

40th Anniversary Edition

PRESIDENTIAL SCHOLARS



2004 PRESIDENTIAL SCHOLARS PROGRAM

40th Anniversary Edition

**NATIONAL
RECOGNITION
WEEK**

June 19 – June 22, 2004

National Recognition Week is Sponsored by:

GMAC Financial Services

2004 PRESIDENTIAL SCHOLARS

1964 - 2004

40 Years of Presidential Scholars



T

he United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our Nation's most distinguished graduating high school seniors. Each year, up to 141 students are named as Presidential Scholars, one of the Nation's highest honors for high school students. In honoring the Presidential Scholars, the President of the United States symbolically honors all graduating high school seniors of high potential.

For forty years, from Lyndon Baines Johnson to George W. Bush, the Presidential Scholars Program has honored more than 5,000 of our nation's most distinguished graduating high school seniors. Initiated by President Johnson, the Presidential Scholars Program annually selects one male and one female student from each state, the District of Columbia, Puerto Rico, Americans living abroad, 15 at-large students, and up to 20 students in the arts on the basis of outstanding scholarship, service, leadership and creativity through a rigorous selection and review process administered by the U.S. Department of Education.

President Johnson opened the first meeting of the White House Commission on Presidential Scholars by stating that the program was not just a reward for excellence, but a means of nourishing excellence. The program was intended to stimulate achievement in a way that could be "revolutionary."

During the first National Recognition Week in 1964, the Scholars participated in seminars with Secretary of State Dan Rusk, Astronaut Alan B. Sheppard, and Chief Justice Earl Warren. President Johnson challenged the Scholars to give their talents and time "in our land and in all lands to cleaning away the blight, to sweeping away the shoddiness, to wiping away the injustices and inequities of the past so that all men may live together in a great world community of decency and excellence."

Over the next decade, several changes occurred in the Presidential Scholars Program. In 1969, the medallion design became the Great Seal of the Nation. In 1972, the National Teacher of the Year was invited to become a Commissioner. Alumni Scholars were invited to serve as Advisors to the program. A booklet of Scholars' essays on issues facing the nation was issued by the Joint Commission on Arrangements for the Bicentennial in 1976.

In 1979, President Carter expanded the program to honor up to 20 students selected by the Commission through an artistic competition. In 1980, a compendium of Scholars' essays, poems, and musical compositions was published, following a performance by the Scholars in the National Academy of Sciences' auditorium.



In the 1980s the selection process was refined to emphasize the key elements of leadership and community service. The Horace Mann Learning Center produced a collection of Scholars' essays on ways to improve the nation's education system.

In 1981, the National Foundation for Advancement in the Arts was created and its Arts Recognition and Talent Search program began to conduct the annual artistic competition. In 1983, the Distinguished Teacher awards were created, and the twentieth year celebration of the program included an Alumni reunion and a performance by the Scholars at the John F. Kennedy Center for the Performing Arts.

In 1994, The American Association for Gifted Children published its second working paper, "The Presidential Scholars: A Portrait of Talent and its Development." The theme that emerged from the study suggested that the talents of these Presidential Scholars came forth in part because of the encouragement of teachers and parents and in part because their experiences built upon, rather than impeded, their abilities.

In 1998, the Distinguished Teacher award was renamed the Presidential Scholars Program Teacher Recognition Award to serve as a means for rewarding good teachers for knowledge, skill, and performance. The award symbolizes the steps that schools, communities, parents, students, teachers, and the U.S. Department of Education are taking to improve teaching and learning in schools across America.

Upholding the values represented by the medallion they received, each class of Presidential Scholars has gone on to fulfill the bright promise they showed so early in life. Their ranks now boast U.S. Poet laureates, winners of the Pulitzer Prize, attorneys and judges, members of the clergy, educators, scientists and researchers in every discipline, federal, state and local government officials, computer scientists, engineers, choir directors, dancers and choreographers, costume designers, CEOs, diplomats, physicians in myriad branches of medicine, actors, technical advisors, composers, landscape architects, senior military officers, musicians, painters, investment bankers, non-profit managers, writers, fundraisers, singers, graphic designers, entrepreneurs, consultants, travel planners, and foreign service officers. They are also family members, spouses and parents, and in their personal and professional lives are helping to instill in new generations their commitment to excellence, their high ideals, and their devotion to service. Individually, they are shining lights in their respective communities and fields of endeavor, and together they are a singular constellation of purpose, dedication, and achievement.

2004 PRESIDENTIAL SCHOLARS

Congratulations



THE WHITE HOUSE
WASHINGTON

April 27, 2004

I send greetings to the 2004 Presidential Scholars as you are honored for your remarkable achievements.

This year marks the 40th anniversary of the Presidential Scholars Program. Since 1964, thousands of young men and women have received this award and gone on to become leaders in business, government, science, the arts, education, and many other fields. Today, you join this distinguished group of individuals.

As a Presidential Scholar, you are a role model for your fellow students and others in your community. With this recognition comes great opportunity and great responsibility. I hope you will continue to set high standards, and I encourage you to use your knowledge and skills to help those in need. Your abilities and compassion can strengthen our country.

I commend families, friends, and others involved for their guidance and support. I also applaud teachers and school officials for their efforts to build the minds and character of our Nation's next generation of leaders.

Mrs. Bush joins me in sending our best wishes.

A handwritten signature in black ink, appearing to read "George W. Bush".



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

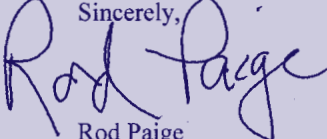
May 1, 2004

Dear 2004 Presidential Scholars:

It is my pleasure to applaud each one of you, as members of the Presidential Scholars Program's 40th class, for your achievements. Your discipline, love of learning, pursuit of excellence, and spirit of service have earned you a place among a very small and distinguished group of American students. Your accomplishments offer a glimpse of the precious resource our nation has in this rising generation.

President Bush has said, "The era of low expectations is ending; a time of great hopes and proven results is arriving. And together we are keeping a pledge: every child in America will learn, and no child will be left behind." With your successes, you are helping to usher in this new time of hope and achievement and to inspire other students throughout the country to strive for and meet the highest standards. The Presidential Medallion that you receive symbolizes this Administration's fundamental belief in the potential of all America's youth.

Congratulations on receiving this honor, and best wishes for your future success.

Sincerely,

Rod Paige

2004 PRESIDENTIAL SCHOLARS

Sponsors



THE WHITE HOUSE
COMMISSION ON PRESIDENTIAL SCHOLARS

May 1, 2004

It is a privilege for the members of the Commission on Presidential Scholars to join President Bush and Secretary Paige in recognizing the 2004 Presidential Scholars for their academic excellence, artistic gifts, leadership and citizenship. My fellow Commissioners and I are honored that the program's 40th anniversary is taking place during our tenure.

Each year since 1964 this Commission has had the challenging task of selecting, from several million graduating high school seniors, a small number of young Americans to receive the Presidential Medallion. Congratulations on earning your place in this distinguished group. Congratulations, too, to the families, friends and teachers who have helped and encouraged you.

By placing you in the national spotlight, the President, the U.S. Department of Education and the Commission call attention to the essential aims of the landmark No Child Left Behind Act. You are proof that challenging academic standards, well-qualified teachers, empowered students and parents, and a reliance on proven practices produce a winning combination. Your peers across the country will take note of your achievements and be inspired to reach for similar heights.

You can be justly proud of all you have accomplished so early in your careers. The Commission applauds your achievements, and we will watch expectantly for news of your continued success.

Sincerely,


Linda K. Graves
Commission Chair



2004

PRESIDENTIAL SCHOLARS

The Program Through Eight Administrations...

What the Presidents have said:

“You are exceptional members of an exceptional generation. What you accomplish as individuals-- what all of us accomplish as a nation-- depends upon the goals and the values by which we challenge ourselves. The average and the adequate are too low as goals... Our aim must be higher; our reach must be farther; our pace must be faster. Our society and its members must aim for, and reach toward, the goals and values of excellence. I honor you for what I know you, and your generation, will achieve in the years to come.”

President Johnson

“Through [this program] we recognize and honor not only the young men and women of uncommon ability and dedication who [are this year’s] Presidential Scholars, but the tens of thousands of brilliant young Americans whom these Scholars represent and upon whose skill and vision the American future rests... The recognition you receive is more important than a prize of material value. It is something that money cannot buy. ... It is something also that you will carry with you the rest of your lives, I hope very proudly...”

President Nixon

“Your leadership, your intelligence could play a very vital role in writing the agenda for America’s third century. I trust that you will contribute, through your scholarship and your practical experience, new thought and new insights into our national wisdom. In this way you will strengthen the American democracy which all of us cherish. You have got to think big, be big, act big, dream big, and above all, accomplish big.”

President Ford

“I’m very grateful to have a chance to first of all congratulate you, and secondly to call on you for continued help. You’ve been chosen in an intensely competitive way, based on merit alone. But of course, with ... opportunity ... comes commensurate responsibility. And since [as a Presidential Scholar] you are at least a temporary public servant... I hope when you do go back home that you’ll be both incisive, questioning, ... and ... constructive.”

President Carter

“You are America’s future and symbolize her greatest hopes. ... Your country has made an enormous investment in you, and we’re relying on your energies and abilities to carry us into the next century-- free and strong and prosperous. Let this award be both a recognition of past accomplishments and a challenge to excel in the years ahead. ... We’re counting on you to understand and shape a better world...”

President Reagan

“This marks the highest Scholastic honor a President can bestow, and I am honored to bestow it. For while already you have done much, I know you will do more, and not for yourselves alone but for nation and neighbor-- learning, caring, helping education lead the way. ... [In] America the definition of a successful life must include serving others. Well, that goes double for America’s best. Many have labored to share their knowledge with you, and you can give them no greater gift than to share your knowledge with others. ... Honor them by the lives you lead. And as you do... make ours a better, richer, more decent world.”

President George H.W. Bush

“America depends on ... you to master the lessons we have recorded in the past and to accept the challenges that will confront us in the future. ... Our quality of life during the next century will depend on the creative reasoning and the firm dedication of you and your contemporaries. ... I don’t see how anybody could be concerned about the future of this great country, looking at you, reading your records, knowing what you have achieved.”

President Clinton

“I want to thank you for the contribution you make to our Nation today, and urge you on, because the contributions you’ll make tomorrow will be just as important. As we face the challenges of a new era, we must encourage all young people to develop their knowledge and skills, so that they will have the necessary foundation to thrive in a changing world. As Presidential Scholars you are role models for other young people throughout our country. I encourage you to build on your successes and continue to expand your knowledge. By using your talents to serve your communities, you help ensure a bright future for our country. ”

President George W. Bush

2004

PRESIDENTIAL SCHOLARS

and its Partners

*The Commission on Presidential Scholars and
the Presidential Scholars Foundation gratefully
acknowledge the funding provided by:*

SPONSORS

President: Contributions of \$75,000 or more per year

GMAC Financial Services
National Foundation for Advancement in the Arts
U.S. Department of Education

PATRONS

Commission: Contributions of \$10,000 to \$24,999 per year

American Trucking Association
Coca-Cola Enterprises
The John F. Kennedy Center for the Performing Arts

Scholar: Contributions of \$5,000 to \$9,999

National Society of Collegiate Scholars
Phillips Foods, Inc.
Mr. Robert Karp

BENEFACTORS

Mentor: Contributions of \$1,000 to \$4,999 per year

BB&T Corporation
CIBC World Markets
J.P. Morgan Chase Foundation (in honor of Secretary and Mrs. Alphonso Jackson)
Lion Brothers
Smithsonian Institution
Commissioner Jean Becker
Mr. James E. Farmer
Commissioner Linda Graves
Mr. Sanford Nemitz
Mr. Jerome Parks
The Ray Family Fund
Mr. John Strauss

Friend: Contributions of \$500 to \$999

Commissioner Jeanne Ferst
Commissioner Manuel Lujan
Commissioner John Mueller
Commissioner Renee Russell
Mr. and Mrs. Nikolaos Apostolides

We thank all of the program's supporters for making possible 40 years of Presidential Scholars.

P

residential Scholars represent excellence in education and the promise of greatness in young people. For the past 40 years, this unique program has honored nearly 5,000 young people for their scholarship, leadership, character and civic values. Like their predecessors, members of the Scholars Class of 2004 are distinguished by diverse backgrounds, experiences, and interests, and yet many common qualities unite them. They share a devotion to family and heritage, display genuine spirit in their schools and clubs, radiate boundless energy, demonstrate leadership in their communities, civic groups, and places of worship, and make practical their hopes of improving the world.

By age 17 these astounding young people have mastered multiple languages, made their Carnegie Hall debuts, and conducted research at the National Institutes of Health, Mayo Clinic, Harvard Medical School, and Naval Medical Research Center. Academic pursuits, volunteerism, and extracurricular interests have taken them around the globe – one student alone has visited over 20 countries. They have issued scholarly papers for NASA, placed in national and international competitions, raised thousands of dollars for charitable causes, and gained entrance to the country's top colleges and universities.

Among the 2004 Scholars are artists, emergency medical technicians, martial arts black belts, astronomers, rockclimbers, iceclimbers and skydivers, polar explorers, Big Brothers and Sisters, musicians, coaches and referees, homecoming kings and queens, publishers, chefs, potters, opera singers, webmasters, suicide hotline counselors, Eagle Scouts, class officers, teachers, poets, and dancers. From Latin to neurobiology, black holes to youth advocacy, medieval history to the environment, they pursue their passions and convictions with joy, precision, and inspiring results. Their career goals include President of the United States and winner of the Nobel Peace Prize.

The work of the Commission on Presidential Scholars reaffirms, on behalf of the President, the Nation's commitment to high-quality education for all Americans, and highlights education's potential to open doors, encourage action, and unfetter dreams.

2004 PRESIDENTIAL SCHOLARS



Ronald K. Anguas, Jr., Cooper City, FL, Dade Christian School
College Plans: Harvard College

Ronald is a young man who is always seeking out new and challenging experiences. While maintaining academic excellence, he manages to stay involved in music, school clubs, and service organizations within his community. As a fifth-year percussion ensemble member, Ronald has won state-level awards on classical percussion instruments and been named to the Southern Florida Regional Honor Band three years in a row. He has also excelled in the nationally recognized Future Business Leaders of America organization. As District Vice President, Ronald successfully organized activities for over 1,000 members in South Florida while at the same time managing to place 2nd in the state in the club's Emerging Business Issues competition. Over the last two summers, he has participated in internship programs with U.S. Senator Bill Nelson and U.S. Congressman Peter Deusch. After completing his undergraduate education, Ronald plans to earn both law and business degrees.



Vera Arias, Miami, FL, New World School of the Arts
College Plans: The School of the Museum of Fine Arts, Boston

Vera is a very talented artist, academically gifted, and an accomplished musician. She is a sensitive, compassionate, and considerate young woman. Her record of community service includes day care, cancer walks, AIDS walks, beach clean-ups, and many mural projects throughout Miami-Dade County. She is Historian of the National Spanish Honor Society and embraces her Hispanic culture by donating goods to needy countries. She is extremely self-disciplined and works hard to understand criticism. Her creativity and dedication are outstanding. Her sketchbooks reflect this personal vision and are some of her finest examples of artistic exploration.



Erin Baggott, Manchester, ME, Phillips Exeter Academy
College Plans: Harvard College

I am currently a four-year senior at Phillips Exeter Academy. At Exeter I have become interested in economics, history and Chinese, specifically in the economies of developing Asian countries. During my time at Exeter, I've won seven course prizes, have been on highest honors since freshman fall, and was nominated for Early Cum Laude. Writing is one of my great passions, and last year I was one of two students selected by the English Department to attend Middlebury's Breadloaf Young Writer's Conference, and also was published for poetry. This term I am writing a novella as a senior project. Combining my passions for writing and Chinese, two years ago I founded Silk Road, a Chinese-English bilingual magazine, with which I continue to work. Athletically, I have rowed for four years, and enjoyed Taekwondo during the summers. I have played piano for ten years and have performed in student concerts.



Megan Baxter, Hanover, NH, Interlochen Arts Academy
College Plans: Marlboro College

My name is Megan Baxter. I was born in the "live free or die" state, New Hampshire, in Hanover, the town where Dartmouth is a "voice crying alone in the wilderness." It is hardly a wilderness anymore after nearly three hundred years of human habitation, but the second growth forests are thick and all streams run to the Connecticut like veins to a heart. I attend school in another recovering ecosystem-- northern Michigan where the white pines were hauled out in Hemingway's time. The few tall pines that are left on Interlochen's campus are the victims of lightning and windstorms. After a year off, during which I plan on getting my hands dirty on a farm and perhaps traveling overseas to work with an environmental research team, I will attend Marlboro College in Vermont.



Adam Berg, Wasilla, AK, Colony High School
College Plans: Illinois Institute of Technology

Most people describe his constant smile, his positive outlook and self-motivation, his never hesitating to share ideas and knowledge or to lend a hand. At his core, Adam is a veritable learning sponge, forever thirsty for fresh knowledge and experiences. While he possesses a stellar academic record, with a special propensity for mathematics and science, he has pursued numerous interests outside the classroom. He loves to play the piano and saxophone in the many symphonic and jazz groups around his school and community. As an astronomy buff, he volunteers time at a local astronomical observatory. He also organized a bicycle donation drive for children in need. Not discounting the inherent benefits of living in Alaska, Adam enjoys hiking, biking, rock-climbing, and ice-climbing in the unique and sublime beauty of the mountains that surround his home.



Vera L. Arias

The great decay that followed after our return
canvas, objects, plexiglass, acrylic; 26" x 30" x 16"

2004 PRESIDENTIAL SCHOLARS



Jonathan Berger, Haddonfield, NJ, Haddonfield Memorial High School
College Plans: Stevens Institute of Technology

At the age of one and a half, I moved from Philadelphia to the town of Haddonfield. Around this time, I first encountered a strange beast known as the computer. Despite some early skittishness around the beast, I soon became fascinated with computers, so much so that I plan to major in Computer Science in college. In school, I especially enjoyed Math and Science courses. Many people who are skillful in Math also have musical talent. Unfortunately, I am not one of them. In fact, my singing is often compared to the dulcet tones of a dying walrus. I found my artistic outlet instead in the Drama Club in both Middle School and High School. There, I have had roles in such plays – and musicals, astoundingly enough – as “Guys and Dolls,” “The Crucible,” “Fiddler on the Roof,” “The Pirates of Penzance,” and “Spoon River Anthology.”



Meghan Bhawe, Scottsdale, AZ, Desert Mountain High School
College Plans: Northwestern University's Honors Program in Medical Education

“Shoot for the moon; even if you miss, you will land among the stars” -- Les Brown. This quote not only describes my personal characteristics, but has also provided structure for my life. A commitment to excellence has become my moon, with opportunities for self-growth and leadership as my stars. From these opportunities I have explored my passion for cultural diversity, serving my community, and simply being myself. I am an avid fan of outdoor activities: tennis, volleyball, hiking, and Indian folk dancing. My strong desire to integrate my creativity with my learned knowledge is reflected through research I have engaged in at Mayo Clinic and a student position in Mayo's Patient Financial Services. I am an active dreamer and achiever, motivator and participant, leader and team player with a commitment to my community and myself. My ‘moon’ therefore continues to shine brightly, as does my resolve to reach the ‘stars’ of wisdom and social contribution.



Emily Bogue, Colchester, VT, Home School
College Plans: Wellesley College

I am governed by a desire to fully acquaint myself with the world. I have made every effort to avoid the sheltered, insular world of Vermont high school, striving instead to immerse myself in a community that transcends age and geographical boundaries. I need the intellectual stimulation of college classes, the global possibilities of the Internet, the indispensable cultural education of foreign travel, the creative outlet of improvisation, the economic responsibility of regular employment. I need a good debate, a chance to test my beliefs and question my convictions, an opportunity to learn something new about myself. I need to live life on a scale larger than football games, study halls, proms, and AP classes. I need to refuse the hypnotizing ease of wandering passively through an education, and defy institutional gravity.



Katherine Booth, Lake Mary, FL, Lake Mary High School
College Plans: Yale University

I am a 4'11" polar explorer. I spent five days in a tent on the North Pole eating nothing but Ramen noodles and Oreos. Adventure of any sort calls to me; during the 100th Anniversary of the Wright Brothers' flight, I made the first tandem skydive into the Kitty Hawk Memorial. High school, however, is the greatest adventure of all. Despite the length of my stride, I am Captain of the Varsity Cross Country and Track Teams. Contributing to the school literary magazine, I write satirical plays about gender stereotypes. As Vice President of the Astronomy Club, I came up with this year's slogan: "Lake Mary Astronomy... Because you won't find intelligent life on earth." Although this philosophy would suggest a career as a leggy fashion model, I instead plan to study bio-engineering at Yale.



Vivek Buch, Little Rock, AR, Mills University Studies High School
College Plans: Brown University

“Carpe diem.” This is an old Latin phrase that means, “Seize the day.” Ever since my sister passed away, I have taken on this “seize the day” attitude towards life. Academics have always been a priority for me and I have always strived to be the best; however, I am not the type to just sit around and study all day. I am a very avid athlete and musician, and I love to spend time with my friends. I have played competitive soccer since I was four years old, and am going to play for Brown. I play a variety of musical instruments also, but the main instruments I play are guitar and drums. I plan on studying neurology at Brown and hope to open my own clinic. I am also very interested in politics, and have aspirations of possibly running for President of the United States one day.



Nick Burjek, Downers Grove, IL, Benet Academy

College Plans: Vanderbilt University

I enjoy a full day. I am President of Latin Club, Treasurer of National Honors Society, and Student Government Senior Class Representative. I played four years of football and work on the school newspaper. This year I starred in a movie for my school's film festival, was elected to Homecoming Court, and was a contestant in Benet's "Mr. Redwing" competition. I also play intramural volleyball and participate in numerous community service projects. When I'm at home, I like to play the guitar. I am a huge music lover, and go to many concerts. Last summer, I worked in a lab at University of Chicago researching Crohn's Disease and Colitis, and went to football practice on days when I wasn't at the lab. My future plans include studying biomedical engineering and going on to medical school.



Nigel R. Campbell, Bronx, NY, Fiorello H. LaGuardia High School of the Performing Arts

College Plans: The Juilliard School

There is no doubt in my mind that I want to be a great dancer. I strongly believe that dance can take you to an internal place words cannot reach. It grants a deeper understanding of the soul no language can express. When I perform, the passion takes over me. I forget about everything else and lose myself in the moment. For me, dance is about power, passion and intensity. It's about life. It's about telling a story and above all reaching people. If the audience can't feel my love of what I do when I'm performing, then all the technique and high legs in the world wouldn't matter. If the audience doesn't believe it, then to me, it simply doesn't matter. Dance is my voice. It allows me to scream out to the world without making a sound, yet somehow, people always get my point.



David Aaron Carpenter, Great Neck, NY, John L. Miller-Great Neck North High School,

College Plans: Princeton University

David began his studies on the violin at age six and viola at age twelve. He graduated as a double major from the Juilliard School Pre-College Division and has won numerous awards and international competitions including Level I in NFAA's Arts Recognition and Talent Search for Music/Viola, the Juilliard Concerto Competition, and First Prize in the Verbier Festival Academy in Switzerland. This past March, David made his Carnegie Hall Debut as Soloist with the Great Neck North Symphony Orchestra. In addition to performing, he has been President of the Tri-M Music Honor Society and Chamber Music Society for the past two years. David is an AP Scholar with Distinction and was recently awarded the First Place Dartmouth Award for Excellence in Writing. He has also participated in Princeton Model Congress, and is a peer-leader in academics and music. While David intends on pursuing politics and finance at Princeton University, he will continue his musical training.



Cari Carson, Granger, IN, Penn High School

College Plans: Yale University

I am defined by my passions. My main passion lies in helping others realize their potential. Because of this, I volunteer with special needs students and lead the Student of the Month committee, which aims to recognize students' potential. Another of my passions is learning. While this may sound cliché, I truly enjoy debating the themes of a literary work for the sake of exchanging ideas, and learning about neuroscience for the joy of spontaneous learning. During high school, I also developed a passion for music and currently play the violin in two orchestras and a quartet. I believe that passion must be paired with compassion if it is to mature. Regardless of my grandiose plans for playing violin soulfully, learning about (nearly) everything under the sun, and interacting with special needs kids, it is my primary goal to spread the Lord's love in all I do.



Avery Cavanah, Honolulu, HI, Punahou School

College Plans: Harvard College

Pouncing on every chance to travel afar, my goal is to develop a truly global perspective. I met the great minds in Greece and Italy with my Latin Club, flew 10 hours Down Under with my water polo team, risked my life on every car ride to our build site in Trinidad with Habitat for Humanity, and camped out in Mexico while building a house with my church. Last summer, I independently studied in Spain for a month, living with a family and walking to classes everyday. Returning to Hawaii I extended a layover at Heathrow into a week at a YMCA and a trip to nearly every museum on the London map. While an intense curriculum has prepared me academically, life experiences have developed my independence, resourcefulness and determination. I plan to follow my interests into a field that will help create educational opportunities at every longitude.

2004 PRESIDENTIAL SCHOLARS



Max Chavez, Kensington, MD, Albert Einstein High School
College Plans: Undecided

First of all I want to state that I have a hearing disability. When I was little I developed an ear infection that damaged my ear canals. I remember having to be in DHOH, a deaf and hard of hearing program, throughout elementary school and middle school. I feel as though that put me at a disadvantage in life from the start. Having to deal with wearing special hearing aids was embarrassing for me. I got stared at a lot a school. I felt different most of my life. That is why I always kept to myself. This has really influenced my paintings because I try to make an object that is unnoticed and simple into one that has great impact. I am expressing who I am inside through my paintings. I am also proud to be Hispanic-- proud to be one of the few Hispanics who are recognized in the visual arts. I want to be an example for those Hispanics who aspire to be artists like me.



Amy Chen, Westport, CT, Staples High School
College Plans: Harvard College

An accomplished scholar, Amy is not one to let opportunities pass her by. She has exhausted her high school's advanced classes and looks forward to the new supply of interesting courses that college will offer. Amy has an eclectic and indiscriminating taste in knowledge, covering everything from the history of the Medieval Ages to string theory to Spanish. She can also be found playing the violin in numerous orchestras and ensembles, volunteering in her community, and planning events as a club president. She has juggled her extracurricular activities with a job and babysitting her one-year-old sister. Although unsure of her career plans, Amy is leaning towards medicine, but can as easily see herself as a professor, physicist, or businesswoman.



Cynthia Chi, Sugar Land, TX, William P. Clements High School
College Plans: Harvard College

Throughout my life so many different things have interested me and sparked my curiosity. At an early age, I found my love for mathematics by adding and subtracting on my toes. During elementary school, I enjoyed swimming and playing the piano. In middle school I took up playing the cello and also became very involved in mathematics competitions. In high school, I conducted research in various disciplines, including math, microbiology, computer science, and physics. During this time I also started volunteering at a cancer hospital and undertook a project compiling a guide for families with mentally disabled children. All of my experiences and passions have molded me into a caring, friendly, and hardworking person who loves a challenge.



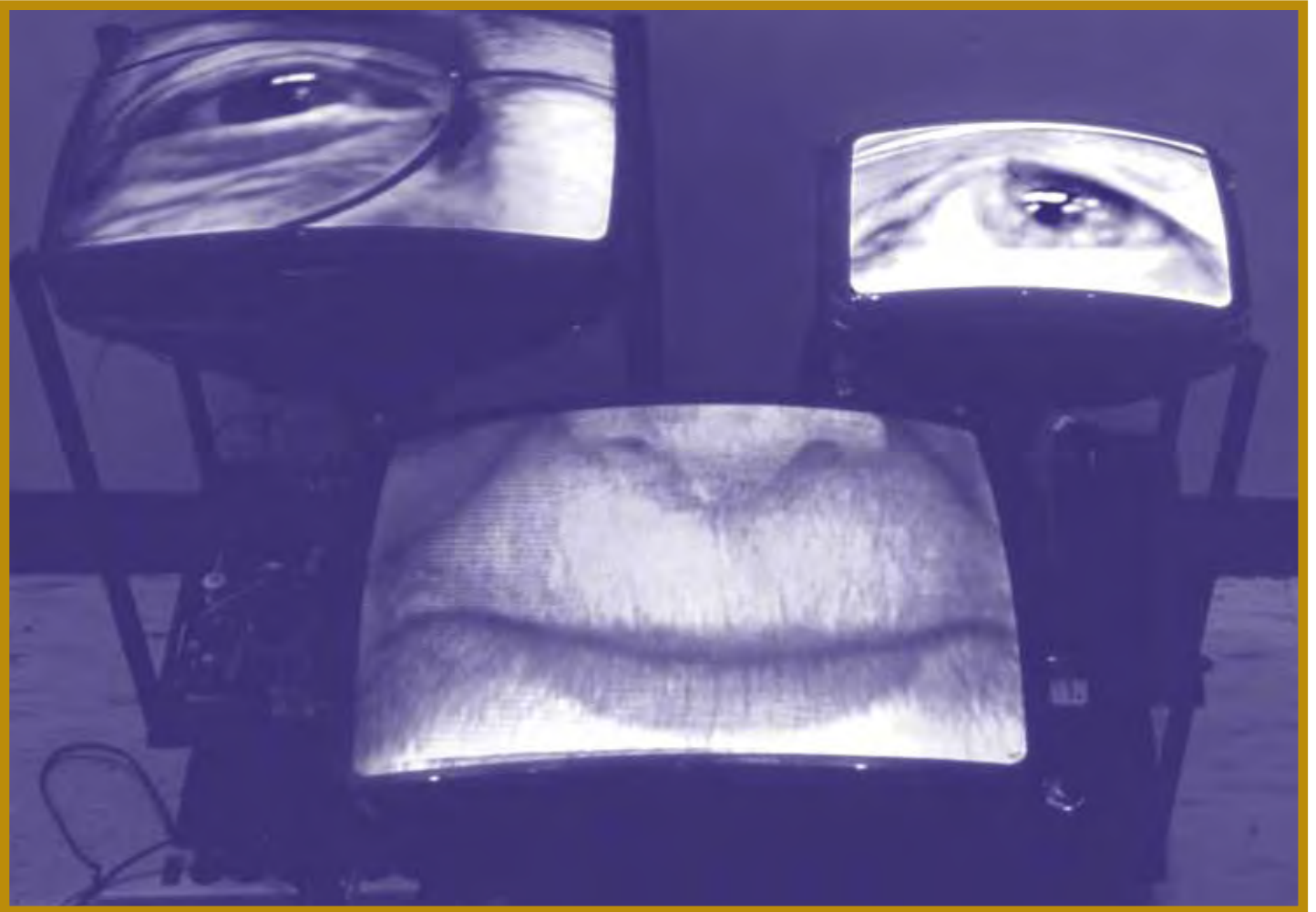
Kristen Chopra, Wichita, KS, The Independent School
College Plans: Washington University in St. Louis

After jumping from eighth grade to freshman year in October of 2000, Kristen quickly proved herself the embodiment of her school's independent spirit. She founded and presided over the Lincoln-Douglas debate team and the National Forensic League chapter, and also co-founded the Latin Club and AP Latin program. She coached all of her debaters to the state tournament all four years. In 2003, she went undefeated to finals, becoming state runner-up as well as an alternate to NFL nationals. She also captained the speech, policy debate, student congress, quiz bowl, Science Olympiad, and math teams, earning many medals and state qualifications. Meanwhile, she managed to independently study four AP courses, earning 4s and 5s on the exams—without a teacher. At seventeen, she looks forwards to continuing leading herself and others as she pursues both a BA and a BFA, with majors in international relations, philosophy, and design.



Felipe Chor, Miami, FL, Coral Reef Senior High School
College Plans: University of Chicago

I wonder if any college offers courses in autobiography. I could use one-- college applications might be finished but someday I will need to write résumés. Now would "An Introduction to Autobiography" be under the English Department or something like History or Psychology? There might be "Autobiography, Alternative Styles of" as an elective in a Creative Writing program, or "Autobiography, Society's Need and the Subconscious Dread of" in a semester of Psychology... Felipe thoroughly detests writing about himself. He would rather go off on as many tangents as possible than write the simplest of autobiographies. When not tangential, Felipe does many things he does not particularly enjoy (wake up to go to school, go to school...) and a few things he does enjoy (learn independently outside of school; play saxophone, clarinet, and tennis; make up new words...). In college he plans to study physics and possibly creative writing.



Blake C. Williams
When We Are Living
video, tv, wood; 36" x 40" x 36"

2004 PRESIDENTIAL SCHOLARS



Spencer Chu, Overland Park, KS, Blue Valley North High School
College Plans: Princeton University

As a Chinese-born, Egyptian-raised American, Spencer strives to be a multicultural citizen of the world. Raised overseas in Cairo, Egypt, Spencer developed a love for global cultures, from their unique languages, customs, and tastes, and hopes someday to have the opportunity to travel or study abroad. Among his other interests are mathematics, music, and sarcasm. Spencer juggles his time between playing in a string quartet nicknamed "The Indecisives" and the Kansas City Youth Symphony's Symphony Orchestra, plowing through homework while trying to resist the temptations of online chatter, bantering with friends over ice cream, and napping. At times, Spencer may be a violinist, a procrastinator, an engineer, or a sleeping log, but he will always be a little brother - the youngest of "The 4 Chu Brothers."



Hailey Clark, Cary, NC, Cary High School
College: The University of Maryland

Hailey is a lyric soprano with a passion for singing classical music and a major sweet tooth. She enjoys performing in recitals and musicals and made her operatic debut in Humperdink's Hansel and Gretel. She has been identified by the Opera Company of NC as a "special talent," and was a Level 1 Finalist for the NFAA in 2004. Advancing in singing and arts competitions at the state, regional, and national levels has introduced the extrovert to many talented young artists and mentors. When she's off stage, Hailey enjoys traveling and is looking forward to exploring new places through a career in singing. She served as an officer on her school's Student Council for four years to encourage community involvement within the student body, and has learned some interesting and valuable skills working at a florist's shop and a retirement home.



Chase Correia, Reno, NV, Galena High School
College Plans: Yale University

I have three passions in life. I love sports, I am devoted to helping people, and I am a science geek at heart. I run Cross Country and Track in high school, but my favorite sports are Ultimate Frisbee, Hiking, and Paintball. I volunteer my time at the Veteran's Hospital, the local library, the Reno Youth City Council, and through various mission trips with my church. I "geek it up" in science through the Science Bowl Team, internships in cancer research, and even spending three weeks at a summer science program at Clark University! I have planned to go into the field of orthopedic surgery ever since I had an internship with an orthopedic surgeon and discovered that it combined my three largest passions into one perfectly suited career.



Matthew Craig, Cedar Rapids, IA, Linn-Mar High School
College Plans: University of North Carolina, Chapel Hill

More than anything else in my life, leadership activities have defined who I am. In my high school, I was involved in student government, drug-free activities, and a diversity group. I also enjoyed being a part of swim team, cross-country, and show choir. I have also been very involved in a video production business that I established. During my senior year, I founded Key Club and co-founded Spanish Club at my high school. My most important activities have been those that allow me to give back. Inspired by an experience in Washington, D.C., I found a unique way to do that. In 2002, I began the Inspirational Magnets Book Project - an effort to raise \$40,000 for leadership workshops through the sale of a self-published book. Through attendance at various leadership conferences, I have discovered my passion for helping others. All these experiences together have prepared me for a promising and service-oriented life.



Yang Dai, Little Rock, AR, Little Rock Central High
College Plans: Princeton University

I've wanted to be good at everything ever since I was very little. I was always told that I wasn't the best or the brightest because I was slow at completing assignments and such, but the tortoise won the race, and I am accomplishing my goals. I've been to national and international competitions for math and science, and even though I haven't placed at them, the experiences have been extremely influential. I'm a complete bookworm when I have the time to cuddle up with good books, and outside of academics, I'm interested in visual art, piano, and dance. I've attended various academic summer camps, like Canada/USA Mathcamp, and I hate having nothing to do. My schedule is always packed with activities, and there's never a dull moment in my life.



Chanel DaSilva, Brooklyn, NY, Fiorello H. LaGuardia High School of Performing Arts
College Plans: The Juilliard School

Chanel is a native New Yorker and was born and raised in Brooklyn. Since the age of four, she has always dreamed of becoming a professional dancer. When dance became more than just a hobby for her, she realized it was her destiny to dance. Now, at the age of eighteen, her dreams are quickly becoming a lovely reality. Her training comes from the Creative Outlet Dance Theater of Brooklyn and she owes most of her success to Jamel Gaines. Chanel has also trained at the Ailey School on scholarship. Along with performing for Michael Jackson and Savion Glover, Chanel has performed Alvin Ailey's "Revelations" with the Alvin Ailey American Dance Theater. "Dance is my love, my heart, and my passion. Life is a journey I can only live once, and dance makes my journey worthwhile!"



Kelly Deutsch, Florence, SD, Watertown High School
College Plans: Franciscan University

I have a million interests, dreams, and desires; it is only through some miracle that I will ever be able to sort them out. I want to be everyone and do everything-- I can't decide if I want to be a theoretical astrophysicist or an English teacher. I could be a photographer, where I can immortalize moments in time and in turn allow others to peek undetected into the history of Beauty itself. I want to be a Mother Teresa or maybe simply a trusted friend in whom everyone can confide; I want to restore dignity to those who feel they have none and learn to better serve everyone with my whole heart. I want to be a world traveler, musician, actress, volunteer, lover of life, singer in the shower, curious wonderer, searching wanderer, and student. I want to spend my life uncovering Beauty.



Jaime Diaz, San Juan, PR, Colegio San Ignacio de Loyola
College Plans: Massachusetts Institute of Technology

Jaime Oscar Díaz Villamil, born in San Juan in 1986, spent much of his early years with his grandmother, who is, with his mother and sister, one of the most inspiring figures in his life. The product of Catholic teaching, since elementary school he has cultivated Christian values and a successful academic career. The Jesuit teaching system at his high school has shaped his personality, values, and community service. Extracurricular activities include piano (played from age 8 until high school), soccer, baseball (which he has played since age 5), Math Competitions Club, *Víspera* literary magazine, French Exchange Program, and Science Fair. Honors include participating in the NHS, International Soccer Federation's School Championship 2001 in Italy, NASA SHARP Plus 2002 Program, and the 2003 and 2004 International Mathematics Olympiads in Tokyo and Athens. Jaime will study Electrical Engineering at MIT, a dream inspired by his sister's acceptance there three years ago.



Steven Elliott, Edmond, OK, Edmond Santa Fe High School
College Plans: Vanderbilt University

I love people, and I love to learn. In school, I am continually fascinated, whether by Emily Dickinson or electromagnetic induction. My wide range of interests is mirrored by my eclectic group of friends and my extracurricular activities. I enjoy painting and clay sculpture. At school, I was an editor and contributor to our creative writing journal, and with my friend, I started a literature discussion club. I am president of French Club and Vice President and Community Service Coordinator for our school's National Honor Society chapter. I am also an Eagle Scout, and I study the piano. These experiences teach me more about myself, and these skills allow me to express my thoughts to the world. However, despite all of these activities, I still make time for my family and two dogs, and my favorite pastime is going out with my group of amigos.



Lisette Enumah, Columbus, GA, Brookstone School
College plans: Harvard College

Lisette couldn't tell you where she'll be ten years from now because she enjoys doing so many different things. She has played piano since age four and has always experimented with creative activities. She has also enjoyed involvement in all levels of athletics, from recreation in elementary and middle school to varsity Cross Country, basketball, and track in high school. One major focus throughout her high school career has been in leadership roles. She was president of her class for two years, secretary/treasurer of the student body during her junior year, and president of the student body her senior year. Outside of school, her passion lies in cooking, creative writing, and music (both listening to others and creating her own). She is most interested in pursuing a career in architecture, business, and/or educational administration and looks forward to broadening her educational horizons while studying in the university.

2004 PRESIDENTIAL SCHOLARS



Matthew Stuart Fasman, New Rochelle, NY, New Rochelle High School
College Plans: Undecided

Matthew is an all around person. In addition to being a scholar, he is a musician and athlete, a leader, a researcher and a generous volunteer. As an athlete, Matthew is a member of the Varsity Cross Country, swim and track teams and captained the 2002 regional Water Polo team that won the silver medal at the New York Empire Games. As a member of the high school band and on his own, Matthew has performed with his trumpet at civic ceremonies, in his church, for the community and at high school events. He was an Intel Science Talent Search semifinalist for his research in graphs. His leadership roles have included being an Assistant Scoutmaster, Vice President of the National Honor Society and Captain of the Academic team. He volunteers at his church, with Habitat for Humanity, the Boy Scouts and the New Rochelle Youth Court. Matthew is a member of the French, Science and Math Honor Societies.



Hayley Jade Fink, St. Petersburg, FL, St. Petersburg High School Int'l Baccalaureate Program
College Plans: Harvard College or Princeton University

My goal is to one day become a United States Senator. I was bitten by the political bug several years ago when I was appointed to our Board of County Commissioners' Youth Advisory Committee. My peers on this committee elected me to serve as their representative to the county Park Board, where I vote on issues that directly affect our park system. I have also traveled to Tallahassee several times with the Youth Advisory Committee to lobby for a bill we authored that mandates voter education in schools in an attempt to fight youth political apathy. Recently I founded a political club at my school to further youth interest in the political process. It is imperative for my generation to take an active role in our democracy and future.



Margaret Fitchet, Bethesda, MD, Holton-Arms School and Hanover, NH, Hanover High School
College Plans: Dartmouth College

Ever since the beginning of my elementary school days I have had two main passions: a strong intellectual curiosity and a love of athletics. My enjoyment of learning has been reflected in my academic achievements throughout my school career. Besides maintaining a 4.0 GPA, I was elected to the Cum Laude National Honor Society, received the Bausch & Lomb National Science Award, and was named a National Merit Scholar. My favorite hobbies could be considered intellectual as well; I love reading, writing, and making pottery. My favorite sport is tennis, which I started at age 8. By 12, I was competing on the National Junior circuit, which I have continued up to the present day. I have held a USTA Mid-Atlantic Sectional Ranking as high as #1 and a National Ranking of #48. Excelling at a high level in both of these endeavors has been very satisfying to me and I am looking forward to continuing them at Dartmouth.



Kate Forsey, Washington, DC, Georgetown Day High School
College Plans: University of Virginia

I am an energetic and adventurous artist and scholar. Outside of my studies, my favorites of which are English (especially writing), Psychology, and Molecular Biology, I love to create, be it drawings, paintings, or piano music. I spend a great deal of time drawing from life or sketching caricatures of my friends. An outgoing person, I volunteered as a helper and friend to the elderly at IONA Senior Services. I am always working to improve my Spanish, and two summers ago, I spent five weeks in Segovia, where I lived with a family, took classes, and explored the culture. Last summer, I interned for U.S. Senator Wyden of Oregon. I love to sample whatever comes my way, be it scuba diving, carpentry, or cooking classes. I like to spend my free time hiking, bouldering, skiing, and reading, as well as traveling whenever I can. I am looking forward to pursuing a broad liberal arts program at UVA, with a focus on writing and pre-law studies.



Gabriel Fries-Briggs, Albuquerque, NM, Albuquerque High School
College Plans: Columbia University

Growing up in a medium-sized town like Albuquerque doesn't just encourage creativity, it demands it. So while many people mope around on a weekend night, I just have to go consult my list of anti-boredom activities, check one off, and I'll be occupied for hours. My parents have come to accept seeing me out at night rearranging the marquee at McDonald's or rock climbing the city's water tank (harness and all)—because really, it's all about not growing up too fast and enjoying yourself. One way in which I try hard to accomplish both of these goals is by turning all of my childhood passions into slightly more complicated adult versions of the same activity. For example, when I was a little kid I couldn't keep myself out of the kitchen. The only thing I liked more than eating was cooking, so I'm now a full time line chef in one of Albuquerque's best restaurants. Again, when I was young I always hated having my picture taken, so now I'm an avid photographer, always on the right side of the camera. Also, as a kid I loved to climb trees...no wait, I still do that.



Max E. Chavez
Automotive Part
acrylic; mixed media; 22.5" x 20"

2004 PRESIDENTIAL SCHOLARS



Bronwyn Fullard, Hoover, AL, Hoover High School

College Plans: University of Notre Dame or Greyfriars Hall, Oxford University

Strong faith, commitment to others, and love of learning drive me. Faith defines my choices and life, leading me to join retreat teams, perform onstage for 6,000 people, and spend Christmas break helping at a Carmelite Retreat House. I love traveling and immersing myself in the culture and history of other regions. I abhor feeling nonproductive, and multitask when possible: while rolling silverware at Outback Steakhouse, I read an article; while exercising, I write music. Sports are another outlet: I play volleyball and soccer, sometimes running 8 miles after practice. As the only female in my flag football league, I've taught the guys that females can play hard too. People find my random knowledge and quirky behaviors intriguing, which allows me to spread joy. While work, sports, and travel provide adventure, nothing fulfills me more than serving others, touching hearts, sparking faith, and building trust. The world may not remember me, but it will not remain unchanged.



Megan Galbreth, Chattanooga, TN, Girls Preparatory School

College Plans: Harvard College

I thrive on challenges. Although I'm not planning on entering a technical field, I'm an avid student of math; I take advanced calculus courses and lead my school's math contest team simply because I like the challenge of solving complex problems and understanding abstract concepts. I find a completely different kind of challenge in my work as the editor-in-chief of the school newspaper, where I'm always trying to make the paper a more effective and more powerful voice for the student body. As a cellist, I am constantly challenged to improve my skills, but technical ability is not my sole focus. I truly enjoy the connection that music brings between me, my fellow musicians, and the audience, so I'm always striving to communicate my passion for music through my playing. I seek challenges because they show me what I'm capable of, and I love the satisfaction that comes from achieving my full potential.



Joe Garand, Pasadena, CA, Polytechnic High School

College Plans: Harvey Mudd College or Duke University

I was adopted at birth into a wonderful, loving family. Despite the efforts of my Type A parents to the contrary, I have become far more laid back than most of my peers, always taking life as it comes, rarely stressing about anything. As the wise sage Mickey Rivers once said, "Ain't no sense worrying about the things you got control over 'cause if you got control over 'em, ain't no sense worrying. Ain't no sense worrying about the things you got no control over 'cause if you got no control over 'em, ain't no sense worrying." Certainly, I've done my share of impressive things. From academics, to tutoring, to lifeguarding, to swimming, to working with computers, I have always put forth my best effort and have been quite successful while still maintaining a balanced life and trying to have fun along the way. After all, you're only young once.



Amaryllis Gonzalez, Trujillo Alto, PR, Baldwin School of Puerto Rico

College Plans: Carnegie Mellon University

Growing up as the daughter of an army officer, many things could change quickly. My home, school, location-- even country-- could change from one year to the next. I learned to adapt quickly and to care for people independent of age, race, or gender, without exceptions. I also learned to be strong. All these are qualities that together have made me who I am today. I have always been deeply interested in biology and have never doubted that my future lay within this field. I have strived to develop and tone my interest, particularly in the field of genetics, as much as possible. I get along well with most people and have developed a strong character that has helped me define myself. Living in Puerto Rico for the past ten years has helped me develop my language and culture while at the same time giving me a great love for my people and my country.



Joey Goodell, Boise, Idaho, Centennial High School

College Plans: University of Pennsylvania

I've always been interested in learning new things. My problem was, practically everything seemed interesting to me. From black holes to ancient Egypt, from Latin to calculus, I liked learning. When I reached high school I found an activity that would help me continue to study a wide variety of topics. I joined our school's Academic Decathlon team. We must study 7 subjects and give a speech and interview, as well as write an essay. My junior year I was co-captain and helped lead our team to win state and compete at Nationals. This year we also won state, and Nationals were in my hometown of Boise. I won two medals and was high scorer for Idaho. I also enjoy sports. I play tennis competitively, snow ski and study martial arts. As an Eagle Scout I participate in camping and rock-climbing. I am a lifeguard at my YMCA.



Nathan Goodell, Bangor, Maine, Bangor High School

College Plans: Cornell University

I am considered an intelligent person who excels in academic competitions. My SAT score, a 1600, was the only perfect score in the state of Maine last year. My academic interests are in engineering and physics. I am also highly competitive in soccer and in track. Some of the academic teams I have competed on this year include: The Science Bowl Team (1st in state); Math Team (1st in state); Academic Decathlon (3rd in state); and TEAMS (1st in state, national results pending). I was Captain of both my math team and my Junior Engineering & Technology team. In soccer I have been selected for the national Olympic Development Program for four years as a Maine representative. In track I advanced to competition in the New England Indoor Track and Field competition. My previous employment includes work in a university Mechanical Engineering laboratory.



Arielle Gorin, Eagle, ID, Home School

College Plans: Kenyon College or Princeton University

Mystics were disdained in 2104, but Elleira visited the old woman anyway. She had to know. "Tell me if the legends are true," she hissed. The clairvoyant closed her eyes. "I see a dark bedroom, lit by a single lamp. A red-haired young woman, reading a dog-eared copy of *Pride and Prejudice*. The image is fading...now she's sitting on a porch swing, lost in thought...wait! She has a notebook-- she's writing, scribbling furiously. I can't read her handwriting; it's terrible. The girl is surrounded by a stack of books now. Dark outside. She's punching numbers into her calculator and muttering. Ah, I can read her lips: "Test tomorrow. Why'd I wait so long?" "That's it!" cried Elleira; then the horror of it struck her. "So the legends are true," she murmured. "I can't believe it. My ancestor, Arielle Gorin, the writer, thinker, political theorist was..." --she could hardly bring herself to say it-- "a procrastinator!"



Gregory R. Gysberg, Great Falls, MT, Charles M. Russell High School

College Plans: University of Nebraska – Lincoln

Greg excels at everything he puts his mind to. Greg is a National Merit Finalist. His greatest love in school is math. He intends to pursue a career in actuarial science. His basketball team won the state championship. Greg was co-captain and won the "Most Inspirational" award. He also played in the state tennis championships two years in a row. Greg sings bass in the school's top choir and plays piano for fun. Greg has been involved in student government throughout high school and is the senior class president. He is a board member for the National Honor Society. Greg loves working with youth, whether as a coach for basketball camps, a mentor for Big Brothers/Big Sisters, or helping in his church's AWANA program. He is also active in KEY Club, church youth group, and Montana Behavioral Initiative. In his spare time he enjoys reading, hiking, and running.



Brad Hargreaves, Shreveport, LA, Caddo Parish Magnet High School

College Plans: Yale University

Philosophy, science, and an intense love of learning play large roles in Brad's life. He is also extremely involved in academic competitions. Last year, Brad was awarded a medal at the USA Biology Olympiad, placing him in the top 12 biology students in the country. He has also won four medals at National Academic Decathlon and won National Academic Decathlon Speech Showcase. Brad has completed research on prostate cancer and become a Siemens Westinghouse Semifinalist for his efforts. He has several prominent leadership roles in school and community organizations, such as Philosophy Club and Key Club. Brad enjoys reading, writing, looking at maps, and engaging in deep philosophical conversations.



Nicole Hartfield, Tigard, OR, Tigard High School

College Plans: Stanford University

Nicole is the president of the Tigard Awareness Coalition, a liberal activism group. She has played with the Tigard High Ultimate Frisbee team for two years. She is a member of National Honor Society and secretary of Future Business Leaders of America. She organized a backpack drive for the local homeless shelter and a red ribbon sale for a local AIDS organization. This year she won a Tigard High School Human Rights Award and was a National Merit Finalist. She plans to attend Stanford University next year and major in mathematics and Spanish and perhaps will study abroad.

2004 PRESIDENTIAL SCHOLARS



Sarah Hennagin, Casper, WY, Natrona County High School
College Plans: Whitworth College

"And now these three remain: faith, hope, and love. But the greatest of these is love." -1 Corinthians 13:13. This verse (my senior quote) explains a lot about me, since these three values motivate me in every aspect of my life. My faith in Jesus Christ is what gets me through each day and gives me a positive attitude. My hope for the future is what encourages me to be involved in my school and my community through music, academics, athletics, and service. Love for life in general has given me a sense of humor and an enjoyment of everything I do, and love for other people, especially young people, is driving me now to pursue my dream of becoming a youth minister.



James C. Hill, Spokane, WA, Saint George's School
College Plans: Massachusetts Institute of Technology

Since I was young, I have always longed to learn the deepest secrets of the universe around me. In particular, my outlook on the world was significantly enlightened in eighth grade when I read *Hyperspace*, an exploration of modern theoretical physics. This book provoked me to pursue the fields of physics and mathematics, and to broaden my knowledge of the world as a whole. Accomplishing these goals led to many accolades, including three consecutive state Knowledge Bowl championships, first place in the statewide "Math is Cool Masters" competition, nine published solutions in the *School Science and Mathematics Journal*, and two articles currently pending editorial review at *The College Mathematics Journal*. Nevertheless, I still believe that my journey is only just beginning, and I am anxious to truly explore the universe's most profound mysteries in the coming years as a Physics major at MIT.



Miriam Hinman, Seattle, WA, James A. Garfield High School
College Plans: Harvard College

People often ask me why I push myself so hard. What they fail to understand is that I am simply pouring energy into pursuits I love. Those who look at me askance for spending free time on math and Latin competition have not experienced the excitement of challenging the mind to think harder. Those who view a summer spent working as a chemistry lab intern as a summer wasted on school do not realize that in fact it is a precious opportunity to probe questions that are never answered at school. My passions have led me to spend delightful hours learning just for fun and competing in numerous academic competitions, but I also find joy in non-academic pursuits. I play harp in my school's award winning orchestra, as well as actively pursuing Jewish studies and participating in my school's chapter of Amnesty International. My dream is to become an archaeologist.



Kimberly Nhu-Mai Hoang, Palm Bay, FL, Palm Bay High School
College Plans: University of Miami Honors Program in Medicine

If the Energizer Bunny and James Bond were to selectively breed, I would be their progeny. I delight in a high-paced life, freeing my schedule only to manage one breath of success between being a scholar, tennis athlete, and violin player. I am no stranger to the needy or to the intellectually disadvantaged. I inspire others in the midst of canned food drives, park clean-ups, and election campaigns. Before school I mentor third graders in reading. After school I wait tables to save for college expenses. Volunteering at the hospital furnishes my desire to pursue a career in medicine. Yet, my numerous leadership positions and national chemistry awards do not deter me from my two passions: scrapbooking and spending time with family.



Destin Hodges, Bedford, WY, Star Valley High School
College Plans: New York University

For me, it is all about the rest of the world. Everything I have done for the last couple of years and everything I do now has been so that I may better experience the rest of the world and partake of its many offerings. To better integrate into the global community, I have studied Spanish, French, German, and Russian, and I have plans to continue my language learning into college. One day I aim to work as a translator, interpreter, or diplomat for the United Nations. Besides focusing on the global, I like to take time for myself. I especially love to paint and have done a number of oil paintings. I might not have a gift worthy of much praise, but I love the opportunities that painting provides to unwind and express myself.



Catherine Homsey, Wilmington, DE, Archmere Academy
College Plans: Georgetown University

Mark Twain warned that you shouldn't let school get in the way of your education. I've followed his advice by making museums and travel a major part of my life. Museums have been such a spark for my imagination that I want to become a museum curator/educator so I can help other children find the same entertainment and education in museums that I do. Fortunately, I have also had the opportunity to travel: to be a People to People ambassador, to study in French chateau country, and to do field work in Costa Rica and the Galapagos Islands. I am an enthusiast who gets pleasure from all my studies and from editing the school newspaper, serving on the Academic Honesty Committee, and mentoring freshmen. I am also an avid artist and musician. Watercolor is my favorite medium, but this year I won a Scholastic Gold Key for my photography portfolio. I am Coordinator of the Archmere Mastersingers and have performed with them in Rome for the Pope.



Jia Hou, Munster, IN, Munster High School
College Plans: Columbia University

Balance is essential to the universe. Thus, I have attempted to be as balanced and well rounded an individual as possible. Whether it is piano, tennis, basketball, running, biking, writing, studying, debating, academic competitions, tutoring, or volunteering, there is always time enough to work at it and be the best I can be. Knowledge is what I am after, and embracing a myriad of experiences around me in all of its diverse splendor helps me broaden my horizons to make me a better person. Lately, I have found new joy in teaching a youth tennis class and I look forward to returning to the laboratory and getting involved with genetics research. Above all, being a good person is the most important goal, and thus I always cherish my friendships and foster new relationships while trying to be as helpful as possible to anyone and everyone around me.



Bryan Hunter, Encino, CA, Oakwood School
College Plans: Yale University or Harvard College

My motto has always been "try everything once." Because of this, I've never had mountains of free time. At any given moment, I can be found fulfilling my duties as Student Body President, tutoring in math and science, playing with proteins in a biochemistry lab, in the courtroom for a Mock Trial competition, or organizing a series of educational fundraisers benefiting HIV/AIDS prevention organizations. Although my interests have always aligned themselves under the sciences, I've never been one to shy away from the arts and humanities; I design websites and acted as an editor for my school's Art and Literature Magazine. I also spent a year singing with the Choraliers, and six years acting and heading technical aspects under the warm lights of the theatre. As I move out into the "real world," I look forward to trying everything else... I only hope I have enough time.



Kathryn K. Huo, Madison, WI, James Madison Memorial High School
College Plans: University of Madison, Wisconsin

Kathryn Huo is a graduate of James Madison Memorial High School in Madison, Wisconsin. She plans to attend the University of Madison -- Wisconsin next school year and will study music with world-renowned pianist Christopher Taylor. Kathryn has enjoyed playing the piano since she was four years old and has won many awards for accomplishments. Some of these awards include, NFAA -- Level one winner, The Stravinsky Awards -- 2nd, Schubert Club -- 1st, Midwest Young Artist -- Overall winner, Lee International Competition -- 2nd, LaCrosse Tri-State Concerto Competition -- 1st. Kathryn enjoys volunteering in her school's peer tutoring program and at the University of Wisconsin's hospital. Last year, Kathryn became an intern with UW Health Care and is now a certified nursing assistant in the state of Wisconsin. In the future, Kathryn hopes to further her musical career and at the same time, volunteer as much as possible in the field of health care.



Kathryn Huston, Royal Oak, MI, Dondero High School
College Plans: University of Massachusetts, Amherst

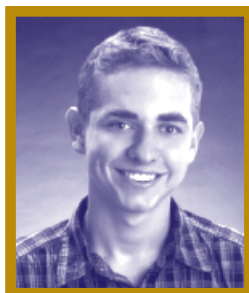
Scholar, dancer, musician, writer, community servant, and friend, I am invested not only in my education but in all my passions. As editor in chief of my school newspaper, I've led a staff of 28 and transformed our paper into a dynamic, informative, entertaining magazine. As a journalist, I've investigated and covered a controversial school consolidation proposal. I've studied ballet since I was five, danced in *The Nutcracker* and recitals each year, performed solos, and attended prestigious summer workshops. I began playing the piano at seven and have been a clarinetist for eight years. I have been a marching band section leader and first chair in my band and orchestra, and I also take and teach private lessons. I've served on my school's Human Relations Advisory Council for four years, two as co-chair, to promote diversity and acceptance and improve school climate. I write in a journal nightly and love hanging out with friends.

2004 PRESIDENTIAL SCHOLARS



Daniel Inouye, Provo, UT, Timpview High School
College Plans: Brigham Young University

I enjoy writing for the school newspaper and playing for the tennis team. I plan to pursue majors in chemistry and philosophy. I plan to enter an MD-PhD program, and I hope to specialize in genetics. In time, I hope to research diabetes and obesity. As these two diseases are growing in America, I hope to contribute research that will provide some relief from these disorders. I tend to have a lot of heroes. Most of my heroes are peers who have qualities of dedication and integrity. I have tried to learn to look for the good in people, though at times, I am slightly sarcastic and pessimistic. I love the statement that optimists can see more possibilities. Through my experiences, I have learned that this statement is often true.



William Jacobson, Honolulu, HI, Punahou School
College Plans: Dartmouth College, Williams College, or Yale University

Will is an Olympian in both science and athletics, a winner of Hawaii's Chemistry Olympiad and a four-time competitor in the Junior Olympic National Track and Field Championships. He is a teaching assistant for AP Physics, a math tutor, a four-year letterman in cross-country and track, and sports editor of his school's newspaper. In his school's student government, he has been a senator and a student council representative. During his summers he has worked as a writer and editor for Hawaii Sports Network, volunteered as a counselor at a local settlement house, and coached younger Junior Olympic track athletes. He currently volunteers at a local Boys & Girls Club, where he teaches computer skills to elementary school students. Will credits his success to his family members, who have always taught and demonstrated through example that integrity, determination, and hard work are the only ways to get through life.



Ke Ji, Madison, MS, Jackson Academy
College Plans: Yale University

Born in the city of Wuhan, China, cultivated in the Deep South, and torn between two opposite yet equally enchanting cultures, I have discovered my most valuable trait— adaptability. Despite the language barrier and culture shock of America at only six years old, I learned to cherish and even began to flourish in the land that I would call my own. As Vice President of Student Council, lieutenant of Accents dance team, editor of Images literary magazine, National Merit Finalist, AP Scholar, and student columnist for the local newspaper, I have utilized well my ability to adapt. Despite an innate shyness, I have been blessed with many friends. My classmates have voted me for homecoming court, class favorite, and even Winterfest Queen. I know that these wonderful accomplishments and honors would not be possible without the blessing of God.



Henry Jicha, Chapel Hill, NC, East Chapel Hill High School
College Plans: Yale University

The first thing most people notice about me is that I have waist-length hair, which doubles as a message of individuality and a tribute to medieval and Renaissance days of honor and chivalry. I love to express my creativity in unique ways, whether it's helping write and produce unique, musical presentations in English class or teaching about chivalry through a Monty Python-inspired coconut-wielding cavalry of knights while serving as elected President and King of Governor's School. I also love arguing and sharing knowledge and points of view, formally, as President of my school's debate team and as a professional writer and informally, anytime, anywhere. Later in life, I hope to work as an attorney and politician to help combat the world's problems; I have a severe case of over-idealism but that won't stop me from working for peace, health, and prosperity on as large a scale as I



Jennifer Patricia Jordan, Bethesda, MD, Sidwell Friends High School
College Plans: Yale University

Jennifer Jordan proves that old adage: if you want something done, ask someone busy to do it! While maintaining straight A's in one of the nation's most rigorous high school programs, she was elected not only as the year-book's Editor-in-Chief, but also as Chairman of Community Service. In this latter capacity Jennifer increased membership by more than 100%, and instituted several new programs, from bi-weekly tutoring at an inner city school to an ongoing service partnership with a local children's hospital. Jennifer's can-do energy also appears in her athletic achievements, such as rowing for the crew team and serving as co-captain in varsity tennis. Outside of school she has answered her community's needs as an Emergency Medical Technician with an all-volunteer rescue team. Her Scottish family motto-- "Mean, Speak, and Do Well"-- inspires her busy life. She intends to apply that principle to a likely career in journalism.



Hugh Kennedy, Moorhead, MN, Moorhead High School

College Plans: University of Minnesota Theater Program or North Carolina School of the Arts

Although Hugh Kennedy hails from the cold-weather climate of Moorhead, Minnesota, he finds continual warmth under the spotlight of the stage. Ever since seeing Joe Dowling's Guthrie production of *A Midsummer Night's Dream* at the age of 13, Hugh has made constant efforts to see shows that help him appreciate theater-going as a visceral and artistic experience. He has since performed in his high school's production of "Working" overseas at the Edinburgh Fringe Festival and received a critical five-star review. He was also honored to win 1st Place at the Minnesota State Speech Tournament as a dramatic interpreter and competed at the National Forensic League Tournament in Atlanta, Georgia. His desire to become a professional actor can be accredited to his mentor Rebecca Meyer-Larson. While the prairie crucible of Moorhead has shaped his yesterdays, he looks forward to new people, places and theatrical venues to shape his future development.



Nicole Kinsley, Fairfield, CT, Fairfield High School

College Plans: Amherst College

Nicole has made the most of her high school years. She has been recognized as a National Merit Finalist and CT Governor's Scholar. She has served as captain of her school's math team, National Honor Society President, VP of the French Honor Society and as a witness with her school's Mock Trial team. Her one true love, theater, has been the center of her extracurricular involvement. She has been involved in over a dozen shows during her high school career, including several with a professional Shakespearean troupe. Nicole has also been an active community member. She began a tutoring program to tutor inner-city middle school students in math, and has tutored French at her high school and a local elementary school. She was also involved in an acting troupe which performed plays at local elementary schools focusing on eliminating discrimination. Nicole hopes to pursue a double major in political science and theater.



Katherine Klem, Louisville, KY, Assumption High School

College Plans: University of Virginia

Katherine is a young woman full of passion. Though Katherine has earned over \$530,000 in scholarships, her energy extends far beyond the classroom: she is an activist, a lobbyist, a national president of a soon-to-be 501c(4) non-profit organization, a dancer, and a godmother. She has worked for three years fighting the tobacco industry's lies and manipulation of youth, leading activism campaigns and advocating for laws at Kentucky's state capitol and the US Congress. Katherine used her position as the Campaign's 2002 National Youth Advocate of the Year to found Ignite, the first national youth advocacy movement working for tobacco control. Katherine now leads Ignite to pressure public officials into holding the tobacco industry accountable. Outside the political realm, Katherine, a dancer since age 4, enjoys tap, jazz, and modern dance. She also is a proud aunt and godmother of a beautiful 3-year-old, and she is extremely close to her family and friends.



Lauren Krebs, Wildwood, MO, Lafayette Senior High School

College Plans: Washington University in St. Louis

Lauren is a passionate leader whose ambitious drive pushes her to any extreme. Playing soccer and running cross-country, she is a dedicated athlete who serves as the captain of many teams. Her love for music may be seen in her choir and piano involvement, in which she has gained All-State recognition and numerous awards for achievement. Lauren also enjoys the outdoors and regularly hikes, rock climbs, and camps for an escape from the busy-ness of life. Upon return, however, she volunteers her time working for Drug Abuse Resistance Education, CARE Team, and her church's vacation bible school. She has performed scientific and medical research at the University of Colorado Health Sciences Center as well as Monsanto Corporation. Lauren's goal is to maintain a balanced life of physical, mental, social, and religious pursuits while using every gift with which she has been blessed to empower others.



Julius D. Krein, Eureka, SD, Eureka High School

College Plans: Harvard College

Julius hails from a town of about 1,100 people in rural South Dakota, where he attended a high school with an enrollment of approximately 100. During his years there, he has been editor of the school newspaper, captain of the knowledge bowl team, student council vice-president, an actor in several school plays, and has participated in innumerable other activities. He plays the alto saxophone and qualified for the South Dakota All-State Band the last two years. Julius' favorite hobbies include reading the classics and studying politics and history. He is also active in his church and community. Julius hopes to pursue a career in constitutional law and, if the opportunity presents itself, enter the political arena.

2004 PRESIDENTIAL SCHOLARS

OUR APOLOGIES FOR THE OMISSION



Christina Soyeon Kang, Hollis, NH, Hollis/Brookline High School

College Plan: MA Institute of Technology, University of Pennsylvania, or Rice University

I like long walks on the beach under the moonlight-- ooh, wrong introduction! Well... I'm a Korean-American living in the "wicked" cool state of New Hampshire. We have a great time cow-tipping and making bonfires! Despite this exciting state I live in, I find a lot of time to pursue my passions. This is quite a feat, because EVERYTHING interests me. I have a craving to learn every instrument, sport, language, craft, idea-- not to mention volunteering! I have fun, others benefit, everyone is happy! What can be more wonderful? And then getting honored for it-- absolutely scrumptious! Dr. Albert Schweitzer has inspired me to pursue my dreams of becoming a great humanitarian doctor (but first a malpractice lawyer!). I aspire to win the Nobel Peace Prize and to have my musical compositions performed by musicians everywhere. A toute à l'heure!



Kyle Karches, Cincinnati, OH, St. Xavier High School

College Plans: University of Notre Dame

Although Kyle treasures the knowledge he has gained in the classroom during high school, he finds many of his other experiences just as valuable. Kyle has been very involved in his school community. He has played football, participated in his school's mock trial team, represented his school at the Youth in City Government Program, and served as Student Council President. In addition, he has been committed to facilitating service opportunities for others, coordinating his school's Clothing Drive, planning and working on a Habitat for Humanity project, and leading a homeroom in his school's Canned Food Drive. In the future, Kyle plans to be a scientist. He has an avid interest in biology and physics, and he hopes to become a doctor or medical researcher.



Chelsey Karns, Columbia, SC, Ridge View High School

College Plans: University of South Carolina, Honors College

Chelsey is one of those people who are always seen running around frantically. Self-proclaimedly cursed with obsessive-compulsive disorder, she often finds herself wishing that she knew how to better prioritize her time. National Honor Society, School Improvement Council, and Student Council all have rights to her time at school, while her church youth group occupies much of her time outside of school. She enjoys feeling like she has contributed to something that has a lasting influence on others, like the blood drive she helped organize or the vacation Bible school she helped to put on for children in the Appalachian mountains. She loves to read books that aren't assigned for school, to go for runs in her neighborhood when there is no pressure to run fast and to sing in the shower where no one can hear her.



Brandon Kearse, Aiken, SC, Aiken High School

College Plans: Georgia Institute of Technology (Georgia Tech)

Goals. Goals drive one through life. Around fourth grade, I set a few goals of my own such as one day being Victorian, being Student Body President, going to Georgia Tech, and being a multi-millionaire. Eight years later, I have achieved three-fourths of my goals. The journey in between was just as exciting as the accomplishments themselves and also showed me that the fourth goal was not as important as I thought in fourth grade. Along the way I have seen and experienced things I have never imagined, traveling to Germany, the Dominican Republic, and around the country on various projects and studies. Not only have I learned many things and improved my teamwork and leadership skills, but I also became a more well-rounded person -- running track, learning to play guitar, learning to dance, working on cars, and just spending time with friends and family.



Lisa Kelley, Pittsburgh, PA, Fox Chapel Area High School

College Plans: Princeton University

As a child, my family renovated an old Victorian house in a small neighborhood outside of Pittsburgh, a process that was just completed a few years prior. Back then, most of my days were spent on the soccer field or on a bicycle weaving throughout the streets of my neighborhood. These days however, I find myself with much greater frequency on a lacrosse field or in the publications office poring over submissions for the literary magazine. At school, I participate in student council, newspaper and productions of the television department. Academically, I enjoy English, History and Foreign Languages and am planning on studying those subjects in greater depth next year in college. In my free time, I love to read, write, hang out with friends, and of course, nap.

2004 PRESIDENTIAL SCHOLARS



Bryan Lee, Westminster, CO, Thornton High School
College Plans: Harvard College

Growing up on the outskirts of Denver, Colorado, I always found myself marveling at the vastness of the mountains that lined the west horizon. That is how I want to live my life – with the same greatness and solemn majesties as the Rocky Mountains. For me, such awe of the beauty of Colorado arises from the very basic questions of life: philosophy. However, academia has not been my only passion, as I seek in life the simplest joys of living. These joys surface in the activities I do: swimming, playing the violin, and helping others. So greatly has the last activity influenced my weltanschauung that I now seek a profession in law where my two greatest passions, philosophy and public service, come together.



John Lee, Cairo, Egypt, Cairo American College
College plans: Columbia University

When someone asks me where I'm from, I'm usually reluctant to answer. I am not ashamed of my past, but I'm afraid that I will run out of time in my explanation: "Well, I moved to Egypt from Burma. But, I'm not Burmese. I'm American. I was born in Texas, but my parents are from Korea. I don't remember much about Texas, though, because I've lived most of my life in Belgium and Germany, although I did live in Virginia for a while." That is my life. Along the way, however, I have developed my interests in music and languages. I play the violin, the piano, the bass, and the guitar. I am currently learning my fifth language, Arabic, among English, Korean, French, and Spanish. I enjoy seeing what the world has to offer and I would not trade my life for anything in the world.



Karin Lee, Barrington, IL, Barrington High School
College Plans: Yale University

I am passionate in pursuing many interests. As a poet and editor of my school's literary magazine, as well as a Classical Chinese dancer and choreographer, I have explored many forms of writing and expression. My fascination with the Chinese language and culture and my love for working with children have inspired me to teach Chinese to 4th graders, while my concern for the community and my ability to work effectively with peers led me to found a Student Council at my Chinese School. As an ardent humanitarian and tireless environmentalist, I have presided over my school's chapter of Amnesty International, and have worked to involve more students with Citizens for Conservation, a land restoration group. I love spending time with my family and friends, and enjoy biking, swimming, playing badminton, and mountain climbing.



Adam Lesnikowski, Pawtucket, RI, LaSalle Academy
College Plans: Harvard College

As I think what the next few years will bring, I hesitate a bit. Sometimes it seems to me that I am faced with impossible choices. However, I do not fear this infinity that I look at. I am certain that I will make many bad choices. I have accepted this fact. I hope to continue trying things for their novelty and pleasure. Some of these potential passions include learning many languages, and playing the accordion. I will also continue old activities, both for their familiarity, and in order to recognize their nuances. I should mention areas such as basketball, robotics, and soccer that I currently am infatuated with. As for academics, I will study mathematics and philosophy next year. These seem, to me, two interesting paths towards ultimate truth. I hope to spend the rest of my life in deep thought, helping the voiceless, and finding solace in my community.



Jialei (Jenny) Li, New York City, NY, F.H. LaGuardia High School of the Performing Arts
College Plans: Harvard College or Juilliard/Columbia exchange program

Jenny is a passionate violinist as well as an outstanding student. She prides herself on being able to maintain both her music and her high grades. She has been performing with orchestras since the age of 10, debuting with the prestigious Houston Symphony Orchestra at the age of 13. She has won many awards in various competitions, including the grand prize (of both the pre-college and college divisions) of the Corpus Christi International Competition. Jenny has been a student at Juilliard Pre-College since the ninth grade and spends her summers at the Aspen Music Festival in Colorado. She actively participates in orchestra, chamber music, and solo performances. During her free time, she teaches violin and reads a lot.



Erqi Liu, Baton Rouge, LA, Baton Rouge Magnet High School
College Plans: Massachusetts Institute of Technology

My name is pronounced "Archie," like the comics. I emigrated from China when I was four. I speak Mandarin Chinese at home, Parisian French in my first hour, and American English for the remainder of the school day. I have competed in math and science tournaments all over the U.S., studied French (with a Canadian twist) in Nova Scotia, and traveled back to see both the rural and urban sides of China with different views. I have good style, but all my clothes have paint on them from past and present mural projects. I can rarely be reached at home after school or on weekends as I am either repainting a rundown house, organizing a baseball league in my neighborhood park, or making minimum wage at the mall. I read Vogue and Elle monthly, but I enjoy Voltaire and Edith Wharton as well. My friends wonder why I am always smiling.



Kimber Lockhart, Ames, IA, Ballard High School
College Plans: Stanford University

I am an idea person. Whenever anyone needs ideas for essay topics, service projects, or even a Friday night date, they come to me. Though many ideas have been discarded due to lack of time or resources, the projects I have been able to complete have been very rewarding. Last year, I started the Chemo Cap Drive, an effort to collect handmade hats for cancer patients who have lost their hair due to chemotherapy treatments. I also began a program to share my love of baton twirling with children. My love of science has resulted in participation in the effort to build a map of the soybean genome. In addition, I have played volleyball, run track, harmonized with the chorus, made music on three clarinets, two saxophones, and the piano, twirled fire baton for halftime crowds, tutored math, acted in school plays and musicals, and read and scrapbooked in my free time.



Diana Lu, Lincoln, NE, Lincoln East High School
College Plans: University of California, Berkeley

Born in Nanjing, China, Diana traveled extensively with her parents at an early age. Those experiences not only broadened her horizon, but also taught her to seek out her interests and work toward her dreams. She avidly pursued them in music, mathematics, history, and literature. Her passion for music led her to various honor orchestras, competitions and awards, while other achievements won her honors such as Nebraska Distinguished Scholar and National Merit Scholarship Finalist. She also enjoys leadership roles in her community. As president and treasurer, respectively, she organized service activities for Key Club and Red Cross Club. During the summer, she divides her time between volunteering for a youth music camp and researching the Nanking Massacre with her father at Harvard, Yale, the Chinese National Archives, and the British Library.



Joanne Luckey, Columbia, KY, Adair County High School
College Plans: Princeton University

My first home was a women's residence hall at Lindsey Wilson College. I have literally lived on a college campus all my life. This background has influenced me substantially. During high school, I was class president (three years), student council president, and a member of the Chamber of Commerce and my school's Site-Based Council. I am committed to academics having served as academic team captain, president of the Beta Club, and a member of National Honor Society. I participated in the Angel Tree Program, headed a cystic fibrosis fundraising drive, and founded a student tutoring service. I have been involved in numerous clubs and teams, including Fellowship of Christian Athletes, varsity basketball since 6th grade, varsity softball, and drama club. It has been fifty years since a student from my county has been admitted to the Ivy League.



Hannah Ma, Upper Arlington, OH, Upper Arlington High School
College Plans: Harvard College

Salutations! My name is Hannah Ma, and I am from Upper Arlington High School. Next year, I shall leave Columbus, Ohio for Harvard College. Some interesting facts about me: I am the most athletically inept person ever, I cannot be on time, and I was once bitten by a monkey in a futile attempt to "feed" it. In my more rational moods, I spend inordinate amounts of time on speech and debate, mock trial, and science fair, often qualifying for national and international levels of competition. I also serve as co-editor-in-chief of our arts magazine, am active in community service organizations, and have the world's best job at the local library. When I am not running around very excitedly, I love good books, films with artistic merit (and none at all), diner food, and cuddly sleep. For my academic future, I am interested in economics and computer science...and literature, theoretical mathematics, and philosophy. Hopefully, I will graduate at some point; my grand plan for life falls apart at that point, but meanders between law school, teaching (if I have the patience), or the wonderful world of business.

2004 PRESIDENTIAL SCHOLARS



Jonathan Trent Magruder, Washington, DC, St. Albans School
College Plans: Princeton University

I've always had a desire to learn and to challenge myself, and I follow my various pursuits with the same passion. In school, history classes have always captivated me, and last year I was fortunate enough to have a term paper published in the Concord Review. I am a member of the Cum Laude Society, as well as a member of my school's economics and engineering teams. In addition, I take a keen interest in the sciences, and held a research internship in a laboratory at the National Institutes of Health last summer in Bethesda, Maryland. Outside of the classroom, I enjoy the position of Editor-in-Chief on the school newspaper and regularly attend debates held by our school's Government Club. Running cross-country and track, and making music-- I play the cello in our school orchestra and in an occasional quartet-- are passions of mine as well.



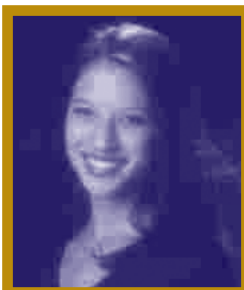
Brian Malley, Lee, NH, Phillips Exeter Academy
College Plans: Massachusetts Institute of Technology

I am a Roman Catholic scholar/athlete from New Hampshire. I love the outdoors, and especially the snow. I love to travel and my second favorite place on earth, behind New England, is Northern Australia. In my life, to shamelessly steal a quote from *The Great Gatsby*, I try to be "the most limited of all specialists, the well-rounded man." I try to be the best I can be at everything, but so long as I've given my all, it's alright if there is someone better at it than I am. In college I plan to major in Aeronautical Engineering since I've loved flying for as long as I can remember. In my free time I do community service and play computer games or sports. I love sports, whether it be following the Boston Red Sox and New England Patriots, playing pickup games of just about anything, or being the Captain of Varsity Track.



Arjun K. Manrai, Newark, DE, Caravel Academy
College Plans: Harvard College

Arjun values both his passion for science and his fervent dedication to community service. At his school, Arjun was the founder and President of the Environmental Club, President of the National Honor Society, Captain of the Academic Bowl and Math League teams, and 1st Trumpet of the Band. Outside of school, Arjun enjoys helping teach Kenpo Karate as a Second-Degree Black Belt, mentoring younger scouts as an Eagle Scout, and engaging in various scientific endeavors—his most valued one coming this past summer when he developed a novel algorithm for bio-computational cluster analysis, for which he was named a scholarship recipient in the Intel STS. He also enjoys public speaking and was a National Bronze Medallist in the American Legion's National Oratorical Contest. He thanks his family and friends for their love and support. Arjun aspires to become an M.D./Ph.D. and continue to research and apply science to helping others.



Jessica Arriola Marati, Tamuning, Guam, Academy of Our Lady of Guam
College Plans: Princeton University

Most days, I radiate stress. My alarm clock buzzes at exactly 6:25 a.m., I throw on my wrinkled school uniform, drive bleary-eyed to school and am instantly bombarded with a million things to do. Tests, projects, meetings for this, practices for that. It shifts into a routine, a constant reminder that there simply aren't enough hours in the day. In short, I live the life of a typical high school student. But despite juggling a rigorous class schedule, extracurricular activities, and two part-time jobs, I still find time to appreciate my island upbringing. When I tire of schoolwork, the year-round sun is perfect for a quick tan. When my joints grow weary from the ubiquitous stress, the beach beckons me for a light jog. And when I get fed up with the angst of high school, I gaze out upon the flickering hues of the ocean at sunset and realize I am not alone on this journey.



Robert McCartney, Rochester, NY, McQuaid Jesuit High School
College Plans: Brown University

I am a mongrel, a mutt, a goulash made in the American melting pot. The limbs of my family tree stretch so far and wide, across borders, continents, even oceans, that the original roots have died, lacking the fertility of a single ethnic soil. So, naturally, as a child, I dreaded that recurrent query of ethnicity, "What are you?" I never thought of myself as so easily defined. Yet, it amazed me how a question that could cause me so much anguish was a source of pride for so many. I was envious of my friends, who could so readily identify with their statues of Ganesha, or posters of Mecca. I took refuge in apathy. But, recently, I came back to that childhood question of identity. I still don't know the answer. But it's the thought that counts.



Michael McLean, Costa Mesa, CA, Newport Harbor High School

College Plans: Undecided

Michael is an actor and not afraid to admit it. The honor of being a Presidential Scholar in the Arts is the highest of his achievements. Michael has also played baseball since tee-ball, and was a three-year letterman at Harbor High. He was recently crowned Mr. Newport 2004. In his very limited free time, Mike enjoys listening to music, watching movies, and exerting himself physically in any way possible (bodysurfing, kayaking, Frisbee, bowling, etc.). Michael's only plans for life are to accomplish God's will.



Nitin Mehdiratta, Bismarck, ND, Century High School

College Plans: Northwestern University

I consider myself a well-rounded academic athlete. In school, I achieved a 4.0 GPA, boosting me to valedictorian status. I constantly work hard; I've taken 5 AP classes in my senior year. In sports, I compete with a rigor that has propelled me to three consecutive regional championships. The practice that I have put in on the court, though, has not slowed my attendance at school functions, as is shown in my participation as Co-Captain of the state winning team in Knowledge Masters. Outside of school extracurricular activities, I have kept myself busy by organizing fundraisers for Special Olympics and volunteering time to teach tennis lessons.



Cherry Miao, Acton, MA, Acton-Boxborough Regional High School

College Plans: Harvard College

The achievement I take most pride in does not have an award attached to it. It is my ability to maintain balance in my life. Although I am almost constantly occupied with school and extracurricular pursuits, which range from the Academic Decathlon Team to various community service projects, I am never hesitant to take the time to peruse a particularly intriguing novel or spend an afternoon simply hanging out with my friends. For every all-nighter I have pulled in the name of European History or Physics, I have "squandered" just as much time watching bad reality TV specials or chatting online. In the end, the time I spent doing nothing was just as valuable as the time I spent trying to do everything; it has allowed me to come out of high school knowing how to enjoy life and looking optimistically towards the future.



Jason Misium, Dallas, TX, Jesuit College Preparatory School

College Plans: Harvard College

I have run a web design business for four years, I have been a writer for the Dallas Morning News for two, I have been trained in martial arts, I have directed amateur films, I have drummed for a band, I have been a phone counselor for 1-800-SUICIDE, I have run the most successful food drive in our school's history, I have worked two summers in a worldwide architecture firm, I have become a photographer and dry media artist, I have helped run blood drives, I have the largest and most varied music collection of anyone I know. But feats and triumphs will always be a finite list. I cannot count the people I have tried to help, to cheer, to unite, to love. And that will always be more important than anything else I have ever done.



Matt Momchilov, Minneapolis, MN, The Perpich Center for Arts Education

College Plans: The California College of the Arts

Matt is almost certainly the only person who wore the same outfit their first day of kindergarten that they wore the first day of senior year. Although it was more comical than cute the second time around, there is something to be said for still being comfortable in the ripped jeans, shrunken blazer, and sloppy clip-on tie he thought was so cool 13 years ago. Since then, he has been honored with awards and grants for his accomplishments in art from The National Foundation for Advancement in the Arts, The Scholastic Art & Writing Awards, The California College of the Arts, and The Minnesota State Arts Board. If there is anything you really need to know about Matt, it isn't that he refuses to sport post-1991 fashions, it's that he's always been the same person.

2004 PRESIDENTIAL SCHOLARS



Kate Monaghan, New York, NY, Phillips Academy
College Plans: Yale University

I love to travel-- to explore the world and weave my experiences into my poems and pictures. Growing up in New York, I was exposed to international arts and cultures at a young age. I developed a love of making things, from fanciful clothes and mini Calder-esque sculptures to complex codes and copies of Mesopotamian seals. Throughout high school I have done my best to remain flexible, to stay open to all the possibilities around me. I spent my summers scuba diving, studying history in Europe, volunteering in Thailand, and painting at the Rhode Island School of Design. I joined a study abroad program in China last year, living with a host family in Beijing for eight months. This summer, I plan to return to China and study language, calligraphy, and pipa (Chinese lute).



Travis Mushett, Snellville, GA, Brookwood High School
College Plans: Dartmouth College

Travis' two great passions, literature and politics, have been driving forces in his intellectual and academic development. As a speechwriter for senior officials at the International Paralympic Committee, he has had the opportunity to combine these interests into a meaningful contribution to the disability rights movement. He has also penned numerous newspaper articles, a multinational charter on sporting rights, and a book chapter. Work with the movement has taken him on an internship in Germany and a peace-building initiative in Morocco. In further pursuit of his interest in writing, Travis served as co-editor of his high school's literary magazine. By serving in this leadership position, he has had the rewarding experience of helping to create a publication that showcases the work of his peers. Travis is also a member of the Brookwood Academic Team and has contributed to the team's victories in tournaments throughout the Southeast.



Jennifer Nan, Norman, OK, Norman North High School
College Plans: Harvard College

Jennifer is enthralled by new and different activities. She has pursued dance through the state champion pom squad, the school musical, and choreographing for and performing in a one-act play. In forensics, Jennifer has participated in practically every event and has worked with her teammates as a leader, peer, and protégé. Ultimate Frisbee is the only sport she can vaguely play (she's not very good—at all—with hand-eye coordination), but she plans on utilizing her hard-earned disk skills often in college. She is very active in her school and community: she established a school-wide book drive and book fair, organized a canned food drive for a food bank in need, and volunteers for Special Olympics. She loves working for her peers and has served as class president for two years, Teen Volunteers president, and NFL vice-president. She conducted her first research project this



Jenny Nissel, Eugene, OR, South Eugene High School
College Plans: Yale University

My earliest memories find me in my father's lap, immersed in the words of myriad stories. Since then, my insatiable hunger for language and literature has been fed and stimulated by my many interests and artistic pursuits. I spend numerous hours in theatrical productions both in the community and in school, where I am president of the Drama Club. I have a particular passion for the works of Shakespeare. Last year I acted as a Teaching Assistant in a Shakespeare class at Lane Community College, and I have spent the last two summers studying the works of the Bard: last year at the Oregon Shakespeare Festival and the previous summer at BADA in London. I am also principal cellist of the Eugene Youth Symphony and South Eugene String Ensemble. In my spare time, I love to read, sing, dance, run, visit art museums, eat gourmet food, and watch good films.



Mitchel Norgan, McMinnville, OR, McMinnville Senior High School
College Plans: Arizona State University

Mitch Norgan spent his middle school years in the Sheridan Japanese School, and moved to McMinnville as a junior in high school. Mitch's great passion is music, and he has been musically active since he started the trumpet in the fifth grade. He also plays piano in the rhythm section of a jazz choir and sings for punk band Marco Polio. His positive traits are numerous, including his love of crossword puzzles and his aptitude for mathematics, as are his negative traits, including his total lack of depth perception and his spendthrift habits. Mitch is a National Merit Scholar and will be attending Arizona State University in fall 2004 on a full-tuition scholarship.



Matt T. Momchilov
Untitled 1
charcoal on bristol; 48" x 24"

2004 PRESIDENTIAL SCHOLARS



Jacob Norton, Traverse City, MI, Traverse City Central High School
College Plans: Georgetown University

April 21st, 2004: One meeting of the National Honor Society, two choir rehearsals (for the concert and for State Solo & Ensemble), one hour organizing next year's Student Senate elections, one amendment to our school's constitution, two emails requesting quotes on an electronic outdoor sign, one emergency meeting of the NHS executive board, one hour practicing my poem for Forensics (state tournament, two weeks), and another reviewing BC Calculus. Left to do: read fifty pages of Dostoevsky's *The Brothers Karamazov*, practice singing *Werewolves of London* (audition, Monday), and identify what Jamaica can do to prevent the 1980 Iran-Iraq war (Historic Security Council, Saturday). I'm an executive in two student-run organizations, singer in two vocal groups, competitive public speaker, actor, debater, community servant, writer, aspiring diplomat... and student. It's a delicate balancing act, but I wouldn't want it any other way.



Jennie Park, Centreville, VA, Thomas Jefferson High School
College Plans: Dartmouth College

At the age of five, I strutted around with my black doctor's bag, asking people if they were sick. The unaware victim would nod in order to humor the precocious child staring up at them; it was then that I would declare, "Well I'm a doctor! I can save you!" and proceed to stab my "patient" with my needle. Luckily, I have stopped this habit, although I still wish to become a doctor and I love studying biology. I had the opportunity to work at the Naval Medical Research Center this past year, researching the effects of hyperoxia on Navy divers. I am also involved in cheerleading, my church youth group, National Honor Society, and various community service groups. In my free time, I love reading, watching movies, and hanging out with friends.



Jereme Peters, Las Vegas, NV, The Meadows School
College Plans: Harvard College

Some people spend their lives trying to fit in with the world around them, but I've always strived to distinguish myself from standard norms, seeking out new experiences to broaden my knowledge and set myself apart. For academic diversity I've studied French and Spanish intensively, and anticipate broadening my "language arsenal" in the future. As a competitive softball player, four years of varsity ball have produced multiple all-conference and MVP honors as well as a state championship. I led my team as pitcher and co-captain, while serving off the field as president of my class. Having survived a severe eating disorder, I am often approached by girls developing risky eating habits, and am honored to act as a role model and offer advice and support in their struggle. I find refuge in drawing and painting and have created artwork on commission. Community service also plays a large role in my life: I have participated in various environmental clean-ups, mentoring, and hospital volunteer programs.



Benjamin Pope, Newton, MA, Xaverian Brothers High School
College Plans: Massachusetts Institute of Technology

I am not, strictly speaking, one of a kind. That is, I have an identical twin brother. Aside from our genetic similarities, though, we are very different. I spend my time in a variety of activities including athletics, music, camping, and school life. I have played soccer since second grade. I was crazy enough to become a goalkeeper and hope to continue playing competitively through college. As far as music is concerned, I have played the trombone for 8 years in various ensembles including the Greater Boston Youth Symphony Orchestra. On a different track entirely is my life outdoors. I have been in the woods ever since I could walk. I now especially enjoy backpacking and rock climbing and plan to spend two weeks this summer backpacking in New Mexico. Last, but certainly not least, I participate heavily in school activities, from public speaking to yearbook to campus ministry activities. Overall, I try to get a balance in my life by participating in a wide range of activities, but most of all by having fun.



Stan Prokopenko, San Diego, CA, Mt. Carmel High School
College Plans: California Institute of the Arts or Ringling School of Art and Design

Stan was born in Odessa, Ukraine and disembarked in America at the age of six. Now at 17, he has devoted most of his time to the arts. Stan is taking four figure-drawing classes at the Watts Atelier of the Arts, and Advanced Animation and AP Art Studio at his high school. In the summer of 2003, Stan found an internship at Sony Online Entertainment to work on the upcoming video game, *Everquest II*. In addition, Stan wrote an article on animation for *Imagine Magazine* at Johns Hopkins University and created a 5-minute animated short film, "A Game of Pool," which will be featured on all American Airlines planes in the summer of 2004. Stan has also taken responsibility by serving as president of the Art Club, helping teach kids' classes at his karate school, designing 7 murals for a local elementary school and performing several other community service activities.



Samuel "Douglas" Ray, Jackson, MS, Jackson Preparatory School

College Plans: The McDonnell-Barksdale Honors College, University of Mississippi

A passionate scholar, Douglas Ray has distinguished himself in academia, the arts, and as a leader. A pianist, he began composing music at age eight and has performed his compositions in local, regional, and national concerts. A National Merit Scholar, AP Scholar, NCTE writing award winner, and Classical Heritage scholar, Douglas has excelled in math/science competitions as well as writing contests. He has served as Student Body President, Student Senator, Secretary General of Model UN as well as holding editorships of Earthwinds and The Sentry, the school's literary magazine and newspaper. He loves to read, travel, listen to music, and write, and plans to major in English, Classics, and Southern Studies.



Jessica Reel, Atlanta, GA, The Westminster Schools

College Plans: Stanford University

I love learning, painting, running, getting involved in sports teams, and developing myself to my highest potential, whether that is in relationships, in the classroom, on the athletic field, or with a brush on canvas. In my life, I want to use my abilities to serve others, connect with individuals and build community. The most important thing to me is relationships: with my parents, my sister, teachers, coaches, and most importantly with Christ. What can I say, He rocks. I've grown up all over the United States, living in southern California, Teton Valley Idaho, and urban Atlanta Georgia; I love experiencing different peoples and cultures. People come in all different shapes, sizes, economic backgrounds, and cultural traditions. But what's important? Taking time with the people around you: to listen, to grow, to love. That is true no matter where we live or who we are.



Whitney Reiben, Dix Hills, NY, Half Hollow Hills High School East

College Plans: Harvard College

It started with learning basic origami in first grade; now Whitney is spending her senior year as a Rotary exchange student in Yamanashi, Japan, after completing her high school requirements a year early as a National Merit Scholar and AP Scholar with Distinction. Once so quiet her parents worried about her, she is now fluent in three languages, winning a national Spanish award. Picking up a double bass as a hand-me-down from her talented brother as a fifth-grader, by eleventh grade Whitney was an all-state bassist. Along the way, she has acted as a volunteer with a local hospital and with Habitat for Humanity, spent four summers at the Johns Hopkins Center for Talented Youth Program and one at Beloit College's Language Institute, and performed for seven years with the Gemini Youth Orchestras. Whitney looks forward to a career in diplomacy.



David Rooney, Birmingham, AL, Mountain Brook High School

College Plans: Wake Forest University

Blessed with ever-supportive parents, I always have pursued my diverse interests with passion. As a young child I was an avid admirer of the Ninja Turtles, so with my parent's guidance I took Tae Kwon Do, ultimately earning a black belt. Similarly, my parents fostered my love of singing by enrolling me in the Birmingham Boys Choir. Five years later, I graduated as Head Chorister after performing in churches and cathedrals throughout Canada and Great Britain. I continue to explore music through voice lessons, guitar, piano, and my school's honors choir. Also in school, I performed in a musical, played football, and volunteered extensively through Interact Club. Pursuing a possible career in medicine, I had the opportunity last summer to perform nuclear imaging research under a neuropsychiatrist. I am a member of several school clubs, Mu Alpha Theta, the French and National Honor Societies, and am a National Merit Scholar.



Justin Ryu, Morgantown, WV, Morgantown High School

College Plans: Stanford University

Today, I wake up to meet new challenges. At school, I face a comprehensive final on the fundamental theorem of Calculus and present a lesson on the effects of biological eutrophication to my peers. In the afternoon, my swim coach pushes me through a grueling seven thousand yard practice that leaves me exhausted but fulfilled. Sitting at the piano, I repeat my scales with tender care so that I may attack the harder pieces with a strong foundation. While I have been kindly recognized for my efforts -- Algebra II student of the year, Mountain State High School Piano Competition winner, sports ambassador for the People to People swimming program in Australia -- I have faced obstacles and setbacks as well. Through both success and failure, I have discovered and developed optimism, perseverance, discipline, and most of all, a longing to live each day to its utmost.

2004 PRESIDENTIAL SCHOLARS



Chris Schmicker, Honolulu, HI, Punahou School
College Plans: Yale University

Being born and raised in Hawaii, one has a deep awareness of the horizon. Whether driving to school in the morning, or at the beach on the North Shore, the wide line binding the ocean and the sky is always present. Growing up in houses with no backyards – without a neighbor’s house blocking the view in back – I’ve gotten used to living by a large expanse of sky or sea. The islands are very small and isolated, and everyday seeing the horizon reminds me of this fact; flying back home across the Pacific after a trip, it’s hard to imagine how Hawaii was discovered. However, always having one limitless panorama also reminds me how much there is to discover beyond the islands. I’m looking forward to seeing just how far my horizon extends.



Matthew Schrimpf, Franklin, TN, Centennial High School
College Plans: Harvard College

Matt has been actively involved in his high school and community through student government, marching band, mock trial, debate, Model UN, and Youth Legislature. In addition to leading these organizations in such positions as Student Body President, he has also worked with other groups to raise funds for Habitat for Humanity and distribute holiday gifts to needy children. He strives to have a positive influence on younger students, encouraging them to become involved in community and school activities. As a trumpet player, he loves listening to music and performing with a Beatles tribute band. He also enjoys working with his church as an usher and by leading the outdoor-games component of its Vacation Bible School. During his free time, he likes to play pétanque, darts, and ultimate Frisbee. An avid language and world-affairs enthusiast, he intends to study government and become a statesman.



Jacob Schuman, Huntingdon Valley, PA, Lower Moreland High School
College Plans: Brown University

I love to play the acoustic guitar, ski, read, play video games and listen to music. My proudest achievement (besides being named a Presidential Scholar of course) is representing hundreds of students as the President of the World Affairs Council of Philadelphia’s Student Steering Committee. For now, I plan to major in international relations and look forward to spending a year studying abroad. My interests include world religions, politics, music, history, and social justice. Although my career plans are uncertain, I hope that they will somehow involve beaches of the world. I also like quotes, and am especially a fan of using them to conclude personal essays. My favorite one is by Jack Kerouac: “But why think about that when all the golden land’s ahead of you and all kinds of unforeseen events wait lurking to surprise you and make you glad you’re alive to see?”



Jonathan Schwank, Vienna, VA, Thomas Jefferson High School for Science and Technology
College Plans: Yale University

Cradling a slab of rock in my muddy hands, I stared with wonder at the strange curly impressions. At the age of six, I was experiencing the thrill of my first scientific discovery. Since then, I have recovered thousands of fossil specimens through hundreds of expeditions. Intrigued by the processes of natural selection and evolution that transformed life on this planet, I investigated the field of biology and current research in greater depth through academic and extracurricular studies, while also participating in Biology Olympiad and Future Problem Solving competitions. As a biochemistry intern at the Walter Reed Army Institute of Research, I was able to engage in cutting edge experimentation. While serving as a volunteer webmaster for a branch of the United Way, I had the opportunity to explore a newfound interest in computer programming.



Sopen Shah, Appleton, WI, Xavier High School
College Plans: Harvard College or Princeton University

Sopen’s goal is to be “a master of all trades.” Her passions include politics, neuroscience, literature, and music. She co-founded and wrote the by-laws of the Appleton Mayor’s Youth Advisory Board, of which she is President. The next summer, she was elected Governor of Badger Girls’ State. As a dedicated musician—partial to Tchaikovsky’s piano concertos and Dvorak’s symphonies—she has won numerous state-wide piano competitions, served as Concertmaster of her school and regional orchestras, and played the viola in the State Honors Orchestra. She has studied psychology, archaeology, and literature at Northwestern University and the University of Wisconsin. In her spare time, she enjoys dance—whether as Captain of the Dance Team or in the empty aisles of the grocery store. As Wisconsin’s 2004 Junior Miss, she looks forward to her cerebral journey through college and beyond. Her idols include Shakespeare, Newton, and Keynes, and she hopes to change the world as they did.



Sara Sheperd, Toledo, OH, Whitmer Senior High School
College Plans: Cincinnati Conservatory of Music

Sara is a very versatile person who loves to keep herself busy throughout the year. To allow for no down time, Sara is involved in many school activities. She has played Varsity Basketball for four years at her high school and was captain of her team for three years. She participates in the fall plays and spring musicals annually and is involved in school clubs such as French Club and French Honorary. She has won the Best Actress Award three years in a row at her high school, and plans to continue her acting at the Cincinnati Conservatory of Music with a major in Musical Theatre in the fall.



Elena Snavelly, Greensboro, NC, Grimsley High School
College Plans: Bowdoin College

Instead of writing my own biography, I had a couple of my friends write short descriptions of the person they see in me: Elena is lovely. She likes to read dorky science fiction and fantasy books, play outside in any weather, play with children, and watch movies that are unappreciated by the masses. She hopes to one day make an impact on the world, becoming really good at something, but she doesn't know what yet. But for now, she is content spending time with her frolicsome cat, her bonsai tree, her turtles, and her pleasantly fat dog Bandit. When Elena was little, she used to play zoo with me-- I was a quiet Panda-bear while she was a daring Ocelot. In High School, we liked to make cookies for sad people who were having bad days. She's a concerned friend and a great companion.



Mary Spulak, Albuquerque, NM, St. Pius X High School
College Plans: Undecided

I have to say that my family has had a huge impact on my life. I have two brothers and two sisters, and one of my brothers suffers from language and behavior problems caused by epilepsy. Growing up with all of them has taught me to have an immense concern for the rest of humanity. It has also led me to have a successful career in babysitting! In addition to spending time with my family and the children for whom I babysit, I enjoy playing the violin, drawing, and drama, as well as being involved with Peer Mediation and the National Honors Society. With the help of two of my closest friends at school, I recently started a French Club, of which I am the Vice-President. My favorite community service activity is definitely Habitat for Humanity.



Jeremy Steinemann, Mendham, NJ, Delbarton School
College Plans: Harvard College

Five years ago, Jeremy learned to never let a good opportunity pass him by. The death of his mother in 1999 was difficult for him and his large family, but it reminded each one of them that life could be all too short. Immediately following her passing, Jeremy discovered his own passion for theater, which he continued throughout high school. Furthermore, he developed an intense interest in Spanish language and culture, relishing in the quirky, sentimental films of Pedro Almodóvar. Never one to turn down an unexpected offer, Jeremy also began to swim competitively in the ninth grade, only to find himself captain of his school's team four years later. He has always attempted to achieve balance in his life, dividing his social time between his friends and his large family. A member of his school's choir, Jeremy's only regret is that he wished he had worked harder to develop his voice.



John Stoecker, Rolla, MO, Rolla High School
College Plans: Stanford University

Learning about the world so I can experience life meaningfully is most important to me. My life revolves around education and I am always trying to make myself more accomplished. For twelve years I have been in Scouts, learning our place in the outdoors and working from Tiger Cub to Eagle Scout. I have discovered the beauty in music through thirteen years of piano lessons, and I use my skill to play at weddings and nursing homes. My need for problem solving is satisfied through mathematics; MCTM, Matchcounts, AMC, and Canada/USA Mathcamp. At school, I keep myself busy with Debate, Drama, Science Olympiads, Track, and Cross Country. I plan to major in Music Technology at Stanford.

2004 PRESIDENTIAL SCHOLARS



Sarah Stokes, Provo, UT, Timpview High School
College Plans: California Institute of Technology

My name is a complete sentence. Stoke (vb): To eat steadily and in large quantities. Although I do not eat continually, I am definitely a Stokes. Everyone in my Utah-sized family likes science, brushing their teeth, and reading good books. My mom told me the other day: "Sarah, I don't think you are a nerd." I think that she has been around me too long. I have been researching on the Atomic Force Microscope for the past year at BYU. Consequently, I want to major in physics. I co-founded a "math club" at my high school. We do fun activities like eat pie on March 14 and compete in math contests. I also run cross country and track. Deemed the "captain of the slow team," I am dedicated even though I am not fast. I am also on the Yearbook Staff, in Model UN Club and Spanish Club, and HOSA Vice-President.



Vivien Sun, Parsippany, NJ, Parsippany High School
College Plans: Harvard College

At four years old, I watched the circus with curious eyes and a hand full of popcorn. As the graceful tightrope walker danced across the sky, I told the world I wanted to become a circus acrobat when I grew up. At the age of eighteen, I live the life of a circus acrobat—just without the fancy elephants, colorful tents, and roaring crowds. Instead, I balance rigorous schoolwork with intense varsity swimming practice; hours of community service with time in the limelight on the school stage; Saturday morning science classes with after school work at a pediatrician's office. I wear a colorful costume of international experience: I have visited over twenty foreign countries and lived in Beijing, China for six years. Although I abandoned the goal of becoming a true acrobat long ago, I have since adopted the dream of becoming a neurologist and researcher.



Anna Karin Swenson, Fargo, ND, Fargo North High School
College Plans: Harvard College

I am a bookworm. In elementary school, I read literally hundreds of books annually. However, I recently have less time to read. I volunteer through Key Club, and this year I organized an eight-week program teaching elementary students mythology and Latin. I am also president of my school's Junior Classical League, dance team captain, Art Club secretary-treasurer, Science Olympiad member, and former president of my 4-H Club. Last summer, I attended Governor's School and worked in a USDA barley genetics laboratory, writing a paper on the genetic diseases of barley. Living in North Dakota, I have learned that hard work can be your best asset. After ninth grade, I wanted to go abroad through Latin Club. I earned my way by sewing for my mother's home business. In my free time, when I am not reading, I enjoy rollerblading, skiing (water and snow), and relaxing with my friends.



Kimberley Taylor, Portsmouth, RI, Portsmouth Abbey School
College Plans: Williams College

People often say: "I'm a math/English person." My problem is that I'm not any kind of person. I love everything: math, physics, English, Spanish. I have an unquenchable desire for knowledge. Often the amount of books I want to read and the lack of time in which to read them overwhelms me. I love being busy. I used to play soccer, lacrosse and softball all in one season. Sports have always been an important part of my life. The best decision I ever made was to spend my summer at a hiking camp when I was thirteen. My love for the outdoors has sprung from that. I spent the best month of my life backpacking on a Wyoming NOLS course. I want to become an environmental engineer because of my love for the wilderness and desire to do as much as I can to preserve it. Besides, I decided in fourth grade that I'm never going to work in an office.



Dean Thongkham, Mesa, AZ, Dobson High School
College Plans: Harvard College

As a child I dreamed about future careers; as a high school student, I've experienced them -- a researcher in the NASA SHARP Program, a physician assistant in the Arizona Health Academy, and a musician in All-Regional and All-State orchestras. To add to these experiences, I have won Policy Debate tournaments, competed at the National Junior Science and Humanities Symposium and International Science and Engineering Fair, and helped my "We the People" team in capturing district, state, and national titles. In school, I serve as president of the Literary Arts club, vice-president of National Honors Society, co-captain of Policy Debate, and captain of Science Olympiad. More importantly, I take on leadership positions in the community as president of Mayor's Youth Committee and Chinese School and the founder of two programs for elementary students, where high school students mentor them in conducting environmental research and playing stringed instruments.



Brandon Tomlinson, Omaha, NE, Westside High School

College Plans: Northwestern University, University of Pennsylvania, or Valparaiso University

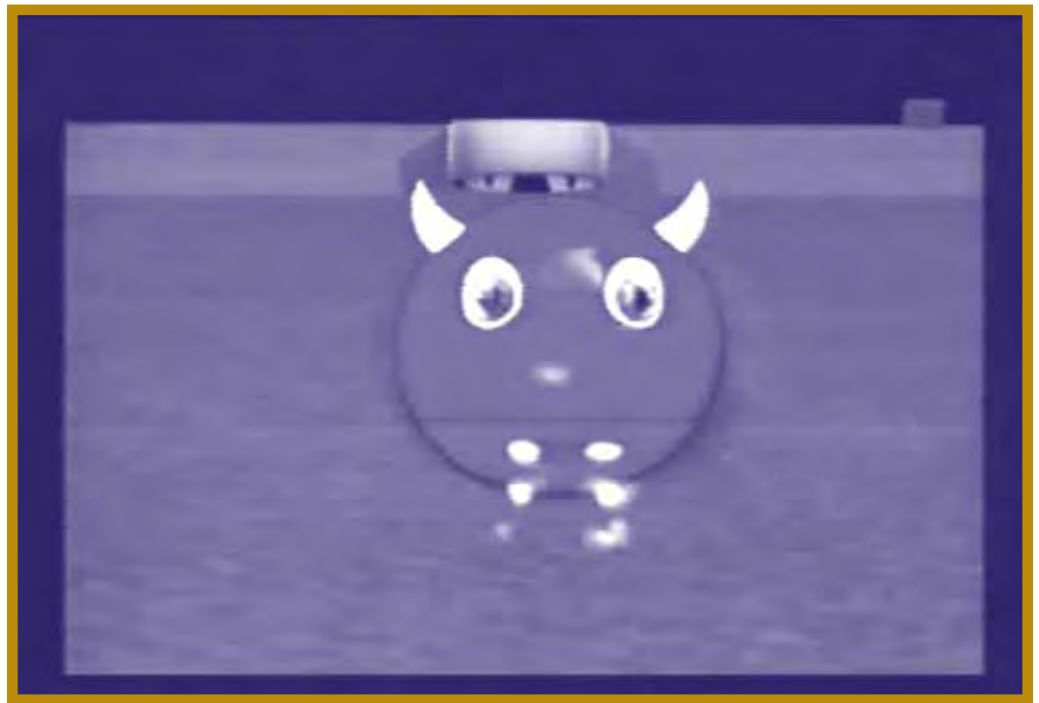
Brandon is a student first who is also involved in a variety of activities outside of the classroom. He is an athlete, playing both baseball and basketball for two years at the varsity level. He loves Baltimore sports, and is a huge fan of both the Orioles and Ravens. As a musician, he plays the tuba in band and was selected as an All State musician this past year. He is also involved as the Vice President of his school's National Honor Society, a participant on a mock trial team, and a competitor in various math competitions. He even found the time to start his own club designed to increase school spirit, called the Volleyball SuperFans club. He is an active volunteer in the community, helping at church and with youth sports activities. In his free time, he loves to read, especially science fiction.



Yin Tong, Anchorage, AK, East Anchorage High School

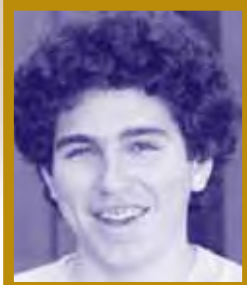
College Plans: Cornell University

I have always been an adventurous and ambitious individual. I grew up on a military base in Beijing, China and moved to Anchorage, Alaska when I was almost five years old. When I first entered pre-school, my first (and only) English word was "no." By the end of the second grade, I could read short chapter books and had successfully freed myself from my elementary school's ESL program. My many high school activities reflect my passion for community service and involvement. I love books, music, travel, and shoes. Sometimes I mourn nostalgically over the numbered days of my childhood in dread of losing the lighthearted and positive spirit my sanity has learned to depend upon. Perhaps this is why I have decided to become a pediatrician, dedicating my life to improving the health and quality of living for the delicate and irreplaceable lives of the children in our world.



Stan I. Prokopenko
still from *A Game of Pool*

2004 PRESIDENTIAL SCHOLARS



Ryan Truchelut, Casselberry, FL, Trinity Preparatory School
College Plans: Princeton University

When I was very young, my parents would drive me through neighborhoods near my home and I would look down the side streets, wondering what was unseen around the corners. The point of this anecdote is that I have always felt—and been driven by—an innate compulsion to explore. This desire has taken the form of various interests over the years, in manifestations ranging from scientific fields (weather, physics) to my considerable flair for the bizarre (scouring garage sales, taking pictures of highway signs). My lifelong involvement with tropical meteorology, spurred by a brush with Hurricane Andrew, has both given me a chance to present an original research paper concerning cyclones to a panel of NASA experts and earned me the title of Chief Meteorologist among my classmates. I also enjoy testing my limits athletically; for two consecutive years, I have anchored my school's state championship 4x800 meter relay.



Jonathan Tsao, Oshkosh, WI, Oshkosh West High School
College Plans: Harvard College

My talents and interests are eclectic. I have always had an affinity for math and science, having participated in numerous competitions. In my junior year, I wrote an essay on string theory, a topic that captivated my mind, and captured first place in the nation in the DuPont Science Challenge. I was also an Honorable Mention Winner of the USA Mathematics Talent Search. As editor-in-chief of the school newspaper, I combined my creativity and writing skills with my programming ability to create a Web site that was named a 2004 Pacemaker finalist by the National Scholastic Press Association. My other leadership roles have included concertmaster of the Oshkosh Youth Symphony and school orchestras, vice president of National Honor Society, and captain of the Quiz Bowl team. I also hold an affinity for politics, was elected Supreme Court Justice of Wisconsin Boys State, and am an avid tennis player.



Nicola Ulibarri, Taos, NM, Taos High School
College Plans: Harvard College

I am a performer—I love to act, dance, and play my flute. Dancing is my sanity. When I am frazzled by school and life, dancing calms and centers me. When I dance, I can be powerful, delicate, funny, or joyous. Acting is my fantasy time. I doubt that I am talented enough to star on Broadway, but my dream survives. I relish letting loose and becoming a new character. Music is my joy. When I play my flute, I soar, and when I listen to music that I love, I melt. I cannot imagine a world without music. I am seventeen years old, yet I have been camping, backpacking, canoeing, skiing, kayaking, etc, for eighteen years. I am fascinated by world cultures and their music, dance, mythology and ties to the natural world. I am innately connected to the principle of justice for every living being.



Christopher Vo, Dallas, TX, Booker T. Washington High School for Performing & Visual Arts
College Plans: The Juilliard School of Dance

"Dance is the hidden language of the soul, of the body." (Martha Graham, American dancer and choreographer.) Christopher Phong Vo is a 2004 Level 1 winner for Modern Dance in the National Foundation for Advancement in the Arts' Arts Recognition and Talent Search. His talents have won him full scholarships to The American Dance Festival and The Juilliard Summer Dance Intensive for two consecutive summers, where he performed works by Dominique Boivin, David Dorfman, Lisa Race, Donald McKayle, and Sue Bernhard. Chris also received one of only thirteen "Texas Young Masters Awards" from the Texas Commission on the Arts, to support his continued training as a performing artist. Recently he was invited to perform at the "Command Performance" gala produced by the Texas International Theatrical Arts Society. As an emerging young artist, he will share the stage with stars like Patricia Barker and Rasta Thomas.



Frank Washburn, Chevy Chase, MD, Walt Whitman High School
College Plans: Harvard College

Frank Washburn is a typical eighteen-year-old high school student; he is studious, dedicated, and yet gregarious and fun loving. Frank is interested in science and philosophy; exhausted after a complex study of the human endocrine system, he contents himself with the knowledge that it doesn't really exist. When not typing up a research paper or studying cancer proteomics at the National Institutes of Health, he enjoys playing the guitar, juggling, and spending time with his friends. Like many other teenagers, Frank occasionally indulges in sophomoric shenanigans more befitting a pirate than a high school scholar; his latest pranks and obscenities include leaving the cap off the toothpaste tube and playing musical chairs to Metallica. Frank is interested in pursuing a career in medicine.



Sharon Weeks, Chapel Hill, NC, Chapel Hill High School
College Plans: Princeton University

The diversity of my interests characterizes me more than anything. I enjoy my French Literature class, working on my pilot's license, and an intense soccer game. I try to excel in every area I am involved in, whether it is academics, athletics, or clubs such as the Technology Student Association. I am a cadet colonel in the Civil Air Patrol, an organization that has taught me as much about myself as it has about leadership. I feel my successes are due in large part to my supportive family and community. My three siblings especially are a large part of all of what I am as they were integral in shaping my drive and my resolve. I am indebted to them as they taught me important life lessons that have been critical to my personal development. Finally, I owe them much of my happiness, without which any success would be meaningless.



Adam Weis, Louisville, KY, duPont Manual High School
College Plans: Yale University

I approach life passionately - playing as hard as I work. Academically, my passion is science. In the past three years, I have completed one research project concerning slime molds, and another, which I presented at this year's National Association for the Advancement of Science convention, on the synthesis of plant hormones. In athletics, I challenge myself physically and mentally through the introspective sport of distance running, having competed in track, cross-country and road races, including two half-marathons. I volunteer frequently through my school's Beta Club and National Honor Society, and served as a district-level officer in Key Club last year. In my free time, I enjoy camping, reading, playing video games, listening to music, and writing poetry.



Townsend Wells, Greenwich, CT, Brunswick School
College Plans: Princeton University

Whether writing short stories and poetry, chasing down transferred epithets when translating Virgil in Latin, learning about Watson and Crick's hunt for the molecular mechanism of heredity in Biology, or writing and playing music, my love of discovery and invention has guided my personal development and informs my current interests. Painting a series of oil portraits, creating an art book that combines writings by Borges and DeLillo with my etchings, and editing our school literary magazine all give me the opportunity to explore visual ideas. Exhilarated by the challenge of stringing shots into unexpected combinations on a squash court and encouraging my teammates, I am a captain of Brunswick School's 2004 New England Interscholastic Championship Team. Most of all, I love sharing the joy of exploration with others and have founded and run two literacy programs to help underprivileged children discover the limitless worlds of their imaginations through reading.



Joseph Wiggan, Los Angeles, CA, Alexander Hamilton High School
College Plans: Marymount Manhattan College

Joseph is a person who loves to experience a variety of things. Being athletic, he has played baseball and basketball since the age of six, and found a love for dance and performing arts at the age of nine. Joseph participates in the advanced musical theatre productions, which showcase his physical abilities and his connection to music. He has played the piano and tenor saxophone for five years, with a strong interest in jazz. Also, for pleasure, Joseph enjoys reading about historical events and leaders that both affect him and relate to his culture or to tap dancing. These people and occurrences link him to places where he and others like him have come from. Joseph takes pride in his accomplishments including finishing high school, and moving on to college.



Blake C. Williams, Houston, TX, The High School for Performing and Visual Arts
College Plans: The School of the Museum of Fine Arts, Boston

My name is Blake Williams; I was born and raised as an only child in Houston, Texas. I am a graduate of the High School for the Performing and Visual Arts. I will spend my 2004 Fall semester at the School of the Museum of Fine Arts in Boston on a 3/4 Merit Scholarship. Outside of school, I am an avid movie buff and spend much of my free time with friends at local cinemas. I also enjoy rummaging through abandoned warehouses on weekends collecting collage materials and props for my art installations. After hopefully earning a Masters of Fine Arts degree, I will pursue a career in fine art or some form of video and editing.

2004 PRESIDENTIAL SCHOLARS



Ava Wilson, Richardson, TX, Booker T. Washington High School for Performing & Visual Arts
College Plans: Howard University

Ava Wilson is a well-rounded young woman who works diligently in her studies, is an avid participant in her school's extracurricular activities, and finds time to serve her church and community. Ava has been an A-Honor Roll student throughout her high school career and is committed to academic excellence. She is a member of the National Honor Society, Vice President of the Future Educators Organization, a gold-star member of the International Thespian Society, has had four plays produced by her school, and is a senior director producing one of her school's latest productions. Ava has been a writer for as long as she can remember, and often reflects on her growth and maturity in her craft. She aspires to have a career as a playwright and/or poet, and has a strong desire to teach history and write history curricula.



Alyssa Work, Missoula, MT, Hellgate High School
College Plans: Swarthmore College

Growing up in the artistic, active community of Missoula has shaped Alyssa's interests and accomplishments. She loves to play soccer for her school and club teams not just in the summer, but in the wind, snow, and hail of a Montana spring, and she takes advantage of her gorgeous natural surroundings by biking, hiking, and running on trails near town. At school, she is involved in student government, a cappella choir, and is especially proud of her work with Respect Club, a group devoted to bringing an appreciation of diversity to her school. She is a compulsive reader of books and magazines in her free time, and hopes to turn her love of current events into a career in politics or the foreign service.



Eunice Yang, Mendota Heights, MN, St. Paul Central High School
College Plans: Harvard College

I spent much of my childhood looking up. I felt it would compensate for the obvious difference in height between my parents and me; that it would allow me to see everything the way they did. Now, I find myself able to look straight ahead, for I have grown just as tall, and taller. Yet, I still find myself looking up. My parents have warned me that looking up while walking isn't the safest thing to do. Perhaps, if I let my glance stray from my path, I may not end up where I originally intended. Perhaps I will regret it. But, allowing myself to look up lets me discover the possibilities glowing just beyond the horizon, all for me to experience. Only by taking the chance of looking farther and higher can I be sure that my path is the right one for me to take.



Siming Yang, Littleton, CO, Dakota Ridge High School
College Plans: Harvard College

When I think of the type of person I want to become, I try to live up to my name. I am Siming, which means bright and thoughtful. In my efforts to reach that ideal, I have discovered myriad passions. Although a late starter, I love to play the violin in All State Orchestra and the Denver Young Artists Orchestra. I'm just as eager to jump into a pool, where I can be found relaxing or competing as a member of my high school's state team. A National Merit Scholar, AP Scholar, and Boettcher Scholar, I am highly enthusiastic about academic pursuits and challenges. I love to serve my community as president of Instrumental Council and Key Club and through my own musical service club, the Angel Club. As a trustee of the Women's Foundation of Colorado, I find the inspiration to help young women achieve their dreams.



Lissa Yu, Santa Barbara, CA, Dos Pueblos High School
College Plans: Yale University

I've always been rather creative and diverse in my interests. Throughout high school, I've been known as the math club president, the varsity cheerleader, the jazz choir alto, the knitting club member. As the student president of the Santa Barbara Music and Arts Conservatory and principal violist of the Santa Barbara Youth Symphony, I've found music to be a large part of my life, indulging especially in chamber music with friends. Other hobbies include photography and knitting, dancing and singing. Last summer, I interned as an Apprentice Researcher at the California NanoSystems Institute at UCSB and volunteered countless hours in the oncology ward of the local hospital. In my spare time, I teach and tutor piano lessons for local youth, and dream about someday becoming a doctor.



Elisa Zhang, Scottsdale, AZ, Chaparral High School
College Plans: Harvard College

Elisa enjoys wearing many hats, including musician, scientist, leader, and community worker, and holds degrees in sleep maximization and the art of laughter. She is the captain and president of the Arizona Science Bowl 1st place team. She has been a volunteer intern through the Barrow Neurological Institute's Science Enrichment Program for the past three years and is currently completing her two-year research project. Elisa has soloed as a pianist with the Phoenix Symphony Orchestra and was the assistant concertmaster of the All-State Orchestra. She is the founder and president of her school Sierra Club and is an officer of many other organizations. Elisa has also won numerous academic, citizenship, leadership, and music awards. Recently, she was a delegate to Arizona Girls State. In her free time, Elisa practices piano and violin, browses photos, and chats online. Above all, Elisa enjoys describing her life in 150 words or less.



Jennifer Zhang, Morgantown, WV, Morgantown High School
College Plans: Harvard College

Growing up in the state of West Virginia, I've represented my wild and wonderful state at national competitions on several occasions. Never one to shrink from a challenge, I have been involved in everything from skiing to the USAMO. I captained my West Virginia's ARML team for two years; I was a semifinalist in both the Siemens-Westinghouse and Intel research competitions; I've played piano competitively for over 10 years. I even took a shot at the Putnam competition when I was 15, ending up with first place in West Virginia. I am a National Merit Scholar, a rock climber, a volunteer at the Special Olympics, and a visiting student overseas. I always try to live my life to its fullest-- it's a promise I owe to myself as a person, and as a representative of a state I've learned to cherish.



Ning Zhou, Plymouth, MN, Wayzata High School
College Plans: Harvard College

My life ambition is to help society through scientific experimentation. Ever since I was a little kid, I have held a passion for science because of its ability to explain the world around me. In eleventh grade, I proposed and completed a research project at the University of Minnesota in which I mapped growth of neurons from the eye to the brain in chick embryos and discovered a specific pattern of neuronal connections. In twelfth grade, I performed another research project at Harvard Medical School in which I mapped genes controlling mouse brain structures and investigated potential cures for psychological disorders based on my research. I hope my experiences in research as a high school student will prepare me well for my future goals.



Michael Zimmerman, Essex Junction, VT, Essex High School
College Plans: Wesleyan University

I'm a pretty curious person; always interested in trying something new or doing it in a different way. I have a whole notebook of inventions I drew up when I was younger, without realizing that most of them had already been invented. To this day, I never eat the same thing at a restaurant twice if I can possibly avoid it. In my free time, I like to play the drums in a few different orchestras and jazz groups. In addition, I bike and have probably gotten too much practice playing computer games. I'm starting to get into photography, too. As for goals, well, I'm not sure what I want to do. Right now, I'm looking forward to getting out into the world and seeing what other new things it has to offer me.

2004 PRESIDENTIAL SCHOLARS

ALABAMA

Bronwyn N. Fullard
David M. Rooney

ALASKA

Adam C. Berg
Yin Tong

AMERICANS ABROAD

John K. Lee (Egypt)
Jessica A. Marati (Guam)

ARIZONA

Meghan A. Bhave
Dean W. Thongkham
Elisa T. Zhang

ARKANSAS

Vivek P. Buch
Yang Dai

CALIFORNIA

Joseph C. Garand
Bryan M. Hunter
*Michael A. McLean
*Stan I. Prokopenko
*Joseph C. Wiggan
Lissa X. Yu

COLORADO

Bryan Y. Lee
Siming Yang

CONNECTICUT

Amy Chen
Nicole K. Kinsley
Townsend R. Wells

DELAWARE

Catherine E. Homsey
Arjun K. Manrai

DISTRICT OF COLUMBIA

Katherine R. Forscey
Jonathan T. Magruder

FLORIDA

Ronald K. Anguas
*Vera L. Arias
Katherine E. Booth
Felipe Chor
Hayley J. Fink
Kimberly N. Hoang
Ryan E. Truchelut

GEORGIA

Lisette N. Enumah
Travis M. Mushett
Jessica R. Reel

HAWAII

Avery A. Cavanah
William A. Jacobson
*Chris L. Schmicker

IDAHO

Joseph D. Goodell
Arielle R. Gorin

ILLINOIS

Nicholas E. Burjek
Karin Lee

INDIANA

Cari E. Carson
Jia Hou

IOWA

Matthew J. Craig
Kimber D. Lockhart

KANSAS

Kristen L. Chopra
Spencer S. Chu

KENTUCKY

Katherine E. Klem
Joanne E. Luckey
Adam C. Weis

LOUISIANA

Bradford S. Hargreaves
Erqi Liu

MAINE

Erin A. Baggott
Nathaniel R. Goodell

MARYLAND

*Max E. Chavez
Jennifer P. Jordan
Frank L. Washburn

MASSACHUSETTS

Cherry C. Miao
Benjamin J. Pope

MICHIGAN

Kathryn E. Huston
Jacob J. Norton

MINNESOTA

*Hugh J. Kennedy
*Matt T. Momchilov
Eunice Yang
Ning Zhou

MISSISSIPPI

Ke Ji
Samuel D. Ray

MISSOURI

Lauren S. Krebs
John V. Stoecker

MONTANA

Gregory R. Gysberg
Alyssa R. Work

NEBRASKA

Diana Lu
Brandon L. Tomlinson

NEVADA

Chase S. Correia
Jeremie R. Peters

NEW HAMPSHIRE

*Megan L. Baxter
Margaret M. Fitchet
Christina S. Kang
Brian E. Malley

NEW JERSEY

Jonathan P. Berger
Jeremy R. Steinemann
Vivien K. Sun

NEW MEXICO

Gabriel M. Fries-Briggs
Mary E. Spulak
Nicola E. Ulibarri

NEW YORK

*Nigel R. Campbell
*David Aaron Carpenter
*Chanel M. DaSilva
Matthew S. Fasman
*Jenny Li
Robert C. McCartney
*Kate E. Monaghan
Whitney C. Reiben

NORTH CAROLINA

*Hailey H. Clark
Henry L. Jicha
Elena A. Snavely
Sharon R. Weeks

NORTH DAKOTA

Nitin L. Mehiratta
Anna K. Swenson

OHIO

Kyle E. Karches
Hannah H. Ma
*Sara E. Sheperd

OKLAHOMA

Steven M. Elliott
Jennifer Nan

OREGON

Nicole M. Hartfield
Jenny E. Nissel
Mitchel R. Norgan

PENNSYLVANIA

Lisa C. Kelley
Jacob D. Schuman

PUERTO RICO

Jaime O. Diaz
Amaryllis C. Gonzalez

RHODE ISLAND

Adam P. Lesnikowski
Kimberley T. Taylor

SOUTH CAROLINA

Chelsey L. Karns
Brandon J. Kears

SOUTH DAKOTA

Kelly J. Deutsch
Julius D. Krein

TENNESSEE

Megan E. Galbreth
Matthew R. Schrimpf

TEXAS

Cynthia A. Chi
Jason D. Misium
*Christopher P. Vo
*Blake C. Williams
*Ava K. Wilson

UTAH

Daniel B. Inouye
Sarah A. Stokes

VERMONT

Emily M. Bogue
Michael W. Zimmerman

VIRGINIA

Jennie Park
Jonathan J. Schwank

WASHINGTON

James C. Hill
Miriam R. Hinman

WEST VIRGINIA

Justin P. Ryu
Jennifer X. Zhang

WISCONSIN

*Kathryn K. Huo
Sopen B. Shah
Jonathan Tsao

WYOMING

Sarah A. Hennagin
Destin L. Hodges

**Presidential Scholars in the Arts*

2004 PRESIDENTIAL SCHOLARS

at work in the community

Characterized by their interest in community issues and compassion for those in need, the Presidential Scholars have actively reached out to others. Service has played a significant role in their development and is prominent in their future plans.

Meghan Bhave, Arizona

As an American raised with Hindu beliefs, I can personally speak for the value of diversity in human life. A greater awareness of world cultures has helped me establish a strong value system in which growth, confidence and global-mindedness hold important places. A blend of American and Indian cultural values has defined my life and helped fuel the creation of Students Understanding Nations' Similarities, an organization that promotes understanding within school communities. The "Celebration of World Cultures," a program under my leadership, visited local elementary schools to foster cultural awareness amongst students. Promoting equity, fairness, and mutual respect in interpersonal dealings, S.U.N.S. members guided 700 children through a metaphorical journey around the world. Such aspects as sports, education, religion and festivals were emphasized to highlight each country's distinct perspective regarding matters most relevant to children. The many cultural activities that S.U.N.S. had to offer included traditional dance performances by local artists. The success of these activities has encouraged S.U.N.S. to expand its efforts not only to other elementary schools, but also to the high school community.

Vivek Buch, Arkansas

...Hear anything? Of course not. The sound of silence is a very lonely sound, and it is a sound that deaf children have to go through day in and day out. That's why every December the Mills High School King Club throws a Christmas party for the students at the Arkansas School for the Deaf. I have been a member of the King Club since 10th grade, and every year, the party for the deaf students is one of the most rewarding activities I have the opportunity to undertake. Every year, it is the same routine: blow up a lot of balloons for the deaf students to pop; roll them around on rolling chairs; give them snacks and punch; dress one of our members up as Santa Claus and give them presents; and finally spend the rest of the evening playing with the kids and their new presents. Same routine every year, but seeing the amount of joy on their faces makes it all worthwhile. It is always the smallest things in life that make the largest impacts, and it is always a good feeling to know you are making such a large impact on these children's lives.

Nigel Campbell, New York

I have performed at churches, on rooftops, and even in people's living rooms. Most of these performances have been in inner city communities throughout New York City. Many people greatly appreciate our performances, however, some hold negative stereotypes about the arts and for some reason, it seems that dancers bear the brunt of these. My motivation for doing these performances is to make dance more accessible to everyone. Hopefully, people will begin to build a greater appreciation for the arts. I am doing this for the boy who wants to be a dancer, but is terrified of what his friends will think, and for the black girl who wants to be a ballerina, despite the struggle she will have to go through to make it. The purpose of these performances is to give people the courage to do something they want to do, and the courage to rise above the ignorance around them. Inspiring the kids in these communities gives me an intense sense of pride and accomplishment. If my work can motivate someone to find the medium that gives them the feeling dance gives me, something that they truly love, I will be greatly satisfied.

Cari Carson, Indiana

I hardly knew what I was getting myself into when I decided to volunteer at a horseback riding facility for special needs individuals. Other volunteers seemed to know so much about equestrian care. I knew only how much I love interacting with special needs children. Then I met the rider I would assist for the two-month session. Her name was Alex, and I was told that she was a handful—unfocused, mentally disabled, but happy. As the weeks progressed, I marveled at how Alex could smile for a full five minutes because of the simplest occurrences. I was fascinated by the extent to which she seemed to love life, even though she rarely received accolades or compliments about her "likelihood to succeed." Alex lived in the present and found the joys that it brought. I have seen Alex only once since our session together ended. I would be surprised if she still remembers my name. I know, however, that I made a small impact in her life for at least eight weeks and am most grateful for the lessons about appreciating life that she taught me.

Avery Cavanah, Hawaii

Community service has been an integral part of my life and education, but my involvement with Habitat for Humanity has been particularly significant. As a founding member of my school's Habitat for Humanity Club and its Co-President, I have seen that once a student experiences the power of service, they are forever committed to working toward change. In three years our club has sent forty people to build houses in two countries, and built at six worksites on Oahu and Kauai. Our membership has grown to fifty students and several teachers. Through fundraising efforts and matching grants we have raised \$25,000, which has directly supported Habitat for Humanity's building projects. We have demonstrated that high-school students can make a significant contribution and commitment to a cause and can handle the responsibility of traveling to distant and economically troubled points on the globe. Our legacy is the presence of the HFH Club on campus, which provides continued opportunities for students to learn what they can accomplish through hard work and dedication while developing an understanding of their moral responsibility to combat homelessness and support social justice.

Max Chavez, Maryland

As an artist I am honored to be in the position I am. My teachers and my parents have contributed a lot to my artistic upbringing. Another major influence in my life has been my four-year contribution to my community as an assistant teacher for my church's Sunday School-- one of the most rewarding experiences I have ever had. Helping small children expand their minds is something that I cannot put a price on. I don't mind spending several hours every Sunday with the children, because the smiles on their faces are worth more than my time. I know I am guiding them to a good path and helping them steer away from drugs and other negative influences. By doing this I am making a difference in their lives and especially in my community, and I want to help my Hispanic community more than anything. Many of us are not progressing as we should. In my visual arts class I am one of only a few Hispanics-- not because there are few Hispanics who are artistically talented, but because they are not given the opportunity to enhance their skills. Many Hispanics are influenced to skip school and thus don't do well. By teaching Sunday School I hope to help the kids establish good morals so that they will not have these problems.

Cynthia Chi, Texas

Each week since middle school, I have eagerly gone to volunteer at M. D. Anderson Cancer Center. There, I help patients by offering a warm blanket, a drink, or an encouraging word. People often ask me why a teenager would give up her Friday nights for some depressing cancer patients, but I just smile at them. As I walk through the hospital, its walls tell of my own history. The suffering of patients' families often reminds me of my own family's. I was only eight at the time, not old enough to understand cancer, but old enough to understand the sickness and death of my daddy. As I matured and learned more, I aspired to do whatever I could to help people with this debilitating disease. My dreams have led me to volunteer at the best cancer hospital in the world, but also the hospital that could not help my father in the end. Through seemingly small gestures, I can see the difference I make, and my heart fills with the warm and joyous feeling of knowing that for just a little while, I can ease the suffering patient's face.

Hailey Clark, North Carolina

Some of my most formative experiences have been far removed from my comfortable suburban lifestyle. The rugged hills of the Appalachian Mountains bear very little resemblance to my brick-ranch style home with daffodils in the backyard. However, the spirited people and wildlife and the homes in need of repair have brought me back several summers to work for the Appalachia Service Project, a faith-based organization dedicated to home reconstruction and renovation by the hands of everyday citizens. Despite my limited experience in carpentry, I have managed to dig and pour concrete foundations, build stairs for a deck, and conquer a new tin roof for a family of five. Not only have I improved with a hammer and nails, I have gleaned wisdom from people with whom I have very little in common, economically or socially. My concern for the problem of poverty has risen to an awareness that makes me thankful daily for access to education and amenities and makes me a better steward of resources. It also helps me to recognize and respond locally to others' needs, whether by tutoring or working at the food bank.

Jaime O. Diaz, Puerto Rico

In my native San Juan, many live in poverty. Unfortunately, the answers to this problem remain out of reach, primarily because of Puerto Rico's incompetent public education system. I was lucky-- my parents understood the importance of education and did their best to afford a private Jesuit school. However, I never forgot my childhood friends who did not receive this opportunity. This is why I have joined educational projects throughout high school. My most rewarding service activity was Project 2009. A key component of my school's scholarship program, it measures the academic interest and skills of talented sixth graders from public schools through a series of Saturday morning classes. Although it was supposed to be unpaid volunteer work, I was paid. My payment wasn't a check, but greetings and respect from the boys I taught. It was awe-inspiring: kids staring at me with piercing eyes and transcribing every word I said. And the joy of teaching didn't end there. Two months after the program ended, I ran into one of the boys and he told me he had been accepted at my school-- with a full scholarship! I never felt so useful in my life, knowing my efforts earned him a chance to obtain the education he needs to improve his way of life. For me, true service and volunteer work is not altruistic at all. People who discover the wonders of doing this work are repaid repeatedly with smiles, greetings, and joy.

2004 PRESIDENTIAL SCHOLARS

at work in the community

Steven Elliott, Oklahoma

In my senior year, three important teachers left my school: my art teacher, my phenomenal AP United States history teacher, and our school's AP English teacher. They all went to a new charter school in inner-city Oklahoma City to help prepare high school students for college and beyond, much as they had at my school. But while many of the students at my school grew up expecting to go to college, the students at Independence Charter School had been told that they would never receive an education higher than vocational school. Hearing about these students and wanting to help, I organized my school's National Honor Society members to tutor math, English, and history at Independence. I have come to know the amazing talent of these under-rated students, and while helping them to divide fractions, I also helped them see a world of possibility that they had never glimpsed before. In turn, they gave me a new perspective on society and life.

Lisette Enumah, Georgia

For me, the most exciting opportunities I have been offered have been hands-on, personal community service projects. Habitat for Humanity and Houses for Heroes are two programs organized by volunteers who build homes for those in need and have been an active part of my high school career. As my friends and I nail vinyl siding to the wooden walls that we constructed ourselves, I can literally feel the difference that we have made. Befriending the homeowners and other Habitat volunteers, we create a bond that cannot be found elsewhere. In addition to these fun group activities, I have also reaped the benefits of being a tutor. I have tutored many different students over the past five years, and I almost feel as though I have been helped more than those I tutor. Being a tutor has given me an opportunity to connect with other students in a unique way, and struggling with them from beginning to end, I feel their excitement as they finally get that A or understand long division for the first time. Being involved directly with both my school and community through volunteer projects has left me with lasting and unforgettable memories.

Hayley Fink, Florida

Volunteering as an assistant camp counselor for the understaffed Boyd Hill Nature Park Weird Science Camp was a wonderful experience for me. The camp provides children with a fun hands-on way to learn about science and the environment. Living in a society where science plays such an important role in daily life, and where the environment is constantly threatened, I believe it is very important to instill in children a love of science and their environment when they are young. Camp activities include anything from using cabbage juice to measure solution pH, to learning about Florida's Native Americans, to visiting the Museum of Science and Industry. I served as the primary assistant camp counselor, and I feel that my presence increased the children's safety and added to their enjoyment of the camp. I greatly enjoyed explaining scientific phenomena to them, as well as teaching and helping them conduct their own experiments to nurture their interest in science. The looks of fascination and delight on their faces made me feel as if I had truly increased their appreciation of science and nature and had had a positive impact on their lives.

Nathan Goodell, Maine

I spent much of my free time this winter volunteering to repair a local sports facility that had collapsed under the weight of a snowstorm. The owner had put his life savings into the facility and could not afford to pay a contractor to help rebuild. Much of the initial work I did was after school, shoveling snow off the facility in the dark, in the sub-zero weather of central Maine. On weekends, I worked with others shingling a roof, helping to install handicapped accessible ramps and bathrooms, and other tasks. I volunteered because I considered it well worth the effort to have a sports facility in our town and because I know the positive impact that sports have on youth. I personally know many students who, without sports, would quickly be attracted to drinking parties, doing drugs and other problematic pursuits. I know this because I have seen it happen many times when a teammate drifts away from sports, or during the off-season. I believe in the preservation of anything that will encourage kids to play sports and focus their energies on positive pursuits, and this is why I chose to volunteer my time in this way.

Arielle Gorin, Idaho

Step into the Idaho State Capitol Building and you'll be dazzled by thick pillars, a lofty ceiling emblazoned with forty-three stars, and a vast spread of white and gray marble. It's an imposing sight for any first-time visitor. Yet I still feel that same rush of awe every time I enter the Statehouse, and I'm no first-time visitor. Far from it: I'm a volunteer tour guide. It's my task to help visitors look beyond the cold majesty of this building, to reveal to them the wealth of knowledge-- architecture, history, politics-- that lies within. By telling stories about statues and senators and the governor's personal set of china, I try to make the marble come alive. Indeed, that is the main reason I trained to be a tour guide: to share my love of history and government with people of all ages and from all over the world, to impart to them the excitement I feel when finding out first-hand about how it all works, and where it all happens. Idaho's motto is "Esto Perpetua," which is Latin for "May it endure forever." If I can help the stories in this building endure forever, then I will have done my job.

Gregory Gysberg, Montana

I participated in a program called Rustler Buddies, which pairs a high school student with a struggling elementary student. The purpose of the program is to encourage high school students to become positive role models for younger children. Although my original intention was to help Austin, Austin taught me many lessons about myself. Through Austin I learned that I love to work with children. I also learned how to handle kids who have emotional problems. Austin taught me how to be a positive role model-- and he turned out to be a fantastic teacher. He was also a great protégé. His study habits improved dramatically, he finished more of his schoolwork and earned better grades, and his ability to control his emotions increased. Over time he grew willing to communicate his feelings to others. As a result, Austin grew emotionally and scholastically. The time he and I spent together benefited both of us. Austin gave me a passion to work with children. In return, I aided Austin in becoming a better student and communicator. I'm glad I had the opportunity to teach and learn from such a wonderful kid.

Kimberly Hoang, Florida

Through Best Buddies, I have assimilated many mentally disadvantaged student "Buddies" into society by establishing friendships between them and other students, or "Peer Buddies," at my school. Because of misconceptions concerning their limits and capabilities, many of these students have never had true friends. People, including my former self, only associate these individuals with slaps, screams, and misbehavior. However, their perseverance to establish themselves in the community has humbled me. Their cheers and laughter fill the hallways whenever they see their Buddies. With every jack-o-lantern we carve together; with every football game we attend; with every song we dance to; members and I inspire others to overcome ignorance and adversity. I now recognize the true beauty of the human self through my various friendships with them. What is heartfelt, easy to accomplish, and constantly motivates someone towards goodwill and acceptance? A Buddy's smile. That's my answer.

Bryan Hunter, California

Gracias. It's funny how a word so simple can teach so much. After deciding to spend a summer in Costa Rica rebuilding a school, I wasn't sure what to expect. I knew that I was going to have the opportunity to get some intensive Spanish practice, but building a school? That seemed completely new, and palpably scary. Through a program called Global Works, however, I discovered that it doesn't take a licensed contractor to help a group of people in need. As we installed bookshelves in the newly-built library and painted the cafeteria, we discovered that even a bunch of high school students can make a noticeable difference. And though it wasn't a conventional way to spend a summer, I wouldn't have had it any other way. As we were boarding the bus for the airport, a young boy from the village came up to me and put out his hand. I put my hand out and prepared to shake his. Instead, he flung his arms around me and enthusiastically shouted: "Gracias!" At that moment, I knew that all of the long days and tiresome work were worthwhile.

Kathryn Huston, Michigan

I've always hated to see people judge others by label or appearance rather than character. As a freshman, I was eager to join my school's Human Relations Advisory Council, a group that promotes diversity, respect and acceptance and works to improve school climate, especially as my school adjusted to a Schools of Choice program that brought many African American students into a white, middle-class school. I had no idea what I was getting into at the time-- volatile discussions about the "N-word," the impassioned frustration of an often overlooked student in a wheelchair, moderating a discussion about minorities and Schools of Choice as a sophomore in a classroom full of senior guys, administering a school-wide school climate survey, and for the past two years, leading the group as co-chair. Working with this diverse group of people, I've learned so much about students with different religions, ethnicities, family situations, backgrounds, and ideologies. My experience with the council's classroom discussions has shown me the power of communication to break down barriers. Further, the opportunity to learn what's behind people I know and discover stories so different from my own has shown me what sort of a journalist I hope to be: an intensely human writer.

2004 PRESIDENTIAL SCHOLARS

at work in the community

Henry Jicha, North Carolina

Many youth today fear the judicial system, and lawyers and even police officers are often avoided and shunned. This unfounded fear of people whose jobs are to help others has always troubled me, and I don't understand why people break laws at all when American democracy and its institutions and laws are designed to help all individuals reach their fullest potential in life. As an Orange County Teen Court attorney, I combat this image by helping real teenage offenders find their way through the justice system, so that they could learn from their mistakes and fears instead of facing harsh punishments. Through a litigation process that shows how the justice system and lawyers really aren't out to get anyone, I help find an appropriate community service penalty for youth offenders. Included in sentences is jury time within Teen Court, so that offenders can learn from others' mistakes as well as their own, while learning even more about the justice system. Throughout over five years with Teen Court, I feel I've helped every teen offender to not only learn from their specific offense, but to become better citizens with a greater trust in and respect for the entire American system.

Jennifer Patricia Jordan, Maryland

My most affirming life experience to date has been as an Emergency Medical Technician with our county rescue squad. After a rigorous six-week evaluation, requiring numerous character references and extensive tests of physical stamina, I was one of a very few teenagers (and the only female!) selected to join a group of adult firefighters and medics at our local station. My duties range from assisting at accident scenes to maintaining an inventory of all medicines and supplies on our ambulance after every run. Perhaps the most important lesson I learned was the great value of remaining (or at least appearing!) calm in times of extreme pressure-- whether aiding a 22-year-old heart attack victim on a restaurant floor, or removing victims from danger at the site of a smoking 3-car collision. I also learned how to operate on precious little sleep! As a full time student, even if I was out past midnight on a rescue, I still had to face the next day's exam, sports competition, or other high school obligation. My policeman grandfather would be proud to know I continue our family's tradition of "hands-on" community service.

Kyle Karches, Ohio

In the eyes of the Lakota, I saw pride and dignity, for they still remembered and cherished their heritage as a great warrior nation. However, I also saw defeat, for the Lakota nation has been worn down by many circumstances beyond their control. Last summer, I spent twelve days on the Rosebud Lakota Indian Reservation in South Dakota working as a counselor in a day camp for the Lakota children and interacting with the tribal elders, an amazing experience. The reservation is a harsh place, for its residents struggle to escape poverty against the lack of economic opportunity while still preserving their unique culture. Eleven other young men and I were sent into this environment to bring a positive influence and hope to the Lakota youth, and we did so by leading them in many fun activities, games, and crafts in a seven-day camp. We also learned much about Lakota spirituality and culture from the elders, and we even participated in a "sweat lodge," a traditional Lakota form of prayer. I will never forget this experience, for it gave me the opportunity to serve others and learn about both Lakota culture and personal virtues such as generosity.

Brandon Kearse, South Carolina

This past summer was the best in my life, not only fun, but life-altering. My church went on a mission trip to the Dominican Republic. Upon arriving I was disturbed that while others cried to see the horrid conditions, I did not shed a single tear. This would change, but not before things got much worse. I helped in construction, enlarging a house for a local man and his family. After a few days, however, I grew angry and felt he was taking advantage of our free labor. Just a couple hours later, though, as I looked up from my work, I realized I was practically in a Save-the-Children commercial -- poverty, illness, and hunger abounding. Suddenly, I felt wretched about my selfishness. I determined that if I could build this man a better home, then that was the least I would do, especially considering all the luxuries I enjoy in America. I worked harder than ever and realized that nobody in the world was more grateful than this man. When we departed, we all cried. In overcoming my anger and selfishness, I grew as a person, finally understanding what it really means to help others and becoming more appreciative. This unforgettable trip changed my life and today I try to help everybody I can.

Nicole Kinsley, Connecticut

Bullying at my elementary school went mainly unnoticed by teachers, because it was usually psychological, rather than physical. For five years I was ridiculed and alienated, and books became my only friends based solely on the fact that they never chanted "Teacher's Pet" behind my back. Last year, I was given a chance to help younger children avoid similar fates, through a program called "Cootie Shots: Theatrical Inoculations Against Bigotry," which teaches children about the evils of bullying, discrimination and stereotyping. The program consisted of plays aimed at grades K-6. We brought our message to all of Fairfield's elementary schools, introducing children to people of different races, religions and sexual orientations or with physical disabilities, and taught them how wrong it is to judge people because they are different. Recently, there have been letters in local newspapers lauding Cootie Shots, written by parents whose children it has helped, or by adults who wish a similar program had been available when they were in school. It's incredible to hear accounts of children who are, for the first time, enjoying elementary school, and to know that my friends and I played a part in making that possible.

Bryan Lee, Colorado

One summer afternoon, when I told her that we would be doing activities, a grandmother peered at me and said, "Oh good, anything to take my mind off this pain..." If there is anything I can do to make a difference in someone else's life, it is worth all the self-fulfilling accomplishments of this world. In the years that I have volunteered by organizing regular activities at an assisted living complex, I have become a companion to those who have none left. On dreary evenings, I play games with them; I talk and laugh with them; at times, I dance with them... I live my life to the fullest with them so they can enjoy theirs as well. That human empathy to live life between generations is often lost in the everyday bustle. I try to give these elderly people the reassurance that they are still part of this life and this world we live in, and that society has not forgotten them. When I see their smiles as I walk in, I know that my work is making a difference in their lives, and that knowledge is a deep-seated, rewarding and fulfilling one in my own life.

John Lee, Cairo, Egypt

Having lived in developed countries, such as Germany and the United States, for much of my life, when I moved to Myanmar, I realized that I had never truly experienced first-hand the plight of much of the world. Living in Myanmar opened my eyes to human rights violations, corrupt government, starvation, and extreme poverty. I decided then that I would always be active in community service, helping whenever and wherever I could. In Myanmar, I taught English and Music at local Burmese orphanages. I also helped refurbish Buddhist temples and ancient Siamese architecture. In Egypt, I helped repair and renovate a community center in a poor suburb of Cairo called Basa'teen. Although I enjoyed the work, I enjoyed more getting to know the people I was helping - their culture, their language, and their identity. I also discovered much more about the country in which I was living - the aspect that is rarely seen by tourists. There is so much to learn and take pleasure in community service. At the same time, I hope that my commitment to community service has instilled in others a desire to help others as well.

Kimber Lockhart, Iowa

"...I will always remember the nice people who helped me through a difficult time." - Sandy, Chemo Cap Recipient. When I began the Chemo Cap Drive, I was trying to find an avenue for boys in my class to try out their newfound crochet skills. I had seen a pattern for a chemo cap on the Internet, but had never heard of a concentrated, large-scale effort to collect these handmade hats. I made brochures, printed flyers, and organized workshops, enlisting the support of community organizations and eventually local and statewide media. The response to my project was overwhelming. Through the Chemo Cap Drive, over 300 volunteers have spent over 3000 hours making hats. The 550 caps I collected were donated to hospitals across Iowa. There, they will be distributed to cancer patients who have lost their hair, and might not otherwise be able to afford a nice cap or wig. Perhaps the most important thing the Chemo Cap Drive has taught me is that I really can make things happen. The success of the drive has made me look at all my new ideas in a different light and allowed me to see all of the possibilities.

Diana Lu, Nebraska

Nothing can compare with the feeling of helping someone overcome adversity. I learned this my junior year, when I met Katherine Wild in orchestra class. She had been battling Weggener's Granulomatosis, a rare autoimmune disease, since she was twelve, and needed a kidney transplant. In Red Cross Club, my friends and I began a fundraising drive to help her family pay for the surgery and encouraged other organizations inside and outside of our school to do the same. What followed was a year of hard work in planning, advertising and carrying out waffle feeds, benefit concerts and candy sales. The results were absolutely incredible. Thanks to the generosity of the students of my high school, many local businesses, and countless citizens of Lincoln, these fundraisers accumulated over \$120,000. In July 2003, Wild received her kidney transplant. This experience has led me to understand my community in a way I never thought about before. Wild's triumph and everybody who contributed to it have reaffirmed my faith in the indomitable spirit and inherent kindness of humanity.

2004 PRESIDENTIAL SCHOLARS

at work in the community

Jessica Arriola Marati, Guam

The room became hushed. Looking around, I made eye contact with each of the fifteen adolescent members of the "family group," a core component of the annual Youth for Youth Conference. As a facilitator, I faced the daunting task of making these adolescents feel comfortable enough to discuss difficult issues. My eyes lit upon Joanne, a timid eighth-grader. "Why don't you start?" I asked her gently. "The question: What is the hardest thing you've ever had to go through?" At first I was afraid that she wouldn't want to answer. Then, however, her mouth opened and out flowed stories even the most experienced facilitator would cringe at. Joanne had been drinking since she was ten, self-mutilating since she was twelve, and smoking marijuana since thirteen. She had suicidal tendencies and had been detained at the Department of Mental Health twice. When she was done, the room was dead silent. Joanne's eyes stayed on mine with a relieved, even grateful, expression. After the group dispersed, I felt a tap on my shoulder. It was Joanne. She explained that she hadn't planned on sharing her story but was glad she had. "You're like our group's mom," she told me. "Thanks for coming."

Robert McCartney, New York

As a member of McQuaid's hockey team, top ranked in the state, I had seen many big games. Tournament finals, sectional championships, state playoffs: they all had come and gone. As I suited up in the locker room, I knew this contest would overshadow them all. It was the most important of the season. We were playing the Rochester Ice Cats, a team for the developmentally challenged, in a Special Olympics hockey game. The Ice Cats showed up early, vitalized and excited to play. They were truly a diverse group, ranging from the middle-aged down to children of only nine or ten, of both men and women. Their happiness was readily apparent, and very contagious. For them, it did not matter who won or lost. Many barely knew how to skate. The fact that they were there, out on the ice, playing a game they loved was enough. For those hours in the rink, away from the rigid structure of their daily lives, they were athletes. They were normal. Playing hockey with the Ice Cats was a true joy. And the McQuaid team gained some of its biggest fans that afternoon. We all came away winners.

Jason Misium, Texas

By far the most momentous and rewarding activity in which I have ever participated has been tutoring Anthony, a teenage boy with possibly the most painful life story and largest smile of any person alive. At our haven-the St. Patrick's Church Outreach Program- high school students tutor African refugees, ranging from infants to middle-aged parents, who have little math or English ability, much less the computer skills needed for employment. Some are "Lost Boys," Sudanese who wandered hundreds of miles, fleeing their own countrymen, seeking rescue after everyone in their village over the age of sixteen was heinously massacred. Several are chieftains, admired as leaders in their own country, now naked and unnoticed in the shiny, concrete city of Dallas. I lead about a hundred total volunteers in helping these displaced people, not just with schoolwork or typing or field-trips with the kids, but with creating an identity, restoring their dignity, forming them into a people once again. The gratitude the refugees bestow on me each and every session, simply for aiding them in realizing their own potential, elevates me to a level of joy far beyond anything else I have experienced.

Travis Mushett, Georgia

In May 2003, I had the opportunity to work with the African Academy for Disabled Sport during its founding meeting sponsored by the US Department of State. The symposium met with the dual purpose of providing the delegates with the knowledge necessary to advance the cause of human rights for people with disabilities and of opening up a cross-cultural dialogue between Africa and America. As a youth ambassador, I had the unique opportunity to interact with representatives from across Africa. The Academy emphasized discussion and conversation as means by which to facilitate mutual understanding and respect and it was a major facet of my job to ensure that this communication took place. As I talked with Pierre from Rwanda about his experiences during the genocide or with Ehab from Egypt about his views on America, I felt that we were all coming to see ourselves as more alike than different. This exchange demonstrated to all parties involved that we are each a piece of the great and glorious patchwork quilt that is the human race. And the best way to make sure the quilt does not tear or tatter is to bind it together with the ties of friendship.

Jenny Nissel, Oregon

The lights dim and a wave of giggles pulses through the eagerly squirming crowd of hundreds of eight year olds. Our conductor crosses to the front of the orchestra. "Welcome to the Twentieth Annual Symphonic Safari!" For each of the last four years in which I have played cello in the Eugene Youth Symphony, we have performed in a musical outreach program for local elementary school students. During the program, we demonstrate each instrument, and play music to complement a narration that highlights every section of the orchestra. Students then take a "safari" through the orchestra, walking in and around the instruments and exploring the music as they watch us play. It was during such a performance that I, excitedly clasping the hands of my two best friends and navigating through the big and fascinating string section, decided I would play the violoncello. I joined a beginning youth orchestra the following year. Since then, I have taken nine years of private lessons, played in numerous quartets and other chamber groups, and progressed through a series of school and community orchestras. It has truly opened up my world, and I couldn't be more proud to pass the gift of music to other children.

Jacob Norton, Michigan

Last summer I stood up to my ankles in rotting garbage in the middle of the Guatemala City Dump. I was handing out soup and granola bars to people who had nothing. Their sole possessions consisted of clothes and canvas bags filled with trash. There was nothing left for them in the city above. Their only option was to find pieces of recyclable garbage to resell for fractions of a cent. Last summer, I realized just how different my life is from that of most people on the planet. As an American, I have the potential to enjoy riches and prosperity beyond the wildest dreams of any Guatemalan. I could use my talents and opportunities to enrich myself; but as long as there are children in Guatemala without futures, as long as people live among the trash, I will not be successful. I learned last summer that success is not about money, power, or education. Success is the smile from a man eating his first hot meal in a week. Success is the hug from a little girl who doesn't want you to leave. Success is being willing to trade American luxury for third-world poverty, because that's where you're truly happy.

Samuel "Douglas" Ray, Mississippi

Mississippi isn't always painted in the most positive light – its past fraught with bigotry and its present with poverty. But despite many obstacles, Mississippi has spawned countless creative geniuses, especially in the literary realm. One of the keystones is Eudora Welty. The soft-spoken, Pulitzer-prize-winning passionate observer passed away in 2000, leaving her home and papers to the Mississippi Department of Archives and History. The Welty House is now administered by Miss Welty's niece. Volunteering at the Welty House, I assist in creating multi-media presentations for community outreach and national speaking engagements. The house is undergoing extensive restoration and will soon give the public a first-hand look at one America's literary giants. Giving time to preserving the legacy of an artist whose love for humanity and for her art resound so clearly has proven a priceless investment of which I hope countless others will reap the benefits.

Chris Schmicker, Hawaii

This past year I volunteered at Kawanakoa Middle School in downtown Honolulu, tutoring students in English. While many of the students had recently arrived from foreign countries, some were Hawaii residents who struggled with the language. Their speaking and writing abilities varied greatly, from students who could communicate pretty well to those who did not know more than a handful of English phrases. In tutoring these students I hoped to share my love of the language and also help ease their transition to their new homes. The experience showed me how difficult things are for new immigrants to America. Remembering how lost I felt when I visited other countries for a few days, I couldn't imagine living in a place without knowing the language or culture. As Walt Whitman wrote, America is a "nation of nations." Living in Hawaii, where diverse cultures blend seamlessly in daily life, I forgot just how unique the nation is. Tutoring students at Kawanakoa reminded me that there are so many people out there struggling to find a voice and a place in this country. I can only hope that I helped a few young people in realizing this goal.

Jacob Schuman, Pennsylvania

In the summer of 2002 I lived on a Northern Cheyenne Indian reservation while helping to construct their children's library. Some of my favorite memories from the reservation are of conversations with community members who visited the construction site. Their wisdom, quiet sense of humor, and initial diffidence encouraged me to explore and study the Cheyenne culture further. Volunteering at the local "Boys and Girls Club," where the children insisted on simultaneous piggyback rides and basketball games, was another experience I will not forget. Finally, the privilege of participating in a sweat lodge ceremony, where worshippers crowded into a small hut that reached temperatures of over 110 degrees, made me feel like a real, welcomed, and very sweaty member of the Indian community. During the ceremony, one of the participants prayed to the Great Spirit that my volunteer group would take what we learned at the reservation back to our homes, not only to aid the Cheyenne people, but to help ourselves grow and mature. The Cheyenne and I both gained from my time there. Their new children's library provided hope and inspiration for their younger generations, while I was personally changed and inspired by my experience with the Cheyenne culture.

2004 PRESIDENTIAL SCHOLARS

at work in the community

Vivien Sun, New Jersey

Crammed onto a tiny elementary school bench together, Amanda and I were an unusual sight. At a commanding seventeen years old, I fell an inch shorter than the ten-year-old Amanda, and my small frame juxtaposed her heavy-set structure. Despite many superficial differences, the fifth-grader and I were two peas in a pod. Our favorite part of the monthly National Honor Society Buddy Program meetings was not the crafts or the outdoor games—it was the refreshments. Mentoring an emotional child was an eye-opening experience. When I first stepped into Northvail Elementary School, my heart fluttered with nervousness. How would I reach into the life of a girl who suffered a decade of bitterness? However, I soon realized that I could only use love and moral example to reach my “buddy.” Although she trusted very few people, Amanda and I fell into a lasting friendship that relied on frankness, stand-by-me loyalty, and understanding. The sweetest irony is that although I came to help Amanda, she made me a better person in the process. She showed me true courage by teaching me the value of survival and resilience. Amanda now dreams of becoming a dancer and staying friends with me for life. I believe she can.

Yin Tong, Alaska

During my years in high school, my greatest contribution to a community has been my participation in the Operation School Supplies Project. This project began with a phone call from the mother of Captain Gonzales, an Anchorage School District graduate serving as the community leader in Kirkuk, Iraq. She appealed to our school on behalf of her son for assistance in gathering school supplies for the children of this community. I solicited companies, universities, churches, and neighbors for supplies. Soon afterwards, notebooks, pencils, crayons, and toys poured overwhelmingly into our hands and we packed over two thousand pounds of donations. Since this time, pictures and drawings have been sent to our class and I will never forget the sheer look of joy on a small boy's face as he held in his arms a stuffed bear. I participated in this project to show the Iraqi people a side of America that did not stand behind weapons or machinery. I have hopes that the children to whom we gave gifts will look back and remember not the fighting and destruction, but the gifts and greetings given freely and generously by the American people.

Jonathan Tsao, Wisconsin

Although I had often taken technology for granted, this sentiment soon changed. Since I had long harbored a fondness for science and the cutting-edge, I wanted to share my knowledge and open the eyes of others to the wonderful world of technology. I decided to volunteer to teach adult computer literacy classes at the Oshkosh Public Library. It was clear that for many, this class was one of the first times they had ever seen, let alone used, a computer. They compensated for their lack of experience, however, with profound enthusiasm. The most gratifying part was when I showed them how to use the Internet. It was wonderful to see their faces light up as they discovered recipes for banana bread or read the latest news. We also showed them how to find long lost relatives, giving them an even greater joy and appreciation for the technology. They were in awe at how much information was at their fingertips. It was extremely rewarding to see them all exhibit such curiosity and thirst for knowledge. The class sparked in them a desire to keep learning, and reinforced for me the value of spreading technology through volunteerism.

Nicola Ulibarri, New Mexico

For my Girl Scout Gold Award, I established a sister-school relationship between the Taos Schools and the Ariana School in Pakistan for Afghan refugees. I work with classes at Taos Elementary and Middle Schools, teaching the kids about Afghan culture, food, music, language and games, and about life as a refugee. I have a video about the plight of Afghanistan post-9/11 that high school social studies teachers showed to their classes. I also hosted a feast/fundraiser at Taos High School, with Afghan food, musicians playing Afghan music, and a visitor from Afghanistan. Aiding the Afghan students, especially the girls, who have been deprived of education for many years, makes me feel that I am making a difference. The students in Taos now have broader views of the world, are beginning to see that our way of life is not the only one, and have watered their seeds of philanthropy. I love this project. I am helping refugees who lack most opportunities other than a chance for an education, and I am expanding the worldview of students in Taos. This project strengthens the skills and confidence that I need to attempt even more challenging projects in the future.

Townsend Wells, Connecticut

For the past five years I have shared my love of literature with underprivileged children in my community. I founded two literacy programs, in 1999 Saints March for Books at St. Anne's – Belfield School and in 2002 BruinsRead at Brunswick School, raising over \$30,000, donating 2,500 classic children's books and leading readings to children in Head Start and day care programs. Over 350 schoolmates, parents and faculty have joined me, helping raise funds, doubling 12 Head Start libraries, establishing a library for autistic children, giving books to low income families with chronically ill children, and providing a book for every child staying at the Salvation Army shelter. More Brunswick students sign up for our readings than can fit on the bus we ride to day care centers, where we read and give books like Frog and Toad, Fox at School and Doctor DeSoto to preschool and elementary age children. Recently, I read to Fabio, who eagerly predicted what would happen and pointed in amazement at the pictures, and Brian, who told me his plans to build robots when he grows up. Meeting children like Fabio and Brian and their contagious excitement about our readings makes BruinsRead worthwhile!

Joseph Wiggan, California

There are areas of every city where children are forced to grow up with the harsh realities of being part of the "lower class" of society. I experienced a life not too far from this state, as my parents struggled to maintain our standard of living. Just as my tap teacher opened the door of the arts to me at a young age, I find myself trying to do the same for the local children in the city of Watts. I have been teaching tap for the past 2 years, and performing at the annual Thanksgiving and Christmas Dinner/Gift Exchange held at the youth center. This service is special to me, because I am not only continuing the circle of tap, but also giving back to the community I came from and furthering the struggle to rise above adversity. I feel that if I reach one person-- allow him to forget about his personal problems and escape into the arts-- everything I have done will be worthwhile.

Ava Wilson, Texas

Aiding the community I was raised in and building the inhabitants' morale is a cause to which I am very dedicated. I am an active member in the St. Paul United Methodist Church's Youth Ministry, work as a choreographer of the church's dance ministry, the Revelation Dancers, serve on the Communion Board, have written plays for the church's Drama Ministry, and work on Saturdays with the Body and Soul Homeless Ministry. During the spring semester of my junior year, five schoolmates and I co-founded a youth organization that serves the J.W. Ray Learning Center by providing standardized test tutoring, orchestrates a year-round food pantry and clothing closet, and donates books to the school's reading room. Also, I am a member of an HIV/AIDS prevention organization entitled International Youth Travel Seminar, which educates youth about the truths and myths of the disease. The most rewarding aspect of community service is that I, a young woman, can aid in the achievement and education of others and make a positive impact.

Eunice Yang, Minnesota

Growing up Chinese in a strictly American atmosphere is difficult. So is getting up early every Saturday. Nevertheless, I make the effort to arrive at the steps of the Twin Cities Chinese Language School with the lesson plan in hand every Saturday morning. The class I have taught for the past four years is a vast range of ages, ethnicities and competencies. As I introduce these children to the language and the culture, their eager questions and enthusiasm show me how simultaneously connected and removed they are from their ancestral heritage. Though I can't boast of having a complete understanding of both cultures, being in the same position and teaching them the various legends behind the customs, and the logic behind the pictographic words, sparks an understanding within the students, and within me as well. It is seeing the transcendence, this slow but sure understanding and wonder of their own culture in relation to the Americans they are, that provides me with the greatest sense of achievement that I have known.

Jennifer Zhang, West Virginia

Last summer I had an eight-week research internship, but when it ended, I continued to volunteer at the lab. After school each day, I immersed myself in the world of Micro Electronic-Mechanical System (MEMS), a division of micro-technology. I was particularly intrigued to discover an important MEMS application-- micro-cutters used in eye surgery-- because my grandmother lost her eyesight from a disastrous eye operation. I spent incredible amounts of time in the lab--analyzing data during the weekends, checking simulations late at night, resetting the hardware when it malfunctioned (as it often did); my mentor even found a way for me to access my data from home. When I returned from several months as a visiting student overseas, I headed to the lab before I'd even overcome my jetlag, and was thrilled when my mentor told me that she had submitted a paper on my results. I volunteer my time and effort in hopes that my work will better the lives of other people-- and no one will ever again suffer like my grandmother did.

2004 TEACHER RECOGNITION AWARDEES

Mark F. Adame (TX)
AP Biology
Creekview High School

Kristine R. Adams (CA)
Drawing/Painting
Mount Carmel High School

Michelle R. Annett (FL)
Government
Dade Christian School

David Arney (OR)
English
Tigard High School

Marguerite Ashford (HI)
Class Dean
Punahou School

Jorge Barroso (FL)
Physics
Coral Reef Senior High School

James R. Barry (GA)
History
Brookwood High School

Richard M. Beattie (CT)
History & Director of Academic
Affairs
Brunswick School

Garrett T. Bowers (MA)
History
Xaverian Brothers High School

Richard Boyes (WA)
Mathematics
James A. Garfield High School

Constance M. Boyle (FL)
Guidance Counselor
Saint Petersburg Senior High
School

Alexander Braginsky (MN)
Music Performance (Piano)
University of Minnesota-Twin
Cities

Gail Brower-Nedler (CA)
Theater Arts
Newport Harbor High School

James A. Brown (AR)
U.S. & European History
Central High School

Marie Cahill (NM)
French
St. Pius X High School

Ron C. Carda (CO)
Mathematics
Dakota Ridge High School

Margaret B. Carroll (PA)
English Literature
Archmere Academy

Catherine Charlton (NC)
Private Voice Instruction

Victoria Chase (VT)
Spanish
The Gailer School

Steven Chisnell (MI)
English
George A. Dondero High School

Anne M. Cognard (NE)
English
Lincoln East High School

Charlotte A. Cooper (TN)
French
Centennial High School

John M. Costello, S.J. (NY)
Religion
McQuaid Jesuit High School

Karen E. Cox (NV)
Mathematics
Galena High School

Terri L. Dahl (MT)
Mathematics
Charles M. Russell High School

Michael Degen (TX)
English (AP Literature & Compo-
sition)
Jesuit College Preparatory
School

Tinnah Dela Rosa (GU)
Theology
Academy of Our Lady of Guam

Mike Delp (MI)
Creative Writing
Interlochen Arts Academy

Sharel Delzer (SD)
English
Eureka High School

Steven DeSanto (FL)
AP Physics
Lake Mary High School

Marian DeWane (ID)
AP Chemistry
Centennial High School

Cheryn L. Drake (IN)
English
Penn High School

Michael Durbin (MI)
History
Traverse City Central High
School

Louise G. Durham (UT)
English
Timpview High School

Edward P. Eagles (DC)
Economics
Saint Albans School

Ed Eberle (AZ)
Biology
Dobson High School

Dave Eby (OH)
Scriptures/Leadership
Saint Xavier High School

Brad Faust (OH)
Drama
Whitmer Senior High School

Ceida Fernandez (PR)
Spanish
Baldwin School of Puerto Rico

Patricia Flater (IA)
Counselor
Linn-Mar High School

Carol Fleming (NE)
Fifth Grade

Matt E. Fletcher (IA)
Mathematics
Ballard High School

Jamel J. Gaines (NY)
Dance Performance
Creative Outlet Dance Theater of
Brooklyn

Kelly W. Garton (MD)
Biology
Walt Whitman High School

Michael Glavin (NJ)
Mathematics
Haddonfield Memorial High
School

Stephen E. Godsoe (ME)
Mathematics
Bangor High School

Judy Goodpasture (KS)
English
Independent High School

Paul Goodwin (RI)
English
La Salle Academy

Leslie S. Gorin (ID)
Life Skills
The Micah Home School

Melody D. Greene (AL)
English
Hoover High School

John Haldeman (PA)
History
Lower Moreland High School

Karen L. Hedges (WV)
Counselor
Morgantown High School

Shelley G. Heiserman (AK)
Math
Teeland Middle School

Gary P. Hendrickson (NH)
English
Phillips Exeter Academy

Norman Hindley (HI)
English
Punahou School

Peter M. Ives (FL)
History
Trinity Preparatory School

Nedra P. James (TX)
Introduction to Plays & Play-
wrights
Booker T. Washington High
School for the Performing and
Visual Arts

Sally Jenkins (SC)
English 1 Honors
Schofield Middle School

Nancy Jenkins (NM)
English
Taos High School

Terrie Joplin (NC)
English
Grimsley High School

Robin Jossart (ND)
Biology & Anatomy
Century High School

Masao Kawasaki (NY)
Violin
The Juilliard School

Robert Kefferstan (WV)
Mathematics
Morgantown High School

Terry Kellen (AZ)
Guidance Counselor
Desert Mountain High School

Thomas P. Kilkelly (MN)
Mathematics
Wayzata High School

William Kohne (IL)
Mathematics
Benet Academy

Dana Krein (MD)
History & Social Sciences
Georgetown Day School

Joseph M. Kyle (NJ)
U.S. History
Parsippany High School

Alfred Lampazzi (VA)
DNA Science & Biotechnology
Thomas Jefferson High School
for Science & Technology

Anne Leckie (NJ)
Spanish Language
Delbarton School

Richard Lee (NY)
World History
Half Hollow Hills High School
East

Thomas Letkewicz (WI)
Calculus and Physics
Xavier High School

Anne S. Lippold (MD)
Science
Holton-Arms School

Jane B. Mather (PA)
English
Fox Chapel Area High School

Mary Lee McCoy (KY)
English
Assumption High School

Daniel McDonough (RI)
Mathematics
Portsmouth Abbey School

Robin McMahon (NC)
French

Patricia Meloy (IL)
Spanish
Barrington Community High
School

Helen Merritt (WY)
English
Star Valley High School

Rebecca Meyer-Larson (MN)
English
Moorhead Senior High School

Donna J. Modrell (CO)
English
Thornton High School

Stephen Moell (IN)
Mathematics
Munster High School

2004

TEACHER RECOGNITION AWARDEES

Karen Monson (MN)
Visual Art
Perpich Center for Arts Education

Edward P. Moore (HI)
English
Punahou School

Mickey Morgan (CA)
Philosophy, Modern History
Oakwood School

Donald G. Morrison (NY)
Social Studies
New Rochelle High School #1

Michael Mulvey (CT)
English
Fairfield High School

Sue Murray (TX)
Algebra II
William P. Clements High School

John F. Nord (WA)
Mathematics
St. George's School

Todd O'Bryan (KY)
Computer Science
duPont Manual Magnet High School

Thaddeus T. Pardue (LA)
American History
Caddo Parish Magnet High School

Donna Parker (LA)
English
Baton Rouge Magnet High School

George A. Parker (AL)
French
Mountain Brook Junior High School

Richard L. Parris (NH)
Mathematics
Phillips Exeter Academy

Nan Pate (GA)
History
Brookstone School

John Peck (KY)
History
Adair County High School

Joseph Pekich (FL)
Chemistry
Palm Bay High School

Arthur Pellerin (VT)
Mathematics
Essex High School

Michael Piehocinski (MD)
Visual Arts
Albert Einstein Senior High School

Anne Pieper-Underbrink (WY)
French
Natrona County High School

Craig Plummer (NH)
Guidance Counselor
Hollis/Brookline High School

Dan Predmore (TN)
Mathematics

Eileen Quiñones (PR)
Spanish
Colegio San Ignacio de Loyola

Michele Radio (KS)
Special Education - Enrichment
Blue Valley North High School

Elizabeth B. Raulston (MS)
Honors English 10
Jackson Preparatory School

Kevin Reel (GA)
Environmental Science
The Westminster Schools

Joseph Rutkowski (NY)
Orchestra
John L. Miller-Great Neck North High School

Jim Ryan (OK)
Forensics
Norman High School North

Robin Sacilotto (CT)
Mathematics
Staples High School

Winsome Saldanha (DC)
Chemistry
International School Yangon

Richard Schraier (CA)
Musical Theatre
Alexander Hamilton High School Complex

Trent W. Scott (WI)
English
Oshkosh West High School

Betsy Sidor (OH)
Social Studies
Upper Arlington High School

Joe Simons (UT)
Mathematics
Timpview High School

Martin H. Skoble (NY)
Poetry
St. Ann's School

Kathleen E. Small (NV)
Spanish
The Meadows School

Jeffrey Souther (CA)

Latin
Dos Pueblos High School

Brenda Spurgeon (MO)

Programming
Rolla Senior High School

Cathy Stanke (NM)

Mathematics & Calculus
Albuquerque High School

Janice C. Strickland (AK)

English
East Anchorage High School

Christopher Taylor (WI)

Piano Performance
University of Wisconsin-Madison

Brian Tebeau (OR)

Psychology
McMinnville Senior High School

Diane Tinucci (MO)

Language Arts - AP Literature
Lafayette Senior High School

Marc A. Turner (SC)

Social Studies
Ridge View High School

David Volk (ND)

Latin
North High School

Scott Walker (SD)

English
Watertown Senior High School

James F. Ware (AZ)

Biology
Chaparral High School

Beth Weinberger (TX)

Art
The High School for Performing
& Visual Arts

Jeff Weisenfreund (MA)

Fifth Grade
Angier Elementary School

Lily C. Weiss (TX)

Modern Dance/Dance Coordinator
Booker T. Washington High
School for the Performing and
Visual Arts

Judy Wenger (OR)

English, Theatre
Roosevelt Middle School

Malorie L. Wiebe (CA)

Math
Polytechnic School

Sandy Wilson (OK)

English
Edmond Santa Fe High School

Gerry Wilson (MS)

Creative Writing
Jackson Academy

Jay Wilson (NC)

Mathematics
East Chapel Hill High School

Marilu Wood (DC)

Art History
Sidwell Friends School

Sandy Woods (DE)

Mathematics
Caravel Academy

Tom A. Wyroba (FL)

Figure Drawing
New World School of the Arts

Marta York (MT)

U.S. History
Hellgate High School



2004

TEACHER RECOGNITION AWARDEES

reflect on teaching

Mark F. Adame, Texas

What I enjoy about teaching is the impact that each day or lesson can have on students. While not always immediately evident, the impact that a teacher can have on a student is great, whether positive or negative. I have to remind myself of these potential impacts and strive to make them all positive.

Kristine R. Adams, California

Students make teachers simultaneously crazy, happy and motivated. The precious moment when a struggling learner understands an abstract concept constitutes a bonus few other people receive. Rewards in teaching come in many forms, but I feel most honored when my finest student conveys his or her gratitude and appreciation.

Michelle R. Annett, Florida

As a teacher, the greatest joy I experience is being able to share in the day-to-day lives of my students. I feel an immense sense of pride knowing that in some small way, I have contributed and shared in the process through which a student has become a young adult.

Marguerite Ashford, Hawaii

Each day I work with students who have moved beyond themselves. They care about helping others; about making a difference in their communities. Teaching is about helping young people make a commitment to the wider world. And when they do... and that's often... it's all the reward you need.

Garrett T. Bowers, Massachusetts

Teaching affords me the opportunity to help students have positive experiences in both History and the learning process. I hope a student leaves my class having been challenged, while recalling the content and their learning with a smile. A successful teaching experience fosters life-long learning.

Richard Boyes, Washington

I enjoy mathematics, and each time I work through a topic with a new group of students I learn more about the subject. It is a pleasure to see my students gain confidence and an understanding of math that leads to an enthusiasm to learn more.

Alexander Braginsky, Minnesota

A card from an old student reads: " Thanks for all you've done. Your words changed my life." In cold sweat, I try to remember the student, the day, the conversation. What did I say? A lesson to the teacher: your power and potential to influence are enormous. Use the opportunity!

Gail Brower-Nedler, California

Teaching is my passion. Over the course of the last 25 years, it has been my privilege to participate in the process of preparing students to grow into their talent and fully realize their dreams. Students like Michael McLean make me proud to be an educator.

James A. Brown, Arkansas

The fact that Yang Dai could sit through three hours of my lectures, Socratic explorations, and overhead gibberish is astounding, yet she chose me as her "most influential" teacher. Such praise makes every one of those sleepless nights and lost weekends devoted to grading essays well worth the sacrifice.

Ron C. Carda, Colorado

What do I enjoy most about teaching? Only one thing-- the kids! Every day they show me something new, they make me laugh, and they help me stay young. One just never knows what to expect next. They are always an adventure and I love them dearly.

Margaret B. Carroll, Pennsylvania

Nothing gives me greater joy than to see my students light up as they grasp the meaning of a poem or story. When I watch them win the intellectual struggle and learn to think critically and creatively, I know that I have been given a priceless gift.

Catherine Charlton, North Carolina

My greatest joy in teaching voice is in witnessing the moment a student sets aside his personal inhibitions and communicates music from his soul; the moment she realizes that what she has to express, through the composer's music and the poet's words, is worthy of being heard.

Victoria Chase, Vermont

Teaching and learning Spanish open up not only the world of a new language, but also the world-- more than 20 countries-- in which that language is spoken. What could be more exciting and challenging than sharing this experience in a classroom on a daily basis?

Steven Chisnell, Michigan

I want my students to push themselves out of their comfortable patterns of thinking; to be critics of culture rather than mere consumers; to believe that change is possible and that they are responsible for it; to ask why. And I love sharing their culture quests, their moments of epiphany.

Anne M. Cognard, Nebraska

As a teacher, what I know is less important than what I do with what I know. My concept of teaching is learning. I, like my students, am flawed, an inescapable product of all that I have been, but also an enduring promise of all I might be. Education? It's the right to make mistakes-- the affirmation of the very quality of the human condition.

Charlotte A. Cooper, Tennessee

When I meet students in their first year of French, most of them can't spell "bonjour." By graduation, they can communicate in another language and value the culture of places far removed from Tennessee. I treasure this opportunity to offer students a greater understanding of the world.

John M. Costello, S.J., New York

A few years ago, in a sophomore English class, I attempted to enlighten students on the finer points of poetic meter and versification. Halfway through the class, a student blurted out: "What are you talking about?!" I changed poems and started the lesson again. At the end of the period, he looked up-- bright eyed-- and proudly exclaimed: "Oh, now I get it!"

Terri L. Dahl, Montana

My goal as a teacher is to share my knowledge and passion for mathematics with my students. By accomplishing this goal I open doors for my students and help them make this world a better place with their knowledge. Greg is an exceptional student who shares my passion for mathematics!

Michael Degen, Texas

I focus on helping the students acquire the skills necessary to engage in the intellectual life. I know I'm successful when students no longer need my guidance; when they no longer need my additional queries about their claims; when I've been unnecessary in their ability to think cogently.

Tinnah Dela Rosa, Guam

Aside from teaching, one of my greatest joys is witnessing students initiate acts of justice and compassion. I am deeply moved when I meet them some years after with a burning desire to be agents of transformation and not just vessels of information; when they take their social responsibility seriously and celebrate their faith responsibly. That truly affirms that my work was not in vain. "Life's most urgent question is, what are you doing for others?" -- Martin Luther King, Jr.

Sharel Delzer, South Dakota

As a career, teaching is unique and exciting; it's about accepting challenge and being committed. It's about helping my students realize that knowing the answer is not always what's most important; it's knowing how to find the answer. Therein lies the true key to learning and life-long success.

Steven DeSanto, Florida

Teaching is a philosophy, a quest to share experiences. It's a student admitting he thought about physics while on a roller coaster, or my daughter "bragging" to her first grade classmates that her father is a science teacher. These moments are my reward and help me continue to enjoy teaching.

Marian DeWane, Idaho

I am honored to belong to the worthiest of professions. I have been given the opportunity to make a difference by sharing my passion for teaching and learning, providing expediences to expand student horizons, challenging students to reach potentials they knew not of, and providing rigor and relevance in science education.

2004 TEACHER RECOGNITION AWARDEES

reflect on teaching

Cheryn L. Drake, Indiana

What makes teaching worthwhile today and tomorrow is the moment-to-moment encounter with my students, who trust that I will guide them into a bright future as I enter their world and share ideas. It is a joy to watch young people evolve into independent, capable, caring humans. It is a joy to know I am doing the most important thing possible with my life.

Edward P. Eagles, District of Columbia

At their best and most joyful, teaching and learning continually refract with each other. I've never seen the point of being didactic; I wish for joint exploration. Is teaching like sonar? Sound is purposefully emitted; some is lost, some reverberates; and it is in the reverberations that everything is uncovered.

Dave Eby, Ohio

I relish teaching as a way to define reality so that students become servant leaders. I watch them living a life of love that leaves a legacy. Teaching offers a love of life; of ideas; and a love for each graced student whose story needs a listener. I am blessed.

Brad Faust, Ohio

There's that moment sitting in the theatre when the house lights begin to dim, the whispering fades, and the focus of the entire room shifts to the stage. Curtain up-- and our students know first hand the feeling of success. A sense of accomplishment and pride has been set in motion.

Ceida Fernandez, Puerto Rico

Among my strategies for teaching is ensuring that students conceive of reading as a unique enrichment experience. Students have time to read in groups and exchange ideas and cultural information. My room is always open for critical and intellectual discussions. I feel deeply that reading is a power that gives young people a new voice. After conscious literary analysis, my students become poets and short story writers.

Patricia Flater, Iowa

Gifts given to me by gifted children: the opportunity to watch young curious minds grow and mature; to experience the interaction between intellectual peers; to learn to appreciate a dry, sophisticated sense of humor; to be continually challenged to learn something new.

Carol Fleming, Nebraska

I enjoy watching a child become a person who risks taking the next challenging step, who is able to look at a failure, reconstruct the process and not give up, who develops a sense of self, becoming a member of society who makes wise choices.

Matt E. Fletcher, Iowa

Teaching, to me, is a hobby. It is something that I enjoy each and every day. Teaching is a never-ending challenge, with plentiful rewards, that keeps me coming back day after day, year after year, yet it leaves me feeling as if I haven't worked a day in my life.

Jamel J. Gaines, New York

When asked what I enjoy about teaching, my answer would have to be helping students realize their full potential. My mission has always been to create an environment for artists to develop their full capacity spiritually, academically, socially and artistically. Teaching students through artistic expression contributes to self-empowerment, and that has a great impact on the community and the world at-large.

Stephen E. Godsoe, Maine

One of my proudest moments as a teacher was the time our Math Team won the first of five State Championships, and we were honored by an assembly. I was a little apprehensive about how the student body of 1450 would respond, but was thrilled when they were tremendously supportive. We have now grown to six teams of 110 students.

Judy Goodpasture, Kansas

When my students read their writing to the class, the class jots positive comments on sticky notes-- a compelling image, parallel structure, a witty passage. Next, several share their remarks before we pass the paper round and attach all our notes. Voila! Peer feedback, as well as mine!

Br. Amian Paul Goodwin, Rhode Island

My goal is to help students light the light of ideas in order to help them avoid e.e. cummings' observation about those not of the light: "and down they forgot as up they grew."

Leslie S. Gorin, Idaho

The delights of homeschooling include our family's closeness; customizing a curriculum that emphasizes wisdom as well as excellence; and creating an environment where my children can grow into passionate, self-directed individuals who learn for the sheer joy of understanding, and are dedicated to a lifetime of discovery, creativity, and service.

Melody D. Greene, Alabama

The philosopher Solon said, "I grow old ever learning new things." Teaching grants that privilege. Each year I learn from my students, and their fresh insights help me see the literature I teach from new and different perspectives. That human connection is the true joy of teaching.

John Haldeman, Pennsylvania

A student who ranked at the bottom of his graduating class recently came back to visit me. He was carrying the ten-month old daughter he had just met for the first time after a year's deployment in Afghanistan. He thanked me for lessons about service and public duty that he had learned in my "low track" civics class. I could not have been prouder.

Karen L. Hedges, West Virginia

Everyday a counselor has an opportunity to make a difference. My students will do anything for me: carry heavy boxes, find a troubled peer who has gone underground, or apply to college as the first in their family to do so. To the student stressed by AP classes, my humor gives joy. To the parent who "just needs a few minutes" I give reaffirmation, redirection, or referrals. These connections are opportunities to grasp as perhaps the single chance to make a difference in another's life. I am delighted to be part of this difference.

Shelley G. Heiserman, Alaska

When I look over my thirty years of teaching, my relationships with students, rooted in clear expectations, honesty and love, are what is most important to me. Through positive role modeling, I motivate students, never allowing them to not be successful. Teaching is not just a job, it's a vocation.

Norman Hindley, Hawaii

Organizing my classes around literature does not suggest that literary works are the exclusive or primary component of each course. Every English course I teach is reading and writing-propelled. Language is my classroom's centerpiece, and the production and interpretation of arrangements of words is the focus. My approach is meant to assure that our cultural, intellectual and spiritual heritage is reflected in an organized way, and that the works studied-- masterpieces of the literary canon-- are selected on the basis of merit.

Peter M. Ives, Florida

There is an old Buddhist saying: "When the student is ready, the teacher appears." But for me, the opposite rings true: "When the teacher is ready, the student appears."

Nedra P. James, Texas

Mama said, "Education classes before graduation." "Teaching? Not! Four generations of teachers... I am a performer!" Twenty-two years of arts instruction pass. Aspiring students perform, write, affirm themselves as artists amidst thunderous applause. Divine validation, this collaboration of arts instructor and student. Ovation. Presidential Scholar. It is a wrap.

Sally Jenkins, South Carolina

Because my hardhat reads "Teacher," I am allowed to help students gather stones of knowledge to build tomorrow's towers of wisdom. Teaching lets me cheer the mortar-mixers and cajole the masons as they construct a future that we pray is a little higher, a little cleaner, a little kinder. Amen.

2004 TEACHER RECOGNITION AWARDEES

reflect on teaching

Nancy Mayson Jenkins, New Mexico

At their highest level, learning and teaching are about deepening the experience of being alive. The high school classroom is where we engage together in the dialogues that lead to self-awareness and the determination to live with commitment. I urge these Scholars to teach. It is a life-affirming career.

Terrie Joplin, North Carolina

As a second grader I recognized the beauty of language, believing books were written by God. I still look for beauty in written expression and hope that I have helped each student develop his signature voice-- even that school dropout who left wishing me "a six-pack of roses."

Robin Jossart, North Dakota

Teaching is an opportunity to spend time with brilliant young people who allow me to share my passion for biology. The excitement and enthusiasm in my classroom is a tribute to students and their newfound love for biology, which leads to higher student achievement on the AP Biology Test.

Robert D. Kefferstan, West Virginia

Teaching gives me the opportunity to share my enthusiasm for the science and beauty of mathematics and to model how a scholar in this discipline thinks. My joy comes from watching my students grow, and from experiencing the 'aha' phenomenon with them -- from hearing them say: "That is so cool!"

Terry Kellen, Arizona

All students have the following in common... they all want to be respected, validated, challenged, successful, recognized and cared for. As a counselor, I am fortunate enough to be in a "business" where I can make this happen with every student I encounter on a daily basis. Business is good!

Thomas P. Kilkelly, Minnesota

Mathematics instruction in today's classroom involves putting more emphasis on mathematical thinking, encouraging the use of technology to explore mathematical ideas, viewing mathematics as a creative human activity in social context, and using pedagogies consistent with the constructive way in which mathematics is learned. I thank my students for the opportunities to grow for the past thirty-four years.

William Kohne, Illinois

Engaging students in math is much easier for me if I can engage them first as individuals. I enjoy most the interchange outside the classroom essential to good teaching and learning, because it is often not only pivotal to a student's success, but also to his or her interest in mathematics.

Dana Krein, Maryland

I enjoy the holistic process of education in which all of the participating faculty and students alike experience intellectual expansiveness in the classroom, physical development on the playing field, a greater social awareness in extracurricular activities, and moral maturation by being members of an honorable community.

Joseph M. Kyle, New Jersey

The best part of teaching is helping students to think critically about the past and their place in history. There is nothing more rewarding than watching students grow into active citizens who understand that apathy and ignorance are diseases and that our future depends upon their being critical, aware, and involved.

Alfred Lampazzi, Virginia

For the past 26 years I have been part of this rewarding profession. I am very fortunate to be associated with many extremely bright students and to work with several master teachers. I take pride that my students will continue to achieve and make great strides for America's future.

Anne Leckie, New Jersey

Teaching is a dynamic partnership. Student and teacher alternately take the lead in a fluid conversation as they weave through the steps of a lesson, every exchange and each interaction marking the rhythm. I love to teach because I love the dance.

Richard Lee, New York

To witness one of my students blossom into an accomplished scholar validates my chosen vocation and gives me a great sense of pride and satisfaction. To have Whitney Reiben name me as an inspiring influence in her academic growth is certainly a great honor and a major highlight in my teaching career.

Thomas Letkewicz, Wisconsin

I enjoy fostering positive relationships with students. Good relationships develop when you trust students and give them ownership over their learning. I believe teaching the subject matter is not what makes this profession a challenge. What's most difficult and fulfilling is developing the positive rapport necessary to maximize student learning.

Anne S. Lippold, Maryland

I like talking to students about predator and prey or about flatworms - everything from wolves to Schistosoma (liver flukes are flatworms, you know). I like visiting kids at their summer jobs; last year I visited a student at the National Institutes of Health who was performing research for a neurobiologist.

Jane B. Mather, Pennsylvania

Teaching is a visceral activity that allows both teacher and learner to unravel facets of life, science, literature and passion that no other occupation can boast. What students bring to every class is a challenge of meaningfulness. This meaningfulness, when engaged, allows each learner to face Truth in its raw form.

Mary Lee McCoy, Kentucky

I take pride that the faculty believes that learning occurs when students are actively involved. I provide opportunities for students to learn experientially through the support of a committed faculty. Our scholar needed to be out of school for a several days to found and lead the first youth-led movement for tobacco control on a national level, and we were pleased to support her.

Daniel McDonough, Rhode Island

This is my twentieth year in teaching, yet every year is new. Whether it is teaching a basic concept of algebra to a new student, or preparing an advanced student for an AP exam, the thrill of discovery and communication reminds me how lucky I am to be a teacher.

Robin McMahan, North Carolina

Taking risks in a world language class is not easy for any adolescent. After learning that French people offer lilies of the valley on May 1st, Sharon Weeks offered these flowers to a French woman she did not know. This was a step to changing the world.

Patricia Meloy, Illinois

My joy: Emily Wexler, Susan Brunka, Dave Hollein, Gen Sansone, Bobbie Rich, Karin Lee, George Wyhinny, the Harburgs, and so many Ecuadorean children learning new songs. My inspiration: Mary Futrell, Reg Weaver, Vince Lombardo, Janet Evans, Vicki Maiben, Wayne Easley, Herb Stude, Lynn Meisch and Chimborazo Province Adult Literacy Class.

Rebecca Meyer-Larson, Minnesota

Simone Weil said it best... "Art is the symbol of the two noblest human efforts: to construct, and to refrain from destruction." To teach in a public school and be continually exposed to such noble efforts is incredibly gratifying.

Donna Jody Modrell, Colorado

During the past 35 years I have had the privilege to learn from extraordinary students. Celebrating the Presidential Scholars award with Bryan Lee, a cherished student, is the highest honor. With his myriad gifts, talents and understanding of the human condition, Bryan exemplifies all that is noble in youth today.

Stephen Moell, Indiana

I take great pride in knowing that I had an influence in not only my students' academic knowledge, but also in their ability to become active members of society. I have watched them become fine young men and women, ready to take on life's challenges with a passion and enthusiasm that is inspiring.



2004

TEACHER RECOGNITION AWARDEES

reflect on teaching

Karen Monson, Minnesota

As a teacher, I have always seen my role as a facilitator. My students have all had energy, creativity, promise and a desire to succeed. I am a partner in their journey for the time we share.

Edward P. Moore, Hawaii

I spend my day in the company of teenagers eager to learn. With them I raft down the Mississippi with Huck and Jim; rage against the storm with Lear; pursue the green light with Gatsby; journey through Wessex with Tess; attend Easter service with Dilsey. Can life get any better?

Miles Mickey Morgan, California

The world is a complicated place, and deserves a certain complexity of thought. It's moving to see students come to take this idea seriously, and to develop deeper and more sophisticated (in the best sense of the word) moral and intellectual responses to issues of weight and difficulty.

Sue Murray, Texas

Joys of teaching: To be recognized and admired by your peers... gratifying. To be acknowledged and respected by your students... the greater honor. To be a teacher is to touch the lives of your students as they touch yours... humbling. To watch a student's dreams become a reality... the greatest privilege.

John F. Nord, Washington

How can you possibly say in fifty words what makes teaching wonderful? If you've only had 50 students you could just write down their names and have your 50 favorite things; well, perhaps you'd have 49 favorite things. After 25 years it would take 25 pages to list all the most wonderful things about teaching.

Donna Parker, Louisiana

Even after 30 years in the profession, I am never bored in my classroom. Working with bright, self-motivated young people keeps me intellectually stimulated and emotionally engaged. Teaching has been a life-long passion that has allowed me to make a positive contribution to the world. What a blessing!

George Ann Parker, Alabama

I take pleasure in watching and participating with students as they begin self-actualization and realize that an education is not 20+ credit hours and a university diploma; it's a lifelong process. French has been the vehicle for helping students set their visions, philosophies, and goals for life. It is the instrument for taking them out of their provincial and monolingual environs.

Nan Pate, Georgia

Teaching Constitutional Law, US History, Government and Politics offers the opportunity to constantly discuss interesting and controversial issues that face us every day. Our students are interested in learning and also in applying what they learn to their world-- whether through community service or documentary film production to preserve local history.

John Peck, Kentucky

The thing I enjoy most about teaching is the special relationships I develop with my students. I enjoy watching my students progress from naïve freshmen to critical-thinking seniors. Finally, I love to cultivate a respect for the history and institutions that made the American Republic a unique story.

Joseph Pekich, Florida

There is no endeavor more enjoyable or self-fulfilling than to provide young people the skills, discipline, and interests that will enable them to forge a life for themselves. Not only is the teaching profession a noble one, but a necessary one if we are to maintain a civilized society.

Arthur Pellerin, Vermont

At the end of the academic year, both students and teachers are prone to reflection. Nothing makes me more proud than to hear from a student that mine was their most challenging class, and also their favorite. It is the pursuit of this double distinction that I most enjoy.

Michael Piechocinski, Maryland

In the life of every artist there is that moment of personal discovery and revelation that will change his or her life forever. As an artist and teacher, seeing these moments of revelation in my students gives me the deepest satisfaction.

Anne Pieper-Underbrink, Wyoming

Giving my students, such as Sarah Hennagin, the opportunity to gain confidence, self worth, knowledge and success through their own hard work inspires me to do more everyday. Watching Sarah accept nothing less than her very best is the reason I want to teach.

Dan Predmore, Tennessee

We tend to underestimate the ability of our students. I have always held that students should be challenged to the full level of their ability -- only limited by their inexperience with the potential construct of the curricula. Teaching only "grade-level" material hinders their intellectual growth and dampens their motivation.

Eileen Quiñones, Puerto Rico

Being a teacher is having faith that the future can be transformed with joy. In an often-insensible world, my role as an educator is to collaborate in my students' growth, to make them better human beings who value others and themselves. Then, to hope that they will contribute and transform the society in which they live.

Michele Radio, Kansas

I enjoy student questions, causes, and dreams. Teaching allows me to invest in a hope-filled future in which all of our gardens bloom brightly. Fostering curiosity, creativity, and compassion in students provides them thoughtful lenses through which to address important issues we will face in the days to come.

Elizabeth Raulston, Mississippi

During the school year, I most enjoy teaching and performing three Shakespeare plays. Bright but sluggish sixteen-year olds inevitably catch on fire by the second play, and after the third they think of themselves as Shakespearean experts. On Shakespeare's birthday, I took forty-one students to the Alabama Shakespeare Festival to see Titus Andronicus and Macbeth. My heart almost burst with joy on the five-hour bus ride home as student after student voluntarily stood up and loudly declaimed famous passages from many of the plays.

Kevin Reel, Georgia

Every young person is given gifts from God. It is gratifying for me to watch these gifts emerge and develop in and outside the classroom. As a principal, I also appreciate the chance to usher families through difficult situations, even if it is only to watch their child become an adult.

Joseph Rutkowski, New York

Music is an integral part of my life. As a performing clarinetist, I pride myself on daily practice. I try to teach my students that from this rigor, we discover the power to make those ink spots on the manuscript page come to life.

Jim Ryan, Oklahoma

Teaching definitely beats working for a living. Too many people spend lives engaged in an occupation that renders them incapable of enjoying the life they thought they were busy making. Teachers know that we must never separate "working" and "living," even by the words "for a." Teachers live their work.

Robin Sacilotto, Connecticut

I enjoy continually inspiring students to be successful learners. Teaching provides an amazing opportunity to positively impact a child's life. It is a truly rewarding experience that enables me to project my enthusiasm and passion for mathematics.

Winsome Saldanha, Myanmar

My joy in learning is partly that it enables me to teach. As a teacher I believe in the value and interest of my subject as a doctor believes in health. I like to excite my students, trying to encourage a boundless sense of curiosity about science, so that my students can come to comprehend the subject with an excitement supported by awe and wonder.

Trent W. Scott, Wisconsin

I teach for the moment, for the look in a student's eyes when the flip is switched and they are forever changed by possibility. I have the honor of guiding students through convoluted pathways of literature and showing them how to participate in the critical dialogue through their writing.



2004

TEACHER RECOGNITION AWARDEES

reflect on teaching

Betsy Sidor, Ohio

I challenge my students to wrestle with contemporary issues. Hannah Ma performed without peer in my classes because she has the maturity and intelligence to take a long-run perspective, the confidence to act creatively, the endurance to construct effectively written arguments and the personality to collaborate with all ages.

Martin Skoble, New York

My job as a teacher of poetry is to create an environment in which children discover the fundamental truth of their own power and set themselves free to experience and share the passions and joys of language as art. I trust their unique and individual voices to change us all.

Kathleen E. Small, Nevada

The incident that provides me with an enormous feeling of pride took place in Madrid with my students. One of my young middle-schoolers was chatting away with a distinguished-looking Madrilenian and the gentleman asked my student how he came to speak Castillian so well. The young fellow simply pointed to me and said: "Because she is my teacher."

Jeffrey Souther, California

Recently a student who has struggled with the rigors of Latin worked carefully through a rather tortuous passage of Ovid, rendering a very accurate translation. The class spontaneously burst into applause. He beamed. Being able to participate in this delight at illumination is one of the greatest joys of teaching.

Brenda Spurgeon, Missouri

As a secondary mathematics and computer science teacher, every day is an exciting, new adventure for me. I am constantly working to keep my classes interesting and motivating, especially in the area of technology. Helping students grow academically and meet the challenges they face gives me great pleasure as an educator.

Cathy Stanke, New Mexico

I enjoy teaching because of the students, of course! Secondly, I love the mathematics, the beauty of the patterns. I am most proud when the two come together. A student considering a good math problem is magical.

Janice C. Strickland, Alaska

When students feel the satisfaction of their work and study, recognize their own strengths, and triumph in the knowledge that they are capable of excellence in academic, personal, and social endeavors, I know the joy, the ultimate reward of teaching: student success!

Brian Tebeau, Oregon

The opportunity to use academics to challenge, encourage, and develop the character of young men and women is one of the greatest blessings in my life. I am of the privileged, who everyday present students with the impact they can have on their world when living by timeless principles.

Marc A. Turner, South Carolina

I work in an academic environment where there is freedom to pursue and investigate non-traditional topics. Last year, I taught a course about the key intellectual themes in European history. I purposefully selected readings that were unfamiliar, so I could experience these new ideas with my students. It was a thoroughly enjoyable semester.

David Volk, North Dakota

To teach is to inspire, to strengthen. The influence of my philosophy was first felt when students whom I had in Latin for five years gave me a hat that said, "Dad." Another student, congratulating me for being honored as State Teacher of the Year, wrote: "Teacher for a day, father for a lifetime."

Scott Walker, South Dakota

Life presents few opportunities to affect the world. Teaching provides an opportunity to motivate. Teaching provides an opportunity to inspire. Teaching provides an opportunity every day to make a difference. I cannot imagine doing anything more meaningful with my life.

James F. Ware, Arizona

I suppose what I enjoy most about teaching is when students begin to make connections, ask good questions, and form metaphors. The evidence for this is as much a light in their eyes as it is any measurable behaviors.

Beth Weinberger, Texas

Teaching provides me with the opportunity to share my knowledge and excitement about art with my students. I encourage them to explore ideas and concepts they may feel passionate about and to work through any difficulties they may find in the process of making their art. I am delighted with their breakthroughs, large or small, and am pleased to share my enthusiasm with them.

Jeff Weisenfreund, Massachusetts

My greatest thrill throughout my career has been involving children actively in their math education. Seeing students replace math phobia with real understanding and achievement-- especially critical at the elementary level-- has been a source of endless pride. This has necessitated a great deal of individualization, as well as lots of theatricality! As Meredith, a former student, wrote in her 6th grade yearbook, "If I can survive JW, I can survive anything!"

Lily C. Weiss, Texas

"No dream is too great when the wings of the heart are free." – Anonymous. This statement reflects not only my teaching philosophy but also depicts the spirit of the students that I teach! In my 30-year teaching career, I have embarked on a journey with my students to explore our passion and love of dance, the arts, and life, and I am thrilled when at the end of our journey together they have realized their dreams!

Judith C. Wenger, Oregon

My most joyful hours have been spent helping middle-schoolers transform into actors as they experienced movement, speech, and emotion onstage while feeling a sense of belonging, friendship, and increased self-esteem offstage. I have had the privilege of watching my "ducklings" transform into "swans" because of what they have experienced on stage.

Malorie L. Wiebe, California

After hours of hard work solving math problems, having fun, and developing strong friendships, all I could do now was watch my students concentrate as hard as they could for each round of the math competition. In between, they would give each other encouragement along with neck and shoulder massages. Success!

Sandy Wilson, Oklahoma

One of my most fervent prayers is that God will use me to influence my students and others around me in a positive manner. Witnessing God's faithfulness in my life and sharing in the lives of hundreds of teenagers enriches me beyond measure. Being a teacher is truly a blessing.

Gerry Wilson, Mississippi

Recently, a senior student wrote: "The mystery of writing has been removed.... Now I see that it is actually feasible for me to write, maybe not for a living, but at least for life." Nothing gives me more satisfaction than seeing a student discover and claim the power of words.

Jay Wilson, North Carolina

The thing I enjoy most about teaching is seeing students accomplish something they never thought possible, from understanding a concept in math, to being accepted into a university. Knowing that I have played a role in a student's path to a successful life makes my career in education worthwhile.

Marilu Wood, District of Columbia

I tell my art history students, "What a deal I have for you. Every day you get to study the beauty created by men and women. You are challenged to understand the culture-- the religion, economics, literature, and politics -- that produced this art. You will learn that beauty reveals the soul of a people."

Sandy Woods, Delaware

When my students graduate, I sit in the audience and wonder what the future holds for them. What I find most rewarding is when they return to visit me after graduation. I enjoy seeing these teenagers grow into mature adults who are reaching the goals they spoke of as students in my class.

2004 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners

The Commission is a group of private citizens appointed by the President to select and honor the Presidential Scholars. Commissioners are selected from across the country, representing the fields of education, medicine, law, social services, business, and other professions. The Commissioners make the difficult choices of selecting Scholars from an initial pool of approximately 2,600 candidates who demonstrate exceptional accomplishments in academics and the arts, and an outstanding commitment to public service.

The Commission invites the Presidential Scholars and their Teachers to Washington, DC for National Recognition Week. Activities are funded through a public-private partnership of the Presidential Scholars Foundation and private corporate and philanthropic sources. As guests of the Commission, the Scholars meet with government officials, educators, authors, musicians, scientists, and other accomplished persons. Scholars also attend recitals, receptions, and ceremonies in their honor and visit museums and monuments of the nation's capital.



Linda Richey Graves, Kansas
Commission Chair

From 1995-2003 Linda Graves made the well-being of children and families the cornerstone of her work as First Lady of Kansas. In addition to these initiatives, Mrs. Graves led the effort to restore Cedar Crest, the Governor's residence. She received the President's Award in 2002 from the National Trust for Historic Preservation in honor of this achievement. Prior to assuming her duties as First Lady Mrs. Graves was a partner in the law firm of Levy & Craig, P.C. She currently serves as a director of the Waddell & Reed group of mutual funds.



Lawrence R. Bearden, Arkansas

Senior Partner, Impact Management Group, Inc., a Little Rock Southern strategy and grass roots-based political consulting firm. State Director of the Bush for President Committee-Arkansas; Chief of Staff to Congressman Jay Dickey (R-AR4) from 1993-1995; Executive Director of the Republican Party of Arkansas from 1990-1992 and 1996-1999. Managing Partner, Capital Resource Management from 1999-2000. One of Arkansas Business Magazine's "40 most influential businessmen." Board member of The Little Rock Club from 1996-1999; Board member and legislative committee chairman, Professional Counseling Associates from 1995-2001. Currently serving on President Bush's Commission on White House Fellowships. Served as an instructor on Building Democracy for the International Republican Institution in Washington, DC.



Glen T. Becerra, California

City Council Member in Simi Valley, California, elected in November of 1998. Currently a Public Affairs Region Manager for the Southern California Edison Company. Former Legislative Aide to Assemblyman James L. Brulte, responsible for legislation dealing with California's utility industry and the State Allocation Board, which finances the renovation and construction of public schools. Former Deputy Director for the Office of External Affairs in the Administration of Governor Wilson, overseeing the operation of the Governor's field offices and serving as liaison for constituent groups. He is an active community member, serving on the Simi Valley Education Foundation and Boys & Girls Club Board of Directors and participating in the Economic Development Collaborative of Ventura County. Council Member Becerra and his wife Sally have two children, Elizabeth and Nicholas.



Jean L. Becker, Texas

Chief of Staff to Former President George Bush since 1994, taking a leave of absence in 1999 to edit and research "All the Best, George Bush: My Life in Letters and Other Writings." She served as Deputy Press Secretary to First Lady Barbara Bush for 1989 to 1992. After the 1992 election, she moved to Houston to help Mrs. Bush with the editing and research of her autobiography, "Barbara Bush, A Memoir." Before joining the White House staff in 1989, Ms. Becker was a newspaper reporter for ten years, including a four-year stint at USA TODAY.



Scott A. Bundgaard, Arizona

Scott Bundgaard served Legislative District 19 in the Arizona State Legislature for eight years. First elected at age 25 to the Arizona House of Representatives, Scott was elected two years later as the youngest member of the State Senate, where he served as Chairman of the Senate Finance Committee for six years. He also served as a member of the Appropriations Committee, the Judiciary Committee, the Commerce Committee, the Natural Resources & Environment Committee, and the Joint Legislative Budget Committee. Scott coaches basketball for the Boys & Girls Club, the City of Glendale, and Arizona Youth Sports. He is an active board member and a mentor with MatchPoint, a faith-based one-on-one mentoring program for at-risk kids that is affiliated with Prison Fellowship Ministries. Scott is currently a partner in an investment firm in New York City and still resides in Phoenix.



Hattie Daniels-Rush, Wisconsin

Hattie Daniels-Rush is a licensed marriage and family Therapist in the state of Wisconsin. She is a former teacher of secondary English, and has worked in the Milwaukee Public School District as a school social worker, case manager, and program coordinator for HR Academy. Mrs. Daniels-Rush is extremely active in her church and community. She is a weekly radio talk show host, and, in 2001, was appointed by Milwaukee's Mayor John Norquist to serve as the city's Faith-Based Liaison. She serves on numerous boards, including the Salvation Army Advisory Board, COGIC Social Services, Christian Business and Professional Alliances, Hysop Diagnostic and Treatment Center, and V&J Foods (a franchise of Burger King and Pizza Hut). She is the recipient of many honors, including the 2003 Outstanding Community Involvement and the 2003 Planters of Positive Seed awards.



Williamson M. Evers, California

Research Fellow at Stanford University's Hoover Institution and a member of the Institution's Koret Task Force on K-12 Education; served as senior educational advisor to Ambassador L. Paul Bremer in Iraq; served on the U.S. Department of Education's National Educational Research Policy and Priorities Board; served on the California State Academic Standards Commission; serves on the California state testing system's question-writing panels for history and mathematics; member of the policy board of the California History- Social Science Project; President of the board of directors of the East Palo Alto Charter School; editor of and contributor to several books on education policy; member of the editorial board of Texas Education Review, and Education Next.



Jeanne Ferst, Georgia

Mrs. Ferst has been deeply involved international, public, and civic affairs for over 30 years. She has served as a participant in many international conferences, including the Ditchley Conference of 1996 & 1999, the German-American Economic Relations Conference in 1997, and was a member of the President's Commission Hostage Compensation in 1981. She studied at the University of Chicago and then began working with the United Nations. Since then, she was a member of the President's Panel on South Asian Relief Assistance, the Acting Chairman of the Cultural and Civic Affairs Committee in Atlanta, Georgia, and a member of the Advisory Committee on Voluntary Foreign Aid with the Agency for International Development/US State Department. She is a board member of several international organizations, including the Southern Center for International Studies, and is a Trustee of the Morris Brown College.

2004 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



Michael A. Galiazzo, Maryland

Dr. Michael Galiazzo is president of Get Results, a project management company that specializes in collaborative workforce development efforts involving business, labor, government and education. He has served in a variety of leadership roles in community-based organizations, and worked in higher education. Dr. Galiazzo has earned a Doctor of Philosophy, Education Administration, Community College Leadership Program, The University of Texas at Austin; Leadership Certificate, Center for Creative Leadership, Greensboro, North Carolina; Master of Science, Applied Behavioral Science, The Johns Hopkins University; Hopkins Fellow, Community and Organizational Systems, The Johns Hopkins University; Bachelor of Arts, Human Services Administration, Antioch University, 1978.



Marcia A. Jackson, Virginia

Marcia Clark Jackson is an associate with Africa Global, a company serving the public relations and private sector development needs of African governments, the U.S. and African private sectors headquartered in Washington. A graduate of the University of Missouri-St. Louis, she holds degrees in political science and business administration/accounting. Previously, she was founder and president of Jackson Roy Company, a marketing and business development company based in Texas specializing in growth strategies for small firms. A resident of Dallas for many years, Mrs. Jackson served as a member and trustee for several civic and cultural organizations: The Junior League Of Dallas, The Links Inc.- Mid Cities Texas chapter, Dallas Museum of Art, Dallas Theater Center, Texas Child Protective Services Community Partners and Girls Incorporated. In 1995, then-Governor Bush appointed her to the Governor's Commission for Women, and prior to joining the Commission on Presidential Scholars, she served on the President's Commission for White House Fellowships. Mrs. Jackson is married and has two daughters.



Elizabeth K. Johnson, Virginia

Practicing Landscape Architect, private practice, A.S.L.A. Former Board Member of the Virginia Board for Architects, Professional Engineers, Land Surveyors, Certified Interior Designers, and Landscape Architects. Active campaign and political volunteer.



Robert L. King, New York

Chancellor, State University of New York. As the Budget Director of New York State, he served as Governor Pataki's chief policy advisor on state fiscal matters. As the Director of the Governor's Office of Regulatory Reform, he designed policies that promoted private-sector job growth in New York. He developed a comprehensive program for the elimination of unnecessary government regulations, reducing state regulatory costs by nearly \$3 Billion. He served as the Monroe County Executive and developed an award-winning program to reduce teen pregnancy. King holds a law degree from Vanderbilt University and has been a prosecutor in California and New York. He has taught graduate and undergraduate law courses and was a New York State Assemblyman.



Manuel Lujan, Jr., New Mexico

Mr. Lujan currently owns his own consulting firm, Manuel Lujan Associates. He also sits on the Boards of numerous companies, including the banking, construction, electric, gas, and telecommunications industries. He was the United States Secretary of the Interior from 1989 to 1993 and a Member of the United States Congress from 1969 to 1989. As a Representative from New Mexico's 1st District, he was on the Interior and Insular Affairs Committee, the Science, Space and Technology Committee, and the Joint Committee on Atomic Energy. Mr. Lujan is the Organizer and Chairman of the Endowment for Excellence in Education, which provides college scholarships for students in New Mexico Universities.



Modesto A. Maidique, Florida

Dr. Maidique is the fourth President of Florida International University (FIU), a public research university with an enrollment of 32,000 students. Appointed in 1986, Dr. Maidique is the longest serving public university president in Florida. He holds a Ph.D. in Solid State Physics from MIT and is a graduate of the PMD Program at the Harvard Business School. He has served as a member of the faculty at MIT, Harvard, and Stanford. He was appointed by former President George H. W. Bush to his Education Policy Advisory Committee, and was appointed by President George W. Bush's Education Transition Panel. He serves on the Board of Directors of National Semiconductor and the Carnival Corporation and he is a member of the Secretary of Energy Advisory Board.



Fernando A. Mateo, New York

Entrepreneur and self-made millionaire Fernando Mateo is President and CEO of Hispanics Across America, a not-for-profit organization promoting financial independence and homeownership for all Hispanics throughout the country. Mr. Mateo originated Operation "Toys for Guns", a popular anti-gun program, founded Carpet Fashions, and currently serves as President of the New York State Federation of Taxi Drivers. Recognized by the New York Chamber of Commerce & Industry for business excellence and commitment to New York City's growth, Mr. Mateo has been lauded by the state's entrepreneurial community for his work reflecting social responsibility. Mr. Mateo has lectured in the university, college, school and corrections circuits, and has conducted workshops on the dangers of drug abuse and criminality. Born in the Dominican Republic and raised on Manhattan's Lower East Side, Mr. Mateo is married with three children.



Kathy Mellor, Rhode Island

Kathy Mellor, of Davisville Middle School in North Kingstown, was named 2004 National Teacher of the Year by President Bush. An English as a Second Language (ESL) teacher, Mellor has been at the forefront of designing and implementing her district's ESL program for the past 19 years. Born in Rhode Island, she graduated from Cranston High School East, earned both a Bachelor of Science in Elementary Education and a Master's in Education from Rhode Island College, and completed a Masters of Art in Teaching at Brown University. After substitute teaching in the Cranston school system, she took six years off to raise three children, pursue her advanced degrees and begin course work in ESL. She has taught full-time for 24 years, including posts teaching ESL at the International Institute of Rhode Island and the North Kingstown Schools, as well as continuing education in the Rhode Island College English Department. Ms. Mellor is the fifty-fourth National Teacher of the Year and the first to represent Rhode Island. She will serve for a year as a full-time national and international spokesperson for education.



Charlotte Mohr, Iowa

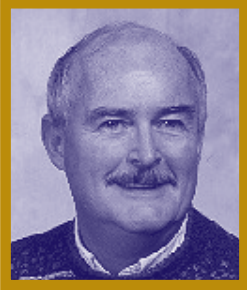
Charlotte Mohr is a lifelong resident of Iowa, Registered Nurse, mother of four, and farming partner with Jim, her late husband of forty-two years. Her career at the state and local level has included her appointment by then-Governor Branstad as the first chair of Iowa's Job Training Partnership Act Commission, serving thirteen years, and eighteen years' membership on the Environmental Commission. During her 32-year involvement with the Scott County Library, the system grew from one library to ten, culminating in a 2002 fundraising effort for the newest structure, in which she was instrumental. Charlotte served for fifteen years as Chairman of the Scott County Board of Health, and continues as Chairman of the Board of Directors of Valley Bank-- in 1993, the first bank to be chartered in Iowa in twenty-five years. She was the state's delegate to the Associated Country Women of the World, traveling to Kenya in 1977 and Germany in 1980. In 2003, Charlotte was elected Trustee of the



Robert E. Moss, Washington, DC

Robert Moss has worked in many capacities, but his primary role has been as a public policy strategist. From 1993-1998, Bob served as Vice President for Government Affairs for the American Automobile Manufacturers Association. He spent ten years as Vice President of Federal Affairs for the Coastal Corporation and served as deputy and then chief legislative and intergovernmental affairs officer for the Department of the Treasury. He also acted as Treasury's Congressional and White House liaison. Mr. Moss spent eight years in top staff positions on Capitol Hill and as a member of the Federal Election Commission, and served as chief legal counsel for the U.S. House of Representatives. He received his Juris Doctor from the University of California at Berkeley (Boalt Hall) and a Bachelor of Arts degree from the University of the Pacific in Stockton, California.

2004 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



John F. Mueller, Wyoming

Jack Mueller is a native of Cheyenne Wyoming and a graduate with a Bachelor of Arts and a Master of Education from the University of Wyoming. He taught in public high schools in Texas and Wyoming before joining the Wyoming Department of Education. His assignments during his 30-year career included school accreditation, school evaluation, program evaluation and teacher certification. He currently serves as Chairman of the State Library Board of Wyoming and is Chairman of the Wyoming Board of Geographic Names. He was appointed by Secretary of Education William Bennett to serve on the Commission on Accreditation and Institutional Eligibility, where he served for six years. Currently he is semi-retired and is involved in volunteer activities.



Laura E. Owens, Kentucky

Laura Emberton Owens, Kentucky's current Commissioner of Workforce Investment, has combined careers as an educator, writer, and professional speaker. She served as the host and producer of the cable telecast First Tuesday and continues as a contributing writer for various publications. Teaching on both the secondary and university levels, her primary role for 20 years was that of an educator. She was chosen by President Bush as one of three educators nationwide to participate in his national news conference on education. Currently, she serves on the Kentucky Commission on Community Volunteerism and Service. Laura lives in Glasgow, Kentucky with her husband, Donnie, and has two children, Kennan and Elizabeth, and one grandson, Drake.



Jean Potter, West Virginia

Jean Potter began her career as a teacher for the Norwin School District in Irwin, Pennsylvania. She was later asked to join the West Virginia State Department of Education to implement the Early Childhood Education Program. During her years at the State Department of Education, she also taught graduate and undergraduate courses for several colleges and universities. During President Reagan's administration, Mrs. Potter served in the U.S. Department of Education as Deputy Assistant Secretary of Education for Elementary and Secondary Education and later as the Acting Assistant Secretary of Education for the same department. She left this position to become Deputy to the Chief of Staff in the U.S. Environmental Protection Agency. Mrs. Potter is also an award-winning author of seven children's books that deal with educational subjects, and develops toys and educational materials for pre-school. Mrs. Potter and her husband, Thomas E. Potter, are the parents of four-year-old triplets, Christopher, Alexandria and Victoria.



Robert Ray, Iowa

Robert Ray, named "Most Influential Iowan," served an unprecedented five terms as Governor of his native state, and has been Republican State Chairman, Chairman of the Republican State Chairmen, and member of the Republican National Committee. He chaired the National Governors' Association, Republican Governors' Association, Midwestern Governors' Association, and Educational Commission of the States, and was President of the Council of State Governments. An army veteran, his career includes U.S. Representative to the United Nations, law partner, President and CEO of two life insurance companies, President of Drake University, and Trustee of the Hoover Presidential Library. He is on the Board of Directors of various corporations and health care organizations, as well as on national commissions and advisory boards, and has received countless professional, educational, and civic honors. He and his wife live in Des Moines, and have three children and eight grandchildren.



Renee Russell, North Carolina

Mrs. Russell is Director of Telecommunications for Mission-St. Joseph's Health System. In addition she has a telecommunications consulting firm. Her career has concentrated primarily in the private sector with the ROLM and IBM companies. As well as her professional obligations, she is also very active in the community as Vice Chair for Eblen Charities, Special Events Chair for the Mission St. Joseph's Foundation Board, and Vice President for Legislative Affairs for the North Carolina Medical Society Alliance. She is politically active on the local and state level. Renee lives in Candler, North Carolina with her husband, Don and her two children, Hailey and Allie.



Stanley E. Taylor, Virginia

Stanley E. Taylor is the Vice President and COO for the Arlington Campus of George Mason University. He is responsible for the administrative and academic oversight and development, coordination and implementation of University policy, academic programs and support services for the Arlington Campus. He serves as the University liaison with federal, state and local government agencies, elected officials and the business and civic organizations. Some of his professional, business and civic activities include serving on the Board of Directors of the Alexandria Chamber of Commerce, the Alexandria Education Partnership, and the Arlington Chamber of Commerce, where he is the Chair elect for 2005. He also serves on the Advisory Boards for the Fannie Mae Northern Virginia Partnership, the International Foundation for Research in Experimental Economics and the George Mason University Instructional Foundation. Mr. Taylor received his Bachelor of Architecture from Hampton University and has a Master of Architecture from the University of Nebraska at Lincoln.



Flo N. Traywick, Virginia

Republican National Committeewoman; Vice Chair, Southern Region, Republican National Committee; Executive Committee, Republican National Committee; Republican Party of Virginia, elected in 1984. Chief Deputy Commissioner, Department of Aging. Member of the Executive Committees of both the Republican Party of Virginia and the Virginia Federation of Republican Women. Trustee of the Lynchburg Academy of Music. Member of the White House Commission on Presidential Scholars from 1991 to 1993. Worked extensively on the Republican National Convention from 1976 to the present. A member of President Reagan's Virginia Steering Committee and a Founding Board Member of the Virginia School of Arts. Candidate for Congress in 1986 and House of Delegates in 1977.



Mary K. Turner, Virginia

Mary Kay Turner teaches World Religion and Ethics at Bishop O'Connell High School in Arlington, Virginia. After teaching on an Indian Reservation in Montana, Mrs. Turner pursued her graduate studies in Humanities with a focus on Indian education and later researched alternative education programs, helping to found Western Wyoming Alternative High School and The Learning Center, a program for developmentally disabled young children in Jackson Hole, Wyoming. As Chairman of Western Wyoming Mental Association, Mrs. Turner worked to bring services to rural areas in the state. More recently she completed an appointment to the Defense Advisory Committee on Women in the Services (DACOWITS) and is presently on the board of the Alliance for National Defense.



Paul G. Vallas, Pennsylvania

Mr. Vallas, Chief Executive Officer of the School District of Philadelphia, is charged with improving student achievement and leading the largest school reform effort in public education's history. As CEO of Chicago Public Schools from 1995-2002, he is credited with improving student test scores by virtually every academic indicator, eliminating waste, streamlining operations, implementing large-scale school construction and renovation, ending social promotion, partnering with national, corporate and civic groups, and establishing the largest after-school and summer reading programs in the country. He previously served for six years as Chicago's Directors of Budget and of Revenue, and for five years as the Executive Director of Illinois' Economic and Fiscal Commission. Mr. Vallas began his career as a teacher in elementary school and higher education. He served in the Illinois Army National Guard for twelve years, earning the rank of Captain, and was a senior instructor at the Illinois Military Academy. He holds undergraduate and master's degrees from Western Illinois University. He and his wife Sharon have three sons.



Fidel Vargas, California

Fidel Vargas is currently Vice President of Reliant Equity Investments. Previously he served as Mayor of Baldwin Park, California, where his innovative approaches to city government-- resulting in balanced budgets, decreased crime, increased city services, public safety, community improvement and business recruitment-- earned praise as "best practices" by the U.S. Conference of Mayors. Mr. Vargas is a founding member of the Cesar Chavez Foundation, and has served on two Presidentially-appointed national Social Security commissions, including President George W. Bush's bi-partisan Social Security Study Commission. His career has also included the posts of senior policy analyst to Los Angeles Mayor Richard Riordan, and Vice President of Phillips Brooks House, the community service organization of Harvard College.

2004 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



Presidential Scholars Foundation

P.O. Box 1613 • Williamsville, N.Y. 14231 • Phone/Fax (716) 636-4545

May 2004

Dear Presidential Scholars:

Congratulations on your outstanding accomplishments! I am delighted to represent the Foundation Board and the Scholars Alumni Society in applauding your discipline, drive, and impressive achievements in the fields of scholarship, the arts, leadership and civic values.

In 1964 when President Lyndon Johnson signed the Executive Order implementing the Presidential Scholars Program, he said: "this program will revolutionize American education." For forty years this program has highlighted the good news about our Nation's youth and America's schools and teachers, proving that high standards, high-quality teaching, and the pursuit of excellence lead to great things. You will help shape our country in years to come, and by highlighting your potential and your results, we encourage other students to reach for the stars as you have.

The Foundation proudly represents the nearly 5,000 Presidential Scholars who have been honored since the program began. Our organization is a means for you to continue the friendships forged during National Recognition Week, and to join a network of accomplished people across the country, who like you have received the Presidential medallion. I encourage you to stay in touch with your peers and us, and to support future generations of Scholars with your donations and participation in the Scholars Alumni Association.

Please visit our website: www.presidentialscholars.org.

Best wishes, and again, congratulations.

Sincerely,

Joseph DiVincenzo
President

PRESIDENTIAL SCHOLARS FOUNDATION

The Presidential Scholars Foundation, a nonpartisan, nonprofit organization, is the sole entity authorized by the Commission on Presidential Scholars to expand and enhance the public-private partnership that makes the Presidential Scholars Program possible. The Foundation seeks to provide financial support for the program; develop and maintain an Alumni Society; and ensure the future ability of the Commission to recognize the outstanding young adults who are named each year as Presidential Scholars. In reaching out to individual donors as well as corporate and philanthropic America, the Foundation emphasizes the value of excellence in education and the national interest in encouraging high attainment by students in secondary school and after graduation. The Presidential Scholars Program is the highest national means to encourage and entice new generations of students to reach for the stars. The Foundation is proud to continue to seek additional active members of the Alumni Society, the Board, and other committees that will assure the continuation of this program.

Each year the Foundation raises funds from public and private sources to provide housing, transportation, meals and above all education and enrichment activities for the Scholars during National Recognition Week. Each year's agenda aims to provide Scholars with structured ways to make a difference for those in need in our Nation's Capital, access to important national and international figures, and the opportunity to wrestle with issues that concern America and the world. Speakers, seminars and organized community service are essential components of this program. Through the years, Scholars have had the opportunity to meet with many distinguished individuals, including Justices of the Supreme Court, Senators and Congressmen, members of the President's Cabinet and staff as well as the First Family, astronauts, poets, scientists, athletes, ethicists, experts in international affairs, journalists, political strategists, and artists in a variety of disciplines. The generosity of the program's supporters will help continue this great tradition.

Those interested in further information about the program or in charitable giving may visit the Foundation's website at <http://www.presidentscholars.org>.

MEMBERS OF THE PRESIDENTIAL SCHOLARS FOUNDATION

Joseph DiVincenzo, *President*
James E. Farmer, *Vice President for Development*
Kevin Berlin, *Vice President for Alumni Relations*
Sanford C. Nemitz, *Treasurer*

Scott Bundgaard, Linda Graves,
Michael Galiazzo, Charles Gueli

THE PRESIDENTIAL SCHOLARS ALUMNI SOCIETY

With over 5,000 United States Presidential Scholars having been selected since 1964, the Scholars are well represented throughout the nation's industry, the sciences, the humanities, medicine, education, professions, the arts, and in service fields. Their diversity of interests, lifestyles, geographic regions, ages, and races are gold mines of opportunity for growth and exchange, as they explore common interests, educational activities, community service, and friendship.

The mission of the Alumni Society, created in 1996, is: to uphold the values of the Presidential Scholars and to create an organization with the goal of public service; to use their diverse talents to enhance and increase the educational opportunities of American students; and to assist the Presidential Scholars Foundation in its mission of assuring the continuity of the Presidential Scholars Program.

For more in-depth information on these and other Alumni activities, visit the Foundation's website at www.presidentscholars.org.

THE NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS

The National Foundation for Advancement in the Arts (NFAA) was established in 1981 to identify emerging artists and assist them at critical junctures in their educational and professional development; and to raise the appreciation for, and support of, the arts in American society.

Arts Recognition and Talent Search® (ARTS) is NFAA's core program. Through ARTS, NFAA annually grants award packages totaling up to \$900,000 and makes available \$3 million in scholarship opportunities to America's most outstanding high school senior artists through its Scholarship List Service (SLS). Each year up to 125 ARTS applicants are invited to ARTS Week – a full schedule of performances, master classes, exhibitions, readings, interdisciplinary activities and enrichment programs.

By participating in ARTS Week, these artists also have the chance to be named Presidential Scholars in the Arts. NFAA exclusively, and at the request of the Commission on Presidential Scholars, nominates up to 50 artists to be considered as Presidential Scholars in the Arts.

NFAA also supports professional and emerging artists through career development programs including its Fellowships in the Visual Arts program, the NFAA Astral Career Grants and the ARTS Alumni Awards for Achievement in the visual arts. The Foundation offers its ARTS Alumni additional opportunities to serve as summer interns at the Sundance Theatre Laboratory and the Utah Shakespearean Festival. NFAA continuously explores other internships and career entry programs.

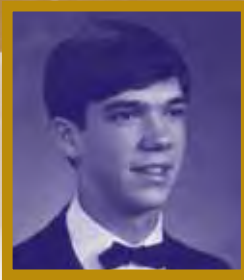
NFAA is a publicly supported nonprofit, nongovernmental 501(c)(3) organization with headquarters in Miami, Florida. Corporations, foundations, individuals and public agencies support NFAA's programs and operating costs through contributions and underwriting.

2004 PRESIDENTIAL SCHOLARS

staff and advisors



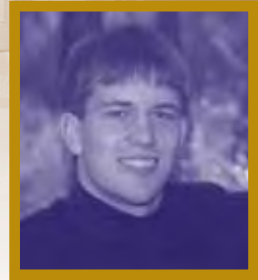
Melissa Apostolides
Executive Director



Christian Snider
Executive Advisor, 2001 Scholar (MS)



Matthew Austin
Advisor, 2003 Scholar (AL)



Nicholas Beck
Advisor, 2003 Scholar (MT)



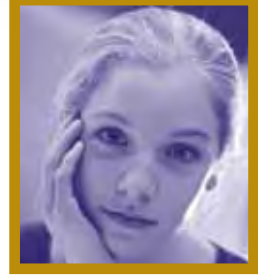
Aka Kumi
Program Coordinator



Michael Chen,
Advisor, 2002 Scholar (NM)



Joel Englander
Advisor, 2003 Scholar (CO)



Anne Harsch
Advisor, 2003 Scholar (RI)



Jessie Juusola
Advisor, 2001 Scholar (MN)



Keith Nunziata
Advisor, 2003 Scholar (VT)



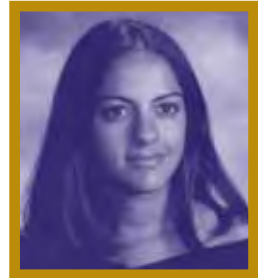
Karen Rhorer
Advisor, 2003 Scholar (LA)



Jennifer Richards
Advisor, 2003 Scholar (VT)



Carrie Spielman
Advisor, 2002 Scholar (OK)



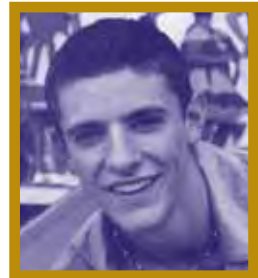
Uma Tadepalli
Advisor, 2003 Scholar (NC)



Christopher Wells
Advisor, 2001 Scholar (WY)



Rena Xu
Advisor, 2003 Scholar (PA)



Christopher Young
Advisor, 2003 Scholar (TN)

