



HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

We are happy to welcome (again, in most cases) new students to the Honors Division and welcome back old friends. One of my most pleasant tasks during the summer was to read through the questionnaires returned by last year's graduating seniors. As I have been in past years, I was impressed and grateful at the large number of responses and the frequent evidence of concern for the progress of our honors program. The many comments and suggestions showed much evidence of thoughtful consideration of both our strengths and our weaknesses, and included a number of recommendations that we will have to consider very seriously. They will be most useful in our planning for the future.

What we have come to expect as a matter of course are the consistent expressions of praise and appreciation for Eileen Coates and her colleagues of the office staff. Besides renewing acquaintance with Eileen and Linda Kronick, many of you are already aware of the two new names and one new face in the office. One new name belongs to an old face; last year's Carmen

Eisenbise became Carmen (Mrs. Thomas) Erickson in August. Sandy Swanson has replaced Cathy Morgan at the main reception desk.

For the annual Legislators, Editors and Broadcasters Day sponsored by the University, the Honors Division prepared an exhibit of selected *summa* theses completed by last year's graduates. It was an impressive display and evoked many favorable comments from the University's guests. The exhibit—or the major part of it—is temporarily on display in the Honors Division office. You are invited to come see it and you are also reminded that written *summa* theses are kept on file in the office and are available on loan.

On behalf of all who are committed to the maintenance of a strong honors program, I would like to express our gratitude to the faculty members, administrators, students and alumni who are currently working in the Lower Division Honors Colloquia listed elsewhere in this issue of the *Newsletter*. As always, we in the honors office are ready to provide whatever assistance we can in making the colloquia enjoyable and instructive experiences for all participants.

Burnham Terrell

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.

There are, excluding loans, two kinds of financial support for graduate study. The first kind consists of fellowships, scholarships, or traineeships which require no service to the institution and usually demand full-time study. Stipends for these awards vary between \$2000 and \$3000 for the academic year. Very often students are given free tuition and additional allowances for dependents and for summer study. The other kind of aid is the teaching or research assistantship. Research or teaching appointments require anywhere from 25% to 75% of full-time service to the institution. Some graduate schools offer package plans to combine these two kinds of support over a period of two or more years.

Most awards of either kind come from the graduate student's department, but some are handled through

national competitions. Departments are usually the best source of information about financial support, although many major institutions have offices which collect and disseminate information and advise students regarding national programs. Here at the University of Minnesota, the Graduate Fellowship Office, 309 Johnston Hall, has extensive information regarding all kinds of aid.

Very few graduate subventions are based on need; most put greater weight on excellence in scholarship, promise of outstanding contributions, and excellence of 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—the Graduate Record Examination, for instance—and some require project or research proposals.

National competitions usually require more elaborate application materials than those conducted at the departmental level. Also, most national competitions close sometime during the fall quarter. The table be-

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CO-LEADERS FOR 1969-70 LOWER DIVISION HONORS COLLOQUIA

Group

1. Miriam Cohn, Associate Professor, School of Social Work
John Caddy, Instructor, English Education
Undergraduate Assistant: Sharon Sievert
Topic: "Modern Poetry."
2. Eleanor Fenton, Professor and Assistant to the Dean, General Extension
John Parker, Professor and Curator, James Ford Bell Library
Undergraduate Assistant: Steven Prestin
Topic: "Survival in a Strange Environment: Travel Through the Centuries."
3. Val Woodward, Professor, Genetics and Cell Biology
John Dahler, Professor, Chemical Engineering
Undergraduate Assistant: Jerry Hillman
Topic: "Is There a Biological Reason for the Way We Behave?"
4. John Gander, Professor, Biochemistry
Harold Miller, Assistant Dean, Summer Session, and Assistant Professor, Speech
Undergraduate Assistant: Edward Firestone
Topic: "Aspects of the Pollution Problem."
5. Martin Dworkin, Associate Professor, Microbiology
Mischea Penn, Instructor, Humanities
Undergraduate Assistant: Jeffrey Johnson
Topic: "The Limits of Dissent: Philosophical, Political and Legal."
6. Paul Cashman, Vice President for Student Affairs
James Nelson, President, Honors Student Council
Undergraduate Assistant: Jean-Marie Rodgers
Topic: "The Role of Ethics and Values in Higher Education."
7. Donald Biggs, Associate Professor, Dean of Student's Office
Rick Kiewatt, Director, The Center for Communication Facilitation
Undergraduate Assistant: Julie Ingebretsen
Topic: "Violence on the College Campus."
8. Johannes Riedel, Professor and Director, Graduate Studies in Music
Donna Cardamone, Instructor, Music
Undergraduate Assistant: Kathe Grooms
Topic: "Music and Minorities."
9. Rodney Loper, Assistant Professor and Clinical Counselor, Student Counseling Bureau
George Rapp, Associate Professor, Geology and Geophysics
Undergraduate Assistant: James Rounds
Topic: "Campus Crisis: 1969."
10. Stanley Kegler, Assistant Vice President, Coordinate Campuses and Educational Relationships
Joseph Kwiat, Professor, English and Humanities
Undergraduate Assistant: Susan Lach
Topic: "Radicalism: Who Needs It?"
11. John C. Masters, Assistant Professor, Institute of Child Development
Undergraduate Assistant: Thomas Gill
Topic: "Socialization: The Humanization and Americanization of Children."
12. James Reeves, Assistant Vice-President for Student Affairs
Michael Mann, Administrative Assistant to the Director of Honors
Undergraduate Assistant: Marlene DeLott
Topic: "Problems of Poverty and Race in the Twin Cities."
13. Paul Hetland (alumnus), President, CLA Alumni Association
Mabel Powers, Associate Professor and Director of Student Personnel, CLA Upper Division
Undergraduate Assistant: Jeanne Strassberger
Topic: "Education or Miseducation?"
14. E. W. McDiarmid, Professor, Library School
David Lebedoff (alumnus), Author, *The Twenty-First Ballot*
Undergraduate Assistant: Karen Gotsdiner
Topic: "Is Politics Dead?"
15. Tom Walz, Director of Living-Learning Center
Barbara Gilbertson, Graduate Student, Public Affairs
Undergraduate Assistant: John Whitt
Topic: "Education in a Living-Learning Context."
16. Henry Gewurz, Assistant Professor, Pediatrics-Surgery-Lab Medicine
James Preus, Associate Professor and Director of Student Personnel, CLA Lower Division
Undergraduate Assistant: David Donsker
Topic: "Recent Developments and Research in Medicine."
17. Warren Ibele, Professor, Mechanical Engineering and Associate Dean, Graduate School
Viola Hymes (alumna), Former Member of Minneapolis School Board
Undergraduate Assistant: David Nelson
Topic: "Big Cities: Opportunities and Challenges."
18. (Winter and Spring Quarters)*
R. Smith Schuneman, Associate Professor, Journalism and Mass Communication
Arnold W. Walker, Television Production, Director for the Department of Radio and Television
Undergraduate Assistant: Lynn Baker
Topic: "Communication Through the Arts."
19. (Winter and Spring Quarters)*
Burnham Terrell, Professor of Philosophy and Director of Honors
Warren Stenberg, Associate Professor, Mathematics
Topic: "History, Literature, Theory and Art of the Play of the Chess."
20. (Winter and Spring Quarters)*
Hyman Berman, Associate Professor, History, and Chairman of Social Science Program
Topic: (not yet determined).

* Honors Freshmen and Sophomores who wish to participate in Colloquia No. 18, 19, or 20 should contact Miss Janice Klodt in the Honors Office.

low gives the application deadlines for the major programs.

Seniors interested in fellowships for next year (1970-1971) should visit the Graduate Fellowship Office as soon as possible — particularly those who are interested in national programs.

Finally, I should say something about faculty participation. Professors are sometimes required to nominate candidates for certain fellowships. Because of this requirement and because academic references constitute a very important part of the applicant's dossier, faculty members have a serious obligation to nominate promptly their best students or advisees and conscientiously try to fill requests for recommendations. Should any faculty member need clerical help in meeting fellowship deadlines, the Graduate Fellowship Office will provide it.

*E. W. McDiarmid, Director of
Graduate Fellowship Office*

NEW CHS TO BE OFFERED THIS QUARTER

A fifth College Honors Seminar will be added Winter Quarter to those already scheduled. It is entitled "The Art of Medical Investigation," and will be offered jointly by the Honors Division and the Department of History of Medicine. Dr. Henry Gewurz will coordinate the seminar, which will feature during the quarter presentations from such renowned medical researchers as Drs. R. A. Good, J. S. Najarian, O. W. Wangenstein and Maurice Visscher. Honors juniors and seniors interested in CHS 95H may obtain addi-

tional information in 115 Johnston and may register for the seminar there on a "first come, first-served" basis.

DEADLINES FOR MAJOR GRADUATE FELLOWSHIPS

Woodrow Wilson National: nomination deadline
— October 20, 1969.

Marshall: October 21, 1969.

Fulbright: local deadline — November 14, 1969.

National Science Foundation: December 5, 1969.

NDEA IV and NDEA VI (Foreign Language):
deadlines established by awarding departments — usually after New Year's.

National Institute of Public Health: January 2,
1970 and April 1, 1970.

The Minnesota Student Association urges all Honors Division sophomores, juniors, and seniors to apply for the University's International Exchange Program for 1970-71. University students will be sent to Germany, India, Singapore, Nigeria and Uruguay for the academic year, with all expenses paid except travel. However, some government grants are available for transportation. Applications will be available from October 6 until November 5 in the MSA office, 214 Coffman Union.

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

PRESIDENT'S REPORT

The Honors Student Council began another year with its first meeting Wednesday, October 8. Notices of future meetings will be posted in the *Daily*. The council hopes that you as an honors student will join and participate (if you are not already doing so) in council activities this year. The only requirement for membership on the council is that you be a student interested in improving the council and the university. Application forms can be obtained in 115 Johnston Hall.

HSC offers a wide range of activities in which you can become involved:

- The Curriculum Committee — in which we hope to propose a possible alternative to the current practice of using G.P.A. as the sole criterion for evaluation of one's academic performance.
- The Public Relations Committee — with its newly enacted high school visitation program.
- The Program and Facilities Committee — which sponsors evening discussion groups with prominent faculty members. (These evening discussion groups are stimulating not only because of the knowledge gained about the professor's specialty, but also — what I find often more inter-

esting — because of what you learn about the professor himself.)

- Help in the improvement of the Honors One-to-One Program.
- The Publication Committee — which will publish 3 issues of *Academy* (the only literary magazine on campus) this year. You can contribute your poetry, prose and essays, or, if you are not literary minded, help out with promotion and sales. If interested in this area, contact Gary Henrickson, Editor of the *Academy*, in 115 Johnston or by phone, 373-5556.
- If the present programs and/or committees of the council seem inadequate to fulfill your particular interest in the university community, come to a council meeting and express that interest. We are a very flexible organization and I am sure you will find more than one person to align yourself with in an active pursuit of that interest.

This is your opportunity to get involved in an organization small enough to be responsive to your suggestions, and influential enough to affect the entire university.

Help make it a good year!

*Jim Nelson
President, HSC*

ACADEMY NEWS RELEASE . . .

As this goes to press, concerned passersby continue to pass by and press upon me unsolicited suggestions to the effect that perhaps ACADEMY might discontinue publication and use those monies available to build a home for aged unpublished poets.

To which I replied, "Heresy!", with appropriate Augustinian indignation. ACADEMY is bread and wine beneath the bough, mother's pie, and puppy love and as such is not subject to the needs of aged, unpublished poets.

ACADEMY continues to be dedicated to the propositions that undergraduates care to submit. We welcome submissions, be they exposés of Edina's Mafia or an analysis of the runners-up in the latest Dylan Thomas Poetry Reading And Swimsuit Competition.

For our readers, both of you, let me state simply that this year's ACADEMYs will be crisper, leaner, sweeter and otherwise superior to any preceding issue. Still 35¢ at your local bookies'.

*The Editor,
Gary Henrickson*

HSC SHOULD NOT DUCK CONTROVERSY

There was the usual mickey-mouse at the first Honors Council meeting — various committee reports or non-reports, the usually sticky financial statement, refreshments. But several new ideas were also presented: designation of a series of small courses as "evaluation sections" in which professors would provide written estimations of students to supplement g.p.a. as the basis of judging performance; formation of a committee to fight the bookstores for fairer prices; establishment within each department of discussion groups to orientate students about careers in their fields.

However, what followed these mild discussions caused controversy and heated debate. The Executive Board tried to introduce a resolution stating our support for the Vietnam Moratorium of October 15, but this was not permitted on the grounds that 1) the council really does not represent honors students and therefore could not take a position that would reflect on all of them and 2) the Vietnam War was not within the province of the Honors Council. Instead, a motion was adopted which forbade the council to make any resolution concerning other than University and aca-

demical matters. But I feel the Vietnam War has everything to do with the University and the educational system and we as members of that system should take a stand on it.

The constitution of the council gives as our purposes "offering honor students an opportunity to pursue their educational objectives . . . and providing a forum for the presentation and transmission of students views to the honors program faculty and administration." Surely our educational objectives go beyond a mere knowledge of facts and theories to some comprehension of the world community and the issues facing it, to some awareness of the necessity of value judgments in a world where too many are abrogating their moral responsibility. The University is not an Ivory Tower and honors students are not dwellers therein — we have a role to play in the community and we ought to recognize it. We are supposedly the intellectual elite of this community — but true intelligence is not a function of I.Q. and g.p.a. but of how we apply our minds to the task of living. And living means involving oneself in the patterns and judgments of society. Few enough among honors students care a whit about what happens to this University. If the council were to represent "honors students" — we would do nothing except present a good study in apathy.

This year the claim is that Vietnam is not in our province — last year the council voted that starving children in Biafra should not concern us. It has been said many times that the Honors Council will be whatever the honors students care and work to make it. If we remain reluctant to express our views on pressing moral issues, to challenge our own apathy and go beyond safe "ivy-covered walls" and non-controversial conflicts within the University, the council will remain what it has been for a long time — a super-elitist name organization with a great potential, but little in the way of production. Think about it.

*Jean-Marie Rodgers
Vice-President, HSC*

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 prerogative of selecting and editing contributions.

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

When the basic principles governing our present honors program were established by the CLA faculty in 1961, one of them was that graduation with honors *should not be awarded* on the basis of GPA alone. Each department was given the responsibility for devising an honors program that any major in the department should complete in order to graduate with honors. This policy was intended to emphasize the honors program available to the student while he is a student rather than the honors awarded when he has completed his education. It was felt then that although the College should continue to recognize academic accomplishment, it was still more important to provide opportunities for those students who could benefit from them and through them contribute to each other's education. Since 1961 we have been quite successful in continuing and expanding honors opportunities. The number of honors courses and sections in the departmental curricula have increased significantly. Lower Division Honors Colloquia have increased tenfold and the College Honors Seminar program has been trebled, with the hope always present that both can be expanded even further.

In selecting students for the Freshman Honors program, we have tried during the past three years to follow the principle that grades and ability alone were not a sufficient basis for admission to the Honors Division. Therefore, in addition to measuring high school grades and aptitude test scores, we have estimated whether a prospective student will actively contribute to the program after being admitted. Last year the College Honors Council, in establishing a judgment range for Lower Division honors students with GPA's between 3.0 and 3.25, recognized the same principle as a factor in determining continuation in the Honors Division. Judgments on retention of students in that range are based primarily on interest and participation.

At its Fall Quarter meeting, the Council extended the same principle to apply to continuation in the Honors Division for all students. Beginning next fall a student will not be considered an Honors student — will not be retained in the Honors Division — just because of high grades. Only those will be counted as honors students whose activity in the University merits that distinction and the opportunities that go with it. To remain in the Honors Division, students will be expected to have engaged in activities appropriate to honors students during at least two quarters each academic year.

Basically, the Council would like to have honors students include honors courses and seminars in their academic programs. Since limited opportunities in some departments and the limited number of places in courses that are offered might make that sometimes impossible for certain students, the criteria of participation have been defined very widely. The range of activities that would count is indicated in the announcement of the new policies made elsewhere in the *Newsletter*. As will be observed, the range is so broad that the policies will affect only those relatively few students who have honors level GPA's, but whose academic program and other activities are in no way to be distinguished from the minimum and the ordinary.

The Council did not in any way change the criteria for graduation with honors. These continue to be based on GPA and the completion of the departmental honors program. It will not be necessary to have maintained good standing in the Honors Division for any specified period.

At a time when requirements of all sorts are under heavy attack, there is some reluctance to appear to be initiating a new requirement. But it is also a time when the preeminence of the grading system as a true and sufficient measure of quality is also being questioned. The opportunities the Honors Division provides are intended for students who give reason to believe they can make valuable use of them. Such students can be identified partly by their academic aptitude and achievement, but also by their willingness to use their aptitude and build on their achievements. An honors program should exist primarily to provide for the exercise of excellence, not primarily for its acknowledgment; such a program should not be encumbered by folders in the Honors Division files that represent nothing but unexercised excellence. To free ourselves from such encumbrances and to a greater degree serve more students who will make their abilities count in their lives as students are the purposes of the new policies adopted by the Honors Council.

Burnham Terrell

NEW POLICIES ON CONTINUATION IN THE HONORS DIVISION

(These policies will go into effect beginning Fall Quarter, 1970, and will be implemented for a trial period of one year, with a mandatory review by the Honors Council after that period.)

I. Freshmen:

Freshmen (a) who do not maintain a grade point average of 3.25 or above, or (b) who take no advantage of opportunities for superior students will be put "On Notice." Freshmen with a cumulative grade point average below 3.0 at the end of the freshman year or who have taken no advantage of opportunities for superior students (see III below) throughout the year will not continue registration in the Honors Division. Continuation in the Honors Division of freshmen whose cumulative average at the end of the year falls between 3.0 and 3.25 or who have taken advantage of opportunities for less than two out of three quarters shall be decided on an individual basis by the Honors Division staff in consultation, when feasible, with the student's adviser.

II. Juniors:

If at the end of any quarter during his junior year (a) a student's GPA (overall, Upper Division, and in the Major) drops below 3.0 or (b) he has taken no advantage of opportunities for superior students, he will be put "On Notice." If any student at the end of his junior year (i.e., with approximately 135 credits) has a GPA of less than 3.0 in any one of these three categories or has taken no advantage of opportunities for superior students during two of three quarters in his junior year, he will be dropped from the Honors Division. Continuation of students whose grade point averages or records of participation are marginal shall be determined by the Honors Division staff after

consultation with the student's adviser or the Departmental Honors Representative.

III. The following opportunities for superior students are recognized as satisfying the participation criteria for continued registration in the Honors Division:

- a. Honors Colloquia.
- b. College Honors Seminars.
- c. Courses in the CLA Bulletin which bear the Honors designation (H).
- d. Courses in the CLA Bulletin which do not bear the Honors designation but which are restricted in enrollment to superior students.
- e. Registration for Upper Division courses requiring special permission while in the Lower Division.
- f. Registration for courses ordinarily restricted to graduate students.
- g. Registration by special permission in courses for which the student does not have the prerequisites when such permission implies extra outside preparation.
- h. Extra-credit registrations.
- i. Directed study registrations.
- j. Assisting in Lower Division Honors Colloquia.
- k. Course work certified by an instructor to be of such high quality that it might be credited to Honors participation; that is, work with some aspect of merit that is not reflected in the grade.
- l. Activities not specifically listed above which reflect the spirit of this policy and for which the student can provide evidence of his participation and accomplishment. These may include certain extra-curricular community and University activities.

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

A SCENARIO FOR HSC

Over one-half of the year is past, and it seems appropriate to delineate the Council's activities and assess its accomplishments and failures of the first half.

On the positive side (Boredom may set in, but there's "better reading" in the negative portion of this ledger):

- Jean-Marie Rodgers and I attended the National Collegiate Honors Council convention in New Orleans, which was a personally enlightening and satisfying experience. More importantly, however, it resulted in the drafting of three academic proposals unanimously approved by the Council. We are now in the process of obtaining feedback from the various departments in order to find the most expeditious method of implementing our proposals. (See Roger Battreall's article below for details.)
- In addition, the Council unanimously expressed support for the spirit behind, and the activities of, the Vietnam Moratorium. It reveals a personal bias, but I hope this is an indication of change in the

kinds of problems and issues the Council addresses itself to, not only rhetorically but in the institution of action-oriented proposals.

- The initial probes were made for the establishment of a comprehensive Honors Center, a top priority of the Faculty Honors Council. This Honors Center should not be a "home" of quiet isolation for honors students or an Ivory Tower, but is envisioned rather as a community center for personal growth and a focal point for social action.
- Through student participation on the faculty Policy Committee, the need for personalized evaluations of students' work by professors was recognized. Such written evaluations will assist students making graduate school or employment applications.
- The reinstatement of the high school visitation program designed to "enlighten" high school seniors about the advantages of entering the Honors Division.
- Earlier in the year, the commitment to a more com-

prehensive and meaningful Honors One-to-One program.

- The groundwork for publication of an Honors pamphlet to replace the "dry-throated" propaganda literature sent to prospective Honors students.
- Establishment of evening discussion groups by the Program and Facilities "Committee."
- The upcoming publication of two issues of *Academy*.

The negative half of the ledger:

- As stated earlier, the Honors One-to-One program was revived with enthusiasm at the onset of the school year, but the enthusiasm waned, and outside of a few individual exceptions, the program died a silent death.
- Attendance at evening discussion groups was disappointing. To entice non-Honors and non-University people to participate or to solicit people in a fashion reminiscent of a door-to-door Fuller Brush salesman should hardly be necessary considering the "charismatic" nature of the discussion leaders.
- The failure to publish a Fall issue of *Academy* because of inadequate (quantitatively and qualitatively) material, at a University with 45,000 students, 1200 of whom are in Honors.

HSC did not fail entirely as an active University student body (as suggested by some of the positive programs and efforts mentioned earlier). The problem was (and is) that the body was in its pre-puberty phase, and in addition had several of its "members" amputated and, therefore, active coordination among the various members was decreased and the remaining members were forced to play a larger role in the maintenance and sustenance of their body. Therefore committees such as the Program and Facilities Committee, with numerous John Hancock's as supposed members, were renamed, e.g. the Jean-Marie Rodgers Committee. The Curriculum Committee revived early Winter Quarter and is now participating in the administrative problems of getting the academic proposals instituted. What is disheartening, however, is that this revival was not of the Committee's own impetus, but was a function of prodding, cajoling, swearing, and additional modes of adversely stimulating the committee chairmen into action. Even now, this negative reinforcement seems necessary to ensure the continued functioning and long-term objectives of that group.

In reality, the various committees of the Council became one committee, consisting, with few exceptions, of the officers of the Council. Any accomplishments were in large measure a product of their hard work. These people who kept the Council "alive" (though suffering an acute case of emphysema) were involved in numerous other University organizations or activities, yet they found time to make a major contribution to the Council while concomitantly receiving excellent grades.

It is unnecessary to berate further the Council's failings, for good things have been accomplished in spite of itself. The larger and more ominous question is what is the practical potential for the future. I think real action will require a realignment of student priorities. I must here again display a personal bias, for I feel that the educational system at this University is badly in need of change. The system for the most part allows little time for reflection, students are too busy

"making it" at the University to ask the important question of whether the current system (with its oppressive grades, regulatory distribution requirements, large lecture sections and its emphasis on adaptation and not reflection) is best suited to satisfy students' needs and the needs of mankind. What good is it if a student learns a voluminous amount of technical knowledge, but, in order to survive economically in our industrial society, must use that knowledge in designing, selling or rationalizing a better fragmentation bomb, or more potent biochemical warfare agents?

What purpose is served if the law student only digests the enormous literature of law and its methodology (not to minimize the necessity), while the curriculum is not designed to question rigorously the outmoded penal system, or question the presupposition (man is free and therefore responsible) on which law is based?

I cannot say that we should not build more efficient fragmentation bombs, or that our system of law is dated. I can only assert that the essential and intrinsic nature of the University curriculum should be designed to ask, respond to, and try to solve such questions.

How can students and faculty sit placidly on their posteriors, without a show of protest, as Nixon vetoes the HEW bill. The cost (as the *Minneapolis Star* reports) of this program, including pollution control costs, is less than the development of a new torpedo in the defense department budget.

These are the questions I feel students should address themselves to, collectively or individually — working for change in the educational system to meet the real needs of students and the world.

I realize that the above has been sketchy but I am more than willing to discuss some of the ideas raised, either with individuals or at the next Council meeting.

If I've offended people I've meant to; if I've stimulated someone, I'm elated; and if I've completely "turned you off," it's because I've never *seen* you "turned on."

Where you at?

Jim Nelson,
HSC President

CURRICULUM COMMITTEE REPORT

The HSC Curriculum Committee, after having been dormant for most of Fall Quarter, is attempting a Winter Quarter resurgence. Fall Quarter was marked mainly by agreement not to do what we did last year. Now in mid-winter we are refining and promoting three proposals made by the Council and referred to us.

These three proposals arose as a result of Jim Nelson's and Jean-Marie Rodgers' trip to the NCHC meeting in New Orleans. All three of these proposals are in effect at several other schools in the country, as Jim and Jean-Marie learned in New Orleans.

The first proposal deals with the establishment of summer reading courses. As currently conceived these courses would be set up as follows: (1) Registration would be through departments; (2) Each department offering these courses would establish lists of suggested readings and would aid a student in planning a series of summer readings from the list; (3) The course would be P-N for 2-5 credits, with standards for credits and required work decided by the depart-

ment. Further work on this proposal will be made after a survey of departmental reactions is completed.

The second proposal involves convincing departments to allow students, via U.C. 75 or some similar vehicle, to spend an entire quarter working on a paper which the department would accept in lieu of a *summa* thesis. This program has been widely endorsed by HSC members, who agree that students can't do justice to their theses while engaged in 12-15 credits of other work.

The last proposal, which is the most tentative, involves a plan for students themselves to serve as teachers. The exact workings of this are under debate, but the basic philosophy revolves around the idea of students setting up their own courses in areas not currently covered by departmental courses, choosing their own reading lists and materials, and literally teaching themselves.

Your suggestions for refinement of these proposals or additional proposals are solicited. Suggestions may be made at the HSC office in 115 Johnston.

Roger Battreall,
Curriculum Committee Chairman

HSC NEEDS PROPOSALS FOR SPENDING \$\$\$

Believe it or not, part of that huge incidental fee you pay each quarter is allocated to honors students. A sum of \$5000 each year is placed in the hands of a Fees Committee which disposes of this money in various ways. This committee includes four members of HSC, Dr. Terrell, and representatives of the student unions. HSC has a controlling majority of votes concerning the allotment of this money.

So what does this mean to you? It means that we members of the committee are tired of handing out this money to various and sundry groups on campus, and would like to see the honors students come up with some ideas as to how the money can be used for the benefit of *honors students*.

According to the original terms of the fund allocation, this money must be used "to support certain non-curricular activities primarily designed by and for honors students but open to all interested students of the University." This year, the committee has not heard a single request for funds for a program de-

signed exclusively by and for honors students. Programs which we have supported include:

- *Academy* magazine.
- A speech by Robert Theobald during a Social Welfare student seminar.
- A film of "Paradise Lost" by an English class.
- A speech by Herbert Kohl, author of *36 Children*.
- Co-sponsorship of International Emphasis Week.

We have several thousand dollars remaining for this year and would like to receive some suggestions from you concerning its use. Two suggestions which have been made include:

- Programs for the new Honors Center (which we *will* be getting, part of it even this year maybe).
- An Honors Retreat patterned after the Special Dean's Retreats offered to selected high-ability freshmen.

We need more ideas from the honors students. If we don't put these funds to use, we may not receive a similar allotment for next year. Someone else may get the money, like Intramural Sports! So bring your ideas to the next HSC meeting or stop by the Council office at 115 Johnston Hall and talk to one of the members. If we don't hear from you students in the next few weeks, the committee members will allocate the money to an official Honors Executive Board spring vacation in Acapulco!

Dixie Hrdlicka,
HSC Secretary

The Public Relations Committee asks that all honors students volunteer to help in the high school visitation program. A letter will be forthcoming and an immediate reply is requested because of the time element. The PR Committee is also preparing a pamphlet about Honors. Help in the area of art, layout and photography is needed. If you think you can help, please contact Wayne Krefting in the HSC office.

HONORS NEWSLETTER

UNIVERSITY OF MINNESOTA
COLLEGE OF LIBERAL ARTS
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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

While he was a student, Bob Verbrugge, a 1969 honors graduate, wrote about and tried to influence what he called that great, gray mediocrity, the University. He also, reflecting on the results of his efforts, called it the Marshmallow, a large, soft, squishy blob of sugar, gelatin and air that absorbs and muffles every try at making an impression on it. Since then, the Marshmallow has become a weapon, or at any rate lots of little marshmallows have become weapons. And the great institutional Marshmallow is at least being prodded even more sharply than it was in his time here, not too long ago.

The point is that metaphors change, not only in being superseded by others, but in taking on new significance. The marshmallow as missile was not what Mr. Verbrugge had in mind. How much he would approve the marshmallow's new metaphorical role, I cannot tell. Nor do I know, if that metaphor is to be superseded to keep up with various institutional metamorphoses that are proposed, what new metaphor he would invent.

Some would supersede the marshmallow with a cluster of gaily-colored balloons that could soar to the heavens, where the Marshmallow had squatted stolidly in its place. That metaphor too might change its significance, as the inevitable discovery came that balloons, even the brightest and lightest, contain less sustenance than marshmallows. The Honors Division attempts to be neither marshmallow nor balloon, to be responsive to change yet possessing its own substance and continuity.

The present climate of opinion in some respects seems unfavorable to the aims of an Honors Division; they are thought to arise from intellectual snobbery and elitism. I sense in many honors students nowadays a reluctance to reveal that they find satisfaction in learning—in our imperfect situation, and something closer to shame than pride in their accomplishments in learning. That should not be so. Our purpose is not to promote empty snobs (and the honors students I know are not such), but to attract those who do find satisfaction in the opportunity to learn and to provide them with better opportunities for learning. Indeed, that should be done for all students, according to their abilities, needs and desires, which are not always the same.

I write not long before the University Senate will

be considering a plan for general educational development throughout the University. Development and change, within the marshmallow or from marshmallow into something better, are required. The Honors Division can be expected to participate enthusiastically in a program of University-wide educational development. I hope honors students, as Bob Verbrugge did, will prod and lead us. But, concluding with a passage of David Hume's, as I did a year ago, I hope these words from the *Treatise of Human Nature* will guide all who want change to be accomplishment as well:

While a warm imagination is allow'd to enter into philosophy, and hypotheses embrac'd merely for being specious and agreeable, we can never have any steady principles, nor any sentiments, which will suit with common practice and experience. But were those hypotheses once remov'd, we might hope to establish a system [which] . . . might at least be satisfactory to the human mind, and might stand the test of the most critical examination.

If some readers find an element of cynicism in some of what I have written above, it is the part of cynicism that Diogenes expressed by going about Athens with a lantern, looking for an honest man. I seek an honest marshmallow, or something better.

Burnham Terrell

1970-71 COLLEGE HONORS SEMINARS

During the next academic year at least fifteen College Honors Seminars will be offered. They are listed below, with brief descriptions and scheduling information for each. Students should consult appropriate class schedules next year, in case times and classrooms may be changed for any of the seminars.

College Honors Seminars are intended to broaden educational opportunities by making available to honors students study at a relatively sophisticated level outside of their own specialties. Unless there are exceptional circumstances, majors in the area of the seminar will not be eligible to register for it.

The seminars are open to juniors and seniors officially registered in the Honors Division, although seniors with a GPA of 3.25 or higher who have never

taken a CHS are given first priority. Under a new system recently approved by the faculty Honors Council Executive Committee, juniors with a 3.25 or higher GPA and eligible seniors who have not elected a CHS in the current academic year are given second priority.

Credits earned in the seminars may range from two to four depending upon the classwork assigned and completed. Beginning this spring, all CHS credits completed may be counted, upon successful petition, toward all degree requirements except those of the major. College Honors Seminars are graded on a P-N only 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 so, they will improve their chances of reserving a place in a CHS of their first or second choices. Since the demand for CHS's has grown greatly in the last several years, while the number of seminars offered has only slightly increased, interested students are advised to pre-register as early as possible this spring or summer.

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

FALL QUARTER, 1970

CHS 3-010, "Painting/Sculpture: Art Now." Professor Raymond Hendler, Department of Studio Arts.

Starting with painting and sculpture of the Fifties, and with references to all art history, the seminar will present an independent view of visual art today. It will be conducted primarily as a discussion group, with possible field trips locally to museums, galleries, and artists' studios.

CHS 3-010 will meet on Mondays, 4:15-6:00, in the Studio Arts Faculty Lounge.

CHS 3-020, "Ethical Theory and Education." Professor Burnham Terrell, Department of Philosophy.

The seminar will consider the ways in which ethical concepts such as value and norm apply to education and educational institutions. Emphasis will be on recent analytical work in the philosophy of education, with the aim not so much to arrive at specific ethical judgments relevant to education as to understand the complexity of their application.

The works of R. S. Peters, William Frankena, D. J. O'Connor and selections from several volumes of essays will provide the background for discussion.

This seminar will be held in 113 Johnston Hall, Tuesdays, 3:15-5:00.

CHS 3-030, "Thought Process Underlying Creative Problem Solving in Groups and Individuals." Professor Thomas Bouchard, Department of Psychology.

The seminar will deal with the following kinds of things:

- a) Scientific paradigms, e.g., Khun, Polanyi.
- b) Intelligent machines and related issues. Sequential vs. Parallel processing (Newell, Shaw and Simon vs. Neisser). How do we know if a machine is intelligent (the turning test)?
- c) Piaget's developmental theory of intelligence.
- d) Behavioristic models. Kendler and Kendler, Berlyne.
- e) Psychoanalytic models. Freud's theory of thinking, regression in the service of the ego, dream theory.
- f) Work on rapid eye movement sleep and non-rapid eye movement sleep and related work on monitoring alpha waves.

g) Studies of creative people, e.g. the work at the Institute of Personality and Assessment and Research.

h) The social psychology of thought, e.g. Bartlett.

The basic text will be Arthur Koestler's, *The Act of Creation*. In addition, there will be assigned some twenty experimental and theoretical papers from the current literature.

CHS 3-030 will meet on Wednesdays, in 113 Johnston Hall, 11:15-1:00.

CHS 3-040, "Chemical Aspects of Life." Professor John S. Anderson, Department of Biochemistry.

The seminar will consist of a rapid survey of the most important compounds found in living matter and some of the reactions which constitute the basis for the processes of life. Particular emphasis will be placed on the catalytic role of enzymes and the biosynthesis of biological macromolecules such as DNA, RNA, proteins and polysaccharides. Students electing this seminar will be expected to have had no background in organic chemistry.

TEXTS:

T. P. Bennett and E. Frieden, *Modern Topics in Biochemistry*, Macmillan (paperback).

A. G. DeBusk, *Molecular Genetics*, Macmillan (paperback).

The seminar will meet in Gortner Laboratory 142 (St. Paul Campus) on Thursdays, 3:15-5:00 p.m.

CHS 3-050, "Communication and the Arts." Professor R. Smith Schuneman, School of Journalism and Mass Communications.

The major objective of this seminar will be to involve students in the discovery that communication is not just written — or verbal — but all-pervasive: visual, aural, tactile, etc., and that the arts, both popular and fine, are, when relevant, communicating.

Students will involve themselves in a series of art/communication experiences, informal discussions, and creative production of communication (poetry, film, drawing, photography, etc.) related to their experience in the course. Supplemental readings, such as *Film: The Lively Art* and/or McLuhan's *Understanding Media* will be assigned as appropriate.

The seminar will meet on Fridays, 2:15-4:00, in Murphy Hall 20.

WINTER QUARTER, 1971

CHS-3-010, "The Current Music Scene." Professor Vern Sutton, Department of Music.

This seminar will feature an in-depth analysis of some aspects of today's musical scene and will be designed for the non-music major. Students will read studies and papers on current musical trends as they affect the various disciplines of the seminar participants. Topics to be covered will include electronic techniques, aleatory composition, musical historicism and its impact on performance, contemporary opera, rock and country western music, and so on. The class will attend several musical events as a group and will discuss these performances in relationship to the seminar material.

CHS 3-010 will meet on Monday evenings, 7:00-9:00, in Wulling Hall 320.

CHS 3-020, "The Concept of Meaning in Life and in Science." Professor May Brodbeck, Department of Philosophy.

(Prospectus will be available later.)

This seminar will be held on Wednesdays, 3:15-5:00 in Ford Hall 359.

CHS 3-030, "Prehistoric Archaeology." Professor William McDonald, Department of Classics.

We will first read and discuss a number of essays by specialists in prehistoric archaeology in which they attempt to formulate a rationale for their discipline, e.g. how prehistoric archaeology differs (or should differ) in purpose and scope from the older emphasis on document-oriented cultures and the "high tradition" in architecture, sculpture and painting.

The remainder of the term will be spent in the investigation of the interdisciplinary nature of modern prehistoric ar-

chaeology, i.e. the way in which specialists in such disciplines as geography, geology, paleo-zoology, paleo-botany, agricultural economics, and photogrammetry are cooperating with archaeologists to make possible the utilization of many types of evidence that were simply ignored prior to World War II.

CHS 3-030 will meet in Professor McDonald's home, 1489 Hythe Street, St. Paul, on Tuesday evenings, 7:30-9:30.

CHS 3-040, "The Consumer Revolution?" Professor E. Scott Maynes, Department of Economics.
(Prospectus will be available later.)

This seminar will be held on Thursdays, 1:30-4:00, in Business Administration 735.

CHS 3-050, "The Development of Handwriting." Professor Rutherford Aris, Department of Chemical Engineering.

This seminar will attempt to give an historical survey of the development of handwritten letters from the square capitals of Rome to the italic hands of the Renaissance with reference to the cultural context, the materials of workmanship and the bibliographical study of manuscripts. Emphasis will be given to literary rather than to diplomatic manuscripts and to Latin rather than to vernacular texts, but the scope of the seminar will be broad.

Outline:

Latin handwriting as a cultural index — a bird's eye view. Materials — papyrus, skins, parchment vellum, pens and ink. Methods — ruling and pricking, arrangement of leaves and quires. Historical evolution and ramification of letter forms — square capitals, rustic capitals cursive, uncial and half-uncial, national and insular majuscule and miniscule, Carolingian, book-hands of the later middle ages, secretary and chancery, the script of humanism and Elizabethan handwriting. Abbreviations. The descent and description of MSS.

CHS 3-050 will meet in the Wilson Library Rare Book Reading Room (4th floor), on Thursdays, 3:15-5:00.

SPRING QUARTER, 1971

CHS 3-010, "The Geography of Utopia." Professor Yi-Fu Tuan, Department of Geography.

Oscar Wilde said that a map without Utopia is pretty useless since that is where humanity always wants to go. The number of utopias is legion: the "dream-time" of the Australian aborigines, the Islands of the Blest, the Taoist paradise, hippie cults in sunny Southern California, the Waikiki Hilton in Hawaii, these are some of man's fantasies of ease in a natural setting. On the other hand, some utopian ideals find expression in the large organized community and in the city. Visionary planners like Buckminster Fuller see future humanity as denizens in bubbles of glass or floating pyramids.

The seminar provides an opportunity to explore the variety of utopias, their physical environments, and their role in modifying social and physical reality. A basic text will be *Utopias and Utopian Thought*, edited by Frank Manuel.

The seminar will meet on Tuesdays, 3:15-5:00, in Social Sciences 628.

CHS 3-020, "The Great Depression of the 1930's." Professor George Green, Department of Economics and Department of History.

The seminar will explore the variety of economic theories and ideas which have evolved since the 1920's, and use them to analyze the causes of the depression. Among the probable topics will be:

- (1) Keynesian theory of depressions.
- (2) Classical and Institutional theories.
- (3) The economy of the 1920's, in sickness and in health.
- (4) The stock market crash.
- (5) The international depression.
- (6) Roosevelt's New Deal and economic recovery.
- (7) Monetary and fiscal policies during the depression.
- (8) The impact of the depression on American society.
- (9) Can it happen again?

The course is intended for persons with little or no background in economics or American history. Students should pur-

chase the following books: Robert Lekachman, *The Age of Keynes*; Robert Himmelberg, *The Great Depression and American Capitalism*; John Kenneth Galbraith, *The Great Crash*; Milton Friedman and Anna Schwartz, *The Great Contraction*. The seminar will meet on Thursdays, 2:15-4:00, in Social Sciences 628.

CHS 3-030, "Medieval Islamic Civilization." Professor George Koury, Department of Middle Eastern Languages.

This seminar is intended primarily for the non-specialist. Its purpose is to investigate the various aspects of Islamic civilization through Western scholarship as well as Arabic and Persian works in translation. The instructor will present a general survey of Islamic civilization in its historical framework during the first two sessions. The students will be required to present a research paper at one of the meetings dealing with one of the following topics: literature, religion, law, mysticism, institutions, philosophy, art and architecture, and the sciences. A required reading assignment will be made for each of these topics in order to facilitate meaningful discussion of seminar papers. One or two students will present papers during each session. Bibliographies for preparing seminar papers and for further reading will be distributed at the first meeting.

Among the assigned readings are *The Legacy of Islam*, ed. by T. Arnold and A. Guillaume; *Islam*, ed. by J. A. Williams (in paperback); and A. Guillaume's *Islam* (in paperback).

This seminar will meet on Thursdays, 2:15-4:00 in Folwell Hall 108.

CHS 3-040, "Physical Basis of Music." Professor Warren Cheston, School of Physics and Astronomy.

The development of the harmonic system in the music of Western civilization will be discussed in terms of fundamental physical concepts and physiological/psychological factors in perception. In addition, the structure and acoustical properties of musical instruments will be discussed in these terms. Readings in some of the classical work in this field by Lord Rayleigh and Sir James Jeans will be supplemented by more modern treatises. Experimental demonstrations will be a significant portion of the seminar, but no laboratory will be involved. Previous background in physics is not essential, but an appreciation for the analytic approach to phenomena characteristic of physics is desirable, as are skills in elementary mathematics.

CHS 3-040 will be held in Physics 236A, 3:15-5:00, on Thursdays.

CHS 3-050, "Theories of Culture from Hegel to C. Wright Mills." Mischa Penn, Humanities Program.

(Prospectus will be available later.)

These English courses, either honors seminars or special offerings, are thought by their teachers to be of possible interest to all honors students:

Fall, 1970

- 3-397, "War in American Literature" (Geffen), VII-IX, W 4 cr.
- 3-910, "The Modern Short Story" (Wright), VI, MWF 4 cr.
- 5-940, "Black Autobiography" (Demarest), VIII, MWF 4 cr.

Winter, 1971

- 3-398, "The Literature of Power: Four Theories of the Modern World" (Haley), VI-VII, F 4 cr.
- 5-920, "Allegory" (Bales), 2:15-3:30, TTH .. 4 cr.

Spring, 1971

- 3-397, "The Dynamics of Literary Response" (Anderson), VIII-IX, T 4 cr.
- 3-910, "Medieval Epic and Romance" (Kendall), 11:15-12:30, TTH 4 cr.
- 3-920, "Four Metaphysical Poets, British and American" (McNaron), II-III, F 4 cr.

Brief descriptions of the courses are available in the English office, 207 Main Engineering.

NEW STUDENT COMMENDATION REPORTS DEVELOPED

At its Fall Quarter meeting, the CLA Honors Council approved a system of "Student Commendation Reports," by which it would be possible for faculty members to cite instances of unusually fine academic performances, in addition to giving the usual, but un-specific, "A" grade. Instructors are asked to report work that has been particularly outstanding, either in classroom discussion, special projects, examinations or term papers.

The recommendations will have several purposes: 1) to be used by the Director of Honors or his assistants when they must complete recommendations for graduate study or employment for students they do not know personally; 2) to be used in advising the student, since copies of the commendation reports will be made available to the faculty adviser; and 3) to describe and acknowledge superior work in a course, where this is important in determining whether or not a student would be retained in the Honors Division. The reports will become part of a student's permanent college file, helping to give a more "personalized" appraisal of his accomplishments.

Faculty or students may obtain blank commendation forms from the Honors Division, 115 Johnston Hall.

ATTENTION JUNIORS

The deadline for applying for certain 1971-72 graduate fellowships will fall as early as September 15, 1970. Therefore, anyone who contemplates beginning graduate study in September, 1971, 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, 309 Johnston.

HSC REPORT: CHANGE, CHALLENGE AND A PLEA

Recent events in the Honors Student Council have initiated what may well be the foundation for a more dynamic organization. Structurally, the traditional positions of president and vice-president have been abolished and a three-member executive board has been instated. We hope this innovation will expand the potential of the council and take it out of the apathetic rut in which it now rests. The blame for council failure must lie with everyone, but that is past. Essentially we are beginning anew. Many revisions in committees, policies and actions are necessary if we are to succeed.

All right, we have a new council; what are YOU going to do with it? Many in the past have complained about the lack of any direction, any program. Here's your chance to do something constructive. The council, believe it or not, is what you make it. It's not up to the board to dictate programs; it's up to you to tell us what you would like to see done. HSC needs active people with ideas. Any ideas or suggestions are very much welcome, so you need not be timid. The council needs people to make it run, to make the ideas work. Bureaucratic? As little as possible, we hope. But we do need a good secretary and clerical help. There are committee openings, too. A challenge has been made! The council will survive, but only with your help.

*Stephen Fesenmeier
Wayne Krefling
Ernie Rose*

Since students so frequently change their residences over the summer, we will not mail to them the October, 1970, issue of the *Honors Newsletter*. Instead they may pick it up in the Honors Division Office, 115 Johnston, at which time they should submit a new address card for our files.

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