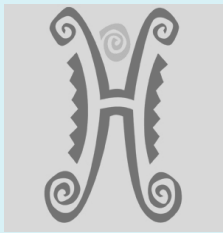


THE ECLECTIC

The Honors College Newsletter

August/September 2002

Volume 8, Issue 1



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Tips to Ease Your Stress...

Thirty-two percent of incoming freshmen feel overwhelmed by all that they have to do. Maybe that doesn't surprise you. College is different from high school in several ways:

- You will spend less time in class
- You will have less homework (in the sense of assignments that you turn in)
- You will have more independent studying and reading
- You will need more time for writing and revising research projects and papers
- There are many distractions offered if you are living with friends
- You will have to manage your own time, money, laundry, etc.

Last year, the Higher Education Research Institute at UCLA decided to investigate the transition to college for freshmen.¹ They found that there was a decline in students rating their emotional and physical health; the percentage choosing above average for physical health declined from 52 to 41 percent and mental health ratings declined from 52 percent to 45 percent. By the end of the year, 44 percent felt overwhelmed by all they had to do. Student participation in exercise and religious services dropped during the year with the demands of school. On the other hand, student interest in integrating spirituality into their lives increased from 48 percent to 57 as did their interest in developing a meaningful philosophy of life (42 to 50 percent).

What can you expect?

- Most students experience some times when they feel blue, discouraged, or homesick. College students are more likely than high school students to report feeling depressed (although the percentage is small).

Two-thirds of college freshmen report spending 15 hours a week studying. Most Honors students report studying 16 to 20 hours a week.

Most students report that they learn more from group discussion than lecture.

About one-third of student population report getting bored in classes (nearly the same percentage who were bored in high school).

Tips to help ease your stress:

- Plan ahead on your studying and papers. Leave yourself time for revision and unexpected delays.
- Stick to your budget so you don't overspend (two-thirds of freshmen do).
- Exercise regularly.
- Get involved in campus clubs and organizations. You can make friends and make a difference.
- Talk with your professors outside of class. Visit your professors during office hours. Ask questions and discuss ideas from the class.
- Meet with your advisor during the fall to discuss how the semester is going and what courses s/he would recommend for next semester.
- Strike a balance early in the semester between time for study and time for friends.

¹ Thomas Bartlett; "Freshman Pay: Mentally and physically as they adjust to life in college" Chronicle of Higher Education; February 1, 2002.

**"Keep your face to the
sunshine and you cannot
see the shadow.
It's what sunflowers do."
- Helen Keller**

Honors Student Council

The goal of the Honors Student Council is to heighten the Honors experience for all Honors students. Recent graduate Lauren Johnston-Lowe said that her greatest accomplishment at the University of Arizona was helping to establish the Honors Student Council (HSC) and watch it develop into a flourishing organization. Lauren does not stand alone in feeling that the HSC not only helps the Honors community as a whole, but aids in providing a niche for Honors students. HSC organizes multiple events each semester. Such events include Booktalks, Honors Convocation, Phi Beta Kappa luncheons, Homecoming, Spring Fling, Alumni Dinner, and Family Weekend. HSC is a student run organization that works closely with the faculty and staff of the Honors College to provide a positive Honors experience for all Honors students at the University of Arizona. HSC will meet every other Wednesday from 5-6 in the Fall. For more information about HSC, contact HSC president Christena Flint at cflint@honors.arizona.edu

Contracting for Honors Credit

Short a few Honors credits for First Level Honors or Graduation with Honors? Having trouble finding Honors classes in your major? Consider contracting a class for Honors credit. You put a little "something extra" into the class and in return you receive Honors credit.

The first step is reviewing your class syllabus and meeting with your professor to determine if the class may be contracted. To complete the contract form online you must already know the details about your "something extra" before you open the form — "extra paper" or "extra project" will not be approved for Honors credit! General education classes should have the contract terms in the syllabus, and may even have a pre-approved group contract. The terms of the contract should make it evident how often you will meet with your professor to discuss your progress. On the form you should explain how the contract will enrich the subject matter and show that you are incorporating ongoing experiences through the entire semester. Projects likely to be approved may involve discussions outside of class or other practical applications of knowledge or skills that are not offered to other students in the class such as keeping a journal, reporting on a workshop or event, or conducting interviews. Work that is qualitatively different may include covering topics outside the basic course, using a different analytic technique from the rest of the class, or presenting a project in a different format/mode from the other students. Be as specific as possible about the readings (how many?), topics, presentation formats (how long?) or outline how decisions are to be made (is any topic okay or must the professor approve it first?). Describe how you will summarize and evaluate your Honors experience. Go to the Honors website at www.honors.arizona.edu to get ideas about what other students have done.

A few reminders: You may not contract a class taught by a graduate student or a class that has Honors sections. Read the form carefully for the other restrictions.

The online form is available at: www.honors.arizona.edu/cgi-bin/contract.plx. You must have updated to use the form, and you must use the online form to contract a class unless you are in a class with a pre-approved group con-

tract. Print the form, obtain your instructor's signature and turn in the form and a copy of the class syllabus to the front desk at the Honors College no later than September 20th.

Please call 621-6901 for any contracting questions.

Thinking about a Senior Thesis?

Come to a meeting on Thursday, August 29 at 12:30pm or Tuesday, September 3 at 11:00am in the Slonaker House living room. General information will be presented, at both meetings, on how to register for a thesis, as well as suggestions on how to select a topic and an advisor. Expect tips about what to expect during the thesis project experience and ways to "work smart." Come with your questions. All Honors students are welcome, especially juniors & seniors close to starting a thesis project.

Graduating With Honors

Graduation with Honors is not automatic. If you plan to graduate in December and have not yet completed an Honors degree check, please call 621-6901 and arrange to meet with Barbara Whittlesey before October 20th. Students planning a May graduation may defer the check to as late as the beginning of spring semester. Please check your registration to be certain that if you have signed up for your thesis as "senior thesis," not senior capstone, not independent study (this does not apply to engineers). You are responsible for being certain that all the requirements for graduation with Honors are met: a cumulative gpa of 3.500 or above, the correct number of Honors units, and a completed thesis. Students who are on record at the Honors College as planning to graduate with Honors will be sent title page samples mid-semester as well as information about the required abstract. At the time your thesis is submitted, it must have a title page in the required format that is signed by your thesis advisor and bound in a permanent fashion. (Spiral, velo or comb bindings are suggested). Check out the details at www.honors.arizona.edu.

You must also apply for a degree check with University Graduation Services. For more information about this process: www.registrar.arizona.edu/graduation/whatisgs.htm

Nationally Competitive Scholarship Deadlines Approaching Quickly

Do you have an exceptional undergraduate track record, both in terms of academics and cocurricular pursuits? Are you nearing the end of your undergraduate career? Have you thought about studying, doing research, or pursuing some other project overseas?

If so, consider applying for a nationally competitive scholarship such as the Rhodes, Gates Cambridge, Marshall, Mitchell, or Fulbright. Students from universities across the country are eligible to apply for these scholarships, and the competition is stiff. But the brightest, most talented students at The University of Arizona are just as competitive as students from any other institution.

Several of these scholarships enable students to pursue postgraduate study in the United Kingdom at Oxford University (Rhodes Scholarship), Cambridge University (Gates Cambridge Scholarship), or any British institution (Marshall Scholarship.) Furthermore, the Mitchell Scholarship enables students to pursue graduate study in Ireland or Northern Ireland. And the Fulbright Scholarship allows recent BA/BS recipients to pursue study, research, or independent projects in one of over 110 countries.

We encourage you to browse the Honors College website to find out more information about each of these scholarships www.honors.arizona.edu/schol_exchange/scholindex.htm

You will find basic information about each scholarship, as well as links to each scholarship's website.

Dr. Wayne Decker, Director of International Studies and Scholarships, will be hosting several scholarship information sessions and workshops in early September. If you are serious about applying for one of the scholarships above, you should attend the appropriate scholarship workshop listed below. If you are interested in finding out about general scholarship opportunities (including the ones listed above and any others administered in The Honors College), you should attend one of the scholarship info sessions listed below. Contact Dr. Decker for more information wdecker@u.arizona.edu or 626-5132.

September 3: General Scholarship Info Session (4pm - Honors College room 219)

September 4: British Scholarships

Workshop (4:30pm - Honors College room 219)

September 5: General Scholarship Info Session (12pm - Honors College room 219)

September 10: Fulbright Workshop (4pm - Honors College room 219)

Finally, be aware that scholarship deadlines come quickly in the fall semester. Scholarships have two deadlines: the local, university deadline, and the official, foundation deadline. Those deadlines are listed below:

September 10: UA deadline for the Marshall Scholarship

October 8: Official Marshall deadline

September 12: UA deadline for the Mitchell Scholarship

October 10: Official Mitchell deadline

September 13: UA deadline for the Rhodes Scholarship

October 11: Official Rhodes deadline

September 27: UA deadline for the Fulbright Scholarship

October 25: Official Fulbright deadline

October 4: UA deadline for the Gates Cambridge Scholarship

November 1: Official Gates Cambridge deadline

Generosity Results in Honors Alumni Legacy Grants

Alumni Legacy Grants fund two types of student activities: travel and senior thesis. Funds donated by Honors College alumni are the source of these grants. Over 200 alumni contributed to the annual fund this year.

Travel grants can be used to support study abroad. Travel grants also enable students to attend conferences and professional meetings. Senior thesis grants can be used to pay for supplies, materials, equipment, data coding and transcription, recital space, etc. The Honors College reviews requests monthly until funds are expended. Because the funds are limited, the grants will be small and students are encouraged to be creative and look for multiple sources of support, both on and off campus. You can find the guidelines for applying on the Honors College webpage at www.honors.arizona.edu/scholarships.html#Legacy

Honors Advising

Academic advising is offered in the Honors College and also in over 100 academic departments. Advisors work with students to plan schedules, discover research and study abroad opportunities, and set goals for beyond graduation. Juniors and seniors can get assistance in finding a Senior Thesis advisor or to prepare for graduate fellowships. Students should call our office at 621-6901 for advising appointments with staff at The Honors College. Honors students who have not yet selected a major can meet with advisors at the First Year Center, located in the ILC (621-7763).

Pre-Law advising is available with Dr. Richard Cosgrove every Monday afternoon at 4pm in room 107 of Slonaker House. Special faculty advisors for Honors students, in most departments, can be found on The Honors College website at: www.honors.arizona.edu/facadvisor.html

**"It takes less time to do things right than to explain why you did it wrong."
- Henry Wadsworth Longfellow**

Freshmen Students: Looking inward? Politically apathetic?

There is too much concern in the courts for the rights of criminals 67%

Employers should be allowed to require drug testing of employees or job applicants 77%

Federal government should do more to control the sale of handguns 82%

Racial discrimination is no longer a major problem in America 20%

Colleges should prohibit racist/sexist speech on campus 62%

Same-sex couples should have the right to legal marital status 56%

Wealthy people should pay a larger share of taxes than they do now 52%

Percent of freshmen who agree strongly or somewhat (Fall 2000)

College freshmen have turned their focus from politics and world events to their own educational and career goals. Although being well off financially was considered very important by the largest number of freshmen (73%), sixty percent want to become an authority in their field and half want to earn recognition from their colleagues for their contributions.¹ College students also have a strong interpersonal orientation; 73 percent want to raise a family, 62 percent want to help others who are in difficulty, and 42 percent are looking to develop a meaningful philosophy of life. These interpersonal goals are evident in the increasing popularity among college graduates of the Peace Corps, Teach for America, and other programs aimed at social change.

In terms of politics, half of all students consider themselves to be middle of the road.² Last year the percentage of students who rated themselves "liberal" or "far left" hit a twenty year high (30 percent). The remaining 20 percent chose "conservative" or "far right." Specific attitudes indicate "a conservatism" with respect to crime and drugs and "liberalism" with respect to social issues (see left). Students are less actively involved in politics than in the past. 28 percent in the 2000 survey reported an interest in "keeping up to date with political affairs, an all-time low since the 60 percent high rating in 1966.

But the events of the last year, particularly those associated with September 11th, may have a profound impact on student attitudes. Honors alumnus Mike Fricano, writing for the *Albany Times Union*, reports that college admission essays in 2001 reflect introspection and maturity as students question their values, clarify their priorities, and connect the personal with the political. College professors reported that student interest in politics and international events increased, that class discussions got to the heart of issues, and that students were more willing to express their thoughts and feelings after September 11.

So we expect to see some shifts in the attitude surveys this fall in both students' interests and their reflections on their goals and priorities. We expect new freshmen to be actively involved on campus and in the community. Seek out

organizations and clubs that relate to the issues you care about and then get involved. As Sonia Johnson said, "remember that one determined person can make a significant difference and that a small group of determine people can change the course of history."

¹ Alex P. Kellogg "Looking inward, freshmen care less about politics and more about money." *The Chronicle of Higher Education* Jan. 26, 2001.

² Thomas Barlett "Evaluating student attitudes is more difficult this year" *The Chronicle of Higher Education* Feb. 1, 2002.

**"Fall seven times,
stand up eight."
- Japanese Proverb**

**"It does not matter how
slowly you go so long as
you do not stop."**

-Confucius

**"Vision without action is a
daydream. Action
without vision is a
nightmare."
- Japanese Proverb**

Honors College Play

The Honors College Players, under the direction of Dr. Frank LaBan, are proud to present a night of one-act plays. Mark your calendars for one of the three performance nights: October 10th, 11th, or 12th. All performances start at 8:00pm in the Slonaker House living room.

All three plays underline the notion that we don't always know our friends & family as well as we might think. In Conrad Seiler's comedy *Why I Am A Bachelor*, the lecturer will attempt to save "innocent souls from jumping into the heaving waters of matrimony" by means of an amusing illustrated talk. Noel Coward's *Fumed Oak* is a British comedy with a surprising twist. It seems that owning fumed oak furniture is not every person's goal in life. Do you know what you would do if you found a large sum of money? George Kelly's drama *Finders Keepers* explores this question.

Honors Mission Statement

The mission of the University of Arizona Honors College is to foster an enduring spirit of inquiry and discovery so that artistically and academically talented students develop the courage to address uncommon challenges and the commitment to promote social responsibility throughout their lives.

Lately I've been thinking about mission statements. This focus stems, in part, from the work The Honors College staff did last year to craft a new mission statement, one that more accurately depicts the vibrant environment we hope to create for all Honors students. My thoughts about mission statements have another source: the upcoming birth of my first child. As I write this, my husband and I are anxiously awaiting our child's arrival. As we prepare and wait, we have talked about the kind of home we hope to provide for our little one. We have discussed our own mission statement of sorts, and we have set a high bar for ourselves as parents.

Why set such high standards? Why not set less lofty expectations? Is creating a mission statement just an exercise in futility? We don't think so. We believe it is important to have high aspirations as a guideline for our thinking and behavior. And even if we do not live up to these ideals, we need them as a template, a guide to our parenting efforts.

The same holds true for our Honors mission statement. We created a statement that speaks to our ideals as Honors staff members. We are hopeful that we can create an Honors environment that allows each Honors student to flourish, to pursue excellence, goals, and dreams with vigor and passion. But we cannot control how you, each individual Honors student, choose to use your time during your undergraduate years, or what goals you opt to pursue. Nonetheless, we hope to spur you toward the pursuit of worthy goals that allow you to develop your talents to the fullest.

As you begin a new academic year, the Honors College staff challenges you to think about the point of being educated. You are among a privileged group of individuals in our society, those people given an opportunity to pursue post-

secondary education. Perhaps for some of you attending college is a longstanding family tradition; for others, university life is very new. Regardless of your situation, we urge you to contemplate why you are here. Educator Ernest Boyer discussed this very issue in *College: The Undergraduate Experience in America*. Education for what purpose? Competence to what end? At a time in life when values should be shaped and personal priorities sharply probed, what a tragedy it would be if the most deeply felt issues, the most haunting questions, the most creative moments, were pushed to the fringes of institutional life. What a monumental mistake it would be if students, during the undergraduate years, remained trapped within the organizational grooves and narrow routines to which the academic world sometimes seems excessively devoted."

As you pursue the routine tasks that characterize university life, step back and remind yourself about why you are in college, and whether your reasons do justice to the opportunity you have been given. The Honors mission statement states that we hope Honors students will "develop the courage to address uncommon challenges and the commitment to promote social responsibility throughout their lives." As you embark on the 2002-2003 academic year, do you have a commitment to these ideals? If you don't, should you?

Each of us, if we are honest, approaches a new year with hopefulness and regret. The hopefulness comes from the opportunity to start anew; the regret comes from the realization of past failures. I urge you to learn from those failures and to use the mission statement as a springboard toward a hopeful beginning to this new year. Noted author Robert Coles says it well in *The Call of Service*: "The call of service is a call to a new chapter of a life - its earlier story, its prior chapters, with their achievements and losses, will surely come to bear on what happens in the future, though each person's idealism can have its own surprising victories, some of them achieved against the great odds of a particular past." Make the most of your opportunity today, this semester, and this year.

Written by Dr. Karna Walter, Assistant Director of International Studies and Scholarships

"Common sense is the knack of seeing things as they are, and doing things as they ought to be done."

- Harriet Beecher Stowe

Directions for Updating via Our Web Page

This year Updating will begin on August 5 and continue through to September 20th.

If you have an Internet provider this is easy. You can update from your own home. If you do not have a computer, you may update from anywhere on campus.

Visit your Internet provider at home or at University labs and type in the Honors College web address www.honors.arizona.edu.

Now that you are on The Honors College web page, double click on the "Update Online Link", enter your ssn# and press enter.

The form is self explanatory. This updating process will allow us to have your local address, local phone and e-mail address.

Good luck. If you have any questions, please call 621-6901.

Reminder: September 20 is the **final** day for Updating.

Honors College Play Auditions

Auditions for the Honors College Play will be held at 7pm in the living room of Slonaker House on Wednesday August 28th and Thursday August 29th. This fall's production will be a night of one-act plays. Many interesting parts are available.

"Eighty percent of success is showing up."

-Woody Allen

Computer Lab Update

Due to budget cuts, we are unable to keep the Honors computer lab in the Arizona/Sonora hall open. There are still computers available in Slonaker House for Honor student usage. Just sign up for a username and password when you update your Honors status at the beginning of the semester. We may be adding more computers in Slonaker. We'll keep you updated by Honors listerv postings.

Honors Forum Luncheon Celebrates 15th Anniversary

The Honors College cordially invites you to celebrate the 15th anniversary of the Honors Forum luncheon series by joining us for a free, tasty noontime meal and congenial conversation with UA faculty and other UA Honors students. The Turquoise Room at the Park Student Union provides the backdrop for each of the three Forum luncheons scheduled for the upcoming fall term. Each of these luncheons will feature a UA faculty member in a brief, 20-minute presentation about some aspect of her or his scholarly endeavor that should be of interest to a diverse audience of both students and faculty.

Melissa Lowe, Professor of Dance, kicks off our first Forum luncheon on Thursday, Sept. 26, at 12:30 PM. In her brief talk, "Movement as a Source of Healing," Professor Lowe will explain her fascination with the concept of dance joining forces with the medical community to heal people with various ailments. Her interest in this over the past couple of years revealed to her exciting new discoveries working with breast cancer patients in a specially designed movement program. She will discuss some of the outcomes of this work, the profound experience it provided for her dance students as well as the impact she hopes it will have in the future.

Astronomer **Donald McCarthy, Jr.** will join us as our second featured guest on Tuesday, Oct. 15, at 12:30 PM. Although the specific title of his presentation was not known at the time this newsletter went to press, you can be assured he will take us on one of his fabled treks of the night sky; a trek that will feature some aspect of his work using infrared astronomy and interferometry to elucidate the nature of stars and other planetary systems.

Michael Bonine winds up our fall Forum series on Wednesday, Nov. 6, at 12:00 PM. Professor Bonine holds a joint appointment in the Departments of Near Eastern Studies and Geography and Regional Development. He is an authority on Islamic urbanism and population issues of the Arabian Peninsula and in his talk will address how poverty and politics affect urban sustainability in the Middle East.

Reservations are required for these luncheons. Honors students must use the online Honors Forum reservation form, which is found at www.honors.arizona.edu/cgi-bin/

lunches.plx. Faculty must return to the Honors College the response card that will be sent in a separate campus mailing. We will send you a brief reminder via email a few days before the luncheon so you can **confirm your reservation**. Seating is limited at each luncheon, so make your reservation early. Please do not sign up for more than one luncheon date per semester.

In order to use the online reservation form, you must first activate or update your Honors status on the UA Honors College web site, www.honors.arizona.edu. This initial process will insure that you get access to the benefits that go along with being a part of the UA Honors community, such as extended library privileges, priority class registration, Honors Forum luncheons, and subscription to the Honors listserv and the Eclectic Honors Newsletter.

A Special Note: We want to take this occasion to express a concern we have about the increasing number of "no-shows" occurring at the Forum luncheons over the past couple of semesters. By "no-shows" we mean those persons who make a reservation for a particular luncheon, confirm their intent to attend that luncheon upon receiving an email reminder, but still do not show up for the luncheon. We have to notify the Student Union catering service a week in advance of the luncheon date how many meals will be needed, so no matter how many meals are left over, the Honors College still has to absorb the cost of those meals. This expenditure is not trivial, especially in these tight economic times at the UA. If for some reason you cannot attend a Forum luncheon after confirming your reservation, just call Rosie at 621-2228 so we can offer your place to another person. We will surely appreciate your courtesy in this matter.

Honors Courses

You have flexibility in registering for Honors courses! Because there is no standard set of Honors courses that all students must take, you may take Honors courses to satisfy major, minor, general education, or elective credit requirements. Over 200 Honors courses are offered annually. Honors courses are offered in a variety of contexts from independent sections to discussion or lab sections to concurrent sections that require different assignments for Honors students. Other ways to earn Honors credit include contracting, enrolling in 500 level courses, independent study, and preceptorships. For more information about earning Honors credit, see an advisor in the College or visit www.honors.arizona.edu/policies.html.

Above the Rest

A dreamer: one who dreams, envisions, and hopes with an everlasting imagination and desire to soar above the rest. One who builds a foundation from scratch, and takes with them a willingness to accomplish everything from nothing. But what happens when life becomes stale, there is no hope, and only disaster presents itself in life? What is a dreamer's purpose in a hazy, terrifying world? Today a lost generation fills our streets. Gloomy and emotionless the people of my generation walk with no objective and purpose. Some may say that there is no room for dreamers in a lost generation, but I strongly disagree. It is true that today in a world of growing tragedy and calamity, ambitions are a special gift. Many children are so caught up in the moment and life that they can't see beyond their misfortunes. Today dreamers are a rare breed, living in a time when school and neighborhoods become the battlefield. Both children and adults find themselves stuck at a halt and wedged so far deep into life's obstacles that they never live beyond the present. What about those children who's inability to dream and aspire acts as a curse, leaving them hopeless? What happens to them? For them the future holds nothing and they are left to remain teary eyed in a dreamless world, until they realize that dreams can be made, they do not just happen. They are fabricated into tiny elemental structures waiting to transpire. A dream is believing in a future. It is believing in yourself, that you can and will do! It is up to you whether or not you succeed and soar. A bird has wings, but it is still taught to fly. And just as birds, we as individuals are given the resources to achieve, but it is up to us to accomplish all that we desire. I choose to be a dreamer and a fighter; I soar unconsciously with a fervor to win, I think big, I never give in, always persistent I never lose sight of my future aspirations. I am strong enough to take my dreams and make them mine, and release the hunger waiting to escape.

I know that the future belongs to those who believe in the beauty of their dreams, and therefore I recognize that anything is possible. There is no "maybe" or "I can't", only "I will" and "I can". Tomorrow lives in our minds and therefore, we must make it what we want it to be. I believe in lofty ambitions, numerous goals, planning for tomorrow, and thinking of the future. I have never been one to rest on my laurels and watch life unfold. Instead, growing up and working towards a future has become not an obsession or responsibility, but a

necessity. I know it is important to always work hard and be determined to succeed. I wouldn't accept anything less. I realize that as long as you strive for all around excellence, there is nothing you cannot do. Anyone and everyone can be a dreamer, but what sets me apart from others is my desire and drive. Without a good work ethic and strong motivation to succeed, I would never have had the confidence to soar above and fly. Langston Hughes once said, "Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly." To accomplish great things, you must not only act, but also dream; not only plan, but also believe. My mother once told me that if you can imagine it, you can achieve it, if you can dream it you can become it. And I believe that I can. Life is meant to explore and find, drift and wander. It is meant to allow us individuals to find meaning in our daily routine, and now terror filled lives.

The first two paragraphs from a paper on goals. Written by Allison Orologio for Honors 195 A Leadership, Vision and Voices class. The Honors College, University of Arizona 3/02

Shadowcats

Are you looking for ways to get involved in Honors? Then consider joining Shadowcats, the volunteer student recruitment branch of The Honors College. Shadowcats speak with prospective UA/Honors students at formal and informal recruitment events and are foremost involved when prospective students visit UA to check out the campus. Here are a few examples of a Shadowcat's responsibilities:

- Bring high school students with them to class
- Assist with tours in residence halls
- Speak at recruitment events, on or off campus
- Possibly host a prospective student overnight

The time commitment is as big or as small as you want it to be. Also, we are eager for volunteers at all class levels, any majors (including undecided), Arizona residents, out of staters, etc. To be a part of Shadowcats, send email to Marcella Korn at korn@honors.arizona.edu. In response, you'll receive a sign-up form, a description of the Shadowcats program, a chance to learn more about Honors, Shadowcats, and a way to get to meet new people.

The Honors College Listservs

There are two Honors College listservs. The first, Honors, is strictly for Honors College happenings. For example, Honors classes, Honors Student Council, honorary information, basically anything that has to do directly with Honors. The second, Eclectic Bits, is information we receive from outside sources that request postings. You are automatically signed up for the Honors listerv when you update your Honors status. You may sign up for Eclectic Bits on your own accord. Please visit our website at www.honors.arizona.edu/benefits.html#listserv to sign up.

"Look at a day when you are supremely satisfied at the end. It's not a day when you lounge around doing nothing; it's when you've had everything to do, and you've done it."
- Margaret Thatcher

"You cannot depend on your eyes when your imagination is out of focus."
-Mark Twain

Honors College Faculty and Staff

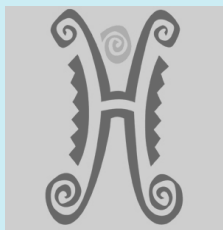
**Dr. Patricia
MacCorquodale, Dean
Dr. Richard Kissling,
Associate Dean**

Dr. Wayne Decker
Dr. Karna Walter
Stephanie Adamson
Rosie Alvarado
Kelly Arthur
Anne Bonds
Lucia Barton
James Bayers
Marcella Korn
Jeffrey Patten
Erin Piasta
Barbara Whittlesey

Please see our website for
more opportunities
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Honors College
students

www.honors.arizona.edu

**The University
of Arizona
Honors College
1027 East 2nd Street
Slonaker House
Box 210006
Tucson, AZ 85721**



Fall 2002 Important Dates

8/5/02	Firsy day to Update Honors status
8/6/02	Begin Fall '02 late payment charge \$50.00
8/22/02	Residence halls open
8/25/02	Deadline for 100% refund for Fall '02 Freshman Convocation
8/26/02	FIRST DAY OF CLASS
8/26-9/5/02	Change of schedule permitted Monday-Friday 8:30am- 4:30pm in Bear Down Gym (basement, room 9), Forbes (entrance lobby) and McClelland Hall (out side room 103)
8/31/02	Last day to add/drop, change to pass/fail or register from zero units using RSVP or WebReg
9/2/02	LABOR DAY- NO CLASS
9/3/02	RSVP or WebReg no longer available to add; still available for drop until 9/20/02
9/4/02	Registration cancellation for unpaid course selection
9/17/02	Census Date: \$250.00 late charge begins for unpaid registration or to add additional units
9/20/02	Final day to Update Honors status
10/25/02	Honors Convocation (no class from 3pm-5pm; Family Weekend
10/26/02	Spring '03 priority registration begins for Seniors
11/2/02	Spring '03 priority registration begins for Juniors and Honors College students
11/9/02	Homecoming Day
11/11/02	VETERANS DAY- NO CLASS