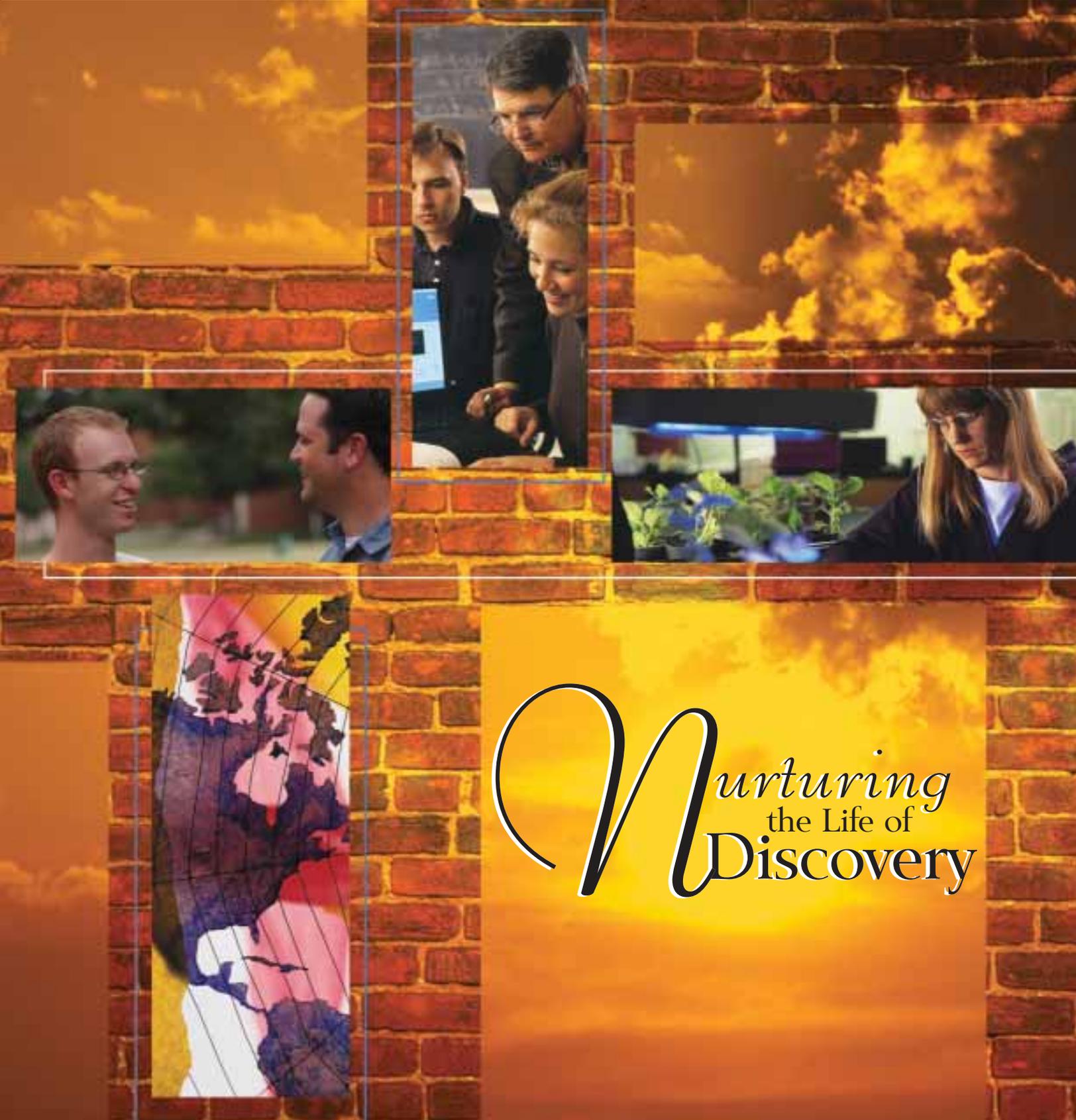


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Nurturing
the Life of
Discovery



A Letter from the Dean

There is exhilaration in the autumn that comes from new beginnings. The students cross the Quadrangle with quick steps, hurrying toward some appointment, we hope, with learning. Having begun to attain goals within the 2012 Vision, the College has 60 new faculty members this fall, many of whom bring significant scholarly and teaching achievements with them. It was exciting to introduce these professors into the fine body of faculty members who already exist among us.

Baylor has at the center of its identity and heritage the relationship between professors and students. As we go forward, we must not lose this connection. It continues to be important to everything that we do—to enriching conversation, to serving others, and to nurturing the life of discovery.

This issue of *Collegium* seeks to re-emphasize such themes. The bricks on the cover suggest the foundation, which the College of Arts and Sciences aspires to create. Many of the articles inside both illustrate the results and attempt to extend their implications into the future—through the liberal arts and sciences, the new science complex, the generations of alumni who have given back through academic leadership what was first provided to them through Baylor, the legacy of such great teachers as Dr. Virgil Tweedie, the scholarship and notable awards of faculty, and the lives of students.

In encouraging the life of discovery, the College is fortunate to have a strong faculty and outstanding students. We are also very grateful

to have a dedicated, caring, skillful group of people in our office who support and serve students and faculty in myriad ways. This fall, Associate Dean for Sciences Ben Pierce has chosen to return to the classroom after six years of leadership in the College (see article on p. 7). Dr. Pierce has represented the sciences extremely well during this period, and he will be greatly missed. We welcome as his replacement Dr. Lee Nordt, associate professor of geology. Dr. Nordt, a specialist on soil science, joined the Baylor faculty in 1995.

We are also pleased to welcome Dr. Blake Burleson as Assistant Dean. Dr. Burleson is a senior lecturer in religion and he has played a leadership role in the African Studies Program. Such people as these enable us to give the best service to our students, faculty, and alumni that we are capable and privileged to provide.

The College of Arts and Sciences has updated and expanded the resources on its website at www.baylor.edu/arts_sciences/. A recently completed review of the academic strengths of the undergraduate programs at the University and within the College in particular is located on our website under “Office of the Dean.”

As you may know by now, Provost Donald Schmeltekopf has announced his retirement from this position at the end of the spring semester. I am grateful for his leadership and his long-standing support for the College of Arts and Sciences. We shall miss him.

We always enjoy hearing from you.

A handwritten signature in black ink that reads "Wallace L. Daniel". The signature is written in a cursive style with a large, sweeping initial 'W'.

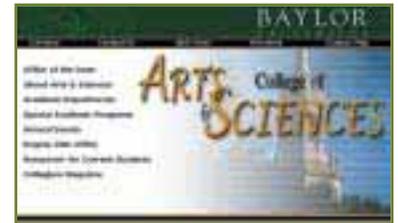
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COLLEGIUM

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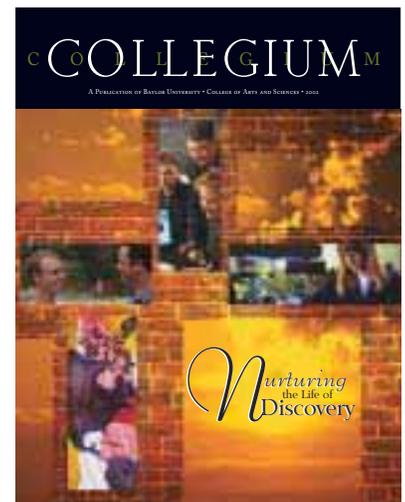
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Top photo left to right: Baylor University student Cody Hamilton, Professor of Mathematics Dr. Thomas L. Bratcher, Baylor University student Rachel Wade. Right photo: Dr. Tamarah Adair of the Department of Biology. Left photo: Baylor University students Chris Jelinek and Raymond Kessler.



The Liberal Arts and Sciences in the 21st Century

By Dean Wallace L. Daniel



My son, Zach, and I used to do our serious talking while playing basketball in our backyard. There, as he sank jump shot after jump shot over my outstretched, flailing arms, he asked me serious questions about life. Some of the questions would be about college, about academics, and about the choices he would soon be making. I always welcomed such questions and conversations, even when his spinning moves under the basket were constant reminders that my own athletic capacities lay in the distant past.

Several years ago, I wrote about one of these conversations with Zach as he prepared for his senior year in high school. That summer, he had trained every day for the upcoming basketball season, and on one of those occasions, in the twilight of a hot Texas evening, he had questioned me about the value—or lack of value—of the liberal arts.

It is now nearly five years since that time. The goal in our backyard is rarely used anymore. It stands there as a reminder of the past, of the passage of time, of many embarrassing moments, but of wonderful ones, too, that are etched in my memory. I think often about them.

Such moments allow me to reflect on my experiences as dean during these last five years and especially about the liberal arts and sciences. What I could not have anticipated then, on those summer evenings, was how my son would grow and change. What I also could not have seen was how my perspective on the liberal arts would grow and change. Nor could I have foreseen the vast changes the next five years would bring in our country and in the world, changes that have affected education, technology, economics, global affairs, civic values, and national security.

A recent national study of the liberal arts, conducted among leading educators, attempted to forecast the role the liberal arts and sciences will likely play in the 21st century. The respondents in this survey were mainly from private colleges and universities and more than half were from doctoral/research universities. More than 90 percent saw broad-based thinking skills as essential to employment needs. In a world

undergoing rapid change and whose shape remains unpredictable, such broad-based, foundational skills offered the best, most flexible preparation for meeting this future.

A second theme in the study concerned the need for lifelong, continuous learning. More than 90 percent of the respondents emphasized this need. A principal aim of the liberal arts is to teach students how to learn, to raise ultimate questions anew, to develop the ability to conceptualize, to explore “issues for which there are no single answers,” and to “provide a broad picture of the world around [students].” Such purposes see the world as always open to discovery, a perspective that lies at the core of the liberal arts and our mission at Baylor.

As I reflect on these findings and my experiences as a dean, I am drawn back to one idea in the earlier conversation with my son. At that time, this idea had played only a part in our discussion. Now, however, I would give it a great deal of emphasis, placing it at the center of attention. This idea relates to the role of the liberal arts in fostering and connecting what educator James O. Freedman calls the “public life” and the “private life.”

Preparation for public life and service is one of the essential purposes of higher education. Such a purpose sees the person as connected to something larger than the self. It views the individual as having responsibilities that lie beyond one’s self-interest. It looks outward to all of humanity, finding it to be composed not of isolated elements but of interconnected parts. Such interconnections the poet Boris Pasternak likened to the sea, its parts flowing into each other, constantly seeking renewal. Our Christian heritage gives a similar view of these connections.

This perspective, therefore, in undergraduate education is opposed to narrow specialization, to breaking the world into separate parts and viewing them as isolated. Too often, as Freedman points out, specialization has promoted a view of the world as fragmented and has forced inquiry into increasingly narrow units. These trends in education undermine the life of the mind. By

drawing rigid disciplinary boundaries, by raising questions only within the boundaries of those disciplines, they make it difficult to see the interconnectedness, the wholeness of life. We fall victim to what José Ortega y Gasset labeled in his *Revolt of the Masses* the “barbarism of specialization.”

A chief purpose of liberal education is to promote inquiry, which fosters dialogue among all these parts. On such boundaries the greatest needs and opportunities are to be found. “It is only by encouraging a collaborative dialogue among scholars and students in many disciplines,” Freedman has written, “that a university can explore the dilemmas that arise at those uncertain frontiers where the values of technology, science, and law confront the values of philosophy, religion, and ethics.”

Educating for “public life” thus requires that we nurture the creative imagination in the widest possible sense, that we see the universe as interconnected, and that we foster a vision of responsibility to this whole. Such a vision demands that the university become a public square in which serious conversation can take place about the most important issues of our times and requires that scholars and students be actively engaged in their exploration.

In addition to the “public life,” the liberal arts must also educate for the “private life.” In a world that places great emphasis on the practical, on the here and now, and on momentary pleasures, it is of much benefit to recall other qualities that the liberal arts and sciences seek to nourish. At Baylor, all of these qualities are rooted in our religious heritage.

The liberal arts aspire to engage the joy of learning. They make the world more intelligible, the imagination more lively, the mind more inquisitive, and the judgment more refined. They energize the creative power of men and women, viewing life as a never-ending journey.

They show us the possibilities and the limitations of humanity. They set before us standards of excellence that have been tested over time and are not subverted by passing trends. They are concerned with the creation of meaning and how that meaning might be connected to other people.

They enable us to respond to music, art, poetry, and dance—to the creative spirit—that one will need during times of tragedy, during “the long dark night of the soul,” and during periods when utilitarian approaches offer little satisfaction or hope. They speak not only to the mind but also the spirit, to the depths of our humanity and our beings, as creations of God.

PREPARATION FOR
PUBLIC LIFE AND SERVICE
IS ONE OF THE ESSENTIAL
PURPOSES OF
HIGHER EDUCATION.

Dean Wallace L. Daniel

Christianity, as C.S. Lewis reminds us, invites us to rise up out of ourselves, to forget about the self entirely, and to become new people as Christ inspired us to be. The liberal arts contribute to the vision by leading us to contemplate mystery, respond to beauty, and see the world through new eyes.

A liberal education in the 21st century thus calls for us to connect, to seek a balance between the “public life” and the “private life.” Such integration is a *sine qua non* for leadership. It is clearly depicted in the lives of Baylor alumni, who have distinguished themselves in leadership—in the 15 presidents of universities, the governors of this state, ministers throughout this nation, professors and teachers from the elementary grades to the top universities in the country,

doctors, lawyers, judges, artists, writers, military officers, and people in business.

Many times this fall I have thought also of my son’s case and the time we shared in the backyard. While he still plays basketball, the goal behind our house is now pushed to the side. His passion this past summer has been the more contemplative sport of fishing. Several weeks ago, having recently graduated as a University Scholar, he began his service as a teacher of inner-city students in our school system. It is a track that he has chosen. At this point, he does not know where it might lead.

I recall the conversation we had about the liberal arts and its practical benefits. It is not a conversation we would have now, because the questions he raised then, he has worked through in his four years as an undergraduate student. The books he has read, the discussions and daily experiences he has had on campus and beyond have led him, like other students, to understand the importance of the liberal arts and the purposes of the public and the private life.

Similarly, during the last five years, I have grown in my appreciation for the liberal arts and sciences and their capacity to enrich and to transform life. I see much more clearly the importance of raising questions and of pursuing them as far as they will take us and of recognizing how vital this process is to our future. Coming out of an academic department in 1995, I could not have seen the beauty and the elegance of the disciplines found in the arts and sciences. Such beauty and elegance of so many of the disciplines, the quest to see life whole, and the attempts to develop conversation across disciplines are key elements in the liberal arts and sciences. Historically, the arts and sciences have been the core of Baylor University, and they will remain that core in the future.

Ensuring Interaction Among Disciplines, Faculty, and Students

By Judy Long

The Harry and Anna Jeanes Discovery Center and the Baylor Sciences Building, two world-class structures under construction on campus, reflect the commitment of Baylor's Regents and administration to propel Baylor into tier one status.

The design of each building was crafted to support Baylor's 2012 Vision of creating an atmosphere that will strengthen faculty/student relationships and enrich the education of Baylor students campuswide.

The new buildings directly support the Baylor 2012 Vision of establishing an environment where learning can flourish, developing a world-class faculty, attracting and supporting a top-tier student body, initiating outstanding new academic programs, and providing outstanding academic facilities.

Jeanes Discovery Center

The 95,000-square-foot Jeanes Discovery Center, the centerpiece of the Sue and Frank Mayborn Natural History and Museum Complex, will offer hands-on exhibits to appeal to children and adults alike.

Major components include the Strecker Museum, the Thomas E. and Emily W. Anding Exhibitions Gallery, Children's World, the Southwestern Bell Discovery Theater, AT&T Information Centers, and the Permanent Exhibits Gallery. The Gov. Bill and Vara Daniel Historic Village, a turn-of-the-century riverfront community that provides a living history experience, is adjacent to the development.

Construction is projected to be completed in fall 2003, and the Discovery Center is set to open in April 2004.

The Discovery Center and the Center for Museum Studies will house classrooms and libraries that will be used not only by museum studies but departments throughout the campus.

The School of Education already is working with the museum to provide teaching experience and curriculum development. Students in the departments of art, theater arts, and family and consumer science are currently involved in projects at the center. Educational psychology will use the center's observation area to assess children both while playing and interacting with exhibits.

"THE GOAL OF BAYLOR 2012, THE UNIVERSITY'S 10-YEAR VISION, IS NOT TO MAKE US A TYPICAL RESEARCH UNIVERSITY, BUT TO MAKE US A UNIQUE KIND OF RESEARCH UNIVERSITY. IT WAS OUR HIGHEST PRIORITY TO PROVIDE FOR INTERACTION BETWEEN THE DISCIPLINES, BUT ALSO BETWEEN FACULTY AND STUDENTS."

DR. BEN PIERCE

Baylor Sciences Building



“Our natural science exhibits will offer opportunities to engage students in geology, paleontology, and environmental studies,” said Dr. Ellie Caston, acting director of the complex and lecturer in museum studies. “We also will have a lab for preservation studies, some of which will involve forensic science, biology, and archeology. I know there are other creative connections throughout campus that we will discover, and we are very open to making these connections.”

Baylor Sciences Building

Construction began in June 2002 on the four-story, 500,000-square-foot Sciences Building, the largest building project ever undertaken by the University. The \$103 million structure is next to the McLane Student Life Center at Bagby Avenue and University Parks Drive. Completion is slated for the start of the fall 2004 semester.

The Sciences Building complements other campus buildings, and will have three research wings that house the life and physical science departments and five interdisciplinary science centers.

Dr. Ben Pierce, professor of biology and associate dean for the sciences during the planning of the building, said the Sciences Building will focus on four themes that run through the building: multidisciplinary science, collaboration, discovery, and flexibility.

“This building will create a new culture of science at Baylor,” Dr. Pierce said. “What’s happening in science is occurring at the boundaries between the disciplines.”

Dr. Pierce is especially pleased with the interdisciplinary aspects of the sciences building—the multidisciplinary centers and the proximity of the departments—and the interaction spaces in the building. The structure will have a faculty-student atrium lounge, as well as large gathering spaces on each floor and smaller spaces in the faculty areas—all to encourage collaboration and interaction.

Dr. Pierce said meeting the needs of undergraduate students has been Baylor’s strength, and the emphasis on research in the Baylor Sciences Building will not change that.

“The goal of Baylor 2012, the University’s 10-year vision, is not to make us a typical research university, but to make us a unique kind of research university,” Dr. Pierce emphasized. “It was our highest priority to provide for interaction between the disciplines, but also between faculty and students.”

Dr. Pierce said several ideas were extensively considered before building. “We went so far as to complete a design that would have renovated and connected Marrs McLean and Sid Richardson science buildings. However, it became apparent that it would be more efficient to build a new building than to undergo a huge renovation.”

Concerns about updating Marrs McLean and Sid Richardson included disruption of teaching while renovations took place, losing the open green area between the two existing science buildings, and the general chaos of construction in a busy part of the campus.

The new building will change the face of research life at Baylor, and faculty anticipate the opportunities the building will provide. Advanced equipment will facilitate research and give faculty the technological edge needed to conduct world-class research. Baylor scientists are expecting greater opportunities for collaboration and interaction.

Three Wings

The life sciences wing will be the home for biology, psychology, and neuroscience, while the physical sciences wing will include physics, chemistry, math, and geology. The middle wing will house the centers for drug discovery, scientific analysis and computing, water research, pre-health education, and molecular bio-sciences.

Dr. Marianna Busch, chair of the chemistry and biochemistry department, said the

interdisciplinary nature of her department will mean that her 20 faculty members’ labs will be located on all three wings, not just on the physical sciences wing. The average lab size will be 1,000 square feet, although senior researchers, such as Dr. Gordon Stone, The Robert A. Welch Distinguished Professor of Chemistry, will be allotted more space. Lecturers and visiting faculty also will have a lab to share, Dr. Busch said.

Dr. Robert Piziak, mathematics professor, said his department desperately needs more space, so the move to the new building is keenly anticipated. The mathematics department will have two technology classrooms, each with 32 student computers. This will provide a more interactive teaching environment where professors will present problems for students to work on in the classroom rather than students doing the exercises later. This teaching method particularly is helpful in statistics and differential equations classes.

With Internet access, students can individually sample a database during class, perform statistical operations, and compare and interpret their results. “The Internet offers a huge resource in teaching mathematics and statistics,” Dr. Piziak added.

Collaboration is an important consideration in the mathematics department, Dr. Piziak said. Researchers with common interests will be located close to each other, stimulating dialogue. Close association with physics faculty will be a plus for both physics and mathematics—they will be only a floor apart in the new building.

Interaction with the Center for Scientific Analysis and Computing, which includes the Institute of Statistics, will give students experiences similar to those encountered in the working world.

Dr. Thomas T. Goforth, geology department chair, said the new water chemistry

CONTINUED FROM PREVIOUS PAGE

lab will be four or five times larger than the current space. For the first time, they also will have a geophysics lab. Two labs essential to geological research will be in the water reservoir center—the hydrogeology and water chemistry labs. Also, the Center for Scientific Analysis and Computing will include a geographic information systems (GIS) lab that uses computer data to map enterprises such as responses to natural disasters, city planning, and military training.

A seismograph display in the geology area will be attached to a pier similar to the

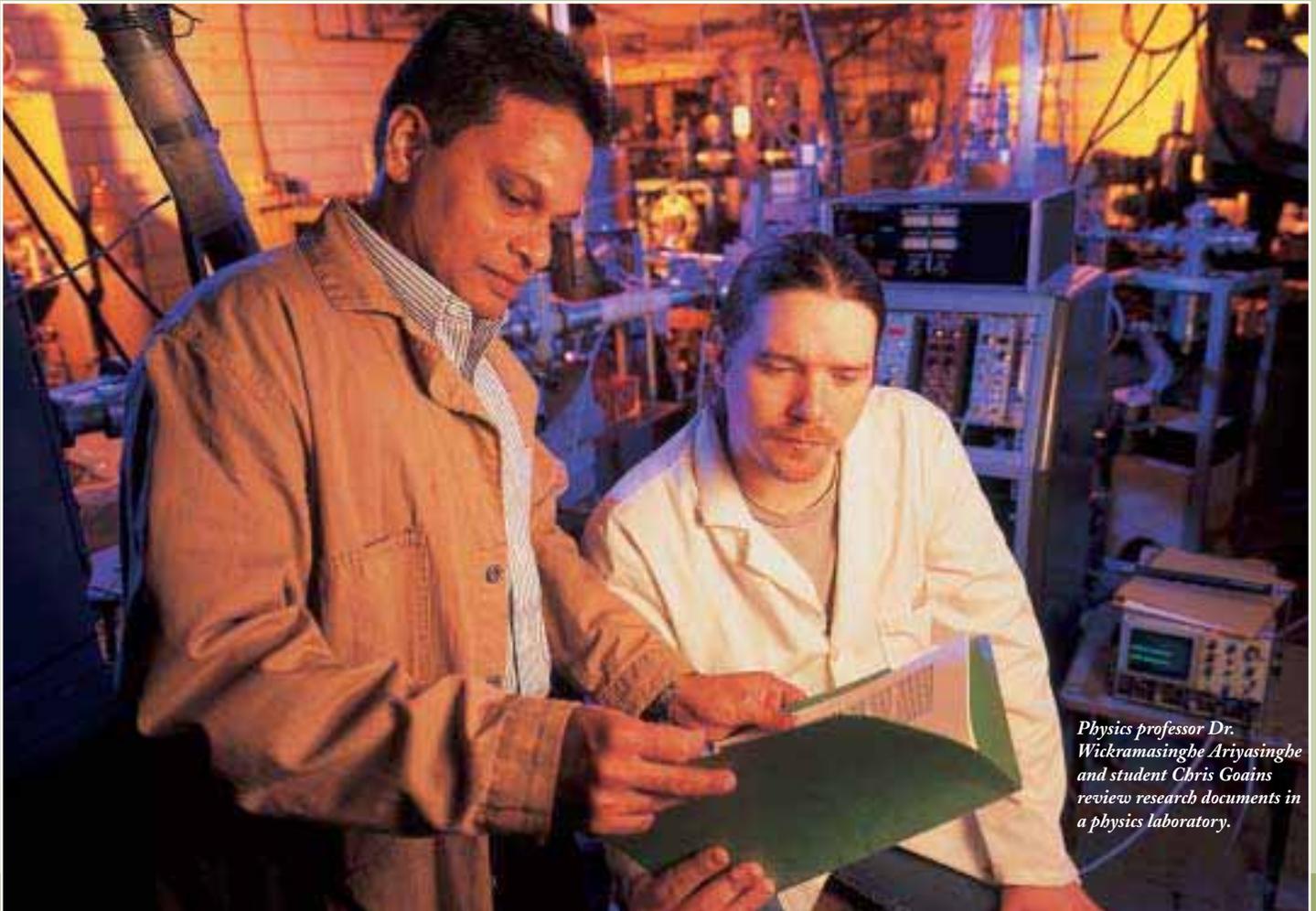
building's massive foundation piers. Instead of touching the building, it will be sunk into bedrock and come up into the building. Dr. Goforth said it will be able to pick up seismic signals from all over the world. In addition, geology is renovating its seismograph site near China Spring, Texas, which closed when the equipment became outdated. The new instrumentation at the China Spring site will relay information to the Sciences Building and display it on an analog recorder.

Biology is the only department that will have faculty in each of the five centers of the building, said Dr. Keith Hartberg, chair of the

biology department. His faculty members also collaborate with researchers in chemistry, geology, neuroscience, and physics.

“The building will be a tremendous improvement over what we currently have. There is a great deal of anticipation in biology about the interactions between departments, faculty, and students. The building is designed to enhance that. It's putting everything in a different perspective,” Dr. Hartberg said.

Dr. Darden Powers, physics chair, is pleased with the opportunity the added lab and office space will provide for his department's expansion. “The postdoctoral fellows



Physics professor Dr. Wickramasinghe Ariyasinghe and student Chris Goains review research documents in a physics laboratory.

are crucial to assist our researchers with their projects, but to add both researchers and postdoctoral fellows, we need more space than we currently have,” he noted.

Psychology and neuroscience chair Jim H. Patton said clinical psychologists will see a dramatic improvement in lab space. The department looks forward to rooms with one-way mirrors and audio technology for teaching and research.

“Most neuroscience labs are similar to biochemistry labs, but psychology labs are set up more for human interaction and for compiling and analyzing data,” he pointed out.

“The building in general represents a tremendous commitment on the part of the Regents and the administration to scientific exploration,” Dr. Patton said.



Dr. Ben Pierce

By Judy Long



After six years as Associate Dean for the Sciences, biology professor Ben Pierce returned to the classroom this fall.

“I wanted to get back to full-time teaching and research—that’s where my first love is,” Dr. Pierce said. “I enjoyed the time I spent as associate dean, but I wanted to be back with the students and faculty.”

Dr. Pierce’s research focuses on population genetics, ecology, and evolution of amphibians. He studies the effects of acidity on amphibians, the role of genetic variation in life history and fitness, and the sampling techniques for amphibians.

“There has been a worldwide decline in amphibian populations—and there is a need to determine how much they’ve declined,” he said.

Dr. Wallace Daniel, dean of the College of Arts and Sciences, said Dr. Pierce has been a superb leader and spokesperson for the sciences at Baylor.

“During his years of service, so much of the foundation for science education and research has been put in place,” Dean Daniel said. “He is a person of great good will, vision and commitment to students and to the academic goals of the University. He has left a solid mark, one that we will continue to realize in the future.”

Lisa Olson, a former student of Dr. Pierce who is completing her PhD degree in human genetics at Johns Hopkins University, said his return to the classroom will not only benefit students but will allow him to return to his true calling.

“Dr. Pierce was one of my best professors at Baylor,” said Olson, who graduated *summa cum laude* with a bachelor’s degree in biology in 1998. “He was able to take complex concepts and make them understandable. It was evident that he had meticulously prepared for each lecture and cared immensely about effective teaching. The breadth and depth of the knowledge I gained in his class were invaluable as my foundation for graduate school.”

Dr. Tamarah Adair conducts research on a virus-infected plant to learn more about using plants and plant viruses as a protein expression system for producing human proteins.



A Walk in the Park of Scientific Excellence

The Center for Drug Discovery's Spring Research Symposium

By Dr. Kevin Pinney



The late spring afternoon sun was low on the horizon as I peacefully strolled across the campus toward my office while carrying an important handful of papers and an easel. However, on this particular Friday (April 26, 2002), I was not about to stop at a tranquil location, set a canvas on my easel, and attempt to capture through painting the vibrant atmosphere of our campus. In fact, my friends will breathe a sigh of relief in the knowledge that I was not about to paint, because drawing and painting are gifts that are not inherent to me, although I certainly enjoy and find humor in each of my artistic attempts.

I was, rather, returning to my office carrying an easel that a student had used to hold a poster telling of this student's journey in scientific research. The poster displayed factual scientific details, but also clearly captured this student's creativity, dedication, work ethic, and enthusiasm for her research project.

I had just attended the Third Annual Spring Research Symposium sponsored by The Center for Drug Discovery (CDD) at Baylor University.

Founded in 1999, the CDD is an interdisciplinary endeavor of the departments of chemistry and biochemistry, biology, and psychology and neuroscience at Baylor. It was founded to provide a vehicle for collaboration among researchers at Baylor and elsewhere for advancement of scientific knowledge and drug development.

Additional participants include Baylor Medical Research Institute in Dallas and Texas A&M School of Medicine in Temple.

Dr. Bob Kane, professor of chemistry and director of the CDD, said the center was founded to facilitate research projects across a spectrum of disciplines. CDD goals include fostering collaborative interactions among faculty, postdoctoral researchers, students, and outside collaborators to support excellence in research and to develop compounds that will benefit humankind.

In 1999, with collaborations and research projects proliferating, Dr. Kane realized a research center would expedite grant-requesting procedures and facilitate agreements with companies like Oxigene, Inc., a pharmaceutical company

based in Watertown, Mass. Numerous projects are under way in the center, but the primary focus is the anti-cancer drug development carried on through grants from Oxigene.

Baylor CDD researchers presently have 15 to 20 patents approved or pending involving various aspects of their work.

"The CDD provides opportunities for faculty to work together on projects. Ultimately, we want to have an impact on health and welfare of people worldwide," Dr. Kane said.

The CDD sponsors a fall conference, where invited guests address students, and a spring event, where students, research fellows, and faculty present their work in an interactive setting.

At the Spring Research Symposium, graduate and undergraduate students, postdoctoral research fellows, and faculty members highlighted their scientific discoveries through poster or short verbal presentations and echoed one another's contagious joy in being involved in meaningful research.

Chaired by Dr. Brad Keele, the successful symposium was attended by more than 150 enthusiastic students, faculty, and staff, all hungry for the rich knowledge and insightful journey that each presentation provided. There was a cornucopia of topics to sample, and I was thrilled to watch the group feast on this knowledge and address questions that further focused the event as an interactive forum for the exchange of scientific knowledge. The generally quiet third floor of the Bill Daniel Student Center was transformed into a showcase for scientific discourse with presentations on such diverse topics as:

- Compounds useful for tissue repair, such as in the knee, by post doctoral fellow John Zhang, graduate student Jeremy Woods, and Dr. Kane.
- Synthetic variations of a natural cancer drug by Dr. Charles Garner, chemistry professor, graduate student Keith Month, graduate student Kim Brien, and postdoctoral fellow Anjan Ghatak.
- Identification of certain proteins that respond well to cancer drugs, by graduate student Hania Wehbe, Dr. Chris Kearney, biology professor, and myself.



Dr. Kevin Pinney and student Chevelle Brudey discuss a research sample that is an intermediate compound along the pathway to the development of a new anti-cancer drug. Brudey is a junior biochemistry major.

- An enzyme that affects blood clotting and possibly is involved in Alzheimer's and Huntington's diseases, by senior undergraduate student Rebekkah Warren and Dr. Mary Lynn Trawick, biochemistry professor.
- The ways alcohol usage in adolescence affects the individual as an adult by D.L. Graham and Dr. Jaime Diaz-Granados, psychology and neuroscience professor.
- The role of serotonin in searching for chemical treatment of mental diseases, by graduate student David Randall and Dr. Brad Keele, psychology and neuroscience professor.

I counted at least 26 poster presentations and six short oral presentations that day. The event was especially significant because it highlighted student research and provided a valuable and stimulating venue for students to display their efforts, see the works

of others, compare notes, offer suggestions, and collaborate with others. Activities such as the CDD spring symposium allow Baylor students to interact in a scientific community rich with knowledge, quick with praise and motivation, critically evaluative (which is the nature of scientific inquiry) but simultaneously nurturing and supportive as well.

Make no mistake about it, I was impressed by the quality of research that was displayed on that Friday afternoon by Baylor students and faculty, and I remain impressed today by the direction scientific research is taking here. It is an exciting time indeed to be at Baylor!



Heather O'Dell, a 1999 graduate in biology, is one of many students who benefitted from research in the CDD. After graduating, O'Dell interned at University of Lund, Sweden, for six months before returning to Baylor to complete a master's degree in biology in 2001.

As an undergraduate, she played soccer for two years, minored in classics, and conducted research under the supervision of Dr. Kevin Pinney. Now beginning her second year at the University of Texas Medical Branch at Galveston, O'Dell regards her research in the CDD as a life-directing experience.

"It was a wonderful experience to be able to research in the Center for Drug Discovery, both as an undergraduate and as a master's student. I got involved with it when I took Dr. Pinney for organic chemistry, synthesizing some of the compounds he was developing," she said.

O'Dell noted that the collaboration with researchers at the University of Lund was particularly helpful.

"Dr. Klaus Edvardsen and his team conduct one side of the research," O'Dell said. "Then they come over here and listen to what we are doing. Once, while Dr. Edvardsen was at Baylor, he asked me how I'd like to take what I was doing at Baylor and see

what it does in the animal model. That's how I had the chance to go to Sweden and work for six months. Now that I'm in medical school, my research experience gives me a basis for understanding how drugs work."

O'Dell said the interdisciplinary nature of the center enlarged her scientific understanding, "I was a biology major, but I was able to go to the chemistry department and see the synthesis of these drugs."

O'Dell said she appreciated getting to know Dr. Pinney and talking with him about her future. "When I was debating whether to do research or go to medical school, Dr. Pinney told me he had faced the same dilemma. His ultimate decision was to become a researcher, as he could make compounds that could affect many lives.

"I don't know yet if I'm going to practice medicine or pursue a career in research," she added.

She may not know yet which career path to choose, but O'Dell is confident that the knowledge she gained at the CDD will benefit her in the years to come.

By Judy Long

Fellowships 101: The Cake, Kumalo, and the Gold

By Elizabeth Vardaman



In the spring of 1999, Dean Wallace Daniel invited me to be involved in heightening our students' awareness of the many national and international fellowships for which they might compete. Naturally, I remembered the jubilation on campus when *The Lariat* announced Brad Carson's great achievement in January 1989: "Senior Wins Rhodes Scholarship," the first Rhodes at Baylor in 50 years. I had shared in Baylor's joy when two Truman Scholars—Jerome Loughridge, now Chief of Staff to President Robert B. Sloan Jr., and Sam Johnson, Jr., an Austin attorney—and one Rotary Scholar, Collin Cox, an attorney in Washington, D.C., had been named. These winners had taken courses from my husband, Dr. James Vardaman. He and many other faculty members mentored students almost every year for national competitions. I was eager to be involved, but I had little firsthand knowledge of the tremendous investment students made in bidding for these prestigious awards.

In order to learn how to serve Baylor nominees well, the Dean recommended that I invite Nancy Twiss, a nationally recognized expert from Kansas State University, to campus. During Mrs. Twiss's tenure at KSU, she orchestrated many successful bids for national and international awards, setting a national record for state universities—more than 60 winners of Rhodes, Marshall, Truman, and Goldwater Scholars during her 20 years as an adviser there. Having recently retired, Mrs. Twiss had begun a busy schedule as a consultant to other universities. Her gracious acceptance of our invitation to come to Baylor was the beginning of a three-year adventure I have come to think of as Fellowships 101.

The Cake versus the Cake with Icing

For three lovely days in April 1999, I followed Nancy Twiss from faculty forum to student workshop as she set electric questions, probed hard issues, and energized us all. Many of the foundations she mentioned were new to me—the Javits, the National Security Education Program, the Mitchell, the Goldwater, and the Soros, among

others. Each program she described set its expectations high, seeking leaders who were academically serious, interested in fostering civil society, and burdened to make a difference in the world. Each of these fellowships was a treasure to be valued, and *the process* students must undergo as they readied their applications was a refining of their metals to the purest gold.

Again and again Mrs. Twiss emphasized the intrinsic value of *the process* in a student's efforts to prepare a competitive application. "The Truman Scholarship process, for example, will take a student approximately 100 hours," she told us, insisting that those are hours well spent whether the student wins or not. "The application process is the cake," she said with great seriousness. Then with a twinkle in her eye, she added, "And winning is only the icing—but how sweet it is!"¹

I asked myself if Nancy Twiss could know anything of "the cake alone" since her record leaves the impression that every student who walked into her office was transformed magically into "icing." Nevertheless, Mrs. Twiss said, "We saw [at KSU] that it's not numerically possible for most of our applicants to win a national scholarship . . . and it's questionable whether we could justify our time and effort on that slender hope alone. But the application process is a teaching opportunity that can make all nominees winners."

Mrs. Twiss implored us to ask students questions that would foster development of their inner lives and force them to link their academic callings to their personal lives and their aspirations. She also made a strong case for the way fellowship application fuses purpose, learning, and responsibility to others. "It appears that, for some students in this country, a scholarship application presents the only occasion in their educational experience where students are asked for their concerns, their ideas." Why their concerns matter and what students want their lives to count for were substantive, vital issues they must confront in a fellowship bid, according to the "Twiss Standard."

Baylor junior awarded \$30,000 scholarship

Loughridge selected as Truman scholar through rigorous

"I was very excited to Loughridge said. "Today's competition among universities and national international scholarships seem litmus test for a school's per

newspaper Since 1900
JANUARY 20, 1980

Laria

By the time Nancy Twiss boarded her plane for home, I felt alternately inspired and frightened. I had watched an artist at work. She had entranced students and faculty with high ideals and assured them that great blessings could be revealed through the rigorous engagement in this enterprise. Unfortunately, she also seemed positive she was not "called" to remain deep in the heart of Texas for a few years in order to set all her philosophy firmly in reality for us. Without her, when the tensions built toward the deadlines that next autumn, could I ask searching questions or motivate students to link themselves to the treasures of insight and commitments beyond themselves? I had no idea. As Nancy Twiss flew high toward Kansas, I stood on the tarmac at Waco Regional Airport, certain of only one thing: Fellowships 101 was not boring.

The First Interview

On an early September day that fall, an Honors Program senior named Laura Seay came to see me about applying for the Marshall Scholarship. She believed a master of arts degree in African Studies at a British university would be the perfect springboard into a career in Foreign Service. Articulate and well-informed on British universities, this young woman described some of her academic background and respectfully answered my questions. We discussed aspects of the application process, covering the basics.

The hour was interesting, and I thought it could serve as a good foundation for future encounters, if she proved to be seriously committed to applying for the Marshall. I handed her a packet of materials, hoping I had not appeared a complete novice about the intricacies of the Marshall during our conversation. It

seemed time to think about heading down Highway 84 toward home.

Then, taking my hints, the student gathered her belongings. I remembered Nancy Twiss's advice that I try to ask students searching questions that would provoke serious reflection upon their identities and help them develop. Well, maybe next time, I responded, to the Kansas accent I kept hearing in my head.

The sun was burning into a buttery glow on the bricks across the way, and I felt the late afternoon session might have been slightly disappointing to this clearly brilliant young lady. So I offered one last comment for her to consider: "I have been told that one of the questions you might be asked if you are granted a Marshall interview would be, 'Tell us three books that have helped shape who you are.' How would you respond if the committee asked you that?"

Instead of being intimidated, the young woman became more animated, smiled, and leaned toward my desk, her arms embracing her backpack and papers. "The first book would have to be one I read in high school, Alan Paton's *Cry, the Beloved Country*." She paused, waiting for a sign of recognition, but I could give none since I had not read the book. "I would be glad to tell you why."

I nodded, and the student then began the story about injustice and yearning for justice that had made her know she must spend her life in relation to Africa. She depicted each character in detail, told of the tensions between the Afrikaners and the Blacks, captured the human tragedy of *apartheid* and the poetry of Paton's lyrical narrative. I do not know how long she spoke; I was caught up in every sorrowful turn of the story.

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By Jeff Peck
Local Reporter

Fifteen hundred American students applied, only 32 made it, and only one from Texas — the prestigious Rhodes Scholarship now lies in the hands of Baylor senior Brad Carson.

Baylor has had four Rhodes Scholars in the past, but it's been over 30 years since Baylor had the bragging rights for this award. Dr. J.E. Hawkins, who gave the award to Baylor, was the last one in 1914.

"It's still the best honor for a young person," Hawkins said.

Carson will join such company as Supreme Court Justice Byron White, Sen. Bill Bradley, former Secretary of Defense Dean Rusk, former Trojan Pat Hayden, and Kris Kristofferson.

Robert Reid, chairman of the history department, said the quiet, unassuming Carson came to him with the application, they completed the paper work and the scholarship committee recommended him.

Senior wins Rhodes Scholarship



Dr. James W. Vandaman congratulates Brad Carson, Baylor's first Rhodes Scholar in 30 years. Carson, a senior from Tulsa, Okla., will leave for England to study in October.

Skye Perryman, one of 77 Truman Scholars chosen nationwide this past April, says of her experience:

Anyone who has received a major national or international scholarship will tell you that, in the end, it is not receiving the scholarship but the process of applying for the scholarship that changes one's life the most. Many scholarship committees ask applicants to reflect upon their motivations, dreams, aspirations, personal strengths and weaknesses. Who am I? Who do I want to become? What motivates me? Who are my mentors?

Answers to these questions cannot be found in books or classroom lectures; they can only be found through self-reflection. For me, answering these questions was the most difficult, but ultimately, the most rewarding aspect of the scholarship process.

When I applied for the Harry S. Truman Scholarship, I learned about myself. Embedded in practice interviews and writing (and rewriting) personal statements were answers to some of the most difficult questions I needed to ask. I am grateful to all who helped me through the process—those who were guides on an inward journey of self-discovery.



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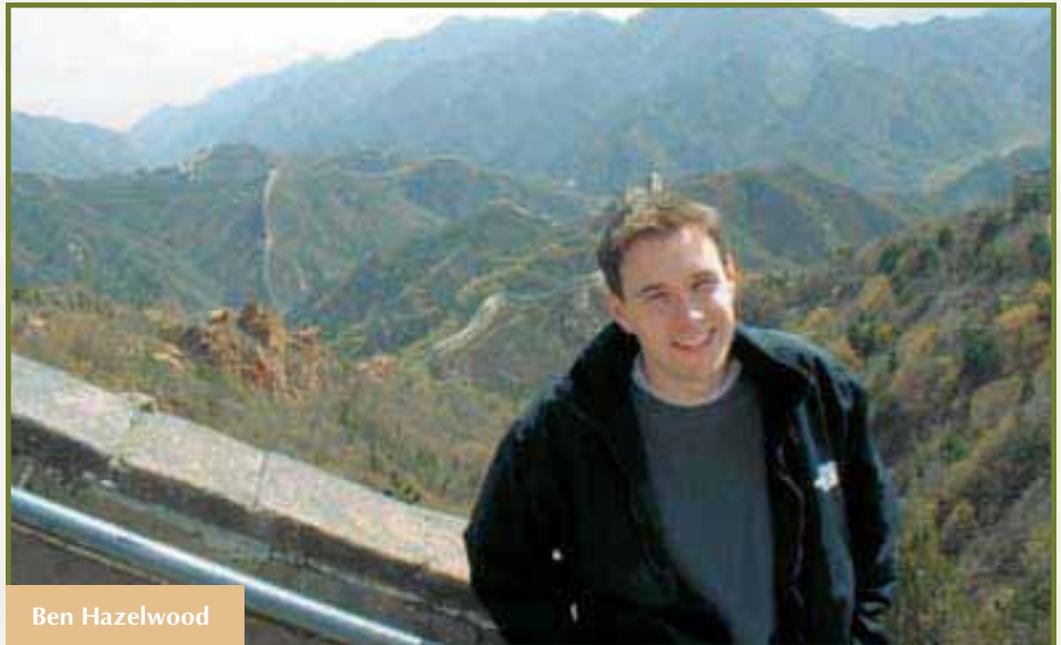
At the end, she took me from the village of Ndotsheni up a mountain beyond the valleys with Kumalo, the main character in the novel. As he climbed, I climbed. As he waited in darkness, I waited, too.

Then, looking past me to that dark continent and that tragic scene, Laura said, "He knows that his son, Absalom, will be hanged in Johannesburg at daybreak. And when it is time for the sun to break over the hills, Kumalo rises to his feet and takes off his hat. He clasps his hands and he stands alone, facing east."

Taking a breath, she continued:

"Yes. It is the dawn that has come.... The great valley of Umzimkulu is still in darkness, but the light will come there. Ndotsheni is still in darkness, but the light will come there also. For it is the dawn that has come for a thousand centuries, never failing. But when that dawn will come, of our emancipation, from the fear of bondage and the bondage of fear, why, that is a secret."

The silence that followed filled the corners of the room and the windows. I could not speak. The student had *become* the story as she told it. And she had quoted the last paragraph of the novel in all its pain and passion because it had adhered to her soul.



Ben Hazelwood

When I saw the massive brown city walls of Xi'an, one week after arriving in China, I sensed that I had taken an unknowing stumble out of Plato's cave; that something so massive, beautiful, and powerful could exist without my knowledge, regardless of me, was among the most humbling experiences of my life. In the next week I spent in Xi'an, explorations of the ancient Chinese capital's streets, thousand-year-old towers, and the nearby Terracotta Warriors left me in awe of a civilization that had, two- and then one-thousand years ago, created such wonders. Nor was my feeling of smallness diminished by my newly-awakened understanding that this medium-sized industrial city at the periphery of modern China had once been the most cosmopolitan city in the world, the New York of the 8th and 9th centuries AD.

Day to day living, to say nothing of thriving, in a foreign country forced me to make crucial choices and judgments with regards to situations, people and myself. Interaction with Chinese who usually possessed radically different assumptions about the world, themselves, and foreigners, caused me to realize that while people may not be able to extricate themselves entirely from their cultural and historical circumstances, the possibility of progress comes only through keeping one's mind as flexible and open as possible.

Travels in pre-industrial revolution settings such as the desert oasis of Kashgar and the jungles of southern Yunnan province compelled me to reconsider my values, perceptions, and identity.

No book, description, chart, photograph, story, or study could possibly recreate the immediate experience that has affected me and caused an enormous change in the way I look at humanity, the world and myself.

When I recovered enough to speak, my voice wavered, and I spoke much more loudly than I intended: “We have to get you the interview. Because if the committee asks that question, you will win!”

What did my visibly stunned reaction convey to Laura? Did she have any idea how powerfully her words affected others? I struggled to compose myself. Eyes large as saucers, she broke the spell by asking quietly, “Do you want me to tell you about my other two books?”

“No, not today.”

Going for the Gold

During the three years since that memorable conversation, the College has offered workshops, mock interviews, and mentoring to complement the work of the University Scholarship Committee and professors across the campus. We have developed a website for interested students:

<http://www.baylor.edu/scholarships/>. Many of us on the Dean’s staff of the College have gazed into the eyes of young people who are ready to give their lives in economic development of a poor country or to help alleviate suffering in lands far and near. And we’ve done our best to raise the consciousness of undergraduates, freshmen through seniors, regarding the merit of “going for the gold”—whether or not they ultimately finish the course to acclaim and Olympic-like splendor.

Each year young people who have spent hours in drafting personal statements, writing public policy proposals, and academic programs they would follow if they win have been rewarded with the glorious good news that they have been measured against a foundation’s benchmarks and found worthy. Others, equally talented in our view, have not made even the first round of interviews.

For example, after months of arduous work on the Marshall, Laura Seay did not receive an interview. Reflecting recently on that disappointing time three years ago, Laura said, “Despite not being chosen, I discovered through that application process that my drive to study Africa comes from deep-seated concerns about poverty, injustice, and suffering. Although I had studied the third world, spent a semester in Kenya, volunteered in low-income communities in Waco, interned at the State Department, and begun work on a thesis about the Holocaust, I had not seen this common thread before I began work on the Marshall. More importantly, because of Baylor’s unique character, I was able to ponder these issues as a matter of faith.”

She solaced herself in accepting an invitation from Yale University to enter a master’s degree program in African Studies and in passing the Foreign Service Exam in the fall of 2000. Looking back, Laura realizes that the Yale experience was pivotal for her. “I met world-renowned scholars and statesmen, got lost in the library’s maze-like stacks, became a teaching assistant, and made lifelong friends,” she recalled. “My favorite part of teaching was helping students discover their own callings and encouraging them to look beyond the expectations of others to find that which they are most compelled to do—in much the same way that my Baylor professors have done for me.”

Laura has now begun a PhD program in government with a focus on security issues in Africa. She believes the Marshall process “triggered a chain of events and a process of self-examination” that has led her to her life’s calling—not foreign service, but teaching and the pursuit of scholarship “as a way to point others to God’s work and truth in this world.”

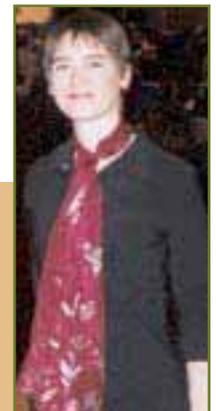
Interestingly, Laura’s change of direction validates the Marshall Foundation’s decision. I had called the Foundation in December of 1999 shortly after we received the discouraging news that Laura’s name did not appear among those



Laura Seay (right), is working on her PhD degree at the University of Texas. Her sister, Kathryn, is a senior University Scholar at Baylor.

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Holley Ewell, Fulbright Scholar 2001-2002, investigated how politics affected composers of opera and other leading artists in East Germany from 1961 to 1989. Living in Leipzig and Dresden, she took classes and conducted interviews with musicians who lived and worked under communistic socialism. (Bachelor of Music, 2001)



Studying and researching with a Fulbright grant has been one of the most enriching experiences of my life. During my year abroad I participated in university-level classes, initiated conversations with learned scholars in my field and absorbed daily life as an active participant. On a practical level, my German skills certainly improved, while my personal development grew as well. In a short period of time, I acquired a personal savvy and assertiveness that enabled me to complete my work.

Of course, my entire year was not all work and no play. One of my most memorable activities was participating in a week long Fulbright Conference held in Berlin. Here, students and scholars came together to share ideas on cutting-edge research and begin discussion over common interests.

Why is the Fulbright so important for students and junior scholars? It is my personal belief, that exchange programs like the Fulbright bridge cultural and intellectual gaps. And it is my personal belief that current world views of America can only be bridged through our continued dialogue with other nations.

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who would be interviewed. What had we done wrong? The Vice Consul explained that Laura's personal essay was poetry. However, one of the committee members had served in the diplomatic corps and was convinced there was a disparity between the "voice" in the personal statement and the career goals explained in Laura's academic proposal. As Laura recently mused, "The Marshall committee seems to have recognized my misguided ambitions long before I—or any of my advisers—did."

How, then, do we measure success? As

with the television commercial, we must judge our work "one by one by one."

Holley Ewell's year in Leipzig, Germany, as a Fulbright Scholar centered on her spectacular proposal to interview the composers and conductors of music in East Germany under communistic socialism.

Cinnamon Gilbreath's winning the Marshall and spending two years at Oxford is a credit to her impressive record in international environmental law, a trail of excellence she has blazed from Baylor to Berkeley.

Ben Hazelwood's Boren Scholarship allowed him to study at Tsinghua University in Beijing, China, throughout his junior year.

Skye Perryman's Truman Scholarship will support her graduate study with \$30,000 and is a validation of all she will do to serve those who are powerless within our society.

We also measure success by the numerous students who sacrifice hours to prepare for the competition, are not chosen, and say they would absolutely endure the late nights and stressful deadlines again because of the value-added education the fellowship process afforded. We measure success in students' willingness to take seriously constructive criticism on issues ranging from their grammar to their attire.

And we measure success in the on-going

By Cinnamon Gilbreath, Marshall Winner 2001. (BA, University Scholar, 1998)

Prior to leaving for Oxford, I imagined walking among the ancient buildings at dusk, riding my bicycle along the river, meeting intelligent and motivated students from Britain and abroad, and studying in quiet libraries among books once touched by the likes of J.R.R. Tolkien, C.S. Lewis, and Iris Murdoch.

Upon arriving in Oxford, I quickly learned that the experience of living and studying in Oxford fulfills these romantic images but that it offers something inherently more valuable. Studying in Oxford challenges students not only to study diligently but, more importantly, to experience learning fully and actively. During my first year, I completed a master's course in Environmental Change and Management. In this course, I learned about climate change, energy, environmental politics, water and air issues, and environmental modeling. However, most of what I learned did not come from a book. The course didn't have any required reading or assigned textbooks. Instead, I learned by engaging with the lecturers, debating with fellow students, attending relevant seminars, and independently searching for articles and books providing insights to upcoming lectures.

From the first weekend of the Oxford course, I realized that I was enrolled in a program where the style and pace of learning would differ greatly from my studies in the States. First, the course began with an informal dinner at our supervisor's home. At this dinner, I met the other 29 students with whom I would be hiking, punting, debating, and studying. I was immediately in awe of the varied backgrounds, accomplishments, and, more importantly, the passion of the students. Coming from more than 10 different countries, the one thing that all the students shared was a very apparent appreciation for learning and a desire to engage actively in the learning process.

Following this dinner, the next three days of the course found all of the students as well as our supervisor and two other professors loading onto a bus and driving down to Devon, on the Southern coast of England. During this first of four field trips, we hiked along the cliffs to examine coastal erosion; we

worked in teams to develop responses to energy problems; we engaged one another and our professors in tea rooms and in local pubs; and we slowly began to learn about each others' cultural backgrounds, academic and work experiences, and politics and opinions.

This trip set the tone for the course and for my "Oxford experience." At Oxford, intellectual and personal stimulation comes from multiple places. It comes from tutorials, from seminars, and from a rich sense of history. Most of all, it comes from the incredible people whom you live and study with because it is these people who challenge you to question culturally-based concepts, who push you to do more than read and accept basic concepts, who encourage you to learn about yourself during informal conversations, and whose friendships deeply enhance the Oxford experiences and your understanding of the complexity and richness of the world outside of your personal experience.

After a first year characterized by intellectual and personal growth, new friendships, and purely fun experiences, including punting on the Cherwell, hiking in the fells, listening to music in the Christ Church Cathedral, browsing through Oxford's numerous bookshops, volunteering with organizations such as Oxfam, and attending college balls, I eagerly anticipate the upcoming year. Although I do not know what this next year has to bring, I do know that when I ultimately leave Oxford, I will leave having learned much not only about my field (international environmental law and policy), but also about myself and the kind of person I want to be, about cultural relations and international politics, and about the interesting differences yet underlying similarities of people from all parts of our increasingly interconnected world.



dedication of professors who teach with erudition and vitality, who write detailed letters of recommendation, and who make time in their challenging schedules for mock interviews. They take the role of mentoring very seriously. In fact, one falls in love again with this university day after day, year after year, as these professors, rimmed in gold, rise up to invest in our students and their dreams.

What have I learned from Fellowships 101? Of course I am biased, but I believe

Baylor students and the mission upon which our university builds *are exactly* what these foundations are seeking, whether they confer the crown of laurels on our candidates or not. Our students want to make a difference in the world as citizens and scholars.

Intellectually rigorous and imbued with a moral *gravitas* that is grounded in faith, these students have a ballast in their character that is almost palpable. And there is a special brightness in them that shines out.

Our professors, likewise, have that brightness. Indeed, there is a radiance among us. Win or lose, may it ever be so.



¹ *The quotations used are representative of the points Nancy Twiss made in workshops at Baylor. The exact phrases used have been transcribed from the keynote address she delivered on July 30, 1999, in Fayetteville, Arkansas, at the national conference, Truman and Marshall Scholarships: Breaking the Code.*

At the beginning of my senior year at Baylor, Dr. James Vardaman, one of the most remarkable influences on my collegiate experience and a quintessential scholar, gently reminded me of a glaring gap in my education: I had never studied overseas. Dr. Vardaman said a true scholar discovers other cultures from within those cultures. Of course, he was right. No matter how many books one reads about a country or its people, no matter how fluently one might converse in a foreign language, nothing equates with the “total cultural immersion” of studying in another nation.

Therefore, like hundreds of college students each year, and armed with the considerable assistance of Dr. Vardaman and others, I applied for three international scholarships – the Rhodes, Marshall, and Rotary. Although each scholarship is unique in its application and selection criteria, with the benefit of hindsight I hazard two general observations about my experiences.

First, while international scholarships are difficult to obtain, the process itself is always worthwhile. I completed a new reading list for each interview—books I might never have read absent a professor’s suggestion. Mock interviews with Baylor faculty and staff sharpened my responses to particular questions, but more importantly, provided valuable feedback on personality quirks that quickly (indeed, all too quickly) rose to the fore during a stressful interview. And various Baylor faculty and staff—especially Dean Wallace Daniel, Professor Paul Armitstead, Professor Harry Elzinga, Dean Martha Lou Scott, and Dr. Samuel W. (“Dub”) Oliver—provided encouragement and instruction.

Second, the international scholarship selection process is extremely challenging. Outside the Rhodes Scholarship interview room (the “bullpen,” as we called it), I met a 21-year-old published scientist who was an Olympic gold medal swimmer and a 22-year-old competitive marathon runner with three novels under contract. These were two of my competitors. I quickly learned that their colleges had equipped student representatives with “scouting reports” of fellow applicants. One new friend from a fellow Big 12 school allowed me to read his university’s profile of me. Needless to say, the amount of time

expended by the applicants and the institutions supporting them can be, in some cases, staggering.

I did not win a Rhodes or Marshall Scholarship. But it was my great honor to be selected for a Rotary International Scholarship, which funded my master’s degree in historical studies from the University of Cambridge. That year abroad ranks among the most meaningful of my life. The opportunity to write my dissertation with the weekly counsel of an internationally renowned historian was marvelous, if undeserved. Each day at Cambridge I attended lectures on topics ranging from the French Revolution to Medieval Art. I sat in front rows as Stephen Hawking and Gillian Beer discussed their writings. But more significant than these academic adventures were the friends I made and the times we shared. Today, thanks to e-mail, I can communicate with friends in Australia, Norway, and Portugal, all of whom were at Cambridge, as easily as friends in my own country.

In short, I am changed by my year in Cambridge, in ways little (a newfound love for British “soccer”) and large (a new respect for global perspectives). Without Dr. Vardaman’s persistence and the support of Baylor, I would have missed those opportunities. Encouraging students’ efforts to obtain international scholarships is a noble institutional priority and a worthwhile service to Baylor students. I will never be the scholar Dr. Vardaman is. But I am so much the better—and eternally grateful—for his advice to me five years ago.



After completing his master’s degree from Cambridge, Collin Cox (BA, University Scholar, 1997) obtained a J.D. degree from Duke University. He recently completed a clerkship with the Honorable Anthony J. Scirica, United States Court of Appeals for the Third Circuit, in Philadelphia. Before joining Williams & Connolly as a litigation associate in Washington, D.C., he will complete a Temple Bar Scholarship in London, studying the English legal culture with British barristers and judges. In the photograph, Collin Cox celebrates with his wife, Jacquelyn (B.B.A., 1997), at his graduation ceremony at Cambridge University.

Legacies

THE LEGACY OF TEACHING —



Dr. Virgil L. Tweedie

By Dr. David E. Pennington

Dr. Virgil L. Tweedie, a professor for 40 years in the department of chemistry and now Professor Emeritus of Chemistry, was born in rural Missouri in 1918. He grew up in apple country in the northwestern part of the state in Norborne, which is about 10 miles west of Carrollton, the county seat.

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One cold autumn day in October 2001 he and I found ourselves stranded at an airport hotel in St. Louis, victims of a meeting cancellation that had not been communicated to either of us. Since the airline wanted more than \$100 each to revise our return tickets the next day, we found a bargain rate rental car--a white Dodge Intrepid--and headed west to Dr. Tweedie's sister's home just outside of Carrollton early the next morning.

We drove up to a surprised family gathering of his two sisters, a brother-in-law, nephews and nieces huddled around a 30-gallon copper pot charged with 10 gallons of freshly squeezed apple cider and about five bushels of peeled, cored and precooked apple slices--all being boiled down--to make apple butter. Each adult family member or an occasional youngster was taking turns stirring the boiling cauldron with a large wooden paddle to keep the propane burner from bumping the contents out of the pot. The cider was freshly squeezed the night before in a hand-cranked apple cider press, a family heirloom more than 100 years old.

We had arrived shortly before lunch and were invited to an old-fashioned and sumptuous potluck lunch: deviled eggs, salads, ham, chicken, potato salad, home-grown fall tomatoes, beans, and homemade bread. By 4 p.m. the first batch of the apple butter was prepared with the addition of the sugar and cinnamon and then sealed in pint jars. Brother-in-law Stan had summoned a local newspaper photographer to chronicle what may be the last event of a long-standing

family apple butter making tradition. Bidding the family goodbye, Dr. Tweedie and I placed orders for Jonathan and Jonagold apples at a local orchard and headed back to St. Louis for the flight home.

• • •

Following his schooling at a country school, Dr. Tweedie attended William Jewel College and then Central Missouri Teachers College, before entering the University of Missouri, Columbia. He completed BA and MA degrees in chemistry in 1941 and 1943, respectively. Upon completing his master's degree, he began work for Commercial Solvents in Terre Haute, Ind., in September 1942.

He and his fiancé, Helen Hultz, a childhood friend, had plans for a wedding, but almost immediately the company sent him to Monroe, La., to start up an ammonia plant critical to the war effort. Having no car, he traveled by train, arriving there on April 1. On May 10 the company called him back to Terre Haute. He called Helen to tell her that he would be arriving on Thursday and to ask if they might get married on Friday, the day after he arrived. Just as suddenly, his sister Lois's fiancé had his canceled vacation reinstated, and they had a double wedding ceremony in May 1943. As good fortune would have it, they caught the last train to Terre Haute before a flood closed the railroad trestle across the Wabash River for three days.

Dr. Tweedie worked on an antimustard gas product for the Navy and then went on to another project developing anticorrosion products for aircraft engine coolants. In June 1943, the company landed a contract for mass producing penicillin. The project required 10- to 12-hour work days, six days a week, but the company developed the first acceptable purity grade penicillin, which was then shipped to Sicily in January 1944.

Eager to continue his graduate education and

of BAYLOR

DR. VIRGIL L. TWEEDIE

having offers to teach chemistry at the University of Tennessee and Baylor University, Dr. Tweedie moved his young family (Cheryl, the first of their three children was born in Terre Haute) to Texas in September 1946, near the University of Texas, where he pursued doctoral studies in chemistry. He opted for Baylor over the University of Tennessee because Baylor had a rental house on campus, while he wasn't guaranteed to have either an apartment or a house in Knoxville. For the first two years at Baylor, he spent summers pursuing graduate course work in Austin.

In July 1948 he decided to take a leave of absence to work on his degree full-time.

Upon completing his research under Dr. Lewis F. Hatch, Dr. Tweedie moved his family back to Waco, where he resumed teaching in September 1950. Completing his dissertation in 1951, Dr. Tweedie was awarded a PhD degree in chemistry from the University of Texas. The following year, the Baylor Department of Chemistry initiated its PhD program, now 50 years old.

Dr. Tweedie was a pioneer at Baylor in many ways. The first PhD graduate, Joe Johnson, of Waco, was Dr. Tweedie's student. Dr. Johnson went on to work at Maxwell House Coffee and helped develop its freeze-dried coffee. The first two African-American PhD graduates, Leonard Morgan and Wassel Lewis, were his students, and both earned medical degrees.

During his career, Dr. Tweedie taught between 9,000 and 10,000 students sophomore organic chemistry, freshman chemistry or other specialized courses for seniors and graduate students. Among the upper-level courses, he taught industrial chemistry and took many students on field trips arranged through his contacts with Texas industrial chemists. Several of his doctoral graduates, Joe Johnson (Maxwell House), John Allabashie (Hercules), David Hoiness (DuPont), and Mike Cuscurida (Texaco) went into industry. Some 10 masters students and a host of under-

graduates conducted research in the chemistry department with him as well.

In 1962, Dr. Tweedie became faculty sponsor of the Beta chapter of Alpha Epsilon Delta (AED) at Baylor and was immediately nominated to serve as director of Region IV at the following biennial national convention in Toledo, Ohio. He recalled that someone from the Texas Alpha chapter quipped, "Is that Tweedie Bird for real?" whereupon he stood up and replied, "Yes, here I am!" At that point his election victory was sealed and he served six years.

He was elected National Councilor at the AED biennial convention in 1968. In 1972 he was elected National President, a post he held for eight years. For the past 22 years he has served again as National Councilor. Over the past 40 years he has installed or helped to install 35 new chapters.

Through his leadership, Texas Beta has garnered many service and attendance awards for outstanding performance at the national conventions. It has been my genuine pleasure to serve as co-sponsor with him since spring 1989. He and Mrs. Tweedie used to have the old and new AED officers over to their home for barbecue, pecans, homemade cookies, brownies and punch. Several outstanding Baylor students have won regional or national AED scholarships on the basis of his recommendations.

From 2000 to 2002, Baylor had two of the five national officers because he nominated me to serve on the board as vice president.

Dr. Tweedie received a framed tribute for his 40 years of service to AED at the National Convention in Orlando, Fla., in March 2002. The Virgil L. and Helen Tweedie Scholarship Fund, largely funded by alumni, has aided many undergraduate students on the basis of scholarship and financial need. Dr. Tweedie's 41-year record of elected service to AED at the regional and national level is a true legacy for Baylor.

Alumni in Academia

Graduates of Baylor's College of Arts and Sciences have achieved the highest administrative levels in many fields, including university presidents and deans of honors colleges. Some of those outstanding graduates reflect on their years among us and on the ways the faculty, fellow students, and the Baylor educational experience were catalysts for the contributions they subsequently have made as leaders nationwide in academia.

DR. ROBERT B. SLOAN, JR. (B.A. '70)
PRESIDENT, BAYLOR UNIVERSITY



The Honors Program is still, to this day, a singularly significant influence on what I think about the nature of education. It makes me think about the ideal format and the ideal dynamic. As to format, I still believe there is not a better way to learn than common conversation around a great text, with a small number of people engaging in vigorous exchange, with a true leader – someone who knows when to enter a conversation and when to back off. The Colloquium experience also provides the ideal dynamic. I am absolutely persuaded that learning comes when there is a rub, when there is a controlled clash and a rational and vigorous exchange.

DR. BENJAMIN LADNER (B.A. '63)
PRESIDENT, AMERICAN UNIVERSITY, WASHINGTON, D.C.

Somehow I drifted into the right classrooms and the right faculty and got very excited about ideas. It really is the sense of breaking through into new worlds and new ideas that you wouldn't have discovered without somebody with really high quality, experience and insight having an interest in you personally. I think that's what all good honors programs do; they put achievers together, both faculty and students, and put them in a relationship that is personal, professional and intellectual. Then, they stir that mix. It's amazing what comes out.



DR. JUDY MOHRAZ (B.A. '66, M.A. '68)
PRESIDENT AND CEO, VIRGINIA G. PIPER CHARITABLE TRUST IN SCOTTSDALE, ARIZONA, AND FORMER PRESIDENT OF GOUCHER COLLEGE IN BALTIMORE, MARYLAND



I had the benefit of faculty at Baylor who broke open my intellectual world and helped me gain respect and understanding for different cultures and different viewpoints. That is the kind of perspective essential to effective work and leadership in a complex world.

DR. LINDA BUNNELL SHADE (B.A. '64)
 CHANCELLOR EMERITA, UNIVERSITY OF COLORADO AT
 COLORADO SPRINGS
 FORMER SENIOR VICE PRESIDENT OF THE COLLEGE
 BOARD



Clement Goode, Ralph Lynn and Chloe Armstrong inspired in me a love of learning and a desire to give others the same opportunity they had given me to explore the world beyond the limits of my own experience. Because President Abner McCall took the time to help me understand the complexity of the University and its many constituents, I became interested in university leadership. High expectations for performance in a

broad range of demanding courses in the College of Arts and Sciences made me accustomed to always giving my best. Frequent and challenging assignments for written and oral presentations, always carefully critiqued, provided the foundation for the communication skills important to me in my administrative positions.

DR. JACK E. FREEMAN (B.A. '53, M.A. '54)
 FORMER EXECUTIVE VICE PRESIDENT, UNIVERSITY OF
 PITTSBURGH

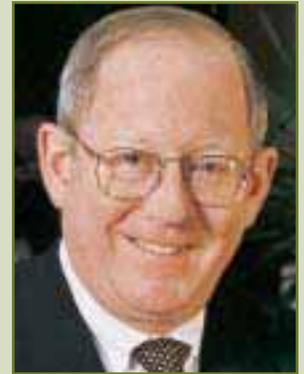


The qualities and values that I consider most important to effective leadership in higher education—courage, integrity, humility, professional dedication, commitment to academic excellence, and genuine devotion to students and their education—I learned at the feet of a group of extraordinary Baylor professors and administrators, including Professors Ralph Lynn, A.P. Cagle, Joan Robinson and Bob Miller, and Presidents Herb

Reynolds and Abner McCall. They were not only great teachers, mentors and role models during my student days at Baylor, but also helpful and thoughtful colleagues whose influence on my professional life was profound.

The greatness of Baylor is reflected not just in its attractive facilities, outstanding faculty, distinguished administrators and the power of its academic programs, but more fundamentally in the values, contributions and achievements of its graduates who “fling our green and gold afar” and light the way to human progress.

DR. KEITH LOVIN
 (B.A. '65)
 PRESIDENT, MARYVILLE
 UNIVERSITY IN ST. LOUIS,
 MISSOURI



I feel fortunate to have been at Baylor when I was (1961-1965). There was an intellectual and academic energy among the people I hung out with that was nourished and challenged by the faculty in Arts and Sciences. The result was a period of extraordinary growth and maturation that now, in retrospect, I can see has shaped everything that followed. Especially important was the atmosphere of free and open inquiry and the relentless demand for critical reflection and the careful use of language that characterized the philosophy department. The academic and personal values that were formed at Baylor have served me well. It was the people—classmates and faculty members—that made my years at Baylor so valuable. My life was truly transformed because of some faculty members who took a personal interest in me and encouraged me to pursue an academic career.

P.S. Our daughters graduated from Baylor, Camille in 1994 and Lauren in 2000.

DR. HENRY COPELAND (B.A. '58)
 FORMER PRESIDENT OF THE COLLEGE OF WOOSTER IN
 OHIO AND CURRENTLY WITH THE WOODROW WILSON
 FOUNDATION IN PRINCETON, NEW JERSEY

For me, Baylor was Ralph Lynn. He was the inspiration for my choice of teaching as a profession, and he has served as my model of what it might mean to use one's mind. In his classes, he sought to develop the capacity to think critically, to ask questions, to understand both sides of an argument and to distinguish between defensible answers and not. He insisted that his students attempt to express their thoughts clearly and coherently, and appreciate the ironies, humor and afflictions of the times in which they lived. The habits of mind Ralph Lynn sought to instill were Baylor's contribution to my professional life.



DR. JEANIE WATSON
(B.A. '65)
PRESIDENT, NEBRASKA
WESLEYAN UNIVERSITY



As a university president, I encourage students to ask questions, to be open to imagining ways of thinking and ways of being in the world that are unfamiliar to them, to risk engagement with new ideas. The potential for personal and intellectual growth during the college years is tremendous, but growth requires both exploration and reflection. Without exploration, there can be no discovery. And without discovery, there is no growth. Baylor gave me the “safe place” I needed to learn how to take intellectual risks, to engage in argument and to think critically. My Baylor friends – several of whom are still best friends – were an important part of this process. In addition, my English major formed an ability to recognize patterns of thought, to imagine circumstances both like and unlike my own and to live imaginatively inside lives other than my own. I think I probably majored in Dr. Clement Goode’s classes, and I’ve said for years that he’s the person who really taught me how to read and teach. I could have had no better example as I moved on to teach poetry myself. People have asked me how being a poetry teacher could possibly prepare one to be a university president, but I’m convinced it was the best preparation I could have had, since the basics of the two are similar. My job is really about trying to see the university whole; understanding how very disparate elements, from faculty teaching and research to student residential life to physical plant, come together in a coherent way; hearing what people are really saying beneath the words they use; and imagining what might be possible beyond what currently is. For me, the beginning point of what I do now is located in the years I spent at Baylor.

DR. STEPHEN E. ROSENBAUM (B.A. '65)
DEAN OF THE HONORS COLLEGE, UNIVERSITY OF
NEVADA AT LAS VEGAS



As I think about the influence my Baylor education has had on me, I have developed strong impressions of the positive nature of my Baylor education. I am furthermore very sentimental about Baylor and its role in my life, and what I think Baylor can do for students in what seems an increasingly difficult world.

I went into academic administration, particularly Honors education, in order to have a positive influence on and make a difference in the lives of outstanding students, as Baylor made a difference in my life.

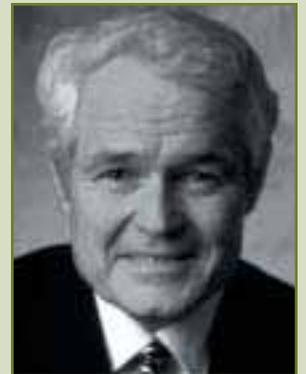
At the time I attended Baylor, as I now reflect on Baylor’s role in my intellectual and spiritual development, it was much better for me than other schools I had considered.

The most significant aspect of my Baylor education was the caring people there: the professors who gently challenged my thinking and traditions, treating me with respect, and the fellow students who had so much influence on my development, many of whom are close friends. My experiences at Baylor, especially those in the departments of philosophy and history, taught me to care about the life of the mind and to care about the development of wisdom. I think that every professional position I have had has been one in which I have implicitly tried to create the kind of learning environment I experienced at Baylor. I have cared for students, and worked to expand students’ minds, to develop their critical intellects and to help free them from the undue constraints of tradition. This is what Baylor did for me in laying the basis for my happiness, and it is why I am in the business of higher education and administration.

DR. TED ESTESS (B.A. '65)
DEAN, UNIVERSITY OF HOUSTON HONORS COLLEGE

The undergraduate experience at Baylor transformed my life. Owing in large part to the influence of my parents and high school teachers, I arrived on campus in the fall of 1960 already imbued with a love of books and music and with a yearning to know. At Baylor, this yearning was intensified in ways I couldn’t have imagined. My teachers at Baylor were certainly important in this transformation, but just as important, if not more, were a close set of friends. My friends challenged my deepest held assumptions and provoked me to thought. They demanded intellectual honesty, which was not a special virtue in the religious and cultural background from which I came.

I spend my life as an educator trying to provide for students an intense and transformative undergraduate education. I want the Honors College to be a place for intellectual exploration, a place where teachers and students provoke each other to thought and where students become lifelong friends. As a teacher and college dean, I seek to nurture collegiality and friendship among faculty and students. I first came to know the importance and pleasure of such things at Baylor, and for that I remain immensely grateful.

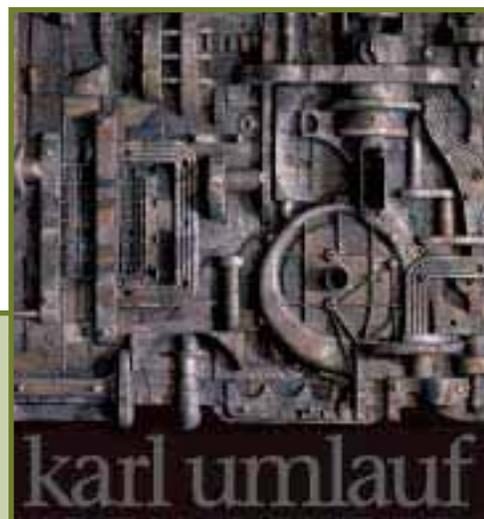


DR. DAVID SOLOMON (B.A. '64)
 FOUNDING DIRECTOR, NOTRE DAME CENTER FOR
 ETHICS AND CULTURE
 FOUNDING CO-DIRECTOR, NOTRE DAME ARTS AND
 LETTERS/SCIENCE HONORS PROGRAM, 1982 - 1987



I was an undergraduate at Baylor from 1960 to 1964, a period full of expectancy and intellectual excitement for me and my friends. We all grew up in the Eisenhower fifties but, without knowing it, we were growing into the sixties. President Kennedy was elected in my freshman year and shot in my senior year. Hippies, drugs and protests were not yet invented, but were on their way. We read

Hemingway and Faulkner, Flannery O'Connor and Walker Percy, Keats and Byron. I first heard Bob Dylan sing in my junior year and will never forget the occasion. We knew long passages of Eliot's poetry by heart and we all preferred "The Waste Land" and "Prufrock" to the "Four Quartets." We watched French movies at the Texas Arts Theater and each of us ached to fall in love with a drama student. Ann Miller and Clement Goode, Ralph Lynn and Bob Reid were our mentors and idols, but for me philosophy was at the heart of things. I had eight courses from the brilliant and troubled Haywood Shuford who changed my life as surely and radically as if he had taken off the top of my skull and stirred my brains with a soup spoon. Almost all of my deepest intellectual interests and prejudices can be traced to those four years. The debts I owe to the teachers and friends with whom I shared those magical times are incalculable.



Texas Artist Honored with Retrospective Book and Exhibition

In celebration of more than 40 years of uncompromising artwork, *Karl Umlauf: The Journey* was released this fall by Iron Bridge. This 204-page hardcover collection of more than 95 color and 120 black and white images dramatically documents Umlauf's ongoing prolific career.

Karl Umlauf, Artist-In-Residence at Baylor, is a nationally recognized artist whose work appears in many private and public collections, including the Joslyn Museum, Everson Museum, New Orleans Museum, Fogg Art Museum and Dallas Museum of Art. With beginnings in the abstract expressionist movement, Umlauf entered into his creative years with a mature vision and determination, opening new avenues and meaning into the surfaces and dynamics of the bas-relief form.

Underwritten by patrons, collectors, friends, and institutions associated with the artist, *Karl Umlauf: The Journey* was released in October during the opening of his retrospective exhibition at Baylor University's Martin Museum.

LEGACIES..., CONTINUED FROM PAGE 17

Around 1962, Dr. Tweedie served on Baylor's Premedical/Predental Advisory Committee and in 1964 was named chair, succeeding Dr. T. J. Bond. He remained chair of the committee for 24 years until his retirement in August 1988. Thanks to his endorsement, I succeeded him in that capacity. With able assistance from Rosella Jander and Nancy L. Johnson, he served 2,400 students applying to medical and dental schools through half-hour committee interviews with each of them during that period, not to mention advising and teaching organic chemistry to many of them. He

could write more substantive content in a shorter space than any man I've ever met, and it was eloquent, as well as grammatically and syntactically correct.

Members of Sigma Xi owe a debt of gratitude for Dr. Tweedie's efforts in obtaining a chapter of the organization for Baylor University. He made two trips to national conventions in New Hampshire to present Baylor's petition, failing on the first attempt and succeeding on the second.

Dr. Tweedie is a 50-year member of Sigma Xi. Older members will remember the 17 years that Dr. Tweedie, along with

Mrs. Tweedie, served as faculty sponsor. They also served as co-sponsors of Alpha Phi Omega for about 10 years, and the Baylor Student Affiliate of the American Chemical Society for four or five years. He is a 60-year member of the American Chemical Society.

Finally, Dr. Tweedie was a founding member and author of the first constitution of the Texas Association of Advisers for the Health Professions.

Dr. Tweedie lives in Waco. All of his children (Cheryl, Kenneth and Martha) hold Baylor degrees. ☺

STUDENT PROFILES

ELIZABETH COGGIN

Elizabeth Coggin would love to credit her success at Baylor to her own intelligence and determination, but admits her accomplishments were largely due to a brainy pack of friends and “an almost pathological inability to say no.”

Coggin found herself unable to say no to many academic programs including the Baylor Interdisciplinary Core, the Honors and the University Scholars programs.

“I wouldn’t recommend that every student try to combine these programs because it can result in some very tangled-up paperwork,” Coggin said. “But I could never decide which one to choose over another.”

Coggin describes her BIC classes as lively, stimulating and challenging. They were also where she met her best friends.

“They inspired me, dragging me out of my quiet study and reminding me that grades are not an end unto themselves and that living and learning together could be fun.”

Coggin began at Baylor as a music major. At the time, she loved playing the violin more than anything and wanted to make music her career. But during her first semester, Coggin realized she was having more fun composing essays for Dr. Paula Woods’ writing and speaking class than she was preparing for String Hour performances.

She then transferred to the College of Arts and Sciences and joined the University Scholars program, where she had the freedom to study a wide range of subjects. She pursued her interest in English literature and history while remaining in the Baylor

Symphony. She planned her schedule around the courses offered by the best professors and managed to work in a semester abroad in England her senior year.

“My education would not have been as valuable or as much fun with any other major,” Coggin said. “I feel ready for anything.”

Although it left her a semester behind, the time Coggin spent in England was the best experience of her life.

“I tell every student I meet to head straight over to the International Studies office,” Coggin said. “I really enjoyed my classes, but the most valuable outcome of my studies there was my new-found independence. Of course, it didn’t hurt that my boyfriend proposed to me on the turret of a Welsh castle.”

After returning from England, Coggin had second thoughts about staying in the Honors Program.

“My decision to stick with the Honors Program was the toughest I’ve ever made,” she said. “I knew that such in-depth research would be a valuable experience, particularly since I wanted to obtain a PhD degree and become a professor, but the work was almost overwhelming by my senior year.”

Coggin graduated as a member of Phi Beta Kappa this past summer. She also was chosen as Baylor University’s Outstanding Graduating Senior.



“That was quite an honor, but I’m not letting it inspire any delusions of greatness,” Coggin said. “I’m pleased with my success, but I’ve met many remarkably impressive students, and not all of them have had stellar GPAs. I’ve had friends who spent more hours doing volunteer work than studying and still made fantastic grades. I’ve met musicians who devote hours each day to solitary practice in pursuit of perfection. I’ve met students who can’t wait to

get out of school so that they can begin their careers as missionaries. Baylor is just an outstanding school, and I’m lucky to have had such outstanding opportunities.”

Coggin teaches a writing course at a Houston community college while she applies to various graduate programs and enjoys being a newlywed.

She said she misses being where there is so much emphasis on Christianity.

“Christianity and academics blend beautifully, for both teach us discipline and inspire us to create an extraordinary life for ourselves,” Coggin said. “Had I attended a secular school, I think I might have forgotten that and focused instead on studies alone. I would have neglected my spiritual side, limiting myself as a scholar and as a human being.”

RICHARD EZZEDDINE

Four years ago, Richard Ezzeddine began his freshman year at Baylor as a premed student with a great deal of anticipation and a tinge of concern. He felt anticipation because he was about to enter a whole new world of learning and discovery. The tinge of concern was created,

in his words by “the high academic standard that I had already set for myself as valedictorian of my high school. I felt I had to maintain that standard at any cost.”

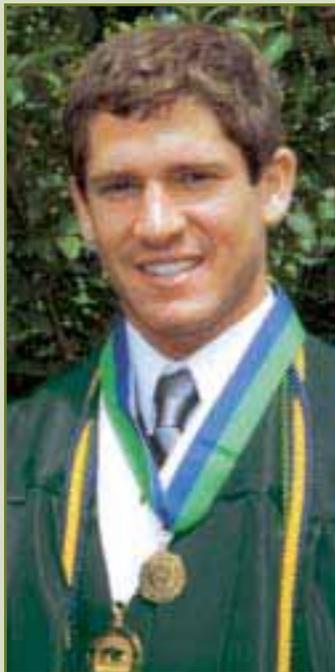
The journey upon which he would embark at Baylor would be both arduous and amazing.

Ezzeddine literally “hit the ground running.” He began work on a bachelor of science degree in biology. He joined organizations and honor societies, including the Freshman Class Council, Alpha Epsilon Delta Premedical Honor Society, Alpha Chi Honor Society, Gamma Beta Phi

Honor Society, Alpha Lambda Delta Honor Society, and the Mortar Board National Senior Honor Society.

In addition, he received numerous honors, scholarships, and awards. Most notable among these were the Baylor Presidential Scholarship, the Henry L. Robinson Phi Beta Kappa scholarship, Outstanding Senior in Biology Award, and the Cornelia M. Smith Biology Award.

In the summer of 2000, Ezzeddine was one of a



handful of students selected to attend the prestigious Michael E. DeBakey Summer Surgery program in Houston.

His ultimate achievement, however, came at the commencement ceremony on May 18, 2002, when he was named Baylor University's Outstanding Graduating Senior, graduating in the Honors Program, *summa cum laude*.

Ezzeddine said this recognition and induction into Phi Beta Kappa—the oldest and most prestigious honor society in the nation—are indelibly etched in his mind.

In addition to academic achievements,

Ezzeddine was actively involved in the Waco community. He volunteered at Providence Health Center, tutored underprivileged children for Mission Waco, helped with the Children's Miracle Network Halloween Carnival, and served the needy through Baylor's "Steppin' Out" Program.

Ezzeddine also worked as an intramural referee and waited tables while attending Baylor. During his senior year, he was employed with the Princeton Review—one of the two leading organiza-

tions that prepare students for a variety of scholastic tests—as an MCAT (Medical College Admission Test) instructor, and as an LSAT (Law School Admission Test) instructor. As a premed student, Ezzeddine had to take the MCAT. So, he attended the preparatory course that Princeton Review offered and did so well that he was almost immediately recruited to teach the course to other students.

The circumstances under which he began teaching the LSAT are similar.

"I really wanted to teach LSAT as well as

MCAT," he said, "so one day I decided to take a practice LSAT, which is something that anyone who is affiliated with the Princeton Review can do. I scored so high on the practice test that Princeton Review asked me if I would like to begin teaching it as well."

Asked about the factors and forces that make him excel, Ezzeddine said, "There are many things that motivate me. Foremost among them is my obsession with being the best. Other things that motivate me are upholding my family's tradition of achievement and learning, making my parents proud, and acquiring as much information as I can about the secrets of humankind and the world in which we live."

He said that he owes his mentor and good friend, Dr. F. Ray Wilson II of the biology department, a debt of gratitude for taking him under his wing and guiding him throughout his years at Baylor.

"Without Dr. Wilson's support, I am certain that many of my hopes and dreams would not have been realized," Ezzeddine said.

Ezzeddine is currently a resident of Houston, Texas, where he attends Baylor College of Medicine. He plans to specialize in brain surgery.

DAN AND GINGER HANCHEY

Two outstanding May graduates share many things in common: both graduated with distinction from the Honors Program, both plan to pursue a life of Christian service—and Dan and Ginger Hanchey happen to be a married couple.

Although Ginger *nee* Fielder was president of Mortar Board, a member of the 2001 homecoming court, active in the Kappa Kappa Gamma sorority, and regularly cited on the Dean's List, she says Dan Hanchey most influenced her life during her undergraduate years.

Ginger and Dan had met once before coming to Baylor—she's from Dayton, Texas, and Dan grew up in the Houston suburb of Cypress—but their experiences at Baylor drew them together.

Dan came to Baylor as a National Merit Scholar and has added to his achievements during his undergraduate career. A classics major, he has served as president of Eta Sigma Phi, the classics honor society, is a member of Phi Beta Kappa and Mortar Board, and graduated *summa cum laude*. His goal is to teach classics at the college level one day.

Dan and Ginger became acquainted when they sat next to each other in an honors colloquium. "It was a museum colloquium at the Strecker," Ginger said. "I thought Dan was the wittiest person I'd ever met. A couple of weeks later I invited him to go to a sorority function." They have been together ever since.

"It was funny because we had the colloquium in the basement of Sid Rich—not a very romantic place," Dan said, "but we sat together and really enjoyed each other."

The summer of 2000 was significant for them, both in their academic development

Dan and Ginger Hanchey CONTINUED

and in their relationship. They each spent part of the summer abroad. Ginger, a professional writing major and Spanish minor, spent five weeks in Spain, and Dan, with a double major in Greek and Latin, joined the Baylor in Italy tour.

"Spain was an awesome experience for me," Ginger recalled. "We traveled all over the country. I felt like it could be a second home for me, and I realized that I could become fluent in Spanish if I'd stayed a little longer.

"I also came to realize that I couldn't live without Dan," she added.

Dan also describes the summers he spent abroad in Italy (in 1999 and 2000) as defining experiences. "Going to Italy initiated me into a larger world," he said. "Not only was the travel abroad experience significant, but also getting to know the other classics students and Dr. Alden Smith. Dr. Smith influenced my decision to teach classics. He took a personal interest in me and what my plans would be, and he encouraged me to seek God's leadership in everything. He was my professor, mentor, and friend."

Dan said he was overwhelmed by Italy and especially Rome.

"We experienced both the Roman culture

and the modern Italian culture," Dan said. "I learned so much academically and spiritually. We visited the ancient prison where Paul and Peter were imprisoned."

As extraordinary as Italy was, Dan stated his relationship with Ginger had an even greater effect on his life during his undergraduate days. "She's such a fun person to be around," he said. "She's smart—and she's stunningly beautiful, which I must confess I noticed."

They were married in July 2001, just before beginning their senior year. Dan taught middle school and high school Latin in Temple, Texas, while finishing his coursework at Baylor.

The Hancheys plan to attend graduate school and have settled in Austin, where Dan is entering the University of Texas Classics Department. "Teaching is what drives me. I want to influence people who are going to influence others," he said. "Teaching



is an opportunity to share truth. There's a lot of truth in the classics that fewer people are seeing these days. As much as I enjoy research and learning, teaching is the essential force motivating me toward an academic career. Part of it (the desire to teach) stems from the good relationships I've had with my professors."

Ginger plans to become a hospital chaplain. Although she was accepted at Princeton and Duke divinity schools, she will attend Austin Seminary, a Presbyterian school.

The issue of "calling" is a concept she's grappled with throughout her college years. She worked with local pastor and author Scott Walker at First Baptist Church, Waco, during her freshman year. "My mentorship with Dr. Walker had a profound influence on me. I saw how writing could be used in Christian service," she said.

She plans to take her experiences with Dr. Walker and apply them to life outside of college through hospital work.

TAMEIKA JOHNSON

Tameika Johnson learned at a relatively young age the importance of having a voice. When she was a child, she discovered that she had a gift for public speaking.

"In my church, Alexander Chapel, I was encouraged to make speeches," Johnson said. "I delivered all types from holiday speeches to the importance of Sunday school. Once I gave a speech where I portrayed Harriet Tubman."

One of the main things she remembers is the reaction of the audience.

"It was amazing to connect with a room full of people," she noted.

From these experiences, Johnson came to understand that public speaking could be used for more than recitations. It could advance a message and unite and educate



the public. She also learned that if you want to stand in front of a crowd, you better have something to say.

Johnson graduated with honors this past spring. She received a bachelor of arts degree in political science with a minor in business.

When Johnson

first arrived at Baylor, she considered her main identity to be the fact that she made good grades. In C.O.R.E., a freshman Bible study group, the leader asked students to write down something that they had achieved in high school. She planned to

write that she graduated fourth in her class with a 4.97 average.

"Then a strange thing happened," Johnson recalled. "They told us to crumple up the paper and throw it on the floor because our high school achievements no longer mattered. I was slightly hurt by this. How was I going to be defined?"

After the first semester of her junior year, Johnson lost her perfect 4.0.

"This was a good thing for me, for it allowed me to set my mind more on other activities and back on my original purpose—finding a way to utilize my gift," Johnson said.

Through the Honors Program, Johnson took courses that challenged her. In February of 2001, she went to the state capitol with the Baylor Ambassadors to lobby for an increase in the Texas Equalization Grant for financially disadvantaged students. While there, she spoke to state legislators about the issue. The next

semester she was overjoyed to hear that the legislators had not only listened but had decided to increase the grant.

While at Baylor, Johnson was a member of Phi Beta Kappa and the Magellan Society, an international service organization. Johnson also helped produce *The*

Pulse, the first Baylor undergraduate journal of higher learning.

"It is wonderful to know that I will be leaving behind something that could last a long time," she said.

Johnson is attending the University of Texas School of Law this fall.

"Law school will provide the best opportunity for me to use one of my most valued gifts, my voice," Johnson said. "I want to make a difference. I want to encourage people to unite. Finally, I want to leave something of value behind. We all have gifts, and we all have a purpose. I have at last come to realize mine."

CHRISTOPHER JELINEK

Christopher Jelinek graduated as an "Honors Program Scholar with Distinction," achieved American Chemical Society Certification, was named Outstanding Senior in Chemistry, and received numerous Dean's List honors and scholarships as an undergraduate. Having begun work toward a master's degree in chemistry at Baylor this fall, Christopher is building on the strong foundation he established as an undergraduate.

Jelinek came to Baylor for its academic reputation and discovered friendly people with priorities on education and success. "I wanted to participate in research and to write a thesis as preparation for advanced science training," he maintained.

Under Dr. Kevin Pinney, Jelinek began cancer research for his Honors project, which he is continuing to work on as a graduate student. As his research mentor, Dr. Pinney has seen Jelinek grow in confidence and ability and become more creative

and innovative in his work. "I try to encourage him to take what's known and take a step beyond that," he said.

Dr. Pinney sees Jelinek's dedication in everything he does and has become his friend. "Dr. Pinney challenges me everyday to become a better scientist," Jelinek said. "I believe the challenges in life define and mold us."

As president of the Honors Program Student Advisory Board, he initiated projects and social activities, such as the all-university dance last spring, that fostered community. "We were able to offer programs for Honors students that helped them feel they were part of a group that cared," he said. Jelinek himself was nurtured by others at Baylor, which makes him glad



he chose to come here in the first place. "Most of the people a student comes into contact with at Baylor have a genuine care for your well-being and progress," he pointed out.

Jelinek humbly devotes himself to numerous civic and community action programs. A member of the American Chemical Society and Baylor Community Action Network, Christopher has helped run a campus-wide

chemistry "magic show" as well as volunteered to repair houses for needy Waco citizens. He has been involved in the Boys and Girls Club (playing and reading to young people), and he has helped run the Heritage Days Carnival at the Bill and Vara Daniel Historic Village.

LANIE MILLAR

When Baylor track champion Lanie Millar "walked on" to the track team as a freshman, she never dreamed she'd have so much success in such a short time. During her junior year, she placed second in the 800-meter race at the Big 12 outdoor track championship and received one of the conference's coveted 13 post-graduate scholarships. She was also named Female Student-Athlete of the Year.

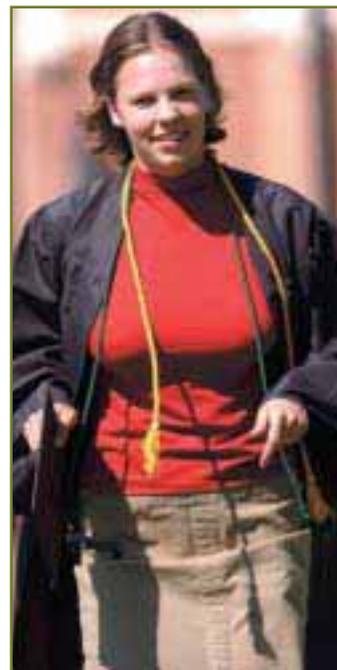
Millar achieved her success through diligence, a can-do attitude, and a love of running.

A love for learning also allowed Millar to achieve success in the classroom. In May, she graduated in the Honors Program, *magna cum laude*.

"I try to do all the things that I like,"

Millar said. "I love to run, and I would have run even if I hadn't been on the track team. I chose to major in English because I love to read, and I chose a second major in Spanish because I found out that all the things I liked about reading in English also applied in Spanish. If you love what you do then it doesn't really seem like work."

Although she was on her high school track team, Millar did not plan to try out for the university squad. During her first semester at



Baylor, she had her hands full with honors classes and marching band.

"Actually, when I got to Baylor, I thought the academics were very difficult, but I always felt like there was something I was missing," she said.

The St. Louis, Mo., native decided to return to running and tried out for the track team in January of her freshman year. Even as a walk-on, she attended practice every day, just like scholarship athletes.

Millar's hard work paid

off when she was given an athletic scholarship her junior year. Millar was the 2002 Big 12 champion in the indoor 800 meters and a two-time NCAA qualifier in the 800 meters. She also shattered school records her final season in both the indoor and outdoor 800 meters with times of 2:06.34 and 2:06.08, respectively.

Coach Clyde Hart, Baylor Head Track Coach, compares Millar's track experience to a "story-book" ending.

"She is a remarkable young woman and the most improved athlete I've had in our program," Hart said.

Receiving an athletic scholarship did not slow Millar down academically. In her junior year, Millar decided to pursue a second major in Spanish.

"I wanted to major in English for as long as I can remember, but I didn't do very well when I started taking Spanish. In fact, I struggled quite a bit," she recalled. "But Dr. Frieda Blackwell, who taught Spanish 2302, encouraged me to participate in the Baylor in Spain summer program. I really loved Spain and the classes I took there. I decided to attempt upper-level Spanish classes, and once I did that, I decided I could add Spanish as a second major."

Blackwell, who taught Millar in four classes, knows her pupil well.

"I remember that when I had Lanie for 2302, she made some serious grammar mistakes, but every once in a while, when we were reading a story, she would come up with something really insightful," Blackwell

said. "Then I had her for an introduction to Hispanic literature class, and she wrote two of the best papers that I have ever received in that class.

"It was really fun to sit back and watch Lanie develop. She is a hard worker who is amenable to learning things and to being corrected so she can do better."

Millar will pursue her love of Spanish language and literature in graduate school at Middlebury College, one of the top language schools in the country.

"I'm looking forward to seeing how well Lanie does in graduate school and onward," Blackwell said. "She is one of those students who reminds you why you wanted to be a teacher."

HOA "LEE-LEE" NGUYEN

Hoa "Lee-Lee" Nguyen needed only to look as far as her own father to find a role model for determination. Nguyen's family left Vietnam amid extreme adversity in 1978, the year before she was born. Escaping the communist government, her father led them by boat to China, and then to the United States.

Once here, Nguyen's parents took low-income jobs to provide for their growing family while learning English and beginning a formal education. In addition to learning a new language, Nguyen's father went to college, eventually graduating as an electrical engineer.

Nguyen has followed her father's example by achieving academic excellence while engaging in volunteer opportunities during her years at Baylor. She graduated last May as the Outstanding Student in Biology (with minors in chemistry and anthropology) and is attending medical school this fall.

Her father's example of focus, determination, hard work and family solidarity helped her achieve the long list of honors she has received, including Phi Beta Kappa, Mortar Board, and more.

As if achieving honors in an academically rigorous program were not enough,

Nguyen also volunteered throughout her Baylor years in Hillcrest Baptist Medical Center's emergency room. It was there that medicine became her calling.

"I chose medicine because I was drawn to the academic challenge, but I also enjoyed my volunteer experiences," Nguyen said. "When I realized that in medicine I could integrate academics with helping people, I knew this was a worthwhile profession."

Nguyen's years at Baylor shaped and directed her life, especially her faith. Nguyen, a Buddhist when she started as a freshman, had a major religious transformation the summer after her junior year.

"My best friend had asked me why I was a Buddhist," she recalled. "I spent the whole summer trying to be the best Buddhist that I could be. I read different Buddhist writers and studied different branches of Buddhism. I actually researched Hinduism, too."



Nguyen said she realized she couldn't be the "perfect" Buddhist that she wanted to be.

"Finally, I felt so frustrated in my efforts to be a good Buddhist, that I started praying," Nguyen said. "The next day someone shared the gospel with me and I began to accept Jesus. It turned out that my best friend had been praying for me for three years."

Nguyen is considering becoming a pediatrician but is considering other fields of medicine as well.

"I hear that medical students often change their minds about specializations three or four times during their training, so I am keeping an open mind," she said. "In the long run, I'd like to go into medical missions. I'd go anywhere, but I'd really like to go to Vietnam. I'd like to meet my family there and share with them."

JAMES FALBE

Coming into Baylor, University Scholar and *summa cum laude* graduate James Falbe had only one goal – to cross the stage in four years and receive a diploma.

“I figured that, regardless of how I did academically, I would end up in the business world and would make a lot of money,” he reflected.

But in the course of his college education, Falbe realized that God’s plan for him was bigger and better than his own.

Relationships made the difference for Falbe. His professors saw in him an exceptional student and helped him to see his unique talents.

“They pushed me not [only] to try to excel academically, but to challenge myself in all aspects of life,” he said.

In his first semester at Baylor, Falbe was challenged in Professor Philip Mitchell’s Thinking and Writing class.

“All semester this English class was a struggle for me because I had never been required to write at that level before,” Falbe said.

His hard work paid off and the writing skills he learned helped open doors for him later on.

At the urging of former German professor Dr. Rasma Lazda, Falbe spent a summer in Germany, followed by a summer at Middlebury College in Vermont, where he spoke only German for six weeks. Falbe recalls that summer fondly, “It was a challenging time that pushed my language skills over the top.”

At Baylor, Falbe conducted research in the Neuroscience Laboratory on the effects



of alcohol on the development of the adolescent brain, wrote an Honors Thesis in psychology on romantic attraction, helped create an advertising plan for the *Waco Tribune-Herald*, and was inducted into Phi Beta Kappa as a Robinson Scholar, among other honors.

Now on a full University Ministerial Scholarship to Truett Seminary, Falbe is involved in local outreach programs. Some aspects of

his future may not yet be decided, but the central mission of his life is clearly focused and is being realized each day. Falbe says, “My future includes one thing: preaching the Gospel of Jesus Christ, whether here or somewhere else in the world.”

CASSANDRA SANTILLAN

It was during a teaching assignment at the Ollie Mae Moen Discovery Center that Cassandra Santillan realized what she wanted to do for the rest of her life.

Teaching a program at the children’s center is a requirement in Dr. Ellie Caston’s museum education class, as it allows students to practice what they learn in class.

“I went in thinking I would give the best presentation of the Pioneer’s program that had ever been done,” said Santillan. “I was upset when two little girls were talking to each other instead of paying attention. I decided to use one of the tricks I learned in class and brought one of the girls up to help me. I was shocked to learn that she didn’t speak English.”

Santillan is Hispanic but was raised in San Antonio speaking English.

“The thought that children and their parents weren’t coming to museums because they couldn’t understand the language was mind-boggling,” Santillan remembers. “It was at that moment that things clicked and I knew what I wanted to do with the rest of my life.”

Santillan wants to work as a museum educator and help increase attendance of minorities, especially Latinos, to museums.

“I want everyone to know what wonderful places museums are,” Santillan said.

Santillan, who double majored in museum studies and archaeology, was honored as the Outstanding Senior in Museum Studies this past May.

She now is working at the Smithsonian Center For Latino Initiatives in Washington, D.C., as she studies for the GRE and applies to graduate school, where she plans to get a master’s degree in museum education.

Her current project is planning a national conference called, “The Interpretation and Representation of Latino Cultures: Research and Museums.” This conference brings



together scholars in Latino studies, artists, and museum professionals who will discuss how Latinos are being represented in today’s museums.

Santillan credits Baylor’s museum studies staff with sparking her desire to excel.

“The entire department is supportive and caring,” Santillan said. “They provide a nurturing environment in which to grow and learn. When I graduated, I felt like I was leaving a second family.”

Her mentor throughout her studies has been Dr. Caston, acting director of the Sue and Frank Mayborn Natural Science and Cultural History Museum Complex and lecturer in museum studies. “Dr. Caston wears many hats,” Santillan explained. “She is a director, teacher, and surrogate mother to most of us. This is in addition to the role she plays in

the Texas museum community. Although she is extremely busy, she always has time for her students."

Santillan said the overall atmosphere at Baylor helped her grow

REBEKKAH WARREN

Rebekkah Warren's freshman year at Baylor was not easy. "One of my best friends was paralyzed by a spinal cord injury," she said. "His accident changed my life."

Warren returned to El Paso several times during that school year to offer support to her high school buddy, and her grades suffered as a result. During her four years here, Warren recovered from the tragedy, completed a minor in Russian, and earned recognition both as the Outstanding Senior in Biochemistry and as an "Honors Program Scholar with Distinction."

Warren began medical school at the University of Texas Southwestern Research Center in Dallas in June where she is pursuing joint M.D./Ph.D. degrees. Her long-term plan is to do medical research with a specialty in spinal cord injuries.

Warren was helped along the path from struggling freshman to outstanding senior by professors who recognized her potential. Two of those professors were Dr. David Eldridge, her freshman biology professor, and Dr. Mary Lynn Trawick, her mentor in

academically and spiritually.

"I was really shy when I came to Baylor," she recalled. "It was the friendly Baylor environment, the spiritual overtones that everyone is able to express freely, and the

chemistry and biochemistry.

"Some of the older students warned that Dr. Eldridge was too hard," Warren said. "I took his class anyway and sat in the front row. At the end of the semester, I went to check my grade, and I had received an A. I was so excited I started jumping up and down outside his office. I thought no one was around, but Dr. Eldridge was in a room behind me, shredding papers."

The scientist and student began to talk and, eventually, Warren asked him what inspired him to become a professor. "He told me that when he was in college, a professor took him under his wing and he wanted to do the same. I was touched by that experience. It made me feel that I was an important part of his life and, by extension, the lives of other Baylor professors."

"Dr. Trawick has been the one under

small class sizes that allowed me to overcome my natural shyness."

She added, "I use the confidence I learned at Baylor every day and in every aspect of my life."



whose wing I have resided these past years, but I don't think I would have had the courage to ask her to be my mentor if not for what Dr. Eldridge told me," she added.

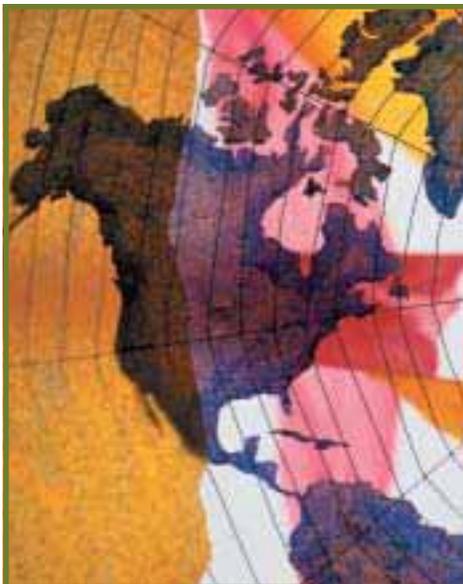
Warren worked with Dr. Trawick researching the enzyme transglutaminase for her honors thesis. This enzyme, a common protein, affects blood clotting and is possibly involved in Alzheimer's and

Huntington's diseases.

In medical school, Warren's focus on spinal cord injuries is a source of inspiration for her injured friend, just as he was the inspiration for her research. She concludes, "If his accident motivates me to find out more about spinal cord injuries like his, he will be encouraged to see good resulting from his suffering."



The Liberal Arts and Sciences in the 21st Century CONTINUED



A high quality liberal arts education demands that we learn about the world and the interconnections between national, international, and global issues. For decades we have lived in complacency, giving minimal attention to other nations, other languages, other experiences. Worry about this complacency extends far beyond September 11, 2001. As early as 1979, the President's Commission on Foreign Language and International Studies issued a report stating that "Americans' incompetence in foreign languages is nothing short of scandalous and it is becoming worse."

Knowledge of languages is an especially powerful entrée into other cultures and ways of thinking. Many have recognized that "we are held prisoner by our language." The need for an educated person to be competent in more than one language is now widely recognized by the public. In a recent national survey of college bound seniors, 85 percent thought that learning a second language was important (in contrast to 65 percent in 1965).



SABRINA A. NEFF

It was during a visit to the Bear Pit that four-year-old Sabrina A. Neff decided she wanted to attend Baylor University.

"Most students who choose their school before kindergarten rarely find their choice agreeable once they get older," Neff said. "While I applied to other schools, programs in the College of Arts and Sciences like the Baylor Interdisciplinary Core (BIC) helped lure me to this institution."

Neff received a bachelor's degree in political science this past year and is a master's student in the J.M. Dawson Institute of Church-State Studies at Baylor. After receiving her master's degree, she plans to enroll in law school to concentrate on constitutional and international law.

As an undergraduate, Neff was in the Baylor Interdisciplinary Core and a member of the first BIC Leadership Council. She's a Baylor University Presidential Scholar and a member of Baylor University Who's Who. She received the Squad Leadership Award in 2000 and 2001 at the Glenn R. Capp Debate Forum.

Many at Baylor encouraged Neff's success, she said. In particular, Professors Tom Hanks and Kirsten Escobar pushed her to excel early in her studies, allowing her to develop leadership skills within the classroom.

"Also, Derek Davis, Caleb Oladipo, and Christopher Marsh forced me out of academic comfort zones and helped me to think of the world from different perspectives," Neff added. "Endless encouragement came by relationship with Karla Leeper, by example from Lenore Wright, and by spiritual support from James Marcum and Bill Cooper."

Neff said her future fell into place after a summer internship in Washington D.C., working for a non-governmental organization lobbying office and spending a month in fall 2001 in Southern Africa.

"These experiences revealed my calling to help governments and NGOs organize their efforts to meet the needs of stateless persons or refugees," she explained.

Neff learned valuable lessons during her experiences at Baylor. She realized that communities of faith are the most empowering associations on earth. She learned change takes time and patience truly is a virtue.

Lastly, she discovered that all things are possible through faith in hard work, faith in self, faith in humanity, and faith in God. "I will always seek to be a part of something greater than myself."

Dr. Wallace L. Daniel, Jr.
Dean of the College of Arts and Sciences

Dear Dr. Daniel,

My daughter Sabrina is scheduled to graduate May 2002. I want you to know just how pleased her mother and I are with her experience and education at Baylor.

Specifically, the excellence of the inter-disciplinary core has exceeded our highest expectations. It is with some embarrassment, now, that I confess I did not encourage her to matriculate at Baylor. I thought there were better programs elsewhere committed to a broader world view. Four years ago, I remember sending away for information at Stanford, Emory, Brown and the University of Virginia. To my dismay, Baylor was the only school that interested her. While I was confident she would have a good undergraduate experience at Baylor, I was concerned that Baylor's was too parochial. How wrong I was!

The program at Baylor has given her an emotional maturity, an intellectual discipline, a spiritual strength, a global perspective and an academic confidence that will serve her well whatever the future may bring. Augmenting the academic experience, in her case, is an association with Seventh and James Baptist Church that led to a summer internship in Washington D.C., and a three-week conference on peace-making in Zimbabwe. I have never known a university and church to work together in such a creative collaboration. As a consequence, she has become a citizen of the kingdom in a way that we could have never imagined.

We don't live in an academic world. Our friends are country folks – farmers, ranchers, truckers and laborers. These intensely pragmatic folks sometimes struggle to see the value of poetry in a soul. Predictably, there is little appreciation for a liberal arts education. Often they ask, "What's that girl going to do with that education?" as if doing something were the only reason to study, to learn and to interact with ideas. My response has been, "There'll always be a demand for someone who can think." Now, because of our experience at Baylor with Sabrina, my response is, "She can do anything she wants."

"Thanks" seems like such an insufficient word to express our feelings, but it is the only one that comes to mind. We look forward to meeting you at graduation.

Gratefully,

Jimmy Neff

The Pulse

At the Heart of Student Research and Scholarship

By Dean Wallace L. Daniel

The original idea for *The Pulse* publication came from students. In the spring semester of 2001, several undergraduate students led by Ben Johnson, then a sophomore, came to me and presented their desire for a publication featuring work by undergraduates engaged in primary research. Such a publication, they said, would act as a strong stimulus to the academic environment and create an outlet for student research on campus, thus providing an avenue for this work to reach a wider public than the classroom.

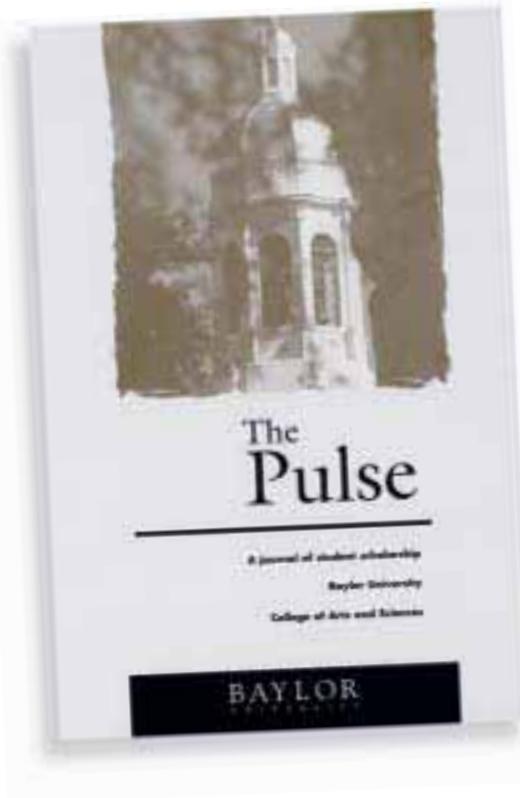
Hearing these students' request and the passionate manner in which it was presented, I could only respond favorably. *The Pulse* is the result of this effort, a beginning endeavor to feature undergraduate research and creativity. Our students organized the publication, selected

the articles to be featured, worked through the complex process that goes into putting together something of this kind, and, under the guidance and direction of Assistant Dean Tiffany Olson and other faculty mentors, brought the publication to completion. The College of Arts and Sciences is very pleased to support such an effort.

Education, as philosopher Michael Oakeshott has emphasized, is essentially about conversation. Such a conversation brings together different fields, each having something important to contribute. Taken together, these different fields and voices create a whole, a community of inquirers, and the students whose works are included in this publication are among its participants.

Discovery lies at the core of our University. Discovery does not turn inward but moves outward, draws from and contributes to the world of scholarship, cultivates the life of the mind, and sees learning as high adventure. In such a spirit the essays included in this publication are written.

For a copy of The Pulse, contact the College at (254) 710-3361.



The Pulse
A journal of student scholarship

VOLUME 1 SPRING 2001 ISSUE 1: Citizenship and the Community

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“DISCOVERY LIES AT THE CORE OF OUR UNIVERSITY.”

FACULTY PUBLICATIONS

A Sample of Recent Faculty Publications, Exhibits, and Grants in the College of Arts and Sciences

Publications

Chinn, Nancy. "I Am My Own Riddle": A. S. Byatt's Christabel LaMotte: Emily Dickenson and Melusina." *Papers on Language and Literature* 37, no. 2 (2001): 179-204.

García-Corales, Guillermo and Miran Pino. *Poder y Crimen en la Narrativa Chilena Contemporánea*. Santiago, Chile: Mosquito Comunicaciones, 2002.

Garrett, Greg. *Free Bird*. New York: Kensington Books, 2002.

Gutzwiller, Kevin and W.C. Barrow, Jr. "Bird-landscape relations in the Chihuahuan Desert: Coping with uncertainties about predictive models." *Ecological Applications* 11 (2001):1517-1532. Dr. Gutzwiller published two other journal articles: Gutzwiller, K.J., S.K. Riffell, and S.H. Anderson. "Repeated human intrusion and the potential for nest predation by gray jays." *Journal of Wildlife Management* 66 (2002):372-380; Gutzwiller, Kevin and W.C. Barrow, Jr. "Does bird community structure vary with landscape patchiness? A Chihuahuan Desert perspective." *Oikos* 98 (2002):284-298. He also edited *Applying Landscape Ecology in Biological Conservation*. New York: Springer-Verlag, 2002.

Hafertepe, Kenneth and James F. O'Gorman, eds. *American Architects and Their Books to*

1848

. Amherst: University of Massachusetts Press, 2001.

Hankins, Barry. *Uneasy in Babylon: Southern Baptist Conservatives and American Culture*. Tuscaloosa: University of Alabama Press, 2002.

Kendall, Diana. *The Power of Good Deeds: Privileged Women and the Social Reproduction of the Upper Class*. Lanham, Maryland: Rowman and Littlefield, 2002.

Kidd, Thomas S. "The Devil and Father Rallee': The Narration of Father Rale's War in Provincial Massachusetts." *Historical Journal of Massachusetts* 30 (Summer 2002): 159-80.

Marcum, James. "Constructing a scientific paper: Howell's prothrombin laboratory notebook and paper." *International Studies in the Philosophy of Science* 15 (2001): 293-310.

Rowatt, Wade. "On Being Holier than Thou or Humbler than Thee: A Social Psychological Perspective on Religiousness and Humility." *Journal of the Scientific Study of Religion* 41, no. 2 (June 2002): 227-37.

Rudd, M. David. "The Ends Do Not Justify the Means." *Journal of Contemporary Psychotherapy* 30, no. 3: 224.

Soyemi, Olusola O., Dennis Rabbe, Marianna A. Busch, and Kenneth W. Busch. "Design of a Modular, Dispersive Spectrometer for

Fundamental Studies in Near-Infrared Spectroscopy." *Spectroscopy* 16, no. 4 (2001): 24-33.

Talbert, Charles. President's Address. "Paul, Judaism, and the Revisionists." *Catholic Biblical Quarterly* 63 (January 2001): 1-22.

Thorburn, John, Jr. *The Alcestis of Euripides*, with Introduction, Translation, and Commentary. Lewiston, N.Y.: E. Mellen Press, 2002.

Grants

Social Work professors Drs. Robin Rogers, Gaynor Yancey and Diana Garland received more than \$2 million from The Pew Charitable Trusts to study how urban congregations and faith-based organizations are making a difference in the lives of families and communities facing poverty. The study will provide many research opportunities for undergraduate and graduate students.

The Department of Chemistry and Biochemistry earned almost \$1.5 million in extramural research funding. This figure does not include the funds awarded by the Keck Foundation.

Mathematics professor Dr. Mary Margaret Shoaf had an Eisenhower Grant for \$79,991 to support a project entitled *Mathematical Modeling Through Applications*.

OTHER NOTABLE AWARDS AND DISTINCTIONS

The National Debate Tournament named Dr. Karla Leeper its Coach of the Year for 2001-02. Baylor's undergraduate program in rhetoric and argumentation continues to be ranked number ten among the best in the nation by the Gourman Report.

Biology professor Dr. Mark Taylor signed a contract with Benjamin-Cummings to be the author of a 1200-page textbook for human anatomy and physiology to be published in 2005. Dr. Taylor was selected from a list of approximately 60 potential authors to write the book. At present, Benjamin-Cummings (owned by Pearson Education) publishes the #1 and #3 anatomy and physiology books in the world, with a circulation of over 450,000 copies in the United States alone.

English Chairperson Dr. Maurice Hunt won the College Conference of Teachers of English

Robert Adger Law award for the best Shakespeare paper at the 2002 CCTE meeting. His paper was titled "On the Catholicism of Shakespeare's *The Two Gentlemen of Verona*." Dr. Hunt was also elected to the position of At-Large Delegate of the national Conference on Christianity and Literature.

Dr. Gordon Stone, The Robert A. Welch Distinguished Professor of Chemistry, received the National Boron Americas Award for Distinguished Achievements in Boron Science in January 2002. Co-recipients of the award, given every other year, included two Nobel Laureates (Profs. H. C. Brown and W. N. Lipscomb) and a former National President of the American Chemical Society (Prof. Robert W. Parry).

Three faculty members received the Baylor University Outstanding Faculty Awards at the May 2002 commencement ceremony:

Dr. Alden Smith, Outstanding Teaching Award for tenured faculty

Dr. Robyn Driskell, Outstanding Teaching Award for non-tenured tenure-track faculty

Dr. Owen Lind, Outstanding Research Award

In May 2002, the College celebrated the contributions of three retiring professors:

Physics professor Dr. Robert Packard (50 years)
Sociology professor Dr. Harold Osborne (44 years)

History professor Dr. Paul Armitstead (41 years)

For a more complete list of recent publications, exhibits, grants, and notable awards and distinctions, visit the College of Arts and Sciences website at: www.baylor.edu/arts_sciences/. Click on the Academic Departments link.

Nurturing a Sense of Discovery in Students

Dr. David Arnold, The Ralph and Jean Storm Professor of Mathematics

“I try to teach students how to learn,” Dr. David Arnold, The Ralph and Jean Storm Professor of Mathematics, explained. “Teaching math is not about imparting facts. It’s about sharing the excitement of learning new things and helping students, at every level, understand math’s applications to their life and chosen field of study.”

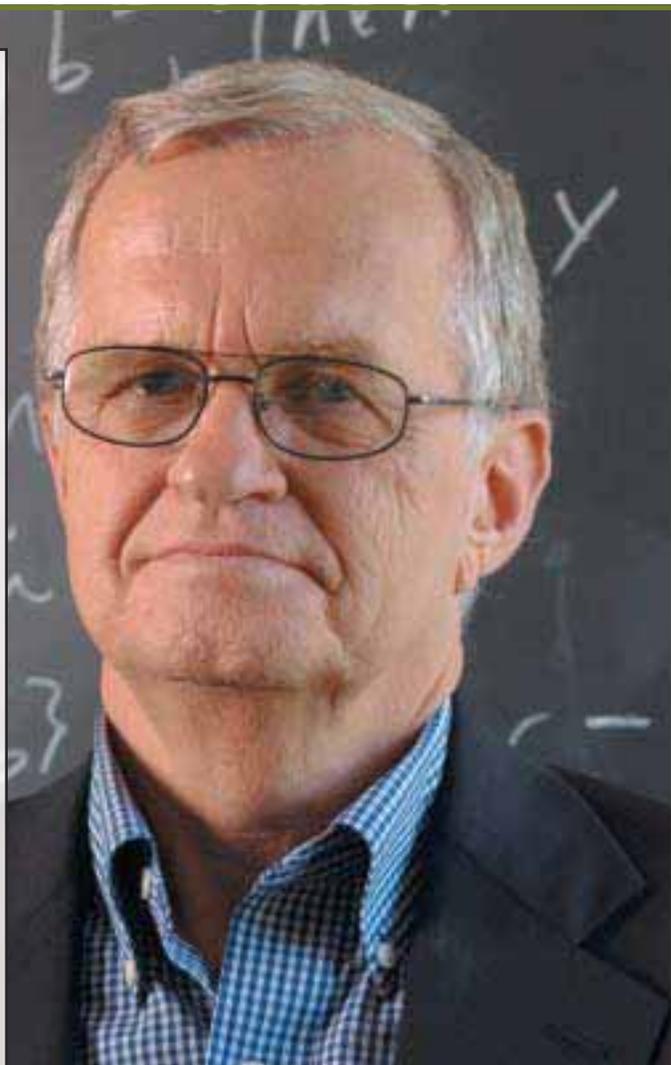
Dr. Arnold came to Baylor in 1990 because of a desire to teach at a moderately-sized, church-affiliated, liberal arts school. “Prior to coming to Baylor, I spent the majority of my professional career at a state-supported university with an emphasis on research,” he said. “I love research, but I also love teaching students, especially freshman students. Baylor’s emphasis on teaching and research, within a Christian environment, is the perfect match for me.”

Dr. Arnold said that the department’s Ralph and Jean Storm Chair in Mathematics played a significant part of his interest in Baylor, “An endowed chair provides many opportunities for a professor.”

The position provides Dr. Arnold more time for research and publication. The position also gives him great latitude in teaching. “I have the opportunity to create and develop new courses,” he pointed out. “I like to explore new ideas, and I am then able to share these experiences with students.”

Arnold influences students at all levels and with varied chosen fields of study, including liberal arts, education and business. While he definitely has a different approach with each class, much of what he tries to accomplish is the same for each group. “I want to help develop their confidence in their own ability to do mathematics,” he explained. “I want to give them strategies for understanding the concepts.”

Amy Maddox, a doctoral student in statistics who earned a master’s degree in mathematics at Baylor University, enjoyed her classes with Dr. Arnold. “Dr. Arnold is very good at explaining complex ideas in simple terms. He understands the stumbling blocks. Instead of giving us the answers, he helps us remove the stumbling blocks and discover solutions ourselves,” Maddox said. ☺



ment financially. In 1974, the Storms established The Ralph and Jean Storm Chair in Mathematics to provide assistance for faculty development. “Baylor is well-known for its great teaching. Our daughters received a wonderful education at Baylor, and we wanted to help ensure the highest quality of faculty possible for future students,” Mrs. Storm said.

“I cannot fully express the significance of the Storm’s gift endowing The Ralph and Jean Storm Chair in Mathematics,” Dr. Ed Oxford, chair of Baylor’s Department of Mathematics, said. “The position has been central to the development of our department and was instrumental in hiring Dr. David Arnold,” Dr. Oxford continued. “Very simply, an endowed position attracts top scholars. Baylor emphasizes great teaching and strong scholarship. To provide both, you must have top scholars.”

RALPH AND JEAN STORM

Endowing Discovery for Students

Ralph (B.A. '49) and Jean Morgan Storm (B.A. '49), of Corpus Christi, Texas, met at Baylor and have been involved in Baylor athletic and academic affairs ever since. They are proud that their two daughters, Susan Storm Guyton (B.A. '72, M.S. '73) and Kathy Storm Sley (B.S. '74, M.S. '75), are also Baylor graduates.

Because of Susan’s love of mathematics and the excellent training she received at Baylor, the Storms decided to support the depart-

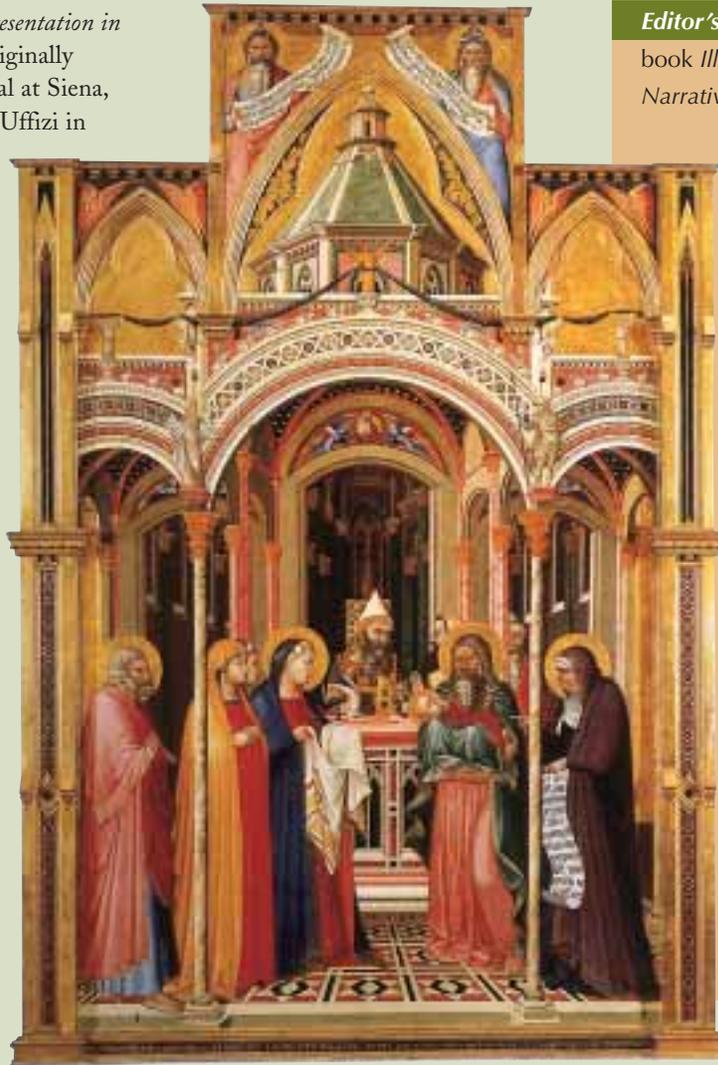
Ambrogio Lorenzetti's *Presentation in the Temple*

Dr. Heidi J. Hornik-Parsons Dr. Mikeal C. Parsons

Ambrogio Lorenzetti's *Presentation in the Temple*, 1342, was originally painted for the Cathedral at Siena, Italy, and today is located in the Uffizi in Florence. The painting is based on Luke 2:22-38, which records the presentation of Jesus and purification of Mary in the Temple. The Siennese painter Ambrogio Lorenzetti (born c. 1290 - died 1348/9) worked during the period before the Renaissance known as the Trecento. The panel was part of a larger program of altarpiece commissions for four chapels in the Siena cathedral.

The viewer's eyes (along with the eyes of most of the figures) are drawn to the character of Simeon, an older, bearded man, holding the Christ child in his arms. Here is the climax of the scene. Ambrogio has captured an infant, whose toes curl up and wiggle, and who sucks on his forefinger while peering upward without a keen ability to focus his eyes yet. As such, the Christ Child here was the first example in the history of art of the rendering of a real baby under a year old. Simeon's mouth is open to speak. What is he saying? We recall the end of Simeon's speech in Luke "for mine eyes have seen Thy salvation, which Thou has prepared before the face of all people; a light to lighten the Gentiles, and the glory of Thy people Israel" (2:30-32).

For Ambrogio, this event was not simply a historical moment preserved in time. The Temple of Solomon here looks more like a church of fourteenth-century Siennese design than like the Temple of old. The effect is to involve the viewers in this moment of redemption and to lead them to understand that there is in this story of the infant Christ a very "mature" message about salvation and hope which this Child has to offer.



Editor's Note: This artwork appears in the book *Illuminating Luke – The Infancy Narrative in Italian Renaissance Painting*, which is co-authored by Baylor professors (and husband and wife) Mikeal Parsons and Heidi Hornik-Parsons. Dr. Parsons is professor of religion and Dr. Hornik-Parsons is associate professor of art at Baylor. The book is the first of three volumes the couple has been working on since 1999. *Illuminating Luke* will be published in Fall 2003 by Trinity Press International.

The Parsons said co-authoring a book proved enriching, both personally and professionally.

"It was great to do interdisciplinary work, collaborating and expanding our horizons," Dr. Parsons said. "It certainly adds a dimension to our marriage that most people don't experience."



Dean Wallace Daniel and staff. Front row from left to right: Jan Holmes, Viola Osborn, Lynnette Geary, Nancy Pabmiyer, Christopher Cantu. Second row, left to right: Lana Conder, Bernice Helpert, Carolyn Edwards, Frieda Blackwell. Third row, left to right: Julie Stabl, Lillian Rountree, Tiffany Olson, Wallace L. Daniel, Lee Nordt. Back row: Blake Burleson, Elizabeth Vardaman.



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