

inside  
this  
issue

Dr. Richard  
Hull visits  
c a m p u s



Centennial  
Hall will be  
ready for Fall



Dr. Young's  
speech at the  
Awards Dinner



## News Briefs

### SCHOLARSHIP AMOUNT INCREASES

From the beginning of the program in 1985 up through the 1996-1997 academic year, the Presidential Honors scholarship amount was \$2,500 a year. Since 1997, as a result of Dr. McCabe's commitment to "take the program to the next level," the scholarship amount has more than doubled. For the 2004-2005 academic year, the Presidential Honors scholarship will increase from \$5,000 to \$5,500 a year. With more than 50 students in the program that represents a tremendous commitment to the kind of excellence that this program stands for.

### ADDITIONAL SECTION OF HONORS SPEECH

For two years now the Honors Degree Program has offered two sections of Honors English 1123. Due to heavy enrollment over the past few years, there will be two sections of Honors Communications 101 for the fall of 2004. Dr. Charles Howard will continue to teach one section, and Dr. Jim Pauff will teach the other section.

## PROGRAM ACCEPTS SEVENTEEN NEW STUDENTS

Seventeen new Presidential Honors Scholars will enter the program this fall. Three of them are high school valedictorians and one is a salutatorian. Their average high school class rank is the top six percent, their average ACT score is 29, and their average SAT score is 1300. Ten have SAT scores of 1300 or higher.

The new students are Catherine Cotton, an engineering major from Austin; Cassie Cox, a pre-vet major from Hurst; Jennifer Dalecki, a nursing major from Tomball; Adrian Dunson, a chemistry major from Stephenville; Jessica Farrar from Farmersville; Melissa Gilbert,

a engineering physics major from Tomball; Tom Hancock, an engineering major from Granbury; Kurt Hofmann, an engineering major from Mason; Rachel Howell from Dallas; Neil Knauth, a business major from Georgetown; Maribeth Miller, a pre-med major from Fort Worth; Garrett Rosser, a biology major from Bedford; Trevin Vaughn, a business major from Decatur; Amanda Vineyard, an accounting major from Glen Rose; Elizabeth Watson, a biology major from Fort Worth; Lindsay Wright, a communications major from Millsap; and Jennifer Young, a nursing major from Keller.

## PHP STUDENTS' HONORS/ACTIVITIES

**Adelaide Odoteye** was chosen as Tarleton's "most outstanding international student." This is a new award, so Adelaide is the first student ever to receive it.

**Amanda Baulch** studies Shakespeare in London. (See full story inside.)

**Kelli Wakefield** is doing an internship with the National Science Foundation Research Experience for Undergraduates at Oklahoma State University.

**Jana Farrill** and **Melissa Owens** attended a marketing conference in Chicago. (See full story inside.)

**Cassi Rowland** was chosen as "outstanding pianist" for 2003-2004. She also placed second in the Ultra Club Composition Contest with "A Matter of Time," a vocal solo with piano accompaniment.

**Joseph Gilbert, Matthew Gilbert, and Evan Stenmark** are spending their summer at the University of North Texas doing particle physics research.

**Marlow Robitaille** was admitted to A&M's Partnership for Primary Care Program. (See full story inside.)

## DR. RICHARD T. HULL VISITS CAMPUS

Aeliya Jafri  
*Biology*

Dr. Richard T. Hull, Visiting Scholar in medical ethics, came to Tarleton State University on April 15 and 16. He gave a presentation during a luncheon with pre-professional students and a public lecture on America as a secular state on the first day of his visit. The following day, he spoke to the Honors history and government classes.

The topic of Dr. Hull's presentation at the luncheon was genetic and medical ethics. He began by reviewing Alice Wexler's *Mapping Fate*, a book that tells the story of how Wexler's mother died of Huntington's chorea and how Wexler's sister Nancy was responsible for discovering the gene marker for Huntington's and then later developing a technique to identify it. Huntington's chorea, presently known as Huntington's disease, is an inherited disease that is characterized by mental dementia.

In its advanced form, the patient develops an involuntary dancing walk. Dr. Hull identified the moral dilemmas that this situation presents, such as whether it is ethical for potential sufferers to have children knowing they have a fifty percent chance of passing the disease on to their offspring. He also raised the question of whether at-risk individuals should be tested to find out if they might develop the disease in middle age. The students present had varying opinions; some agreed that it would be better to abstain from reproducing if the person knew he or she was at risk for HD, whereas others said they would not want to be tested at all.



Dr. Hull during his public lecture.....  
..... Photo courtesy of Dr. Craig Clifford



Dr. Hull visiting with students during the reception following his public lecture.....  
..... Photo courtesy of Dr. Craig Clifford

The discussion then branched to generalized ethics in medicine. Dr. Hull set up several scenarios and asked the students what the appropriate actions would be in each situation. Later in the day, Dr. Hull gave a public lecture on why America

is and should remain a secular state. He presented arguments from those who claim that the U.S. is a Christian state, and then refuted them by arguing that America is a secular state and should be this way. This idea should especially be applied to public schools, according to Dr. Hull. He argued that public schools should remain religion-free zones so that youth of all faiths could not be guilty of "victimizing" others with their practices. The only way to do so would be to completely eradicate any religious practice and arguably even iconographic images from the public school. The floor was opened for questions after the presentation. Some members of the audience argued that preventing people from practicing their religion could also be a violation of their religious freedom. A reception was held afterward, in which the discussion continued.

## PHP STUDENT ACCEPTED INTO PRESTIGIOUS PROGRAM

Marlow Robitaille, a sophomore Presidential Honors Scholar, was recently accepted into the Partnership for Primary Care Program, a cooperative program between Texas A&M College of Medicine and eight member institutions of the A&M system, including Tarleton. The main focus of the program is to allow qualified, dedicated young people to enter the medical field and eventually contribute to improving health care in the parts of Texas that need it most. Many rural communities across Texas have a severe lack of health service professionals and are deemed medically underserved. The Partnership for Primary Care Program helps bring quality health care to those communities that are in need. The idea of the program is that by accepting highly accredited students and offering them a guaranteed spot into medical school, they will eventually return to their home communities and serve as primary care professionals.

In order to be accepted into this

prestigious program, Robitaille had to meet many requirements. To be considered for the program, a student must have a 3.5 GPA throughout high school and in the first year of college, graduate in the top 10% of their high school class, have a 1200 SAT or 26 ACT, have a legal residence in a rural or underserved area, and commit to attend a partner university of the A&M system. After sending in an application, complete with several letters of recommendation and a personal statement, an interview is scheduled. Robitaille spent the entire day of April 5, 2004 in two interviews and many tours of A&M's College of Medicine and Scott and White. Thirty-three students were interviewed and only 15-20 were accepted into the program. Interviewers were professors, doctors, and third and fourth year medical students.

After being accepted into the program, Robitaille must keep a 3.5 GPA, participate in community service and medically-related activities, demonstrate leadership,



and complete a baccalaureate degree. If these requirements are kept, the MCAT is waived and a position in medical school is guaranteed. Also, summer internships, workshops, and seminars are available to members of PPC as well as opportunities to shadow med students and doctors. Marlow says she is excited to be a part of the Partnership for Primary Care Program and she looks forward to attending A&M Medical School and eventually becoming a doctor.

## PHP STUDENTS ATTEND CONFERENCE IN CHICAGO

*Jana Farrill, Marketing & Melissa Owens, Marketing*

The spring break of our senior year in PHP was the perfect ending to a wonderful four years. Thanks to PHP funding for senior travel to a conference, we had the opportunity to visit Chicago, Illinois, to attend a marketing conference that focused on the promotional aspect of our discipline. The conference was put on by the Promotional Marketing Association and was held at the Hilton in Chicago.

Major market leaders such as Visa, Coca-Cola, Wal-Mart, and many others presented and lectured on how promotions are growing within every industry and the way that this is changing the current market place. We met marketing professionals from all over the country and got the chance to hear their stories from inside the business community.

While in Chicago, we also made a point to see the sights, including the Sears Tower, the Magnificent Mile

(a shopping mecca!), and Navy Pier. The view of one of the largest cities in the country from one of the tallest buildings in the country is truly a sight to behold. If it weren't for a few clouds, we could have seen four different states.

We learned a lot about the marketing industry at our conference and learned a lot about the city of Chicago as well. The trip was a meaningful experience we will never forget and carry with us for years to come.

*The 13th Annual Academic Awards Dinner was held on November 8, 2003, in the ballroom of the Barry B. Thompson Student Center. This event is held each year to honor students in the Presidential Honors Program and the Honors Degree Program and the donors whose contributions make the scholarships possible. Julie Allen, a senior nursing major from Granbury, spoke on behalf of the students, and the keynote speaker was Dr. Mallory Young, Professor of English and Languages at Tarleton. Dr. Young was the director of the Presidential Honors Program from 1988 to 1992, she taught the first honors core course at Tarleton in 1990, a section of English 1123, and this spring she taught the honors sophomore literature course. The text of her address is reprinted below.*

Thank you, Dr. Peer. First, I want to add my welcome to those you've already received. I also want, right away, to attach a warning to this presentation. I'm going to be doing two things here that one should never do in public: reminisce and brag. But I can also reassure you on two counts: I only have ten minutes—and I don't have grandchildren.

That said, I'll start right into the reminiscing portion of our program. It is especially meaningful to me to be speaking to you tonight at this dinner in 2003. It was, as it happens, exactly twenty years ago that I first came to Tarleton as a young assistant professor—at the age of twelve—to begin what has become my lifelong career. When I arrived in 1983, we didn't have a Wal-Mart, we didn't have a Chili's, we didn't have a real Starbuck's—oh, wait, we still don't have a real Starbuck's—okay, never mind. . . . But more to the point, we didn't have an honors program. We had capable professors interested in

teaching honors classes; we had capable students interested in taking them. But we had no official way of bringing them together.

Just one year later, in 1984, the first step was taken towards a real honors program at Tarleton. In that year, through the assistance of generous donors and enlightened administrators—like those in this room tonight—the Presidential Honors Program was founded. It was a wonderful achievement—what we have today could not have happened without it. But—and I am going to do one more thing you shouldn't do in public, I am going to be absolutely honest—it was, at the same time, a disappointment. The truth is that as important as that initial effort was, it was not an honors program. It brought a small number of top-notch students here, and it provided them with a first-rate scholarship. But it included no real honors courses, and it offered no real honors community. Students were provided only two seminars, one per year, generally taught as an overload by already overloaded professors. Those of us who dreamed of a real honors program continued to dream.

Four years later in 1988, I had the opportunity to become director of the Presidential Honors Program. I found out right away that it was not only faculty members who were disappointed. The students in the program let me know loud and clear that they were disappointed too. And here I begin the bragging part. The students, interested faculty, and I started to work turning PHP into a real program with real honors classes and a real honors community. Over the next few years, we initiated an honors wing of the—then brand-new—

Coed Dorm. We built in honors perks, such as early registration and honors parking. We founded a student organization, the Presidential Honors Society. But most importantly, we initiated an honors degree program offering honors classes in several core curriculum subjects, open to both Presidential Honors Scholars and other outstanding students willing to take on the challenge of an honors education. I had the distinct honor of teaching the very first of these honors courses to be offered at Tarleton, a section of second-semester freshman composition, Honors English 1123, to fourteen students. I will never forget that eye-opening experience: and not because it was easy—but I'll return to that. Since that time, Tarleton has offered over a hundred honors classes, with a combined enrollment of well over a thousand.

In 1992, Dr. Pat Zelman took over the directorship of PHP and continued the work of developing honors at Tarleton. And you've already heard an overview from Dr. Clifford of what those associated with the honors program can brag about today. In another twenty years, when I look back on my time here—and here I go being honest again—it will probably be my teaching that will matter most to me. But second only to that will come the Honors Program.

That isn't to say the work is finished. Looking back now, I'm reminded of one of my many favorite poems, Tennyson's "Ulysses." In that poem, the old Ulysses, returned to Ithaca, looks back on his exciting life of adventure and decides it isn't over yet. As he tells his shipmates, ". . .

you and I are old;/ Old age hath yet his honor and his toil.” And it just happens that I have another reason to feel this is the ideal moment to be speaking to you. Next semester, I will be teaching the first honors class I’ve taught in over a decade. We pause here for a brief non-commercial interruption: English 2503, Backgrounds of Western Literature, Tuesday/Thursday, 10:50 to 12:05. This will be the first time an honors section of this course has been offered.

I’ve told you how much it’s meant to me to have had a role in developing the honors program at Tarleton. So I should, I think, take a few minutes to explain why it is so important. The truth is not everyone believes that honors programs belong in universities like ours. In a democratic society focused on opportunity, the charge of elitism has frequently been leveled against honors programs. It becomes a serious issue: can they really be defended? I believe that honors education is not only defensible in a democratic context—it is essential. The key word is, in fact, opportunity.

Let me be completely clear: I don’t mean opportunity for the professors. It’s a special experience, of course, to have a whole class made up of students like the ones right now in this room. But by special, I certainly don’t mean easy. I’ve heard it said that anyone can teach outstanding students. Anyone who says that has never tried it. I can tell you there’s nothing like walking into a classroom and facing twenty-five highly intelligent, demanding, uncompromising, and not necessarily sympathetic students facing you with a clear “okay, show us what you’ve

got” stare. Not entirely surprisingly, not every professor wants to do it.

When I say opportunity, I mean, of course, opportunity for the students. Part of our democratic creed involves offering people the opportunity to go as far as they can and achieve as much as they can. Honors classes offer these extremely capable students a challenge they cannot generally get from regular lower-level classes. Honors classes are special, not just because of the instructor, not even because of the material or the approach taken to it. What makes an honors class an honors class is the class—that is, a concentration of like-minded, highly motivated students ready to take on the challenge. Something special happens—and that something special is the opportunity offered by an honors program.

I mentioned already that our job isn’t finished. Dr. Clifford has told you some of the developments currently under way: enhanced recruitment of Presidential Honors students, expansion of the Visiting Scholars Program. A n o t h e r important goal is to identify and encourage more students already here who would

benefit from and contribute to honors classes. And this increased student participation should eventually allow us to offer new honors classes in more areas. We have plenty left to do. A good byline for the program might, in fact, be lifted from that same Tennyson poem I mentioned before—Ulysses’ final words: “To strive, to seek, to find, and not to yield.”

Finally, let me say that looking at this group here tonight and at what we’ve accomplished over the past two decades, I think I’ve earned some bragging rights. And I know one thing for certain: given what we’ve managed to do, it ought to be a snap to get a Starbuck’s.

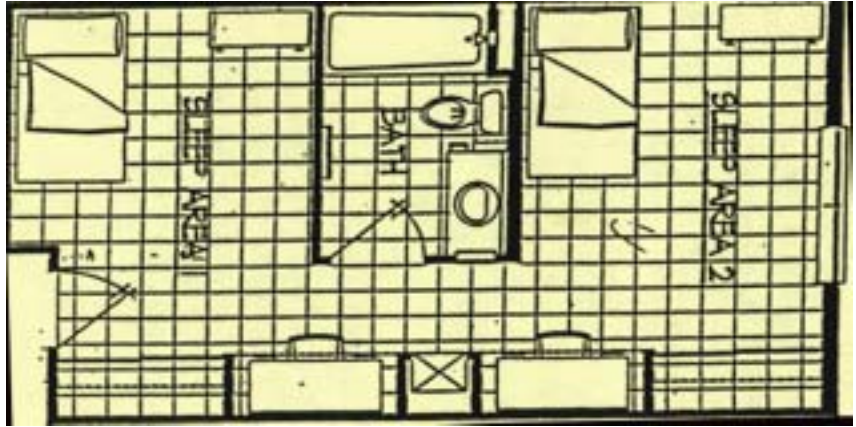
Thank you.



Dr. Young speaking at Awards Dinner.....  
 ..... Photo courtesy of Dr. Craig Clifford

**Heather Gamblin**  
*Interdisciplinary Studies*

In the fall, Tarleton will open the doors to its newest residence hall, Centennial. Designated as a freshman hall, its main goal is to increase student success for traditional students living away from home for the first time. 70% of the students living in Centennial will be freshmen, while the remaining 30% will be returning Tarleton students. Rooms will be double occupancy, with a bath and plenty of closet space. Each room will allow students access to cable television, internet, laundry facilities and more. The design includes study areas on each floor, as well as a game room, main lounge, and multi-purpose room. An elevator and stairwell will



Floor plan of rooms in Centennial Hall.....  
.....Photo courtesy of the Housing Office.

provide easy access to all three floors. An exciting aspect of this new residence hall is the Presidential Honors wing on the third floor. This special designation provides recognition to those students who accomplished exceptional education goals in high school and want to do so in college as well.

The study room on this floor will be used for Presidential Honors Activities, such as Presidential Honors Society meetings, DGS classes in the fall, and tutoring sessions for honors classes. The new living situation will provide the honors program with an excellent opportunity to grow and find success.

## PHS HOLDS POETRY CONTEST FOR AREA STUDENTS

**Leslie Raddatz**  
*Interdisciplinary Studies*

The success of the poetry contest sponsored and conducted by the Presidential Honors Society has been a while in coming, but still was sweet. The PHS members decided that they wanted to take on the poetry contest as their major project for the year in Fall 2003. With the inexperience of the members and officers, the contest was rocky during that fall and ended up being postponed until spring.

The poetry contest took a great deal of effort and dedication from the active PHS members and also from the contest judges, Dr. Sam Dodson, Dr. Mallory Young, and Dr. Mark Shipman. Dr. McCabe

was generous enough to contribute three \$200 book vouchers as prizes for the Tarleton category of the contest. In addition, Dr. Clifford donated \$100, \$75, and \$50 from the Honors program for that category. As always, money is a very good incentive; as a result of these contributions, PHS received a total of 156 poems, 84 TSU and 72 high school. PHS members were thrilled to have received so many entries.

The Presidential Honors Society is appreciative that the poetry contest was so well received by all those who helped, contributed, and submitted entries. Poetry is such a personal area that all PHS would like to thank everyone for their care and commitment as they

participated in the poetry contest in their unique ways.

### *Winners*

#### **TSU Category**

- 1<sup>st</sup> J. Jason Snedegar,  
"Counterfeit"
- 2<sup>nd</sup> Gabriela Thomson,  
"Soneto I"
- 3<sup>rd</sup> Amanda Kirkland,  
"Tequila Tears"

#### **High School Category**

- 1<sup>st</sup> Austen Royce,  
"Ten Story Daydream"
- 2<sup>nd</sup> Meghan Doss,  
"Ethereal Epiphany"
- 3<sup>rd</sup> Becky McGillick,  
"Third World People"

**Amanda Baulch**  
*English*

Upon entering the Presidentail Honors Program, I was informed that during my junior or senior year, I would be able to attend a conference (having to do with my major of course) and PHP would foot the bill. It sounded like a nice idea, but to tell you the truth, conferences are not really my thing (which I'm sure will change after I get my doctorate and attempt to become a professor). However when I heard about the British Studies Summer Abroad Program, I could not help but think how nice it would be to have that conference money go towards something I really wanted to do. Fortunately, our great and fearless program leader decided that it sounded like a good idea as well.

Now, on July 8th I leave for London to participate in a Shakespeare course. How perfect is that for a big nerd of an English

major? Taught by Dr. Marilyn Robitaille, the course not only involves lecture and discussion with a great professor, but trips to the theater, museums, and guest lectures from the likes of the Royal Shakespeare Company. We study Shakespeare's plays, then we get to see them in The Globe Theater itself, and we get to see the history behind them in the British Museum. Also, did I mention we get a fair amount of free time to explore and a five day break mid-semester to wreak havoc on London or whatever European city one might choose to visit?

Needless to say I am looking forward to my trip (sadly, it is only for a month) and I would encourage everyone to consider study abroad as a conference option. Granted, PHP can only offer as much money as they would to send you to a conference, but every bit helps and financial aid is always available. This study abroad program I'm in

offers classes in other majors as well including business, sociology, history and of course theater.

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**2003-2004 PHP  
GRADUATES**

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December 2003  
Elizabeth Bolden, *Education*

May 2004  
Jana Farrill, *Marketing*  
Kristina Guess, *Political Science*  
Chases Kincannon, *History*  
Kimberly Oosten, *Marketing*  
Melissa Owens, *Marketing*  
Jonathan Schneider, *Management*  
Benjamin Swaim, *Economics*  
Karla Tschirhart, *Accounting*

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**2003-2004 HDP  
GRADUATES**

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December 2003  
Jeannie Howard, *Psychology*

May 2004  
Katie Nors, *Mathematics*

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**TWO NEWCOMERS TO TEACHING HONORS CORE COURSES**

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In the fall of 2004, Dr. Jim Pauff, an assistant professor of communications who came to Tarleton in the fall of 2002, will teach one of the Honors sections of Communications 101: Public



Speaking. Dr. Pauff has a Ph.D. from Bowling Green State University. He teaches interpersonal and small group communication, and he has a research interest in "symbolization," as well as in World War I. Also, Dr. Randy Popken, a professor of English who has been with Tarleton sine 1985, will teach an Honors section of English 1123. Dr. Popken is the Director of the Writing Program at Tarleton. He has a Ph.D. from the University of Kansas. Dr. Popken's areas of specialization include composition teaching, rhetoric, and analysis of written discourse. In his research

Dr. Popken studies types (genres) of written discourse, their relationship to the situations in which they are used, and the processes by which writers learn to use new genres.





PHP and HDP members who wish to contribute ideas, stories, or insight to the newsletter, contact Dr. Craig Clifford at [cliffor@tarleton.edu](mailto:cliffor@tarleton.edu)

## Aretē

*Aretē* is the classical Greek word for “excellence” or “virtue.”

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Director: Dr. Craig Clifford

The opinions expressed within are those of the individual writers, not necessarily those of *Aretē* or of Tarleton State University.

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“The good of a human being is activity of the soul in accord with excellence [*aretē*].”  
-Aristotle, *Nicomachean Ethics*