



HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

The interest and generosity of a benefactor made it possible for me again this year to observe at first hand the honors programs at seven additional schools. Visits in 1965 were confined to Big Ten institutions; but the 1966 itinerary (with the exception of U of Wisconsin) was in the Northeast. Two are state universities (Massachusetts, Vermont) two are large and essentially privately controlled universities (Cornell, Harvard), and two are highly-rated liberal arts colleges (Amherst, Middlebury).

These visits, plus conversations with colleagues at several conferences and a fair amount of reading (and gossip) absorbed over the past two years, may provide some basis for a few generalizations about honors enterprises around the country. And, since 1966-67 is the final year of my term as director of honors here, I may perhaps be permitted to include in this and succeeding numbers of the *Newsletter* certain observations and exhortations concerning our own program.

There is at least one "red herring" which all of us need to recognize and then ignore. Carefully planned academic opportunities for the most highly motivated and brightest undergraduates are now taken for granted around the country. The occasional cry of "special privilege" no more represents a genuine issue in American education than does objection to a natural concern for retarded and handicapped students at the other end of the spectrum.

The real problems are quite different; and no consensus is yet observable on most of them. How do we go about identifying the students who will profit most from honors experiences? What are the most effective learning situations for students of proven excellence? Should they have entirely distinct living quarters, curricula, instructors? Or should they share the same environment, as far as possible, as the larger student body—both in and out of classes? How can we organize and finance some reasonable percentage of "honors" instruction without weakening the regular curricula and without "taking it out of the hides" of the most generous and able members of the faculty? How much of a department's instructional budget might properly be expended to provide special opportunities for its honors majors and/or for other upper division honors students? What proportion of a college's budget for freshman and sophomore instruction ought to be devoted to the particular needs of high ability students at that level?

It is true that questions like those suggested above transcend to some extent a narrow definition of college responsibility in a complex institution of our type;

but they can (and should) at least be faced squarely at the college level. There are other issues, however, which cannot possibly be settled below the all-University level. The summary report of the visiting team representing the North Central Association of Colleges and Secondary Schools has recently underlined two problems in this category. If the University of Minnesota decides to encourage a broader geographical base among its undergraduates (as is urged in the NCACSS report), should the emphasis be placed on attracting out-of-state students who have shown outstanding intellectual promise? Should the University of Minnesota establish some kind of all-University honors program(s) or over-arching honors administration (as the report suggests)?

On the matter of deliberately increasing the proportion of out-of-state students in our undergraduate body, the regents and perhaps the legislature will have to make the final decision. But they will presumably be strongly influenced by the judgment of the faculty and administration. And it will be important also to learn the reaction of our present students. In advance of the debate I want it to be known that the CLA honors staff is on record as favoring more active recruitment of high ability students both in and out of state. A beginning has been made on a program of drawing the attention of outstanding students in Minnesota high schools to the special opportunities available in various units of the University which admit freshmen. In addition, many months before the visit of the North Central Association team the director of the Bureau of Student Loans and Scholarships joined with me in sending a letter to the Committee on Fees. We urged at that time the authorization of a limited number of freshman scholarships carrying in-state tuition for exceptionally promising out-of-state students.

Among the approximately fifty top students entering CLA in September 1965 who applied to participate in the Freshman Honors Seminars, only one was from out-of-state. Of the 200 who were assigned special faculty advisers, only about 8 were not Minnesota residents. Our honors programs will be stronger when we achieve a less parochial "mix," as we do in the faculty and in the graduate school. Various geographical areas of the country and its major racial, religious and cultural viewpoints should be represented. A few of our best freshmen should come from other countries, particularly from neighbors like Canada and Mexico. If our present undergraduate pro-

grams and scholarship opportunities are not sufficiently attractive to bring this about, we must improve them to the point where they are. Our own Minnesota students of honors caliber will profit by a wider circle of associates; and at least some of these talented young non-Minnesotans will form life-long attachments here.

We can usefully study the methods through which Big Ten associates a bit farther to the East as well as the liberal arts colleges within this state derive their more cosmopolitan undergraduate population. We should also work out our own particular response to the challenge, building on our peculiar strengths and correcting our weaknesses.

As for all-University honors programs, it is my observation that this approach has very definite hazards as well as advantages. Over-all policies and close inter-college consultation are certainly needed. For example, in bringing available fellowships, scholarships and other post-graduate opportunities to the attention of talented seniors, it is wasteful for each college to organize separately and it is unrealistic to attempt to develop such a facility in the honors office of a single college. On the other hand, the honors programs of the various colleges are likely to be at quite unequal stages of development and to follow quite dissimilar patterns as they evolve. The task of any coordinating agency is certain to be difficult and its creation might be unwise.

Much can be accomplished by fairly informal cooperation and coordination. Representatives of five units of the University (Agriculture, Education, Duluth, Morris, CLA) attended the honors discussions sponsored by the CIC (Big Ten plus Chicago) last January. The expanded program of Lower Division Honors Colloquia in CLA is staffed this year by faculty drawn from the Institute of Technology, the College of Biological Sciences, the office of the Dean of Students, as well as CLA. Students in the Colloquia (formerly called Freshman Honors Seminars) have included a few (perhaps too few) outstanding freshmen registered in the Colleges of Agriculture, Education and the Institute of Technology as well as CLA. It is possible that other honors resources on the University level can be more efficiently and harmoniously developed along these lines in the future.

William A. McDonald

LOWER DIVISION HONORS COLLOQUIA, 1966-67

This year the Freshman and Sophomore Honors Seminars of previous years have been renamed Lower Division Honors Colloquia. Colloquium (i.e. discussion) seems a more appropriate term than seminar, which properly implies prepared reports by members of the group. These weekly non-credit meetings will continue to bring together students of superior intellectual capacity. Most of the groups will consist of freshmen, but a few sophomores will act as "veteran" participants. One group will be made up entirely of sophomores.

Membership in the Colloquia is by invitation, based on previous academic performance, test scores and estimates of intellectual curiosity and scholarly potential. Outstanding students from IT, Education and AFHE, as well as CLA, are invited to apply.

The program is in its tenth year. The four groups of last year have now been expanded to seven, with about 15 students in each. Each group is led by two faculty or staff members who help students plan and coordinate their weekly programs. This year's leaders include: Professor David Noble (History) and Mr. Michael Mann (Administrative Assistant to the Director of Honors); Professor John Gander (Biological Sciences) and Professor David Cooperman (Social Science); Professor D. Burnham Terrell (Philosophy) and Dr. E. G. Williamson (Dean of Students); Dr. Roger B. Page (Associate Dean of Student Personnel) and Professor Leon Snyder (Biological Sciences); Professor George Rapp (Geology) and Mrs. Joyce Tombouliau (Assistant to the Director of Honors); Professor William A. McDonald (Director of Honors) and Dr. Donald K. Smith (Associate Vice President for Academic Administration). The seventh group, to be led by Professor Rutherford Aris (Chemical Engineering) and Professor Mitchell Charnley (Journalism), will begin its meetings Winter Quarter.

Though programs for the first few meetings are planned in advance by group leaders, student participants are consulted about later programs. In the past some groups have chosen a central theme such as "Existentialism" or "Alienation" which they pursued in some depth in subsequent meetings. Others have found acquaintance with a variety of topics to be more stimulating. Typically, a meeting begins with a half-hour lunch and conversation period. A presentation by a faculty member or a student panel usually follows. A few of the speakers and topics already scheduled for this fall include Professor Dominick Argento (Music), "Creative Process in Music"; Professor Robert Berkhofer (History), "Can the Study of Man be Scientific?"; Professor Rutherford Aris (Chemical Engineering), "The Role of the Natural Sciences in Liberal Education"; and Professor Edwin Fogelman (Political Science), "Theories of Political Change Over Time." Discussion and questions referring to the presentation or to assigned readings are then encouraged. Some sessions may follow other formats such as meeting in the guest faculty member's laboratory. One group this fall will attend a performance of "As You Like It" at the Tyrone Guthrie Theatre, to be followed by discussion at subsequent meetings.

Due to the generosity of benefactors of the University who support the Honors Program, other benefits can be made available to Colloquia members. Complimentary copies of assigned reading materials are provided for all participants. During the Spring Quarter students are encouraged to write papers on topics coming out of previous sessions. The author of the best essay is awarded the Bridgman prize. All participants are invited to a complimentary luncheon in the fall to get acquainted and again in the spring to review the year's experience.

Joyce Tombouliau
Assistant to
the Director of Honors

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.

POST-GRADUATE PLANS OF 1965-66 HONORS SENIORS

A survey conducted during the past summer reveals that 81 percent of the 1965-66 honors seniors plan to continue their formal education this fall. A questionnaire was sent to 215 senior honors candidates of whom 163, or 76 percent, returned it. Of the respondents, 96 state that they will begin graduate study, 29 are planning to enter or continue in medical schools and 7 will attend law schools. The total of 132 students this year expecting to undertake post-graduate work compares favorably with 89 last year or 74 percent of those who responded to the 1964-65 survey.

While there was a 7 percent increase in the number of students planning to continue their education, there was not a corresponding rise in the percentage of students who received financial support. In fact, there was a decrease from 69 percent last year to 58 percent of this year's group. Of the 132 planning to begin or continue graduate or professional study, 77 received some form of aid, compared with last year when 59 students received assistance. This year, however, many more students received more than one grant. Last year 59 students won a total of 69 grants, while this year 77 received offers of 108 different fellowships or assistantships. Thus, last year there was an average of 1.17 offers made per student compared with 1.40 this year. The percentage of students in the '65-66 group entering graduate schools (i.e. excluding those going to medical or law schools) who received financial aid is 70 percent, compared with 80 percent last year. It should be noted, however, that it is possible that some students who apparently had received no offers by June, at the time of the survey, may have later in the summer or fall been offered a grant of some kind.

Of the 108 awards tendered to this year's group, 20 are teaching assistantships, 4 are research assistantships and 33 are separate institutional fellowships or scholarships. Major grants include 17 National Defense Education Act Fellowships, 10 National Science Foundation Fellowships or Traineeships, 9 Woodrow Wilson Fellowships, 4 National Institute of Mental Health grants, 3 U. S. Public Health Service Traineeships, 3 Fulbright-Hays grants, 2 Danforth Fellowships, 1 Churchill Scholarship and 1 Rhodes Scholarship. This record pertains only to the CLA honors seniors who responded to the questionnaire, or about 11 percent of the 1965-66 CLA graduates. From other sources it is known that for the whole University there were 87 NSF grants awarded (mainly to IT students), 13 Woodrow Wilson fellows (in addition to the 9 CLA honors graduates, there was one graduate from CLA not registered in the Honors Division, 2 IT students and one from Morris), 3 Danforth winners (the third was from Morris) and 2 Churchill recipients (the second was in the Graduate School).

Compared with last year, the record for the 1965-66 class is a very notable improvement as far as increases in the number of national and international grants earned. A year ago 18 NSF grants were awarded to U of M students, opposed to 87 this year. Only 7 Woodrow Wilsons were won a year ago, compared with 13 for 1965-66. Last year there were 11 NDEA winners, while there were 17 this year. Only 2 Fulbrights and 1 Danforth were awarded in 1964-65, compared with 3 in each category this year. In the Churchill Scholarship competition, University of Minnesota students received 2 out of a total of 10 granted for the whole United States. No other university

among the 23 universities eligible for competition (including such schools as M.I.T., University of Illinois, California Institute of Technology and Yale) had more than one Churchill Scholar elected. The Minnesota Rhodes Scholar for this year is the 18th for the University since 1905 and the first in 12 years.

The department that produced the most recipients of various grants was Psychology, with 16. Following it are the Departments of German and Political Science, each with 6 winners. English and Mathematics each produced 5, while there were 4 Sociology majors who received grants. The remaining awards were given to students majoring in 19 different departments within the College.

Of the 132 students planning to attend a graduate or professional school, 64 or 48.5 percent will remain at the University of Minnesota. Seven will attend Yale, 6 will go to Harvard, 4 to Northwestern University and 3 each will enter Stanford and the University of Michigan. The remaining 45 will be enrolled at 36 different schools throughout the United States and abroad.

The second largest group of students in the sample are those who intended to accept a position in business, teaching or government and had no immediate plans for post-graduate study. There are 20 in this category or 12 percent of the respondents. Some of the positions accepted include two with the National Security Agency, two in the U. S. Foreign Service, two as social welfare agency case workers, one with the Manned Spacecraft Center in Houston, and one as a chemist with the Minnesota Mining and Manufacturing Co. In addition, 3 students entered the Peace Corps, 1 is a candidate for VISTA, 3 are homemakers and 3 are in military services.

A comparison between men and women in the sample reveals that 92 percent of the male respondents intended to continue their formal education compared with 67 percent of the women. Of the males planning to continue, 60 percent will do so with financial assistance, compared with 55 percent of the women. Of the total male respondents, 3 percent plan to work either in VISTA or the Peace Corps, 2 percent will be employed and 3 percent will serve in the armed forces. Last year 86 percent of the males who responded planned to undertake post-graduate study, 8 percent accepted positions, 5 percent entered the Peace Corps and 1 percent entered the military services. The differences between this year's figures and last may be attributed largely to the recently increased draft calls in connection with the Vietnam War. More males entered military service this year but more also enrolled in graduate or professional schools, presumably most of them with student deferments.

*Michael C. Mann
Administrative Assistant
to the Director of Honors*

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 exten-

sive knowledge demand advanced study for successful leadership. Graduate education is an 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 most 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 strive to 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 Graduate Fellowship Office will provide assistance.

E. W. McDiarmid
Director of the Graduate
Fellowship Office

DEADLINES FOR MAJOR GRADUATE FELLOWSHIPS

DANFORTH: October 14, 1966.
RHODES: October 14, 1966.
MARSHALL: October 22, 1966.
FULBRIGHT: October 24, 1966.

WOODROW WILSON NATIONAL: October 31, 1966. (Deadline for receipt of a faculty letter of nomination.)

NATIONAL INSTITUTES OF HEALTH: October 1, 1966, January 1, 1967 and April 1, 1967.

NATIONAL SCIENCE FOUNDATION:
Graduate Fellowship: December 9, 1966.
Traineeship: February 15, 1966, for U. of M.
(Each school sets its own deadline.)

KENT: December 3, 1966.

NATIONAL DEFENSE EDUCATION ACT
Title IV: February 15, 1967, for U. of M.
Title VI: MODERN LANGUAGE: February 15, 1967, for U. of M. (Each school sets its own deadline.)

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

PROF. EDWARD B. STANFORD
107 WALTER LIBRARY



HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

In the first number of the *Newsletter* this fall, I began to outline certain issues which I think we ought to face and certain innovations which seem to me desirable—or even necessary—if our honors enterprise is to continue to grow and improve. Two points were stressed: (1) The need to attract a larger number of high-ability undergraduates from *outside* the state; and (2) the wisdom of encouraging each undergraduate unit of the University to develop an outstanding honors program, with vigorous but mainly informal inter-college liaison.

Speaking now of recruitment *within* the state, every first-rate high school student should be made aware of the advantages available at various units of the University. We must try to establish a more convincing "image" of the University as a place where outstanding undergraduates may truly share in our unmatched resources in faculty and equipment and extra-University contacts. In competing for the attention of the best students, however, we should be guided by propriety and good conscience. In particular, we should not promise any student more than we expect to be able to do for him during his undergraduate experience.

A reasonably effective and economical recruitment program might follow two major tracks: (1) establish a much closer working relationship between honors administrators at the University and key high school personnel—superintendents, principals, counselors and outstanding classroom teachers; (2) encourage and subsidize a high school visitation program staffed mainly by enthusiastic and well-informed honors students who are already attending the University.

As I turn to other problems in this and succeeding numbers of the *Newsletter*, I will be speaking almost entirely in the context of the CLA program. Suggested innovations might or might not be appropriate in other units of the University or to other institutions. Some of them, indeed, are already in operation elsewhere.

Given an increasing number of applications by topflight students and a deepening commitment to the honors principle, we must face two perplexing and interconnected questions. To how many students can we extend honors opportunities? How are we to select students of so-called "honors caliber"? The natural and instantaneous answer is "to as many as possible provided they want the honors experience and will get a better undergraduate education through it." But honors opportunities are very demanding—of money and faculty concern for the institution, of dedication and ability for the student. Arts Colleges in general—and certainly those on our scale—have not the finan-

cial resources to suddenly convert to an honors-oriented program for all students. If they had the funds, they could not possibly bring together quickly the faculty that would be needed nor suddenly convert the present staff to new approaches. Furthermore, it is at least debatable whether this kind of program would be desirable for all undergraduates.

We come back then to a decision as to roughly what percentage we can realistically include in honors without weakening the regular program for the rest. Right now about 12% of the juniors and seniors are registered in the Honors Division and the proportion is rising faster than is total registration. What is the wise and realistic cutoff—15%, 20% or perhaps less than 12%? Of Lower Division students about 5% are in a rather anomalous situation where they are offered certain (rather minimal) honors opportunities but carry on most of their college business through the regular channels. The Honors Council has recommended that they, too, be allowed to register in the Honors Division and that this opportunity be available to freshman applicants within the next year or two. So we are close to a commitment right now to provide an honors program for about 1000 students.

What the corresponding figure will be in five or ten years will depend primarily, I suppose, on selection procedures at the freshman level. But the Honors Council is wisely insisting on a liberal policy of admitting transfer students or those who demonstrate sharply improved academic standing at any point before the senior year. At the same time a careful review will be made of the current performance of each student admitted to the Honors Division, and those (very few, we hope) who have disappointed us will be transferred to the regular program.

Coming back to the selection of honors freshmen, we now depend mainly on two criteria—(1) previous academic performance as indicated by rank in high school graduating class and rating in one or more nation-wide test; (2) aptitude for college work as predicted by a test administered to all students in Minnesota high schools. A freshman who is invited to participate in honors opportunities must have ranked very high in both categories or extremely high in the second. I doubt if anyone is satisfied with the sole use of these instruments in our selection process. Even in the narrow sense of predicting academic achievement in college, we know they are not very sensitive. A few of those we select do very poorly in

college; and a significant number of those we pass over turn in outstanding academic records as college freshmen.

It would appear that for the latter group there is something in the new experience that provides the impetus to realize high-level capabilities that no test has measured or predicted. One wonders, then, if there are not a good many other "under-achievers" who could have been stimulated and encouraged by some kind of special attention (honors or otherwise), had they been identifiable as entering freshmen.

One of the greatest challenges to the whole honors concept is how to recognize (and then of course encourage) creativity, curiosity, ingenuity, imagination. There is no close or necessary equivalence between such qualities and HSR (high school rank) or GPA. It is possible for a really quite dull but industrious student to get high grades. And it is at least equally possible—even likely—that a brilliant student may get so bored that grades suffer badly. All of us connected with education are aware that this is so, but the consequences for honors programs are particularly disturbing. It seems to follow that a sizeable percentage of our limited resources may be directed at the wrong people.

Psychologists are continually trying to refine their instruments; and there should be increasingly fruitful cooperation between them and honors staffs. More time and money is needed for experimenting with the inclusion of additional data for honors applicants and especially for basic research. But, at least for the years immediately ahead, I suggest we need to pay more attention to the human equation. I think we might experiment with admission of a limited number of students to the Honors Division solely on the basis of a strong recommendation from an insightful high school teacher or colleague in the University, plus a personal interview with the director of honors and the most careful follow-up on their progress in the honors environment.

Incidentally, the converse seems to me equally cogent. I do not believe a student should be automatically admitted to the honors major in a department or interdepartmental program solely because he has a straight B average (or better). The Honors Council may have begun to move in this direction in urging that no major adviser or departmental honors representative should sign a student's application for admission to the Honors Division without discussing with the student the department's program and trying to gauge the student's interest in its substance rather than in the kudos of a *cum, magna, or summa* on his diploma.

William A. McDonald

HSC BEGINS YEAR WITH WORK FOR NON-GRADED COURSES

The Honors Student Council started the year in what we think is an exemplary manner—effective action on an important issue. The Council approved, in its first meeting, October 18, a resolution initiating efforts to implement the policy, first approved by the faculty in 1961, of offering College Honors Seminars as non-graded courses. Gary Olson, our representative on the Policy Committee of the Faculty Honors Council, presented our views and the Committee has endorsed in general the idea of a request for Senate legislation to permit non-graded courses and a specific

recommendation to the college that the College Honors Seminars be so conducted.

In the second meeting of HSC, on November 15, the Council endorsed specific proposed legislation for the Senate, which if passed will introduce the symbols P and N (passing and non-passing) into the grading system as symbols not affecting the determination of a grade point average and meaning credit received and not received, respectively. This proposal, first initiated partly through the efforts of our Vice-President, Sara Frisch, who is our formal representative on the CLA Student Intermediary Board, is being presented for full college endorsement before being passed on to the University Senate. The Council also, in the November 15 meeting, specifically proposed that the grades P and N be used in College Honors Seminars and recommended guidelines for their use.

HSC actions are not going to stop here, however. A committee on the topic of uses of the P-N and/or P-F marking system for additional honors courses has been set up and open discussions, or hearings, to gather the views of honors students will be held. At the same time the curriculum committee, headed by Bill Mittendorf, is beginning a large project of evaluation of present honors programs and courses. And the independent study committee is about to undertake development of specific proposals for expanded opportunities to take course work through independent readings for credit, an innovation that could help "humanize" the university climate by freeing more students from the dominant pattern of large, impersonal lecture courses.

The Council will continue its series of coffee hour talks and discussions. On January 10, 1967, Valdemar Johnson of the Foreign Service will be the guest speaker at one such coffee hour. And various new kinds of programs, such as evening gatherings of a social as well as intellectual nature in various homes, will be considered this year as we try to better fulfill our goal of "community" as well as education.

"Each of us is great insofar as we perceive and act on the infinite possibilities which lie . . . about us," wrote J. H. Robinson. Through the Honors Student Council we hope to identify and act on some of the possibilities open to us. It should be a good year.

Keith A. Nier

President, Honors Student Council

REPORT ON ACADEMY

The first issue of *Academy—A Journal of the Liberal Arts* was published last May, and from all indications it was a success. Response from faculty and students has been favorable, and campus sales last spring exceeded 600 copies. Over \$150 was received from sales (at 25 cents per copy), and along with a \$1000 grant given to the Honors Division for the sole use of *Academy*, the financial status of the

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journal is sound. The Board of Publications was pleased with the design and content of the first issue, and *Academy* has been granted permission to continue publishing in the future.

The next issue of *Academy* will be on sale in the early part of January, and students and faculty are encouraged to look for the journal at University Bookstores, Coffman Union, 115 Johnston Hall, and several yet to be announced locations. A special feature of the January issue will be the publication of winning entries in the creative writing contest held in association with Coffman Union's annual Creative Arts Festival. The 1966 Bridgman Award essays will also appear, and it is hoped that one or two *summa* theses can be shortened to a suitable length for publication.

Academy of course needs a wide variety of material, and since we plan to publish another issue in April or May, writers are encouraged to submit their manuscripts to the address below. The journal publishes fiction, verse, drama, art work, along with a variegated fare of scholarly papers and informal essays. Students writing papers for honors courses, seminars, colloquia, and other assignments should keep *Academy* in mind. In addition, the staff is making a special attempt to encourage the writing of essays on virtually any topic. David Daiches, noted literary scholar, summed up the plight of this literary genre when he said, "The art of the essay, like that of conversation, has declined in the last century because there are too few people who know enough matters to afford an audience for the attractive discussion which is expert without being specialized."

The editor of *Academy* is Gary M. Olson, and Robert R. Verbrugge is associate editor. Other staff members include Martha Rosen, Phillip Sandahl, and Susan Williams. The Editorial Board consists of Prof. Gisela Konopka (Social Work), Prof. James Scoggins (English), Prof. James Wertz (Physics), along with two students, Sara Frisch and Keith Nier. Anyone interested in working for *Academy* should contact either the editor or associate editor at the address below.

Academy
115 Johnston Hall
University of Minnesota
Minneapolis, Minnesota 55455

Gary M. Olson

COLLEGE HONORS SEMINARS FOR WINTER QUARTER

Four College Honors Seminars will be offered Winter Quarter, 1967. They are CHS 91H, "Developments of Patterns of Symmetry in Living Organisms," to be taught by Professor Nelson T. Spratt, Jr., of the Department of Zoology; CHS 92H, "Muse on Dromedary: The Metaphysical Moment," to be led by Professor Toni McNaron of the Department of English; CHS 93H, "The Role of Government in Economic Life, in Principle and in History," to be given by Professor John Kareken of the Department of Economics; and CHS 94H, "Ideas to Live By," to be led by Professor Starke Hathaway of the Division of Clinical Psychology.

The response to the announcement of seminars for this year, initially published in the May, 1966 *Newsletter*, has been so strong that there are openings now only in CHS 91H. The other three seminars have been

fully subscribed, either by special reservations or final registrations.

The seminars are open to all students officially registered in the Honors Division, although students with a 3.25 or higher overall GPA are given priority. Other Upper Division students (including majors outside of CLA) 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. Upon petition, a maximum of six CHS credits may be counted toward all degree requirements except those of the major and minor. This means, however, that a seminar used toward the 15 Upper Division credits required outside the major and minor must be clearly outside the two departments involved. 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, Pre-Medicine, Pre-Theology and Speech, Communication, and Theatre Arts. Several other departments strongly encourage students to elect them.

Students interested in taking CHS 91H, or in being placed on a waiting list for the other three Winter Quarter seminars, should contact a staff member in the Honors Division Office, 115 Johnston Hall.

Following below are descriptions of CHS 91H, for students who may not have read the original announcement, and CHS 94H, which has recently become available:

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 94H, "Ideas to Live By."

Professor Starke Hathaway, Division of Clinical Psychology.

Listed below are ten appropriate questions, among many questions, to indicate the content of "Ideas to Live By."

1. What is worth living or dying for?
2. Are you insecure? What do you mean by security?
3. Should man survive? Why?

4. Has an individual (you) any inherent rights? Has a society inherent rights?
5. May one honestly and rightly be a "conscientious objector"?
6. Is "enlightened self-interest" a suitable all-inclusive philosophy?
7. Will man's "humanitarian softness" lead to his destruction?
8. Did you or does a child have a "right" to be born?
9. Is "Nature" and her laws a suitable God to guide us? Have we any choice in this?
10. May man ever kill man justly? Can you defend your answer?

The seminar will be held on Tuesdays, 3:30-5:00, in Ford Hall 261.

CLA PLACEMENT OFFICE TO PROVIDE COPYING SERVICE

It is now possible for seniors applying to graduate or professional schools to use the special services of the CLA Placement Office. In particular, the Placement Office will keep on file master copies of letters of recommendation that seniors receive from faculty members 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 advance with the Placement Office, 125 Johnston Hall. Those who write letters of recommendation may insure their confidentiality by sending them directly to the Placement Office rather than having the student deliver them.

NEW AND REVISED HONORS PROGRAMS

During the past year-and-a-half various departments and interdepartmental programs of the College have either revised their honors programs or have established new ones. New programs in the following majors have now been approved by the Executive Committee of the CLA Honors Council: Art History, East and South Asian Languages, International Relations, Microbiology, Middle Eastern Languages, Music, Physics, Physiology, Pre-Medicine, Russian and Scandinavian. Revisions have been approved in the honors programs of Classics, Geography, History, Humanities and Pre-Theology.

There is great variety among the requirements of these 16 programs. For example, some require participation in special departmental seminars or colloquia (East and South Asian Languages, Geography, History, Humanities, International Relations, Middle Eastern Languages, and Pre-Medicine). Others require or strongly encourage their honors majors to elect at least one College Honors Seminar (Classics, East and South Asian Languages, Geography, Humanities, Middle Eastern Languages, Music, Pre-Medicine and Pre-Theology). Some have established special tutorials or independent study, research or readings courses (Classics, East and South Asian Languages, International Relations, Microbiology, Middle Eastern Languages, Music, Physiology, Pre-Medicine, and Russian). A few require a thesis from all candidates, regardless of the level of honors sought (Art History, History, International Relations, and Pre-Medicine) and some require written or oral examinations (Classics, East and South Asian Languages, Humanities, Middle Eastern Languages, and Music).

An Honors candidate majoring in any of the departments listed above should become familiar with the new requirements, in order to fulfill them completely and thus qualify for honors. Detailed descriptions of these programs, as well as others within the College, may be obtained in the Honors Division Office, 115 Johnston, or in the various departmental offices.

HONORS NEWSLETTER

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

Most readers of the *Newsletter* will have heard of the appointment of Professor D. Burnham Terrell as Director of the Honors Division for a three-year term beginning June 15, 1967. Next year this column will no doubt reflect the succession with an abrupt change from my meandering classical rhetoric to the new director's terse and logical philosophizing.

I believe that fairly frequent infusion of new vigor and different personalities into the top executive job will prove to be a healthy policy for CLA honors. It will also make the position more attractive to able faculty members whose continuing commitment is to teaching and research. Three years may sometimes seem like a rather long stretch, both to the incumbent and to colleagues whose arms he is continually trying to twist in the interests of a better honors program. But a shorter term would be wasteful and no loyal faculty member ought to balk at devoting a small segment of his academic career to important administrative duties. One certain result is that he will develop a more charitable and sympathetic attitude toward "them" (i.e. career administrators). Furthermore, there will be great advantages in the emergence of a cadre of directors emeriti on whose judgment the current director can draw and whose continuing commitment to honors ought to be especially firm.

I doubt that Professor Terrell's present position as vice chairman of the Honors Council was a major consideration in his selection by the dean and the *ad hoc* committee. Presumably they placed more weight on his deep interest and long service in the cause of honors throughout the decade or more that the present program has been developing. Yet there is a kind of logic (all other considerations being equal) about the vice chairman of the Council and the chairman of the Policy Committee succeeding the director. We have, I think, a sound structure in the Council. (Elsewhere in the *Newsletter* is a roster of the Council's current members.) If the departments continue to select concerned and committed honors representatives and if the representatives continue to elect one of the ablest of their members as vice chairman, the transition to director would be an easy and natural one. At the same time, membership (past or present) in the Council should certainly not be a blanket prerequisite.

Since my opportunity to harangue a captive audience through this column will soon be lost, I have asked Mr. Mann for extra space to outline here some convictions, problems, doubts and contingencies about our present and future program at the lower division level. This discussion follows naturally enough on what was said in recent issues about recruitment and

selection of honors students. Both the Policy Committee and the Honors Student Council are currently considering innovations at the freshman and sophomore level; and I shall try as far as possible not to infringe on the main areas of their discussions.

Up to now we have been working harder and succeeding better at the junior and senior level. Although improvement can and should be made there, the main thrust of thought and innovation in the next few years ought to be at the pre-major level. And, of course, better prepared honors freshmen and sophomores will become better (and more demanding) honors majors.

The College has now officially approved the recommendation of the Honors Council that we should proceed to organize a *formal* lower division honors program. The clear intent is that we invite a carefully selected group of freshmen to register in the Honors Division and that we offer to them in their first two years the most challenging academic opportunities that we can together devise and realize. Some of those students—relatively few, we hope—will not continue in the Honors Division; but they will be replaced by classmates whose college achievement is higher than predicted and by outstanding transfer students.

At present we offer to some 400 particularly promising "honors" freshmen and sophomores four categories of special opportunities: (1) faculty advisers, who are not available to freshmen outside of this "honors" group; (2) participation in the Lower Division Honors Colloquia—about half of the "honors" freshmen and a few sophomores; (3) "complementary" programs—luncheons, coffee hours, books etc.; and (4) honors courses or honors sections of some large elementary courses.

Leaving aside for the moment the very grave problem of H courses at the lower division level, we must soon decide whether to initiate the formal lower division program in fall 1967, as the Council recommended. One perfectly understandable posture is that we should simply adopt what we are now doing as a "formal" program and improve and extend present opportunities as rapidly as possible.

Professor Terrell is a vigorous proponent of the importance of complementary, paracurricular opportunities; and for these it seems that we can count increasingly on the generous financial support of the University of Minnesota Foundation and other friends of honors. Also, programs like that of the new Free

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

University should be particularly attractive to honors students. Perhaps we might work out some cooperative arrangements along these lines.

Another defensible point of view, however, is that we should delay the "formal" stage until we have worked out a more coherent over-all approach to lower division honors and have enlisted more uniform interest and support in the departments. Put quite bluntly, some strong supporters of honors are asking whether we should run the risk of appearing to promise these able and idealistic young people considerably more than we are now prepared to deliver. And it is certainly true that an honors program which lacks adequate focus, organization and staff is the ultimate contradiction in terms.

Perhaps a workable compromise would be along the following lines. We will launch the formal lower division honors program in fall 1967 (which means beginning almost immediately to correspond in these terms with students already admitted to the college) *provided*: (1) that the Honors Division is assured of the necessary space, clerical and administrative staff to properly serve roughly double the present number of students; (2) that we can count on faculty support for a more effective honors advising program; (3) that we can expand the Lower Division Honors Colloquia so that *all* freshmen invited to enroll in the Honors Division may be offered a place.

All three of these desiderata are difficult. The matter of additional space and staff is an excruciating administrative decision which the dean and others now have under consideration. Adequate honors advising will require a heavier commitment of faculty attention. The best actual and potential advisers are already among the busiest of our colleagues. Yet an honors adviser, to be worthy of the name, ought to know his advisee as a person as well as a promising scholar. How many of us can say we measure up? We can hardly expect an honors student to *insist* on a reasonable share of our time and interest, although some students are as culpable as we in not seeking a closer bond. If my intuition is correct that both faculty and students want the lower division honors program to develop in terms of opportunities rather than requirements, the advising program is absolutely crucial. Honors students have to be allowed and encouraged to break the lock-step, to build flexible individual programs of study. The conscientious, well-informed honors adviser is the only guarantee that honors students are able to enroll in the courses they need and want, that they do not neglect the H offerings, that they are aware of opportunities for credit or advanced standing by examination, independent study, abnormally heavy or light credit loads, and so on.

As for the Colloquia, there are seven groups at present, with 14 faculty or administration co-leaders and slightly under 100 students. A 50% to 100% expansion would be necessary next year if we are going to offer this opportunity to every freshman invited to register in the Honors Division. The Colloquia have been sharply expanded in the past two years and problems are correspondingly more acute. Is the present non-credit basis too permissive? Are programs too heterogeneous? Can we continue operating on a more ambitious scale with practically un-remunerated leaders? Should something like our present LDHC formula be *required* of all freshmen and sophomores in the division? Should we work out, parallel to or in place of the LDHC, a series of "general honors" courses in the freshman and/or sophomore year?

Should one (or perhaps one each term) of such courses be required of all honors students? Might such courses replace certain distribution requirements? Could some of them stress writing and substitute for Freshman English? Can we take advantage of the experimental, innovative possibilities in the new legislation concerning the College's interdisciplinary programs in the Humanities and Social Sciences?

A word, finally, about departmental honors courses at the lower division level. The H courses and sections are proposed, organized and administered entirely within the departments. Prerequisites are imposed by the departments. "Honors" freshmen and sophomores may be (and occasionally are) excluded by department decision. "Honors" freshmen and sophomores may elect several H courses or none. Freshmen and sophomores not in the "honors" category are (and no doubt should be) admitted to most H courses. There is wide variation among departments in availability, quality, grading and general concern about H courses.

If the above is not too harsh an outline of the present situation, it is hardly an ideal basis for a sound honors program. At its last meeting the Council voted to charge the Executive Committee with responsibility for screening new or revised H courses proposed by departments, before action is taken by the appropriate divisional council. With unimpeachable logic it also suggested that the Executive Committee should initiate a review of H courses which are already approved and being offered. This responsibility will probably occupy much of the committee's attention for the remainder of the present year and for some time to come. Neither the director nor the honors staff nor the members of the committee will be able to carry forward such evaluation adequately. Small task forces on an *ad hoc*, "area" basis will probably have to be organized. And the same train of logic will no doubt force us to take cognizance of the complete lack or obvious inadequacy of honors offerings in certain key departments.

Patience and mutual understanding and good will are going to be needed as this review progresses. Where inadequate offerings are clearly the result of a particularly acute budgetary situation, the dean has expressed his willingness to negotiate with the departmental chairman, as he does in the case of the graduate program. The director of honors and the Honors Council can make no fiscal promises and exert no pressure other than the moral kind. If isolated, hard-nosed confrontations should develop between the recognized needs of the College's honors enterprise and the will or wish of a department or certain of its members, the Honors Council (in which each department is represented) will find itself severely tested. Such unfortunate situations have occurred on other campuses, but my experience over the past three years would suggest that we have a very open and sympathetic climate here. Let me simply suggest (as a lame-duck administrator may do with less risk) that issues may occasionally arise in Academe when the corporate good must limit the principle that departmental autonomy is completely sacrosanct.

William A. McDonald

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.

COLLEGE OF LIBERAL ARTS HONORS COUNCIL

1966-67

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Child Psychology	John Hill
Classics	William McDonald
East and South Asian Languages	Richard Mather
Economics	Edward Foster
English	James Scoggins
Geography	John Rice
Geology	George Rapp
German	Wolfgang Taraba
History	Robert Berkhofer
Honors Student Council	Gary Olson
Honors Student Council	Cynthia Reed
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Interdepartmental Major	Mabel Powers
International Relations	Burton Sapin
Journalism and Mass Communication	Donald Gillmor
Linguistics	Walter Lehn
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Microbiology	Martin Dworkin
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Music	Dominick Argento
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Physics	Clifford N. Wall
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Romance Languages	Constance Sullivan

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SPRING QUARTER HONORS COURSES AND SECTIONS

In Spring Quarter there will be 55 honors courses, sections, seminars or tutorials offered, 23 at the Lower Division level and 32 in Upper Division. This represents an increase of 10 over the number given in Spring Quarter, 1966. 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 either more intensively or 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, 1967

COURSE	PREREQUISITES	INSTRUCTOR
Analytical Chemistry 47H	46, #	Swofford
Anthropology 95H, Seminar	Honors Candidate in Anthropology or #	Adams
Biology 2H, General Biology Lab	"B" in Biology I	Kerr, Olson
Chinese 193H, Research	192H	Liu, Mather

College Honors Seminar 91H, "Social and Cultural Aspects of Geographic Thought"	<i>magna</i> or <i>summa</i> candidate, Consent of Honors Division	Broek
College Honors Seminar 92H, "Friedrich Nietzsche and Modernity"	<i>magna</i> or <i>summa</i> candidate, Consent of Honors Division	Taraba
College Honors Seminar 93H, "The Role of Science in Modern Society"	<i>magna</i> or <i>summa</i> candidate, Consent of Honors Division, ‡	O'Connor
College Honors Seminar 94H, "A Mirror of Man" Communication 3H	<i>magna</i> or <i>summa</i> candidate, Consent of Honors Division	Ballet
Economics 1H, Principles of Macroeconomics	2 or 2H, Δ	Bryan
Economics 2H, Principles of Microeconomics	3rd qtr. freshman, overall 3.0 GPA	Heller, Kareken
English 12H, Literature and Composition	1 or 1H, overall 3.0 GPA	Boddy, Slesnick
English 90H, Tutorial	11H, ‡	Bernard
English 91H, Tutorial	<i>magna</i> candidate, Δ	Thesis Adviser
English 92H, Tutorial	<i>summa</i> candidate, Δ	Thesis Adviser
French 3H, Beginning French	<i>summa</i> candidate, Δ	Thesis Adviser
French 25H, Intermediate French	2H or ‡	To be determined
French 67H, Survey: Romanticism to Surrealism	3H or ‡	To be determined
Geography 4H, Human Geography	25H or 30 with A or 66H, ‡	Robinson
Geography 90H, Seminar	#	Broek
German 59H: Composition	10 cr. geog., 3.0 GPA, ‡	Webb
German 63H, Conversation	58, Δ	Coleman
German 90H, Proseminar	62, Δ	Coleman
Greek 97H, Tutorial	Honors Candidate in German	Taraba
History 2H, Civilization of the Modern World	Δ	McDonald
History 3H, Civilization of the Modern World	#	Christianson
	#	Kieft, Rudolph, Noonan
History 13H, Medieval, Renaissance History	#	Buzicky, Hoyt
History 23H, American History	Sophomore, ‡	Rutman
History 24H, American History	Sophomore, ‡	Howe
History 84H, Seminar	83H	Howe
Humanities 1H, Humanities in the Modern World	# or Δ	Penn
Humanities 3H, Humanities in the Modern World	# or Δ	Zimmerman
Humanities 133H, Proseminar	Senior, Δ	Kliger
International Relations 91H, Research	90H	Sapin
Japanese 193H, Research	192H	Arranged
Journalism 122H, Current Communications Problems	Senior, Journ. 51	Gerald
Latin 97H, Independent Reading	Δ	McDonald
Mathematics 43H, Analytic Geometry and Calculus	42H	Wilde
Music 96H, Independent Study	3.0 GPA	Arranged
Philosophy 52H, History of Western Philosophy	#	Lewis
Philosophy 92H, Seminar	Honors Candidate, 6 cr. UD Philosophy Courses, Δ	Cohen
Physics 51H, Intermediate Physics	50H, Math 32 or 106	Hamermesh
Physics 52H, Physics Laboratory	51H, Δ	Hoot
Political Science 90H, Research	Δ, Political Science Major	Scott
Russian 3H, Beginning Russian	2H	Sjoberg
Sociology 3H, Social Problems	#	Zwerman
Sociology 99H, Tutorial	98H	Major Adviser
Spanish 3H, Beginning Spanish	2H, ‡	To be determined
Spanish 25H, Intermediate	#	To be determined
Spanish 67H, Survey: Neo-classicism to Early 20th Century	25H or 30 with A or 66H, ‡	Serrano-Plaja
Speech 5H, Fundamentals	3.0 GPA	Shapiro
Speech 96H, Tutorial Seminar	Honors Candidate, Δ	Bart
Theatre 13H, Introduction to Theatre	11, ‡	Ballet, Malcolm
Theatre 96H, Tutorial Seminar	Honors Candidate, ‡, Δ	Arranged
Zoology 99H, Seminar	98H	Huver

‡: Consent of instructor

Δ: Consent of department or school offering the course

HONORS NEWSLETTER

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HONORS NEWSLETTER

FROM THE DIRECTOR'S DESK

In looking backward over the short history of the current CLA honors program, one might select two major landmarks. The first was the proposal in 1961 by the "old" honors committee to launch what is essentially our present Upper Division departmental honors, plus the College Honors Seminars. The second was the organization in 1965 of the Honors Division, the Honors Council composed of departmental representatives, and the two standing honors committees.

We can take a good deal of satisfaction in observing how these ideas have worked out in practice. Almost every department and every interdepartmental program has made special provisions for majors interested in earning honors. In framing and administering the departmental programs, in staffing the College Honors Seminars, in participating in the work of the council and committees, and in supporting various opportunities for selected students in the Lower Division, many faculty members have shown their sincere interest in rethinking and personalizing the education of our ablest undergraduates.

It should be noted, however, that credit for whatever modest success has been achieved so far is also owed to the excellent cooperation of colleagues in other colleges and to strong support from college and university administrators. Interested benefactors have helped, too, both individually and through the University of Minnesota Foundation. And students in increasing numbers have not only responded to the new opportunities but, through the Honors Student Council, have contributed useful suggestions for the continuing improvement of the programs.

A third milestone has, I think, been passed during the current year. In the last twelve months the council has approved a series of ambitious proposals to inaugurate a formal honors program at the freshman-sophomore level. Details will be announced as soon as possible. Such new features as registration in the Honors Division, the "named scholar" plan, the apprentice-scholar program, and the encouragement of para-curricular educational activities can probably be

put into effect quite soon. Other ideas will require more detailed formulation and special funding; but they are innovative in the best sense and should get a sympathetic reaction from sources both inside and outside the University. The faculty and student committees are also discussing changes and additions that will provide more flexible programming, special writing seminars, tutorials, subsidized undergraduate research and so on. These suggestions—and others that we can confidently expect—will need further debate and refinement in the coming months.

Legislation already passed by the council will make possible by 1970 a Lower Division program which is fully comparable in quality, identity and prestige to that now operating at the junior-senior level. Freshmen and sophomores who have taken advantage of its best features should be better prepared for special departmental opportunities. The apprentice-scholar program should effectively narrow the gap between upper and lower classmen. We hope to discourage artificial segregation, either in terms of different stages in college or in the sense of honors students versus other undergraduates. Increased emphasis will be placed on service (in the best educational sense) to fellow students and interaction with the whole University community. Innovations which prove successful in the honors setting ought to contribute continual revitalization to the wider undergraduate patterns of education.

The new director of honors and his staff will need firm support if these ambitious plans are to be realized. If he has any time and energy remaining, I would suggest that Professor Terrell set his sights right now on a fourth "great leap forward." When this particular physical goal is achieved, it will make much more viable many of the programs now in the discussion or developmental stages. I refer, of course, to an Honors Center.

William A. McDonald

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

NEXT ACADEMY TO BE ISSUED

IN MAY

The second issue of *Academy* was published last January under the editorship of Gary Olson. It has been very favorably received by both faculty and students. Total sales to date number 700 copies, compared to 600 for the first issue sold in May 1966. Our sales were good in spite of indoor and somewhat intermittent selling.

The third issue of *Academy* will appear this May and will be sold for twenty-five cents as in the past. The journal will go on sale in Johnston Hall, Folwell Hall, Coffman, on the West Bank, and in front of Walter Library if the weather permits. A number of copies will also be stocked in most University Bookstores, Perine's, Savran's, and in 115 Johnston. We plan to stage a massive advertising assault on the perceptions of the student body and faculty; our audience is growing, but there is still all-too-much ignorance of both our existence and Heideggerian essence (function).

We plan a May issue of high quality. Included in it will be two essays resulting from College Honors Seminars: a dialogue essay on the science and letters of the seventeenth century by Gary Olson and an essay on "The Culture of Poverty" by Adell Johannes. The May number will also contain several poems and short stories, some of it the work of winners in the 1967 Creative Arts Festival Literature Competition. Patricia McDermott will illustrate the issue.

The staff of *Academy* includes Robert Verbrugge (Editor), Martha Rosen (Poetry Editor), Gary Olson (Holder of Wisdom), Marc Silberman, Philip Sandahl, and Linda Lindgren. The Editorial Board consists of Professor James Scoggins (English), Professor Gisela Konopka (Social Work), Professor James Wertz (Physics), and Sara Frisch and Keith Nier (students).

Academy encourages work by any undergraduate student at the University in the areas of essays, poetry, fiction, art, photography, etc. Any contributions or correspondence may be addressed to:

Academy
115 Johnston Hall
University of Minnesota
Minneapolis, Minnesota 55455

Robert Verbrugge

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.

HONORS LOAN LIBRARY PRIVILEGE

Three years ago Walter Library agreed 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. The arrangement 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" system 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.

CALENDAR OF UPCOMING HONORS EVENTS

Woodrow Wilson Fellowship Reception: April 17.
By invitation only; current or former Wilson fellows who may not have been reached by mail are cordially invited to attend (4:00-5:30, Campus Club Library, CMU).

Honors Student Council Meeting: April 20.
Elections of 1967-68 officers and general session (3:15-5:00, 343-44 CMU).

Lower Division Honors Colloquia Luncheon: May 18.
By invitation only. Special guest speaker will be Bishop James Pike, on the subject, "Religion in Higher Education."

Honors Student Council Meeting: May 18.
General session (3:30-5:15, 325-26 CMU).

Recognition Banquet for graduates *summa cum laude* and their advisers: May 22.
By invitation only. Special guest speaker will be President O. Meredith Wilson (6:30-8:30, Campus Club).

Honors Student Coffee Hour: May 24.
Guest speaker: Professor Peter Sawyer (Visiting Professor of History), on the subject, "The Fury of the Northmen."
Faculty and students are cordially invited to attend (3:15, CMU Men's Lounge).

LETTER FROM OXFORD

(Editor's note: The following report was written by R. Walter Bachman, Jr., Class of '66, a *SUMMA CUM LAUDE* graduate in Political Science, MSA president in 1965-66, and a Rhodes Scholar this year.)

An account of impressions of Oxford after two terms necessitates the firm implantation of one's tongue in one's cheek. The temptation to recount the absurd combination of anachronism and intellectual vitality is irresistible. The Oxford which holds the ideal of a genuine community of scholars assisting one another in a mutual endeavor also displays an elaborate scheme of academic hierarchy. Undergraduates are not merely students, but are Scholars, Exhibitioners, or Commoners, depending upon entrance qualifications. Gowns must be worn which vary in style according to hierarchical rank. The same Oxford which is virtually devoid of social rules of an American brand still locks each college gate at midnight (but turns a blind eye to late-comers scaling the college wall).

Weatherwise, Oxford is situated in one of the most notoriously gloomy sections of England. On a typically damp cloudy day, a friend sent a color postcard to the States with the note: "This color photograph really cannot do justice to the marvelous black-and-white of an Oxford winter."

Beyond such surface impressions, one finds that the Oxford pattern of educating differs markedly from the American system. Perhaps the most notably distinct feature of the Oxford education is the continual emphasis placed upon oral expression. Weekly essays are read aloud—and defended extemporaneously—in tutorial sessions. On-the-spot evaluations by a tutor may range from a comment of approval to the sputtered exclamation: "Rubbish, young man, rubbish!" Such evaluations take the place of the quarterly grades given out by American universities, for a student's degree is classified entirely on the basis of a barrage of tests at the conclusion of two or three years. The fact that they are never emblazoned upon a permanent record fails to diminish the significance of personal evaluations. Receiving a "B" or "C" from an American university always seemed vaguely imprecise; but one has no doubt as to the precise import of a tutor's tantrum.

Some American students might argue that the flexibility which Oxford allows a student in preparing for his exams is a vast improvement over the American system of continual testing and grading. However, it must be remembered that this flexibility is circumscribed by an extremely rigid set of expectations which allows almost no variation in formal curriculum once a field is chosen. A student may decide how he wishes to study, and at what pace, but the Uni-

versity determines uniformly what he is to study for purposes of evaluation. With only minor options granted, all students in a given field are administered the same exam at the conclusion of their studies.

Pompous, and yet informal, Oxford presents British life and education at its self-contradictory best. Perhaps nowhere else does a University strive so hard to retain the past while seeking to set the intellectual pace for a country.

R. Walter Bachman, Jr.
Exeter College
Oxford University
Oxford, England

LETTER FROM ROSLINDALE

Dear Professor McDonald:

Thank you for your very kind letter of January 4th. I take great pride in being a graduate of the University of Minnesota, and I am very grateful for all that it has done for me. In no small part do I owe my *summa cum laude*, my Woodrow Wilson Fellowship and my present attendance at the Harvard Graduate School [majoring in Germanic Languages and Literature] to a number of dedicated and encouraging professors and to the understanding assistance of the University.

In my freshman year the University awarded me a scholarship covering fees and tuition; in my junior year I was sent to the Free University of Berlin with the generous assistance of the MSA student exchange program; in my senior year I received the Schlenker scholarship; and I have been employed by the University in the Pediatrics Lab of Mayo Hospital and in the Language Laboratory. I was inspired by the exciting lectures of such men as Professor Luyten, Magnus Olson, Kerr, Brasted, Sibley, Waldauer, Hirschbach and Taraba. And it is especially to Professor Taraba that I owe so much in terms of friendly guidance and personal interest. For all this I am deeply grateful and hold it up to those who say that Minnesota is an impersonal institution of learning. Since I cannot possibly thank individually each person who made my four years at Minnesota exciting and rewarding, I would like to thank you in the name of all.

Sincerely yours,
Larry Johnson, '66
Roslindale, Massachusetts

(Editor's note: Mr. Johnson's letter, reproduced with his permission, seems to us to throw doubt on current criticism that "multiversities," and the University of Minnesota in particular, are necessarily cold, aloof and impersonal.)

INTERDISCIPLINARY HONORS SEMINAR IN MUSIC, THEATRE AND STUDIO ARTS

Beginning next fall, the Departments of Music, Studio Arts and Speech, Communication and Theatre Arts will offer a special interdisciplinary seminar for honors majors in the three departments. The seminar will be designed to assist students in these three fine arts areas to acquire an understanding of the relationships existing among the three fields. Emphasis will be placed on discussion, led by faculty from each area, and attendance at significant performances that illustrate interdisciplinary cooperation in the arts. For example, students will attend a performance of the Guthrie Theatre's production of the "Oresteia" and later will examine the roles of music, dramaturgy and the visual acts in the overall concepts underlying it.

As a way of acquainting students majoring in one of the three fine arts with viewpoints and techniques of the other two, opportunities will be available to experiment in the various media. For instance, music and theatre students might join arts students in creating a piece of sculpture; theatre and art majors might learn to compose a piece of music; and perhaps all three groups might at the end join in one coordinated effort, such as the production of an original opera. It is hoped that such experiences will enable the participants to develop greater aesthetic judgment and appreciation in all three areas.

In its first year the seminar will be led by Professors Katherine Nash (Studio Arts), Dominick Argento (Music) and David Thompson (Theatre). It will be offered for two quarters, fall and winter, under the numbers 88H and 89H listed separately in each department. Two to four credits per quarter may be earned. Enrollment will be limited to junior and senior honors students majoring in the three departments, with a maximum enrollment of 21. Priority will be given to seniors in the event of heavy demand. Interested students should contact the Honors Office and the honors representative in their own department no later than June 2.

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HONORS NEWSLETTER

FROM THE DESK OF THE FUTURE DIRECTOR

Professor McDonald began his April message "From the Director's Desk" with some reflections inspired by looking backwards over the short history of the CLA honors program. As I read again his report and look back over my own experience during the same period, I am deeply impressed with what has been achieved under his leadership. He should feel not only the satisfaction we all share, but the pride of personal accomplishment as well.

The April message concludes with a look at the future, immediate and more remote, and with a challenge to make yet another "great leap forward." It is a challenge we should welcome, because the example of past accomplishments and the flourishing enterprise that has emerged out of them should make us confident that we can achieve the goals it defines for us.

I am sure that Professor McDonald would be the first to agree that the physical goal he singles out, the Honors Center, has no significance in itself. The Church is not the steeplehouse. What it will represent and provide for, when we have it, is the expanded vision of our honors program. In 1961 Honors ceased to mean a Latin tag on a diploma and began to mean various ways of enriching our curriculum. But we have already begun to think beyond the curriculum and to create some features of the program outside of it. The honors curriculum should be heard as a fundamental that supports a multitude of overtones. We shall come, I hope, to think of honors as a style of life in the university through which excellence can be pursued in many ways. Then we well might add to our fundamental motto, the first director's personal signature on our CLA honors program, an overtone, hearing it through a Joycean gloss: "Always excel—not owlwise only, but allways."

D. Burnham Terrell

DEADLINE FOR SUMMA THESES MOVED UP

On December 9, 1966, the CLA faculty Honors Council voted to require that *summa* theses be submitted no later than the Friday of the second week of the quarter in which the student expects to grad-

uate. If a student graduates during the summer, the deadline will be the Friday of the first week of the session. This new policy will go into effect beginning Fall Quarter, 1967.

The *summa* deadline was established on a firm basis to allow reading committees reasonable time to judge the theses, confer on the verdict, and give oral exams when necessary. The Council agreed, furthermore, that it is usually in the candidate's own best interest to complete the thesis well before the end of the final term. For students in departments which require seminars or research projects that normally do not terminate until the last quarter, extensions of the deadline may be made, if the department has agreed in principle to such extensions. Waiver of the deadline must be granted no later than four weeks before the regular deadline by both the student's thesis adviser and the departmental honors representative. In no case can the extended deadline be later than two weeks prior to the date of commencement (or, in the case of Summer Sessions, one week prior to commencement).

The Council voted that students failing to submit their theses prior to the deadline will not be listed as *summa* graduates in the Commencement Program. They will, however, be recognized as *magna* or *cum laude* graduates if they have met departmental requirements for such honors by the end of the second week of the quarter. And, of course, after they have submitted their theses and have been approved for *summa*, their diplomas and transcripts will be designated accordingly.

Should an undergraduate defer graduation one or more quarters in order to gain more time to complete the *summa* thesis, no tuition or special fee will be charged. But to avoid such delays, probable *summa* candidates are urged to begin seriously planning their projects before the end of the junior year. In most cases, they should do preliminary research and reading during the summer between the junior and senior years. Usually departmental advisers and the Honors Division will encourage students to take lighter credit loads during the quarters in which they are most actively engaged in completing the thesis.

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

COLLEGE HONORS SEMINARS FOR 1967-68

During the next academic year thirteen College Honors Seminars will be offered. They are listed below, with brief descriptions and scheduling information for each. The seminars 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. A maximum of six CHS credits may 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. Beginning this fall all of the seminars will be offered on the recently developed "P-N" grading system. Participation in the seminars is not mandatory for graduation with honors, except in the following departments or interdepartmental programs: Classics, East and South Asian Languages, Geography, Interdepartmental Studies, Italian, Journalism and Mass Communication, Middle Eastern Languages, Portuguese, Pre-Medicine, Pre-Theology, Speech, Communication and Theatre Arts, Statistics, and Studio Arts. Several other departments strongly encourage their majors 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 doing this 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, 1967

CHS 91H, "Trans-Cultural Approaches to Social Welfare." Professors Thomas Walz and James Wiebler, School of Social Work.

This seminar will evaluate social welfare policies and programs as they emerge from, are affected by and act upon diverse cultural frameworks. Examples from the Canadian, Honduran, Italian and other national societies will be utilized to study social welfare institutions in relationship to:

1. the socio-economic structure.
2. the sub-cultural value orientations.
3. the effect of international relationships.
4. cross-cultural transferability.

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

CHS 92H, "Towards a Complete Description of Living Matter in Terms of Chemistry." Professors Samuel Kirkwood and Stanley Dagley, Department of Biochemistry.

To what extent can the physical sciences, and in particular chemistry, explain the way that living things

maintain their existence? Can they give a satisfactory account of the way that Life came into being? The feeling that the processes of Life are governed by laws that differ from those of inanimate Nature is very old. We do not need to read the works of a non-scientist such as George Bernard Shaw to find reference to a special agency, the "life force." Many scientists in the past, such as those who formulated the laws that govern the transfer of energy, felt that the activities of living things raised a dilemma which could not be resolved at that time. This is well expressed by the great physical chemist, G. N. Lewis, writing as late as 1926, who said that living things "alone seem able to breast the great stream of apparently irreversible processes. These processes tear down, living things build up. While the rest of the world seems to move towards a dead level of uniformity, the living organism is evolving new substances and more and more intricate forms."

Modern biochemistry gives us a picture of how this may be achieved without violation of the laws that relate to inanimate matter. We shall outline some of the methods that living cells employ for constructing the complex molecules essential to their existence; we shall see how these might have started; and we shall discuss with participants in the seminar any philosophical problems which they feel are raised by these considerations.

No special text is required, but students may find *The Living Cell* (W. H. Freeman & Co.) to be interesting and relevant. The seminar will be held on Thursdays, 3:15-5:00 in 239 Gortner Laboratory on the St. Paul Campus.

CHS 93H, "Latin American Music: Musical Cultures of Inca-America." Professor Johannes Riedel, Department of Music.

The seminar will concern music in Peru, Bolivia, Ecuador and Colombia. It will present an historical account of music in these countries during precolonial and colonial times, as well as during the nineteenth and twentieth centuries. Outstanding composers and outstanding musical societies will be studied.

It is hoped the students will acquire a basic understanding of the musical styles of Peruvian, Bolivian, Ecuadorean and Colombian primitive, folk and popular music. General features of the different types of music will be examined. Richness and diversity of music and dance will be analyzed and the importance of recurrent musical patterns within the musical tradition of the Inca-American countries will be shown.

A basic understanding will be sought of the musical style of primitive, folk and popular music as it is valued in Peruvian, Bolivian, Ecuadorean and Colombian society. The role of music in tribal, rural and city societies of these countries will be explored. Oral, written and combined oral/written traditions will each be discussed. The social position of the professional and amateur musician in these countries will be studied. The seminar will meet on Tuesdays, 3:15-5:00, in 106 Johnston Hall.

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.

CHS 94H, "Physics and Chemistry of the Earth." Professor V. Rama Murthy, Department of Geology and Geophysics.

Seminar Outline

1. Origin of the solar system.
2. Formation of the elements.
3. Over-all chemical composition of the Earth.
4. Changes that were brought about after accretion of the earth.
5. Thermal history and chemical zoning of the earth.
6. Formation of the earth's mantle and the continental crust.
7. Evolutionary aspects of the mantle and crust.
8. Origin and the evolution of the atmosphere and hydrosphere.

Since it is expected that most students selecting the seminar will not be science majors, complex mathematical, physical and chemical arguments will be minimized. The members will be asked to read, among other texts, L. H. Ahrens' *Distribution of the Elements in Our Planet* and Mason's *Principles of Geochemistry*. The seminar will be offered for three credits. It will meet on Mondays and Tuesdays, 4:15-5:30, in 121 Pillsbury Hall.

CHS 95H, "Self-Realization: Paths and Goals." Mr. George Klinger, Humanities Program.

A variety of concepts of self-realization and paths to its attainment will be explored.

These will include religious and mystical traditions in the western world, Freudian, Jungian, and Existential psychotherapy, and Oriental philosophies.

The seminar will be limited to 10 students to be chosen by the instructor. Students will be expected to present a report on a chosen topic at a seminar session. The report will be turned in afterwards in the form of a paper.

The seminar will meet on Wednesdays, 3:15-5:00, in 261 Ford Hall.

WINTER QUARTER, 1968

CHS 91H, "Concepts in 20th Century Art." Professor Malcolm Myers and other members of the Department of Studio Arts.

The purpose of this seminar will be to acquaint the non-art student with contemporary thought in the visual arts, and hopefully aid the student in his understanding of the aesthetics involved, as well as familiarize him with some of the major techniques used. Five disciplines will be explored, painting, printmaking, photography, sculpture, and ceramics. Two sessions in each of the five disciplines will be conducted by appropriate faculty members under the direction of the chairman. Sessions will be held in the art studios. One session in each discipline will focus on contemporary thought in that discipline, the second will be devoted to faculty demonstration and student participation.

There are no course requirements. The seminar will be limited to 12 students who are not art majors. Outside work and reading will be expected. Visits to museums will be assigned.

Text: *Modern Artists on Art*, edited by Robert Herbert (paperback).

Suggested additional reading:

20th Century Painting, by Herbert Read.

20th Century Sculpture, by Herbert Read.

Theory of Aesthetics, by Melvin Rader.

The cost of supplies for individual work will be paid by the Honors Division. At the first session of each discipline the faculty member will announce required supplies for work in that discipline. Students should have these available for the second session in that discipline.

"Concepts in 20th Century Art" will meet Mondays, 3:30 to 5:30, in room 170 of the Art Building, West Bank.

CHS 92H, "The Age of the Democratic Revolution." Professor John Howe, Department of History.

This seminar will begin with a close reading of Robert Palmer's *The Age of the Democratic Revolution*, examining the character and bases of his arguments and in the process raising questions about the values and shortcomings of comparative history as an analytical technique. This will be followed by selected readings in several of the national histories which Palmer considers: probably French, English and American. At the end, the seminar will return to Palmer's original conceptions to test and examine them in the light of the students' increased knowledge. During the course of the seminar, each student will prepare a paper dealing with some topic in this late eighteenth-century revolutionary experience. The seminar will meet on Wednesdays, 2:15-4:00, in 628 Social Sciences Building.

CHS 93H, "Spain Today." Professor Walter Pattison, Department of Romance Languages.

The seminar will deal with contemporary Spain, but will seek the origins of present-day social and economic conditions in the past. Enrollment will be limited to ten. The primary texts will be Gerald Brenan's *The Spanish Labyrinth*, and Salvador de Madariaga's *Spain: A Modern History*. "Spain Today" will be held in 203 Folwell Hall on Wednesdays, 3:15-5:00.

CHS 94H, "Human Ecology." Prof. Luther P. Gerlach, Department of Anthropology, and Prof. William Reiners, Department of Ecology and Behavioral Biology.

In this seminar students will focus on the functional relationships among humans, treated as biosocial organisms, their socio-cultural systems and their biophysical environments. It will contribute to an understanding of man and his problems by studying them in multiple perspective. It will provide one framework for interdisciplinary communication, integrating studies in liberal arts, the biological and physical sciences. A major concern will be to show how this multifactorial approach can help us understand and deal effectively with change and development in the human eco-system.

Students are advised to read in advance of the seminar: *Human Ecology, (Collected Readings)*, Jack B. Bresler. Other required readings during the seminar will include a set of mimeographed papers prepared for the Human Ecology Program in the Department of Anthropology, University of Minnesota, and other papers and books will be announced at the beginning of the course. Students will be expected to read broadly on the general subject, to present oral reports, and to write a research paper. The seminar will meet Tuesdays, 3:00-5:00 (tentative), in Ford Hall 261. Enrollment will be limited to twelve.

SPRING QUARTER, 1968

CHS 91H, "The American Financial System—Its Development and Contemporary Significance." Professor George Green, Department of History and Department of Economics.

The seminar will examine our financial institutions through the dual perspectives of economic theory and historical studies. The following topics will be explored:

- (1) The economic significance of the banking system.
- (2) Government monetary policy from Alexander Hamilton to the Federal Reserve system.
- (3) J. P. Morgan and finance capitalism.
- (4) The stock market and the crash of 1929—Can it happen again?
- (5) Private debts and government debts—Who needs them?

The course is designed for persons with little or no background in economics or American history. Students should purchase the following books: Peter L. Bernstein, *A Primer on Money and Banking and Gold*; Frederick L. Allen, *The Great Pierpont*; John K. Galbraith, *The Great Crash*. The seminar will meet on Thursdays, 3:15-5:15, in 628 Social Sciences Building.

CHS 92H, "The Great Religions in Anthropological Perspective." Professor Robert Spencer, Department of Anthropology.

This seminar will present a summary of the major points of the great world religions and an analysis of their particular relation to behavior. The seminar leader will follow the anthropological idea of the "premise," "postulate" or "theme," the proposition being that men behave in certain ways because of certain "truths" which they hold to be self-evident. Remaining within the context of the behavioral sciences, the seminar will attempt to answer the question of how the behavior of individuals subscribing to particular faiths is affected. It is hoped that a general introduction can be given to the underlying premises of the major religious

systems of the world—Judaism, Christianity, Islam, Hinduism, Buddhism and Confucianism-Taoism. A comparison will be made at least between Judeo-Christianity and Buddhism (and perhaps Islam, if time permits), although the focus of the seminar will be largely determined by the group's interests.

All students should read Noss's *Man's Religions*, and other assignments will be made later. The seminar will meet on Tuesdays, 2:15-4:00, in 261 Ford Hall.

CHS 93H, "Faust as Representative of Modern Man." Professor Herman Ramras, Department of German.

The seminar will study transformations of the Faust theme as reflecting changes in cultural ideals and aspirations from the Renaissance to the 20th Century. Major works to be discussed will be Marlowe's *Dr. Faustus*, Goethe's *Faust*, Thomas Mann's *Dr. Faustus*, and Valery's *Mon Faust*. The seminar will meet on Tuesdays, 3:30-5:30, in 203 Folwell Hall.

CHS 94H, "Symmetry and Its Applications." Professor Morton Hamermesh, School of Physics.

This seminar will begin with geometrical symmetries and will discuss the classification of types of repeat patterns. Some films will be shown to introduce these ideas. The notion of a color group and its relevance to physical problems will be discussed. The seminar will try to make clear why symmetry is an important tool in physics and chemistry.

The course will be held on Thursdays, 2:15-4:00, in 131 Physics Building.

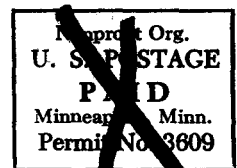
ATTENTION JUNIORS

The deadline for applying for certain 1968-1969 graduate fellowships will fall as early as October 15, 1967. Therefore, anyone who contemplates beginning graduate study in September, 1968 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.

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