

something that will set them apart when they are college seniors applying for a job, a graduate school or a fellowship. Lifeguarding, they are told, is probably not their best option. Can't they use this time to do something that will get them a little farther down the path they want to pursue after they graduate? An internship, say, or a career-related job; some volunteer work or study abroad—something that will stand out on their résumé and that will help them to develop into the people they want to become.

Thus advised, incoming Honors Program freshmen find themselves in the Honors section of CIT 101, a one-hour course of orientation to college. Here, we pick up the thread again in those early days that set the pattern of ideas and behavior for the next four years. We take our cue from René Descartes (famous



for his dictum “I think; therefore, I am.”), who speaks of the moral “law that obliges us to procure as best we can the common good of all.” Students are asked to begin developing some ideas, as well as some specific plans, about their future contribution to our society. The world doesn't need just another doctor or just another lawyer or just another anything. We assume in The Citadel's Honors Program that our students will make a meaningful contribution to the needs of our world in whatever field they pursue—we assume that they will be leaders. Doing this, our students envision a dream. Next, we push them to form concrete and written plans to realize that dream by laying out a plan for how they plan to prepare themselves to do whatever it is they want to do. At the very least, it should include a strategy for how they will use the next three summers, though school-year plans should be included as well. For advice, students are sent to Brent Stewart, director of The Citadel's Career Services office, who does an excellent job of matching our cadets with meaningful work experience, both in their undergraduate summers and post-graduate. Too many students wait until senior year to visit his office.

Finally, as an appendix to this assignment, a résumé is attached. This document should contain nothing from high school. Well, almost nothing. If a high school achievement may legitimately serve them in a professional environment—being a valedictorian, say, or an Eagle Scout—then it should be included, but otherwise, nothing from high school. Students turn in mainly

blank sheets of paper with some topic headings. Their job, they are told when they get the assignment back, is to fill in the white spaces before they graduate. One more thing: we spend significant time in CIT 101 discussing national-level post-graduate scholarships and fellowships, such as the Rhodes, Fulbright, Marshall, Truman, Goldwater and Udall, as well as encouraging students to consider spending a semester in Washington, D.C. Regardless of academic major or intended career, if you rise high enough in your field, you'll eventually have some interests in the dealings of our federal government.

In the sophomore, junior and senior years, Honors students enroll in Personal and Professional Development. In this three-hour course, students come to my office about every other week each fall semester to engage in research, writing and discussion about their future. What we do varies with each student, depending upon that person's needs. Seeing the students individually this way gives me the opportunity to build upon what we achieved in the freshman year. I always ask what their summer plans are and encourage them to pursue career-related experiences.

One student a few years ago, Cadet James Dunlap (Tripp) Leitner III, '00, aspired to become a dentist. With some encouragement, and with some help from his hometown dentist with whom he had previously interned, Leitner developed summer plans to shadow a dental supply representative throughout Europe and to spend two weeks in one of the dental practices there. When the time came for him to apply to dental school, this experience served him well. He was accepted at the University of North Carolina School of Dentistry, one of the top in the country in the area he wanted to pursue. His interviewer there told him the reason they wanted to meet him, among so many qualified applicants, was because of his experience in Germany. The positive effects are long lasting, too: Leitner reports that his familiarity with German dentistry also played a significant role in landing his post-doctoral residency in orthodontics.

Leitner's summer study in Europe was made possible by funding from the Star of the West Association. Through this competitive program, every year a dozen or so students win scholarships to travel to foreign countries for summer study. When they return, they are almost always changed. Perhaps nowhere is this program more important than in our endeavors to prepare students to win Fulbright Fellowships, which require that applicants develop a study project in a foreign country that uses resources unique to that country. These summer study grants enable our students to travel to foreign countries to discover those unique resources and to come back with letters in hand from the appropriate people, certifying that they will have access to those resources. Hats off, here, to Professor Al Gurganus of the Modern Languages Department, who has been instrumental in guiding students repeatedly to successful Fulbright applications for study in Germany. The Citadel competes about as well as any college in the nation at producing Fulbright winners.

In a similar way, this summer study program was instrumental in Cadet Doug Schmid's winning the prestigious Truman Scholarship, which seeks to identify and reward the next generation of America's leaders in the area of public policy. With this funding, Schmid studied French at the *École Eiffel* in Paris. This summer, again with Star of the West backing, he's studying international policy at the Australian National University. He's applying for the Rhodes