



**PRESIDENTIAL SCHOLARS**



# **2003 PRESIDENTIAL SCHOLARS PROGRAM**

## **NATIONAL RECOGNITION WEEK**

June 21 - June 26, 2003

National Recognition Week is Sponsored by:  
**The General Motors Corporation**  
**GMAC Financial Services**

# 2003 PRESIDENTIAL SCHOLARS

1964 - 2003



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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.

From President 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.



# 2003 PRESIDENTIAL SCHOLARS

## Congratulations



THE WHITE HOUSE  
WASHINGTON

May 1, 2003

Congratulations to the 2003 Presidential Scholars as you are recognized for your outstanding accomplishments.

You are among a distinguished group of young people who have challenged themselves and achieved the highest standards in education, the arts, leadership, and service. During National Recognition Week, we celebrate your accomplishments and encourage you to continue to pursue excellence in your endeavors. As we welcome new opportunities and face new challenges, our Nation will rely on your talents to help ensure a bright future for the United States and our world.

I commend your loved ones for providing a strong foundation that enables you to flourish and reach your full potential. I also salute your teachers who have helped you develop the knowledge and skills you need to be confident and successful. As Presidential Scholars, you set an example and inspire countless young people to excel.

Mrs. Bush joins me in sending our best wishes for continued success.

A handwritten signature in black ink, appearing to read "George W. Bush", written in a cursive style.



THE SECRETARY OF EDUCATION  
WASHINGTON, D.C. 20202

May 1, 2003

Dear 2003 Presidential Scholars:

Congratulations on receiving this important honor. Presidential Scholars are proof of what young people can accomplish when met with high expectations, challenging academic standards, and excellent teachers. By your hard work, discipline, and leadership, you help ensure that a culture of achievement, strong character, and willing service continues to thrive in our nation.

President Bush has spoken proudly of "our country's fundamental belief in the promise of every child." I share that pride, and with it the President's conviction that our work will not be complete until every child in America has an equal chance to succeed in school and rise in the world. By awarding you the Presidential Medallion, we celebrate your attainments and affirm the potential of all our youth. You represent our belief that America's young people are its most important resource – the key to its future success and continued greatness.

I wish you all the best in the years ahead.

Sincerely,

A handwritten signature in blue ink that reads "Rod Paige".

Rod Paige

# 2003 PRESIDENTIAL SCHOLARS

## Sponsors



THE WHITE HOUSE  
COMMISSION ON PRESIDENTIAL SCHOLARS  
600 INDEPENDENCE AVENUE, SW  
WASHINGTON, D.C. 20202-3500

May 21, 2003

On behalf of the White House Commission on Presidential Scholars, it is my pleasure to join President Bush and Secretary Paige in honoring the 2003 Presidential Scholars for their academic excellence, artistic gifts, leadership and citizenship.

Each year the Commission selects, from several million graduating high school seniors, a small number of young Americans to be Presidential Scholars. We are delighted to see you join the ranks of this accomplished group. We also thank your families, and the teachers you have selected to receive the Teacher Recognition Award, for their contributions to your success.

In so doing we underscore the principles of the No Child Left Behind Act by rewarding young people who meet challenging academic standards, recognizing highly-qualified teachers, and acknowledging the importance of empowering students and parents. You are inspiring examples of the heights to which our Nation's young people can rise.

Congratulations on your achievements. My fellow Commissioners and I wish you much success as you continue your education.

Sincerely,

A handwritten signature in cursive script that reads "Mary Kramer". The signature is written in black ink and is positioned above the printed name.

Mary Kramer  
Commission Chair





## **GMAC**

To the 2003 Presidential Scholars:

General Motors and GMAC Financial Services are again honored to support this most worthwhile program.

During these challenging times, it is very encouraging to witness youth, like you, who demonstrate such excellence in academics, community services, the arts and leadership.

What you do well puts you in front on this competitive road to success, and guarantees you a fulfilling and important role in the future of this world.

We at GM and GMAC hope that your recognition as a Presidential Scholar will enhance your desire to learn more about the world in which you live, work and fellowship. Remember and cherish those who were instrumental in your life and, more importantly, reach back and teach someone who may not be as fortunate as you.

We are proud of you. We salute you and extend our very best wishes for your continued success.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric A. Feldstein". The signature is stylized and cursive.

Eric A. Feldstein  
Group Vice President, General Motors  
Chairman & President, GMAC

# 2003 PRESIDENTIAL SCHOLARS

## Benefactors

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*Thank you to all of the Commissioners,  
Alumni, and Friends for their donations.*

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*residential Scholars represent excellence in education and the promise of greatness in young people. The 2003 Scholars 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 seemingly boundless energy, demonstrate leadership in their communities, civic groups, and places of worship, and make practical their hopes of improving the world. Among the class of 2003 are scientists, volunteers, artists, class officers, inventors, athletes, mentors, linguists, deacons, musicians, cadets, poets, dancers, entrepreneurs, coaches, Scouts, journalists, survivors, advocates, and teachers. From debate to bull riding, from archeology to politics, from rocketry to the environment, they pursue their passions and convictions with joy, dedication, curiosity, and inspiring results. The work of the Commission on Presidential Scholars reaffirms, on behalf of the President, the Nation's commitment to education for all Americans, and the potential it has to open doors, encourage action, and unfetter dreams.*

# 2003 PRESIDENTIAL SCHOLARS



**Hana Lucia Adaniya**, Westerville, OH, Westerville North High School  
College Plans: Massachusetts Institute of Technology

When I was born, my parents and my South American relatives hailed me as the reincarnation of my grandfather, who had passed away nine months earlier. Life as an 80-year old Peruvian man has been interesting to say the least, and despite the differences in our upbringings, I have carried the part pretty well. We share many traits from a love of learning, to an involvement in sports, and a dedication to community service. I have enjoyed my school work and summers spent researching at the Ohio Supercomputer Center or taking advanced classes at MIT, as much as I have enjoyed my participation in cross country, swimming, and track with my high school's team, and my work with refugees from war-torn countries. As I am about to begin a new life as a college student, I intend to derive as much pleasure from future pursuits, as I continue to honor, in my own personal way, my grandfather's legacy.



**Timothy Andres**, Washington, CT, Home School  
College Plans: Yale University or Harvard College

When I'm asked if I consider myself more a pianist or composer, I say I'm a pianist-composer. I love being both, following in the tradition of pianist-composers that goes back to the beginning of classical music. I began piano lessons at age seven and have performed in churches, schools, old-age homes, regional recitals, and concert halls. I've won awards as a soloist and chamber musician, and will be playing with the New York Pops at Carnegie Hall in May. I started composing when I was seven and have studied at Juilliard Pre-college, Boston University Tanglewood Institute, and Aspen Music Center. My works have received numerous awards and been performed by the Norwalk Symphony and the Juilliard Pre-college Orchestra. I am interested in the confluence of music, art, literature, and philosophy, especially in an historical context, and have spent the last year studying Ives's Concord sonata and the Transcendentalists who inspired Ives to write it.



**Matthew Austin**, Montgomery, AL, The Montgomery Academy  
College Plans: The Rhode Island School of Design

You can find me, in bright orange pants climbing a tree, throwing Frisbee in the park with my friends, running around my backyard with my younger brother and sister, or in my studio working on art. It certainly has been an interesting journey getting to this stage in my life. Jobs in construction and telemarketing mixed with the typical teenager anguish left me confused and in search of myself. The summer after my junior year I attended a five-week program at the Savannah College of Art and Design. This experience forever changed my life. It was as though someone had pulled open a curtain onto a whole new world. I uncovered a passion and love for art, and found peace being surrounded by many others very much like myself. I left there driven to take life for its fullest and pave my future.



**Daniel Bach**, Versailles, KY, Woodford County High School  
College plans: Duke University

I enjoy math, soccer, and juggling. I have competed in many academic competitions, both through my school's academic team and by participating in individual math competitions. Through these competitions, I have developed a strong interest in mathematics. I plan to major in math in college and eventually obtain a doctorate in mathematics. This past summer, as a Kentucky Governor's Scholar, I studied cryptology and exposed various pseudosciences. Also as a Governor's Scholar, I juggled three flaming torches—and suffered no major injuries.



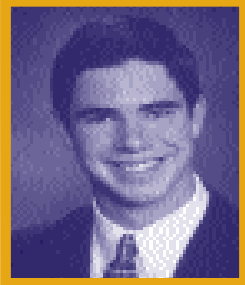
**Nicholas Beck**, Baker, MT, Baker High School  
College Plans: Carroll College

In order to evade the ever-present threat of small-town boredom, I've found myself in constant search of activities and events. However, living in Baker, Montana has made this challenging at times. Therefore, by being involved in school clubs, athletics, volunteer programs, and community activities I have evaded this tedium. Within the school, I am currently President of the Student Body and Student Union, as well as Vice President of our Business Club. As an athlete, I have competed in four years of football, basketball, and track, lettering in each for three years and receiving All-Conference recognition in football and track. While volunteering, I've helped build a home through Habitat for Humanity and raised money for research with the Walk for Diabetes. Also, I've participated in a mentoring program affiliated with my high school. In the community, I've coached youth basketball, flag football, and soccer. Through these activities, I've learned more about my school, my community, and most of all, myself.



William G. Hamilton  
Still from *Late Veracity*

# 2003 PRESIDENTIAL SCHOLARS



**Anthony Bendinelli**, Columbus, OH, St. Charles Preparatory School  
College Plans: University of Notre Dame or Vanderbilt University

It has been a very long time since I have had the luxury of what I call "leisure time." I have already begun the petition for a twenty-seven hour day, in case anyone else is in the same position. School itself is time consuming, but I have not helped matters by playing football in the fall, In The Know in the winter, and track in the spring. In The Know is an academic quiz competition for high schools, and tournaments are held on weekends throughout the year. Despite my focus on sports, I still found time to play trumpet in the band and jazz band, which held its practices after school. With my commitment to Scouting, tutoring, and other volunteer activities, it is amazing that I have time to sleep some nights! However, I love to have fun with my friends; this is by far my favorite leisure-time activity.



**Andrew Berg**, Fargo, ND, Fargo North High School  
College Plans: Georgetown University

I have drawn a lot of inspiration from my favorite movie, Rounders. This 1998 poker film originally caught my attention for its interesting subject and outstanding cast. After watching the movie once, I was completely fixated on its content. The main character, Mike McDermott, loses all of his money on a bad bet, but gains it back with several carefully calculated risks. Although I do not aspire to be a professional gambler, I recognize the necessity of taking risks. I carry this attitude into debate, where my style is progressive, but usually successful. Similarly, I'm willing to try any activity that sounds interesting, including jazz band, journalism, basketball, a part-time restaurant job, Key Club, and a summer as a U.S. Senate Page. I know that the only way to be successful and happy is to play the odds rather than sitting idly.



**Jason Borschow**, San Juan, PR, Saint John's School  
College Plans: Harvard College

I am an optimistic, open-minded person who craves challenges. One of my greatest accomplishments was a second place finish in the National Geography Bee, a competition sponsored by the National Geographic Society that draws approximately five million participants. Later that year I was appointed, along with two other students, to the United States Team for the 1999 International Geography Olympiad at Toronto, Canada, where we won the gold medal. I plan to focus on the social sciences in college, as my interests range from business to economics and from international relations to political science. In my free time I can be found anywhere from giving my classmates a helping hand on Chemistry homework, to the Hogar Nuestra Señora de la Providencia nursing home, visiting with nonagenarians. I love team sports as well as debate, and I have spent a great deal of time playing basketball and participating in the Junior State of America and Model Organization of American States throughout high school.



**Carl Brinton**, Mesa, AZ, Mountain View High School  
College Plans: Brigham Young University

One day as a kindergartener in Manhattan, I met a boy named Myung who spoke a different language. Since both my dad and my doorman (two of the most important people in the world) spoke Spanish, I figured so did Myung, but as a blow to my seemingly flawless 6-year-old logic, my parents informed me that Myung was Korean. Though misguided in the beginning, my interest in lands and peoples has continued and developed. Instead of sports posters, maps cover my walls; instead of reading comics, I read the Yomiuri Shimbun. I have been blessed to be able to assist teaching economics and international relations courses, to work diplomatically with people from over 40 different countries, and to write scores of pages on various current political topics. Through my opportunities, I have become more than a citizen of Mesa, Arizona. I have become a citizen of the world.



**Stephanie Brockman**, Thompson, ND, Red River High School  
Currently studying at the United World College of the Atlantic, Wales  
College Plans: Undecided

Being a student at Atlantic College has forced me to question my beliefs and to see the other side of issues that I always believed to be one-sided. I had never considered myself to be a biased person, but I was. We all are-- at least, until we have the chance to view the world through the eyes of another. My year at AC has led me to take on many active roles, such as being a peer listener, writing orders and maintaining the school bookshop, participating in speech competitions, and heading a global initiative aimed at raising money and awareness within the college and local community to address an outside issue. Still, my fellow students are the ones who have literally placed the world at my feet.





**Paul Broyles**, Princeton, WV, Princeton Senior High School

College Plans: Harvard College

As a child, I loved to hear my parents read aloud. I still happily devour all kinds of books, from *The Hitchhiker's Guide to the Galaxy* to *Les Miserables*. Naturally, writing is close behind. I've written since I was old enough to hold the pencil-- poems, short stories, newspaper articles. Also, though it's risky to say so right now, j'aime bien parler français. I enjoy Model U.N. debate and the excitement of state and national math and computer competitions. My major passion may be music. Clarinet is my marching and Town Band instrument; for concert, it's oboe, with its distinctive, haunting sound. Some day soon, I hope you can go to the Internet to see *Madness of the Gods*, the movie I'm making about John Brown's 1859 raid on Harper's Ferry. When I start college at Harvard this fall, I'll bring a bit of Wild, Wonderful West Virginia with me.



**Stephen C. Cabell**, Owensboro, KY, Interlochen Arts Academy

College Plans: Curtis Institute of Music

A musical composer, Stephen is a recent graduate of Interlochen Arts Academy in Interlochen, Michigan. Recently he received a commission from the Owensboro Symphony Orchestra to write an orchestral piece for their 2003-2004 season. His awards and honors include winning the 2002 Illinois Wesleyan University High School Composer Competition, receiving a Morton Gould Young Composers Award from the American Society of Composers, Authors, and Publishers (ASCAP) in 2002, and a Neil Rabaut Memorial Scholarship from Interlochen Arts Academy in 2002. His music has been performed by the Owensboro Symphony Orchestra, Imani Winds, Interlochen Horn Quartet and Octet, and the students of Interlochen Arts Academy. Stephen plans to study composition at Curtis Institute of Music in Philadelphia, Pennsylvania.



**Jennifer Xiaojin Cai**, Ann Arbor, MI, Huron High School

College Plans: Harvard College

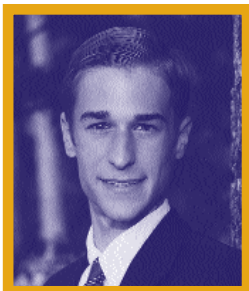
Besides being a student, I enjoy many extracurricular interests that have made me a musician, a scientist, an engineer, a journalist, and a teacher. I have been first chair alto saxophone for three years and serve as a director on the board of the community orchestra as well as teaching saxophone to students in my area. In 2001, I won top awards at the regional science fair for my research on the application of airplane wings to Bernoulli's principle. Last summer, I worked in a Columbia University biomedical engineering lab to study the effects of stimulation on cartilage-producing cells. I also served as cover editor of the newspaper, handling issues ranging from the war in Iraq to a secret "dungeon" in the basement of my high school. Recently, I began tutoring students in chemistry and biology, two subjects that I love and hope to combine for study in the future.



**Caroline Camic**, Madison, WI, James Madison Memorial High School

College Plans: Yale University

Caroline's range of interests has led her to fill a variety of roles, from Editor-in-Chief of her school's newspaper to violinist in several orchestras, singer in musicals to mathematician on a state-champion math team, scientist doing independent research in a chemistry lab to government Commissioner. In the field of community service, Caroline founded a volunteer organization called SeniorLink, through which high school students mentor senior citizens in computer use. Caroline has served as President of her school's Youth Service Team and has volunteered in numerous other capacities, from coaching a middle school math team to serving on various civic boards (including as President of her school district's Student Senate), working at a community center in a low-income neighborhood to volunteering for numerous political campaigns. Caroline's awards for her work have included the top honor in the ThinkQuest International Internet Challenge and a national Tribute Award Scholarship from Discover Card.



**George Capps**, St. Louis, MO, St. Louis Priory School

College Plans: Stanford University

George is the oldest of eight children. He is a serious student, and he spends much of his free time researching nineteenth century Cheyenne, Arapaho, and Flathead history. In fact, he recently completed a 124-page paper on the somewhat obscure topic of "The Identification of the Cheyennes in the 1863 Southern Plains Delegation Photographs." Nevertheless, he also finds time to play the piano and to pursue his passion for painting. He particularly enjoys being able to combine scholarship and creativity; for example, as his Senior Thesis he produced a historically accurate Civil War battle scene. George has also run Varsity Cross Country, played Varsity Tennis, appeared in six plays, been the president of his school's Respect Life Club, and committed some 180 hours of community service to the Aim High Program. He would like to thank his friends and family for their constant love and support.

# 2003 PRESIDENTIAL SCHOLARS



**Catherine Carter**, Jackson, MS, Jackson Preparatory School  
College Plans: Princeton University

Catherine is a student involved in many aspects of school and community. She is active in her church as President of the Cornerstone Choir and a member of several musical ensembles. She enjoys various community service activities: building houses with Habitat for Humanity, assisting with horseback riding for handicapped children, and working with the Mississippi School for the Deaf. She rides and shows Palomino Quarter Horses and has won both state and regional awards. Catherine also enjoys leadership roles as President of both the Student Senate at her school and the Mississippi Junior Classical League. Catherine's favorite hobbies include singing and entertaining, reading, and being outside.



**Joseph Chan**, Aurora, CO, Kent Denver School  
College Plans: Stanford or Yale University

I have always lived my life by Miguel de Unamuno's words: "To begin to fall into habit is to begin to cease to be." I first fell in love with writing when I became a reporter for the local newspaper's kids' section in second grade. Since then, I have become a writer and the World and Nations Editor for the school newspaper, and won state journalism awards. I possess an equal passion for math and science. I have won many state math competitions, invented an alarm clock for the deaf, and published a research paper on the application of neural networking to proteomics. I have also played the violin as a soloist and as part of the Denver Young Artists Orchestra. In addition, I have served as a hospital volunteer and as a tutor for underprivileged children. In my spare time, I love to paint, read, play tennis, and lift weights.



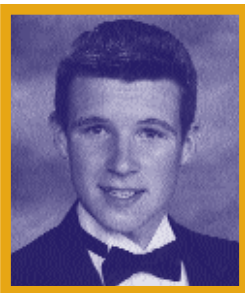
**Ravi Chanderraj**, Las Vegas, NV, The Meadows School  
College Plans: Harvard College

I was born in Las Vegas, Nevada on February 2, 1985 to Raj and Radha Chanderraj. I have an older brother named Rishi and younger brother named Rajeev. I went to elementary and middle school at The Meadows, a private day school in Las Vegas. After attending Phillips Exeter Academy in New Hampshire for my freshman year of high school, I decided to return home to Las Vegas. I reenrolled in The Meadows School for my sophomore year. Since then I have had numerous enriching experiences. I have enjoyed being a three year member of the varsity football team, which won an unprecedented 41 straight games. Also, I was a member of the debate team, the wrestling team, and student council. I have also received academic recognition as student of the year in AP Calculus, Physics, Spanish, and Human Anatomy.



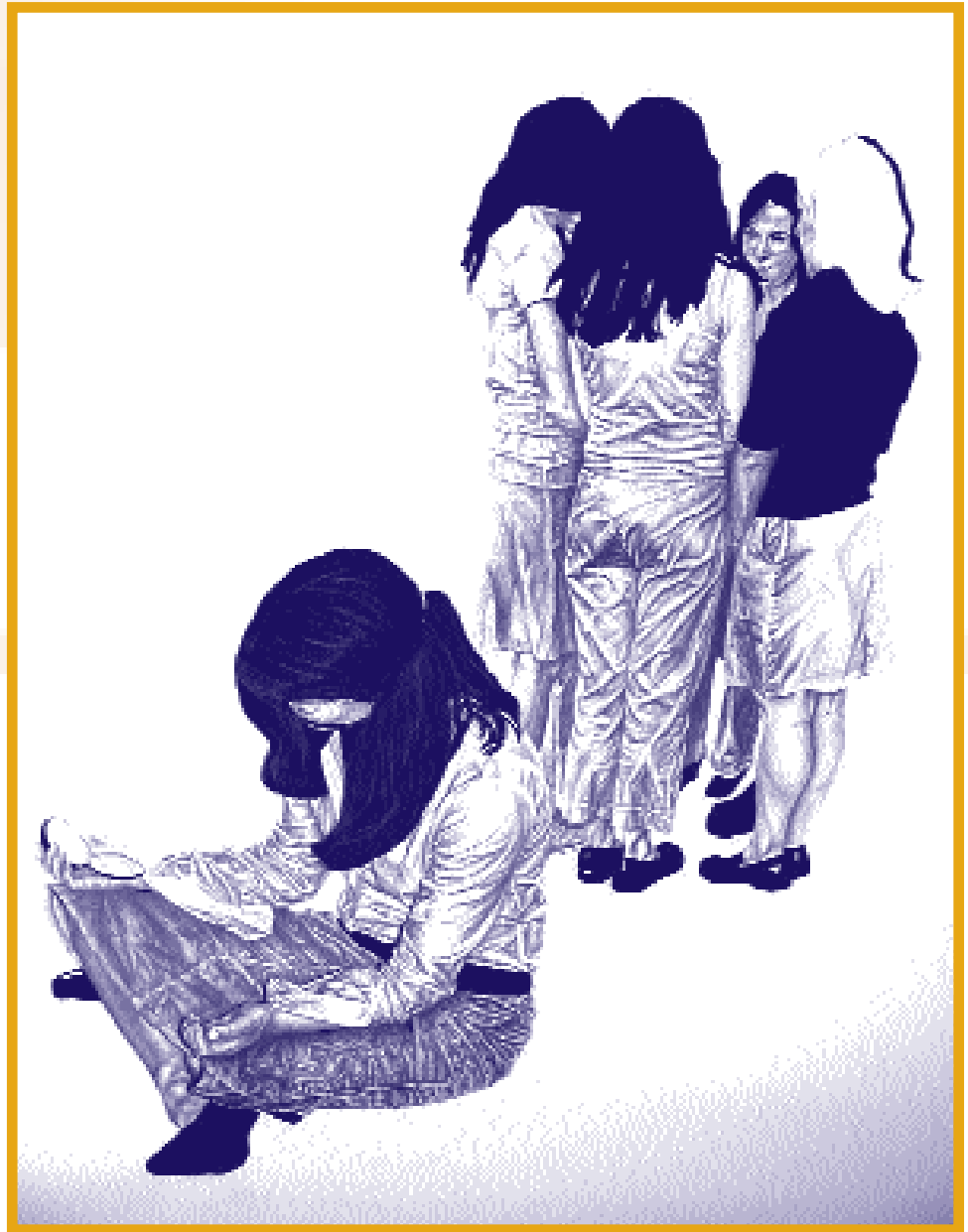
**Allen Chao**, Wichita, KS, Wichita High School East  
College Plans: Harvard College

"Aim for the moon. Even if you miss, you'll land among the stars." This quote provides not only a literal reflection of my explorations – from studying astronomy in seventh grade to interning at NASA – but a metaphorical one as well. Particularly brilliant "stars" of mine include being named a National Semifinalist in both Intel and Siemens-Westinghouse, qualifying for the USAMO, working at NASA Goddard Space Flight Center to design a satellite, and conducting an independent project at MIT. In addition to my mathematical and scientific endeavors, my personal interests are as diverse as the cosmic bodies. I play percussion in our citywide symphony, volunteer at a local retirement home for the tenth year, run cross-country and track, and tutor students in math at an inner-city middle school. Although my explorations are from the ground right now, my eyes and mind are turned towards the sky, the stars, and the moon.



**Jonathan Charlesworth**, Richmond, VA, Walker Governor's School for Government & International Studies  
College Plans: Princeton University

My passion for challenges has pervaded every aspect of my life. Throughout high school, I have participated in international applied mathematics competitions against teams of college students. Through these annual competitions, my teams have determined optimal evacuation strategies, election strategies, and airline overbooking percentages. My teams' successes have led to a published article in a professional math journal and to presentations of our research papers at professional math conferences. In athletics, I captained my high school's defending State Championship cross-country team this past fall, and continued to compete in both Indoor and Outdoor Track. On my personal trail to Eagle Scout, I served in leadership positions in my home troop, while also providing leadership for a new troop. I was honored to be elected to the Order of the Arrow, Scouting's National Honor Society. Finding challenges, solving problems, and serving my community will always be a part of my life.



Matthew P. Austin  
*Choices*  
Graphite, Ink  
60" x 44"

# 2003 PRESIDENTIAL SCHOLARS



**Bryan Chen**, Centerville, OH, Centerville High School  
College Plans: Harvard College

I am a curious and intense person who loves to learn. I have played violin and piano for the majority of my life, and enjoy both playing and listening to all sorts of music. I spend a lot of time with science activities, particularly the Science Olympiad team, of which I am a captain. I also am captain of the Science Bowl team, and I competed in Washington DC with my friends in 2002 and 2003. I've been honored with being a member of the 2002 and 2003 US Physics Team. In all of my free time, I play tennis and frisbee for fun. In the summers, I work at Wright-Patterson Air Force Base with the Air Force Research Lab.



**Geng Chen**, Ashburn, VA, Thomas Jefferson High School for Science and Technology  
College Plans: Undecided

More than anything else, Geng is a person trying to find her way through life. She spends a lot of time thinking, writing, and engaging in discussions with her family and friends. More concretely; her major academic interest is chemistry, although as she's always loved to read, she enjoys English as well. (Her favorite book is Charlotte Brontë's *Jane Eyre*, although her favorite author is Madeleine L'Engle.) Art is also important to her; she enjoys both its creation and its appreciation in museums, particularly the National Gallery. One of her most rewarding experiences was completing a finely detailed drawing that recently won an award at the National Scholastics Art Awards. In recent years, she has served as captain of her school's Lincoln-Douglas Debate team and worked on behalf of the Student Library Advisory Board and National Honor Society. Geng's favorite comic strip is *Calvin & Hobbes*, her favorite food is eggplant, and in music, she conceives a bizarre passion for both musicals and Finnish metal.



**Grace Chen**, Solon, OH, Solon High School  
College Plans: University of Michigan or Duke University

My name is Grace. Grace like the Greek goddesses, but I am not Greek and I am not a goddess. I do believe that smiles are divine, next to sunshine. I think if it rains it has to rain hard; none of that flimsy drizzle stuff. Work hard, play hard, rain hard; life's more fulfilling that way. I have played with the All-State Orchestra and our school varsity tennis team, and won a first place medal at Science Olympiad Nationals. A National Merit Finalist and perpetual dreamer, I am an avid tutor, an officer of Tzu-Chi Foundation's Cleveland Youth Group, and ranked 5th nationally on the Grand Concours French Test. I dream of conversing with Prince Charming in six languages, and of sharing my linguistic skills with students and clients worldwide, working with equally interested colleagues to facilitate international business and communication.



**Ron Ron Cheng**, Greenville, MS, Washington School  
Colleges Plans: Massachusetts Institute of Technology

I never knew my country of birth. I traveled by car, train, boat, and plane before my first birthday. My diet shifted from rice porridge and tofu to Gerber's and government eggs before I could walk. I made the transition from communism to capitalism and didn't even know it. In short, I came to America. Since then, I've aged and done many, many deeds; but you can always accomplish more and better things, so I'll focus here on who I am instead of what I've done. I'm a left-handed Chinese person in the Mississippi Delta-- that's a triple whammy in terms of minorities. I have a passion for eating; I don't know where it all goes, but I enjoy it all the same. I like rice. I also have a passion for life. I love my little sister Christina dearly. And most importantly, through Christ I can do all things.



**Sakura Christmas**, Carrboro, NC, Chapel Hill High School  
College Plans: Harvard College

Horoscopes: September 23rd - October 23rd. Venus is unusually bright entering the Libra constellation this month. Expect explosive results in the realm of love, perhaps an illicit affair with the books of Garcia-Marquez or the art of Klimt. Avoid procrastination and scary French teachers. As Jupiter crosses the stars, be prepared for a stormy struggle -- particularly with your evil twin. Do put your charms to work on the situation, and with them, you will obtain some surprising results. New funds will miraculously appear for your projects; contemplate cartooning for magazines. Aggressive Mars will force you to make a difficult decision -- go with your left kidney. Thanks to this introspection, your carpe-diem attitude will end the month with "Why not?" And, finally, a word of caution: never follow the horoscopes, they cannot forecast your destiny.





**Allan Chu**, Saratoga, CA, Saratoga High School

College Plans: CalTech, Harvard College, or Massachusetts Institute of Technology

While Allan grew up playing little league baseball, soccer, and basketball, his idols were Einstein, Newton, and Archimedes. Allan's achievements include winning the Siemens Westinghouse Math, Science, and Technology Competition \$40,000 scholarship, first place grand award at the International Science and Engineering Fair, and third place at the National MathCounts Competition. Allan has been honored by the Davidson Institute for Talent Development as a Davidson Fellow Laureate, selected by USA Today for the All-USA High School Academic First Team, chosen by the College Board as a Siemens AP winner for top scores in seven AP math and science exams, and inducted into the National Gallery for America's Young Inventors. He is the president of his school's math club and cofounder of the Internet Technology and Computer Club. In his free time, he enjoys playing basketball and the piano. His goal is to use science and technology to improve human life.



**Cristina Colón**, Guaynabo, PR, Academia San José High School

College Plans: University of Pennsylvania

The quickest way to describe myself is probably by saying that I am never bored, which leads me to explain that I always find something to do, even if it is simply sharing time with friends. In school, I participate actively in several clubs, my favorite being Model United Nations. Outside of school, my favorite extracurricular activity is ballet. I have been a student in that art since I was four, and became a teacher in September of 2002. My lifelong vocation has been to protect the environment, and presently I am planning to study both Business and Engineering so that I am well prepared to play my part in helping to integrate green technology into the lifestyles of many Americans.



**Jessica Cook**, Cheyenne, WY, Burns High School

College Plans: Colorado State University

I love to be involved in many different organizations and am constantly trying to cram one more thing into a schedule that is already overflowing with rodeo, 4-H, FFA, concert and pep band, training my horses, homework, a part-time job, college math courses, and chores. One of my best characteristics is that when I set my mind to accomplish something, I refuse to let anything stop me. By sheer determination, hard work, and a little luck, I captured the title of valedictorian; continue to prevail over the complications imposed by a disease that sporadically confines me to a wheelchair; and partake in the incredibly difficult, male-dominated sport of bull riding. Many people find my hobby shocking, but to me, it's just my adventurous, tomboy personality shining through to help me pull off something I've dreamed about for years.



**Chanda Cooper**, Bishopville, SC, Camden High School

College Plans: University of South Carolina Honors College

When the sun's first rays spill over the horizon and caress the oak leaves around me, Tramp and I have already taken our morning stroll through my 4-H wildlife plot, startled two deer, and completed a new chapter in my story-in-progress. Tramp now lolls in the shade beneath me, his puppy antics having worn him out, and I sit silently in my tree house, scrawling in my notebook. My passions lie in the areas of nature, science, history, and the written word; one day I hope to combine these interests in an exciting career. I have participated in 4-H programs for many years and have been able to enhance my own and my community's awareness of local wildlife through the FACE project. I also devote much of my time to helping the elderly in my community by volunteering at the Council on Aging and visiting residents in local nursing homes.



**Janine D'Agati**, Towson, MD, Towson High School

College Plans: Barnard College

Photography is my primary interest. I focus on color photographs, and for the past few years my photographs have mostly depicted ordinary objects and aspects of urban landscapes/urban decay. I am also continually building on a series of diptychs that features portraits juxtaposed with unrelated objects, the intent being to provoke a viewer to derive a unique, invented idea of the connection between the two images. Aside from all that, I enjoy diners, old books, and small, family operated businesses.

# 2003 PRESIDENTIAL SCHOLARS



**Parmita Dalal**, Lenexa, KS, Shawnee Mission Northwest High School  
College Plans: Stanford University

Parmita lives in a typical suburban town in the heart of America where, much to the surprise (and possibly the disappointment) of others, cow tipping is not a common pastime. To the contrary, Parmita spends a great deal of her time competing in math and science competitions, conducting biochemistry research, running cross-country, playing in her school's band and orchestra, and participating in a variety of other school activities. Outside of school Parmita plays the piano, enjoys ultimate Frisbee, and loves to spend time with friends. Parmita's passion for science has inspired her to become a mentor to elementary and middle school students who wish to pursue their own research projects. Upon entering college, Parmita plans to pursue an undergraduate degree in biochemistry and a minor in Spanish. She hopes to one day become either a professor or a medical doctor.



**Helen Eckinger**, Birmingham, AL, Indian Springs School  
College Plans: Yale University

Academics have occupied much of Helen's time during high school. Her primary academic interest is writing, and she plans to work this summer for a local arts newspaper. She has been in several school and community theater productions, including *Gypsy* and *Anything Goes!*, and has spent the past three summers as a counselor and director at a day camp for underprivileged children. In her free time she enjoys yoga and rock-climbing. She currently works in an Italian restaurant.



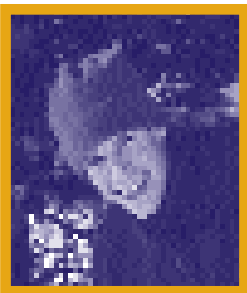
**Brigitte E. L. Eichner**, Bear, DE, Archmere Academy  
College Plans: Brown University

Brigitte is a self-proclaimed idealist who strives to do her best in each of the myriad projects she undertakes. As the Vice President of Communications for her school's Community Service Club, Brigitte has been active in volunteer projects such as neighborhood revitalizations, clothing and food drives, bike-a-thons to benefit the American Diabetes Association, peer tutoring, campus ministry, and retreat work. This past summer, Brigitte worked 40 hours a week as a volunteer press intern for U.S. Senator Thomas R. Carper in Wilmington. In addition to the 690 hours of volunteering she has accrued in the last three years, Britt is also a member of Archmere's Concert Band, Model UN, mock trial, TEAMS, and math league teams, and she is the editor-in-chief of the school newspaper. Brigitte plans to major in Public Policy with the hope of eventually becoming a trial lawyer or judge.



**Joel Englander**, Englewood, CO, Denver Academy High School  
College Plans: Stanford University

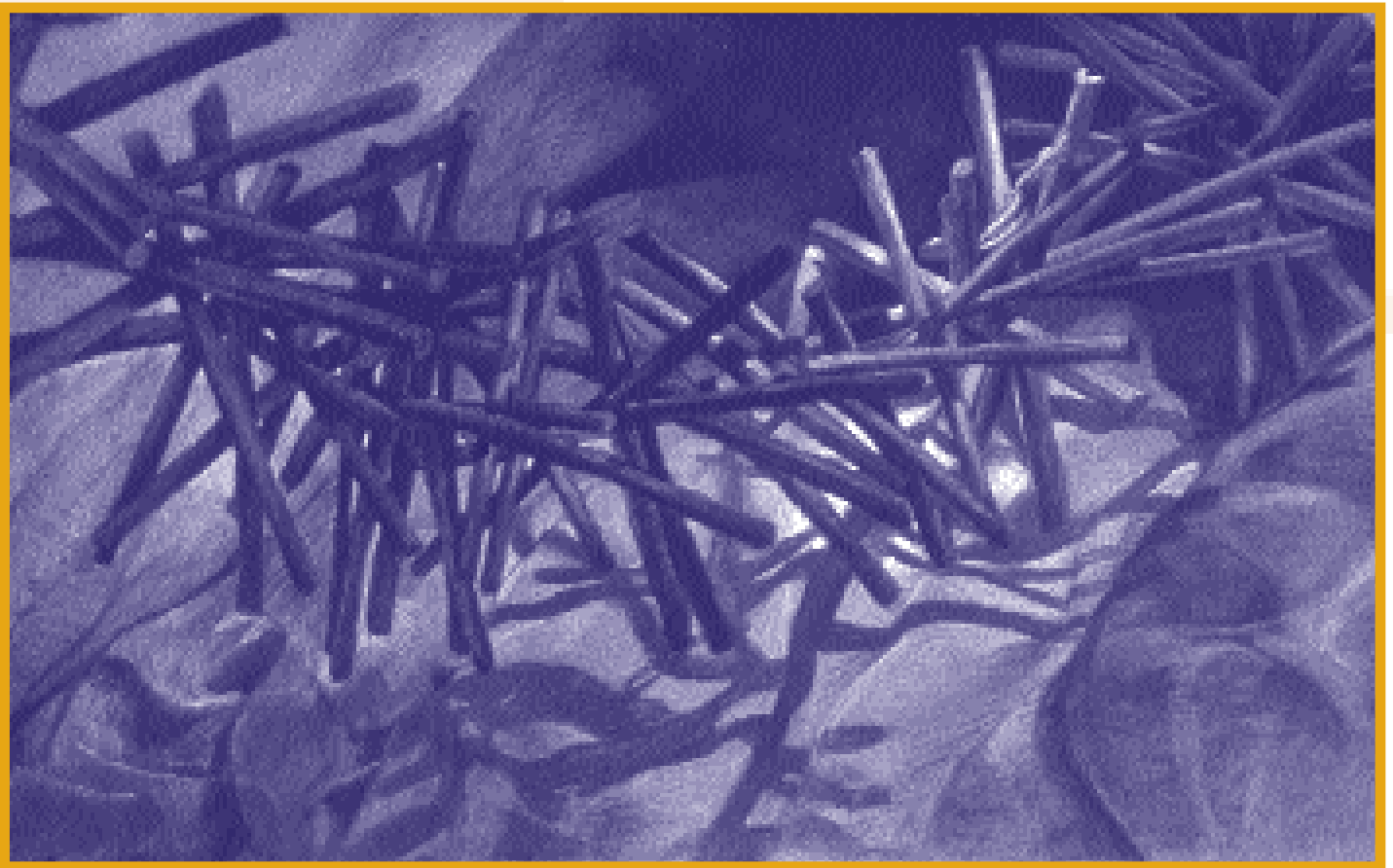
A hard worker? Perhaps. An Olympic Gold Medalist? Hardly. Curious? Always. A natural curiosity has been the crux of Joel's academic life. Trust me, I know. Joel is unafraid to question...and question...and question. Yet Joel's career, both as a student and as a human, has not been a walk in the park. At an early age, Joel was diagnosed with Attention Deficit Hyperactive Disorder (ADHD) and Obsessive Compulsive Disorder (OCD). These disorders have made Joel's social and scholastic life a challenge. Nevertheless, Joel has not, and will not, allow these challenges to keep him from success; he will continue to strive to improve himself. Currently, Joel is president of his school's senate and his youth group's local chapter. In addition to these activities, Joel enjoys "tinkering" with the computer.



**Nathaniel Erb-Satullo**, Lanesborough, MA, Concord Academy  
College Plans: Swarthmore College or Carleton College

When I find an interest, I become deeply engrossed and almost obsessed by it. Each holiday picture my family sends out shows me holding an artifact of my newest interest. Over the years, I have held a toy dinosaur (a *Tyrannosaurus Rex*), model ships (more than once), or my dog (Angus) for the camera. My passions have taken me from smoky early-morning Civil War reenactments to mountain peaks to old coin shops. I became interested in the Civil War when my dad gave me a board game, sparking an interest that continues seven years later. I developed a love of hiking and the wilderness at a trip camp in northern Maine. In the past couple of years, I have devoted myself to running, which gives me a chance to relax outdoors while also satisfying my desire for competition.





Chat Travieso  
*Border Line*  
Charcoal, Crayon  
21" x 35"

# 2003 PRESIDENTIAL SCHOLARS



**Jeannette Fang**, Bridgewater, NJ, Bridgewater-Raritan High School  
College Plans: The Juilliard School

Who is this Jeannette Fang, who gets weak-kneed from Rachmaninoff and plays Bach with an embarrassingly raw ecstasy? We heard that she was lucky enough to win the Nordman Competition at the Juilliard Preparatory, that she performed the Rachmaninoff Paganini Variations with their orchestra, and that she's gotten top awards at the Oberlin International High School Competition. We wondered if she was a diva, but discovered that she loves working with others and playing chamber music at such venues as Alice Tully Hall and the Juilliard Theater. Someone told us that she loves writing and drawing, has won awards for fiction and visual art, and enjoys voraciously reading and baking. Why does she pursue music so avidly? She's been quoted as saying that she "feels music strikes emotions deep within ourselves; its persistence in making us listen to our own stirrings is what leads to our own individuality."



**Jody Gay**, Broadus, MT, Powder River County District High School  
College Plans: Colorado State University

Jody's activities and endeavors over the past few years have been varied and diverse. She has been a football manager and statistician for the past four years, has helped produce the yearbook for three years, and has regularly participated in the Academic Olympics, Math Contest and Academic Challenge. She has held a part-time job for three years at Seabeck Pizza and Subs in her hometown of Broadus, Montana, which has a population of 650 residents. She is active in student government, executing the office of Class President for two years and Student Council Secretary-Treasurer for one. Jody was a founding member of Youth In Action in her community, and has been responsible for the implementation of a Literacy First After School program in Broadus. In her free time, she quilts, hikes, and spends time with friends.



**Will Gaybrick**, Washington, D.C., St. Albans School  
College Plans: Harvard College

Always, I am willingly drawn in every direction by myriad interests. I play piano, guitar, but also baseball and basketball. Lessons and rehearsals at my music school often interfere with athletic practices and games. I am on athletic teams, but I am also on a math team. I've played in rock bands, but also orchestras. I love to write, and I published a paper on Thomas Jefferson and the Barbary Pirates. I write poems and stories in my free time, and I love to draw and paint. Last summer, I worked in a Department of Defense laboratory researching and developing temperature-resistant Sphingolipids. I am an informal tutor to my peers, who often come to me with questions about math or English, and a formal tutor at various camps, schools, and day-care centers in the DC area.



**Roderick George**, Houston, TX, High School for the Performing and Visual Arts  
College Plans: North Carolina School of the Arts

Dance was something that caught me by surprise. Being involved with sports and growing up with gymnastics was something that I wanted to continue. After being recognized in gymnastics, I was introduced to dance at the age of nine. Always thinking that dance was just for girls hindered my involvement, but I started dancing at a small studio. In 1994, I began training at the Houston Ballet Academy. I pursued my training at HSPVA, and I have also had the opportunity to study with the Alvin Ailey Dance Theatre in New York and many other dance companies within the city of Houston. Also for three years, I have held the title of the National Gold winner of the NAACP-ACT-SO competition. As I continue to do what I love, I wish to better my future by dancing with a company in Europe or the United States.



**Wesley Greenblatt**, Kearney, MO, Kearney R-1 Senior High School  
College Plans: Yale University

Wes can't settle on just a few interests, so he pursues many. He has state awards in government, science, math, business, piano, trumpet, writing, and oratory in addition to regional awards in volunteering, foreign language, chess, and forensics. Wes is also a leader, serving as president of three clubs and student body vice president. He founded the intramural Quiz Bowl Competition and Sounds for Seniors, a volunteer program that brings musicians to nursing homes to play and sing for the residents. Other avenues where Wes volunteers include a nature sanctuary, Habitat for Humanity, and tutoring. His most meaningful endeavor, however, has been two summers spent performing cancer research on human herpesvirus-8 at the Kansas University Medical Center. This has cemented his desire to major in molecular biology and economics before pursuing a Ph.D. in molecular biology.



**Colin Hall**, Minneapolis, MN, Southwest High School  
College Plans: University of Wisconsin-Madison

The earliest learning experience I can remember is when my preschool teacher taught me that I could drink milk from the bowl after I finished my cereal. I went home to try out my newfound knowledge, and my mom told me not to do it because it wasn't polite. I'm not sure what this experience taught me, but it must be important because I still remember the incident. The next year, in kindergarten, I learned not to move my pinky when making a handprint on a piece of paper because paint tends to smear. I still have that handprint featuring the distorted finger. In eighth grade science, I learned that garbage bags do not hold air, and therefore are ill-suited for making replicas of planets. My entire educational experience has been varied and beneficial. I've studied academic subjects, but I haven't neglected the less orthodox portion of my education.



**Will Hamilton**, Russellville, Arkansas, Russellville High School  
College Plans: Savannah College of Art and Design

Will became interested and involved in video in junior high school. At the summer Rising Star program 2002 at Savannah College of Art and Design, Will received the highest award possible for his work in video/film. He was also chosen to help produce the National EAST Lab Conference closing video his junior and senior years. He has produced various videos for his school system and for regional and national companies. Projects in progress include an Arkansas Emergency Medical Services promotional video, and a website and promotional videos for the Russellville Fire Department. In the video/film area, during the summer after his junior year, Will completed his second movie, *Late Veracity*. This movie won the high school division in the University of North Carolina Greensboro film festival. Will is Vice President and co-founder of Clovis Design Inc., a multimedia company.



**Anne Harsch**, East Greenwich, RI, Rocky Hill School  
College Plans: Dartmouth College

When someone asks me where I'm from, I always have to stop and think. As a member of a family that has moved somewhat frequently, I've learned to respond, "I'm from all over." Born in Washington DC, I've lived in Maryland, Ohio, Colorado, and Rhode Island. My migratory existence has instilled in me an unquenchable curiosity, a strong sense of independence, and a thirst to explore the unknown. My curious side has unveiled the mystery behind a cereal's sogginess in my award-winning science project "Snap, Crackle, Sog." My independent self has volunteered as an assistant director and starred in a touring theatre company. Finally, my explorative persona has granted me a deep love and affinity for language and earned me a perfect score on the National Latin Exam. As I look ahead I know I will never cease to seek and conquer the vast unknown.



**Jessica Harvey**, Maryville, TN, Maryville High School  
College Plans: Peabody College at Vanderbilt

I have grown to understand that life is not about successes, failures, recognition, or placement, but rather about passions. By following my passions as they have evolved, my life has abounded in joy and fulfillment. I have a passion for the outdoors, for hiking in the Great Smoky Mountains while the clouds float beneath. While standing upon a mountain, life focuses and stresses melt away. I find in myself a passion for challenge. I spent two years attempting to master pole vaulting. Though I didn't reach my goal, the challenge was rewarding in itself. My passion for music runs throughout my life. Clarinet and piano have opened doors in the band, community orchestras, and competitions. The central passion of my life, though, would be life itself -- enjoying every moment to the fullest, whether investing in myself, my family, or my community.



**Chandler Abram Hatch**, La Grange, IL, Lyons Township High School  
College Plans: Brigham Young University

Chandler is a scholar and a musician. He is a curious and enthusiastic student in his academic pursuits and enjoys studying mathematics, science, and literature. He is president of his high school math team and co-captain of the scholastic bowl team. Chandler also enjoys playing the piano and the cello, both as a soloist and in ensembles. Taking private lessons, he has studied piano for eleven years and cello since 4th grade. He is an Illinois All-State Musician. He has fed his thirst for scriptural lore by attending an early morning scripture study class every school morning throughout his high school career. When he needs a break from his studies, Chandler lifts weights, runs, and plays Ultimate Frisbee. Chandler's other favorite leisure activities are reading Russian literature and taking care of his rabbit, Zinni Underhill.

# 2003 PRESIDENTIAL SCHOLARS



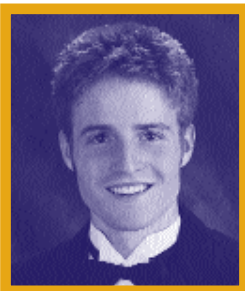
**Andrea Hawksley**, Grosse Pointe Woods, MI, Grosse Pointe North High School  
College Plans: Undecided

I have been fascinated with math and science ever since I was little and pursued them with passion all through my high school career. I strive to encourage and foster interests in science among my fellow students as the founder and president of a biology club at my school. My enthusiasm in science also led me to seek out and participate in science related activities and science research. These endeavors garnered me honors such as being one of the two delegates from Michigan to the National Youth Science Camp and a semifinalist in the Siemens-Westinghouse Science Competition. My other honors include being an AP Scholar with Distinction, a National Merit Finalist, a USA Biology Olympiad Semifinalist, the Captain of my school's Quiz Bowl Team, and the Co-captain of Science Olympiad team. On the non-academic side, my favorite pastimes include running cross-country, racing sailboats, drawing, writing poetry, and playing classical piano. For a closer look, visit my website at [www.geocities.com/ahawksley/](http://www.geocities.com/ahawksley/).



**Kelly Heuer**, Miller Place, NY, Miller Place High School  
College Plans: Harvard College

Kelly gets a big kick out of community service. She is a four-year veteran candy-striper at St. Charles Hospital, as well as a volunteer with the Miller Place-Mount Sinai Historical Society. Kelly has tutored classmates in everything from Spanish to AP Calculus, and recently worked as an unpaid intern at a local doctor's office. While serving as president of her school's chapter of the National Honor Society and Spanish Club, as well as Service Coordinator for her school's chapter of the New York State Science Honor Society, she still makes time to run Varsity Track and Cross Country, as well as performing as both an actress and a member of the pit orchestra (not simultaneously, of course) in the Drama Club. Kelly plays the cello in the school orchestra, is a senior Girl Scout and an active member of SADD. In her free time (what free time?) she enjoys reading, writing, painting, dancing, and spending time with her wonderful family.



**Dave Hicks**, Meridian, MS, Lamar High School  
College Plans: Texas A&M University

I am devoting my life to the service of others. Whether I am volunteering as a summer missionary for ten weeks in South Carolina or spending hours every day preparing to lead a weekly multi-faceted Bible study for up to forty-five area high school students, I consider service my top priority. Apart from attending school, I play guitar and piano, sing, run cross country and track, play soccer, mountain bike, adventure race, backpack, and enjoy the outdoors. My goal is to let service permeate my life, rather than squeeze it in. With this attitude, personal accomplishments and honors are mere byproducts of placing others first. As captain of the soccer and cross country teams, President of the Fellowship of Christian Athletes, and an All-State athlete multiple years in three varsity sports, I strive to lead by example and use my influence to positively impact the lives of others.



**Matthew Hollar**, Atlanta, GA, South Forsyth High School  
College Plans: Vanderbilt University

From medicine to French to music to calculus to economics – my interests as a high school student are as varied and as numerous as they come. In school, I have been fortunate to hold leadership positions on the academic bowl team, math team, French Honors Society, and Student Government Association. In my free time, I lead an organization called the “Senior Surfer’s Group” which seeks to educate senior citizens in my community about computers. I love to travel. Three summers ago, I studied medical science on scholarship at Cambridge University. Last summer, I worked for several months to pay for a self-led backpacking trip through France and Spain. Apart from my academic studies, however, I have always tried to place my family first and to reserve time for myself. When times get rough, I play the saxophone to relax or take my little brothers out to a movie.



**Sarah Howard**, Piscataway, NJ, Piscataway High School  
College Plans: Harvard College

I enjoy communicating with people and challenging them to think. As a musician, journalist, activist, and student, I try to convey my love of beauty while at the same time working for social justice and environmental well-being. For as long as I can remember, I have spent my free time outside. For me, relaxation means gardening, hiking, swimming, jogging, or just strolling through my suburban neighborhood. During this time outside, I have developed a deep appreciation for the environment and a commitment to working for positive change within my community. In the past two years, I united these two passions in the creation of a Stream Clean-Up Project, which a friend and I initiated to restore a degraded stream on our high school campus. During college and beyond, I look forward to years of constructive activism and public policy work.





**Ronald Hsu**, Palm Bay, FL, West Shore Junior/Senior High School  
College Plans: Harvard College

I was legally certified into existence in Buffalo, New York on July 28, 1985, the year of the Ox and the month of Leo. I live in sunny central FL now, near Kennedy Space Center and the beaches. I'm also a junky for computer science, biology, and history. I've written Java code for my computer science research at the MIT Artificial Intelligence Laboratory, witnessed government in action from the floor of the Florida House of Representatives, and worked on the writing staff of the Florida Today newspaper. My information retrieval research has been published and presented at academic computer science conferences. As high school student government president, I connected student government members with students in five nearby elementary schools to tutor and mentor, while also securing community funding to buy children's books for this program. I love reading, learning, thinking, being myself, and anything else, bar the mundane!



**Shirley Hu**, Sammamish, WA, Eastlake High School  
College Plans: Princeton University

In looking back on her 16 years of existence, Shirley can hardly recall a moment when she has not been thoroughly busy and loving it. She is a young woman who thrives on activity and perpetual motion. Shirley recently starred in her school's production of *Our Town*, organized trail clean-ups as an officer of National Honor Society and Environmental Club, and represented her school at Debate tournaments and peers as a School Senator and city Youth Board leader. In spite of an already bustling life, Shirley still enthusiastically seizes every opportunity she can. But she finds time to relax, of course: playing the piano, reading classic literature, talking politics, watching *Gilmore Girls*, learning guitar, doing yoga, karaoke-ing, and spending time with her wonderful family. In her mind grow the dreams she has for tomorrow – for herself, for those she loves, and for society. She can't wait for the future!



**Li-Wen Huang**, Duluth, GA, Westminster Schools  
College Plans: Harvard College

I do many things to pursue my various interests—math and science team competitor, Mu Alpha Theta chapter President, literary and art publication Editor-in-Chief, co-founder of Asian culture awareness club. I conducted cancer research with yeast. I read Spanish short stories and novels by Borges and Marquez. I mold ceramics, draw, paint, and sing. I do yoga and play a Korean dance game. The list continues. As a result of my wide range of pursuits, I am always excited when I am able to integrate my different interests. For example, I love finding mathematical principles behind what is considered beautiful in art. I have written essays combining the concepts of fractals and chaos theory with the writings of Emerson, Borges, and Conrad.



**Yun-Chung Mimi Huang**, Logan, UT, Logan High School  
College Plans: University of Utah

Mimi is a student who enjoys a variety of activities. Besides being a scholar, she is a musician, an athlete, a leader, an environmentalist, and a community worker. As a violist and pianist, she has received superiors in many competitions and soloed with several local orchestras. She has played on the school tennis team for three years, and received an Academic All-State award in tennis. Mimi is not only a team player, but also a leader as the viola section leader and orchestra treasurer. As a member of the Logan Environmental Action Force (LEAF), she helps collect recycling, and competed in Envirothon, a national competition that tests participants' knowledge of environmental issues. As part of the community, Mimi is the pianist at her church, and a Sunday School teacher. In her free time she likes to crochet, cook, and devour mysteries.



**Matthew Jachowski**, Pukalani, HI, Maui High School  
College Plans: Stanford University

Even though Matt lives on the beautiful island of Maui, his life consists of more than just going to the beach and surfing. Matt runs cross country and track and participates in local road races and biathlons. He plays euphonium in the symphonic band and enjoys juggling and making balloon animals at various community events. And, despite showing an early interest in English as a finalist in the 1999 National Spelling Bee, Matt now finds his passion lies in science. He has captained his Science Bowl team to two state championships, while his research on asteroid orbit determination has taken him to several national science competitions - including the Intel Science Talent Search, National Junior Science and Humanities Symposium, and International Science and Engineering Fair. Also, besides being Math League President and Debate Team Captain, Matt is one of Key Club's three Island Coordinators for the state of Hawaii.

# 2003 PRESIDENTIAL SCHOLARS



**Won-Jin Jo**, Malverne, NY, Lawrence Woodmere Academy  
College Plans: Juilliard, Columbia University, or Harvard College

A recent graduate of Lawrence Woodmere Academy, Won-Jin is a clarinetist. He says he chose the clarinet because "it can produce and convey all sorts of sounds, emotions and colors." He says his teacher Alan Kay has had the most influence on his development by teaching him "how to feel the music" as well as technically perform it. Won-Jin recently finished a series of concerts with the New York Philharmonic, and will be playing a Mozart Concerto with them in July 2003. Among his awards and honors: he won the 2001 New York Philharmonic Young Artists' Competition, The Juilliard Concerto Pre-College Competition in 2001, received a Distinguished Achievement Award from Juilliard in 2000 and won the New Jersey Young Soloists Competition in 1999. He plans to attend The Juilliard School, in New York, Columbia University in New York, or Harvard University in Cambridge, Massachusetts.



**Liz John**, Nashville, TN, Interlochen Arts Academy  
College Plans: Reed College

Liz grew up outside of town on what some would call a farm. Her education has been unusual, a trend she plans to continue next year, which will be split between Mexico and a temperate bamboo nursery in Summertown, Tennessee. Liz spends a good deal of her time reading novels and writing stories. She likes: sharks, L.M. Montgomery, bad weather, Spanish, fried egg sandwiches, Johnny Cash, solitude, the movies, her friend Kate, salt water marshes, her parents, quotations, cowboys, Southern writing, T-shirts, and Bruce Chatwin. Sometimes she thinks she lives for good books.



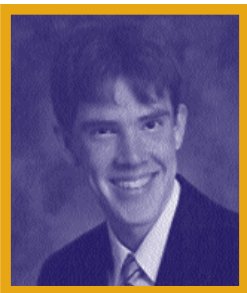
**David L. Katz**, Closter, NJ, Horace Mann School  
College Plans: Harvard College

David is a multifaceted scholar and citizen. He is an innovator, scientist, musician, volunteer, and leader. As an innovator, he founded a web design company and produced award-winning sites that have received millions of visitors. As a scientist, he spent the past two years conducting research at the National Institutes of Health and Rockefeller University and co-authored papers based on his work. As a member of the community, he has contributed over 500 hours volunteering. Interested in politics, he is an editor for his school political magazine and president of the Lincoln-Douglas Debate Team. As a musician, he sings bass in the school choir and Glee Club. In his spare time, David likes to read, bike, and take pictures.



**Lily Kerrigan**, Los Angeles, CA, Marlborough School  
College Plans: Bard College or Brown University (Undecided)

Lily has been pursuing photography for almost five years, and has recently begun to use color processes. She admires the photographers Lillian Bassman and William Eggleston, and her favorite sculpture is Hermes and the infant Dionysos by Praxiteles. She is very proud of her Irish/Croatian background, and would like to travel to Europe, India, Japan, New Zealand, and Ireland. In college, Lily would like to study photography, archaeology, anthropology, physics, art history, and architecture. She would like to say thank you to her family and dog, Azzy, for their love and whatnot.



**Daniel T. Kettler**, Whitefish Bay, WI, Marquette University High School  
College Plans: Harvard College

Dan has always fostered a broad, inquisitive interest in the world. This curiosity appears in his love of math, science, and Latin for which he has earned state and national awards. He enjoys gazing at the stars, hiking, and observing the utilitarian elegance of the bridges visible when he rows. Dan is fascinated by engineering and has rebuilt a vintage Volvo. A similar attraction to architecture led Dan to a three-week apprenticeship at Frank Lloyd Wright's Taliesin where he studied watercolor painting as well as conceptualized and designed an observatory. Dan exercises his leadership skills as student council secretary, Milwaukee Rowing Club's Junior Men's Team Captain, and an Eagle Scout with 3 Palms. Service is important to Dan, and his best memories include coordinating the renovation of a local school's backstage, working at a daycare, and tutoring disadvantaged children. Dan's summer factory job has gently reinforced the value of education.





**Mina Kimes**, Gilbert, AZ, Mesquite High School

College Plans: Yale University

Until a few years ago, when my father retired from the Air Force, moving across the country was routine to me—I lived in several different states before starting high school. Growing up in a military family has had a profound impact on my life, and has led to my family building an unusually close-knit bond. This nomadic lifestyle taught me adaptability, and I leveraged this skill to make new friends through competitive soccer, which I've played since age 8. The long hours I spent on the road between military bases also gave me a love for reading. Today, this has translated into an interest in a career in journalism, which I have developed through writing for the local newspaper. Aside from reading and writing, I enjoy going to concerts, drawing and painting, and traveling.



**Brenna Koistinen**, Hayti, SD, Hamlin High School

College Plans: University of Nebraska-Lincoln

For as long as I can remember, every minute of free time I have has been spent reading. These past few years there has definitely been less of that free time. For the past four years I have been on the yearbook staff, the past two years as editor. In addition to that I have been a member of the Teens Against Tobacco Use (TATU) group and president of National Honor Society. In addition to school activities, I held a job for three years of high school. This past year I quit my job to spend more time preparing for college. During the summer I enjoy spending time outside gardening, swimming, and playing football, softball, volleyball, and soccer. I also enjoy quilting, cross-stitching, and scrap booking. I live with my mother, who is also my best friend.



**Ronald Zachary Lamberty**, Sioux Falls, SD, O'Gorman High School

College Plans: Yale University or University of Notre Dame

Zach is an accomplished scholar who likes to have fun with everything he does. In the classroom he enjoys mathematics, physics, and literature. He was editor of the Knight Scroll, the O'Gorman High school paper, co-captain on the O'Gorman Football team, and an academic all-stater in Football and Wrestling. In Future Problem Solvers, he was state individual champion his freshman year, and his team won the state FPS championship this year. He is a volunteer tutor at the O'Gorman Junior High School, and works part-time at Wells Fargo. In his free time, he enjoys bad 80's music (the Foreigner Concert was his favorite), "B" (or worse) movies, and hanging out with his friends at bustling entertainment centers such as the local WalMart. Zach is the oldest of five children of Ron and Lori Lamberty.



**Christine Laquer**, Oklahoma City, OK, Classen School of Advanced Studies

College Plans: Brown University

I value enthusiasm above anything else. My only problem so far has been my enthusiasm for many varied activities. I'm enthusiastic about playing the violin – I was a member of this year's All-State Orchestra. I'm enthusiastic about playing tennis; I am my school's team captain and I placed fourth in the city this year. I'm enthusiastic about my school community. As president of Mu Alpha Theta and treasurer of National Honor society, I feel I've helped make a difference in my school. I'm enthusiastic about playing the guitar, creating visual art and reading whenever there's a spare moment. Strangely, I'm also enthusiastic about English grammar, as evidenced by my choice of English as a college major, and my desire to pursue editing as a career. I hope to continue to find joy in every project I enter with enthusiasm.



**Kristin Lee**, Iowa City, IA, City High School

College Plans: Harvard College

Eventually I hope to become a medical missionary, but for now I try to serve God here at home by loving others and spreading His joy everywhere I go. Though I live in a land-locked state, I love water and have been swimming competitively for 10 years and was captain of the varsity team the past two years. My appreciation of music started in preschool when I began taking piano lessons, and now I am co-concertmistress of two orchestras. My piano trio (Ecletante Piano Trio) recently made a CD. I'm the executive features editor of my school newspaper, president of the Ambassadors, and captain of our math club (yay for nerds!). I love being outdoors, running, speaking Spanish, and laughing. I started a music group that plays for the local nursing home and during the summers I do research in a genetics laboratory.

# 2003 PRESIDENTIAL SCHOLARS



**Lisa Leung**, North Potomac, MD, Montgomery Blair High School  
College Plans: Harvard College

Hailing from the Old Line State near Washington DC, Lisa can often be found solving math problems, playing piano, working on homework or volunteering. At school, when not at class, Lisa is always in the Career Center, updating the school website; in the Library, helping students and teachers use the computer systems; or in the Math Help Room, helping students learn calculus. She is often also furiously scratching away as she solves problems at math competitions, tapping away on the keyboard during the USA Computing Olympiad, or looking intently at a leaf during the Envirothon competition. During the weekends, Lisa is the head coordinator of the Chinese American Parents and Students Association Tutoring Program, where she helps tutors teach new immigrants English, helps participants with their homework, and constantly improves the program. She plans to major in Applied Mathematics and ultimately would like to be an engineer or lawyer.



**Doris Lin**, Columbia, MO, David H. Hickman High School  
College Plans: Massachusetts Institute of Technology

Born in Hollywood, CA, I was given the name Doris after the movie star and singer Doris Day. Although I moved away from Hollywood to Missouri at a young age, I continued to aspire to achieve the star status and glory of my name. Though I once pondered becoming an actress, doctor, or daring marine biologist, I finally discovered my enthusiasm for science and engineering. While I love math and science, I also hold a great interest in music. I have played piano since age five and violin since age eight. After years of playing solos or in the All-State Orchestra and in other musical groups, I would like to play in college and on. In addition to my continuing interests, I like exploring new ideas and activities such as salsa-dancing lessons, which I began taking last summer and hope to continue in college. As for my family, my parents were raised in Taiwan, and I wish to improve my understanding of oriental culture through courses in college and participation in ethnic clubs.



**Amelia Lohrenz**, Bamberg, Germany, Bamberg American High School  
College Plans: Reed College

At the age of four, Amelia intended to become a horse when she grew up. Due to the biological difficulties of this particular aim, her career goals have realigned somewhat, guided largely by the effects of global travel. Because of her mother's connection with the federal government, Amelia's family relocates frequently, and has journeyed through countries as varied as Iceland, Japan, Italy, and Germany. Though her long-term lifestyle aims remain largely undefined, the breadth of her experiences as a globe-trotter has greatly impacted Amelia's cultural awareness and has prompted her to seek a profession that will allow great freedom of travel as well as contact with people of many nationalities. During her brief periods of stationary living, Amelia involves herself in a sometimes overwhelming array of activities, including fine and performing arts, literature, hiking, and watching movies with her brother.



**Mingming Ma**, The Colony, TX, MacArthur High School  
College Plans: Harvard College

I think of myself as a brightly colored cork bobbing in a maelstrom-- brash, buoyant, and unafraid. In my life, my optimistic and daring attitude that has allowed me to experiment, explore, and expand my tastes. A scholar, I strive for perfection, but stronger than my desire to make the grade is my desire simply to know. A student leader, I take on the duties of senior class vice president, honor society president, and Latin club vice president. I volunteer frequently at Scottish Rite Children's hospital, as an assistant in nursing, and at the local arts center, as an usher and string program teaching assistant. A violinist, I am passionate about music. I have traveled to Canada and China with my youth orchestra and look forward to touring Taiwan this summer. There is much I have yet to see, to learn, and to experience, and I readily embrace it all.



**Lester Mackey**, Wheatley Heights, NY, Half Hollow Hills High School West  
College Plans: Princeton University

Lester is eighteen and an Aquarius: he enjoys long walks on the beach and follows the personal maxim: "If you're going to do something, do it right: if you can't do it right, do it well." His passions include Math, Spanish, Writing, Bowling, Drumming, Running, Reading, Researching, Chatting, Philosophizing, Singing, Acting, and Dancing. Valedictorian of his senior class, Lester tries to give back to the school and community through his presidency in National Honor Society, Ichthus (Christian) Club, and Mathletes; his Vice-Presidency in Academic Quiz Bowl; his Assistant Editorship of the yearbook; and his participation in his church choir, school choir, vocal jazz ensemble, Key Club, church youth group, and Spanish National Honor Society. He would like to thank his guiding lights: God, his family, his friends, and his teachers for their constant encouragement and support throughout his development. Now, Lester is ready and eager to embrace the real world.



**Brian Manley**, Jakarta, Indonesia, Jakarta International School

College Plans: Massachusetts Institute of Technology

The son of a diplomat, Brian has spent his entire life traveling, mostly overseas in places like China, Malaysia, Australia, the Philippines, and Indonesia. He loves to try out new activities in new places. From painting hospital furniture in Sagada to jet-skiing in Bali, he has led an active and fun life, and typically spends his summers studying abroad. Taking after his father, he has worked in Indonesia these past two summers for the U.S. Embassy, and on most weekends he tutors children in English. Though he is primarily a scholar, and thoroughly enjoys reading books and writing poetry in his free time, he is both a cross country runner and avid badminton player. He intends to study in Japan this summer, and will then tour Syria and Jordan with his family.



**Zachary B. Marquand**, Knoxville, TN, Farragut High School

College Plans: DePauw University

From the time I was seven years old there have been three major influences in my life: Boy Scouts, my church, and swimming. All three have taught me valuable lessons and skills. However, as I am getting older and gaining more experience my role in these activities seems to be changing. I recently received my Eagle Scout award and will no longer be considered a Scout but an adult leader. At my church I have recently served on a youth pastor selection board and been a youth representative to the area Presbytery. In swimming, I was a co-captain and called on to lead the team and set a positive example. Beginning as a participant in these activities and progressing to leadership and service is a pattern I would like to continue on through college and my professional career as a lawyer.



**Raleigh Martin**, Chevy Chase, MD, Landon School

College Plans: Princeton University

When it comes to science and math, I'm an idealist, and my passion for China is boundless. I've traveled to this beguiling country five times, including three summers of Chinese immersion through Columbia University, spending summer in an internship at a physics lab at Beijing University. In 2001, this passion spurred me to create my school's China Roundtable, now a permanent organization offering in-depth seminars that explore issues facing the nation. Math excites my reasoning mind; particularly my Classical Analysis studies at Georgetown. I have a burning interest in jazz piano and rejoice in jam sessions with my band. Saturdays I tutor young immigrants in math at Washington's Chinese Community Church, and hold spirited chess matches with the students I mentor. I intend to synthesize my interests as an international scholar with formidable math and science training and a Sinologist, delivering scientific papers in Chinese. My goal is to become a bridge across the Pacific.



**Claire Matthews**, Fairbanks, AK, Lathrop High School

College Plans: Smith College

"Work hard, play hard." That's the motto I've (mostly) adhered to throughout high school. Working hard means, first of all, keeping up with my AP classes. When I'm not doing homework, I'm busy being vice president of National Honor Society, one of thirty performers in the Swing and Ballroom Dance Club I founded as a junior, and a committed member of Lathrop's Academic Decathlon team, which went to Nationals this year after conquering the state competition. I work hard in the winter, and play all summer. As soon as school gets out, I can be found fishing with my dad or my uncle on the river of the week. I bike, play piano, read voraciously, and stay up late to enjoy the midnight sun. Last summer I went to architecture camp to explore a potential career. Life is short, and my list of ambitions grows long. I optimize my time and savor every moment of it.



**Ryan L. McCarthy**, Ketchum, ID, Community School

College Plans: Harvey Mudd College

I enjoy diverse and eclectic activities. Stretching the limits of my abilities in all aspects of life is a perpetual goal. I have competed in gymnastics, archery, soccer and snowboarding; most recently in BoarderCross and Halfpipe at the USSA National Championships in Aspen, Colorado. I actively challenge my physical capability with Soo Bahk Do, a Korean martial art. My other passions include kayaking, mountain biking and all-season wilderness camping. I complement my physical interests with a significant commitment to musical, theatrical, community and academic oriented pursuits. I am a tenor in a local Choral group and our latest community concert encompassed music of American composers. My long time participation in Boy Scouting and 4-H has graced me with many community service and outdoor opportunities. My long-term goal in Scouting, completing the requirements for Eagle Scout Rank, was accomplished this year. My ambition is to pursue diverse interests throughout my lifetime.



# 2003 PRESIDENTIAL SCHOLARS



**Corin McLean**, Ceiba, PR, Roosevelt Roads High School  
College plans: Harvard College

Eleven homes and seventeen years as a Navy brat have taught me to embrace new experiences and approach them with a sense of humor. I have lived in Puerto Rico longer than anywhere else, and although I was thirteen when we arrived, you might say I have grown up on the island, since my experiences here shaped my dreams. My Leadership Class trips, which included visiting a children's oncology ward and an AIDS hospice, united my academic interest in medicine with its human aspect. I now hope to experience more cultures as an anthropologist and physician in third world countries. Last summer, I explored my own culture's issues, at the Telluride Association Summer Program Racism, Power and Privilege at Cornell University. I am the founder and editor of my school's literary magazine. In my spare time, I volunteer at the Navy Marine Corps Relief Society, practice yoga, play guitar and piano, read, paint, and write.



**Phil Milroy**, Columbus, IN, Columbus North High School  
College Plans: University of Notre Dame

In the weeks prior to entering high school, Phil heard the words "get involved" more than any others. Taking that advice, he joined the Math League, Academic Super Bowl team, Speech and Debate, and track at school, as well as serving on his parish's Youth Advocacy Commission and Peace and Justice Board. Later in his high school career, he dropped some of those activities in order to explore new opportunities; he has since dabbled in theater and student government, been elected President of both the National Honor Society and his parish's Youth Ministry, and served on his parish's Board of Education and Pastoral Council. Mindful of the responsibilities inherent in his gifts, Phil also enjoys community service. One of the highlights of his summer is a week-long service camp where he joins other area youth to visit the elderly, paint houses, renovate homes, or play with inner-city youth.



**Erin Morgan**, Wheeling, WV, Linsly School  
College Plans: The College of William and Mary

Caving. Parasailing. Artichokes. All are related by my passion for new experiences. From my first artichoke leaf as a five-year-old, I have undertaken many interesting endeavors throughout my lifetime. I have played the violin since I was four, rolled a kayak, learned to sail, and spent the night in both a lighthouse and a cave. Most recently, I was named Head Prefect of my school's student government and spent a month volunteering at a Young Life camp in New York. I also played my last season of varsity soccer, and began a reproduction of Michelangelo's Sistine Chapel fresco "The Creation" on the ceiling of the art building at my school. In college, I plan to pursue my interests in marine science and anthropology, and am looking forward to where this next adventure will lead.



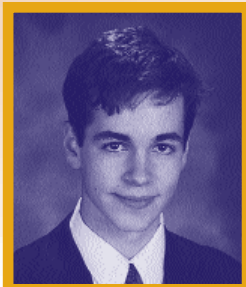
**Keith Nunziata**, Burlington, VT, Rice Memorial High School  
College Plans: Harvard College or Princeton University

"Balance" describes Keith in a word. He has diverse academic and extracurricular interests, however, he has not simply dabbled in various subjects and activities. Along with being second in his class and a National Merit Scholarship Finalist, Keith's academic achievements range from winning the Vermont Honors Competition for Excellence in Writing to the Rensselaer Medal for Excellence in Mathematics and Science. In the athletic realm, Keith has been a state champion both on the soccer field and on the track. He was President of the Senior Class and volunteered at the local hospital, among other extracurricular activities. Keith is a fine student, athlete, and citizen.



**Oludamini Ogunnaik**, Hockessin, DE, The Charter School of Wilmington  
College Plans: Harvard College

Curious \ kyur-e-es\ adj. 1: having a desire to investigate and learn. 2: STRANGE, UNUSUAL, ODD. I am curious. My curiosity has led me on a seventeen-year voyage of discovery and wonder from looking for the people inside the television to looking for symmetries in the strange world of quantum mechanics. I have always asked myself and others "How?", "What?", "Where?", "When?", and above all, "Why?" "Why am I brown when you're pink, Mommy? Why does e<sup>2</sup>i<sup>2</sup> equal -1? Why does God let bad things happen? Why do I have to wear socks if Einstein didn't?" My questions have led me to delve into French symbolist poetry, jazz music, quantum physics, world mythology, and the writings of Nietzsche, Wittgenstein, Kierkegaard, and others. I want to know how and why everything works the way it does, especially my own curious mind. I intend to study Neuroscience in college and then obtain an MD/PhD so that I can continue to research and apply what I learn to help others.



**John O'Leary**, New Canaan, CT, New Canaan High School  
College Plans: Stanford University

Over the past few years, I've pursued a broad range of interests. I am editor of my school's literary magazine and captain of the Junior Engineering and Technical Society team that won this year's state varsity competition. I run track and last fall served as captain of my cross-country team. I play flute with the Pre-College Symphony at the Juilliard School in New York and, for the past two summers, have performed with the Young Artists' Wind Ensemble at Tanglewood. Pursuing my interests in neuroscience, I have worked as a research assistant at Yale University in a study of absolute pitch. I am a deacon in my church and a member of a weekly meditation group there. Finally, I have participated in service projects locally and in Mississippi, Maine and on the Hopi reservation in Arizona.



**David Pacheco**, Cumberland, RI, Bishop Feehan High School  
College Plans: Brown University

I am an upbeat kid with a passion for science. Ever since I was little, I've wondered about the world around me. I took up rocketry a few years ago, building several models (a few larger than myself) and flying them over a mile high. I even created an online store selling kits and supplies. Building things also led me to the school's set crew, a close-knit team that constructs and later moves the sets for the theater production. I just finished building my latest computer, another strong interest of mine. Before college I will have spent two summers programming computers for a local company that uses the internet to help organize large conferences. I also enjoy sports, especially soccer. Being outside reminds me of the vast opportunities out there, which I hope to enjoy in the future. I don't know what awaits me, but I'm eager to find out.



**Angela Pickard**, Las Vegas, NV, Academy of International Studies, Performing & Visual Arts  
College Plans: Lewis and Clark College

Once Angela Pickard was indoctrinated into the Hispanic world by her eighth grade Spanish class, there was no turning back. She has become a Spanish major at Las Vegas Academy where she's taught grade school students about Hispanic culture through Culturama, won a Spanish poetry recitation contest, and later won a Spanish poetry composition contest. As a member of the Creative Writing Club, she displays a flair for English poetry as well; some of her poems have been published. She can't quite settle on a career, and since the fifth grade, has vacillated between writer, librarian, nun, professor, translator, vagabond and professional student. According to many college applications, her current career is "undecided" while her current job is to shelve books at the library, with a side internship at Immigrant Workers' Citizenship Project. She hopes her next job is to work in Latin America through the Peace Corps.



**Daniel K. Potter**, Chapel Hill, NC, East Chapel Hill High School  
College Plans: Princeton University

For as long as I can remember I have loved to be outdoors. It was my enjoyment of nature and the environment that led me to join the Boy Scouts of America and to serve as my Troop's Senior Patrol Leader, a position from which I have shared my enthusiasm and passion. I have played soccer since I was three years old and was one of two seniors to lead our East Chapel Hill High team to the Regional Semifinals in the North Carolina State Tournament this past fall. I am interested in studying engineering, with special interests in nanotechnological and biomedical fields.



**Hari Prabhakar**, Dallas, TX, St. Mark's School of Texas  
College Plans: Undecided

Hari's exceptional academic and extracurricular performances have been recognized at the regional, state, national, and international levels. Academically, he is an avid participant on the math, science bowl, and Japan Bowl teams, ranked nationally in biology and Japanese. He has earned many national literary awards for his short stories and essays that are often filled with descriptions of Indian heritage, has done biology research at the University of Texas at Austin and has published a paper dealing with the molecular basis of alcohol addiction. In the extracurricular realm, he plays varsity tennis, has sung Indian spiritual music for nine years, is the secretary of his debate team, and is pursuing his private pilot's license. For three years he has taught an SAT prep class at a local community center. Hari recently topped the nation on the national Biology Olympiad Closed Examination (USABO), and will join the 4-person United States Team in competition at the International Biology Olympiad in Minsk, Belarus.



# 2003 PRESIDENTIAL SCHOLARS



**Laura Li Ching Quek**, Honolulu, HI, Hawaii Baptist Academy  
College Plans: Washington University in St. Louis, Missouri

My mother tells me that as a child, I'd always try to argue myself out of trouble. Now, as a four-year mock trial attorney and an aspiring real one, I've found that my spunk comes in handy. Stepping into the courtroom for trials has always excited me, especially in delivering closing arguments and rebuttals. A trial is to me what roller coasters are to my thrill-seeking friends. My love for mock trial stems from an even greater love for writing. As an artist, I search for beauty everywhere; as a writer, I record the images in metaphors and similes. Poetry is my passion; life, my inspiration. My poems often deal with social issues, such as the plight of women in third-world countries and in abusive relationships, as well as with personal experiences and emotions. When I'm not arguing or writing, I sing, play the piano, and draw in my notebooks.



**Sophie Rapoport**, St. Louis Park, MN, St. Louis Park High School  
College Plans: Massachusetts Institute of Technology

Sophie is active in her synagogue community as a volunteer teacher for the youth program, a volunteer server at a homeless shelter, and as a member of the Minnesota chapter of National Conference of Synagogue Youth. She is a violinist – performing both in her school orchestra, where she is concertmaster, and in two other area orchestras. Sophie also loves academic competitions – she is captain of both the math team and quiz bowl team at her school and sports – she runs cross country, plays lacrosse, and bicycles recreationally. She has also participated in research at the Stem Cell Institute at the University of Minnesota.



**Kevin Ray**, Cornwall, NY, Cornwall Central High School  
College Plans: Oberlin Conservatory of Music at Oberlin College

Kevin is a classical vocalist from New York. He is a baritone who studies at The Juilliard School PreCollege Division. He is also a saxophonist and clarinetist. Kevin is a very active member of his high school's Drama Club, National Honor Society, and Academic Team, as well as the musical groups. Some of his recent accomplishments are NFAA ARTS week finalist 2003, All-Eastern Honor Choir, and being selected to sing this summer in a nationally-broadcast radio program. He plans to pursue a career in classical voice after college. Aside from his musical interests, he is an avid sports fan.



**Jay S. Reidler**, Englewood, NJ, Ramaz Upper School  
College Plans: Harvard College

A composer, poet, writer, philosopher, hockey player and future physics major, Jay appears to have conquered the space-time continuum right here on Earth as he seemingly squeezes 30 hours out of each day to pursue his many interests. As President of the School Band, and co-founder of its Percussion Ensemble, Jay has performed with his High School's Chamber Choir at the White House, written and played several original solo drum and other musical compositions before many large audiences, taught the drums and academic subjects to children with learning disabilities, started a music and arts program at Tri-State area nursing homes and hospitals and trained himself to play the piano and guitar. A National Merit Scholarship winner, Jay is also Editor in Chief of the High School Science Journal, starting goalie of his hockey team, a certified lifeguard and a member of the National Poetry Society.



**Nigel Reuel**, Rio Rancho, NM, Rio Rancho High School  
College Plans: Brigham Young University

My interests are as deep as they are varied. I am currently engaged in five AP classes, which range from liberal studies, to science and mathematics. I finished my fourth varsity year of swimming and my second year being the team's captain. This year I qualified in four individual state swimming events. I also conduct independent scientific research in my home laboratory (i.e. guest bathroom), which earned me another trip to the International Science and Engineering Fair this year in Cleveland, Ohio. I am an active member of the Church of Jesus Christ of Latter-day Saints. I engage in community service through my church and a school organization called the Sports Ambassadors. In my spare time I enjoy running amok with friends, watching movies, playing computer games, and eating highly unhealthy sugar-infested breakfast cereals.



Lily S. Kerrigan  
*Wes in front of Aton*  
Silver Gelation Print  
12.5" x 8.5"

# 2003 PRESIDENTIAL SCHOLARS



**Karen Rhorer**, Baton Rouge, LA, Redemptorist High School  
College Plans: Vanderbilt University

Throughout my life, I have been blessed with many opportunities that have led me to great accomplishments. However, more than any exploit, I pride myself on the young woman that I have become. As a District Board member for Key Club, an international service organization, I learned the value of a compassionate heart and built lasting friendships. I also found happiness in doing the right thing simply because I care. Church involvement taught integrity and strength of convictions, while tutoring younger students brought patience. Self-expression and attention to details were gained through involvement in music and announcing my high school's baseball games. These and all my experiences have profoundly affected me by the way in which they have shaped my character, and have made me the person I am.



**Beverly Rich**, Ridgefield, CT, Ridgefield High School  
College Plans: Yale University

More than anything I like to stay busy. I need to stay busy. I'm involved in lots of activities – a high school smorgasbord of community service, extracurriculars and athletics. Community service is a big part of my life; luckily I've had great opportunities to give back to the community through Girl Scouts, National Charity League and Midnight Run, three of the biggest organizations I'm involved in. I interned at a local pharmaceutical company recently and it opened my eyes to the wide world of science that I had previously tried to disregard. Writing is my major hobby and I like to read, too. As captain of my school's mock trial team I get to practice another major hobby of mine: arguing.



**Jennifer Richards**, Charlotte, VT, Champlain Valley Union High School  
College Plans: University of Virginia

I am endlessly inquisitive. In first grade, having watched older siblings play the piano and deciding I couldn't wait any longer to learn, I started my own lesson with music I found in the piano bench. This nature has compelled me to excel in academic pursuits as well as to explore myriad interests. I love to play piano and sing, recently indulging this love by participating in a Gilbert and Sullivan opera with the Vermont Oriana Singers. The politician in me developed through the Princeton and Harvard Model Congresses and my continual following of current affairs. I was named the 2003 Vermont winner in the United States Institute for Peace contest, for an essay defending the concept of just warfare. I love to read, explore by running and hiking, and volunteer in a local pediatric hospital ward. As I enter a new chapter of my life, I plan to pursue my two academic passions, biology and government, and to fulfill my goals of becoming a medical surgeon and a conservative politician.



**Jennifer Rood**, Boulder, CO, Fairview High School  
College Plans: Harvard or Stanford University

Jennifer is a trilingual swimmer and scholar who is passionate about music as well as academics and athletics. In elementary school, she divided her time among sports, dance, acting, music, and academics. She won several writing awards for her poetry and short stories on the local and national level, including the Grand Prize in the Magic School Bus Story Contest. Upon reaching high school, she decided to limit her activities, and now serves as her school's captain of the swim team, Knowledge Bowl team, and President of National Honor Society, and spends much time at the piano and volunteering at her community's Butterfly Pavilion. In college, she hopes to study biology and mathematics, and aims for a career as a geneticist.



**Alan Rozenshtein**, Syosset, NY, Syosset High School  
College Plans: Harvard College

Alan suffers from an acute case of intellectual wanderlust. Whether playing the piano, writing poetry or immersing himself in math research, he loves nothing more than staying up late at night, exploring as many different and wonderful topics as possible. Alan has also been involved in school activities; he is captain of the debate team and Editor-in-Chief of the school's literary magazine. To relax, he enjoys Shotokan Karate and Ultimate Frisbee. If you ever need to find him, though, chances are that he's getting lost in a bookstore somewhere, armed with a large cup of coffee and a love of exploring. Though he's often forced to admit that they are less hours in the day than he would like, and that the more he learns the more he also realizes just how much he has yet to learn, the thrill of curiosity is his most important quality, and the one of which he is most proud.



**Michelle Sanders**, Reno, NV, Reno High School

College Plans: Amherst College

I am hopelessly random. I am passionate about reading, writing, and thinking deep thoughts as I lie in bed at night. Yet I also love that feeling of elation after working out. I write poetry in my spare time, but my title is the Grammar Queen (I love the logic of math, and that appears in grammar). I tutor in both algebra and French. I know nothing about sports teams, but I played varsity tennis all four years of high school and plan to continue at college. What makes this all come together? Music. With an audiophile for a father, I grew up to a background of music. I have played the piano since second grade, and if I need my view of the world refreshed, I sit down and play. The sense of contentment that fills me puts balance in my random life.



**Betsy Scherzer**, Tampa, FL, H.B. Plant High School

College Plans: Yale University

I'll never be able to check off a simple box on any application form. Not unless the box includes artist, jock, nerd, comedian, traveler, thespian, reader, writer, entrepreneur, environmentalist, scientist and Superwoman. I am proud of the many roles I play, as well as my achievements during four years of high school. Teachers elected me to the school's Hall of Fame based on academics, attitude and overall achievement. I led the largest club, SADD, for two years, founded and presided over the New Business Leaders in the Making club for two years and served as the vice-president of National Art Honor Society. I am a member of nine honor societies, a four-year varsity tennis player, actor and techie. My next role: environmental engineering major. Inspired by Captain Planet, among others, I plan to apply my scientific mind to take "pollution down to zero." Then, I'll be a true superhero.



**Elizabeth Scoville**, London, KY, North Laurel High School

College Plans: University of Kentucky

A naturally curious person, I often find myself taking on adventures that I never dreamed of experiencing. I love participating in outdoor adventure activities such as rock climbing, canoeing, and hiking whenever I have the opportunity. As a ten-year veteran of Girl Scouts, I had the opportunity to travel to Mexico and many locations across the United States and to heighten my leadership skills by earning the Girl Scout Gold Award (Girl Scouting's highest award). In my school, I experienced many exciting moments as the Beta Club President, the National Honor Society Vice-President, and as a member of the reigning Kentucky State Champion Future Problem Solving Team. Although free time is a rare occurrence, I spend much of it managing the "Kentucky Computers for Kids Network" a service project that has provided over 200 free computers to low-income students.



**Nigar Shaikh**, Lawrence, NY, Lawrence High School

College Plans: Stanford University

Connie from A Chorus Line sings, "Four foot ten! Four foot ten! That's the story of my life." Nigar's diminutive height has made her anything but noticeable, but her involvement at school and in her community certainly has. As Student Government President, Homecoming Queen, the lead in this year's drama production, DECA President, Newspaper Editor-in-Chief, a member of the Lawrence Philharmonic, Key Club Vice President, Sportsnite Captain, Yearbook Editor, Math Team Captain, a HOBY Ambassador, and a Varsity cheerleader, she has made her love for Lawrence High School evident. In addition to earning a 1600 on her SAT's, Nigar has won an Advanced Placement Scholar, a Coca-Cola Scholarship finalist, an Intel STS semifinalist, a member of the Columbia Science Honors Program, and a top-ten States DECA competition winner. She has also received several awards, including the St. John's University "Women in Science Society" Award, the George Washington University SEAS Medal, and the Claes Nobel Academic Achievement Scholarship.



**Ravi Sharma**, Tulsa, OK, Jenks High School

College Plans: The University of Oklahoma

Ravi Sharma is everybody's "brown brotha." He enjoys meeting new people and has always taken extreme pleasure in growing and learning about his Indian culture to enhance his character and knowledge of the world. He admires his parents the most who brought him into this world and have taught him about sacrifice, honesty, and love. He loves listening to music, dancing traditional Indian style and (trying to) break dance, playing the piano and guitar, going to the gym to workout with his buddies and hooping it up on the basketball court. He is always fueling the fire to succeed in everything he does, but does not allow competition to consume his life. For Ravi, sports, academics, and friendships are ends in themselves, and he will continue to grow in spirit with his studies in the medical humanities.



# 2003 PRESIDENTIAL SCHOLARS



**Pia Shivdasani**, Sun Valley, ID, Wood River High School  
College Plans: Georgetown University

For as long as I can remember, I have been a dancer. Dance is my biggest challenge as well as my most rewarding pursuit. In my life I have done many other things—I have spent time in India working with blind children, I have served on committees, I have worked hard in school, and more—but what defines me more than anything is dance. I don't intend to pursue dance as a career after high school, so while I am apprehensive about a life without dance, I look forward to experiencing new things and finding new interests. Having lived in Sun Valley all of my life, I have always had a desire to travel and experience a world much larger than the one I know. I look forward to experiencing that world next year at Georgetown.



**Anne Elizabeth Smith**, Indianapolis, Indiana, North Central High School  
College Plans: Williams College

The interests in drama, literature and history that I have pursued in high school are reflected throughout most of the rest of my life. I've been very active in performing arts, including my school's top theatre class, Repertory Theatre, and had principal roles in a dozen productions. A major love has been the forensics team, where I've spent hundreds of hours in dramatic and humorous interpretation competition, continuing on to "nationals" for two straight years, last year finishing in the top 30 competitors in the country. Opportunities for travel have fed these interests, allowing me to see the world's greatest theatre and visit many historic sites. In between, I enjoy reading, watching films, and being a football fan. I've also grown up participating in a variety of sports including soccer, basketball, whitewater rafting, canoeing, and swimming. Looking forward, my goal is to continue to find avenues of self-expression while pursuing an academic interest in history and social science.



**Cynthia So**, Palo Alto, CA, Henry M. Gunn High School  
College Plans: Yale University

I am a perfectionist who loves to do things well and to have fun in the meantime. I am a determined worker, mostly because I love what I do. I am a musician: a pianist, a flutist, a struggling guitarist. I have a passion. I am a mathematician. My knack for numbers has helped me place in various math contests. I am a spiritual person. I believe in a benevolent higher power that makes every day beautiful. I am thankful for everything I have been given, and I try to give back what I can. I look forward to a future full of challenge, excitement, and many surprises. I truly believe that life is amazing.



**Nate Sorensen**, Kearney, NE, Kearney Catholic High School  
College Plans: Air Force Academy

Curiosity may have killed the cat, but not me. I am essentially Curious George, the curious little monkey. This is because I have always had an insatiable inquisitiveness for trying new things. Although I'm not much of an athlete, my participation in cross-country running has taught me the importance of perseverance. My musical career began with piano lessons at a very young age, and has led to singing, saxophone, baritone, tuba, and even DJ-ing dances. I attend leadership seminars and camps—such as Boys' State, HOBY, and Eagle Scouts—at every opportunity in order to develop my capabilities as a leader. My innate knowledge of math, science, and useless trivia has led to participation in academic competitions. I always love to try original activities, and this has led me to reach many more horizons. The possibilities contained within the realm of college holds an adventure I cannot wait to explore.



**Austin "Mac" Soto**, Miami, FL, Ransom Everglades School  
College Plans: Harvard College

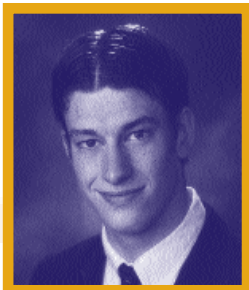
The second of four brothers, Mac lives by a simple rule: do the most you can do, to the best of your ability. This is evident from his numerous activities, which, in addition to his academics, include student government, sports, drama, music, community service and his religious faith. Mac has served as student body president, captain of the wrestling team, president of his school's Fellowship of Christian Athletes club, and had lead roles in school musical and dramatic productions. On Saturday mornings, he is involved in a local tutoring program for elementary school students. In addition to leading singing at church, Mac leads a young men's Bible study he organized for his church's youth group. He loves to play the piano, sing and write music and is currently creating a comic book with original drawings. Mac is also the current Governor of Florida Boys State. Most importantly, he is devoted to and has a meaningful role in the lives of his three brothers.





**Andrew Spann**, Little Rock, AR, Arkansas School for Mathematics and Sciences  
College Plans: Massachusetts Institute of Technology

I have the unusual habit of treating academic competitions like sports. A fair amount of my time goes into preparing for contests such as the USA Mathematical Olympiad and the National Chemistry Olympiad. No serious basketball or football team would dare think of entering a game without practice, and likewise I believe in taking an aggressive approach to studying for math competitions. This past summer, I obtained a research job at the National Center for Toxicological Research, a laboratory of the US Food and Drug Administration. I spent my summer investigating the chemical stability of pigment yellow 74, a substance commonly found in yellow tattoo inks, in the presence of simulated solar light. In my free time I enjoy computers, especially computer hardware. The one “real” sport I play is golf. I’m not particularly good, but there are so many other bad golfers that I don’t stand out as much.



**Matt Spencer**, Huxley, IA, Ames High School  
College Plans: Massachusetts Institute of Technology

Matt is a devoted scholar who enjoys partaking in many side activities where his athletic, creative, scientific and leadership abilities can shine. He has been a competitive swimmer at his high school for four years, and has swum in the state competition. He has unleashed his creative energies through his participation in the Destination: Imagination (DI) program, in which he led his team to the first state championship from his school, and through his participation in choral music programs through both church and school. His inner scientist has applied itself to the Science Olympiad and Science bowl programs, in both of which Matt is highly decorated. He assumes the role of leader through his participation in DI and also through the Boy Scouts of America, with which he has achieved the rank of Eagle. He participates in his church youth group and has done volunteer work in several mission trips with the group.



**Karthik Sridharan**, Nashua, NH, Nashua High School  
College Plans: Columbia University

I have never been one to sit on a bench and watch as life passes me by. I enjoy getting involved in various activities both in school and in my community. Whether it is being the Technical Editor of my school’s newspaper, heading my school’s JSA chapter, or playing on my school’s tennis team, I love the interaction with other kids and feel that this has enriched my high school experience. The various community service activities I have participated in through the National Honor Society, of which I am Nashua High’s chapter President, and as a volunteer at the local YMCA, have given me great personal satisfaction. For several years, I have had a great passion for business and finance. When in New York City for college, I hope to take advantage of the numerous internship prospects that the city’s Financial District offers.



**Neel Srikishen**, Madison, AL, Bob Jones High School  
College Plans: University of Southern California

I am proud of my academic record and my extracurricular activities. I have represented my school in various academic and leadership endeavors with a fairly high level of success. I have also taken part in many community activities such as playing violin in a youth orchestra, being active in my Boy Scout troop, and doing service at nursing homes, rescue missions, and the hospital. Thankfully, I have been able to concurrently maintain high academic standards at school. My high school life has been nothing short of rewarding. In my free time, I enjoy playing the violin in the community, managing my fantasy sports teams, and participating in outdoor activities such as hiking and canoeing. In college, I will major in biomedical engineering, and I plan to continue to medical school after completing my undergraduate studies. My initial interests in the field of medicine lie in orthopedic surgery and sports medicine.



**Allison Stern**, Washington, DC, Georgetown Day High School  
College Plans: Yale University

As Herman Melville said: “any fish can swim near the surface, but it takes a great whale to go down stairs five miles or more.” While most teenage girls would not voluntarily compare themselves to a whale, Melville’s word capture my goal in life to dive deeply into whatever interests me. Pursuing my interest in ancient civilizations, last summer I physically dug deep into the earth, assisting with archeological research and field excavation of ancestral Pueblo Indian sites in Colorado. Whether diving deeply into the literature of ancient Rome, or diving for balls on the basketball court, I delve into all of the activities I have chosen to pursue, including as a classics scholar, varsity basketball player (named team captain and an All-Independent School League player), managing editor of my school newspaper and clarinet player in the school orchestra.

# 2003 PRESIDENTIAL SCHOLARS



**Shelby Stevens**, South Paris, ME, Oxford Hills High School  
College Plans: The University of Maine

I am a cancer survivor who doesn't waste time. I have varsity letters in cheerleading, track, and cross-country running. I've won awards in softball, cheerleading, track, cross-country, alpine skiing, oratorical competitions, Latin, road racing and more. Recently, I was named the only Kennebec Valley Athletic Conference All-Academic cheerleader from my school. I'm a National Merit Finalist. I graduated from American Legion Girls State. I've volunteered at The Little Jungle Pet Shop, the McLaughlin Gardens, and three schools, for starters. I was recognized by the Humane Society for rescuing an injured cat. I was third in the state in my most recent oratory contest. But rather than continue about my past, I'll share with you my future plans. I plan to become a veterinarian and open a residential hospice for older animals. I love animals and have been dog-walking and pet-sitting since elementary school.



**Daniel Sussman**, Houlton, ME, Houlton High School  
College Plans: Williams College

Although extra-curriculars have always been important to me and I have participated heavily in them, enjoying particularly my involvement in soccer, tennis, and the school's Jazz Band, my focus has always been first and foremost on academics. In school I have found mathematics and the sciences to be my strongest subjects, but English and the humanities have often comprised many of my favorite classes. Recently, I have been academically at least as involved during the summers as during the school year itself. Before my freshman and sophomore years I took summer courses in mathematics and science, and for the past two summers I have had the opportunity to work as a laboratory assistant at the Harvard-Smithsonian Center for Astrophysics, which has been an unbelievable experience and during which I have learned more than I thought I could have in such a short handful of weeks.



**Uma Tadepalli**, Durham, NC, C.E. Jordan High School  
College Plans: Princeton University

Uma Tadepalli's involvement in Indian Classical Dance spans nearly twelve years. Uma has been trained in both the Bharatha Natyam and Kuchipudi dance styles under several well-known teachers, including Shoba Natarajan and Dr. Vempati Chinna Satyam. She has held many lead roles in several fund-raising dance dramas while performing solo concerts and lecture demonstrations in the U.S. and abroad to promote cultural outreach through the arts. In addition, Uma studies ballet and is also a very well accomplished flutist at the District and State levels. She has won the Concerto Competition with the Durham Symphony and Governor's School Wind Ensemble. She has played one of her favorite pieces, The Sorcerer's Apprentice, with the North Carolina Symphony, as part of a mentorship program for gifted young musicians. Ranked first in her class, Uma plans to study molecular biology, having worked as a Howard Hughes Scholar in a genetics laboratory at Duke University. Uma is also an environmental activist and volunteers for the Earth Team.



**Jacob Temme**, Casper, WY, Natrona County High School  
College Plans: MIT or University of Michigan

Jacob has a wide variety of interests including sports, music, science, reading, and spending time with family and friends. He has lettered on the varsity Cross-Country Running, Nordic Skiing, and Track teams all four years of high school and has played on the community soccer team since age seven. He plays the piano, organ, French horn, and has recently begun learning the bagpipes. While he enjoys math and science, he also enjoys French, Latin and History. He enjoys the mountains, open spaces and wildlife of Wyoming and the contrasting beaches and woods at the shores of Lake Michigan. In college, he intends to major in Mechanical and Aerospace Engineering.



**Jackson Tobiska**, Santa Ana, California, Orange County High School of the Arts  
College Plans: Carnegie Mellon University

I fully realized that I was an artist the summer after my sophomore year. My high school did a musical and I was cast as "The Dead Guy." This particular role had no lines, no songs, but had to be dead in a wheelchair onstage for almost the entire show. I didn't realize just how much potential this character had until the first few blocking rehearsals. This character had the potential to be hilarious, through the use of physical comedy. When I heard the audience cracking up during every show, I knew I had created something out of very little. Aside from theater I enjoy playing and writing music, weight lifting, and studying human behavior. I plan to continue studying acting by earning a BFA and eventually an MFA. In the end I hope to make a stable living working in film. I will forever act in the theater, but making films would give me the greatest pleasure of all.



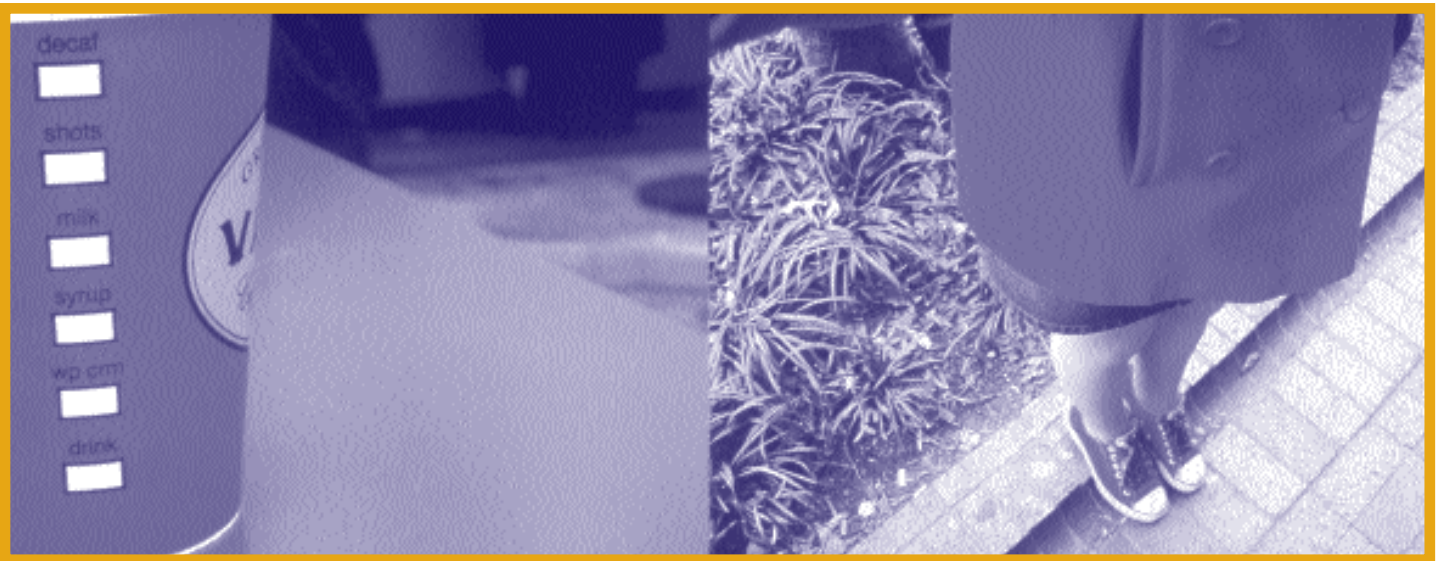
**Caroline Toole**, Mountain Home, AR, Mountain Home High School  
College Plans: Yale University

As the daughter of a Navy helicopter pilot, I moved four times in eleven years. After my father retired and became an NJROTC instructor, we relocated to Ohio and then to north-central Arkansas. Although I have participated in many activities, including band, Odyssey of the Mind, and FIRST, the program closest to my heart is NJROTC. I received the Meritorious Achievement Ribbon, the highest honor a cadet can receive, for my work as Supply Department Head in the eleventh grade; I served as Commanding Officer my senior year. I was one of six NJROTC cadets chosen from across the nation to participate in the US-Japan Maritime Youth Exchange. We were each paired with a Japanese student and spent three weeks traveling across America and Japan. Although high school has certainly been an adventure, I am looking forward to all that awaits me when I begin studying at Yale this fall.



**Chat Travieso**, Miami, FL, New World School of the Arts  
College Plans: Maryland Institute College of Art

With the radio at full volume, I am painting for the third consecutive day; nevertheless, this is understandable when one comes from a household where inspiration is abundant. My parents have always acted as great encouragers for anything I proposed to follow. Both my father and my mother were amazing influences and catalysts in the early development of my artistic talent and interest. From the first time I had to pick up a pencil and draw to articulate my thoughts, I have been steadfast in my pursuing of a visual arts career. Fortunately, I have been able to attend art magnet programs since sixth grade that have helped me follow this goal. I am looking forward to continuing my studies in the arts, as well as a range of academic fields and, through this strong education, growing as an artist and individual.



Janine A. D'Agati  
Diptych Series: Untitled #4  
Archival Ink Jet  
13" x 32"



# 2003 PRESIDENTIAL SCHOLARS



**Pete Troyan**, Allen Park, MI, Detroit Catholic Central High School  
College Plans: University of Michigan - Ann Arbor

I am a person who constantly loves to learn, both through experience and through reading. I am always reading some type of book. It can be anything from physics to literature to history. My love of learning is the reason that I joined my school's Quiz Bowl team, of which I now am the captain. Quiz Bowl has taken up much of my time, especially in the past year, because we travel to tournaments all over the country every weekend. But, it is a fun and exciting activity because it introduces me to topics that I had no knowledge of before and allows me to meet other people who are interested in a wide variety of subjects. In my free time, I like to work on computers and play the piano. I also used to play competitive hockey until age 16 and continue to do so recreationally because I love the game.



**Perry Tsai**, Metairie, LA, Jesuit High School  
College Plans: Harvard College

My life has been inspired by a love for math, science, and music. My father introduced me to long multiplication and division early on, and I soon gained a penchant for numbers. In high school, I became highly involved in Mu Alpha Theta, taking on offices of club president and district governor and receiving various awards. I excelled past my own school's math curriculum into college-level math at the University of New Orleans. At the same time, I began taking courses in chemistry and physics, and I was fascinated by the "simple complexities" of science and the integration with the math I was learning. My mind of an engineer has been balanced by the heart of a musician. I've played both piano and violin for twelve years, and I feel so much joy when I finish a sonata, join an orchestra, or just sing along in my car.



**Bethany Tung**, Dover, NH, St. Thomas Aquinas High School  
College Plans: Boston College

Bethany is an artist as well as a scholar. She has been involved in the theater both in and out of school, recently touring with a production of "The Laramie Project." A member of the select choir and extracurricular jazz choir at her school, she has won several awards at regional competitions. This expands on a musical history that dates back to her first piano lesson at age five and includes various church vocal and instrumental ensembles, which she has both participated in and directed. She is the "senior" junior volunteer at her hospital, with four years' experience under her belt. She works as a medical transcriptionist for a local physician's practice, and enjoys reading and writing fiction in her spare time. As a junior, she received the highest statewide score on the New Hampshire Classical Association's Latin III exam; she intends to pursue a Classics major in college and to become a foreign language teacher at the high school level.



**Jimmy Walker-Pearson**, San Antonio, TX, Winston Churchill High School  
College Plans: California Institute of the Arts (CALArts)

Jimmy, an actor, is a recent graduate of Winston Churchill High School. He credits Mike Harrison, his drama teacher for the past four years, as having the most significant artistic influence on him. "Mike has a way of making me be my best and believe that I can do more than just be another person cluttering up the earth and sucking up air," he said. Currently, Jimmy is preparing to perform at the University Interscholastic League's One-Act Plays Competition, where he will be playing "Biff" in *Death of a Salesman*. His awards and honors include being a Texas Forensic Association four-year qualifier and winning an honorable mention from the University Interscholastic League in 2002. He plans to study theater at California Institute of the Arts (CALArts), in Valencia, California.



**Chalmers Wang**, Westlake Village, CA, Westlake High School  
College Plans: University of California, Berkeley

My nicknames range from "WANG!" to "Chalm-Chalm" to "The Young One." My name has the unique ability to be customized according to personal preference. Nevertheless, as Shakespeare writes: "What's in a name?" My main interests are tennis and music. My favorite musical works are violin concertos, especially those that I have performed. My two favorites are Mendelssohn's Concerto in E minor and Paganini's Caprice No. 24. I have traveled all over the world, living in Taiwan for three years. The stay has left me quite proficient in Mandarin Chinese and with an extraordinary penchant for Cantonese-style Chinese food. Upon my return to the States in the sixth grade, I overcame both a slight barrier (by then, I had forgotten much of my English) and culture shock. Now, I spend much of my time working as an intern for Rockwell Scientific, and tutoring. When I have free time, I spend it with my friends, watching movies or playing football.



**Xiao Wang, Bothell, WA, Inglemoor High School**  
College Plans: Stanford University

From the radical Cultural Revolution in China that removed my mom and dad from “wasting their time” in school and sent them into the fields where they met, to that nameless doctor that put the correct colored band on my wrist; to each and to all, I will henceforth dedicate my life to your noble sacrifices. The sacrifice that resulted in the creation that is me.



**Virginia Weaver, Morehead, KY, Rowan County Senior High School**  
College Plans: University of North Carolina at Chapel Hill

My lifelong dream is to save the world. I have always been interested in animals, and am looking forward to being an environmental science major at UNC-Chapel Hill. Growing up in the country of eastern Kentucky has greatly influenced my love of the outdoors, and I hope to do something with my life that is similar to what Jane Goodall did with hers. I am very actively involved in the music program at my high school, and am currently spending most of my time with the tennis team. I am devoted to the Morehead United Methodist Church, and most of my community service is done through the church's Hispanic Ministries. I am most proud of receiving the Morehead Scholarship to UNC-Chapel Hill and being named a National Merit Scholar.



**Martin Williams, Beaverton, OR, Beaverton High School**  
College Plans: Williams College

Martin Jefferson Williams attends Beaverton High School, where he is deeply involved in school activities, serving as a board member for the National Honor Society, President of the French Club, Drum Major for the marching band, and President and Captain of the Beaverton Ultimate Disc Association. Martin also plays on the racquetball team, and he and his partner recently finished in the quarterfinal round of boys doubles at the National High School Racquetball Championships en route to a third place team finish. He serves as the Research Assistant for the Social Studies Department, running Socratic seminars for ninth and tenth grade honors students, and also participates in his school's wind ensemble and jazz band as a saxophonist. Martin plans to study political economy, with a focus in developmental economics, and hopes to someday work with an international non-governmental organization devoted to human rights and economic equity.



**Richard Daniel Wilson, Anchorage, AK, A.J. Dimond High School**  
College Plans: Stanford University, or Washington University in St. Louis

A gentleman and a scholar. This essentially embodies Dan's ambition in life-- although not merely a scholar of books, but a scholar of life, and of living. Probably his strongest passion at the moment is literature, both verse and prose. He cannot abide without music, of all varieties, or a healthy dose of math and modern physics. He believes balance to be life's secret. Balance between schoolwork and free time, between mind and body, between achievement and humility, between society and self. He is constantly working to improve his non-academic skills through a wide range of clubs, sports, and service positions, but he also affirms the endless opportunity for enlightenment in leisurely activities-- outdoors, with family and friends, in free reading and writing, or in simple reflection. Perhaps his most sublime moments come on perfect summer days atop a mountain, feeling the rush of nature, music and poetry.



**Lyubov Wolf, Lake Oswego, OR, Lake Oswego High School**  
College Plans: Stanford University

I was born in the Russia and immigrated to the U.S. in 1990 with my parents Solomon and Margarita. Since then I have acquired two more sisters, Emilia (5) and Julia (2.5), and two more languages. Besides Russian and English I speak Hebrew. Multiculturalism has characterized my life. I have been a leader in Young Judaea, a Zionist youth movement, and have participated in Model United Nations. Living in a Russian household, I experience both the awkwardness and beauty of clashing values daily. In college I intend to continue studying Russian as well as International Relations. When I'm older, my dream job would be Secretary of State, just like Madeline Albright, who was able to build her amazing career while maintaining a family, but I like to think Theodore Herzl was right when he said, "if you will it, it is no dream."



# 2003 PRESIDENTIAL SCHOLARS



**Michelle Wu**, Barrington, IL, Barrington High School  
College Plans: Harvard College

As the oldest in a family of four rambunctious kids, I have grown to envision my dreams boundlessly while pursuing them passionately. The same active curiosity that made me lead my younger siblings in nature exploration when I was little has brought me to pursue my multitude of interests today. Taking part in everything from Badminton to Martial Arts to Math Team, I have done my best to satisfy my curiosity. More importantly, though, from music-- learning and performing the sixteen-minute solo piano part of Gershwin's Rhapsody in Blue with the school Orchestra-- to extracurricular activities-- running for president of the National Junior Classical League-- I have followed my dreams. Though I may not be sure where my life will take me, I know that I will be happy as long as I continue to strive for the best and encourage others to do the same.



**Rena Xu**: Pittsburgh, PA, North Allegheny Senior High School  
College Plans: Harvard College

As a child, I believed that anything could be done. I wanted to be a musician, a life-saving surgeon, a provoking writer, even the first female president... the list went on. Confident that there were no limits to what could be achieved, I eagerly pursued my interests. Now, of course, I understand that the philosophy of "anything is possible" isn't meant to be translated literally. But I also understand that possibilities abound, and that perseverance and teamwork can go a long way in turning dreams into reality. Whether I am playing the piano, working in a sports medicine lab, leading the debate team, or editing the school's literary magazine, I carry the same youthful optimism and eagerness to explore new things. Whatever the future holds, I look forward to facing it with my feet on the ground and my sights on the sky.



**Risheng Xu**, Sugar Land, TX, Clements High School  
College Plans: Harvard College

Risheng is a student who has various interests. As a musician, he has received international as well as national acclaim and has collaborated with many symphonies, including the Texas Symphony and Rice Symphony Orchestra. In addition, he serves as the editor-in-chief of his school newspaper, which obtained 2nd in the National Columbian Journalism Association competition. For the past three years, he has conducted independent research at the University of Texas Medical Branch and Baylor College of Medicine, resulting in recognition in several science competitions, including the Intel International Science and Engineering Fair and the national Sigma Xi student research conference. He volunteers regularly at hospitals and retirement homes, and works as a restaurant pianist in his spare time. He plans to pursue a medical career.



**Oliver Yeh**, Salt Lake City, UT, Skyline High School  
College Plans: University of Southern California Baccalaureate/MD program

With accomplishments ranging from three-time state chess champion to raising \$8,500 for Operation Smile, I am a "Renaissance Kid." Captain of the Skyline Debate Team, I am now ranked first in the state for debate with my "Seal of Outstanding Distinction," the highest honor attainable. In math, I have led the Utah Team to a 26th place victory at the National Competition and placed in the Utah State Math Contest for the last five years. Last year, I founded and led the Junior Engineering Technical Society Science Team to 14th Place at Nationals. I strive to improve the welfare of those around me; with dedication and hard work, I am confident I can achieve my goal of being a physician.



**LongDa Yin**, Columbia, SC, Spring Valley High School  
College Plans: Cornell University

I was born in Shanghai, China, and immigrated to the United States when I was two years old. Though my parents have always advocated a very conservative lifestyle, I have enjoyed being laid back and spontaneous. I believe life should be savored-- or lived to the fullest-- depending on the situation, and advocate this principle in all I do, in and outside of school. In my free time, I like to take it easy with my friends and play in the alternative rock band I am part of. During school time, however, I take great joy in being a student leader, and athletically involved. Through the sum of my experiences, I have decided to pursue an engineering career, though the exact field is undetermined. I hope to continue developing my hobbies of fencing and the violin.



**Christopher A. Young**, Murfreesboro, TN, Oakland High School  
College Plans: Belmont University

Entertaining is part of my nature. I love to act, sing, and dance anywhere. When I was younger that included anyplace I could find an audience, which sometimes meant the cereal aisle at the grocery store. As I developed my gift of singing, I wanted to share it with others, and I've tried to find ways to give something back to my community. In addition to participating in regular school and church choirs and drama groups, I have been a DARE role model. Working with kids through the program led me to lead a children's song and dance group. I also enjoyed fundraising for a local senior center when their state funds were slashed during a budget cut. It has been a joy to raise money with my voice for causes I'm emotionally attached to, and it has helped me acknowledge that a career as an entertainer is an attainable, and worthwhile, goal.



**Sihai Dave Zhao**, Wynnewood, PA, Lower Merion High School  
College Plans: Harvard College

I am the embodiment of contradiction. I'm a typical nerd-- taking all AP classes and getting straight A's-- but I also run track, where I've won awards. I'm frugal with my time-- I don't watch much TV or play many videogames, yet I do a lot of extracurricular activities-- I am an editor of the school's newspaper, president of the National Honor Society chapter, vice president of the Science Olympiad team, first clarinet in the orchestra, and a volunteer at a local museum and the NBC Homework Helpline. And in general, I'm a relatively shy person-- I'm not gregarious and I don't talk much, yet I was voted homecoming king. Combining Yin and Yang, uncategorizable and unplaceable-- that's who I am.



**Amy G. Zhou**, Belmont, MA, Belmont High School  
College Plans: Harvard College

As someone of Chinese descent, I am extremely dedicated to classical Chinese arts. I play the pipa, a rare Chinese instrument dating back to the Tang Dynasty. I play in the Greater Boston Chinese Cultural Association Youth Ensemble, the largest Chinese musical ensemble in the area. I have been a member of a traditional Chinese dancing troupe. I am also learning the Beijing Opera, one of China's oldest but most important art forms. Connecting this with my scientific side, I built a website for a famous Beijing Opera performer. In order to promote awareness of Chinese culture in my school, I founded the Chinese American Cultural Exchange club. I have also been a member of the Math Team, an active volunteer, and a tutor. I enjoy learning about all subjects, but I have a strong interest in math and science, and I plan to pursue the career of a physician.



**Carmen Zimmer**, Albuquerque, New Mexico, Albuquerque Academy  
College plans: Yale University

I am Carmen-from-New Mexico. My early geologist ambitions were indulged by hiking to abandoned mines and fossil sites. My family and I still hike, now in search of cutthroat trout in mountain streams in the Sangre de Cristos. I've skied the steep slopes of Taos since age 3, and continue the family tradition of snowshoeing for a Christmas tree in the National Forest. I hike to remote Anasazi ruins, as well as visit living pueblos today. I have ridden horseback over the mesas and under the stars of the Gila Wilderness. I might still be a geologist, but I will also study economics and finance in college. I will also play Division I golf, but when I am finished, I am going to come back to New Mexico!



**Kathryn Zukaitis**, Omaha, NE, Duchesne Academy of the Sacred Heart  
College Plans: Still somewhat undecided

Decision-making is not my forte. The problem, I think, is that I simply love to do everything. I learn, I dance, I read, I act, I run, I play, I sing, I laugh, and I love. I will gobble up any subject under the sun, provided that it leaves me time to read. The ham within me drives me to the stage, dancing and acting and generally showing off. My inner athlete is buried deeper, but it rears its head every now and then, albeit with more enthusiasm than skill. My family contributes to my weirdness and my friends keep me sane. I love them all. That's me in an ultra-condensed, brightly painted, and slightly indecisive nutshell.

# 2003 PRESIDENTIAL SCHOLARS

## ALABAMA

Matthew P. Austin\*  
Helen L. Eckinger  
Neel B. Srikishen

## ALASKA

Claire E. Matthews  
Richard D. Wilson

## AMERICANS ABROAD

Amelia R. Lohrenz  
Brian P. Manley

## ARIZONA

Carl H. Brinton  
Mina M. Kimes

## ARKANSAS

William G. Hamilton\*  
Andrew P. Spann  
Caroline A. Toole

## CALIFORNIA

Allan Chu  
Lily S. Kerrigan\*  
Cynthia M. So  
Jackson C. Tobiska\*  
Chalmers E. Wang

## COLORADO

Joseph M. Chan  
Joel I. Englander  
Jennifer E. Rood

## CONNECTICUT

Timothy H. Andres\*  
John F. O'Leary  
Beverly N. Rich

## DELAWARE

Brigitte L. Eichner  
Oludamini D. Ogunnaike

## DISTRICT OF COLUMBIA

William T. Gaybrick  
Allison J. Stern

## FLORIDA

Ronald Hsu  
Betsy R. Scherzer  
Austin M. Soto  
Chat Travieso\*

## GEORGIA

Matthew W. Hollar  
Li-Wen Huang

## HAWAII

Matthew D. Jachowski  
Laura L. Quek

## IDAHO

Ryan L. McCarthy  
Pia Shivdasani

## ILLINOIS

Chandler A. Hatch  
Michelle Wu

## INDIANA

Phillip A. Milroy  
Anne E. Smith

## IOWA

Kristin T. Lee  
Matthew E. Spencer

## KANSAS

Allen B. Chao  
Parmita P. Dalal

## KENTUCKY

Daniel C. Bach  
Stephen C. Cabell\*  
Elizabeth A. Scoville  
Virginia G. Weaver

## LOUISIANA

Karen E. Rhorer  
Perry M. Tsai

## MAINE

Shelby D. Stevens  
Daniel M. Sussman

## MARYLAND

Janine A. D'Agati\*  
Lisa Leung  
Raleigh L. Martin

## MASSACHUSETTS

Nathaniel L. Erb-Satullo  
Amy G. Zhou

## MICHIGAN

Jennifer X. Cai  
Andrea J. Hawksley  
Peter G. Troyan, Jr.

## MINNESOTA

Colin J. Hall  
Sophie F. Rapoport

## MISSISSIPPI

Catherine A. Carter  
Ron Ron Cheng  
Dave C. Hicks

## MISSOURI

George H. Capps  
Wesley H. Greenblatt  
Doris Lin

## MONTANA

Nicholas A. Beck  
Jody M. Gay

## NEBRASKA

Nathaniel T. Sorensen  
Kathryn A. Zukaitis

## NEVADA

Ravi Chanderraj  
Angela R. Pickard  
Michelle R. Sanders

## NEW HAMPSHIRE

Karthik R. Sridharan  
Bethany J. Tung

## NEW JERSEY

Jeannette H. Fang\*  
Sarah K. Howard  
David L. Katz  
Jay S. Reidler

## NEW MEXICO

Nigel F. Reuel  
Carmen M. Zimmer

## NEW YORK

Kelly W. Heuer  
Won-Jin Jo\*  
Lester W. Mackey, II  
Kevin P. Ray\*  
Alan Z. Rozenshtein  
Nigar A. Shaikh

## NORTH CAROLINA

Sakura M. Christmas  
Daniel K. Potter  
Uma S. Tadepalli\*

## NORTH DAKOTA

Andrew S. Berg  
Stephanie N. Brockman

## OHIO

Hana L. Adaniya  
Anthony J. Bendinelli  
Bryan G. Chen  
Grace A. Chen

## OKLAHOMA

Christine A. Laquer  
Ravi U. Sharma

## OREGON

Martin J. Williams  
Lyubov Wolf

## PENNSYLVANIA

Rena Xu  
Sihai D. Zhao

## PUERTO RICO

Jason R. Borschow  
Cristina B. Colon  
Corin M. McLean

## RHODE ISLAND

Anne E. Harsch  
David A. Pacheco

## SOUTH CAROLINA

Chanda L. Cooper  
LongDa Yin

## SOUTH DAKOTA

Brenna R. Koistinen  
Ronald Z. Lamberty

## TENNESSEE

Jessica E. Harvey  
Elizabeth W. John\*  
Zachary B. Marquand  
Christopher A. Young\*

## TEXAS

Roderick R. George\*  
Mingming Ma  
Hari Prabhakar  
Jimmy D. Walker-Pearson\*  
Risheng Xu

## UTAH

Yun-Chung M. Huang  
Oliver L. Yeh

## VERMONT

Keith A. Nunziata  
Jennifer L. Richards

## VIRGINIA

Jonathan D. Charlesworth  
Geng Chen

## WASHINGTON

Shirley H. Hu  
Xiao Wang

## WEST VIRGINIA

Paul A. Broyles, III  
Erin E. Morgan

## WISCONSIN

Caroline L. Camic  
Daniel T. Kettler

## WYOMING

Jessica L. Cook  
Jacob E. Temme

*\*Presidential Scholars in the Arts*



# 2003 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.*

### **Hana Adaniya, Ohio**

As a volunteer teacher of English as a Second Language and American Citizenship at the Central Ohio Refugee Center, I encounter refugees from Somalia, Eritrea, Laos, and other war-torn countries. I also help them prepare for job interviews and find temporary housing. In return, these men and women teach me empathy and the real meaning of the word indomitable. It thrills me to think that I helped people settle in our country the way my parents settled here after leaving their families and friends in South America. As I stand at the chalkboard pointing out the intricacies of English grammar, I look out over the class and see the eyes of people who possess a courage that humbles me. When they tell me how grateful they are for my help, I feel I am the one who should be grateful, for these refugees have revolutionized my previous conceptions of the world, and have shown me a resilience and determination that I can but strive for. These people who sought refuge in America honor me by calling me "teacher."

### **Jason Borschow, Puerto Rico**

In tenth grade, I started visiting the Hogar Nuestra Señora de la Providencia nursing home. My school's National Honor Society took up the cause to give back something to our Puerto Rican community. I conversed with the residents, entertained them with games, and helped the disabled ones with their meals. Every visit I formed a special bond with one of the envejecientes, as the Spanish term elegantly defines them. They all had stories to tell, or if they could not speak, their smiles and hugs to give. Luzmarie and Humberto were the couple that decided to move to a retirement home for easier living. One Cuban poet, Don Julian, was a hundred and four but still as sharp as can be. In the handicapped men's ward, where I spent most of my Saturdays, I came across scores of men suffering from diseases ranging from diabetes to cancer. Don Francisco had his legs amputated because of diabetes complications, but this did not stop him from telling his story, as a fisherman turned barber. I realized that the aging have so much life experience and wisdom to impart. All they need is an attentive listener.

### **Carl Brinton, Arizona**

It seemed straightforward; the Spanish Club was to translate for families at the Salvation Army Christmas gift drive. We piled into the school van that would take us to lunch, then on to the project. I entered the center, worried about my grammar and pronunciation, paying little attention to my task of translating and recording gift requests. But then came a family with nine children, living on just \$500 a month! I couldn't believe how excited each child was at the prospect of having a simple gift or two for Christmas. My friends and I spent more on lunch that day than this entire family would receive for the holidays. Humbled, I entertained a child with a teddy bear, and realized that this Christmas would not be full of presents for this remarkable family; it would be full of thanks. I told the child that he could keep the bear. He beamed. "Gracias!"

### **Stephanie Brockman, North Dakota**

"Is America that place on Friends?" "Oh, North Dakota-- is that near Texas?" These are only a few of the many questions that I've dealt with while volunteering at Eagleswell Primary School in Wales. At first, I didn't know what I could bring to the community. But there are many misconceptions about America stemming from television and movies. Volunteering in a local school allowed me to work with students to address some of these prejudices. I was able to show them America, not as an idea on TV, but as a real country where people live much as they would anywhere else. Of course, I feel guilty that I have learned more from the students than they have learned from me. They remind me of what it is to be fascinated with the world and to adapt and change in response to it. When I teach a short lesson or read with them, they respond with open ears and eyes. I try to be like them.

**Jennifer Cai, Michigan**

Each summer, I volunteer in the kidney and liver disease unit of the University of Michigan Mott Children's Hospital. My most special patient was a little girl who at first would not even allow me inside her room. The next few weeks, each time I walked past her barricaded door, I would make a funny face through the window. She never responded, but slowly began to expect my presence, as if my faces were something she could count on. After having been away at camp for one month, I returned to her door one day to give my usual greeting, and she surprisingly opened the barrier and asked matter-of-factly "Where were you?" I had finally broken through! We began to interact more and more, playing with Barbies, making fun of the doctors, and I slowly taught her the value of friendship and trust. After many years of playing with ill children, I can truly say that the most significant contribution anyone can make in society is to positively impact the lives of others, and for me that means simply lending a warm (or goofy) smile and an attentive ear.

**Caroline Camic, Wisconsin**

Early in high school, I realized that a large group was excluded from the computer technology revolutionizing society: senior citizens. Retired before computer skills became commonplace, seniors had to face impersonal computer classes geared toward a younger, more technologically-confident mentality. Ironically, seniors are among those with most to gain from Internet access and electronic communication. I concluded that what was necessary was a program that would offer seniors free, one-on-one, individualized computer tutoring from non-intimidating mentors. Drawing on articles about intergenerational ties, I decided the ideal group from which to recruit tutors would be high school students. The result, SeniorLink, has increased computer capability among local seniors and developed intergenerational bonds. Tutoring, I have come to appreciate the efforts and patience of the seniors, who struggle to comprehend me as I struggle to explain concepts (to me, so instinctual) such as the Internet or the "mouse," which one woman thought operated like a sewing-machine pedal! Beyond computer competency, the value of SeniorLink has been the relationships built as two generations struggle together toward understanding.

**Catherine Carter, Mississippi**

Every Tuesday I drive twenty-five miles to Trailblazin' Therapy, a center that sponsors hippotherapy, or therapeutic horseback riding, for handicapped children. Kenny—probably the cutest, sweetest little boy I have ever seen—is one of these children. He is eight years old. I know I shouldn't have favorites, but there is something special about Kenny's sweet smile and positive attitude. He's been through scoliosis, brain injury, pneumonia, sleep apnea, and surgical procedures on his brain and spine. But he sits up on that horse like he is the luckiest little boy in the world. I grew up riding and showing horses, so this type of service is a new venue for my interest in horses. Spending time with children like Kenny every week has been an incredible experience. I have observed true contentment with what you have and who you are. All of the volunteers have learned from Kenny's faith and determination. For Kenny and other patients, therapeutic riding offers an escape from traditional methods of physical therapy. Riding horses, the children increase flexibility, balance, and brain activity, and also they have fun doing it.

**Joseph Chan, Colorado**

If I had to choose the most rewarding aspect of my volunteering experiences at the University of Colorado Hospital, it would be the smiles: those of Julie as she told stories of her grandchildren while I pushed her in a wheelchair to the radiology department, of Alfred as he checkmated my king in a game to exercise his rheumatic hands, of Leslie the nurse as I helped her implement an IV line, of José as we conversed in Spanish about his family in California, of Mohammed as I performed Beethoven's Romances. My wish to make people smile in a world full of sickness was what first impelled me in ninth grade to volunteer. Yet, I never even guessed that such work could benefit me as well as others. I believe the people I met while transporting patients, serving food and drink, acting as Spanish interpreter, playing the violin, and assisting in the rehab center have enriched my life immensely. From these experiences, I have learned to value patience, courage, and friendships in the most unlikely places as well as the simple truth that helping others cope with their problems by communicating can go a long way toward curing the human spirit.

**Allen Chao, Kansas**

Although the issue of landmines is of global concern, I felt compelled to contribute my energies to help with this problem. I met with local leaders to increase community awareness about the destruction from landmines, published a newspaper editorial, and coordinated school events such as a silent auction, talent show, and walk-a-thon to raise money. Meeting with civic leaders and presenting to community organizations about the problem of landmines helped me transform compassion into action, and enriched my appreciation for how students like me, working in our own small ways, can contribute to a problem of such international import. The money I helped to raise in the landmine campaign was used to clear a minefield in Cambodia, ensuring another plot of freedom and meeting an obligation to our shared humanity through service.

# 2003 PRESIDENTIAL SCHOLARS

## at work in the community

### **Jonathan Charlesworth, Virginia**

The James River Park in the heart of Richmond has been a source of adventure, fun, and relaxation for me all my life. When it came time to choose a project worthy of Eagle Scout, there was no question that I wanted to do something to encourage others to come, linger and enjoy the park. I decided to build and install three benches with a view of a quarry pond and a whitewater section of the James River. This project was significant because carrying it out involved a lot of problem solving, which I loved; because I learned skills and the use of power tools from a good neighbor; because I learned of the kindness and generosity of local business people, who donated materials for the project; and because I learned how to lead by teaching the skills I had learned to my fellow scouts. Several of them have since completed Eagle projects of their own. I have participated in many service activities, but this was the most rewarding in many ways.

### **Ron Ron Cheng, Mississippi**

On that cool Saturday morning, I drove through the projects of Leland to find the Habitat for Humanity building site. This morning I was about to tackle a home improvement project I had not experienced before: construction. After fetching the needed sheet rock, I warmed up with various tasks. I helped with some carpentry until I was assigned to the vinyl siding. This experience was truly beautiful. I couldn't just throw the siding up, no. I got a chance to engineer the siding for the perfect fit. Once the west wall was covered, I moved on to the interior to nail sheet rock until we closed shop for the day. The people for whom we were building that house worked alongside us and expressed their appreciation and gratitude for our service. Before that day, I never thought I could help to build a house. My experience goes to show that it's more about your willingness than your ability to serve others, by giving up your time to do them a good turn. At the end of that day, I could truly say: I came, I sawed, I conquered-- that vinyl siding.

### **Sakura Christmas, North Carolina**

Jupiter, Stegasaurus, and Recycling -- from kindergarten to fifth grade, these cornerstones defined my limited boundaries of science. Year after year, I built shoe-box models of solar systems, traced life-sized footprints of dinosaurs, inscribed "Save the Earth!" on bumper stickers. It was so boring. As a member of my high school science club, I determined to break the cycle of monotony I had experienced in elementary school. Sophomore year, seven members and I created a program called "Science Teaching Units," where we taught principles of physics and chemistry to local schools that otherwise could not afford to do so themselves. We designed our own lessons and hands-on experiments ranging from DNA extraction to plasticity. At first, the fourth-graders at McDougle Elementary were jittery; but as I continued, they became wide-eyed, asking questions that even I could not answer. The three-year-old program now encompasses a Science Night for Kids workshop and serves four schools. What gives me the greatest thrill, though, is witnessing the spark ignite in these children's eyes-- the spark that propels them to learn, to grow, and to inquire about their ever-changing world.

### **Allan Chu, California**

Transcribing historical recordings is an activity I enjoy doing in my free time. It started when I chanced upon a news brief in the Saratoga News asking for volunteers to help at the Historical Museum. I was intrigued. I had lived in Saratoga nearly all my life, but I had never been aware that we had a museum. Later I paid a visit to the museum, located in a little-known, tiny bungalow, where Mr. Armstrong, a retired engineer, gave me a tour. An electronic database they were creating to preserve historical documents and recordings caught my eye, and I decided to help out. It is from those thirty-year-old historical recordings that I gleaned much of what I know of Saratoga's history. I see a special meaning in each recording, for they cover everything from the history of my school to the park where I once played baseball and soccer and the ranch where I used to go horseback riding. Listening to the stories of the past has given me much insight into the culture of my hometown and brought me closer to the community.

### **Jessica Cook, Wyoming**

As a child growing up in Cheyenne, Wyoming, I fell in love with the annual celebration Cheyenne Frontier Days. I was taken with the way the town came alive with parades, pancake breakfasts, carnival rides, dancing, and-- my favorite-- the largest outdoor professional rodeo in the world. However, I think the most amazing element of this famous western celebration is the fact that it is put on solely by volunteer effort. The job of showing spectators to their seats at the rodeo might sound superficial, but after six years of experiencing lost tourists, elderly people who need help up the stairs, double-sold tickets, and arguments over seating, I can assure you that the ushers are vital. That's one reason why I spend three hours a day for ten days in the July heat "running stairs", as we refer to the exhausting task. Due to my long-standing dedication, last year I got to be an "adult usher," meaning I was responsible for a portal with a dozen youth volunteers, seating over 2000 spectators, and solving all of the heated arguments over ticketing and seating.

**Chanda Cooper, South Carolina**

“Strike one,” we call, and everyone replies with words of encouragement. Mrs. Stokes picks up another plastic Easter egg with her wrinkled fingers and takes aim at the beribboned basket. Biting her lip and squinting in concentration, she “fires” again—this time, it’s a hit! Everyone cheers, and she beams as we award her with the “Winner” ribbon. Her radiant face tells us that our Easter party is also a “winner.” When I visited the nursing home for the first time, I was touched by how lonely the residents seemed and how eager they were to talk. They all wanted a friend and something to do. In an effort to provide these things, I organized my friends into what we now call the “Seniors to Serve Club.” We visit residents, bring handmade gifts, plan crafts, and throw holiday parties. Currently, we are investigating ways to start a flower garden for some of the residents to cultivate, and to create a book of their favorite memories. Creating the Seniors to Serve Club has allowed me to enhance the lives of the elderly while enhancing mine as well.

**Janine D’Agati, Maryland**

My favorite people to photograph are workers at small, local businesses. They are incredibly quirky, distinct personalities, and this comes through clearly in all of my pictures. A few years ago I started showing them the prints I had made (mostly of them working and joking with customers), and many of them were thrilled about what I was doing. Ever since then I’ve been donating my prints to the various businesses. The prints are then sold by the businesses, and they, of course, keep the profits. The workers have shown a genuine interest in my photography and an appreciation of all prints I donate, and I’ve felt that in this way I am able to have a real interaction with my community and to help out, to a small degree, the local businesses that fill it.

**Helen Eckinger, Alabama**

This past summer, I directed Washington Day Camp, a camp for the honors students from an inner-city elementary school. The week was not without flaws: rain, campers who didn’t know how to swim, counselors who would rather have spent the first week of summer sleeping than running after overly-enthusiastic ten-year-olds, and the ever-present Alabama summer humidity. At times, I found myself having to play the “mean counselor,” because I discovered that being in a position of authority can require enforcing rules that no one else will. But from the moment the campers began laughing and smiling, the weeks I spent planning the camp and the energy I poured into it were instantly rewarded. I worked hard to include activities that the campers would not normally be exposed to, and over the course of the week we went to the zoo, spent a morning learning about horses at Special Equestrians, canoed, and took a field trip to a water park in Decatur. On the final day of camp, camper after camper approached me asking how they could come to school at Indian Springs when they were old enough. This camp instilled a genuine interest in learning in the campers, and I was thrilled that my efforts played a part.

**Nathaniel Erb-Satullo, Massachusetts**

Last summer, I went to Mt. Rainier National Park to help repair and clear trails for the National Park Service. Having developed a love of nature, I wanted to help maintain the national park while enjoying its awe-inspiring magnificence. Armed with shovels and pulaskis, we re-routed streams, built retaining walls to prevent erosion, and cleared the trail of avalanche debris. Working through the heat of the day, we would marvel at what we had accomplished in those few short hours. A trail covered with fallen trees and logs beforehand would be clear of obstacles. Each morning as we hiked farther along the Wonderland Trail, we looked on the fruits of the previous day’s labor with satisfaction. Surrounded by natural beauty as I worked, I felt a sense of accomplishment by helping to preserve it. I came away from the experience awed by the scale of the park but aware of the small but important part my efforts played in protecting it.

**Jody Gay, Montana**

As I listened to the Governor urging each of us at the 1997 Summit on Youth for Montana to be responsible for mentoring, protecting, nurturing, teaching, and serving a child, visions of my hometown and our lack of opportunities for children filled my mind. My town’s children had few safe places to stay after school until their parents got off work; many kids just roamed the streets. Our team returned home with a vision and a goal. We developed an organization called Youth In Action, and with a plan, and a lot of hard work and devotion, the After-School program was born. Our idea wasn’t immediately embraced; we met resistance from many sources, including the school system. But we pressed onward, held a few practice sessions, and the community finally came around. The Literacy First After-School program has now provided more than 250 kids with a safe, nurturing environment to spend time in until their parents can take them home. It is reassuring and satisfying to see the kids grow both physically and mentally within the program.

**Roderick George, Texas**

Last October, I volunteered to campaign for State Representative Chris Bell. This experience started out as a project for my Government class, but after a few weekends at campaign headquarters, I realized that I was a part of something greater than a school project. It was an honor to support Mr. Bell and be a part of something so important to the people of Houston. I found myself giving out flyers every weekend, and even though my tongue was dry from licking millions of envelopes and stamps, my fingers tender from paper cuts, and my body exhausted from the Houston heat and humidity I faced walking from door to door, at the end of the day it was still worth it. It was interesting to witness the incredible involvement required to run a successful campaign. Although the hours were long and the work was hard, I not only educated myself, but I helped Mr. Bell become the State Representative of the 25th District of Texas.



# 2003 PRESIDENTIAL SCHOLARS

## at work in the community

### **Colin Hall, Minnesota**

Packing boxes for Operation Christmas Child has been my favorite service activity since I began four years ago. I don't remember why I first volunteered, except that it was a church activity I felt obligated to join. I would rather have slept in that Saturday morning. On my way, I considered what I knew of the program: people from all over the country filled shoeboxes or small containers with toys, games, and other Christmas gifts. Each shoebox was brought to the shipping center, processed, and sent to some child in a disadvantaged part of a foreign country. I remember looking around the warehouse during my shift, marveling at all the boxes, and thinking, "There'll be a lot of happy kids this Christmas." I realized that every box passing through my hands would end up in the hands of an unknown child halfway across the world. This is my favorite part of service and the reason I return every year. Anonymous service is the best kind.

### **Will Hamilton, Arkansas**

During the fall of my senior year a tragic accident took place that had a major effect on my life. I stood by the scene feeling totally helpless, unable to anything. This feeling gave way to a desire to learn to help others in emergency situations. For this reason I am a member of the Crow Mountain Volunteer Fire Department and a local emergency response team. I also travel fifty miles two nights a week to attend Emergency Medical Technician classes. I am glad to know that now in emergency situations I can calmly do my best to help a person and hopefully make a difference in someone's life.

### **Jessica Harvey, Tennessee**

Often, the most dramatic effects of service occur not in the community but in oneself. My youth choir went on our annual tour in 2002 to Mobile, Alabama. Though we sang at numerous locations, two are burned into my mind. Camp Sunshine, a camp for challenged children and adults, transformed the choir in a single afternoon. We spent several hours helping the campers swim or tossing beach balls. When the time came to sing the campers smiled and stood on the chairs to dance. Their excitement flooded into our singing. Lacking inhibition or fear, they were able to express joy and excitement on a level we longed to reach. The next day we timidly entered a drug rehabilitation clinic, unsure of what to expect. As we began to sing the men we expected to be stone-faced began to weep. Though we anticipated desperation, we found courage and hope flowing through the building. Through the week not only did we give hope and joy, but we received what we shared a hundred times over.

### **Chandler Hatch, Illinois**

This past year I founded the Chicago Hypertension Awareness Project (CHAP) to screen people for high blood pressure, with a goal of identifying neighborhoods of people statistically at higher risk for hypertension and raising awareness by offering free testing. I learned respect for the difficulty of organizing a successful service project: countless phone calls to businesses where I hoped we might set up stands; to distributors who might be able to provide us with automated sphygmomanometers; and to volunteers to help test blood pressure were slow to produce results. On the first day of testing, the project consisted of me, my friend, and "The Little Blood Pressure Cuff That Could." We went door to door (because local businesses initially wouldn't have us), offering free screenings to people suspicious of what we might be selling. In time, though, CHAP came to life. Businesses and churches opened their doors to us, and more people volunteered. In the past six months CHAP has tested the blood pressure of over 350 people. The most rewarding part for me has been talking with people who show genuine concern for their health and feeling that I have made a difference.

### **Kelly Heuer, New York**

Environmental issues have always been important to me. That's why, when my Girl Scout troop was discussing projects for our Silver Award, my hand was the first one in the air to suggest that we extend our troop's involvement with the Adopt-a-Highway program to the surrounding community. In my opinion, our town has made the leap from rural community to industrialized suburbia too quickly. Enormous developments dwarf family-owned vegetable stands, while swaths of asphalt cut across plowed fields. The incongruity of the landscape is inescapable, the litter which clogs once-pristine byways is not. A vote decided the plan, and I was appointed chief organizer of the project: poring over maps with Adopt-a-Highway representatives, attending council meetings for county approval, visiting other troops to educate and encourage their involvement, making posters and phone calls inviting local businesses and individuals to adopt their own bits of road. I'm proud to say the project was a complete success. Our original two-mile stretch of highway (a busy roadway bordered by wild brush and rolling sod farms) remains clear to this day, and nearly every area troop participates regularly in the cleanup.

**Dave Hicks, Mississippi**

The greatest sense of satisfaction I receive comes not from personal accomplishments but from serving others. Garnering honors and achieving personal goals may give a sense of pride, but it soon fades. Because I have found this to be very true in my life, I place priority on helping others. I believe that the most important and most enduring way to help others is spiritually. With this in mind, I founded BASIC, a student-led, community-wide, weekly Bible study for high school students. The average attendance is a diverse group of twenty-five to forty-five students from eight different high schools. BASIC gives the teenage community a place of unconditional acceptance and belonging. To prepare the meetings, I select, study, and present a bible passage using PowerPoint; I find and learn songs on guitar, coordinate practices with another guitarist and a percussionist, and lead students in seven to ten songs per week; I select or write skits, find volunteers to perform them, and direct rehearsals. I also plan special events, such as outreach parties, concert outings, and a weekend retreat. The personal growth I have seen in many lives makes the hard work many times worth the effort!

**Yun-Chung Mimi Huang, Utah**

In the summer of 2001, I went to China as a translator on a mission trip with my church. During that trip our team taught in an English school and spend a weekend preaching in a small, minority, mountain village--the most primitive surroundings I'd ever lived in. All the bathrooms were just holes in the ground, and there were no doors to shield me from view. Our beds were wooden with a thin mattress, and the rooms were all cobwebby with bugs dropping on us in the middle of the night. Despite these villagers having next to nothing in worldly possessions, they were more than hospitable to us, and they were happy with their lives. I think I went on that mission imagining I would be a great help and light to those I met, but instead, those people totally changed my life. I learned so much on that trip: to be patient with people because there were often changes in schedules, to be grateful for the life I lead in America, and to be more outgoing in order to help those around me.

**Matthew Jachowski, Hawaii**

For the past four years, I have volunteered with "A Keiki's Dream." In Hawaiian, "keiki" means "child." The goal of "A Keiki's Dream" is to reach out to the disadvantaged children of Maui County and help them to realize their dreams for a day - whether it is staying in a five-star hotel and being treated like a celebrity or going deep-ocean fishing. It was in helping one young victim of domestic abuse to live his dream of being a clown that I made one of my most personally fulfilling contributions to the community. I was asked to share my juggling and balloon-making skills, but I soon realized that the time I was spending with the child was much more than a learn-to-juggle session. The "dream" seemed to help the child to erase memories of hard times and to look forward to better times. In the end, I felt extremely happy knowing that I had been able to bring some joy and hope into that child's life.

**Daniel T. Kettler, Wisconsin**

During my junior year, two friends and I volunteered at the St. Rose Starlight Program, an after-school center at a grade school in an underprivileged neighborhood. Over the course of two months, we met twice a week with first and second graders. Our group tutored, and then, as a reward, we explored a flight theme with the students by making paper airplanes and other flying projects. Our service provided the children with a fun and constructive activity. More importantly, the project fostered personal growth in the children as well as in my friends and me. The children received good role models and, more importantly, were able to form some positive, trusting relationships, a rare commodity in the area. At the same time, my friends and I were able to learn firsthand the value of giving back to the community. The children really looked forward to our time together, and it brought a little wonder and fun into the students' lives. My time at St. Rose revealed to me that service doesn't have to create grand or dramatic results. Rather, valuable service simply involves meaningful human connection that affirms the dignity of us all.

**Mina Kimes, Arizona**

I first started volunteering at the East Valley Child Crisis Center over two years ago as a result of a desire to make a real, tangible impact in my community. The purpose of the Crisis Center is to provide a home for abused or abandoned children, or to allow local families respite from the sometimes overwhelming demands of childcare. My duties range from giving baths and helping prepare meals to simply reading with a child or playing hide and go seek. When I first started at the Center, encountering physical and emotional signs of abuse in such young children often made the work difficult for me; I was anxious about dealing with children who have experienced more hardship than I ever will. However, I gradually learned to overcome my reservations and play with the kids as if they were my own siblings. Giving them the love and attention they've lacked in the past has made my volunteering experience extremely fulfilling.

# 2003 PRESIDENTIAL SCHOLARS

## at work in the community

### **Lisa Leung, Maryland**

For the past five years, I have volunteered at CAPSA, an organization in which students volunteer as one-on-one tutors. We help grade-school students-- primarily Chinese immigrants-- with their homework and with adapting to American life. With our help, students are less likely to fall behind and become susceptible to dropping out. Volunteering at CAPSA is very significant to me and my personal development, as I can help students keep up with their classmates and remain enthusiastic about their experiences in the United States while at the same time I can understand more of the real world, the needy, and my own community and gain precious opportunities to become a more mature, responsible, and compassionate person. Last year, facing a shortage of tutees, I initiated a fundraising effort and eliminated the shared rental fee paid by the tutees. This increased the enrollment of the CAPSA tutoring program by more than 100% this year. CAPSA has significantly expanded my viewpoint and experience, and the joy of helping others is the driving force that motivates me to continue performing services for the community.

### **Mingming Ma, Texas**

Despite the early mornings, the hospital food, and the oh-so-fashionable candy-striped scrubs, being a Junior Volunteer at Scottish Rite Children's Hospital has been one of the most rewarding experiences of my life. In wheelchairs and crutches, the young patients have taught me not only to lose graciously at Candy Land, but to be thankful for my own blessings. Each day, I embark on adventures with them. We color and draw pictures of far away lands where camels can have four humps and of sailboats under Christmas trees. We trek through the unknowns of Mario Land, emerging as triumphant victors. We pass GO and collect \$200, barely escaping jail. I sense in them my own childhood dread of needles and antiseptic smells, developed from frequent trips to the doctor. But, using creativity and spontaneity, I am able to ease a child's fears of being at a hospital. Hauling boxes of books, I help raise funds for their future scholarships in the annual JV book sale. I hope I have encouraged them to keep laughing, playing, and inspiring, for they have shown me that their futures are unlimited by their disabilities.

### **Lester Mackey, New York**

For the past two years, my peers and I have gathered on Saturday mornings to take the familiar train ride into New York City. Still half asleep, we carry a paper bags containing personally prepared lunches. Our mission: to undermine that cliché, "there's no such thing as a free lunch," by distributing our lunches to any who will have them. Rather than impersonally disperse, we choose to converse. Those who simply desire a friend to chat with often benefit most from our day of giving and gabbing. Each outing is organized by the members of our school's Ichtus (Christian) Club, of which I serve as president. A week of gathering donations and preparing lunches is generally required. Teams of teens, headed by team leaders, are then assigned to sections of the city. The process can be taxing, but the smiles that we receive make the experience worthwhile. Our lunches help stave off starvation and malnutrition, and we perform an invaluable service for those who want an eager audience. Ultimately, our program could be expanded to an entire year of giving and gabbing-- that would be something to smile about!

### **Brian Manley, Indonesia**

As part of my school's outreach program in Manila, I journeyed with several classmates to a remote town in the Philippines, where we stayed for a week and helped to renovate the local hospital by painting furniture for them. More than the actual painting, I recall vividly the smiling faces of the locals, all of whom were extremely friendly and spoke fairly good English. The economic gap that separated us from them faded into unimportance as I came to know them. Despite the lack of modern conveniences such as hot water, I quickly grew fond of the town and found the local students in our age group to be remarkably sociable. My classmates and I were even invited to eat dinner with the mayor of the town, and we all sat down to an informal meal and chatted away until quite late in the night. Our arrival in the town was a new and rare experience not just for us, but also for the locals, and I think the friendships we established that week will last far longer than the hospital furniture we painted.

**Raleigh Martin, Maryland**

Book-loving kids can be found throughout the Washington area. But some live in homes with too few books to satisfy their yearning to read. At the same time, many households struggle to contain shelves overflowing with books. As a step to help right this imbalance, I bring truckloads of books to Hendley Elementary School, where the young students glow at the chance to take home Amelia Bedelia or Harry Potter. Leading the charge with me is Mrs. Flowers, Hendley's ebullient librarian. It's all part of "1000 Books for DC Kids," a community book drive I started a few years ago when I realized how lean school libraries were in Southeast Washington. Books begging to be recycled to new readers are abundant in neighborhoods near my school. I'm happy to say that I've brought several times my 1,000-book goal to Hendley already, and hundreds more are still in the pipeline. In gathering the books, I distribute flyers door-to-door, collect grocery bags full of donations, sort, pack, and then deliver via U-Haul. Periodically I join students from the school to lead assemblies where the books are presented and the love of reading is celebrated. The assemblies reach a peak of excitement when students have the chance to select their favorite books. Taking books home is a huge treat for Hendley students. I'm thrilled to make it happen.

**Claire Matthews, Alaska**

I've been involved with Companions, Inc. since I was 8. For someone that loves to spend time with people and animals, there was never a better opportunity. Members take their screened pets to local nursing homes and family shelters, giving residents a person to talk to and a dog, cat, or other cuddly animal to pet. Sometimes a terrier is just the right thing to comfort a lonely, hurt, or troubled person. Besides each member's monthly nursing home visit, Companions holds annual events like Pets and People Day, where the community meets all sorts of animals, watches dog shows, and learns about pet safety, training, as well as how to help children through the loss of a beloved animal. Companions also runs a pet-related booth at the Create-A-Gift Bazaar, where children can make free crafts at more than 40 stations. I recently got a certificate for my annual service at this event, but the reason I work every bazaar shift available is because I love working with the kids. After helping a hundred kids through their craft projects last November, I ran into a young boy a month ago who still remembered my name. I know his. Nathaniel.

**Ryan L. McCarthy, Idaho**

Growing up in Ketchum, Idaho, I spent many formative moments in the wilderness, experiencing nature. These encounters led to an unshakable love of nature and a desire to foster admiration for wilderness in others; these led me to seek out a nature-related venture for my Leadership Service Project required for Eagle Scout Rank. I contacted the Sawtooth National Recreation Area Backcountry Ranger and discussed potential projects. We decided that a useful project would include needed repairs to an historic retired fire lookout on Lookout Mountain in the Boulder White Cloud Mountain Range. This fire lookout offers commanding views of a giant expanse of wilderness and is a favorite destination of many visiting backpackers. The view inspires awe and an appreciation for conserving wilderness for the future. Procuring the needed materials and gathering a group of volunteers, I led them up the five-mile hike to the fire lookout structure. We performed repairs and general maintenance, cleared the area of garbage and identified potential improvement projects, effectively preserving the historic fire lookout.

**Corín McLean, Puerto Rico**

Raúl's bright blue eyes danced between the wrinkles that surrounded them. It was an odd effect - incongruent yet consoling - to see vivid color in the center of a worn-out face. Raúl was a patient in an AIDS hospice that my Leadership class visited; and I was worried that my time with him would be meaningless. After all, I knew very little Spanish. Equally impractical was the gift I handed him: a small, heart-shaped pillow, sewn by my own hands and painted across one side with his name. It was almost embarrassing, really. But Raúl was excited. "Hoy tú estás aquí," he said, smiling triumphantly, as if he'd solved a riddle. He showed me a wall in his room, covered with cards, and told me again: "Hoy tú estás aquí." A nurse explained that while Raúl frequently received mail, visitors were scarce. "Hoy tú estás aquí." I learned what it meant later: today you are here. On that day, I communicated on a purely human level - with gestures, smiles, eye contact. Amazingly, an ailing man made me feel better. With his eyes that danced in the face of death, Raúl revealed to me not only the brutality of disease, but also the power of compassion.

**Phil Milroy, Indiana**

As my involvement in my parish's youth group grew, I realized I was heavily involved in leadership and organizational roles, but somewhat lacking in actual, "hands-on" work. To rectify that situation, I signed up for the Christians in Action (CIA) service camp. There, I met high school students from nearby parishes for a week of faith, fellowship, fun, and, above all, service. I served lunch and talked with the homeless at a soup kitchen, painted and patched the roof of the house of an elderly couple, cleared out rubble from a house being renovated for low-cost housing, and chaperoned a group of youngsters from an inner-city parish on a field trip to the Indianapolis Zoo. I reaped many rewards: the smiles of the homeless as I handed them their plates, the giggle of my young friend Juan at the zoo, and the contented exhaustion after shoveling plaster dust for a day. I also learned the extent of my ability to help others-- I have been given much, so I should give much of myself to help others. That was the most important lesson of the week.



# 2003 PRESIDENTIAL SCHOLARS

## at work in the community

### **Oludamini Ogunnaike, Delaware**

Last summer I volunteered at a camp for kids with Muscular Dystrophy. Each counselor was assigned a camper to take care of for the week. My camper, Jeff, had advanced Duchene muscular dystrophy and required 24-hour care. Jeff depended on me to dress, shower, and feed him, and most importantly, make sure he enjoyed camp. We had fun talking, playing wheelchair hockey, telling stories and jokes, and just chilling, listening to music together. On the last day of camp, Jeff had trouble breathing, and I rode with him in the ambulance and stayed with him at the hospital for several hours. When I had to leave, I gave Jeff a hug and told him to stay in touch, and that I really enjoyed going to camp with him. Jeff struggled to lift his head off the pillow and say, "Thank you man, you did an even better job than the guy who takes care of me at home. This week was really good." I hugged him again and choked up as I left the hospital. I knew Jeff would be alright, but for some reason my throat tightened up and my eyes kept watering.

### **John O'Leary, Connecticut**

During summer 2001, I traveled to the Hopi reservation in Mishognovi, Arizona with a small group of volunteers from my church. Although the Hopi people are cautious about welcoming strangers into their ancient community, our minister had forged a relationship with their tribal leaders many years earlier. We were invited to live in their village for ten days while completing several construction projects. Our group was eager to take advantage of this opportunity. Over the preceding eight months, we had met weekly to study Hopi cultural traditions and to practice various forms of meditation. During our visit to the mesa, we re-roofed and restored tribal buildings and learned to build adobe bread ovens in the traditional manner. We shared meals and fellowship with our hosts and visited sites of archeological interest along the rim of the Grand Canyon. Though the work was hard and the Arizona desert brutally hot, the trip is memorable for all that we accomplished and for the bonds that we formed with the community we served.

### **Angela Pickard, Nevada**

When Legacy Christian Fellowship announced its weekend-long mission trip to La Misión, Mexico to build houses, I was inspired to participate. We traveled a few miles over muddy, uneven dirt roads to be greeted by the penned-up farm animals at the orphanage where we would be staying. While the men went to work on building a house for a family of five who had none, I stayed behind to play with the orphans, playing tic-tac-toe, kicking a ball, and coloring with them. We gave out small gifts and arranged a fun, messy, art project. I met an older quadriplegic, named Marcos, who loved all his "godchildren" at the orphanage. He told me about his diving accident and his life now; I was amazed with his kindness, strength and faith. At the end, I helped finish up the small one-bedroom home. Six months later, I returned on another house-building mission trip to help paint a dormitory and to love these children who accepted everyone regardless of any language barriers. I'll go again this year, but I hope that I may someday go on a two-year mission trip into a deeper part of Latin America.

### **Hari Prabhakar, Texas**

At 16, I undertook a three-year project to teach an SAT I verbal class to high school students at a local community center. The first few months were difficult, since motivating my students to learn extracurricular information was a momentous task. I considered how to make the class more entertaining and beneficial, and after approaching the students for suggestions, I revamped the proceedings. Instead of a 45-minute lecture, I used an interactive "seminar" approach where all the students could share their insights on the material instead of merely being recipients of knowledge. The result was both astounding and educating. Not only did I see a sharp increase in motivation, but I also saw that the students were making a conscious effort to succeed in the tasks I assigned, and increased their SAT verbal score by an average of 200 points. This experience helped me to understand the tremendous responsibilities placed on teachers, to build my patience, to learn from the viewpoints of others, and to communicate my ideas more coherently.

### **Laura Li Ching Quek, Hawaii**

Caroling at a local nursing home one year, I was saddened to see elderly residents sitting in their wheelchairs in a dark, grim room that looked out on a graveyard. I felt that I could harness my small gifts in music and foreign language to brighten their days and relieve their boredom. At the homes I visit, I play the piano, sing old songs, feed residents, chat with them in English, broken Japanese, or Chinese, and bring them pictures to color. There is nothing like the happiness I feel at how they respond. Henrietta, whose neck and back are bent at an odd angle, claps and howls with the music. Henry, who usually stares quietly, croons "Let Me Call You Sweetheart" into the microphone, smiling shyly at some memory. "Am I doing all right?" asks Helen, who has colored a hole into the paper. For what may be brief moments in their long, monotonous days, these wonderful people feel again that they are important because someone cares to interact with them. I know that I have brought them cheer, however temporary, and from that I draw my joy.

**Sophie Rapoport, Minnesota**

When I began doing the bicycle ride across Minnesota for Multiple Sclerosis, it was more for the fun of riding than for the good done with the money raised. Of course, I was only nine years old at the time, and had little understanding of the debilitating effects of MS. Over the years of riding with my family, however, I have come to realize how incredible this experience really is. Perhaps the most moving aspect of this ride is seeing those bikers who have themselves recently been diagnosed with MS trudging along the route in an attempt to fight for a cure. I will also never forget one day when it was so hot and dry that the tour organizers cancelled the century route and got busses to bring people who could not handle the heat to the destination. I finished the 80 miles on that day exhausted, but the feeling I got the next day, crossing the finish line with cheering crowds along the side was incredible, and seeing people in wheelchairs thanking me for doing the ride, made me realize how worthwhile this effort truly is.

**Jay S. Reidler, New Jersey**

As a participant in our high school's hospital visitation program, I was touched by the plight of the often lonely or depressed patients whom we sought to comfort. They inspired me to help found "Project Shira", a program that draws on area high school students to perform music, dance and poetry recitals at nearby nursing homes and hospitals. Project Shira takes the simple good deed of visiting the sick, troubled and infirm to the next level by adding the beauty and magic of the arts to the visit. Music and the arts are uniquely suited to engage the elderly and infirm and to bring a world of beauty into otherwise drab, lonely surroundings-- reaching patients when words cannot. Our music, dances and performances spoke to the patients, and their responses spoke to us in heartfelt ways. The program helped me to appreciate the curative value of visiting the sick, provided yet another example of the power of my music, and gave me the opportunity to engage in meaningful conversations with patients in a language that we both understand.

**Karen Rhorer, Louisiana**

As my school's Key Club president, I implemented a Christmas food basket drive. After two weeks of pleading, cajoling, and persuading food and money from reluctant students and wrapping large boxes with festive paper, Key Club collected thirty-five boxes of food and enough money to purchase fifty turkeys to give to underprivileged families. We personally delivered each one, an event that afforded me images of the most impoverished citizens of Baton Rouge, images that remain both vivid and captivating. I can see the bent, elderly woman shivering in a thin nightgown in the crisp December wind as she tried to hold back tears of gratitude. Still alive in my mind's eye is a small, dimly-lit abode containing young children asleep on floor mats in every available space. Also very real is the woman who reminded me of my own grandmother, a personable lady most grateful for pleasant company. Although I cannot take credit for any amazing feats on that December day, I like to think that I may have given hope to those who, in meals freely offered and a few minutes of conversation, saw God's love at work through us.

**Beverly Rich, Connecticut**

The one and only thing that's a safe bet to recommend to anyone, anywhere is Midnight Run. Over the four years that I've been involved in this charity, I've told teachers, parents and students that they must go on a Run. No one is ever disappointed. Midnight Run goes four times a week to New York City to supply the homeless with clothing, food, toiletries and blankets collected from the suburbs. We go in vans, usually on Friday nights and make predetermined stops in Manhattan to distribute our goods. Interacting with the homeless is an experience unlike any other. We make sandwiches and collect coats but it is the contact that counts, giving away the sandwiches, sizing the coats, and being helpful. Mostly, the homeless just want to see a friendly face and talk to someone who's out in the "real world." Without fail, in every car ride home, at around 3 a.m., amidst the caffeine-induced buzz of all the volunteers, there is always a pause, a moment where we sit back, reflect on the night, and realize how much we have to be thankful for.

**Jennifer Richards, Vermont**

The question has been asked of me many times - sometimes cautiously, as if the inquisitor was hesitant at the implications of his words. "Don't you find it hard to be around those kids?" Yes, it can be hard. But rather than seeing the difficulty as a deterrent, it is the basis of my reason for being there. Admittedly, I was apprehensive when I entered the Vermont Children's Hospital for the first time as a volunteer; the sight of a surgical gash across the stomach of a little boy did not relieve my timidity. However, the initial shock of his physical suffering was abated when I looked up to see his vibrant gaze. This little boy was an embodiment of the true nature of the ward and its patients. Underneath their illnesses and injuries, the patients are children - filled with remarkable spirit and excitement about life. The simple, yet ecstatic, joy in a patient's smile, the appreciative look in a parent's eyes when I offer to play with his child while he rests or takes a meal, the exuberance of the children that transcends their physical suffering - these are both the goals and the rewards of each of my volunteer shifts.

# 2003 PRESIDENTIAL SCHOLARS

## at work in the community

### **Betsy Scherzer, Florida**

Stripes of green vines stretched for miles in every direction. Work gloves on, bandana around my head, I reached for the ripened tomatoes. All around me, people of every faith, race, age and gender crouch to find forgotten fruit. Farmers' discards became our treasure. Together, we scrounged for the remaining crops with The Gleaners, a local group authorized by the farmers to take whatever their volunteers gathered after the harvest. By the end of my fifth bucket, my arms and back ached, my legs wobbled with exhaustion. The sun beat down upon my neck and I had inadvertently eaten more than a few bugs. One thought fueled my numb fingers: by day's end, The Gleaners would deliver these tomatoes to the migrant workers' families. As we worked, our "foreman" described the life of migrant pickers. Whole families worked the fields together, including young children, for a few dollars a day. Hot, cold, rain or drought, they toiled through it all. Sick days and health insurance were unheard of. Labor laws? Not for those who are in this country illegally. Later that afternoon, unloading our gleanings at the food bank, grateful smiles worked like a salve on blisters and sunburn.

### **Elizabeth Scoville, Kentucky**

Growing up in rural southeastern Kentucky, it became evident that my area lacked in educational tradition. In 1990, the US census reported a startling 25% of adults in my county had received less than a 9th grade education and only 56% held a high school diploma or equivalent. At thirteen, I decided to make a difference in my community's educational standards by collecting out-of-date computers for disadvantaged students. I knew that a computer in the home could be the simple motivation these students need for success. Since 1999, I have spent hours collecting, cleaning, repairing, and distributing computers. Last year, my project evolved into the "Kentucky Computers for Kids Network," allowing schools across the state to join the project. The network is a statewide service project for the Kentucky Department of Education's Student Technology Leadership Program. Although still in its infancy, over 200 computers have been distributed through the network. I may never know the full impact these computers have on their new owners or my community. However, I can cherish the delighted smiles of children who receive computers and savor their simple computer related successes.

### **Pia Shivdasani, Idaho**

Every ten feet in India there is a different smell. It isn't always good; in fact, it's usually a bad smell, but no matter what, it is always different. That is what hit me when I stepped off the airplane in Bombay last summer. The smells, the poverty and the blanket of heat and humidity were a total assault on the senses. I don't speak a word of Hindi, but somehow in July I found myself in India on my own for five weeks, volunteering at a school for the blind. What I found in India was hardly what I expected. I found a country full of people with enormous problems, problems that I have never even dreamed of dealing with, and they face and conquer them every day. And if the problems cannot be conquered, they are accepted. When I got to know the children at the school, I was constantly amazed by their resilience and cheerful attitudes. I realized that those two things can help me through all my life. What I found in India was a world much bigger than the one I had been living in, a world that I wanted to know more of.

### **Cynthia So, California**

At age seventeen, I have experienced millions of sensations, learned vast amounts of knowledge, and bonded with some very special people. Yet my life is only beginning. Seventeen years, no matter how long they may seem, are not long enough to experience the world fully. Luckily for me, the chances of sudden death are slight. Yet others live with the knowledge that their days are numbered. For the past two summers I have worked with children with Muscular Dystrophy. Moderately to severely handicapped from youth, many of them do not live to see their twenty-first birthday, or even their seventeenth. I volunteer with the MDA Summer Camp, hoping to bring these children one of the best weeks of their lives. Little did I know that it would also be one of the best weeks of my own life. As counselors assigned to one child for the week, we form bonds with our campers. We hold them in the pool and fly planes with them. We take them to movies and help them do crafts. Our campers make us laugh, and they make us cry. This is one of the sweetest and most heart-wrenching weeks of our lives. We love what we do, and our joy diffuses into our campers. It is no wonder that the parting hug lasts so long.

**Nate Sorensen, Nebraska**

I slowly entered the room, wondering what sort of reception I was going to receive. Upon seeing me, the children cried out, "It's Nate! Nate's here!" It was extremely difficult for me not to enjoy being around such animated children. As part of my Junior theology class service project, I was able to volunteer as a mentor to a number of children at St. Luke's Daycare center. Being the only male in the group of four assigned to St. Luke's, I was warned that the kids there might want to cling to me because many of them lived in single families. The predictions were true, and I couldn't have loved it more. Every day, while interacting with the daycare kids, I couldn't help but be amazed at how much they all looked up to me. Until then, I had never had any real experience of how much of a difference a mentor can make. The children weren't the only ones who gained from the experience. They taught me the importance of patience, kindness, enthusiasm, and remembering names. I wouldn't exchange the experience for anything!

**Matt Spencer, Iowa**

Over spring break for the past four years I have learned how to dig postholes, apply paint, care for children and work in a community. While many of my friends partied or relaxed, I joined my church youth group on mission trips to Denver, Orlando, Nashville and San Antonio. There we have had the pleasure of applying our energy, time and talents to construction of ramps, painting of youth shelters and basic yard work. These experiences have not only given me a constructive way to spend time and helped me get to know a great group of people, but have opened my eyes to the well-concealed poverty within our nation and to what I can do to fix it. I have learned more about diverse cultures than I ever dreamed of discovering in a social studies class on these trips and have seen more human suffering and more endeavors to improve humanity's state than I would ever have without them. They have opened my eyes to some of the darkest parts of our nation and have blessed me with the chance to take strides to fix this darkness for the rest of my life.

**Karthik Sridharan, New Hampshire**

When I was young, my mother took me to soccer, basketball, and tennis classes at the YMCA. I thoroughly enjoyed the time I spent there, and for this reason I decided to give back to my local YMCA by volunteering as a youth sports instructor. Little did I know, as I walked onto the soccer field that first Saturday, that this would become my most rewarding activity. As I watch the children laughing and screaming with joy, having fun, and giving their parents "high-fives," I get a great sense of gratification. The kids develop a love for sports and physical activity, and learn the rules of games they will play later on in life. The classes improve communication between parents and kids, spark friendships among the children, and instill self-confidence. Teaching the rules of sports and conduct on the field, and building the foundation for a healthy lifestyle, I have been able to influence their lives in a positive way. I hope in the coming years they will enjoy sports as much as I do, and will benefit from the skills I taught them. I get great satisfaction through my YMCA service, and I enjoy living out the organization's mission statement of "building stronger communities through stronger families."

**Allison Stern, Washington, DC**

Although I live in Washington, D.C., I never really understood the National Monuments, their significance and their impact on people until I volunteered as a Park Ranger. I was stationed at different monuments, including the Jefferson, Lincoln, and FDR Memorials, but my favorite assignment was the Vietnam Wall. At this uniquely personal memorial, I helped visitors find names on the Wall, listened to stories and climbed ladders to make rubbings of names. One day, I approached a middle-aged man who was desperately scanning the Wall. He explained that he had traveled from Iowa to see his brother's name. I helped him find it and made a rubbing for him to keep. He thanked me profusely and brought over his wife, children and siblings to share this emotional family moment with me. The incident stands out, not only because of the family's willingness to share their memories, but because I played a role in helping them to grieve and find comfort. And, they also helped me understand a period in our nation's history; the sacrifices made by ordinary citizens, and the power of our National Monuments.

**Uma Tadepalli, North Carolina**

As a volunteer of the Durham Soil and Water Conservation District (DSWCD), I have participated in the Goose Creek restoration project. Goose Creek is a major stream located in a low-income neighborhood that flows right into the drinking water supply of North Carolina's capital, Raleigh. I knew that the lack of environmental awareness in the surrounding community was a large factor in the devastation of the pathetic creek, which, at the time, was more like a glorified mud puddle. Every Saturday morning for the past four years, I would test the pH, record DO levels, analyze the nitrates and phosphates, calculate flow rate, and find the temperature at two sites on the stream so that we could assess the progress of the project. The results were so astounding-- all goals were met-- that I compiled the data into a poster that I presented at NC State. However, the most rewarding part of the experience was the sight of members of the community helping out with the clean up. The team effort involved made a quantum leap in the community's attitude towards the environment and I feel the project truly reached the community.



# 2003 PRESIDENTIAL SCHOLARS

## at work in the community

### **Jacob Temme, Wyoming**

I began working with the Youth Empowerment Council in 1999. This group's goal is to give the youth of my community a voice in decisions that will affect them. We work closely with the City Council and the School District. Through the Council I have worked on many projects including building a skate park, mediating conflicts between the city and youth, and organizing public and youth forums. I also attended three of the National League of Cities Conferences as a Youth Delegate. It was amazing to be able to participate in forming the League's policy and lobby issues for the future. Meeting students from across the country provided an opportunity to find both common and diverse concerns, experiences and solutions to problems facing youth today. Through the Council I work directly with people who can alter policies and regulations and I have a significant influence on the local and state decisions that impact youth.

### **Perry Tsai, Louisiana**

I've always loved kids, and it seems they like me too. Whether I'm teaching Sunday school or making funny faces at a bored baby in the supermarket, I get a thrill each time I extract a smile or chuckle. My high school has a 100-hour service requirement for graduation, and I leaped at the chance to spend my summer at Grace Child Care Center. This United Way Agency provides day care for children of working, low-income parents, offering transportation, breakfast, lunch, and various activities at minimal cost. I was initially overwhelmed by the room of twenty or so youths aged 3 to 10, but after a week I knew and loved them all. I had a blast just being with them and playing with them, and also assumed the responsibility of role model for kids who didn't always have someone to look up to. I wasn't great at lectures, but I tried to set an example. I enjoyed the experience so much, I spent nearly 200 hours there, and I'm sure I'll work with kids again in the future.

### **Bethany Tung, New Hampshire**

In the spring of my freshman year, as I wondered how to fulfill my school's graduation requirement of community service, my mother, a recently-ordained minister, offered a suggestion: why not try my hand at establishing and directing a youth ensemble of handchimes? The church where she had just been employed was musically poor, with only an organist and adult choir, compared with my own extensive experience with youth vocal and instrumental choirs, including both handbells and handchimes. I had never directed before, nor held such a position of leadership and responsibility, but despite my misgivings, I decided to try it. It is with a sense of great accomplishment that I consider how much "my kids" have grown over the past three years – musically, spiritually, and personally. I have also seen a rather meager music program blossom into a regular element of Sunday services. I have always felt that music is one of the best ways to worship, and my reward for directing the group is the knowledge that through it, I have touched another person and brought him or her closer to God.

### **Xiao Wang, Washington**

Seattle is as far from New York as two cities can be, but on September 11th, all of us could do nothing more than stare at the television as replay after replay was shown of the tragic act. As an officer in Future Business Leaders of America, I felt it was our moral responsibility to somehow lend a hand although we are three thousand miles away. After consulting peers and local business organizations, the Wheelchair Basketball Game for the American Red Cross was formed. A month later the Junior Sonics wheelchair squad squared off against the most flamboyant members of the teaching staff. When all the donations were counted and all the flyers and posters cleaned up, a very tired group of individuals were able to send \$3000 to the Victim's Fund. Last summer, as I took a solemn walk around Ground Zero, through all the sorrow and suffering, I felt that I made a difference when differences were needed.

**Virginia Weaver, Kentucky**

Every Sunday, my church opens its doors to the local Hispanic population by offering them a class on how to speak English. I decided to help with Hispanic Ministries in the beginning because I was one of a few people in the church who spoke any Spanish. Now I come because I have seen a change in these people. When they started coming to the class, they were shy and nervous, and didn't have much confidence. Now I know them as my friends. During Posadas, the traditional Mexican Christmas celebration, one of the men was asked to speak. He said that this Christmas Eve, he and his friends didn't have the joy of spending the holiday with their families. But in their hearts, we had replaced their families because of our hospitality, compassion, and help. I have learned about a completely different way of life, and how these men have sacrificed their lives for the good of their families, but still live every day with joy. I have developed an enormous desire to help and get to know these men, and I have never felt more honored than when Mateo spoke during Posadas.

**Lyubov Wolf, Oregon**

Being a counselor for camps with my youth group Young Judaea has taught me the importance of contributing to my community, especially as a mentor. Just as I had teen counselors that inspired me when I was a camper, today my biggest joy is working with younger third to eighth graders at conventions and summer camps. At camp, I help students discover their Jewish identity and be proud and excited about it which can be hard in a world where being different can be a challenge. It is gratifying to know that I am influencing the life of a child in a positive way, and contributing to their growth as a young person. Today when one of these children recognizes me and calls me by my name asking when the next convention will be, the twinkle in their eyes confirms the slogan that my director keeps reiterating year by year: "In a hundred years it will not matter... but that the world may be different because I was important in the life of a child."

**Rena Xu, Pennsylvania**

When I was little, the children's department of the public library was a magical place to be. Now that I am older... it still is. Previously a loyal patron, now a loyal advocate, for the past five years I have had the privilege of sharing with other children the many wonders of the library. As a volunteer, I work closely with young children of all backgrounds, helping them use the computers and find reading materials. I also run several programs designed to encourage youth education, including a literacy promotion activity and the library's annual Summer Reading Club. Each project I undertake brings a unique sense of satisfaction, whether it involves writing book reviews for the department homepage or leading hands-on activities and craft-making. And while the specific aims differ, all the projects ultimately work towards the same goal: to make education accessible, and to open the door of knowledge to all the curious young minds that seek it.

**Oliver Yeh, Utah**

Last year, while serving as the Vice President of Skyline's Operation Smile, I found that third-world children, scarred by hideous tumors or cleft palates, were destined to live their lives in fear, haunted by their deformities and shunned by society. With Operation Smile, only 45 minutes of surgery can reconstruct a child's malformed face. Last February, we began our fundraising campaign, and in just the first two days, I raised \$600. This year, as President, I have launched an ambitious fundraiser for \$10,000 and increased club membership ten-fold to over 100 students. We have run a successful spook alley, "Trick-or-Treat for Smiles" drive, benefit concert, "Santa for Smiles" booth, and a "Bowling for Bucks" project. To date, we have raised over \$8,500. Our \$8,500 will go directly to medical supplies to treat children with facial deformities, and will leverage an additional \$43,000 in donated medical services from physicians and nurses. Altogether, our efforts will make a \$50,000 difference in changing lives, one smile at a time.

# 2003 TEACHER RECOGNITION AWARDEES

**Larry A. Aho (SD)**  
Mathematics  
Hamlin High School

**John E. Allen (GA)**  
American Government  
South Forsyth High School

**Peter F. Ashworth (VT)**  
Mathematics  
Stanstead College

**John A. Barnes (VA)**  
Mathematics  
Maggie L. Walker Governor's  
School

**Nancy Barnum (OK)**  
German  
Classen School of Advanced  
Studies

**John R. Beckett (TN)**  
Mathematics  
Farragut High School

**Mark M. Bergeron**  
Geography/Social Studies  
Overseas Family School,  
Singapore

**Sherwood A. Bergseid (MN)**  
Physics  
Southwest High School

**John K. Boyle (MI)**  
Compositon  
Interlochen Arts Academy

**Brady A. Brady (OH)**  
Mathematics  
Saint Charles Prep High School

**Hope P. Brannon (AL)**  
Department Chair/Fine Arts  
Montgomery Academy

**Aimee Brazil (OH)**  
Chemistry  
Ann Arbor-Huron High School

**Christi F. Brignac (LA)**  
French  
Redemptorist High School

**Greg N. Brown (AK)**  
Social Studies  
A. J. Dimond High School

**Dennis L. Brown (ME)**  
Chemistry  
Oxford Hills Comprehensive High  
School

**Nanci L. Bush (OH)**  
English  
Solon High School

**Margaret B. Carroll (PA)**  
English  
Archmere Academy

**LuAnne Carter (TX)**  
Dance  
The High School for Performing  
& Visual Arts

**Juan C. Castro (MD)**  
Photography  
Towson High School

**Jennifer A. Ciardelli (VT)**  
Social Studies  
Champlain Valley Union High  
School

**Bob Cooper (AL)**  
European History  
Indian Springs School

**Adella S. Croft (UT)**  
Mathematics  
Skyline High School

**Donato Cuadrado (PR)**  
English  
Roosevelt Roads High School

**Dave M. Deggeller (CA)**  
Mathematics  
Henry M. Gunn High School

**Michael Delp (MI)**  
Creative Writing  
Interlochen Arts Academy

**Jeffery L. Dilks (IA)**  
Physics  
Ames High School

**Dawne Dionisio (NJ)**  
Print and Broadcast Journalism  
Piscataway High School

**Joan Drobnis (MA)**  
Spanish  
Bishop Feehan High School

**Susan Egan (CA)**  
Theater  
Orange County High School of  
the Arts

**Juan Egües (GA)**  
Spanish  
The Westminster Schools

**William K. Fannin (KY)**  
United States History  
Woodford County High School

**David C. Flatto (NY)**  
Judaic Studies  
Ramaz Upper School

**Jennifer S. Fry (KS)**  
IB English  
Wichita High School East

**Tim Gillespie (OR)**  
English  
Lake Oswego High School

**Gregory Good (AZ)**  
Government  
Mountain View High School

**Benjamin Gordon (CT)**  
English  
New Canaan High School

**James F. Greenwald (WI)**  
Latin  
Marquette University High School

**Kenneth L. Greif (CT)**  
English  
The Gunnery

**George E. Grosselfinger (NY)**  
Elementary Education  
Laddie A. Decker Sound Beach School

**Dixie Grupe (MO)**  
AP European/World History  
David H Hickman High School

**Mike Harrison (TX)**  
Theatre  
Winston Churchill High School

**Daniel R. Heischman (DC)**  
Philosophy  
Saint Albans School

**Karin S. Hendricks (UT)**  
Orchestra  
Logan High School

**Tamara K. Herrell (KY)**  
Science-Chemistry  
North Laurel High School

**Lynda J. Herring (CO)**  
Spanish  
Kent Denver School

**Maria J. Hill (AR)**  
East Lab  
Russellville High School

**Richard Hislaire (ID)**  
Upper School Math  
Community School

**Marsha M. Hobbs (MS)**  
Physics  
Jackson Preparatory School

**Jayne M. Hobgood (FL)**  
Language Arts  
W. Wilson Middle School

**Andrea Hoffman (DC)**  
Latin  
Georgetown Day School

**Ed Hogan (NE)**  
Theology  
Duchesne Academy of the Sacred Heart

**Susan M. Holland (OH)**  
Able and Talented  
Hanby Magnet School

**Debbie C. Howes (KY)**  
Biology  
Rowan County Senior High School

**Gale Hunt (TX)**  
Chemistry  
MacArthur High School

**Joan Jacobs (IN)**  
Guidance Counselor  
North Central High School

**Peter Jaffe-Notier (IL)**  
English Literature  
Lyons Township High School North Campus

**Arthur Kalish (NY)**  
Mathematics  
Syosset High School

**Yoheved Kaplinsky (NY)**  
Piano  
The Juilliard School

**John Katzel (IL)**  
5th grade  
Hough Street School

**Alan Kay (NJ)**  
Clarinet  
The Juilliard School

**Marlin B. Kemmer (AZ)**  
Honors/AP Language Arts  
Mesquite High School

**Andrew G. Klukowski (HI)**  
United States History  
Maui High School

**Greg Korshavn (CA)**  
Mathematics  
Westlake High School

**Cynthia J. Krauchi**  
English  
Bamberg American High School, Germany

**Bob Kucer (CA)**  
Chemistry and Biology  
Saratoga High School

**Evelyn F. La Russe (FL)**  
Foreign Languages - Spanish  
Ransom Everglades School

**Tarin LaFrance (NH)**  
Social Studies  
Nashua Senior High School North

**Lisa K. Lawrence (OK)**  
English  
Jenks High School

**Susie Lebryk-Chao (VA)**  
English  
Thomas Jefferson High School for Science & Technology

**Ronald Lewis (FL)**  
Mathematics  
Southwest Middle School

**Suzanne F. Lewis (NE)**  
Elementary Education  
Central Elementary School

**Ken Lindemann (SD)**  
Mathematics  
O'Gorman High School

**Shirley A. Lyster (IN)**  
English  
Columbus North High School

**Daniel H. Matthews (SC)**  
Mathematics  
Lugoff-Elgin Middle School

**Denise F. McCleary (CO)**  
Mathematics  
Fairview High School

**Kevin J. McMullen (MA)**  
Social Studies  
Belmont High School

**Richard A. Menger (MT)**  
Biology  
Baker High School

**Dina Migachyov (TX)**  
Mathematics  
Talmud Torah Day School

**John Milburn (NV)**  
Physics  
The Meadows School

**William R. Monahan (WA)**  
Biology  
Eastlake High School

**Dorothy K. Moore (WI)**  
Social Studies  
University of Wisconsin-River Falls

**Peter Moskaluk (MI)**  
Chemistry  
Grosse Pointe North High School



# 2003 TEACHER RECOGNITION AWARDEES

**Gregory Muilenburg (IA)**  
Chemistry and Physics  
City High School

**Charles W. Mullins (AR)**  
Mathematics  
Arkansas School for Mathematics & Sciences

**Lynne F. Nakano (HI)**  
United States History  
Hawaii Baptist Academy

**Shoba Natarajan (IL)**  
Kuchipudi  
Sanskriti School of Dance and Music

**Jan E. Nichols (TN)**  
Elementary Education  
Foothills Elementary School

**Margaret L. Nicholson (MS)**  
English  
Lamar Foundation High School

**David J. Nieslanik (OR)**  
Social Studies  
Beaverton High School

**Terryll N. Nordan (MS)**  
Math-Calculus  
Washington School

**Lorraine Nubar (NY)**  
Voice  
The Juilliard School

**Carl Oberholtzer (MN)**  
History  
North High School

**Midge Patzer (ID)**  
Physical Education  
Wood River High School

**Mark D. Perry (TN)**  
Vocal Music Instruction  
Studio 505

**William D. Petry (CO)**  
Science & Math  
Denver Academy

**Nancy B. Plaxico (AK)**  
Social Studies  
Austin E Lathrop High School

**Lois Gail Rector (WV)**  
French  
Princeton Senior High School

**Lawrence J. Reid (NV)**  
Elementary Education  
Mabel Hoggard Magnet Elementary School

**Charles E. Ritchie (MO)**  
Classical Languages  
Saint Louis Priory School

**Margo B. Roby**  
English Literature  
Jakarta International School,  
Indonesia

**Dennis Rockwood (WA)**  
Business/Marketing  
Inglemoor High School

**Van Rose (KS)**  
Math  
Shawnee Mission Northwest  
High School

**Chad M. Rose (WY)**  
Band/Choir  
Burns High School

**Robert Scheuermann (MI)**  
English  
Detroit Catholic Central High  
School

**Rosemary E. Sell (DE)**  
English  
Charter School of Wilmington

**Susan J. Shukla (NY)**  
English  
Long Island School for the Gifted

**Jonathan E. Smith (MA)**  
Painting, Printmaking  
Concord Academy

**Jon M. Stafford (SC)**  
History  
Spring Valley High School

**Robert Stauffer (PA)**  
Mathematics  
Lower Merion High School

**Nancy W. Stephenson (TX)**  
Calculus BC  
William P Clements High School

**Frank Stofflet (WY)**  
Physics  
Natrona County High School

**Stephen J. Sullivan (NY)**  
American History  
Lawrence High School

**Jay Sylvester (TX)**  
Biology  
St. Mark's School of Texas

**Dali Tan (VA)**  
Chinese Language  
Landon School

**Pei Tang (PA)**  
Anesthesiology/Pharmacology  
University of Pittsburgh School  
of Medicine

**Judith J. Tanzman (CA)**  
Photography  
Marlborough School

**Byron Toole (AR)**  
NJROTC  
Mountain Home High School

**Ramon A. Tresch (CO)**  
English  
Strasburg Jr-Sr High School

**Sarah Tuchscherer (ND)**  
English  
Red River High School

**Paul M. Tukey (RI)**  
English  
Rocky Hill School

**Geraldine Vale (WI)**  
English Language & Composition  
James Madison Memorial High School

**Melissa Valentine (NC)**  
Visual Arts  
Smith Middle School

**Penny Valentini (OH)**  
Physics  
Centerville High School

**Enid Volckers (PR)**  
History/Government and Law  
Academia San Jose High School

**Alan D. Vraspir (NM)**  
Mathematics  
Albuquerque Academy

**Teresa Walker (NM)**  
AP Physics/Advanced Physics  
Rio Rancho High School

**Eric Walstein (MD)**  
Mathematics  
Montgomery Blair High School

**Elizabeth Warren (NH)**  
Latin  
Saint Thomas Aquinas High School

**Kathleen Wassall (CT)**  
English  
Ridgefield High School

**Jeffrey Weitz (NY)**  
Physics  
Horace Mann School

**Lisa J. Welch (WV)**  
Foreign Language  
The Linsly School

**David L. White (AL)**  
Chemistry  
Bob Jones High School

**Allison G. Wiggin (ME)**  
English  
Houlton High School

**Jeanie Williams (MO)**  
Gifted Education  
Southview Elementary School

**David F. Wright (LA)**  
Mathematics  
Jesuit High School

**Thomas Wyroba (FL)**  
Visual Arts  
New World School of the Arts

**Paul A. Youngman (NC)**  
German  
East Chapel Hill High School

# 2003

## TEACHER RECOGNITION AWARDEES

### reflect on teaching

**Larry Aho, South Dakota**

I enjoy students very much. I like to challenge my students to make them think and understand. What I like most about teaching is that it gives me a great feeling to see the lights being turned on inside students' minds. I like to see them use their abilities with the skills that I've taught them. I want to remember what my father taught me-- don't give up on kids and they won't give up on you.

**John Allen, Georgia**

I love to teach. I have been doing it for more than twenty-five years and it is my passion. I especially enjoy the interaction with the students; watching them grow emotionally and intellectually as they move through high school, and enjoying their great warmth, good humor, and intellectual curiosity is a fantastic reward.

**Nancy Barnum, Oklahoma**

While younger children are eager to learn and can soak up knowledge at an amazing rate, it is only when they are older that we are able to have intelligent, thoughtful discussions-- all in German! And when they finally can make a pun or word play ... ah, so sweet!

**John Beckett, Tennessee**

I enjoy the theater of the classroom. Teaching fulfills a need to perform. Mathematical problem solving provides an arena in which to be creative. Interacting with students is rewarding and helping them succeed provides the satisfaction necessary to continue in the profession.

**Mark Bergeron, Singapore**

I enjoy being in the company of young minds-- in and out of the classroom. I am constantly searching for things to show and discuss with the students. I like the idea that geography can be linked to several disciplines.

**Sherwood Bergseid, Minnesota**

I especially enjoy helping the students get ready for what they will experience after they get out of high school. It is fun to hear of their accomplishments in college.

**John Boyle, Michigan**

What do I enjoy about teaching? To put it simply, everything. I am awed and intimidated by the responsibility. To see the "moment of comprehension" in a student's eyes is what teaching is all about.

**Hope Brannon, Alabama**

Every student is a child of promise. I teach students to "see the world" and communicate their unique vision. Students need the freedom and responsibility to explore the visual arts and to find a sense of direction. As a mentor, my role is to provide opportunities and direct energies and talents in productive directions.

**Aimee Brazil, Ohio**

Nothing is more rewarding to me than getting a classroom full of students excited about learning science. I try my very best to challenge my students - to force them to think-- while also making chemistry tangible, meaningful and most importantly, fun!

**Christi Brignac, Louisiana**

I love learning, and I enjoy sharing knowledge with others. It's only natural that I thrive on empowering young minds. I love to see "the lights go on" when students' minds are opened to new worlds, new cultures, new ways to see things and of course, new ways to communicate.

**Greg Brown, Alaska**

Sharing coffee and history at study sessions, listening to student oratory, becoming the object of hilarity after gracefully sliding down a smaller mountain in the Alps, and witnessing the pleasure of a student first seeing a Botticelli-- these are among those things I love about teaching.

**Nanci Bush, Ohio**

My perfect classroom: cut flowers on my desk, student success stories on the walls, National Writing Project philosophies, students publishing poems, interdisciplinary teaching, multigenre papers, in-depth Socratic seminars, successful AP scores, visiting with former students, reading in the morning sun, gracefully written lines, praise for work well done, smiles.

**Margaret Carroll, Pennsylvania**

My relationships with my students give me enormous satisfaction. Teenagers are amazingly energetic, enthusiastic, and positive if you simply listen to them. While preparation and consistency drive my curriculum successfully, listening is the greatest key to my success.

**Juan Castro, Maryland**

Artful behavior, which is considered and thoughtful behavior, is the cornerstone of any great civilization. When students make art in an environment in which they can explore themselves, their perceptions, beliefs and abilities, they are then able to encourage, challenge, and take responsibility in the world they live in.

**Robert Cooper, Alabama**

I subscribe to the Socratic principle that the essence of knowledge is self-knowledge. Moreover, I believe that self-knowledge comes through a study of the past. Thus no vocation can be more fulfilling than making young people aware of the experiences that have shaped them and their world.

**Donato Cuadrado, Puerto Rico**

I enjoy making a difference in people's lives. There is no doubt in my mind that teaching is the greatest vehicle to make an impact in another's life. It is great to help individuals make new discoveries about their potential and talents. It is my contribution to a better society.

**Dave Deggeller, California**

My classroom is my refuge from the sometimes-unpleasant realities of the outside world. My students make me smile, and make me think. They challenge and inspire me. I am in awe of their talents and ambitions.

**Jeffery Dilks, Iowa**

Teaching is my opportunity to show students the intricate interplay of human knowledge. High school physics allows me to connect philosophy, foreign languages, music, literature, history, and science. Placing physics within a broader context, however feeble my attempts, enlivens the learning process for my students.

**Dawne Dionisio, New Jersey**

After working as a professional in the television business, entering the teaching field was the hardest and yet most rewarding decision I have ever made. Being able to give a student not only an education, but time, patience, and love, and to see their appreciation on their faces, truly makes for a most rewarding career choice.

**Joan Drobnis, Massachusetts**

As a Spanish teacher of 27 years, my greatest joy is sharing my love of the Spanish language and Hispanic cultures with my students. I encourage them to discover and develop their own unique talents and interests and to utilize them in all aspects of their lives.

**Juan Egües, Georgia**

Once I get my students in the "wanting to learn" mode, it becomes easy and very enjoyable. The positive results can be seen daily, and that is very rewarding. Also gratifying is the unusual number of students of mine who major in Spanish and go on to become teachers.

**William Kyle Fannin, Kentucky**

My goal as a teacher is to provide opportunities for young people to open their minds to all the possibilities the world has to offer. It is through those experiences that students build the skills that enable them to solve the problems of the future.

**Jennifer Fry, Kansas**

"Far and away, the best prize that life offers is the chance to work hard at work worth doing." (Theodore Roosevelt) What work could possibly be more "worth doing" than spending my days with accomplished, enthusiastic students, discussing literature and life? They are the true teachers! What other profession offers such a "prize"?



# 2003 TEACHER RECOGNITION AWARDEES

## reflect on teaching

### **Tim Gillespie, Oregon**

One morning someone scrawled "English Rocks!" on my chalkboard, reminding me that I work a territory where every day anyone might experience the exuberance of writing a powerful sentence, reading a new idea, developing an insight, asking a challenging question, or finding the voice to make a better world. Lucky me!

### **Gregory Good, Arizona**

The greatest joy I derive from teaching American Government and International Relations results from the opportunity these courses present to open students' eyes to the many, many perspectives, paradigms, and points of view around the country and the world. Taking Model United Nations students to a conference in Dublin, Ireland this spring is one example of the rewards inherent to my career.

### **Benjamin Gordon, Connecticut**

Most important to me as a teacher is the excitement about and interest in literature and ideas, which I sometimes see germinating in the minds and hearts of some of my students.

### **James Greenwald, Wisconsin**

Teaching Classics at a Jesuit institution allows me to relate two traditions to my students' lives in a non-threatening way. My heroes are Tolkien, Solzhenitsyn, and Pope John Paul II. Using their works as well as classical readings, we discuss love, war, suicide, and the afterlife.

### **George Grosselfinger, New York**

A teacher must be honest, and you cannot be honest with others until you are honest with yourself. Every day, I make sure that I show the students how I take pride and passion in what I teach and I demonstrate the joy and significance of being informed and competent.

### **Mike Harrison, Texas**

I am lucky to be the student of Neil Hess- my high school drama teacher, mentor, and inspiration. It is an honor to get up every day and pass on the gift that Mr. Hess gave to me. My current students' successes are due to Mr. Hess' work and vision.

### **Daniel Heischman, Washington, DC**

I have been tremendously fortunate to have worked with motivated and exciting groups of students at St. Albans. My principal task has been to provide the context, encourage, and get out of the way. Telling students who excel at your subject matter just how good they are makes all the difference.

### **Karin Hendricks, Utah**

Music education is unique in that it utilizes all areas of the core curriculum: mathematics of rhythm, science of sound waves and acoustics, foreign language terminology, etc. Statistics show a link between music and academic success, but even more important to me is the innate expressive power of music.

### **Lynda Herring, Colorado**

At the end of "La muerte y la brújula," there is a Greek labyrinth consisting of one line. Nobody quite understands. Then, Joseph Chan goes to the board to explain Zeno's paradox. The other students copy the diagram, scribbling furiously in their books. They get it. This is why I teach—to see a story afresh, to share the joy of discovery, and to learn from my students.

**Maria Jan Hill, Arkansas**

I try to create an atmosphere of opportunities where the student can reach new heights. I challenge students to find the best in themselves and when students are given these opportunities, they always rise above their own expectations and that illusive spark of academic or creative spirit is ignited.

**Marsha Hobbs, Mississippi**

Two aspects of teaching I love are the subject of physics and mentoring relationships with students. The challenge of critical thinking and reasoning hones students' problem solving skills to better equip them as leaders. I want each student to succeed in every aspect of life: mental, physical and spiritual.

**Jayne Hobgood, Florida**

Why do I teach? Every day is an adventure; and strange, miraculous things happen when you mix up your life with a bunch of adolescents... But truthfully, I do this work because it is squarely in line with my values and makes me feel wealthy. What could be better than that?

**Andrea Hoffman, Washington, DC**

I haven't figured out why Latin attracts students with a zany sense of humor, but I hope to encourage a toga-clad pep squad for a very long time! In what other profession could I catapult fruit from an authentic medieval trebuchet at a fort constructed from garbage cans?

**Ed Hogan, Nebraska**

As a theology teacher I have three jobs: teach students how to think clearly about God and all things in relation to God, point to the presence of God in students' lives, and be a living sacrament, an instrument through which God's presence is mediated to students.

**Susan M. Holland, Ohio**

I am energized when my students fall in love with the wonder of learning. It is critical that children see going to school and learning as a way to add value to the world; that their contributions to solving problems can make a difference. Teaching and learning is my calling!

**Gale Hunt, Texas**

My students have provided me a past rich in memories. Every day provides me as a teacher with a battle against ignorance, apathy and peer pressure. I feel that I offer my students individuality, creativity, curiosity, and most of all, laughter. Perhaps my animated lectures, sense of humor and spontaneity make that difference.

**Joan Jacobs, Indiana**

My greatest joy as an educator comes in guiding young people as they develop their personal talents and strengths. True inspiration for me is reflected in the eyes of a student who has struggled with a difficult concept or situation and then has discovered a new dimension of understanding, either academically or personally.

**Peter Jaffe-Notier, Illinois**

What makes me tick, keeps me inspired, is: Whatever is true, whatever is honorable, whatever is right, Whatever is pure, whatever is lovely, whatever is of good repute: If there is any excellence and if anything is worthy of praise, let your mind dwell on these things. - Philippians 4:8

**Arthur Kalish, New York**

I receive tremendous pleasure from sharing ideas and working through problems with my students. Many interesting mathematical problems are accessible and understandable by students that offer them the reward of evolving their own solutions. A good teacher weaves an exciting story with a definitive purpose in mind.

**John Katzel, Illinois**

Since 1982, I have taught a magnet gifted class that has been first of 400 schools in a national academic contest. Students say this class is where they learned how to be a person. I enjoy helping students who "don't fit" as well as I enjoy expanding the expectations of already excellent students.

# 2003 TEACHER RECOGNITION AWARDEES

## reflect on teaching

### **Alan Kay, New Jersey**

I teach clarinet, but if I can get a student to go beyond the wood and metal of the instrument into the realm of musicianship, I feel I have truly succeeded. It's for me to draw out what already exists in a student and help it grow rather than simply "placing my stamp" on him or her. Twice in my career I have had the incredible experience of being ready to give up on a particular student, only to find that one day everything miraculously "clicked." A musician was born! Won-Jin Jo was one of those miracle kids, and I'm very proud of his accomplishments.

### **Marlin Kemmer, Arizona**

Seeing students realize that they are indeed capable of college-level writing... watching pupils as they delightfully discover they have been admitted to the university of their choice... listening to teenagers carrying on a mature, in-depth discussion about William Shakespeare, Maya Angelou, Sandra Cisneros... is extremely gratifying!

### **Andrew Klukowski, Hawaii**

My proudest moment as an educator was when Matt Jachowski chose me as his "most inspirational teacher." I asked him: "As a scientist, shouldn't you nominate your science teacher?" His reply was, "But Mr. K., your class was the most challenging of my high-school experience."

### **Greg Korshavn, California**

My greatest joy in teaching comes when students recognize what they have accomplished in our time together. Knowing I have made a difference in their lives keeps me coming back for more. Nothing brightens my day more than hearing from a former student about their latest accomplishments. Teaching is about touching lives.

### **Cynthia Krauchi, Germany**

Since childhood, I have savored the beauty of language. The pleasures of reading, manipulating, interpreting, and playing with the music of English have made me an English teacher, and I try to communicate this love to my students—while living, perhaps ironically, in a non-English-speaking country, Germany.

### **Evelyn La Russe, Florida**

I love to see that sparkle of comprehension in the eyes of a student that tells me the ideas are clicking--connections are being made and concepts assimilated. When discussing literature or language I believe this understanding comes when coupled with the arts, history and philosophy. Such a reaction is what makes teaching exciting and rewarding on a personal level.

### **Susie Lebryk-Chao, Virginia**

I've been in school since 1970-- as student (from speaking no English at P.S. 107 to analyzing novels of manners at Harvard) and as teacher (reading, writing, and thinking with fresh minds each year), always open to learning.

### **Ronald Lewis, Florida**

My goal for each student is to provide a positive power force that allows him or her to design a path toward unlimited success. My students have learned how to take the intangible thoughts of unachievable accomplishments and turn them into tangible realities.

### **Suzanne Lewis, Nebraska**

Teaching is looking at every child as an individual waiting to grow. I am there to provide a gentle push, learning opportunities and a safe place to fail. Failure is a gift. It provides real moments for a child to learn about life. School: the only place a person can go to laugh every day!

### **Ken Lindemann, South Dakota**

Each year I teach AP Calculus, I have to constantly remind my students that taking this difficult elective at the high school level will pay huge dividends when they get to college. Many students become discouraged because it is a very challenging course. My reward usually comes the next winter when my former students drop by the school to tell me how well they did in their college math courses.

**Denise McCleary, Colorado**

What gives me a sense of pride is whenever a student gets a “Eureka!” moment. It makes me happy to see a student finally see that mathematics makes sense and is meaningful to them.

**Kevin McMullen, Massachusetts**

I can honestly say that the most enjoyable aspect of teaching is the time spent with my students. I believe that if a teacher is willing to extend himself, there is no such thing as a student who cannot learn. The Presidential Scholars Program award is the highlight of my teaching career.

**Dina Migachyov, Texas**

What I love about teaching is the opportunity to influence my students’ early development. Early education, especially for gifted children, sets the foundation for all subsequent knowledge; it can mean the difference between success and failure. I hope my teaching, and the textbooks I write, provide a good mathematical foundation.

**John Milburn, Nevada**

I enjoy teaching science to students who relish the challenge of difficult concepts. Many of the students are not well accepted in other classes because of their critical attitudes. I welcome their aggressive questioning.

**William Monahan, Washington**

Every day in the classroom is unique, an adventure. To teach, touch lives for a moment or a lifetime, share laughs, celebrations and sadness with young people who grow and change before your eyes. Being sincerely enthusiastic, honest and caring, students respond positively. I provide my home phone number to students – and get no prank calls.

**Dorothy Moore, Wisconsin**

Kids are like a good old-fashioned box of Cracker Jacks. They’re sweet, a little nutty, and full of surprises. That’s why I like the teaching profession.

**Peter Moskaluk, Michigan**

What I enjoy about teaching? Joy and a pride in teaching. Chemistry is difficult. A student is confused. I teach hope. There is a road. Not an easy one, learning is not facile. Help with the first steps and our journey is the reward. We are learning chemistry.

**Gregory Muilenburg, Iowa**

Teachers love the subject they teach, striving to imbue students with this passion. For me the subject is science, interconnected with societal development and our future, and linked with students’ inquisitive natures. It’s most gratifying to guide students’ development of a deeper appreciation for the subject.

**Charles Mullins, Arkansas**

I spent over 20 years of my 42-year career teaching at universities in developing countries. While I have been blessed with wonderful friends and colleagues at all the places I have lived, my greatest treasure is the wonderful memories of the many outstanding students I taught and their appreciation.

**Lynne Nakano, Hawaii**

What I love about teaching is growth... History is a way for me to teach about living life in a way that makes a positive difference, and about learning to think. I care about my students’ growth-- into good learners, into good people. I care that they experience the love of God that is life-changing.

**Shoba Natarajan, Illinois**

Classical Indian dance and music are an integral part of my life. I derive tremendous emotional satisfaction from training young people and passing on the rich legacy, which is their birthright. My aim is to develop artistic awareness and create better citizens who value their heritage and appreciate other cultures.

**Jan Nichols, Tennessee**

I’ve always admired those avid crossword puzzle kinds of people, who intentionally seek out mental challenges. One day I shared this admiration with some fifth grade students who spontaneously responded, "But you've got us!" So true! Working crossword puzzles pales in comparison to the rewarding challenges of meeting students' needs.



# 2003

## TEACHER RECOGNITION AWARDEES

### reflect on teaching

**Margaret Nicholson, Mississippi**

I love literature; I love art, music, the theatre; I love traveling to new places. Teaching English allows me to share this love of learning with my students. When I see them enthusiastic about works of literature, I am reminded again why I became a teacher.

**David Nieslanik, Oregon**

I truly enjoy the sharing and blending of ideas raised by students into the daily discussion. My greatest joy in teaching is simple; I enjoy my daily interactions with each student, for each student brings to the class discussion their own unique take on historical or current events.

**Carl Oberholtzer, Minnesota**

Having faith in the "goodness" of humans has guided my teaching. I have the opportunity to encourage students to think for themselves, to question the status quo, to arrive at solutions for contemporary problems, and to understand the views of others. If students do this, I believe they have succeeded.

**Midge Patzer, Idaho**

I believe my students will choose to succeed and live life fully, embracing the tools of life. My "character education class" invites students to understand the strength of personal power. I invite success through integrity, positive thought, responsibility, anger management, and powerful choices.

**Mark Perry, Tennessee**

After directing choirs, performing all over the U.S. and Europe, and working with entertainers like Patti LaBelle, Vince Gill and Joe Nichols, I've discovered "belief" is what sets apart a star. I encourage students to exceed their goals and pursue music with love, respect, and unwavering self-belief.

**William Petry, Colorado**

I teach learning disabled students math and science. Many enter my classes with high anxieties and low expectations. I search for that glowing ember of curiosity that each of us is born with and fan it until it begins to burn brightly. The warmth from that fire is what makes me tick.

**Nancy Plaxico, Alaska**

I really enjoy learning and each year I learn as much or more than my students. I enjoy challenge and teaching certainly provides that. I love it when students get excited about learning. I love teaching U.S. Government and History because our country's story is such an amazing one that I want to pass it on to students. Classes in high school may be the last time that students are really learning about the Constitution and what makes our government so different from all the others.

**Lois Gail Rector, West Virginia**

According to my students and colleagues, I greet them each day with a smile. After thirty-plus years, I still have fire (no "burn out") for teaching. When the flames die to embers, students like Presidential Scholar Paul Broyles re-ignite my enthusiasm.

**Lawrence Reid, Nevada**

Classroom animals, lots of field trips, tons of reports, and science camp," are what students associate me with as a teacher. I strongly support inquiry based teaching, outdoor education, and a safe, fun learning environment. Think 'science' as a verb as well as a noun!

**Charles Ritchie, Missouri**

I strive to give of myself, and to encourage a global and open-minded respect for other people and cultures, by telling my students stories about my own true-life adventures and mishaps. Most arise from my archaeological digs and my extensive travels in many parts of the world.

**Margo Roby, Indonesia**

I have taught for twelve years, all at Jakarta International School. Strong, bright, students who love learning are the rule rather than the exception. In my twelve years, I have discovered what I enjoy most about teaching is what I have learned and continue to learn everyday, from my students.

**Dennis Rockwood, Washington**

Marketing/DECA is the “varsity sport of business.” What makes me “tick” is having students accept the challenge of “risking” themselves in demonstrating business problem-solving skills. My students learn marketing skills, build confidence, and develop a keen sense of self worth; that leads to success in and out of the classroom.

**Van Rose, Kansas**

My job is to share with my students the incredible mathematics of Calculus. The challenge that drives me is to find ways to present the material so that my passion for Calculus is clearly evident. I want my students to know that I love my job.

**Robert Scheuermann, Michigan**

Teaching allows me to study, learn, exchange ideas, and attempt to engage young minds on the same issues which have engaged men since the time of Homer and Plato to the time of Nietzsche, Mann, Mar-tain, Camus and Endo.

**Jonathan Smith, Massachusetts**

Combining my work as an artist with teaching art has proved to be a perfect marriage. These interests nourish and enrich each other. The discoveries I make in my studio are brought to the classroom. Advances my students make in their own work enhance my life as an artist.

**Robert Stauffer, Pennsylvania**

Teaching driven by a penetrating love for the arts, nature and family manifests itself as contagious inspi-ration for mathematics students. I believe in heroes, Bernstein, Carson, Frost, Mahler, my wife and chil-dren, and students as shining lights commanding us to a higher existence. We know that we have been given much; so then much is expected of us.

**Nancy Stephenson, Texas**

I love young people and teaching is a wonderful opportunity to be with them as they grow and mature. I hope I am able to be a positive influence and guide them through difficult times. I enjoy my students’ positive outlook, sense of humor, and enthusiasm for learning. Math is fun and I hope to instill a love for it in my students. I also enjoy the challenge of helping students who have always had difficulty with math discover that they are capable of excelling. My lifelong goal is to help make the world a better place, and teaching has given me the opportunity to do that.

**Frank Stofflet, Wyoming**

I am afraid that I am addicted to teaching. I live for the smiles on their faces when they comprehend a concept. I am hooked. I was raised on a ranch, went to a one-room schoolhouse, and took high school by correspondence. I learned the value of a good teacher.

**Stephen Sullivan, New York**

I started college as a pre-med, but I didn’t want to be a doctor if I couldn’t be a pediatrician. I wrote my college essay about the person I’d most like to have dinner with-- John Scopes (scientist and teacher of “Monkey Trial” fame). Perhaps everyone else realized I was destined to teach, but I did not. Frustrated actor, tireless Little League coach, lover of puppies and children, writer, scholar—of course I was sup-posed to teach. It’s funny how things work out-- for me and for the kids!

**Jay Sylvester, Texas**

As a biology teacher, I feel it is my role to stimulate and nurture an interest in my students to acquire those scientific concepts that lead to a better understanding and appreciation of the complexity and orderliness of the natural world. I try to do this by using the Socratic method of teaching but also by including humor wherever appropriate.

**Dali Tan, Virginia**

As an educator, I follow the example of Confucius who found great joy in learning and provided his students with individualized instruction. The fact that “to teach is to learn” and the infinite possibilities of opening up another world for students make teaching the most rewarding and satisfying profession in the world.

# 2003

## TEACHER RECOGNITION AWARDEES

### reflect on teaching

**Pei Tang, Pennsylvania**

As an educator and a mother, I find that the two roles are often indistinguishable. Every parent is a teacher. My greatest joy in teaching is to stimulate and satisfy students' curiosity, to encourage them to reach their potential, and to prepare them for active participation in our society.

**Judith Tanzman, California**

I discovered this quote by Louis Nizer 30 years ago in art school. It is my foundation for teaching and creating art: "A man who works with his hands is a laborer; a man who works with his brain is a craftsman; but a man who works with his hands and his brain and his heart is an artist."

**Byron Toole, Arkansas**

I believe everyone can learn and I believe everyone can be a winner. I enjoy working with teenagers and watching them grow into outstanding leaders. Instruction should be challenging, rewarding and fun for students and teacher alike.

**Paul Tukey, Rhode Island**

As both a teacher and college counselor, I have the unique opportunity to influence my students' lives in many ways. It has been a privilege and pleasure to watch Anne grow and flourish, and I am honored to be recognized as part of her achievement. Thanks Anne, and congratulations.

**Geraldine Vale, Wisconsin**

"Look, Gerry," admonished my father from the driver's seat of our '39 Ford. "Open your eyes!" Awakened, I peered through the haze of the Blue Ridge Mountains, tumbling endlessly in soft shades of blues and greens. Soon my spirits soared. To rouse the senses, stir the soul—that is education.

**Melissa Valentine, North Carolina**

It's a great joy to see someone accomplish something they previously didn't think they could. I love watching students strive to create their visions and surprise themselves with their own abilities. This is what makes teaching magical-- there is knowledge, skill, and pride where before there was fear and uncertainty.

**Penny Valentini, Ohio**

As I finish my fifteenth year of going to work early, staying late, and getting very little sleep, I cannot think of anything I'd rather do than teach. My prevention for "burn-out" has been coaching every science-oriented extra-curricular possible, and thriving on the pride I feel seeing really great kids succeed and earn much-deserved recognition.

**Enid Volckers, Puerto Rico**

Teaching goes beyond school texts and walls. Knowledge of what is happening globally is of utmost importance. I integrate the past with the present so my students can better understand the political and human issues surrounding them. Getting to know them as a whole-- what makes them tick-- is another challenge.

**Alan Vraspir, New Mexico**

Why twelve hours, a dozen, twelve months? We count to twelve, and then start again. Where did this base 12-number system come from? Cup your hand. Look at the sections on your fingers. Use your thumb to count four times three: twelve. You have the answer. I love teaching mathematics.

**Teresa Walker, New Mexico**

I am a zany teacher who sings and dances in class. As a female physics and chemistry teacher, I strive to be a role model. I find joy in persuading unsuspecting students that they have the scientific, mathematical, and creative abilities to be good engineers.

**Eric Walstein, Maryland**

My prime motivation is to increase my knowledge of mathematics. I am very interested in origins of mathematics— a new course I will teach next year.

**Elizabeth Warren, New Hampshire**

The best part of teaching teenagers is that I never have to grow up. One must maintain a youthful mentality to teach teens. I love the interaction with my students the most. I love watching the 9th graders develop into 12th graders-- then I cry when they leave. I enjoy all their ups and I have always offered a shoulder when they are having a down day. The truth is, teenagers are awesome and I love them.

**Jeffrey Weitz, New York**

I like teenagers and I like science, in that order. I feel lucky in my work of maintaining an ongoing conversation with teenagers about science. Lately my students are coming to me with new skills, which is changing my teaching in many exciting ways.

**Lisa Welch, West Virginia**

As a foreign language teacher, I often hear students say that they just can't "do" foreign languages. My greatest teaching moments are watching those kids' faces light up in class when they realize they are reading, writing or saying something in a language other than English and that they are doing it well!

**David White, Alabama**

Great students make great teachers just about as much as the reverse. I have no doubt that this is the case between Neel and me. The kind of intellect exhibited by students like Neel makes my job a real challenge, but a joyful one nonetheless.

**Allison Wiggin, Maine**

I would choose teaching again as a profession. I look forward to school every day and learn something new from students every day. Students have much to offer to teachers and I value their input in all classes.

**Jeanie Williams, Missouri**

I had the privilege of teaching gifted students for nineteen years. If intelligence were contagious I would surely be profoundly brilliant by now. In actuality I was inspired by the students' enthusiasm for learning, energized by their insatiable curiosity, and encouraged by their potential talent. I remain their devoted advocate.

**David Wright, Louisiana**

I first realized how much I enjoyed teaching when I was in high school teaching swimming classes at a public pool in the Ozarks. I get the same "rush" today when a student scores high on a challenging math exam as when a swimmer swam across the pool for the first time. It's a joy.

**Paul Youngman, North Carolina**

1) Teaching is the single most important career in our society. This is not hyperbole. I teach from this perspective. 2) Learning is fun. I also teach from this perspective. 3) Teaching and learning are inseparable. I have been enrolled in school for 28 of my 38 years. My students know by my example that learning is a life-long, joyful process.



# 2003

## 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.*



**Mary E. Kramer, Iowa**  
Commission Chair

Senator Mary Kramer has served in the Iowa Senate since 1990, representing Des Moines and West Des Moines. In 1997 she was elected by her colleagues to preside over the Iowa Senate. She also currently serves as the Vice Chair of the Appropriations Committee and Vice Chair of the Rules and Administration Committee. Mary also serves as the Chairman of the Board for the Senate Presidents Forum. She recently retired from Wellmark Blue Cross and Blue Shield of Iowa, where she was the Vice President of Community Investments and the Vice President of Human Development. A former teacher and school administrator, she was also the Corporate Personnel Director for Younkers, Inc. Mary and her husband Kay have two children and four grandchildren.



**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.

# 2003 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



**Jennifer S. Carroll, Florida**

A graduate of Uniondale High School, Jennifer Carroll holds a Bachelor's Degree in Political Science from the University of New Mexico and a Master's Degree in Business Administration from Kensington University. She enlisted in the Navy and attended boot camp in 1979. In 1985 she was commissioned an Ensign and retired after 20 years of honorable service as a Lieutenant Commander. She was the recipient of the 2001 Center for New Black Leadership Excellence in Leadership Award, 1998 First Coast African American Women Award, 1996 Clay County Chamber of Commerce Military Person of the Year, 1996 YMCA Black Achievers Award recipient. In 1999 and 2002 She was awarded the "Top 10" Republican Award from the Clay County Republican Party. Ms. Carroll is currently serving as a Florida State Representative.



**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 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.



**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.



**Linda Graves, Kansas**

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 was instrumental in raising funds for the recently restored Governor's residence. She serves on numerous boards including The Greater Kansas City Community Foundation and The Community Foundation of Johnson County. She also serves as a director of the Waddell & Reed group of mutual funds and is currently on leave of absence from Levy & Craig P.C. where she practiced law for fifteen years prior to assuming her duties as First Lady.



**Virginia S. Hoffa, Michigan**

Respect for our history and a love of writing and literature led Mrs. Hoffa to teach those subjects at the junior high level for Southfield Public Schools in Michigan. Later, she became a licensed veterinary technician, employed by Oakland University in Rochester, Michigan, and also in private practice. Retired, she is currently volunteering at the Detroit Zoological Society. Mrs. Hoffa and her husband, Jim, have two sons, now grown and of whom they are very proud. David is an attorney, and Geoffrey, living with his wife Renée in Phoenix, Arizona, is a physician assistant.



**Nancy A. Hunt, Texas**

A former teacher of elementary math and science, Mrs. Hunt is extremely active in her community. She has served in numerous positions for her church, including nine years on the administrative board. For fifteen years she has served on PTA Executive Boards at three different schools, and has been the President of the PTAs at two schools. She is a member of the Board of Trustees of the Genesis Women's Shelter, the Austin Street Center, and the Promise House, serving battered women and children, the homeless and runaway youth, respectively. She also sits on the boards of the Winston School and the Shelton School for children with learning differences. A board member of the Children's Medical Center of Dallas, Presbyterian Hospital of Plano, C.C. Young Memorial Home, and Methodist Mission Home, just to name a few. She was recently elected President of Shelter Ministries, and has received multiple awards for her service to the community.



**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.



# 2003 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



**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 Assembler.



**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.



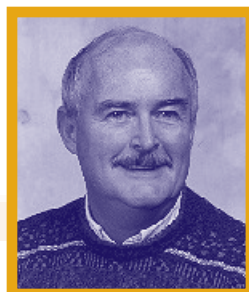
**Charlotte Mohr, Iowa**

Charlotte Mohr is a lifelong resident of Iowa, retired 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 recently retired from fifteen years' service as Chairman of the Scott County Board of Health, and continues to chair 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.



**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.



**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**

Over the past several years Laura Emberton Owens has combined careers by being 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 is 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. In addition to her work as Instructional Specialist for the Barren County School District, she currently serves on the Kentucky Commission on Community Volunteerism and Service, and was elected to the Glasgow City Council in 2002. Laura lives in Glasgow, Kentucky with her husband, Donnie, and has two children, Kennan and Elizabeth.



**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 three-year-old triplets, Christopher, Alexandria and Victoria.



**Robert D. 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.

# 2003 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



**Betsy Rogers, Alabama**

Dr. Rogers, of Jefferson County's Leeds Elementary School, was named 2003 National Teacher of the Year by President Bush. She has taught at the elementary and middle school levels since 1974, with eight years off to raise sons Alan and Rick. Most recently, having taught first grade for five years and second grade for seven, she researched and implemented a successful "looping" program with first and second graders (looping enables a teacher to instruct a class of students for two consecutive years), and has been instrumental on her school's Literacy Committee. In 2000 she received her generalist/early childhood certification from the National Board for Professional Teaching Standards. Born in Birmingham, she earned her bachelor's degree in elementary education from Samford University, and her master's, specialist, and doctoral degrees from the same university in 1998, 2000, and 2002 respectively. The 53rd National Teacher of the Year and the first representing Alabama, Dr. Rogers began her year as full-time national and international education spokesperson in June.



**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, 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. His extensive professional, business and civic activities include positions on the Boards of Directors of the Alexandria Chamber of Commerce, the Alexandria Education Partnership, and the Arlington Chamber of Commerce, where he also served as 2002 Division Vice Chair for Special Interests. He Co-Chairs the Leadership Advisory Board of the Scholarship Fund of Alexandria 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**

National Committeewoman, 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**

In 2002, Mr. Vallas was named the Chief Executive Officer of the School District of Philadelphia, charged with improving student achievement and leading the largest school reform effort in the history of public education. As CEO of Chicago Public Schools, a position he held from 1995 until his move to Philadelphia, 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 and civic groups and the private sector, and establishing the largest after-school and summer reading programs in the country. He previously served for six years as Chicago's Budget Director and Director of Revenue, and for five years as the Executive Director of the 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.



# 2003 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 2003

Dear Presidential Scholars:

Congratulations on your outstanding accomplishments! I am delighted to represent the Foundation Board and the Scholars Alumni Society in applauding your hard work, dedication, and results in the fields of scholarship, the arts, leadership and civic commitment.

You represent the good news about our Nation's youth, proving that high goals and the pursuit of excellence lead to great things. You will have a role in shaping America in years to come, and by recognizing your achievements and your potential, we encourage other students across the country to follow your example and reach for the stars.

The Foundation provides an opportunity 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 urge you to stay in touch with us and your fellow Scholars by visiting the Foundation's website at [www.presidentscholars.org](http://www.presidentscholars.org).

Best wishes, and again, congratulations.

Sincerely,

Joseph D. DiVincenzo  
President

Email: [foundation@presidentscholars.org](mailto:foundation@presidentscholars.org) • [www.presidentscholars.org](http://www.presidentscholars.org)

A non-profit, 501(c)3 corporation. Tax ID #23-2513824. A registered charity in the state of New Jersey #CH0843700.

## PRESIDENTIAL SCHOLARS FOUNDATION

The Presidential Scholars Foundation is a nonpartisan, non-profit organization authorized by the Commission on Presidential Scholars as the sole entity 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, to develop and maintain an Alumni Society, and to ensure the future ability of the Commission to recognize the outstanding young adults who are annually named as Presidential Scholars. In reaching out to corporate and philanthropic America, the Foundation emphasizes the value of public awareness of the successes in education, and supports the mission of the program to serve the “national interest [in encouraging] high attainment by students in secondary schools [and in enhancing] the accomplishments of such students generally and their potential after graduation.” In creating an Alumni Society, the Foundation has given past Scholars an outlet for their enormous energy and devotion to the cause of unity in achievement and service. This program is the highest national means to encourage and entice other students to reach for the stars. We are proud to continue to seek additional active members of the society; potential members of the Board, and anyone willing to devote time and energy to assure the continuation of this program.

## PRESIDENTIAL SCHOLARS FOUNDATION BOARD MEMBERS

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## THE PRESIDENTIAL SCHOLARS ALUMNI SOCIETY

With over 5,000 United States Presidential Scholars having been selected beginning in 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 them and for you, as you explore common interests in the issues of educational opportunity, 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.presidentialscholars.org](http://www.presidentialscholars.org).

# 2003 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



John Henry



Bill Tillett



N F A A

NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS  
ARTS (ARTS RECOGNITION AND TALENT SEARCH®)  
FELLOWSHIPS IN THE VISUAL ARTS  
ASTRAL CAREER GRANTS

June 2003

Dear Presidential Scholars:

On behalf of the National Foundation for Advancement in the Arts (NFAA), we convey our pride and admiration in your achievement. You have proven yourselves to be models of leadership and excellence for your endeavors in the sciences, humanities and the arts.

NFAA is honored to fulfill its role as the exclusive nominating body to the Commission on Presidential Scholars for the designation of Presidential Scholar in the Arts. By advocating and recognizing excellence in the arts alongside academics, the Commission is sending a strong message to American society that the arts are vital to our nation's cultural and social landscape.

We, at NFAA, extend our congratulations to all of the Presidential Scholars on your extraordinary achievements and wish you continued success in the future.

John R. Henry  
Co-Chairman, Board of Trustees  
National Foundation for Advancement in the Arts

Bill R. Tillett  
Co-Chairman, Board of Trustees  
National Foundation for Advancement in the Arts

800 BRICKELL AVENUE • MIAMI, FLORIDA 33131 • PH: 305.377.1140 • FAX: 305.377.1149 • [www.ARTSawards.org](http://www.ARTSawards.org) • E-MAIL: [nfaa@nfaa.org](mailto:nfaa@nfaa.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 \$800,000 and makes available \$3 million in scholarship opportunities to America's most outstanding high school senior artists through its Scholarship List Service (SLS). The top 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 White House Commission on Presidential Scholars, nominates up to 50 artists to be considered for 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 Sundance Theatre Laboratory, Socrates Sculpture Park, and Utah Shakespearean Festival and to participate in the Bowdoin Summer Music Festival. NFAA continuously explores other internships and career entry programs.

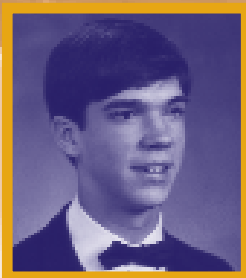
NFAA is a publicly supported nonprofit, nongovernmental 501(c)(3) organization with headquarters in Miami. Corporations, foundations, individuals and public agencies support NFAA's programs and operating costs through contributions and underwriting.

# 2003 PRESIDENTIAL SCHOLARS

## staff and advisors



**Melissa Apostolides**  
Executive Director



**Christian Snider**  
Executive Advisor, 2001 Scholar (MS)



**Stephanie Wang**  
Executive Advisor, 1999 Scholar (CA)



**Mariana Carrera,**  
Advisor, 2000 Scholar (MA)



**Aba Kumi**  
Program Coordinator



**Michael Chen,**  
Advisor, 2002 Scholar (NM)



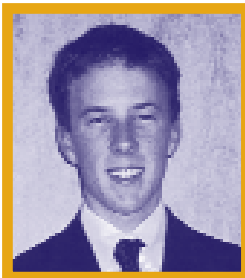
**Andrew Jayich,**  
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**Jessie Juusola**  
Advisor, 2001 Scholar (MN)



**Kristina Matic**  
Advisor, 2001 Scholar (WI)



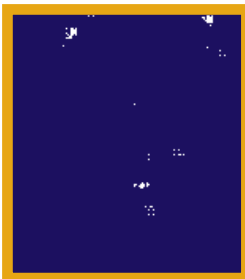
**Thomas Moll,**  
Advisor, 2001 Scholar (AR)



**Constance Parng**  
Advisor, 2002 Scholar (IL)



**Kimberly Popendorf**  
2002 Scholar (UT)



**Lauren Robinson**  
1999 Scholar (CO)



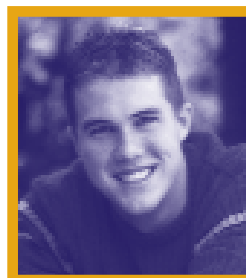
**Lauren Sirois**  
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**Carrie Spielman**  
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**Michaela Weeks**  
Advisor, 2001 Scholar (NE)



**Christopher Wells**  
Advisor, 2001 Scholar (WY)





