

Spring 2002

Editorial Matter for Volume 4, Number 1

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Long, Ada; Mullins, Dail; and Rushton, Rusty, "Editorial Matter for Volume 4, Number 1" (2002). *Journal of the National Collegiate Honors Council --Online Archive*. 132.

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JNCHC

JOURNAL OF THE
NATIONAL COLLEGIATE HONORS COUNCIL

A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

STUDENTS AND TEACHERS IN HONORS

JOURNAL EDITORS

ADA LONG

DAIL MULLINS

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UNIVERSITY OF ALABAMA AT BIRMINGHAM

The National Collegiate Honors Council is an association of faculty, students, and others interested in honors education. *Donzell Lee*, **President**, Alcorn State University; *Norm Weiner*, **President-Elect**, State University of New York at Oswego; *Virginia McCombs*, **Vice President**, Oklahoma City University; *Liz Beck*, **Executive Secretary/Treasurer**, Iowa State University; *Rosalie Otero*, **Immediate Past President**, University of New Mexico. **Executive Committee:** *Ronald Brandolini*, Valencia Community College; *Kate Bruce*, University of North Carolina, Wilmington; *Celeste Campbell*, Oklahoma State University; *Ashley Carlson*, Chapman University; *Bruce Carter*, Syracuse University; *Adam D'Antonio*, Long Island University, C. W. Post; *Lydia Daniel*, Hillsborough Community College; *Michael Gale*, University of Florida; *Maggie Hill*, Oklahoma State University; *Tolulope Olowomeye*, Ball State University; *Sophia Ortiz*, Long Island University, Brooklyn; *Nancy Poulson*, Florida Atlantic University; *Jack Rhodes*, The Citadel; *Ricki Shine*, SUNY Buffalo; *Charlie Slavin*, University of Maine; *John Zubizarreta*, Columbia College.

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Journal of the National Collegiate Honors Council is a refereed periodical publishing scholarly articles on honors education. The journal uses a double-blind peer review process. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education. Submissions may be forwarded in hard copy, on disk, or as an e-mail attachment. Submissions and inquiries should be directed to: Ada Long / JNCHC / UAB Honors Program / HOH / 1530 3rd Avenue South/Birmingham, AL 35294-4450 / Phone: (205) 934-3228 / Fax: (205) 975-5493 / E-mail: adalong@uab.edu.

DEADLINES

March 1 (for spring/summer issue); September 1 (for fall/winter issue).

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Cover photography by Dr. Michael Neilson

CALL FOR PAPERS

The *Journal of the National Collegiate Honors Council* is now accepting submissions for the Fall/Winter 2003-2004 issue, which will focus on the broad theme "Multi-perspectivism in Honors." We are interested in articles that explore the value as well as the challenges of multi-perspectivism in student and/or faculty populations, admissions, scholarships, curricula, programs administration, and extracurricular activities.

The deadline for submission is September 1, 2003.

The following issue (**deadline: March 1, 2004**) will be a general-interest issue that includes a "Forum" section on the question "What is Scholarship in Honors?"

SUBMISSION GUIDELINES

1. We prefer to receive material by e-mail attachment but will also accept disk or hard copy. We will not accept material by fax.
2. The documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation is preferred; end notes are acceptable.
3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.
4. Accepted essays will be edited for grammatical and typographical errors and for obvious infelicities of style or presentation. Variations in matters such as "honors" or "Honors," "1970s" or "1970's," and the inclusion or exclusion of a comma before "and" in a list will usually be left to the author's discretion.
5. Submissions and inquiries should be directed to:

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DEDICATION



JOHN PORTZ

Few people have invested so much of themselves – their learning, their creativity, their energy – in any professional association as did John Portz. Together with his wife, Edythe, they virtually adopted students, helping them with encouragement, financial support, and constant attention. On his own campus, the University of Maryland-College Park, John was a legend – winner of an Outstanding Teacher Award, director of Honors superb, and legendary teacher of English.

We in the National Collegiate Honors Council came to rely on his endless ability to invent and give life to the organization as its President, as its Executive Secretary Treasurer, as a member of the Executive Committee many times over, as editor of the newsletter. His participation in the Northeast Region of NCHC was no different: he was the wordmaster who coined, after having helped create the National Honors Semesters, the spinoff developed in his own region that he called “Sleeping Bag Seminars,” student-led weekend immersion experiences akin to the Semesters’ explorations. A Harvard graduate, he may have invented the Honors Professorship, a tenure-track faculty appointment outside the traditional departmental domain.

Watching him think, say on the Honors Semesters Committee, was like witnessing a kaleidoscope in motion. All the pieces were there, colorful and combining and always changing. Open to suggestion and very playful, he created the musical interludes at national meetings (the Braid-Portz Cotillion in Atlanta, 1978, celebrated the Braid Presidency but spawned an on-going series of musical interactions that have been with NCHC ever since); he instigated the Idea Exchange (called Idea Market

originally); he and Edythe sponsored the Portz Grant and gave the first Portz Scholarships to prime the regional pumps for successful applicants to Honors Semesters; he advocated and fought for NCHC's sponsorship of the NCUR and publications that feature undergraduate student writing.

The spirit of venturesomeness and serendipity that characterized all he did remains with us in ways we cannot begin to name. His generosity of spirit can hardly be matched. This issue is not the first, and probably not the last, to remind us of how very much of himself and his entire life he gave to us all.

—Bernice Braid, *President 1978*

EDITOR'S INTRODUCTION

ADA LONG

UNIVERSITY OF ALABAMA AT BIRMINGHAM

This issue of JNCHC begins with the quandary of inconsistent rewards for honors teaching and administration within the academic hierarchy of tenure, promotion, and salary ranges. The uncertain rewards of honors for faculty and administrators make an interesting lead-in to a series of articles about the traditional and changing nature of honors students and programs, including the roots of American honors programs in the Oxford experiences of Rhodes scholars, the personality characteristics of honors students in a two-year college, the access issues raised by increasing numbers of immigrants in public university systems, and field-based courses designed to prepare students for the world of work. These essays represent the wide range of ways we conceptualize honors, from elitist to egalitarian, and perhaps this heterogeneity reflects the varying rewards for teaching and administering in honors. Whatever our concepts about honors and rewards, however, what we value in honors is the opportunity to work with smart and engaging students. Our final essay, therefore, an excellent study of Pilgrim culture in 1616 during the epidemic that wiped out most of the Native American populations in the northeast, reminds us of the joys of honors education, especially the privilege of working with students engaged in serious and exciting research. Chances are, therefore, that honors will continue to attract excellent faculty and administrators whether they are rewarded or not.

Still, the issue of rewards for work in honors is a vexing one. Celeste Campbell has provided a provocative study of the educational value of honors in relation to its career value for teachers and administrators. Honors programs are widely acknowledged by institutional leaders, as well as the faculty and students involved in them, to be significant benefits to the prestige as well as academic excellence of colleges and universities. The importance of honors programs as criteria for admission to Phi Beta Kappa, for instance, and the obvious benefits they provide in public relations and admissions have led to consistent expansion of honors programs throughout the past four decades. Furthermore, faculty typically report high satisfaction with teaching in honors. The question is whether the importance of honors education has translated into professional as well as educational rewards for those who provide it. While the answer to this question is not altogether encouraging, Campbell provides some hope for change and also some recommendations for effecting this change. A larger study based on her methodology and findings would be an especially welcome contribution to this journal and to honors. Success stories such as those at the University of New Mexico, which now has two faculty members as well as the director tenured in honors, point the way toward a stronger correlation between the value and rewards of honors.

EDITOR'S INTRODUCTION

Anne N. Rinn offers fascinating research on the origins of honors education in the Oxford experiences transported back to America by Rhodes scholars, especially Frank Aydelotte. Many of the American honors programs thus inspired by Oxford via Rhodes scholars are completing the circuit by sending honors students to Oxford also via “the Rhodes.” Current Rhodes scholars from American honors programs often find the tutorials and comprehensive examinations at Oxford reminiscent of their honors experiences. Although few American universities encourage or allow as much autonomy to undergraduates as Oxford does, many honors programs assume a similarly high level of individual initiative and independent research. Rinn has provided an important insight not only into the history of honors education but also its character.

While many readers of Rinn's essay will find the model of education she describes there consonant with their own honors programs, others might find a dramatic contrast to their own honors students and curricula, as the subsequent essays by honors teachers and administrators reveal. Daniel R. Grangaard, for instance, offers a quantitative analysis of the personalities of honors students at the Rio Grande campus of Austin Community College. Some of the characteristics that Grangaard discovered, based on tests he administered to students in his honors section of an introductory psychology course, seem consistent with an Oxford or Rhodes stereotype (e.g., “strong need to exert their autonomy”); others, however, such as a view of themselves as “average in achievement motivation,” contradict any such stereotype of honors students. Grangaard's sample size is far too small to provide a convincing picture of honors students generally; however, his methodology and unpredictable results suggest a possible direction for further research.

An attempt such as Grangaard's to define a typical honors student today is unlike any similar attempt during Frank Aydelotte's day. While the United States has always had a diverse population, the same has *not* always been true of its colleges and universities, much less its honors programs. Peter Longo and John Falconer describe a dynamic shift in demographics at the University of Nebraska at Kearney, exploring the ways an honors program should incorporate and address such a shift. They describe the inherent obstacles that first-generation and minority students encounter in private colleges and research universities, and they describe the benefits that regional institutions can provide through “accessible campuses, familiar surroundings, and challenging honors programs.” While this claim may not be persuasive to readers from non-regional institutions, Longo and Falconer's historical overview of Nebraska's response to a growing Hispanic population and their description of ways that honors programs can adapt to new citizens are useful; they reveal a range of issues and interests that are still relatively new to higher education in this country and that present an ongoing challenge to traditional honors education.

One response to the increasingly diverse demographics of honors students in almost all institutions is curricular innovation. Diverse students inspire diverse pedagogies. Judith Hiltner has provided a description of a junior-level fieldwork course at Saint Xavier in Chicago. Most honors programs today have experiential components both within and beyond the regular honors curriculum. Hiltner's essay provides a model for incorporating such experiences within a junior-year curriculum—a time

when many honors programs need some sort of bridge between introductory courses and the honors thesis. Hiltner provides a study of the successes and failures at Saint Xavier, models for assessment, and ideas for curriculum development—all designed to have practical value to the students. Many faculty members in honors decry and resist the career orientation of higher education that has evolved in the past two or three decades and that seems incongruent with the kind of education that Frank Aydelotte envisioned and encouraged for honors. At the same time, most honors faculty recognize the value of hands-on pedagogies and even, perhaps grudgingly, the value of preparing honors students for the world of work.

Honors education has come a long way, for better and for worse, since the days when it harkened back primarily to an Oxford model, but a superb essay by a current honors student demonstrates that honors programs still adhere to high standards of academic research. Matthew Kruer's essay on the consequences of the 1616 epidemic among Native American tribes in New England won a Portz Prize at the 2002 NCHC conference in Salt Lake City. He is an honors student at the University of Arizona and wrote this paper for a 300-level history course taught by Professor Helen Nader.

Kruer's essay reveals the scholarly rigor, intellectual depth, and cultural insight that all honors programs—however else they might differ from each other—hope to foster. The editors of the *Journal of the National Collegiate Honors Council* are honored to publish it, just as all of us in programs across the country are honored to work in a thousand different ways with all types of bright and motivated students. For the sake of these students as well as ourselves, we are wise to heed the issues that Celeste Campbell has raised in her opening essay; if the best students are to benefit from the best teaching, then teachers and administrators of honors must also be the best and be rewarded as such.

ABOUT THE AUTHORS

K. Celeste Campbell is the Assistant Director of The Honors College at Oklahoma State University. She currently serves on the NCHC Executive Committee and the Conference Planning Committee. Her interests include mathematics education, higher education administration, and college retention and completion, particularly honors degree completion.

John Falconer is Director of Sponsored Programs at the University of Nebraska at Kearney. He received his B.A. in Political Science from the University of Nebraska at Kearney, his M.A. in Foreign Affairs from the University of Virginia, and is working on his PhD in Administration, Curriculum, & Instruction at the University of Nebraska-Lincoln.

Dan Grangaard is on the honors faculty and teaches in the Department of Psychology at Austin Community College, where he serves as Webmaster for the Division of Behavioral Science. He earned his doctorate in educational psychology at Baylor University. His research interests include studying personality variables that affect academic success.

Judith Hiltner is director of the Honors Program and Professor of English at Saint Xavier University in Chicago. She teaches American Literature to 1865. Her recent scholarship has focused upon the cultural appropriations of narrative in the early American republic.

Matthew Krueer is a senior at the University of Arizona in Tucson. He is a history major and has been a member of the Honors College since 1999. His research interest is the inclusion of non-traditional data in historical methodology, especially insights from evolutionary game theory, complex systems, and social psychology.

Peter Longo is a Professor of Political Science and serves as Director of the Honors Program at the University Nebraska at Kearney. He received his B.A. in history from Creighton University and his J.D. and Ph.D. in Political Science from the University of Nebraska-Lincoln.

Anne N. Rinn is a doctoral student at Indiana University majoring in Educational Psychology. Her research interests include the intellectual and social development of gifted college students, the impact of honors programming on the development of gifted college students, and the historical development of honors colleges. A graduate of the University of Houston Honors College, Anne aspires to one day direct an honors college.

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A Handbook for Honors Administrators by Ada Long (1995, 117pp.) Everything an honors administrator needs to know including a description of some models of Honors Administration. Members \$2.50. Non-members \$5.00.

Beginning in Honors: A Handbook by Samuel Schuman (1989, 53pp.). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs. Members \$2.50. Non-members \$5.00.

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Honors Programs at Smaller Colleges by Samuel Schuman (Second Edition, 1999, 53pp.). How to implement an honors program, with particular emphasis on colleges with fewer than 3000 students. Members \$2.50. Non-members \$5.00.

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