



# HONORS

# NEWSLETTER

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## FROM THE DIRECTOR'S DESK

The most interesting and far-reaching development for Honors at the University of Minnesota this year is the proposal for a University Merit Award and Honors Office (MAHO). This proposal is contained in a report to Vice President for Student Affairs Frank B. Wilderson, Jr., by the Ad Hoc Committee on Merit-based Scholarships. The MAHO would have several functions: It would administer merit award programs, mount an intensive recruiting campaign aimed at high ability students and meritorious minority students, and establish and manage a University-wide Honors Program.

The decision to recommend the establishment of a University-wide Honors Program grew out of the initial discussions of the ad hoc committee. The committee's charge was to design a merit-based scholarship program for the University of Minnesota. However, the committee soon became convinced that merit awards alone would not attract outstanding students. To successfully compete, the University had to make a further commitment. What was needed, the committee felt, were programs that offered enhanced educational opportunities; for example, special courses, special advisers, research opportunities, and so on. As a result, the committee recommended that a system-wide Honors Program be established.

The Merit Award and Honors Office (MAHO) would be headed by a distinguished faculty member with a strong commitment to honors. The appointment would be half-time. Two full-time assistant directors—one for honors programs and one for merit awards—and a full-time secretary complete the staff. The activities of the office fall into four categories: scholarships, recruiting, honors programs, and other activities.

The income from the \$1 million McKnight Foundation grant will fund the two basic scholarship programs. Seventy-five percent of the income goes to the National Merit Scholarship Program. This money will enable the University to compete nationwide for the very best students in the country. The remaining 25 percent of the McKnight money is designated for the Presidential Scholars Program, a program that concentrates on high ability students from within the state. Although this program has been in existence since 1974, it has not yet been able to award scholarships. Finally, the University of Minnesota Foundation has recently raised money to fund a scholarship program that would also be administered by this office for high ability minority students.

The MAHO will take the lead in recruiting high ability students and will be the primary channel of interaction between them and the University. It will collect and

publicize all information on merit scholarships and honors programs and will be able to give quick and accurate information in response to all inquiries. The office will collect lists of students, develop recruiting materials, and generally take the lead in pursuing bright students. It will develop a comprehensive broad-based recruiting program directed at high ability students.

The MAHO will develop a University-wide Honors Program and will, in addition, administer part of the Twin Cities program. At present there is at the University of Minnesota only one comprehensive honors program—i.e., one that offers special courses and advisers, a student organization, scholarships, etc. That program, the Honors Program of the College of Liberal Arts on the Twin Cities campus, will be the core of the new Twin Cities program. But the MAHO will also be responsible for seeing that arrangements are made to extend honors opportunities to students on the Twin Cities campus and stimulate development of similar programs on coordinate campuses.

The MAHO will direct two other activities related to high ability students. It will work with the College Board, the Student Counseling Bureau, and appropriate governing bodies within the University to develop a comprehensive policy toward advanced placement credit endorsed by the University Senate. MAHO will also help academic departments in developing ties with high school teachers of advanced placement classes. Secondly, the MAHO must develop a method for evaluating the progress of the high ability students it recruits—in effect, a way of evaluating the effectiveness of its programs and policies.

At this point, the report has the general endorsement of the president and the Council of Academic Officers. Dean Lukermann of the College of Liberal Arts is a particularly enthusiastic supporter of the idea and has agreed to make the facilities and experience of the CLA Honors Program available to other colleges on the Twin Cities campus. Although the exact details of a campus-wide program are hazy at the moment, it seems clear that the University is finally moving toward a system-wide program. The thrust of the report is unmistakable. It signals a change in the University's policy toward merit scholarship awards and the recruiting of high ability students, and it promises an upsurge of interest in honors programs. This augurs well for honors in the College of Liberal Arts. The new merit scholarships will bring an increasing number of bright students into the college. And the development of new honors programs, by a process of cross-fertilization and mutual stimulation, can only strengthen and invigorate the program in CLA.

Stephen P. Blake

## COLLEGE HONORS SEMINARS: 1980-81

For the coming year juniors and seniors in the Honors Program will be offered a series of interesting courses covering a wide variety of topics. College Honors Seminars augment departmental honors courses and introduce advanced students to subjects outside their specialties.

Seminars count as Honors opportunities and may be taken A/N or S/N. Registration procedures remain substantially the same. In order to draw a card from the Class Reservations Office, students must obtain a clearance from the Honors office. Once the registration limit for a seminar has been reached, no additional students are admitted. There is no entry by special permission and no possibility of auditing.

Following is the schedule of College Honors Seminars for 1980-81. Final listings, including times and places, are published each quarter in the *Class Schedule*. Course descriptions and scheduling information are provided with registration materials.

### Fall Quarter

#### *Freudian Theory and Harmful Health Behavior*

Professor John C. Clark  
Center for Health Services Research

#### *The Meaning of Life*

Professor Norman O. Dahl  
Department of Philosophy

#### *Cosmology and Unification—The Birth and Death of the Universe*

Professor Marvin L. Marshak  
School of Physics and Astronomy

#### *International Rural Health Care*

Dr. John B. O'Leary  
Department of Family Practice and Community Health

#### *Ego Development*

Professor Jane Rozsnafszky  
Department of Family Practice and Community Health

### Winter Quarter

#### *Representation Through Reapportionment*

Professor Charles Backstrom  
Department of Political Science

#### *Iran in the 20th Century: Nationalism, Revolution, Modernization, and Religion*

Dr. Stephen P. Blake  
Honors Division

#### *Social Movements of the 1960s*

Professor Clarke Chambers  
Department of History

#### *Information Access and the Future: The Impact of Technology*

Celia S. Ellingson and Jane Caldwell  
Education, Psychology, and Library Science Library

#### *John Keats: The Growth of a Genius*

Professor Norman Fruman  
Department of English

#### *Sinclair Lewis, Novelist of the Twenties*

Professor William A. Rosendahl  
Department of English

#### *Winter Ecology*

Professor William D. Schmid  
Department of Ecology and Behavioral Biology

### Spring Quarter

#### *They Weren't All Ill: Impact of London's Royal Hospitals on Society*

Dr. C. C. Clawson  
Department of Pediatrics

#### *Aesthetic Properties*

Professor Marcia Eaton  
Department of Philosophy

#### *Thermodynamics for Nontechnical Students*

Professor Edward A. Fletcher  
Department of Mechanical Engineering

#### *Humanism and Poetry in Scandinavia*

Professor Poul Houe  
Department of Scandinavian

#### *The Nature of Physical Laws*

Professor Erwin Marquit  
School of Physics and Astronomy

#### *A House Divided: Belgium's Two Nations*

Professor James Tracy  
Department of History

#### *German Urban Culture of the 1920s*

Professor Gerhard H. Weiss  
Department of German

## FRESHMAN-SOPHOMORE ADVISERS

The Honors Division wishes to express its thanks to the 59 freshman-sophomore faculty advisers representing 34 University departments, programs, schools, and colleges. The faculty advisers have given unstintingly of their time, helping students plan course schedules, locate research positions and teaching assistantships, and solve general academic problems. The opportunity to work with a faculty adviser is one of Honors' strongest selling points in high school recruitment. Faculty advising directly refutes the image of the University as a cold, uncaring place where professors are seen only on television screens during the freshman year. Moreover, the relationships developed between advisers and their Honors advisees help departments retain good students.

We anticipate a slightly smaller entering class next fall, reflecting reduced admissions throughout the University and, possibly, a reduction in our own scholarship monies. Consequently, advisers' student loads may be lighter. The variety of fields in which students express interest has not decreased, however, and we hope to offer our students faculty advising in a broad array of academic fields.

## STUDENT ADVISERS

The Honors Division is responsible for the orientation and registration of its own freshmen, and provides general advising services for Honors majors and all other Honors students who are undecided about a major. This formidable task was made considerably more pleasant during the past year by the addition of three student advisers: Ron Iverson, a summa cum laude candidate in physiology, concentrated on the orientation of our numerous pre-health-science students, while Cathy Gabe, a junior journalism major, and Sue Pribyl, a potential education major, coped with students interested in a wide variety of fields. The student advisers worked tirelessly during the month of August and the two subsequent registration periods, often bringing to their advising sessions insights and personal experiences a nonstudent counselor could not provide. Because of their efforts, the Honors Division has been able to offer more extensive and more personalized advising than ever before.

The progress made by Ron, Cathy, and Sue will be continued next year by three new student staff workers. Kelley Maier is a junior pursuing an Honors degree in economics. She is very enthusiastic about the educational opportunities available at the University, and feels the most important advice she can offer students is to speak out in class and talk to your professors. Jim St. George, a political science major, brings four years of counseling experience gained during his naval service. Last year, Jim was the recipient of a Truman Scholarship. One of Cara Cooper's many assets is her ability to identify with incoming Honors freshmen since she was one herself just a year ago. Although Cara is undecided about a major, she has been following premedical course guidelines. The Honors Division is happy to welcome these new staff members and we congratulate the 1979-80 student advisers on a job well done.

## NEW ASSISTANT TO DIRECTOR

Margaret Ann Saunders has just completed her first year as assistant to the director. Ms. Saunders received a B.A. in religion from Beaver College in 1975 and a Master of Theological Studies from Harvard University in 1978. At Harvard she concentrated in theology and participated in a joint program in religion and education. Her major intellectual interest at the moment is religion and literature. She is completing an M.A. in English at the University of Minnesota and plans to begin a Ph.D. program in religion and literature or in theology in the fall of 1981.

She has served as an assistant pastor, has taught in a secondary school, and for six months served as chairman of the Department of Religious Studies at Robinson School, a Methodist mission school, in Santurce, Puerto Rico. Ms. Saunders manages the freshman-sophomore program of the Honors Division. She has given new life to the Honors Student Senate and has trained and supervised the student-staff workers. We are happy she will be with us for another year.

## HONORS SCHOLARSHIPS

For the 1979-80 academic year, 38 freshmen were offered merit scholarships of one kind or the other by the Honors Division. Eight of these qualified for financial aid on the basis of need. Twenty-eight of the remaining thirty received a total of \$27,350 from the Alliss Foundation. This money was given to CLA because of its ability, through the Honors Program, to identify and provide a program for academically talented students. The other two students received a total of \$1,000 from the Century Fund. Monies from this fund, given by successive CLA deans, have been used to recruit talented out-of-state students. The Alliss Foundation monies are limited to Minnesota residents.

A comparison of this year's scholarship winners with those from last year reveals a substantial increase in the number of very bright students (mostly Minnesota residents) choosing to attend the College of Liberal Arts. The average PAR (PAR is the high school percentile rank plus the raw scores on the PSAT verbal and math tests) of the 1978-79 scholarship winners was 220; for the 1979-80 winners it was 225. There was, furthermore, a jump of more than 50 percent (from 20 to 38 percent) in the number of students with PAR's of 215 and above.

What this seems to reflect is the impact of inflation on the ability of certain families to finance their children's education. Whereas in the past many of these high ability students might have gone to private schools in Minnesota or elsewhere, they are now coming to the University. As a result, the College has a real opportunity to attract an increasing number of academically talented Minnesota residents.

## SELMER BIRKELO SCHOLARSHIPS

A new scholarship fund has been established for meritorious undergraduates in the College of Liberal Arts. According to the stipulations of the bequest, Selmer Birkele Scholarships are to be used to pay the expenses of students who have completed their freshman year and are majoring in "...history, modern languages, classics, or social studies." Forty-one CLA departments and programs meet the scholarship's guidelines. For this first year 10 scholarships with a minimum stipend of \$1000 can be awarded. A blue-ribbon committee of distinguished faculty, appointed by Dean Lukermann, will determine the winners.

Each department has been asked to submit the name of its most talented and able student along with a letter of recommendation. The student turns in a transcript and a brief statement about his or her intellectual or research interests in the major.

Selmer Birkele Scholarships are the first college-wide awards to recognize academic excellence in undergraduates. By rewarding the achievements of talented underclassmen, the college underlines its commitment to excellence in undergraduate education.

## HONORS STUDENT SENATE

Greetings! Again the school year draws to a close. The opportunities to pursue interests outside of the University curriculum and to seek new paths seem to be the highlights of the summer break. To me, that is what Honors is about: a year-round opportunity to explore new fields, expand interests, and assert independence and creativity. This year, the Honors Student Senate has found its place between the curriculum and the people, and has begun to focus on bringing Honors students together.

Honors Student Senate has had a busy year beginning with a welcome party, softball games, and picnics last fall, continuing with outings to plays and concerts during the winter, and culminating in the implementation of several new programs this spring. Currently, a group of students is working with individual departments to arrange additional Honors course sections, based on a recent Senate survey of student interests. The survey also resulted in revisions in the Honors colloquium selection process, and in the rewriting of some of the high school recruitment materials. One of the Senate's main purposes is to serve as a medium to relay exactly these kinds of student concerns, criticisms, and comments to the Honors Division staff. Elise Krueger will chair the One-to-One Committee this summer. She has already begun seeking big brothers and sisters for the nearly 200 freshmen expected in the fall. We are also looking forward to firmly establishing our tutoring referral service and to creating an Honors art-literary magazine next year.

In closing, I would like to thank all those people who helped to make this year a success, in particular the committee chairmen and the Honors Division support staff. With summer vacation ahead and the Honors Student Senate gearing up again in the fall with an even greater program planned, we all have lots to look forward to.

Tim Brandow, Co-President

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## SCHOLARSHIP WINNER

Annamarie Daley, a summa cum laude candidate in political science, was one of 30 Marshall Scholars chosen in a nationwide competition this year. The Marshall Scholarships were established in Britain in 1953 as a national gesture of thanks to the United States for Marshall Aid. Each year 30 college graduates are given two-year grants to work for further degrees at British universities.

Ms. Daley will pursue an M.Phil. in Agricultural Economics at the University of Reading. Following the two years in Great Britain, she will return to the United States and attend law school. Her career plans include several possibilities: working as an international trade negotiator, joining the foreign division of the United States Department of Agriculture, or working for an international agricultural firm. Ms. Daley was the 1978 winner of the Harry S. Truman Scholarship for the state of Minnesota.

## HONORS SECTIONS

The Honors Student Senate conducted a survey in April to determine areas in which students would like to see more Honors sections offered. In order of popularity, the top ten areas were:

- Political science — upper and lower levels
- Foreign languages
- Freshman composition
- Chemistry
- Humanities
- Philosophy
- Physics
- Music
- English literature — lower level
- Art history

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*The University of Minnesota is an equal opportunity educator and employer.*