



HONORS NEWSLETTER

COLLEGE HONORS SEMINARS FOR 1974-75

During the next academic year juniors and seniors in the CLA Honors Program again will be offered a series of innovative seminars on a broad variety of subjects. These College Honors Seminars serve to augment departmental honors courses by introducing advanced students to new areas of study beyond their specialties. (Generally, students majoring in the area where a Seminar is offered may not enroll in it.)

Credits earned range from two to four, the precise number to be determined between student and instructor. College Honors Seminars may be taken on A/N or S/N grading, and count as Honors Opportunities toward continuation and graduation criteria.

Registration procedures for Seminars next year will remain the same. Students will need to obtain a clearance card with their registration materials from the Honors Office and present it to the Class Reservations Office to draw class cards. (Once the registration limit for a Seminar is reached, no additional students will be admitted by "special permission" or "waiting list"; also, no student not enrolled will be permitted to attend a Seminar. These seemingly harsh procedures are necessary to preserve the small group character of the Seminars.)

College Honors Seminars, as approved by the Honors Council Executive Committee, are listed below. Final listings will be published in the Class Schedule each quarter. Detailed information, including course descriptions and scheduling information, will be provided with registration materials.

Fall Quarter

History of Latin Handwriting

Professor Rutherford Aris
Department of Chemical Engineering & Materials
Science

Thermodynamics for Arts Students

Professor Edward Fletcher
Department of Mechanical Engineering

Clean Water

Professor Henry Hall
Department of Geology and Geophysics

Justice in the Welfare State

Professor George Hoshino
School of Social Work

Geometry and the Liberal Arts

Professor Daniel Pedoe
School of Mathematics

Mathematics in Medieval Europe

Professor Aldo Rescigno
Department of Physiology

Image of Europe in American Literature

Professor Edward Savage
Department of Rhetoric

The Cinema of F. W. Murnau and Josef von Sternberg

Mr. R. Dixon Smith

Health Services Consumerism

Professor Albert Wertheimer
College of Pharmacy

Winter Quarter

The Role and Status of Women in the Soviet Union

Professor Adele Donchenko
Department of Slavic & East European Languages

Early Causes of Present Behavior

Professor Harlan Hansen
Division of Elementary Education

Nuclear Power

Professor Herbert Isbin
Department of Chemical Engineering & Materials
Science

British Voices During the American Revolution

Professor J. Vernon Jensen
Department of Speech-Communication

Education as Private and Social Investment

Professor Jean-Claude Koeune
Department of Economics

Food Fads and Food Additives

Professor T. P. Labuza
Department of Food Science & Nutrition

Chemical Evolution

Professor Edward Leete
Department of Chemistry

Marxist Philosophy of Science and Society

Professor Erwin Marquit
School of Physics and Astronomy

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Comparative Values in Higher Education

Professor Josef Mestenhauer
International Student Adviser

Critical Approaches to Literature

Professor William Rosendahl
Department of English

Federalism: Past, Present, and Future

Professor Joseph Schwartzberg
Department of Geography

Water Resources Management

Professor Edward Silberman
Department of Civil & Mineral Engineering

Musical Perception and the Auditory System

Professor W. Dixon Ward
Departments of Communication Disorders and
Otolaryngology

Spring Quarter

American Regional English

Professor Emeritus Harold Allen
Department of English

The World and its Food Supply

Professor John Blackmore (et al)
International Agricultural Programs

Modern Art and Modern Science: Between Order and Chaos

Professor Victor Bloomfield
Department of Biochemistry

Forest Resources and Management System —

Integration of Ecology and Economics

Professors Hans Gregersen and Arnett Mace
College of Forestry

Heroes and Models: Women in U.S. Welfare and Reform

Professor Andrea Hinding
Social Welfare History Archives

Social and Cultural Change Beyond the Frontier

Professor Allen Isaacman
Department of History

Behavior Therapy

Professor John Masters
Institute of Child Development

Professor Vernon Devine
Department of Psychology

Genetics and Intelligence

Professor Sandra Scarr-Salapatek
Institute of Child Development

The Earth as a Magnet

Professor Subir Banerjee
Department of Geology and Geophysics

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Some Important Deadlines for '74-'75

Honors Research Grant Proposals. The Honors Council Executive Committee has stipulated that proposals for an Honors Research Grant and other Committee business as well be submitted no later than the second week of the quarter for consideration at the Committee's meeting that quarter. This deadline allows for preliminary review of the materials, and distribution to Committee members in advance of the meeting.

Colloquium Proposals. Students, faculty, or others who wish to propose a Colloquium for winter and spring quarters should keep in mind the deadlines of October 1 and January 1 for those two quarters respectively. Potential leaders should talk with Frank Hirschbach, Lynne Krebbiel, or Bill Kell in the Honors Division Office and obtain information on the proposal format.

Honors Library Loan Privileges

To assist honors students engaged in a research or thesis project, Wilson Library grants two "Honors Loan" library privileges. The first entitles such students to retain the books they need for as long as one quarter at a time, in contrast to the usual four weeks for undergraduates. The honors arrangement is subject to the regular rules all library patrons must follow. Reserved books, periodicals and other limited loan materials are not covered by this special system, and books recalled for other readers or for reserve must be returned within three days.

The second opportunity is to borrow books on an inter-library loan basis, when the books a student needs for his research are not available directly at the University Libraries. (Ordinarily, this privilege is available only to graduate students and faculty.)

To make use of these benefits, the honors student must have his current fee statement stamped in the Honors Office. Students are asked not to abuse these privileges, since the facilities of the library are strained and the needs of others should be respected.

Child Psychology Graduate Honored

Ms. Joanne Quarfoth, a graduating honors major in Child Psychology, is the 1974 recipient of the Donald G. Paterson award in psychology, presented by the Minnesota Psychological Association. Competition for this award includes top ranking seniors majoring in psychology from every college and university in the State of Minnesota; the \$200 award is given in recognition of high achievement in psychology at the undergraduate level.

Phi Beta Kappa

Alpha of Minnesota Chapter of Phi Beta Kappa, the national liberal arts honorary society, invites students to apply for membership. A limited number of candidates is chosen annually on the basis of certain academic requirements and grade point average. If you meet the requirements listed below and wish to be considered for election to the society, bring a current transcript to Dr. Barbara Foster, Secretary of Alpha of Minnesota, at 105 Morrill Hall. (June, 1974, graduates who have not yet applied are not eligible.)

Qualifications for CLA Senior

45 UD course credits earned or registered
Total of 150 or more actual credits
60 or more UM credits completed
GPA 3.5 or higher

Qualifications for CLA Junior

45 UD course credits earned or registered
Total of 120-149 actual credits completed
45 UM credits earned or registered
GPA 3.75 or higher

Qualifications for Non-CLA Seniors

45 UM credits earned or registered
45 UD credits earned or registered
80 percent of work CLA accredited
GPA 3.5 or higher
CLA graduation requirements

Graduate Study Financial Aid

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

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

Most awards of either kind come from the graduate student's department, but some are handled through national competitions. Departments are usually the best source of information about financial support, although many major institutions have offices which collect and disseminate information and advise students regarding national programs. Here at the University of Minnesota, the Graduate Fellowship Office, 309 Johnston Hall, has information regarding many kinds of aid.

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

National competitions usually require more elaborate application materials than those conducted at the department level. Also, most national competitions close some time during the Fall Quarter. The table below gives the normal application deadlines for the major programs.

Seniors interested in fellowships for 1975-76 should visit the Graduate Fellowship Office as soon as possible—particularly those who are interested in national programs.

Finally, something should be said about faculty participation. Professors are sometimes required to nominate candidates for certain fellowships. Because

In the Honors Student Lounge (115F Johnston, next to the main Honors Office), current Bulletins of the major graduate and professional schools, as well as a collection of reference works on advanced degree programs, are available for use. Remember, it is necessary to begin planning for applications a full year in advance of the time you wish to enter.

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

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

Normal Deadlines for Major Graduate Fellowships

Rhodes: October 15.
Danforth Graduate Fellowships: October 16.
Marshall: October 16.
Churchill: October 21.
Fulbright: local deadline — October 10.
National Science Foundation: November 15.

Professional and Graduate Schools Program Scheduled for October 7 to October 18

Students interested in professional schools and graduate study will have an opportunity fall quarter to speak with visiting graduate school representatives from around the country during Professional and Graduate School Weeks, which will begin on October 7th and continue through Friday, October 18th. Approximately 120 graduate schools will be invited by the CLA Placement Office and nine other area colleges to participate in this annual venture. Professional and graduate programs usually represented include law, business, education, journalism, library science, international and industrial relations, and social work.

From the perspective of the participating schools, the purpose of this interview program is not to screen applicants, but to provide information and encourage formal applications. All University students, regardless of college, are invited to visit the CLA Placement Office (Room 17 Johnston Hall) early in the Fall Quarter to become acquainted with details of the program and to arrange for interviews.

Seniors applying to graduate or professional schools are encouraged to open a file with the Placement Office 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 in Room 17, Johnston Hall. Faculty 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.

*Ruth Brebner
Assistant Placement Director*

FROM THE DIRECTOR'S DESK

As I look back upon three and a third years at the director's desk, some very good memories flash back through my mind. Among the most inspiring hours were those spent visiting the freshman-sophomore colloquia where small groups would earnestly discuss alternatives to prison, the behavior of animals, Marxism in America, the stock market crash of 1929, a 50-year old German movie, the human eye, or the rhythm of their bodies, all for the love of it and without thought of midquarters, grades, or credit. I have enjoyed the many students who have sat across from this desk to discuss their plans for the coming quarter, their grand design for a senior thesis, or even their reasons for having incurred five Incompletes during the past three quarters. It has even been fun to read hundreds of applications from high school students each spring, filled with idealism, hope, ambition, grand illusions and sometimes obvious delusions. I have treasured my association with a staff whose members were devoted to their tasks and who were ever ready to represent their standards and points of view with firmness and eloquence.

The limitations of the budget have imposed certain bounds within which the program could develop. Money, as the old and trite saying goes, isn't everything, and many new ideas can be propelled forward by ingenuity and enthusiasm. The Alliss Foundation which has been our generous benefactor for many years now, will continue in 1974/75 to enable us to organize at least fifty colloquia, thus giving more than a thousand students (many from outside of the Honors Division) an important opportunity for intellectual stimulus and exchange. Not the least important aspect of the colloquia program has been the chance for talented and inventive students to create their own themes and curricula and to take others along on their travels. CLA has had to reduce our budget which pays for the College Honors Seminars. On the other hand, we have had an unprecedented number of offers from faculty members who wish to make a contribution to the seminars, so that we hope to be able to field as many seminars (or even a few more) as in the past years. If the stand-still or shrinking budget has affected us at all, I see the effects mainly in the departmental Honors programs. Honors courses and sections, traditionally small in enrollment

and often taught by top teachers, seem to suffer cancellation or less frequent scheduling, and new courses are a very rare occurrence. This is an area in which student action could be most helpful, and our new Student Senate which has been moderately active during the past year has a golden opportunity for deliberation and deeds.

Dean Sorauf has appointed Professor Peter Robinson as the new Director of Honors. Wherever I have encountered Peter Robinson, I have admired him for his vigor and energy, his easy grasp of complex problems, the straightforward way in which he presents his opinions, the easy-going friendliness in which he deals with colleagues and students alike. As chairman of French and Italian and a member of many committees, he brings to his job a wealth of administrative talent and experience. I am sorry to have to announce that after two years Lynne Krehbiel is leaving us. Her warmth and sincerity, her infectious cheerfulness and true concern have brightened the lives of a very large number of young people whom she has tirelessly advised in the truest sense of the word. Lynne will be very difficult to replace. We welcome Pat Carlson and Trudi Schaefer who are now greeting you at the desk, and we are happy to announce that—having tasted the glory that was Greece this summer—Danny Levine will be back to the grandeur that is the Honors Office where once again he will advise and orient, as he did so ably last year.

As I leave 115 Johnston, I am even more enthusiastic about the concept and institution of Honors than I was when I came. We have heard much talk recently about two goals which the University of Minnesota wishes to attain in the future: the development of a sense of community and progress toward excellence. It seems to me that in both areas the Honors Program can play an important part. Eleven hundred students when seen in small groups of colloquia, seminars, and other groups which cut across departmental lines, can indeed form meaningful communities whose activities will enrich their own lives and the existence of the larger group. And we shall continue to strive for excellence. Man (or woman) does not live by grades alone; a university must provide talented students with challenges and opportunities to exercise their abilities.

Frank D. Hirschbach

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UNIVERSITY OF MINNESOTA
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