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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

We have heard much of the disadvantages of a metropolitan campus. Among the advantages is the presence nearby of alumni in substantial numbers. This year, in the Lower Division Honors Colloquium program, we are realizing some of the possible values our situation creates. Among the co-leaders of colloquia are three of the college's distinguished alumni. (The full roster of leaders is given elsewhere in the *Newsletter*.) They are Mrs. Arthur Naftalin, B.A. 1939, *magna cum laude*; Mrs. Michael Bress, B.A. 1958, *summa cum laude*; and Mr. Richard Fink, B.A. 1952, *summa cum laude*.

Mrs. Naftalin majored in Psychology and Romance Languages as an undergraduate. Since her graduation she has served as president of the College of Liberal Arts Alumni Association and as an alumni member of the Senate Committee on Student Affairs. She is the wife of Mayor Arthur Naftalin of Minneapolis.

Mrs. Bress is the wife of Michael Bress, a Minneapolis lawyer, and is presently at work finishing a dissertation for her Ph.D. in English at Harvard. As an undergraduate, she was a member of the University's most successful College Quiz Bowl team.

Mr. Fink was a Rhodes Scholar and holds a B. Phil. from Oxford in Politics. He studied at Harvard and taught at the University of Wisconsin before returning to the Twin Cities to take a position in the management of Gross Brothers-Kronick, where he is now General Manager of the Industrial Division.

We are particularly grateful for the enthusiastic participation of these three alumni in our Lower Division Colloquium program. We are confident that they will contribute significantly to its success.

There have been some changes in the Honors Division staff since the last *Newsletter*. Stephen Grooms has left to take a position in the Lower Division Advising office. Mrs. Marilynn Ford has also resigned in order to devote her attention entirely to her family. They are both replaced by Miss Janice Klodt, who will be a full-time member of the staff. On the secretarial side of the staff, Janet Gieneart has chosen to be Mrs. Larry Jensen in Dawson rather than staying with us. We wish her all happiness.

We have at long last occupied our new quarters in 113 Johnston Hall. Miss Klodt and I have our offices there now and Mrs. Linda Kronick has assumed secretarial responsibilities. Come in and see us.

We welcome back former Honors Director Professor William MacDonald after a sabbatical leave. A show of slides taken on one of Professor MacDonald's earlier archaeological expeditions in Greece can be seen in the new office.

The questionnaires returned by last year's graduating seniors impressed me as much with their thoughtfulness and constructive suggestions as did those of the year before. We are sorry that we will not be seeing many of the graduates again, but we look forward to seeing all of the rest of you during the coming year.

Burnham Terrell

Graduate and Professional Schools Week to be Held in Mid-October

Over the past few years there has been an increasing demand on the part of various professional and graduate schools to recruit prospective applicants from the University of Minnesota.

As a reflection of the demand, the CLA Placement Office in 125 Johnston Hall has set up a "Graduate and Professional Schools Week" to facilitate such recruitment. During the week of October 14th through the 18th over twenty representatives of various graduate and professional schools will be at the Placement Office. Their purpose is to meet with University seniors from any college who have an interest in attending their institutions. As such, their objective is not to screen students during the interview but to provide them with whatever information they wish and to encourage them to make formal application.

The only procedure required is that the student sign up in the Placement Office for whichever representatives he would like to meet. The student need not be registered with the Placement Office. Because of an anticipated heavy response by students, we encourage those who are interested to sign up immediately. Catalogues and brochures are available for examination in the Placement Office.

Representatives of the following schools are now scheduled to appear:

1. University of San Diego Law School.
2. Washington University Law School.
3. Drake University Graduate School.
4. Columbia University School of the Arts.
5. University of Pittsburgh Graduate School of Public and International Affairs.

6. University of Wisconsin Graduate School of Education.
7. American Institute for Foreign Trade.
8. Columbia University School of Nursing.
9. St. Thomas College Graduate School of Education.
10. Stanford University Graduate School of Medicine.
11. Washington University Graduate School of Business Administration.
12. University of Michigan Graduate School of Business Administration.
13. University of Notre Dame Graduate School of Business Administration.
14. Cornell Law School.
15. Northwestern University Graduate School of Business Administration.
16. Stanford University Graduate School of Business Administration.
17. Duke Law School.
18. Columbia Graduate School of Business Administration.
19. Vanderbilt Law School.
20. Harvard Graduate School of Business Administration.
21. University of Minnesota Graduate School of Library Science.

It appears likely at this point that there will be

additions to this list. We feel that this is a particularly unique opportunity to explore a number of schools at no cost to the student.

I would also like to remind seniors applying to graduate or professional schools that they are welcome to use the special services of the Placement Office. In particular, they may open a file for letters of recommendation they receive from faculty or other individuals. Upon request of the student, xeroxed copies of these letters will be sent to schools or committees designated. Any student interested in taking advantage of this service, which is free of charge, should register with the Placement Office. Those who write letters of recommendation may be assured of their confidentiality by sending them directly to the Placement Office rather than having the student deliver them.

*Maxwell Alvord, Director
CLA Placement Office*

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

OPEN LETTER TO HONORS STUDENTS

Welcome! By now you have started your classes and perhaps you are wondering what additional opportunities are available to honors students. The *Honors Student Council*, now all-University in scope, affords many avenues for involvement.

Through the Council's five standing committees (curriculum, research and independent study, programs and facilities, public relations, and publications), you will have the chance to do such things as evaluate courses and propose new ones, plan coffee hours and informal evening discussion sessions, or try something completely different, such as dean's retreats for upperclassmen.

You might also want to work on *Academy*, the quarterly literary journal published by the HSC. Founded on the idea that intelligent and creative students should have a place to publish their literary and artistic "thing," it has been published six times over the past two years. With your contributions, it will publish three issues this year. *Academy* needs essays, short stories, poetry, drama, musical compositions, and literary and artistic reviews. It also needs dedicated students who will serve on its staff.

In short, HSC is open and flexible. It can be what you, as a member, want it to be. Won't you please share your talents with other honors students? If you qualify for membership in any of the following ways, you may apply in 115 Johnston. If you are specifically interested in working for *Academy*, leave your name, address, and phone number in the Honors Division Office, where we now have our headquarters.

Membership Qualifications

You must fulfill one of the following:

- (1) You are a candidate for Honors.
- (2) You are in the Lower Division Honors Colloquia.
- (3) You are assigned to an Honors adviser.
- (4) You are at least a third-quarter freshman with a cumulative GPA of 3.00 or above.

Best wishes for an exciting and productive year! You'll be hearing from us soon.

Sincerely,

*Rick E. Kiewatt, HSC President
Nancy Sparrow, Editor, Academy*

HONORS ONE-TO-ONE PROGRESSES

Honors One-to-One is off and — well, if not exactly running, at least sort of skipping. Letters were sent to the upperclassmen at the end of August, informing them of their duties and naming their freshmen. The freshmen, of course, could not wait, and many called or wrote to ask who was their big brother. One was so enthusiastic that he filled out two applications!

Here I must gently chide some of my colleagues. Many of the upperclassmen moved, leaving no forwarding address; or went out of town permanently; or finked out one way or another. But this number was less than 20, and in general enough people wandered in off the street to fill in for the finks.

One unexpected development came up which neither Rick Kiewatt, Honors Student Council President, nor I had anticipated. Some of the upperclassmen requested that they be allowed to advise minority students. In the middle of the summer several other programs of that nature were set up, but we decided to go ahead and ask some of the 200 specially-recruited disadvantaged students to participate in our program anyway. (Besides, the administration programs were not run by students — as ours is — and we felt that it would be kind of nice if ours worked out better than theirs.) So I contacted nine of the minority students and asked them to participate; five have responded so far, and they have been assigned upperclassmen.

Soon — perhaps by the time this newsletter comes out — Rick Kiewatt will call a meeting of the Honors Student Council and then we can discuss problems which have come up with the program. It will be announced in the *Daily's* "What's Doing Column" well in advance (I have a connection — I just married the editor-in-chief), and you must all come. Everything seems to be working out now, and Rick and I are quietly jubilant. But if any questions come up, please contact me. I'm not sure if we can handle any more people, so I'd like to discourage applications, but I'm always willing to make exceptions.

*Nancy Harding Gruchow
HSC Vice-President*

CO-LEADERS FOR 1968-69 LOWER DIVISION HONORS COLLOQUIA

Group

1. Norman S. Kerr, Associate Professor and Assistant Dean, College of Biological Sciences
Errett W. McDiarmid, Professor of Library Sciences
Undergraduate Assistant: Karen Hanson
2. Donald K. Smith, Vice President, Administration
Richard M. Fink, General Manager, Gross Brothers-Kronick Industrial Division
Undergraduate Assistant: Jeanne Strassberger
3. John P. Hill, Associate Professor, Institute of Child Development
Undergraduate Assistant: Hugh Coffman
4. Burnham Terrell, Professor of Philosophy, Director of the CLA Honors Division
Nancy Harding Gruchow, Vice President of Honors Student Council
Undergraduate Assistant: Vincent Liesenfeld
5. Rodney Loper, Assistant Professor of Psychology, Clinical Counselor
George Rapp, Associate Professor of Geology and Geophysics
Undergraduate Assistant: Rosemary Davisson
6. Grace Billings Bress, Instructor, University of Minnesota
Miriam Cohn, Associate Professor, School of Social Work
Undergraduate Assistant: Martin Berg
7. David Noble, Professor of History
Michael C. Mann, Administrative Assistant to the Director of Honors
Undergraduate Assistant: Robert Lichter
8. Charles Caruson, Director, Twin Cities Institute for Talented Youth
Undergraduate Assistant: Jerry Hillman
9. James Reeves, Assistant Dean of Students, Coordinator for Special Programs
Frances Healy Naftalin, Alumni Representative on the Senate Committee on Student Affairs (1965-68)
Undergraduate Assistant: Ann Craig
10. Martin Dworkin, Associate Professor of Microbiology
John Dahler, Professor of Chemical Engineering
Undergraduate Assistant: Wade Martin
11. Leonard Bart, Assistant Professor, Speech, Communications and Theatre Arts
James Preus, Director and Coordinator of Advising for Lower Division, CLA
Undergraduate Assistant: Sharon Sievert
12. John A. Gander, Associate Professor of Biochemistry
Theodore E. Kellogg, Associate Dean for Admissions
Undergraduate Assistant: Paul Anderson
13. H. Mead Cavert, Professor of Physiology, Associate Dean, Medical School
Eleanor Fenton, Assistant to the Dean of the General Extension Division
Undergraduate Assistant: Susan Wiik
14. Thomas Walz, Lecturer, Department of Social Work
Scott Helms, Junior Scientist, Social Work
Undergraduate Assistant: Barbara Gilbertson
15. Thomas Kraabel, Assistant Professor of Classics
Janice Klodt, Assistant to the Director of Honors
Undergraduate Assistant: Michael Birdsall
16. R. Smith Schuneman, Assistant Professor, Journalism and Mass Communication
Arnold W. Walker, Television Production Director for the Department of Radio and Television
Undergraduate Assistant: Jodie Wigren
17. Paul Cashman, Vice President for Student Affairs
Rick Kiewatt, President of Honors Student Council
Undergraduate Assistant: Janet Benschhoff
18. (Winter and Spring Quarters)
Rutherford Aris, Professor of Chemical Engineering
Lloyd Lofquist, Professor of Psychology, Associate Dean for Social Sciences, CLA
19. (Winter and Spring Quarters)
Johannes Riedel, Professor of Music

FINANCIAL AID FOR GRADUATE STUDY

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

There are two kinds of financial support for graduate study. The first category is comprised of fellowships, scholarships or traineeships which require no service to the institution and usually demand full-time study. Stipends attached to these awards vary be-

tween \$2,000 and \$3,000 for the academic year. Very often students are given free tuition and additional allowances for dependents and for summer study. The other type of aid is the teaching or research assistantship. These appointments require anywhere from 25% to 75% of full-time service to the institution. Some institutions offer "package plans" to combine these two kinds of support over a period of two or more years.

It is difficult to describe briefly the many features of grants available to graduate students. Some awards are restricted to specific subjects, some to specific institutions, and others to applicants with specific qualifications. Generally speaking, departments are the best source of information about awards in a par-

ticular field and on a particular campus. Many major institutions have offices which collect and disseminate information and advise students regarding national programs. Here at the University of Minnesota the Graduate Fellowship Office in 309 Johnston Hall has extensive information regarding all kinds of aids.

Very few graduate subventions are based on need; most put greater weight on excellence and scholarship, promise of outstanding contributions, and excellence of personal qualities. Records of previous scholastic achievements and evaluations by one's teachers are the most frequent types of data collected in most competitions. Some require various kinds of tests — the Graduate Record Examination, for instance — and some require project or research proposals.

Honors students should definitely look toward graduate education, should strive to maintain the high quality of scholastic accomplishment 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 (1969-70) should visit the Graduate Fellowship Office as soon as possible. Applications for some awards — particularly those granted in national competitions — must be completed early in October. Many of these national competitions require elaborate applications and applicants often must begin preparing their materials in the summer.

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

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

DEADLINES FOR MAJOR GRADUATE FELLOWSHIPS

Danforth: October 11, 1968.

Rhodes: October 11, 1968.

Fulbright: October 15, 1968.

Marshall: October 22, 1968.

Woodrow Wilson National: October 20, 1968
(deadline for receipt of faculty letter of nomination).

National Institutes of Health: October 1, 1968,
January 2, 1969, and April 1, 1969.

Churchill: November 1, 1968.

National Science Foundation:

Graduate Fellowship: December 6, 1968.

Traineeship: February 15, 1969 for the University of Minnesota (each school sets its own deadline).

National Defense Education Act Titles IV and VI:

February 15, 1969 for the University of Minnesota.

The Minnesota Student Association urges all Honors Division sophomores, juniors and seniors to apply for the University's international exchange program for 1969-70. University students will be sent to Germany, India, Singapore, Nigeria and Uruguay for the academic year, with all expenses, except travel, paid. However, government grants are available for transportation expenses.

Applications will be available during the month of October in 214 Coffman. There will be a coffee hour Wednesday, October 9th, in the International Lounge, Coffman Union, from 1:00 P.M. to 5:00 P.M., where students will be able to obtain additional information.

HONORS NEWSLETTER

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

Elsewhere in this issue of the *Newsletter*, there are articles by Dave Nelson, newly elected President of the Honors Student Council, and Gary Henrickson, whom Mr. Nelson has selected as editor of *Academy*. The initiatives that the Honors Student Council has taken in the past have made valuable contributions to our program's vitality. Since its beginning, *Academy* has been of outstanding quality. We have enjoyed reading it and we have been proud to show it to others as an example of the high levels of accomplishment that undergraduate honors students can achieve in enterprises of their own as well as in their academic courses. We have been impressed with the current activity of the Council and *Academy* and we look forward to productive cooperation with Mr. Nelson and Mr. Henrickson and all of the students working with them on the Council's committees and the editorial staff of *Academy*.

Among the projects now being developed by the Curriculum Committee of the Honors Student Council is an honors course evaluation similar to the one conducted in the Fall Quarter of 1967 by the same committee. Results of that experimental evaluation have been made available to the committees of the College Honors Council. They present a generally positive picture, although the responses to some questions did not prove easy to interpret.

Most important and also most satisfying was the portion of the report devoted to quality of instruction. On a scale which assigned 3 points for a judgment that instruction in the honors course was "about average," 4 for "somewhat above average" and 5 for "much above average," the average score for no class was less than 3.4 and the mean for all of the classes studied was 4.6. Mr. Michael Sommers, who prepared the report, comments: "It became apparent from these data that the students thought rather highly of the instructors in their Fall, 1967, honors sections." His study also showed that the academic ranks of honors section instructors was higher than those of non-honors section instructors, but that there was only a very low correlation among the honors instructor group between academic rank and students' evaluations.

This quarter's evaluation of honors courses and sections is being carried out with the cooperation of the Bureau of Institutional Research and will make use of the BIR course evaluation questionnaire as well as a separate questionnaire directed to honors considerations. The Executive Committee of the Honors Council has endorsed the project; we hope that faculty

engaged in honors work will give their full cooperation. The results of the study will be published in a form to be determined by the HSC Curriculum Committee and the Executive Committee.

I conclude by repeating two invitations that have been issued previously. Students engaged in preparing a *summa* thesis are invited, if they have special expenses, to apply for research grants to cover all or part of them. Department heads and faculty generally are invited to submit proposals for next year's College Honors Seminars. Information on both matters is available from the Honors Division office.

Burnham Terrell

Post-Graduate Plans of 1967-68 Honors Seniors

A survey conducted last summer reveals that 62.6% of the 1967-68 CLA honors seniors who completed a questionnaire for the study planned to continue their formal education in fall, 1968. Of the 236 seniors polled, 139 — 58.9% — returned questionnaires. Fifty-nine of the respondents stated they intended to undertake graduate work, 18 were entering or continuing in medical schools, 9 were going to study law and 1 was planning to begin seminary training. The total of 87 students (43 women and 44 men) who expected to engage in post-graduate study this year is 45 fewer than were known to have been planning further education in the fall of 1967. Although 23 fewer students cooperated in the survey than did in 1967, nevertheless the comparative results point to a significant decline in the percentage of students continuing after the B.A. degree. The drop was from 81.5% to 62.6%.

The second largest group in the sample were those who intended to accept a position in business, teaching or government and had no immediate plans for post-graduate study. This group, comprising 34 people and 24.5% (24 women and 10 men), almost tripled over last year, when there were 12 such students. Some of the positions accepted included one with the U.S. Department of Defense, one with the New York City Welfare Department, one with the *Chicago Tribune* and one in data processing at 3M. Seven students were totally uncertain of their plans, 6 entered military service, 2 joined VISTA and 1 planned to become a housewife.

While a smaller percentage of the 1968 honors class stayed in school, those who did continue received financial aid at a higher rate than in 1967. Compared with 56% for the previous year, 70.1% of this year's group won grants of various kinds. The 61 students who were awarded financial assistance actually were offered a total of 75 separate awards. It should be noted, moreover, that since most students completed the questionnaire by July, 1968, it is possible that some may later have been offered aid they did not anticipate.

Of the 75 awards known to have been tendered to the 1967-68 group, 30 were major national fellowships, 25 were fellowships or scholarships from one or another particular school, 16 were teaching assistantships and 4 were research assistantships. Among the major grants won were 5 National Defense Education Act Fellowships, 4 Woodrow Wilson Designate Awards (honorary), 4 National Institute of Mental Health Grants, 3 Public Health Service Traineeships, 3 National Defense Foreign Language Fellowships, 3 National Science Foundation Fellowships, 1 Danforth Fellowship and 1 McKnight Foundation Acting Fellowship. This record pertains only to the CLA honors seniors who responded to the questionnaire, or about 7.4% of all the 1967-68 CLA graduates. From other sources it is known that for the whole University there were 102 NSF grants awarded, mainly to IT students. There were also 6 Woodrow Wilsons and 3 Danforths awarded to University students, plus 6 Fulbright awards, most of them to graduate students.

Compared with last year, the record for the '67-'68 class represents a reduction in the number of national and international grants received. A year ago 11 Woodrow Wilsons were awarded to University of Minnesota students, compared to 6 this year. (It should be noted, however, that for the first time this year the Wilson Foundation was able to award only 125 actual fellowships, rather than the 1100 which it previously underwrote. About 1100 finalists were selected as "Designates" and their names were circulated among graduate schools in the hope they would receive preference from institutional fellowship committees.) For the second year in a row University students earned no major British fellowships. There were five fewer National Defense Act grants awarded the past year, a decrease from 12 to 7, and there was a reduction in Fulbrights from 12 to 6. However, the Danforth record showed an increase of two. The achievement of having 3 students selected as Danforth Fellows (all of whom were in CLA Honors) was equalled last year only by Harvard College. In NSF competition there was a gain from 97 to 102. Compared with Big Ten schools and the University of Chicago, Minnesota in 1967-68 tied for seventh place with the University of Iowa as to Woodrow Wilson Designates and was sixth behind Michigan, Wisconsin, Illinois, Chicago and Purdue in the number of NSF grants awarded (regular graduate fellowships and graduate traineeships combined).

The department that produced the most recipients of various grants was Sociology with 9. Second with 8 was Psychology, which had been first the previous two years. English produced 6 winners, German and Mathematics had 4 each and Spanish and Economics had 3 apiece.

Of the 87 students planning to undertake post-graduate study, 42 or 48.3% planned to remain at the University of Minnesota, compared with 62% last year. Four indicated they would attend Harvard University

and 3 were entering Stanford University. The remaining 38 planned to enroll at 32 different schools throughout the United States and the world.

A comparison between men and women in the survey reveals that 67.7% of the males intended to continue their formal education, compared with 58.1% of the women. Last year 88% of the male respondents entered graduate study, opposed to 73% of the women. Probably the recent changes in the Selective Service laws had some bearing on these results. For example, a few men decided to take jobs temporarily while waiting to be inducted. Some of the uncertainty expressed as to future plans was tied directly to the uncertain draft status of the male students involved. In one case, a female honors student whose husband faced the draft was unable to make definite plans until she knew what her husband would be doing. Several men took jobs which apparently they believed would furnish them a draft deferment (two as high school teachers, one as an employee for a munitions plant). The 6 men entering the military doubled the figure for 1967. They represented 9.2% of the male respondents, compared with 3% who went into military service last year.

Michael C. Mann
Administrative Assistant to the
Director of Honors

CLA HONORS COUNCIL

DEPARTMENTAL HONORS REPRESENTATIVES

American Studies	Mary Turpie	(3-3669)
Anthropology	Eugene Ogan	(3-5636)
Architecture	John Meyers	(3-2198)
Art History	Dimitri Tselos	(3-4576)
Astronomy	Clayton Giese	(3-5469)
Biology	John Gander	(3-1262)
Biometry	Marcus Kjelsberg	(3-8037)
Botany	Ernst Abbe	(3-2217)
Chemistry	Maurice Kreevoy	(3-2340)
Child Psychology	John Hill	(3-2387)
Classics	William McDonald	(3-2559)
East and South Asian Languages	Richard Mather	(3-4922)
Economics	Edward Foster	(3-3578)
English	Toni McNaron	(3-4814)
French and Italian	Peter Robinson	(3-2539)
Geography	John Rice	(3-2667)
Geology	George Rapp	(3-4047)
German	Wolfgang Taraba	(3-5035)
History	Thomas Noonan (acting)	(3-2702)
Humanities	George Kliger	(3-5225)
Interdepartmental	Mabel Powers	(3-2906)
International Relations	Robert Riggs	(3-2691)
Journalism	Donald Gillmor	(3-3171)
Linguistics	Walter Lehn	(3-5769)
Mathematics	Gebhard Fuhrken	(3-4665)
Microbiology	Martin Dworkin	(3-8130)
Middle Eastern Languages	Fawwaz Tuqan	(3-5720)
Music	Paul Freed	(3-3449)

Philosophy	Burnham Terrell	(3-5116)
Physics	Clayton Giese	(3-5469)
Physiology	James Beck	(3-5348)
Political Science	L. Earl Shaw	(3-5221)
Pre-Dentistry	M. R. Holland	(3-3454)
Pre-Medicine	H. Mead Cavert	(3-8091)
Pre-Theology	Richard Mather	(3-4922)
Psychology	Paul Fox	(3-5263)
Scandinavian	Meri Lehtinen	(3-2560)
Slavic and East European Languages	Tatiana Prokopov	(3-5105)
Social Welfare	Anne Oren	(3-2641)
Sociology	Richard Hall	(3-4696)
Spanish and Portuguese	Constance Sullivan	(3-4966)
Speech, Communication, and Theatre Arts	David Thompson	(3-2617)
Statistics	Bernard Lindgren	(3-3035)
Studio Arts	Katherine Nash	(3-2758)
Zoology	William Schmid	(3-4457)

HONORS STUDENT COUNCIL

Jeanne Strassberger Cathie Lippmann

POLICY COMMITTEE

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

EXECUTIVE COMMITTEE

Paul Fox	Jeanne Strassberger
Donald Gillmor	Wolfgang Taraba
Richard Hall	Burnham Terrell (Chairman)
George Rapp	

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

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

LETTER FROM THE PREZ

Dear One,

So you're in Honors? What are you going to do about it? Do you think you're eligible to graduate with honors because you're a good crammer? Are you only a good crammer?

Interesting things are happening in University education today. Our pedagogues tell us that there would be no value in giving incoming students any lengthy, formalized introduction to learning à la University of Minnesota: the programs for learning would already be different from the lately digested introduction by the next quarter. Hazarding a guess at the direction of this educational change, I think that education is discovering persons. The University machine is trying to get small groups of persons with greater or lesser knowledge together so that they can learn from each other. The emphasis here is on "you-me" and not "him." Then after the presentation, destruction, re-evaluation, and assimilation of ideas that happen between the persons, the group *does*. It scares the hell out of the old school.

What does this have to do with us over-achievers (GPA \geq 3.0)? What are we doing as this conceptual change in education threatens to take away our *summa's*, *magna's* and *cum's*? Could we make it the new way? Will we slide along on our success in the senile "lecture" system or will we help to nurture, and maybe father, the new baby? The next question from my and (I hope) your point of view is whether the Honors Student Council has any business doing anything except consuming our energy. In some ways it's the tool of the old school: it's been called elitist, stuffy, quiet, and formal. *But*, it's a way for us to be heard. It's a way of getting intelligent people together (not just good crammers) so that they can propose, discuss, adopt, and enforce new ideas for the University. It has a recognized voice, and with some organizational force, it would soon find an ear.

The Council hasn't started to involve itself in all the causes it could be involved in. However, there are a number of areas in which we have been working with some success. We publish the magazine, *Academy*, of course, as Gary writes below. Also the Honors-One-to-One Program gets freshmen new to the University maze together with some of us who have established at least a working equilibrium with the University. Since there is no adequate orientation for freshmen, Honors-One-to-One volunteers give promising young people advice on everything from where to park their cars to how to go about writing the inevitable and omnipresent term papers. We don't have the statistics yet as to how many affairs and/or marriages have been the result of getting people together in Honors-One-to-One, but we're quite sure the program has been a success anyway so far. A related Council activity might be the active recruitment of high school students for the Honors Program and the University. Working in conjunction with the Senate Committee on Institutional Relationships and other appropriate groups, we could introduce these students to the University personally right in their high schools. What would you have liked to know about the University before you came here? We assume you had reasons for coming.

The Council has been active in other areas, too. Concerning our gilded curriculum of lectures, a Council group working on educational reform is trying to set up a permanent system of honors course evaluation and instructor evaluation. Have you ever had the feeling in the second week of the quarter that someone should have warned you about a course or its instructor? Or have you ever wondered how you seek out those great professors who *are* showing us how to learn? Another group in the Council is getting some of us together with these professors who do have something important to talk over with us. We would try to get these people together informally in the

evenings over coffee or other beverages — the type of atmosphere in which the conversation *doesn't* sound like this: "Is that the way it is, Father?" and "Yes, Son." By the way, a University specialist who studies students once told me that students simply aren't interested in education enough to get together with a professor unless it's for credit. (Shades of "Nigger"?)

Part of the Council is also working to establish an "Honors Center" in which we could meet, eat, and even study in some degree of tranquility. One of the problems with this is whether or not we deserve such a Center? What do we do for the University that merits a special complex of rooms in which we could study and congregate? On the other hand, certainly we need more facilities as much as everyone else, and a hall of our own would take a load off the cramped quarters in Coffman and Walter on the East Bank. It may well be the case that *no one* will get extra space around here unless specific groups of students (such as the Council) get together and work for such facilities. Also, we need not use the Center exclusively; it might be made available for any group.

A very important function of the Council could be to serve as a necessary line of communication between the "Walled City" and the "Real World." Those folks out there who cry "taxpayer" might respond well to our explanations that the University is not a "Communist-Front organization." If there were better communication between these people and us, perhaps we wouldn't have to fear any future calls of legislative, appropriations "reprisal." From *another* point of view, can we students feel so secure in our sociological interpretations of the Black Revolutions unless we meet and listen to those grassroots community leaders about whom we theorize? In line with this, the Council is helping to set up a program in spring that would join us with those leaders in a series of meetings modeled on the idea of the freshman colloquia: informal, small-group discussions between equals. Perhaps we will have a regular series on Educational Television which could serve as a springboard for discussion in these meetings. A lot of new people and new ideas on the structure and implementation of groups is still necessary for their success though. How about you?

Another important issue before the Council is the criteria for admission into the Honors Division and thereby, the Honors Council. Some people have called for a re-evaluation of the old system because they feel the numbers game (GPA \geq 3.0) not only isn't a valid

judgment of learning, but also truly inhibits learning by keeping students from taking a needed course just because the instructor wields a stingy marking pencil. On the other hand, by what criteria could you judge over a thousand students for Honors? Could we propose a system that would take into account other factors besides GPA, such as interest in participation?

In effect, I'm urging you to get off your high academic horse and do something around here. Deliberate thought in a specific discipline is essential to the University, but, as a practicing Dionysian, I value action, too. For all those of you who have been yearning to take over an organization, a political machine, a world, I urge you to try to take over the Council through active participation. Oh, for a spirited floor fight at one of our meetings! "Mine Eyes Dazzle." If you're interested in the Council, drop into the Honors Office and leave a note for me. Please don't ask me what you should do in the Council, tell me.

Forward all enraged letters to:

Dave Nelson
Pres., HSC

ACADEMY TO APPEAR NEXT MONTH

The ACADEMY rides again! Out of the dusty pages of yester-quarter comes the ACADEMY, well known undergraduate literary journal, with its faithful editorial companion and chief, Gary Henrickson. At the ACADEMY we intend to publish two issues before the end of spring quarter and we would like to welcome those people with undiscovered masterpieces to submit them to the ACADEMY at 115 Johnston Hall on the Minneapolis campus. Also if you possess any esoteric skills such as typing or double-entry book-keeping we would like to hear from you. This quarter's ACADEMY will include an unusually good selection of poetry, short stories and perhaps a short play. James Ettema has contributed a photo essay on the demise of a rural Minnesota town and the layout will be done by Nancy Sparrow, who did such a fine job on last year's spring issue. ACADEMY will go on sale at University bookstores and in the Unions during the first week of March.

Gary Henrickson
Academy Editor

HONORS NEWSLETTER

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

In reviewing the past year, it is more than usually difficult to separate what has happened in the honors program from the total history of the University through the same period. That is as it should be, I have argued in the pages of the *Newsletter* and elsewhere. It will probably continue to be true. The shock of events in the University and the outside community, the disgraceful circumstances of which they are symptoms, touch honors students at least as much as they do others. And those concerned with honors have responded, individually and collectively. The program of the annual meeting of the National Collegiate Honors Council last fall was devoted to "relevance" and next year's program will concern honors programs and the student revolt. At Minnesota, the honors colloquia and honors courses and seminars have reflected the same sort of concerns. One colloquium established an experimental course, under the auspices of the Social Science Program, on the "Student and Society." Another visited Fort Valley (Ga.) State College, a "black college," between Winter and Spring Quarters, and sponsored a return visit to Minnesota by a number of Fort Valley students. During Winter Quarter, Professor Luther Gerlach's College Honors Seminar studied movements of protest and social change. A television tape of the seminar was produced and sections were used in a series of weekly programs on Channel 2.

The Honors Student Council cooperated with a group of faculty members and the Council of Religious Advisers in developing another television series, on ethical problems today. "Community Colloquia," on the example of the Lower Division Honors Colloquia, to discuss the topics introduced by the television panel discussions, were organized through the Honors Division Office. Forty-three such groups, including students and members of the community outside the University, met in neighborhoods scattered throughout the metropolitan area, St. Peter, Hastings and Hutchinson.

Individual honors students have addressed themselves in many practical ways to the problems of the University and society, serving on college boards and committees, in community service agencies or programs, in campus and community political organizations, to cite only some prominent examples.

Although public attention has recently been focused on such "socially relevant" aspects of study and student life, the honors program is still devoted to other, less directly or obviously socially significant enterprises, and some that concern "pure" scholarly

pursuits with no easily discernible social relevance, however valuable they are to the life of the mind. 200 honors courses, sections or seminars were offered during the academic year, more than half at the Upper Division level and these primarily in departmental programs. Outside the departments, the College Honors Seminars included opportunities for students not majoring in the area involved to work in seminars on the origin of the universe, the philosophy of mind, the music of the past, and the enjoyment of mathematics; again, this is not an exhaustive list. Next year's seminars will — as announced elsewhere in the *Newsletter* — again provide a wide range of opportunities of this sort, as well as seminars that relate to social issues.

I mention these things because however strongly I feel the force of arguments that honors programs should be related to the whole life of the student and his role in his community, I feel also the need for honors students to be able to be students in the narrower sense that sometimes nowadays seems to be forgotten, to devote themselves to learning for its own satisfactions, to give a place to the claims of intellectual curiosity as well as social concern. That need our honors program should also continue to serve.

I conclude this last letter, in the middle of my life as Director, with my personal congratulations and best wishes to the students who are graduating from the Honors Division. I hope you will continue to find, in other academic programs and in your lives generally, the opportunity to be associated with others like yourselves, in the sort of neighborhood of interests and talents we have tried to realize here. That is important in all things, but particularly so in the achievement of excellence such as you have demonstrated during your years in the College of Liberal Arts and that you will continue to pursue in the years ahead. Take heed of what David Hume wrote in his essay, "Of the Rise and Progress of the Arts and Sciences": "There is a god within us, says Ovid, who breathes that divine fire, by which we are animated. Poets, in all ages, have advanced this claim to inspiration. There is not, however, anything supernatural in the case. Their fire is not kindled from heaven. It only runs along the earth; is caught from one breast to another; and burns brightest, where the materials are best prepared, and most happily disposed."

Burnham Terrell

COLLEGE HONORS SEMINARS FOR 1969-70

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

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

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

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

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

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

FALL QUARTER, 1969

CHS 91H, "The African in Latin America: Folklore, Music and Religion."

Professor Russell Hamilton, Department of Spanish and Portuguese.

This course is designed to give students insights into the cultural presence of the African in New World and particularly Latin American cultures. At this point in history the place of Afro-Americans in this society has taken on new meaning. Hopefully this seminar will afford students and instructor the opportunity to measure and compare the experiences and contributions of black North Americans with those of their counterparts in other New World territories. Most people are aware, to a greater or lesser degree, that Africans left a visible and indelible mark in many regions of South America and the Caribbean. Along with a widely recognized musical heritage folklore, culinary arts and survivals of fetish cults have formed part of the African legacy of such countries as Cuba, Brazil and even Colombia. And although much of African culture has become part of a national identity, often

forming a symbiosis with European and Amerindian elements, its origins are recognized.

The objectives of this seminar are to study African folklore, music and religion from the standpoint of their aesthetic and cultural values. And although sociological and anthropological considerations will necessarily enter a discussion of African cultural contributions, there will be no effort to apply, in a systematic way, the disciplines of the social sciences.

Through the reading of primary and secondary sources, the use of recordings, photographs and other visual aids, we hope to stimulate discussions that will lead to a greater appreciation of African cultural influences in the New World.

The following is a partial list of required reading (further required and supplementary reading to be announced):

Feldmann, Susan, *African Myths and Tales* (New York, Dell).

Herskovits, Melville, *The New World Negro* (Indiana University Press, 1966).

CHS 91H will be held on Tuesdays, 3:15-5:00, in Folwell 302.

CHS 92H, "Holmes and the Emergence of Modern Jurisprudence."

Professor Paul L. Murphy, Department of History.

Few figures in the history of American Law have been as influential as Oliver Wendell Holmes, Jr. Trained in the law of the first generation of American legal thinkers, Marshall, Story and particularly Kent, and devoted to the common law tradition, Holmes was among the first to see the necessity for readapting American legal forms and the spirit of American public law to the demands of modern industrial society. As a leader in the development of the new sociological jurisprudence at the turn of the century, Holmes spent a third of his life espousing pragmatic law, mostly in dissent. With the embracing by the Supreme Court of legal realism, starting in the late 1930's, Holmes' views became not only current, but the basis for much modern action in areas ranging from civil liberties to state police power. Yet modern justices, represented in polar extremes by Black and Frankfurter, were prepared to insist that proper application of Holmes' frequently ambiguous jurisprudential postures should lead in diametrically opposite directions. Thus American law, and American legal activists, still live off the intellectual premises which Holmes set forth. Yet their contemporary application continues to produce widespread controversy.

Utilizing Holmes, then, as both a frame of reference and a point of departure, the seminar would seek to explore the role of both the Supreme Court and the judge in modern American life, and the proper function of the law as an instrument of social control within a complex industrial society.

TEXTS:

Frankfurter, Felix, *Mr. Justice Holmes and the Supreme Court* (Atheneum) \$1.25.

Lerner, Max (ed.), *The Mind and Faith of Justice Holmes* (Modern Library) \$3.95.

Mendelson, Wallace, *Justices Black and Frankfurter: Conflict in the Court* (Univ. of Chicago, 2nd ed.) \$5.00.

and selected journal articles.

CHS 92H will meet on Thursdays 3:15-5:00, in Social Sciences 860.

CHS 93H, "Structure and Function of Biologically Active Macromolecules."

Professors Irvin E. Liener and J. S. Anderson, Department of Biochemistry.

The structure of such biologically important macromolecules as proteins, polysaccharides, and nucleic acids will be discussed in relation to their function in living systems. Emphasis will be placed on the role of proteins as enzymes, of polysaccharides in the structure of cell walls, and of nucleic acids in the expression of genetic information.

The seminar will meet in Gortner Lab 239 (St. Paul Campus), on Wednesdays, 3:15-5:00.

CHS 94H, "Some Philosophical Approaches to Recent and Contemporary Trends in Art—Pop, Op and Funk."

Professor Thomas Egerman, Department of Studio Arts.

The seminar will explore certain philosophical approaches to recent and contemporary trends in art, including some of the avenues toward visual perception and some problems in drawing and design. Although the seminar will be more of a studio course than an aesthetics course, students will be expected to read Ben Shahn's, *The Shape of Content* (Vintage paperback) and Jose Ortega y Gasset's, *The Dehumanization of Art* (Anchor paperback).

CHS 94H will meet on Thursday afternoons (specific time to be announced later) in Professor Egerman's studio in the Art Building.

CHS 95H, "Technology, Man and the Future."

Professor J. Edward Anderson, Department of Mechanical Engineering.

The aim of the seminar will be to examine the growing impact of technology on society, the kinds of technology and resources needed to maintain our present society, the harmful side effects resulting from technological processes, the possibility of eliminating these side effects while maintaining present and predicted consumption rates, limitations imposed by a finite earth in the face of growing population and growing demand per person, and the possibility of improving technological methods and decision making by involving a broad range of engineering and non-engineering specialties directly in the planning processes.

CHS 95H will be held on Mondays, 3:15-5:00, in Architecture 140.

WINTER QUARTER, 1970

CHS 91H, "Wordsworth and Coleridge and the Romantic Movement."

Professor William Rosendahl, Department of English.

This seminar will feature reading and discussion of selected works of Wordsworth and Coleridge, with special emphasis on their efforts to create a literary revolution which would parallel the social and political revolution in France which made such a deep impression on them both as young men.

The tendency of this project will be to attempt to understand what it was that Coleridge and Words-

worth were trying to accomplish, rather than to build up a body of information about their works. It is hoped that this approach will lead to insight into the nature of literature and the literary process.

TEXTS:

Wordsworth, *Poetical Works*, ed. E. De Selincourt. Oxford University Press. (paperback ed.)

Coleridge, *Portable Coleridge*, ed. I. A. Richards. Viking Press. (P48, paperback ed.)

Supplementary and not required to buy:

Trevelyan, George M., *British History of the Nineteenth Century and After 1782-1919*. Harper and Row. (Torch)

Modus Operandi:

No lectures. Group discussion and two or three short papers on carefully restricted topics in connection with the reading.

CHS 91H will be held on Tuesdays, 2:15-4:00, in Ford 261.

CHS 92H, "The Keyboard, A Reflection and Evaluation of a Culture."

Professor Bernhard Weiser, Department of Music.

The state of a culture is revealed in all its products and customs. Art is one product. How interesting it might be to compare products and customs at various periods. In this way philosophy, technology and art can be compared. Logically, they should be analogous in many ways at any given time. The material used in the construction of musical instruments may reveal a state of technological development. The prevailing outlook in religion and intellectual development might spur it on or discourage it. The social order, either as static or dynamic, would surely tend to dictate an acceptable art form whether in music or architecture, in faience or furniture. Interrelationships can be discerned which might provide springboards to further investigation as well as a perspective on history somewhat apart from the usual view. It is our hope to begin this process in music, especially for the keyboard, and let it lead us wherever it may. CHS 92H will be designed for non-music majors. It will meet on Mondays, 3:15-5:00, in Scott 104.

CHS 93H, "Spectroscopy and the Structure of Matter."

Professor John Overend, Department of Physical Chemistry.

Much of our present knowledge of the structure of matter at the atomic and the molecular level is derived through the interpretations of spectra. In this seminar we shall discuss some of the experimental problems in obtaining spectra and their varying conditions. We shall visit one or two laboratories and discuss their design of different spectrometers.

We shall also explore the type of information which is obtainable from different spectra and discuss the interpretation of the spectra at different levels of sophistication. It is hoped that the participants in the seminar will have some basic background in science and be familiar with concepts such as atoms and molecules.

Time and place for this seminar will be announced later.

SPRING ACADEMY

The editor of ACADEMY takes pleasure in announcing the Spring edition of ACADEMY which is now on sale at your friendly neighborhood bookstore. This issue of ACADEMY will boast a cast of thousands. . . .

See! Thomas Silton as Marrow-Mouse cresting jelly waves! in a poem by Elizabeth Stromme.

Wonder! in Hitchcockian suspense just what was used for the mock-duck in James Dochniak's *Conversation at Dinner Over a Missing Body*.

Gaspl! at John Hustad's protagonist as he admits, "And I've turned on my brother, and really, if I ever have kids, I'll turn them on. And I'm not afraid of this thing about chromosome damage, and like that. I think it's just a big propaganda device put out by the government or some up-there thing," in the adaptation of Hustad's prize-winning film, *Beyond the Edge*.

Thrill! to John Tomhave's philosophical insight as he admits that "Ancestors are in the best position to be dead."

Contemplate! Lynn Baker's contention that "A small college is just that — small: in ideas, in resources, in experiences, as well as in student-faculty ratio," in her fiery *Student Manifesto*.

Sneer! at the editor's abortive attempt to write a relevant commentary, i.e. that modern society is corrupt and bourgeois.

Frown! at dangling verbals.

Growl! at mis-placed modifiers.

Marvell! at typographical errors.

And much much more! Only 35 cents cheap at your local bookie's.

The Editor, Gary Henrickson

ATTENTION JUNIORS

The deadline for applying for certain 1970-71 graduate fellowships will fall as early as September 15, 1969. Therefore, anyone who contemplates beginning graduate study in September, 1970 should investigate, during the summer, the opportunities in his field as to particular schools and various financial aids. Information and assistance may be obtained in the Honors Division Office, 115 Johnston, or in the Graduate Fellowship Office, 309 Johnston.

Since students so frequently change their residences over the summer, we will not mail to students the October, 1969 issue of the Honors *Newsletter*. Instead they may pick it up in the Honors Division office, 115 Johnston, at which time they should submit a new address card for our files.

HONORS NEWSLETTER

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CHS 94H, "The Literature of Psi Phenomena."

Professor Mulford Sibley, Department of Political Science.

An examination, discussion, and criticism of the literature dealing with psi phenomena (ESP, parapsychological phenomena, and related subjects), particularly in modern times. Among the themes to be explored will be the history of modern investigation; types of literature (anecdotal, experimental, etc.); and implications for the several fields of learning. Among writers to be examined will be philosophers like C. D. Broad; speculators like J. W. Dunne (*An Experiment with Time*); psychologists like Ian Stevenson. An effort will be made to develop standards for differentiating "bad" from "good" literature. Alleged telepathy, clairvoyance, clairaudience, mediumship, communication with the dead, and memories of previous incarnations will be examined critically. "Laboratory" research like that of Rhine and Soal will be subjected to scrutiny. Students will be encouraged to explore the relation between psi phenomena and the social sciences, psychology, philosophy, physics, and other areas. Implications for conceptions of time and space. Psi phenomena and religion (controversy in the Anglican communion, for example, and relation of scientific and philosophical investigation to "spiritualism"). Psi phenomena and mysticism (works of Evelyn Underhill, for example). Students will become familiar with such names as F. W. H. Myers, G. N. M. Tyrrell, Eusapia Palladina, Sir Oliver Lodge, Mrs. Leonard, William James, and Gertrude Schmeidler; and with such journals as the *Bulletin of the Soc. Italiana Di Parapsicologia*, *Indian Journal of Parapsychology*, *Journal of the American Society for Psychical Research*, *Journal of Parapsychology*, *Journal of the Society for Psychical Research*, and *Psychic News*. Philosophy of ESP as reflected in such writers as Michael Scriven and C. J. Ducasse and controversies such as those involving G. R. Price (*Science*, v. 122, No. 3165, Aug. 26, 1955) and others. There will be some experimentation with Zener cards and with ouija boards.

The seminar will meet in Social Sciences 860, Mondays, 3:15-5:00.

SPRING QUARTER, 1970

CHS 91H, "Black Literature."

Professor Martin Roth, Department of English.

Tentatively, the seminar will focus on the following works:

1. *Dark Symphony* (an anthology of black writing), Free Press.
2. W. E. DuBois, *Souls of Black Folk*, Fawcett.
3. Jean Toomer, *Cane*.
4. Richard Wright, *Black Boy*, Harper, \$.95.
5. Ralph Ellison, *The Invisible Man*, Signet, \$.95.
6. *The Autobiography of Malcolm X*, Grove, \$1.25.
7. James Baldwin, *Going to Meet the Man*, Dell, \$.75.
8. Leroi Jones, *Dutchman and Slave*, Apollo.
9. Eldridge Cleaver, *Soul on Ice*.
10. L. Hughes, *African Treasury*, Pyramid, \$.50.

The seminar participants will be divided evenly between honors students and black students. CHS 91H will meet on Wednesdays, 1:15-3:00, in Ford 261.

CHS 92H, "The Idea of Opera."

Professor Dominick Argento, Department of Music.

This seminar will be concerned with explaining various modes of the articulation of drama through music, ranging from Greek tragedy and Medieval liturgical drama through Renaissance, Baroque, Classical, Romantic, National and Modern opera. Each period's achievements and failures will be discussed through an examination of a representative work available in recording (which will be placed on reserve in the Music Library). Outside reading will be supplemented by about four hours' record listening each week. No knowledge of music notation or theory is required.

Music majors will be excluded and the seminar will be tailored to the non-professional or music amateur. CHS 92H will meet on Wednesdays, 2:15-4:00, in Wulling Hall 320.

CHS 93H, "Mathematics and New Mathematical Ideas of the 19th and 20th Centuries."

Professor Lisl Gaal, School of Mathematics.

Some mathematicians are great because of their perfection of techniques, some because of new ideas which they introduce — and a few for both. This seminar would concentrate primarily on new ideas and their originators, but in non-technical terms.

It would start with the theory of equations and the problem whether every polynomial has a root. The fact that it does goes back to Gauss, certainly one of the greatest mathematicians of all time. Next there is this problem: Now that we know that every equation does have a root, how do we go about finding it? Galois, a student-rebel as wild as any of today, proved that not all algebraic equations are solvable. His work and Abel's, who also proved this result, are the first proofs which show that certain things can *not* be accomplished, no matter how hard one tries. New ideas arose in geometry, such as Bolyai's first tries at constructing non-Euclidean geometries, which were rejected by Gauss rather unfairly. There were rapid developments in the field of logic, which had been at a standstill for a very long time. De Morgan and Boole were responsible for some of this new development, later followed by the monumental work of Whitehead and Russell. Also in this connection there was a re-examination of very basic questions: What is a number 1? 2? 0? Various answers are possible, which brings us to Dedekind, Cantor and von Neumann. Cantor was the first who dared to examine transfinite (infinite) numbers and extend the laws of arithmetic to these. The notions of topology, particularly point-set topology, also came up in the 19th century. Riemann examined the notions of continuity and continuous functions. This work continues to be very lively into the 20th century till the present. Probability and statistics, the quantitative study of uncertainty, also grew up during the last 100 years and are still growing very rapidly. Information-theory is a brand new field, Goedel's result that we can never know everything even about the positive integers has given a completely new aspect to mathematical logic, and there are many more exciting new ideas.

Students in the seminar would usually be expected to read up on biographical data at home, so that class-time can be spent mostly on lectures and discussions of the contributions of these men to the world of ideas, since this material is hard to find in non-technical terms.

A different topic will be covered each week and will be adapted to any special interests of the students in the class.

Since there is very little overlap in the proposed seminar with any course in the curriculum of any department, it might be of interest both to science and non-science majors. The basic text will be E. T. Bell's, *Men of Mathematics*. There will also be some outside reading from the *Scientific American*. The seminar will meet in Physics 143, on Mondays, 2:15-4:00.

CHS 94H, "The Creation of Future Society."

Professor Gregory Stone, Department of Sociology.

Realizing that there are gaps between the young and the old, the poor and the affluent, and various ethnic and racial groups in our society, the seminar will attempt to assess the problems inherent in such gaps and project a plan for a new society.

Weekly sessions will include topics such as the following:

1. "The Nature of Change."
2. "The New Heaven: A Black View."

3. "The Place of Technology in Modern Society."
4. "Meaning in Society."
5. "The Decent Society: A Comparative Study."
6. "Academe in a Changing Society."

The seminar will use an extensive number of readings, including several books and articles. The books selected thus far are as follows:

Ralf Dahrendorf: *Class and Class Conflict in Industrial Society*.

Nathan Glaser and Daniel Moynihan: *Beyond the Melting Pot*.

Raymond Mack: *Transforming America: Patterns of Social Change*.

Ned Polsky: *Hustlers, Beats, and Others*.

Charles Silberman: *Crisis in Black and White*.

Evaluation will be based on class discussions and an individual or team project supervised by the instructor. Time and place for the seminar will be announced later.

NOTES AND COMMENTS from the HONORS STUDENT COUNCIL

REPORT FROM THE ELDER STATESMAN

Been a grand old year for the Council. Since January we've gathered together a strong, active new group of people who see the Council as a good way to have an effect on their lives as students. We've partied, argued, philosophized, joked, politicked — a good time was had by all. The socializing function of the Council is important, but that hasn't been our one and only. I think we have done a number of things that have been good for the Honors Division, the University, and maybe even the community at large.

Our curriculum committee has made the most complete course-and-instructor evaluation of any one set of courses that has ever been made at the University. They will publish student opinions on almost every major honors course given, and, besides providing fascinating reading, the evaluations will tell students a lot about courses they would otherwise have to take blindly or miss entirely. Another group in the Council has sponsored evening bull sessions (some of which have gone until late, late at night) in private homes with some of the finest and most sought-after professors around. This same group also has worked to get a place within the University that we could call our own. Short-range plans for this Honors Center leave much in doubt, but within a few years we'll have a major part of the new West Bank Union. Another Council group has gathered incoming freshmen together with some Upper Division students who know their way around the University. Still another group has already begun to seek out those seniors in high school who have just been accepted to the University

so that we'll be able to help them out in the University maze of registration.

Our magazine *Academy* is coming out again, and I don't think we could find a better editor or staff than we have. Of course, they always need fresh material from students. Also, in the belief that scholarship isn't a function of years, we have a committee working to make it possible for students to teach courses in special areas. And perhaps our most important program is our sponsorship of the Community Colloquia on Ethical Concerns. Perhaps we haven't quite found the community people we were trying to involve, but we learned a lot about how best to approach a dialogue between the Community and the University. We should, I think, try again next year, perhaps with a different theme and a different format.

We've had a busy year, and this short, necessarily muddled recap isn't at all sufficient. I won't even mention organizational problems within the Council except to say that we should have more frequent elections and that the elected leadership should make it possible for all the members to participate as much and as freely as they wish. I do think the new officers will do a damned good job. (Who are: Jim Nelson, President; Jean-Marie Rodgers, Vice-President; Dixie Hrdlicka, Secretary-Treasurer; Steve Prestin and Roger Battreall, Representatives to Faculty Honors Council; Ed Firestone, Member-at-Large; Jeanne Strassberger and Julie Ingebretsen, Representatives to Honors-UBOG Incidental Funds Committee.) Stay lively and have a lovely summer.

Dave Nelson,
Outgoing President of HSC