



PRESIDENTIAL SCHOLARS



# 2006

PRESIDENTIAL SCHOLARS PROGRAM

NATIONAL RECOGNITION WEEK

June 24 – June 27, 2006

National Recognition Week is Sponsored by:

GMAC Financial Services

# 1964-2006

*42 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-two 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 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 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.



*Congratulations*

THE WHITE HOUSE  
WASHINGTON

April 26, 2006

Congratulations to the 2006 class of Presidential Scholars.

I appreciate this year's Presidential Scholars for your hard work and determination to achieve your goals. By making a commitment to service, integrity, and good citizenship, you inspire others to reach for their dreams and serve a cause greater than self. I also commend your parents, teachers, and other mentors for their support and guidance.

Each of you has gifts to share, and our Nation needs your energy and leadership. As you look to the future, you can show your appreciation for those who have helped you succeed by continuing to serve those in need. Through devotion to family, education, and community, you can help build a better and more compassionate society.

Mrs. Bush and I send our best wishes.

A handwritten signature in black ink, which appears to be "GWB", written in a cursive style.



THE SECRETARY OF EDUCATION  
WASHINGTON, DC 20202

June 2006



Dear 2006 Presidential Scholars:

I'm delighted to join President George W. Bush in recognizing each of you for your commitment to excellence. Through your achievements, leadership, and service, you have earned a place among a distinguished group of individuals. Since 1964, just over 5,000 young men and women have received this special honor and gone on to make a difference in their communities and professions. I am confident that each of you will also rise to the top of your chosen fields and will use your talents for the advancement of the United States and the world.

In his 2006 State of the Union address, President Bush said, "If we ensure that America's children succeed in life, they will ensure that America succeeds in the world." This Administration is committed to nurturing scholarship and leadership in all our youth and ensuring that not a single child misses the opportunity to share in our Nation's promise.

Your accomplishments are proof of the great potential that lies within each young American and of what our students can accomplish with the support of high standards and expectations, first-rate teaching, and proven, effective practices. Your example will help speed our progress toward achieving the goals of *No Child Left Behind*.

Congratulations on being chosen to wear the Presidential Scholars medallion, and best wishes for your future success.

Sincerely,

Margaret Spellings



## UNITED STATES DEPARTMENT OF EDUCATION

THE COMMISSION ON PRESIDENTIAL SCHOLARS

May 15, 2006



The members of the White House Commission on Presidential Scholars are pleased to join President Bush, Secretary Spellings, and our kind partners and sponsors in honoring the 2006 Presidential Scholars. Each of you, through your academic achievements, artistic endeavors, leadership and good citizenship, is already making your mark and helping to uplift and improve your schools, communities, and states. We are delighted to play a part in recognizing your efforts and celebrating your successes.

This year a 1989 Presidential Scholar from Idaho wrote to us: "You can't imagine how much it has meant to me to be a part of this organization. The love and support I felt from my country during Recognition Week strengthened my drive to serve and to make the world a better place. The officials we met spoke so often [about our] being the nation's future, that I felt like they were handing us the nation, and saying, 'Take good care of it.'" We hope your time in Washington, and the medallion you receive in recognition of your accomplishments will impart to you that same feeling of support, inspiration, and purpose. We are indeed entrusting you and your peers with the continued care of our country and our world, and we feel confident that our future is in good hands.

Thank you for the example you are setting and the inspiration you are providing for countless other young Americans. Thanks, too, to your family members, teachers, and friends for their belief in your potential and their encouragement of your efforts. We will watch with proud anticipation for the important contributions we know the Scholars Class of 2006 will make.

Congratulations again, and good luck to each of you!

Sincerely,

A handwritten signature in black ink that reads "Linda K. Graves".

Linda K. Graves  
Commission Chair

400 MARYLAND AVE., S.W., WASHINGTON, D.C. 20202-3500  
[www.ed.gov/offices/OIA/Recognition/PSP](http://www.ed.gov/offices/OIA/Recognition/PSP)

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





## **GMAC FINANCIAL SERVICES**

To the 2006 Presidential Scholars:

General Motors and GMAC Financial Services are proud of our long-standing partnership with the Presidential Scholars Program. We are pleased to once again join President Bush and the Commission in honoring this 42<sup>nd</sup> class of exceptional high school graduates.

For GM and GMAC, the common thread in all our corporate philanthropy is helping to create and strengthen community: from assisting the victims of Hurricane Katrina, to building homes with Habitat for Humanity, to sponsoring annual summer camps for fatherless boys.

This same thread of community involvement runs through the life of each Presidential Scholar. All of you have made great contributions to your homes, schools and localities by serving as exemplary students and leaders. Your academic and extracurricular achievements have inspired your classmates. Your artistic work has highlighted the vitality, diversity and richness of the human experience. Your countless hours of service have helped make your neighborhoods better places to live.

As you celebrate your accomplishments and look ahead to the next challenge, I hope you will always remember to reach out to those who are less fortunate. As you strive for and achieve the American dream, you can help others across the country and elsewhere in the world to fulfill the same promise.

Congratulations on receiving this honor. We wish you every success in the future.

Sincerely,

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

Eric A. Feldstein  
Chairman, GMAC Financial Services

## *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*

## 2006 Presidential Scholars Benefactors

10

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

### SPONSORS

*President: Gifts of \$75,000 or more*

GMAC Financial Services

National Foundation for  
Advancement in the Arts

U.S. Department  
of Education

### PATRONS

*Commission: Gifts of  
\$10,000 to \$24,999*

American Trucking  
Association

Federal Express

The John F. Kennedy Center  
for the Performing Arts

McKinsey & Company

Northrop Grumman  
Corporation

Phillips Foods, Inc.

*Scholar: Gifts of \$5,000 to \$9,999*

Boston Consulting Group

The Chubb Corporation

Mr. and Mrs. Donald  
E. Graham

Lion Brothers

National Society of  
Collegiate Scholars

### BENEFACTORS

*Mentor: Gifts of \$1,000 to \$4,999*

Mr. James E. Farmer

Mr. and Mrs. Nicholas  
Goodman (1995)

The Honorable and  
Mrs. Bill Graves

Mr. and Mrs. Sanford C. Nemitz

Mr. and Mrs. Jerome J. Parks

The Wiegand Family  
Foundation, in honor of  
Caitlin McAuliffe (2005)

*Friend: Gifts of \$500 to \$999*

Mr. and Mrs. Matthew  
Anestis (1991)

Mr. and Mrs. Nikolaos Apostolides

The Honorable and  
Mrs. Manuel Lujan

Commissioner Robert Moss

Commissioner John "Jack" Mueller

*Colleague: Gifts of \$250 to \$499*

Family of Kelley Fenelon (2005)

Dr. and Mrs. John Knox (1983)

Mr. and Mrs. Thomas Kumi

Dr. Hak Min and Jun Y. Lee

*Associate: Gifts of \$50 to \$249*

Ms. Linda Falcao (1978)

Mr. Brian Abrams (1996)

Ms. Pamela Baker (2005)

Family of Virginia Brumby (1997)

Family of Caroline Campbell (1998)

Family of Max Chavez (2004)

Family of Kyle Detwiler (2001)

Mr. James C. Francis, IV (1970)

Ms. Carmen Garcia-Pomares

Ms. Avery Gardiner (1993)

Family of Wesley Greenblatt (2003)

Family of Blair Greenwald (2005)

Family of Kyle Haddad-Fonda (2005)

Gloria Hwang and Steven Hetts (1992)

Ms. Edith Hines (2000)

Family of Kathryn Huston (2004)

Family of Anne Jefferson (1997)

Mr. Aman Kumar (2005)

Family of Sonia Lahr-Pastor (2005)

Mr. Raymond Liu (1993)

Dr. Xanthi Merlo (1993)

Mr. Geoffrey Michael (1993)

Lt. William P. Moynahan (1993)

Dr. Anand Parekh (1994)

Family of Joseph Reardon (2005)

Family of Rachel Rosenstein-  
Sisson (2005)

Ms. Cathy Salser (1984)

Family of Laura Schutz (1997)

Ms. Judith Scott-Clayton (1996)

Family of Benjamin Shaby (1997)

Family of David Silver (2000)

Family of Stephanie Simon (2005)

Family of Matthew Spencer (2003)

Family of Jennifer Sternad (2000)

Ms. Samantha Stoddard (1990)

Mr. Abraham Tarapani (2000)

Family of Nathan Talbert (1999)

Family of Ryan Taylor (2000)

Family of Geoffrey Tison (2000)

Mr. Kenneth Tseng (1999)

Family of Marcus Verduchi (2001)

Family of Whitney Ward (1998)

Ms. Stephanie Waters (1999)

Mr. Charles Williamson (1999)

Family of Edgar Woznica (2005)

Family of Rena Xu (2003)

Ms. Rena Xu (2003)

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

# 2006 PRESIDENTIAL SCHOLARS

Presidential Scholars represent excellence in education and the arts, and the promise of greatness in young people. The medallion they receive symbolizes the hope of an ever-brighter future that this Nation entrusts to each rising generation. For over 40 years, this unique program has honored over 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 a 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 community pillars who will influence the world in ways barely imaginable. Alumni range from a Pulitzer Prize winner to a Tony Award nominee; a MacArthur Foundation “genius grant” recipient to a National Poet Laureate; one of Fortune Magazine’s most powerful women in corporate America to the Governor of Indiana; and from Miss America 1984 to the youngest-ever member of the President’s Council of Economic Advisors.

The members of the Class of 2006 represent diverse backgrounds, experiences, and interests, and yet are united by many common qualities. They are devoted to family and heritage; radiate boundless energy; bring their spirit, strength and character to bear 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 amazing young people have mastered multiple languages, played with Wynton Marsalis, won their first Grammy Award, and conducted research for facilities from China’s Nanjing College to the University of California-Davis. Academic pursuits, volunteerism, and extracurricular interests have taken them across the country and around the globe. They have issued scholarly papers, placed in national and international competitions, raised hundreds of thousands of dollars for charity, and gained entrance to the country’s top universities. Several aspire to be President of the United States.

The 2006 Scholars include National Merit Scholars, US Senate Student Ambassadors, published authors, certified SCUBA instructors, top equestrians, 4-H officers, inventors with patents pending, survivors of life-threatening illness, martial arts black belts, Red Cross Youth Board members, Kibbutz camp volunteers, Greek and Latin scholars, HIV clinic workers, band leaders and concertmistresses, figure skaters, class officers and student body presidents, team captains, Sunday School teachers, farmers and ranchers, mission trip leaders, Eagle Scouts and Girl Scouts, poets, and JROTC cadets. From ballroom dancing to robotics, arctic science policy to youth advocacy, rifle team to debate, they pursue their passions and convictions with joy, precision, and inspiring results. They take to heart the phrase “to whom much is given, much is required,” or as one Scholar puts it: “The only way to honor my luck is to exhaust it in helping others.”

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.



**Rebecca Allen**

Ft. Mitchell, KY,  
Beechwood High School  
College Plans: Yale University  
Rebecca is a young woman of diverse interests. She is the president of the National Honor Society and editor of her school's yearbook. She participates in Odyssey of the Mind and the Junior Engineering Technical Society. Rebecca is a National Merit finalist and valedictorian of her class. She spends her time playing Varsity tennis and cheerleading and coaches a competitive youth cheerleading squad in her community. Rebecca's most rewarding experience has been tutoring a learning disabled student at her high school. She also enjoys working at a local pharmacy. Rebecca plans to major in biomedical engineering with a Pre-Med focus, study Spanish and Zulu, and perhaps dabble in Art History. Rebecca is interested in Public Health and hopes to spend a year abroad in Africa working with HIV/AIDS survivors.



**Theresa Anderson**

Waukesha, WI,  
Catholic Memorial High School  
College Plans: University of Wisconsin-Madison  
"Whizzing around the D.C. ice, our final skater, Theresa Anderson!" "What's that in her hand?" "Tess has a theoretical calculus book. She's calculating the triple integral of her layback spin." "I see she also brought us lunch, her favorites: green curry chicken, roast lamb Moroccan, quesadilla mexicana, raspberry cream gelato from Italy - wow, what a lot of food! She must have a fast metabolism!" "After this competition, Tess plans on traveling to new places, finding cures for diseases, observing the universe, visiting particle accelerators, and acting as Hamlet." "Tess truly loves learning - Academic Decathlon, Science Bowl Captain, Coca-Cola Scholar I think obsessed is a better word." "Gorgeous extension, and thrilling positions in that spin: with the calculus book balanced on her head! It's the most creative ending I've ever seen!" "Silly, she's only just begun!"



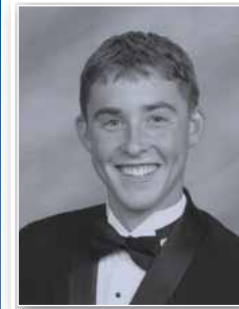
**Josh Archibald-Seiffer**

Boise, ID, Timberline High School  
College Plans: Stanford University  
It seems paradoxical that the emotional sterility of calculations and definitive laws should coexist with the aural or visual manifestation of the unbounded human spirit. And yet, there are countless paradigms throughout history of the products of this symbiosis between the identities of the artist and the intellectual. The engineer must possess the skill of creative innovation to generate new and improved solutions, while the musician must be capable of in-depth analysis to formulate a meaningful interpretation. My passion for piano performance and composing as well as my unquenchable desire to explore the world around me make me another example of this fusion. I hope to be able to help society in a material way (as I did with a self-produced Christmas album I used as a fundraiser for sexual and domestic abuse victims) as well as reach individuals on a subliminal level and inspire them to conquer adversity.



**James Baldwin**

Hope, ND,  
May-Port CG High School  
College Plans: Undecided  
James grew up on his family's farm in North Dakota, and from his experiences there he learned to work hard and solve problems. Goals have always been a large part of his life. Whether it was making the varsity basketball team as a freshman, reaching weightlifting benchmarks, achieving a specific score on a test, or realizing a profit in business, he set high goals. He is the student council president, Future Business Leaders of America vice president, and rocketry club president at his school. He was also a varsity basketball captain and is involved in National Honor Society, track and music. In his free time he enjoys weightlifting, reading, and making comedy videos. James plans to become involved in politics after college.



**Cameron Ball**

Henderson, NV,  
Coronado High School  
College Plans: Washington University in St. Louis  
This hard-working, motivated young man strives for excellence in everything he does. Academically, Cameron has pushed himself extremely hard, taking mostly AP courses throughout high school, and enrolling in a college math course during his senior year. An accomplished artist, he continues to pursue a passion to create. Outside the classroom, Cameron furthers his education by reading, watching NOVA programs, and learning languages. He also strives to be a model citizen. President of his school's National Honor Society, he is deeply involved in community service and a myriad of extracurricular activities. He also enjoys tennis, t'ai chi, the outdoors, and biking. What makes him unique is his determination to become a better person: ceaselessly patient, humble, and kind. After college, Cameron hopes to become a world-renowned architect who works to rebuild inner cities and slums around the world into places of safety and joy.



### J. Andrew Benecke

St. Louis, MO, Mary Institute and St. Louis Country Day School

College Plans: Massachusetts Institute of Technology

Of all my accomplishments, my favorite has to be my attendance record. No, I am not one of those students recognized for perfect attendance; on the contrary, I missed in excess of 150 days of class over the course of my high school education. Before you take me for a truant, allow me to explain myself. Virtually all of those absences were incurred during my freshman and junior years, during which I was in treatment for osteosarcoma, a form of bone cancer. My attendance record testifies to the obstacles that I have overcome in the course of my education, and it is for that reason that I am proud of my staggering number of days absent. Despite my part-time attendance throughout high school, I have been at the top of my class and have stayed involved in the school community by serving as a co-head of our Honor Council. I look forward to good health and a better attendance record over the next four years as I study at MIT.



### Brandon Berger

Nashville, TN, University School of Nashville

College Plans: University of North Carolina or Yale University

If I were a body of water, I would be the Ocoee River, one of my favorite summer paddling spots, and a good ol' Tennessee classic whitewater run. The river seems to share my personality in many ways. It is dam controlled, so it sleeps at night. It has some of the finest surfing waves on the planet and loves to play, and has periods of intense activity followed by mellow flat water. It also smells odd after days of summer heat and is inadvisable to ingest. This is me in aquatic form. Most shockingly, just like me it loves literature and political science, plays lacrosse, runs cross-country, has won research writing competitions, enjoys extended metaphoric comparison, and has an adorable dog named Shadow.



### Jennifer Blankenship

Anchorage, AK, A. J. Dimond High School

College Plans: Wellesley College

I have always been an avid reader, and I credit to books my academic success as well as my eventual move from the written to the spoken word. I have been a member of my school's debate team for four years and have loved every second of it. I also have enjoyed my time participating in Mock Trial and Model United Nations. I have volunteered at a local science center for a couple of years now, and I adore spending time with the kids who come there to learn. I love my home in Alaska, but I am looking forward to exploring other parts of both the country and the world in the coming years.



### Thomas Blemaster

Washington, DC, St. Albans School

College Plans: Duke University

Perhaps less reserved than most scholars, Tom spends much of his time on the stage. He has performed in roughly fifteen productions over recent years and currently serves as president of his school's drama club. Indeed, he has played every role from the drunken, skirt-chasing manservant to the acrid news reporter to the ambitious policy wonk. His other interests vary wildly. An avid climber, Tom spends many of his afternoons on rocks overlooking the Potomac River, near his home. He also acts as editor-in-chief of his school newspaper, a position he preceded by working on the business side of a small paper in Upstate NY. He loves his family, his friends, and his delightfully clueless feline, Mac, a creature who happily whiles away entire afternoons staring wistfully at the cabinet in which his food is stored.



### Andrew Bolano

Huntington, WV, Covenant School

College Plans: Washington University, St. Louis

The town I live in is a small, quiet town, but I find many activities to fill my schedule. I know Sir Isaac Newton said it can't be done, but I often feel that I would like to be in two places at once, in order to do all that I enjoy. I divide my twenty-four hours among soccer, academics, scouting, and musical arts. I take pleasure in my academic success but I truly enjoy making a difference whenever I can; whether it is on the soccer field as captain of our state championship team, in the classroom, volunteering at the hospital or working for Habitat for Humanity. I tend to take charge and I'm quick to lighten the mood whenever spirits are heavy. Of the many terms my friends have use to describe me (i.e. brainiac, reliable, relaxed, quirky, fearless leader), I must say I prefer "quirky" perhaps mixed with a bit of "fearless leader." Fascinated with the universal language of mathematics, I plan to pursue a career in engineering, perhaps aeronautical or biomedical. Although the path is uncharted and challenging, I am certainly enjoying the trek.

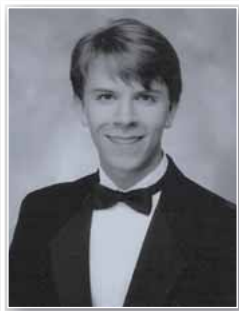


### Ashley N. Brisco

Covington, KY,  
Covington Latin School

College Plans: Princeton University

I love to laugh and to find the bright side of any situation. My first foray as an engineer was the extensive Lego building project I constructed at the age of five. Now I want to delve into the mysterious activity of the atom, the cell and life itself. Discovering the cure for cancer is my ultimate goal, and it is one of the reasons I am actively involved with the American Cancer Society Relay for Life. I also enjoy dancing, which I have participated in for 10 years. The ability to express emotion in art is so important. My appreciation was expanded when I learned to play the piano, flute and the violin. My favorite movie is *Gone with the Wind*. My favorite quote is Edison's: "Genius is one percent inspiration and ninety-nine percent perspiration."



### Tice Brown

Batesville, AR,  
Batesville High School

College Plans: Harvard College

Tice is a small town Arkansan boy who has tried to excel in any way possible in his rural community. He actually lives in a "suburb" of Batesville (population 9,000) that has a much smaller citizenship of 166. Tice is an Eagle Scout, a pianist of thirteen years, and an All-Region trumpet player. Tice reads pathologically, and especially enjoys great works of literature, as well as scientific and political news through National Geographic and Newsweek. Tice attended the International Science and Engineering Fair in the 9th and 10th grades with projects investigating the effects of commercial airlight on the human respiratory system and the genetic causes of sarcopenia, the muscle loss and morbidity that often accompany old age. Tice plans to double-concentrate in Molecular Biology and Government at Harvard University – his dream school – and hopes to graduate in three years thanks to his Advanced Placement Test credits.



### Billy Buss

Berkeley, CA,  
Berkeley High School

College Plans: Undecided

A trumpet player since age 9, Billy has earned two DOWNBEAT Student Music Awards for "Outstanding Performance/Soloist" and several scholarships, including NFAA's \$10,000 Gold Award. For 4 years a member of the San Francisco All-Star High School Jazz Ensemble, he also performed with the CMEA/IAJE California All-State Honor Jazz Ensemble, the 2004 Monterey Jazz Festival High School All-Star Band, the 2006 Clifford Brown/Stam Getz Fellows, and the 2006 Gibson/Baldwin GRAMMY Band Jazz Ensemble. His jazz combo twice claimed first place in the Monterey Jazz Festival's Next Generation Competition. Billy feels fortunate to have studied with trumpeter Mic Gillette since age 11, and to have worked with greats like Jay McShann, Ravi Coltrane, Victor Goines, Steve Turre, Charlie Hunter, Roy Hargrove, Brian Blade, Tiger Okoshi, Nicholas Payton, Phil Wilson, Wynton Marsalis, Joshua Redman, Oscar Peterson, Allen Toussaint, Hank Jones, Barry Harris, Irma Thomas, Ivan Neville, and Coolio.



### Kaitlin Butler

Tulsa, OK, Booker T. Washington High School

College Plans: University of Texas at Dallas

As a kid, Kaitlin's one goal in life was to read every book in the children's section of the library. Although she gave up on this plan a while ago, she hasn't lost her childlike wonder at the power of words. She is a writer for the youth section of her local newspaper, and was honored with an Achievement Award in Writing from the National Council of Teachers of English. After realizing the sad state that many area schools were in, Kaitlin decided to become a volunteer tutor. She works with at-risk children, helping them with basic reading and math skills. In addition, Kaitlin serves on the Executive Board of National Honor Society, is a member of the Model United Nations team, and started a Knitting Club at her school. Kaitlin will attend the University of Texas at Dallas as a McDermott Scholar, and is undecided as to a major.



### Gage Caligaris

Yardley, PA,  
The Lawrenceville School

College Plans: Harvard College

I have many different interests and activities. I am a nationally ranked chess player and play on the varsity basketball team. I am a big sports fan and much of my spare time is spent following my favorite teams, the Eagles, Phillies, Sixers, and Flyers. Community service plays an important role in my life and most of the work I do involves helping kids. I have a younger sister named Taylor who will be entering high school next fall. In college I want to major in Mathematics or Economics and I hope to eventually pursue a career in business.





### Jonathan Campbell

Cedar Hill, TX, Booker T. Washington High School for the Performing & Visual Arts  
College Plans: The Juilliard School

Jonathan is a graduate of Booker T. Washington High School for the Performing & Visual Arts, where he was a member of Repertory I Dance Company. Jonathan is a Texas Young Master recognized by the Texas Commission on the Arts, as well as a two-year scholarship recipient with the Dallas Dance Council. He has toured the nation with Tremaine Dance Conventions and has performed with the pre-professional contemporary company, Dallas Repertoire Ballet. In 2006, NFAA honored Jonathan as an ARTS Gold Winner in Jazz Dance, an ARTS Merit Winner in Ballet, and an ARTS Honorable Mention Winner in Modern Dance. In previous years, he attended the prestigious summer programs of the San Francisco Ballet, the Joffrey Ballet School, and the Juilliard School. Jonathan looks forward to attending Juilliard in the fall.



### Sarah Campbell

Birmingham, AL,  
Alabama School of Fine Arts  
College Plans: Smith College

Sarah, a writer from Birmingham, Alabama, is a graduate of the Alabama School of Fine Arts, where she specialized in Creative Writing. She writes poetry, fiction, non-fiction, and plans to keep at it. Sarah received a Silver Award from the NFAA ARTS program in 2006, won a Gold Award in the 2004 Scholastic Art and Writing Awards, and was the winner of the Howard Nemerov Creative Writing Award in Fiction in 2005. She has been published in *Cargoes*; *The Apprentice Writer*; and *Where We Are, What We See: Poems, Stories, Essays and Art From the Best Young Writers in America*. Sarah plans to study the humanities—probably English, History, Government, or Religion - at Smith College next fall.



### Christopher Chen

San Marino, CA,  
Polytechnic School  
College Plans: Harvard College

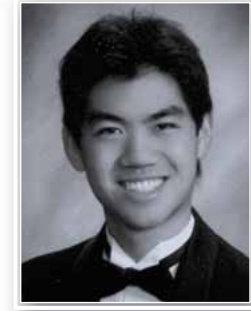
I firmly believe that those who have the privilege of education also have the great responsibility of spearheading social improvement and plan to enter a career in public health. Fighting to protect the world's most valuable asset – the health of its people – deeply inspires me in a way that nothing else can. At the same time, I have a profound appreciation for the small joys in life. I love friends, family, ideas, people, inspiration, hamburgers, late-night ice cream, laughter and walking down California Boulevard in the welcoming California sun. No matter where life takes me, I hope I will always appreciate and understand the inherent beauty of the human spirit.



### Jennifer Chen

Upper Arlington, OH,  
Upper Arlington High School  
College Plans: Princeton University

Jen has been known to write about herself in the third person, laugh hysterically at bad science jokes, and have a packed, constantly changing schedule that causes her friends to lose track of her. She has participated in Speech and Debate for seven years in both Lincoln-Douglas and Extemporaneous categories, done science research for eight years with the last two focusing on skin cancer, and been a part of an on-and-off relationship with her piano for around a decade. To satisfy the political thinker in her, she established the first nonpartisan political discussion group at her high school. However, it has been her role in the school literary arts magazine that has engaged her the most, allowing her to explore her creative side as both a contributor and Editor-in-Chief. Jen plans on exploring her interests in computer science, English, molecular biology, and economics in college.



### Sean Chen

Oak Park, CA,  
Oak Park High School  
College Plans: Juilliard School of Music

Ever since I started playing piano at the age of five, I have grown more and more attached to my music. Throughout my schooling years I have managed to work hard and be a good student while continuing to pursue my love of music. I also developed a wonderful interest in science, especially in the fields of physics and modern theoretical science. I love learning anything that interests me, from origami to chemistry. My love for music has led me to participate in several international competitions and play with many orchestras. I have also played for many pianists from around the world to extend my experience. In addition to playing the piano, I play the violin in a community youth orchestra and compose for fun. I also enjoy drawing, singing in choir, building models, and spending time on the computer designing graphics and websites.



### Cindy Cheng

New Orleans, LA, Bullis School  
College Plans: Harvard College

My favorite pastime is hugging trees. This diversion allows me, I believe, to indulge my dual passions of science and environmentalism. For the past several years, I have conducted research in the biology and health fields, with my primary field of interest being epidemiology. One of my most enjoyable service activities is volunteering at Teen Court, where convicted teens are offered a second chance. In the past year, my life has undergone a huge change after Hurricane Katrina. This, however, has only stepped up my commitment to environmental activism. At my former high school, I was elected president of Mu Alpha Theta and Science Olympiad. At my current school, I'm layout editor for the literary magazine and online layout editor for the school newspaper. In my free time, I play piano and bass, tinker with web-design, practice falling off my skateboard (gracefully), and collect scarves.



### Robert Clark

Claremore, OK, Claremore High School

College Plans: Oklahoma State University

Serving his school and community are two of the most important aspects of Robert's ("Race's") life. Ranked first in the class of 2006 at Claremore High School, Race serves as an officer in Student Council, Math Club, Model U.N., and Claremore's state champion Academic Team. He also performs community service as a member of the National Honors Society. In July of 2005 he was one of Oklahoma's two delegates to American Legion Boys Nation in Washington, D.C., a program focusing on politics and public policy. He has received many awards including Oklahoma Academic All-State status, the Robert C. Byrd Honors Scholarship, and 2nd place in the nation in the Executive Women's International Scholarship Program. He plans to study chemical engineering at Oklahoma State University.



### Jennifer Claytor

Shelby, NC, Shelby High School  
College Plans: Princeton University

A rabid aficionado of movies, Jennifer loves reading subtitles and noticing fake accents. Currently, she is learning to read Cyrillic script. Combined, these two passions guarantee her at least a campily bad Russian accent someday. Not that she doesn't already imbue every word of Latin she speaks with a Southern twang—she is interested in a Classics major and serves as an aedile for her school's Latin National Honors Society. She also loves classic literature and classical music (especially Bach and Shostakovich). Often, she chauffeurs her cello to school, Youth Symphony, All-State Orchestras, and lessons. Gardner-Webb University recently selected her as a winner of its concerto competition, for which she will soon perform. She is a recipient of the Woodsman of the World US History Award, National School Orchestra award, a National Merit scholarship winner, and an AP Scholar with Honors. Jennifer tentatively plans a career in medicine.



### Garrett Coleman

Pittsburgh, PA,  
Central Catholic High School  
College Plans: Undecided

Garrett, a senior honors graduate, aspired as a young child to be an Irish Step Dancer. He has studied with the world-renowned Theresa Burke for 13 years, as well as with Ireland's Chris Ryan. In 2004, Garrett became his age group's All-Ireland Champion: the third American to do so in 40 years. He captured the World Championship title in 2004 and 2005. He is nine-time Mid-American Champion and six-time North American champion, and claimed the prestigious Minor Belt Championship in 2001. Having won the 2004 North American, All-Ireland, and World Championships, he is considered a "Triple Crown Winner," one of few Americans to achieve such distinction. Garrett has performed with popular Irish bands "The Chieftans" and "Cherish the Ladies," Eileen Eivers (of Riverdance fame), "Gaelic Storm" (featured in the hit film "Titanic"), with Marvin Hamlisch and the Pittsburgh Symphony, "Attack Theatre," and the Trinity Dance Company.



### Shipra De

Las Vegas, NV,  
Green Valley High School  
College Plans: University of Nevada, Las Vegas

I am an American citizen who was born in Australia and whose family background is from Bangladesh. I really enjoy learning about different countries and cultures, and I hope to one day travel around the world. In the meantime, I will be working on a dual degree in chemistry and mathematics. With the exception of the time I apparently told my mother I wanted to be a car dealer, I have wanted to be a teacher for as long as I can remember. Therefore, I plan to pursue a career in education at either the secondary or collegiate level. In my spare time, I enjoy reading and doing various arts and crafts. My passion, however, lies in ceramics. I enjoy entering my pottery in art competitions such as the Scholastic Art Awards and the NFAA-Arts Awards, where I have received high honors.



### Brittany Epler

Veteran, WY,  
Southeast High School

College Plans: University of Wyoming

Graduating in a class of twenty two has been one of the most influential details of my high school career. Not only was I on a first name basis with everyone in the high school, but I was also able to pursue many different leadership roles. My senior year I was student council president, FFA chapter president, 4-H club president, a National Honor Society member, valedictorian, and selected to become a member of Who's Who Among American High School Students. Each one of these organizations has left me with many memories (such as how much Mountain Dew is too much Mountain Dew) and numerous life skills. Ultimately it's my participation in these activities that will help me to accomplish my goals later in life. Following the completion of my Bachelor's degree in Agricultural Business at the University of Wyoming, I plan to continue my education in law school focusing on environmental law.



### Rachel Esplin

Blackfoot, ID,  
Blackfoot High School

College Plans: Harvard College

Rachel loves life, seeks growth, and strives to lift others. She served as senior class president, ASB Historian, National Forensic League president, Lincoln-Douglas debate captain, and State LD debate champion, ranking 7th in the nation in the NFL. She competed in scholastic bowl, including two years as captain, and was cross country captain and a varsity runner for four years. She implemented an elementary Spanish course for local children, tutored at a Hispanic kindergarten, and volunteered extensively as President of her LDS church youth group. Having served for 3 years as a girls' camp counselor, she is now a camp director. She has played the harp and piano for a combined total of 21 years. She owned and operated her own produce sales business and grew up on an Idaho potato farm. She loves snowboarding, waterskiing, jet-skiing, backpacking, motorcycling, and camping. Rachel plans to concentrate in linguistics and study abroad, and hopes to work as an ambassador to China. Her dream job: Secretary of State.



### Casey Estes

Melrose, NM,  
Melrose High School

College Plans: Texas A&M University

All of my life I have had a great love for nature. My experiences on the family farm have contributed to this love in numerous ways. Every year, I've witnessed the cycle of life as our fields go from planting to harvest. I've also learned how animals adapt to their surroundings through our ranching operation. But my greatest interest is human nature. My friends and family are all unique individuals who have influenced me greatly. Their differing views have helped me keep an open mind in everything that I do, be it school activities, community programs, work, or even baseball strategy! One particular influence has been my dad, who taught me to look at things from the point of view of others when trying to understand situations and decisions. I plan on majoring in psychology in college, so I can learn more about human nature and hopefully, improve myself!



### Allyson Ettinger

Camden, ME, Camden Hills  
Regional High School

College Plans: Brandeis University

Allyson's life, like that of most human infants, began rather unremarkably, taking a turn for the interesting when she acquired basic communication and motor skills, at which point she began exploring the world and, subsequently, collecting identities. From sweeper to soprano, third baseman to mallet percussionist, civil rights team member to actress to babysitter, Allyson keeps pretty busy. More than anything, however, Allyson has identified an intense fascination with the art and science of language. Whether studying a foreign tongue or writing a play, she is passionately devoted to the world of words, and plans to pursue this interest for as long as it lasts.



### Krista Ettlinger

Hollywood, FL, St. Thomas  
Aquinas High School

College Plans: Northwestern University

Krista is both a scholar and an artist. Her rigorous schedule of school and ballet training sometimes leaves her feeling like there are too few hours in the day, but she relishes the challenge of being a better student and a well-rounded person. She loves her ballet training, which she began at age six. She discovered a passion for this art form when she realized the power of expressing herself through dance movement. It is hard to believe that she once had such a lack of coordination and balance that her mom put her into gymnastics to learn how to walk uphill! She overcame that lack of grace through dance, going on to win first place at a regional Youth America Grand Prix Competition and becoming a Top Twelve Finalists in the Grand Prix finals in New York City last year. This year she is one of forty dancers selected out of hundreds of applicants worldwide to compete in the USA International Ballet Competition in Jackson, Mississippi.



### Judith Fan

Paradise Valley, AZ,  
Chaparral High School

College Plans: Harvard College

Judy Fan spent many a minute staring down that obnoxiously blank virtual sheet of paper on her computer monitor, challenging it to create a unique and creative way to describe her interests, accomplishments, and goals, and include the requisite charmingly self-deprecating admissions or quirky habits that might breathe some life into an otherwise solemn biography-in just 150 words. How might she convey her endless enthusiasm for the sport of badminton, despite incurring a second ACL injury on the way to a third state championship? Could she express her fascination for evolutionary biology and Spiderman comics without waxing melodramatic or sounding tacky? Was it too strange that she always set the microwave timer to a multiple of 7? Or that she never learned how to whistle? Not surprisingly, the Word paperclip was of little use.



### Samantha Fang

Sunnyvale, CA, The Harker School  
College Plans: Harvard College

Samantha, a graduate of The Harker School, began her piano studies at five. She currently studies with Mr. John McCarthy at the San Francisco Conservatory of Music. Samantha has earned numerous awards, including quarterfinalist at the Seventh National Chopin Piano Competition, recipient of the Chopin Foundation of the United States scholarship, and first prizes at the Pacific Musical Society and Ross McKee Foundation competitions. Additionally, she has performed in Weill Hall at Carnegie Hall and was awarded a 2006 Silver Award in Music from the National Foundation for the Advancement of the Arts. She will be broadcast as a soloist on WQXR radio's Young Artist's Showcase. Samantha enjoys her academic studies: valedictorian of her class and National Merit scholarship recipient, she also is a National AP Scholar and serves as President of her school's Cum Laude Society, a student chair of the Judicial Committee, and President of the Women in Science club.



### Elizabeth Fayette

Wading River, NY, Shoreham-  
Wading River High School

College Plans: The Curtis Institute  
of Music

Elizabeth ("Libby") is the second child of four musical children. Since her older brother had already claimed the violin, she seemed bound for cello studies. She had other ideas, and at two years old began to play violin. Libby prides herself on her ability to balance academic interests, community service, and musical studies. She entered the Juilliard Pre-College Division in 1998 as a student of Ms. Shirley Givens and in her eight years there has won the 2004 Concerto Competition, received an achievement award, and was selected for the Honors Seminar (a two-year course which will allow her to graduate from the Pre-College with Honors.). Meanwhile, in her other life at high school, Libby is an AP Scholar with Distinction, a National Merit Commended Scholar, an editor for her school newspaper and a peer tutor in both violin and academic subjects. She enjoys reading everything and modern music.



### Katherine Feldman

Middlesex, VT,  
U-32 Junior/Senior High School

College Plans: Wesleyan University

I have a hard time dissecting myself into a list of characteristics, preferring to believe that I am more than the sum of my accomplishments. So where shall I start in describing myself? What I've done? What I'm like? What I'd like to be? I study Japanese, even lived in Japan, play jazz piano and saxophone, and started a project and a protocol for amphibian conservation in Vermont. I am a good alpine skier and a poor fencer. I am an artist. Yet all of this doesn't tell you that my greatest passion is writing - or that I am not an extrovert, yet wish to touch the world, to be a leader after my own fashion. What sets me apart? I think it is not what I have accomplished or where my interests lie. I think it is the fact that despite my faults and foibles I wish to use all of my talents and strengths for the causes I believe in. For these causes, I refuse to be a slave to my own personality, environment, or fears. I hope to overcome the worst in myself and use what I have for the help and education of others.



### Roberto Ferdman

San Juan, PR,  
Saint John's High School

College Plans: Brown University

I've always made a point to maintain a balance; while I take my academics very seriously and dedicate myself earnestly to my studies, I also make sure to involve myself in sports and other activities that help counterbalance the time I spend working. This past year, in fact, I started on the basketball team and indoor soccer team, and was part of the crosscountry team. Apart from the sports I've involved myself in, I write for my school's newspaper, had a leading role in the winter play at my school, and participate in various debate and political organizations. While concerned with my own betterment, I have participated in several eleemosynary projects and organizations, such as Young Judaea, the Community Service club, Feed the Homeless, and the Recycle club. All in all I'm an easygoing guy who has taken advantage of the opportunities presented and made an effort to help create opportunities for others.



### Shannon Flynn

Townsend, MT,  
Broadwater High School  
College Plans: Carroll College

I'd like to describe for you a typical week in the life of a determined, competitive, enthusiastic small-town girl. After church, Sunday afternoon is consumed by one activity or another. This week, my 4-H club plants trees at the local fairgrounds. In the evening, I spend a few hours making edits on an award-winning paper about Broadwater County fires; it will be published in a magazine in the fall. Then, it's time for another week of school, where I'll strive to maintain my 4.0 GPA while participating in various service and educational clubs. It's important that I'm a positive role model for younger students, through my actions. My life isn't complete without year-round sports activities, and since it's spring, I'm putting in the miles needed to prepare for weekend track meets. My other two athletic passions are basketball and volleyball, and I'll be pursuing those interests as a collegiate athlete.



### Ruvani Fonseka

Grosse Pointe Shores, MI,  
Grosse Pointe North High School  
College Plans: Harvard College

An avid participant in both choir and quiz bowl, Ruvani also loves to read any book she can get her hands on, and run cross-country. Her most unusual experience during high school was definitely being a semifinalist on the 2005 Jeopardy Teen tournament, where she met a great group of friends she still keeps in contact with today. She plans to study biochemistry at Harvard, but with her love for mathematics and Italian, she knows that those plans may change for the better! She is still unsure what she wants to do after college, but whatever it is, she wants to make a positive difference in the world, and to relieve suffering in some way.



### Rachel G. Goss

*Sit Down and Hush Up*  
Embroidery on cotton, wood  
10.5" x 17.5"



### Charles Frentz

Kennebunk, ME, Phillips Academy  
College Plans: Harvard College

My life's adventures have been geared to expand my horizons. I have continually sought challenges and opportunities that indulge my passion for exploring the unknown. At age eight, I left behind my roots in the rarefied Northeast and relocated with my mother, my sole parent, to the unfamiliar Oklahoma frontier to begin life anew. Like Joseph Conrad's Marlow, I have always been fascinated with the so-called 'blank spaces' on the map – places to which I have traveled only in my imagination. Moving to Oklahoma City opened my mind to the expansiveness of unexplored territory. As my mother propelled me from one adventure to another, I became increasingly comfortable with the unknown. In turn, my years on the edge of the prairie were a coming of age that prepared me well for the challenges that would lie ahead at Andover and beyond. Looking ahead to college, I am confident that my international service experiences in Guadeloupe and India will posture me to contribute to the global economic development and business landscapes.



### Katie Camille Friedman

Bartlett, TN,  
St. Mary's Episcopal School  
College Plans: Princeton University

My passions lie within two seemingly unrelated areas: music and science. Both inside and outside of school, I take advantage of every musical opportunity that I can possibly fit into my schedule. I have spent years in solo, ensemble, and accompaniment piano activities, all of which have led me to travel to various states as well as countries. More recently, I've discovered the world of jazz and enjoyed being the only girl in this year's All-State Jazz Band. Lastly, to learn a quirky new instrument, I started playing the tuba last year in my school band. Outside of music, I enjoy math groups as well as learning about the newest scientific innovations. I look forward to applying my science knowledge into some hands on, real life applications through my engineering studies in hopes of helping others and perhaps solving some problems that have become part of everyday life.



### Shiv Gaglani

Melbourne, FL,  
West Shore High School  
College Plans: Harvard College

My first distinction was one in which I ironically had no part in. I became the first recorded Indian child to be born in Namibia. I have been to over fourteen countries, but America is my home. Early on I thought I wanted to be an entomologist, but when I was six I visited a hospital and was inspired me to be an innovative physician researcher. I have completed seven medical research projects since 9th grade and have placed 2nd at ISEF twice and won the AAN Neuroscience Research Prize. My research has been published in journals such as Cell Transplantation. I am a Rickoid who was in RSI 2005 and I am a member of the 2006 USA TODAY First Academic Team. In addition, I was voted SGA President and Homecoming Prince of my high school. My hobbies include speech, tennis, football, video games, beach-bumming, working out and kayaking.



### Neehar Garg

Granger, IN,  
St. Joseph's High School  
College Plans: Washington University, St. Louis

Growing up in the shadow of the University of Notre Dame, where his father is a professor, Neehar's intellectual curiosity has been well-nurtured. As a Hindu, he enrolled at a Catholic high school for the religious discourse and to learn a bit more about the world around him. He was active in everything from multiple economics and mathematics competitions to soccer, mock trial, and quiz bowl. He has become involved in politics wherever possible, both locally, where he is working on a congressional campaign for Indiana's 2nd District, and even at Harvard Summer School in 2005, serving as president of a local Democrat organization. He is active in the community, tutoring and working in soup kitchens. Neehar has interests in everything from philosophy, economics, and international relations to language, mathematics, and biology. Possible careers range from work in academia to law, business, medicine – or really, anything else that presents itself.



### Corey Georgesen

Omaha, NE,  
Creighton Prep High School  
College Plans: University of Nebraska-Lincoln

I am always up for a new challenge. Perhaps that is why I have always taken the hardest classes at school, sought leadership positions within my extra-curriculars, and pushed myself in athletics. I have really become involved in community service during the past year or two. Besides heading teams and groups in my school, I like to spend time volunteering at a local retirement home and a hospital. Perhaps this explains why I have always wanted to be a doctor when I grow up. My favorite subject in school is science, and I like to compete in Science Bowl and T.E.A.M.S., along with participating in Science Club. In my free time I like to hunt, fish, and play Xbox. The next challenge I look forward to facing is to double major in biochemistry and mathematics and be accepted into medical school.



### **Sarah Gidlewski**

Ames, IA, Ames High School  
College Plans: Iowa State University

Life is a journey that I take pleasure in making as interesting as possible. I am able to reflect on my life every summer when my family and I trek to my grandfather's cabin near Glacier National Park. The lack of electricity, running water, and society make it an ideal spot to reflect on life while enjoying nature. However, in 2004, I exchanged mountains for the ocean when I became a summer exchange student to Australia. A few months after my return home, I became a mother... to a black Labrador puppy named Callie whom I raised for Leader Dogs for the Blind. When Callie returned for official schooling in the fall of my senior year, I also set foot into the "real world" by becoming a Page for the Iowa Senate. My path has led me to some unexpected places; however, I have loved every experience and I look forward to all that lies ahead.



### **Nathan Giles**

Linthicum, MD, North County High School  
College Plans: Cornell University

I love to try different things. In the field of athletics, I have played basketball, soccer and baseball and I am now active in horseback riding and scuba. In fact, my interest in horseback riding led to my volunteer work with the Galloppoff Therapeutic Riding program for disabled youth. I am heavily involved in my school's robotics, math, and computer science teams and I am member of the drama, jazz and marching bands. It was in my Algebra class in middle school that I first laid hands on a TI-83 programmable graphing calculator. From that moment on I knew I wanted to pursue a career in computer science. I have participated in numerous computer science and math competitions and have worked two summers as a software developer for the Department of Defense.



### **Nick Golinvaux**

Englewood, CO, Cherry Creek High School  
College Plans: University of Michigan

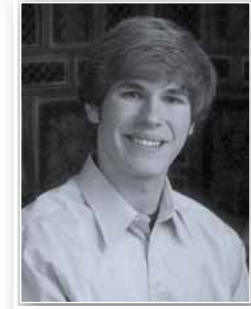
I am involved in a variety of activities and enjoy having fun in numerous ways. I have played ice hockey for fourteen years and golf for six. I play at the varsity level in both of these sports. I recently started playing soccer again on a recreational team with a group of friends, an incredible experience thus far! I also have a vested interest in community service through both Key Club and Excalibur, a boys community service club that focuses on projects both within the school and outside of the school. Academically, my interests lie in a variety of subject areas ranging from Biology to Art History to French. I intend to major in Biology in college and hopefully minor in another interest of mine, leading me eventually to medical school. I spend the rest of my time with my family and hanging out with friends.



### **Rachel Goss**

Bellaire, TX, The High School for Performing & Visual Arts  
College Plans: Vassar College

Rachel is a graduate of The High School for the Performing and Visual Arts in Houston (HSPVA). Rachel's affinity for all types of art has grown in her various studies. In 2004, she attended the Rhode Island School of Design's Pre-College program with a focus in printmaking; this past summer she studied traditional color photography at the California College of Art. Her work has been featured in the Contemporary Arts Museum Houston and at other local venues. Rachel considers volunteer work one of her other great passions. Working at The River Performing and Visual Arts Center for several years, Rachel has helped children with disabilities express themselves through art. The River has not only given her the ability to help children with autism and other difficulties, but also helped her understand how important art is to every part of society. She plans to study art and art history at Vassar.



### **Caleb Graham**

Jackson, MS, Jackson Academy  
College Plans: Mississippi College

I have attended the same school for 14 years, and I'm grateful to my teachers and administrators for working with me, and to my parents for sending me there. Still, I am excited about college, and am interested in film and directing. Music, theater, and drama have always interested me. Last fall, I played the male lead in "Hello, Dolly!", and for five years I was in the Jackson Academy Band, which won our class at national competition (Bands of America) more than once. I also earned a spot in the 2004 Mississippi All-State Lions Band. I'm seeking a profession that lets me have a positive impact on a large number of people, and cinema seems an obvious way to accomplish this. I spend much of my free time watching old movies as well as new releases, and enjoy are playing guitar and piano, singing, reading (especially Vonnegut), and playing video games. I have two accomplished older brothers, parents that love me, and I am blessed.



**Shalita Grant**

Baltimore, MD, Baltimore School for the Arts

College Plans: The Juilliard School

I love the arts! From dance to photography to acting, I love it all. When I was a freshman, I joined the painting club and I loved it. Although they only let me use three colors because they said I was messy, I still enjoyed it. There is something to be said for someone who can capture life with a paintbrush. Acting is my passion but one of the best things about acting is it opens you up to so many other things. I am very interested in the world's history, researching cultures and religions of different countries. I ran track for a few months. I love watching football (I don't enjoy playing it; it hurts when you fall down and it just drains all my energy). When I was younger I wanted to be queen of the world but then I found out there was no such position so I would have to settle for president or a monarch of some small undiscovered island. But other than that, I enjoy hanging out with my friends, laughing and just enjoying life!



**Alexander Gribov**

Mayfield Heights, OH, Mayfield High School

College Plans: University of Michigan

In 1992, when I was four years old, my parents and I escaped the religious oppression of the Soviet Union and immigrated to America. The experiences of my family members have taught me to value the opportunities that lie before me and to appreciate the future that I have been granted. In addition to being a student, I have also strived to become a leader in my school and community and an individual who is dedicated to helping others. Within my school, I serve as President of our People Recognizing International Diversity and Ethnicities (PRIDE), Vice President of the National Honors Society, and have played on the Basketball team. I have an immense interest in foreign affairs, politics, and economics. Upon completing my undergraduate degree, I hope to enter the business world and work within the political sector. In my free time I love to enjoy the company of close friends, playing any outdoor sports, and traveling.



**Gregory Griffith**

Rock Springs, WY, Rock Springs High School

College Plans: United States Military Academy

In addition to academic pursuits Greg plays an active role in athletics, extracurricular activities and community service. As a student Greg is a two time State Math champion, two-time Wyoming "All-State" musician, and valedictorian of his class. As an athlete Greg is a three time Wyoming 4A "All-State" Cross-Country runner, represented the USA at the Envirocare World Junior 10K Championships, and was chosen as the Southwest District Outstanding Student-Athlete for 2006. As an extracurricular activities participant Greg is Senior Patrol Leader for his Boy Scout Troop, Vice President of National Honor Society, and Senior Class President. As a community servant Greg is a Big Brothers Big Sisters volunteer, Cowboys Against Cancer volunteer, and an assistant coach/mentor for the MathCounts program. Finally, as a human, Greg enjoys backpacking, skiing, and pursuing religion.



**Sameer Gupta**

Macon, GA, Central High School  
College Plans: Yale University

Imagine Indiana Jones on one of his archaeological escapades into the depth of a haunted cave. While I do not carry a whip and have never run away from a giant rolling ball, I have gone spelunking in caves and hiked the Georgia portion of the Appalachian Trail as an Eagle Scout. Moreover, like Indiana Jones, I love to research the unknown and mysterious. However, my metaphorical caves are found in the genetics lab and the old primary records of my local library. I have analyzed the secrets of a Native American unknown population from 800 A.D., which my advisor believes has extended scientific knowledge by 300 years, and also have studied the influence of Georgia's first newspaper on the American Revolution. Furthermore, I currently serve as president of my Beta Club and National Honor Society as well as captain of my Tennis, state champion Academic, and Academic Decathlon teams.



**Jeet Guram**

Columbia, SC, Irmo High School  
College Plans: University of South Carolina

An alumnus of the American Legion's Boys Nation, Jeet has a passion for civic involvement and political debate. In addition to having twice served as a Congressional Intern in Washington, D.C., and having won the essay contest sponsored by the United States Institute of Peace for South Carolina, Jeet has long been an active competitor in the National Forensics League. He has twice qualified for nationals, reaching quarterfinals in Domestic Extemporaneous last year. A National Merit Scholar and his school's student body vice president, Jeet has a fascination with the sciences; he is a member of his school's National Science Bowl team and has helped them earn two state championships. His experience working in the pathology department of his local hospital last summer reinforced his interests in pursuing a medical career. He plans to major in biology.





### Cynthia He

Davis, CA,  
Davis Senior High School  
College Plans: Stanford University

I am a decisive, dedicated, and easily amused student, citizen, and musician. I have served as Key Club President and Academic Decathlon Team Captain for two years, as well as Science Bowl Team Captain, and I enjoy public speaking. An October 2000 Reader's Digest article inspired me in my ongoing dream of becoming a neonatologist, a dream fueled ever since through my biomedical science and research experiences at the University of California, Davis. I began playing piano at age four and violin at age nine; I have soloed four times on piano with orchestra and have played violin in the Sacramento Youth Symphony for six seasons. A 2003 concert tour to Brazil showed me that medicine and music are remarkably similar; that it is possible for one to pursue both by dedicating oneself to caring about people. Accordingly, I plan to study biology and music in college before medical school.



### Tyler Hodges

Kalamazoo, MI,  
Interlochen Arts Academy  
College Plans: Chicago College of Performing Arts/  
Roosevelt University

An accomplished musician and writer, Tyler is an idealistic, passionate, and driven young artist who strives for excellence and freedom of expression in all that he does. Originally from Kalamazoo, MI, he now attends Interlochen Arts Academy in the northern woods of Michigan. His main focus of study is classical voice, and he one day hopes to be an opera singer or recitalist on the great stages of the world. Tyler's talent for writing is also very important to him; from a very young age his love of reading fueled a desire to create his own meaningful work in that field. He sees both art forms as powerful conduits for emotions and experiences that are universal to all people, and thus in urgent need of being expressed in today's modern society. His interests aside from singing and writing include acting, playing the flute, exploring nature, and traveling in foreign countries.



### Jesse Horwitz

Pleasantville, NY,  
Byram Hills High School  
College Plans: Columbia University

In addition to excelling academically, Jesse leads multiple extracurricular clubs, participates in other rewarding school organizations, and pushes himself outside the doors of his high school through challenging jobs and internships. As president of Interact, Peer Tutoring, and Film Club, editor of *The Oracle* – Byram Hills High School's newspaper – and captain of the Forensics Debate Team, Jesse has found numerous ways to contribute to and involve himself in his immediate community. Furthermore, he has expanded his horizons through programs such as Byram Hills Stage and his school's varsity tennis team. Outside of Byram Hills, Jesse has worked as a tutor and interned at the hedge fund, Kenmar Global Investment Management, as well as the law firm, Boise, Schiller, and Flexner LLP. Jesse looks forward to continuing his current activities next year at Columbia University and expanding his academic world through a possible political science major.



### Jason Houle

Baxter, MN, Brainerd High School  
College Plans: University of Minnesota

Having completed most of my graduation requirements as a junior, I was quite free to construct a schedule senior year based strongly upon my interests. AP Language and Composition was the only class I needed to take, and, contrary to popular belief, I didn't really hate the copious and subjective assignments... most of the time. However, I certainly preferred AP German, owing largely to my experience as a foreign exchange student during Summer 2005. While there, I worked with a Chemistry teacher to develop and translate software and instructions concerning physics- and chemistry-related experimental equipment. This in turn sparked the interest that drove me to take AP Chemistry in addition to AP Physics, my true forte and passion since taking an introductory course as a junior. Along with AP Calculus to further my analytical knowledge, the balance of humanities and sciences appeals to the full spectrum of my personality.



### Sally Hudson

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

When I was younger, all I wanted to do when I grew up was grow up – literally. As the smallest kid in my class, I dreamed of being taller. Years later, I'm still falling short of that goal. Fortunately, I've achieved many others. I've traveled the country competing in speech and debate. I've tried my hand at nearly every sport, from soccer to softball. I've honed my math skills on the quiz bowl team and sharpened my writing as editor of my school's newspaper. I've spent much of my high school career serving community organizations. I've also been playing the piano for more than a decade. Now my sights are set even higher. I plan to study public health policy after high school. I hope one day to work for an international developmental agency, such as the World Health Organization or the World Bank.



**Michael Hughes**

Billings, MT,  
Billings Senior High School  
College Plans: Franklin W. Olin  
College of Engineering

Yogi Berra once said, “When you come to a fork in the road, take it.” Mike attempts to do so at every opportunity, all the while striving not to poke his eye out. This year in debate, he and his partner qualified for the National Forensics League Policy Debate Tournament in Dallas. His research on genetic algorithms won the Grand Prize at the Billings Clinic 2006 Science Expo. Outside of school, Mike runs a video and computer services business with a friend and also serves as a student representative on a school board committee. He ravages the competition on the dodgeball court and never misses kicking back on the couch for a Seinfeld rerun. Next fall will find him in Boston, building his own education at Olin College.



**Jamie Hwang**

Marlboro, NJ,  
Marlboro High School  
College Plans: Dartmouth College

I am what some may call naïve, but I prefer to call idealistic. When asked in the second grade what I wanted to be when I grew up, I proudly announced: the first female minority president of America. That dream soon faded when I realized that this mini-revolution would most likely have ended with my assassination. Since then, I have wanted to become a surgeon, a marine biologist, a lawyer, a photographer, an investigative journalist, a missionary, an astronaut, and a safari guide. Whether it be uniting the Koreans, saving the life of a child, or discovering a new planet, I know I will be affecting people, and that is all that matters. I want to right wrongs and in my own little way change the world. This week, I want to be the Chief Justice. Next week - who knows?



**Natalia Irizarry**

Mt. Vernon, NY,  
Horace Mann School  
College Plans: Harvard College

I am a person of many and passionate interests. I have a passion for the theater, both the experience and challenge (and applause) of acting onstage, and the sense of community fostered in a production. I love writing, when the mood strikes me. I'm fascinated by math, especially random, somewhat obscure areas like theory. Best of all I love singing, and the feeling of an a cappella choir that's perfectly in tune, whether on a pop standard or a 14th century madrigal. I approach all I do with intensity and full commitment. I have tried to take advantage of the many options school has offered, and hope to continue this in college and beyond. I am blessed to have found a school so suited to my personality, with extraordinary teachers and opportunities. The most important thing I have gained from my high school years is a group of friends who make my life better every day and who are always there for me. I hope in the future to give back actively to the world that has given me so much.



**Joanna Jan**

Fargo, ND, North High School  
College Plans: Rice University

Joanna is the type of person who appreciates her past, enjoys her present, and aspires towards her future. No matter how high or how low she ends up in the ladder of life in the long run, she knows that she will harbor no regrets. For the choices she made in the past – both the wise and the rash ones -- and the consequences they engendered, provided her with lifelong experiences that built and strengthened her character. When she manages to pull her head out of the clouds she dedicates time to the violin and piano, in addition to her studies. She enjoys volunteering and horseback riding lessons, along with the sport of fencing. However, her greatest enjoyment in life is traveling, and she spent three summers traveling abroad with a student ambassador program. Right now she draws upon her past experiences and eagerly awaits the prospect of the future.



**Analise Jenkins**

Brandon, MS,  
Jackson Preparatory School  
College Plans: Vanderbilt  
University

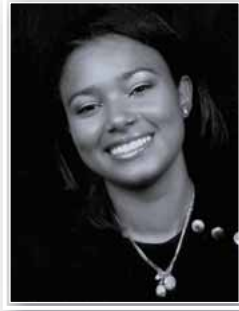
At the 2005 UCLA National Youth Leadership Forum on Medicine, I was one of hundreds of bright, competitive students. Although momentarily intimidated, I love a challenge, I love to learn, and I love people, so I threw myself into it. In those weeks, I gained faith in myself, as I made wonderful friends and worked with well-known doctors. In addition to my love of science that led me to UCLA, I love to exercise. Having participated since age four in soccer, I came full circle last spring to coach my own team of four-year-olds. Another aspect of who I am is my art, which I have channeled into volunteer work at a local art facility for mentally challenged adults. Also being a Classical Studies Scholar has allowed me to appreciate other areas of study in unique ways. I know now that I am prepared for the challenges of college. In fact, I can hardly wait.



### Jane Jiang

Bellevue, WA, Lakeside School  
College Plans: Harvard College

At six, Jane was dubbed “a motor-mouth.” She has been inseparable from her words ever since. An accomplished writer, Jane has won many national awards for her poetry and prose. Recently her self-published book of poetry, “This Odyssey”, was awarded First Place by the Washington Press Association. Captain of the Speech and Debate team and the 2005 State Champion in Oratory, she is also Editor-in-Chief of her school’s literary magazine and Opinions Editor for the school newspaper. In addition to her interest in anything humanities-related, Jane harbors an unholy love for theoretical calculus and fashion magazines. She enjoys reading contemporary Chinese literature and accruing various breeds of useless information, usually for her Quiz Bowl team. She is short, bossy, and alphabetizing-obsessed. She reads when she gets the chance; in the rest of her free time she works at Express and watches Jeopardy religiously.



### Tassity Johnson

Houston, TX, The High School for Performing & Visual Arts  
College Plans: Duke University

Tassity, who majored in visual arts at the High School for the Performing and Visual Arts, has been writing ever since she could, and supposes that she will for the rest of her life. Honored with NFAA’s 2006 Gold Award in Short Story Writing, Tassity credits her mother for acknowledging and encouraging her interest, her father for long talks about culture and philosophy and trips to museums, her English teachers, Ms. Duhon and Ms. Ballard, for fueling her appreciation of literature, and her insomnia, for providing an opportune atmosphere within which to write. She has been most inspired by William Faulkner, whose work she feels holds a history and weight that she can only hope her work will have one day. Tassity will attend Duke University in the fall. She also expects to eventually reside in a remote cabin off a desolate cliff in the Nevada desert, where she will write and paint and think.



### Laura Beth Kaplan

Memphis, TN,  
St. Mary’s Episcopal School  
College Plans: Harvard College

I am Walter Mitty. Sure, I may not be the middle-aged married man who buys puppy biscuits and who populates my beloved seventh-grade literature textbook, but such incongruities prove minuscule. After all, dear dithering Walter throws his life into his daydreams, and I aspire to doing the same. While Walter casts himself as a fighter pilot, I see a future of writing and academia; when Walter transforms into a naval officer, I envision myself as an activist-cum-doctor willing to tackle inequality in global health care systems. Where do Walter and I differ? Perhaps the answer lies in the fact that I am still an enthusiastic, optimistic eighteen-year-old who believes that with commitment, her imaginings can easily become reality. From philanthropy to journalism to dancing to serving ice cream, I have tried to make an impact on my community. Walter would be proud.



### Caitlin Kimball

Winter Park, FL, Bishop Moore Catholic High School  
College Plans: Carnegie Mellon University

From a young age Caitlin’s loves have been God, her family, her friends, cookies, and of course: the theatre. Throughout childhood and into high school she’s found ways both in and out of school to express her love for the stage. Caitlin recently won the Silver Award in Theatre from the National Foundation of Advancement in the Arts Awards and performed Off-Broadway in New York with her fellow winners. The past two summers she has attend Ann Reinking’s Broadway Theatre Project. Caitlin has been seen in professional productions in the Orlando area, and in the Florida Thespian State Competition Caitlin has won the Critics Choice (“Best of Show”) in both 2004 and 2005. When she is not performing, Caitlin works at the Orlando Youth Theatre where she helps introduce kids to performing. Caitlin thanks her parents, friends, and God, who must have been having a really good day when he decided to bless her with such people and opportunities.



### Amy Kwon

Corvallis, OR,  
Crescent Valley High School  
College Plans: Stanford University

Amy is an accomplished musician, a budding engineer, and an outdoor and Ultimate Frisbee enthusiast. In addition to being the three-time state cello champion and the two-time district piano champion, she has soloed with various youth and semi-professional symphonies, toured with popular music group Pink Martini, and won various northwest chamber music competitions. She also works regularly in the chemical engineering lab of a professor at Oregon State University, and she hopes to complete research and publish findings before going to college. She enjoys knitting, patching friends’ pants, and baking for others. In fact, her love of food has inspired her to volunteer at the local soup kitchen throughout high school. Amy is a member of her school Ultimate Frisbee team - despite her knack at falling over while cutting - and also loves to hike in the regional hills: a wonderful physical and spiritual rejuvenation for the soul.



### Allison La Fave

De Smet, SD,  
De Smet High School

College Plans: Harvard College

I remember, at age five, anxiously watching the Presidential election results on the television. All those pie graphs and precinct numbers probably meant little to me at the time, but somehow I could sense the weight of what was happening. Since then, I have been hooked on politics. A large part of my high school career has been defined by my involvement in political activities. From canvassing for Congressional candidates, serving as a U.S. Senate Page for Tom Daschle the fall of my junior year, participating in the U.S. Senate Youth Program this spring, even roaming the halls of my own state capitol during its tumultuous legislative session, my experiences in government have largely shaped my value system and personality. Participating in the Telluride Association Summer Program and Girls State, as well as many other camps, has connected me with an amazing network of friends around the country. I love music and the arts, working on volunteer projects, and experiencing different cultures and traditions.



### Audrey Lackner

Dobbs Ferry, NY,  
Dobbs Ferry High School

College Plans: University of Virginia

Like anyone in this book, I've challenged myself academically all through high school. I also help those who struggle with classes. I truly master material when I teach it. I've initiated academic extracurricular activities in my school. I started National History Day, so students can explore select history topics independently. As president of the new Science Club, I've invited speakers, planned experiments and helped organize scientific fieldtrips. Two summers ago I worked in a geology lab. Last summer I participated in the CIBA Specialty Chemicals High School Institute. These activities have broadened my horizons. In addition to scholarly pursuits, I have been coeditor of the student newspaper since I was a sophomore. I also play harp and piano and am the student organizer of the Dobbs Ferry Student Musicales, a community recital program for music students in Dobbs Ferry.



### Stephanie Le

Barrington, RI,  
Barrington High School

College Plans: Brown University

During my childhood, my father served in the military. His assignments to various parts of the United States and overseas gave me the chance to see many different parts of our country. I made friends with many different people. I learned to ski in Colorado and sail in Rhode Island, visited the Alamo in Texas, and toured the nation's capitol when I lived in Maryland. I enjoy tennis and debating. I have been playing the piano for over twelve years, and currently serve as Vice President of the Chopin Student Musicians Club in Providence. For the past two summers, I have worked in biology laboratories, and have recently completed a project involving the cloning and sequencing of a frog gene. I plan to major in Biology and work towards a career in medicine. In the whirlwind of daily life I find relaxation in reading and drawing.



### Irene Lee

Hockessin, DE, The Charter School of Wilmington

College Plans: Massachusetts Institute of Technology

If there were one word to sum up Irene's personality, it would be "curious." She loves trying new activities, no matter how lacking her talents may be in each area. Even if some attempts fail, they make excellent anecdotes. For example, she has plenty of humorous stories to share about her adventures in singing karaoke in Chinese, playing on the tennis team, and anything to do with dancing. Whenever she can, she enjoys writing about her escapades, both real and imagined. She produces more serious works as an editor for both the school newspaper and yearbook. Her inquisitiveness has also led her to success in competitions such as the Intel International Science and Engineering Fair. Out of everything, she has the greatest interest in people, as evidenced by her tendency to excel in group projects, her closeness with her family, and her continued efforts to learn about other cultures.

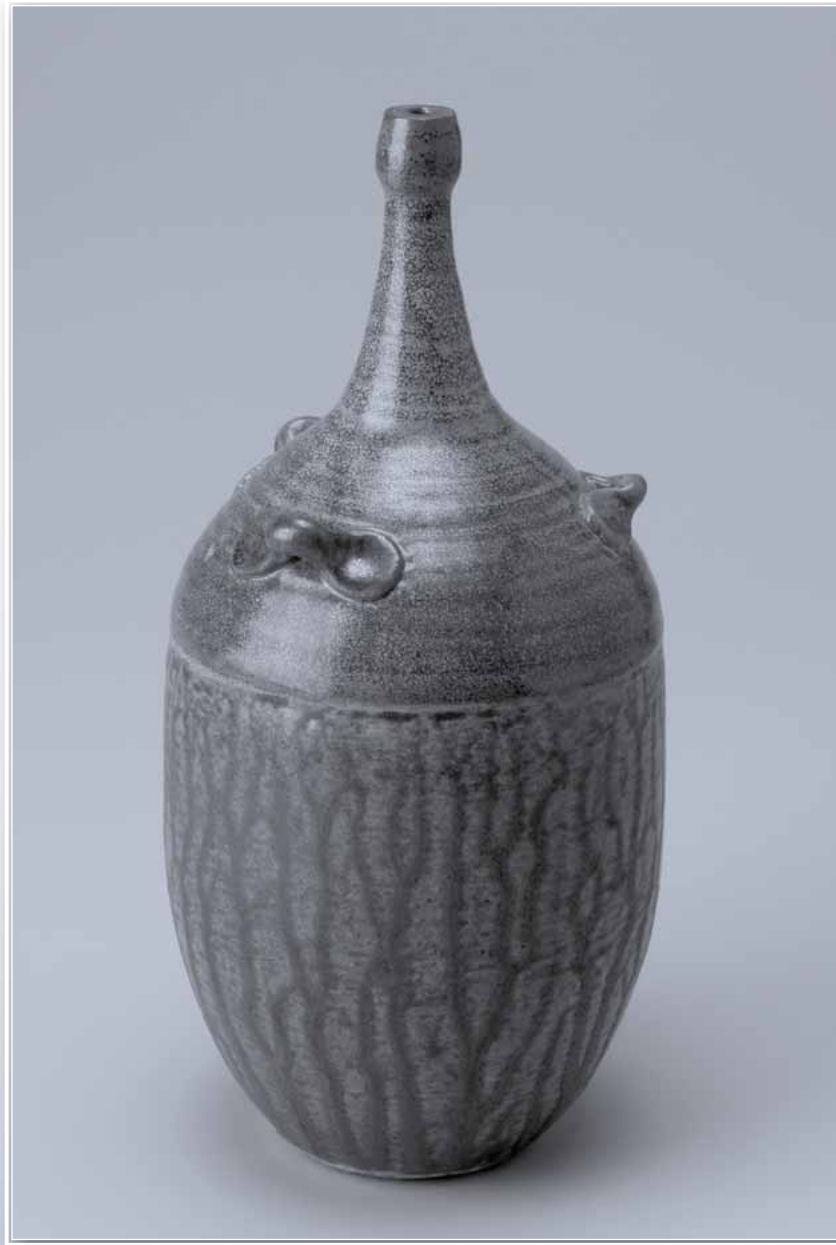


### Mihan Lee

Potomac, MD,  
Georgetown Day High School

College Plans: Yale University

I've always been quiet, shy, and averse to public speaking. As luck would have it, my fifteen minutes of fame came last year in the form of two nationally televised speeches: one in Springfield, Illinois, and one in Seoul, South Korea! In Springfield, I read aloud my essay about freedom, which had won the Grand Prize in the C-Span Lincoln Essay Contest; the Korean government, upon seeing the press release, then invited me to Seoul to speak about peace at the 60th Independence Day celebration. Both experiences were nerve-wracking and, in the end, intensely rewarding, especially because they afforded me opportunities to speak about (and therefore learn more about) my Korean heritage. My other interests include reading, creative writing, biology, drawing, and swimming. My college plans are still fairly nebulous; I plan to be premed, while also majoring in either Women's Studies or Environmental Studies.



**Jason C. Sanford**

*Korean Dogwood*

Stoneware

8" x 5.5" x 5.5"



### Victoria Lee

Mendham, NJ, West Morris  
Mendham High School

College Plans: Princeton University

In addition to academic study, Victoria enjoys performing as a musician, competing as an athlete, and exploring the world of science. After playing violin for seven years, she decided to switch her focus to viola and has participated in orchestras around the world. As a flautist, she led the marching band as drum major and traveled with the band to perform twice in Disney World. She competed on the varsity tennis, fencing, and track teams, and helped the tennis team advance in tournaments and become the second-best team in New Jersey. In the field of chemistry, she conducted independent research on the possible connection between copper binding and Alzheimer's and Mad Cow disease, entering science fairs and presenting her research across the state. She has served as chair of bake sales for her high school's service club, chair of team recruitment for the American Cancer Society's Relay for Life Fundraiser, and was a founding member of the string quartet club and fencing club.



### Christine Levy

Centennial, CO,  
Cherry Creek High School

College Plans: Yale University

Christine brings passion, dedication, and spirit to every endeavor she pursues. She is actively involved in her school's Student Senate, acting as Student Body President and involved in numerous committees. Christine is also involved in a community service club and planned a blood drive for her school. Aside from school clubs, Christine enjoys studying government and politics, examining literature, exploring leadership, and reading. Last summer, she spent her first four days of summer reading her favorite book *Atlas Shrugged* because she was so captivated. Aside from academics, Christine plays varsity soccer, runs varsity cross-country, and bike races on the state and national level. She has received All-American recognition for cross-country and is ranked top-five nationally for cycling in her age group. All her activities don't keep Christine from hanging out with her friends, swing dancing, and visiting all the best coffee shops around town.



### Kevin Lin

Bellevue, WA,  
Newport High School

College Plans: Stanford University

Kevin read "A Heartbreaking Work of Staggering Genius" in April 2006 and was enlightened by the quirks of a great postmodernistic memoir. His parents are strong and beautiful, with dark eyes and perfect complexions. Kevin enjoys scrawling poetry and random tidbits (he is humble, so will not mention the accolade he received in last year's Live Poets of NJ). In Taiwan, he writes to-be-published books with his Papa and teaches English at a school for humiliating pay. He loves reading, swimming, tennis, and watering plants. Kevin interns at T-Mobile and spends a majority of his time cooped up with his violin, playing Mendelssohn concertos, no doubt. Among all things, he fancies biology (being a winner on a xenotransplantation report) and will endeavor to resurrect extinct species with undying passion. "Dream relentlessly!" he says, "and ignore your friends."



### Nathaniel Little

Cedarburg, WI,  
Cedarburg High School

College Plans: Yale University

Nathan Little is his class's salutatorian, a National Merit Finalist, Wisconsin All-State Scholar, and a National and Spanish Honor Society member. Nathan, a two-year co-captain of the cross country team, was a two-time All-Conference runner, received four varsity letters in cross country, is track team co-captain and received three varsity letters in track. He recently played Jud in a production of "Oklahoma!", and is a three-year member of both the Swing Choir and Jazz Ensemble. Nathan also won a rating of first for Solo Tuba at the WSMA State Music Festival and was a member of the University of Wisconsin-Milwaukee's top Youth Wind Ensemble. Nathan was junior class treasurer and is student body secretary for his Student Council. He has volunteered as a tutor, concessions stand worker, basketball camp leader, and co-chaired a fund drive for Hurricane Katrina Relief Efforts. Nathan works as a barista at the Cedarburg Coffee Roastery.



### James Liu

Tucson, AZ,  
University High School

College Plans: Harvard College

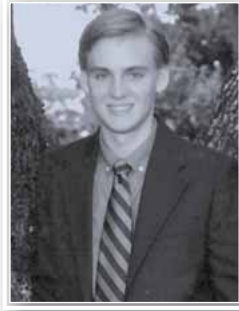
Ever since I was a child, I've always insisted on knowing exactly how things work. While my curious nature made it very awkward and time-consuming for my parents to explain where babies come from, it has also helped to challenge and push the limits of my potential. Some regard this curiosity as a compulsive need to understand everything, but I see it as a driving impulse in my life that has led me to compete in Academic Decathlon and Science Olympiad, drawn me into the intricacies of economics, forced me to analyze the physics behind every tennis shot I make, and encouraged me to comprehend the incomprehensible beauty of a Chopin Nocturne. Each problem I face is only another opportunity to discover something new and although I may not always find an explanation, I can't help but enjoy looking for one.



### Amanda Rose Long

Anniston, AL, Oxford High School  
College Plans: University of Alabama, Huntsville

Rose is one of the most inquisitive souls one may ever encounter. She is extremely interested in the world around her, and she takes great pleasure in the pursuit of knowledge. Aside from her love of academia, Rose enjoys leadership. As president of several of her school's service organizations, Rose takes an active role in the community and devotes much of her free time to helping others. She is the recipient of numerous local, state, and national awards for outstanding academic achievement and exceptional service to the community, and is respected by all who know her. Family is very important to Rose, and she likes nothing better than to spend time traveling to interesting places with her parents, brother, and sister.



### Stephen Longfield

Dubuque, IA,  
Hempstead High School  
College Plans: St. Olaf College

I have been blessed by a family, teachers, and friends who have challenged me to use my talents in service to others and given me joy in life. My parents started reading to me when I was very young and have encouraged my love of books, especially fantasy and mystery. My teachers noticed in me an aptitude for math and pushed me to develop these talents. I love to play with numbers and equations, to wrestle with problems, and to solve puzzles. I have thoroughly enjoyed working with friends at school in Math Modeling Competitions and the National Economics Challenge. Teaching children in gym class at a local elementary school and serving as a recreation leader and puppeteer at my church's annual Vacation Bible School has encouraged my creativity and made me thankful for the gifts of others.



### Tianxiang (Sandy) Lu

Overland Park, KS, Blue Valley North High School  
College Plans: University of Pennsylvania

I can't say that I have any earth-shattering hobbies, and I'd prefer not to list accomplishments. After all, I'm still a teenager - I like to socialize, play most kinds of sports (even if with little aptitude), and of course, eat and sleep - and this won't last much longer. Tactical games of all sorts interest me, whether board, such as chess, or computerized, such as Starcraft. I'm involved in all sorts of activities, be it poker, ping-pong, or swing dancing. Certainly, I have set plans and hope to make outstanding contributions to society, but right now there's nothing I enjoy more than laughing, even if it's a slightly dry sense of humor.



### Kristen Manderscheid

Potomac, MD, Stone Ridge School of the Sacred Heart  
College Plans: Duke University

I love to pursue my curious appetite towards new, challenging experiences. My roles in the community as School President, Model UN Head Delegate, "Ridgebits" Editor and Girl Scout have all stemmed from my desire to explore new horizons. As School President, I have helped to implement my school's very first honor code. In addition, I help lead the Model UN club and encourage fellow members to represent their countries' stances to the utmost in their peacekeeping simulations. On the newspaper staff, I create and edit the humorous and fun "Ridgebits" page. As a Girl Scout, I earned by Gold Award by improving the system of organization in the inventory room at Turning Point Center for Women and Children. In my free time, I love to play tennis, volunteer with children, tinker, improve my skills in the kitchen, engage in various hobbies, and spend time with my friends.



### Rachel Mans

Greensburg, PA, Greensburg Central Catholic High School  
College Plans: Creighton University

I have a real passion for words. Few things make me happier than sitting down to read a good book, but one of those is trying to type up a story of my own. I've been writing since fourth grade, when I attempted to write the Great American Novel on the subject of summer camps. I wrote a hundred pages, and then lost them all. I've typed all of my stories since. In the summer of 2005, I attended the Pennsylvania Governor's School for the Arts, where I was truly inspired to develop my skills. After this experience, I was moved to start a literary magazine at my high school to help others find the joy of words. In my free time, I love to bike, sing, act, and bake chocolate chip muffins.



### Laura Marcus

Indianapolis, IN, North Central High School

College Plans: Yale University

I am probably the easiest person in the world to inspire. Practically every subject or activity interests me, everything from fractal geometry to South American literature. Unfortunately, my rather practical nature makes me highly susceptible to getting stuck in ruts. To counteract this, I take every weird and random opportunity I can. I try to do things that seem completely out of character, and in doing so, I think I've actually discovered my real character after all. I've been suspended for a political protest, studied abroad in India, and won a ballroom dance competition. I can wrap a sari, eat rice with my hands, and dissect poems and frogs and all my opponents' arguments. I can't do it all...yet...but hey, I'm only seventeen!



### Lisa Marrone

Centreville, VA, Thomas Jefferson High School for Science and Technology

College Plans: Yale University

In high school, Lisa has enjoyed a wide range of passions. Her scientific interests have led her to become president of Biotechnology Club and Co-coordinator of Tomorrow's Women in Science and Technology. Last summer, she researched gastrointestinal physiology at the Research Science Institute at MIT. She recently won Grand Prize at the Virginia State Science and Engineering Fair for this research, and was named an Intel Science Talent Search semifinalist. She pursues an interest in the humanities through Model Judiciary; this year, she gave an oral argument before the Supreme Court of Virginia. Outside of academics, she loves to run distance, play violin, cook Thai food, and eat massive quantities of pomegranates. She intends on studying Biology and Economics at Yale next year.

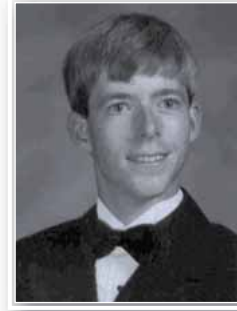


### Kelly McConnaughey

Huntsville, AL, Grissom High School

College Plans: Boston College

The only sure thing about my plans for the future is that I want to help people, and I have not yet discovered what that will entail for me specifically, but I'm sure I will enjoy it as much as I do now. My greatest accomplishments are those that are not measured in test scores, GPAs, or medals; the greatest things I have done are about becoming who I am now and getting through things that should have stopped me. I was once told that the only things I might not like are knitting and cheerleading, and since that I have taken up knitting, so my interests include almost everything. I love music, art, writing, coffee shops, kites, squirrels, dancing badly and singing worse, sunshine, thunderstorms, rooftops, rowing, and hammocks.



### Shaun Mills

Pittsgrove, NJ, Arthur P. Schalick High School

College Plans: Grove City College

Shaun leads a fairly simple life. The hardest decision he has made to date was whether to write his biography in first- or third-person. But now that's over, his life has returned to its relaxed pace. Growing up in rural South Jersey has left its mark on Shaun - namely, he hates humidity and mosquitoes. On a more serious note, he is a devout Presbyterian, an avid tennis player, a moderate pianist, and the middle child in a set of triplets. Four years in marching band have taught him to dress warmly for football games, while four years running the sound board for school musicals have taught him that if nothing is going wrong, he's not looking hard enough. Shaun plans to major in Mathematics and is currently accepting suggestions as to what to do with such a degree.



### Sahand Moarefy

Arroyo Grande, CA, Arroyo Grande High School

College Plans: Harvard College

Sahand is a hard-working student, with a broad range of passions and interests. An avid competitor in the High School Speech & Debate Program for four years, he has participated in state and national tournaments and received numerous awards. In the realm of community service, Sahand helped found both the Youth Red Cross Club and Youth Cancer Society Group in his county. Furthermore, leadership represents a primary characteristic of his extracurricular involvements, a fact shown in his position as president of the three aforementioned programs. All the same, Sahand is a down-to-earth individual who always makes time for the essentials such as family and friends. Indeed, in his free time, he enjoys reading, exercising, and going out.

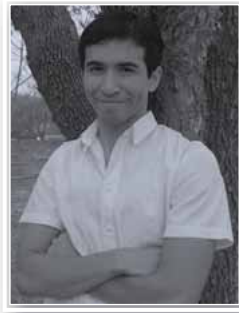




### Joseph Moore

Mayfield, KY,  
Graves County High School  
College Plans: University  
of Louisville

My passion for competition began at an early age, when the plastic tee-ball trophy I won before even attending school compelled me to work toward more substantial awards. Since then, I have broadened my horizons beyond a young child's sport and focused more on academics. I am currently editor-in-chief of the award-winning Graves County "Eagle's Eye" high school newspaper, two-year captain of the school Quiz Bowl Team, two-year captain of the Varsity Tennis Team, and two-year president of the Calculus Club. Each organization has allowed me to express my knowledge and creativity as a well-rounded individual. I spend my free time juggling and digitally editing photos.



### Rafael Moras

San Antonio, TX, Douglas  
MacArthur High School  
College Plans: University of Texas,  
San Antonio

My life began with little hope of success: born hydrocephalic, and diagnosed with just a slim chance to lead a normal life. By God's grace I have instead gone on to live by the mantra: "with great power comes great responsibility," as the basis of my endeavors. I grew up in a family passionately devoted to the arts and especially music, including the great Spanish art of "zarzuela." I aim to use the gifts God has blessed me with to give back to Him and others as a classical tenor, Catholic music minister, actor, and writer. I have performed solo and in ensembles across the country, placed highly in national, state, and regional vocal competitions, and written an essay now housed in the Library of Congress. The example of heroes like the great John Paul II inspire me to pursue a career in which the call to use my talents to serve and better the world never goes unheeded.



### Tariq Musa

Salt Lake City, UT,  
Skyline High School  
College Plans: Harvard College

Born in Amman, Jordan, and having lived in Sri Lanka, England, France, and other countries around the world, Tariq Musa is a multicultural young man with diverse interests. He has played soccer ever since he could walk and competes in varsity soccer at his high school and also with his division-one club team. Artistically, Tariq is an accomplished classical pianist, having recently recorded a professional CD featuring the works of Rachmaninoff, Chopin, Ravel, and Beethoven. He has participated in competitions for several years and plans to pursue performance the rest of his life. Tariq is also the founder and president of two online soccer companies, SoccerFansNetwork.com and World-Cup-Store.com – the former an online portal for soccer fans across the globe with over 22,000 member subscriptions and 600,000 posted messages, and the latter an online store featuring thousands of products for the 2006 World Cup competition.



### Jeff Nanney

Plano, TX,  
Plano East Senior High School  
College Plans: Harvard College

Curiosity fuels me as a person and a student. My grandmother proudly recounts my earnest queries about the plausibility of Santa Claus living at the North Pole, where the lack of a landmass could not sustain humans. And so I am accustomed to seeking the most in every arena of learning available. I have benefited immensely from summer enrichment programs in mathematics, particularly from my experience with the Research Science Institute at MIT. Though I consider myself a lifelong, self-motivated learner globally, I am eager to pursue an education in mathematics. I am currently fascinated with the possibility of teaching and researching as a professor, but no matter what I do, I plan to approach my profession with a distinctly mathematical methodology, a manner of thinking that promotes ingenuity and consistency. As deeply as I love mathematics, I also hope to maintain my passion for sports, music, and history.



### Kate Niehaus

Columbia, SC,  
Spring Valley High School  
College Plans: Stanford University

Many things make me happy, such as running, reading good books, drawing, eating delicious food, surprises, discoveries, almost all types of music (except country), and laughing. I'm not sure what my plans are after college, but if pressed I'll mention chemistry, maybe biomedical engineering. I've done research on mosquito repellents (Beware! dreams of monster mosquitoes can result from their prolonged observation), helped plan a prom for special-needs students, dug for dinosaur bones (in my backyard at age five), built a roof for a needy family (and nearly fallen off), met several Olympians, had my fortune told (I'll live to age 95), and climbed to the highest waterfall in the contiguous United States.



**Brendan O'Callaghan**

Naples, Italy; Naples American High School

College Plans: University of Notre Dame

If the past few years have taught me anything, then the ability to handle the pressure and responsibilities of myriad activities is among the most important. As an Honor and AP student, an active member in student government, a three sport athlete, a violinist, a leader in NJROTC, and a vigorous servant of the community, I have learned to deal with the strains of multi-tasking on many occasions, all while living in a foreign culture. As the treasurer of the student council for two years, and most recently as its president this year, I have planned numerous school and community events. I played in the school orchestra, was the executive officer of our NJROTC Unit, started for the Wildcat offense, wrestled, and am competing for the division crown in tennis. In the future, I hope to be commissioned as a naval officer and serve as a fighter pilot.



**Noel Ottman**

Lee's Summit, MO, Lee's Summit North High School

College Plans: Undecided

Noel loves to explore her world. She's come a long way since hiking through the Rocky Mountains as a child; now, she enjoys studying history and languages, especially Spanish. She recently returned from an exchange program to Mexico, where she enjoyed learning the rich Mexican slang vocabulary and other things not taught in a classroom. Noel likes to sing classically, act in her school theater program, and spend time with friends. One thing she treasures about Mexican culture is the importance of friendship, the fervent political discussions and appreciation of human companionship. Noel has no idea what is waiting for her after college, but she is excited to find out.



**Lillian Pecoraro**

London, England, London Central High School

College Plans: Cornell University

Lillian was born into a US Air Force family where she has and experienced many cultures including those of the Far East in Korea, the European traditions found in Spain, Belgium, and the United Kingdom, and the subtle differences in the United States from living in Texas, Washington, Alabama, North Carolina, and Pennsylvania. She experienced these cultural differences through her interests in history, horse riding, and running where she was the captain of the London Central Cross Country and Track Team. Additionally during high school, she held leadership positions in High School and for the National Honor Society. Moreover, Lillian won numerous awards for running in European Department of Defense Competitions and earned the prestigious rank of Premier Degré as a member of the Pony Club de la Chapelle aux Puits in Belgium. After her graduation from London Central in June, she will attend Cornell University and major in Mathematics, a subject she is fascinated by and truly enjoys.



**Amelia Pedlow**

Philadelphia, PA, Nazareth Academy High School

College Plans: The Juilliard School

Amelia has always lived her life in an equilibrium of the arts and academics. In the areas of the arts, Amelia has participated in countless theatrical productions in high school, community theatre, and professional theatre. She has also taught an after-school drama program at a local middle school and directed two original musical revues as fundraisers. Amelia is also actively involved in music. At Nazareth Academy she is currently an AP Music Major and participates in chorus, chorale (Officer), jazz choir, and Tri-M Music Honors Society (President). However, Amelia has also been blessed with parents who know that academics come first. She is a member of National Honor Society, was chosen as Best in Class for WPVI-TV, and is Valedictorian of her senior class. Amelia hopes that in the future, her appreciation of both the arts and academics will lead her to new and wonderful opportunities such as this.

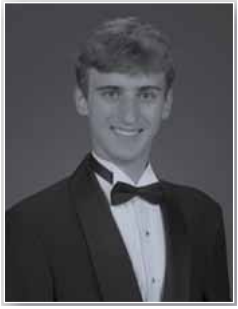


**Aman Prasad**

Pocatello, ID, Century High School

College Plans: Cornell University

The thrill of academic challenges in school is the alarm that wakes me up each day, and still rings during the second semester of my senior year. Though I have, at one point or another, wanted to be a pilot, a Blue Man, a coffee-shop owner, or a writer, I have convinced myself that I *absolutely* want a career in public health. Public health because science and math are the two subjects that I still struggle with and because helping other people on the planet enjoy a life like the one I live is the sole focus of the next stage of my life. My work with the local Youth Forum, healthy youth outreach programs, and public health research has opened my eyes to a world of suffering, ripe for the ideas of the next generation of scholars. I have my wonderful parents and brother and sister to thank for this ethos.



### Michael Puente, Jr.

Kenner, LA, Jesuit High School  
College Plans: Rice University

The journey of my life has been one amazing cycle. I was born in Dallas, Texas; but I have lived in the New Orleans area since I was six weeks old. I have fallen in love with my hometown through the years during my many hours volunteering at its Audubon Zoo, tutoring its children, and celebrating its unique culture and traditions. Recently, Hurricane Katrina sent my family to Houston, where I worked to keep my displaced school community connected by continuing to publish our school newspaper. I have since returned home to New Orleans but in August will head back to Houston for undergraduate studies. Even though I was born in Texas, evacuated to Texas, and will soon be educated in Texas, I am still a proud Louisianian and know that New Orleans is where my heart lies.



### Mariam Rahmani

Kent, OH,  
Theodore Roosevelt High School  
College Plans: Princeton University

My two biggest passions, Mathematics and Language Arts, have been considered irreconcilable, but I contend that both share a common core: they are art forms, seeking the truth of reality and attempting to express it in a refined and beautiful way. Each is a lens to view and a language to describe our world, be it through numbers or words. Only through using different lenses and languages can one understand humanity, practically contribute to its improvement, and build a foundation to understand existence itself. My dedication to my education is inspired by a deep love for learning. I intend to couple the knowledge I gain with my more comprehensive world-view - inspired by my diverse cultural background as an Iranian-Muslim-American - in order to work for a safer, more cooperative global community tomorrow.



### Raj Ranade

East Lyme, CT,  
East Lyme High School  
College Plans: Princeton University

My name is Raj Ranade. I live in East Lyme, Connecticut and am a graduate of East Lyme High School. This fall, I will be attending Princeton University, where I will be studying chemical engineering. In my life, one of my main passions is scientific research. I have worked on several science projects during my high school career, including analysis and optimization of a chemical reactor and environmental testing of a novel nuclear waste disposition system. My work has won awards in the International Science and Engineering Fair, as well as semifinalist standing in the Siemens Westinghouse and Intel Science Talent Search competitions. Additionally, I am a Coca-Cola Scholar of Excellence. My hobbies include listening to music, watching movies (especially film noir), and playing tennis. I hope to spend my future doing whatever I personally can to help both my local community, and the world as a whole.



### Erin Risch

Topeka, KS, Shawnee Heights High School  
College Plans: Hillsdale College

My mother said that she first suspected that I would become an engineer when, at a young age, I began sorting my little plastic hair barrettes: first by color, then by size, and then by shape. She and my father are both engineers, and since I'm a perfect mix of both of them, they assumed I would follow in their footsteps. Little did they know that I would essentially embrace the two subjects farthest from it: French and music. I spend most of my time in the orchestra: I play the cello. I also dabble in piano, but I wouldn't say that I have a bright future in it. I'm president of the National Honor Society. For two years now, I've been an officer in Model United Nations. On the side, I enjoy swing dancing, reading, and continuing to surprise my parents with career aspirations like diplomat, bible scholar, and rock star.



### Steven Robertson

Tampa, FL, Gaither High School  
College Plans: Undecided

As a child, I had an uncanny knack for breaking electronic things in a hurry. This may have started at age six, when I nearly electrocuted myself trying to "conduct an experiment" that involved a rechargeable battery, 110VAC power, and mildly saline water. It progressed quickly to computers. When we finally got one, I was warned about breaking it - which, of course, is what I unintentionally did. To avoid being permanently grounded, I had to learn how to fix my mistake quickly. When I broke it again, I had to correct it again, ad nauseum. Because of all of this, I now have an uncanny knack for repairing electronics in a hurry. I also greatly enjoy music, and take pleasure in listening, composing, and performing a great variety of works. I look forward to using my combined interests in the professional audio electronics industry.



**Carmen Rodriguez**

Norcross, GA,  
Norcross High School

College Plans: Purdue University

My father immigrated to the United States from Cuba when he was nine years old. After hearing the struggles he faced as a young boy, I am able to relish the opportunities this country offers. My mother is of American descent; as a result, I have experienced the blending of cultures that is unique to the United States. I appreciate the cultural diversity of my community and understand its importance in this country. I thank my parents for giving me a will to succeed and tolerance for others. They have allowed me to pursue my interests in swimming competitively while continuing to excel in school and be involved in extracurricular activities. Finally, nothing I have done would be possible without the guidance and blessing of God.



**Mitchell Rodriguez**

Rapid City, SD, St. Thomas More High School

College Plans: Purdue University

If Mitchell Rodriguez's life could be described in one word, it would be "variety." He has traveled to India, Singapore, Mexico, and Malaysia. Mitchell has been involved in a variety of sports, such as soccer, track and field, basketball, swimming, and also has a Black Belt in Tae Kwon Do. He is the Vice President of Student Council, Editor-in-chief of Yearbook, guitarist in the school rock band and member of the National Honor Society, French Club, Science Club, Knowledge Bowl team and FIRST League Robotics. Mitchell is a National Merit Scholar and AP Scholar with Honors. He has participated in community service projects including the United Way Day of Caring 2005, blood drives for the United Blood Services and service at Assisted Living centers and art centers for the developmentally challenged. He plans to pursue research in nanotechnology and set foot on Mars.



**Matthew Rognlie**

West Linn, OR,  
West Linn High School

College Plans: Duke University

Born in sunny Mesa, Arizona, Matt enjoys a wide assortment of desert-themed activities, including fixing air conditioners, riding camels, and wrestling with snakes. Since moving to Oregon, he has begun to explore other pursuits, most notably math and waffle-making. Matt plays jazz tenor sax, classical bassoon and avant-garde kazoo. After a long day, he likes to chill with his mock trial buddies, discussing the fine points of imaginary law. Not grounded by a sense of reality, Matt dreams of ambitious and far-reaching projects. He hopes to start an open-source textbook initiative, promote carbon taxes coupled with progressive rebates, and expand microcredit programs throughout the developing world—and he can't wait to start!



**Ian Rousseau**

South Hero, VT,  
Essex High School

College Plans: Massachusetts Institute of Technology

I've always questioned the reasons for the existence of the world around me. When I was a child, I took things apart and tried to reassemble them, not always successfully. Later, I became interested in flight. I built radio-controlled airplanes and started a rocketry club at my high school. The rocketry club switched gears and delved into robotics during my junior year. We received a grant to create a robotic tennis ball retriever. The lab became my natural environment. In the summer of 2005, I researched power generation in space. I ease stress via athletics. Since the tender age of five, I've played ice hockey. I spent three seasons wearing my school's colors, during which we won two state titles. In the summer, I cruise through the Green Mountains on my '84 Fuji road bike.



**Jason Sanford**

Dallas, TX, St. Mark's School of Texas

College Plans: Middlebury College

Foremost in Jason's life is undoubtedly his ardent love of art. In pursuit of this affinity, he has particularly favored three mediums: music, ceramics, and literature, each of which contributes its own unique outlet for his expression. He plays the clarinet, the baritone saxophone, the bass guitar, and the acoustic guitar, and enjoys listening to many genres of music, from classical to electronic. He has worked with primarily wheel-thrown pottery for three years and loves it fervently. He also thoroughly enjoys reading and writing, and is considering majoring in English in college, among other subjects. As an athlete, Jason has been on his school's varsity crew team for three years and has been captain the past two; he also water skis competitively. He hopes to pursue all of his passions at Middlebury College in Vermont.



**Eloise B. Santa Maria**

*Potential Energy*

Iron oxide, plaster on sidewalk

132" x 132"

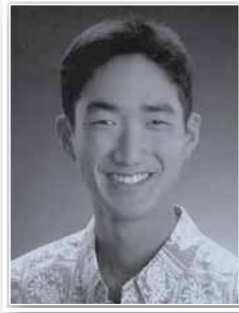


### Eloise Santa Maria

Houston, TX, The High School for Performing & Visual Arts

College Plans: Maryland Institute College of Art

Eloise Santa Maria is a graduate of the High School for the Performing and Visual Arts in Houston, Texas. She will be attending Maryland Institute College of Art (MICA) in the fall, where she hopes to major in Sculpture and take classes concerning health and nutrition. She is interested in becoming a working artist, but also wishes to pursue social work. It will be a constant struggle to find a middle ground between the two, but she is excited about the pursuit of this middle ground. She has been continually inspired by the Houston artist and activist community; she has learned from them that there are many ways of combining art and social ideas. She is inspired everyday by her friends and family and is especially thankful for her parents who have given her incredible support and encouragement. She loves to grow vegetables, cook, and ride her bike around town.



### Scott Seki

Honolulu, HI, Punahou School

College Plans: Stanford University

In grade school, I was one of those risky boys who lived for excitement and bravado. During recess, I earned cuts, scratches, and broken bones while diving for home plate and leaping into end zones. Teachers called my actions reckless. I like to think of them as impassioned. Since then, I still retain this enthusiasm and imbue it into everything I do. From singing in a barbershop quartet to playing on the varsity golf team, I avidly pursue a comically diverse list of unrelated and, at times, obscure interests. In 2004, I designed and coordinated a physical therapy program at REHAB Hospital focused on training patients' finer motor skills. I take chances and risk social repercussions in pursuing uncommon hobbies because I perceive them as being uncommon opportunities for growth. Even after many years, I realize that I am not much different from the risky kid I used to be.



### Koning Shen

Logan, UT, Logan High School

College Plans: Harvard College

Koning is the embodiment of a math and music nerd. As an avid member of her schools' math clubs for six years and President for the past two, she wrote and organized a school math competition to encourage a passion for mathematics among her peers. She has also taken first place in the State Math Contest for the past five years. In addition, since she started playing the violin at age five, Koning has loved playing and listening to classical music. She has been a concerto soloist with local orchestras five times, served as the All-State Orchestra Co-Concertmaster and Assistant Concertmaster, and was a State American String Teachers Association Winner. Koning was also an orchestral musician in a humanitarian community production of The Messiah. She is a recipient of the National Merit Scholarship and the Siemens Award for Advanced Placement. She hopes to become a research scientist in synthetic biology.



### Tracey Shi

West Des Moines, IA, Valley High School

College Plans: Harvard College

In a word, Tracey is energetic. She jumps from extracurricular activities to academics to leadership with ease and enjoyment. In debate, Tracey qualified to the 2005 NFL National Tournament for Lincoln-Douglas and was named an NFL Academic All-American. Tracey's mock trial team won the high school state championship twice and represented Iowa at Mock Trial Nationals in 2005 and 2006. She has been concertmistress of the Valley String and Chamber Orchestras, played in the Iowa All-State Orchestra four times, and taught violin for three years. Tracey has led teams to regional math competitions, winning both team and individual awards. Within her school, Tracey serves on the Principal's Advisory Council and is a member of NHS. In her free time, Tracey volunteers for political parties and government agencies, plays tennis, and writes poetry.



### Eric J. Smith

Gallup, NM, Gallup High School

College Plans: New Mexico Institute of Mining and Technology

Besides beating video games and solving calculus problems in my head, I enjoy refereeing recreational soccer games. It's a bit scary to consider that I have been a referee longer than some of the players have been alive (nine years). On the field, I have the reputation of being fair and consistent. Of course, taking the time to memorize the rulebook helps every now and then. I also enjoy mathematics and teaching it. In my senior year of high school, half of my day is spent assisting my math teacher with her AP Calculus AB class and teaching several other students AP Calculus BC material. I believe in following the rules, but at the same time to have fun. Something isn't worth doing if it can't be made to be fun.



### **Matt N. K. Smith**

Eagle River, AK,  
Chugiak High School

College Plans: Yale University

My interests were clear at an early age. I stunned my uncle by completing the cube puzzles he gave out to baffle the engineers he supervised, when I was four. I started a string band, which has two CDs out and performs and gives workshops throughout the state, when I was seven. My early interests in math and music are still with me, and over the years I've won state and national awards for math/physics and for classical and jazz violin. My other strong (and often award-winning) interests include politics and government, Spanish and Latin American Studies, and trekking in beautiful mountainous places. After graduation, I will be trekking in Bolivia, with a map of the southern constellations in my pocket and a beater-violin attached to my pack.



### **Quentin Smith**

Hollis, NH, Lawrence Academy  
at Groton

College Plans: Massachusetts  
Institute of Technology

"Hey, this is cool!" has been a daily thought ever since I received my first computer at the age of four. Since then, there has been an array of computer hardware and electronic components strewn about my desk, closet, floor, and even my school. In high school, I embarked on formal study in computer science: AP Computer Science in ninth grade, Comp. Sci. 211 at Cornell University the summer after tenth grade, research in parallel processing at the Research Science Institute (RSI) at MIT last summer, and this summer, an engineering internship at Google. Other interests/hobbies include asking questions (I was voted "most likely to question a Nobel laureate" at RSI); managing WRLA, my school's radio station; theater tech crew; IP law; a cappella singing; FIRST Robotics; Envirothon; digital photography; journalism; blogging; and MIT hacking. I can't wait to leave my mark on the world.



### **Rob Smithson**

Cary, NC, Cary Academy  
College Plans: University of  
Virginia-Jefferson Scholar

As a musician, Rob plays the clarinet, alto and soprano saxophones, and guitar, with a particular interest in jazz. He has been selected to the NC All-State Band and NC Honors Orchestra, but he also likes to just jam with friends. As an athlete, he plays tennis and swims, medaling in backstroke and butterfly at the NC State High School Championships. Rob's experience in Lincoln-Douglas and Public Forum debate led him to work at a patent law firm for the past two summers. He also worked for Chick-fil-A during his sophomore and junior years. Rob is very involved with his church, where he plays in the orchestra and has been involved with mission trips to New York, St. Lucia, and, in summer 2006, to the Ukraine. Through his National Honor Society chapter, Rob co-chaired a school-wide lecture series on the role of moral values in American society.



### **Margaret Snell**

Albuquerque, NM, Albuquerque  
High School

College Plans: New Mexico  
Institute of Mining  
and Technology

Margaret is a student with a passion for beautiful cacti. When she is not out admiring the flora of the southwest, she can also be found attending Irish step dance classes and participating in competitions in various states. In addition, Margaret is involved in her school's MESA (Math, Engineering, and Science Achievement) program and is a violinist, section leader, and student officer in her school's orchestra. The ability to add and subtract sums in her head has led Margaret to hold treasury positions in both her school's chapter of the National Honor Society and the French club. Her embarrassing lack of Spanish fluency has led to some of the more exciting incidents during her high school career, not the least of which included taking part in conversations where she understood nothing of what was said. During her free time, Margaret enjoys mentoring younger dancers and dissecting furry creatures for her anatomy class.



### **Leigh A. Soares**

Newton, MA,  
Newton South High School

College Plans: Duke University

A tap dancer, newspaper editor and loyal Red Sox fan, I will always remember high school as late nights spent rushing to get Denebola printed on time, play time with children enrolled at South's Pre-school, burritos from a favorite tacqueria, and tennis matches with my younger brother on neighborhood courts. I traveled to Paris with a school program this year but have spent most summers in Texas with relatives, where I have volunteered at the county courthouse and a political headquarters. I have served the Boston Chapter of Jack and Jill of America, Inc., as Teen President, Vice-President, and Recording Secretary and have led the group in award-winning community service activities. My time at South has been incredible, but I am eager to meet the challenges of being a New Englander in North Carolina, where I will matriculate at Duke as a Reginaldo Howard Scholar.



### Amy Steinmetz

Woodbridge, CT, Amity Regional High School

College Plans: Brown University-PLME Program

I live my life with a goal to “enjoy the ride” and to appreciate the positive attributes of life. Academically, I challenge myself and have always known that I will follow in my dad’s footsteps and become a physician. I intend to structure a multi-faceted career of assisting patients, educating and raising awareness of prevalent and preventable diseases in society, and researching cures for cancer and heart disease. I spend free time on an international and legislatively-active cigarette butt litter prevention campaign - No Butts About It - which I co-founded. I am also a co-author of a children’s grief book, *After You Lose Someone You Love*, which is a resource and companion for children who suffer the loss of a parent. I also enjoy running and have completed a half-marathon, and my brother, twin sister, and I are the Miami Dolphins’ biggest fans.



### Sam Stone

Glencoe, IL, New Trier High School

College Plans: Stanford University

It has always been important to me to involve myself in many different activities and I have had a terrific time in high school, both in and out of the classroom. For the past two years, I have been able to pursue my interest in science by researching yeast pheromones at the University of Illinois at Chicago. I enjoy writing and public speaking and I have found that competing in debate helps me hone these skills. In my free time, I volunteer as a tutor in science, math, and English and I am currently a director of the tutoring program where I work. I also enjoy playing tennis both individually and for my school, where I was a member of the Illinois State Championship team in 2005.



### Stefanie Sulzer

Arecibo, PR, Colegio Nuestra Señora del Carmen, Hatillo

College Plans: Harvard College

Growing up in the mountains of Puerto Rico, I have acquired a close connection to nature. I enjoy taking the time to watch a pair of red-tailed hawks search for prey, and to watch the green landscape during an especially misty dusk. This connection has fueled my passion to study evolution. It is my goal to help humanity, perhaps as a researcher, so that I can be a part of our progress. Among the successes that I am proud of are winning Shakespeare acting competitions at my school and playing moody Rachmaninoff preludes on the piano. I am an active representative of the Math Club in competitions, and enjoy the responsibility of being president of the Debating Club, as well as editor-in-chief of our literary journal and school newspaper. In my free time I laze around in the sun with my cat and read fantasy novels.



### Eliot Sun

Newark, DE, The Charter School of Wilmington

College Plans: University of California, Berkeley

Since the early stages of my schooling, I have been touted as a highly academic-focused person. In school, I excelled in all classes, especially in the maths and sciences. I won numerous awards through math league competitions as well as science fairs, most recently placing 1st in the regional mathematics category. Throughout high school, I continuously pushed myself by enrolling in numerous AP and college courses. However, my life’s spectrum does not end with academics. As an athlete, I played tennis and basketball competitively, while running cross-country as a hobby. Since the age of four, I have taken private piano lessons, culminating in success in several statewide high school-level competition. I was active in school society, taking roles such as photography editor in yearbook and founder of the Chinese Club. I also volunteered hundreds upon hundreds of hours in community settings like the hospital, library, and 4-H camps.



### Steven Sun

Thousand Oaks, CA, Thousand Oaks High School

College Plans: University of California, Berkeley

At school, I proudly hold the title of “that super-hyper-enthusiastic guy.” With my abundant energy and fervor, I feel compelled to keep myself busy at all times. It is not uncommon for me to spend over twenty hours a week on just extracurricular activities, such as Marching Band, Academic Decathlon, and Mock Trial. On top of my classes and extracurricular programs, I also volunteer at the local hospital and attend church twice a week. When my activities forced me to drop certain Advanced Placement classes, I remained undaunted. Even without having taken the respective classes, I have scored a 5 on the Biology, Calculus BC, and Physics C: Mechanics AP exams. To continue satisfying my curiosity and ambition, I now seek to pursue two different courses of study in college: molecular biology and political science.





### Laura Tabor

Portsmouth, NH,  
Phillips Exeter Academy

College Plans: Dartmouth College

After four years at Exeter, I am going to Dartmouth next year hoping to study environmental sciences/policy and engineering. Though I'm not sure how to best go about it, I'd like to work on improvement of environmental policy and technology in this country and around the world. This interest stems from a life of enjoying the outdoors and a strong sense that many problems facing us now are rooted in environmental issues. In high school I have been involved in environmental groups on campus as well as run varsity cross country and track since freshman year. I also enjoy music, backpacking, and doing trail work in the mountains.



### Kejia Tang

Williamstown, MA, Mt. Greylock  
Regional High School

College Plans: Princeton University

Kejia has always strived for excellence in all he pursues without losing sight of the greater goals of using his experiences to give back to the people and communities that have supported him. He enjoys solving differential equations, falling over hurdles in Varsity track, motivating his newspaper staff, leading student government, chumming with his Sunday School students, arguing with the girl he tutors on the importance of learning things she may never use, and most importantly, sharing his decade of musical learning with friends and community. Last year, he initiated and directed a benefit concert that helped to reinstate his school's then 39-year-old orchestra. His experiences as a Senate Youth Delegate, Toyota Community Scholar, and Coca-Cola Scholar has further strengthened his resolve to use both his leadership and learning to assist the community around him and bring to others the same support and chance to succeed that he himself has received.



### Alex Trazkovich

Reisterstown, MD, The Park  
School of Baltimore

College Plans: Franklin W.  
Olin College of Engineering

Ever since I played Nick Bottom in a fourth grade production of *A Midsummer Night's Dream*, I have loved the theater. In high school I have divided my time between acting and working on the theater tech crew. I love building sets and designing lights and sound every bit as much as I love to act. After I finish school, I would really love to teach, as my twelve years at the Park School have taught me how much of an impact great teachers can have on their students' lives. I love math, science, history, and writing, though I've tried not to let myself be defined by academics. A good book to read, a tall tree to climb, or some fun people to talk to is all it takes to make me happy.



### Adam Trettel

Birmingham, AL, Briarwood  
Christian High School

College Plans: Yale University

When I was young, I always wanted to grow up and do something really industrial, like be a garbage man, a train engineer, or a cookie-factory worker. Things were simpler then: my heroes were Curious George and Mike Mulligan, and I was rich when I found a \$5 bill at the grocery store. Times have changed, but now I really do have an industrious job as a closing manager of an ice cream store. I still have a lot of childish habits, such as an addiction to playgrounds, bad jokes, and silly drawings. Yet I have grown up some too. In my free time, I enjoy staring at walls, reading Wikipedia, driving around at night, climbing roofs, and arguing about philosophy with my friends. As far as my future, I have a secret desire to work for National Geographic, so I plan on buying a camera and learning foreign languages.



### Michele Trickey

Long Grove, IL, Adlai E.  
Stevenson High School

College Plans: Yale University

Growing up in a family where holiday dinners meant my mom, three aunts, and my grandmother all talking at once, I learned quickly that, if I wanted to be heard, timidity wasn't an option. To the moderate chagrin of my friends, I've been assertive and talkative ever since. This relative boldness has led me to be a leader in my high school's award-winning Model United Nations Team and student literary magazine and a member of last year's state championship Math and Scholastic Bowl teams. At various times, I've also been a debater, a pianist, a peer minister, an artist, a volunteer farmer (I can hill potatoes!), a Multiple Sclerosis Walk team co-captain, and a recipient of the Girl Scout Gold Award. For fun, I play pick-up soccer or go on scavenger hunts with my friends, normally while bothering them with the latest news about Zimbabwe or Sierra Leone.



### Alexandra C. Villasante

Miami, FL, Carrollton School of the Sacred Heart

College Plans: Duke University

Alexandra has earned many awards - a National Merit Scholarship, Princeton Club Book Award, Bausch & Lomb Honorary Science Award, AP Scholar with Distinction, Certificates of Academic Excellence, the Building Community Award, and the Wellesley College Book Award - and will focus on biomedical engineering and pre-med in college. Her extracurricular activities include Junior States of America, Interact, the school newspaper, National Honor Society, and a nationally ranked Junior Engineering and Technical Society (JETS) team. She participated in Duke's Talent Identification Program (TIP) and Hugh O'Brian Youth Leadership (HOBY), interned at Congresswoman Ileana Ros-Lehtinen's office, and tutored children. Most significantly, during the summers she interned at her ophthalmologist's office, sharing her experiences with children who had similar eye conditions to hers. Outside school, this fun-loving girl likes to go to the beach and hang out with friends



### Jessica Wang

College Station, TX, A&M Consolidated High School

College Plans: University of Michigan

I always want to know. My curiosity leads me on a never-ending quest for answers, not only to what, when, or where, but to how and why. I have encouraged interest in all aspects of learning as President of my school's Math and Science Club, Business Professionals of America, and Spanish Club. My competitive and assiduous nature has led me to earn many honors, including the National Winner of the Siemens Awards for Advanced Placement and one of twenty students to attend the USA Biology Olympiad Finals this summer; also, I have received the Top Gun championship at the state Texas Math and Science Coaches Association meet for three years. I additionally enjoy volunteering at the local nursing home and Habitat for Humanity. Not only do I have a lot of fun in these activities, but I also learn an immense amount from my peers, fellow competitors, and teachers!



### Grace Weber

Wauwatosa, WI, Pius XI High School

College Plans New York University

Grace was honored to receive the NFAA's 2006 Silver Award in Popular Voice and Honorable Mention in Musical Theater. She sang at the NFAA awards ceremony and performance showcase at the Baryshnikov Arts Center in New York in April 2006. While at Pius, Grace performed in 8 shows, including Les Miserables, The Wiz, Cats, Spitfire Grill and A Chorus Line. Grace sang on Showtime at the Apollo in November 2004, an experience that had its roots in her joining the Milwaukee Central City Gospel Choir at age 12. She also was honored to sing at the wedding of soccer icon Mia Hamm and baseball great Nomar Garciaparra in November 2003. She has performed on Wisconsin Public Radio, at Summerfest and she will appear at Milwaukee's Jazz in the Park this summer. Grace hopes to pursue a career as a singer/recording artist and has recorded more than 20 songs, including several original compositions.



### Steven Wilson

Solvang, CA, Santa Ynez High School.

College Plans: University of California, Los Angeles

Steven always has been interested in creating and innovating. In his younger years his interest was inventing various structures out of building toys. At age ten he started taking piano lessons and soon began writing his own music. As time went on he developed many other creative talents such as directing and editing videos, animating, and web designing. He has received several awards for his creative works, including first place at BestFest America Student Film competition and a Gold in Film and Video from the National Foundation for Advancement in the Arts. Steven feels that his sense of humor has helped him express his lighthearted outlook on life through his work. His greatest pleasure comes from entertaining and amusing his audiences with his spirited productions.

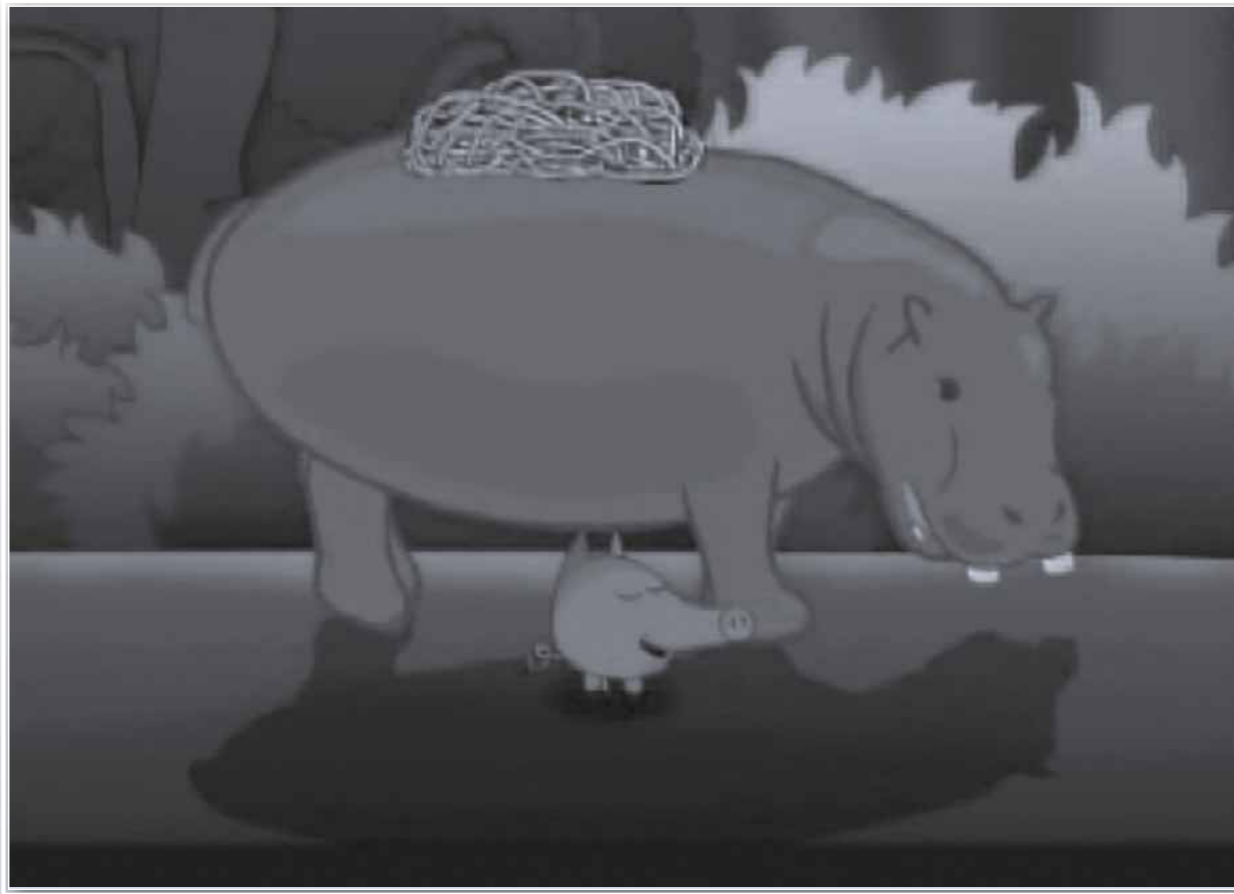


### Linda Yao

Hurricane, WV, Hurricane High School

College Plans: Harvard College

Hello, everyone, and greetings ad nauseam. My name bestowed is Linda Yao; at 17 years of age, I revel in a memorable book, a frosty frappuccino, a superb instrumental combo, and general bouts of spontaneity. My greatest haven is my family; my greatest enjoyment are my friends. The show choir calls me Miss Pianist, the cast of the independent movie production Rap-unzelo en el Gueto deems me The Director/Producer, and verily the National Honor Society dubs me Madam President. In my spare time, I coordinate peer tutoring workshops, a mentoring program for middle-school students, and courses in Spanish and Chinese for elementary-age children.



**Steven R. Wilson**

Still from *Noodles on My Back*



### Tiffany Yee

Kula, HI, Kamehameha Secondary Schools, Maui

College Plans: Massachusetts Institute of Technology

A musical individual, I've enjoyed playing the piano for ten years and have been a selected trombonist for the Hawaii Ambassadors of Music European Tour. I also performed Tahitian hula in the Macy's 2005 Thanksgiving Day Parade with the Hawaii All-State Marching Band. Besides my interests in the performing arts, I love canoe paddling, cooking, surfing the net, and snowboarding. I'm dedicated to the perpetuation of Hawaiian culture, and aside from speaking the Hawaiian language and dancing hula, I've worked in taro fields and have learned to navigate a voyaging canoe using only the sun and stars. As a focused and motivated student, my deepest passions lie in the pursuit of learning, fulfilled by summer coursework at Harvard and Stanford. I have always aspired to be a leader in genetic research and look forward to studying biological science at MIT. *Pono e hana na mea apau mai ka pu'uwai.* Everything should be done from the heart.



### Angela Yen

State College, PA, State College Area High School

College Plans: Massachusetts Institute of Technology

Two things you must know about me: I am constantly busy, and I am a nerd. In addition to my academic classes, I am co-president of Key Club, a community service organization, concertmaster of several orchestras, and recording secretary of student government. I am also a member of the Science Olympiad team and math team. As if that were not nerdy enough, I consider Pennsylvania's Governor School for the Sciences to be the best experience of my life. Other nerdy hobbies include reading and playing Dance Dance Revolution, also known as DDR or the best video game ever. I love all music, especially techno, so-called "emo," bad pop music, and Disney songs. In my "free" time, I love to dance, eat, sleep, procrastinate, spend time with friends, and be happy. One day, I hope to be a professor and make a difference in the world.



### Meredith York

Matthews, NC, Providence Day School

College Plans: Vanderbilt University or Rhodes College

As graduation nears, I am looking forward to college, where I intend to study English and foreign language. In addition to continuing to study French, I hope to learn Spanish and Italian and to use these languages to pursue my passion for travel. I am a self-proclaimed Food Network addict and amateur photographer; my dream job would include traveling the globe, snapping photos, and writing about my experiences. For now, I am enjoying my last year at home with my family: my younger sister, Halie, my mom and dad, and my older brother, Adam. This summer I intend to lock myself in a room with old movies, good books, and enough chocolate to last until Freshman Orientation. I may venture out to participate in Appalachian Service Project, volunteer at the Red Cross, and work at a local coffee shop where I have held a job for the past two years.



### Breanna Zarmbinski

Mendota Heights, MN, St. Paul Academy and Summit School

College Plans: St. Olaf College

I am a dreamer, someone who aspires for the impossible. At the same time, I am a realist, someone who wants to accomplish what is possible. I am an amalgamation of ideas and actions. I have written poetry, taught kindergartners how to read, played piano sonatas, worked in a sandwich shop, twirled my way through fourteen years of dance, won academic awards, and gone turtle hunting with friends. I have dreamed of being a doctor since I was little. I hope to follow in the footsteps of great leaders and then leave my own for future generations to follow. I seek to make a difference, and I am not afraid to be different. I have learned that laughter, perseverance, compassion, love, and most importantly, hope are vital to survival. I am a dreamer and a realist, and I am ready to continue my journey through this incredible world.



### Laura Zax

Washington, DC, Georgetown Day School

College Plans: Yale University

I am a redhead who is often reminded of that fact by middle-aged women, frequently in elevators, who assure me that "Trust me, you can't get that color from a bottle." When I was 10 years old, Geri Halliwell (of Spice Girl stardom) found a solo career, the American public found out about Monica Lewinsky, and I found the Beatles' White Album. Now, I play guitar for an indie-rock group called Hannah the Cruel. You may have heard of our album, *Off With Their Heads*, which we have not yet written or recorded but which we have titled. During my 18 years on this inscrutable planet, I have tried my hand at ultimate Frisbee, written articles for the school newspaper and short stories for the literary magazine, and spent countless hours in coffee houses keeping company with an oatmeal raisin cookie and the latest edition of *National Geographic*.



### Faye Zhao

Little Rock, AR, Little Rock Central High School

College Plans: Yale University

I've always been someone who craves experiences. Consequently, those experiences are what lead me to do so many appearances in life. In a lab coat, for instance, I am a published researcher presenting papers at undergraduate conferences. In a dress suit, I am a mock Federal Reserve governor arguing a tighter monetary policy at national competitions. In a tacky Christmas sweater, I am a French Club president leading carolers through hospital wards. In jeans I am anything from a college math tutor demystifying calculus to people twice her age to a student leader spearheading a club that tackles prejudice in her community. I am a chemistry aide who donates her earnings for disaster relief; I am a National Merit winner, a top-scorer in state math and French exams, and Arkansas's female State AP scholar. Underneath all the disguises, however, I am simply a girl who might find perfecting a physics worksheet at 2:00 a.m.



### John Zhou

Northville, MI, Detroit Country Day School

College Plans: Harvard College

A passionate individual who finds meaning in all facets of life, John has been privileged to enjoy the American dream. In scientific research, he has developed conductive/magnetic polymers within pathogen-detecting biosensors, allowing him to become 1st place winner of the International BioGENEius Challenge and Intel Science Talent Search Finalist. Moreover, he discovered a possible pathway for cancer-causing mutations, thereby becoming a Davidson Fellow. A community leader, he founded a 100 member AIDS Walk team and bridged two continents by teaching English in China. As an All-State clarinetist, he has led several ensembles, performing at Detroit Symphony Hall. He is grateful to have served as Student Council treasurer and Science Olympiad President. John has been honored as both Coca-Cola Scholar and Toyota Community Scholar, yet it is the dream, not the accolade, of bettering humanity that fuels him.



### Xun Zhou

Chesterfield, VA, Maggie Walker Governor's School

College Plans: Harvard College or Princeton University

A firm believer of taking advantage of every opportunity life throws your way, Xun lives an active life. On any given afternoon, you can find him playing ultimate Frisbee, captaining his school's quizbowl team, or mentoring at the Medical College of Virginia's surgery department. On weekends, if he is not with family or friends, Xun is most likely relaxing at the local bookstore or coffee shop. He considers his greatest attribute to be his focus, which has helped him through many undertakings, be it 72-hour math modeling competitions, chairing Model UN committees, or serving as his school's math and science honor societies' charter president. Xun expects that his dedication will help him through college and his professional career. At the same time, Xun appreciates the role his friends and family have played in his life. He gladly admits that their support has guided him to where he is today.



### Joseph Zimmerman

Barrington, RI, Barrington High School

College Plans: Harvard College

In the words of Einstein, "the ideals that have lighted my way... have been kindness, beauty, and truth." It is to these ideals that I aspire in my life. My love of the ultimate truth and beauty of science and mathematics has led me to participate in various computer science and mathematics competitions, to lead my school teams in these areas, and to work with a professor conducting computer science research. In addition, I have taught in numerous scenarios, such as tutoring classmates, volunteering to tutor immigrant children, and establishing an after-school computer programming class at my school. In my spare time, I play classical piano and write satire; I have also played tennis both competitively and recreationally, and I enjoy Ultimate Frisbee. I am still uncertain of my career path, but I am excited by the many prospects.

*2006 Presidential Scholars By State*

\*Presidential Scholars in the Arts

44

**Alabama**

Sarah C. Campbell\*  
 Amanda R. Long  
 Kelly M. McConnaughey  
 Adam M. Trettel

**Alaska**

Jennifer M. Blankenship  
 Matthew N. Smith

**Americans Abroad**

Brendan D. O'Callaghan  
 Lillian R. Pecoraro

**Arizona**

Judith E. Fan  
 James C. Liu

**Arkansas**

Tice P. Brown  
 Faye Zhao

**California**

Billy Buss\*  
 Sean Chen\*  
 Christopher T. Chen  
 Samantha T. Fang\*  
 Cynthia X. He  
 Sahand Moarefy  
 Steven Y. Sun  
 Steven Wilson\*

**Colorado**

Nicholas S. Golinvaux  
 Christine M. Levy

**Connecticut**

Raj G. Ranade  
 Amy G. Steinmetz

**Delaware**

Irene Lee  
 Eliot D. Sun

**District of Columbia**

Thomas J. Blemaster  
 Laura A. Zax

**Florida**

Krista Ettlinger\*  
 Shiv M. Gaglani  
 Caitlin Kimball\*  
 Steven L. Robertson  
 Alexandra C. Villasante

**Georgia**

Sameer G. Gupta  
 Carmen I. Rodriguez

**Hawaii**

Scott M. Seki  
 Tiffany L. Yee

**Idaho**

Joshua R. Archibald-Seiffer  
 Rachel A. Esplin  
 Aman Prasad

**Illinois**

Samuel J. Stone  
 Michele D. Trickey

**Indiana**

Neehar N. Garg  
 Laura B. Marcus

**Iowa**

Sarah J. Gidlewski  
 Stephen J. Longfield  
 Tracey C. Shi

**Kansas**

Tianxiang Lu  
 Erin L. Risch

**Kentucky**

Rebecca P. Allen  
 Ashley N. Brisco  
 Joseph D. Moore

**Louisiana**

Cindy C. Cheng  
 Michael A. Puente

**Maine**

Allyson K. Ettinger  
Charles A. Frentz

**Maryland**

Nathan L. Giles  
Shalita F. Grant\*  
Mihan R. Lee  
Kristen E. Manderscheid  
Alex J. Traskovich

**Massachusetts**

Leigh A. Soares  
Kejia Tang

**Michigan**

Ruvani W. Fonseka  
Tyler B. Hodges  
John C. Zhou

**Minnesota**

Jason M. Houle  
Breanna R. Zarbinski

**Mississippi**

Caleb M. Graham  
Analise B. Jenkins

**Missouri**

James A. Benecke  
Noel D. Ottman

**Montana**

Shannon K. Flynn  
Michael C. Hughes

**Nebraska**

Corey J. Georgesen  
Sally L. Hudson

**Nevada**

Cameron S. Ball  
Shipra De

**New Hampshire**

Quentin E. Smith  
Laura H. Tabor

**New Jersey**

Jamie Hwang  
Victoria E. Lee  
Shaun A. Mills

**New Mexico**

Casey J. Estes  
Eric J. Smith  
Margaret A. Snell

**New York**

Jesse S. Horwitz  
Elizabeth R. Fayette\*  
Natalia I. Irizarry  
Audrey M. Lackner

**North Carolina**

Jennifer D. Claytor  
Robert H. Smithson  
Meredith L. York

**North Dakota**

James E. Baldwin  
Joanna A. Jan

**Ohio**

Jennifer J. Chen  
Alexander Gribov  
Mariam Rahmani

**Oklahoma**

Kaitlin H. Butler  
Robert A. Clark

**Oregon**

Amy J. Kwon  
Matthew J. Rognlie

**Pennsylvania**

Garrett M. Coleman\*  
Gage R. Caligaris  
Rachel E. Mans\*  
Amelia Pedlow\*  
Angela Yen

**Puerto Rico**

Roberto Ferdman  
Stefanie A. Sulzer

**Rhode Island**

Stephanie T. Le  
Joseph P. Zimmerman

**South Carolina**

Gurjeet S. Guram  
Katherine E. Niehaus

**South Dakota**

Allison J. La Fave  
Mitchell A. Rodriguez

**Tennessee**

Brandon A. Berger  
Katie C. Friedman  
Laura B. Kaplan

**Texas**

Jonathan M. Campbell\*  
Rachel Goss\*  
Tassity Johnson\*  
Rafael A. Moras\*  
Jeffrey D. Nanney  
Jason C. Sanford\*  
Eloise B. Santa Maria\*  
Jessica S. Wang

**Utah**

Tariq A. Musa  
Koning Shen

**Vermont**

Katherine F. Feldman  
Ian M. Rousseau

**Virginia**

Lisa M. Marrone  
Xun Zhou

**Washington**

Jane S. Jiang  
Kevin Lin

**West Virginia**

Andrew L. Bolano  
Linda Yao

**Wisconsin**

Theresa C. Anderson  
Nathaniel D. Little  
Grace E. Weber\*

**Wyoming**

Brittany M. Epler  
Gregory S. Griffith

*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.*

### **Billy Buss, California**

Using my musical strengths to give back to a community that gave me artistic knowledge and freedom is both my largest contribution and the ultimate personal fulfillment. In the spirit of this attitude, I have initiated and participated in many arts-based community service projects including corporate fund-raisers, non-profit organization benefits, and youth education and outreach. Performing as a member of the SFJAZZ All-Star ensemble for four years encompasses a significant portion of this community service. SFJAZZ, the largest non-profit jazz presenter on the West coast, is also a year-round education organization that supports an array of artistic and educational programs in the concert hall, classroom and community. I also give private music lessons to middle school trumpeters, helping them to expand the breadth of their musical knowledge while learning from a relevant source (a fellow teenager with common interests and goals). Teaching allows me to prevent the stagnation of musical progress; if my students retain the given information, they will be that much farther ahead when they reach my age. I strongly believe it is this cycle that eventually strengthens a community and adds character and creativity to its youth, an important factor in preserving art. Ultimately, through

my participation in a wide variety of service projects and teaching, I am giving back to my community, encouraging the funding of all arts, and ensuring the future of music by augmenting the musical success of my juniors.

### **Gage Caligaris, Pennsylvania**

Community service plays an important role in my life, and I find that working with young kids is especially fulfilling for me. I have been teaching children chess at my local library every Monday night since summer 2003. When I am teaching chess it is refreshing to see faces that are completely enthralled at the prospect of learning about the power of a passed pawn or strength of the Spanish bishop in the Ruy Lopez opening. In one of my first weeks teaching chess after presenting an hour long lesson I asked my group whether they wanted to play games against each other or to continue and learn another tactic. I was completely blown away when all nine kids chose to stay and learn. Even after their successes in rated tournaments, I was never more proud of my students than I was that first time they showed their enthusiasm for the game of chess. This is my goal and source of greatest satisfaction: to foster and nurture a passion for learning in children that they will carry with them for the rest of their lives.

### **Jennifer Chen, Ohio**

It was an easy-going summer day and the friendly weather was reflected in the attitudes of the people we encountered. I was walking around a neighborhood and passing out colorful flyers and promoting our upcoming clothing drive. When I founded the Young Independents (nonpartisan) Club at the high school, I had a plan of being both a political discussion group but also an organization dedicated to improving the community. This clothing drive was an effort to capitalize on the willingness of our neighbors to clean their closets and our peers to buy from Goodwill thrift shops. I believed that political organizations that were all abstract thought and no action were simply full of hot air, and in order to establish the club as a group with the community's interests in mind, I wanted to take some initiative. So I started simple with a clothing drive that took in over 700 pieces of clothing. It was a small step to improving the world, but one that was appreciated, I could tell as the Goodwill workers thanked my organization. I just smiled and knew that I was one step closer to helping make the world a better place.



**Cindy Cheng, Louisiana**

I have volunteered for the past few years at an organization called Teen Court, where convicted teens get a second chance to rebuild their lives by doing community service rather than jail time. Every Monday night, I am there helping to conduct a second trial for these teens in which only volunteer hours are assigned. Most are from an inner city background and have had very few breaks in their lifetime. Their faces, however, are full of youth, vitality, life, and hope. Many of these kids had already been written off as hopeless cases doomed to short lives of street violence, grand crime, or crack. Our job is to encourage them to follow legal paths to solving their problems and show them that one mistake is not an automatic sentence down an irredeemable path of lawless misdeeds. As defense attorney, I listen to their stories and advocate for them, and in this role, I feel that they have offered me a chance to emphasize with their plights and uphill struggles against the bleakness of their circumstances and misfortunate backgrounds.

**Shipra De, Nevada**

“Forty-five? I have forty-five. Do I hear fifty? Fifty? I have fifty. Do I hear fifty-five? Fifty-five? No? Soooooold for fifty dollars!” announces the auctioneer at the sixth annual Empty Bowls Benefit. Empty Bowls is one noteworthy day every Spring when

the members of my community gather at my high school to pick out a handcrafted ceramic bowl and enjoy a delicious meal on their newly purchased dishes. All of the proceeds collected are used to help feed the homeless in our town. This year, we made over \$18,000 to donate to this worthy cause, and each year we aim to donate more than the year before. As an advanced ceramics student, I make numerous bowls and pieces for the event, and I also volunteer to help run it. It is something that I look forward to every year because it allows me to combine two of my passions, namely ceramics and community service. There are so many people in the world who are less fortunate than I am. While it is not possible for me to personally assist those who live hundreds of miles away, this is one important way in which I can help those who are close to home.

**Libby Fayette, New York**

I have always been a student. How odd, then, to suddenly reverse roles. In ninth grade, I found myself explaining the Roman Empire to a boy about my age. Since I have always enjoyed history, I volunteered to help. The first few sessions were hard for both of us. I was neither clear nor concise, but prone to tangents that caught only my own interests. As sessions continued, I searched for logical ways to help him retain and analyze information. Eventually, I found his successes more satisfying

than mine, and his understanding most gratifying. As I grew older, I decided that peer tutoring was one of the most fulfilling experiences in my life, and made a point to be available, free of charge, to any that asked for it. While it may seem a small thing, certainly not on par with saving whales or feeding starving children, I like to think that in some small way, I am helping my peers appreciate the academic subjects I hold dear. It is my firm belief that understanding begets enjoyment, and in conveying at least a small amount of understanding, I can help my students gain a lifelong appreciation for education.

**Roberto Ferdman, Puerto Rico**

Nearly six months ago I sat calmly at a presentation by Craig Kielburger, oblivious to the impact he would wield on my conscience and life. Kielburger is the founder of Free the Children, an international organization that provides poor children with a means to education, food, and happiness, a project he began when only twelve years of age. This organization has now changed the lives of more than a million young children. Awed by his determination, drive, and care, I wanted to impact the world like he had; I wanted to give. I waited in line to shake his hand and asked: What can I do to help? He smiled and said, “you can start off by passing on that care to the person

next to you.” Helping the world is an unwieldy and overwhelming concept. To overcome this paralysis, you must begin small: by helping your neighbor, by teaching those around you to share the same sense of responsibility. I have since convinced friends to join me every other Monday evening to serve food to the homeless; dedicated Tuesday afternoons to tutoring underprivileged teenagers in English; and involved myself in organizations like the Community Service Club and the Recycle Club. I am determined to share Kielburger’s message through my own actions. My experience that day, listening to Craig Kielburger and all he had done, made me feel so small and selfish. His example changed my view on life, on giving, on dedication. He taught me how important it is to care and how powerful we truly are. These are values we all should embrace, for what we leave on this earth is only what we do for others, what we give.

**Charles Frentz, Maine**

An only child, mentors have played a substantial role in my development. Without a father or older siblings, I seek role models outside the traditional family sphere. My desire to make a difference in the lives of others prompted me to assume a mentorship role in the community. A three-year Student Coordinator of PALS (Phillips Academy Lawrence Schools), I mentor

seventh-grade inner-city children from Lawrence, Massachusetts. PALS, designed to promote academic and social confidence within the framework of a math/language arts enrichment program gives us the opportunity to forge strong relationships with our ‘pals’ while providing safe outlets for creative expression. The relationships extend beyond the scope of the curriculum as we assist with their applications to private high schools while honing their academic skills. A formative part of the students’ foundation, I have been able to share in their experiences as they develop into young adults.

**Katie Camille Friedman, Tennessee**

I have been so lucky to receive a great education from teachers who are dedicated and caring. It was in realizing that others do not have the same experience that I was inspired to become a tutor. Through this program, I have seen students struggling with material that they should have mastered at their grade level. Left behind in confusion, their motivation to continue into more difficult material quickly diminished. All they needed was to relearn the basics through a caring, concerned, and enthusiastic mentor. Helping each student to reach his or her potential is the most important thing that can be achieved. The students were very

appreciative and loved seeing the familiar faces of their tutors each week. As a tutor, I am proud to have rekindled the spark of learning in a few discouraged students while also working with those who were eager to learn despite the lack of learning tools in their schools. Tutoring has been eye-opening as to the horrific contrast of education quality between schools in different areas of my city, and I am adamant about encouraging others to take some time out of their week to encourage and help these less fortunate students.

#### **Sarah Gidlewski, Iowa**

Kisses between class, midnight excursions, and a constant companion. These experiences are only part of what occupied my year as puppy raiser for Leader Dogs for the Blind. It was my responsibility to teach Callie, a black Labrador, basic obedience and socialization. Along with everything I needed to teach Callie there were also tasks she could not participate in such as playing “fetch” or eating table scraps and treats. The upside of being a future leader dog was that, in order to be comfortable in all situations, Callie went where few dogs have gone, such as the grocery store, the high school, and local restaurants. Although I would have her “park” before leaving home, I always brought a diaper bag along with her leather leash and identifying cape. We worked

hard to increase public awareness about working dogs by visiting local preschool classes, Girl Scout troops, and other groups. After a year, Callie returned to Leader Dogs for the Blind for official schooling and I miss her every day. However, I know she will use all I taught her to help someone in need and give them slobbery kisses, midnight potty runs, and eyes to go forth in the world.

#### **Gregory Griffith, Wyoming**

Though I have been actively involved in the MathCounts program for the past six years, only the first two were spent as a competitor. The past four years have been spent as an assistant coach/mentor for the students. As a competitor I was able to qualify for the national competition and was the highest placing competitor from Wyoming. This, in conjunction with the bond that my old coach and I share and my desire to give back to a community which has given so much to me, motivated me to come back to the MathCounts program after my eligibility as a competitor had expired. As an assistant coach/mentor I have the opportunity to work with students individually as well as on a group basis and am able to travel to the competitions with them. The most rewarding part of my experience has been the satisfaction that comes with sharing knowledge. I have the privilege of teaching students not only how to approach problems logically, but I also get to help them understand the vital role that

mathematics plays in our society. Therefore I conclude that the most rewarding community service is that which I do through the MathCounts program.

#### **Tyler Hodges, Michigan**

In the fall of 2005, in the wake of such worldwide disasters as Hurricane Katrina, the AIDS crisis in Africa, and the ever-worsening war in Iraq, I was compelled to act out against what I saw as my own generation’s complacency towards these and other crucial problems facing our world today. As a student at Interlochen Arts Academy, a fine arts boarding school in northern Michigan, I found myself surrounded by similarly motivated, intelligent young people with many of the same concerns as myself. However, we lacked the activist skills needed to create positive change; in short, we were all talk and no action. Amnesty International was one of the only reputable worldwide activism organizations I knew of that supported the involvement of young people my age, so I started a chapter on campus, with the help of a friend, at the beginning of my senior year. Through Amnesty, the level of consciousness among students at Interlochen has been increased immensely; not only have we been able to act on many of Amnesty’s campaigns, but we’ve also been given hope that one individual can have an incredible impact on this world when given the means to use their potential.

#### **Analise Jenkins, Mississippi**

As soccer season began at my local YMCA, there were still teams without coaches. I love soccer. I have played every year since age four, so the idea of kids missing the chance to play because no one volunteered to coach was unacceptable. I signed up and found myself the coach of a team of rambunctious, noisy, selectively deaf four-year-olds who each had their very own busy and demanding parents. The first few practices, I was frustrated and wanted to give up. But by the season’s end, the parents and I had figured out communication and my little guys were learning and enjoying the game. After we shook hands with the other team following our final game, all of my players embraced me in a group hug, and I was actually upset the season had come to a close. Although the experience was admittedly stressful at times, the looks on my little guys’ faces when we scored or made a great play were all the confirmation I needed that my volunteering had been worthwhile. While I helped them learn about soccer and sportsmanship, they helped me learn about the power of one person who cares.

#### **Jane Jiang, Washington**

I’m an idealist, but I’d never really believed in my own power to make a change until a school trip to China brought me face to face with a frighteningly visceral understanding of what it meant to live in the shoes of the rural poor. I was especially struck by the pressing neediness of schools there; many townships didn’t even have an elementary school. I was determined to somehow help. After my return, I came upon an organization called the China Tomorrow Foundation, which built schools in the neediest parts of rural China. In the months following I slaved over the self-publication of a book of poetry that I would use to raise money and awareness for the Foundation. \$2000 was my goal, enough to build a small school in China’s poorest areas. As the months passed, it became apparent that I’d exceed this benchmark; I’d sold nearly all my copies and decided to make a second run, continuing to donate the full proceeds to the Foundation. Today I’m working towards \$3000 in total contributions to the Foundation; I feel thrilled and privileged to be able to make a real contribution to society with my “intellectual property,” something I hadn’t considered before this project.

**Caitlin Kimball, Florida**

I joined the Best Buddies program in the 9th grade, not really understanding what I was getting myself into. Best Buddies is an international non-for profit organization, which, as their mission statement says, is “dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships.” I met my buddy, Adrianna at our first Wednesday meeting. Mainly we talked about Harry Potter and spaghetti, two things we both loved. I learned Adrianna had Turret Syndrome and was about 4 years older than I was. That didn’t stop us from playing kickball, emailing each other, or singing Kelly Clarkson songs for the school talent show. A mom came up to me at one of the Best Buddies dances this year. She had tears in her eyes, and she began to thank me. What did I do? Why was she so thankful? She said that there has always been this imaginary line between these students and the outside world. They have always just felt separated from other teens, and felt excluded from social opportunities that many of us take for granted. She went on to say that I broke that line; that I showed them that the line shouldn’t exist. I had no idea I was doing any of that. Best Buddies has not only formed friendships, but has made me look at who I

am as a person. I didn’t change the world, but I changed who I was and came to the understanding that “without friends and family, we are alone”...so go out and change that for someone, no one should feel alone.

**Mihan Lee, Maryland**

Over the course of two years at the Patricia M. Sitar Center for the Arts, I’ve given piano lessons and flute lessons, co-taught an acting class, and taught an art class. I’ve always enjoyed art of all kinds, so I felt I’d found a perfect place to volunteer: somewhere I could use my talents while also helping the community. In truth, I ended up teaching less art than I anticipated (ten seven-year-olds were hardly going to be interested in the lessons on shading and perspective I’d naively prepared), but also forming closer bonds with the kids than I ever expected. I’ve always loved playing and working with children, but never have I felt so energized and happy while doing it as at the Sitar Center. Whether I was helping a girl scrub a thick layer of green paint off of her hands, writing encouraging notes in the margins of a boy’s piano book, or finding Waldo with a four-year-old waiting to be picked up, I loved every minute -- and the best part was getting bear hugs and huge smiles from the kids every Saturday morning when I arrived, and knowing that they loved it too.

**Christine Levy, Colorado**

Cooking meals for families at the Ronald McDonald house not only helps the organization, but also gives hope and relief to parents and kids who are affected by disease. The people staying at the house have children who are at Children’s hospital or have just been released. I am always impressed by their surprisingly hopeful attitude despite their circumstances. This inspires me to take more action to help their situation with the resources I have been given; simply cooking spaghetti and playing bingo is enough to make a difference. The permeating selflessness in the atmosphere astonishes me. I once talked to a girl who had just been released from the hospital after heart surgery, and although she proudly displayed the scars on her chest, our topic of conversation was her little sister who was back home in Kansas. Displays of love reemphasize the importance of generosity towards the people I help and those that gladly reciprocate it in return. The Ronald McDonald House require volunteers to run their establishment, and as long as there is a need I will whole-heartedly offer my time and resources to lift one burden off of a family with a sick child.

**Stephen Longfield, Iowa**

Teaching children has rich internal and external benefits. Every Friday of the school year for the past six years I have assisted Mr. Hermsen, the physical education teacher at Kennedy Elementary School, with a first grade gym class. I set up games, play with the students, comfort them when they are hurt, and offer assistance when they have questions. Children who are now older still remember me when they see me. Clearly, taking the time to care about them made an impact on many of the young boys and girls. I started this work because I enjoy helping children and have great respect for Mr. Hermsen. He cultivates in students not only a concern for good health and exercise, but also an appreciation for respect, obedience, kindness, duty, and fairness in life. I wanted to work with him to help nurture these virtues in young children as a way to help them grow as individuals and contribute to society. What I have noticed along the way is that as I have taught these virtues to others, I have also developed them in myself. It is my hope that the children remember these messages and become better people as they grow.

**Laura Marcus, Indiana**

The December during my year in India, the tsunami that claimed over 160,000 lives struck the coast. Many towns, especially rural fishing villages, were completely devastated. A few weeks after the disaster took place, thirty classmates and I went on a relief mission to Nagapattinam, the worst hit town in India. I wasn’t even sure what to think when I arrived there. I’ve never witnessed suffering first-hand before. For the next week, I immersed myself in our work, building temporary shelters for survivors who had lost their homes. Ten hours of working in the hot sun every day left me too exhausted to truly comprehend the tragedy around me. When the tenants started to arrive on the evening of our last day there, I was stunned by their resilience and optimism in the face of all they had been through. Even a year and a half later, I think I’m still processing the experience.

**Lisa Marrone, Virginia**

As a participant in the Research Science Institute at MIT, I spent six weeks this past summer working on biomedical research. Upon completion of my research, I was required to write a paper in a Linux environment using a programming language called Latex. When I returned to school in September, I began an advanced math class that drew upon the Linux skills I had gained over

the summer. With only six other girls in the class, I guessed that low female enrollment was due to lack of Linux experience. As President of an organization called Tomorrow's Women in Science and Technology (TWIST), I was then able to organize Linux training workshops for female students at my school. This is what I love most about TWIST: as an organization of student leaders, we are able to recognize the needs of our school and act accordingly. In addition to activities such as these Linux sessions, we host annual workshops for freshmen and seniors and run a speaker series of professional women scientists. At the end of the day, TWIST allows me to mesh leadership skills with an interest in science in order to impact my community in positive ways.

#### **Tariq Musa, Utah**

Summer always provides me the opportunity to divert more of my energy toward volunteering. The past few summers I volunteered at the Utah Arts Festival, a not-for-profit organization that promotes all forms of art in the Salt Lake community. I got all sweaty and dirty more often than not as I set up booths, stages, and large displays in the heat of the summer sun. During the actual festival, I helped with booths, face painting, and various odd jobs. I certainly cherished the opportunity to promote the arts (both visual and performing), but what struck me the most was the ability to work

alongside people of such diverse backgrounds. Back in the suburbs, I was exposed to one type of person: your typical middle-class, middle-aged couple with two kids and a dog. On the other hand, the Arts Festival's location in the center of the city allowed me to volunteer with ex-convicts, aristocrats, scholars, Good Samaritans, and people of all ethnicities. We were all united by our desire to spread creativity through the arts (or the ex-convict's need to fulfill service hours!), and it has been rewarding. For summers to come, I will continue the tradition of volunteering at the Utah Arts Festival.

#### **Jeff Nanney, Texas**

The most difficult transition I ever experienced personally or witnessed for my peers was from elementary to middle school. Given the dramatic shift in expectations from teachers, parents, and most importantly, friends, students suffer from considerable social pressure. Due to problems arising from this transition, I was inspired to initiate a program called Make a Difference, which solicited members of the Plano Youth Advisory Commission, of which I was chairman, to speak to local elementary school students headed to middle school. We have also added a program that follows up on the speeches to students with a program directed towards their parents, with the hopes of reinforcing our mission, to make students aware of the awaiting pressures, and equip

them with a sense of purpose and belonging through extracurricular involvement. Like most kids my age, I would never label myself a role model, but I realized that simply by being an active member of my community and a motivated student, I could offer valuable insight to younger students. With any luck, we will have offered our audience members a motivation to pursue their interests to the fullest of their abilities, thereby gaining direction in a naturally chaotic journey to maturity.

#### **Ian Rousseau, Vermont**

High school students all experience that weight in their stomach when certain issues--tests, dating, public speaking--arise. For me, nothing compared to the first Thursday I first hung out with Somali Bantu kids. The kids, age three to twelve, had come with their families to America with nothing, including an understanding of English. Along with other students at my high school, we went to teach and play with the kids. I expected the cultural collision to bring about an awkward silence. In reality, our sessions were anything but quiet. The organized chaos included reading and coloring interspersed with chasing and screaming. Amazingly, the kids' language skills skyrocketed in this time. At first, the kids spoke little, if any; at the end, we could carry on conversations with them. Not only was their progress encouraging, everyone truly looked forward to Thursday afternoons.

#### **Scott Seki, Hawaii**

For thirteen years, I have been volunteering at the Rehabilitation Hospital of the Pacific (REHAB), a physical rehabilitation center. As I volunteered, I realized that many of the patients spent their days in bed without any visitors or planned activities to keep them engaged during the day. In response to this problem, with the approval of REHAB management, I designed and implemented the REHAB Patient Games Program in 2004. The Games Program invited patients to participate in activities with each other such as playing simple card and board games. It was a means of keeping the patients mentally stimulated during the day and of supplementing their physical therapy exercises. Most of the patients were recovering from strokes or other debilitating medical conditions, and the acts of holding cards and moving board pieces aided in the redevelopment of their finer motor skills. Because I was individually responsible for the program's conception and operation, I felt more connected to the service initiative and the patients themselves. Being able to contribute to the community is something I truly value, and the REHAB Games Program is an accurate representation of my passion to make a difference in the lives of others.

#### **Eric J. Smith, New Mexico**

"Are you my type?" This question is asked on the most recent United Blood Services T-shirts that I distributed to my classmates, high school staff, and community members during our latest blood drive. I have chaired or co-chaired the past three blood drives at my school, sponsored by the National Honor Society. My father was a kidney dialysis patient and frequently needed blood transfusions to gain red blood cells before injectable drugs came on the market that helped produce additional red blood cells; the need for blood donors was personal for me. I enjoy encouraging my classmates to become donors. Many are afraid of needles and the pain the needle causes. I can use my experience as a donor to reassure them, and besides, United Blood Services staff says that they are afraid of those who like needles (and I agree). All it takes is a little poke and about an hour of time for one to save another's life. I proudly carry my donor card and plan to make blood donation a regular part of my community service. By the way, I'm A+; what type are you?

**Matt N. K. Smith, Alaska**

Solo, and with my string band, I have played hundreds of hours of charity gigs. (I as an individual and we as a group received Presidential Service awards in 2004.) Some of these performances I will never forget, such as entertaining disabled kids in an institution in rural Mexico; Playing for Peace with conservatory students from places of conflict around the world; and, just recently, spending my seventeenth birthday playing a benefit concert for and with the women's prison orchestra at the Hiland Correctional Center in Eagle River, Alaska. This last was the culmination of the coaching my string band did over the fall with the beginning prison orchestra group. The orchestra was begun by a local cellist as a way to help the incarcerated women enjoy the results of discipline and perseverance. With their hair done up and in concert black, making music in a cooperative effort, these women could begin to imagine a better life for themselves. I think working with a group of young people who didn't judge them - we only judged ourselves, realizing how incredibly lucky we are - was an uplifting experience, for them and for us.

**Linda Yao, West Virginia**

Living in a homogeneously Caucasian hometown, I found it incredibly difficult during my younger years to fully accept my unique Chinese heritage. With maturation, I gradually established an identity that encompassed both my mother and father countries, but I regret that the discovery was so delayed. I wished not that other children would undergo similar sociocultural turmoil, unassisted, so I began working with an agency specializing in the adoption of orphaned children from developing Asia. In conferences and social gatherings, I assisted the children and their American parents in overcoming language barriers, exploring the youngsters' backgrounds, and adjusting to inherent cultural dissimilarities by accepting - not extinguishing--them. Progressively, I supplemented these endeavors by initiating programs in which I introduced the families to the Chinese language. Evading the assimilation trap was always a great obstacle for me; my greatest desire is to see other minority children embrace themselves in this conformist-emphasized world.

**Faye Zhao, Arkansas**

One of my most profound experiences has been volunteering at the local Veterans Hospital. My work involves preparing patients for the electromyography, a needle-ridden test of nerve damage. Through this interaction I have met veterans so kind and vibrant that I have since found myself striving to be like them. For one, the patients I meet are always sincerely appreciative of my help in anything from hoisting them out of their wheelchairs or putting on their hospital gowns to taking off their shoes or adding pillows to their cots. While I aid them, I also hear incredible stories of different lives and different wars. I've listened to World War II veterans recall the dangers of island hopping in the Pacific. I've heard about episodes of tiptoeing through fields littered with mines from Vietnam veterans. I've even come to know of events that recently took place on Baghdad's streets. From the veterans and their stories I have learned principles of selflessness, patriotism and unflinching optimism in the face of adversity. What I haven't been able to glean from a textbook, I've been able to learn from those who have dedicated the best years of their lives to their country and people.

**John Zhou, Michigan**

One contribution to the community I enjoyed tremendously was my two-pronged attack on HIV/AIDS through leading an AIDS Walk team and volunteering for Golden Courage International (GCI). Having always been interested in biomedical research, and having lost my grandfather, with whom I had lived for six years, to cancer, I was determined to make a positive difference in the face of the AIDS pandemic. To do so, I founded and captained an AIDS Walk team for my high school, recruiting 100 members, raising \$7,200 dollars, and speaking as a keynote orator along with Senator Levin in front of 6,000 people on the day of the walk. Furthermore, I donated my effort towards helping AIDS orphans in China by translating documents, building a website, and acting as a youth coordinator for GCI, an organization dedicated to bettering the orphans' lives by providing education, housing, and hope. Through my experiences of advocating for AIDS awareness and prevention, I have become more aware of and sympathetic towards worldwide suffering. HIV positive individuals face severe health and social stigma. As conscientious citizens, we must be generous enough to help others and give back, in part, what we have received.

*Each Presidential Scholar presents the program's Teacher Recognition Award to the one teacher, counselor, or school administrator who has been his or her greatest influence and inspiration. Every day, in classrooms across the country, these educators prove the power of excellent teaching to help guide young lives toward the realization of their true potential and the fulfillment of their highest aims.*

\*Teacher nominated by more than one Scholar

**Cindy Allen (ME)**

English  
Camden Hills Regional High School

**Kalpana Arun (PR)**

English  
Colegio Nuestra Senora del Carmen

**Robert Asher (DC)**

History  
Georgetown Day School

**Suzanne Bailey (AL)**

AP Government and Politics  
Virgil I. Grissom High School

**John Barnes (VA)**

Mathematics  
Maggie L. Walker Governor's School

**Jamie Bassett (TX)**

Math  
A&M Consolidated High School

**William C. Bohnsack (ND)**

Chemistry  
May-Port CG High School

**Bill Boulger (MN)**

Mathematics  
St. Paul Academy and Summit School

**Greg Brown (AK)**

Social Studies  
A. J. Dimond High School

**Mary Budny (CA)**

English  
Thousand Oaks High School

**Paul A. Cammer (VA)**

Biology  
Thomas Jefferson High School for Science & Technology

**Thomas P. Carroll (DC)**

Biology  
St. Alban's School

**Michael Cavey (MD)**

History  
Stone Ridge School of the Sacred Heart

**Joseph D. Chase (VT)**

Physics  
Essex High School

**Sue A. Chase (MD)**

Computer Science, Physics  
North County High School

**Julie Chismar (IN)**

Economics  
St. Joseph's High School

**Mike Ciszek (TX)\***

Visual Arts  
The High School for Performing & Visual Arts

**Edward Coleman (IN)**

English  
North Central High School

**John Collier (NM)**

Counseling  
Gallup High School

**Mary Beth Cote (DE)**

Mathematics  
Charter School of Wilmington

**Charles Creighton (OR)**

Music

**Adella Croft (UT)**

Mathematics  
Skyline High School

**Brian M. Culhane (WA)**

English  
Lakeside School

**Michael Cullen (WI)**

Mathematics  
Cedarburg Senior High School

**Jeff Cumpston (OR)**

Music  
West Linn High School

**Laura K. Daby (NM)**

U.S. History  
Albuquerque High School

**Kirk G. Daddow (IA)**

Social Studies  
Ames High School

**Branton P. Daniel (AR)**

Physics  
Central High School

**Matthew D. Davis (NE)**

Oral Communication  
Lincoln East High School

**Mary P. DeYoung (AE)**

Mathematics  
London Central High School

**Angela L. Dickert (AL)**

12th Grade English  
Oxford High School

**Suzanne Duffy (CT)**

Social Studies  
Amity Regional Senior High School

**Denise Ekberg (LA)**

Chemistry  
Benjamin Franklin Senior High School

**Randy A. Epler (WY)**

Agriculture Education  
Southeast Goshen County High School

**George Flatau (TN)**

Chemistry  
University School of Nashville

**Craig Foreman (OH)**

History  
Theodore Roosevelt High School

**Edward A. Francis, Jr. (CA)**

Piano

**Patricia Frederick (WI)**

Visual Art  
Pius XI High School

**Charles E. Fremuth (MI)**

English  
Detroit Country Day School

**Elizabeth Frisbee (GA)**

Mathematics  
Norcross High School

**Eugene Gagliano (NJ)**

Physics  
Marlboro High School

**Dean Giangrosso (NV)**

Art  
Greenspun Junior High School

**Shirley Givens (NY)**

Violin  
The Juilliard School

**Louise Goode (WV)**

Mathematics  
Hurricane High School

**Deborah Haggard (KY)**

Chemistry  
Beechwood High School

**David Hall (PA)**

AP Music Theory  
Nazareth Academy

**Carole Hamilton (NC)**

English  
Cary Academy

**Ann Hammersly (AZ)**

Physics  
Chaparral High School

**Tim Hanes (FL)**

Theatre (Acting, Singing)  
Orlando Youth Theatre

**Kimberly H. Harrison (CA)**

Biology  
Polytechnic School

**Peter P. Hazzard (MA)**

Arts  
Lawrence Academy at Groton

**Steve Heller (IL)**

English  
Adlai E. Stevenson High School

**Diane W. Henderson (MO)**

Physics  
Mary Institute and St. Louis Country Day School

**David Henner (PR)**

Physics  
St. John's School

**Amy Herrick (VT)**

English  
U-32 Junior/Senior High School

**Donald Hicken (MD)**

Acting  
Baltimore School for the Arts

**D. Bradford Hill (AL)**

Literature  
Alabama School of Fine Arts

**Woody Howard (NY)**

Theater  
Horace Mann School

**Donald Hulette (CA)**

Piano

**Susan Ikenberry (DC)**

History  
Georgetown Day School

**Linda Johansen (CT)**

Mathematics  
East Lyme High School

**Gregory Jurkowski (AK)**

Physics  
Chugiak High School

**Anne J. Kaplan (NY)**

School Counselor  
Byram Hills High School

**Robert W. Karewa (RI)**

Computer Science  
La Salle Academy

**Steven Kascht (CO)**

English  
Cherry Creek High School

**J. Regan Kerney (NJ)**

Economics  
Lawrenceville School

**Kathy Kremins (NJ)**

English  
West Morris Mendham High School

**Brian Kress (ID)**

AP Calculus  
Blackfoot High School

**William Kysor (TX)**

Visual Arts/Ceramics  
St. Mark's School of Texas

**John Lane (KY)**

History  
Covington Latin School

**Carol A. Lee (HI)**

English  
Punahou School

**Thomas Lee (MA)**

Mathematics  
Newton South High School

**John R. Lloyd (RI)**

Math  
Barrington Middle School

**Daniel Macdonald (ID)**

Social Studies  
Century High School

**Beverly Maselli (MA)**

Guidance Counselor  
Mt. Greylock Regional High School

**Meaghan McCaffrey (NY)**

History  
Dobbs Ferry High School

**John McCarthy (CA)**

Piano  
San Francisco Conservatory of Music

**Steven L. McCartney (MS)**

Science  
Jackson Academy

**Jan McClaren (OK)**

History  
Claremore High School

**Jacquie McDonald (MT)**

Mathematics  
Billings Senior High School

**Kathy McInerney (CO)**

English  
Cherry Creek High School

**Thomas McMahan (NJ)**

History  
Arthur P. Schalick High School

**Barry Messinger (DE)**

Latin  
Charter School of Wilmington

**Rhendle M. Millen (TN)**

Wind Ensemble  
Saint Mary's Episcopal School

**Ernest Miller (PA)**

History  
Central Catholic High School

**Miles Mitchell (NM)**

Agriculture  
Melrose High School

**Martha K. Moore (NC)**

English  
Shelby High School

**Barbara Murphy Frank (TX)**

Choir  
Driscoll Middle School

**Anne Nery (FL)**

Mathematics  
West Shore Junior/Senior High School

**Jeffrey Norris (MI)**

Private Voice Instructor  
Interlochen Arts Academy

**Dave J. Oberly (SC)**

Math  
Spring Valley High School

**Kevin O'Brien (HI)**

Social Studies  
Kamehameha Secondary School-Maui

**Susanna M. Orr (MS)**

AP U.S. Government  
Jackson Preparatory School

**Nancy W. Owen (SC)**

English  
Irmo High School

**Kimberly Pardo (FL)**

English  
Vivian Gaither High School

**Del Parkinson (ID)**

Music-Piano Performance  
Boise State University

**Richard Parris (NH)**

Mathematics  
Phillips Exeter Academy

**Phillips W. Peters, III (IA)**

Music  
Valley High School

**Connie Pitman (KS)**

Gifted Education  
Tecumseh South Elementary School

**Patricia C. Plese (NV)**

Chemistry  
Green Valley High School

**Doug Powers (CA)**

Social Sciences  
Berkeley High School

**Michael Prados (LA)**

English  
Jesuit High School

**David Pritschet (MN)**

German  
Brainerd Senior High School

**Bruce Qualls (AR)**

History  
Batesville High School



**Michele Radio (KS)**

Academic Enrichment  
Blue Valley North High School

**Carol Recicar (FL)**

Guidance Counselor  
Carrollton Sacred Heart

**Oliver Reid (CT)**

Mathematics

**Scott Richardson (CA)**

Physics  
Davis Senior High School

**Peter Robischon (MT)**

Biology  
Broadwater High School

**Dennis Roden (ND)**

Chemistry  
North High School

**Edward Rubio (WA)**

History  
Newport High School

**Rachel Russell (MO)**

Language Arts  
Lee's Summit North High School

**Ardoth F. Rutherford (WV)**

Literature  
Covenant School

**Joette M. Salandro (PA)**

Music/Drama  
Greensburg Central Catholic High School

**Kathy Sanderson (SD)**

English  
De Smet High School

**Susan L. Schmalz (WI)**

Chemistry  
Catholic Memorial High School

**Dennis C. Schroeder (IA)**

AP U.S. History  
Hempstead High School

**Christopher L. Shaw (MA)**

Economics  
Phillips Academy

**Stanley Siedlecki (OH)**

English  
Mayfield High School

**Alan Silverston (MI)**

Algebra I  
Parcells Middle School

**Jim Sinnerud (NE)**

Church History  
Creighton Preparatory School

**Gregory Somers (PA)**

Mathematics  
State College Area High School

**Matthew Spence (NC)**

English  
Providence Day School

**Shelley Stahl (GA)**

English  
Central High School

**DeAnna Stallings (UT)**

English  
Logan High School

**Kevin Statom (CA)**

Mathematics  
Arroyo Grande High School

**Magaly Suarez (FL)**

Ballet Training

**Jon Summerville (KY)**

Mathematics  
Graves County High School

**Joan Traffas (TN)**

History and Humanities  
Saint Mary's Episcopal School

**Ann Trucano (SD)**

AP English  
St. Thomas More High School

**Vicki Vincent (WY)**

Language Arts  
Rock Springs High School

**Nancy Volksen (OH)**

English  
Upper Arlington High School

**John Waldron (OK)**

History  
Booker T. Washington High School

**Barry Walker (AL)**

Mathematics/Physics  
Briarwood Christian High School

**Max L. Warshauer (TX)**

Mathematics (Number Theory)  
Texas State University

**Beth Weinberger (TX)**

Visual Arts  
The High School for Performing & Visual Arts

**Lily C. Weiss (TX)**

Modern Dance  
Booker T. Washington High School for the Performing & Visual Arts

**Brian Woodruff (IL)**

Biology  
New Trier Township High School

**Donald Woolson (Italy)**

Mathematics  
Naples American High School

**Gene Woon (AZ)**

Chemistry  
University High School

*Each year we ask our distinguished teachers to describe what they enjoy about teaching, or to recount an incident that has given them a sense of pride in their work. Clearly the Scholars' great gratitude for these exceptional teachers is matched only by the teachers' devotion to challenging, motivating, and supporting the students entrusted to their care, and their joy in watching those students take flight.*

**Cindy Laidley Allen, Maine**

As a teacher, I have the pleasure of witnessing students discovering and reacting to new ideas - ideas they find through their own writing, and reading, and, even occasionally, through me. Playing a role in this process is what I enjoy most about teaching.

**Kalpana Arun, Puerto Rico**

Few experiences can be more fulfilling than that of teaching a student with a genuine thirst for knowledge. Being recognized by that student as the greatest influence in her life is indeed one such. I feel fortunate to have chosen a profession with such immeasurable rewards!

**Bobby Asher, District of Columbia**

What I love most about teaching is working with kids. Their openness to ideas, their curiosity, their unbridled energy - all serve to make them wildly appealing. Every day is an adventure, a ride filled with excitement, seriousness of purpose, good humor, and unpredictability.

**Suzanne Bailey, Alabama**

As a government teacher, I love to see my students catch the "news" bug. When they get fascinated with politics, they are not only reinforcing the concepts that they learn in my class, they are applying them in such a way that that they will always be informed citizens and lifelong learners.

**Jamie Bassett, Texas**

I love working with students and being able to "see the light come on." These successes, both large and small, make everything worthwhile. My greatest sense of pride comes when my former students take the time to write, come by to visit, or even invite me to weddings. That tells me I have connected personally and made a difference.

**William C. Bohnsack, North Dakota**

Over 30 years of teaching, I have been fortunate to work with many students whom I know became responsible adults. And if I helped them to think before they leap into something, even better.

**Bill Boulger, Minnesota**

My greatest thrills in teaching have been the result of assisting students to develop an independent understanding of mathematical concepts through an open discussion of well-chosen problems. Discovery through exploration fosters curiosity and imagination while providing the foundation and tools for lifelong learning.

**Mary C. Budny, California**

Teaching is the space where knowledge, identity and hope meet; to me, the ability to teach well is a gift. I am grateful for this gift. Every day affords me the tremendous opportunity to nurture my students' abilities and strengths and to challenge them to become more thoughtful, introspective humans, contributing and making a difference where they can.

**Paul A. Cammer, Virginia**

My students occasionally ask me, "What is the purpose of life?" I answer, "To leave the world a better place because you were here." Teaching provided a greater opportunity to do that than almost any other occupation - offering wisdom to students that they generally don't accept from their parents.

**Tom Carroll, Maryland**

Tom, after receiving his master's degree in Plant Biology, decided to go into teaching. "Oh no!", said his mother, also a teacher. He moved to DC and has been teaching Biology and chairing the Science Department of a private high school for the twenty years. He still loves it!

**Michael R. Cavey, Maryland**

I believe in helping a student see past illusions and clichés. For example, when she realizes that the greatest threat to her liberties often comes from those sworn to protect them, yet also realizes she can speak truth to power through nonviolence, I know I've done my job.

**Sue Ann Chase, Maryland**

Many students are uncertain of how they will do in Physics. I enjoy seeing these students grow more confident in their abilities. When they move on to college, they often share how well they are doing in Physics. I truly enjoy making a difference in my students' lives.

**Julie Chismar, Indiana**

My most important contribution to my students' learning is communicating a passion for the study of economics. If I show a love of learning, they will develop intellectual curiosity and, most importantly, want to research and study the current economy.

**Mike Cizek, Texas**

The greatest joy received from teaching, is seeing my students discover their individual voices when creating works of art. When they achieve this breakthrough, it opens up a new world of expression that creates previously unthinkable opportunities. When this leads to honors and successes, my role as mentor is rewarded.

**Ed Coleman, Indiana**

"Jordan Baker Was Right"

Green shoots spring from the moist March earth. The world comes back to life. My world begins at the end of the year, when red leaves fall and the nights grow chill. Children fill my room and gradually my life. Who will blossom this year?

**John Collier, New Mexico**

After five years of teaching, I went into school counseling. I enjoy school counseling because it provides the opportunity to know my students on a deep personal level. Each day brings new opportunities, successes and sometimes, failures. Counseling affords me an opportunity to offer students hope. Students are society's hope.

**Mary Elizabeth Coté, Delaware**

Why do I continue to teach after forty years? Is it the thank you notes I receive at year-end that encourage me? The visits by returning students, that lift me up and energize me? The awards I receive, such as this one, that humble me to strive for greater excellence? Recognitions and praise touch my heart, but what keeps me returning to the classroom is knowing I make a difference. I offer students a stepping-stone in their quest for excellent education; the opportunity to dream; and the means to begin to fulfill their dreams. I encourage, I challenge, I support, I care. I am there for my students, and they give me hope and optimism for the future.

**Charles Creighton, Oregon**

I love to see classical music become a major part of a young person's life. I am pleased when they understand the discipline of practice and dedication. I love to see it permeate other areas of their lives and have a positive influence on their character and future.

**Brian M. Culhane, Washington**

I teach literature because art can put us in contact with the greatness that has gone before us, and that is within us still. Seeing students respond to such greatness—and rise to it themselves on occasion – makes me have hope for this often troubled world.

**Michael Cullen, Wisconsin**

I began my teaching career on a whim - fresh out of college I volunteered in an inner city school. This one-year impulse has turned into an eighteen-year career. Teaching allows me to positively impact the individuals I work with as well as improving our society as a whole.

**Kirk G. Daddow, Iowa**

What I enjoy about teaching-- In nearly forty years of teaching I have come to recognize and appreciate "The Look." It's that expression of understanding on the faces of students in my classes as they begin to grasp a relevant concept in history. No teacher could ever get enough of that.

**Matt Davis, Nebraska**

My professorial grandfather often asserted teaching is not a vocation, but a calling. This philosophy has resonated with me throughout my career. Whenever I feel like packing it in, I realize I'd lose something irreplaceable; the opportunity to witness the growth of the recalcitrant, the reluctant, and the remarkable alike.

**Mary P. DeYoung, Georgia**

Enjoyment of teaching came from the anticipation and preparation to present material to my students. That, hopefully, played a part in the development of a complete human being. When eyes lit up and voices remarked, "This isn't so hard!", I knew I had chosen the correct vocation – one giving me total job satisfaction.

**Angela Dickert, Alabama**

My greatest joy as an educator is helping students develop the confidence they will need to be successful in life. When my students attribute some small part of their achievement to the guidance and preparation they received in my class, I am assured that I do make a difference.

**Denise Ekberg, Louisiana**

I taught 15 years prior to Hurricane Katrina and experienced immense pride and joy everyday I worked with my amazing students. It was afterwards, receiving emails from those students informing me of their status and inquiring about mine that I felt I had really made a difference in their lives.

**George Flatau, Tennessee**

My teaching philosophy embodies what Einstein described as “the whole of science is nothing more than a refinement of everyday thinking.” Students have a great sense of wonder about the world around them; it’s my job to help them learn how the world works. Nothing is more fulfilling.

**Craig Foreman, Ohio**

In teaching I enjoy that I have enabled my students to become lifelong learners and critical thinkers. Society more than ever needs students who desire to gain and use knowledge and thinking skills. When I see or know of my current and former students doing this, I feel extremely proud.

**Edward A. Francis, Jr., California**

I constantly marvel at my good fortune: my life in education is exclusively spent at the quintessential student/teacher ratio of 1:1. I hear marvelous classical piano music all day and am rewarded each day, because I witness growth and wonder as students progress and develop into young artists. The challenge is inspirational, especially when handed an exceptional talent! These talents are out there, and “my” Scholar has helped me become a better teacher. He demanded and deserved my best work without saying a word. Indigenous to my profession is the added luxury of a collaboration that can last for many years. I am incredibly grateful.

**Barbara Murphy Frank, Texas**

What profound joy I have experienced teaching Choral music! I believe a quality music program builds teamwork, fosters arts appreciation, encourages excellence, and instills a desire to share one’s very best with the community. Rafael is an endorsement of that ideal; his goodness, enthusiasm and voice bring inspiration to all.

**Patricia Frederick, Wisconsin**

Teaching is an act of faith. Either there is magic in the universe or there isn’t. So much depends on where you put your eyes. What is real? What isn’t? What if? What else? Why not? My kids know where to look. It is because of them that I believe.

**Charles E. Fremuth, Michigan**

I take pride in my teaching when my moderation of discussion elicits an independent dialogue among students exchanging views based on well-articulated justifications. When the students themselves participate critically in the Conversation of Great Ideas, they are teaching each other how to think and how to learn.

**Elizabeth Stiles Frisbee, Georgia**

I was fortunate to begin my teaching career in my hometown of Kittery, Maine with my junior high teachers as my mentors. It is through their guidance that I have been able to develop my passion for teaching, love of learning and enjoyment in the successes that my students make each day.

**Eugene T. Gagliano, New Jersey**

As a teacher my goal is to share the simplicity of physics and a lifelong love of learning with my students. However my greatest joy comes from sharing that sense of accomplishment which is experienced when a student reaches a goal which a short time before seemed beyond their grasp.

**Dean Giangrosso, Nevada**

I feel a sense of pride teaching higher-level skills and abilities to my students. Most have such limited and crafty art applications. My educational program presents opportunities that improve individual critical thinking and problem-solving abilities. Art becomes a vehicle for students to see and study the world.

**Shirley Givens, New York**

Our national culture will be remembered by the enduring works of art it has created, not by its wars. My greatest reward in teaching comes when I am able to open doors, to inspire my students to make the greatest contribution to the arts according to their individual talents.

**Louise Goode, West Virginia**

The most enjoyable moments in teaching are when my students begin to see math as a master key unlocking countless doors. When they conquer a difficult concept, push themselves to their maximum potential, or mentor others, I am rewarded with a deep sense of accomplishment, having changed a few lives.

**David Hall, Pennsylvania**

When I can help a student turn a creative spark into a flame that ignites the imagination, I know I have been a successful teacher. This may not happen every day, but when it does I know I have chosen the right profession.

**Carole L. Hamilton,  
North Carolina**

As I have matured as a teacher, I find that witnessing students' personal growth means more to me than chronicling their academic growth. I take seriously my role as model citizen and moral guide. It is not enough to impart knowledge; every interaction is an opportunity to teach character, core values, and ethical behavior, too.

**Ann Hammersly, Arizona**

After 21 years of teaching, extraordinarily talented students like Judy Fan keep me excited about my profession. Awakening or developing a passion for science in students of all abilities is the most satisfying thing a teacher can do - that and having fun in the classroom!

**Peter Hazzard,  
New Hampshire**

I have taught music for 35 years. The thrill I feel when I see a student touched by music is still the same whether the student is an accomplished musician or a novice to the form. Everyone should feel the power of music, as it is our common language.

**Stephen Heller, Illinois**

I enjoy the creativity. How does one bridge time-honored ideas to new generations of students? I attempt to answer this question each day, and in so doing, I honor the legacy of former teachers, the torch of knowledge and imagination, and the rewards of seeing students engaged in their learning.

**Diane W. Henderson,  
Missouri**

I enjoy providing a warm and supportive learning environment between teacher and student. The keys to this are the ability of the students to ask relevant questions and to enhance and enable their ability to learn while being able to respond with logical reasoning to support their answers and thoughts.

**David Henner, Puerto Rico**

The most rewarding moment for me occurs at Christmas. Saint John's School has the tradition of inviting alumni to return for an informal get-together with teachers. Listening to my ex-students recount their stories of triumphs and disappointments in Physics is both humorous and invigorating, energizing me for another school year.

**Donald Hicken, Maryland**

In my studio/classroom, teaching is a by-product of making theatre. My greatest joy is observing this process nurture creativity and individual initiative while encouraging compassion, understanding and empathy. The spirit of cooperation coupled with an emphasis on risk-taking and strengthening the imagination provides the necessary tools for self-esteem.

**D. Bradford Hill, Alabama**

Teaching is a vibrant, life-affirming experience everyday. Meaning is a bridge between the self and reality, and I am fulfilled by guiding students toward discovering meaning for their lives. The communion in these discoveries is a spiritual experience that binds me forever with my students - wherever their own journeys take them.

**Susan Ikenberry, Maryland**

I've been teaching for 25 years and have enjoyed just about every minute of it. Last year I assigned a contest entry for homework, and Scholar Mihan Lee won! It involved writing a modern variation on the Gettysburg address, which she delivered at the dedication of the new Lincoln Museum. This wonderful potential for surprise is so much a part of

teaching. Each September brings a chance to try again, and every year I tell myself: "this year I'll get it perfect!" I never do, of course, but I enjoy trying, and anticipating that something exciting will happen again soon!

**Linda Johansen, Connecticut**

To see students eager to learn, engaged in the process, and wanting even more than you can give them fuels the passion that drives the teacher. Helping each student find the key that unlocks their learning potential is, to me, what teaching is all about. There is no higher calling.

**Gregory Jurkowski, Alaska**

I teach physics, and physics is about problem solving. I am most gratified when one of my students raises his or her hand and begins to ask a question. They pause and their eyes widen. "Oh, never mind.... I figured it out." They are embarrassed, but I am proud.

**Anne J. Kaplan, New York**

While many educators promote the singular goal of acceptance to a prestigious university, my perspective is vastly different. I encourage my students to discover who they are, to become involved, and ultimately, to make a difference. I am consistently rewarded by having students who experience life rather than monitor it.

**Robert W. Karewa,  
Massachusetts**

This is my 38th year of teaching Mathematics and Computer Science, and one of the great joys of teaching for me is watching students solve challenging problems or write difficult computer programs. I try to make math be fun and intuitive and I believe we need to challenge all our students.

**Steven Kascht, Colorado**

Teaching is a daily series of magic moments. Planning a lesson and then letting that lesson take off with new students each year within a new time frame in a new context of that year's pop culture makes each teaching moment magical for all who are in the class and part of it. Being part of these magical moments makes teaching the only profession for me.

**J. Regan Kerney,  
New Jersey**

For me, teaching is about the "aha" moment, which happens when my students find not just the solution, but how to understand the problem - when they understand not just what to believe, but how to think. I am fulfilled then, because I am no longer necessary.

**Kathleen A. Kremins,  
New Jersey**

While “education” is most often associated with that institution known as “school”, that EDUCATION matters is confirmed by my students who every day reach within themselves and outside the walls of West Morris Mendham High School to become better people. It matters because, still, there are many people in this world who are denied access to education. Education is not just a living I am making; it is a way of living for us all.

**Bill Kysor, TX**

When students are involved in the creative process, their minds and spirit are moving into a higher level of self-expression. They are beginning their journey as artists. My reward as their mentor is the joy of seeing that transformation, and somehow knowing that their journey will be for a lifetime.

**Carol A. Lee, Hawaii**

I teach for two reasons: I love young people, and I love scholarship. My students keep me real; they help me to see worth in our work together. In return, I try to inspire them to love learning, and to make this world a better place for all people.

**Thomas J. Lee,  
Massachusetts**

Teaching is a beautiful occupation. Where else does one get to educate and influence the lives of bright, talented young people? I love my job and my students. I do everything I can to build their confidence in themselves - and everything I give to them comes back five-fold.

**Jon Robert Lloyd,  
Rhode Island**

Teaching can leave lasting impressions. Having a student from four years ago choose to share with me even a tiny portion of her great achievement, is humbling. Stephanie Le deserves all the accolades, and more, not only is she an excellent student, she is even a better person.

**Dan Macdonald, Idaho**

For years I thought that I was there, for ones who really didn't care. But then I met a kid, who was inspired by what I did. He challenged me to match his mind, and to be “no teacher left behind.” So to Aman, most influential, you're my scholar, Presidential.

**John McCarthy, California**

I encourage personal effort and formation of proper attitude as the keys to realizing our unique potential. Excellence and achievement follow when the goal is to become more fully ourselves, to know our own voice. It is a great privilege to assist a young person in becoming autonomous and responsible.

**Steven L. McCartney,  
Mississippi**

Pardon the cliché, but I love to look into a student's eyes and see the proverbial “light bulb” turn on. I am grateful for the opportunity to expose young students to biology because it is so intertwined with our lives and affects many decisions made in today's society.

**Jan McClaren, Oklahoma**

I arranged interviews with WWII veterans, to which the class grudgingly acquiesced. The youth were drawn into Frank's D-Day tale; a mine mangled his leg. The students entitled their book on the experiences: “A Generation who ... Taught Us ... Inspired Us ... And Became Our Friends.” I was never prouder of the “Next Greatest Generation.”

**Jacqueline McDonald,  
Montana**

One of the most enjoyable aspects of teaching is finding ways to entice students to share my passion for math. I love searching for interesting problems, engaging applications and connections between math and other subjects. I read about math and encourage my students to do the same.

**Kathy McInerney, Colorado**

I love the “Ah-ha” moment when a student – after struggling with the critical reading, writing, and thinking skills that make achievement possible – suddenly “gets it.” To me, the challenge of teaching these skills to become habits of mind - so important to lifelong learning - is extremely gratifying.

**Thomas McMahan,  
New Jersey**

Teaching is an intellectually, emotionally, and physically demanding vocation. Despite the challenges, I cannot imagine anything more inspiring or rewarding than when a student expresses his or her appreciation by saying, “Thank you for making a difference in my life.”

**Barry Messinger, Delaware**

As a teacher and lifelong student I value most highly the learning experience. Whether a student recalls after a period of time facts from a content area is ultimately immaterial, provided s/he has become resourceful, thinks creatively, and is a productive member of society.

**Rhendle M. Millen, Tennessee**

The sophomore who daily enters the room with, “I've got a question!”; the junior trombonist who says “Oh...it's just physics!”; the senior who likens Humanities to studying footprints in the sand - to share in the genuine curiosity and often astounding insight of students is the real joy of teaching.

**Ernest Miller, Pennsylvania**

Paulo Freire states best why I enjoy teaching: “Through dialogue, the teacher-of-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teacher. The teacher is no longer merely the one-who-teaches, but one who is taught in dialogue with the students, who in turn, while being taught also teach.”

**Martha Moore, North Carolina**

The greatest joy I experience is when former students come back to say, “Thank you. You were tough and made me work, but I learned in your class. I’m grateful.” Some say, “You prepared me for college”, or, “You taught me to write.” Such words make my life seem worthwhile.

**Annabelle M. Nery, Florida**

My goal is to prepare my students for the future with a strong foundation in Mathematics and a great work ethic. I feel very accomplished when my students thank me for challenging them and bringing out the best in them. I am proud of the excellence that they have achieved!

**Jeffery Norris, Michigan**

Influencing another individual is one of the most rewarding and humbling responsibilities one can experience. To instill vision to look beyond the immediate, to open the road of possibilities and to wisely equip a student with the tools to navigate that road; this is to be a teacher.

**David J. Oberly, South Carolina**

Seeing my students experience success is what I most enjoy about teaching. Running a close second, however, is the interaction we experience during class. My classes seem more like discussions than lectures, and I enjoy a “friendly banter” with my students.

**Kevin O’Brien, Hawaii**

The best thing about teaching is watching and being a part of a kid’s growth. It is incredibly rewarding to watch a young person grow from where they are when you first meet them to where they can be when they leave the school.

**Susanna Orr, Mississippi**

I have enjoyed the diversity that every day brings. The challenge of teaching is to learn how to channel the talents of each student to help individuals become confident, capable adults. The joy comes when students return to say thanks or when I learn of their accomplishments in life. Recognition awards are splendid, but nothing trumps a “Thanks. You made a difference in my life.”

**Nancy Owen, South Carolina**

Taking to heart Joseph Campbell’s challenge to “Follow your bliss,” I become in my own classroom a teacher who is still an enthusiastic student. I strive every day to give young adults the knowledge, tools, and permission to pursue whatever fascinates and bring them joy.

**Del Parkinson, Idaho**

Being an educator offers great rewards. Invariably I learn more through teaching than through formalized study. Organizing and verbalizing clear explanations helps me to crystallize my thoughts. As teacher and mentor, I am privileged to help nurture the creative process in the brilliant mind of presidential scholar Joshua Archibald-Seiffer.

**Richard Parris, New Hampshire**

I finally left undergraduate education because working with a younger, spontaneous, imaginative audience was impossible to resist. It is still the best way of escaping from the adult world I inhabit.

**Phillips W. Peters, Iowa**

The greatest joy in teaching is gained by witnessing the emotional and intellectual growth of my students and knowing that I played a part in that development. I love the energy and passion that my students exhibit in their music. And, best of all, the students motivate me to continue learning.

**Connie Pitman, Kansas**

As an elementary gifted teacher, I am fortunate to spend time working with bright, inquisitive, energetic children who love to learn. I get immense pleasure watching a student’s face light up with the “aha” of discovering something new.

**Patricia C. Plese, Nevada**

In a journal written during my student teaching, I wrote, “I can think of few things more rewarding than seeing my students achieve their potential and knowing that I played a part in their development.” Those words continue to express the joy I experience after teaching for 11 years.

**Douglas Powers, California**

I’ve enjoyed teaching a cross section of ideas in literature and the social sciences of which I feel all humanity should be made aware. These ideas free the individual and also provide a common cultural language through which we can communicate with a large number of diverse, open minded and questioning youth that calls the specious and fraudulent what it is. I have appreciated the challenge and potential of every student over my 36 years of teaching.

**Michael Prados, Louisiana**

I stayed at my school, Jesuit High in New Orleans, during Hurricane Katrina. Still there a week later, with five feet of water throughout the first floor, I received a text message saying that 400 of our students were at Jesuit-Houston and that they needed teachers. Although I’d had no intention of leaving before the floodwaters receded, I’ve never felt a stronger call to be a teacher. Within an hour, I caught an airboat to dry land and made my way to Houston for a memorable semester of night classes.

**Bruce Qualls, Arkansas**

As a teacher, I have learned that every student has a desire to know themselves; to know who they are, where they come from, and to have an understanding of where they are going. I enjoy sharing the stories that have shaped America, and seeing students discover themselves in those stories.

**Michele Radio, Kansas**

At the highest level, teachers inspire their students to live deliberate lives, practicing commitment to well-thought-out ideals and self-awareness. Through the thoughtful lenses of curiosity, creativity, and compassion they will conceive big dreams and by following the stepping-stones of discipline, perseverance, and humor real change is possible.

**Carol Recicar, Florida**

While my goal as an educator to help each student reach her full potential has not changed over the past 25 years, the tools used to accomplish this and the milieu in which it is done has changed dramatically. This has been challenging and invigorating, providing renewed enthusiasm each year.

**Oliver Reid, Maryland**

A successful classroom requires cooperation and respect between the teacher and the taught, like a coach and his or her team working for each others' mutual success. The quality of the experience for a teacher who works in such an atmosphere is one matched in few other occupations.

**Peter Robischon, Montana**

Could I have entered a different profession and been more financially secure? Surely. However, having had the opportunity to work with incredible students like Shannon Flynn has made me wealthy in ways that matter much more.

**Dennis Roden, North Dakota**

I have taught science in North Dakota for forty years and I continue to be amazed by the quality of our young people. I consider myself so privileged to be working with these great kids and with their representative, Presidential Scholar Joanna Jan.

**Ardoth Rutherford, West Virginia**

To be a teacher is like being given a front-row seat to a wonderful play. What drama as one watches all these young lives unfold! What joy! What fulfillment! And to have one's vocation so intimately connected to one's Christian calling: there has not been much more to ask of Life.

**Joette Salandro, Pennsylvania**

As a performing artist and an educator, I encourage students to take risks with ideas, to overcome challenges, and to create with imagination. Teaching can be challenging, inspiring, and ever-changing. When a student like Scholar Rachel Mans says "Thank you," for doing my job, I am honored and humbled.

**Kathryn T. Sanderson, South Dakota**

Teaching is a daily experiment to meet the needs and wants of students, academically and psychologically. I am changed and challenged by what I learn from my students. No better occupation could motivate me to develop student potential, to see individual growth, to inspire excellence, and to encourage success.

**Susan L. Schmalz, Wisconsin**

After 28 years of teaching chemistry, I am still thrilled at the awe displayed by students when they experience something for the first time. As teachers, we cannot forget that the student is witnessing a phenomenon that, to us, may have become common but, to them, is brand new.

**Dennis C. Schroeder, Iowa**

Over the span of thirty-six years in education I have taught thousands of students ranging from the challenged learner to the gifted/talented learner. Two qualities define a good teacher, communication and rapport between a teacher and students. All other qualities will develop once these initial two qualities are established.

**Christopher L. Shaw, Massachusetts**

What drew me was the relentless hope living in classrooms. It waits, silently, in the 45 minutes, 20 kids, and combined grey matter of our daily grind. I imagine them mothers, legislators, tradesmen: connecting past to future, there to here, word to idea to solution. I get paid for this?

**Stanley Siedlecki, III, Ohio**

While I am sure that the thought is not original to me, I enjoy witnessing the growth in my students. Like many of my peers, I gain personal satisfaction from seeing many young people move on to a higher plain of writing, which they themselves would have previously viewed as unachievable.

**Alan Silverston, Michigan**

Scholar Ruvani Fonseka, you are an exceptional and rare talent. I am thrilled that I could share my love for mathematics with you. Except for being a husband and father, no job could be more rewarding than teaching.

**Father Jim Sinnerud, Nebraska**

I enjoy helping to form the minds and hearts of students: to develop them into informed, skilled and caring individuals, who will be equipped to make the world a better place in which all people can live.



**Shelley Stahl, Georgia**

I once believed teaching English would only involve igniting young minds with a passion for literature, but I now appreciate that this vocation involves taking part in a dynamic community of students and teachers working toward a goal of academic, emotional, and social education.

**DeAnna Stallings, Utah**

What I love about teaching is challenging my students to question everything, to never accept anything at face value. I do not ask them to abandon their belief system, but to come to a complete understanding of why they believe the way they do. Through literature, my students are able to remove their blinders and see the world from many different perspectives.

**Magaly Suarez, Florida**

I enjoy teaching the art of classical ballet to my students. I am always there to support them when they need me, and I am happy with their success. Teaching makes me feel realized as a person, and provides me a lot of joy.

**Joan Traffas, Tennessee**

The purpose of learning is to liberate the mind, open the soul, release creativity and follow natural curiosity. I teach that I might enjoy this learning adventure along with my students, and that I may witness as students like Presidential Scholar Laura Kaplan take wing.

**Ann Trucano, South Dakota**

I love teaching students to become writers and readers. Their exuberance, ideas and humor nourish me. Together, we learn to love good writing, explore the complexities of humanity, and discover the power of language. My mantra: Find your passion and pursue it, to love your work and make a difference in others' lives.

**Vicki Vincent, Wyoming**

I have taught for 33 years because I love children. My joy comes from watching them learn, helping them learn, and motivating them to yearn for and reach greater heights. When students are willing to challenge their comfort zones and to achieve lofty goals, then I have been successful.

**Nancy Volksen, Ohio**

I left the corporate world in my late 30s to become a teacher. Introducing students to great literature introduces them to themselves and their place in “the great conversation” of humanity. With that privilege comes exhilaration; with that responsibility, humility. Teaching calls forth my heart’s best work. Thank you, Jen.

**Barry Walker, Alabama**

Being present when a student experiences a personal “A-Ha Moment” is pure joy! My purpose is not to teach kids to think like I think but to open them up to their own thinking and purpose. Being part of teenagers gaining self-respect through personal achievement is wonderful and rewarding work.

**Max Warshauer, Texas**

My greatest joy in teaching is seeing my students develop confidence in themselves as independent problem solvers who also know how to work with others. I love to see the excitement of students discovering new ideas, and their determination to never give up no matter how difficult the problem seems.

**Beth Weinberger, Texas**

It is exciting to encourage students to explore new concepts and experiment with unfamiliar and challenging materials. This helps to develop their confidence and understanding of the potential joys of a creative life. Sharing their problems and breakthroughs in the process of making art bring value and meaning to my life and work.

**Brian Woodruff, Illinois**

Teaching really is a humbling profession. You have that rare opportunity to change the way a student looks at the world. You can excite, fascinate, and motivate them. There is nothing more heartwarming than to have a student comment that my passion for Biology has rubbed off on them!

**Don Woolson, Italy**

The art of teaching is to offer an academic program that provides support as students strive to attain their maximum potential. Through their achievements at university and the work place, we have the satisfaction in knowing that we have made a difference in their lives and those they touch in our global community.

**Gene Woon, Arizona**

What students bring to a classroom is infinitely more valuable than any knowledge they might gain. Their enthusiasm, honesty, robust revelry of life, absurdly laughable behavior and optimism renew those youthful traits and all others that life has chipped away. For this teachers are quite lucky. Thank you, James Liu.

*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, Virginia**

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.



### **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, resides in Phoenix with his wife Anne, 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.



### **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.



**Robert A. Gleason, Jr., Pennsylvania**

Robert A. Gleason Jr., a leading insurance broker, has served in his family's business since 1965, after 4 years as a Captain in the US Air Force. Rob led Gleason, Inc., as President from 1970-1994, when he became Chairman and CEO. In 1985, he held a 2-year term as Secretary of the Commonwealth of Pennsylvania. Since returning to Gleason, he has kept active in national, state and county politics: in 1996 he took office as Chair, Cambria County Republican Committee, winning unanimous reelection in 1998. From 1993-1997, Governor Casey named him to the State Turnpike Commission; in 1997, Governor Ridge tapped him for the Transportation Commission. A graduate of the University of Pennsylvania's Wharton School, Rob is a University Trustee, also serving St. Francis College for 10 years as Trustee, and for two years as Vice Chair. In 1999, The Council of Insurance Agents and Brokers elected him Chair. Rob is also director/secretary for the Roman Catholic Diocese of Altoona-Johnstown's Foundation; trustee/former Chair of Memorial Medical Center; trustee of Conemaugh Health System; and Chair of his Parish Finance Council.



**Marcia A. Jackson, Virginia**

Marcia Jackson, a graduate of the University of Missouri-St. Louis, holds a Bachelor of Arts in Political Science and a Bachelor of Science in Business Administration-Accounting. Mrs. Jackson is experienced in the marketing and business development area, specializing in growth strategies for small and mid-size firms. Her work has focused on coordinating and developing HIV/Aids projects, corporate social responsibility projects in Africa, and agri-industrial development. She is a board trustee of Meridian International, a regional board member of The National Women's Museum of the Arts and sits on the Executive Committee of the Links Incorporated, Metropolitan Chapter of Washington, DC. In 1995, then-Governor George W. Bush appointed Mrs. Jackson to the Governor's Commission for Women; in 2001, President Bush appointed her to serve on the Commission for Presidential Scholars and the President's Commission for White House Fellowships. She 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.



**Richard R. Kilgust, Texas**

Dick Kilgust is Managing Partner, Global Public Policy and Regulatory for PricewaterhouseCoopers. He is a Member of the firm's Global Leadership Team. He develops and helps implement PwC policies and positions relating to legislative and regulatory changes impacting the accounting profession. Dick meets frequently with lawmakers, other policy-makers, investors and regulators to address matters affecting the accounting profession and its role in capital markets. Dick is a former member of PricewaterhouseCoopers Global Oversight Board and U.S. Board of Partners and Principals. He has served as the lead partner on audit clients of all sizes, including some of the firm's largest. Dick joined Price Waterhouse in 1973 after graduating from the University of Wisconsin with an MBA degree. He was named as the 1995 Distinguished Alumnus of the University of Wisconsin Department of Accounting and Information Systems. He is a board member of Big Brothers and Big Sisters of North Texas.



**Robert L. King, Arizona**

In 2006, Robert King became President and CEO of the Arizona Community Foundation, a statewide philanthropy, after serving for over five years as Chancellor of America's largest public university system, the State University of New York (SUNY). During his tenure SUNY increased and diversified enrollment, expanded research and enhanced academic quality. Immediately before joining the Foundation, King was named a University Professor, the institution's highest academic rank by SUNY's Trustees, and served as interim President of SUNY Potsdam. He served on President Bush's 2000 education transition team, and since 2004, on UNESCO's Education Committee. In 1998-1999, King was New York's budget director, and prior to that led Governor Pataki's Office of Regulatory Reform. He served as Monroe County Executive, and for four years was Rochester's State Assemblyman. King holds a law degree from Vanderbilt University and a bachelor's degree from Trinity College, and worked for 13 years as a prosecutor in California and New York.



**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.



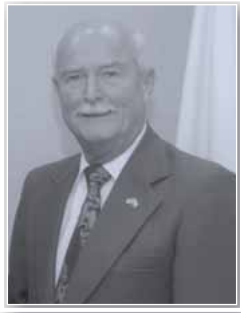
**Charlotte Mohr, Iowa**

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.



**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.



**Kimberly Oliver, Maryland**

Kimberly Oliver, a Silver Spring kindergarten teacher, was named 2006 National Teacher of the Year by President Bush. In six years, she has helped move Broad Acres Elementary School from a county academic watch list to the school system's most improved, building a collaborative professional learning community and crafting programs to ensure consistency in curriculum, instruction, and assessment. By 2001, the school led for percentage increases in test scores, and has since met or exceeded all No Child Left Behind Act requirements. Oliver secures grants for electronic learning systems, tape players, and books in English and Spanish, to assist parents struggling with language barriers or illiteracy. She promotes "Books and Supper Nights," where families gather at school to read and enjoy dinner. Raised in Wilmington, Delaware, Oliver holds a bachelor's degree in English from Hampton University and a master's in elementary education from Wilmington College. She is the 56th honoree, the first to represent Maryland, and will serve for a year as full-time education spokesperson.



**Laura E. Owens, Kentucky**

Laura Emberton Owens, Education Cabinet Deputy Secretary for the State of Kentucky, 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 with her husband, Donnie, and has two children, Kennan and Elizabeth, and one grandson, Drake.



**J. Bryan Pickens, Texas**

Bryan Pickens is President of Pickens Capital, LLC, an entrepreneurial investment company focused on natural resource exploration and real estate development. He manages a diversified mix of privately-held companies, providing seed consulting and capital structure experience to emerging businesses with proven potential for aggressive, prudent revenue growth. He also co-owns Collectors Covey, Texas' premier wildlife and sporting art gallery and print publisher, representing fine wildlife artists and offering original works, conservation art, and specialty merchandise for the sportsman. An active political fundraiser, he is the founding Chair of Maverick PAC of Texas, a statewide organization comprised of next generation political leaders under age 45. Bryan's strong community ties include serving on the board of trustees of various organizations, including the Texas Parks & Wildlife Foundation, the Circle Ten Council of Boy Scouts of America, and the Texas Wildlife Association. He holds an MBA from Southern Methodist University, and a BA from Vanderbilt University. Bryan resides in Dallas with his wife and daughter.



**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 pre-school. Mrs. Potter and her husband, Thomas E. Potter, are the parents of five-year-old triplets, Christopher, Alexandria and Victoria.



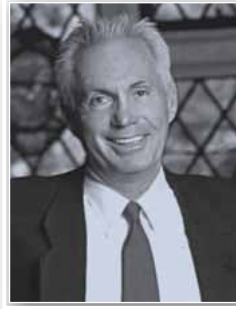
### **Robert Ray, Iowa**

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.



### **Harvey W. Schiller, New York**

Dr. Schiller, Board Chairman for GlobalOptions Group, previously served as Chairman of Assante US and as Chairman/CEO of YankeeNets, a sports media company that owns the NY Yankees, NJ Nets, and NJ Devils. From 1994-1999, Schiller was vice president of sports programming for Turner Broadcasting, president of Turner Sports, and president of the NHL’s Atlanta Thrashers. Earlier he was Executive Director/Secretary General of the US Olympic Committee (USOC), receiving the Olympic Order. From 1986-1990, he was Commissioner of the Southeastern Conference and member of the NCAA Executive Committee. His service as a pilot in the U.S. Air Force from 1962-1986 included combat in Vietnam, and earned him the rank of Brigadier General. In 1980, the President named him Permanent Professor at the USAF Academy. He holds a B.S. from The Citadel, and master’s and doctorate degrees from the University of Michigan. Schiller was Vice Chair of the Host Committee of the 2004 Republican National Convention, and was named to the USOC’s Independent Commission by the Senate. He and wife Marcia live in New York City.



### **Linda O. Shaw, North Carolina**

Linda O. Shaw was elected Guilford County Commissioner in 1998 and is presently running for her third term. She has served as Republican National Committeewoman since 1992. She was elected to the Office of the Secretary for the Republican National Committee and served six years. At the request of then-Governor George W. Bush, Republican Presidential nominee, she served as Secretary of the Republican National Convention in 2000. She serves on the Board of Directors for the American Red Cross, the Metro YMCA, the Greensboro Economic Development Partnership, the Heart of the Triad (Economic Development) and the Greensboro Regional Committee on Economic Development. She is a former member of the NC Museum of Art’s Board of Trustees, the Greensboro Convention and Visitors Bureau, the Greensboro Library Board and the Guilford County Board of Health. Linda and husband Bob (former NC State Senator) are in the restaurant business. She has two children and two grandsons.



### **Stanley E. Taylor, Virginia**

As Vice President for Metropolitan Relations at George Mason University (GMU), Mr. Taylor handles administrative and academic oversight, development, coordination and implementation of policy and academic programs for the Arlington Campus. The liaison to federal and local government, private, and non-profit entities, he secures support for academic, internship, partnership and research programs; helps GMU’s administration and academic programs craft international initiatives; and directs media outreach with the University Relations office. Professional, business and civic commitments include service on the Boards of Directors of the Alexandria Chamber of Commerce, the Alexandria Education Partnership, the Arlington Chamber of Commerce (Immediate Past Chairman), Leadership Greater Washington (Chair, Strategic Planning Committee); BB&T Bank, and the Washington Region for Justice and Inclusion, as well as the Jack Kent Cooke Foundation’s Undergraduate Scholarship Review Board, and the International Foundation for Research in Experimental Economics’ Advisory Board.



**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, CEO 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.



### *The 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, the “Presidential Scholars Association”; 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.presidentialscholars.org](http://www.presidentialscholars.org).



**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 2006

Dear Presidential Scholars:

It is a pleasure to represent my fellow members on the Board of Directors, our generous donors, and over 5,000 Presidential Scholar Alumni in congratulating you on your great accomplishments. Your keen pursuit of excellence has won you national recognition as students, artists, leaders and citizens. For over four decades, the Presidential Scholars Program has helped tell the good news about American education, shown the heights to which our Nation's youth can rise, and motivated new generations of young people to dream and to achieve.

Since 1989, this Foundation has proudly partnered with the White House Commission to honor some of America's best and brightest high school seniors. We raise funds from public and private sources to make National Recognition Week possible, and offer other benefits for current and past Scholars. We serve as your gateway to the Presidential Scholars community; offer a way for you to continue the friendships forged during National Recognition Week; and connect you with a network of like-minded, results-oriented people who have also received the Presidential medallion. I hope you'll stay in touch and become an active member of the Presidential Scholars Association.

The Foundation and the Presidential Scholars Association have laid out an ambitious 10-year plan to take us to the program's 50<sup>th</sup> anniversary in 2014. We aim to have a \$1 million endowment in place by the time we reach that milestone, and we hope you and your families will join us as we press toward this goal. Your support will help ensure that this unique honor is available for future generations of Scholars! To learn more, please visit our website at: [www.presidentialscholars.org](http://www.presidentialscholars.org).

We're very proud of each and every one of you. You represent our country's proudest hopes for the future and inspire our confidence in the continued progress and increased prosperity of our world.

Best Wishes,

James E. Farmer  
President

332 Dorset Court • Doylestown, PA 18901 • [www.presidentialscholars.org](http://www.presidentialscholars.org)

A non-profit, 501(c) 3 corporation • Tax ID #23-2513824

*Members of the Foundation's  
Board of Directors*

- James E. Farmer, 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



BOARD OF DIRECTORS

James E. Farmer  
*President*

Matthew T. Anestis  
*Vice President for Alumni Relations*

Sanford C. Nemitz  
*Treasurer*

Linda K. Graves

Scott A. Bundgaard

Michael A. Galiazzo

### *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, that same year the Foundation's Alumni Relations Committee turned its attention to growing the Presidential Scholars Association, with the goal of engaging our distinguished alumni community in enhancing and sustaining this singular recognition program. The Association'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. Already this outreach has resulted in successful Scholar reunions in Boston and Chicago; ongoing efforts to identify Class Chairs for the years 1964-present; development of distinguished alumni profiles and other enhancements to the Foundation's website; substantial fundraising among the parent and Scholar community in support of the program's continued growth and success; and increased participation and presentations by Alumni during this year's recognition events. We warmly invite the 2006 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@presidentialscholars.org](mailto:MAnestis@presidentialscholars.org).

### *The National Foundation for Advancement in the Arts*

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

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

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

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

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



June 2006

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.

My three year term as NFAA's Chairman ends on June 30. I will remember these three amazing years working closely with the Commission on Presidential Scholars to identify America's most promising and talented high school seniors as a deeply fulfilling and gratifying period in my life.

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





**Melissa Apostolides**  
Executive Director



**Aba Kumi**  
Program Coordinator



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



**Townsend Wells**  
Executive Advisor, 2004 Scholar (CT), Junior, Princeton University. Major: English.



**Emily Ames-Ledbetter**  
Advisor, 2005 Scholar (MD) Sophomore, Wheaton College. Major: Undeclared.



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



**Hannah Baker**  
Advisor, 2005 Scholar (ID) Sophomore, Williams College. Major: Chinese.

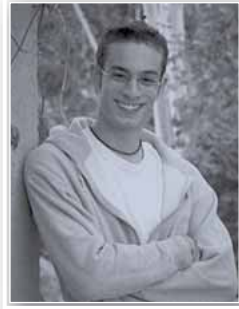


**Nicholas Burjek**  
Advisor, 2004 Scholar (IL) Junior, Vanderbilt University. Major: Biomedical Engineering.



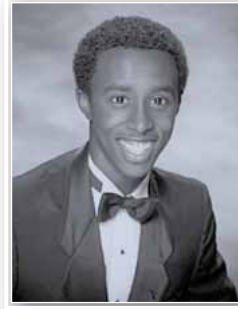
**Michael Chen**

Advisor, 2002 Scholar (NM)  
BA, Yale University.  
Major: Psychology.



**Joel Englander**

Advisor, 2003 Scholar (CO)  
Senior, Stanford University.  
Major: Symbolic Systems.



**Abdullahi (Abdi) Farah**

Advisor, 2005 Scholar (MD)  
Sophomore, University of  
Pennsylvania. Major: Undeclared.



**Ke Ji**

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



**Keith Nunziata**

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



**Kimberly Popendorf**

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



**Anna Swenson**

Advisor, 2004 Scholar (ND)  
Junior, Harvard University.  
Major: Classics.



**Uma Tadepalli**

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



**Christina Wagner**

Advisor, 2005 Scholar (MN)  
Sophomore, Grinnell College.  
Major: Undeclared.



**Rena Xu**

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











