

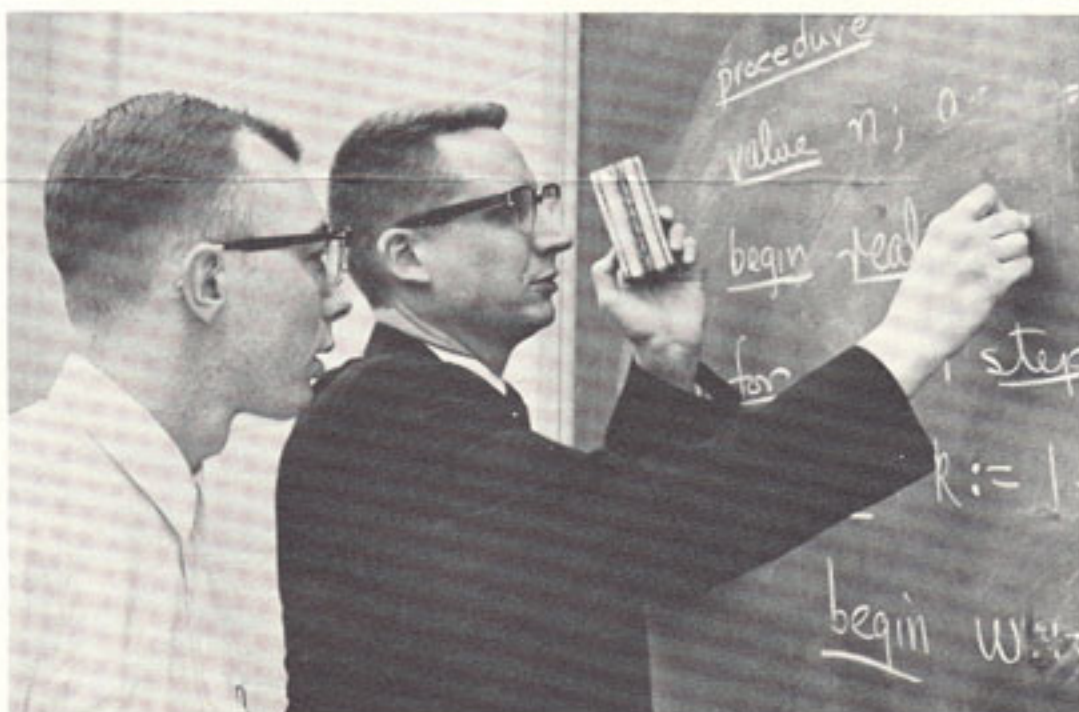
For more than a century, Iowa State University of Science and Technology has been providing increasingly rich and varied education for young men and women. The needs of students with varied interests and abilities have been met, to their advantage and to that of our society in general. Students of high ability have always been sought after and encouraged; the outstanding records of many of our graduates attest to the success of these efforts. It is apparent that in the 1960's even greater efforts must be made to develop the best in all our youth, and especially in the most able.

# THE HONORS PROGRAM at IOWA STATE

The Honors Program was established in 1960 to integrate existing provisions for superior students, and to develop new and more effective educational means for them.







Breadth of interest characterizes Honors Program students.

TOP:

A student receives help on a pottery project.

CENTER:

Honors Program student removes experimental material from ultracentrifuge.

BOTTOM:

Student and adviser work on problem in Cyclone Computer Laboratory. For others, library, field, classroom and study desk are sites of special educational experiences.



## “What Is an Honors Program”?

The term “Honors” is not new: “Honors lists,” “graduation with honors,” “honors banquets” and the like have long been a part of the academic scene. Usually, the term has implied high grades awarded for outstanding scholarship.

The modern concept of Honors work is broader: it offers to the able and ambitious student the advantage of a flexible program, the opportunity of getting quickly into advanced work, and the challenge of individual study and research. It implies greater breadth and greater depth of learning. It demands a continuing “pursuit of excellence.” It involves the student in a common scholarly activity with other students and faculty members.

## How Does It Work?

Since each of Iowa State’s five colleges — Agriculture, Engineering, Home Economics, Sciences and Humanities, and Veterinary Medicine — has a separate curriculum, each college has a slightly different approach to Honors work. All, however, are consistent with the basic document approved by the General Faculty of the University. Thus, while the approach of each college will vary somewhat, a prospective Honors Program student will have an experience something like this:

During the third quarter of residence or later, the student with a 3.5 or better grade average (or in some circumstances, a somewhat lower average) will be invited to join the program in his college. If he (or she) accepts, a special adviser (in some colleges, a committee of advisers) will be appointed with the approval of the student’s department head. The student then develops with his adviser(s) an appropriate program, subject to the approval of the Honors Program Committee in his college and a later review by the University Committee. These committees must be assured that both general education and the special discipline are adequately represented in the student’s program.

What kind of program is this? First of all, it is highly individualized, developed to meet that particular student’s needs, interests and aptitudes. To accomplish this, the University follows a liberal policy on the waiving of requirements for graduation except for a fixed total number of hours. Wherever reasonable or possible, individual departments and colleges waive prerequisites to permit Honors Program students to take more advanced courses than would ordinarily be allowed. In addition to a special course of study, the Honors student will develop an individual project giving him a special experience of some kind not ordinarily available through the regular curriculum. He will be involved in group intellectual activity with his peers through departmental or college seminars, and through an all-university colloquium.



This Honors Program student finds that in today’s space age, a study of the celestial sphere is a necessary part of educational “depth and breadth.”



He will naturally be expected to maintain a high grade average, and his performance in the program will also be evaluated by other means.

## What Are the Rewards?

For the student who fulfills the obligations of Honors Program work, there are many rewards. First of all there is the intangible but real satisfaction of using his capacities to the fullest. The flexibility of his plan of study makes it possible for him to range more widely and delve more deeply into learning than most students can. This depth and breadth leads not only to greater competence in his major field, but also to a better understanding of the whole range of human learning. Because of his experience with individual study and research, he is better prepared to continue learning after college, which is essential in these days of continuing progress and change. There is satisfaction, too, in working closely with stimulating faculty members, and with fellow students from many disciplines. One minor, but useful, benefit is the special library privileges accorded him.

Upon successful completion of his course of study, his graduation program, diploma and grade transcript will be inscribed "Honors Program Student," thus giving evidence of unusual ability, opportunity, and achievement.

## Further Information

For further information, write or see Prof. Don C. Charles, Chairman, University Honors Program Committee, at 207 Beardshear, Iowa State University, Ames, Iowa. For information about the various college programs, write or see:

**Agriculture:** Prof. Lloyd Frederick, 137 Agronomy Building I.S.U.

**Engineering:** Prof. M. L. Millett, 116 Marston Hall, I.S.U.

**Home Economics:** Prof. Bruce Gardner, 307 Morrill Hall, I.S.U.

**Veterinary Medicine:** Prof. Robert Getty,  
118 Veterinary Anatomy, I.S.U.

**Sciences and Humanities:** Prof. Clair G. Maple,  
323 Beardshear, I.S.U.



Here an Honors Program student, a dietetics major, observes the heart contractions of a turtle in her zoology class.