



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar, giving each teacher a chance to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedure. Furthermore, instead of meeting four times a week, these sections met 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*, Thoreau's *Walden*, Orwell's *Animal Farm*, Freud's *Introductory Lectures*, Conrad's *Heart of Darkness* and *The Secret Sharer*, Mumford's *Sticks and Stones*, Machiavelli's *The Prince*, and a number of select essays.

In the second semester the themes which will guide the selection of reading are: 1. Personal Responsibility 2. Social Manners 3. Lyric Expression Under these headings the readings will be: Homer's *Odyssey*, Shakespeare's *Othello*, Dostoyevsky's *Crime and Punishment*, Camus' *The Stranger*, Aristophanes' *The Frogs*, Chaucer's *Troilus and Criseyde*, Congreve's *The Way of the World*, Shaw's *Saint Joan*. 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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to literature.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

interact

Volume 2, Nos. 4 & 5

Boulder, Colorado
May & June, 1959

Educating the Gifted
Negro Student
Page 3

Budgeting for Honors
Page 5

A Second Hand Look
Page 9

Honors at Michigan
Page 11

The "New College" Plan
Page 13

Cornell Students Speak
Page 15

A Second Generation
Honors Student
Page 16

Honors at a Small College
Page 17

Stetson's New Seminars
Page 18

Honors Work at Williams
Page 20

Beloit's Scholars' Program
Page 22

ICSS Eastern Conference
Page 24

Notes and Comments
Page 25



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: Under these headings the readings will be:

- 1. Personal Responsibility
- 2. Social Manners
- 3. Lyric Expression

Under these headings the readings will be:
Homer's *Odyssey*,
Shakespeare's *Othello*,
Dostoyevsky's *Crime and Punishment*,
Camus' *The Stranger*,
Aristophanes' *The Frogs*,
Chaucer's *Troilus and Criseyde*,
Congreve's *The Way of the World*,
Shaw's *Saint Joan*,
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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to literature.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

interact



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar, giving each teacher a chance to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedure. Furthermore, instead of meeting four times a week, these sections met 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.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

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*,
- Thoreau's *Walden*,
- Orwell's *Animal Farm*,
- Freud's *Introductory Lectures*,
- Conrad's *Heart of Darkness* and *The Secret Sharer*,
- Mumford's *Sticks and Stones*,
- Machiavelli's *The Prince*,
- and a number of select essays.

In the second semester the themes which will guide the selection of reading will be:

1. Personal Responsibility
2. Social Manners
3. Lyric Expression

Under these headings the readings will be:

- Homer's *Odyssey*,
- Shakespeare's *Othello*,
- Dostoyevsky's *Crime and Punishment*,
- Camus' *The Stranger*,
- Aristophanes' *The Frogs*,
- Chaucer's *Troilus and Criseyde*,
- Congreve's *The Way of the World*,
- Shaw's *Saint Joan*.

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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to liter-

Volume 2, Nos. 4 & 5
Boulder, Colorado
May & June, 1959

Educating the Gifted Negro Student
Page 3

Budgeting for Honors
Page 5

A Second Hand Look
Page 9

Honors at Michigan
Page 11

The "New College" Plan
Page 13

Cornell Students Speak
Page 15

A Second Generation Honors Student
Page 16

Honors at a Small College
Page 17

Stetson's New Seminars
Page 18

Honors Work at Williams
Page 20

Beloit's Scholars' Program
Page 22

ICSS Eastern Conference
Page 24

Notes and Comments
Page 25



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and entering high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar, giving each teacher a chance to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedure. Furthermore, instead of meeting four times a week, these sections met 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*,
 - Thoreau's *Walden*,
 - Orwell's *Animal Farm*,
 - Freud's *Introductory Lectures*,
 - Conrad's *Heart of Darkness* and *The Secret Sharer*,
 - Mumford's *Sticks and Stones*,
 - Machiavelli's *The Prince*,
 - and a number of select essays.
- In the second semester the themes which will guide the selection of reading will be:
1. Personal Responsibility
 2. Social Manners
 3. Lyric Expression
- Under these headings the readings will be:
- Homer's *Odyssey*,
 - Shakespeare's *Othello*,
 - Dostoyevsky's *Crime and Punishment*,
 - Camus' *The Stranger*,
 - Aristophanes' *The Frogs*,
 - Chaucer's *Troilus and Criseyde*,
 - Congreve's *The Way of the World*,
 - Shaw's *Saint Joan*.

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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to liter-

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

interact

Volume 2, Nos. 4 & 5

Boulder, Colorado
May & June, 1959

Educating the Gifted
Negro Student
Page 3

Budgeting for Honors
Page 5

A Second Hand Look
Page 9

Honors at Michigan
Page 11

The "New College" Plan
Page 13

Cornell Students Speak
Page 15

A Second Generation
Honors Student
Page 16

Honors at a Small College
Page 17

Stetson's New Seminars
Page 18

Honors Work at Williams
Page 20

Beloit's Scholars' Program
Page 22

ICSS Eastern Conference
Page 24

Notes and Comments
Page 25



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar, giving each teacher a chance to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedure. Furthermore, instead of meeting four times a week, these sections met 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.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

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*,
- Thoreau's *Walden*,
- Orwell's *Animal Farm*,
- Freud's *Introductory Lectures*,
- Conrad's *Heart of Darkness* and *The Secret Sharer*,
- Mumford's *Sticks and Stones*,
- Machiavelli's *The Prince*,
- and a number of select essays.

In the second semester the themes which will guide the selection of reading will be:

- 1. Personal Responsibility
- 2. Social Manners
- 3. Lyric Expression

Under these headings the readings will be:

- Homer's *Odyssey*,
- Shakespeare's *Othello*,
- Dostoyevsky's *Crime and Punishment*,
- Camus' *The Stranger*,
- Aristophanes' *The Frogs*,
- Chaucer's *Troilus and Criseyde*,
- Congreve's *The Way of the World*,
- Shaw's *Saint Joan*,
- 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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to liter-

Volume 2, Nos. 4 & 5
Boulder, Colorado
May & June, 1959

Educating the Gifted Negro Student Page 3

Budgeting for Honors Page 5

A Second Hand Look Page 9

Honors at Michigan Page 11

The "New College" Plan Page 13

Cornell Students Speak Page 15

A Second Generation Honors Student Page 16

Honors at a Small College Page 17

Stetson's New Seminars Page 18

Honors Work at Williams Page 20

Beloit's Scholars' Program Page 22

ICSS Eastern Conference Page 24

Notes and Comments Page 25



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar, giving each teacher a chance to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedure. Furthermore, instead of meeting four times a week, these sections met 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*,
 - Thoreau's *Walden*,
 - Orwell's *Animal Farm*,
 - Freud's *Introductory Lectures*,
 - Conrad's *Heart of Darkness* and *The Secret Sharer*,
 - Mumford's *Sticks and Stones*,
 - Machiavelli's *The Prince*,
 - and a number of select essays.
- In the second semester the themes which will guide the selection of reading are:
1. Personal Responsibility
 2. Social Manners
 3. Lyric Expression
- Under these headings the readings will be:
- Homer's *Odyssey*,
 - Shakespeare's *Othello*,
 - Dostoyevsky's *Crime and Punishment*,
 - Camus' *The Stranger*,
 - Aristophanes' *The Frogs*,
 - Chaucer's *Troilus and Criseyde*,
 - Congreve's *The Way of the World*,
 - Shaw's *Saint Joan*.

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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to liter-

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

Volume 2, Nos. 4 & 5

Boulder, Colorado
May & June, 1959

Educating the Gifted
Negro Student
Page 3

Budgeting for Honors
Page 5

A Second Hand Look
Page 9

Honors at Michigan
Page 11

The "New College" Plan
Page 13

Cornell Students Speak
Page 15

A Second Generation
Honors Student
Page 16

Honors at a Small College
Page 17

Stetson's New Seminars
Page 18

Honors Work at Williams
Page 20

Beloit's Scholars' Program
Page 22

ICSS Eastern Conference
Page 24

Notes and Comments
Page 25



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: Under these headings the readings will be:

1. Personal Responsibility
2. Social Manners
3. Lyric Expression

Under these headings the readings will be:
Homer's *Odyssey*,
Shakespeare's *Othello*,
Dostoyevsky's *Crime and Punishment*,
Camus' *The Stranger*,
Aristophanes' *The Frogs*,
Chaucer's *Troilus and Criseyde*,
Congreve's *The Way of the World*,
Shaw's *Saint Joan*,
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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to literature.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

ing.



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: high school rank, and over 30 entering freshmen of equally high qualifications, Stetson created four sections of the new Seminar, giving each teacher a chance to handle a group of students so small (about 13) that free discussion could take the place of lecture and more formal procedure. Furthermore, instead of meeting four times a week, these sections met 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.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

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*,
- Thoreau's *Walden*,
- Orwell's *Animal Farm*,
- Freud's *Introductory Lectures*,
- Conrad's *Heart of Darkness* and *The Secret Sharer*,
- Mumford's *Sticks and Stones*,
- Machiavelli's *The Prince*,
- and a number of select essays.

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

- 1. Personal Responsibility
 - 2. Social Manners
 - 3. Lyric Expression
- Under these headings the readings will be:

- Homer's *Odyssey*,
- Shakespeare's *Othello*,
- Dostoyevsky's *Crime and Punishment*,
- Camus' *The Stranger*,
- Aristophanes' *The Frogs*,
- Chaucer's *Troilus and Criseyde*,
- Congreve's *The Way of the World*,
- Shaw's *Saint Joan*.

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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to liter-

Volume 2, Nos. 4 & 5
Boulder, Colorado
May & June, 1959

Educating the Gifted Negro Student
Page 3

Budgeting for Honors
Page 5

A Second Hand Look
Page 9

Honors at Michigan
Page 11

The "New College" Plan
Page 13

Cornell Students Speak
Page 15

A Second Generation Honors Student
Page 16

Honors at a Small College
Page 17

Stetson's New Seminars
Page 18

Honors Work at Williams
Page 20

Beloit's Scholars' Program
Page 22

ICSS Eastern Conference
Page 24

Notes and Comments
Page 25



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: Under these headings the readings will be:

- 1. Personal Responsibility
- 2. Social Manners
- 3. Lyric Expression

Under these headings the readings will be:
Homer's *Odyssey*,
Shakespeare's *Othello*,
Dostoyevsky's *Crime and Punishment*,
Camus' *The Stranger*,
Aristophanes' *The Frogs*,
Chaucer's *Troilus and Criseyde*,
Congreve's *The Way of the World*,
Shaw's *Saint Joan*,
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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to literature.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

ing.



the superior student

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

THE NEWSLETTER OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT

STETSON'S NEW HONORS SEMINARS

FOR FRESHMEN AND SOPHOMORES

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

With the establishing 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 committee whose 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

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 Admissions students with the highest scores in College Board examinations and are: Under these headings the readings will be:

- 1. Personal Responsibility
- 2. Social Manners
- 3. Lyric Expression

Under these headings the readings will be:
Homer's *Odyssey*,
Shakespeare's *Othello*,
Dostoyevsky's *Crime and Punishment*,
Camus' *The Stranger*,
Aristophanes' *The Frogs*,
Chaucer's *Troilus and Criseyde*,
Congreve's *The Way of the World*,
Shaw's *Saint Joan*,
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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to literature.

ature as well as stimulation to important thought and discussion.

Writing is, of course, a major responsibility of the freshman Honors Seminar. Students normally write at least one theme a week, in which they take the opportunity to comment upon, to refute, or to expand any idea which has emerged in their reading or in discussion with the class. Their writing is subject to minutest criticism both for management of the language and for the adequacy of thought and logic. Each teacher is always ready outside class to discuss any aspect of the writing or of the ideas in course with their students. The teachers have also encouraged the students to present for comment any writing which they do beyond the requirements of the course. For example, the instructor of one section received collections of poetry from six different students who had done this writing in addition to the required work of the course.

With the Fall of 1959, many of the students now in the freshman Honors Seminar will have been found sufficiently high in achievement to justify their moving into a 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. 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 reading.

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*,
- Thoreau's *Walden*,
- Orwell's *Animal Farm*,
- Freud's *Introductory Lectures*,
- Conrad's *Heart of Darkness* and *The Secret Sharer*,
- Mumford's *Sticks and Stones*,
- Machiavelli's *The Prince*,
- and a number of select essays.

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

- 1. Personal Responsibility
- 2. Social Manners
- 3. Lyric Expression

Under these headings the readings will be:
Homer's *Odyssey*,
Shakespeare's *Othello*,
Dostoyevsky's *Crime and Punishment*,
Camus' *The Stranger*,
Aristophanes' *The Frogs*,
Chaucer's *Troilus and Criseyde*,
Congreve's *The Way of the World*,
Shaw's *Saint Joan*,
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 readers, but also that it embraces every major type of literature, and thus serves very well as an introduction to literature.

Volume 2, Nos. 4 & 5

Boulder, Colorado
May & June, 1959

Educating the Gifted
Negro Student
Page 3

Budgeting for Honors
Page 5

A Second Hand Look
Page 9

Honors at Michigan
Page 11

The "New College" Plan
Page 13

Cornell Students Speak
Page 15

A Second Generation
Honors Student
Page 16

Honors at a Small College
Page 17

Stetson's New Seminars
Page 18

Honors Work at Williams
Page 20

Beloit's Scholars' Program
Page 22

ICSS Eastern Conference
Page 24

Notes and Comments
Page 25