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HONORS NEWSLETTER

COUNCIL MODIFIES HONORS PROGRAM AND REQUIREMENTS

At its spring quarter meeting on April 30, the Honors Council reviewed and approved changes in the admission and continuation procedures for the Honors Program, as well as a new evaluation device to replace the grade point average to determine eligibility for graduation with honors. All of the Council's decisions were set to take effect as of the end of Spring Quarter, 1973, except that they will not apply to students who have already begun their senior year.

In addition, the Council revised the list of Honors Opportunities and approved the Honors Contract Registration procedure, whereby the individual student may convert any course to an Honors course by special arrangement with the instructor. They also removed the "S/N only" stipulation from the College Honors Seminars, so that now students may choose between A/N and S/N grading.

As pointed out by Professor Richard Hall, Chairman of the Honors Council Policy Committee, the discontinuation of the grade point average procedure by the College created the need for an alternative evaluation standard for graduation with honors. In the standards adopted, and through the changes in admission and continuation criteria, the Committee attempted to reinforce the Honors Program's traditional emphasis on providing special educational opportunities to students who wish to take advantage of them.

These are the modifications that were adopted by the Council:

Admission

Students will be admitted to the Honors Program on the basis of their academic ability and their expressed interest in taking advantage of the educational opportunities provided by the program. Freshman applicants will be evaluated with reference to their high school record and scores, their college grades (if any), and their stated desire to participate as revealed in the essay application. Upperclassmen will be required to present at least half of their degree credits graded A to qualify for admission, in addition to indicating interest in utilizing honors opportunities. (Department or program faculties, if they wish, may establish alternative standards for admission, subject to approval by the Honors Council Executive Committee.) No student will be accepted into the Program who has fewer than

two quarters of registration remaining before graduation.

Continuation

Students may remain in the Program as long as they continue to participate actively in honors opportunities. For freshmen and sophomores, this is defined as one honors opportunity each quarter. For juniors and seniors, this means a total of four opportunities in the two years, with at least two of these opportunities completed in the junior year. Freshmen and sophomores who do not meet this requirement will be dropped, with reinstatement possible after one year. On the basis of a review conducted at the end of the junior year, records of students who have not participated in honors opportunities during the junior year or have not maintained the minimum grade standard for graduation with honors will be referred to the appropriate Honors Representative for decision as to whether the student should be dropped from the Honors Program. All students who wish to graduate with honors must include in their program the four honors opportunities undertaken in the junior and senior years.

Honors Opportunities

Honors students are urged to take advantage of the following opportunities whenever possible. All are recognized as satisfying requirements for continuation in the Honors Program and for graduation with honors. Freshmen and sophomores (i.e., students who have not yet earned 90 credits) are required to participate in at least one listed honors opportunity each quarter in order to continue in the program. Juniors and seniors are asked to participate in two opportunities each year, a total of four for graduation with honors.

1. Honors Colloquia*
2. College Honors Seminars**
3. Honors courses or sections. (Courses are designated by "Honors Course" at the beginning of the course title; sections are designated by an "H" after the course number.)
4. Honors Contract. At the outset of the term (but no

later than the second week of classes), a non-honors course may be designated an honors course for an individual student. An agreement between the student and instructor specifies the differences in assignments, research, and evaluation which justify honors credit. (The agreement form is available in the Honors Office.)

5. Leading an Honors Colloquium.
6. Research or instructional experience for which credit or sufficient recognition was not received, certified by an instructor to be such high quality that praise is in order. (Use the Commendation Report available in the Honors Office for verification.)
7. Registration for courses ordinarily restricted to graduate students, i.e., 8-level courses. (Consult the Honors Office about registration procedures for these.)***

- * Available only to freshmen and sophomores.
- ** Available only to juniors and seniors.
- *** Available only to seniors.

Honors Contract Registration

Students registered in the Honors Program may enroll in any course for honors credit by special arrangement with the instructor. Honors contract registration is intended as an alternative to, not as a substitute for, regular honors offerings. It is anticipated that it will be used in areas where resources or demand do not permit such offerings. It also is anticipated that students will continue to rely mainly on the established features of the honors program—colloquia, seminars, honors courses—to meet their needs.

The honors contract between student and instructor is prepared within the first two weeks of the term. It specifies the standards whereby the student's work may be designated as honors quality. In no case should it be extra-credit work, i.e., of increased quantity only. Of course, students may register for extra-credit in addition to honors work. *Honors contract registration is not available on S/N grading.*

The emphasis in honors contract registration is on high quality. Earning a good grade ("A" or "B") of itself does not constitute honors work. Rather, the student is expected to perform at an intellectual level significantly above that of the other students in the course, demonstrating a relative depth and intensity of understanding worthy of special recognition.

Graduation With Honors

To graduate with honors, the student must present a total of 60 degree credits graded A. Also, the following credits of A in Upper Division level courses are required:

for cum laude:	½ of all Upper Division degree credits graded A.
for magna cum laude:	⅔ of all Upper Division degree credits graded A.
for summa cum laude:	¾ of all Upper Division degree credits graded A. Also, an acceptable summa cum

laude thesis, approved by three faculty readers (one of whom is not a faculty member in the major field program area) is required in all major concentrations.

In tandem with these general criteria, students must meet requirements stipulated by the major field department or program. (Courses which fulfill departmental/program requirements for graduation with honors also count toward the four honors opportunities required of all students in the junior and senior years.) Students must be enrolled in the Honors Program and must have a total of 60 Upper Division University of Minnesota credits completed in order to qualify for graduation with honors.

"The Watergate as Pseudo-Event"

We're looking for somebody (student, faculty, other) to lead a Freshman-Sophomore Colloquium next fall with this title (we wish we knew what we meant by it), or some variation, or any good subject in which you may have special interest. Many of the Colloquium offerings this year didn't sound nearly as outrageous, but they certainly weren't ordinary: "Judaism for Non-Jews," "Play Theory—Film Theory," "Twin Cities Historical Sites," "American Country Music," "The World of Albert Camus," and "The Northern Ireland Conflict: a Simulation Game Approach" are a few examples drawn from the 1972-73 listing.

Colloquia are the Honors Program's way of saying, "Why not?". They're a conscious departure from traditional class offerings, meeting in all kinds of places, and led by all kinds of people. They often emphasize "do" rather than "read," though a few of the most successful in recent years have involved a fairly standard reading and discussion format. Usually, a colloquium meets once a week for a couple of hours. As students and faculty who have participated know, student involvement is important; groups are limited to 24 or fewer to make this possible. Colloquia are not offered for degree credit, thereby freeing them from the pressures of evaluation.

Colloquium topics for next fall are being developed now. Several proposals already have been submitted, others have been promised, and by this note we are inviting even more, especially from students. Why not join in? Many faculty who have participated have enjoyed the informal, intimate meetings with students often not possible in a large university. Students who have served as leaders or assistants have gained valuable experience, as well as helping finance their education. A \$250 scholarship per quarter is awarded to a student who leads a colloquium, and a \$100 stipend is awarded to a student who assists someone else. (Very often the Honors Office can help find a leader if you have an idea and want to assist, but don't feel qualified to take on the entire responsibility.)

Proposal outline forms are available in the Honors Office. The deadline is June 15. As we said, "Why not?"

State Senate Internships

Several students from the University will be selected to serve full-time internships with the Minnesota State Senate for the 1974 session, i.e., the time period of winter and spring quarters. Internships are open to all undergraduate students, regardless of college or major concentration, and pay \$500 per month. Arrangement of a study project also is possible, but not necessary.

This year, the Honors Division office will serve as University coordinator for the Senate internship program. Applications and complete information can be obtained in the Honors Office, 115 Johnston Hall. Students who have questions should talk with Bill Kell. The application deadline is June 15.

MISA Exchange Scholarships

The Minnesota International Student Association urges all Honors students to apply for a 1974-75 University Reciprocal Exchange Scholarship. University students will be sent to Germany, Malaysia, Uruguay, Norway, and Turkey for the academic year, with all expenses paid except travel. Applications will be available early in the fall at the Office for International Study and Travel, 231 Coffman Union, or the International Student Advisors' Office, 711 East River Road.

The International Study and Travel Office also provides information on various other work/travel/study programs abroad, as well as sponsoring charter air-flights overseas. International college bulletins, information on financial aid for undergraduates, and overseas travel brochures are available there for perusal.

Assistance in arranging CLA credit for study abroad may be received in the Office for Special Learning Opportunities, 105 Johnston Hall.

Phi Beta Kappa

Alpha of Minnesota Chapter of Phi Beta Kappa, the national liberal arts honorary society, invites students to apply for membership. A limited number of candidates is chosen annually on the basis of certain academic requirements and grade point average. If you need the requirements listed below and wish to be considered for election to the society, bring a current transcript to Mrs. Elizabeth Goulding, Secretary of Alpha of Minnesota, at 200 Westbrook Hall. (June, 1973, graduates who have not yet applied are not eligible.)

Qualifications for CLA Senior

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

Qualifications for CLA Junior

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

Qualifications for Non-CLA Seniors

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

New Student Election Procedure

Each year, four students have been appointed through the Honors Student Council to serve on the College Honors Council, two assigned to the Policy Committee and two to the Executive Committee. This year, in order to encourage increased student participation, an election will be held at fall quarter registration for these four positions.

Students are asked to nominate themselves by leaving their names in the Honors Office by August 1, indicating a preference for the Executive or Policy Committee. All nominees who are in good standing to register for fall quarter will be placed on a ballot to be distributed to all Honors Division students with registration materials. Normally, each committee meets once or twice per quarter, and the Council meets once or twice per year. If you have questions about their functions, please talk with Lynne Gerber, Frank Hirschbach, or Bill Kell.

New Offering

A new Humanities honors course, "Time and Literature," will be offered next spring quarter by Professor Paul K. Alkon.

Readings will include twentieth-century prose narratives, mostly novels, and lyric poems from various periods. Discussions will focus on three issues: (1) traditional Western concepts of time and attitudes towards time; (2) narrative modes of depicting time; and (3) varieties of temporal experience induced by literature.

Summa Autobiography

2/23/51, a summa thesis in film form by Bradford Roberts, will be shown for public comment at a date and place to be announced through the *Minnesota Daily* sometime in late May.

The film is described as a psychological autobiography and a cultural mystery tour.

Honors Library Loan Privileges

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

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

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

FROM THE DIRECTOR'S DESK

Veterinarians tell us that one year in the life of a dog may be equated with seven years in the life of Man. As the Honors Division attains to the age of ten next year, I wonder whether it could be compared to a teenager, a young adult, someone in his best years, or is it afflicted with senility and in need of a dose of Geritol? It may well be that a number of viewpoints are necessary to determine the answer to this question, and efforts are under way to conduct a year-long survey of our achievements, our strengths and weaknesses, and our future.

Meanwhile, let me report that 1972/3 was a year of manifold activity and interesting experiments. Since we are sometimes accused of paying too much attention to academic achievement and grades, we invited for the first time a number of high school graduates who reported significant achievements in "extra-curricular" activities, such as the fine arts, theatre, science, leadership, but whose grades were not necessarily "distinguished." It is too early to evaluate the experiment; first indications are that this group has done well in Honors.

Perhaps our most interesting activity consisted of twelve sophomore colloquia, in which students who had not yet declared a major were given a quick, yet by no means superficial, overview of the field by undergraduate majors in that particular field. Thus, we have had honors seniors in English, Economics, Child Psychology, Sociology, History—just to name a few—introduce their sophomore fellow students to the theories and practices, the ideas and the research, the past and the future of their fields. To the best of my knowledge, it is the first time that students have planned and executed a course for credit at this university. We were particularly delighted that departments enthusiastically responded to the idea and that most of the students came from outside of the Honors Division.

Just as the above project was funded by the Educational Development Program, we also received some money from the same source for the services of an undergraduate advisor. Arkady Synhaivsky spent long hours in our office during the summer and registration

periods, introducing new students to the complexities of our institution. I don't know whether any students were disappointed when they did not meet the white-haired sage they may have expected, but I am sure they all received kind and courteous and expert advice from our youngest advisor.

Following the formal abolition of the grade point average, we grappled with the problem of how to measure Honors achievement in terms of retention and the three different types of degrees. The new policies are summarized elsewhere in this letter: their intent is a distinct shift from grades to participation in honors activities and a show of excellence in a significant number of fields.

As usual, we have had a spate of fascinating non-credit colloquia for freshmen and sophomores (discussed elsewhere) and seminars for juniors and seniors. Distinguished professors and young instructors and some who are in-between have volunteered to teach such courses as *Modern Art and Modern Science*, *The Twelfth Century Renaissance*, *Death in Western Art*, *Future Urban Living*, *The Civilization of Western Africa*, *The Literature of Visitors to America*, and *The World of the 10th Century Viking*. Meanwhile, we are hard at work on next year's offerings, listed elsewhere in tentative fashion.

As the legislature's session draws to a close, we can only hope that our activities will go forth undiminished next year. Far from providing educational opportunities only for an intellectual elite, we hope to have remained true to our original charter which bids us to offer challenges to those who desire and can measure up to them. We are equally conscious of our obligation to the university community. Every one of our activities (with the single exception of College Honors Seminars) is open to students outside of Honors; there are many participants in colloquia and departmental honors courses who are not enrolled in the Honors Program. We are also happy to see that some of our ideas and procedures become models for other units. It is my modest conclusion that CLA would be poorer if it did not have an Honors Division.

Frank D. Hirschbach

HONORS NEWSLETTER

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

Address Correction Requested

Graduate Study Financial Aid

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

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

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

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

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

Seniors interested in fellowships for 1974-75 should visit the Graduate Fellowship Office as soon as possible—particularly those who are interested in national programs.

Finally, something should be said about faculty

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

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

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

Normal Deadlines for Major Graduate Fellowships

Rhodes: October 16.
Danforth Graduate Fellowships: October 16.
Marshall: October 16.
Churchill: October 24.
Fulbright: local deadline — October 15.
National Science Foundation: November 15.

Professional and Graduate Schools Week, October 29 — November 9

Students interested in graduate study will have an opportunity fall quarter to speak with visiting graduate school representatives from around the country during Profession & Graduate Schools Week, which will begin on October 29th and continue through Friday, November 9th. Approximately 120 graduate schools have been invited by the CLA Placement Office and other area colleges to participate in the annual venture. Graduate programs to be represented include law, business, education, journalism, social work, theatre, paralegal training, and industrial relations.

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

Seniors applying to graduate or professional schools are encouraged to open a file with the Placement Office for letters of recommendation they receive from faculty or other individuals. Upon request of the student, xeroxed copies of these letters will be sent to schools or committees designated. Any student interested in taking advantage of this service, which is free of charge, should register in Room 17, Johnston Hall. Those who write letters of recommendation may be assured of their confidentiality by sending them directly to the Placement Office rather than having the student deliver them.

*Ruth Brebner
Assistant Placement Director*

1973-74 COLLEGE HONORS SEMINARS

During the next academic year, juniors and seniors in the Honors Program again will be offered a series of College Honors Seminars on a broad variety of subjects. Seminars serve to augment departmental honors courses by introducing advanced students to new areas of study outside their specialties. Generally, students majoring in the topic area of a seminar are not permitted to enroll in it.

Credits earned in a Seminar range from two to four, the precise number to be worked out between student and instructor. In previous years, College Honors Seminars have been offered on S/N grading only, but beginning this Fall Quarter they will be available on either of the grading procedures. Of course, Seminars will continue to count as honors opportunities toward continuation and graduation requirements.

Registration procedures for Seminars next year will remain the same. Students will need to obtain a clearance card with their registration materials from the Honors Office and present it to the Class Reservations Office to draw class cards. Instructors may recommend the admission of students to Seminars which have "closed," but in order to maintain groups of legitimate seminar size, exceptions will be made only in the most extraordinary circumstances.

College Honors Seminars which have been approved by the Honors Council Executive Committee are listed below; the final listings will be published in the Class schedule each quarter. Detailed information, including course descriptions and scheduling information, will be provided with registration materials.

The Student as Adviser

During this past school year, Arkady Synhaiivsky has served as an adviser for freshmen in the Honors Office. He was supported, along with several other undergraduates working in the Lower Division offices, by an Educational Development Program grant. Arkady's duties involved providing assistance not available from some faculty advisers, and variously included orientation, program planning, vocational counselling, and referrals to other University services.

Because this "experiment" has been judged successful, the Honors office will employ another student to assist with advising chores during the 1973-74 academic year. The job will require full time work from August 6 to the beginning of fall quarter; 20 hours per week for the first weeks of fall and winter quarters; and 15 hours per week for the registration periods during fall and winter quarters. The pay rate (Undergraduate Teaching Assistant category) will be \$2.70 per hour.

Prospective applicants for the job should be seniors, or nearly so, next year. Previous experience in advising or teaching work would be helpful, and a knowledge of the University is essential. Students who wish to apply should obtain an application from the Honors Office and return it completed no later than June 8.

Fall Quarter

Ancient Mythology and Modern Man

Professor Elizabeth Fisher
Department of Classics

The Energy Crisis

Professor Dean Abrahamson
School of Public Affairs

Freud and the Reading of Literature

Professor William Mishler
Department of Scandinavian Languages

Israeli Poems and Short Stories

Professor Jonathan Paradise
Department of Middle Eastern Languages

Issues in Personal Rapid Transit

Professor J. Edward Anderson
Department of Mechanical Engineering

Molecules, Crystals, and Symmetry

Professor Doyle Britton
Department of Chemistry

Winter Quarter

The Earth as a Magnet

Professor Subir Banerjee
Department of Geology and Geophysics

Madness and Character Structure in Ancient Greece and Rome

Professor Gerald Erickson
Department of Classics

The Minnesota Legislature

Professor Allan Spear
Department of History

Noise as a Hazard and a Nuisance

Professor W. Dixon Ward
Department of Otolaryngology

Spring Quarter

The Chomskyan Revolution

Professor Michael Kac
Department of Linguistics

Claude Lévi-Strauss: a Retrospective

Professor Tom Conley
Department of French and Italian

Drama and Society

Professors Hyman Berman and Dennis Hurrell
Departments of History and English

E. M. Forster's A Passage to India

Professors David Lelyveld and Brian Silver
Departments of History and South Asian Studies

European Colonialism in Africa

Professor Allen Isaacman
Department of History

The Nixon Impact on the Supreme Court

Professors Harold Chase and Samuel Krislov
Department of Political Science

Taoism and the Chinese View of Nature

Professor Richard Mather
Department of East Asian Languages

Wittgenstein and his Contemporaries

Professor Homer Mason
Department of Philosophy

Great Biographies

Professor Mulford Sibley
Department of Political Science