Read this description of Stetson’s Honors Program from 1959. We celebrate the program’s FIFTIETH graduating class this spring.

STETSON’S NEW HONORS SEMINARS
FOR FRESHMEN AND SOPHOMORES

By John Hicks
Chairman, Executive Committee of the Honors Faculty, Stetson University

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and a number of select essays.

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1. Personal Responsibility
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Selected short stories.
A book of lyric poetry.

A careful look at this list will show not only that it is admirably mature for freshmen but that it embraces every major type of literature, and thus serves very well as an introduction to literature as well as stimulation to important thought and discussion.

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With the fall of 1959, many of the students now in the freshman Honors Seminar will have been sufficiently high in achievement to justify their membership into the sophomore Honors Seminar. To this group will be added other students who, while not in the freshman seminar, yet proved through their first year’s work that they were of equally high competence.

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the superior student

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STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

By John Hicks
Chairman, Executive Committee of the Honors Faculty, Stetson University

With the establishment of Honors Seminars for freshmen and sophomores, Stetson University has taken the third major step in creating a full Honors program extending from pre-college to graduation. In September, 1958, it began operation of the freshman Honors Seminar. Next year's sophomore Honors Seminar will enroll students for the first time.

Stetson's first major step was the establishment of upper-class study, which began in the fall of 1956. From the outset the Honors Program has selected students with B average or better, usually at the beginning of the junior year, who wish to eliminate most course assignments so that they might work independently under the guidance of a faculty member. The chairman is director of their studies. The Executive Committee of the Honors Faculty has found it wise that certain courses be taken, especially all required courses in General Education and foreign languages. However, the student in the Honors Program is allowed a wide freedom for independent study; his program of class attendance is limited to those courses which he and his advisor believe to be most important for his chief academic interests.

Stetson's second major step toward complete Honors study was made with the establishment, in the summer of 1958, of the Early Admissions and Advanced Study Program for high school juniors. For a carefully selected group of highly able students who have finished the junior year, this program provides an opportunity to earn early admission to college, whether to Stetson or other colleges. In some instances, students have proven of such unusually high quality that they have been given exemption from certain college courses.

The entrance of about 30 such highly qualified and well-trained Early Admission students into the freshman class this year gave Stetson the opportunity and the impetus to institute the Freshman Honors Seminar. Choosing about 20 such Early Admission students with the highest scores in College Board examinations and high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar. Each section has a chairman who is a college professor to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedures. Furthermore, instead of meeting four times a week, these sections meet twice a week for about one and a half hours per meeting. The intellectual maturity and enthusiasm of the students, and the advanced quality of the reading program which they were to pursue, assured us that the time not consumed in class meeting would be profitably used in reading and writing. The faculty members chosen for this first and experimental year are from the English staff, selected for their keen interest in the welfare of the exceptional student and for a breadth of knowledge which would enable them to conduct a course whose interests go beyond those normally expected in an English course.

The reading program for the freshman Honors Seminar is both broader and more mature than that found in the Communications course, for which it substitutes in the schedule of these students. Readings of the first semester were selected around the general theme: "The Good Life and the Good Society"; works which were read by all sections were:

- Plato, Four Dialogues and a major portion of The Republic
- Thucydides, The Peloponnesian War
- Orwell's Animal Farm
- Freud's Introductory Lectures
- Conrad's Heart of Darkness and The Secret Sharer
- Mill's Slicks and Stones
- Machiavelli's The Prince, and a number of select essays.

In the second semester the themes which will guide the selection of readings are:

1. Personal Responsibility
2. Social Manners
3. Lyric Expression
4. Under these headings the readings will be:
   - Homer's Odyssey
   - Shakespeare's Othello
   - Dostoevsky's Crime and Punishment
   - Camus' The Stranger
   - Aristophanes' The Frogs
   - Chaucer's Troilus and Criseyde
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With the Fall of 1959, many of the students in the seminar now in the freshman Honors Seminar will have been sufficiently high in achievement to justify their moving into a sophomore Honors Seminar. This group will be added other students who, while not in the freshman seminar, yet proved through their first year's work that they were of equally high competence. The sophomore seminar will be under the planning and guidance of members of the Social Science division. In general, their program of work and writing will resemble that of the freshman year, except for a difference in the orientation of their read-
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- Thoreau's Walden,
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