers.

Since the early 1960s, the Foundation has been deeply involved in classroom education at all levels, from elementary school through college. The Junior Great Books program reaches thousands of teachers and youngsters through Foundation publications and professional developments training courses. As more and more colleges become interested in inquiry-based programs using original texts, the Foundation is frequently called on to assist instructors and their students develop their skills as discussion leaders and participants. In addition, the Foundation is continually developing new books to support well-focused discussions at the college level, whether in specific subject areas, general honors seminars, or developmental reading and writing programs.

Donald Whitfield, Director, Higher Education

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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