



# HONORS NEWSLETTER

## FROM THE DIRECTOR'S DESK

During the past school year the honors staff and representatives of administration, faculty and students have discussed a good many innovations in our honors enterprise. The Faculty Honors Committee drafted specific proposals involving two basic changes. They were endorsed by the Honors Student Council and approved by the CLA Faculty Assembly at its annual spring meeting. Since then we have been hard at work expediting the necessary arrangements.

One of the authorized changes is that the Honors Program is now officially the *Honors Division*. Beginning with registration for Winter Quarter, honors candidates will use the Honors Division to conduct negotiations formerly split between one of the three Upper Division offices and the Honors Program office. The headquarters of the Honors Division will be 115 Johnston Hall. Our telephone number will be unchanged (Ext. 5116). The director and his assistants, Mr. Mann and Mrs. Crewe, will have offices there. The office staff will have immediately available all of the records of all honors candidates (i.e. juniors and seniors who have applied for honors in their major field and whose candidacy has been approved by the honors staff and the appropriate department).

To put it another way, the new Honors Division will operate for honors candidates in parallel with the three Upper Division offices already established for all other students in the Upper Division of CLA. A few hitches may develop in the initial shake-down stage; but we trust that the system will be functioning smoothly by the beginning of winter term.

With the approval of the administration and faculty, we hope to be able to provide through the new office additional services and individual attention not now available to honors candidates. It should be understood with absolute clarity from the beginning that whatever steps are taken in this direction will constitute "opportunities" or (if you like) "rewards" which students have earned by demonstrating unusual motivation, ability and conscientiousness. Innovations should not and must not be looked upon as "favors" or "privileges" or "relaxations of the rules" reserved for an "intellectual elite." In the first place, honors candidacy is open to any student in the college who can demonstrate eligibility. Furthermore, revisions in curriculum and in regulations which prove helpful to honors students and acceptable to the faculty ought to be extended to other students in the college as rapidly as is prudent and feasible.

The second change should constitute an equally important step forward. In place of the Faculty Honors Council and Faculty Honors Committee, we shall have a single Faculty Honors Council. It will be composed of an *honors representative* from each degree-granting department or undergraduate program in the college. The dean has requested all such units to choose a staff member for this role as soon as possible, since the council will have a crowded schedule and should begin to operate promptly.

There is not as yet (and perhaps cannot be) a precise formulation of the duties and responsibilities of the honors representatives. Insofar as some general principles can be agreed upon, this will be one of the first problems which the new council will have to face. But we can already say that the honors representative will be expected to act as a focus and catalyst for honors activities in his own unit. Whether he himself advises all or most honors majors or whether he teaches an unusual number of honors courses will depend on special circumstances and decisions within individual departments. In every case, however, it will be his responsibility to insure that all honors candidates have appropriate and interested major advisers, that particularly gifted and skillful colleagues teach honors courses, that there is constant review and upgrading of the departmental honors program as a whole, and so on.

In a later issue of the *Newsletter* Mr. Mann will report on a survey he made this summer to check on the college destinations of 1965 honors students graduating from Minnesota high schools. The results effectively refute allegations that are sometimes heard. It is not true that the ablest graduates of Minnesota high schools are avoiding the University. We are now enrolling a sizable percentage of these promising young people. But, with our varied and in some cases unique resources, we should be attracting even more. The way to do it can be stated simply enough. We must be more active in publicizing existing opportunities and more imaginative and flexible in devising improvements. There is good reason to hope that the new CLA Honors Division and Honors Council will contribute their full share in the search for ways and means.

William A. McDonald

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

## HONORS STUDENT COUNCIL

### PROJECTS FOR 1965-66

This fall the Honors Student Council will meet three times—on October 5, October 19, and November 16. Each meeting will be held at 3:30 p.m. in Room 325 Coffman Memorial Union.

The council will continue to cooperate with the Union Board of Governors in the sponsorship of coffee hours for honors students. It is hoped that everyone who receives this newsletter will take advantage of the opportunities to meet outstanding members of our faculty, as well as distinguished guests of the University. Announcements of coffee hours will be in future newsletters and in the *Daily* "What's Doing?" column. Honors students of all four classes will be invited.

The Honors Student Council is concerned with what is called "college honors"—denoting the programs that are being developed for the benefit of all CLA honors students. But many important opportunities for honors achievement are included in the term "departmental honors." It is to the programs established and conducted by the various departments that the Honors Student Council will turn its attention this winter. A systematic canvas of each department is planned; details will be outlined, as space allows, in future newsletters. The project embraces two major objectives: first, after collecting and assimilating student views, the council can effectively transmit them to the faculty and administration; second, the council hopes to help the college publicize and explain honors programs and the advantages which they offer.

The council is fortunate to sponsor a new honors publication this year that will present the products of research and study undertaken by honors students. If this periodical is well received, it may be published quarterly. The first issue will be offered for sale this winter. All students are urged to watch for it.

There are two things a student may do to help the Honors Student Council. Most important, he may apply for membership. The following four groups of CLA students are eligible: (1) Upper Division candidates for graduation with honors; (2) Participants in the Freshman and Sophomore Honors Seminars; (3) Lower Division students assigned to special honors advisers; (4) Lower Division students with a cumulative GPA of at least 3.000 after two quarters. Membership applications are available in the office of the Honors Division. Council members are not elected and do not pay dues. Completion of an application form is all that is necessary for a qualified person to join the council.

If a student chooses not to join the Honors Student Council, he may nevertheless contact it at any time he thinks it can be of service to him. The council is the natural agency of liaison between honors students and the Honors Division. It stands ready to receive any questions, comments, suggestions or even complaints from any honors student or interested person. Messages may be sent by either regular or campus mail to: University of Minnesota, Honors Student Council, P.O. Box 13766, Coffman Memorial Union, Minneapolis, Minnesota 55455.

*Ronald D. Aucutt*  
*President, Honors Student Council*

## FUTURE PLANS OF 1964-65

### SENIOR HONORS CANDIDATES

A recently conducted survey of 1964-65 seniors who were honors candidates reveals that almost three-fourths of those who returned the questionnaire plan to continue their education during the next academic year. Of 120 respondents, 65 state that they will begin graduate study, 4 are going to continue in a different undergraduate major, 15 are planning to enter or continue in medical schools and 5 will attend law schools. This represents a total of 89 students, or 74.2 percent. Last year a similar poll showed that 72.5 percent of the 1963-64 senior honors candidates planned to continue their formal education.

Of the 85 students planning to attend a graduate or professional school, 47 will be at the University of Minnesota, six will attend Harvard, and four each will go to Stanford and the University of Michigan. The remaining 24 will be enrolled at 21 different universities in the United States and abroad.

While the percentage of this year's senior honors candidates planning to continue their formal education rose only slightly over last year's group, there is a much more significant rise in the percentage of those who were awarded some form of financial assistance. Of the 85 planning to begin or continue graduate or professional study, 59 won a total of 69 grants. Thus, 69.4 percent will have substantial financial aid, compared with 58 percent last year. Moreover, of the 65 students who will enter graduate schools (i.e. excluding those going to medical or law schools) 80 percent will receive some kind of grant.

Of the 69 awards received for post-graduate study, 14 are teaching assistantships, 8 are research assistantships and 14 are institutional fellowships or scholarships. National grants include 11 National Defense Education Act fellowships, 7 Woodrow Wilson fellowships, 5 U. S. Public Health Service traineeships, 5 National Science Foundation fellowships and 2 Fulbright fellowships. Minnesota honors candidates also were awarded one each of the following fellowships: Danforth, East-West Center, National Institutes of Health, and U. S. Vocational Rehabilitation Administration.

In comparison with last year the total reflects a drop of one Woodrow Wilson and one National Science Foundation grant; but there is a remarkable increase in the number of NDEA fellowships (eleven compared to none received last year). The Department of Mathematics produced ten recipients of various grants. There are nine who majored in English, eight in psychology, four in history and in medicine, and three in economics and in zoology.

The second largest group of students represents those who intend to accept a position in business, teaching or government and have no immediate plans for post-graduate study. There are 20 in this category, or 16.3 percent of the respondents. Several have accepted a position in computer programming, one in newspaper reporting, one in psychiatric nursing, one with the foreign service staff of the U. S. Department of State and one plans to

act in repertory theatre. In addition, six graduates entered the Peace Corps, two were undecided about plans, two are homemakers and one is in the United States Navy.

*Michael Mann  
Administrative Assistant to  
the Director of Honors*

## FINANCIAL AID FOR GRADUATE STUDY

Graduate study today is an important path for entering many occupations, acquiring competence in one's specialty, and achieving excellence for a greater contribution to society. Though undergraduates today are better prepared than ever before, society's increasing complexities and much more extensive knowledge demand advanced study for successful leadership. Graduate education is an 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 the "assistantship" type which requires that roughly fifty percent of the holder's time be spent in the institution's teaching program or research activities. More and more the tendency is for aids to graduate students to combine both types, i.e. to give the graduate student experience in teaching, but also to allow him to have enough free time to complete his graduate work expeditiously.

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

While some graduate student aids are based on evaluation of need, most put greater weight on excellence in scholarship, promise of outstanding contributions, and excellence in personal qualities. Records of previous scholastic achievements and evaluations by one's teachers are the 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 chance of obtaining 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.

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

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

## DEADLINES FOR MAJOR GRADUATE FELLOWSHIPS

DANFORTH: October 15, 1965.

RHODES: October 15, 1965. (Deadline for nomination by major department.)

MARSHALL: October 22, 1965.

FULBRIGHT: October 27, 1965.

WOODROW WILSON NATIONAL: October 31, 1965. (Deadline for receipt of faculty letter of nomination.) November 20. (Deadline for student's applications.)

CHURCHILL: November 1, 1965.

NATIONAL INSTITUTES OF HEALTH:  
No official deadline, but approximately December 1, 1965.

NATIONAL SCIENCE FOUNDATION:  
Graduate Fellowship: December 13, 1965.  
Traineeship: February 15, 1966, for U. of M.  
(Each school sets its own deadline.)

KENT: December 17, 1965.

NATIONAL DEFENSE EDUCATION ACT  
Title IV: February 15, 1966, for U. of M.  
Title VI: MODERN LANGUAGE:  
February 15, 1966, for U. of M.  
(Each school sets its own deadline.)

**HONORS NEWSLETTER**

---

**UNIVERSITY OF MINNESOTA  
COLLEGE OF LIBERAL ARTS  
215 JOHNSTON HALL  
MINNEAPOLIS, MINNESOTA 55455**

**Return Requested**



# HONORS NEWSLETTER

## FROM THE DIRECTOR'S DESK

In the last issue of the *Newsletter* I made a few general remarks about the responsibilities which seem to us to devolve upon each honors representative within his department or program. It may be more or less logical to follow up with a brief outline of some of the problems with which we hope the Faculty Honors Council (and especially its policy committee) will come to grips in the coming months.

These are questions much on the minds of the honors staff. We have fairly strong convictions about the right answers on some issues and are quite uncertain about others. A few of them were discussed last year by the Honors Committee. The Honors Student Council will no doubt have recommendations. We intend to ask for the reactions of experienced honors faculty and administrators on other campuses, such as Dean James Robertson of the University of Michigan, who will be visiting the campus on December 1 and 2. But in the long run, the decisions will have to be made by the faculty, as represented in the new Honors Council. The sample problems listed below are not necessarily in order of priority in our own thinking.

1. What will be our procedures for admission to the Honors Division? Will a student's desire plus the required GPA for the level of honors sought be the only criteria? Should the appropriate honors representative (and perhaps other colleagues who know the student) certify his promise as an honors student? Ought the college (or perhaps individual departments) impose additional requirements?

2. How about maintaining standing in the Honors Division? How soon should students who are failing to maintain the required GPA be dropped? What should be the conditions for re-admission?

3. Should we move in the near future to extend formal honors candidacy to *sophomores and freshmen*? If so, what (presumably non-departmental) requirements will we impose on them? Should we begin an energetic program of recruiting high ability freshmen? Both in and out of state?

4. What additional "rewards" or "special opportunities" should be made available to honors candidates? Early registration? Waiving of prerequisites in certain courses? Much greater flexibility in waiving or satisfying distribution requirements? More tutorials, seminars, colloquia, individual research projects? More flexible admission to certain graduate courses? Wider library privileges? Summer programs of reading and research for credit? Study for credit in foreign countries? Honors housing? More assistance in application for undergraduate and graduate loans, fellowships, scholarships and in obtaining summer employment?

5. Should we encourage honors candidates to elect courses outside their area of specialty by allowing them a certain percentage (25%?) of their course work in which the usual letter grade would not be reported? Might a grade of "H" in these courses be considered simply as satisfactory performance at the honors level (and, if necessary for calculating GPA, be automatically equated with an "A")? Could student and instructor agree that at any mutually satisfactory point the alternative grade of "Z" would signify "dropped without prejudice" or "did not fulfill all course requirements"? (Or would the present symbols "W" and "V" be usable in these cases?)

6. Should we move toward a much stronger all-college honors program for Upper Division, to supplement or parallel our present emphasis on departmental honors? Should Honors candidates be allowed to elect either a departmental or a college honors program (or both)?

7. Should we continue to specify minimum college requirements for graduation with honors (GPA; *summa* theses) or should we require, for example, tutorial, thesis, comprehensive oral or written examinations, College Honors Seminars and Colloquia for all honors graduates? Should the *summa* thesis be defended in a "public" hearing?

8. Should we move to a much more ambitious program of undergraduate research and teaching assistantships for honors candidates?

9. Should we conduct an across-the-board review of present departmental honors programs, with a view toward setting minimum standards and encouraging a reasonable uniformity in rigor? Is such a review even more necessary in the case of the staffing and planning of honors sections in Lower Division courses?

10. Should we serve notice on those departments or programs which still (five years after legislation requiring it) have not worked out an honors program that at some not too distant point their majors will not be allowed to graduate with honors under the "old" system?

11. What about funding the honors enterprise? Should honors be considered a normal part of a department's responsibilities (as is graduate teaching and advising) and budgetary negotiations with the dean's office conducted on that basis? Should the director of honors seek internal or external funds which are specifically ear-marked for honors development and are in turn disbursed directly or indirectly through the Honors Division?

12. Should we press actively for an Honor Center? Should it be a separate building or a unit within an existing or new building? What facilities should it provide?

I would not be surprised if the Council were to double the number of relevant questions within the first year of its existence. On the contrary, I would be very much surprised if the Council solves half of the problems listed above in its first three years. The prospect is sobering but it is also challenging. We will be exploring new academic roads with very few sign-posts at the intersections. We may take some wrong turns but we have a chance to find the way to an outlook where the view is wider and the air more invigorating. Undergraduate education needs and deserves the effort.

William A. McDonald

## ACADEMIC PLANS OF 1965 HIGH SCHOOL HONORS GRADUATES

In the Spring of 1965 the *Minneapolis Tribune* published a series of reports on the plans of 1,139 graduating honors students from 280 Minnesota high schools. Since there are about 570 high schools in Minnesota, the *Tribune* series does not give a complete picture for the whole state. Furthermore, the reporter responsible for the series apparently found no uniform system to determine how honors students are identified. For some schools as many as sixty students are listed, perhaps representing the top ten percent of the graduating class, whereas with others only the valedictorian is listed. Thus the present data cannot provide a definitive record. But they do suggest certain trends and provide information about the academic or vocational plans of a large number of students who have demonstrated high motivation, ability and performance. More specifically, the series provides information on the proportion of these students who planned to attend the University of Minnesota, compared with other schools within or outside the state.

Of the 1,139 students listed in the survey, 101 did not intend to enter a university or a liberal arts college. Their plans include employment, nursing training, armed services and so on. Some, of course, were "undecided." Of the total, 337 (i.e. 29.6 percent of the total 1,139 and 32.4 percent of the 1,038 definitely planning to attend a college or university) expected to attend some branch of the University of Minnesota, primarily the main campuses (no distinction was made by the paper between the St. Paul and Minneapolis branches). Of the 337, there were 290 who intended to come to the main campuses, 19 to Morris and 28 to Duluth. Thus, 27.9 percent of the college-bound students planned to attend college at the Minneapolis-St. Paul campuses, 2.7 percent at Duluth and 1.8 percent at Morris.

As one would expect of a university in a large metropolitan area, most of the students who planned to attend college on the main campuses live in Minneapolis, St. Paul, and their suburbs. Of the 290 students coming to the main campuses from throughout the state, 207 reside in the metropolitan area. For this area the *Tribune* lists 585 students, 548 of whom were definitely intending to enter a college or university. Thus, 37.8 percent of college-bound honors students residing in the metropolitan cities and towns were, at the time of the survey, planning to attend the University's main branches. And since two students were going to the Duluth campus and three to

Morris, the total of 212 planning to attend some branch of the University represents 38.8 percent of the college-bound students.

Turning to the figures for the state outside the Twin Cities area, it may be noted that a much smaller number and percentage of honors students expected to attend the University, particularly its main campuses. For the non-metropolitan area, 490 college-bound students were listed. Of these, 83 (or 16.9 percent) planned to attend the metropolitan campuses. An additional 26 were going to Duluth and 16 to Morris. The total of out-state students who expected to attend some unit of the University is 125 or 25.5 percent.

It is difficult to interpret the significance of these figures for 1965, since they are incomplete and since no comparable report has been made for previous years. The University of Minnesota Student Counseling Bureau has published reports based on its testing program of high school juniors and they may be compared in a limited way with the *Tribune* data. But these reports cover only students attending Minnesota colleges, whereas the *Tribune* included students who intended to go to schools outside the state. The number of high-ability students leaving the state for a college education elsewhere, according to the *Tribune* report, is 235 or 22.6 percent of the 1,038 who were college-bound. Since many of these individuals may not return to Minnesota to settle and work after college, this situation could represent a considerable loss of talented citizens and potential leaders for the state.

A total of 803 honors students planned to remain in Minnesota to pursue their higher education. Of these, 42 percent expected to attend a unit of the University, 36.1 percent on the main campuses. These figures are remarkably similar to what is revealed by the most recent SCB report, based on 1963-64 Minnesota college freshmen. This report shows that 41 percent of students with high school rank of 98 to 100 enrolled in the University, while 43 percent of those in the 95-97 range entered. Since the *Tribune* series does not consistently list just the top one percent from each school, one may only conjecture what the average HSR is for the students listed. Probably the range is a HSR of 95-100. And the SCB survey shows that of the college-bound freshmen in 1963, 42 percent in the 95-100 HSR category chose to attend some unit of the University. This corresponds exactly with what the *Tribune* figures suggest for 1965.

These statistics certainly indicate that the University is not losing ground in its ability to attract a large proportion of honors students from Minnesota high schools. It is clear that the University receives the major share of top students who attend college within the state. For example, St. Olaf College, which is second to the University in attracting honors graduates, was the choice of 43 of the students listed by the *Tribune*. The next in-state colleges in order of preference, according to the survey, are Macalester College, with 42 Students; Gustavus Adolphus, with 40 students; Mankato State College with 37; Augsburg with 31; and Carleton with 25.

The *Tribune* also printed similar reports from high schools in those sections of North and South Dakota and Wisconsin that are covered by the paper's normal circulation. Only one honors student out of 317 planned to attend the University of Minnesota. This is a disturbing reminder of the University's extremely poor record in attracting outstanding out-of-state undergraduate students.

Michael Mann  
Administrative Assistant to  
The Director of Honors



## COLLEGE HONORS SEMINARS FOR WINTER QUARTER

Four College Honors Seminars will be offered Winter Quarter, 1966. They are CHS 92A, "The Mind-Body Problem," to be taught by Professor Herbert Feigl of the Department of Philosophy; CHS 92B, "The Basic Problems of Astronomy: the Formation, Constitution and Evolution of Stars, from White Dwarfs to Quasars," to be led by Professor Willem Luyten, Department of Astronomy; CHS 92C, "Concepts of Motivation in the History of Psychology," to be given by Professor Wallace Russell of the Department of Psychology; and CHS 92D, "Political Anthropology; Tribal Political Systems in the Backgrounds of New Nations," to be taught jointly by Professor E. Adamson Hoebel, Department of Anthropology, and Professor Robert Holt, Department of Political Science.

The response to the announcement of seminars for this year, initially published in the May, 1965 *Newsletter*, has been so great that there are openings now only in CHS 92B. The other three seminars have been fully subscribed (although students who have tentatively reserved them should confirm their reservations in the Honors Division office, 115 Johnston Hall, before completing Winter Quarter registration).

The seminars are open to all 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 range from two to four, depending upon the work undertaken. By petition to the Honors Division, they may be used to meet most Lower and Upper Division distribution requirements. CHS credits 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 them.

Students interested in electing CHS 92B, "The Basic Problems of Astronomy . . .," or in being placed on a waiting list for the other three Winter Quarter seminars, should consult Mr. Michael Mann in the Honors Division office.

Following is a fuller description of CHS 92B furnished by its leader, Professor Willem Luyten:

CHS 92B, *The Basic Problems of Astronomy: the Formation, Constitution and Evolution of Stars, from White Dwarfs to Quasars*.

Before attacking the central problems of modern astronomy, it is well to take stock of what our observations tell us, for astronomy is still a science that is observational but not experimental (though that may change soon). The basic data are: the observed brightness, the distance, the color and, if possible, the spectrum of a star, and these we can get for virtually any star. In special cases we can also get the diameter and the mass, and sometimes the velocity of rotation, and these lead us to the calculation of the surface temperature and of the luminosity—the most important single attribute of a star.

These data we combine into that most fundamental of all astrophysical relationships, the Hertzsprung-Russell diagram, which gives us guidelines as to which types of stellar configurations are prevalent in the universe, and which are rare, or even non-existent. In turn, this then

enables us to build up models of the internal constitution of the stars, how the density, pressure, temperature, etc., change, and even to make some guesses as to the probable course of stellar evolution. We think we can distinguish the primeval, old stars from those that were born yesterday, and even identify the dying embers of the stellar population—the White Dwarfs. Beyond this we speculate on how galaxies, those large aggregates containing tens of billion of stars, are born, why some galaxies are strong emitters of radio noise and where the "quasars"—quasi-stellar radio galaxies—fit into the scheme of empty space, in which are distributed these pin-points of hot, gaseous matter, emitting light and radio noise, where, in all this, human life and man fit in—are we alone or is there life beyond the Earth?

The required text for CHS 92B is Fred Hoyle's, *Frontiers of Astronomy* (paperback edition). There will be required readings also in *Basic Astronomical Data*, edited by K. A. Strand, and in *Structure and Evolution of the Stars*, by Martin Schwarzschild. The latter two texts will be reserved in Walter Library. The seminar will meet on Thursdays, 1:30-3:30, in Architecture 140.

## HONORS STUDENT COUNCIL SPONSORS COFFEE HOUR, INAUGURATES JOURNAL

All honors students are invited to attend a coffee hour and discussion on Thursday, November 18, at 3:30 p.m. in the Coffman Union Women's Lounge. The featured guest will be Professor William Arrowsmith, chairman of the Department of Classics at the University of Texas. Dr. Arrowsmith has been widely acclaimed for his innovative approach to teaching and his vigorous translations of classical drama. Since he will have a very busy schedule of lectures when he visits our campus, the coffee hour is intended to be devoted largely to discussion and questions. To arrange this coffee hour, the Honors Student Council is cooperating with the Union Board of Governors, the Classics Club, the Department of Speech and Theatre Arts, and the Department of English.

Professor Arrowsmith's translations of the tragedies of Euripides and the comedies of Aristophanes are particularly well known. Euripides' *Orestes* in Arrowsmith's translation opens on November 18 at Shevlin Hall Theatre.

The Council is proceeding with plans for a journal of undergraduate work to be entitled *Academy—A Journal of the Liberal Arts*. The first issue will be published in January. This venture is inspired in part by similar publications at other colleges and universities, notably Kansas, Michigan, and Fisk. It is hoped that the journal will prove to be an incentive for undergraduate writing, as well as to make available excellent work that might otherwise go unnoticed. Plans are to publish *Academy* quarterly during the school year, copies to be sold for between twenty-five and fifty cents. Contents will include scholarly papers such as *summa* theses and other research writings, essays on virtually any topic, and some high quality fiction and verse. The first issue will be financed entirely by the CLA Honors Division, and will be printed on an 8½ by 11 inch format.

There are still several vacancies on the staff of *Academy* that need to be filled, and all interested honors students should contact one of the co-editors—Karin D. Anderson (333-7285) or Gary M. Olson (537-7012). Professor James L. Scoggins of English has agreed to serve as adviser, and Professor Wertz of Physics and Professor Konopka of Social Work will assist as members of an Editorial Board. Students of all colleges are en-

couraged to submit manuscripts for consideration. These should be sent along with a stamped, self-addressed envelope to:

Academy  
P.O. Box 13766  
Coffman Memorial Union  
University of Minnesota  
Minneapolis, Minnesota 55455

As usual, the Graduate-Honors-Faculty Room, 315 Coffman Memorial Union, will be available Winter Quarter for lunch, study, or relaxation. Students and faculty who receive this newsletter are urged to use it. In addition, beginning Winter Quarter honors students will have an opportunity to meet or eat lunch in room 1450 Social Science Building between 11:00 and 1:00. It is necessary, of course, to keep this room clean and orderly, since it is used for seminars every afternoon.

The next two meetings of the Honors Student Council will be on November 16 and January 18. Each of these meetings will be held at 3:30 p.m. in Room 326 Coffman Memorial Union.

## FRESHMAN AND SOPHOMORE HONORS SEMINARS

The Freshman Honors Seminars, now in their ninth year, are continuing to experiment with ways of challenging freshmen of superior intellectual ability to fully utilize their capabilities.

These weekly seminars introduce some of the most outstanding freshmen to distinguished faculty from a wide variety of fields. Membership is by invitation, based on previous academic performance, test scores and estimates of intellectual curiosity and scholarly potential. This year there are three groups of about 15 students each. These 45 students were selected from approximately 100 freshmen who were invited to apply for membership. Those invited were not only from CLA, but also from Education, IT and AFHE. One seminar is led by Roger B. Page, Assistant Dean of Student Personnel; another by William A. McDonald, Director of Honors, and Donald K. Smith, Assistant Vice President; and the third by John Turnbull, Associate Dean of Social Sciences, and Mrs. Nancy Crewe, Assistant to the Director of Honors.

A major function of the seminars, which are non-credit, 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 casual conversation. Often the speaker's topic concerns the scientific or scholarly research in which he is currently engaged. Examples of speakers and subjects for this fall are Professor William Flanigan (Political Science), "Arms Control and Disarmament"; Professor Rutherford Aris (Chemical Engineering), "The Role of the Natural Sciences in Liberal Education"; Professor George Perry (Economics), "The Making of Economic Policy"; and Dean John D. Hurrell (English), "The Humanities: Some Facts and Fictions."

This year some meetings will be used for extended discussions of previously presented topics. Students themselves lead these discussions and occasionally form panels to study the subject. Another innovation this year is that the Honors Division is able to give to the seminar members complimentary copies of the books recommended by each speaker, when they are in a paperback edition. Contributions from benefactors of the University, who are interested in supporting the Honors Program, make these gifts possible.

Offered again this year is one section of a Sophomore Honors Seminar patterned after the Freshman Honors Seminars. The sophomore seminar is comparable to the first-year seminars in every way except that it focuses each quarter on a single theme. Fall Quarter the unifying topic is "American-Soviet-Chinese Relations in the Contemporary World." It is organized by Mr. Michael Mann.

Some of the speakers and the issues they have discussed are Professor Romeyn Taylor (History), "Continuities and Discontinuities in Modern Chinese History"; Professor John E. Turner (Political Science), "The Sino-Soviet Split"; Professor David Cooperman (Social Science), "Ideology and Power in the Soviet Union"; and Professor Raymond Nixon (Journalism), "East-West Communications."

Student participation in the sophomore seminar is by invitation only. Presently there are fifteen members, seven of whom participated in the Freshman Seminars last year. Within this group nine different probable majors are represented. For Winter Quarter the general theme will be "Scientific, Social and Cultural Aspects of Space Exploration." Sophomores of honors caliber who are interested in joining the seminar should contact Mr. Mann in 115 Johnston, since there will be a few openings.

### ATTENTION SENIORS

Some graduate schools are visiting campus to interview interested seniors. Check with the CLA Placement Office, 125 Johnston Hall, for school names and appointments.

### HONORS NEWSLETTER

UNIVERSITY OF MINNESOTA  
COLLEGE OF LIBERAL ARTS  
215 JOHNSTON HALL  
MINNEAPOLIS, MINNESOTA 55455

Return Requested

SERIALS DIVISION  
UNIVERSITY LIBRARY  
SIS WALTER LIBRARY



M1W  
H759m



# HONORS NEWSLETTER

## FROM THE DIRECTOR'S DESK

On January 7 and 8 the Honors Sub-Committee of the Committee on Institutional Cooperation (CIC) held its third annual conference in Chicago. All CIC schools (Big Ten plus University of Chicago) were represented. Minnesota's large delegation is a heartening indication of strong interest in honors throughout the University's various divisions and branches. The College of Agriculture, Forestry, and Home Economics was represented by Professor Eugene Wright, Education by Professor William Gardner, Duluth by Dean Thomas Chamberlin, and Morris by Professor Harry Friedman. Professor Ralph Giesey, Vice-Chairman of the Honors Council, and I were the CLA delegates.

Readers of the *Newsletter* may be interested in a brief outline of some of the major problems which we share with other large institutions. Sometimes discussion of them serves to shed light on our own situation and to suggest imaginative new approaches. At the very least, first-hand reports of what is going on elsewhere provide us with a yardstick against which to measure our own accomplishments or shortcomings.

The lengthiest discussion centered on ways and means to interest more honors students in teaching at the secondary and elementary levels. What impressed me most here is the joint planning that is under way between members of Education and Liberal Arts faculties. Through carefully planned and well-subsidized programs such as the Master of Arts in Teaching (MAT), they hope to persuade more honors students to carry on graduate work in their major field of interest and at the same time earn certification for teaching. A new fellowship program under Title V of the 1965 Higher Education Act will provide added impetus. On the undergraduate level there are at present serious impediments to combining honors in liberal arts with concurrent certification in teaching. For one thing, the block of time considered necessary in most schools for practice teaching is likely to interrupt required honors sequences in the major academic field. All agree that a solution to the dilemma is badly needed, but no school claims to have found it. I wonder if we could further modify our joint degree program to make it particularly attractive for honors undergraduates.

A second problem discussed at Chicago has to do with the responsibility of honors offices in assisting promising undergraduates to obtain scholarships and fellowships in graduate and professional schools. On most of the campuses represented it appears that if those responsible for honors do not coordinate this increasingly vital activity, no other university or college agency is likely to do so. The operation is perhaps somewhat more effective where (as in a few member institutions) there is an all-university honors organization. However organized, the job is extremely complex and requires a great deal of staff time. The main problem is to keep both students and their faculty advisers informed about the bewildering variety of possibilities, eligibility, regula-

tions, deadlines for application, required credentials, and so on. Another very useful service is to inform our own departments about promising candidates from other schools. The CIC institutions are already exchanging lists of top students and the honors offices are distributing the information to the various departments. It is now proposed to widen this exchange, centralize the collection and arrangement of information and disseminate the lists earlier in the school year. If the plan succeeds, more of our best students should be invited to apply for outside fellowships and our departments will have an early opportunity to recruit promising candidates for their graduate programs.

Two areas in which we have a good deal to learn from some of our sister institutions involve a well-organized program of summer reading courses for credit and opportunities to study in foreign countries. The former should be relatively simple to administer and would probably be attractive to a good many of our honors students. Departments would simply designate a course or sequence of courses. Students would choose a faculty member to supervise their reading, confer with him during spring term on a topic and book list, and report to him in the fall for a written or oral examination on the material read. Practice varies on whether a fee is charged and whether the faculty member gets some financial remuneration. For honors students who wish to attend formal summer sessions, it was suggested that they should be aware of specially interesting offerings in their discipline at other CIC schools and that such summer exchanges should be encouraged in every feasible way.

Several CIC schools administer, share in the administration, or "buy in" somehow on programs organized by other institutions in foreign countries (especially Western Europe). In some programs American teaching staff is largely used; in others American faculty act as supervisors but students attend regular or special classes in the foreign university. There is agreement, of course, that foreign study is a valuable experience for any student at some stage in his academic preparation; but some delegates questioned the wisdom of undergraduates interrupting their honors programs, particularly if their field of concentration is one in which the foreign university is not distinguished. Interest was expressed in the possibility of widening the geographical scope of foreign study programs initiated by member institutions and available to qualified students from any of the associated schools.

I will mention one other area of discussion, because I know that many honors students and faculty members favor our thinking very hard about its potential advantages and drawbacks. Schools such as the University of California (Berkeley), the University of Rochester, Antioch and Carleton are experimenting with ungraded

---

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

courses for high-ranking juniors and seniors in work outside the major. The purpose is to encourage students to elect courses in areas in which they are interested but not particularly well-prepared. They may now fear, with some justification, that their GPA will suffer if they yield to the temptation. No CIC school is yet experimenting with ungraded courses for honors students; but everyone at the Chicago meeting seemed to favor giving serious thought to an evaluation system that would more strongly emphasize the challenge of learning for its own sake.

William A. McDonald

### CULTURAL EVENTS TICKET PROGRAM TO COVER TWO MORE ORGANIZATIONS

The Honors Division is pleased to announce that two Minneapolis community theatres have now been added to the organizations covered by the Cultural Events Ticket Program. They are the Firehouse Theater and Theater in the Round, both added to the program at the request of several students.

The purpose of the Cultural Events Ticket Program is to encourage honors candidates at the *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, thus enhancing their purely academic experiences in college and developing their appreciation and understanding of the arts. Other organizations 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 or fifteen per academic year. Special ticket vouchers may be obtained in the Honors Division Office, 115 Johnston, from the 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, and may choose a ticket of any price, as long as he does not exceed his quota.

Outstanding events this winter and spring include the Center Opera Company's production of *The Good Soldier Schweik*, February 10, 12, 17, 19; special concerts featuring the Philadelphia and Cleveland Orchestras (April 28 and May 12 respectively); the Roumanian Folk Ballet on February 24; the Firehouse Theater's presentation throughout February of Beckett's *End Game*; the Theater in the Round production in March of Emmanuel Robles' *Montserrat*; Theatre St. Paul's presentation in March of Friedrich Durrenmatt's *The Physicists*; University Theatre's renditions of Ibsen's *Brand* (directed by Douglas Campbell) February 3-5 and 8-13, and *An Italian Straw Hat*, February 24-26 and March 1-6; the Guthrie Theatre season beginning May 31, and including *The Skin of Our Teeth*, *The Dance of Death* and *As You Like It*; and the annual appearance of the Metropolitan Opera, May 18-22, which this year will present *La Boheme*, *Faust*, *Il Trovatore*, *The Barber of Seville*, *The Queen of Spades*, and *Lucia di Lammermoor*.

### PROFESSOR WOLF TO SPEAK AT NEXT COFFEE HOUR

The Honors Student Council will sponsor three coffee hours in the coming months with the unifying theme, "Man's Progress Through Education." The series will attempt to explore the past, present, and future states of man's knowledge and their implications. The first meeting

will feature Professor John Wolf of the History Department and will be held on Monday, February 14 at 3:30 p.m. in the Honors-Graduate-Faculty Commons Room (315 CMU). At the second and third sessions other speakers, not yet determined, will discuss additional aspects of the general theme. The whole series will be held in the Commons Room, where the atmosphere will be more informal than in the past and greater emphasis will be placed on discussion.

### SURVEY OF LOWER DIVISION HONORS SECTIONS

A survey of professors teaching honors sections and honors courses in the College of Liberal Arts was conducted during Spring Quarter, 1965. The Faculty Honors Committee had requested that honors sections be reviewed, and the survey was intended as a first step toward that end.

Of 38 questionnaires sent to teachers, 20 were completed and returned. The 18 replies received from teachers of honors sections (as opposed to separate honors courses) will be discussed in this report.

Certain differences between honors and regular sections were consistently reflected in the responses. The instructors specified unique goals for their honors sections, most often mentioning the presentation of material in greater depth and the promotion of greater student participation. Smaller classes facilitated increased discussion and permitted correspondingly fewer hours to be used for lectures. Special reading assignments, papers, and oral reports were frequently required. Most professors reported that students in honors sections exhibit unusual ability and interest, and most take this into account when assigning grades. There was a consensus that honors sections should be established for courses in which they are not already being offered.

Teachers first were asked to delineate the primary goals for their sections. Several indicated these goals to be the same as those for their regular sections. In addition to the two main goals cited above, others mentioned were engaging in research and covering topics more extensively. Two professors specified efforts to encourage creative thinking or creative judgment, and one aimed for a better understanding of material. Other goals cited included encouraging quality performance, teaching the methods of synthesis and interpretation of data, preparing students for graduate training, assigning outside reading to supplement background information acquired in high school, stimulating intellectual curiosity, increasing contact between professor and student, gathering top students for mutual stimulation, and utilizing essay examinations to assess students' achievements more adequately.

When asked how these goals were attained, the teachers most often mentioned the importance of small class size in permitting frequent and informal discussion. Combined with appropriate lecture material or very little lecturing, class discussions encouraged students to develop a more critical and thoughtful approach to the subject matter. Special reading assignments were given by at least 8 of the instructors, written assignments (term papers or shorter critical papers) were required by 9, and oral reports by 4. Two respondents noted that the

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

professor, as a well-trained, self-disciplined person enthusiastic about intellectual pursuits, could serve as a model for students and thus forward the goals of the class. Demanding better performance, reading examination papers personally, and selecting competent teaching assistants for honors laboratory classes were also mentioned as means of achieving goals. One man indicated that he scheduled at least three conferences with each student during the quarter. He also held one or two class meetings per quarter in his home.

Professors were asked to compare assignments of the regular section with those of the honors sections. About half stated that additional or specially selected reading was required of students in the honors sections. On the other hand, one required no particular readings, thus allowing students the initiative in selecting material. Three teachers said that except for slightly different readings the content of the two sections differed very little.

Differences were also noted in lectures for regular and honors sections. Honors lectures were described as more sophisticated, more thorough, and less oriented toward the assigned reading.

The forms that honors sections take in Lower Division vary considerably among departments. In some cases the honors section consists of a small number of students who meet together each class period. In other cases students enrolled in the honors section attend the regular lectures but meet once a week in a separate recitation section, usually with the lecturer or with a more experienced teaching assistant. Still another approach is to have honors students elect a special two-credit course which supplements rather than replaces enrollment in the regular course. The instructors involved presented several reasons for this latter arrangement. First, they said that students are not afraid to register for the honors course because, should they be unsuccessful in it, they could cancel it without losing their place in the regular course and hence would not be handicapped in making normal progress. Second, good students can still earn top grades in the regular section even though not deemed outstanding in the honors course, again giving them less cause to reject the honors course. Third, the average students are not deprived of contact and stimulation from those taking the honors sequence.

Illustrating the considerable demand placed upon students in some honors sections, in one five-credit class 12 books were assigned for reading and 6 short critical or analytical papers and one long research paper were required. In addition, an oral report was necessary and participation in class discussion was essential.

Professors were asked whether students in honors sections differ in ability, interest, and productivity from those in regular sections, and 13 answered "yes." Others observed little or no difference, or pointed to the diversity of students within the honors section. One teacher noted that aspirations are sometimes greater than actual achievements.

No one found "dropouts" to be a major problem, and one even indicated that more students should be encouraged to cancel. However, one professor stated that upon occasion a student had dropped his course without notice, leaving a gap in the scheduled student presentations. In addition, he viewed the dropout as taking the place of a highly motivated student who might have registered for the course had it not been closed.

Twelve teachers indicated that they were generally satisfied with the prerequisites for honors sections, but one was not. One favored encouraging more participants initially and then accepting a high dropout rate after it became clear who could handle the honors work. Most instructors indicated that they were quite flexible in admitting students not meeting the prerequisites, some believing that students who seek permission often have a stronger interest in the course than others. Another

teacher expressed his desire for "thinkers rather than memorizers," and asserted that "thinkers" are not always the students with the highest grades.

The questionnaire covered the subject of grading in honors sections. Four respondents commented that the traditional letter grading system is quite appropriate for honors sections, and no one expressed an opposite viewpoint. Only one indicated that he frequently assigns "C" grades. Three did not describe a grade distribution, and the remaining teachers indicated that they assign almost all "A's" and "B's."

An interest in honors teaching or in undergraduate education in general was the reason most frequently given by professors for their being chosen as teachers of honors sections. Others mentioned personal characteristics, background experience, availability, or seniority.

Finally each teacher was asked to comment on the desirability of adding more honors courses and sections, assuming budgetary feasibility. Four replied that new courses and sections definitely should be offered and 5 favored adding new honors sections only to courses not previously having them. One person stated that although it would be profitable to add new honors sections, it probably would be better to encourage capable students to move rapidly into advanced courses. Another instructor indicated that his department's concern was to retain the sections already being offered.

One professor pointed out he favored small, informal classes for all students, implying that honors sections can be used as models for the general curriculum.

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

## SPRING QUARTER HONORS COURSES AND SECTIONS

In Spring Quarter there will be 45 honors courses, sections, seminars or tutorials offered, 18 at the Lower Division level and 27 in Upper Division. These special courses, designed for students of high ability and strong motivation, offer a number of opportunities and advantages. Usually they have smaller enrollments than regular sections or courses; usually they are taught by more experienced faculty members who are especially interested in challenging superior students to excel academically; and generally the subject matter is covered both more intensively and more comprehensively.

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

Some honors courses meet separately from regular sections for every class period, whereas others share the same lecture but have separate recitation periods. While most honors courses are deliberately limited to a small number of students in order to facilitate discussion, in the past some have been under-enrolled. Probably this has been true because many honors students have not been fully aware of the opportunities in honors courses or have been mistakenly apprehensive about the competition in them. But high ability students, if they are to fulfill their potential, ought to expose themselves to these challenging opportunities.

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

Spring Quarter, 1966

COURSE	PREREQUISITES	INSTRUCTOR
Arabic 193H, Research	153 or #	Chejne
Biology 2H, General Biology	B in 1	Olson
Chinese 193H, Research	153 or #	Liu, Mather
College Honors Seminar 93A, "Scientific View of the Living Organism."	<i>magna</i> or <i>summa</i> candidate, # Consent of Honors Division	Lumry
College Honors Seminar 93B, "Deep Form in Poetry American or Other."	<i>magna</i> or <i>summa</i> candidate, Consent of Honors Division	Berryman
College Honors Seminar 93C, "The Sociology of Knowledge."	<i>magna</i> or <i>summa</i> candidate, Consent of Honors Division	Francis Bryan
Communication 3H	2 or 2H, Δ	
Economics 1H, Principles of Macroeconomics	3rd qtr. freshman, overall B average	Heller, Perry
Economics 2H, Principles of Microeconomics	1 or 1H, overall B average	Boddy
Economics 90H, Seminar	Δ, econ. major or minor	Coen
English 12H, Literature and Composition	11H, #	Flint, Poteet
English 90H, Tutorial	<i>magna</i> candidate, Δ	Thesis adviser
English 92H, Tutorial	<i>summa</i> candidate, Δ	Thesis adviser
French 3H, Beginning French	A in 2H or #	To be determined
French 25H, Intermediate French	A in 3H or #	Rickert
French 67H, Romanticism to Surrealism	25H or 30 with A or 66H, #	Dubois
German 90H, Proseminar	honors candidate in German	Taraba
Greek 97H, Independent Honors Reading	Δ	Molitor
History 2H, Civilization of the Modern World	#, A in previous history	Marsh
History 3H, Civilization of the Modern World	#, A in previous history	Munholland
History 23H, American History	Sophomore, #, A in previous history	Brauer
History 24H, American History	Sophomore, #, A in previous history	Howe
History 84H, Seminar	83H	Stein
Humanities 3H, Humanities in the Modern World	# or Δ	Siegelman
Humanities 133H, proseminar	Δ	Ames
Japanese 193H, Research	153 or #	Copeland
Latin 97H, Independent Honors Reading	Δ	De Witt
Mathematics 43H, Analytic Geometry and Calculus	42H or 43	To be determined
Music 96H, Independent Study	3.0 GPA	Arranged
Philosophy 52H, History of Western Philosophy	Honors Candidate, 3.0 GPA, Δ	Lewis
Philosophy 92H, Seminar	Honors Candidate, Δ, 6 credits in U.D. Philosophy courses	Terrell
Physics 51H, Intermediate General Physics	50H, Math 32 or 106	Hintz
Physics 53H, Physics Laboratory	51H, Δ	Hintz
Political Science 90H, Research	Δ, Political Science major	Scott
Political Science 94H, Work in Selected Fields	18 credits in Pol. Sci., consent major adviser	Major Adviser
Sociology 3H, Social Problems	Overall B average	Rubin
Sociology 99H, Tutorial	#	Major Adviser
Spanish 3H, Beginning Spanish	#, A in 2 or 2H	Berg
Spanish 25H, Intermediate Spanish	A in 3H or #	Osman
Spanish 67H, Neoclassicism to Early 20th Century	25H or 30 with A or 66H, #	Serrano-Plaja
Speech 5H, Fundamentals of Speech	3.0 GPA or Δ	Shapiro
Speech 96H, Tutorial	Honors Candidate, Δ	Arranged
Theatre Arts 13H, Introduction to the Theatre	A in Theatre 11, #	Ballet, Caines
Theatre 96H, Tutorial	Honors Candidate, Δ	Arranged
Zoology 99H, Seminar	98H	To be determined

#: Consent of instructor  
 Δ: Consent of department or school offering the course

HONORS NEWSLETTER

UNIVERSITY OF MINNESOTA  
 COLLEGE OF LIBERAL ARTS  
 215 JOHNSTON HALL  
 MINNEAPOLIS, MINNESOTA 55455

Return Requested

Nonprofit Org.  
 U. S. Postage  
**PAID**  
 Minneapolis, Minn.  
 Permit No. 3609



# HONORS NEWSLETTER

## FROM THE DIRECTOR'S DESK

This is intended as a report to our constituents on recent faculty involvement in planning and administering the honors enterprise. From the first discussions in the 40's until the present, honors has been notably a faculty concern. College and university administrators have been interested and helpful, but they have left the initiative very definitely in faculty hands.

In spring 1965 the CLA Assembly voted to replace the honors committee (appointive) and the "old" honors council (elective) with a single honors council composed of representatives chosen by each department and interdepartmental program offering a major leading to the B.A. degree. The new Council is now functioning and consists of 39 voting representatives, plus 3 consultants and 4 administrative members *ex officio*. The director of honors is chairman of the Council. (The Council roster is given below.)

At its organization meeting the Council elected Professor Ralph Giesey (representative for History) as its vice-chairman. His major function is to head the Policy Committee, and the director of honors chairs the Executive Committee. (The rosters of the two standing committees of the Council are also listed below.)

The Executive Committee is the supervising arm of the Council. It is responsible to the Council and to the faculty for the conduct of honors in accordance with faculty intent and legislation. For example, the director refers to it student petitions on which the honors staff feels that it does not have the authority or precedent to rule.

I hope that the members of the standing committees (and all of the Council members for that matter) will increasingly assume a special role as liaison between the office of the Honors Division and the faculty. We should all take every opportunity to explain the purpose and procedures of honors to our colleagues, to invite their suggestions and solicit their active support. For example, the Executive Committee now authorizes the director to invite selected faculty members to offer a College Honors Seminar; but ideally the committee rather than the honors office would plan this whole program and would settle staffing problems by enlisting able and interested colleagues.

The Policy Committee is the innovating arm of the Council. It reviews currently operating programs and initiates proposals for revised or new programs. Suggestions along these lines from faculty, students and the honors staff are also welcomed.

The establishment of the Honors Division (as distinct from the three Upper Division offices) in fall

1965 required us to work out specific regulations (applying, of course, to juniors and seniors only) for admission to and continuation in honors. The Policy Committee's recommendations were approved by the full Council at its winter quarter meeting. A second more far-reaching recommendation concerning the establishment of a formal freshman-sophomore honors program will require action by the new All-College Council as well as administration approval and support before it can be initiated.

The new procedures for admission to the present (Upper Division) honors program will be applied immediately and those concerning continuation will become effective with the 1966 fall term. The full text of the regulations is posted in 115 Johnston and copies are available there to faculty and students on request. The two major changes might be summarized as follows:

(1) The academic requirements (GPA) for admission remain the same; but from now on an applicant will need the specific approval of his adviser or the honors representative in his major department before the honors office can act on the application. The new procedure is meant to insure that an interested and informed member of the department explains to the student the special opportunities and obligations of the program and that the application is endorsed by the department only if there is agreement on both sides that involvement in honors is a wise decision.

(2) Once admitted to the Honors Division, the student's record will be reviewed each quarter through the junior year. Failure to maintain minimum academic standing will result in his being dropped from the Division, after due notice and in the absence of extenuating circumstances.

As you can see, the Policy Committee has been very active and conscientious. I hope that in coming months it can give its attention to other pressing problems, such as experimentation with ungraded courses and expanded opportunities for individual research, tutorials and reading programs.

*William A. McDonald*

## COLLEGE OF LIBERAL ARTS HONORS COUNCIL

Ernst Abbe	Consultant for Biological Sciences
Dominick Argento	Music
Glenn Bartsch	Biostatistics
Ernest Bormann	Speech, Communication and Theatre Arts
Martin Dworkin	Microbiology
Erwin Engeler	Mathematics
Rodolfo Floripe	Romance Languages
Edward Foster	Economics
(co-representative)	
Paul Fox	Psychology
Walter Gerson	Sociology
Ralph Giesey	History
Donald Gillmor	Journalism
Eugene Grim	Physiology
John Hill	Child Psychology
Frank Hirschbach	German
R. Stuart Hoyt	Consultant for Social Sciences
Dean John D. Hurrell	Ex-Officio Member
Charles Huver	Zoology
Maurice Kreevoy	Chemistry
Joseph Kwiat	Consultant for Humanities
Bernard Lindgren	Statistics
Richard Mather	East & South Asian Languages
William A. McDonald	Classics
Frank Miller	Anthropology
John Myers	Architecture
Gary Olson	Honors Student Council
Anne Oren	Social Work
Dean Roger B. Page	Ex-Officio Member
Mabel Powers	Interdepartmental Studies
Tatiana Prokopov	Slavic & East European Languages
George Rapp	Geology
Cynthia Reed	Honors Student Council
Burton Sapin	International Relations
James Scoggins	English
Thomas Scott	Political Science
Philip Siegelman	Humanities
Allen Simpson	Scandinavian
K. R. Skjegstad	Botany
Hugo Sonnenschein	Economics
(co-representative)	
D. Burnham Terrell	Philosophy
Dimitri Tselos	Art History
Dean John Turnbull	Ex-Officio Member
Mary Turpie	American Studies
Clifford Wall	Physics
John Webb	Geography
Cecil Wood	Linguistics
Dean E. W. Ziebarth	Ex-Officio Member

### Policy Committee

Dominick Argento	Gary Olson
Ralph Giesey	D. Burnham Terrell
John Hill	John Webb
Maurice Kreevoy	

### Executive Committee

Erwin Engeler	George Rapp
Donald Gillmor	Cynthia Reed
Frank Hirschbach	Thomas Scott
William McDonald	

## ACADEMY TO BE PUBLISHED NEXT MONTH

The first issue of the Honors Student Council's undergraduate journal is at last ready for publication. *Academy—A Journal of the Liberal Arts* will be on sale in early May for twenty-five cents a copy, and will be available at University Bookstores, at Coffman Union, in the Honors Division office, and, if weather permits, at various locations outdoors. The first issue will include the Bridgman Award essay from last spring, an article on the Kashmir dispute, and a discussion of "pay" vs. "free" television. In addition, several short stories and some verse will appear. Gary M. Olson is editor of *Academy*, and the staff includes Larry Levin, Bill Mittendorff, Sara Frisch, Laurel Lebens, Richard Sime, Karin Anderson, and Keith Nier. An editorial board of Professor James Scoggins, Professor James Wertz, Professor Gisela Konopka, and Mr. Vance Opperman has assisted in selection of material, while Professor Harold Wilson and Professor George Hage of the School of Journalism and Mass Communication have provided invaluable practical assistance in the publication of the journal. Students and faculty are encouraged to buy and read *Academy*: it is directed to those like the Oxford Clerk, of whom Chaucer wrote, "gladly wolde he lerne and gladly teche."

Gary M. Olson

## HONORS LOAN LIBRARY PRIVILEGE

Two years ago the Walter Library began to grant a special opportunity to honors students—the "Honors Loan Library Privilege." This privilege entitles any honors candidate who is engaged in a research or thesis project 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 other readers or for reserve must be returned within three days.

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

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



## HISTORY OF THE HONORS ADVISING PROGRAM

In the fall of 1954 approximately 100 entering freshmen, those who scored highest on the scholastic aptitude admission test used at that time, were assigned to special faculty advisers, senior members of the staff who accepted the Dean's invitation to take part in an experimental advising program. This marked the first formal recognition in recent years (other than the "exempt" section of Freshman English, our earliest honors course) of the College's interest in and obligation to its outstanding Lower Division students. The special advising program could be called also the first recent attempt to modify the educational experience of honors quality students, because in 1954 the honors program of the College, limited to Upper Division, was only a recognition program rather than a different curricular experience, except for the thesis required of *summa* candidates.

It was quite fitting that our first organized service for high ability students should be better advising, because the College has had a long tradition of attention to faculty advising and of individualized student programs through advising. The breadth of the College's offerings and the range of selection available suggested that our first step in improving the education of our best students should be to put them in the most appropriate courses already available. Adding new courses and extending the offerings—more expensive, more time-consuming—could come later.

The general hypothesis supporting the special advising assignment was that a senior faculty member, in a discipline close to the area of the student's chief interest, not only could provide sophisticated program advice but also would serve as a model of scholarly and intellectual interests for the talented freshman. The student was expected to continue with the same adviser through the sophomore year and, ideally, through to graduation; just the continuity of association would be a marked advantage over the numerous changes in advisers which most students encounter.

The first group of students was selected largely on the basis of tested scholastic ability; achievement in high school played a minor role. This procedure identified some students (as was to be expected) who performed very poorly in their classes, who had only marginal academic interests, and who seemed to develop no particular rapport with their special advisers. In the informal evaluation at the end of the year, advisers were virtually unanimous in wanting a rigorous high school rank criterion included in the selection procedure. This has been the case, generally, ever since, though now and then a student with truly outstanding performance on a number of tests or with some special indication of talent might be included even though his high school work was not superior. We do have available now more extensive data on our new students, usually including National Merit results, ACT's, and College Boards, in addition to high school grades, Minnesota Scholastic Aptitude scores, and comments from the schools.

The program has been continuous since its inception, though the number of students has increased and of course there have been changes in advisers. Since

the special advisers are typically among our very best and most interested faculty, we have lost some to sabbaticals, other absences from the campus, and, now and then, to permanent transfer elsewhere. Currently 57 faculty members take part, each having one to twelve advisees. They come from most departments of the College as well as from Law, Business Administration, and Medical Sciences.

*Roger B. Page*  
*Assistant Dean for Student Personnel*  
*College of Liberal Arts*

## SURVEY OF LOWER DIVISION HONORS ADVISING PROGRAM

Last year faculty members participating in the Lower Division Honors Advising Program were asked to discuss and evaluate the services they perform for their selected advisees. Of 37 questionnaires distributed, 26 were completed and returned.

In their replies advisers are almost unanimous in stating that they benefit from and enjoy their work with high ability freshmen. Most of them also point to advantages their advisees receive. A special adviser is in a particularly good position to encourage his students in their academic interests and to insure that their talents are not wasted or misdirected. He often spends extra time with them, and his personal attention and interest should be of particular value to new students in a large institution. Many of the faculty members believe their greatest value to be an extensive knowledge of their departmental programs and of the requirements for graduate school and professional careers. Some note that this knowledge enables their advisees to make academic commitments and long-range plans at an earlier stage than is usual.

About half of the respondents believe that their advisees may also be inconvenienced in certain ways. Faculty members may be less familiar with College regulations and procedures than are the regular Lower Division advisers. Other difficulties mentioned are limited knowledge about courses outside the major area, inconvenient office location, and possible reluctance on the part of students to impose upon the time of a faculty adviser.

The questionnaire also asked whether it is vital that a student plans to major in his adviser's field. About one-third state that a matching of interests is quite important, another third feel that it is useful but not essential, and the rest believe it is of little importance. A few advisers suggest that students who decide to major in a different field should select a new adviser; but no other problems are reported as a result of changes in plans. In a few instances the adviser continued to work with such a student but arranged for him to talk with a professor in his intended major field as well. Most advisers accept and even expect changes on the part of freshmen.

Advisers were also asked what factors should be considered in selecting students to participate in the program. About one-third indicate that standardized test scores and high school rank should be considered equally, since they reflect scholastic aptitude and academic achievement respectively. An additional

third feel that scholastic aptitude should be weighted more heavily than past grades. A smaller number believe that the high school record provides the best basis for selecting new freshmen. Several point to the need for a better index of academic motivation than the one provided by high school grades, and it was suggested that nominations by teachers might serve the purpose.

Most of the advisers agree that grade point average provides the best gauge of the effectiveness of selection procedures. Some accept it reluctantly for lack of a more dependable measure to reflect such qualities

as originality and intellectual growth, or to predict ultimate success in the chosen profession. Others admit that GPA is a good or even the best single criterion of success, but wish to add to it such items as teachers' ratings of intellectual ability and study habits, advisers' ratings of research and teaching potential or measures of citizenship, leadership, breadth of interest, quality of thinking, social awareness, or motivation and commitment to academic pursuits.

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

## CALENDAR OF UPCOMING

### HONORS EVENTS

Woodrow Wilson Fellowship Reception: April 25.

By invitation only; current or former Wilson fellows who may not have been reached by mail are cordially invited to attend the reception (4:00-5:30, Campus Club Library, CMU).

Honors Student Coffee Hour: May 11; 3:30, in CMU. Guest speaker: Professor Walter Heller, on the subject, "Prosperity: With or Without Inflation?" Faculty and honors students are cordially invited to attend.

Honors Student Council Meeting: May 17.  
General session; 3:30, in CMU 315.

Freshman-Sophomore Honors Seminar Luncheon: May 20.

By invitation only. Special guest speaker will be the distinguished writer on science and the humanities, J. Bronowski, who will speak on the subject, "What Are the Ethics of Science?"

Recognition Banquet for *summa cum laude* graduates and their advisers.

By invitation only. Special guest speaker will be J. W. Buchta, Executive Secretary of the American Association of Physics Teachers and formerly Associate Dean of the College of Science, Literature and the Arts. The event will take place in late May; the exact date will be announced later.

#### HONORS NEWSLETTER

---

UNIVERSITY OF MINNESOTA  
COLLEGE OF LIBERAL ARTS  
215 JOHNSTON HALL  
MINNEAPOLIS, MINNESOTA 55455

Return Requested



# HONORS NEWSLETTER

## FROM THE DIRECTOR'S DESK

Elsewhere in this final issue of the 1965-66 *Newsletter* we list the College Honors Seminars which will be offered next year. The variety and intrinsic interest of the subjects and the caliber of the seminar leaders are fully up to the high standard which this vital feature of our honors program has maintained from its inception. The number of seminars will be the largest in our short history—but the quota of eligible students is increasing even faster. We had to disappoint a good many qualified applicants this year. We must set our sights on at least five seminars per quarter, as we plan for 1967-68.

Like every other facet of our burgeoning honors activities, the seminars pose continuing problems. So far, faculty interest and departmental generosity have allowed us to staff the program more than adequately. But I think we will soon have to face the fact that the seminars must be regularly budgeted and that a balanced program will require firmer departmental or area commitments. Whatever the formula, we want above all to foster the attitude that honors responsibilities are a challenge and not a chore.

Ideally, student participants in every seminar would represent majors scattered through the whole spectrum, from American Studies to Zoology. In fact, however, we are discovering that very few participants in a given seminar specialize in subjects far removed from the seminar leader's own area. Thus in a seminar offered by a social scientist there are practically no majors from humanities or the natural sciences. This situation is disappointing, but at least one of the reasons is not far to seek. Unfortunately (but perhaps inevitably in the present academic situation) honors students are as grade-conscious as any other group. They hesitate to risk lowering their GPA by putting themselves in a directly competitive position with equally able students whose background is much closer to that of the seminar leader. We hope that their appraisal of the risk involved is usually mistaken and that any candidate for *magna* or *summa* who does his or her best in *any* seminar should not need to worry about lowering the GPA.

The grade problem is a hazard for seminar leaders, too. They would much prefer not to be required to assign letter grades to uniformly excellent students with widely differing backgrounds. As soon as possible the Policy Committee of the Honors Council should grapple with the proposal (in line with 1961 faculty action in connection with the College Honors Seminars) to allow honors students in Upper Division to elect a percentage of ungraded courses outside the

major. The principle will have to be defended before all-university committees and eventually in the Senate; but the time is right to push it energetically. All of us have suffered too long from the letter-grade syndrome.

Somehow we should be able more explicitly to encourage college students to regard intellectual curiosity and love of learning for its own sake and the development of independent judgment as more important goals than a high GPA. Surely an honors program is a natural place to begin looking for ways to shift academic gears. And surely most honors students are interested in subjects which are not at all close to their majors.

Possibly we should consider another innovation in connection with the seminars. Might not two types be developed—one specifically for majors in the same division and another for majors in the other divisions of the curriculum? Thus, one faculty member of the School of Chemistry might choose a topic and approach suited to the background of majors in the natural sciences and available only to them; a second chemist might develop a seminar which would range more widely over problems of interrelations between the natural sciences and politics, education and so on. This idea will need much thought (and perhaps some experimentation), since one can immediately see that in seminars of the second type at least a sprinkling of majors from the natural sciences would learn and contribute a great deal.

Looking back on 1965-66, I think we have demonstrated that the new honors organization—the Division, the Director, the Staff, the Faculty Council, the Honors Student Council—has passed the shake-down stage and is beginning to pick up momentum. Of the many individuals who have contributed generously to the cause, I hope I will be pardoned for singling out two for special commendation. Professor Ralph Giesey, vice-chairman of the Council and chairman of the Policy Committee, has piloted his group with great energy and real success over very complex issues. We deeply regret that he is leaving the University. Equally devoted service in connection with the Honors Student Council has been contributed by Mr. Ronald Aucutt. Ron's successor as president for 1966-67 is Mr. Keith Nier. A new vice-chairman of the Faculty Council will have to be elected at the final meeting next month.

William A. McDonald

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

## REPORT ON THE HONORS STUDENT COUNCIL

A little over one year ago the Honors Student Council was established. Its purposes were to create a vehicle for presenting honors students' opinions to the faculty and administration and to facilitate contact, communication, and activity among honors students and faculty. In the first year the basic foundations for an active, productive Honors Student Council were laid. We elected two representatives to the Faculty Honors Council. A program of coffee hours where faculty members and guests could talk with honors students on various issues was begun. A first issue of a quarterly journal of undergraduate work has been prepared. And the officers fought their way through the mass of administrative detail necessary in the creation of a new organization.

Elections were held last month. The officers now are: President—Keith Nier; Vice-President—Sara Frisch; Secretary-Treasurer—Laurel Lebens; and Representatives to the Faculty Honors Council—Gary Olson and Cynthia Reed. Committee chairmen are: Programs and Facilities—Joan Paskewitz; Curriculum—William Mittendorf; Publications—Gary Olson; Research and Independent Study—Keith Nier; Public Relations—Lois Blaustone and Cathie Lippman, co-chairmen.

In the coming year we plan to do many new things. Among the activities we hope to undertake are: an expanded program of coffee hours; new types of programs and discussion groups to increase contacts among honors students; an examination of departmental honors programs, presenting our evaluations and recommendations to the faculty and honors administration; recommendation of programs for the projected Freshman-Sophomore Honors Program; consideration of expanding College Honors Seminars and Colloquia; continued publication of *Academy—A Journal of the Liberal Arts*; consideration of programs for independent research and reading for credit; contact with other campuses; and talking to top high school students about the Honors Program at Minnesota.

The Honors Student Council is embarking on a drive to recruit new members. We need more active workers if we are to do all that needs to be done. All honors candidates, members of the Freshman and Sophomore Honors Seminars, students with special honors advisers, and Lower Division students with a cumulative GPA of 3.0 or better are eligible for membership. An eligible student merely has to fill out an application form to become a member; forms are available at all meetings and in 115 Johnston Hall.

We anticipate many solid achievements in the next twelve months. We hope all students concerned will join in our efforts to continue the improvement of both formal and informal aspects of honors education at Minnesota.

Keith A. Nier  
President, H.S.C.

The first issue of *Academy—A Journal of the Liberal Arts* has now been published and may be purchased in 115 Johnston Hall.

## COLLEGE HONORS SEMINARS FOR 1966-67

During the next academic year twelve College Honors Seminars will be offered, an increase of two over the number given this year. The 1966-67 seminars are listed below, with brief descriptions and scheduling information for each. They are open to all students officially registered in the Honors Division, although students at the *summa* and *magna* levels are given priority. Other Upper Division students and outstanding sophomores may be admitted if there is room after honors candidates have been accommodated.

Credits earned in the seminars may range from two to four depending upon the work undertaken. By action of the Honors Council Executive Committee on May 12, 1966, a maximum of six CHS credits may now be counted toward all degree requirements except those of the major and minor. This means, of course, that a seminar used toward the 15 Upper Division credits required outside the major and minor must *clearly* be outside the major and minor. Participation in the seminars is not mandatory for graduation with honors, except in a few departments or interdepartmental programs. They are Classics, Geography, Interdepartmental Studies, and Speech and Theatre Arts. Several other departments strongly encourage students to elect them.

Students who have the necessary qualifications and are interested in taking any of the seminars for the next year should "pre-register" in the Honors Division Office, 115 Johnston Hall. By so doing they will assure themselves a reservation, except in the case of seminars which require permission of the instructor. Interested students should register informally as early this spring or summer as possible, particularly when they wish to take a Fall Quarter offering. They would also be well advised to do some of the reading in advance.

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

### FALL QUARTER, 1966

CHS 91H, "Poverty in an Affluent Age." Professor Clarke A. Chambers, Department of History.

This seminar will deal with the sources and consequences of poverty and proposals for its amelioration and prevention, from c. 1880 to the present. It will deal not only with objective criteria and specific programs but also with subjective considerations—the psychology of deprivation, changing images of the poor, the culture of poverty, etc. Students will be required to purchase Michael Harrington, *The Other America* (A Penguin Special, 1962). Readings will also include sections of Jacob Riis, *The Children of the Poor*, and *How the Other Half Lives*; Robert

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

Hunter, *Poverty*; Helen Hall, *Case Studies in Unemployment*; Robert Bremner, *From the Depths*; Gabriel Kolko, *Wealth and Power in America*; Herman P. Miller, *Rich Man, Poor Man*; Whitney Young, *To Be Equal*; Edgar May, *The Wasted Americans*; James B. Conant, *Slums and Suburbs*; James N. Morgan, *et al*, *Income and Welfare in the United States*; and other books and articles. Students will be expected to read broadly on the general subject, to present oral reports, and to write a research paper. Enrollment is limited to twelve. The seminar will meet on Tuesdays, 3:00-5:00, in the Social Sciences Building 850.

CHS 92H, "Music, a Science and an Art." Professor Paul Oberg, Department of Music.

A study will be made of the physical, scientific attributes or elements found in Western Music. Following this, a more comprehensive study will be made of the meaning of music as an art form with a survey of the views of composers, philosophers, critics and music historians as to the expressive qualities and values of music.

Representative musical art works from Bach to the present will be utilized to emphasize the points under discussion.

Text—Donald N. Ferguson, *Music as Metaphor*, University of Minnesota Press, 1960. (A complete bibliography may be obtained in the Honors Office, 115 Johnston.) The seminar will meet on Thursdays, 3:30-5:30, in Scott Hall 104.

CHS 93H, "Selected Topics from Elementary Mathematics." Professor Robert H. Cameron, School of Mathematics.

Topics will be selected by the instructor and the class from such subjects as set theory, the foundations of arithmetic, Diophantine equations, finite geometry, introduction to group theory, permutations and combinations, probability, summation of finite series, mathematical games, etc.

Students will be required to purchase Burton Jones, *Elementary Concepts of Mathematics*. Before the first meeting they should read the introduction to *Projective Geometry*, by Veblen and Young. Mathematics 15 (or the equivalent) is a prerequisite for the seminar. No student who has had more than one quarter or semester of calculus will be admitted. The seminar will meet on Thursdays, 2:30-5:00, in Main Engineering 4.

CHS 94H, "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 men.

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*. A complete

reading list may be obtained in 115 Johnston. Details concerning time and place of the seminar will be announced later.

#### WINTER QUARTER, 1967

CHS 91H, "Developments of Patterns of Symmetry in Living Organisms." Professor Nelson T. Spratt, Jr., Department of Zoology.

A very old yet still timely problem is the emergent creation of form that one may observe in the development of all kinds of living creatures. The finished products of development in all their patterns of symmetrical and asymmetrical beauty are everywhere around us. In this seminar we shall address ourselves to this general problem of the mechanisms of formations of patterns at all levels of biological organizations, from the macromolecular to the population. We know in biology that the "shape of things to come" is under the dual guidance of an inherited constitution and a changing environment. How the interplay of these guidelines produces species and tissue produces specific patterns is thus our problem. The most important prerequisite for progress in our understanding may be curiosity and imagination. The following readings may be of some help but they are not to be considered as texts: D'Arcy W. Thompson, *On Growth and Form*; J. T. Bonner, *Essays on Morphogenesis*; N. T. Spratt, *Introduction to Cell Differentiation*. The seminar will meet on Wednesdays, at 2:30-4:30, in Zoology 323.

CHS 92H, "Muse on Dromedary: The Metaphysical Moment." Professor Toni McNaron, Department of English.

This seminar is conceived of as a broad study of the science, art, music and of course poetry in early seventeenth century English culture. Since this period is so analogous to our own, especially in the impact of science and philosophy on the older culture and religion, it seems an appropriate area for deeper investigation. The major areas and figures to be covered include: science—Copernicus and Galileo; art—El Greco; music—Vivaldi and Corelli; poetry—Donne, Herbert, Crashaw, Vaughan and Marvell. Hopefully members of the seminar, through massive exposure to examples of the arts and reading in the sciences, will realize the intimate relationship between the various aspects of English/European culture. In this manner they may gain a richer concept of a vital period in English aesthetic history and a better perspective, perhaps, on their current aesthetic climate. The seminar will be limited to 12 students, with final membership determined by the instructor after an interview with each student. It will be held on Tuesdays, 3:00-5:00, in Vincent 210.

CHS 93H, "The Role of Government in Economic Life, in Principle and in History." Professor John Kareken, Department of Economics.

The seminar will be concerned with what some of the great thinkers have had to say about the proper role of government and what, over the course of history, this role has actually been.

There are no course prerequisites. Indeed, the instructor would like to have students attend who thus far have not paid much attention to economics. For this reason, grades will be given, not on the basis of absolute performance, but performance viewed against the students' educational backgrounds.

The seminar will be limited to ten students. It will be held on Thursdays, 3:00-5:00, in Business Administration 933.

CHS 94H, "Ideas to Live By: Why Not Commit Suicide or Become a Hermit?" Professor Starke Hathaway, Division of Clinical Psychology. The seminar will be held on Tuesdays, 3:30-5:00, in Ford Hall 261.

#### SPRING QUARTER, 1967

CHS 91H, "Social and Cultural Aspects of Geographic Thought." Professor J. O. M. Broek, Department of Geography.

The seminar will present an examination of viewpoints and concepts of 19th and 20th century geographers, especially in their relevance to the social sciences. As an introduction, students should read J.O.M. Broek, *Compass of Geography* (to be published in July, 1966 by Merrill Books, Columbus, Ohio) or by the same author, *Geography, Its Scope and Spirit*. The seminar will meet on Wednesdays, 3:00-5:00, in Classroom Building 445.

CHS 92H, "Friedrich Nietzsche and Modernity." Professor Wolfgang Taraba, Department of German.

The seminar will deal with the works of Nietzsche's last stage of mature development. *Beyond Good and Evil; Thus Spake Zarathustra; The Antichrist; Ecce Homo* are to be discussed in depth. In addition, Nietzsche's enormous influence on modern literature, philosophy and psychology will be traced. The seminar will meet on Mondays, 3:30-5:30, in Folwell Hall 208.

CHS 93H, "The Role of Science in Modern Society." Professor P. R. O'Connor, School of Chemistry.

This seminar is directed primarily to discussions about the impact of the sciences on important questions that face our society. It will focus on such subjects as the interaction of government and science, the teaching of science, the position of the large science projects relative to basic research, Rachel Carson's crusade, the thalidamide crisis, etc. The seminar will be aimed primarily at the non-science specialist, although there are no restrictions at this time concerning the type of student who would be accepted for it. However, the instructor would like to interview prospective participants and would like from each student a brief statement on his background and his expectations from the seminar. The number of members will be limited to ten.

Initially the book *The New Scientist; Essays on the Methods and Values of Modern Science*, edited by Paul C. Obler and Herman A. Estrin (Anchor book A319) will be required reading to provide a common point of departure for the group. Additional readings and reports will be expected, on an individual basis, so that particular issues can be discussed. The seminar will meet on Tuesdays, 2:30-5:00, in Ford Hall 261.

CHS 94H, "A Mirror of Man." Professor Arthur H. Ballet, Department of Speech, Communication and Theatre Arts.

The seminar will study man's image of himself as reflected in the dramas: *Oedipus Rex, Everyman, Macbeth, The Misanthrope, Mother Courage, Our Town, and Waiting For Godot*. The seminar will meet on Wednesdays, 3:30-5:30, in Folwell Hall 307.

#### ATTENTION JUNIORS

The deadline for applying for certain 1967-68 graduate fellowships will fall as early as October 15, 1966. Therefore, anyone who contemplates beginning graduate study in September, 1967 should investigate, during the summer, the opportunities in his field as to particular schools and various financial aids. Information and assistance may be obtained in the Honors Division Office, 115 Johnston, or in the Graduate Fellowship Office, 307 Johnston.

#### HONORS NEWSLETTER

UNIVERSITY OF MINNESOTA  
COLLEGE OF LIBERAL ARTS  
215 JOHNSTON HALL  
MINNEAPOLIS, MINNESOTA 55455

Return Requested

Nonprofit Org.  
U. S. Postage  
**PAID**  
Minneapolis, Minn.  
Permit No. 3609