



PRESIDENTIAL SCHOLARS

2005 PRESIDENTIAL SCHOLARS PROGRAM

41st Anniversary Edition

**NATIONAL
RECOGNITION
WEEK**

June 25 – June 28, 2005

National Recognition Week is Sponsored by:
GMAC Financial Services

2005 PRESIDENTIAL SCHOLARS

1964 - 2005

41 Years of Presidential Scholars



The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and celebrate some of our Nation's most distinguished graduating high school seniors. Each year, up to 141 American students from across the country and around the world are named as Presidential Scholars, one of the Nation's highest honors for high school students. By presenting these young people with the Presidential Scholars' Medallion, the President of the United States symbolically honors all graduating high school seniors of high potential.

For forty-one years, from President Lyndon Baines Johnson to President George W. Bush, the Presidential Scholars Program has placed more than 5,000 outstanding young achievers in the national spotlight. 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.

The selection process was refined in the 1980s to emphasize the key elements of leadership and community service. The U.S. Department of Education produced a collection of Scholar 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.

The year 1994 saw the publication of a working paper by the American Association for Gifted Children, entitled "The Presidential Scholars: A Portrait of Talent and its Development." This study indicated that the support of parents and family members, and the encouragement of teachers were important factors in cultivating the gifts of the Presidential Scholars, and that the Scholars approached their experiences and challenges in ways that served to strengthen rather than impede the development of 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 marks the progress that schools, communities, educators and families are making as they work with their states and the U.S. Department of Education to improve teaching and learning, and applauds the successes of highly qualified teachers and counselors.

Upholding the values represented by the medallion they received, each class of Presidential Scholars has gone on to fulfill the bright promise they showed so early in life. Their ranks now boast attorneys and judges; leaders of business, industry and finance; senior military officers; writers of fiction, nonfiction and poetry; diplomats; members of the clergy; educators; scientists and researchers in every field; federal, state and local government officials; computer specialists; engineers; choir directors; dancers and choreographers; costume designers; physicians in diverse branches of medicine; actors, novelists; technical advisors; musicians and composers; architects and designers; visual artists; non-profit managers, fundraisers, singers, entrepreneurs, and foreign service officers. They are also family members, spouses and parents, and in their personal and professional lives are helping to instill in new generations their commitment to excellence, their high ideals, and their devotion to service. Individually, they are shining lights in their respective communities and fields of endeavor, and together they are a singular constellation of purpose, dedication, and achievement.

2005 PRESIDENTIAL SCHOLARS

Congratulations



THE WHITE HOUSE
WASHINGTON

April 18, 2005

Congratulations to the 2005 Presidential Scholars as you are recognized for your dedication to excellence.

Your achievements inspire others and are a source of pride in your communities. For over four decades, the Presidential Scholars program has recognized promising high school seniors throughout the country. I commend you for your discipline and perseverance in reaching this goal, and I appreciate your families and teachers for their support.

I hope you will continue to set high goals and develop your gifts, and I encourage each of you to strive to be men and women of character and conviction. By serving others in need and fulfilling your potential, you can become responsible leaders in your communities. Your energy, hope, and idealism will strengthen our Nation.

Mrs. Bush and I send our best wishes.

A large, stylized handwritten signature in blue ink, which appears to read "George W. Bush".



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

May 2, 2005

Dear 2005 Presidential Scholars:

It is my pleasure to applaud all of you for your outstanding achievements. Your determination, high standards, leadership, and public service have won you a place among a small and notable group of students. Because of young people like you, we have confidence in a bright future for our country and our neighbors around the globe. In the years to come, your skills, values, and efforts will help make the world an even better place for all of us.

President Bush has said, "We want America to be promising for every single child of every background so that not one single child in America is left behind." With your accomplishments, you are helping to fulfill the promise of American education and blazing a trail of excellence for future generations to follow.

The medallion you will receive in June symbolizes this Administration's commitment to America's youth, and our appreciation of the tremendous resource our country has in its young people. Your example reminds us that the fundamental goal of *No Child Left Behind* – a world-class education for every student – is both necessary and possible.

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

Sincerely,

A handwritten signature in black ink that reads "Margaret Spellings". The signature is fluid and cursive.

Margaret Spellings

2005 PRESIDENTIAL SCHOLARS

Sponsors



UNITED STATES DEPARTMENT OF EDUCATION

THE COMMISSION ON PRESIDENTIAL SCHOLARS

May 10, 2005

My fellow Commissioners and I are honored add our congratulations to those of President Bush, Secretary of Education Margaret Spellings, as well as our generous partners and sponsors, in recognizing the 2005 Presidential Scholars. You have impressed and inspired us all with your academic achievements, artistry, leadership and good citizenship.

In his State of the Union address earlier this year, President Bush set this country on a course to strengthen our high schools. In four years the No Child Left Behind Act has brought vital reforms to America's elementary schools by insisting on standards and accountability for results. We are proud to support the necessary next step: to bring equal improvements to America's high schools. We share the President's goal of ensuring that every student graduates with the skills needed to thrive in college and a globally competitive workforce. You, the 2005 Presidential Scholars, embody the vision of success we hold for all of our nation's youth.

You are proof that implementing challenging academic standards, ensuring highly qualified teachers in each classroom, empowering students and parents, and relying on proven practices can and does equip students to be our next generation of leaders. Each of you is a role model for your peers across the country, encouraging other young people to strive and to shine.

Thank you for your dedicated pursuit of excellence. We also extend our thanks to the family members, friends and teachers who nurtured your gifts and urged you to aim high. You have earned your place among the distinguished ranks of America's Presidential Scholars, and we look forward to the important contributions we know you will make in the future.

Sincerely,

Linda K. Graves
Commission Chair

400 MARYLAND AVE., S.W., WASHINGTON, D.C. 20202-3500
www.ed.gov/offices/OEIA/Recognition/PSP

Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.



GMAC

June 24, 2005

To the 2005 Presidential Scholars:

General Motors and GMAC Financial Services are honored to again join President Bush and the Commission in celebrating this distinguished group of young people.

For close to a century we have invested in promoting excellence, rewarding hard work, and advancing innovation. We are glad to support these same values in the Presidential Scholars Program.

Your achievements in academics, the arts and humane efforts have earned you a place in one of America's most prestigious youth recognition programs. These qualities will equip you to shape and improve the world of the future.

We at GM and GMAC believe the strength of a community is measured by the size of its heart. As Presidential Scholars you have already demonstrated your generosity of heart by countless examples of leadership and community service. As you go forward, I urge you to build on this great beginning. Remember to thank and appreciate those who helped you, and more importantly, reach out to those in need.

We are proud of you and wish you much success in the years ahead.

Sincerely,

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

Eric A. Feldstein
Group Vice President, General Motors Corporation
Chairman, GMAC Financial Services

2005 PRESIDENTIAL SCHOLARS

The Program Through Eight Administrations...

What the Presidents have said:

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

President Johnson

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

President Nixon

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

President Ford

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

President Carter

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

President Reagan

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

President George H.W. Bush

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

President Clinton

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

President George W. Bush

2005 PRESIDENTIAL SCHOLARS

Acknowledgements

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

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U.S. Department of Education

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Mr. Nicholas Goodman
Commissioner Flo Traywick

We thank all of the program's supporters for their generosity.

P

residential Scholars represent excellence in education and the arts, and the promise of greatness in young people. The Presidential Scholars' Medallion is a special symbol of the hopes and dreams for a bright future that this Nation entrusts to each rising generation. For over 40 years, this unique program has honored more than 5,000 young people for their scholarship, leadership, character and civic values. Each class holds an unfathomable depth of potential, creativity, and dedication to high ideals. On average, each year has at least one future Rhodes Scholar. Each class will yield artists in every possible discipline; teachers and professors devoted to advancing world thought and fostering the talents of youth; nationally recognized medical doctors, and a myriad of attorneys, business leaders and true community pillars who will influence the world in ways barely imaginable. The program's alumni range from a Pulitzer Prize winner to a Tony Award nominee, from a MacArthur Foundation "genius grant" recipient to a National Poet Laureate, from Fortune Magazine's 7th most powerful woman in corporate America to the current Governor of the state of Indiana, from 1984's Miss America to the youngest-ever appointee to the President's Council of Economic Advisors.

The members of the Scholars Class of 2005 who join these ranks represent diverse backgrounds, experiences, and interests, and yet many common qualities unite them. They are devoted to family and heritage; inspire those around them; radiate boundless energy; display spirit, strength and character through countless activities in their communities, schools, civic groups, and places of worship; lead by example; and make practical their hopes of improving the world.

At 17 these astonishing young people have mastered multiple languages, released a first jazz album, and conducted research at facilities ranging from Caltech to Massachusetts General Hospital. Academic pursuits, volunteerism, and extracurricular interests have already taken them to more than 20 countries. They have issued scholarly papers, placed in national and international competitions, raised thousands of dollars for charitable causes, and gained entrance to the country's top colleges and universities.

The 2005 Scholars include National Merit Scholars, U.S. Senate interns, emergency medical technicians, martial arts black belts, nationally-published crossword puzzle developers, rockclimbers, fashion designers, junior park rangers, Amnesty International volunteers, radio DJs, class officers and student body presidents, painters, technology consultants, pageant winners, team captains, Eagle Scouts and Girl Scouts, farmworkers, Sunday School teachers, poets, dancers, and more than one classical harpist. From Latin to neurogenetics, archeology to youth advocacy, show choir to the environment, they pursue their passions and convictions with joy, precision, and inspiring results. They pride themselves on being "renaissance people" and "global citizens."

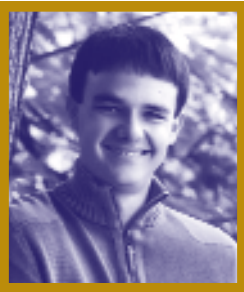
The work of the Commission on Presidential Scholars reaffirms, on behalf of the President, the Nation's commitment to high-quality education for all Americans, and highlights education's potential to open doors, encourage action, and unfetter dreams.

2005 PRESIDENTIAL SCHOLARS



Emily Ames-Ledbetter, Towson, MD, Towson High School
College Plans: Wheaton College

Emily is a photographer. Her identity as an artist, despite some signs, was late in blooming. Throughout middle school and into the beginning of high school, the visual arts were a hobby, often playing second fiddle to endeavors in theater and academics. Over the last several years, photography has grown to a consuming passion, the means of expressing the thoughts, ideas, and convictions she brings from other disciplines and activities. In college, she hopes to study historic preservation, working toward a career as a museum curator. She sees the creation of more interactive museums as the means to engage the next generation in history. Emily is the recipient of a Level 1 Award for photography from the National Foundation for Advancement in the Arts, as well as the Silver Portfolio award from Scholastic. Her work was also recognized in Drexel University's High School Photo Contest.



Joel Atella, Fort Collins, CO, Rocky Mountain High School
College Plans: Eastman School of Music

Joel Atella is a musician and a performer. He has been actively involved for over eight years in community theatre in shows such as "Peter Pan," "Pinocchio," and "The Music Man." Joel began playing the piano when he was six, has played flute for a year, and French horn for six. In high school he decided he wanted to pursue vocal performance and hopes to make a career on the operatic stage. This year Joel was named a Level I Winner for the National Foundation for Advancement in the Arts, has served as president of Rocky Mountain Singers, and treasurer of Rocky's Upstage Players Society. Joel would like to thank his parents, friends, and teachers for always being there for him and pushing him to work towards his dreams.



Benjamin S. Baker, Cedar Rapids, IA, Linn-Mar High School
College Plans: St. Olaf College

I love the quiet solitude of an empty church sanctuary. I am fascinated by the simple elegance of a complex mathematical proof. I cherish the moments I spend at the piano, letting my feelings flow through my fingers into the music I write. I love tennis, family, and Coke with grenadine. Truth be told, I love many things. In addition to being a serious student, I have an insatiable passion for music, and have earned state and national recognition for my singing, composing, and jazz piano playing. I've also served as a leader of my high school's varsity show choir and jazz band. Outside of music, I've played competitive tennis, mentored middle-school students, performed community service, qualified for state math and French contests, and instituted a new worship service at my church. In the future, I look forward to further exploring my interests and using my gifts to serve others.



Hannah Baker, Careywood, ID, St. Paul's School
College Plans: Williams College

I have always loved learning, and my very first classroom was the land surrounding my house. Little did I know, I was learning physics when sledding or riding my bike, math when I tried to estimate how tall the trees were, history when I discovered an old cabin in the woods, and language arts when I went back inside and wrote a poem about it all. My enthusiasm for learning brought me to boarding school in New Hampshire in ninth grade. Over the past four years, I have thrived at St. Paul's, dividing my time between attending classes; assisting in my dorm; being a member of the soccer, track, and alpine ski teams; performing in an improvisation group; playing the violin in the orchestra; being a radio DJ; and partaking in various community service projects. What's next?



Kanya Balakrishna, Memphis, TN, Lausanne Collegiate School
College Plans: Yale University

My goal has always been to be able to describe myself as well rounded, to be capable of striking an appropriate balance between academics and extracurricular activities and life outside of school. I am quite scientifically inclined and have been doing tuberculosis research for the past two years. My work has been honored in both the Intel Science Talent Searches and Siemens Westinghouse Competition. As president of the International Club, editor of my school newspaper, president of the Beta Club, and captain of the varsity tennis team, I have tried to contribute to my school community in other ways as well. I have been working at the Kumon Math and Reading Center for five years, teaching children the fundamentals of math and reading, which is an extremely rewarding activity. In my spare time, which can be virtually nonexistent, I like to play tennis, read, and spend time with my friends and family.



Emily Ames-Ledbetter
Moron as Care Taker
silver gelatin print
11" x 14"

2005 PRESIDENTIAL SCHOLARS



Adrienne Barnes, Polson, MT, Polson High School
College Plans: Harding University

Reading, music, church, volunteer work, Japanese anime, and academic challenges are some of the primary activities that occupy my time. I am a fun-loving, determined individual who sets high goals and gives my best effort to achieve them. I pursue excellence in everything I do, earning a number of awards in music, volunteer work, leadership, and academic ability. Some of the organizations in which I have participated include Key Club, National Honor Society, the local Brain Busters Academic Bowl, Knowledge Master Open, the Freshmen Advisory Program, choir, and a school theatrical production, among many other service projects. I also work part-time at Polson City Hall. The most important part of my life is my relationship with God as I strive to follow His plan. Hence, my next step entails attending a Christian university, preparing to serve God and other people as best as possible.



Kaitlin Beam, Wichita, KS, Wichita High School East
College Plans: University of Tulsa

When I reflect on my life, I am reminded one of my favorite quotes, penned by Robert Louis Stevenson: "The world is so full of a number of things, I'm sure we should all be as happy as kings." To me, the world is exciting and I love exploring the "number of things" it has to offer. Science and math are two of my favorite fields and I am planning on majoring in chemical engineering before heading to medical school. Music is another passion of mine; I have played both piano and guitar for years and currently teach piano lessons. Other interests of mine include reading, cooking, sewing, and hanging out my sisters. I also enjoy drawing and making pottery. I am confident that wherever life takes me, my zeal for it will help me to continue to be "as happy as a king."



Austin Beerwinkle, Hydro, OK, Hydro-Eakly High School
College Plans: Oklahoma State University

From implementing conservation plans and advancing crop production on the family farm, to improving the team's skills as baseball team captain, Austin is one who enjoys many forms of problem solving. Even though Austin is committed to his education, earning Academic All-State honors, he is involved in many other activities. He has been the Future Farmers of America (FFA) chapter president, a varsity baseball and basketball player, Fellowship of Christian Athletes leader, student council officer, and National Honor Society president. He has earned the State FFA Degree with his farming enterprise. Austin likes to balance his responsibilities with hunting, fishing, playing the piano, and teaching himself to play the guitar. He plans to continue solving problems in college, double majoring in Aerospace and Mechanical Engineering. In the future, he plans to use both his rural background and college education to find alternative agricultural revenues and energy sources through research and development in the area of wind energy.



Zachary Bernstein, Seabeck, WA, Interlochen Arts Academy
College Plans: The Juilliard School

Zachary's life has been surrounded, guided, and inspired by music. He began studying piano when he was five years old and started composing soon after. A steady increase in his musical interest led him to study at Interlochen Arts Academy for four years. He has won several national awards in composition, including those given by the American Society of Composers, Authors, and Publishers; the Music Teachers National Association, College New Music, and several other organizations. This summer his musical interests will bring him to study composition in Berlin. Outside of music, Zachary is an awarded science and math student and a lover of classic literature and American history. He is also an athlete: a swimmer, skier, soccer player for the Interlochen Fighting Blueberries, an avid unicyclist, and a backpacker who is going to complete the John Muir Trail this summer.



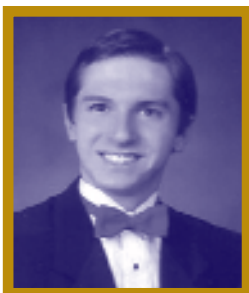
Stephen Biederman, Hockessin, DE, Wilmington Christian High School
College Plans: Virginia Tech

"Therefore, I urge you brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God – this is your spiritual act of worship" – Romans 12:1. In all aspects of my life, whether it be striving to excel in academics, competing in basketball or soccer, volunteering for inner-city youth, or just having fun with my friends, I have sought to please God through working hard in everything I do. I've been blessed with unique opportunities, such as living in Switzerland for two years, an experience that has broadened my cultural view and given me a desire to travel more. As I move on to college, I hope to continue to use all of my talents and abilities to accomplish God's will.



David Biery, New Orleans, LA, Home School & New Orleans Center for Science and Math
College Plans: Harvard College

I enjoy an ever-widening range of subjects from math and science to writing and art history. I look forward to exploring many of these topics in greater depth in college. From the time I was eight years old, I have been focused on becoming a neurosurgeon, but now I think I may want to explore biomedical research and theoretical mathematics for my future career. In my spare time at home, I enjoy drawing and writing. I also love athletic outdoor activities. Every day I do something: tennis (my favorite), swimming, running, weightlifting, sailing, and hiking.



Gregory J. Bittle, Fallston, MD, Calvert Hall College High School
College Plans: University of Pennsylvania

I have always had a strange pride in being able to count the foods I do not like on one hand. With all the possibilities and choices available to me, it seems reasonable to enjoy them all. I now find I have approached my life in much the same way. My plate has been filled with a rigorous curriculum, piano and organ studies, water polo, jazz combo, and Boy Scouts. For my efforts, I have earned awards in Spanish and chemistry, as well as being named a Maryland Distinguished Scholar and National Merit Scholar Finalist. I am also a recipient of the Rennselaer Medal, am a McMullen Scholar, and a member of Benjamin Franklin Scholars Program. To add spice to the meal, I enjoy scuba diving and boating in the summer, as well as flying and backpacking year round, with my career as a church organist helping to support these pursuits.



Caitlin Blackburn, Cody, WY, Cody High School
College Plans: University of Wyoming

Growing up in a small town at the edge of Yellowstone National Park has taught me to enjoy the outdoors. I love to ride horses, cross-country and downhill ski, rock climb, and go rafting. I also enjoy being with animals, which forwarded my pursuit of veterinary medicine. My own home has always had more pets than people, so I know I will be quite at home as a veterinarian. Although I am planning a science major, I love foreign language. I studied both Spanish and French in high school, and hope to study more in the future. In addition to that, I plan on taking a trip to Europe in the summer of 2006. My mother, father, and younger brother have all played important parts in my success.



Anne Blazejack, Miami, FL, New World School of the Arts
College Plans: Undecided

Anne's childhood brimmed with half-built paper-mache monsters, burned ladyfingers and unfinished upside-down cakes. At Southwood Middle School, an arts magnet program, she grudgingly learned to follow through on her creative beginnings. Her polished and painfully complete middle school portfolio earned her a spot at New World, where she learned that every part of the production of a piece could be done with energy. She now enjoys the creating process as much as the initial blaze of conceiving ideas. She painted in Aix-en-Provence, France, through a summer course offered by the Maryland Institute College of Art, and participated in the Marie Walsh Sharpe Foundation's summer seminar. Her work was displayed in the Art Basel exhibition in the New World School of the Arts gallery. She also received a scholarship from the 2005 First Lady's Arts Recognition Program.



Evan Brand, Antrim, NH, ConVal High School
College Plans: Dartmouth College

I have three brothers. My oldest brother says that he will buy me a car when I graduate from college. If he could afford to, he really would buy me a car. He was never much of a student, nor has he ever been recognized in some national competition, but he deserves praise as much as I do. Anything that I have accomplished is due mostly to the support of my family, and if I could I would pass this award on to them. My greatest hope in life is that I can be as great of a blessing to my brothers and my parents as they have been to me. Thank you Mom, Dad, Nathan, Philip, and Peter.

2005 PRESIDENTIAL SCHOLARS



Isaak Brown, Berkeley, CA, Idyllwild Arts Academy
College Plans: Hampshire College

Isaak Brown is a two-year senior at Idyllwild Arts where he has been dedicated to his work in the creative writing department, as well as being an outspoken member of the community. At his home in Berkeley, he worked as an outreach worker for a youth phone service, was a peer health educator at Berkeley High School, and worked in the East Bay Regional Parks district as a Junior Ranger. He plans to attend Hampshire College as a merit award-winning Johnson Scholar.



Michael Camacho, Lenexa, KS, Rockhurst High School
College plans: Boston College

Michael is an artist, leader, and scholar. His art was displayed in the Kansas City art museum at age four. He earned his Tae Kwon Do black belt at eight. He won an Amelia Earhart poetry contest at 12. He earned his Eagle Scout rank at 15. He earned a scholarship to Northwestern University's Music Institute for classical guitar at 16. He's a contributor and editor of his school's literary magazine, and has appeared on stage with a string ensemble and as an actor. He won the "Best Actor" award his freshman year. He's played soccer since age four; captain of two teams, he went to the state championship competition at 17. His faith and commitment to service motivated him to lead a senior Kairos Retreat and co-chair the Freshman Retreat. He was awarded a four-year Presidential Scholar scholarship to Boston College, and was recognized as one of the top 100 scholars in the State of Missouri.



Sandra Wolf-Meei Cameron, Poolesville, MD, Poolesville High School
College plans: Harvard College and the New England Conservatory of Music

Violinist Sandra Cameron, a graduate of Maryland's Poolesville Senior High School, made her European debut at age 12 with The State Orchestra in Eindhoven, the Netherlands. At 14 Sandra performed Prokofiev's Violin Concerto No. 1 at The White Nights Festival in St. Petersburg, Russia and two concerts at the Salzburg Festival with conductor Valery Gergiev. She has performed extensively as a soloist and recitalist throughout North America and Europe, including performances at the famed Verbier Festival and a North American tour with the Kirov Orchestra. Sandra recently made her Korean debut with the Daejeon Symphony Orchestra. In October 2004, she performed the Sibelius Violin Concerto at Lincoln Center in a benefit concert for The Juilliard School's Pre-College Division Endowed Scholarship Fund. In the fall, Sandra will simultaneously attend Harvard University and the New England Conservatory.



Marcella Capron, Chicago, IL, Loyola Academy
College Plans: School of Visual Arts, NYC

I began as a mixed-media artist, but have become a photographer and filmmaker. While I just recently delved into filmmaking and direction, I have been photographing since age 14. My art is an extension beyond myself and into my imagination: my mind's tales woven into photographs and films. I have won numerous photography contests and awards and have been showcased in both group and solo gallery exhibitions. It is such opportunities and appreciation of my growing medium that drive me to never give up, even when I have "artist's block." Besides making art, I enjoy reading, movies, galleries, and linguistics. I plan to go into commercial photography (while continuing my personal work), art direction, and filmmaking. As college draws near, the realization of the vastness of New York City is forthcoming. However, after 18 years of living and creating in Chicago, I believe I am finally ready for the even bigger city and all that awaits me.



Marissa Cevallos, Charleston, WV, George Washington High School
College Plans: California Institute of Technology

Marissa Cevallos is a quirky student from the hills of Appalachia who plans to pursue degrees in Mathematics, Physics, and Ultimate Frisbee at a small technical school in Pasadena. Marissa is president of the Newspaper-Beta-Science-Math-Quiz Bowl Club. She also plays guitar in Jazz Band. Marissa enjoys long walks on the beach, Douglas Adams novels, and piZa coladas.



Anuraag Chigurupati, Gates Mills, OH, University School
College Plans: Stanford University

I believe strongly in the value of Socratic questioning. I subject my actions to self-examination in the hopes that I will catch myself in error, or when I'm right, deepen my understanding of why I'm right. This central belief guides much of what I do. I carry on the Socratic dialogue through rebuttals in Lincoln-Douglas debate, in which I have competed for four years, placing second in Ohio and qualifying to nationals. Extending personal questioning to broader social questions has fostered an interest in journalism, enticing me to work for my school newspaper for all four years of high school, writing, serving as op-ed and front page editors, and leading as editor-in-chief. The Socratic ideal has also carried me towards an interest in politics, leading me to serve as a Senate intern in 2004. To take a break from questioning, I enjoy playing tennis, reading, and watching Hindi movies.



Sabrina Chou, Oak Park, CA, La Reina High School
College Plans: Harvard College

From a young age, I have loved to look beneath the surface to find out more. I took apart quite a few alarm clocks (to the horror of my older sisters) and figured out how to piece together and sew common things like a chicken drumstick, banana, and snail. My interest has led me to explore every possibility to find out about me, what makes me tick. Two summers ago, I researched the dehydration of onions using infrared radiation, taking apart layers of onions and the layers in scientific research. Last summer I learned about industrial design and what is behind every single product we use. Discovering myself has allowed me to enjoy various activities; I serve as Student Body President, Editor-in-Chief of the newspaper and the literary magazine, and captain of the debate team. I have also discovered my love for cooking, sewing, piano, tennis, golf, and art.



Marcella Capron
With Nothing Left to Phase Her
c-print
11" x 14"

2005 PRESIDENTIAL SCHOLARS



Jake Cohen, Portland, OR, U.S. Grant High School
College Plans: Harvard College

Improvisation has been a powerful force throughout my intellectual development. A wide variety of scholastic pursuits have allowed me to pursue my passion for spontaneous creation, and these include Mock Trials, my school's constitutional debate team, and, most rewardingly, jazz. As a saxophonist, I've played music in a wide variety of groups, including the Portland Youth Jazz Orchestra, the All-State Jazz Band, and several combos that have performed at the Portland Jazz Festival. Although it will be difficult to leave behind my hometown Portland, where I've worked to enrich the community through service organizations such as the National Honor Society and Hands-on-Portland, I look forward to studying on the east coast, where I plan to major in English. Beyond that, I can only hope to pursue a career that will fulfill my desire to create.



Lance J. Collins, Birmingham, AL, Alabama School of Fine Arts
College Plans: Massachusetts Institute of Technology

Lance Collins, son of Larry and Cynthia Collins, developed a love for learning and self-improvement at an early age. Continually confronting challenges, he strives to excel in every aspect of his life. His deep love for music, namely piano, is completed by a keen intellect in science and mathematics. Lance enrolled in the Math/Science Department of the Alabama School of Fine Arts (ASFA) where he has been challenged to reach his full potential in his major through critical thinking and creativity. During his time at ASFA, Lance was exposed to the field of engineering through NASA SHARP and University of Alabama summer internships. His experience during these internships and his problem-solving acumen lead him to enter engineering, a field that will not only challenge his skills in science and mathematics, but will also engage his creative side.



Jeanmarie (Gigi) Combe, Berwyn, PA, The Shipley School
College Plans: Princeton University

In applying for a job as an SAT tutor, my employer asked me to describe myself in a nutshell. I unloaded my backpack in my bedroom for inspiration, staring at symbols of my passions: the Oxford Classical Text of Virgil's Aeneid, a regulation Dunlop squash ball, a harp tuner, an application for a political internship, a Philadelphia Flower Show blue ribbon for Narcissus 'Jetfire,' a waitress apron, and my favorite photo of my red-haired Granny ensconced in a green go-kart. Recalling the spirit, love, and ambition I've invested in the experiences these mementos represent, I appreciate the breadth of my still-youthful existence. Captivated by countless opportunities, and the many imperfections awaiting revision, I will exult in life's gifts by participating in Shakespearean plays, starting a family, becoming the first female President, or perhaps all three! When I return to reality and my bedroom brimming with keepsakes, I recognize the extent of my world. I shake my head and pencil a note to my employer: I couldn't fit myself in there. May I please have a larger nutshell?



Sarah Cooper, Cedar Crest, NM, Albuquerque Academy
College Plans: Georgetown University

Although Sarah doesn't think of herself as someone who focuses on academia to the exclusion of all other pursuits, she loves nothing better than an idea that genuinely forces her to think. For the past five years, she competed in policy and Lincoln-Douglas debate tournaments across the country. She also published a research paper on American foreign policy in the Congo during the 1960s. For several summers, Sarah volunteered with Cloudancers of the Southwest: a therapeutic horseback riding program for handicapped children and adults. For the past four years, she worked as a teaching assistant, teaching English and literature to students enrolled in summer school. In her free time, she's likely to be spending time perusing a wide range of activities: from reading French literature or foreign policy journals, to sampling food from obscure restaurants with friends, to hosting improvisational poetry contests, to rock climbing.



Mathew Crichton, Worland, WY, Worland High School
College Plans: Stanford University

Mathew is truly a renaissance man. He is interested not only in the scholarly aspects of school, such as mathematics and literature, but as well in the extracurricular opportunities that his community offers. He has been actively involved in his area's theatre program, chess club, philosophy discussions, debate team, and numerous other groups throughout his high school career. Not only has he been instrumental in creating numerous activities in his town, he has also held leadership positions in almost every organization he has joined. His tenacity, abilities, and optimism have helped him to achieve wonderful things for his community, such as strengthening the local youth mentoring program, performing cleanup projects around the city, and donating computer technical support to non-profit centers. Mathew genuinely wants to change the world for the betterment of all humankind.



Angela Dastrup, Orem, UT, Mountain View High School

College Plans: Brigham Young University

A harpist since age four, Angela has performed in concert throughout Western Europe and America. Honors include grand prize in the Senior Division of the 4th International Lily Laskine Competition (Deauville, France, 2002); laureate of the 6th USA International Harp Competition (2004); first place in the Intermediate II Division of the American Harp Society National Competition (2001); a Level I Award in NFAA's Arts Recognition and Talent Search; and first prize in the 1997, 1999, 2000, and 2003 Utah State Fair Music Competitions. She soloed with the Utah Symphony Orchestra in their 2000 and 2003 "Salute to Youth" concerts; was featured in Harp Column magazine; and performed at the 8th World Harp Congress in Geneva, Switzerland. A lifetime student of ShruDeLi Ownbey of Salt Lake City, Angela has also studied with Catherine Michel, principal harpist of the Paris Opera Orchestra. In addition to her love of music, Angela enjoys history and English, and is an avid scrapbook maker.



Brenna Decker, Clinton, IA, Prince of Peace College Preparatory High School

College Plans: Notre Dame or Iowa State University

Brenna, known to many as "the girl with the really long hair," keeps herself extremely busy through involvement in drama, speech, band, tennis, chorus, Student Council, National Honor Society, yearbook, Quiz Bowl, piano, and a part-time job, and even manages to eat and sleep occasionally! She loves all of her performance experiences, including local professional theatre productions, All-State speech honors, regional honor bands, and vocal duets with her sister at choir concerts. She has developed her leadership skills by serving as secretary of Student Council, editor of the school yearbook, and vice president of National Honor Society. She has received numerous academic awards and was proud to be named a National Merit Finalist. She also participates in service projects such as church choir. In her spare time, she enjoys reading, traveling, skiing, and, of course, sleeping.



Barbara Dewey, Highgate, VT, Missisquoi Valley Union High School

College Plans: University of Vermont

I am a down-to-earth, very approachable, small-town girl. I am actively involved in my community, both at school and in my parish, with a special love for academics and school activities. I enjoy role-playing in the Model United Nations club, acting as treasurer for the National Honor Society, and serving as vice president of my church's youth group. I dream of becoming a professional student, but the realistic side of me asks how I plan to finance this dream. Until I find a way to fill this financial black hole, I plan to be an audiologist or a math professor, or perhaps a psychometrician or statistician, or maybe even a speech-language pathologist or an otolaryngologist. As it stands, I am currently undecided about my future, but I am very excited about having seemingly unlimited possibilities open to me. The future of my creation lies just beyond the horizon.



Caitlin Drake, Wethersfield, CT, Wethersfield High School

College Plans: Yale University

Caitlin has a wide group of friends that she has been able to maintain even under the time constraints of many activities. She loves to run and is a four-year varsity athlete on the cross-country and track teams. In addition to athletics, Caitlin enjoys being on stage and has performed in a show choir and in many plays over the years. Her leadership positions include captain of the cross-country and track teams, vice president of her school's chapter of the National Honor Society, and president of the Spanish National Honor Society. She is involved in her church and community, as she teaches a three- and four-year-olds Sunday school class and was appointed to her town's Youth Advisory Board.



John Elias, Idaho Falls, ID, Idaho Falls High School

College Plans: Rice University

I'm curious. When I was young, I wondered about simple things like how leaves change color and how birds fly. As I grew older, seeking and finding answers to these and many other questions contributed to my passion for learning about my world. I have been involved in numerous science and math-related activities such as Science Olympiad, Science Bowl, Chemistry Olympiad, MathCounts, and science fairs. I am active in non-academic activities as well. I taught myself how to play the guitar and drums, and my friends and I started a band for which I sing and play the drums. Painting and sketching also keep me occupied in my spare time. In addition, I volunteer at the local hospital, my church, and a recycling program I started at my school. In the future, I plan to continue my interest in science and arts by serving others as a medical doctor.

2005 PRESIDENTIAL SCHOLARS



Cristina Esteves-Wolff, San Juan, PR, Saint John's School
College Plans: Yale University

Born and raised in San Juan, Puerto Rico, Cristina (Tina to her family and friends) has attended the same college-preparatory school from kindergarten to high school and has been an active participant in her community. Throughout the years, she has developed a passion for literature and philosophy, and during her high school years she has had leadership roles in student government, debate teams, and theatre groups. Enthusiastic about languages, Tina is tri-lingual, speaking English, Spanish, and French fluently, and she is planning on learning German and Russian during her upcoming years at Yale University. Tina hopes to develop her talent with words into a writing career that will positively impact the society that has made her who she is today.



Abdullahi Farah, Owings Mills, MD, Carver Center for the Arts and Technology
College Plans: University of Pennsylvania

Abdullahi (Abdi) Farah has been drawing since he was two years old. Since his sophomore year, Abdi has been winning national art competitions. Most recently Abdi was awarded one of five Scholastic Art and Writing Portfolio Gold Awards, and he is also a 2005 National Foundation for Advancement in the Arts Finalist. In 2003 and 2004, Abdi won the National NAACP ACT-SO Gold Medal in Painting. Abdi is also a Maryland Distinguished Scholar, and his artwork has been exhibited at the Corcoran Gallery and the Baltimore Museum of Art. Furthermore, Abdi currently ranks seventh in his class, where he has earned varsity letters for basketball and cross-country. Abdi believes that his art teachers' support, his family's love, and especially his mother's unwavering encouragement for his art have been immeasurably important.



Kelley Frances Fenelon, Jackson, MS, Jackson Preparatory School
College Plans: Princeton University

A self-acknowledged over-achiever, I have made the most of my high school "career." From class president and vice president, to lieutenant governor and senate floor leader of YMCA Youth Legislature, to Mock Trial team captain, to school newspaper editor, I have comfortably accepted many leadership roles. I delight in learning, and can often be found buried in a book. Raised in the Deep South with an extensive Irish heritage, I have a great appreciation for culture. Blessed with numerous opportunities to travel, I am passionate about discovering and respecting the views of those around the world as I strive to become a "global citizen." My home away from home, however, remains nearby: Galloway Memorial United Methodist Church, where I have grown up attending church and youth group, and now lead a youth Bible study. Other passions include music--from singing in the Mississippi Girls Choir to playing bass and guitar--as well as cooking, exercising, and community service.



Jason Ferguson, Dallas, TX, Ferguson Home School
College Plans: Duke University or Massachusetts Institute of Technology

Jason is a 17-year-old homeschooler who attends classes at Southern Methodist University and the Education Program for Gifted Youth (Stanford University's online distance learning program.) Though he is fond of all facets of science, Jason's favorite subjects in school are mathematics and Japanese studies. Jason is an Eagle Scout and actively participates in his Boy Scout troop. He is also a founding member of Southern Methodist University's Japan Club and tutors elementary school students in mathematics after school. He enjoys hiking and camping with his Scout troop as well as solving logic puzzles. Jason plans to major in theoretical mathematics.



Nickolas F. Fretes, Lincoln, NE, Lincoln East High School
College Plans: Harvard College

Nicko is incredibly involved both at school and throughout his community. Besides excelling in academics, he plays bass for the school and city orchestras, captains his varsity soccer and speech teams, and leads community service efforts as president of his school's National Honor Society chapter. In addition to these school-related activities, Nicko volunteers weekly at a local soccer club coaching children with disabilities. Outside of Lincoln, Nicko recently spent the summer of 2004 in Urubamba, Peru, volunteering at a rural high school. His achievements range from qualifying for national competitions in speech, history, and government, to participating in the Olympic Development Program in soccer. In his free time, Nicko enjoys traveling and learning new languages. To date, he is fluent in three.



Kevin Friede, Edina, MN, Edina High School

College Plans: St. Olaf College

Kevin excels in the three “A’s:” academics, athletics, and the arts. He attended French immersion elementary and middle schools and speaks the language fluently. Kevin played on the varsity soccer team for four years, winning a state championship and captaining the squad his senior season. He was a section leader in his school’s orchestra, and in the concert, jazz, and marching bands. Over spring break, one band toured Beijing, China, playing a concert in the Forbidden City Concert Hall. Kevin also serves the community as a member of committees on substance abuse prevention and school athletic policy. In his free time, Kevin is a 9th grade confirmation leader and a team leader at a biannual high school retreat through St. Stephen’s Episcopal Church. In the winter, he manages to get in an icy game of broomball here and there.



Alex Gaidarski, Dallas, TX, St. Mark’s School of Texas

College Plans: Stanford University

At age two, I came to United States without knowing a single word of English. Today, I would be reluctant to call myself anything but American. Understanding the opportunity with which my parents have provided me, I have always poured myself into everything I have done. Fortunately, my school offers all that I need: strong academics, competitive athletics, dedicated community service, and most importantly, the chance to delve into these pursuits. In the scholastic arena, I have become a Renaissance man with deep-rooted interests in every subject. After satisfying my intellectual side, I run, whether chasing a soccer ball down the field or hammering lap after lap on the track in hopes of defending my conference title. But it is only in serving my community that I come to embrace and enjoy the citizenship I received not too long ago.



Sherri Geng, Rockville, MD, Montgomery Blair High School

College Plans: Harvard College

Sherri is a person who is excited by life. She enjoys asking questions and finding the answers in unexpected places; this, she believes, is life’s ultimate goal. She hopes to leave behind a legacy of laughter, and to experience as much as possible before moving on to another, better place. Sherri is co-editor-in-chief of her beloved award-winning school newspaper, *Silver Chips*, to which she devotes most of her time. She also enjoys science; an Intel Science Talent Search finalist, she worked in a laboratory for two summers researching seizure detection, and she hopes to be a doctor. In her spare time, Sherri sings, runs, and feeds her grossly overweight dog. She has tried every sport known to man, including skydiving and bungee jumping in Australia (they spell it “bungy” down there). She is a proud and avid fan of table tennis and would like to say that yes, it really is an Olympic sport.



Amy Gilpin, Omaha, NE, Westside High School

College Plans: Massachusetts Institute of Technology

At the age of three, I watched with fascination as my dad gutted catfish. Though I cannot say any desire to see dead fish has prevailed (I am a vegetarian), my love for medicine and science has lasted. My ultimate goal is to become a neonatologist in an urban setting. In the meantime, I keep myself quite busy with school, activities, and work. I have played tenor sax from the age of ten and now enjoy playing in the varsity concert band. I was also involved in fall marching band, spring pep band, and a sax quartet. Throughout high school, speech and policy debate tournaments occupied my weekends. Outside of the school day, I waitress at a local restaurant and tutor middle school students. During any spare time, I love to read (mainly fiction), and spend time with my friends and family.



Saul Udwin Gorman, Newton, MA, Noble & Greenough School

College Plans: Harvard College

Saul has always been proactive in serving his community. At school, he represented his class for several years on the Student Life Council and on the Disciplinary Committee, eventually rising to the position of Editor-in-Chief for the student newspaper. Saul has also served the larger community, tutoring inner-city students and doing construction work both with Habitat for Humanity and on an Indian reservation in Montana. When he is not competing with his varsity wrestling team, Saul has delved into theatre, acting in and directing student productions. He has also grown as an artist through his photography, guitar playing, and writing; Saul is a prolific poet.

2005 PRESIDENTIAL SCHOLARS



Spencer Gray, Great Falls, MT, Great Falls High School
College plans: Yale University

I am more than 150 words, but I'm less than I want to be, and that explains me. To fulfill the request for biography, my summary: the loving family (mine), the competitive streak (tennis and debate), the creative force (writing and journalism), the artistic endeavor (piano), the favorite subject (history), the local interest (Montana outdoors). Yet that's not quite me. I like people and paradox and palindromes, and I dislike a mind content with itself. I try not to be deceived by others, nor, more importantly, to deceive myself in anything. But I also like the benefit of the doubt: to give and to take. I like understanding and then describing for others, but not when the subject is myself. After 18 years, I don't know much about most things, and there is my motivation.



Natalie Greene, North Little Rock, AR, North Little Rock High School West Campus
College Plans: American University

Natalie intends to pursue a career in politics, and plans on overhauling the current government system. If that doesn't pan out, she wants to work for a candidate who reflects her socially liberal, economically conservative viewpoint. She's also interested in traveling. When she was growing up, her family would take epic car trips. Her favorite destination included the Paul Bunyan Museum in Minnesota. After graduation, she and her brother are going to backpack through Europe for a month. Natalie also participates in many extracurricular activities in her free time. She is president of National Honor Society and vice president of Beta Club. She's also the director of her school's daily television program. The best way to sum up Natalie is to look at her rubber duck collection—quirky and endearing: a potent combination.



Blair Greenwald, Rancho Mirage, CA, Palm Springs High School
College Plans: Harvard College or Princeton University

The middle child in a family of three sisters, I was thrown into everything a little early. Because my parents insisted upon keeping us busy (a likely excuse for kicking us out of the house), all three of us were sent to ballet, tennis, swimming, ice skating, soccer, softball, karate, and even golf. Competing with older kids simply prepared me for the next step: Catholic school. After eight years as the sole Jew—and attending Jewish Sunday school for seven years to prevent conversion—I entered the public high school. One of my first classes freshman year was Emerging Literature for Spanish Speakers, and my peers, all native speakers, marveled at the Spanish coming from the only white kid, yet the differences are what make life interesting!



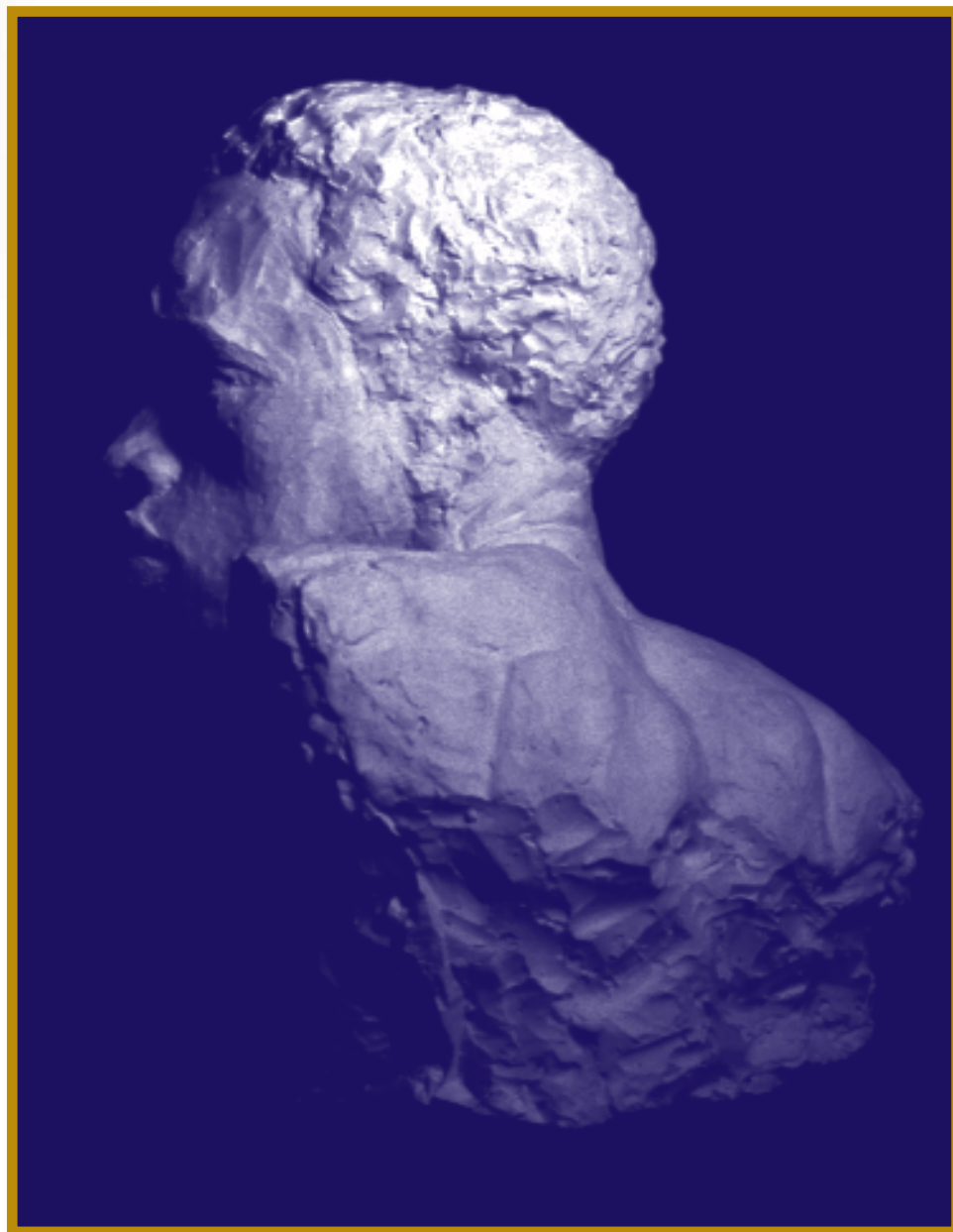
Kyle Haddad-Fonda, Bellevue, WA, Lakeside School
College Plans: Harvard College or Yale University

Kyle has always been passionate about the subject of geography. He was the 2001 National Geographic Bee champion and captain of the gold medal-winning United States team at the 2001 International Geographic Olympiad. In high school, Kyle volunteered to teach an after-school geography curriculum he designed to kindergarteners and first graders at his former elementary school. He has taught for the last four years. His geography accomplishments have led to a wide range of activities, including his appearance (by voice) as the youngest lifeline in the history of "Who Wants to be a Millionaire." He also enjoys playing the classical harp, which he has studied for ten years. For two years, he was the captain of his high school's state championship Knowledge Bowl team. In his spare time, he can be found running cross-country, swimming, and orienteering.



Kristina Hanna, West Bloomfield, MI, Interlochen Arts Academy
College Plans: The Juilliard School

Kristina Hanna, from West Bloomfield, Michigan, is a senior dance major at Interlochen Arts Academy. In the fall she will attend The Juilliard School to earn her B.F.A. in dance. She began dancing at the age of four and immediately fell in love. Since then she has studied a wide variety of the dance idioms including ballet, modern, jazz, and tap, and has won numerous awards on both the regional and national level in competitions across the country. Currently she is concluding a wonderful four years spent studying at Interlochen, where she has danced in several contemporary dance concerts and in full-length ballets such as *Sleeping Beauty* and *The Nutcracker*. Most recently, she danced the role of Swanhilda in *Coppelia*. She would like to express her appreciation and gratitude to all who have made it possible for her to pursue her passion.



Abdullahi Farah
Extreme Self-Portrait Bust
Plaster
18" x 14" x 10"

2005 PRESIDENTIAL SCHOLARS



Caroleene Hardee, Beatrice, AL, Monroe Academy
College Plans: Harvard College

If there exists such a person as a neo-Renaissance woman, then Caroleene Hardee is one. Growing up in a small south Alabama town, she appreciates every opportunity to take risks and broaden her horizons. At school, she serves as president for the senior class, the Student Government Association, the Key Club, and the Anchor Club, and plays for the tennis team as well. An avid horsewoman, she competed in the 2003 National High School Finals Rodeo and was chosen 2004 Junior Miss Rodeo Alabama. Another love of hers is music; she has played the piano for ten years and was an Alabama Music Teachers Association state finalist. Always ready to take on a challenge, she plans to attend Harvard College this fall and eventually pursue a career as an environmental lawyer protecting Alabama's natural beauty.



Irina Hardesty, Black Hawk, CO, Gilpin County High School
College Plans: Colorado School of Mines

From a very young age, engineering concepts always fascinated me, and by the time I entered high school, I knew that I wanted to be an engineer. I enjoyed developing personal innovations on previous designs or creating something unusual, yet useful, out of seemingly unconnected pieces. My entire preschool class built a "Sneetch" machine under my direction, after we read Dr. Seuss' famous story. When I was little, these creations occurred most often with simple children's toys like Lincoln Logs or Tinker Toys, but by high school, these innovations began to enter my school-work, especially my science fair projects. Putting my heart into everything that I do, I also enjoy partaking in such activities as working as a county election judge in 2004, repairing buildings/camps on church mission trips, and aiding children to learn and grow by mentoring elementary students and leading groups at a local vacation bible school.



John Hinkle, Shelbyville, KY, Shelby County High School
College Plans: Yale University

John has grown up on horse farm in Kentucky, and has helped his family raise thoroughbred horses from foals to yearlings. Running and soccer have been major interests for John throughout high school, and he plans on continuing running in college. While no standout, he has also dabbled in musical theatre and student government. John has no concrete plans for the future, although if he had to choose now, he would go into animal science and return to his hometown as a veterinarian.



Jennifer Hironaga, Dallas, TX, Academy Hironaga Home School
College Plans: University of Tulsa

I love to do everything and anything. I studied piano for ten years; have placed in solo piano competitions; and I enjoy the violin, guitar, bass guitar, Japanese harp, hammer dulcimer, and recorder. I have published poetry and won an art competition for a children's magazine. I love swimming, soccer, surfing, and street hockey. I invented my own languages, wrote, directed, and filmed a ten-minute movie, and published a community newspaper about pets for three semesters. I teach guitar lessons on weekends and volunteer as a pharmacist for a medical clinic. I am a youth group leader in my church, and at a community college, where I started classes as a sophomore, I am vice president of the college's chapter of Phi Theta Kappa. In my free time I love to write stories, read, and daydream. One might say my primary interest is life itself.



Amy Hollinger, Westlake, OH, Hathaway Brown School
College Plans: Undecided

Amy Hollinger is still undecided about where she will attend college and, once she gets there, in what she will major. With her interests torn between the sciences and humanities, she intends to sample many areas with many classes. On the side, she will dabble in tennis playing, guitar-learning, physics research, some sort of school publication, as much cheesecake-consumption as possible, and, if she is feeling particularly daring, a dance club. Her least favorite chore is washing the dishes. She has never babysat. She uses more adverbs than is probably advisable, and always seeks to become more vocabularily-enriched. Although she likes poetry, astrophysics, and eating, she is neither a poet, nor an astrophysicist, nor overweight. Her dog is indisputably the cutest one in the world, and she picks her friends well.



Jane Hur, Burlington, NJ, Burlington Township High School

College Plans: Yale University

I am an explorer, not of geographic territories, but of ideas. From chemistry to tennis to music to ceramics, my mind wanders down intriguing paths that engross much of my spare time. As a clarinet player, I have graduated from simple tunes to complex classical concertos and symphonic band repertoire in the New Jersey All State Band. Currently, I am learning jazz improvisation. In order to share my musical interests, I have assisted at the elementary school's band rehearsals and performed at my town's nursing home. Other volunteer efforts arise through Key Club, of which I am treasurer, and National Honor Society, which I preside over. I wish to become an explorer both physically and philosophically. Having already lived in Indiana, Great Britain, and New Jersey, I hope to study abroad in Asia during my college years, introducing my exploring mind to uncharted territories.



Morgan Jessee, Anchorage, AK, East High School

College Plans: Harvard College

I have always been an adventurer. I blame this on my upbringing in the "Last Frontier," where gutting a salmon is second nature, and moose are regular fixtures on the playgrounds. As a sophomore, I channeled this adventurous spirit into a foreign exchange to France where I lived near the northern city of Lille and attended a French high school. I enjoy camping, rafting, and kayaking; playing the piano and viola; and volunteering in my community. I have been interested in medicine since an early age and, at age eight, announced that I was going to become a pediatric oncologist. I do not know if this was simply a ploy to get attention, but my goals have not changed. After college I hope to attend medical school.



David Jiang, Forest Hills, NY, Hunter College High School

College Plans: Harvard College

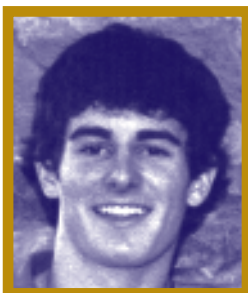
I see myself both as a thinker and as a doer. I've always liked to keep my mind occupied, with contemplative as well as analytical thinking. At age 11, I began writing down my own personal theory of life, the universe, and everything, but was surprised a few years later to discover that the philosophers Hobbes and Spinoza had already beaten me to the punch by a few centuries in writing their thoughts. I'm a very active person who has a lot of fun. I play piano and I fence; I've debated and worked on my school's economics competition team. I've led my school's math and fencing teams. I enjoy all of this vastly. In addition, I've recently become (to my own surprise) an opera aficionado. Living in New York City for 17 years has taught me a lot about life, and I look forward to what lies ahead.



Kevin Z. Jiang, Gilbert, AZ, Mesquite High School

College Plans: Harvard College

Ever since I confessed to my parents at the tender age of eight of my desire to be an astronaut, a primatologist, and a major league pitcher in the same life, I have been drawn to various and diverse interests. In school, I am the founder and president of Model United Nations, and have competed and succeeded in various competitions. I am also an executive council member of the Ecology Club, which focuses on environmental awareness and protection at school and in the local community. Other various claimants on my time include serving as the vice president of the National Honor Society and the president of the Financial Services Club, competing in math contests, volunteering at the local library, tutoring math, and attempting to play the piano. In my spare time, I enjoy running, listening to music, studying history and politics, and feverishly trying to complete my ever-growing reading list.



Wes Johnson, Madison, MS, St. Andrew's Episcopal School

College Plans: Middlebury College

I'm pretty quirky when it comes to academic work. As a lover of science studies, learning more and more about the world around me is my main goal. This, in turn, makes accepting things incredibly hard, so I always exhaust my classroom time with questioning things that I don't understand. Outside of the classroom, I'm involved in community service projects such as Habitat for Humanity and Stewpot, and have worked extensively with a children's home in the Hudson River Valley. Camp Rising Sun, a scholarship program in Rhinebeck, NY, that brings sixty students from around the world together for a summer of learning and experience, is easily the most influential and eye-opening part of my high school career, and the enormous foundation for my desire to achieve.

2005 PRESIDENTIAL SCHOLARS



Jesse Kaplan, Brunswick, ME, Brunswick High School
College Plans: Harvard College

I have always been a perfectionist of the highest degree and am constantly frustrated by my human inability to be perfect. I love competition of all forms, but at the same time place a premium on respect – I see everyone as an equal. I am well served by a dogged work ethic that has allowed me to accomplish much academically (I am the valedictorian of my high school class and a National Merit Scholar), athletically (I was recently selected as the Gatorade Boys' Soccer of the Player of the Year for Maine), and in my community (I have volunteered for the local youth soccer league, several area elementary schools, and the D.A.R.E. program). In my little free time, I hang out with my friends and play far too much poker. I look to the future optimistically while at the same time valuing all that has shaped my life thus far.



Tyler Kieft, Essex Junction, VT, Essex High School
College Plans: University of Rochester

Most Vermonters love the outdoors, and I am no exception. I run year-round through the snow, mud, and short summers that characterize our state. While on the cross-country, indoor track, and outdoor track teams at our school, I have been a part of nine (hopefully ten!) state championship seasons. I am also a musician, playing the trumpet and singing in various ensembles. In September 2004, as part of the Vermont Youth Orchestra, I traveled to Carnegie Hall to play a program of composers who all had ties to Vermont—an exhilarating experience. I am very interested in the sciences, especially biology. Last summer I participated in the Research Science Institute Program at MIT, an intensive six-week summer science camp. While there, I did research on zebrafish developmental genetics at the Forsyth Institute. In my spare time, I love to eat, read, do crossword puzzles, and watch the Boston Red Sox beat the Yankees.



Janet H. Kim, McLean, VA, Thomas Jefferson High School for Science and Technology
College Plans: Yale University

As the executive editor of *Threshold*, her school's literary magazine, and captain of the varsity debate team, Janet is fascinated by all forms of discourse, especially political language. She received the National Council of Teachers of English Writing Achievement Award in 2004, and attended the Telluride Association Summer Program "The Problem of the Modern Subject" this past summer, where she was elected "most likely to tell the brutal truth." Janet is also a Level I winner for writing in the National Foundation for Advancement in the Arts 2005 Arts Recognition and Talent Search. Raised by parents with a shared love for books and witty banter, Janet has had an appreciation for language for her entire life. She credits her high school English teachers for their editorial and personal guidance, and for their enthusiastic support of semicolon usage. Janet hopes to pursue college studies in government and literature, and to eventually find an occupation that will accommodate both interests.



Nikida C. Koraly, Cape Carteret, NC, Croatan High School
College Plans: University of North Carolina at Chapel Hill

I love to discover and learn; therefore, I excel academically. Being able to balance a demanding academic schedule with extracurricular and volunteer activities and still have time to pursue my passions in music, photography, dance, and the performing arts, has been the focus of my life. I reached a goal beyond what I ever imagined when my Winterguard team placed second in World Championships this year. I learned that if I work hard enough I can achieve anything! The scientist in me wants to research causes and cures to benefit all of mankind. The idealist in me wants to serve in the Peace Corps after graduation. The realist in me wants to minor in business, and the artist in me wants to pursue my passions continuing to learn about music, dance and photography. My personal commitment is to be the best I can be at everything I do.



Mitchell A. Kosowski, Wheeling, WV, Wheeling Park Senior High School
College Plans: Carnegie Mellon University

Mitchell Kosowski is the son of James and Melody Kosowski and lives in Wheeling, West Virginia. He is a graduating senior at Wheeling Park High School and plans on attending Carnegie Mellon University to major in biomedical engineering. An active member of several jazz bands and a steel band, he vows one day to play the trombone in tune. Thankfully, intonation did not hold him back from attending West Virginia's Governor's School for the Arts, where he especially enjoyed performing African dance. He plays many sports, but especially relishes rugby; he currently enjoys that he has his body in one piece and that he will never play rugby again. Mitchell has played too many video games for it to be considered a hobby anymore; therefore, he wants to explore professional work with the video game industry one day.



Aman Ishaan Kumar, Saratoga, CA, Crystal Springs Uplands School

College Plans: Stanford University or Princeton University

Tat tvam asi — that thou art; thou art that. These three small words of Upanishadic wisdom articulate a unity, a reflection of truth and reality, that drives my affinity for synthesis. Life, to me, is about being jolted awake at three a.m. simply because you realize that Newton's second law is also a second-order differential equation. It's about tracing the syntactical parallels between Hindi and Japanese, or pondering the relationship between quantum mechanics and the magical realism of Spanish literature. I want to see and be all that I possibly can. I want to live my life experiencing the sheer exhilaration of making connections, finding nuance in a world of cognitive synaesthesia.



Sonia Lahr-Pastor, Lyme, NH, Hanover High School

College Plans: University of Chicago

When I was a first grader, I knew I was going to be a scientist when I grew up. The only condition was that I didn't like dinosaurs. That's what all the other little future scientists wanted to study, and I never wanted to do what everyone else did. By the time I reached sixth grade, however, even dinosaurs were okay. By the time I hit high school, my love of literature, always strong, was increasing, fed by a range of books from *Moby Dick* to *Rayuela* to *Crime and Punishment*. I spent my junior year in Barcelona, Spain, and found that back-breaking work was tolerable, given the Mediterranean sun. This makes my choice of college slightly ironic, but I digress. Somewhere along the way, I picked up a deep love of music, a connection to the outdoors, a love of writing, high school debate, pottery, and the list goes on.



Ross Leavitt, Springfield, OR, Home School

College Plans: University of Michigan

When he's not locked away in his practice studio frantically preparing another recital on his saxophone or listening to Prokofiev, Ross Leavitt spends much of his time bonding with his five younger siblings. Normally this involves pretending to be Jedi Knights and beating each other senseless with foam-covered PVC piping (light sabers) on their back deck. In his more public life, he is a rising saxophone soloist and is also very successful academically; Ross was the only student in the country to receive both the arts and academic nominations in the 2005 Presidential Scholars Program. He has been influenced by the playing of many great artists, but credits mainly the incredible violinists and pianists his age who inspire him to take saxophone performance beyond its accepted limitations. Also instrumental in his life are his three brothers, who help him to keep his focus on his family and make sure that he doesn't grow up too fast.



Brittany Lee, Franklin TN, Christ Presbyterian Academy

College Plans: University of Georgia

Always one to strive for excellence, my high school career has been one full of fun successful experiences. From being named a Wendy's High School Heisman National Finalist to being on the All-State Soccer and Basketball Teams, I have enjoyed every day as a gift from God. My family has been supportive in every endeavor, and has helped shaped my love for athletics that spurred me on to letter in eight sports during high school. Being named salutatorian for our senior class while at the same time being student body president is an honor. Having to move cities during my junior year was quite an obstacle to overcome, but optimism and my faith helped be to persevere and reach my goals for high school.



Felicity Lenes, Mount Pleasant, SC, Wando High School

College Plans: The University of Texas at Dallas

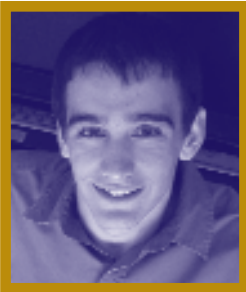
Felicity defies stereotypes. A National Merit Finalist, her school's valedictorian and the reigning Miss Wando, Felicity is as comfortable in a tiara as she is tutoring fellow students. She is the Lowerstate SC SAT Team Individual Champion, a Governor's Scholar and a varsity swimming, Quiz Bowl, and Ocean Science Bowl letter-woman. An editor of Wando's nationally-ranked newspaper, *Tribal Tribune*, Felicity is first vice president of the SC Scholastic Press Association. She is president of Wando's National Honor Society (NHS) and received the state's NHS Leadership Scholarship. As vice president of Mu Alpha Theta, she has captained the girl's math team to statewide victories. She played first violin with the Charleston Symphony Youth Orchestra, has won several concerto competitions, and has soloed in London. Felicity plans a major in molecular biology as a McDermott Scholar at the University of Texas at Dallas and aspires to become a physician after a stint as a Rhodes Scholar.

2005 PRESIDENTIAL SCHOLARS



Emily Lentz, Milbank, SD, Milbank High School
College Plans: Drake University

Growing up in a small, anonymous town in the middle of the South Dakota cornfields has proven to be a blessing for me. It has given me a background that is quickly becoming lost to the fast-paced life of urban America. I've had the opportunity to be student body president at a school in which I know every student by name. I've known my volleyball teammates all of my life, and my forensics team is like my family. Being involved is stressed in my school, and I feel that I have met the challenge. Besides being in volleyball and forensics, I have participated in band and tennis, I have volunteered at Red Cross blood drives and as a youth mentor, and I have served as prom chairman and junior class vice president. I fill what free time I have with reading, swimming, piano, and a part-time job.



Andre Leone, Las Cruces, NM, Mesilla Valley Christian Schools
College Plans: University of Tulsa

Andre is a jack-of-all-trades. He is a musician, an athlete, a scientist, a poet-philosopher, and a leader. He grew up playing the piano, has taught himself guitar and accordion, and has played in a jazz band. As an athlete, he runs frequently, climbs every rock he can find, and competes in soccer and basketball. Last summer Andre worked at New Mexico State University doing research on carbon dioxide sequestration and is planning on studying Engineering Physics—the genuine rocket science. He has found poetry to be a satisfying method of expressing his philosophies, and has been a finalist in several poetry competitions. Leadership is integrated into these roles as a worship leader in church, captain of his soccer and basketball teams, and roles in student government. Life has taught him that if something is worth being done, it's worth doing well.



Mary Beth Liederbach, Petoskey, MI, Petoskey High School
College Plans: Undecided

Into the far northeast coast of Lake Michigan juts a tranquil bay surrounded by hills, forests, and farms. On the shore of that bay rests the busy little town of Petoskey. In Petoskey lies an ordinary street with a simple two-story house and a gravel driveway, and in that modest house live Mom, Dad, Mary Beth, and her four younger siblings. If you visit, you're likely to find Mary Beth perched on a couch reading a book, but she might be playing her violin, French horn, or piano. She might be outside raking leaves or hanging laundry. She might be joking with Patrick, braiding Margaret's hair, helping Freddie with math, or changing Sarah's diaper. She could be off to orchestra, work, youth group, teaching violin, or at a friend's to make goofy videos. Whatever she is doing, she is doing it quietly, modestly, and with a generous, loving spirit.



Janice Lin, Indianapolis, IN, Lawrence North High School
College Plans: Indiana University

I have a snapshot in my memory of a shy young girl who enjoyed reading books alone. After being nurtured in a family that emphasized striving for every person's personal best, that little girl has changed a great deal. I have experienced the rigor of academic pursuits, the enrichment of art and music, the discipline of martial arts, the trials of being a leader in numerous positions, and the gratitude at being able to make a difference through developing local or even international programs and policies. Along the way, I have experienced the challenge of overcoming obstacles, the joy at accomplishing a task, the satisfaction of service, the skill-development for delegation and empowering others, and everything else that influences a leader's actions. Every new adventure has merged to create a new picture of me: a dedicated, competent, assertive young woman eager to enter the college world.



Christian Ling, Wailuku, HI, Maui High School
College Plans: Boston University

Although born on the busy island of O'ahu, Christian Ling is truly a Maui boy at heart. Competitive without being overbearing, and studious without a trace of fanaticism, Christian still manages to gain distinction for himself at the state and national level. As a three-time State Science Bowl Champion, two-time State Ocean Science Bowl Champion, and four-year Math League veteran, he has proven his aptitude and passion for science and math. Christian is also a musician; he has been a French horn player for three years and is first seat in the Symphonic Band. In addition, he is learning to play the guitar. Christian also serves his campus and community as president of Maui High's National Honor Society and a member of Key Club. During his free time Christian enjoys reading, listening to music, and writing poetry. He currently entertains the prospect of becoming a biomedical engineer after college.



Anne Blazejack
Entering and Departing
acrylic on canvas
6 x 4 ft.

2005 PRESIDENTIAL SCHOLARS



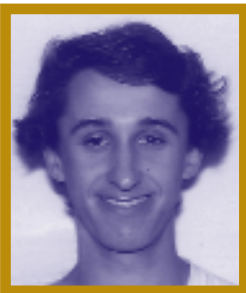
Grace Lu, Kennesaw, GA, The Walker School
College Plans: Yale University

Ambitious and creative, Grace's interests are wide-ranging. Her lifelong passion for the arts led her to create Art Club, through which Grace has organized numerous artistic projects, including a 60-foot long mural for a preschool building. Avid in languages, Grace is fluent in English and Chinese and has taken classes in Latin, French, and Spanish. In 2003, she traveled to Nice, France, for four weeks on a student exchange. In the sciences, Grace is co-president of Mu Alpha Theta and Science Olympiad at her school. Last summer, she attended the Research Science Institute at Caltech, studying the release of respirable pollen allergens in an attempt to better understand the link between allergies and asthma. Grace is also activities coordinator for the Social Sciences Honor Society and an active member of the National Honor Society and Walker Drama. In her leisure, Grace enjoys jogging, playing volleyball, drawing and playing the piano.



Marilynn Ly, Tempe, AZ, Corona del Sol High School
College Plans: Yale University

I am in love. First and foremost, I love my family, which includes my amazing mother, buddy-dad, and two spunky sisters. I love learning—it's my favorite thing to do! I devour writing in every form it comes in, whether it be textbooks, newspaper, poetry, plays, or novels. My third love is volunteering, especially with children. It makes my heart smile in a million different places when I get the opportunity to help someone in need. I love to travel because I can create a worldwide family; I have been to Italy, France, Switzerland, Canada, Hawaii, and Vietnam. My dream is to give my family and the world all the wonderful things it has given me. I will begin making my dream a reality by becoming a cardiovascular surgeon; after all, I love so many things that I might as well deal with matters of the heart for a career!



Cullen Macbeth, Washington, DC, St. Alban's School
College Plans: Yale University

I love being involved in the life of my school. At the end of my sophomore year, I earned an appointment as opinions/editorials editor of our school newspaper, and the next year rose to be a co-editor-in-chief. After two years spent debating in the Government Club, I was elected last spring as co-liberal president, given the responsibility of helping organize and run the club's meetings. This year I have served on the student council as a senior prefect and have spent the winter and spring working with teachers and other students to improve the student body's understanding of the Honor Council in an effort to heighten community awareness of and dedication to honor. For the past three years I have also rowed crew, and I earned a silver medal in 2003 at the Scholastic National Regatta in the lightweight four event.



Elizabeth Ashmore MacFarlane, Oxford, England, Phillips Exeter Academy
College Plans: Princeton University

I am an American living in England. I go to boarding school in the United States. As a child, I was confused about identity, perceived as American in England and English in America. At home we always had visitors from around the world. Hearing about their countries, I came to love my broad identity. I read avidly as a child, learning about as many people as possible. My concern for people brought me to volunteer in an Irish community for disabled children for the past two summers, where I will also volunteer next year. I love English, history, religion and creative writing. I don't know what I will be. I want to change people's lives and to help the world, be it through aid work, writing or academics, remaining true to my upbringing by drawing the world closer while expanding my horizons and those of others around me.



Paul Magyar, Providence, RI, Classical High School
College Plans: Dartmouth College

I have always been curious about the world around me. This curiosity has led me to a passion for science, and I have conducted research in environmental science and geology over the past seven years. This work has given me the chance to participate in the Rhode Island and International Science and Engineering Fairs and to be semifinalist in the Intel STS program. I have explored many other areas of science through the National Science Olympiad. Additionally, as an Eagle Scout, I have had many opportunities to explore the natural world. In a different realm, I enjoy learning about the people of the past and have studied Rhode Island's historical figures. My school's motto is a quote from Tennyson's *Ulysses*: "To strive, to seek, to find, and not to yield;" this is a tenet I will continue to pursue.



Dhruv Maheshwari, Wayne, NJ, Wayne Valley High School

College Plans: Harvard College

Dhruv is a scholar who is always searching for something new and challenging to investigate. Whenever he comes across an area that intrigues him, he seizes the opportunity to learn more and think of new applications. Over the past several years, this has led him to explore in great depth topical fields such as astrophysics, biochemistry, discrete mathematics, and architecture. He hopes to someday synthesize different, seemingly disparate fields of study to provide solutions to problems being faced by modern society. He is also a leader, having served as the president of his school's student council, Junior Statesmen of America chapter, and computer club, as well as editor-in-chief of the school newspaper and captain of the Quiz Bowl team. He enjoys playing several musical instruments in his spare time, and is a competitive tennis player. He serves the community through volunteer tutoring and Vivekananda Vidyapith, a youth organization.



Kyle Mahowald, Fort Lauderdale, FL, Pine Crest School

College Plans: Harvard College

My general philosophy is to work hard at whatever activity or passion I choose to pursue. As co-editor of the school newspaper, I take great pleasure in English classes, although I also often enjoy work in math and the sciences. Perhaps because of my love for words and English, I have a passion for solving and creating puzzles of all types, particularly crosswords. My crossword puzzles have appeared in the *Tribune Media Service*, *Universal Press Syndicate*, *Los Angeles Times*, *Wall Street Journal*, and *New York Times*. Another great passion of mine is tennis, which I have enjoyed playing for almost my entire life, and at the varsity level for six years in high school. I also love many other sports and can often be found playing games of pickup football, hockey, and basketball, or cheering on my beloved Dolphins and Marlins at the stadium.



Andrew Malcolm, Fort Lauderdale, FL, Pine Crest School

College Plans: Princeton University

As a rare "native son" of South Florida, Andrew has strived to soak up the experiences and diversity of his unique community. From a very young age, public service has been his passion, leading him to serve in numerous leadership roles in political campaigns on the national, state, and local levels. He has sought to expand his campaign experiences into other areas, serving on the student council, editing the school newspaper, and working in the U.S. House of Representatives as both a page and an intern for Representative Ileana Ros-Lehtinen. Andrew has strived to serve others and discover his heritage by collecting and distributing books to independent libraries in Cuba through the organization he founded, Libros Para La Libertad.



Dylan Mathieu, Madison, WI, West High School

College Plans: Washington University

With interests in the physical sciences, athletics, and social justice, I participate in a variety of activities that range from meteorology research at the University of Wisconsin at Madison to delivering meals to homebound elderly through Meals-on-Wheels. As a captain of a State Premier soccer team and a two-year high school varsity player, I have embraced soccer since childhood. The sport has influenced me beyond my athletics on the field, as I coach underprivileged youth each Saturday and referee in the spring and fall. I proposed, organized, and directed summer soccer camps on a Native American reservation in Sisseton, South Dakota, during my sophomore year, and the camps have since expanded as the sport becomes increasingly popular in the community. Through the West Rocketry Club, I have developed an interest for rocketry that recently culminated in a successful high-powered launch at the Marshall Space Flight Center through the NASA Student Launch Initiative.



Caitlin McAuliffe, North Miami Beach, FL, Pine Crest School

College Plans: Yale University

At the age of three, Caitlin announced that she would never go to school and never take music lessons. Her early pronouncement was eventually forgotten as Caitlin eagerly engaged each new subject in school, completing her third grade year ready for Algebra I. In the years since, Caitlin has excelled in math and science competitions, held positions of leadership in her community and school, been a hospital operating room volunteer, and engaged in summer study in genetics and molecular biology. Her interest in science is equaled by her passion for music. From her first public performance at the age of four, Caitlin has won violin competitions, sat as concert mistress in orchestras, founded the Helios Quartet, and performed to live and television audiences throughout South Florida. Most recently she was featured in the *Fort Lauderdale Sun Sentinel* prior to her performance of the Tchaikovsky Violin Concerto with the Ars Flores Symphony Orchestra.

2005 PRESIDENTIAL SCHOLARS



Walter McClean, Woodbridge, VA, Gar-Field High School
College Plans: The College of William and Mary

I've bounced around a little bit in these past 18 years. Living in northern Virginia, then living five years in Germany before returning stateside, my family eventually found its way right back to northern Virginia. Throughout high school, I have been participating in the International Baccalaureate Program, which I casually refer to as "AP on Steroids." Besides copious amounts of homework, I was active in Model United Nations, theater, and academic team. Outside of school, I earned my Eagle Scout Award, am active in my church youth group, and have taken up fencing. I plan on studying economics and government in college, hopefully pursuing a double major, which would lay a nice foundation for graduate school and beyond. I plan to work in politics though I still have not made the decision to focus on national or international politics.



Ian McKinley, Sandy, UT, Skyline High School
College Plans: Brigham Young University

Since his birth, Ian has been an international traveler. During the first ten years of his life, he lived in Hong Kong, Bangkok, Tokyo, New Jersey, and Singapore. He's a multi-talented student and loves most every subject (with the possible exception of P.E.). He has taken 12 Advanced Placement tests in many categories over his high school experience, with outstanding results. He has long loved reading, cooking, and gardening, and his favorite cuisine, both to cook and to eat, is Thai. Through service, he has influenced many lives as a Skyline High Service Scholar, president of the Skyline Key Club, and vice president of Operation Smile. He will attend Brigham Young University, where he plans to pursue a joint degree in mathematics and music performance. For postgraduate studies, he plans to get a degree in finance and rekindle his love for overseas travel.



Candace Mitchell, Gainesville, FL, Phillips Academy
College Plans: Duke University, Columbia University, or Brown University

Candace Mitchell is a 2005 Level I Winner for writing in the National Foundation for Advancement in the Arts Recognition and Talent Search. She has won the Goodhue Prize, the Charles Snow Burns Poetry Prize, and the Library of Congress Literary Letters Contest Award; in addition, she has won third place in the English Teachers of Alachua County Fiction Contest and won first place in the English Teachers of Alachua County Holocaust Essay Contest. She was a semi-finalist in the Ayn Rand Essay Contest. Candace acknowledges her mother, Cecelia Mitchell, for providing guidance, support, and courage in her artistic pursuits. She has always been interested in writing, but was encouraged to find her voice after reading Toni Morrison's *The Bluest Eye*.



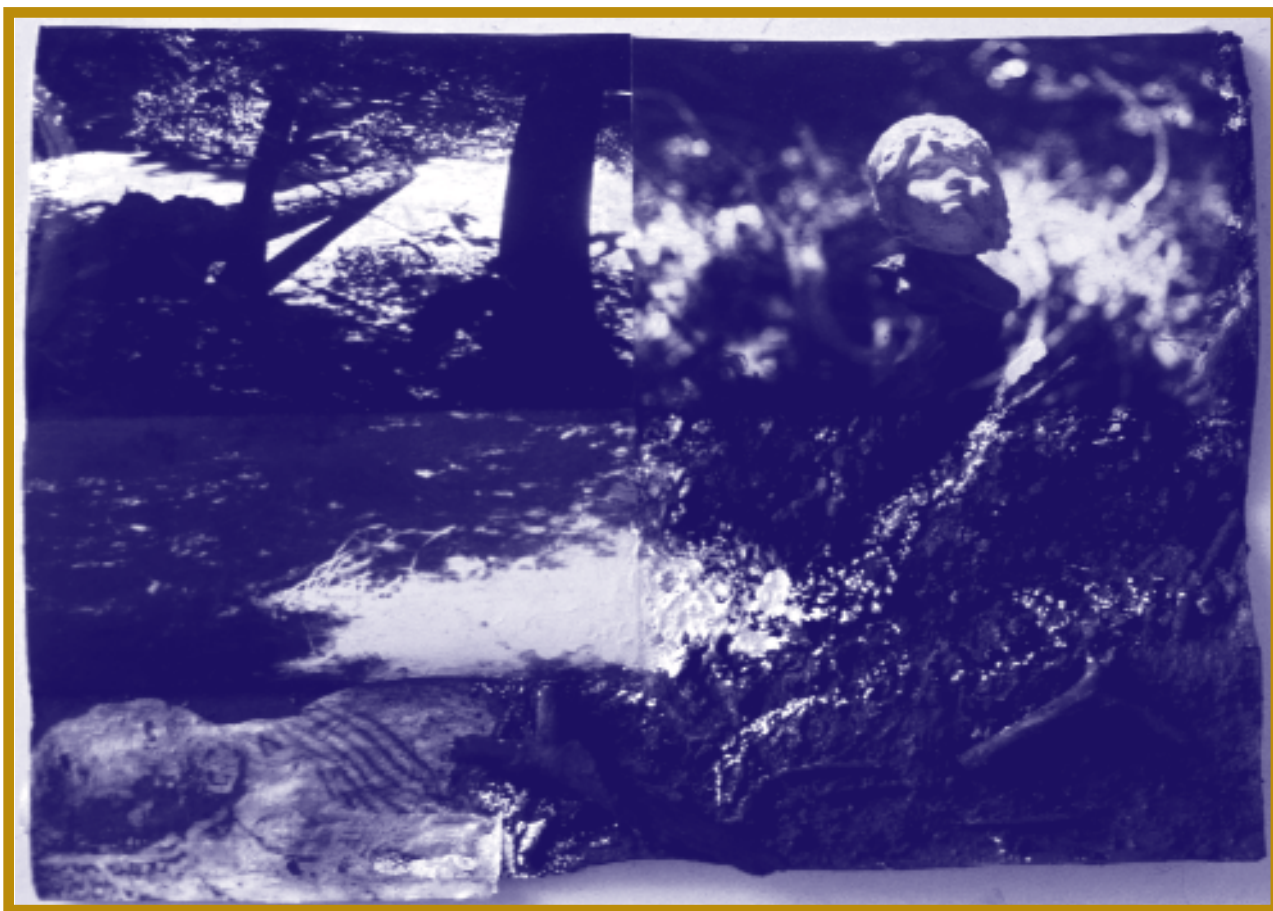
Anish Mitra, Lincoln, NE, Lincoln East High School
College Plans: Stanford University

Anish Mitra is an 18-year-old high school senior at East High School. He participates in forensics and won the 2004 Harvard National Extemporaneous Speaking Award, as well as placing fifth in the U.S. in extemporaneous speaking at the 2004 National Forensic League's National Tournament. Anish Mitra is also an accomplished bassist and has played with the Lincoln Symphony Orchestra for the last three years. Anish has won several bass playing accolades, including a top five finish at the 2001 International Society of Bassists 14-and-under Solo Competition, the 2002 Emerson Full Tuition Scholarship to Interlochen Arts Academy Summer Camp in Michigan, and first place at the 2004 American String Teachers Association 19-and-under String Bass National Solo Competition. Anish volunteers actively teaching young bassists at music camps and serves as president of YouthInspire, a youth-run volunteer foundation. In his spare time Anish enjoys reading, running, and listening to music.



Matthew Mudd, Kodiak, AK, Home School
College Plans: Harvard College

I am a self-motivated, often self-taught student, and I currently hail from an area where grizzly bears constitute the local majority. My major accomplishments include rounding up wild horses, surviving eastern Oregon wildfires and a boat fire in Alaskan waters, and living on a secluded island for three months while seeing no one other than my immediate family. My other various accomplishments include serving as vice president of the local Phi Theta Kappa Honor Society chapter, Who's Who 2003-2004 and 2004-2005, National Honor Roll inductee, and many other things. As I gaze around my room where I am preparing this revealing document, I am reminded of time spent with friends touring Turkey, chilling out in Florida, cruising Rhode Island, walking the beaches of Kodiak, and road-tripping with my best friend Bill. If my epitaph could read one thing, I would like it to say: "If nothing else, he was a good friend."



Jessica Qualls
*Rwandan Denial Buried
Atop the Ground*
photographs, gesso,
whiteout, dirt, ink, graphite
powder on paper
9" x 12"

2005 PRESIDENTIAL SCHOLARS



Tracy Mumford, Portland, OR, St. Mary's Academy
College Plans: Hamilton College

Tracy has spent the last four years living life. She enjoys staircases, long division, ice cream, the line-item veto, irregularly conjugated French verbs, lawn gnomes, the Fundamental Theorem of Calculus, gerrymandering, short stories by Canadian authors, Easter eggs, public transit, technical theatre, peanut butter and jelly sandwiches, Guster, New Zealand poetry, polydactyl cats, Marion berry pie, Greek islands, De Jonge v. Oregon, fire escapes, the Willamette River, orange suits and shoes, Texas airports, Virginia Woolf, gold pens, Jackie Chan, mitosis, minivans, soundboards, the rain, blue hair, coffee shops, pterodactyls, cartwheels, alphaketoglutarate, midnight walks to the bus stop, and her friends. Next year, Tracy will be working in the South Pacific to warm up before heading off for school on the frigid East Coast.



Theresa Myers, Portland, OR, St. Mary's Academy
College Plans: Carnegie Mellon University

Theresa, besides working hard enough to become valedictorian, is involved in a plethora of activities. She enjoys running in circles after balls (read: playing soccer and lacrosse), spending time in windowless rooms (participating in the ater), adding sugar to the diet of senior citizens (organizing birthday parties at a low-income assisted-living center), and vicariously reliving the horror of imminent middle school (mentoring a fifth grader). To ensure that she has no time for a job, she volunteers—as a tutor to children in transitional housing, as a meal server at a homeless shelter, and as a student leader at Outdoor School. She also pursues such quaint hobbies as eating, sleeping, and acquiring every possible lung-related disease (currently, she has whooping cough; she's working on catching influenza next). In ten years, she plans to be living in a foreign country, to have been scuba diving, and to possess some sort of degree.



Arvind Nagarajan, Novi, Michigan, Detroit Country Day School
College Plans: Yale University

I am determined to make a difference in the world of children through leadership and dedication. The young ones begging for sustenance in the shadows of the beautiful Taj Mahal is a haunting memory for me. Consequently, my volunteer and paid positions have involved helping children. I teach tennis on a volunteer basis at the Boys and Girls Clubs in Detroit and USTA community outreach programs since I am a nationally ranked tennis player, having played competitive tennis for nine years. At Balavihar, I teach children about Indian history, religion, and culture. I am deeply concerned about environmental degradation. Next month I begin a research project on green roofs. Having been captain of the varsity tennis team for two years and class board treasurer for four years, I hope to lead efforts in sustainable business development to eradicate poverty among children and preserve nature.



Suguna Narayan, Broomfield, CO, Thornton High School
College Plans: University of Colorado at Boulder

My family is from India, where education is the top priority for children, so I have grown up to be a fairly studious person. I am a bookworm, and I spend a good deal of my spare time reading; however, I also love to be active in my community. I have become involved with many volunteer groups, and I enjoy the work greatly. I am a creative person as well, and I am involved with many different arts groups in my school and community. I play the alto saxophone in my school's marching and concert bands. I take classical Indian dance lessons as well as classical Indian vocal music lessons. I was part of a community drama group that performed plays for Indian cultural festivals for many years. My goal in life is seeing the world.



Charles Nathanson, Hamden, CT, Hamden High School
College Plans: Harvard College

Charles has several interests both inside and outside the classroom. One of his principal interests is mathematics; he started taking math courses at Yale University at age 14 and is currently completing a course designed for college senior math majors. Charles has also gained national recognition for his performance on several math competitions. At his high school, Charles is captain of the debate team and the math team, president of the chess club, a member of the cross-country team, and a contributor to the school newspaper. He also teaches AP Calculus and AP Physics, experiences he finds consistently rewarding. Outside of school, Charles is a serious student of the violin. He especially enjoys playing unaccompanied Bach. He has participated in the Boston University Tanglewood Institute, is concertmaster of his school orchestra, and is president of the Greater New Haven Youth Orchestra.



Mark Norsworthy, RAF Lakenheath, England, Lakenheath High School

College Plans: Massachusetts Institute of Technology

I am an “Air Force brat” who has never lived in the United States, yet I am just as American as anyone living in the USA. I was born and raised on Ramstein Air Base, Germany, and moved to England when I was 16. I enjoy traveling, and have visited 14 countries and 12 world capitals. I love math and science, and I was the Department of Defense Dependent Schools Europe representative to the Research Science Institute at MIT for 2004. I also love history, government, and politics, and I was a United States Senate Youth Program delegate this year. As a Model United Nations delegate, I have attended conferences in several countries, most notably Russia. I am a black belt in Okinawan karate, play the piano, and have a varsity letter in track. 18 years overseas has given me a wide range of experiences to build upon as I move into college life.



Julia Ogilvie, Honolulu, HI, Punahou School

College Plans: Hunter College

Julia Ogilvie is from Honolulu, Hawaii, and is a recent graduate of Punahou School. She placed third in the 2004 National Shakespeare Competition, and has received two awards from the Hawaii State Theater council in acting. She was honored to win first place at the Hawaii State Speech Tournament in Storytelling. Julia is also a 2005 State Winner in the National Society of Arts and Letters Comedy Competition. Julia will study at Hunter College in New York City.



Courtney E. Otto, Louisville, KY, Kentucky Country Day School

College Plans: Dartmouth College

Simply put, I love to talk. My love for language (and, okay, speaking my mind) has largely shaped who I have become over the last 18 years. I wrote my first “book” at age eight and am still an avid reader and writer; my attraction to public speaking led me to participate in forensics throughout high school, where I dealt with my (somewhat inexplicable) fear of audiences in the final rounds at CFL and NFL Nationals last year. I’ve taken French for the last seven years, and have ranked in the top ten in the nation in the National French Contest for the last four; I want to attain fluency in this language in college so that I can more easily pursue a career in international relations or diplomacy. On a less serious note, I love thunderstorms, being with friends, fits of inexplicable laughter, and sappy movies—I’m big on happy endings.



Shaily Pandey, Richmond, VA, Maggie L. Walker Governor’s School

College Plans: Duke University

From age eight, I imagined myself becoming a doctor; however during high school, I have discovered another passion—government. I have found a balance between the two fields, as I am the state coordinator of the Virginia Student/Parent Mock Election program and captain of the policy debate team. I also spend my summers volunteering and doing research at Virginia Commonwealth University’s Medical Center. Community service is an activity that I genuinely love to do. From volunteering at the library, to coordinating the school’s shadowing program, I spend a lot of time giving back to my community. I gather satisfaction by knowing that I am helping others. In the future, I hope to merge both of my interests—medicine and government—and help draft health policy.



Taylor Papallo, Conyers, GA, Salem High School

College Plans: Boston University

Like the Energizer Bunny, I never stop. Between extracurricular commitments—Beta Club president, 4-H, National Honor Society vice president, Academic Team captain, Math Team, English Honor Society—rigorous schoolwork, pursuing pastimes like reading and writing, and maintaining a social life and family time, sleep is a rarity. Yet despite the bags under my eyes, I wouldn’t change a thing. My diligence and determination have certainly proven worthwhile, as my accomplishments include becoming a National Merit Scholar, a Master 4-Her in Dairy Quiz Bowl, serving as my school’s STAR student, being selected to participate in the 2003 Georgia Governor’s Honors Program, and contributing as a member of the two-time region-winning Rockdale 4-H Envirothon team. In the future, I plan to major in English (and possibly minor in Italian), eventually receive graduate degrees in English, and teach at the collegiate level, sharing my passion for words with ensuing generations of scholars.

2005 PRESIDENTIAL SCHOLARS



Arnaldo E. Pereira-Diaz, Ponce, Puerto Rico, Colegio Ponceño
College Plans: Massachusetts Institute of Technology

Arnaldo's interests include computers, mathematics, videogames, Japanese animation, and music. He loves to go to the movies with friends, or just hang out. Arnaldo is an Eagle Scout and an active member of his troop. Arnaldo values friendship and loyalty above all. He is a risk taker, unafraid of trying new things. He is creative, smart, and funny. Arnaldo has attended summer programs and taken classes for credit at Carnegie Mellon University in Pittsburgh and Harvard College, and has participated in many math competitions and Olympiads at the regional, state, national and international levels. Arnaldo will start his college studies in chemical engineering at the Massachusetts Institute of Technology, in Cambridge, Massachusetts, next fall, and plans to study law after that. He has an older sister, Marian, an older brother, Amado, and a younger sister, Kathy.



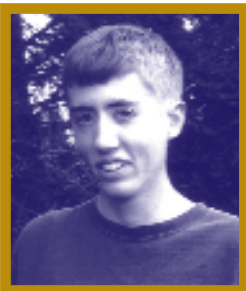
Natasha Platt, Wilmington, Delaware, Concord High School
College Plans: Harvard College

I am both an artist and a scholar. My academic interests are far ranging, yet all my intellectual discoveries converge into a single focus—artistic expression. My paintings were nationally recognized three years in a row, and as a result my work was displayed in the Corcoran Gallery in Washington, DC. I am a fashion designer with my own couture business. I do the designing, pattern making, and sewing myself, and my commissions have ranged from a spiked trench coat to a silk concert blouse. I also play the flute competitively, and I volunteer after school, helping inner city girls with their homework. I love to explore different cultures and experience different types of music and food. As I finish high school, I am eagerly anticipating the future and all the things I am going to experience.



Rachel Pollack, Oklahoma City, OK, Classen School of Advanced Studies
College Plans: Harvard College or Stanford University

I am a student and a teacher. To the disbelief of some, I have actually enjoyed my two years in the International Baccalaureate (IB) program. IB has taught me to think critically, question everything, and avoid procrastination! In addition to high school classes, I have taken several college courses concurrently at a local university and through summer programs. When I'm not learning, I'm often teaching. Last fall, I started a tutoring business at my school, through which I employ other high school students as well as tutor five to six hours a week. I also teach Hebrew School to fifth graders. Outside of official teaching positions, I stay involved in sharing knowledge in some way—writing newspaper articles, presenting Model United Nations resolutions, lobbying state legislators with the Young Democrats, or discussing philosophy with my brother.



Gordon Powers, East Kingston, NH, Phillips Exeter Academy
College Plans: Harvard College

Everyone has an obstacle to overcome in his life, and I am no exception. I was born with a moderate hearing loss and a speech disorder, both of which have greatly impacted my life. However, I accept them as part of who I am and do not let them prevent me from achieving my goals. Academically, I have always excelled in mathematics, but I have discovered that my true passion lies in biological science. I will be pursuing biology as my college major, but am unsure of my career plans at this time. Outside of classes, I am actively involved in a number of organizations, but my most important extracurricular activity is the Sign Language Club that I co-founded. This organization allows me to share my knowledge of sign language with others, and I hope that my peers have become more sensitive of individuals with physical differences in the process.



Noah Putterman, Raleigh, NC, William G. Enloe High School
College Plans: Northwestern University

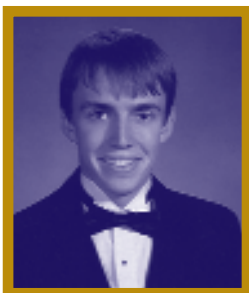
The son of Yankee transplants, Noah has had the incredible opportunity to perform with the North Carolina Theatre, the state's premier professional regional theater, since a very young age, and has held leading roles in the productions of their youth program, Kids on Broadway. This past September, Noah had the pleasure of working with Broadway veterans Terrence Mann and Matthew Bennett in their original rock-musical version of Shakespeare's *Romeo and Juliet*, in which he starred as "The Friar." Noah has also been very active in his drama department at school. The only student on the Carolina Arts Festival's board of directors, Noah has been asked to direct their next summer production.



Jessica Amanda Qualls, Queens, NY, Benjamin N. Cardozo High School

College Plans: Cornell University

The qualities that make distinguish me from my peers are my unparalleled thought processes, my extensive enthusiasm for the things I learn, my genuine love for the connection of mankind, and my artistic personality and capabilities. It is easy to be a follower, but it takes courage, strength, authenticity, and a sense of self to become a leader. It is this aspect of my character that I uphold and try to instill in others. In college I will study fine arts and political science. I will become both a constitutional lawyer and a freelance artist. One day I will become a U.S. Supreme Court Chief Justice and open several art studios for underprivileged youth. My thorough faith in the human race stems from my desire to love and share myself with others. My passion and initiative are boundless. I will guide myself through life rather than wading along, letting life pass me by. My thinking could be summed up by a quote from Lord Alfred Tennyson's *Ulysses*, "How dull it is to pause, to make an end, to rust unburnished, not to shine in use! As though to breathe were life!"



Stephen Ramey, Florence, SC, West Florence High School

College Plans: Furman University

Athletics, service, and family have been three important aspects of my life during high school. During the spring, I always played varsity or junior varsity soccer; in the fall, I competed with my traveling soccer team; then in the winter, I coached or participated in church basketball. Some of the service activities that were most rewarding during this time were working as a junior counselor at asthma camp, coaching a 12-and-under basketball team, going on mission trips such as the one to New York to help the homeless, and raising funds to take needy children shopping for clothes and toys at Christmas. I also enjoyed trips with my family to spend time with my brother, my sister-in-law, and my nephew in Florida and to visit my sister when she was doing mission work in Venezuela.



Kathryn Austin Hua Ray, Washington DC, Sidwell Friends School

College Plans: New York University

I am a conscientious student, an overprotective sister, an idealistic dreamer, a stubborn devil's advocate, an incurable insomniac, a self-conscious teenager, a restless traveler, an amateur existentialist, a martial artist, a writer, an actor, and a philosopher. Born and bred in Washington DC, raised by a Chinese mother from Princeton, New Jersey, and a Caucasian father from Lima, Peru, I am the amalgam of all of my circumstances. At this point in my life, I am full of dreams and ambitions, but I am still trying to sort out who I am before I can choose who to become. Next year, I intend to travel and volunteer in Africa and Southeast Asia before attending NYU, where I expect to earn an entirely non-remunerative degree in Philosophy or English. After college I will probably get a job and become a real adult, but I plan to put that off for as long as possible.



Joseph Reardon, Liberty, MO, The Pembroke Hill School

College Plans: Duke University

Joe is a scientist, humanist, and scholar, and is not afraid to transcend the boundaries of academia in order to explore a variety of fields. He is a two-time National Science Bowl participant and recipient of National Science Olympiad medals in forestry, chemistry laboratory, practical data gathering, and disease detectives. He is also a Siemens-Westinghouse semifinalist for his research on Lyme disease at the University of Kansas Medical Center. Joe is a volunteer pianist and organist at his church. When he is not engrossed in these endeavors, he is busy working as a co-chairman for the wellness committee, student government representative, and jazz band tenor saxophonist. In his free time, Joe enjoys planting trees, biking, and playing the piano. This fall, he will enter Duke University as an Angier B. Duke Scholar. After college, he plans to pursue a career in medicine or public health.



Kimberly Elise Reinhold, Hilo, HI, Saint Joseph's High School

College Plans: Massachusetts Institute of Technology

I enjoy dancing, writing, playing music, and teaching children to swim, but my passion is science. I have taken ten science courses at my school and online, and I am captain of the Math League and Science Bowl teams. Science fair projects are an academic priority and an extracurricular joy for me. I love discovery. Even late nights with a cup of coffee, a headache, an unfinished computer program, and a deadline bring me a sort of satisfaction. I like to think that I am contributing to our understanding of the world. For the past four years, I have been researching novel approaches to artificial intelligence. I spent a summer working in a lab at the Massachusetts Institute of Technology. I have been to international science competitions. These experiences have taught me how many incredible opportunities exist beyond my small hometown. One just has to seek them.

2005 PRESIDENTIAL SCHOLARS



Logan Richman, Tower City, ND, Maple Valley High School

College Plans: Concordia College

I'm a people-person at heart. I believe that happiness isn't measured by the trinkets and accolades thrown your way, but by the people with whom you share your time. Because of that, I choose to take part in many different activities. My involvement has allowed me to wear numerous hats: class president, student council president, Students Against Drunk Driving president, trumpet player, singer, actor, scientist, golfer, basketball statistician, football statistician, reporter, farmer, volunteer, and friend. Although each of my hats has its own merit, I prize my friend hat above the others. Each activity I undertake brings a challenge and a sense of pride, but having friends at my side compounds the enjoyment. I keep busy with extracurricular programs and volunteer work, but in my free time, I am an avid water-skier and ping-pong player—though not simultaneously. I also work on my family's small grain and row-crop farm in the summer.



Christopher Rigell, Oak Ridge, TN, Oak Ridge High School

College Plans: Vanderbilt University

Although I was not born in the United States, I consider myself first and foremost an American. I was born in Seoul, South Korea, and came to the U.S. at the age of three months. I became a citizen of the United States of America when I was two years old. I feel great honor and pride when I think of all the freedoms and rights that were bestowed upon me when I received my citizenship. I currently live in Tennessee, a beautiful state with friendly people. I play violin, piano, basketball, and golf. In my free time I enjoy watching sports events. On weekends I earn money playing in a string quartet. My two main interests are science and music.



Rachel Rosenstein-Sisson, Sherman Oaks, CA, Marlborough School

College Plans: New York University

From childhood, Rachel was a visual artist, experimenting with all types of media. More recently, her artwork has evolved from the functional and practical, such as fashion, package design, and furniture design, to non-functional sculptural pieces that serve as social commentary. She was a founding member of Teens of Contemporary Art at Museum of Contemporary Art in Los Angeles, and was a curator for a city-wide show of student art and music. Rachel has also participated in non-art related activities, which have provided inspiration for her art. She volunteered at Amnesty International, protesting the murder of women in Juarez, Mexico, and researching sex-trafficking. Rachel was co-captain of her school's varsity cross-country team, winning the league championship for the first time in the school's history. Believing that art is influenced by and influences the culture at large, Rachel wishes to continue her studies in studio art, and may pursue a career in medicine.



Shahin Rothermel, Aiken, SC, Aiken High School

College Plans: New York University

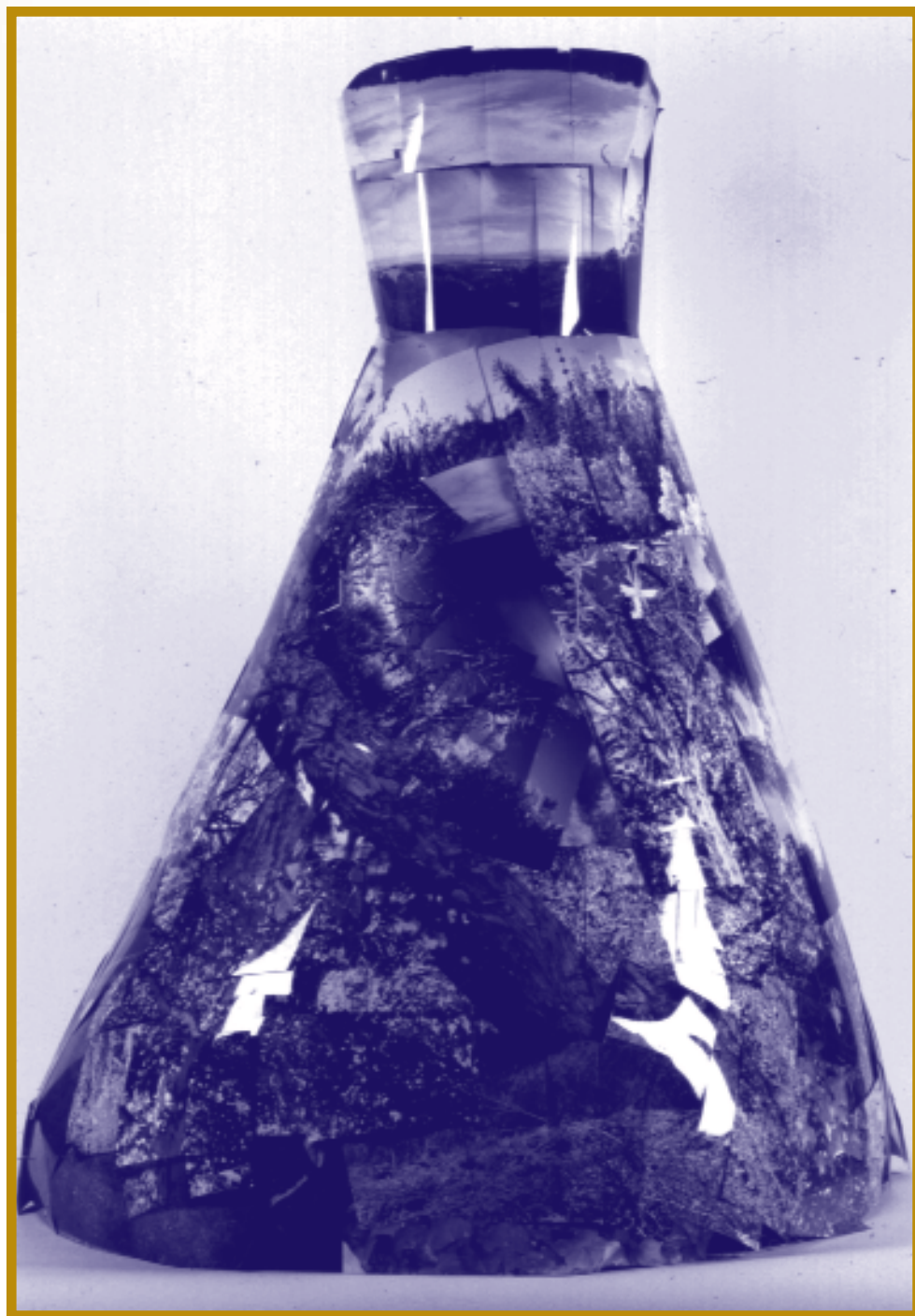
My two greatest loves are traveling and learning about new cultures. I speak Farsi (Persian) and German, and I have been an exchange student for a summer in Germany. I like to play sports; I was the captain of the cross-country and track teams at my school, I swam for a summer league for eight years, and I love playing ultimate frisbee. I also work as a lifeguard in the summer. Another passion of mine is writing websites. I won the South Carolina Thinkquest Website Design Contest, and I have designed websites for my school, the Aiken Running Club, the Aiken Robotics Team, and the Girls Against Bullying Program. I want to major in international relations, attend law school, and become an international lawyer for a humanitarian organization or an international diplomat.



Bethany N. Roy, Cape Elizabeth, ME, Cape Elizabeth High School

College Plans: Yale College

I spend a lot of my time outside of school participating in clubs such as Operation Smile, the volunteer club, debate team, student council, math team, and the National Honor Society. I also play on the tennis team, and I'm an emergency medical technician assistant. Growing up in Maine, I have always loved the ocean and the outdoors. Sailing, hiking, skiing, and camping are some of my hobbies. I am known for always laughing and for having a good sense of humor, and I try not to take myself too seriously. In my free time, I enjoy napping on my lawn, writing, night swimming, singing (even though I have a horrible voice), and playing barefoot tennis. In the future, I'm thinking of majoring in biotechnology or possibly Latin American Studies.



Rachel Rosenstein-Sisson
Mother Nature
chicken wire, copper wire, color
photographs, masking tape
3'8" x 33" x 33"

2005 PRESIDENTIAL SCHOLARS



Claire Santoro, St. Louis, MO, University City High School

College Plans: Brown University

One of the hardest assignments I have ever received came on a college application: "Write about the activity or experience that has meant the most to you." How could I choose? Like almost every high school student, I fill my days with many things, each one immensely important to me. I could have written about arguing as a mock trial attorney and earning a place in the state championship trial. I even considered writing about the elementary school kids I mentor in science; I could even have written about the triumphs and challenges of playing soccer and field hockey for teams with much-less-than-perfect records. Finally, though, I decided to write about helping create "Tapping Gravity," a tap dance and juggling performance group. That experience, I believe, provides the most complete picture of me—my willingness to accept challenges, my dedication, and my wholehearted sense of fun.



Christian B. Schlegel, Wyomissing, PA, Wyomissing Area High School

College Plans: Princeton University

I have never water skied, swallowed fire, or been to Ohio. I can blow up a balloon but can never manage to knot it. My longest recorded headstand is two minutes or a minute and a half, depending upon whom you ask (I may or may not have leaned against a wall for the final thirty seconds). I love Mello Yello, burritos, camping, lacrosse, cricket, quoits, and swimming. I can run a mile in jeans and dress shoes in under seven minutes. Despite hundreds of attempts, I have never skipped a flat stone more than four times. I enjoy all ice cream flavors except pistachio. I have swum in the Tyrrhenian Sea.



Nicholas Schluterman, Fort Smith, AR, Southside High School

College Plans: University of Arkansas

In tenth grade, I promised myself that for the next few years, I would not allow grades to interfere with learning. The thirst for knowledge has driven my life throughout high school. Along the way, I have met a variety of wise people in the most unexpected places, and I am most grateful to them for teaching me and broadening my horizons. In the past few years, I have searched high and low—from advanced placement to general classes, from National Science Bowl to the Southside drum line, from cathedrals to trailer parks—and I have found no person and no situation from which I could learn nothing new. My journey now seems to be leading me to a simple campus in Fayetteville. From there I plan to resume my lifelong campaign, through science, teaching, and politics, which hopefully will take me to dazzling new worlds filled with the wisest of people.



Josiah Schwab, Fort Wayne, IN, R. Nelson Snider High School

College Plans: Massachusetts Institute of Technology

I am a highly motivated person who loves to read and loves to learn. I am interested in mathematics and physics. I have been heavily involved in math and science activities since my early years of elementary school. During the summer of 2004, I participated in the NASA Summer High School Apprentice Research Program. I worked at the Center for High Technology Materials in Albuquerque, New Mexico, performing research in the area of semiconductor physics. I have been a part of my school's Academic Super Bowl and Academic Decathlon teams. I have also been a member of my school's National Honor Society. Outside of academics, I play the trombone in my high school wind ensemble, orchestra, marching band, jazz band, and pep band. I was a member of the 2004 Indiana All-State Jazz Band, and I plan to continue playing jazz throughout college.



Dana Scott, Cranston, RI, Moses Brown School

College Plans: Brown University

Whenever someone asks me about my plans for the future, I say that I am going into Brown's eight-year medical program, and though I am not sure what I want to major in, I want to study classics, marine biology, Italian, and math. Usually, the person who asked says something along the lines of, "Wow, those are some pretty different fields!" I am not necessarily indecisive about what I want to do and study, but I just want to do and experience so many things at once that it can seem that way. That desire for learning and experiencing is the essence of who I am. I am a learner, a coral reef explorer, a runner, a musician, a squash player, a skier, an outdoorsman, and a loyal shopping buddy. I find interest in just about anything, and am constantly amazed and intrigued by the many facets of our world.



Peter Severson, Sioux Falls, SD, Lincoln High School

College Plans: Princeton University

I've been heavily involved in music for as long as I can remember. Playing the piano and the euphonium has been a release for me from the anxieties of daily life. I was a drum major for my marching band during my senior year, the same year that we marched in the Tournament of Roses Parade. My instruments have led me to be a part of the symphonic band, the symphony orchestra, and the jazz bands. Aside from music, I've enjoyed many activities at my Lutheran church, including the brass group, hand bells, and 12 consecutive years in the choirs. I accompanied the children's choir for four years as well. My involvement with our outstanding and mission-oriented youth group has taken me around the nation and around the world, from New York City; Atlanta; Washington, DC; and Montana; to Nicaragua, Peru, Norway, and Denmark.



Carol Shih, New Orleans, LA, Benjamin Franklin High School

College Plans: Princeton University

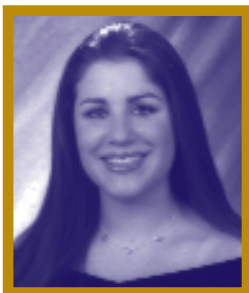
I view my life as a giant sheet of blank manuscript paper. With every experience that I have encountered, whether it was garnering academic prizes, winning piano competitions, playing with renowned orchestras, serving as student council president for three years, teaching Sunday school and playing piano at my church, working as a lab assistant researcher at the Louisiana State University Health Sciences Center, or volunteering at local hospitals, I consider each experience a new melody composed on my paper. My ambitious drive to succeed is tempered by a mature perspective on the priorities of my life. I want to be a pediatrician and travel to less fortunate countries to help save the lives of suffering children. As I grow older, this manuscript will evolve into a grand composition that sums up my dual purpose in life: to be of service to others and to enrich lives through caring and a spirit of goodwill.



Michelle Siao, Belmont, MA, Buckingham Browne and Nichols School

College Plans: Harvard College

A big sister, pianist, violinist, newly baptized Red Sox fan, amateur tennis and soccer player, video gamer, stargazer, giggle box, film fanatic, and Hobbit head, Michelle enjoys eating fluffy pancakes before a day of classes and chamber rehearsals with friends. She will mention the all-school music festival and Simply Music club that she founded, her editorship of the literary magazine, school awards for history and profile papers, Scholastic Gold Award for writing, tours with the New England Conservatory's Youth Symphony and Youth Philharmonic orchestras, time served as concertmistress of the Youth Symphony, state piano competition prizes, national French awards, and ALS research she has conducted at Massachusetts General Hospital. But more importantly, Michelle expresses her gratitude to the family, friends, and teachers who have supported her along the way. She aspires to be among those who make humanity beautiful despite all its flaws.



Stephanie Simon, Weston, FL, University School of NSU

College Plans: University of Pennsylvania

I pride myself on being a well-rounded person. I have a multitude of pursuits, only one of which is academic success. I love sports, and I was a two-sport (soccer and softball) varsity athlete in high school. Journalism is one of my interests: I participated in both the student newspaper and political newsletter as a staff writer and editor. Community service is important to me, and I helped to raise over \$600,000 for the Tourette Syndrome Association. Politics is my passion: I was president of my class for two years and I plan to become more seriously involved with politics on a national level. I plan to study philosophy, politics, and economics in college with hopes of later earning a law degree.



Tara Skebba, Cedarburg, WI, University School of Milwaukee

College Plans: Undecided

At age 16, I am seen as a: top academician (valedictorian, Cum Laude Society, National Merit Finalist, Advance Placement Scholar, quadruple National Latin Exam Gold Medalist, honor roll, Bausch & Lomb Science Award, National Society of High School Scholars); avid Science Fair competitor; swim team captain and MVP; and forensics guru (2005 State First Place Demonstration). While I have earned all of these achievements by always trying to do my best, they do not define who I am. I spend weeks every summer in central Wisconsin—learning to drive my aunt's old pickup on the farm, volunteering, completing art projects, and adoring country music. I am currently completing a three-piece wall-size mosaic entitled "True Beauty" for Children's Hospital of Wisconsin, as well as finishing my Girl Scout Gold Award. Because "time really does fly" when you're having fun, this country girl at heart plans to enjoy the opportunities of every future minute!

2005 PRESIDENTIAL SCHOLARS



Joseph R. Sofranko, Cincinnati, OH, Walnut Hills High School

College Plans: The Juilliard School or Carnegie Mellon University

Actor Joe Sofranko graduated as one of seven valedictorians at Walnut Hills High School in Cincinnati, Ohio. His professional theater credits include *Inherit the Wind* and *A Christmas Carol* with Cincinnati Playhouse in the Park; *Ordinary People*, *Romeo and Juliet*, and *The Return of the King* with Clear Stage Cincinnati; *The Two Towers* and *Fellowship of the Ring* with Ovation Theater Company as well as five productions with Cincinnati Children's Theatre. Joe was the winner of the 2004 English Speaking Union National Shakespeare Competition at Lincoln Center, was awarded a full scholarship to attend the British American Drama Academy in London last summer and also won the Cincinnati Arts Association Overture Award for Theater in 2003 and 2005. He has studied acting in the Certificate Program at the University of Cincinnati, College Conservatory of Music and in a summer program in Paris with New York University, Tisch School of the Arts.



Alexander Solomon, Las Vegas, NV, The Meadows School

College Plans: Harvard College

Although I sometimes appear shy, when I am passionate about something I do not hesitate to give it my all. I have been described as eclectic in my tastes and abilities. This is because I do not hesitate to try all fields. Although my teachers applaud my 800 score on the Math SAT and science awards, I also excel in English and History. My interest in history has led me to participate in several archaeological digs and to volunteer for Preserve Nevada, the state's preservation organization. I have been a member of the varsity swim team and Key Club for several years. As vice president of Key Club, I have helped to arrange a student "Walk to Cure Diabetes" and a teddy bear drive to support the local metropolitan police organization. In my free time, I enjoy bicycling, science fiction novels, camping, music, and spending time with my family and friends.



Colin Stranahan, Parker, CO, Denver School of the Arts

College Plans: The Brubeck Institute, University of the Pacific

Colin has had a passion for music since he was very young. The son of a jazz music educator, he has always been immersed in music. His interest developed when he was able to play a drum set at age eight. From that time forward, music has been his life focus and passion. He currently participates in many school-based and professional groups. He has led many of his own groups, which perform in Denver and at many jazz festivals winning multiple awards. He has recently released his first album, *Dreams Untold*, on Capri Records. "I always try to stay open to what I'm doing musically and find different ways to express my ideas and thoughts. This music is about expression, being in the moment, and I always try to capture that."



Lauren Swallow, Sandy, UT, Alta High School

College Plans: Brigham Young University

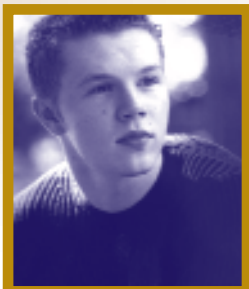
My true love has always been learning. I have memories of crossing the school parking lot as a child with my nose buried in a book. I was always so eager to finishing reading that I could not put books down. I have tried every subject that is within my power to try, and I have found that I love each one. I love to soak in everything—things as diverse as playing the clarinet, drawing portraits, writing poetry, making pottery, drafting, making model rockets, ballroom dancing, and solving differential equations. My drive to know everything has been my greatest blessing as well as a frustrating curse: a blessing, because I find complete joy in my studies, and a curse, because there is never enough time to complete them all! My hope for the future is that I will always be able to share my knowledge and zeal with everyone I meet.



Quincy Sweeney, Sparks, NV, Edward C. Reed High School

College Plans: Columbia University

I want to be a tiger trainer. No, I am not joining the circus; I want to work in tiger conservation. My fascination with tigers began when I visited the Shanghai Zoo in Shanghai, China. I was in China living with a host family through American Field Service. One weekend they took me to visit the zoo's tiger conservation program. The visit was one of the highlights of my trip and when I returned to the states I was determined to work with animals, particularly large cats. Upon my return I began volunteering at Sierra Safari Zoo. I spend every Sunday at the zoo, cleaning cages, preparing food, and interacting with the animals. Sierra Safari Zoo is home to nine large cats including lions, tigers, and a liger. My experiences at the zoo have increased my determination to save these beautiful and unique animals for future generations.



Spenser Theberge, Vancouver, WA, Vancouver School of Arts and Academics
College Plans: The Juilliard School

I've found myself dancing through life for the past ten years, skimming the surface and letting the momentum guide me. It's interesting how much my dance training reflects my outside experiences. In both scenarios I've achieved more success by riding the wave, discovering that forcing too much control, gripping too hard, blinds me from an experience's true lesson. With this mindset, I've been lucky enough to travel the country dancing, earning many honors and scholarships for my artistry and original choreography. There are so many aspirations I have for my career, but ultimately I wish to give back to the community that nurtured me so well for eighteen years. I'm thrilled to be at this stage in my life—it's time to close my eyes, leap, and dance through life.



Veena Venkatachalam, Berkeley Heights, NJ, Governor Livingston HS
College Plans: Massachusetts Institute of Technology

Life is too short to spend it doing things that bore you, so I simply spend it exploring ideas and activities that interest me. Thus far, I think this philosophy has served me well. Indeed, very little of what I do seems like work because I approach things with a sincere desire to pursue them. Music is one such interest that has caught my attention and drawn me in; I enjoy performing my favorite piano pieces at nursing homes, serving as section leader in my marching band, and giving trumpet lessons. Science research has also captured a piece of my heart; my experiences conducting nanotechnology, biochemistry, and neuroscience research have allowed me to realize the thrill of discovery. At school, I have run varsity track and served on student council for four years, and am currently a National Honor Society officer and treasurer of the computer club. I love movies and chocolate, and hope to run a marathon someday.



Vivek Viswanathan, Manhasset Hills, NY, Herricks High School
College Plans: Harvard College

Vivek Viswanathan has lived on Long Island, New York, for his entire life. At Herricks High School, he served as General Chair of the World Affairs Club; as co-editor-in-chief of *Highlander*, the school newspaper; and as vice president of his class. He was also a member of the varsity basketball team and a trombonist in the school jazz band. Vivek participated in the National History Day research program for six years and has interviewed former Secretary of State George Shultz and former Secretary of Defense Caspar Weinberger. He was the 2004 winner of the National Peace Essay Contest. Vivek has attended American Legion Boys State and Boys Nation; the United States Senate Youth Program; and the Hugh O'Brian Youth NY-Metro Leadership seminar. For the past two summers, he volunteered at a soup kitchen on Long Island. Vivek hopes to study history and government in college and eventually pursue a career in law.



Christina Wagner, Alexandria, MN, Jefferson High School
College Plans: Grinnell College

After returning home from the library, I would wait until my family had disappeared inside before ringing my own doorbell and introducing myself as Little Red Riding Hood, their new next door neighbor. My mom would then give me a detailed tour of my home, a new perspective on the familiar. This sort of re-evaluation has remained, apparent in my life now. Instead of letting the monotony of routine bore me, I've constantly re-entered from a new angle, joining activities such as orchestra, swimming, speech, math league, and, within the past two years, Key Club, the school newspaper, Student Match, peer tutoring, and marching band—after learning to play the clarinet just three months earlier. Needless to say, I'm not often bored. And if I am, I just ring the doorbell again.



Xinchen Wang, Houston, TX, Bellaire High School
College Plans: Yale University

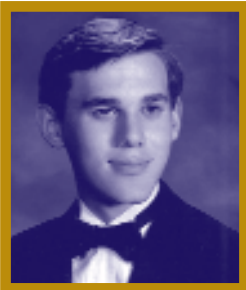
I want to be forever remembered as an optimist who brought smiles to others' faces. I love trying new things and taking risks. Reading and running are two of my favorite activities. I donate lots of time toward community service; currently, I am the corresponding secretary of Bellaire's National Honor Society. The summer that I spent working in a research lab was one of the most enriching summers of my life. I am extremely proud of my close relationship with my family; without them, I would not be the same person that I am today. Among other things, I'm a musician, an avid stamp-collector, and a photographer. I have played the violin since the age of eight. Academically, I have always had a special interest in math and I plan to major in economics in college.

2005 PRESIDENTIAL SCHOLARS



Shannon Watanabe, Bellevue, WA, Newport High School
College Plans: University of Washington

It has always been difficult for me to stay focused on a single task; there are so many subjects and activities that interest me. My parents were disgruntled with the perpetually cluttered state of my room. I blamed the mess of papers, toys, and projects on intellectual curiosity. When I was a kid I knew I would one day be the President, a firewoman, a teacher, a musician, and a thousand other things; I have the list whittled down to about 50 options. I love math and physics, but I also enjoy creative writing and foreign languages. Music is a big part of my life. I play the drums, guitar, flute, and piano, but I also love visual arts like pottery and oil painting. I like playing volleyball and tennis, too. My room may still be messy, but hey, no one can mess with my intellectual curiosity!



Jacob Weaver, Raleigh, NC, Needham B. Broughton High School
College Plans: Columbia University, John Jay Scholar

From piano playing to scuba diving, Jacob's many diverse interests and accomplishments reflect his inquisitive intellect and enthusiastic personality. He plans to continue his wide-ranging pursuits in college, with possible majors in economics, physics, and German. Jacob hopes to pursue a career in international finance and diplomacy. He holds a second-degree black belt in Taekwondo, volunteers actively in the community as an Eagle Scout, and speaks German fluently. An accomplished trumpet player, he has performed with the North Carolina State University Jazz Ensemble and the All-State Honors Symphonic Orchestra, in addition to playing various professional and volunteer gigs. Jacob co-captained the Quiz Bowl team, lettered in cross-country, graduated as valedictorian with an International Baccalaureate diploma, and is a John Jay Scholar. In his spare time, he runs a small web design and consulting business.



William Austin Webb, Custer City, OK, Prairieview Academy Homeschool
College Plans: California Institute of Technology

In an increasingly urban, standardized world, I'm a bit of an anachronism. Most of my life has been spent living and working on an isolated farm in western Oklahoma. I have also been educated after the manner of my pioneer ancestors, primarily by reading and discussing books in between farm labors. As a result, I'm much like my family has been for generations: contemplative, tenacious, unafraid of work, and just a little bit inclined to do things my own way. Though my identity was forged in a rather unusual environment, the skills I have learned have served me well on the many roads I have traveled. I've been a writer, political activist, outdoorsman, teacher, mathematician, neurogeneticist, historian, debater, publicist, and student of the human psyche, and through it all the lessons of the land have stood me in good stead.



Alexander White, Denver, CO, Kent Denver High School
College Plans: Yale University

Xan has a wide range of interests, including government, international relations, math, science, and law. In addition to playing varsity soccer and running track, he was a four-year member of Kent's state finalist mock trial team, and has been an active participant in peer mentoring and tutoring programs at school and in the community. Xan was an intern in Ken Salazar's successful U.S. Senate campaign, and was an officer in the school credit union, one of the few student-run financial institutions in the country. Although he no longer plays competitively, Xan twice won Colorado's scholastic chess championship. Previous summers have found him working on environmental projects in Costa Rica or at an archeological dig in Guatemala, but this summer he plans to work in the Colorado Mountains as a camp counselor.



Eleanor Wilking, Fargo, ND, Fargo South High School
College Plans: Harvard College

If I were a vegetable, I'd be a tomato. "Tomatoes are fruits!" you might say, but that's beside the point; I still want to be one. This conversation extends beyond botany and serves as a metaphor for how I view the world. Often people are placed into categories that don't describe who they truly are. I love people; society's expectations and trends shouldn't dictate what they do or think. This curiosity to see beyond the labels of individuals has influenced many of my long-term goals. I want to travel to Nairobi and Alaska. I'm interested in theoretical physics, but also should learn how to cook chicken. Ultimately, I want to work to increase the quality of life for others around the globe, particularly in the third world. I believe that a phenomenal resume isn't necessary to make a difference; a smile is often sufficient. If I can grin at someone I don't know, society's perception of him or her as a pineapple or potato notwithstanding, it's a good day.



Edgar Woznica, Oak Park, IL, Fenwick High School

College Plans: Brown University

Following the local tradition, my umbilical cord is buried in the jagged mountains of my birthplace, Oaxaca, Mexico. Although I now live in Illinois, I go back to Mexico every year as a part of a service project to build homes for the needy. In this work, I have discovered a natural proclivity towards service that is manifested in my numerous service projects. From repairing homes in Appalachia and Mexico, volunteering as a counselor at a Muscular Dystrophy Association Camp, to running a local retreat, I keep my days quite busy. Beyond service, I have a great interest in sports. I played soccer, basketball, and track before finding my true love in ultimate frisbee. At Brown University, I plan to study medicine and experience the world beyond Oak Park, Illinois.



Jason Wu, Pepper Pike, OH, Orange High School

College Plans: Princeton University

Jason dislikes writing in the third person and finds writing about himself difficult. Both weaknesses make it terribly difficult for him to write this biography, mainly because he feels somewhat arrogant when doing such things. Jason, like most of the other Presidential Scholars, goes to school. He has a passion for what he calls “mind games” and what most other people refer to as intellectual pursuits, and his interests range from abstract mathematics to English literature (T.S. Eliot in particular). He hasn’t done much useful work in his life, probably as a result of the theoretical nature of his mind, and sometimes this makes him question the worth of his other accomplishments. In his free time, Jason enjoys reading, writing, and trying to win his fantasy baseball league.



Kelly Zalocusky, Belleville, IL, Belleville East High School

College Plans: Hendrix College

I have always loved too many activities to settle on any single one. Currently, I am involved with the school newspaper, math team, Mu Alpha Theta, National Honor Society, Spanish Honor Society, Concert Jazz Ensemble, Life Adventures, and the YMCA. My most defining passion, however, is my love for the outdoors. My outdoor experiences have not only made me stronger, but have also humbled and awed me. I have seen the first light of dawn through frost-covered eyelashes, and I have seen fiery sunsets smolder into smoky wisps of northern lights. I have sat sheltered under the protective arms of a 200-foot pine tree, and I have known that my existence is insignificant in the vastness of the wilderness. These moments have taught me that there are very few things that are truly important in life, but that those few things are truly very important.



Lauren Zletz, New York, NY, Hunter College High School

College Plans: Harvard College

I have always tried to be the Vasco de Gamma of students. I want to explore all that school and life have to offer, while simultaneously discovering more about myself and my place in the world. As a result, I have a wide array of interests. I work as an intern at the American Museum of Natural History, genetically cataloguing the Earth’s species, and I participate in the Columbia University Science Honors Program. I intern at the Metropolitan Museum of Art in a program designed to stimulate children’s interest in art. My favorite subjects range from social studies and philosophy, to genetics, as well as Spanish. I am on the track, chess, and debate teams and am treasurer of my class. I enjoy reading, wheel pottery, white-water rafting, and camping. Although my aquatic travels do not rival those of Vasco de Gamma, I had the opportunity to canoe 109 miles on the Allagash River in Maine. I would like to live a purposeful life and have a positive impact on the world and the people around me.

2005 PRESIDENTIAL SCHOLARS

ALABAMA

Lance J. Collins
Lydia C. Hardee

ALASKA

Morgan M. Jessee
Matthew P. Mudd

AMERICANS ABROAD

Elizabeth A. MacFarlane
Mark A. Norsworthy

ARIZONA

Kevin Z. Jiang
Marilynn A. Ly

ARKANSAS

Natalie N. Greene
Nicholas H. Schluterman

CALIFORNIA

*L. Isaak Brown
Sabrina Chou
Blair J. Greenwald
Aman I. Kumar
*Rachel E. Rosenstein-Sisson

COLORADO

*Joel C. Atella
Irina D. Hardesty
Suguna P. Narayan
*Colin J. Stranahan
Alexander R. White

CONNECTICUT

Caitlin M. Drake
Charles G. Nathanson

DELAWARE

Stephen T. Biederman
Natasha M. Platt

DISTRICT OF COLUMBIA

Cullen O. Macbeth
Kathryn A. Ray

FLORIDA

*Anne T. Blazejack
Kyle A. Mahowald
Andrew L. Malcolm
Caitlin L. McAuliffe
*Candace A. Mitchell
Stephanie N. Simon

GEORGIA

Grace Lu
Taylor M. Papallo

HAWAII

Christian S. Ling
*Julia H. Ogilvie
Kimberly E. Reinhold

IDAHO

Hannah L. Baker
John T. Elias

ILLINOIS

*Marcella J. Capron
Edgar P. Woznica
Kelly A. Zalocusky

INDIANA

Janice L. Lin
Josiah W. Schwab

IOWA

Benjamin S. Baker
Brenna E. Decker

KANSAS

Kaitlin A. Beam
Michael T. Camacho

KENTUCKY

John W. Hinkle
Courtney E. Otto

LOUISIANA

David E. Biery
Carol W. Shih

MAINE

Jesse M. Kaplan
Bethany N. Roy

MARYLAND

*Emily C. Ames-Ledbetter
Gregory J. Bittle
*Sandra M. Cameron
*Abdullahi M. Farah
Sherri Y. Geng

MASSACHUSETTS

Saul U. Gorman
Michelle C. Siao

MICHIGAN

*Kristina A. Hanna
Mary E. Liederbach
Arvind R. Nagarajan

MINNESOTA

Kevin A. Friede
Christina R. Wagner

MISSISSIPPI

Kelley F. Fenelon
James W. Johnson

MISSOURI

Joseph M. Reardon
Claire E. Santoro

MONTANA

Adrienne M. Barnes
Spencer M. Gray

NEBRASKA

Nickolas F. Fretes
Amy C. Gilpin
Anish Mitra

NEVADA

Alexander M. Solomon
Quincy L. Sweeney

NEW HAMPSHIRE

Evan W. Brand
Sonia Lahr-Pastor
Gordon E. Powers

NEW JERSEY

Jane L. Hur
Dhruv Maheshwari
Veena Venkatachalam

NEW MEXICO

Sarah A. Cooper
Andre M. Leone

NEW YORK

David Jiang
*Jessica A. Qualls
Vivek Viswanathan
Lauren R. Zletz

NORTH CAROLINA

Nikida C. Koraly
*Noah D. Putterman
Jacob H. Weaver

NORTH DAKOTA

Logan A. Richman
Eleanor R. Wilking

OHIO

Anuraag A. Chigurupati
Amy Hollinger
*Joseph R. Sofranko
Jason Wu

OKLAHOMA

Austin D. Beerwinkle
Rachel L. Pollack
William A. Webb

OREGON

Jacob G. Cohen
*Ross Leavitt
Tracy A. Mumford
Theresa L. Myers

PENNSYLVANIA

Jeanmarie A. Combe
Christian B. Schlegel

PUERTO RICO

Cristina Esteves-Wolff
Arnaldo E. Pereira-Diaz

RHODE ISLAND

Paul M. Magyar
Dana M. Scott

SOUTH CAROLINA

Felicity M. Lenes
Stephen J. Ramey
Shahin O. Rothermel

SOUTH DAKOTA

Emily M. Lentz
Peter H. Severson

TENNESSEE

Kanya Balakrishna
Brittany M. Lee
Christopher J. Rigell

TEXAS

Jason M. Ferguson
Alexander A. Gaidarski
Jennifer A. Hironaga
Xinchen Wang

UTAH

*Angela Dastrup
Ian M. McKinley
Lauren M. Swallow

VERMONT

Barbara J. Dewey
Tyler D. Kieft

VIRGINIA

*Janet H. Kim
Walter F. McClean
Shaily Pandey

WASHINGTON

*Zachary W. Bernstein
Kyle Q. Haddad-Fonda
*Spenser M. Theberge
Shannon E. Watanabe

WEST VIRGINIA

Marissa T. Cevallos
Mitchell A. Kosowski

WISCONSIN

Dylan B. Mathieu
Tara R. Skebba

WYOMING

Caitlin R. Blackburn
Mathew T. Crichton

**Presidential Scholars in the Arts*

2005 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.

Joel Atella, Colorado

My first community theatre performance experience came with the Fort Collins Children's Theatre (FCCT) where I played the part of Michael Darling in *Peter Pan*. Two years later I would play the title role in *Pinocchio* and continued to perform in seven shows with FCCT in the next four years. As I grew older, I no longer had the time to act in the shows, but instead joined FCCT's Board of Directors for two years. This gave me the opportunity to work for and promote the company that played such a vital role in my life as I grew up, so I could help ensure its continued success. During the second year, I became Secretary of the Board, and was therefore responsible for producing minutes for every meeting we had. I also convened the script reading committee. FCCT's mission is to provide high-quality, live theatre for children. I believe that I have not only been able to give back to the theatre company that I grew up with, but also promote FCCT's goals, reach out to the children of the Fort Collins community, and expose them to the beauty of live performance.

Kaitlin Beam, Kansas

Although I have volunteered for many different organizations, one that remains very near and dear to my heart is my volunteer work at my local public library. My parents read to my sisters and me all the time and instilled in us a love, appreciation, and respect for the written word. Through books, I have traveled to distant lands, times and places, taken part in exciting adventures, and experienced the world beyond myself. I felt the need to share this adventure with others. As soon as I met the age requirement of 12, I began volunteering every summer at the library. Through the years, I have worked closely with the Summer Reading Program, signing children up for the program, helping them set a reading goal, and encouraging them as they came back week after week. It has been so exciting to witness so many children grow to love reading. I have also been able to help with other various library activities, which have included stories, puppets, skits, and crafts. I am so glad I have been able to be a small part in helping to foster a love of reading in children.

Austin Beerwinkle, Oklahoma

My most significant service to my community has been my positive influence on younger children. I have had many opportunities to influence those who are the most impressionable. One of the most effectual and rewarding of these has been my service as a summer camp counselor. To some, spending a late June week in Oklahoma, attempting to sleep on old army bunks while fighting off squalls of hyperactive 11 year-olds in a non-air conditioned metal building doesn't qualify as rewarding, but it was exactly these conditions that allowed me to reach out and make a difference. From teaching Nick ways to control his anger, to sharing with the group the power of prayer in my life, the week was a constant opportunity for influence. Yet the influence was definitely not limited to the campers. Facing the challenges of mentoring young people gave me a new understanding of the problems children face and their need for positive role models.

David Biery, Louisiana

I believe that an education is a person's most valuable asset. Motivated by this belief, I have devoted much of my spare time in high school to tutoring students after school, on weekends, and in three school-sponsored programs. Although these programs were helpful, I realized that none of them was able to reach all of the students who wanted assistance. After looking around, I found that many schools across the city held similar programs, but they, too, were limited to serving only small groups of students. What the city of New Orleans really needed was a system to unite and coordinate the efforts of the various schools and to develop a broader, more accessible tutoring program. To solve this problem, this past July I created Citiwide Tutoring, a nonprofit, volunteer-based program open to all students from public, private and parochial schools. My goal is to form a network of participating schools across the entire metropolitan area that will work together to provide regular, easily accessible tutoring in all subjects for every student in the city throughout the school year. Though it is still in an embryonic stage, I believe that Citiwide will make a substantial difference in this city.

Evan Brand, New Hampshire

For the past few years, I have been working closely with a mentally handicapped boy. We read together, or go sledding, or sometimes I'll take him to a car lot. He loves cars, and likes to sit in his father's Bronco with me and pretend to drive. It is sad to think that he will never be able to have his own car or drive on the road. Sometimes I think he realizes this, but if he does, he never lets it get him down. He is one of the most positive and enthusiastic people I have ever met. He has made amazing progress since I have known him, and was able to come off of his medication just a short while ago. His ability to focus and his willingness to try new things have vastly improved. I'm sure I am responsible for very little of his improvements, but I am proud to say that I believe I have given him a great deal of joy. We have had great times together and I hope he loves and appreciates me as much as I love and appreciate him.

Marcy Capron, Illinois

I have done lots of service work during my childhood through my church, but nothing compares to working with an organization in Chicago called Inspiration Café. Inspiration Café has soup kitchens for the homeless but even more importantly, trains the homeless to work in the catering and culinary field so that they can work toward self-sufficiency. This organization has helped thousands go from homeless to "housed" over the past years. All of the people I met who trained through Inspiration Café are so thankful because they are working and have a home to return to every day. However, I am thankful to these people as well; I may help raise awareness for the program and funding for training, but the people in the program have taught me to never take anything for granted. They showed me that homelessness does not discriminate and it can happen to absolutely anyone—a terrifying thought, at first, but it made me realize just how important this organization is to help people regain their self-sufficiency and control over their own lives. I worked with the Inspiration Café's art auction this year to raise money for the program. We made over \$60,000!

Marissa Cevallos, West Virginia

Nothing makes me more satisfied than sharing the way I see the world with someone. So when classmates ask me to explain a math problem, I'm more than happy to give a hint (or deliver a full-fledged lecture) on the topic. In our school library, there's a table designated as the "tutoring table" where Beta Club members sign up to be available to tutor in specific subject areas. My ears are finely tuned to the calls of distress from a math student across the library who grumbles "I don't understand how to do this." My tutoring hasn't saved anyone from a burning building, cured cancer, or solved world hunger. But for some students, it's inspiring; they have never experienced the beauty and simplicity in mathematics, and are amazed that I have so much enthusiasm for it. I don't hesitate to act wacky during my tutoring sessions—I've run around a cafeteria to show the difference between displacement, velocity, and acceleration; I throw pencils and books on the ground to explain components of gravity. It's more fun that way, for both of us. The student gains more confidence in his math abilities, and I have the satisfaction of being able to communicate my love for math. Everyone wins.

Brenna Decker, Iowa

It's ten o' clock at night, and my vision grows blurry as I squint at the pages. I'm "cramming," not for an English test, but a test of another kind altogether. As my fingers glide over the piano keys, I grumpily reprimand myself, thinking I should've said no when asked to play piano for church. But when I listen to the music we make the next morning, I remember why I volunteered. I enjoy being a part of the music ministry in our parish because I believe music is an integral part of the service. If the music is a slow, boring hymn, the congregation will be in a slow, boring mood. Lively music gets everyone involved and makes celebration more worthwhile. While playing some songs may not be creating global peace, it does make a difference in our parish. Though originally motivated by my youth minister's insistence and a desire to improve my performance skills, I now truly enjoy being able to participate in a vibrant way that connects me to every parishioner, whether it is one of my best friends or someone I've never met. Amazing what a few black dots and some creativity can do.

Jason Ferguson, Texas

I have participated in many community service projects during my career in Boy Scouts, but the most significant work I did was for the "Scouting for Food" project. In this annual effort, Scouts collect canned goods and deliver them to the local outreach center. I always felt that feeding the needy was a worthwhile project, but this point truly hit home a few years ago. Our troop had another good year with our collection efforts, and my Scouting friends and I were unloading our contributions at the outreach center. As I entered with the cans, a little girl and her mother were walking into the center seeking help. I'll never forget the little girl's face as she saw us hauling in our bags—she broke into a big smile and tugged at her mother's side saying excitedly, "Mommy, look at all that food! We're going to have a good dinner tonight!" That's when I realized how much of an impact my actions could have on another person's life, and it's a feeling I'll never forget.

2005 PRESIDENTIAL SCHOLARS

at work in the community

Sherri Geng, Maryland

I believe in the power of the press. After six straight years of rampant overcrowding, our school opened in the fall of 2004 at almost 600 students overcapacity. Outraged, my co-editor and I and our entire staff fought the school system to lower enrollment numbers—with a front page headline screaming “BURSTING AT THE SEAMS,” along with news, features, editorials exposing the extent of overcrowding, the effects of this environment on students, and the mishandling of resources behind it. We took a stand for Blair High School. Immediately after publication, the community superintendent came to visit. Promises were made to revise the system. Last month, the numbers have nearly halved. Of course, our job is not yet over—there will always be another cause to champion, another battle to fight. But as long as we are here to witness it, we will be here to fight it. My best friend once said to me, “I’d rather be making the news than writing about it.” I wanted to tell her how newspapers can change the world, how my job has enabled me to discover what cannot be taught, only lived: the joy and fulfillment of fighting for the community I love.

Amy Gilpin, Nebraska

Lowe Avenue Church, situated in a low-income, minority neighborhood, is failing. Intended to be a mission church, its membership consists of only 35 to 40 elderly adults. Despite low membership, the church is involved in countless community outreach projects. It houses a food pantry, has multiple clothing drives, and provides a free daycare during the summer for low-income children. However, these valuable projects struggle to exist due to a limited church staff and lack of sufficient funds. The summer before ninth grade, I volunteered at the daycare program. Faced with 25 four- to nine-year-olds, I spent six hours a day with these disadvantaged children, engaging them in both educational and recreational activities. Often I spend time at the church simply cleaning the sanctuary and offices; Lowe Avenue cannot afford a custodian, and the members are too elderly to help with maintenance, and what seems like unfortunate cleaning duties turns into gratifying experiences. Each day I spend at Lowe Avenue opens my eyes to a completely different world than the one I live in. Perhaps most touching to me is the sheer joy and appreciation that glimmer on the faces of the two elderly women who run the church office every time I depart.

Blair Greenwald, California

As a senior, I called the local elementary school, searching for an opportunity to help younger Hispanic students having difficulty with language transition. Taken in by Mrs. Laurie Siegrist at Cielo Vista Elementary, for an hour every day I teach small groups in the third grade science, math, and English classes. As I am also able to speak with their parents in Spanish, at the parent-teacher open house I translated the plans for the year and talked to parents about their children’s performance. At one parent-teacher conference, the teacher and I hurried to comfort a man who had broken into tears while I had described how well his son had progressed. Worried that somehow my translation had given him the impression that his son had not improved and might need to repeat the grade, I rushed to correct my mistake; he stopped me mid-sentence and explained that his tears were solely of pride. My appreciation for their acceptance and effort continues to grow, and through this job I have received beautiful works of art: red-crayoned hearts inscribed with students’ names and letters in shaky print bearing the words: “I love you, Mrs. Greenwald!” (apparently convention establishes my status as married).

Kyle Haddad-Fonda, Washington

Geography has been my lifelong passion. In ninth grade, I started teaching an after-school geography class to kindergarteners and first graders at the Evergreen School, my former elementary school, and I just finished teaching a sixth course this spring. I am on a one-man crusade to make sure geography is taught at an early age in schools. I was appalled to discover that schools have all but dropped geography from their curricula. Somewhere along the way, I heard the alarming statistics: one in four American adults is unable to find the Pacific Ocean on a map. One in seven cannot locate the United States. Consequently, in addition to teaching my class, when I graduated from Evergreen in 2001, I established an award to be used for classroom supplies to teach geography. It is given annually to the teacher who does the most to “enhance the study of and the love for” geography among the members of the school community. I earn the money for the award by playing the classical harp. I have given the award four times. The school’s geography program has blossomed; students are now taught geography in some form every year from pre-school up through fourth grade (the middle school remains my challenge for the future).

Caroleene Hardee, Alabama

Christmas is a time of good cheer and fellowship with family. Not so, however, if you are all alone. In my rural community, there are many such individuals whose spouses have died and children have moved away. Struck by their tragic plight in addition to the fact that our small town has no organized community service association, my sister and I decided one holiday season to start a baking delivery service. Using our grandmother's special recipes, we baked over thirty loaves of bread that first Christmas and delivered them two days prior to the holiday. We never expected how much these amazing people would impact our lives as we sat and visited with them in a leisurely way. What they had lived through and experienced has been a constant inspiration to us. Now we no longer wait for a holiday; my sister and I store baked goods in the freezer and make visits monthly. By giving a little of ourselves, we have gained countless benefits through our new older friends.

Jane Hur, New Jersey

Performing music in front of an audience always gives me a rush. I love the feeling of sharing melody and tone, giving listeners a chance to share my feelings towards the piece I am playing. In turn, I myself love going to listen to performances from professional musicians. Yet as I passed the local nursing home on my way to school, I realized that not everyone is free to attend musical performances. Since the elderly residents of the home could not travel to listen to live music, I decided to bring the music to them. My first time at the home, I played various classical and popular pieces, as a small crowd gathered. When I took a break, many of the residents approached me, telling me about their children or grandchildren who were musicians. I was surprised by their knowledge of music, and found that many were former musicians. I came to realize that the people who lived at the nursing home were not helpless beings to be pitied, but vibrant, intelligent humans who had full, rich lives behind them. When I go to share music with them, I feel that I receive a gift as, if not more, valuable as I give.

Morgan Jessee, Alaska

For the past two years, I have been a Big Sister through the Big Brothers Big Sisters mentorship program. In our first week, Marion and I worked out a deal where we spend a third of our time together completing homework and the rest on fun activities. We have built a gingerbread house, dissected a cow eyeball, learned to count to twenty in ten languages, and composed three duets on the piano. At first I was doubtful of the claim that only a few hours of individual attention every week could turn a child's life around; however, I saw proof of this truth when Marion and I were talking about my college applications. As the conversation progressed, I noticed that her language had changed; instead of "If I go to college," Marion was saying, "When I go to college." My reasons for mentoring Marion are countless, but the most important of these is that I truly enjoy the time that we spend together. She makes me remember what it was like to be eleven and reminds me that I should not take myself too seriously. I will miss her when I go to college next year, but I am confident that she will go on to live a successful, fulfilling life, and I know that we will keep in touch.

Jesse Kaplan, Maine

As a volunteer in the Brunswick Youth Soccer League (BYSL), I dedicated a significant portion of fall weekends to voluntarily officiating children's games, as well as performing an assortment of tasks to ensure that the league ran smoothly. At a time not so long ago, I had been a member of the BYSL, and it was on those undersized, weed-ridden fields that I had formed some of my closest friendships. The league creates an environment in which the values of friendly competition and sportsmanship, both vital in life, are learned through experience, and I felt that as a product of the BYSL, I had something akin to a moral obligation to contribute to the league's continuation. And while I do not wish to glorify my contribution (at times, officiating a soccer game of seven year-olds is more like babysitting than anything else), seeing the smiling faces, the wild jubilation after a "good kick," and the sheer joy that the game brings to the kids demonstrates to me that I am providing a service for something special—that I am contributing, in my own humble way, to the magic of childhood.

Nikida C. Koraly, North Carolina

When I got my driver's license, I worried everyday turning onto a five-lane highway after school. When questioned about it, my principal gave me a detailed story about how he, the school board, superintendent of schools, local town officials, and state senators had been trying for over five years to get this light changed to full-time operation. He said I could try, but he did not believe I could do anything about it. I decided then that I was not about to see one of my friends get killed because no one could change the situation. I wrote to every official, especially ones that were advocating safe schools, describing the threat. I included pictures from different times of day, statistics about timing, and most importantly a student's fear of the obvious hazard. Disappointingly, the first responses were negative. But when I pointedly asked, "Does an inexperienced student driver have to be killed before 'efficiency' should be sacrificed?" the responses changed. Today, not only do we have a fully functioning traffic light at my school, but also the policy for traffic signal operations in the vicinity of all schools in North Carolina has been revised.

2005 PRESIDENTIAL SCHOLARS

at work in the community

Aman Kumar, California

My school had never been involved in disaster relief before; the largest earthquake the world had seen in forty years changed all that. By approaching the student councils, the community service committee, and any school clubs that were willing to offer support, I found myself leading a group of forty students committed to tsunami relief. The teamwork I witnessed was amazing. Sixth graders held their ground against juniors arguing a minor fundraising point. Middle schoolers were tracking down the school's chief financial officer and creating tsunami relief accounts. Faculty members worked alongside us all the way, regularly deferring judgment calls to my fifteen-year-old committee heads. Together, we have kept the school aware and interested for five months after the event, and have collectively raised thousands of dollars. Until now, the Asian awareness club had no reason to work with the community service club. The middle school student council had traditionally been excluded from any project led by their high school counterparts. For the first time in the school's history, five disparate student groups are working towards a common goal. People of every age are involved and participating; against all expectations, we haven't run out of steam yet.

Christian Ling, Hawaii

"Community service" often evokes images of long, sweaty labor under the hot sun. Imagine my surprise when I heard that our latest Key Club activity was to play with children at our local homeless shelter. On the one hand, I felt relieved that we had service project that didn't involve picking up cigarette butts and beer bottles for once. However, I also felt guilty; I felt as if we should have been doing something more physically trying and more concrete in its purpose. When the day finally came for the project and I arrived at the shelter, I encountered a world unknown to me. Families had hardly any possessions or privacy as members of a communal system. Children were regrettably left to their own devices as everyone was busy looking for or taking on odd jobs here and there. Determination solidified inside me and I resolved to "play" with all my energy. After a day of dodgeball, painting, reading, and more, I finally understood. In times past, I had helped these same children with physical necessities through activities such as food drives; however, this day was the first day I had paid any attention to the needs of their hearts.

Grace Lu, Georgia

My idea for the Art Club Paint-A-Thon mural project conceptualized one afternoon when I heard several of the high school faculty complaining about an ugly, grey concrete ramp in front of the pre-school building. Upon further investigation, I discovered that this particular industrial perversion was completely unsuitable for children, and my outraged aesthetic sense tickled me with the notion of public art. A mural, I mused, would be a welcome community service! After months of drafting designs, raising funds, holding club meetings and purchasing materials (not to mention countless hours of painting), the 60-foot long triangular ramp was replaced with a beautiful collage of frogs in bold, primary colors. What could be more fitting? The pre-school children themselves were like vibrant, vivacious frogs rollicking jauntily in a garden of knowledge—each with a unique personality, but all undergoing the same metamorphosis from tadpoles to adults. Although the project had challenged my skills in leadership and time management, I was delighted with its great success. The mural will be my contribution to the community that will continue to beautify and enhance it long after my graduation.

Andrew Malcolm, Florida

For more than forty years, the people of the island of Cuba have been deprived of the most basic freedoms that we, at times, take for granted, including the right to vote, the right to protest, even the right to check out a library book. In 2002, the world watched as Cuban dissident Oswaldo Paya and his Varela Project attempted to gain basic liberties for the people. I knew at this moment that I had to do something to help. I saw news reports on independent libraries sprouting up all over the island, mostly small ones in private homes, to provide books to the people that the Communist government would not. They were desperately in need of books, things as simple as dictionaries and children's novels. I began trying to find as many books in Spanish as I could all over my community. While I've hit some obstacles along the way, over the past several years my organization and I have sent hundreds of books to the libraries on the island. I know that Harry Potter or Don Quixote alone won't bring freedom to Cuba, but these small steps are bringing hope to an island of people thirsting for freedom.

Dylan Mathieu, Wisconsin

With a bitter wind whipping the portable goals across the field and snowflakes drifting down in the freezing morning, the young soccer players wander in from the nearby apartment complexes. Yelling, "Team 2 over here, Team 2!" I dump ten soccer balls to the ground, and the kids suddenly become animated, sprinting across the field to grab a favorite ball. Since my freshman year, I have participated in the Millennium Soccer Program as a volunteer coach, sharing my soccer experience with 3rd and 4th graders. Throughout my childhood, many adults invested their time to help develop my soccer skills; volunteer coaching allows me to pass on that experience so that these kids can enjoy soccer as well. Each Saturday morning, I teach underprivileged kids whose problems vanish as the different ethnic groups combine into a blue-shirted mob of joyful youth. Although team strategy sessions before each scrimmage occur in many different languages, the happy shrieks after a goal overcome language barriers. This fall, I refereed a game that included the new Millennium youth team, a wonderfully rewarding experience for me as I watched the kids I had taught for the previous three years win their first official match.

Walter McClean, Virginia

It was another day of 10th grade, which included, unfortunately, another gym class. To my glee however, instead of an exciting game of soccer-in-15-degree-weather or the much loved 300-lap-run, there was a health presentation. Glee turned into exasperation when I learned that it would be a sex talk, so I prepared to endure what my teacher had to say. Instead of my teacher, however, it was fellow students who presented about HIV/AIDS. For once, instead of talking or passing notes during a lecture, everyone in the room listened. This phenomenon fascinated me, so when a presenter invited me to a training day, I accepted. The group that sponsored these talks was the Northern Virginia AIDS Ministry, and soon, I had 20 hours of training so that I could go out and educate students about the dangers of HIV and AIDS. I am definitely not a "quiet and shy" person, but I had never listed "talking to teens about sex" as a life goal. Over the years that I have presented, I must have spoken to a thousand students. I am proud of my role in raising HIV/AIDS awareness and hope that I can do even more.

Anish Mitra, Nebraska

The achievement I'm proudest of is creating a program called KidsConnect. In my sophomore year, when bus routes were cut in my city, hundreds of kids were left without a ride to school. When libraries cut their hours, students found it impossible to do research. Despite these policies' effects on youth, no student input was solicited. At the time I was Education Chairman of YouthInspire, a wholly student-run foundation of which I am now president. We decided to use the resources of YouthInspire to create KidsConnect and give youth a voice. This program trains adults and young people to serve together on boards. From the Mayor's Office to the United Way, dozens of city groups participate in the program. Students concerned about community issues work through KidsConnect to join the appropriate board and make a difference. Our graduates serve on boards with the mayor, the school superintendent, and prominent business leaders, among others. I look forward to the program's continued growth; it is new and imaginative, and illustrates the power of communication. Long after I've left, KidsConnect will be here, connecting youth with our community and improving communication.

Arvind Nagarajan, Michigan

Children in urban America have few opportunities and many challenges. I wanted to use my athletic capabilities to make a difference in their lives. I met the regional director of the Boys and Girls Club of Southeast Michigan with a proposal to begin a tennis program at a downtown Detroit club. Through the program, I hoped to be able to build relationships with and positively influence underprivileged children. Anxiety filled me as I went for my first day to parts of the city that I had never experienced before. I was nervous about how the kids would react to tennis. To my surprise, the children were enthusiastic. I started with eight kids and I had over 30 children within days. The tennis program has since been extended beyond the summer into a year-round program. A local store has donated a dozen racquets for the program, and I bought tennis balls for the club with my summer job wages. The club is now equipped with the basics for an on-going tennis program. The most heartwarming aspect of the program is that as I leave, many kids ask, "When are you coming back, Arvind?" No question will ever sound so good to me.

Julia Ogilvie, Hawaii

The Head Start Program at Palolo Elementary was a place where kids of low-income backgrounds could receive free pre-school, and it was where I discovered my love for kids. A boy named Kenton from China could not speak a word of English. He was the youngest one in the class and still resembled a baby in his round features and small pudgy limbs. I realized how behind he was, and how important his grasping English before kindergarten would be. I spent most of my time with Kenton, asking him questions and saying "please" and "thank you" as much as I could. The other kids would get frustrated with me, telling me I was wasting my time with a little kid who couldn't even speak English. One day as I was leaving for my car I waved goodbye to the kids and yelled "Good bye!" to Kenton from across the field. I heard what I thought was Kenton's voice. "Bye-bye!" he shouted. I froze, reeled around and ran over to Kenton. I knelt down, and asked incredulously, "What did you just say?" "Bye," he said simply, his pudgy face gleaming with pride. I was overjoyed. I've never forgotten Kenton, and feel lucky to have played a small part in his development. Kenton's growth was a result of the Head Start program and he made me realize what a great and vital program it is.

2005 PRESIDENTIAL SCHOLARS

at work in the community

Christopher Rigell, Tennessee

When I was eight years old, my piano teacher took me and several other students to perform at a nursing home. I was amazed to learn that the residents of the home were once doctors, teachers, scientists, and leaders of our community. I was told by one of the patients that she enjoyed live music by local talents, especially around the holidays. She encouraged me to keep practicing and sharing my music with others. Her appreciation motivated me to continue visiting nursing homes to play violin and piano for the residents. I also play violin in church and for other special occasions. My string quartet performs free of charge for charity and memorial events. During summers, I volunteer at a children's museum day camp. I often take my violin and play for the children. I want them to know it is "cool" to play a musical instrument. I enjoy giving back to my community, especially when it involves sharing my music.

Rachel Rosenstein-Sisson, California

Amnesty International estimates that since 1993, over 370 women have been murdered, their bodies dumped along the Texas-Mexico border, some raped and mutilated. Numerous others remain missing. I first learned of the killings when I joined the Amnesty International Club at my school. After I realized that the majority of young women murdered were my age, I decided to get involved. The Amnesty Club created a blanket to show our solidarity with the mothers of the missing and murdered girls. In February 2004, I participated in a march from El Paso, Texas to Ciudad Juarez with a group from my school. Once in Juarez, by sheer luck we found a group of the mothers whom we had made the blanket for and presented it to them. Although I could not communicate with them in Spanish, we embraced in hugs and tears. I have stayed active, and last summer volunteered at Amnesty International's Los Angeles office and researched sex trafficking. Through my interest in the tragic situation in Juarez and others like it around the world, I add my voice and actions to many others attempting to improve the situation for women in Juarez and elsewhere.

Bethany Roy, Maine

One of my favorite bumper stickers reads: "Think globally, act locally." Beginning with the Operation Smile Club I started at my school, I have been able to live out this slogan. I taught 5th graders in my hometown the science behind facial deformities and the surgeries to correct them. I raised money at my high school for a Colombian girl's cleft palate surgery. And recently, as I traveled to Belém, Brazil, on an Operation Smile Medical Mission, I even held and comforted the children waiting for surgery in my arms. Through OpSmile, I have made a difference on a global level by helping to change the lives of children with facial deformities. I have also made a difference in my surrounding community. Since starting the OpSmile Club, a significant number of students in my school have started volunteering, and middle school students are holding bake sales and car washes for OpSmile. Just two years ago, no one in my community had heard of this organization. Now, the whole town is behind the cause. OpSmile has been very meaningful to me because it has allowed me to create real, positive change in my community and the world around me.

Nicholas Schluterman, Arkansas

The most positive and impacting acts are often the simplest; I learned this volunteering at a hospital. For a few dozen hours per week during the past few summers, I have gone to a local hospital to help in any way I could. Actually, the four-to-one girl-to-guy ratio among volunteers is what originally sold me on the idea, but I stayed for perhaps the right reasons. To an elderly bed-ridden woman, the delivery of a card or flower, a corny antique joke, or even something as small as a smile can provide a curious inspiration. My fondest memories are the stories I have been told—and believe me, these stories like to be told—while pushing a patient in a wheelchair or giving a cup of ice. From people with no one else to entertain them, I have learned subtle virtues, interesting tidbits, and above all, the power of the simple extension of friendship.

Michelle Siao, Massachusetts

As a volunteer at Community Servings, I have hefted at least a hundred pounds of meat into boiling water, packed thousands of salads and entrees and snacks into bags, and loaded countless meals on vans. Such work is a poignant reminder to me because the AIDS patients receiving the meals cannot risk cooking. While in a claustrophobic walk-in refrigerator amidst shelves of food, I realized that disease takes away a freedom, which I take for granted, and I was astounded by the number of afflicted people in the Greater Boston area alone. The insights I have gained while at the pantry have only reinforced my hopes of healing others as a doctor and medical researcher.

Stephanie Simon, Florida

As a freshman, I became aware of a problem in our community that was underappreciated through two of my friends (one of the girl's brothers has the disorder): Tourette Syndrome. My friends and I decided to raise money for this worthy cause, and we created a project to do so. At first, we started small: a dessert and auction in a tiny room at a local hotel. We personally created the guest list, hand-stuffed the invitations, as well as addressed, stamped, and sealed the envelopes by hand. I helped to amass items to use in our live auction, silent auction, and raffle. I was head of the decorations committee, and I approved the decorations and supervised the preparation and execution of the room's design. I oversaw the monetary transactions for the tickets at the entryway and for the checkout for the auction. For the 2004 Annual Tourette Syndrome Dinner and Auction, we expanded; we attracted more sponsors, received more auction items, sold more tickets, and significantly increased the revenue of our event. Like in previous years, our small group of dedicated teenagers planned and decorated the event by hand, and I continued to be responsible for the event's monetary transactions. That night alone, we made \$500,000; in total, I have helped to raise over \$600,000 for Tourette Syndrome research.

Alexander Solomon, Nevada

I think it is important that we understand our past and our heritage because it helps us to determine who we are. It helps us to build our identity and to appreciate and connect to other people. I have volunteered numerous hours to state and community organizations that are helping to preserve our history. For three summers, I have participated in archaeological projects sponsored by the U.S. Forest Service that have excavated the remains of historical mining and lumbering sites. Island Mountain, Nevada, a small mining community that had an 80% Chinese population in 1880, was unique because there was no discrimination, despite the presence of many ethnic groups. I published articles in *Imagine* magazine and several papers to share my experiences and to educate the public about preserving our history. I also participated in a "dig" at Verde, Nevada, the site of a 19th century Chinese lumbering camp. Additionally, I have volunteered many hours to my state's preservation organization, Preserve Nevada, and served in the information booth and distributed informational pamphlets during Preservation Week. Most recently I have used my knowledge of computers to assist in the design and updating of their website.

Jacob Weaver, North Carolina

When asked to describe my community service activities, I once might have described the landscaping and fundraising efforts I have participated in through Boy Scouts and school groups. Yet a few years ago, as I played an old, out-of-tune piano and looked out over the assembled faces of my grandmother's fellow nursing home residents, I realized that my truest service lies in providing music. The joy I saw in their eyes has helped motivate me to seek out new venues to perform both piano and trumpet. Every year around Christmastime, I have found such an opportunity with the Salvation Army Bellringers. I have often heard people characterize the bells used to solicit donations as somewhat grating, so I offered to play my trumpet instead. Trumpeting instead of ringing the bells has been rewarding; I have found some of the same shared happiness as in the nursing home in the smiles of strangers as I played carols. I like to think that perhaps it even inspires people to give a little more of themselves as they go about their holiday shopping!

William Webb, Oklahoma

TeenPact Leadership School is a nonprofit organization whose mission is to promote public policy involvement in students. I attended my first TeenPact class in 2001. Though I certainly learned a lot and made many friends, things took on a new dimension when I was asked to take full responsibility for the Oklahoma TeenPact program. As the only teen State Coordinator in the nation for an infant organization, I designed most of my job from scratch. It didn't take long to discover the importance of networking, marketing, and organizational skills. For several years I traveled across the state, meeting with coalitions, speaking at events, managing booths at conventions, and designing training materials and tool kits for the national office. In my two years as State Coordinator, the Oklahoma class grew seven-fold, going from one of the smallest in the nation to one of the largest. My work was especially meaningful because I was able to see it have an effect on the lives of my fellow students, both by providing career direction and increasing their involvement in public life.

2005 TEACHER RECOGNITION AWARDEES

Raja Abou-Rahme (PA)
Mathematics
Wilmington Christian School

Josh Adams (AR)
Math
Southside High School

Rebecca Adams (CA)
English
La Reina High School

Michael D. Albaugh (MI)
Composition
Interlochen Arts Academy

Vance Allred (UT)
History
Alta High School

Shirley J. Anderson (ND)
Science
Maple Valley High School

Diane E. Beach (IA)
Music
Bowman Woods
Elementary School

Theresa D. Beam (KS)
English
Anima Christi Academy

Jayne Beatty (KY)
U.S. History
Kentucky Country Day School

Phil Bell (KY)
Social Studies
Shelby County High School

Robert B. Biery (LA)
Humanities
Home School

Mark Borchelt (MI)
Dance
Interlochen Arts Academy

Lisa A. Boyd (GA)
English
Salem High School

Jackie W. Brockington (SC)
History
West Florence High School

William Robert Brown (CA)
German
San Francisco Waldorf
High School

Christian Bumgarner (MT)
Choir
Polson High School

Jeremy B. Bussey (OK)
Science
Hydro High School

James E. Butler (NC)
Biology
Croatan High School

Karen S. Campbell (AE)
Chemistry
Ramstein American
High School

James Carey (MA)
English
Noble and Greenough School

Matthew Carr (NM)
Science and Bible
Mesilla Valley Christian
Schools

Juan Castro (MD)
Photography
Towson High School

John F. Cavalier (WV)
Math
West Virginia University
Institute of Technology

Gina Cerimele-Mechley (OH)
Movement for the Actor
University of Cincinnati College
Conservatory of Music

Dorothy B. Compton (AL)
Advanced Science
Monroe Academy

Craig J. Copi (OH)
Physics
Case Western Reserve
University

Mary B. Cox (AR)
English
North Little Rock High School -
West Campus

Matthew Davis (NE)
English
Lincoln East High School

David DeCleene (HI)
English
St. Joseph's High School

Marisa Diaz de Oliver (PR)
Mathematics
Colegio Ponceno

Roy Doyle (AZ)
Biology
Corona del Sol High School

Christian L. Dreyer (OR)
English
Grant High School

Ann S. Eckardt (WY)
Language Arts and Theater
Cody High School

Chris P. Elmore (KS)
U.S. History and Government
Rockhurst High School

Ramzi Farran (IL)
Chemistry
Fenwick High School

Scott Fodness (MN)
English
Jefferson Senior High School

Steven R. Frazer (CO)
Social Studies - History,
Philosophy
Thornton High School

Kara L. Fromke (TN)
Mathematics
Christ Presbyterian Academy

Norma Gallagher (CT)
Chemistry
Wethersfield High School

Leandro H. Garcia-Fulle (CA)
Spanish Language
Crystal Springs Uplands School

Karl Gates (CO)
History and Government
Gilpin County RE-I
High School

Barry Gilmore (TN)
English
Lausanne Collegiate School

Edwin T. Ginoza (HI)
Chemistry and Physics
Maui High School

Judy Goff-Menegat (WA)
Theatre
Vancouver School of
Arts & Academics

John Gross (NJ)
Mathematics
Wayne Valley Senior High
School

Patricia Hanlan (MI)
Physics
Detroit Country Day School

Robert Hastings (OH)
English
Orange High School

John M. Hatch (ID)
English
Idaho Falls High School

Lionel T. Hearon (NH)
English
Phillips Exeter Academy

Cynthia L. Heller (OR)
Mathematics
St. Mary's Academy

Abby Hertzmark (RI)
English
Moses Brown School

Mercedes Higuera (PR)
Spanish
St. John's School

Sandra Hindsman (MS)
Biology
St. Andrew's Episcopal School

Shigeko Hironaga (TX)
Linguistics
Academy Hironaga Home School

Marsha Hobbs (MS)
Physics
Jackson Preparatory School

Theresa K. Holtzclaw (TN)
Biology
Oak Ridge High School

Larry G. Holzer (ND)
Social Studies
South High School

Donald Housley (OR)
Government
St. Mary's Academy

Gordon Ivanoski (FL)
Mathematics
Pine Crest School

Melissa A. Jacobs (NY)
European History
Herricks High School

Tina Jacobson (MT)
History
Paris Gibson Middle School

Anthony Jaswinski (FL)
English and Latin
Pine Crest School

Hannah Jones (ME)
English
Cape Elizabeth High School

Lewis Kaplan (NY)
Violin
The Juilliard School

Darren Keefe (OH)
Classics (Latin and Greek)
University School

Janet L. Kingsolver (OK)
Biology
Classen School of
Advanced Studies

Tia Kinnear (WA)
English
Newport High School

Dianne Konz (VA)
English
Thomas Jefferson High School
for Science & Technology

J. George Krupp (MD)
History
Calvert Hall College

Benjamin W. Labaree (MD)
History
St. Alban's School

Kathleen H. Lamb (KS)
Psychology and English
The Pembroke Hill School

Ferdinand A. Lauffer (VT)
Mathematics
Missisquoi Valley Union High
School

Royal W. Leith (MA)
English
Buckingham, Browne &
Nichols School

Don Lindsey (CA)
English and Science
St. Theresa School

Thomas A. Lubeck (SD)
AP U.S. History
Lincoln High School

Barbara E. Lueck (CO)
Director of Choirs
Rocky Mountain High School

Vincy Lugemwa (AL)
Algebra
Alabama School of Fine Arts

Alex Marian (NJ)
Chemistry
Burlington Township High School

Leonard E. Marsh (VA)
Middle School Science
Lake Braddock Secondary
School

2005 TEACHER RECOGNITION AWARDEES

John Mathwin (MD)
Journalism
Montgomery Blair High School

Edward Mazzoni (TX)
Math
Bellaire Senior High School

Theresa McDaniel (MD)
Painting
Carver Center for Arts
and Technology

Tim M. McGee (WY)
English
Worland High School

Phil McKinley (IN)
Physics I & II AP/ACP
Lawrence North High School

Greg Morris (NH)
Mathematics
Contoocook Valley Regional
High School

Joy M. Mudd (AK)
Language Arts
Sitkinak Island Homeschool

Jason C. Mundy (CO)
History
Kent Denver School

Mary Mysing-Gubala (LA)
Biology
Benjamin Franklin Senior
High School

Debra Norland (OR)
Band
Logos Academy

Emmanuel I. Nwozuzu (NY)
Home Instruction Specialist
Home Instruction Schools

Carol L. Obermann (WV)
Mathematics
Wheeling Park High School

Myron Ocander (NE)
Science
Westside Middle School

James C. O'Donnell (ME)
English
Brunswick High School

George Ovitt (NM)
American History
Albuquerque Academy

ShruDeLi Ownbey (UT)
Harp Performance
Brigham Young University
School of Music

Paul Palmore (HI)
Theatre
Punahou School

Nancy Paulson (AZ)
U.S. History
Mesquite High School

Mary Pearsall (PA)
English
Wyomissing Area High School

Gray Pedersen (WA)
U.S. History
Lakeside School

Leona Penner (NE)
Mathematics
Lincoln East High School

David O. Pook (NH)
Humanities
St. Paul's School

Douglas J. Potter (NY)
Fine Arts
Benjamin N. Cardozo
High School

Donald Put (CA)
Creative Writing
Idyllwild Arts Academy

Pat Robinson (NH)
4th Grade Teacher
Stratham Memorial School

Winona Robuck (GA)
Latin
The Walker School

Michael G. Roddy (MN)
Physics and Chemistry
Edina High School

Paul Romaine (CO)
Percussion/Jazz Studies
Colorado Conservatory for the
Jazz Arts

Martha Ryder (IA)
Mathematics and Physics
Prince of Peace College
Preparatory

Trey Sayes (UT)
Mathematics
Skyline High School

Diane Scattergood (DC)
English
Sidwell Friends School

Matthew N. Schiebel (IN)
Science
Northwood Middle School

Joy C. Schultz (WI)
Art (Drawing, Painting, Print)
University School of Milwaukee

Raymond Sessman (FL)
U.S. Government and Politics
Pine Crest School

Philip C. Short (IL)
Biology
Belleville High School East

Anne Smith (PA)
Latin
The Shipley School

Angela Starr-Richardson (NV)
Mathematics
The Meadows School

Glenn H. Stevens (MA)
Mathematics
Boston University

Roberta L. Stewart (MO)
Mathematics
University City High School

Donna Strange (NH)
Social Studies and Debate
Hanover High School

Janice Strickland (AK)
English and French
East Anchorage High School

Linda J. Strojan (SC)
Senior Guidance Counselor
Aiken High School

James Sweet (CT)
Physics
Hamden High School

Elwin Sykes (MA)
English
Phillips Academy

Judith Tanzman (CA)
Photography
Marlborough School

Giovanna A. Termini (NY)
Social Studies
Hunter College High School

Douglas L. Tschetter (SD)
English
Milbank High School

Susan I. Vandeventer (MI)
Social Studies
Petoskey Middle School

Don L. Vincent (WI)
Earth Science
West High School

Susan E. Wade (VA)
Mentorship/Senior Seminar
Maggie L. Walker Governor's
School

Elizabeth A. Walenta (NV)
Chemistry
Edward C. Reed High School

Paul A. Weadon (TX)
German
St. Mark's School of Texas

Heather Weaver (NC)
Drama
Hunter Elementary

Jeannette S. Webb (OK)
Language Arts/Speech/Debate
Prairieview Academy

Adam B. Weiss (VT)
Biology
Essex High School

John Wemple (RI)
Biology
Classical High School

Sheri Williamson (PA)
Art
Concord High School

Linda Winrow (FL)
English
University School of Nova
Southeastern University

Cathy Woods (SC)
English
Wando High School

Tom Wyroba (FL)
Visual Art
New World School of the Arts

William Yager (NJ)
AP Calculus
Governor Livingston Regional
High School

Leslie Yatabe (IL)
Art
Loyola Academy

2005 TEACHER RECOGNITION AWARDEES

reflect on teaching

Raja Abou-Rahme, Pennsylvania

For forty-four years, I have enjoyed communicating with young people and helping them understand and apply concepts in mathematics and physics. Their numerous expressions of appreciation have been a great source of encouragement. It is a privilege to impact young lives, and challenge them to develop their God-given talents.

Josh Adams, Arkansas

Learning is more than just repeating or memorizing knowledge. Facts must be combined with creativity and other skills for that student's knowledge to make a difference. Teachers must be mentors for students to explore the world and become prepared for the challenges of life.

Rebecca Adams, California

I teach--and yet am taught; I model--and yet am inspired. By far, the most rewarding part of teaching is witnessing those sparks of curiosity and creativity transform themselves into brilliance, a brilliance that will shape the future and ensure a new generation of inspiring teachers.

Mike Albaugh, Michigan

As a teacher, I can only instruct students on the proper rules of rhythm, harmony and form. What I enjoy about teaching, is seeing those students not only master those rules, but break them. Once this occurs, both teacher and student learn together...

Shirley Anderson, North Dakota

After 30 years in science education I still eagerly anticipate the beginning of each school year. Each year is as unique as the students in my classes and I cannot imagine a career more rewarding than teaching.

Terri Beam, Kansas

I've been privileged to work with students in both Catholic and public school settings, as well with as my own children in homeschool. My students have ranged from brain injured to gifted. The common denominator, however, is the excitement the child and I feel when he finally grasps a difficult concept.

Jayne Beatty, Kentucky

Teaching is the most worthy of professions. It is such a privilege to teach the youth and see their development as they become contributing citizens of our society. The positive energy they give me is what "keeps me going" after 28 years of teaching.

Mark Borchelt, Michigan

For me, teaching is a shared experience, an opportunity to cultivate with my students an environment that is bubbling with possibilities. Together, we strive to create a collaborative exchange where we can explore the many facets of learning in order to more fully understand ourselves, our values and our place in the world.

Lisa Boyd, Georgia

I teach because I embrace challenges—the challenge of inspiring students to read passionately, the challenge of guiding students to communicate skillfully, the challenge of pushing students to think deeply. I feel tremendous pride when students grow confident enough to challenge me with their interpretations, perspectives, and ideas.

Robert Brown, California

The educator neither molds nor forms students but rather, as the word implies, draws out of them their greatest potentiality. We are not sculptors but midwives, and our solemn responsibility and joyful blessing is to help students find their best selves and equip them to fulfill that promise as adults.

Chris Bumgarner, Montana

Seeing students make the connection between the notes on the page and the true intent of the composer is probably my most rewarding experience. Choirs communicate emotions and evoke a response from the audience; that is when the true aesthetic understanding of the power of music begins.

Jeremy Bussey, Oklahoma

I enjoy guiding my students to accept and overcome challenges. Many young people sell themselves short when it comes to their abilities, in the classroom or otherwise. Observing a student gain confidence through the learning process and climb to higher levels of thinking reminds me of the blessings of teaching.

Karen Campbell, Americans Abroad

Teaching allows me to work with so many intelligent, talented students. Each day is different; each day brings challenges, but working with students also brings great rewards. Knowing your students will go out and shape the world allows a teacher to affect the future in a way few others can.

James Carey, Jr., Massachusetts

I am convinced that relationship before task is key to effectiveness in the classroom. But as the relationships flower, to the athletic field, to the stage, to having a casual conversation after class, and to other aspects of school life, the gifts for both teacher and student are boundless.

Matt Carr, New Mexico

The world is constantly changing; it does not transform itself. As a teacher I have the enormous privilege of being involved in the development of world-changers. I can't think of a better way that I can have a positive impact on the world and have so much fun doing it. Every year I get to teach some of the coolest people on the planet. Every May I wonder who learned more, them or me.

Juan Castro, Maryland

When working with a student for three years I am fortunate enough to witness incredible growth through a student's images. It is this growth of the student that is the most exciting event in teaching.

Fred Cavalier, West Virginia

Teaching can be stimulating, challenging, fun, frustrating, serious, tiring, difficult, rewarding, and gratifying. During over 30 years of teaching I have experienced all of these feelings. When a teacher finds that very special student, then the experience of teaching becomes truly exceptional. Scholar Marissa Cevallos, you are an exceptional and rare talent. Thank you for the opportunity to share with you my love for mathematics.

Regina Cerimele-Mechley, Ohio

Teaching and Shakespeare are my passions. They change lives. At the end of a rehearsal or workshop or performance when I hear the students and audience say, "I had no idea that Shakespeare was so cool," I realize that I have found my purpose.

Dotsy Bush Compton, Alabama

Teaching AP Biology to the junior class allows me to watch these students grow. They develop into thinkers in the classroom and leaders in the high school. I feel I benefit the most by being allowed to be part of this transformation.

Craig J. Copi, Ohio

A single engaged student can transform a class from yet another onerous task to an exciting opportunity. It leads to a memorable educational experience for all involved including myself. I have had the privilege of working with many exceptional students who have transformed teaching from a profession to an adventure.

Mary Beth Cox, Arkansas

Teaching is the single most important occupation. All people have been inspired, affected, or touched by an educator at some point in their lives. Being a teacher is challenging, rewarding, and ever-changing. To have a hand in the development of a young person's mind and future is a wonderful privilege and an enormous responsibility.

2005 TEACHER RECOGNITION AWARDEES

reflect on teaching

Matt Davis, Nebraska

I can think of no other vocation that simultaneously offers the incredible challenges and incalculable rewards of teaching. Every day I stand in awe of the passion and desire that drives young people to learn. If I can contribute some measure of guidance to their endeavors, I am humbly satisfied.

David DeCleene, Hawaii

Huxley's Controller in "Brave New World" warns against the heresy "that the goal was somewhere beyond, somewhere outside the present sphere; that the purpose of life was not the maintenance of well-being, but some intensification and refining of consciousness, some enlargement of knowledge." I teach such heresy.

Marisa Díaz-Méndez, Puerto Rico

Students are seldom neutral about math: they either love it or hate it. As a teacher I strive to show my passion for it. I hope that my students can appreciate its beauty, or at least realize its importance and usefulness.

Roy Doyle, Arizona

My career choice came naturally. Prior to statehood, my grandmother taught in a one-room school in Cartwright, Arizona. My father was a teacher as well with over fifty years in public education. I enjoy the fact that "a teacher affects eternity; he can never tell where his influence stops." - Henry Adams

Christian Dreyer, Oregon

Where an English syllabus—idealized beyond logical constraints on reading, thinking and writing time—converges with students willing to suspend disbelief in such romanticism, and eager for the enterprise, there is joy. When this happens in Portland, at Grant High, in class with Scholar Jake Cohen, teaching is wondrous.

Ann Eckardt, Wyoming

My teaching is a blessing because daily I interact with bright, beautiful, and sometimes baffling people: my students. In school, I watch them grow from shy skinny freshmen to confident mature seniors and from simple ideas told in simple sentences to in-depth analysis in deftly constructed essays. It's wonderful.

Chris Elmore, Kansas

My greatest rewards as a teacher come from challenging students to accomplish what they once thought impossible and to think more deeply than they realized that they could. I am most proud when my students complete successfully what they once found to be unreasonably difficult.

Ramzi Farran, Illinois

Teaching is an amazing journey, filled with anticipation of the unfolding unknown. What will the future bring? The next period, the next day, the next semester, the next student? The opportunity to challenge and to be challenged, to love and to be loved - an experience that mirrors the vibrant gift of life itself.

Scott Fodness, Minnesota

I was honored to be named for this award by Scholar Christina Wagner, a member of my speech team. Speech, debate, drama and all arts activities are such valuable ways we can connect with students; we need to value and promote these activities.

Steven R. Frazer, Colorado

It is a tremendous privilege to be associated with Scholar Suguna Narayan. While listening to Suguna instruct her fellow philosophy students on Siddhartha Gotama, the Buddha, from a Hindu perspective, I saw how profoundly these students must leave their teachers behind. Indeed they shall inherit the earth.

Kara L. Fromke, Tennessee

The joy of teaching, for me, derives from increasing my students' joy in learning. Naturally, sparking their excitement serves to keep the pilot light aflame in me. Though universal, the love of learning ebbs and flows in each student; at her best, a teacher lovingly, determinedly, brings on the flood.

Norma Gallagher, Connecticut

The challenge facing a veteran teacher is to keep it fresh, to remember that what is repetition for you is new to the students. Meeting that challenge by trying different approaches, doing new experiments, and maintaining enthusiasm is a source of enjoyment. The response of the students is the reward.

Leandro H. Garcia-Fulle, California

When teaching a foreign language, I try to motivate my students to be fearless in the practice of the language and flexible in the understanding of other people's customs and traditions. In my class, I want to create an environment that will instill in their minds "cultural curiosity", so that the students will enhance their learning not only by speaking the language, but also by looking into politics, social conditions, arts and literature.

Karl W. Gates, Colorado

I teach because I wanted the challenge of positively influencing students to be their best, to succeed. Seldom are teachers recognized for the job they do. When it happens it makes the frustration melt away and you remember why you entered the career in the first place. No greater reward exists!

Barry Gilmore, Tennessee

Fifty words to describe what I most enjoy about teaching? Laughter. Books. Discussions. Enthusiasm. Passion. Scholarship. Friendship. Creativity. Meaningfulness. Open-mindedness. Community. Collaboration. Language. Learning. Chocolate, caffeine, sugar. Chalk dust, papers, school plays, lunches, college acceptance letters, exams, graduation—all of it. Shakespeare, Austen, Auden, Arundhati Roy. And students—students most of all.

Edwin Ginoza, Hawaii

During the past several years I have helped prepare teachers for the Pre-Professional Skills Test math exam. My lessons always include teaching tips and emphasize using an integrated approach versus teaching topics in isolation. A number of my teachers mentioned that they have used these techniques in the classroom. There is a degree of immortality in teaching.

Judy Goff-Menegat, Washington

A favorite children's storybook, "The Dancing Turtle," sums up why I am an artist and a teacher. "Turtle played her flute with such skill and joy that before long, she felt like dancing!" Everyday in my theatre classes I see students emerge from their shells of insecurity and self-doubt and transform into confident, expressive young adults through the powerful act of bringing skill and joy together in a creative act. It is a transcendent experience.

John Gross, New Jersey

Except for being a husband and father, no job could be more rewarding than teaching. Being given the opportunity to teach the beauty and power of mathematics for the past 33 years has been one of the joys of my life. Encountering a student like Scholar Dhruv Maheshwari and being a positive influence on him reminds me of the importance of my profession.

Patricia Hanlan, Michigan

I love to hear from students who have been somewhere, just doing some everyday thing, and suddenly it reminded them of physics. To see them come back and share their insights lets me know that they will be able find opportunities to learn in any situation.

Todd Hearon, New Hampshire

On an ideal day, the ideal teaching moment (ideally, indefinitely sustained) is one in which the border delineating "teacher" and "student" dissolves, or is blurred, the two sides suddenly becoming interchangeable, so that we—a collective, mutually responsive, imaginatively engaged mind which is the class—are learning and discovering together.

2005 TEACHER RECOGNITION AWARDEES

reflect on teaching

Cynthia Heller, Oregon

I love to watch as the girls who walk into the school on their very first day transform throughout their four years into confident, mature young women, ready to meet any challenge. And as their teacher I have had a hand in nurturing that transformation.

Mercedes Higuera-Pereda, Puerto Rico

Spanish author Miguel de Unamuno wrote: "Happiness is something one lives and feels; it is not something to reason or define." I enjoy teaching because I live and feel immeasurable happiness when reaching, encouraging, guiding and helping youngsters in their journey to find the beauty, truth, and talents within themselves.

Sandra Hindsman, Mississippi

Sharing the thrill of learning with my students and hearing one say, "Ohhhh...I got it!" are mountaintop experiences for me. I think I stretch and challenge my students; they certainly stretch and challenge me with their insightful questions, their superb habits of mind, and their willingness to commit themselves to excellence.

Shigeko Hironaga, Texas

On the first day of school, a boy sat sideways and glared at me with a hateful look. It seemed impossible to teach him anything. However, after struggling in prayer to love this unlovable child, I saw him become the brightest in the class. Love is the best teacher.

Marsha Hobbs, Mississippi

Teaching high school is my calling. The students inspire me to use my talents fully in the classroom and through their involvement in student government I feel blessed to be able to mentor students during these crucial years and to introduce them to the exciting subject of physics.

Theresa K. Holtzclaw, Tennessee

I hope to share with my students a wonder and appreciation of living organisms, to foster curiosity of natural phenomena as well as to provide them with the tools to pursue answers. I am honored to enjoy their intellectual stimulation and am convinced there is no more important profession.

Larry Holzer, North Dakota

I have always suggested to students that they should develop what I refer to as an aesthetic appreciation for the world of ideas—that ideas and theories could be seen as finely constructed paintings or pieces of music that can simply be enjoyed for the pleasure they bring. I have always believed that if they can develop such an appreciation, then learning will need no justification other than the sheer joy it can bring them.

Gordon Ivanoski, Florida

I enjoy the challenge of teaching math, preparing my students to do science and engineering at a high level. I take pride that my students have gone on to advanced degrees in mathematics and physics. I have never outgrown the awe I had as a child that things work according to simple rules, and I have had much joy understanding those rules and sharing that understanding. I am nothing more than a human being doing what I love.

Melissa Jacobs, New York

There has been no greater honor as a teacher than to have worked with Scholar Vivek Viswanathan. He has inspired me to be better at my craft. Most importantly, he exemplifies what a generous spirit and loving family contribute to society. I feel our future is in good hands.

Anthony Jaswinski, Florida

What I enjoy about teaching is teachers and students seizing the day. *Carpe diem!* Sharing the journey; navigating labyrinthine paths, torturous twists and turns; stumbling, searching for truth; wandering, side by side, within profound woods of knowledge; exulting in wondrous moments of perception; lighting paths and lightening hearts; embracing the quest for learning; succeeding; enriching one another's lives.

Hannah Jones, Maine

Teaching and learning are the riskiest activities we undertake. To trust young people to embrace the books we love, to write their own truths in their own voices, to understand and grow from their time with us, is a profound act of faith.

Darren Keefe, Ohio

High school teaching puts a premium on building and refining relationships with students, since a fitting relationship often has a lot to do with a student learning deeply. When these relationships come to stand on their own, as they usually do, they are one of the great benefits of the job.

Janet Kingsolver, Oklahoma

I get to see students' blank stares change to surprise, questioning, thinking, and then to an "Ah-ha!" almost daily. The satisfaction on their faces is so exhilarating. I am amazed at the capacity my students have for thinking and enjoying life, and I love creating new experiences for them.

Tia Kinnear, Washington

Celebrating the Presidential Scholar Award with Scholar Shannon Watanabe is my highest honor. Shannon's special gifts and talents, so gracefully integrated into a compassionate understanding of the human condition, remind me of the inspiring experiences I encounter each day. Working with motivated and aware young adults keeps me intellectually and emotionally engaged, for there is no greater gift than sharing the questioning, the discovering, and the articulating process with passionate students.

Dianne Konz, Virginia

Foreign language teachers are a lucky lot. On a daily basis, we get to chip away at the barrier of language that separates human beings. A student tells you that he chatted with the Hispanics at his part-time job, or that she helped a family find their way in DC. Better yet, you go to the emergency room—as a patient—and find a former student, a male nurse, managing a roomful of anxious immigrants fearful of not being understood. They are. Another thrill, you teach your students literature and they discover that under the same sun, but in a different place and in a different tongue, people love and laugh and lament their fate in a familiar voice.

J. George Krupp, Maryland

I cannot imagine having done anything else besides teaching over the past 45 years. The students have kept me "young." I am a firm believer that they know more than they think they know, and for that reason, answers like "I don't know", or "I'm not sure", are unacceptable. And you know what? It actually works!

Benjamin W. Labaree, Jr., District of Columbia

What I most enjoy about teaching history is the license it gives me to remain an active learner. I ought to thank my students more often for the many ways that their humor, energy and enthusiasm inspire me to continuing learning in order to become a more effective teacher.

Ferdinand A. Lauffer, Vermont

Interacting daily with young minds keeps me young; I enjoy learning from them as much as they, hopefully, enjoy learning from me. Scholar Barbara Dewey and other students have made it abundantly clear that my work as a teacher is appreciated and does make a difference. Could I ask for anything more?

Rob Leith, Massachusetts

Teaching literature and art history offers me the privilege of opening doors to the most profound and beautiful thoughts and creations of the human spirit, and it allows me to share that excitement with students during the most impressionable period in their lives.

2005 TEACHER RECOGNITION AWARDEES

reflect on teaching

Don Lindsey, California

I have a great love for good literature. This appreciation on my part will hopefully leave an impression on some of my students. We needn't always like the same literary works, but we should be able to discuss the reasons for our differences.

Barbara Lueck, Colorado

As music educator, the challenge, joy and reward are in leading the daily process of transforming young and individualistic singers into a vibrant, communicative and loving ensemble whose collective focus is the discovery and performance of beautiful choral music.

Vincy L. Lugemwa, Alabama

Named "the academic mom" by one of my students, I thrive to motivate, challenge and nurture my students daily. Connecting mathematics to real world situations develops inquisitive, confident, well-rounded lifetime learners who will positively impact the global community. I am honored, and humbled, to be recognized by one of them.

Alex Marian, New Jersey

Teaching is my joy. I am honored to work with beautiful people like Scholar Jane Hur. I care about my students and love to help them excel in chemistry as well as table tennis and billiards (club advisor). The friendships that I've made and being able to make a difference in someone's life are invaluable experiences. I have the best job in the world!

Lenny Marsh, Virginia

What I love about teaching is the opportunity it provides to make the world a better place. Scholar Walter McClean and other wonderful students like him (though there is truly none to compare to Walt) help me realize my dreams every day. I sincerely thank and honor every one of my students.

John Mathwin, Maryland

Students passing in the busy hall jostled the two boys—both of whom were dressed to affect an "I'm bad" attitude—but the two stood rock steady, utterly absorbed in reading the latest issue of the school newspaper, which my journalism students produce. Our month of hard work had just been made worthwhile.

Edward Mazzoni, Texas

I strive to provide students with the tools and opportunities to solve mathematical problems through reasoning and to ignite a passion for learning. It is most rewarding when students are driven to spend hours or even days seeking solutions to challenging problems and love every minute of it.

Tim McGee, Wyoming

Teaching is the most personal of expressive art forms, defying simple directives for emulation, while at the same moment no art is more socially inclusive. I challenge myself and my students to leave the world a better place than we found it, by first helping ourselves, and then others.

Philip McKinley, Indiana

A teacher is like a doctor who diagnoses understanding and prescribes learning experiences from which students construct insight. He is a coach who models skills and motivates and critiques increasing student performance. He is an orchestra leader who manages learning environments in which students perfect their parts. Any instructional success I may have had is dedicated to my academic "patients," "athletes," and "musicians."

Greg Morris, New Hampshire

The opportunities I receive every year to try and reach so many minds with topics in calculus and physics are precious. Receiving constructive feedback from students is essential. Over my eighteen-year career some of their comments have burned into my mind. "When I'm in your class it is as if I am learning in my living room. You create a comfortable atmosphere where I am not afraid to ask questions...Your ability to explain difficult concepts in a multitude of ways has always impressed me...I enjoy your sense of humor...Thank you for being my teacher." It is most rewarding to engage students with a purpose and a philosophy and then find that some students understood and appreciated the attempt. I love teaching.

Joy Mudd, Alaska

What I enjoy about teaching is the process of discovery, the journey toward understanding. The awakening in a mind that is free to explore, encouraged to create and allowed to fail. Each child I have taught over the past 23 years—including my own—has taken me along on the same journey. I am grateful.

Jason Mundy, Colorado

I teach because I love it, and my students make me feel young. There is nothing more rewarding than helping my students push beyond their comfort level to really explore human nature, with an eye towards understanding the past in order to make a brighter future.

Mary Mysing-Gubala, Louisiana

What do I enjoy most about teaching? When I see the eyes brighten and the smiles appear and I know they understand. When they ask questions nonstop and I know they are curious. When they tell me that I was the most demanding teacher they ever had but they loved it and I know they learned.

Emmanuel I. Nwozuzu, New York

A letter from Scholar David Jiang reads, "Being taught by you has been an extraordinary experience. Thank you for sharing everything, your intelligence, insight, perceptiveness, and sense of humor. You have an uncanny ability for making course material interesting and fun. Your stories make your wisdom clearer..." Praise like this gives me pride in my work.

Carol Obermann, West Virginia

I enjoy being able to share my passion for mathematics with my students. It is gratifying to see their excitement when they solve and especially challenging math problem. My goal is to instill in my students critical thinking skills, which they can apply to other areas of their lives.

Myron Ocander, Nebraska

Teaching has truly been a gift to me. When students like Scholar Amy Gilpin thank me for doing my job I am humbled and honored. I am a strong believer that every child wants discipline and to be pushed to succeed in life. The old adage of "the light bulb coming on" is so true. When children learn and you see this learning take place, as an educator or coach, what could be better? It is especially wonderful when one of those "lights" expresses how much you have helped her shine!

ShruDeLi Ownbey, Utah

When I accept three-year-old students, I agree to travel their path with them. So far, I have taught over 300 students—all play the harp; all have interesting stories. In 2002, on the evening of our 170-harp ensemble concert in Utah's State Capitol Rotunda, I took a rose from the bouquet Elizabeth Smart's family gave me to Scholar Angela Dastrup. Angela was in a hospital cancer ward receiving chemotherapy; Elizabeth had then been missing five months. Angela and Elizabeth were both out of my studio for the same period of time. Teaching them now, their lessons back-to-back, I am reminded of how music helps us stay sane even when we are stripped of the ability to make music. I feel intensely how precious the moments become when we work with young people. I have seen how harp playing heals minds, bodies, and souls.

Paul Palmore, Hawaii

The teacher walks into the classroom theatre, first school day. "Where are we going this year?" asks the student. "Tuscumbia, New Orleans, Saint Louis, Illyria." "Who will we be?" "Nobles, teachers, Captains, drunks and dreamers." Joy, excitement, fear fills the room. O, the passion I have for what I do!

2005 TEACHER RECOGNITION AWARDEES

reflect on teaching

Nancy Paulson, Arizona

Teaching gives me the opportunity to share my passion, American history, with my students. It is especially rewarding to be the facilitator of these students as they evolve into young adults who understand our nation's past and are willing and able to lead our country into the future.

Mary Pearsall, Pennsylvania

Teaching is a quest for knowledge and understanding, which I celebrate with my students. Together we explore the connections between great philosophers and authors. Students write about their connections and share the "voices of their souls." Thank you, Scholar Christian Schlegel, for your brilliant voice and recognition of my passion for teaching.

Leona Penner, Nebraska

What a tremendous privilege and joy I have to watch a student grow from a 7th-grade child to an emerging young adult—to see their God-given talents developed and refined as they successfully develop mathematical conceptual understanding through struggles and hard work and as they willingly commit themselves to serious contest preparation.

Douglas Potter, New York

One of the greatest jobs of teaching is witnessing the moment students suddenly grasp an idea in their work that you have taught them. The delight they express in knowing their lives have been enriched by art has provided me with a lifetime of joyous memories.

Donald Put, California

Perhaps my most memorable times as a teacher are those hours I have spent talking to students one on one. Their insights about life, literature, and the human condition never fail to show me new ways to look at things. These interpersonal exchanges with their spontaneous flow of ideas are magic.

Patricia Robinson, New Hampshire

Some children impact our lives beyond the classroom—Scholar Gordy Powers was one of these. To have Gordy remember his experiences in first and second grade truly fills me with pride. This professional collaboration within my classroom enhanced and inspired us both for a lifetime.

Winona Robuck, Georgia

I love my students! To know them as individuals, to witness their "ah!" moments of understanding, to be awed by their potential, to celebrate their personal and academic triumphs, to share their disappointments; this is why I love teaching. To know and to have taught the extraordinarily gifted Scholar Grace Lu is one of my greatest joys.

Michael Roddy, Minnesota

My first year: Keisha intended to become a doctor, but her English teacher felt she could become a great writer. How to choose? The exhilaration she felt when I told her she didn't have to choose was infectious. I teach so that I can share in the thrill of self-discovery.

Martha Ryder, Iowa

A student I taught 30 years ago wrote that her interest in astronomy, picked up in my class, has lasted. She downloads the Astronomy Picture of the Day and often uses the picture as her computer screen background. I should have written to my teachers.

Thomas "Trey" Sayes, Utah

When asked, "What do you do?" I respond with pride, "I teach. I am a teacher." I graduated from West Point, I was an officer in the U.S. Army, I fought in Viet Nam, but teaching has fulfilled my quest for significance and meaning. I will leave thousands of confident, capable, courageous citizens as a legacy to my country.

Diane Scattergood, District of Columbia

The custom of giving apples to teachers may serve to symbolize the ability of a small seed to grow into something much larger than itself. The seeds I plant may not always sprout and mature as I plan, but I have full confidence that they will nourish and ultimately reseed.

Matt Schiebel, Indiana

Although many consider teaching to be a profession that allows educators to impart knowledge to students, I have been blessed to learn many life lessons from my students. I have relished the opportunity to fuel the fire of students who arrived in my classroom with a passion for learning (like Scholar Josiah Schwab), while at the same time, striving to spark the enthusiasm of those who needed a little extra guidance to discover the benefits of a sound education.

Joy Schultz, Wisconsin

I believe we all possess God given gifts; we have mentors who help us realize our potential. I strive to fulfill my passion to teach art education and my students inspire my teaching. This recognition is the one of the greatest gifts to receive from a student.

Raymond J. Sessman, Florida

What I enjoy most about teaching is the privilege of taking an active role in promoting my students' growth and maturity. Being able to help and guide them as they search for truth and seek to find their place in the world is, like learning itself, a priceless reward.

Philip Short, Illinois

A goal of teaching is to create autonomous thinkers. Our profession does not require inculcating finite knowledge sets but the more difficult task of clearing barriers. Contentment is derived at the year's end from the number of biology students abandoning reliance on me to begin asking the appropriate questions independently.

Anne Smith, Pennsylvania

I am honored to be recognized as an inspirational teacher by such a beloved, extraordinarily gifted student. It has been a joy teaching in a school committed to excellence and developing in each child a love of learning, with the courage and grace to be compassionate citizens. As a Middle School Latin teacher, I enjoy sharing with my students my passions for Latin, classical art, and archaeology. Scholar Gigi Combe will always be "summa cum laude" in my book!

Angela Starr-Richardson, Nevada

I spend endless hours working with students of all instructors, in order to get or keep them on the honors track. I check ability levels, administer diagnostic exams, and help students to acquire the skills they need in order to keep up with their ambitions, hopes, and dreams.

Roberta L. Stewart, Missouri

Teaching mathematics is my passion. Everyday I am surrounded by young people who remind me how challenging and rewarding teaching can be. I take pride in creating a learning environment that provides the opportunity for all students to reach their full potential and to become successful students who enjoy learning.

Janice Strickland, Alaska

I thrive on the literary analysis in my AP English Literature class and the excitement generated by students who realize that they are speaking French and others do understand them. At the moment I think life can be no better, I receive a call from a former student, now a battle-experienced Marine, who wants me to know that he is in Kuwait, safely out of Iraq—for now; or I am in Nimes, and I hear one of my students utter beautiful French as she responds to the queries of the woman serving her breakfast. I am a teacher.

Linda Strojan, South Carolina

Each day I sit in awe of the potential which is before me: a person who will win a peace prize, discover a cure for AIDS, write a fine piece of literature, feed a starving child...or be a teacher. To play a role in the lives of these deserving students is my greatest reward.

2005 TEACHER RECOGNITION AWARDEES

reflect on teaching

Elwin Sykes, Massachusetts

Teaching literature and language remains pleasurable and purposeful because students remain eager and imaginative. Newly arrived ninth graders and literarily seasoned seniors are all sources of purpose and excitement. With time to develop emotionally and intellectually, students discover their intellectual inclinations and thrive in spite of policies and standardized testing.

Judith Tanzman, California

As an artist and educator, I encourage and challenge students to take risks with ideas and process in order to create work that is both meaningful and personal. When students tap into their imagination and the power of creative thinking, they discover the artist within themselves and the tools for a successful and creative life.

Douglas Tschetter, South Dakota

We all make choices everyday. It is my hope to make students recognize that choices have consequences, some good and some bad. We are responsible for the direction our lives take. When we look in the mirror, we have to be able to face that person along with his or her choices.

Susan VanDeventer, Michigan

For America to continue to be the land of equal opportunity, we must honor and support our public schools. No job is as important as educating our children. I am so proud to work with colleagues who, like me, are dedicated to keeping the American dream alive for all students.

Don Vincent, Wisconsin

As a teacher I meet the future every day in my classroom. I truly love my work. My vision is for my students to gain an understanding and appreciation of the natural world and to become life long learners and, ultimately, responsible citizens of Earth. For me, there is no profession more meaningful than teaching.

Elizabeth Walenta, Nevada

"Challenges are what make life interesting. Overcoming them is what makes life meaningful."--Joshua Marine. Throughout my career, I have enjoyed meeting the challenge of educating our youth. In turn, I strive to challenge my students to inquire more deeply. The opportunity to teach and nurture enthusiasm for science is extremely gratifying and is part of what brings meaning to my life.

Paul Weadon, Texas

I have always wanted to teach foreign languages for as long as I can remember. The satisfaction that I derive at the end of each day from participating in the learning process of each student and from observing his progress cannot be equaled in any other profession. My students established a generous endowment in my name to provide funds for students who cannot otherwise afford travel abroad. What greater reward could I seek?

Heather Connelley Weaver, North Carolina

Teaching children the basics of drama: my job. Encouraging actors to participate in stage productions: my calling. Teaching elementary students to appreciate, love, and perform Shakespeare: my joy. Watching students, like Scholar Noah Putterman, fall in love with theatre: my blessing. Being a teacher who's made a difference: my honor.

Jeannette Webb, Oklahoma

My role as a home educator has been a journey of delight and discovery. I set out not to shape my children, but to help them discover their God-given gifts and then equip them with the skills needed to reach their full potential.

Adam Weiss, Vermont

The primary role of a teacher is one of helping students experience the joy and excitement of learning. This excitement and the subsequent pride students feel in their achievements will stimulate a desire for life-long learning. Knowing that my class contributed to students' success is the ultimate reward.

Linda Winrow, Florida

I do my utmost to inspire my students to stretch their minds and reach new levels of understanding. Former student Matthew Pearl, author of the international bestseller "The Dante Club," epitomizes the gratification I feel when he visits and tells my classes to follow my instruction and they'll do well!

Thomas Wyroba, Florida

For my 18th year at New World School of the Arts, I have become attached to each and every one of my students. They are my family. For the 5th time in my career, another member of this family has risen to the ranks of Presidential Scholar, and nominated me as her most influential teacher. Thanks, Scholar Anne Blazejack.

William Yager, New Jersey

Every teacher's goal is to have his or her students become better thinkers. My love is problem-solving. Ask a non-traditional, problem-solving question and watch young minds grow while searching for a solution. I am fortunate; I get to experience this joy every day.

Leslie Yatabe, Illinois

As an art educator, one of my greatest joys is seeing a student strive to reach his or her full potential. My goal is to help my students develop their creativity, self-esteem, and artistic skills. For me, teaching art is a way to help influence young people's lives in a positive way.

2005 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners

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

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



Linda Richey Graves, Kansas
Commission Chair

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



L. Richard 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, serving as Chairman of the Senate Finance Committee for six years. He also served on the Appropriations, Judiciary, Commerce, Natural Resources & Environment, and Joint Legislative Budget Committees. 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 youth, affiliated with Prison Fellowship Ministries. Scott is a partner in a New York City private equity firm, still resides in Phoenix, and holds an MBA from Thunderbird Graduate School for International Management.



Hattie Daniels-Rush, Wisconsin

Hattie Daniels-Rush is a licensed marriage and family therapist in the state of Wisconsin. She is a former secondary school English teacher, and has worked in the Milwaukee Public School District as a 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 & 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, and has been named the African American Chairperson of the Wisconsin Republican Party.



Williamson M. Evers, California

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

2005 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



Michael A. Galiazzo, Maryland

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



Marcia A. Jackson, Virginia

Marcia Clark Jackson is an associate with Africa Global, a company serving the public relations and private sector development needs of African governments, the U.S. and African private sectors headquartered in Washington. A graduate of the University of Missouri-St. Louis, she holds degrees in political science and business administration & accounting. Previously, she was founder and president of Jackson Roy Company, a marketing and business development company based in Texas specializing in growth strategies for small firms. A Dallas resident 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.



Jason Kamras, Washington, DC

Jason Kamras, named 2005 National Teacher of the Year by President Bush, is a math teacher at DC's Sousa Middle School. In his 8 years there, Kamras has raised math achievement by doubling instructional time and redesigning the curriculum. As a result, students scoring "below basic" in math fell from 80% to 40% in a year, and his students have met the district's math progress targets each year since the No Child Left Behind Act's implementation. Kamras, 31, was born in New York, but soon moved to California, graduating from Sacramento's Rio Americano High School. While earning a bachelor's in public policy from Princeton, he tutored Trenton elementary students and served as a GED counselor for inmates at Mercer County's Correctional Facility. After graduation, Teach for America placed Kamras at Sousa, where he taught 6th grade math for three years and social studies for two, with time off to earn a master's in education from Harvard. In 2002 he returned to teaching 7th and 8th grade math. He is the 55th National Teacher of the Year--the first to represent the District--and serves for a year term as national and international education spokesman.



Robert L. King, New York

Chancellor of the State University of New York (SUNY) system since 1999, Robert King has brought SUNY to the forefront of American public higher education. During his tenure SUNY has enhanced admission criteria, developed its award-winning distance learning network, set enrollment records, expanded foreign study, increased partnerships with business and industry, met ambitious fundraising goals, and launched three Centers of Excellence. King served on President Bush's education transition team, and in 2004 was appointed to UNESCO's Education Committee. Prior to his SUNY post, he was New York State's budget director, and led the Governor's Office of Regulatory Reform, reducing the state's regulatory costs by nearly \$3 billion. Before joining the Pataki administration, King served as Monroe County Executive, and for four years was Rochester's State Assemblyman. With a law degree from Vanderbilt University and a bachelor's degree from Trinity College, King spent much of his law career as a prosecutor in California and New York. The Rochester native and father of four resides with his wife in Clifton Park, NY.



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, Registered Nurse, mother of four, and farming partner with Jim, her late husband of 42 years. Her career has included a 13-year appointment by then-Governor Branstad as the first chair of Iowa's Job Training Partnership Act Commission, and 18 years' service 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. She served for 15 years as Chairman of the Scott County Board of Health, and continues as Chairman of the Board of Directors of Valley Bank--in 1993, the first bank to be chartered in Iowa in 25 years. She was the state's delegate to the Associated Country Women of the World, traveling to Kenya in 1977 and Germany in 1980. In 2003, Charlotte was elected Trustee of the Herbert Hoover Presidential Library.



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.

2005 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



John F. Mueller, Wyoming

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



Laura E. Owens, Kentucky

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



Jean Potter, West Virginia

Jean Potter began her career as a teacher for the Norwin School District in Irwin, Pennsylvania. She was later asked to join the West Virginia State Department of Education to implement the Early Childhood Education Program, and, during her tenure there, also taught graduate and undergraduate courses for several colleges and universities. During the Reagan administration, Mrs. Potter served in the U.S. Department of Education as Deputy Assistant Secretary for Elementary and Secondary Education, and later, as that Office's Acting Assistant Secretary. She left this position to become Deputy to the Chief of Staff in the U.S. Environmental Protection Agency. She is a professional speaker on the subject of early childhood education, and is an award-winning author of seven children's books that deal with educational subjects, and a developer of educational materials for preschool. Mrs. Potter and her husband, Thomas E. Potter, are the parents of five-year-old triplets, Christopher, Alexandria and Victoria.



Robert Ray, Iowa

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



Renee Russell, North Carolina

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



Stanley E. Taylor, Virginia

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



Flo N. Traywick, Virginia

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



Mary K. Turner, Virginia

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



Paul G. Vallas, Pennsylvania

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



Fidel Vargas, California

Fidel Vargas is Vice President of Business Development at Reliant Equity Partners. Previously he served as Mayor of Baldwin Park, California, where his innovative approaches to city government 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 posts as senior policy analyst to Los Angeles Mayor Richard Riordan, and Vice President of Phillips Brooks House, the community service organization of Harvard College. Mr. Vargas holds a Masters in Business Administration from Harvard Business School. He resides in Baldwin Park with his wife and three children.

2005 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



Presidential Scholars Foundation

Honoring Outstanding Achievement by America's Youth

"Excellence in education is not just a matter of standards and talent but also of character."

President George W. Bush

May 2005

Dear Presidential Scholars:

Congratulations on your outstanding accomplishments! On behalf of the Foundation's Board of Directors, our generous donors, and the Presidential Scholars Alumni, I applaud the hard work and high standards that have made you excel as students, artists, leaders and citizens. For over 40 years the Presidential Scholars Program has showcased the enormous potential residing in our Nation's youth, and the essential role our schools and teachers play in awakening that potential. You represent the American Dream's promise of hope and success, and your example will help encourage your peers across the country to realize their dreams.

The members of this Foundation are proud to partner with the White House Commission in honoring some of America's future leaders. We raise funds from public and private sources to make National Recognition Week possible, and offer other benefits for Scholars and Alumni. The Foundation is your gateway to the nearly 5,000 Presidential Scholars honored since 1964. Our organization is a means for you to continue the friendships forged during National Recognition Week, and connect with 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 consider becoming an active member of the Alumni Network.

This is an exciting time for the Foundation as we look toward the program's 50th anniversary in 2014. Our goal is to establish a \$1 million endowment in time for that celebration. We hope you will consider donating your time, effort and other resources to this exciting effort. Your support will help ensure that this great tradition continues for future generations of Scholars.

To learn more about who we are and what we do, please visit our website at: www.presidentialscholars.org. I commend each of you on a job well done!

Best Wishes,

James E. Farmer
President

Board of Directors

James E. Farmer
President

Joseph D. DiVincenzo
Immediate
Past President

Matthew T. Anestis
Vice President for
Alumni Relations

Sanford C. Nemitz
Treasurer

Linda K. Graves

Scott A. Bundgaard

Michael A. Galiazzo

PRESIDENTIAL SCHOLARS FOUNDATION

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

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

Those interested in further information about the Foundation's activities or charitable giving may visit the Foundation's website at www.presidentscholars.org.

MEMBERS OF THE PRESIDENTIAL SCHOLARS FOUNDATION

James E. Farmer, *President*
 Joseph DiVincenzo, *Immediate Past President*
 Matt Anestis, *Vice President for Alumni Relations*
 (1991 Scholar, CT)
 Sanford C. Nemitz, *Treasurer*

Linda Graves, *Commission Chair*
 Scott Bundgaard and Michael Galiazzo, *Commissioners*

THE PRESIDENTIAL SCHOLARS ALUMNI SOCIETY

The year 2004 marked the Presidential Scholars Program's 40th anniversary. With great pride in the past and great enthusiasm for the future, a revitalized Alumni Relations Committee was launched this same year, with the goal of engaging our distinguished alumni community in enhancing and sustaining this singular recognition program. The Committee's mission is to "improve benefits for Scholars during National Recognition Week and beyond, to increase the public stature of the program and to encourage and celebrate true excellence in scholarship, public service, and artistic pursuits." The Committee has joined the Foundation's Board of Directors in adopting an ambitious ten-year growth plan in anticipation of the program's 50th anniversary, in 2014. The Committee encourages the 2005 Scholars to join this effort. To contact us, to learn more or to become involved, visit the Scholars section of the Foundation's website, or send a message to our Vice President for Alumni Relations, Matt Anestis (1991 Scholar, CT), at MANestis@presidentscholars.org.

2005 THE COMMISSION ON PRESIDENTIAL SCHOLARS and its partners



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

June 2005

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.



Jerome J. Parks
Chairman, Board of Trustees
National Foundation for Advancement in the Arts

THE NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS

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

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

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

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

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

2005 PRESIDENTIAL SCHOLARS

staff and advisors



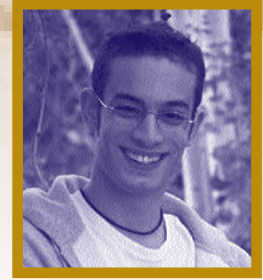
Melissa Apostolides
Executive Director



Jennifer Richards
Executive Advisor,
2003 Scholar (VT)
Junior, University of Virginia.
Major: American Government,
Biology minor



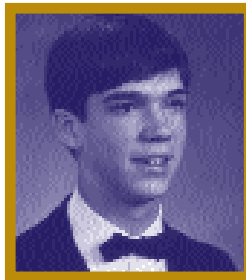
Nicholas Beck
Advisor, 2003 Scholar (MT)
Junior, Montana State University.
Major: Chemical Engineering.



Joel Englander
Advisor, 2003 Scholar (CO)
Junior, Stanford University.
Major: Symbolic Systems.



Aha Kumi
Program Coordinator



Christian Snider
Executive Advisor,
2001 Scholar (MS)
First-Year Medical Student,
University of Mississippi
Medical Center.



Nicholas Burjek
Advisor, 2004 Scholar (IL)
Sophomore, Vanderbilt University.
Major: Biomedical Engineering.



Hayley Fink
Advisor, 2004 Scholar (FL)
Sophomore, Harvard University.
Dual Major: Government & Earth
and Planetary Sciences.



Matthew Austin
Advisor, 2003 Scholar (AL)
Junior, Rhode Island School
of Design.
Major: Painting.



Michael Chen
Advisor, 2002 Scholar (NM)
Senior, Yale University.
Major: Psychology.



Ke Ji
Advisor, 2004 Scholar (MS)
Sophomore, Furman University.
Dual Major: Political Science
& English.


Hugh Kennedy

Advisor, 2004 Scholar (MN)
Sophomore, University of Minnesota/Guthrie Theater Actor Training Program.
Major: Acting.


Keith Nunziata

2003 Scholar (VT)
Junior, Harvard University.
Major: Biology.


Carrie Spielman

Advisor, 2002 Scholar (OK)
Senior, University of Oklahoma.
Dual Major: Political Science & Zoology/Biomedical Sciences.


Townsend Wells

Advisor, 2004 Scholar (CT)
Sophomore, Princeton University.
Major: Undeclared.


Katherine Klem

Advisor, 2004 Scholar (KY)
Sophomore, University of Virginia.
Major: Undeclared.


Kimberly Pependorf

2002 Scholar (UT)
Senior, California Institute of Technology.
Major: Geobiology.


Anna Swenson

Advisor, 2004 Scholar (ND)
Sophomore, Harvard University.
Major: Environmental Sciences & Public Policy.


Rena Xu

Advisor, 2003 Scholar (PA)
Junior, Harvard University.
Dual Major: Biochemistry & Government.


Robert McCartney

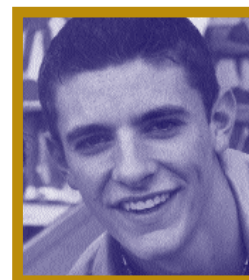
Advisor, 2004 Scholar (NY)
Sophomore, Brown University.
Major: Undeclared.


Karen Rhorer

Advisor, 2003 Scholar (LA)
Junior, Vanderbilt University.
Major: Communications.


Uma Tadepalli

Advisor, 2003 Scholar (NC)
Junior, Princeton University.
Major: Music.


Christopher Young

Advisor, 2003 Scholar (TN)
Junior, Belmont University.
Major: Music Business.

A U T O G R A P H S

