



HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

This is not my initial contribution to these pages—a short piece appeared last June “From the Desk of the Future Director.” (That prompted a metaphysical temptation, over which the wiser counsel of the Editor has prevailed, to head this column “From the Desk of the Former Future Director and the Future Former Director.”) My interest in the Honors Program has been strong from its beginning and I have paid close and admiring attention to its flourishing growth under the Present Former Director, Professor McDonald. Even so, the view from the Director's desk gives a new perspective. More than anything else, it forces upon one a new and deeper appreciation of the dependency of a successful honors program on the good will and devoted effort of many who have no title whatsoever.

One of the first tasks I undertook in my new office was to read through the questionnaires that had been filled out by seniors graduating during 1966-67. I was deeply impressed by the care and thought that had gone into many of them. I have always believed that the students in Honors are finally our most important source of strength, of support and of judicious criticism. Reading through all the questionnaires confirmed that belief by concrete example. I look forward especially, therefore, to the continuing close cooperation and assistance of the Honors Student Council, the Editorial Board of *Academy* and the students of the Honors Division generally.

The biggest news concerning the Honors Division at this time centers on the Lower Division, particularly the entering freshmen. For the first time, qualified entering freshmen have been able to register in the Honors Division. Next year, as we register new freshmen and keep this year's group as sophomores, we shall be the administrative home for a student population on the order of a small college, between 1,000 and 1,200 students.

Even more important than the administrative innovation represented by freshman registration is the growth in the number of freshmen participating in the honors program. Last year slightly less than 100 students took part in seven Lower Division Honors Colloquia. This fall there will be seventeen colloquia, for 250 students. All of them, of course, participate in the special advising program as well. This rapid growth would have been impossible without the willingness of many busy faculty members and administrators to commit a significant portion of their time each week for two quarters in order to serve as colloquium leaders. The list of leaders appears elsewhere in these pages. Among them, it should be noted, are two students, Keith Nier and Robert Verbrugge. An innovation this year is the assignment of an undergraduate assistant, who will earn a small stipend, to each colloquium. Assistants' names are listed with those of the colloquia leaders. Faculty members involved in the freshman advising program have also been generous of their time; many of them made special trips to the University this summer to keep appointments with advisees during the freshman orientation-registration period. To all of them, and especially to a new member of the Honors Division Staff, Mr. Stephen Grooms, who handled most of the arrangements for the freshman honors program this year, the program is deeply in debt.

I was struck by how many of the senior questionnaires included some appreciation of the quality of their contacts with the personnel of the Honors Division office (which continues to be located in 115 Johnston Hall). Student readers of the *Newsletter* will probably be interested in the changes that have taken place since last year. Mr. Michael Mann remains with us. Besides Mr. Grooms, we have also added Mrs. Marilyn Ford to our academic staff. There will be some familiar faces and some new faces at the desks and behind the file counter, as many of you have already discovered in going through registration. Mrs. Eileen Coates remains, but with new dignity and responsibilities as Principal Clerk. Miss Mary Sornsin decided the grass was greener on the other side of the counter and has become a student again, but will remain on a part-time appointment. Miss Janet Gieneart and Miss Bonnie Waataja are new. As for the warm welcome and careful attention to your administrative problems you have known in the past, I am sure that *plus ça change, plus c'est la même chose*.

In a future issue I shall probably want to direct some attention to the relations between the CLA Honors Program and Honors in the other colleges and campuses of the University. At this time, I shall only bid welcome to the new Seminar Honors Program at the Morris Campus and wish it and its Director, Professor Theodore Uehling, all success.

Burnham Terrell

SEMINAR TO BE OFFERED BY VISITING PROFESSOR OF PHILOSOPHY

During Winter Quarter, 1968, a College Honors Seminar will be given by Father Eric D'Arcy, who will be at Minnesota as a Visiting Professor in the Department of Philosophy. Professor D'Arcy will be on leave from the University of Melbourne. He is the author of *Human Acts; an Essay in their Moral Evaluation*.

Father D'Arcy's seminar is entitled “Concepts and Methods in Political Philosophy.” It will be held in Ford Hall 261, Wednesdays, 3:15 - 5:00. It will be numbered CHS 94H, and replaces a previously scheduled seminar, “Human Ecology,” which has now been cancelled.

Following below is a description of the seminar furnished by Professor D'Arcy:

The seminar will begin with a study of the contemporary debate between Devlin and Hart concerning the relationship between Law and Morality. This will lead to an examination of classic forerunners of their respective views: Locke and Aquinas as foreshadowing Devlin's theory that there is an intrinsic connection between law and morals, Mill as denying this.

Next, against this background, we shall attempt to explicate some of the assumptions of political philosophy by means of concise studies of Marx's Historical Materialism and Machiavelli's *Prince*.

Published by the Honors Division of the College of Liberal Arts, University of Minnesota. Edited by Michael Mann.

Simultaneously with these studies of *content*, we shall discuss questions of *logical status*. It will be argued that—when compared with Marx—Mill, Locke and Aquinas are methodologically very close; and then that Marx—when compared with Machiavelli—is philosophically akin to those three.

No previous study of philosophy will be supposed. *Western Political Philosophies*, edited by Maurice Cran-

ston, will be useful preliminary reading. The *lecti classici* will be indicated in the course of the seminar.

Seniors or Juniors registered in the Honors Division will be eligible to elect the seminar, with first priority given to students with a GPA of 3.25 or higher. Anyone interested in taking the seminar should "pre-register" for it in the Honors Division Office, 115 Johnston.

CO-LEADERS FOR 1967-68 LOWER DIVISION HONORS COLLOQUIA

Group

1. Rutherford Aris,
Professor of Chemical Engineering
Donald K. Smith,
Associate Vice President,
Academic Administration
Undergraduate Assistant: Keith Hazleton
2. Paul Cartwright,
Assistant Dean and Placement Director,
Institute of Technology
Keith Gunderson,
Associate Professor of Philosophy
Undergraduate Assistant: Curtis Carlson
3. Paul Cashman,
Assistant Vice President, Educational
Relationships and Development
Stuart Fenton,
Professor of Chemistry
Undergraduate Assistant: Susan Merrick
4. Harold Chase (Winter and Spring Quarters)
Professor of Political Science
Undergraduate Assistant: To be determined.
5. John Ferguson,
Professor of Classics
Mabel Powers,
Director of Upper Division Offices
Coordinator of Advising, Upper Division,
CLA
Undergraduate Assistant: Rosemary Mills
6. John Hill,
Associate Professor of Child Psychology
Undergraduate Assistant: Patricia Barrett
7. Fred Lukermann,
Assistant Vice President, Academic Administration
John Parker,
Professor and Curator of the James Ford
Bell Collection
Undergraduate Assistant: William Mittendorf
8. Errett McDiarmid,
Director, Graduate Fellowship Office,
Professor of Library Science
James Wertz,
Professor of Physics,
Acting Director of Minnemath
Undergraduate Assistant: Meredith Bleher
9. Toni McNaron,
Associate Professor of English
Stephen Grooms,
Assistant to the Director of Honors
Undergraduate Assistant: Mike Birdsall

Group

10. David Noble,
Professor of History
Michael Mann,
Administrative Assistant to the
Director of Honors
Undergraduate Assistant: Hugh Coffman
11. George Rapp,
Associate Professor of Geology and Geophysics
Rodney Loper,
Clinical Counselor and Assistant
Professor of Psychology
Undergraduate Assistant: Greg Gepner
12. George Shapiro,
Associate Professor of Speech
Eleanor Fenton,
Assistant to Dean of Extension Division
Undergraduate Assistant: Robin Raygor
13. Burnham Terrell,
Director of Honors, CLA
Professor of Philosophy
Keith Nier, President
Honors Student Council
John Gander,
Associate Professor of Biochemistry
Undergraduate Assistant: Karen Hanson
14. Gerhard Weiss,
Associate Dean for the Humanities, CLA
Professor of German
Marilynn Ford,
Assistant to the Director of Honors
Undergraduate Assistant: Barbara Gilbertson
15. Roger Page,
Associate Dean, CLA
Robert Verbrugge,
Editor, *Academy*
President, CLA Board
Undergraduate Assistant: Nancy Harding
16. Arnold W. Walker,
TV Production Director
R. Smith Schuneman,
Assistant Professor of School of
Journalism and Mass Communication
Undergraduate Assistant: Jerry Hillman
17. Melvin Waldfogel,
Associate Professor of Art History
Eugene Eidenberg,
Assistant Professor of Political Science
Undergraduate Assistant: Mary Josefson
18. Constance Sullivan,
Lecturer in Romance Languages
Ralph F. Berdie,
Director, Student Life Studies,
Professor of Psychology
Undergraduate Assistant: Sharon Seivert

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

LETTER FROM THE PRESIDENT

The Honors Student Council is entering its third year amidst the prospect of continuing challenge and opportunity. The informal and formal aspects of the honors program are expanding. In this year the foundations of a true honors community can be built.

HSC will maintain its concern with the formal honors program, working closely with the administration and faculty where possible, independently where desirable. We hope to undertake a comprehensive analysis of the honors programs in each department. This kind of review is necessary to spot problems and missed opportunities, to improve our education and the university environment. This is a role in which each member can make a positive contribution to the quality of the program and to his or her own future.

HSC will try to turn its attention even more toward innovation in the coming year than it did in the past. Last year we were the ones who started the drive for a P-N grading system and we kept with it all the way, working closely with other student and faculty groups as time went on. This year all CLA sophomores, juniors, and seniors can take up to 1/2 of their credits in any quarter on the P-N system, and all College Honors Seminars will be reported on the P-N system. This should show that students can help to bring major new educational programs into action in this school. Last year we spent much time working on proposals for the formal lower division honors program. This effort is not over, but it should be noted that our ideas have been part of the planning process from the beginning, and many have already received approval.

In the coming year we hope to focus more attention on the questions of new kinds of courses, independent study and new kinds of non-credit activities for fun.

A considerable amount of thought has been given to various proposals for independent study which would allow students to register for courses listed in the bulletin and complete them via independent reading rather than class attendance, using papers, written tests, or oral exams to evaluate performance after the student's reading has been completed. Perhaps an honors student will be able to take an entire quarter in independent study if he or she so wishes in the future. This is the sort of opportunity and challenge we should work toward.

Many people have suggested a variety of new courses, from a two year sequence presenting a general perspective on western civilization—its history, society, science, and arts—to seminars for freshmen as an optional mode of meeting the freshman English requirement, to colloquia at which major faculty members would present reports on current problems in the social sciences, the humanities, the arts, or communications, bringing the frontiers of research and study to the student. These are ideas that we can turn into real programs if a few honors students are willing to work for their implementation.

Virtually all interested HSC members last year expressed approval of the idea of setting up discussion groups through which one could meet others of similar ability and talk over common concerns, from the latest novel to problems with teachers to international politics. We hope to initiate just such discussion groups among HSC members this year. This is part of what is perhaps our biggest challenge and opportunity, making honors into something more than a richer, deeper curriculum, making it almost a way of life.

We hope this will be an exciting year. It can be enjoyable and productive. Only a few ideas have been mentioned here; there are a myriad of others. All it takes to make them a reality is moderate effort and dedication on the part of those who stand to benefit most, the honors students themselves.

Keith A. Nier

FOOD FOR THOUGHT

I have a pen-pal in India who is attempting to start an international journal among students, called *Friendship*. He continually writes of his efforts in the following terms: "I need much material to feed my *Friendship*." While the metaphor of hunger may have ironic appropriateness for an Indian journal, it also describes the predicament of student "little magazines" in general: they have great appetites, but very little food.

Academy: A Journal of the Liberal Arts, now entering its third year, has experienced this lack of quality supplies ever since its founding. There is a lot of good undergraduate writ-

ing on this campus, but too much hesitation and "humility" over seeing it in print. In fact, it seems that the better the writing is, the greater is the hesitation to submit it. *Academy* hopes to become a quarterly this year. To do so while maintaining a high standard of quality we will need your full cooperation in the following ways:

STUDENTS—All undergraduates in any college are encouraged to submit any work they may have done in the genres of poetry, short fiction, expository and informal essays, short drama, artwork, and photography. Work done both independently and for class is desired and needs only (1) to show freshness, clarity, immediacy, and economy of rhetoric. Informal essays and articles dealing with the sciences (history or contemporary research) are especially rare and especially needed.

FACULTY—If you assign papers, creative writing, or artwork to your students, you occasionally run across work which shows that special spark of excellence. Persuade the student to submit it to us, send it to us with his permission, or contact us about it. Coursework of excellence should not have a mere audience of one.

ADVISERS—You meet students frequently. Many of them want to become involved in a meaningful way. Keep *Academy* in mind as an opportunity for students to see themselves in print and to work on the staff of an important campus publication.

Academy foresees a number of changes this year. The staff and advisory board are undergoing a major turnover. One such transition is that Dr. Martin Roth of the English Department will be taking Dr. James Scoggins' place as our adviser. We hope that changes in the design of the journal will augment our identity and sophistication. We are also preparing subscription rates, so that interested libraries and persons off-campus can receive the journal.

Remember—*Academy* is hungry. Keep us in mind!
Robert Verbrugge, Editor
115 Johnston

HSC COMMITTEES TO BE ACTIVE

The Honors Student Council (HSC) will operate this year primarily through its committees and the Executive Board. General meetings of the whole Council, three per quarter, will be primarily devoted to programs such as coffee hours, panels, debates, and informal discussion among members, hopefully with refreshments available at each meeting.

Specific work on various issues will be done in committee meetings. Any honors student can be a member of any committee, and of more than one committee. Meeting times and places will be publicized for all HSC members.

The curriculum committee will be engaged this year in evaluation of the opportunities, requirements, and classes that make up each department's honors program. The committee also hopes to work on various ideas for special courses and develop concrete proposals to put before the faculty and administration.

The research and independent study committee will be working to turn some of the background effort, ideas and proposals developed last year into actual working programs.

The programs and facilities committee will continue to handle the coffee hours as it has done in the past. The committee will also initiate informal honors discussion groups on various topics, perhaps meeting in the evening in members' homes, in response to considerable interest in the idea last year. Sometime in January it is probable that HSC will move into a small office within 115 Johnston Hall and the committee will be in charge of maintaining that space. Finally, Program and Facilities is the group concerned with securing a real honors center.

The public relations committee will try to keep members informed of what is going on in various committees. It will also supervise our material in this newsletter; your letters on any topic are welcome.

The publications committee will continue to publish *Academy*, hoping this year to bring out three issues, one in each quarter. Contributions of material and work are needed.

The committees are responsible to the HSC Executive Board, composed of the five officials elected in the preceding spring, that is, the president, vice-president, executive secretary, and the two student representatives on the Faculty Honors Council. Officers for 1967-68 are, respectively, Keith Nier,

Robert Verbrugge, Cecilia Laurie, Cathie Lippman, and Laurel Lebens. This Board will meet several times a quarter and will act on points brought up by committees and on general issues. Its meetings will be publicized and will be open to all members to come, listen, and speak their views. Decisions of the Executive Board, if the majority of the full HSC so desire, can be overruled at the next council meeting.

Any honors student who wants to take part in a significant activity, activity that can actually affect the future of the university and its honors students, should make an effort to work with one or more of the HSC committees. This is the way to get to know other honors students, to get some important things done, and to have fun in the process.

FINANCIAL AID FOR GRADUATE STUDY

Graduate study is an increasingly important path for entering many occupations, acquiring competence in one's specialty, and achieving excellence for a greater contribution to society. Though undergraduates today are better prepared than ever before, society's increasing complexities and much more extensive knowledge demand advanced study for successful leadership. Graduate education is an opportunity and challenge for outstanding students.

Aids to graduate study may be either the fellowship-scholarship type which requires no "work service" and permits essentially full-time study, or the "assistantship" type which requires that roughly fifty percent of the holder's time be spent in the institution's teaching program or research activities. More and more the tendency is for aids to graduate students to combine both types, i.e., to give the graduate student experience in teaching, but also to allow him to have enough time to complete his graduate work expeditiously.

To attempt to describe all the kinds of assistance available for graduate students would be difficult. Some are highly restricted to specific subjects, some to specific institutions, others to special types of applicants. Generally speaking, departments are the best source of information regarding aids available in a particular field and on a particular campus. Most major institutions have offices which collect and disseminate information and advise students regarding national programs, or programs with wide subject or geographic application. At Minnesota the Graduate Fellowship Office in 307 Johnston Hall has extensive information available regarding all kinds of aids.

While some graduate student aids are based on evaluation of need, most put greater weight on excellence in scholarship, promise of outstanding contributions, and excellence in personal qualities. Records of previous scholastic achievements and evaluations by one's teachers are the most frequent types of data collected in most competitions. Some require various kinds of tests, often the Graduate Record Examination.

Honors students should definitely look toward graduate education, should strive to maintain the high quality scholastic record that will suggest potential excellence in graduate study and should plan and follow a program that shows maturity, imagination and purpose. For such students, the chance of obtaining substantial financial assistance in their graduate pro-

gram is good, and it can be expected to improve over the years. As society realizes more and more clearly that it has an important stake in its potential leaders, no high ability student should be forced to give up or interrupt his studies because of lack of funds.

Seniors interested in the opportunities for fellowships next year should visit the Graduate Fellowship Office as soon as possible. Applications for some grants must be completed as early as the last week of September, so prompt action by prospective candidates will be necessary. It is required that faculty members nominate outstanding seniors for certain fellowships such as Woodrow Wilson, Rhodes, and Danforth. Faculty members have a serious obligation to nominate promptly their best students or advisees and conscientiously fill requests for recommendations. In the past some students in the University have been hampered in national competitions merely because not enough letters of recommendations were submitted, or else recommendations were submitted too late to be considered. Should any faculty member need clerical help in getting out such letters, the Graduate Fellowship Office will provide assistance.

E. W. McDiarmid
Director of the Graduate
Fellowship Office

DEADLINES FOR MAJOR GRADUATE FELLOWSHIPS

Danforth: September 25, 1967.

Rhodes: September 25, 1967.

Fulbright: October 6, 1967.

Marshall: October 20, 1967.

Woodrow Wilson National: October 31, 1967 (deadline for receipt of faculty letter of nomination).

National Institutes of Health: October 1, 1967, January 2, 1968, and April 1, 1968.

Kent: December 3, 1967 (based on last year's deadline).

National Science Foundation:

Graduate Fellowship: December 8, 1967.

Traineeship: February 15, 1967, for the University of Minnesota (each school sets its own deadline).

National Defense Education Act Title IV: February 15, 1968, for the University of Minnesota.

Title VI:

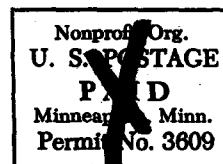
February 15, 1968, for the University of Minnesota (each school sets its own deadline).

Some graduate schools are visiting campus to interview interested seniors. Check with the CLA Placement Office, 125 Johnston Hall, for school names and appointments. The Placement Office will also assist students who wish to open a file for letters of recommendation they would like sent to graduate schools or fellowship committees. It is necessary to register with the Placement Office in order to take advantage of this service.

HONORS NEWSLETTER

UNIVERSITY OF MINNESOTA
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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

The second annual meeting of the National Collegiate Honors Council was held in Washington, D.C. on October 21-22. Professor John Hill, Vice-Chairman of the College Honors Council, Michael Mann and I attended. Readers may be interested in the following excerpts from my report on the Conference: "My impression of this year's conference and the prospects of real progress for the organization was generally favorable. A paper read by Dr. Clyde Vroman of the University of Michigan was especially informative and useful. We shall be considering some aspects of Michigan's provisions for liaison with secondary schools for possible adoption here, now that we are enrolling freshmen. [We are already in the process of developing closer relationships with high school principals and counselors.]

"When the conference broke up into sections, I attended the session devoted to 'New Trends in Honors Programs in Large Colleges and Universities,' while Mr. Mann and Professor Hill attended sessions on 'New Trends in Honors Programs in Small Colleges and Universities' and 'Problems of New and Emerging Programs' respectively. The discussion in the session I attended revolved around problems with which we are quite familiar, notably P-F (P-N) grading, independent study, curricular organization, the relevance of curriculum to contemporary student interests, the degree and kind of physical, curricular or administrative separation of honors students from the rest of the student body, etc. I commented briefly on our proposals under the O. Meredith Wilson Scholar program to recognize, encourage and implement student participation in non-curricular enterprises that benefit them and their community. I presented this possibility as an alternative to courses carrying credit in areas where emotional commitment and active personal involvement are high, but where the inherent academic value of the activity is dubious unless special provisions are made to ensure it. The notion evoked interest and there were some inquiries about it afterwards.

"One conviction I had before attending the Conference was particularly intensified by the discussions and conversations in which I participated. That is that we must move toward the establishment of an honors center. I continue to reject the idea of an honors dormitory or an honors college or even a separate honors campus. I am as firmly convinced as ever that at this university it would be wrong to bring about such a radical separation between honors students and the

rest. But I see more and more clearly how important it is to have some place that honors students can identify as peculiarly, although not necessarily exclusively, theirs. Until we have some such facility, the sort of honors program I hope to see develop at Minnesota—and I am confident that it could surpass most of the others with which I am now familiar—will be seriously crippled."

It should be noted that interested students as well as faculty members and administrators are eligible for individual membership in the Council. There was, in fact, some increase in student participation this year as compared with last. The student panel—an inevitable part of such gatherings—was as well-scrubbed, poised and articulate as one could wish. There were some worthwhile contributions from students to general discussion in several of the sessions also. I missed our own students, some of whom, I thought, could have enlightened, or at least enlivened, the proceedings on occasion. Next year I hope the group from Minnesota will include at least one student.

* * * * *

The large increase in the number of students who participate in the Lower Division Colloquium Program has already been remarked in this space. What has not been noted heretofore is the proportionately much greater increase in the number of Institute of Technology freshmen who are participating this year. This is a result of a conviction, shared by the CLA Honors Division and the IT administration, that freshmen in both units would benefit most from common honors experiences. We were gratified to receive recently a grant from the Esso Foundation, with a matching amount from IT, to support the participation of IT freshmen in the Colloquium.

* * * * *

There will be some openings for membership in Lower Division Honors Colloquia during Winter Quarter. Any interested freshman or sophomore, who has a grade point average of at least 3.25, may apply. He should see Mr. Stephen Grooms in 115 Johnston Hall as soon as possible, in order to obtain further information and to apply for membership.

* * * * *

Many departments now have accounts of their honors program in a new format that emphasizes the opportunities offered to honors students by the department. Since some of the opportunities were not mentioned in earlier descriptions, stressing requirements for graduation with honors as they did, students are advised to consult the new descriptions to make sure that they are aware of all of the opportunities available to them. The new descriptions may be obtained in 115 Johnston Hall or from the appropriate departmental honors representatives (see roster elsewhere in the *Newsletter*).

* * * * *

The Honors Student Council is now in the midst of conducting a survey to evaluate honors courses. The Executive Committee of the faculty Honors Council has reviewed the questionnaires involved and has voted to support the project in principle, though not necessarily in its wording and methodology. We do hope that faculty and honors students surveyed will cooperate fully, since much useful and interesting information could result.

* * * * *

On behalf of all the Honors Division staff, I wish to all of you a joyous holiday season and a happy year to follow.

Burnham Terrell

HONORS LOAN LIBRARY PRIVILEGE

To assist honors students engaged in a research or thesis project, Walter Library grants the "Honors Loan Library Privilege." This opportunity entitles such students to retain the books they need for as long as one quarter at a time. Other undergraduates normally must renew books every four weeks. The honors arrangement is subject to the usual rules which all other library patrons must follow. Reserved books, periodicals and other limited loan materials are not covered by this special system, and books recalled for other readers or for reserve must be returned within three days.

To receive this benefit, the honors student must fill out an application form obtainable at the Walter Library Circulation Desk and have it approved by his adviser. The application must be renewed each quarter. Of course, students should take care not to abuse the privilege, since the facilities of the library are strained. The needs and rights of other patrons should always be respected.

COLLEGE OF LIBERAL ARTS HONORS COUNCIL

1967-68

Honors Representatives

- American Studies—Mary Turpie
- Anthropology—Richard Adams
- Architecture—John Myers
- Art History—Dimitri Tselos
- Astronomy—Morton Hamermesh
- Biology—John Gander
- Biometry—Glenn Bartsch
- Botany—Ernst Abbe
- Chemistry—Maurice Kreevoy
- Child Psychology—John Hill
- Classics—R. J. Schork
- East and South Asian Languages—Richard Mather
- Economics—Edward Foster
- English—Toni McNaron
- Geography—John Rice
- Geology—George Rapp
- German—Wolfgang Taraba
- History—John Howe
- Humanities—George Kliger
- Interdepartmental Major—Mabel Powers
- International Relations—Burton Sapin
- Journalism and Mass Communication—Donald Gillmor
- Linguistics—Walter Lehn
- Mathematics—Gebhard Fuhrken
- Microbiology—Martin Dworkin
- Middle Eastern Languages—Fawwaz Tukan
- Music—Paul Freed
- Philosophy—Burnham Terrell
- Physics—Morton Hamermesh
- Physiology—Eugene Grim
- Political Science—Thomas Scott
- Pre-Dentistry—M. R. Holland
- Pre-Medicine—H. Mead Cavert
- Pre-Theology—Richard Mather
- Psychology—Paul Fox
- Romance Languages—Constance Sullivan
- Scandinavian—Allen Simpson
- Slavic and East European Languages—Tatiana Prokopov
- Social Work—Anne Oren
- Sociology—Richard Hall
- Speech, Communication and Theatre Arts—David Thompson

- Statistics—Bernard Lindgren
- Studio Arts—Katherine Nash
- Zoology—William Schmid

HONORS STUDENT COUNCIL

- Laurel Lebens
- Cathie Lippmann

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- Richard Adams
- Paul Freed
- John Gander
- John Hill (Chairman)
- Maurice Kreevoy
- Walter Lehn
- Cathie Lippmann
- Katherine Nash

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- Donald Gillmor
- Laurel Lebens
- George Rapp
- Thomas Scott
- Wolfgang Taraba
- Burnham Terrell (Chairman)
- David Thompson

EX OFFICIO MEMBERS

- Dean of CLA—E. W. Ziebarth
- Associate Dean of CLA—John Turnbull
- Associate Dean of CLA—Roger Page
- Associate Dean of CLA—Gerhard Weiss
- Associate Dean of CLA—Lloyd Loftquist

The *Honors Newsletter* welcomes contributions from students and faculty. They may be in the form of letters or short articles, no more than 300 words in length and related to the Honors Program in some meaningful way. The Editor reserves the usual prerogatives of selecting and editing contributions.

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

FALL ACADEMY NOW ON SALE

"and on the sixth day/Waltgod created/Mickeyman out of the dust of His loamy/imagination . . ."

—Gary Ronnie, "and on the sixth day"

"Today as never before, one man's art is another man's monstrosity."

—Nancy Harding, "The Brillo Box Culture"

"Those story hours of yours. Feeding those children nonsense. All that bosh about castles and dragons. My sons never read any of that. I saw to that."

—Mary Guentner, "Story Hours are for Children"

"in a clickety clackety smoke machine with a flatwood bed stained red and green . . ."

—Chris Geoffrey, "the strawberry man"

"... a study of the pairing of such a powerful rational concept with the emotional creativity of man should create a certain awe of the human creature."

—Karen Hanson, "Reflections of the Great Chain of Being in Eighteenth Century Music"

"Since Og was larger and stronger than Eg, Eg's theory was disregarded until long after his death."

—Sandy MacDonald, "The Development of the Ice-Water-Air Theory"

"Let there be gall enough in thy ink, though thou write with a goose-pen, no matter."

—William Shakespeare, *Twelfth Night*

The above quotations come from the Autumn issue of *Academy: a Journal of the Liberal Arts*, which just recently went on sale on campus. *Academy* is a journal devoted to publishing high-quality writing by undergraduates (all of the students above, except Bill Shakespeare, are undergraduates).

The autumn issue provides a wide variety of work: a short story, a formal essay on the "Great Chain of Being," an article on contemporary trends in the arts, a humorous excursion into the history of science, a literary critique of a Pope poem, and a large selection of poetry by several campus poets. We have also included a photographic "essay" on Autumn by Vicki Gedosch. Vicki also provided the photograph of a cactus which we have used on our cover. Gordy Peterson and John Grimm cooperated on the very attractive design and illustrations for the journal.

Academy will be on sale for the rest of the quarter across-the-table in Folwell Hall, Coffman, and the West Bank basement. In addition, it will be on sale this month and next in 115 Johnston Hall, all University bookstores, Savran's, Perine's, and Dayton's. The price is only 25¢. Subscriptions are available to individuals at 50¢ per year (three issues).

Our advisory board is now composed of Prof. Martin Roth of the English department (and our advisor), Prof. John Hill of Child Psychology, and Prof. Rutherford Aris of Chemical Engineering.

We encourage all recipients of this newsletter to support us in our efforts to provide a forum for student creative work in both writing and art. *Academy* is open to any undergraduate in any college. We ask that students keep us in mind when they write for courses or independently, and that faculty keep us in mind when they run across classwork which deserves a larger audience.

Wonders never cease—we published before the end of fall quarter! We are on our way to becoming a genuine quarterly with a wide audience and reputation for quality.

—Robert Verbugge
Editor, *Academy*

HONORS STUDENT COUNCIL SEEKS CONTRIBUTING MEMBERS

Any student group has two kinds of members, those who care and the joiners. Joiners just want another group to list after their names; they come to a few meetings perhaps, do no work even if they say they will, and at most merely take an interest in what other people are doing and saying. Members who care may not give up much time or take on much responsibility, but they are more than interested; they want to see results. They speak up, join committees and attend meetings, they agree to do a job and they get it done on time.

The Honors Student Council is easy to join. Anyone eligible merely has to fill out an application form and give it to the secretary or mail it to 115 Johnston Hall—with that they become a member. Any honors candidate, or any lower division student with a special honors adviser or a member of the Lower Division Honors Colloquia, or with a cumulative G.P.A. above 3.0 after two quarters, is eligible. We are vulnerable to joiners. But more than any other campus group we need members who care a little, who contribute. It is amazing how many worthwhile achievements can be made with just a little dedication of a few students. It is amazing how much fun getting to know and working with other honors students can be. It is amazing how satisfying it is to see a project change from idea to reality. The opportunities for a great year are open. All we need is you, the honors student who is willing to care about this college and about your own education and enjoyment.

Keith Nier
President,
Honors Student Council

LETTER TO THE EDITOR

Far too often in talks about what we should or should not have as part of the honors program, for credit or otherwise, I see good ideas hamstrung by a stupid fear, a kowtowing to a myth with no basis in objective fact. We are hung up on a myth of equality and a fear of elitism. What is wrong with elitism? Why must we be afraid of setting ourselves apart from the rest of the campus? Frankly, the majority of students on this campus—and these are the upper ranks of society, remember—are stupid when it comes to thinking rather than regurgitating what the professor or the books have said. I have no wish to retain any excess of identification with the average student.

Honors students are the intellectual leaders in the student body. We have special problems and concerns. When we demand special privileges (*sic*) it is not an unAmerican blasphemy but a recognition of reality; we contribute more to the community of scholars now and will do so in the future and therefore it is only sensible to allow us to make use of the opportunities of the university more efficiently. If it will mean better education for the students who will be the prime

intellectual resources for the society of the future, then why not set up special honors student housing, study space and lounges, grant early registration to honors students, forge a really close-knit honors student community? This will not hurt non-honors students, rather would help them by improving the atmosphere and quality of the university. It will not be fair according to the democratic myth but that must not stop us. I do not mean to advocate a form of intellectual racism as it were, or honors apartheid, but we must get over our irrational fears of elitism. We are an elite and its (*sic*) time we acted like one, for the benefit of society as well as ourselves.

Consuelo Diaboli
CLA Junior

(Editor's Note: We can find no record of the writer's current registration in CLA; it is possible that he (she or it) once was a student of the liberal arts elsewhere and now intends to resume progress towards enlightenment here. While his arguments have a certain pungency, we will not debate the matter at this time, trusting that some of our readers may wish to do so. We will be glad, maybe, to give equal space for confutations in the next issue.)

HONORS NEWSLETTER

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

At the annual meeting of representatives from honors programs at the universities associated in the Committee on Institutional Cooperation (The Big 10 and Chicago), I was asked to present a discussion of "The Philosophy of Honors Offerings." My message for this issue of the *Honors Newsletter* is a condensed version of the paper I read on that occasion.

"The Philosophy of Honors Offerings does not belong in the same family as the philosophy of science, the philosophy of art, the philosophy of language or the philosophy of law, to cite only a few such topics to which professional philosophers have addressed themselves. It is more closely related to My Philosophy of Life, the Rotarian's philosophy, the philosophy of the bee keeper. I am not unwilling to discuss such topics, the rationale or the guiding values of a particular department of human or academic activity. But it is not the philosopher's peculiar responsibility to do so, nor to develop a philosophy of honors offerings. It is the responsibility of the Director of Honors, if anyone, be he philosopher or physicist, anthropologist or zoologist, or one who has been so thoroughly transmogrified into an administrator as to have forgotten his origins completely. In these matters, every man his own philosopher.

"In order to reflect intelligently on the values that should guide and control an honors program we need to recognize that honors offerings do not all fall under the same form, do not all share the same perfection. The temptation in the contrary direction is strong. It has the appeal of simplicity, and it arises naturally out of the historical context in which honors offerings are embedded. It is natural to suppose that there is one rationale common to all honors offerings and that their controlling values generally are those of just desert, of reward and recognition. This is true of honors students themselves and it is true of the faculties and administrations of academic institutions. It is natural for the institutions to take this view because for many of them honors began as rewards and recognition. Only a very short time ago, at my own institution, the Honors Program was thought of in terms of the special requirements that a student had to fulfill if he was to graduate with honors. As honors programs come to be distributed through the undergraduate program from freshman registration to graduation, it is easy enough to read the rationale of graduation with honors back over the entire program. From the very beginning, honors offerings are taken to be a preliminary sort of reward and recognition. A Latin tag that

finally goes with the degree becomes the ultimate and climactic conclusion of what began with the freshman colloquium.

"This view of things is equally natural for the student in the program. Characteristically, he is admitted into the program at a time when he is reaping rewards and recognition by the bushel. For him to look on his admission to the university's honors program as just another prize he has earned by diligence in high school or by native wit or by a combination of the two is only to be expected. It should also be resisted. For the deeper values of honors offerings to be made visible, the natural human preoccupation with prizes and trophies must be overcome.

"Once we have laid to rest the simplistic emphasis on the rationale of reward, I doubt that we can invent another equally plausible philosophy of the same sort. Any thoughtful appreciation of the philosophy of honors offerings will recognize that there is no one simple rationale. Different types of offerings have their own values that they do not share with other kinds. An articulate philosophy of honors offerings will be complex; it will vary from institution to institution because it must take into account the nuances of diverse historical, social and cultural circumstances. Let me just illustrate by a few examples drawn from my experience at Minnesota the need for a pluralistic honors philosophy. If we focus our attention on special sections, special courses, special living-learning centers and the like, we might be moved to suppose that the dominant objective of our honors offerings is to provide opportunities in which honors students can meet and benefit from one another. Surely that is one important value of any scheme of honors offerings. An honors program that neglected it would be woefully lacking. But if we look around at some of our other offerings, it becomes plain that we must acknowledge other controlling values. Tutorial programs and independent study programs take the individual student away from his fellow students. And turning in the other direction, it seems to me that there is much value to be found in taking the honors student out of the context of fellow honors students and placing him in the context of the general student body within which honors students are only a small fraction. The latter is true not only in the classroom situation but also and possibly even more so outside of the classroom. A

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philosophy of honors offerings which inhibits participation in all-college or all-university activities by isolating honors students from the rest of the student body is misguided. What I am trying to bring out is that the philosophy of honors offerings must take into account both the different kinds of curricular opportunities which are provided for honors students and the significance of the honors student's participation in the noncurricular life of his institution as well. Each aspect of the student's total engagement in the academic scene can be relevant to the honors program and each aspect may well have its own distinctive values and make a distinctive contribution to the whole philosophy of honors offerings.

Let me turn now to another kind of illustration. The Minneapolis campus of the University of Minnesota is located in the center of a major metropolitan area. The Morris campus of the University is located far from any metropolitan area and takes its name from a small town with a population of less than 5,000. There is a thriving honors program on each of the two campuses. I would question a philosophy of honors offerings which would leave the honors programs unaffected by their social settings. The disadvantages of the metropolitan setting, with its large commuter population, and the many distracting extra-academic influences are obvious. The advantages of the Morris situation, where all entering freshmen participate in the Honors Seminar program, are equally obvious. Many an honors director, I suspect, secretly if not openly hankers after such splendid isolation. But the Minneapolis situation has its advantages also, if one is guided by a philosophy which aims to search them out. One of them is to be found in the opportunity for interplay between the academic and the non-academic. If the scene outside the academy is taken to be nothing but a welter of distractions, its value will be nega-

tive. Seen as a rich array of opportunities in which honors students can variously participate, the positive values begin to compensate somewhat for Morris' cloistered excellence.

"With these examples in mind, we can at least sum up an outline or sketch of an adequate philosophy of honors offerings. It would have to take into account the opportunities available to the honors student within the curriculum, and take into account the different kinds of opportunities so provided. It should not neglect the opportunities he finds in his institution outside of the curriculum. Finally, it should take into account the possibilities for him to engage in the life of his broader community outside of the academy in ways that mean something to him both as a student and a person. If there is any one common description of the guiding value of an honors program, it is that the various honors offerings should be of benefit to the students for whom they are intended and of substantial benefit over and above the satisfactions that come from reward and recognition. I do not think it improper to add that a student's participation in honors offerings should also involve some benefit to other honors students, to other students generally, to the institution itself, and to the total community. We should, in other words, not view honors offerings as part of the student's preparation for living but as part of his life. Beneath this common description, however, there remains the plurality to which I first called attention. Who benefits and in what ways? The answer will differ from one phase to another of a total honors program and from one honors program to another. We will not be able to identify any single value, any single sort of benefit as the center and foundation of a philosophy of honors offerings."

Burnham Terrell

SPRING QUARTER HONORS COURSES AND SECTIONS

In Spring Quarter 69 honors courses, sections, seminars or tutorials will be offered, 31 at the Lower Division level and 38 in Upper Division. This represents an increase of 14 over the number given in the Spring Quarter of 1967. These courses, designed for students of high ability and strong motivation, offer opportunities and advantages beyond regular courses. Usually enrollments are smaller than in regular sections or courses; usually they are taught by more experienced faculty members who aim to challenge superior students to excel academically; and usually the subject matter is covered either more intensively or more comprehensively.

Consistent with the purposes of honors courses, more reading, research and writing assignments are usually given. But the select nature of the group is taken into account by the instructor when he grades the students. Thus there is no attempt to assign a normal distribution of grades. A student who would earn an "A" in a regular course should receive an "A" in its honors counterpart, provided of course that he performs well.

Some honors courses meet separately from regular sections for every class period, whereas others share the same lecture but have separate recitation periods. While most honors courses are deliberately limited to a small number of students in order to facilitate discussion, in the past some have been under-enrolled. This may have been due to lack of awareness of the opportunities in honors courses or perhaps to students' mistaken apprehensiveness about the competition in such classes. But high ability students, if they are to fulfill their potential, ought to expose themselves to these challenging opportunities.

Listed below are course numbers and titles, prerequisites for entry, and names of instructors teaching honors courses Spring Quarter. More complete descriptions may be found in the *CLA Bulletin*, the *Spring Quarter Class Schedule* and in the *Description of Courses in the Lower Division*, available in the various CLA Lower Division offices, including the Honors Division Office, 115 Johnston.

COURSE	PREREQUISITES	INSTRUCTOR
Analytical Chemistry 47H Anthropology 95H, Seminar Biology 2H, General Biology Lab	46, * Honors Candidate in Anthropology or * A or B in Biology I	Lingane Adams Kerr, Olson (lecturers)
Biology 98H, Seminar Classics 3H, Classical Civilization (Greek) Classics 6H, Classical Civilization (Latin) College Honors Seminar 91H, "The American Financial System—Its Development and Contemporary Significance"	2.5 G.P.A., * Registration in Honors Division or * or Δ Registration in Honors Division or * or Δ Consent of Honors Division	Gander Kraabel Ferguson Green
College Honors Seminar 92H, "The Great Religions in Anthropological Perspective"	Consent of Honors Division and *	Spencer
College Honors Seminar 93H, "Faust as Representative of Modern Man"	Consent of Honors Division	Ramras
College Honors Seminar 94H, "Symmetry and Its Applications"	Consent of Honors Division	Hamermesh
Communications 3H Economics 1H, Principles of Macroeconomics	2 or 2H, Δ 3rd quarter freshman, overall 3.0 G.P.A.	Jensen Heller, Perry (lecturers)
Economics 2H, Principles of Microeconomics	1 or 1H, overall 3.0 G.P.A.	Boddy, Campbell (lecturers)
Economics 90H, Seminar English 12H, Literature and Composition English 23H, Introduction to Literature English 56H, Shakespeare English 90H, Tutorial English 91H, Tutorial English 92H, Tutorial English 93H, Tutorial English 97H, Seminar French 3H, Beginning French French 25H, Intermediate French French 30H, Intro. to Literary Texts	66, 75, econ. major, senior, Honors Candidate or * 11H Completion or exemption Freshman English, * honors adviser Completion or exemption Freshman English, * honors adviser <i>magna</i> candidate, Δ <i>summa</i> candidate, Δ <i>summa</i> candidate, 91H, Δ English Honors Candidate, * honors adviser Completion or exemption Freshman English, * honors adviser 1 or * 3H or * 25 or 25H or 4 years high school French, proficiency examination	Wallace Warner, Schepman Stricker Durham Thesis Adviser Thesis Adviser Thesis Adviser Thesis Adviser Hurrell To be determined To be determined Robinson
French 67H, Survey of Literature, Romanticism to Surrealism	25H or 30 with "A" grade or 66H, *	Rydell
Geography 90H, Seminar German 59H, Composition German 63H, Conversation Greek 3H, Beginning Greek Greek 97H, Tutorial Hebrew 93H History 2H, Civ. of Modern World History 3H, Civ. of Modern World History 13H, Medieval, Renaissance History History 23H, American History History 24H, American History History 84H Humanities 3H, Modern World III Humanities 94H, Tutorial Humanities 133H, Proseminar International Relations 91H, Supervised Research Journalism 118H, Advanced Projects Journalism 122H, Current Communications Problems Latin 3H, Beginning Latin Latin 97H, Independent Reading Mathematics 23H, Calculus III Mathematics 33H, Calculus VI Mathematics 43H, Analytic Geometry, Calculus II Music 96H, Independent Study Philosophy 52H, History of Western Philosophy Philosophy 92H, Seminar Physics 51H, Intermediate Physics Physics 53H, Physics Lab. Political Science 90H, Research Russian 3H, Beginning Russian Sociology 3H, Social Problems Sociology 144H, Social Stratification, Mobility Spanish 2H, Beginning, Intermediate Spanish Spanish 3H, Beginning, Intermediate Spanish Spanish 25H, Beginning, Intermediate Spanish Spanish 30H, Introduction to Spanish Literary Texts Spanish 67H, Survey of Spanish Literature—Neoclassicism to Early 20th Century Spanish 76H, Proseminar, Survey of Spanish-American Literature Speech 5H, Fundamentals Speech 96H, Tutorial Seminar Theatre 13H, Introduction to Theatre Theatre 96H, Tutorial Seminar Zoology 98H, Senior Seminar	10 credits geography, 3.0 G.P.A., * 58, Δ 62, Δ 2H Δ 92H * * * Sophomore, *, A in previous history courses Sophomore, *, A in previous history courses 83H * or Δ Senior, <i>magna</i> or <i>summa</i> Humanities Candidate, Δ Senior, Δ Honors Candidate in I.R. Senior, 3.0 G.P.A., * Senior, 51 2H Δ 22H and/or * 32H 42H G.P.A. 3.0 * Honors Candidate, 6 credits UD philosophy courses, Δ 50H, Math 32 or 55 or ¶ ¶, 51H, Δ Political Science major, Δ 2H * 1, * 2H, * 3, * 25 or 25H, or 4 years high school Spanish or examination 25H or 30 with grade of "A" or 66H, *	Webb Seitz Russell Schork Tutorial Adviser Toledano Rudolph Noonan, Kieft Bachrach, Hoyt Kopp Green Wright Smaby Tutorial Adviser Ames Sapin Arranged Gerald Erickson Arranged To be determined To be determined To be determined Arranged Hanson Lewis Geffen Arranged Scott Sjoberg Zwerman Stone To be determined To be determined To be determined Sullivan Rundorff
	30H or 30 with "A," *	Sullivan
	3rd quarter freshman with "B" average Honors Candidate, Δ 11, * Honors Candidate, *, Δ Senior, Major Biological Science, *	Schmidt Tutorial Adviser Goldberg Arranged Schmid

*: Consent of instructor
Δ: Consent of department or school offering the course
¶: Concurrent registration in ...

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

WINTER QUARTER ACADEMY

There should be no need to redescribe to the readers of this newsletter the nature of *Academy*. I would, however, like to reemphasize the need for each of you, your students, or your advisees to submit literary and artistic work to us. Contributions have been increasing both in quantity and quality, but the number nowhere nears the totality of work that you all must be hiding in your desk drawers!

The response to the Autumn issue of *Academy* has been most gratifying. The attractiveness of the cover and design (the work of Gordon Peterson and Vicki Gedosch) was very often singled out for praise. Sales went very well in campus area bookstores; we are also experimenting with sales at Dayton's in Minneapolis, Carleton College and St. Olaf College bookstores, and the University of Michigan in Ann Arbor.

The Winter issue should be completed by the latter part of February, if all goes well. In terms of both content and design it should be well worth your quarter (25¢). Gordon Peterson will again be handling the layout and design as part of his work for an advanced publications course. The issue will contain the Honorable Mention poetry from the Arts '68 Literature Competition, a wide selection of other undergraduate poetry, a critical essay on Genet's *The Blacks* ("The Domination of Black"), an essay on the evolutionary and philosophical thought of a famous eighteenth-century biologist, several short stories, and a photographic essay.

The issue will be on sale at all University Bookstores, 115 Johnston Hall, Savran's, Perine's, and other locations to be publicized in the *Daily* and on the Mall.

Material is now being accepted for the Spring issue; please submit typed manuscripts to *Academy*, 115 Johnston Hall.

Robert Verbrugge
Editor, *Academy*

HONORS DISCUSSION PARTIES

The Honors Student Council will soon begin a series of discussion parties. Invitations will be sent to all honors students. Three questions to launch conversations have been posed under each topic. The programs will be informal and will be held off campus, with refreshments served. Some faculty members will be invited to participate.

The topics will be:

A. Computers and the Future.

1. Can we, by using computers, end the need for any human effort in economic production?
2. Must computers be a dehumanizing influence in society?
3. Will electronic brains ever attain self-awareness?

B. *The Lord of the Rings*, by J. R. R. Tolkien.

1. Is this tale a significant epic?
2. Can this tale be compared to most fairy tales?
3. Why do these books have so much meaning for people today?

C. U.S. Policy in Vietnam.

1. Is the war in South Vietnam a case of aggression?
2. Is the U.S. national interest at stake in Vietnam?
3. Are escalation, de-escalation, or stalemate the only choices that could be made?

Time and place for each gathering will be announced soon by mailed invitations. These discussions will, we hope, be interesting in themselves and will provide an opportunity for honors students to get to know others in the program much better.

Keith Nier
H S C President

HONORS NEWSLETTER

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

Now that the Lower Division Honors Colloquia have come to an end, we are beginning to receive comments from the participants concerning their experience. They are generally favorable and include many suggestions that will be given thoughtful consideration by the Honors staff and the committees of the Honors Council. Many of the suggestions are aimed at increasing the involvement of the freshman participants. One respondent proposes that members of the colloquia who fail to live up to their responsibilities should, for a first offense, be subjected to "a severe tongue-lashing by Burnham Terrell." "On second offense," the proposal continues, "the culprit should be made to stand on tiptoe in a corner with his nose against the wall and if he fails to live up to his responsibilities a third time he should be made a public example by being flogged in the presence of the assembled Honors Division." The anonymous writer does not explain why the first punishment, contrary to usual principles of correction, should be more severe than later ones. We shall in fact be experimenting with more moderate modes of persuasion before resorting to such extreme and savage devices. The new application form for admission to the Honors Division attempts to elicit from prospective participants ideas and suggestions for their own contributions to the honors program at the very beginning of their relationship to it. We hope thereby to decrease, even to eliminate entirely, the small number of students who think of honors and an honors program as something to be given to them and not in any significant measure to be made by them.

This aspect of honors, the honors student's own contribution to the honors program, has long been one of my concerns. The Kerner Commission's report, the murder of Martin Luther King and President Moos' challenge, expressed again with eloquence in his Inaugural Address, to the University to fulfill with an urgency befitting the times its responsibilities to the general community, have prompted all of us to reflect on the place of an honors program in a wider context. An invitation to speak at the recent Upper Midwest Regional Honors Conference on "Making the Case for Honors" provided an opportunity to include some of my thoughts, which I would like to share with readers of the *Newsletter*: "The need for attention to those students, especially members of disadvantaged elements of our population, for whom the average standards of academic work are at least initially too severe, is very much in the center of our attention nowadays. Their needs cannot be neglected. It would be not only self-defeating but cruelly insensitive for the advocates of honors programs in these times to base their case on an appeal to the claims of the superior student over against the needs of the average and even the inferior students. I am therefore opposed to the case that is sometimes made for honors: so much has been done for the disadvantaged or the inferior student that it is time a little attention was paid to the rights of the best students. The proposition that superior students are a persecuted minority deprived of its rightful recognition and benefits by a conspiracy between the mediocre and the downright bad is neither true nor useful. It is not true that the American educational system generally has done so much more for the students at the other end of the scale. It has not done nearly enough. If there is nothing to be said for honors besides this, that it gives superior students what they deserve, the case is weak until we are giving students throughout the range of abilities all that they deserve. The case for honors does not sound in the equal protection clause of the 14th Amendment. "We tend to think of academic programs generally in terms

of the needs that they fulfill for our students. This is as it should be and a strong and familiar case can be made for saying that the especially gifted or superior student has special needs for which we should make special provision. But it is only part of the truth. We must not forget that specially gifted or superior students also have special contributions from which their colleagues can and should profit. By providing for their special academic needs and satisfactions, a University should at the same time reap the benefits that can be contributed by their special talents. A properly conceived program for the better than average student will be not only a service to that group but to all of the institution's other students and to the institution as a whole."

I hope that our own honors students will share the sentiments I expressed and that they will seek out for themselves a meaningful and satisfying role in the now intensified effort to make the University's total intellectual talents available to a society that needs them. We welcome suggestions toward that end.

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Since this is the last *Newsletter* of this academic year, I would like to thank the Honors Division staff, departmental representatives, colloquium leaders, faculty advisers and the many others who have contributed to our honors program this year for all of their assistance. And to the honors students who are graduating I offer my congratulations for past and best wishes for future success.

Burnham Terrell

COLLEGE HONORS SEMINARS FOR 1968-69

During the next academic year at least eleven College Honors Seminars will be offered. They are listed below, with brief descriptions and scheduling information for each. Additional seminars will be announced in August.

The seminars are open to all juniors and seniors officially registered in the Honors Division, although students at the *summa* and *magna* levels are given priority. Other qualified Upper Division students may be admitted if there is room after honors students have been accommodated.

Credits earned in the seminars may range from two to four depending upon the classwork assigned and completed. A maximum of six CHS credits may be counted, upon petition, toward all degree requirements except those of the major and minor. All College Honors Seminars are graded on a P-N basis. Some departments require their honors candidates to take one or two seminars, but most leave this to the option of the student and his adviser.

Students who have the necessary qualifications and are interested in electing any of the seminars for next year should "pre-register" in the Honors Division office, 115 Johnston Hall. By doing this they will assure themselves a reservation, except in the case of seminars which require explicit permission of the instructor. Interested students should register informally as early this spring or summer as possible, particularly when they

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wish to take a Fall Quarter offering. They are also urged to do much of the assigned reading in advance.

Following below are descriptions of the seminars furnished by the respective leaders:

FALL QUARTER, 1968

CHS 91H, "The American Character: Seen Mostly at First From Abroad." Professor John Berryman, Humanities Program.

In the pursuit of this topic, writings of George Santayana, D. H. Lawrence, Alexis de Tocqueville and D. W. Brogan will be studied.

The seminar will meet Wednesdays, 1:15-3:00, in Ford Hall 261.

CHS 92H, "The Composer's Creative Process." Professor Paul Fetler, Department of Music.

This seminar is intended primarily for non-music majors. Its main aim will be to investigate how a composer "goes about his business." The class will be asked to listen to a selected number of works which then will be discussed in a non-technical way. The student will be asked to look for purpose, meaning, expression, continuity, balance and direction in the works analyzed. Following this the instructor will attempt to demonstrate how a composer manipulates and arranges his material to achieve certain desired results; how he works on one hand with spontaneous musical ideas, and on the other hand with all kinds of structures and theories. Finally it will be shown how a work evolves from a mass of preliminary sketches, bits of sound and tentative drafts to the finished score.

The seminar will meet on Tuesdays and Thursdays, 1:15-2:00, in Scott Hall 103.

WINTER QUARTER, 1969

CHS 91H, "Bertolt Brecht: Theory and Practice of a Marxist Playwright." Professor Frank Hirschbach, Department of German.

In his book *Brecht: The Man and his Work* Martin Esslin poses the question: "how far is it possible for a great writer to adhere to a creed so rigidly dogmatic, so far divorced from the reality of human experience as our latter-day brand of Communism, without doing violence to his talent?" Brecht's attempt to reconcile his dogmatic faith in a new world, dominated by the Marxist philosophy, with his great talent as a poet and creative writer produced about a half a hundred plays which have revolutionized the theatre of our century. Such terms as "epic theatre," "alienation effect," and "culinary drama" have become widely known and controversial concepts on every stage in the world. In this course we will examine Brecht's theories of the theatre and then analyze some of his major plays. An approximate outline of course meetings follows:

- I. Marxism and literature.
- II. Brecht's life and early plays. (*Baal*, *A Man is a Man*).
- III. Brecht's dramatic theory.
- IV. *The Threepenny Opera. Rise and Fall of the City of Mahagonny*.
- V. Didactic Plays (*The Measures Taken*, *The Exception and the Rule*).
- VI. *Mother Courage*.
- VII. *The Life of Galileo*.
- VIII. *The Caucasian Chalk Circle*.
- IX. Brecht today: An Evaluation (Gunter Grass: *The Plebeians rehearse the uprising*.)

Students will be required to purchase the Esslin book and the texts of the plays listed above, all of which are available in English. Additional reading on Brecht's theoretical writing will be placed on reserve.

Students who intend to take the seminar are urged to attend the Firehouse Theater's performance this summer of *A Man is a Man* and the Guthrie Theatre's performance of *Arturo Ui* in the fall.

This seminar will be held on Tuesdays, 3:15-5:00, in Folwell Hall 203.

CHS 92H, "Philosophy of Mind." Professor Herbert Feigl, Department of Philosophy.

The seminar will concern the Mind-Body Problem in its scientific and philosophical aspects. New developments in the following areas will be studied: Behavior Theory; Psychophysiology; Cybernetics; discussion of the Problems of Free Will; Intentionality; Selfhood; and the Logic of Scientific Explanation.

Among the assigned readings are Stuart Hampshire's *Philosophy of Mind*, Bernard Berofsky's *Free Will and Determinism* and Herbert Feigl's *The 'Mental' and the 'Physical' and The Essay and the Postscript*.

"Philosophy of Mind" will meet on Thursdays, 2:15-4:00, in Ford Hall 261.

CHS 93H, "Towards a Complete Description of Living Matter in Terms of Chemistry." Professors Samuel Kirkwood and Stanley Dagley, Department of Biochemistry.

To what extent can the physical sciences, and in particular chemistry, explain the way that living things maintain their existence? Can they give a satisfactory account of the way that Life came into being? The feeling that the processes of Life are governed by laws that differ from those of inanimate Nature is very old. We do not need to read the works of a non-scientist such as George Bernard Shaw to find reference to a special agency, the "life force." Many scientists in the past, such as those who formulated the laws that govern the transfer of energy, felt that the activities of living things raised a dilemma which could not be resolved at that time. This is well-expressed by the great physical chemist, G. N. Lewis, writing as late as 1926, who said that living things "alone seem able to breast the great stream of apparently irreversible processes. These processes tear down, living things build up. While the rest of the world seems to move towards a dead level of uniformity, the living organism is evolving new substances and more and more intricate forms."

Modern biochemistry gives us a picture of how this may be achieved without violation of the laws that relate to inanimate matter. We shall outline some of the methods that living cells employ for constructing the complex molecules essential to their existence; we shall see how these might have started; and we shall discuss with participants in the seminar any philosophical problems which they feel are raised by these considerations.

No special text is required, but students may find *The Living Cell* (W. H. Freeman & Co.) to be interesting and relevant.

The seminar will be held on Thursdays, 3:15-5:00, in 239 Gortner Laboratory on the St. Paul Campus.

CHS 94H, "Movements of Protest and Revolutionary Change." Professor Luther Gerlach, Department of Anthropology.

I. General Purposes.

This seminar will focus on social, political, and religious movements as products and producers of revolutionary rather than evolutionary change. It will reflect the four-years of research that Gerlach and his students have conducted on revolutionary movements, but it will also seek to explore new territory.

II. Operational Definitions.

For purposes of the seminar a revolutionary movement will be defined as a group of people who are committed to, ideologically motivated by, and organized for the purpose of implementing major and rapid change in opposition to an established order, and who are actively engaged in recruiting, changing and committing others. This definition may then be modified as a result of seminar findings and the contribution of all participants.

III. Components.

The seminar will be divided into two major parts:

A. The first part will be devoted to an examination of a number of different approaches to movements, including those of Wallace, Linton, Toch, Cantril, Marx, Hobsbawn, Hoffer, Mao Tse-tung, and the "new insurgents" (modern revolutionary activists and ideologues), i.e. DeBray, Carmichael, etc. In this examination we shall identify, contrast, and critique three types of models of movement development and growth:

1) *Environmental Models*. These include those which are concerned with preconditions or "enabling fac-

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

SPRING QUARTER ACADEMY

The Spring issue of *Academy* will be on sale to all members of the University community beginning May 20. I encourage all of you students, faculty, and staff members to support our efforts to encourage undergraduate writing. You can do so for only a quarter (25¢).

The issue will be sold "over-the-counter" from May 20-24 and May 27-29 at tables located at Walter Library, Ford Hall, Coffman Union, and the West Bank. It will also be available at 115 Johnston Hall, all University Bookstores, Savran's, and Perine's any time after May 20.

Featured in the issue are articles on the poetry of Allen Ginsberg (Linda Eglite), on the "two cultures" situation in 1610 (Keith Nier), and on *The Tempest* (Patricia Hampl); a short story which won recognition in the Arts '68 competition (John Speikers); a broad selection of undergraduate poetry; and a series of drawings. Full credit for the layout and artwork in this colorful issue goes to Nancy Sparrow, who has done a rapid and competent job in her first experience working with us. Nancy, a major in book design, will very likely be my successor as editor for the coming year.

It's spring. Take a break from your work and take a look at some top-notch undergraduate writing and art. It's well worth your while and your quarter.

— Robert Verbrugge
Editor, *Academy*

"HONORS-ONE-TO-ONE" TO BE INAUGURATED

If you're an honors sophomore or junior who wants to make the University less impersonal, we have a new program for you, which will begin next fall. You can gain both academic and non-academic benefits from participation in HONORS-ONE-TO-ONE.

Briefly, HONORS-ONE-TO-ONE is a program pairing new freshman with honors upperclassmen in a close, informal relationship. The upperclassmen act as combination advisers, tutors, and friends to freshmen hand-picked for certain qualities which you specify. (We will match you on the bases of majors, interests, or whatever you wish, within reason.) You spend as much time with your freshman as you wish, no more.

Perhaps the most exciting aspect of the program is its academic side: You teach the freshman research techniques, and he helps you with research efforts, term papers, or honors theses. You introduce him to certain courses and instructors, you urge him to take advantage of professors' office hours, and you help him over the rough parts of being a freshman.

If you are a sophomore or junior, a questionnaire and more information has probably now reached you by mail. Or, if you didn't get it for some reason, contact Nancy Lee Harding at 373-3381. Take the time to lend a hand — exercise your student power — let's personalize the University!

Nancy Lee Harding, Honors-One-to-One
Project Director

HSC ELECTION RESULTS

In the Spring elections of the Honors Student Council, held on May 2, 1968, the following persons were elected to office:

Rick Kiewatt, President

Nancy Harding, Vice-President

Jean Rodgers, Secretary-Treasurer

Cathie Lippmann

and

Jeanne Strassberger

} Representatives to the Faculty
Honors Council

They will hold office for one year.

HONORS NEWSLETTER

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tors" which are alleged to give rise to movements. These preconditions are what we term the "Three D's" — Deprivation, Disorganization, and Defective Individuals. Within this rubric of environmental models the seminar will not only ask to what extent background factors cause movements, but also to what extent movements affect the total social environment. Mao Tse-tung, for example, claimed that the energies produced by the communist revolutionary movement in China could so dominate environment and society that the "Great Leap Forward" would be possible in spite of many limiting factors in the Chinese system.

2) *Physiological Models*. These include those which are concerned with the structure, function and internal dynamics of movements, with the factors which are internal rather than external to the movement. Within this rubric we shall also consider the ways in which a movement, over time, becomes a system *sui generis* which "lifts off" from and becomes independent of its ecological preconditions.

3) *Typological Models*. These include those which focus on the construction of typologies and taxonomies of movements either as aids to description and analysis or as ends in themselves.

B. The second part of the seminar will be devoted to an examination and modification of the movement model developed by Gerlach and his research team. This modified model will then be applied to the examination of at least six movements (this number is dependent upon seminar enrollment and allocation of student papers). These six movements will include (a) Black Power, (b) student power or the Hippie or Neo-Hippie movement, (c) one of four religious movements: modern Pentecostalism-Charismatic Revival, Early Christianity, early Islam, or Sokagakkai in Japan, (d) two political movements utilizing para-military insurgency such as Communism in China or Viet Cong, Mau Mau in Kenya, (e) Bolshevik Movement or Marxist Movement.

IV. Requirements.

Students will each present one paper in either of the above two components of the course. It is anticipated that there will be from 3-4 papers comparing theoretical approaches; one of these will focus on the environmental physiology-typology distinction. There will also be about four papers on case studies of actual movements, using the modified model developed by Gerlach, *et al.* Data for these papers will come both from readings and where feasible, actual field study. If there are enough students we shall also have one present a paper which summarizes the findings of the seminar. In any event, the seminar would terminate with a session devoted to the synthesis of seminar findings and the promulgation of a tentative new model for movement analysis. Each student will bring to this concluding seminar a four-five page draft outline summarizing his own synthesis and new formulations.

In addition to the regular seminar sessions scheduled, there will be at least two special sessions, during which visitors who are themselves involved in contemporary movements will be invited to participate.

Required Texts:

Toch, *The Social Psychology of Social Movements*. Bobbs-Merrill.

BMR A-146 Linton, "Nativistic Movements."

BMR 247 Wolf, Eric, "The Social Organization of Mecca and the Origins of Islam."

BMR A-230 Wallace, "Revitalization Movements: Some Theoretical Considerations for their Comparative Study."

Gerlach and Hine (reprint, to be distributed). "Five Key Factors in a Modern Religious Movement."

This seminar will meet on Wednesdays, 3:15-5:00, in Vincent Hall 210.

CHS 95H, "The Earth, Meteorites and Origin of the Solar System." Professor V. Rama Murthy, Department of Geology and Geophysics.

The following topics will be discussed in the seminar:

1. "Matter" in the universe.
2. Origin of the elements.
3. Ideas on the formation of the solar system.
4. Planets and what we know about them.
5. Meteorites — our clues to the infancy of the solar system.
6. How old is the earth and how did it form?
7. Composition of the earth.
8. Surface rocks and what lies beneath.
9. The origin of the atmosphere.
10. Possible conditions under which life began.

This seminar will meet on Tuesdays, 4:15-6:00, in Pillsbury Hall 121.

SPRING QUARTER, 1969

CHS 91H, "We and the Music of the Past." Professor Heinrich Fleischer, Department of Music.

The first part of the seminar will concern the various and widely differing trends and forms of making music during the history of Western Civilization (from about 800 A.D. on). Not only the instruments, performing practices and compositional forms were different from our present ones, but also the audiences for which music was written and performed were different, and so were the motivations of the composers and the occasions for which music was felt necessary. This part of the course will be a condensed music history with sociological emphasis.

Secondly, we shall reflect on the remarkable and unique fact that we today have the strong desire to listen to music of former times, music which was not written for us. Former generations did not have such a desire but listened mainly to music of their own days. Why do we go back to the past, to a degree that we neglect our own music?

The third part of the course will deal with the functions of our performers and listeners when confronted by music of the past. Should the performer try to reproduce old music in exactly the same way as it was intended, or should he "translate" it to a sound which is "normal" to present-day audiences? Can he ever succeed to give his listeners the same impression of a musical work of the past as its original listeners had?

To clarify the problem, exotic music and music of the classic antiquity will also be discussed and our relation to literature, drama and art of the past will be investigated.

The seminar is designed primarily for non-music majors. It will be held in Scott Hall 103 on Wednesdays, 3:15-5:00.

CHS 92H, "Values, Welfare and Economic Systems." Professor Leonid Hurwicz, Department of Economics. This seminar will be held on Thursdays, 3:15-5:00, in Business Administration 837.

CHS 93H, "Humanism, The Classics: Questions of Relevance and Role." Professor Robert Sonkowsky, Department of Classics.

An examination, limited to selected times and places, of the ways in which learning and letters and the study of the Classics have, and have not, influenced the life of man — in antiquity, the Italian Renaissance, today. Topics include Plato, Xenophon, Aristotle, Isocrates, Plutarch, Cicero, Quintilian; education in Athens, Sparta, Rome; the dispute between philosophy and rhetoric, the philosopher-king ideal, ciceronianism; Renaissance and The Renaissance; the twentieth-century problem. Central focus will be on the service of humanism toward the cities of North Italy from 1300-1550: the universities, the academies, the schools, the students, the professors, the great amateurs, the creative artists.

What part did the revival of learning and letters and the return of the classics play in urban culture and human life in this first full flowering of the Renaissance?

This seminar will be held on Wednesdays, 2:15-4:00, in Folwell Hall 307.

CHS 94H, "The Enjoyment of Mathematics." Professor Donald Kahn, School of Mathematics.

Outline: This seminar is offered to students who have not studied college mathematics beyond the elementary level. The topics shall be: 1) the principle of Induction; 2) number systems; 3) elements of Number Theory; 4) basic topology of curves and surfaces. If time permits, some applications of mathematics will be discussed.

This seminar will meet in Vincent Hall 210, Wednesdays 3:15-5:00.

POST-GRADUATE PLANS OF 1966-67 HONORS SENIORS

A survey conducted during last summer reveals that 81.5% of the 1966-67 CLA honors seniors planned to continue their formal education in fall, 1967. A questionnaire was mailed to 224 senior honors students and was completed by 162 of them, or 72.3%. Of the respondents, 79 stated that they were planning to undertake graduate study, 34 were entering or continuing in medical schools, 13 were going to study law, and 6 were planning to pursue different professional programs. The total of 132 students (50 women and 82 men) who expected to engage in post-graduate work this year is exactly the same as the number who began post-graduate programs in the fall of 1966.

For the second year in a row, the percentage of students who received financial aid for graduate study declined. Last year 58% were awarded financial support, whereas this year 56% won grants of various kinds. The 74 students who were awarded financial assistance actually were offered a total of 82 separate awards, or an average of 1.11 offers per student. This is a decline from the 108 awards earned by the '65-66 class, or a 1.40 ratio of offers per student.

Law and medical students were most affected by the decline in financial aid, since students undertaking graduate study rather than professional programs received financial assistance at the rate of 77%, compared with 70% last year. It should be noted, however, that since most students completed the questionnaire by July, 1967, it is possible that some may afterwards have been offered a grant of one kind or another.

Of the 82 awards tendered to the 1966-67 group, 17 were teaching assistantships, 2 were research assistantships, and 22 were separate institutional fellowships or scholarships. Major grants included 12 National Defense Education Act Fellowships, 11 Woodrow Wilson Fellowships, 3 National Institute of Health Training Grants, 3 Public Health Service Traineeships, 2 National Science Foundation Fellowships or Traineeships, 1 Fulbright-Hays grant, and 1 Danforth Fellowship. This record pertains only to the CLA honors seniors who responded to the questionnaire, or about 9.5% of the 1966-67 graduates. From other sources it is known that for the whole University there were 97 NSF grants awarded, mainly to IT students. There were also 12 Fulbright awards granted for 1967-68, almost all to graduate students.

Compared with last year, the record for the '66-67 class represents somewhat of a reduction in the number of national and international grants received. A year ago 13 Woodrow Wilsons were awarded to University of Minnesota students, opposed to 11 this year. University students earned no major British fellowships this year, whereas last year 2 Churchill and 1 Rhodes Scholarships were won. There were 3 Danforth Fellowships won in 1966, compared with 1 in 1967. Last year there were 17 NDEA winners among honors seniors, while there were 12 for the class of 1967. In NSF competition there was a gain, from 87 last year to 97 this year; similarly there was a gain in Fulbrights awarded, from 10 to 12. In comparison with Big Ten schools and the University of Chicago, Minnesota in 1966-67 tied for fifth place with Indiana as to Woodrow Wilsons awarded, following Michigan, Michigan State, Chicago and Wisconsin. In NSF competition, the University ranked sixth behind Michigan, Illinois, Wisconsin, Purdue and Chicago.

The department that produced the most recipients of various grants again was Psychology, with 11. Following it was the Department of English with 7. Economics, Political Science and Romance Languages each had 5 winners, while German had 4. The remaining awards were spread among students majoring in 19 different departments within CLA.

Of the 132 students planning to undertake post-graduate study, 82 or 62% planned to remain at the University of Minnesota, a gain from 48.5% last year. Seven indicated they would attend the University of Wisconsin and 3 each were entering Harvard, Illinois, and the University of California. The remaining 34 planned to enroll at 20 different schools throughout the United States and the world.

The second largest group of students in the sample were those who intended to accept a position in business, teaching or government and had no immediate plans for post-graduate study. There were 12 students in this category or 7.4% of the respondents. Some of the positions accepted included one with the CIA, one with the American Rehabilitation Foundation, and one with IBM. In addition, 2 joined the Peace Corps, 1 became a VISTA candidate, 3 entered military service, and 2 became homemakers.

A comparison between men and women in the survey shows that 88% of the male respondents intended to continue their formal education, compared with 73% of the women. Of the males planning to continue, 50% did so with financial assistance, compared with 66% of the women. These results are significantly different from last year's when 92% of the men went on to do graduate work, 60% of them with financial aid, and 67% of the women continued in school, 55% of whom received aid. As was true last year, about 3% of the male respondents were planning to enter military service, in each case as officer trainees.

*Michael C. Mann
Administrative Assistant
to the Director of Honors*

STUDENT EVALUATIONS OF HONORS PROGRAMS

The 1966-67 questionnaire sent to honors seniors included many questions concerning their experiences with both departmental and college-wide honors opportunities. Responses were broken down department by department and then were xeroxed and distributed to the appropriate Departmental Honors Representative, with the identity of each student kept secret. It is hoped that the students' comments will reveal to each department what are the strengths and weaknesses of its honors program, particularly how the program could be improved.

For the most part, the responses were extremely favorable. Such comments as the following were typical:

"My grades and enthusiasm for scholarship soared once I was permitted to enter [Honors]. My life was dramatically changed because the Honors Division was willing to take a chance on my potential. I am extremely grateful and hope others can be given the same opportunity."

"My adviser and members of the honors program . . . awoke my dormant interest in learning for the sheer excitement of learning. So, with the ideals of the honors program you have achieved reality. And not to be presumptuous, I am the living proof. . . ."

"[I most liked] the synchronized function of all programs offered which allowed flexibility, yet at the same time assured overall liberal education. As one progresses along the line, he gradually becomes aware of the correlation between all subjects he has taken and gains confidence in his ability to apply his knowledge not only in his professional field but in everyday life just as well."

Answers to questions on specific aspects of Honors revealed, not surprisingly, that the most common curricular experience of students was the completion of one or more Upper Division honors course or seminar in their major departments. 96 of the 162 respondents, or 59%, had taken such courses, compared with 28% who had taken one or more College Honors Seminar and 36% who had taken one or more Lower Division honors section or course. 65 students, or 40% of the group, had taken advantage of the Cultural Events Ticket Program and, as would be expected, almost all were greatly enthusiastic about the program. The activity the seniors were involved in least was tutorial work, with only 7% having had such an academic ex-

perience. 17 students, or 11%, had participated in the work of the Honors Student Council, a respectable proportion when it is realized that the council has become organized and active only in the last two years.

The results of the survey show that there were several primary reasons why the students were motivated to undertake honors work. The main reason given was "academic challenge," but a close second was the "desire to graduate with honors." Third was the desire to achieve "closer contact with better professors." Other prevalent motivating factors were "strong interest in mastering major discipline," "desire for special privileges," "wish to take smaller classes," "desire to do independent research," and "wish to take College Honors Seminars."

Most of the students indicated that their experience with honors courses and seminars had been very rewarding. Slightly over two-thirds of the students found honors courses to offer either "much higher" or "higher" academic challenge than the non-honors courses they had taken, compared with 26% who thought the challenge was "about the same," 3% who thought it was lower, and 3% who had no opinion. 84% found honors courses provided much higher or higher personal involvement than non-honors courses. Similarly in terms of the quality of course material, the effectiveness of the professors and the quality of academic competition, honors courses received much higher ratings than non-honors courses. In each of these categories the percentage of students who found honors courses inferior to non-honors offerings was very small.

The major factor that students found to be responsible for particularly good honors courses and seminars was, predictably, that the instructors were outstanding teachers. Other primary reasons mentioned were "good discussions and student participation," "the chance to do independent study," the "interesting material presented" and the "opportunity to interact more closely with professors." Of the various honors courses singled out as the "best" the students had taken, German 89H-90H was most frequently mentioned, with Sociology 97H-98H-99H and English 10H-11H-12H also cited several times. As a general category, College Honors Seminars were regarded most often as the best honors courses taken. The survey also asked which honors courses were thought to have been "the least rewarding." A much smaller number was specified in response to this question and it is not surprising that the major reason given for the weakness of these courses was "poor instruction." Other reasons cited were "uninteresting material," "lack of organization or structure" and "lack of real challenge."

In response to the question, "What has been your general experience with faculty advising you have had in the past four years?" only 39% of the group indicated their experience

had been either excellent or good. 17% regarded their advising experience to have been adequate, while 36% found that the advising they had received had been poor, ineffective, indifferent, or even non-existent. 8% of the students chose not to answer this particular question.

On the other hand, the students responded much more favorably to the question, "What has been your general experience in dealing with the staff of the Honors Division Office?" 79% characterized the honors staff as "excellent," "courteous," "interested" or "helpful," compared with 11% who found the staff "inefficient" or "uninterested" and 10% who chose to ignore the question.

Typical of the comments on students' experience with the Honors staff were:

"Wonderful! They treat you as an individual, not a number."

"Excellent — among the people I have talked to, it is generally felt that they are the one part of the administration it is a pleasure to deal with."

"[The staff is] competent, interested, well-trained and surprisingly human."

"The staff at the Honors Division Office is the most helpful and cooperative of any college office I have encountered at the University."

The questionnaire asked for responses as to the features of departmental and college programs most liked and least liked, and also how the honors programs could be strengthened. Mentioned most often as positive aspects were the seminars, the Cultural Events Ticket Program, the wide variety of courses, the personal attention from faculty and administration, and the opportunity to do independent research and to write theses. Features disliked were rigid requirements, poor instructors sometimes encountered, poor student-faculty contact in a few departments and weak departmental programs in several departments.

Suggestions most frequently mentioned for strengthening honors programs were as follows: publicize the programs more widely, offer more College Honors Seminars, develop more opportunities for student-to-student contacts, create an Honors Center, improve the advising system and provide more opportunities for independent study. In each of these areas improvements either have been made during the current academic year or imaginative plans and proposals have been developed which give promise for real progress in the future.

M.C.M.

ATTENTION JUNIORS

The deadline for applying for certain 1969-70 graduate fellowships will fall as early as September 15, 1968. Therefore, anyone who contemplates beginning graduate study in September, 1969 should investigate, during the summer, the opportunities in his field as to particular schools and various financial aids. Information and assistance may be obtained in the Honors Division Office, 115 Johnston, or in the Graduate Fellowship Office, 307 Johnston.