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HONORS PROGRAM NEWSLETTER

Volume 1 October 1, 1964 Number 1

Published monthly during the school year
by the College of Liberal Arts Honors
Program. Edited by Michael Mann.

From the Director's Desk

Last year the administration and faculty took several significant steps which underline CIA's committment to organize an Honors Program of which we can all be proud. Now it is up to the new Honors Staff, the Honors Students and the faculty to take full advantage of the increased opportunities.

Funds were made available to recruit a staff consisting of a professor who would devote half-time to the duties of Director; a 75%-time Administrative Assistant to the Director; a 25%-time Assistant; and a full-time secretary-receptionist. These positions were filled respectively by myself, Mr. Michael Mann, Mrs. Nancy Crewe, and Mrs. Judith Heeter. Mr. Mann is the only staff member with previous experience in administering the Honors Program. We will rely heavily on his know-how. Dean Page will provide liaison with Dean Ziebarth's office, and he too will form a valuable source of continuity.

The Honors Office remains in 225 Johnston Hall, although with somewhat expanded quarters. Mrs. Heeter will have the complete schedule of office assignments and hours for the staff. We hope any information or appointment requested by students or faculty can be promptly and efficiently handled. Our telephone number is 373-5116.

Now a word about the machinery for faculty supervision of the Honors Program. The Honors Council

consists of six elected faculty representatives who are charged with administering the Program in cooperation with the Honors Staff. As Director, I will succeed Professor Grover Stephens in chairing the Council. Professor R. S. Hoyt is chairman of the larger appointive Honors Committee which initiates new policy and makes recommendations to the faculty of the college. I foresee an especially important and busy year for the Committee, once the staff settles in and begins to propose modifications and new departures in the existing Honors Program. Suggestions along these lines from interested faculty and students will be welcomed and carefully reviewed.

As rocketing enrollment forces all kinds of revisions in undergraduate education, an imaginative and effective Honors Program becomes an absolute necessity rather than a frill or fashionable appendage in a college like ours. Honors has always had one basic aim--to assist the ablest and most highly motivated undergraduate students in gaining close and continuing contact with the ablest members of the faculty. Over the past few years we have made significant progress in this difficult task. But too many students and faculty members are still either unaware of the opportunities offered by the Program or unconvinced of their importance.

The Honors Program needs and deserves more visibility and prestige. We must secure adequate fi-

nancial support to compensate departments for the time and services of selected staff members and to provide special facilities, challenges and rewards for our top students. In later issues of this Newsletter I hope to review the origins of our Minnesota Program, underline present opportunities, compare features of leading programs throughout the country, and launch some "trial balloons" about possible future developments.

William A. McDonald

The Freshman Honors Seminar

For the last several years the deans of the Arts College have presided over a series of non-credit Freshman Honors Seminars. The primary purpose of these weekly seminars has been to introduce some of the most outstanding freshmen to distinguished faculty members from a wide variety of fields. Membership in the seminar is by invitation, based on previous academic performance, test scores, and estimates of intellectual curiosity and scholarly potential. This year there will be three groups of about 16 students each. One seminar will be led by Professor William McDonald, Director of Honors, and Assistant Dean Roger Page; another by Associate Dean John Turnbull and Associate Dean Frank Verbrugge of the Institute of Technology; and the third by Vice President Donald Smith and Associate Dean J. Dennis Hurrell.

One major function of the seminars is to bring together students of high ability and strong motivation in order to facilitate a stimulating exchange of ideas and viewpoints. Before the main discussion of each meeting, there is a half-hour period for a bag lunch and informal socializing. Often the speaker's topic concerns the scientific or scholarly research in which he is currently engaged. Generally the guest speaker's presentation is

short, permitting the maximum time for discussion and questions. A moderate amount of advance reading is often assigned. When the guest is someone who specializes in the sciences, the meeting usually features a tour of his laboratory facilities.

For the first time this year freshmen with outstanding academic potential from outside the Arts College will participate in the seminars. All members of the seminars will be eligible for a special essay contest. A prize of \$75 will be awarded for the best essay on any subject involving the seminars this year. Possible topics for the essay would range from a general overview and analysis of the year's work to a more detailed treatment of one specific subject discussed in the Seminar.

Poll of 1964 Honors Graduates

A survey of the 1963-64 honors graduates shows that most of them plan to begin or continue post-graduate study this year. Out of 111 students (graduates from Fall, 1963 through Summer, 1964) who returned a questionnaire on the Honors Program, 57 indicated they were going on to graduate schools, 17 stated they would enter medical schools and 4 will be attending law schools. This is a total of 78 students who will do post-graduate work, or 72.5% of those returning the questionnaire. For the whole year, there were 131 honors graduates.

Even more impressive is the large percentage of students who will have some form of financial assistance for their graduate study. Forty-five students won a total of fifty awards. This amounts to 58% of those who will be in graduate or professional schools.

Of the financial aids received for post-graduate study, 30 were graduate or professional fellowships or assistantships, 8 were Woodrow Wilson Fellowships, 5 were National Science Foundation Fellowships, and 2 were grants of the U. S. Vocational Rehabilitation Administration. There was one each of the following fellowships: Danforth, Marshall, Rome Daily American, U. S. Public Health Service, and National Institutes of Health. The Psychology Department produced the largest number of recipients, eight. There were six Mathematics majors who won grants, four in Sociology and History, and three in Economics and Zoology.

The second largest category of students revealed by the poll was those who intended to accept a position in business, teaching or government and had no immediate plans for formal post-graduate study. This group amounts to 22 persons, or 20.5% of the honors graduates sampled. Students not in the first two categories include four who will serve in the Peace Corps, four who will work as missionaries, two who will travel and one who will be in the United States Army.

Seniors interested in the opportunities for fellowships next year should visit the Graduate Fellowship Office, 314 Johnston, early in October. There they may receive information concerning requirements, deadlines, stipends and other matters. Applications for many fellowships must be completed by early November, so prompt action by prospective candidates will be necessary.

Deadlines for Major Graduate Fellowships

DANFORTH: October 15, 1964.

FULBRIGHT: November 1, 1964.

KENT: December 18, 1964.

MARSHALL: October 22, 1964.

NATIONAL DEFENSE EDUCATION ACT

Title IV: February 15, 1965.

Title VI: MODERN LANGUAGE:
January 15, 1965.

NATIONAL INSTITUTES OF HEALTH

No official deadline, but
approximately February 1, 1965.

NATIONAL SCIENCE FOUNDATION:

November 2, 1964, for NSF
Cooperative. December 11, 1964,
for NSF Regular.

RHODES: October 31, 1964.

WOODROW WILSON NATIONAL: October 31,
1964.

Cultural Events Ticket Program

The Cultural Events Ticket Program begins this month its second year of operation, after an inactive period of five months. The College regards the program as a modest but significant incentive and reward for superior academic performance. It is designed to encourage and aid honors candidates to attend cultural events of a wide variety, in the hope that such activity will enhance their purely academic experiences in college. The program permits official magna and summa candidates--those with an overall grade point average of 3.25 or higher--to attend, free of charge, various cultural events of the University and metropolitan communities. The following organizations are included in the program: University Concerts and Lectures, the Minneapolis Symphony, University Theatre, University Film Society, the Walker Art Center, the Tyrone Guthrie Theatre, and the Theatre St. Paul.

Students eligible for the program may choose to attend any

events of the participating organizations, but because the program's funds are limited, each student will be restricted to \$5 worth of tickets for the fall quarter. To verify his eligibility and obtain the special ticket vouchers, the honors candidate should see the Honors Program Receptionist, Mrs. Judith Heeter, in 225 Johnston. The voucher may then be taken to the ticket office for the particular event a student wishes to attend and there be exchanged for a ticket. To facilitate easy handling, this transaction should be made at least two days in advance of the performance to be attended, or much earlier for events that may be sold out. A student may use any portion or all of his quota toward purchasing series or season tickets. Moreover, he may receive several vouchers at a time, as long as he indicates what events he plans to attend, and he may choose a ticket of any price, as long as he does not exceed his quota.

Honors Loan Library Privilege

For several years now undergraduates with at least a 3.0 grade point average have been given free access to the library stacks. Within the past six months the library has granted another privilege to honors students, that of the "Honors Loan."

The "Honors Loan privilege entitles any honors candidate who is engaged in a research project or thesis study to retain the books he needs for as long as one quarter. Previously he would have had to renew these books every four weeks. This privilege is subject to the usual rules which all other library patrons must follow. Reserve books, periodicals and other limited loan materials do not come under the "Honors Loan" arrangement and books recalled for reserve or for other patrons must be returned within three days.

To receive this privilege, the honors candidate must fill out an application form obtainable at the Walter Library Circulation Desk and have it approved by his adviser. Upon returning the form to the library, the student will have his fee statement stamped "Honors Loan" and books he takes out will become due at the end of the quarter. Of course, students should take care not to abuse the privilege, since the facilities of the library are already strained. The needs and rights of other patrons should always be respected.

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From the Director's Desk

On October 9 and 10 Professor Stuart Hoyt (Chairman of the Honors Committee) and I attended a meeting of faculty members and administrators who have special responsibilities for honors programs in the universities which have formed the CIC (Committee on Institutional Cooperation). All members of the Big Ten plus the University of Chicago were represented.

The discussions provided us with a very useful fund of information about the status of honors work in our sister institutions and particularly about Minnesota's position in relation to them. In general, we came away with the feeling that Minnesota has made a sound beginning in this crucial and rapidly expanding area of undergraduate education. We formed some strong opinions about added features which Minnesota should and should not attempt to initiate. And we noted that there are some ideas either already in operation or in the planning stage here which could put Minnesota in quite a favorable competitive position.

At one institution there is an Honors College with a student body of about 1000 and with an aggressive and wide-ranging program of recruiting high ability seniors from the high schools. The College has no separate faculty. Its director reports directly to the Provost. Very sizable funds are available for scholarships, outside speakers, staff, and the maintenance of a suite of offices, studies and common rooms in the University library.

At another institution a wide-ranging series of Honors Programs in eleven different colleges is coordin-

ated by the Honors Director and a large staff. A building on campus is entirely devoted to providing facilities for honors students and staff. In a few additional institutions the Honors office is responsible for programs in several colleges.

Typically, however, Honors is largely or entirely concentrated in the colleges of liberal arts, as is the case at Minnesota. Typically also, the Director of Honors retains his affiliation with an academic department and devotes what is laughingly called "half-time" to the Honors Program. Minnesota is atypical, however, in restricting registration for honors to the junior and senior years. Most of the conferees were convinced that identification of honors students from the beginning of the freshman year is extremely desirable.

Perhaps the outstanding problem in the minds of all the directors is that of working out a system of adequate remuneration to departments whose members are invited to participate in the honors program. We are going to lose initial faculty enthusiasm and good-will if we continue to expect our colleagues to take on honors teaching and advising in addition to their regular share of ordinary departmental responsibilities.

Two specific resolutions were adopted in connection with the problem of attracting more high ability students into teaching careers in the elementary and high schools. One action supported legislation now being drafted to make prospective teachers eligible for graduate NDEA fellowships. The second action called for a re-evaluation of the quantity and quality of professional education requirements for certification of teachers.

William A. McDonald

The seminar will begin with a historical analysis of the conditions in pre-World War I Europe that were important in enabling totalitarian movements to come to power. Imperialism, nationalism, and anti-semitic outbursts will be studied. Second, a comparative analysis of the social structures of Germany, Italy, Russia and China will be made in an attempt to develop a general theory about social disorganization and political control. Third, the ideologies of Fascism, Nazism, and Communism will be compared in an effort to detect common, formal elements, and to study aspects in each that would appeal to socially disorganized populations. Fourth, totalitarian nations at the height of terroristic controls will be analyzed and a model of totalitarian systems constructed.

Finally, some of the speculative, humanistic commentaries on totalitarianism in the twentieth century will be read and discussed in a effort to deepen the sensitivities of students to some of the more dreadful paradoxes of our time. The course will necessarily have an interdisciplinary approach. Besides the obvious historical and political ramifications of the subject, students will consider such sociological matters as theories of mass society, and some of the psychological data on authoritarian personality trends, such as those published by Erik Erikson, will be read and discussed.

Required texts for CHS 92A are The Origin of Totalitarianism, by Hannah Arendt, and Totalitarian Dictatorships, by Carl Freidrich and Zhigniev K. Brzezinski. Additional readings will be announced by the instructor at the first meeting. The seminar will meet VI hour, MWF, in 860 Social Science Tower.

CHS 92B "Systematic Inquiry: The Classical Beginnings":

The seminar will study the classical Greek origins of some of the principal branches of the modern University system, e.g. law, methematics, history, political science, biology, philosophy. Attention will be paid, in discussions,

to the concept of progress and to the progress made by the Greeks in developing the "theory of organization" and the potential of qualitative science (in contrast to modern quantitative science). There will be attention throughout to the importance of "calling one's shots, i.e. the Greek awareness of the need for intellectual discipline: stating one's postulates, axioms, concepts, and methods in advance of published inquiry, and observing them consistently

Books required for CHS 92B include Aristotle's On Poetry and Music, Butterfield's Origins of Modern Science, Farrington's Greek Science (2 volumes), and Thucydides' History of the Peloponnesiar War. The seminar will meet on Thursday, 3:30-5:30, in 106 Folwell.

CHS 92C "American Radicalism":

The purpose of this course is to examine critically the causes, activities, achievements and shortcomings of the extremes of the American political spectrum throughout the history of this country. Taking a very pragmatic view of radicalism as being variant political social or economic movements from the liberal norm, the course will seek to understand the workings of various radical movements. Among the groups to be considered will be the revolutionary radicals of the 18th century, the radical reformers of the Jacksonian period, the abolitionists and Southern fire-eaters of the ante-bellum period, the Marxists, Anarchists and labor radicals, the Populists, syndicalists of the I.W.W., Communists, Coughlinites, the authoritarian colored shirts, clerico-fascists, and the present radical right, including Birchites, Black Muslims, Minutemen and their assorted local counterparts.

Recommended texts for CHS 92C are Daniel Bell's The Radical Right, Theodore Draper's The Roots of American Communism and American Communism and Soviet Russia, and T. W. Adorno's The Authoritarian Personality. The seminar will be held in 632 Business Administration Tower, on Wednesday, 3:00-5:00.

mation 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 more frequent types of data collected in most competitions. Some require various kinds of tests, often the Graduate Record Examination.

High ability students should definitely look toward graduate education, should 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 opportunity for substantial financial assistance in their graduate program 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.

E. W. McDiarmid
Director of the Graduate
Fellowship Office

College Honors Seminars for Winter Quarter

Three College Honors Seminars will be offered Winter Quarter, 1965. They are CHS 92A, "Totalitarianism," to be taught by Professor David Cooperman; CHS 92B, "Systematic Inquiry: The Classical Beginnings," to be given by Professor Norman DeWitt; and CHS 92C, "American Radicalism," to be taught by Professor Hyman Berman.

The seminars are open to all official candidates for honors, although summa and magna candidates are given priority. Other Upper Division students with a 3.25 overall GPA may be admitted if there is room after honors candidates have been accommodated.

Credit earned in the seminars, which may range from two to four credits depending upon the work undertaken, counts only toward total credit required for graduation. The credit will not apply to the major, minor, or the 15 Upper Division credits outside the major and minor. Participation in the seminars is not required for graduation with honors, except by a few departments which are listed in the brochure, "The Honors Program."

Anyone who has the necessary qualifications and who is interested in electing a seminar should consult Mr. Michael Mann in 225 Johnston.

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

CHS 92A "Totalitarianism":

It is no accident that the Fascist, Nazi and Communist movements all made successful revolutions in the twentieth century within little more than a decade of each other. The complex web of factors responsible for totalitarianism has grown so vast that the subject threatens to become a specialty in itself; yet, because of its many-sided nature, it tends not to be dealt with entirely by any one academic discipline. The significance of the subject for our age is so obvious it hardly needs amplification. All too often, however, undergraduates are afforded the slimmest knowledge of the extensive materials available and may very well graduate having had only a vague sense that totalitarianism has something to do with the terrors and horrors of a few nations in the recent past.

The Sophomore Honors Seminar

The Honors Program is offering for the first time this year a special weekly seminar for sophomors honors students. The seminar is patterned after the Freshman Honors Seminars in that its members meet for lunch and informal conversation prior to hearing a talk by a guest speaker. As with the Freshman Seminars, there is a different guest each week. He usually assigns a moderate amount of reading, and most of the time is allotted to questions and discussion. However, the Sophomore Seminar differs from the Freshman Seminar in one major respect: each quarter attention is focused on a central issue or topic.

For the Fall Quarter the seminar is concerned with the national elections. Speakers so far have included Professor Mulford Sibley on the topic "A Socialist Views the Elections"; Professor Elliot Aronson on "Social Influence and Propaganda--In an Election Year"; Professor Paul Murphy on "American Political Traditions and the Election of 1964"; and Professor William Hathaway on "A Republican Looks at his Party." For the remainder of the quarter, which basically will feature a post-mortem of the elections, the guests will be Professor George Perry and Professor Jacob Schmookler on "Economic Policies of the Major Parties"; Professor David Noble on "The South in 1964"; Professor Charles Backstrom on "Who Won and What Did They Win?--An Analysis of the Elections and Their Impact"; and Professor Clarke Chambers on "Relevant Political Mandates--1912, 1932, 1964 (?)."

The theme for Winter Quarter will be "The Religions of Man," while in Spring Quarter it will be "The Origins of the Modern Arts. How the Arts Reflect Artists and Their Times."

Student participation in the seminar is by invitation only. Presently there are eighteen members,

twelve of whom were members of the Freshman Seminars last year. Within this group, fourteen different majors are represented. The average GPA for the seminar members is 3.75, while the average MSAT score is 98.5 percentile. Mr. Michael Mann, Administrative Assistant to the Director of Honors, originated the idea and is responsible for the organization and direction of the Seminar.

Financial Aid for Graduate Study

Graduate study today is an important path for entering many occupations, acquiring greater 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 greater complexities and much more extensive knowledge demands advanced study for successful leadership. Graduate education is an important 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 of the "assistantship" type which requires roughly fifty per cent-time work 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 help him have free time to complete his graduate work expeditiously.

To attempt to describe all the kinds of assistance available for graduate students would be a difficult task. 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 at its campus. Most good institutions have offices which collect and disseminate infor-

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From the Director's Desk

The use of a single word in Carol Honsa's good article (Minneapolis Star, November 12) has been bothering me. She referred to our Honors students as an "elite." I suppose there are really two problems here. One is an undesirable association which has attached itself to this particular word. The second has to do with an odd sort of uneasiness, sometimes amounting to resentment, which one often senses when intellectual distinctions are publicized.

Only the most extreme egalitarian could object to the basic connotation of elite, which is "chosen" or "selected." But those of us who are middle aged or older still wince at the word because of its use in totalitarian circles in the thirties and forties. There it sometimes bore the clear implication of selection of the "best," defined in terms of race or color or religion or political belief or even strength and ruthlessness. Perhaps this meaning no longer carries over to younger people; if so, a basically good word may be on the road to rehabilitation.

The second problem is much more deep-rooted and its implications are correspondingly grave. Ours is an intensely competitive society; and yet in one area--surely the most vital--we seem to be embarrassed by any word or attitude that would emphasize or even recognize frankly that some students are inevitably more highly motivated and intellectually capable than others.

This anti-intellectual national quirk seems to take root at the high

school level. Americans have no objection to newspaper reports about which students have proved themselves the best athletes, the best student leaders, the most beautiful and poised and popular candidates for homecoming queen. There is likely to be a sort of secondary recognition, too, for the best high school debaters or actors or musicians. And it should be clearly stated that these are all healthy criteria for admiration--far sounder than who has the wealthiest father or who can make his tires screech loudest from a standing start. But the disturbing thing is that Americans as a whole seem reluctant to admit that the main job of the schools is the discovery and stimulation of intellectual potential. It is no wonder, then, that the high schools do not seem to stress intellectual excellence. The plain fact is that the brightest students enter college with little overt assurance that their society is proud of them in a unique way and considers them its most precious natural resource.

Granting that there are some signs of a gradual reversal of this unfortunate value system in the schools and that some are far ahead of others in effecting a wiser balance, what can the colleges and universities do about the situation?

There is one emerging factor where colleges have little choice. Admission standards are being raised fairly drastically, and academic achievement is bound to become increasingly important for those who expect to attend any college. This consideration is already operating to some extent in nudging many high school students into developing a greater respect for academic achievement.

Colleges can also organize programs which offer special opportunities and recognition for the ablest students who are admitted. This kind of program is usually called Honors. Special Honors opportunities are often available to a considerably larger number of students than is generally realized. There is no intent to limit them to a privileged few.

Thirdly, the colleges can play a far more effective role in the selection and preparation of teachers in the schools, particularly the high schools. If the prestige of a teaching career and the importance of academic excellence received more emphasis and if professional requirements were kept to a reasonable and effective minimum, more of our brightest young people could be attracted into the profession. A closer liaison and greater sympathy could be developed between high school and college personnel and curricula. Programs of credit by examination, advanced standing and perhaps early entrance into college could be stressed and more uniformly administered. Inevitably, such a development would promote an atmosphere of seriousness about intellectual achievement at all levels of education.

Also, the faculty and students in many colleges and universities can move more imaginatively in establishing a climate of opinion about academic excellence which will impress entering students. Freshmen should immediately sense a tradition in which intelligence and curiosity are recognized and appreciated. In this situation the "gifted" or "superior" student feels at ease.

In a true community of scholars intellectual excellence is recognized without embarrassment or resentment on the part of fellow students and with enthusiasm by the faculty. The ablest students never feel constrained to hide their light under a bushel. As college enrollment increases, the values we gen-

erate are going to have an increasing effect on the public at large. Might we even hope that one day a summa candidate will be as much admired as a star quarterback?

One final point. While the present wide-spread distrust of the "egg-head" in our culture is foolish and damaging, so is intellectual snobbery or arrogance. Many of us have met people who are unquestionably brilliant but who do not seem to be very successful human beings. The house of excellence has many mansions. Every person who is trying to do his or her very best, whether within or outside of the academic community, is entitled to our respect. A successful society needs them all; and it will be successful in direct proportion to its ability to recognize and utilize their varying kinds and degrees of excellence and experience.

Honors Lunch Rooms

In an attempt to facilitate easier social and intellectual exchanges among Honors students, the Honors Program, with the cooperation of Room Scheduling, has reserved several seminar rooms at noontime periods for Winter Quarter. Honors students, freshmen through seniors, may meet in these rooms in order to eat lunch, converse or read. We hope that members of the faculty will drop by occasionally for informal visits. Should a particular group of students utilize these rooms regularly, informal non-credit, student-organized seminars might be developed gradually.

The rooms reserved are Vincent Hall 125, Vth hour, M-F; Ford Hall 346, IV and Vth, MWThF; Ford 349, IVth hour MWF and Vth MTThF; Folwell Hall 305½, IVth and Vth, TTh; and Social Science Tower 736, IV and Vth, M-F. Persons using these rooms will naturally be expected to keep them in order, since they are used for seminars almost every afternoon. Once it is determined that

the rooms are utilized regularly, closed trash containers will be placed in each of them.

and regular sections share the lecture, but are separated during recitation periods.

Honors Courses and Sections

Special opportunities for capable and highly motivated students are available in the Honors courses being offered during Winter Quarter. Most of these are Honors sections of regular courses, but in the case of Upper Division departmental and College Honors Seminars they are special courses.

The advantages offered by Honors sections are considerable. They are usually taught by more experienced faculty members who are particularly interested in challenging superior students to explore the course material in greater depth. Because the classes are small and enrollment is selective, class discussion is usually more stimulating than that of regular sections.

As might be expected, more reading and writing assignments are usually given in Honors sections, but the student should be well rewarded for his efforts. No attempt is made to use a "normal" distribution in grading Honors courses. Work which would earn an 'A' in a regular section should also receive an A in an Honors section.

A number of the Honors courses meet separately from regular sections each class period. In other instances, Honors

Although the Honors courses are deliberately limited to a small number of students in order to facilitate discussion, in the past some of them have been under-enrolled. Sometimes there have been only three or four students in a class which could have accommodated fifteen. Perhaps this has been true because many potential Honors students have not been fully aware of the opportunities in Honors work. At this point in the registration period for Winter Quarter, it would still be possible for a student to change his schedule in order to include an Honors course. No charge for such changes will be made until January 6.

There are twenty Lower Division Honors courses being offered Winter Quarter in addition to a number of Upper Division seminars and tutorials required of official departmental candidates for Honors.

The Lower Division Honors course numbers, the names of the professors teaching them and prerequisites for entry are listed below. More complete descriptions of the courses may be found in the CLA Bulletin and in the Summary of Courses in Lower Division which is available in the CLA Lower Division offices in Johnston Hall or in the Freshman-Sophomore library. Upper Division courses are also included.

<u>Course</u>	<u>Prerequisites</u>	<u>Instructor</u>	2
Biology 2H	B in Biology I	Kerr	
Communications 2H	1, *	Bryan	
Economics 1H	3rd quarter fresh. overall B average	Heller	
Economics 2H	1H	Heller	
English 11H	10H	Poteet, Regnier	
English 90H, tutorial	<u>magna</u> candidate	Thesis adviser	
English 91H-92H, tutorial	<u>summa</u> candidate	Thesis adviser	
French 2H	1 or #	To be determined	

<u>Course</u>	<u>Prerequisites</u>	<u>Instructor</u>
French 25H French 66H	A or B in French 3H 25H or 30 with A, or 65H or #	To be determined Stavan Tobias
General Chemistry 25H Geography 41H	24 or 24H, # Overall B. average, A or B in previous geography, #	Adams Steinmetz Brust Taraba McDonald
German 2H A seq. German 2H B seq. German 89H, proseminar Greek 96H, tutorial History 1H	* * Honors cand. in German <u>summa</u> candidate Overall B. average A in previous history Same as 1H	Uroff Wolf, Schlossberg, Munholland, Ferguson. Burns Rutman, Berkhofer, Krueger Chambers Ramsland Siegelman Berryman Copeland Lui, Mather DeWitt
History 2H	Soph, same as 1H Soph, same as 1H	To be determined
History 20H History 21H	82H # or * # or *	Terrell Prager
History 83H Humanities 2H Humanities 54H Humanities 132H, proseminar Japanese 192H, research Chinese 192H Latin 96H, tutorial Mathematics 42H Music 96H, independent study Philosophy 91H, seminar	153 or # 153 or # <u>summa</u> candidate 14H, 42 or 15H GPA 3.00 Honors cand., 60 UD courses, * 101H, * 6 or 9 or 14A, Math 26B or 55, or * 50H 90H 18 cr, # 1, # A or B in Spanish 3H or # 25H or 30 with A or 65H, # Overall B average # 3rd qtr. fresh. with B avg. or * or overall B avg. with extensive speech experience in high school Honors candidate, 94H 12, A in Theatre 11, # Honors candidate 97H	Hintz Benson Major adviser Brack Jones Serrano-Plaja Rubin Major adviser Bart To be determined Ballet To be determined Kerr, Josephson
Physical Chemistry 102H Physics 50H		
Physics 52H Political Science 91H, Political Science 93H Spanish 2H Spanish 25H Spanish 66H Sociology 2H Sociology 98H, tutorial Speech 5H		
Speech 95H, tutorial Theatre 13H Theatre 95H, tutorial Zoology 98H, seminar		

#: Consent of instructor is required.

*: Consent of department or school offering course is required.



HONORS PROGRAM NEWSLETTER

FROM THE DIRECTOR'S DESK

After a single term spent in analyzing our Honors Program, it is perhaps too soon to reach any firm conclusions. But some tentative generalizations will, I hope, be pardoned; and they may encourage useful discussion and suggestions from some readers who have had a longer association with the program.

In brief, I am both impressed with what we are now doing and awed by what we could and ought to do.

The crucial needs, as I see them, fall into four categories: administrative reorganization; increased faculty involvement in honors counseling and teaching; a center for honors activities; and an expanded program of student rewards and incentives.

The faculty Honors Committee (on which there are now two student representatives, G. Brent Davidson and John Hansen) is making good progress with a series of recommendations on reorganization. We hope that liaison between departments and the Honors Program can be strengthened and responsibilities for honors work within departments more clearly spelled out. Probably the CLA Assembly will be asked to approve new legislation before the end of the present academic year. I hope the views of all interested faculty and students can be taken into account during the discussions. Perhaps we can outline the proposals in the Newsletter.

Item two is undoubtedly the key problem. We should be able to arrange for more adequate remuneration to faculty members either directly or through their departments for certain extraordinary honors assignments. An encouraging start has been made on honors funding in the college's current budget. We

hope for substantial additions during the next biennium and we are also exploring the possibility of outside support.

Thirdly, honors students need a meeting place of their own where they can get to know each other and where informal contacts with the faculty can be encouraged. An accessible and comfortable lounge is a minimum immediate goal. A renovated residence would be still better. A specially designated Honors Wing in a student center on the West Bank Campus is another possibility. A building or section of a building specifically designated as an Honors Center would provide the physical setting for the kind of ambitious program we must try to develop. Such a project might appeal to a wealthy friend of the University who wants to make a significant and novel contribution.

The fourth category is more controversial. In fact, some colleagues have been chuckling at my concern for "the amenities." In spite of their skepticism, I continue to believe that honors students deserve and appreciate recognition and rewards just as much as top athletes. A very opportune gift from a local foundation has made it possible to continue the Cultural Events Ticket Program for the remainder of the current year. Another benefactor provided funds for a fall luncheon and a prize for the best essay in connection with the Freshman Honors Seminars. I think it is important to find a way to assure the continuation of these activities and to add features like prizes for the best summa theses and faculty subsidies to entertain students in their own homes.

Elsewhere in the Newsletter the formation of a Student Honors Council is proposed. I hope it will be born and thrive. Its members will be able to give us valuable advice on the student attitude toward the "amenities" idea and many other important issues.

William A. McDonald

CULTURAL EVENTS TICKET PROGRAM

Through the generosity of the Lewis and Annie F. Paper Foundation of St. Paul, the Cultural Events Ticket Program will be continued for the remainder of this academic year and throughout 1965-66. The object of the program is to encourage honors candidates (magna and summa levels) to attend a variety of cultural events on campus and in the Twin Cities. The program seeks to stimulate, educate and reward high ability students who will someday be leaders in their communities and hopefully will develop into loyal patrons of the arts. Organizations now covered by the program include University Concerts and Lectures, the Minneapolis Symphony, University Theatre, University Film Society, the Walker Art Center, the Tyrone Guthrie Theatre and Theatre St. Paul.

An eligible student may choose to attend any event sponsored by the participating organizations, but is restricted to five dollars' worth of tickets per quarter. Special ticket vouchers may be obtained in 225 Johnston from Mrs. Judith Heeter, the Honors Program Receptionist. After receiving a voucher, the student exchanges it for a ticket at the appropriate ticket office. For events that may be sold out, this transaction should be made as early as possible. A student may use any portion or all of his quota toward purchasing series or season tickets. He may also receive more than one voucher at a time, as long as he indicates what events he plans to attend. Moreover, he may choose a ticket of any price, as long as he does not exceed his quota.

Since November, 1963, when the program was begun, 151 students have taken advantage of it, out of 376 who have been eligible. To date, a total of \$729 has been disbursed, for an average expenditure of \$4.83 per student. The top four organizations receiving funds under the program have been the Tyrone Guthrie Theatre, University Concerts and Lectures, the Minneapolis Symphony, and the University Theatre.

Outstanding upcoming events include the appearance of Jose Greco at the Guthrie Theatre, February

12, 13, and 14; University Theatre productions of Julius Caesar (through February 7) and Strindberg's The Crown Bride (February 25 - March 7); the appearance of Van Cliburn (March 12) and Artur Rubenstein (March 19) with the Minneapolis Symphony; the National Ballet of Canada, March 30, in the University Artists series sponsored by Concerts and Lectures; the Guthrie Theatre season beginning May 10, and including Richard III, The Way of the World, The Cherry Orchard, Caucasian Chalk Circle and The Miser; and the annual appearance of the Metropolitan Opera, May 19-23, which this year will present Rigoletto, Aida, The Last Savage (Gian-Carlo Menotti), Tosca, The Flying Dutchman and Madame Butterfly.

FORMATION OF STUDENT HONORS COUNCIL

As you undoubtedly know, the Honors Program at the University is in a process of reorganization. Nor is it probably news to you that increased enrollments and the development of extensive programs for the superior student at other institutions have lent new urgency to this development. What you may not know, however, is that support for the expansion and improvement of the program in the College of Liberal Arts is almost unanimous. Indeed, the CLA Faculty Honors Committee and Honors Council, and the Honors Program Director, Professor McDonald, and his staff have all given considerable thought and discussion to the long-run and immediate goals and development of an Honors Program, and, of course, its financial support.

In line with this situation, it would seem that student opinion and discussion of the program and its development could serve a very constructive and important role indeed. Yet, there presently exists no body or group of honors students that could undertake this representative role. I doubt that this is due to any lack of student ideas or interest in seeing the Honors Program improved. Rather, I would attribute it to the fact that no such organization or forum exists through which honors students might express themselves.

The formation of a Student Honors Council might serve manifold functions indeed: the discussion and suggestion of future honors development; the criticism and suggestion of changes in the present Honors Program; an intermediary function between the Faculty Honors Committee and the honors student body through its present student representation; and, finally, as a coordinator of such student organized activities as the Honors Teas and Lectures and other possible events.

Here, it would seem, is a chance to serve a constructive role and contribute something to the Honors Program and to the University instead of merely receiving its benefits and sitting back and complaining about its inadequacies.

A meeting to sound out student opinion and interest, and hopefully to organize a Student Honors Council, has been set for Tuesday, February 16, beginning at 3:30 in the Men's Lounge of Coffman Memorial Union. All honors students are cordially invited to attend.

*G. Brent Davidson
Student Representative on the
Faculty Honors Committee*

SPRING QUARTER COLLEGE HONORS SEMINARS

Three College Honors Seminars will be offered Spring Quarter, 1965. They are CHS 93A, "The American Environment -- Influences of New World Conditions on a European Population," to be given by Professor Fred Lukermann of the Geography Department; CHS 93B, "Independent India and Pakistan: Democracy's Biggest Test," to be taught by Professor Samuel Burke of the Department of International Relations and Area Studies; and CHS 93C, "The Fortunes of Ulysses and Faust in Western Literature," to be offered by Professor Frank H. Wood of the German Department.

The seminars are open to all official candidates for honors, although summa and magna candidates are given priority. Other Upper Division students with a 3.25 overall GPA may be admitted if there is room after honors candidates have been accommodated.

Credits earned in the seminars, which may range from two to four depending upon the work undertaken, count only toward the 180 required for graduation. They will not apply to the major, minor, or the 15 Upper Division credits required outside the major and minor. Participation in the seminars is not mandatory for graduation with honors, except in a few departments, which are listed in the brochure, "The Honors Program."

Anyone who has the necessary qualifications and who is interested in electing a seminar should consult Mr. Michael Mann in 225 Johnston Hall.

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

CHS 93A, "The American Environment -- Influences of New World Conditions on a European Population":

The seminar will study the concept of the unique American environment as held by the European, the colonial, the frontiersman, the farmer, the citizen, the historian and the geographer. The environment as perceived by these succeeding waves of settlement and conceived in the literature can be viewed from at least four perspectives: 1) the perspective of several different populations occupying the same place or region; 2) the perspective of several generations of a population occupying one place or region; 3) the perspective of a single population or culture group passing from one environment to another in a succession of frontiers; 4) the perspective of the changing concept of the American environment as evidenced in governmental policy and attitudes.

Among the regions to be considered are the first European view of America as exemplified in the 16th century English and French accounts; the first "back country", or 18th century frontier; the "Middle Border" of the prairie-forest transition during the post-Civil War; the "West", wherever that may have been; and finally the "Wilderness" as conceived by modern urban-industrial man.

Required tests for CHS 93A include The Frontier in Perspective, by W.D. Wyman and C.B. Kroeber; Virgin Land, by Henry Nash Smith; The Westward Movement in the United States, by R.A. Billington; Main-Travelled Roads, by Hamlin Garland; and The Turner Thesis (Health Problems in American Civilization). The seminar will meet on Tuesdays, 3:00 - 5:00, in 1136 Business Administration Tower.

CHS 93B, "Independent India and Pakistan: Democracy's Biggest Test":

From a backward community Russia has become the world's second most powerful country within the last forty years. China has become Asia's strongest nation in less than twenty years. The material progress of these two countries is apparent and it is futile to belittle it. But equally apparent is the tremendous price their peoples were compelled to pay physically and spiritually. And this also cannot be disregarded.

The central question of our times is whether the remaining less-developed countries of the world can match the Communist performance without the cruel price demanded by Communism.

By adopting the methods of Democracy India and Pakistan, the biggest non-Communist countries in the world, located right at Communism's doorstep, have accepted the Communist challenge. The result of their choice will have far-reaching effects in all other countries beset with similar problems.

This seminar will assess the degree of success with which India and Pakistan are moving towards the goals they have set themselves.

The first meeting will be devoted to a review of the entire course to enable each participant to identify the aspect closest to his own special interest. He can thus, from the very beginning, devote particular attention to the topic of his own choice and start preparing a paper on the same. The closing sessions will be given to a discussion of the papers.

The required text for CHS 93B is The United States and India and Pakistan, by W. Norman Brown. The seminar will be held in 1450 Social Science Tower on Fridays, 2:00 - 4:00.

CHS 93C, "The Fortunes of Ulysses and Faust in Western Literature":

This seminar will trace the fortunes of Ulysses and Faust, in the development of western literature, as basic archetypes of man's striving to define his search for meaning in the world and to attain some notion of self-identity within the respective culture of his time. The inter-relationship of the two myths to each other, their periodicities and timeliness will be given special attention. While the seminar will

initially follow the chronological sequence, the main emphasis will fall on the great artistic embodiments of the Faust-Ulysses themes in modern, specifically twentieth century, literature. Critical understanding and appraisal of these themes as they bear directly on the complex problems and challenges of our time will be heavily stressed.

In addition to individual assignments (including such authors as Dante, Marlowe, Lessing, Tennyson, Valery and Kazantzakis), all students will read Homer's Odyssey (Rieu translation), Goethe's Faust (Taylor translation), and a choice of either Thomas Mann's Doktor Faustus or James Joyce's Ulysses.

The seminar will meet on Thursdays, 2:30 - 4:30, in Folwell Hall 103.

HONORS LUNCH ROOMS

The Honors Program has received several requests to reprint information concerning the Honors Lunch Rooms. These rooms have been specially reserved for all honors students during noontime hours. Students and faculty may meet in them to eat lunch, study or converse. The rooms reserved for Winter Quarter are Vincent Hall 125, Vth hour, M-F; Ford Hall 346, IV and Vth, MWThF; Ford 349, IVth hour MWF and Vth MTThF; Folwell Hall 305½, IVth and Vth, TTh; and Social Science Tower 736, IVth and vth, M-F. Persons using these rooms will naturally be expected to keep them in order, since they are used for seminars almost every afternoon. Once it is clear that the rooms are utilized fully, they will be reserved on a steady basis.

UNIVERSITY OF MINNESOTA
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215 JOHNSTON HALL
MINNEAPOLIS, MINNESOTA 55455

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HONORS PROGRAM NEWSLETTER

FROM THE DIRECTOR'S DESK

Mr. Mann and others of us on the staff have received compliments on the revised form of the Newsletter. The emblem seems to be considered appropriate, but it has been suggested that an explanation of the motto is in order.

We offer no apology for the predominantly classical tone. It is hallowed by the tradition of heraldry and the usage of countless social and academic groups, including honor societies. Perhaps the director's background had something to do with the final choice; but we did ask many colleagues for suggestions based on modern forms and themes and symbolism.

Everyone will recognize the garland as the reward of excellence and the book as one of the vital means of demonstrating, preserving and inspiring intellectual achievements. The motto is borrowed from Homer's Iliad. The two Greek words are pronounced A-ay a-ri-sté-wayn. Homer tells how the hero Glaukos, about to face the most fateful trial of his young life, recalls that his father sent him off to Troy with the wish that he would "always excel and be superior to others."

We have commented previously in this column on the ambivalent reaction nowadays to such words and concepts as "excellent" and "superior." Yet I feel pretty sure that, when their own sons and daughters head for college, most parents still have much the same secret hope as Glaukos' father.

Of course, value systems by which excellence is defined vary widely at different times and places. The major criteria by which Glaukos' father expected his son's excellence to be measured were courage and skill and endurance in battle. What has not changed, however, in the course of almost three thousand years of human experience, is the realization that a society will regularly choose as its leaders and heroes those who demonstrate most conspicuously the kinds of excellence it most admires.

Homer also provides a sound analysis of how one attains excellence. His frame of reference is perhaps naive and certainly has an aristocratic bias, but we can make the necessary adjustments. The essential ingredients of excellence are natural endowment, motivation and education.

If your father was a king and your grandfather a god, you inherited the potentiality of excellence. The expectations of your parents and people, the proud history of your family and your own faith in yourself drove you to compete with every ounce of your ability and energy. But even then excellence was not automatic; it required long and exacting practice and instruction. There were already mentors whose special gift was to teach, by precept and example. Achilles, the greatest of all Homeric heroes, acknowledges a debt to Chiron, his boyhood tutor.

The matching of gifted and highly motivated students with skilled and experienced teachers is a time-tested method for fostering excellence. The honors ideal has an honorable pedigree and requires no apology in the American democracy of the twentieth century A.D.

William A. McDonald

HONORS STUDENT COUNCIL

If any single factor is most essential to excellence in education, it is contact between members of the faculty and individual students. Too often it is fashionable to believe that a school the size of the University cannot maintain this condition--that students are only "numbers," lost in the machinery of an educational "factory." Most of us -- at one time or another -- have heard these and similar expressions used.

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

One of the most impressive denials of this dismal view is the CLA Honors Program. As its director, Dr. McDonald, stated in an earlier newsletter, the program "has always had one basic aim -- to assist the ablest and most highly motivated undergraduate students in gaining close and continuing contact with the ablest members of the faculty." It must be agreed that Professor McDonald and his staff have made many meaningful contributions to this end.

To assist in this task, the Honors Student Council was organized last quarter. Its formation was the result of the simultaneous efforts of many students, climaxed by a meeting on March 4, attended by over fifty students and marked by almost unanimous interest.

Some immediate projects of the council are likely to include the acquisition and maintenance of a comfortable meeting place for students and faculty members, the administration of special programs featuring the most eminent University personnel and guests, and a systematic review of honors requirements and their application.

But it would be unfair to limit the council to these activities. Since it can be a valuable instrument of liaison between students and the administration, all honors students are welcome to address suggestions to the council and leave them with the Honors Program secretary, or to make proposals at any meeting. Meetings will be held this quarter at 3:30 every Thursday in room 325 of Coffman Memorial Union.

*Ronald Aucutt
Acting Chairman
Honors Student Council*

PREPARING THE SUMMA THESIS

The successful completion of a summa thesis is the most formidable requirement imposed on a candidate for the highest honors, and it may seem to some of you that it is just one more hurdle between you and graduation, another test like final examinations and term papers. But it is not; in that it requires a certain amount of individual and original thought deriving from the facts and ideas that have been presented to you for more than three years, it represents your assimilation of and commitment to the idea of a university education as a blend of respect for traditional knowledge with the desire to advance new ideas. For you, it will be a unique experience beyond the writing of term papers, but in the broader sense just mentioned it will be a microcosm of the university experience in general.

This does not mean, of course, that it is not still a form of test. In preparing the thesis you will demonstrate that you are able to do an extended piece of research and writing (the two are not necessarily the same), in which you have displayed breadth of knowledge and grasp of large ideas on the one hand, and scholarly attention to precise, verified and documented detail on the other. It tests your ability to exhaust the potentialities for investigation of a limited problem in your chosen field, and it tests your power to express problem, investigation and solution in a piece of writing more extensive than anything you have previously undertaken.

More practically, it also demonstrates your aptitude for the preparation of an M.A. or Ph.D. thesis, and many scholarship committees or graduate school admission officers will place a great deal of weight on the fact that you have already proved this ability as an undergraduate. And even if graduate school is not in your mind at the moment, the fact that you have proved this ability to yourself will be a source of personal pride and satisfaction, a fitting and well-defined conclusion to your academic career.

For most students, the selection of a subject for the thesis will be the most difficult part of the whole enterprise. This is hardly surprising, since it is certainly the most important decision, one that you will have to live with for quite a long period of time. But the problem can be made far less acute by viewing the selection as one that takes place as soon as you are admitted as a candidate for honors. All of your courses, all your reading, should be considered as potentially productive of a thesis topic. I would go so far as to suggest that if you don't have two or three possible topics always at the back of your mind, you are a long way from living up to your capabilities as an honors candidate. Certainly from the beginning of your junior year, you should be making notes of ideas or problems that interest you and that might be developed.

These ideas need not be very specific at first; it is always better to start broadly, with a general area of interest (the French Revolution, or seventeenth-century German poetry, for example) and then narrow this down to a more precise topic (e.g. a reassessment of the role of one of the French revolutionary leaders). If you do this, you can switch to another topic within the same field, if the first proves unmanageable, without wasting your basic reading. The really important thing, I believe, is that the choice of field be yours, not that of a faculty adviser, though the adviser will be able to give you assistance in refining your broad ideas.

For the summa thesis your reading will have to be more extensive than it would be for a term paper, but apart from this the procedure is the same: use note cards, prepare general and specialized bibliographies, separate the relevant from the irrelevant at every stage of the work. When you have decided on a specific topic, write a detailed outline of the whole thesis for your adviser. This will almost certainly have to be modified as you proceed, but without it you will find that you are living in a world of intellectual chaos. When you are ready to write (that is, after you have done all the reading and note-taking, and after your adviser has approved the outline) get into your subject quickly; leave the introduction until last, on the principle that introductions are generalized accounts of what you have done, which will be unknown until the thesis is completed.

The adviser has an important role in all this, and you should select him carefully. His field of special interest should be roughly the same as that in which you propose to work, of course, but you should never assume that he has the time to be your adviser; he may already have several advisees (for this reason alone, it is wise to have an alternative field and project in mind). Allow him plenty of time to read what you have written. For you, the thesis will have top priority, but for him it may be fairly low on a list of work to be done. Do not, under any circumstances, write the whole thesis at once and present it to him as a fait accompli, unless you want to risk starting from the beginning again. On the other hand, you should always present him with a substantial amount of orderly, neatly typed, proof-read and corrected material, section by section. It should go without saying that you ought to make carbon copies of your work at every stage.

In summary, you can expect the following kinds of help from your faculty adviser:

1. Assistance in narrowing down the topic.
2. Assistance in the compilation of a bibliography.
3. Criticism of your plan for research procedure.
4. Criticism of your outline.
5. Criticism of your chapters or sections from the point of view of content, organization, and style.

You should not, however, expect him to select a topic for you, do any actual rewriting, teach you basic composition, or function as a proofreader. Remember, from first to last, that it is your thesis and that responsibility for its final acceptability is yours alone.

*J. D. Hurrell
Associate Dean for Humanities
and Professor of English*

SPRING QUARTER HONORS LUNCH ROOMS

Several rooms throughout the campus have again been reserved for honors students to use during noon-time hours. Students and faculty may meet in them to eat lunch, study or converse. The rooms reserved for Spring Quarter are Folwell Hall 106, IVth hour TTh and Vth M-F; Vincent Hall 125, IVth and Vth hours, M-F; Ford Hall 346, IVth and Vth hours, M-F; and Social Science Tower 736, IVth and Vth hours, M-F. It is expected that persons using these rooms will keep them in order, since they are used for seminars almost every afternoon.

PROFESSOR FRED B. MILLETT TO TALK TO FACULTY AND HONORS STUDENTS

Fred Benjamin Millett, emeritus Professor of English at Wesleyan University (Middletown, Connecticut) and formerly the Director of the Honors College at Wesleyan, will give two talks at the University this month. On Wednesday, April 14, he will speak at an Honors Students' Coffee Hour, on the subject, "The Future of the Humanities." The Coffee Hour will be held in the Men's Lounge on the second floor of Coffman Memorial Union, beginning at 3:30. All honors students and interested faculty are welcome to attend.

On Thursday, April 15, Professor Millett will address the faculty Honors Committee and Honors Council, as well as other members of the faculty interested in the Honors Program, on the topic, "The Liberal Arts Faculty and Honors." This meeting will be held in the Ladies Lounge of the Campus Club, beginning at 12:30.

Professor Millett has had a long and distinguished career as a teacher and author. Before he went to Wesleyan, he taught at the University of Chicago (from which he received his Ph.D.), Queen's University, and Carnegie Institute of Technology. After he retired from Wesleyan, he served as Distinguished Professor of English at the State University of New York, Albany. His major academic interests include literary criticism, modern European fiction, and contemporary English literary history. In addition to writing several books of criticism on American and English literature, Professor Millett is the author of The Rebirth of Liberal Education and Professor: Problems and Rewards in College Teaching. He is a former national president of the American Association of University Professors.

NEW AND REVISED HONORS PROGRAMS

During the past year various departments and interdepartmental programs of the College have either revised their honors programs or have planned new ones. The new programs include those of the German department, American Studies and the special "tailor-made" Interdepartmental Major program coordinated by Professor Mabel K. Powers, Director of Upper Division Offices. Revisions have been made in the honors programs of Political Science, Geography, Child Psychology, Mathematics, Philosophy, Sociology, and Speech and Theatre Arts. These new and revised programs have all been approved by the faculty Honors Council, which is the administrative body elected by the faculty to supervise the Honors Program.

There is considerable variety among the requirements. For example, among the most recently organized programs, some require participation in special

departmental seminars (German, American Studies, Political Science, Sociology, Philosophy, Speech and Theatre Arts) or in the College Honors Seminars (Interdepartmental Majors, Geography, Speech and Theatre Arts) or in graduate level seminars (Geography, Mathematics). Some require a senior thesis or special project (Speech and Theatre Arts, American Studies, Political Science, Child Psychology, Sociology) or culminate with a comprehensive oral examination (German, Political Science).

An honors candidate majoring in any one of the departments listed above should become familiar with the new requirements, in order to fulfill them completely and thus qualify for honors. Information sheets on these programs, as well as others within the College, may be obtained in the Honors Program Office, 225 Johnston, or in the various departmental offices.

HONORS PROGRAM NEWSLETTER

**UNIVERSITY OF MINNESOTA
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HONORS PROGRAM NEWSLETTER

FROM THE DIRECTOR'S DESK

Elsewhere in the Newsletter we print the roster of College Honors Seminars which will be offered in 1965-66. And, with equal satisfaction, we announce that planning is under way for the addition of a new type of College Honors Colloquium. The distinction is that the colloquium will involve more than one faculty leader and that the theme will have definite "interdisciplinary" implications.

Over the past three and a half years the seminars have been in the hands of some of the most distinguished scholars and devoted teachers on the faculty. A survey of teacher and student judgment on the effectiveness of the seminars has recently been conducted by the honors office. Valuable suggestions and criticisms have been offered, but it is quite clear that almost everyone involved is enthusiastic about the experience. Mrs. Crewe's summation, based on the survey, is included in this issue of the Newsletter.

The seminars represent our college's major contribution at the Upper Division level in what is usually called "general honors" or "college honors," as distinguished from "departmental honors." Most of us regard the seminars as a healthy opportunity for honors students to vary the normal pattern of concentration in the major and closely related areas. Information on other honors programs around the country clearly indicates that our offerings are marginal in this area.

When the seminars were approved by the faculty in 1961, many felt that magna candidates should be required to take at least one seminar and that summa candidates should take two. The decision, however, was to count on faculty advisers to recommend them as electives until their effectiveness could be evaluated. A few departments have since decided to require one or more seminars for their honors program.

The survey mentioned above probably provides a basis for the faculty, if it wishes, to reconsider requiring the seminars. But apart from educational policy, there is the further practical consideration of staffing a much larger program of seminars.

Meanwhile, we hope to continue to offer an average of three seminars in widely varied subjects each term. The record of student enrollment is spotty. Some seminars have been filled to capacity, but others could have accommodated at least twice as many students. A rough guess would suggest that up to 100 students have missed a very valuable academic opportunity. If the explanation lies in advisers' or students' lack of interest in sub-

ject areas remote from their own, we have some cause for uneasiness. If students fear that their GPA might be endangered, the record shows that there is little cause for apprehension. All of us ought to be pondering the wisest means of handling these problems. Perhaps students should be allowed (encouraged? required?) to elect the seminars (and certain other courses?) for credit but without grade.

We are announcing the 1965-66 offerings now in the hope that all present juniors who are honors candidates and present sophomores who intend to apply for honors will look over the roster and register unofficially for one or more in 225 Johnston Hall before the end of the spring term. Reading lists will be available there, and a leisurely program of summer reading would be excellent preparation. Possibly some students may wish to confer with the seminar leaders this spring.

If honors students and their advisers do not indicate unofficially in advance that all of the seminars will be fully subscribed, it will be difficult next fall to justify refusing admission to interested and capable applicants who are not candidates for honors.

William A. McDonald

THREE SPECIAL HONORS EVENTS TO BE HELD NEXT WEEK

Three events of special interest to faculty and honors students will take place during the last week of May. On Tuesday, May 25, a complimentary luncheon will be given for all active members of the Freshman and Sophomore Honors Seminars and the faculty members who have met with either group throughout the 1964-65 academic year. The winner of the Donald E. Bridgman Essay Contest, for which the prize is \$75, will be announced. Dr. George R. Waggoner, Professor of English and Dean of the College of Liberal Arts and Sciences of the University of Kansas, will be the principal guest speaker. Dean Waggoner, who received his Ph.D. from the University of Wisconsin, taught at Pennsylvania State College and Indiana University before joining the faculty of the University of Kansas. He is a member of the Executive Committee of the Inter-University Committee on the Superior Student,

On Wednesday, May 26, Professor David Cooperman, chairman of the Social Science Program and author of

the book Power and Civilization; Political Thought in the Twentieth Century, will speak at the fifth and last Honors Students' Coffee Hour of this academic year. His topic will be "Excellence and Elitism in a Democratic Society." This meeting will be held in the Men's Lounge of Coffman Memorial Union, beginning at 3:30. It will be jointly sponsored by UBOG and the recently organized Honors Student Council. All honors students and interested faculty are welcome to attend.

On the evening of May 26 a recognition dinner for approximately thirty summa cum laude graduates and their thesis and major advisers will be given. This dinner, which is complimentary, will honor the summa graduates of 1964-65, through this Spring Quarter. The guest speaker at this event will be Mr. Otto A. Silha, Vice President and Business Manager of the Minneapolis Star and Tribune. Mr. Silha, who is a regent of the University of Minnesota and an honors graduate of the College of Science, Literature and the Arts, Class of 1940, will give a talk entitled "Communications Problems and Opportunities."

REPORT ON SURVEY OF COLLEGE HONORS SEMINARS

At the request of the CLA faculty Honors Council, the Honors Staff recently surveyed all of the students and professors who participated in College Honors Seminars between winter, 1962, when the program was inaugurated, and fall, 1964. Eighteen seminars were given during this period.

A mailed questionnaire and one follow-up letter brought in replies from 83 of the 121 students on the class lists. With only a few exceptions the students were very enthusiastic about the program. Several respondents singled out the seminar as the most valuable experience of their entire college career. When asked for suggestions as to how the program could be improved, three warned against trying to make any changes at all.

Most students, however, offered some suggestions resulting from their experiences. The most frequent request was that more seminars be offered each quarter. Other students suggested that multiple sections or repeated seminars be offered "on popular demand," that better publicity be given to the seminars, that honors candidates should be more strongly encouraged to enroll, and that seminars be scheduled a year or two in advance to facilitate planning. Several persons suggested subjects they would like to see considered and asked that students be consulted on the topics to be offered. The number of students who requested that the work load in the seminars be lightened was equalled by the number of students who asked that more assignments be made. It was often mentioned that the opportunity for informal, stimulating discussion with the faculty and other talented students was one of the strongest advantages of the seminars, but several students felt that the atmosphere would be even freer if the seminars were offered for credit but without grade.

Students have been encouraged to elect seminars outside of their special field of interest, and so they were asked whether they felt they had an appropriate amount of background to benefit from the class. Seventy students said they did have an appropriate amount of background, while four felt the material was somewhat

repetitive and eight felt they knew too little about the subject covered. Seminars in the natural sciences are most likely to present problems for the heterogeneous class.

A question regarding the assignments made in the seminars was also raised. Most often one or more basic texts were assigned, to be supplemented by individual reading as the basis for a report or term paper. In two seminars all reading was selected by the individual student, while in four specific assignments only were made. Almost without exception term papers were assigned, and oral reports were also requested in a majority of instances. In a few seminars short written reports or field trips were also included. Students clearly regard the work load to be average when compared with their other classes. Twelve students felt the work load was heavy, fourteen felt it was lighter than most courses, while fifty-five answered that it was average.

Students were almost equally divided in their reaction to whether or not at least one seminar should be required of all honors candidates. Most of the students who said "no" tended to agree with the person who wrote, "Any requirement would tend to make the seminars lose their atmosphere of intensive interest and ready flow of ideas. Everyone is there because he wants to be there and is interested in the topic. Let there remain a little academia for academic sake; I find it healthy for the mind." Besides their concern lest the atmosphere of intense interest and involvement be lost, a few students felt that some candidates might not find a topic particularly to their liking or that the seminars might become overcrowded. Those who felt the seminars should be required stated that this opportunity was too valuable to permit any honors student to overlook it. They believed that the chance to expand beyond one's field of specialization, to be aided in integrating one's ideas and to express them in discussion was an essential part of all liberal education.

The most prevalent reaction of the faculty members to the seminars, like that of the students, was one of great enthusiasm, with all respondents agreeing that the program should be continued. Most of the professors felt at least one seminar should be required of all honors candidates. They were pleased with the calibre of students who had elected their classes, and only a few suggested that selection procedures be changed in any way. A majority of the faculty felt that CHS credits should be allowed to count towards the requirement of 15 Upper Division credits outside the major and minor. Opinion was evenly divided as to whether standard letter grades or "satisfactory-unsatisfactory" grades should be assigned to seminar students. Although almost half of the faculty who responded to the poll reported that they were inconvenienced during the quarter they offered a seminar, since most gave it in addition to a regular teaching and research load, every teacher stated that he would like to lead a seminar again in the future.

*Nancy M. Crewe
Assistant to the Director of Honors*

COLLEGE HONORS SEMINARS FOR 1965-66

During the 1965-66 academic year ten College Honors Seminars will be offered. They are listed below, with a full prospectus for the Fall Quarter seminars and a briefer description for most of those to be given Win-

ter and Spring Quarters. The seminars are open to all official candidates for honors, although summa and magna candidates are given priority. Other Upper Division students with at least a 3.25 overall GPA may be admitted if there is room after honors candidates have been accommodated.

Credits earned in the seminars, which may range from two to four depending upon the work undertaken, formerly could be counted only toward the 180 credits required for graduation. However, in February, 1965, the Honors Council voted to relax this rule in the case of students seriously inconvenienced by it. Such students may petition to the Honors Program to use CHS credits as part of the 15 Upper Division credits required outside the major and minor or to meet, when appropriate, various Lower Division distribution requirements. CHS credits, of course, may not be used to meet the requirements of any regular major or minor.

Participation in the seminars is not mandatory for graduation with honors, except in a few departments or programs. They are Geography, Interdepartmental Studies, Journalism, and Speech and Theatre Arts. Several other departments strongly encourage participation in the seminars at the discretion of each adviser.

Anyone who has the necessary qualifications and who is interested in electing any of the seminars for next year should consult Mr. Michael Mann, Administrative Assistant to the Director of Honors, in 225 Johnston Hall. Interested students should register informally for the seminars as early this spring or summer as possible, particularly regarding Fall Quarter seminars. Students planning to take seminars in the fall should attempt to do much of the required and suggested reading over the summer.

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

FALL QUARTER, 1965

CHS 91A, Western European Travel and Travel Literature, 1450-1650 -- Professor John Parker, curator of the James Ford Bell collection and Professor of Library Science.

Contents of the course:

A. Background Material:

1. Readings in pre-Columbian geographical literature.
2. Readings in pilgrimage and medieval travel literature to 1450.

B. The great voyages of discovery, 1490-1650, and the literature describing them, with emphasis on:

1. The force of traditional concepts on interpretations of new discoveries.
2. The technology of discovery and exploration, as revealed in travel literature.
3. European attitudes toward non-European peoples, as expressed in early accounts.
4. Motives for voyages of discovery as revealed in travel literature.
5. Literary quality of explorers' accounts.

Each student will be required to write a term paper and will be assigned a geographical area in which he will specialize for purposes of writing it. This paper will be based upon a study of the voyages and travels in that area, and the literature describing them from the

period covered by the course. No incompletes will be accepted.

The required text for CHS 91A is Boies Penrose's, Travel and Discovery in the Renaissance (available in Atheneum paperback). A full list of additional readings may be obtained in 225 Johnston. The seminar will meet on Friday, 2:30-4:30, in Walter Library 312.

CHS 91B, Biology and the Future of Man -- Professor Eville Gorham, Department of Botany.

Seminar Outline

1. Biology versus technology.
2. Limits to human population.
3. Human heredity and eugenic problems.
4. Food for the future.
5. Pest control.
6. Radioactive isotopes in the biosphere.
7. Fresh air and clean water.
8. Biochemical aspects of human behavior.
9. Space biology.
10. The uniqueness of man.

A complete reading list will be available in 225 Johnston. Among the more important texts to be read or consulted are S. Mudd's The Population Crisis and the Use of World Resources and W. L. Thomas's, Man's Role in Changing the Face of the Earth. CHS 91B will meet in Millard Hall 214, on Monday evenings, 7:30-9:30.

CHS 91C, Communications and Politics in Developing Areas -- Professor Raymond Nixon, School of Journalism.

The purpose of this seminar is to examine the relationships between the mass media and politics in some of the developing countries of Africa, Asia, and Latin America. An adequate system of mass communication is regarded today as essential to national development, yet in many of the newly independent countries such a system appears impossible without government initiative and support. This usually means government control.

What are the major differences among the government-supported systems of mass communication found today in both Communist and non-Communist countries of the developing areas? How do they differ from the kinds of political communication found in the "traditional society" or in the earlier years of the western democracies? Will economic and social development lead to greater freedom of expression, or is government control inevitable? These are some of the questions that will be analyzed and discussed.

All students will be asked to read Wilbur Schramm's Mass Media and National Development: The Role of Information in the Developing Countries. There also will be extensive reading in such basic works as Daniel Lerner's The Passing of Traditional Society and Lucian W. Pye's Communications and Political Development, as well as in selections from more recent studies in this field. Several visiting specialists are expected to participate. The seminar will be held on Thursdays, 3:30-5:30, in the Thomas Hegen Library, 120 Murphy Hall.

WINTER QUARTER, 1966

CHS 92A, The Mind-Body Problem -- Professor Herbert Feigl, Department of Philosophy.

The mind-body problem, one of the central and most controversial issues of modern philosophy and psychology, will be studied in its scientific and epistemological perspectives. A critical scrutiny, by way of a logical analysis of the major relevant points of view, may at least classify (if not remove) the notorious perplexities of this complex problem. CHS 92A will meet on Tuesdays, 2:30-4:10, in 261 Ford Hall.

CHS 92B, The Basic Problem of Astronomy: The Formation, Constitution and Evolution of Stars, from White Dwarfs to Quasars --Professor Willem Luyten, Department of Astronomy.

The observational data that make up the Hertzsprung-Russell Diagram. A brief, summary theory of stellar interiors and energy generation. Formation of stars and subsequent evolution, first to the Main Sequence, ultimately into oblivion through the explosions of a Nova, and the White Dwarf stages. Other stellar-like aggregates of matter, quasi-stellar sources and radio galaxies. This seminar will meet on Thursdays, 1:30-3:30, in Architecture 140.

CHS 92C, Concepts of Motivation in the History of Psychology -- Professor Wallace Russell, Psychology Department.

An examination of the development in time of a major psychological concept. There will be a consideration of the antecedents of modern views of human drive and motives; analysis of the formulations of significant men, e.g. William James, Sigmund Freud, E.B. Holt, William McDougall; and an effort to relate motivational concepts to their cultural contexts. Time and place for CHS 92C have not yet been determined.

CHS 92D, Political Anthropology: Tribal Political Systems in the Backgrounds of New Nations -- Profes-

sor E. Adamson Hoebel, Department of Anthropology. Description not yet available.

SPRING QUARTER, 1966

CHS 93A, The Scientific View of the Living Organism -- Its Strengths and Limitations -- Professor Rufus Lumry, Department of Chemistry.

Introduction to the laws of physical science; some examples of simple and complex physiological mechanisms as described in the language of physical science; evolution and the laws of science; scientific elaboration of the organism; theoretical and practical limitations of the applications of current scientific approaches to behavior of the individual organism; some projections into the future; the hard look at the organism as machine; sterility of the method and the high cost of objectivity. This seminar will meet on Fridays in Ford Hall 346, from 4:00 to 6:00.

CHS 93B, Deep Form in Poetry American or Other -- Professor John Berryman of the Humanities Program.

This seminar will attempt to account for as much as possible in a series of difficult poems, by way of approach to a decision about underlying imaginative governance. Emphasis on Whitman, Wordsworth, Eliot (some others: Housman, R. Lowell, Hodgson, Dylan Thomas, Empson, Alun Lewis). When and where CHS 93B will meet has not yet been decided.

CHS 93C, The Sociology of Knowledge -- Professor Roy Francis, Department of Sociology.

This seminar will study the sociology of knowledge, with some work in the specific areas of the sociology of art, the sociology of science and the sociology of humor. CHS 93C will meet on Wednesdays, 3:00-5:00, in Social Science Tower 1383.

HONORS PROGRAM NEWSLETTER

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