

2008 PRESIDENTIAL SCHOLARS



2008

PRESIDENTIAL SCHOLARS PROGRAM

NATIONAL RECOGNITION WEEK

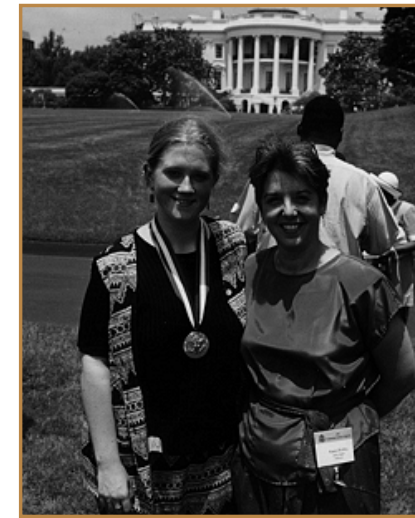
June 21 – June 24, 2008

National Recognition Week and the 2008 Yearbook are Sponsored by:

GMAC Financial Services

2008 PRESIDENTIAL SCHOLARS 1964-2008

44 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-three 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 Dean Rusk, Astronaut Alan B. Shepard, Jr., 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.

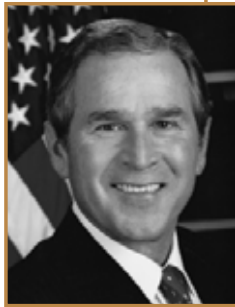
The year 1994 saw the publication of a working paper by the American Association for Gifted Children, entitled "The Presidential Scholars: A Portrait of Talent and its Development." This study indicated that the support of parents and family members, and the encouragement of teachers were important factors 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 29, 2008

Congratulations to the 2008 Presidential Scholars.

Since 1964, exceptional high school seniors like you have been given this award for merit in scholarship, creative pursuits, and service. You are some of America's most promising students, excelling in both academics and as leaders in your community, and you join a distinguished group of Presidential Scholars who have gone on to successful careers in business, science, the arts, and public service.

I commend you for your hard work and commitment and for making the right choices to achieve your goals. I encourage you to continue using your talents to help other people and set a good example for your generation. I also applaud your parents and teachers for setting high standards and helping to build a foundation for success.

Mrs. Bush and I send our best wishes on this special occasion.

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



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

June 2008

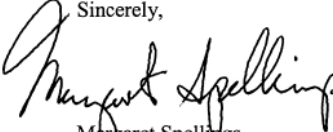
Dear Presidential Scholars:

Congratulations, and welcome to the Presidential Scholars class of 2008! This award is a recognition of all you have achieved thus far and a challenge to pursue even higher results.

President George W. Bush has said, "There's nothing more American than ensuring that all our children have the chance to realize their fullest potential and their highest dreams." With the improvements brought about by the No Child Left Behind Act, and through the Presidential Scholars Program and other efforts to honor excellence in education, our nation has been able to celebrate many success stories. Our students are doing better than ever before, but we cannot and will not rest until all our children can succeed, free of what the President has denounced as "the soft bigotry of low expectations." The hope, dedication, and achievement that you exemplify reflect this Administration's vision for every child in America.

The President and I thank your families, schools, and communities for all they have done to introduce high standards of scholarship and character and to inspire you to reach them. I encourage you to continue to reach for the highest levels of citizenship and learning. Our nation will look to you and your peers to lead the advances that will bring increasing freedom, safety, and prosperity to the world of the 21st century.

I wish you much success in the years to come.

Sincerely,

 Margaret Spellings

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.



UNITED STATES DEPARTMENT OF EDUCATION
THE COMMISSION ON PRESIDENTIAL SCHOLARS

May 6, 2008



The White House Commission on Presidential Scholars has now stood for excellence in American education and the unlimited capacity of our Nation's young people through forty-four years and the Administrations of eight Presidents. Though the members have changed, the Commission's charge has remained the same: to select and honor outstanding graduating U.S. high school seniors for their academic and artistic achievements, volunteerism, and leadership abilities.

The language in the Executive Order that launched this program is as relevant today as it was in 1964, reminding us that "it is necessary in the *national interest* that the Federal Government encourage high attainment by students in secondary schools, both public and private, throughout the Nation, and [that] national recognition of scholastic [and artistic] attainments will tend to enhance the accomplishments of such students generally and their potential after graduation."

As we prepare to entrust this mission and this vital national interest in the success of all of America's youth to a new Commission and a new President next year, it is with special pride that we join President Bush in honoring you, the 2008 Scholars. We hope that your experience in Washington underscores the magnitude of your successes thus far, and provides you with happy and long lasting memories. We also hope that the medallion you receive will motivate you to try ever harder, reach ever farther, and give ever more. All those associated with this program firmly believe that your future efforts will accomplish much for the growth and prosperity of our Nation and our neighbors.

Each of you is a true inspiration for students across the country. My fellow Commissioners and I also extend our congratulations to your families, teachers, and communities, and appreciate all the care and support they have given you. We thank you, Scholars, for the contributions you have already made, and urge each of you to strive to leave a positive mark on history.

Best wishes and good luck!

Sincerely,

A handwritten signature in black ink, appearing to read "Stanley E. Taylor".

Stanley E. Taylor
Chairman

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202-3521
www.ed.gov/programs/psp/index.html

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



GMAC

June 21, 2008

To the 2008 Presidential Scholars:

Congratulations on being selected as a 2008 Presidential Scholar. GMAC Financial Services is proud to join President Bush and the Commission on Presidential Scholars in celebrating your outstanding achievements.

At GMAC Financial Services, our mission is to help people in the United States and around the world make good decisions and realize their dreams through vehicle financing, mortgage lending, real estate services, auto and homeowner insurance and banking. Our goal is to help individuals and in the process enrich communities. Funding community programs that support affordable housing enables us to strengthen communities, and investing in programs that support financial literacy, education and youth development enables us to sustain strong communities.

An essential part of that investment is our long-standing support of the Presidential Scholars Program. You have been selected for this honor because of your strength of mind, depth of character and generosity of heart. While pursuing your goals with energy and perseverance, you have also used your talents to serve others. Your academic, artistic and civic achievements have already added to the success and vitality of your community.

As you embark on a future full of promise and progress remember that, by giving back, you honor the friends and loved ones who helped nurture your dreams and talents. You have the power to touch the lives of others, and I am certain you will harness this power to advance the hope, health and happiness of the human family.

On behalf of all of us at GMAC Financial Services, I urge you to continue making a mark on your community by fulfilling your highest potential, leading with integrity, and always offering a hand of respect, help and encouragement to those you meet. We wish you great success in all your endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read 'Al de Molina', with a horizontal line underneath.

Al de Molina
Chief Executive Officer, 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 farther; our reach 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

**2008
Presidential
Scholars
Benefactors**

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

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Robert A. Gleason, Jr.

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With special appreciation to the
following Commissioners and
their families:

Commissioner Richard Bearden

Commissioner and Mrs. Robert L. King

Commissioner Flo Traywick

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

2008 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 5,500 young people for their scholarship, leadership, character and civic values. Each class holds unfathomable depths of potential, creativity, and dedication to high ideals. On average, each year has a future Rhodes or Marshall 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 2008 represent diverse backgrounds, experiences, and interests, and yet many common qualities unite them. They are devoted to family and heritage; radiate boundless energy and a thirst for learning; selflessly share their spirit, strength and character with their communities, schools, civic groups, and places of worship; champion the rights of others; lead by example; and put into practice their hopes of bettering the world.

By age 17 these amazing young people have already published work in The New York Times and national literary anthologies, released their own CDs, mastered multiple languages, performed at Carnegie Hall, and conducted research at top facilities including the National Institutes of Health and the Massachusetts Institute of Technology. Academic, volunteer, and extracurricular interests have led them across the country

and around the globe, to as far away as China and Uganda. They have issued scholarly papers, won awards in myriad competitions, raised hundreds of thousands of dollars for charity, and earned entry to the finest colleges and universities.

The 2008 Scholars include National Merit Scholars and AP Scholars with Distinction; class officers and student body presidents; Eagle and Girl Scouts; Sunday School and Islamic studies teachers; mission trip leaders; triathletes; family ranchers; Certified Oral Surgery Assistants, West African music specialists; Mt. Kilimanjaro summiters; Habitat for Humanity homebuilders; filmmakers; non-profit youth organization founders; team captains and star athletes in sports from water polo to tennis to powerlifting; Governors’ and Mayors’ honorees; zoo and animal clinic staff; martial arts experts; coaches and mentors in nearly every academic, athletic and artistic discipline; fire department, hospital and senior center volunteers; Youth Symphony section leaders; masters of dance forms from classical Indian, to ballet, to Irish Step; newspaper editors and journalists; GRAMMY™ Foundation jazz choir members; SADD and anti-drug advocates; special education classroom assistants; archeological aides; and teen radio show hosts. From lacrosse to Latin, glassblowing to robotics, astrochemistry to environmental advocacy, they pursue their passions and convictions with joy, precision, and inspiring results.

In honoring these accomplished students, the President of the United States highlights the value to this Nation of our greatest “natural resource”: our youth. By each year turning a national spotlight on these exemplary scholars and leaders, this program aims to convey support for all America’s students and to challenge them all to dare, strive, innovate, and excel. The work of the Commission on Presidential Scholars confirms, on behalf of the President, our deep commitment to a world-class education for all our young people, and affirms education’s power to open doors, liberate potential, and bring dreams to vivid life.



Kirsten C. Adam

Batavia, IA, Fairfield Community High School
College Plans: University of Notre Dame

I treat life like an all-you-can-eat buffet. That is, I enjoy sampling the different outcomes of my actions. Instead of choosing which subject is my favorite, I surround myself with mountains of books from all different concentrations. Instead of deciding which color is my favorite, I clad myself in rainbow-colored attire. Similarly, I am actively involved in a wide variety of activities in and outside of school. Whether I am playing in band, performing a mime, singing in a choir, editing the school newspaper, helping at the church bazaar, or painting a set for the school play, I hungrily devour every glimmer of information I learn and eagerly munch on every happy moment I earn.



Rebecca A. Anderson

Portland, OR, Lincoln High School
College Plans: The Curtis Institute of Music

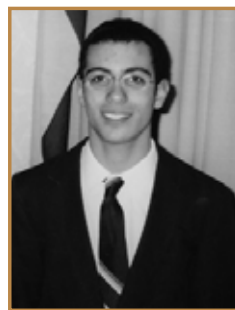
Becky spent much of her childhood running rampant in the forests of Portland, Oregon with her brother, Aaron. In addition to a deep appreciation for the natural world, Becky has developed a love for chemistry and a passion for music. She has decided to pursue a musical career, and most recently was awarded the 2008 NFAA youngARTS Gold Award in Music as well as the bronze medal and the Bach Award at the 2008 Stulberg International String Competition. Becky is dedicated to furthering children's music education by performing benefit concerts for non-profit music organizations, inspired by the belief that the health of a society can be measured by the health of its arts and its arts education. She also enjoys good food, reading, knitting, and traveling. Her current project is desperately trying to learn how to cook before moving to an apartment next year for college.



Kristen E. Arn

Henderson, NV, Green Valley High School
College Plans: Harvard College

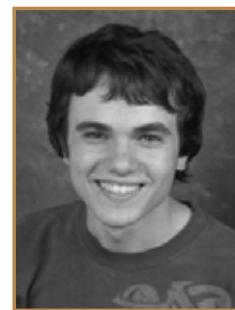
I love being busy. Being involved in school activities and taking part of my school experiences is really important to me and I try to incorporate myself in to school as much as possible. I participate in several sports—volleyball, cross country, and track and field. I am a national qualifier for my school's debate team, serve on student council, and participate in a variety of volunteer activities including Special Olympics, tutoring, and hospital volunteer. Growing up in Las Vegas has been a unique experience and something that I am very grateful for. The place often called the tourist capital of the world is the place that I call home, and the excitement and passion of the people and atmosphere here are incredibly contagious and something I will carry with me for the rest of my life.



Cyrus F. Bahrassa

Little Rock, AR, Central High School
College Plans: Undecided

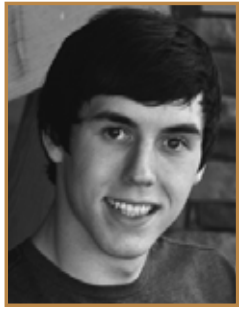
Cyrus is, among other things, Central High's current student body president and a captain of its state-champion Quiz Bowl team. The Zoroastrian son of an Iranian and an Indian, he loves whitewater rafting, flying, and golfing (though he says his game is "frustrating some of the time, depressing most of the time"). Despite pressure to pursue the more conventional routes of medical school or law school, he dreams of becoming a commercial airline pilot, exploring politics for a while, and then settling down as a high school teacher. "I've known for several years now that I want to be a pilot," Cyrus says. "My friends and acquaintances always furrow their brows and give me a look as they wonder aloud, 'A pilot?'. But I have to fulfill my own dreams before I chase anyone else's." No matter what Cyrus does, he hopes to excel in every way possible.



Kelvin H. Bates

Seattle, WA, Lakeside School
College Plans: Undecided

When asked what he wants to do with his life after college, Kelvin replies, "Everything." Kelvin's insatiable curiosity has led him to a diverse array of passions and pursuits, from architecture to chemistry to Broadway musicals, and at this point, he has no idea where his life will take him. He can most likely be found in the lab working late after an organic chemistry class, in a recording studio with his rock band (working on their 3rd CD), on the school stage rehearsing for the upcoming musical (he played the lead in Urinetown this year), or playing cards and board games with friends. He is incapable of being angry, always wears an infectious smile, and harbors an unnatural love for chocolate, maps, and the color orange.



Cameron C. Bean

Mesa, AZ, Mountain View High School

College Plans: Arizona State University

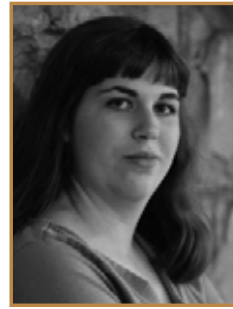
I am on a quest to look at the world around me in a global mindset. I challenge everyone I meet to do so. I admit however, that it is a very difficult task. Often times I find myself in a world of luxurious houses, over-sized meals, and enormous SUVs. Our main concern of the day might be, "Does this shirt match?" But what about the rest of the world? What about outside of the bubble? I know for a fact that the girls in Zimbabwe are more worried about being raped than they are concerned about what to wear. So I ask myself why. Why is the balance so slanted? But after realizing asking "why" does nothing, I've started to ask myself "what can I do about it?" I challenge everyone I meet to do so.



William E. Begley

St. Albans, VT, Essex High School
College Plans: Davidson College

The only thing about life that Will doesn't enjoy is deciding how to allocate his time, which, regrettably, is finite. He sings in his school's Chamber Choir and men's a cappella group; he has played numerous stage roles, including Charlie Brown and Harold Hill; he participates in "We the People" Civics Team and Fed Challenge Economics Team; he is Scholar's Bowl team captain and Classics Club *imperator*. He staves off idleness by trying to teach himself piano, guided in spirit by Billy Joel. He plays baseball for his town team and would play cricket for his town team if it existed. Having lived his whole life in the frozen tundra of northern Vermont, he is looking forward to heading south for college, where people are remarkably friendly and cars start in the winter as a matter of routine.



Sharon E. Beltracchi

Colorado Springs, CO, Liberty High School
College Plans: Stanford University

Sharon enjoys the academic aspect of school so much that she often employs her knowledge and skills outside of the classroom. She has played on a team which took second place in the Colorado 4-A Knowledge Bowl competition, won a silver medal in one of her state-level Science Olympiad events, and won second place in a national Junior Classical League story contest. In addition to her academic pursuits, she devotes much of her time to the performing arts. She has participated in many of her school musicals and plays, building the set as well as performing onstage. In her spare time, she enjoys thinking up stories about dragons and other mythical creatures.



James A. Biondi

Greenwich, CT, Brunswick School
College Plans: Yale University

I come from a family of four boys and I have been going to Brunswick School for fourteen years. I love to act, and I have been in twelve plays in High School (two of which were performed at the Fringe Festival in Edinburgh) and many short films. To support the possibility that I have a sense of humor, I have spent my summers teaching six to eight year-old boys the fundamentals of baseball and instructing Middle School girls on the art of acting. I love to cook, and I am even an amateur aquarist. Baseball runs in my family and I have been playing for as long as I can remember, including stints with the Greenwich American Legion team and my current role as a tri-captain of Brunswick's varsity baseball team. I am an avid New York Mets fan and a lover of Spanish literature.



Alice L. Blumenfeld

Albuquerque, NM, Albuquerque Academy
College Plans: New York University

Throughout high school I divided my time between academics and flamenco, leaving almost no time for anything else. I have been lucky enough to study flamenco at the National Conservatory of Flamenco Arts, where I have received the most in depth instruction from the Encinias family. Without their school, I never would have become the dancer that I am today. For four years I have performed in Alma Flamenca as a soloist, and I am also an apprentice in Yjastros: The American Flamenco Repertory Company. Along with rehearsals for these two companies, I take classes at the Conservatory every day. At youngArts Week, I merited a Silver Award in dance. In academics, I have been equally successful and will be graduating cum laude. The liberal arts and flamenco are my two passions, and I could never live without one or the other.



Riley K. Brewer

Ringling, MT, White Sulphur Springs High School
College Plans: Montana State University, Bozeman

I was raised on my family's ranch near a town called Ringling. While attending school in White Sulphur Springs I was president of the student body, my class, my Business Professionals of America club, National Honor Society and my 4-H club. I also participated in AIM Higher, Skills USA, and debate. When I'm not working on the ranch, I like to hunt, fish, and golf, although my favorite past time is hanging out with my friends.



Jared T. Bruton

Duchesne, UT, Duchesne High School
College Plans: Brigham Young University

Intelligent, well-rounded, kind, service oriented. Football player, weightlifter, hurdler. Piano, guitar, cornet player, rock band member, bass singer. Lover of sore muscles, sleep, food, milk, tests, challenges, and girls. Eagle Scout, church pianist, church choir member, FBLA nerd, drama geek. Native Utahn, lover of the cold and dry. Small-town boy, fix-it man, and bookworm. TV-free, technology buff, computer guy. My motto for life is "Take it one hurdle at a time, and it'll turn out okay."



John G. Burford

Shreveport, LA, Caddo Parish Magnet High School
College Plans: Princeton University

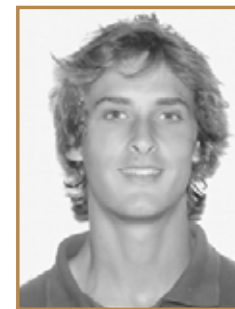
I want to be everything. When I was little, I would play outside our house in rural Louisiana for hours, pretending to be Anakin, Gandalf, or William Wallace. I guess you could say I had the imagination equivalent of ADD. I have been President of Teenage Republicans, founder of the public service club SOS which focuses on peer tutoring and urban clean-up, and Varsity Quiz Bowl Captain. I have helped birth a calf and have won cello competitions. I am a lifeguard, a would-be novelist, and an excellent armadillo catcher. I am one of probably three people I know who loves Ayn Rand. In my free time, I hang out with my friends, date, and practice being terrible at both Super Smash Bros. and Halo 3. When I grow up, I would like to go into a profession that I love and make a lot of money. I am currently taking suggestions; if you have any ideas, you have my number.



Olivia J. Burke

Barrington, RI, Barrington High School
College Plans: Columbia University

Olivia Joe Burke lives in the Ocean State with her parents, her sister, and her hamster Princess Pretty Pants, who ironically does not wear pants. She loves riding her bike, eating granola, ballet, puddle hopping, and the smell of old books. She is the proud President of the BHS Environmental Club, and has a habit of collecting litter and saving bugs wherever she goes. She is also the President of the French Club and having grown up in her parents' tiny French restaurant, she has a love for cooking and language. She loves meeting new people and is involved in service both within and outside her community, volunteering in the West Indies, and for organizations like the Global Alliance for Immunizing AIDS, based in Mali, West Africa. Olivia hopes to one day be multilingual and travel the world. She would like to study International Relations and Public Health in college.



Christopher W. Burniske

Honolulu, HI, Punahou School
College Plans: Stanford University

Carpe Diem: seize the day. I learned what that phrase meant as my dad struggled with cancer through my early years of high school. When he passed away, I never lost his influence, but rather, became more inspired because I felt the need to fill the gap he left behind. I now push myself to achieve excellence at an even higher level than before. While I admittedly take pride in my SAT scores or GPA, crafting a flawless vase in glassblowing or gliding down the perfect wave with ease gives me equal pleasure. Since my dad's death I have increasingly realized I now have two lives for whom I need to seize the day, my dad's and mine. Hence, I never pause to waste time; instead I strap on my running shoes and soar. I will pass this passion for excellence on to my children, and we will all seize the day for Dad.



Kirsti A. Campbell

Winchester, VA, John Handley High School

College Plans: The University of Virginia

Kirsti is a scholar who is particularly interested in the sciences and medical research. Outside of school, she loves soccer, Young Life, volunteering at her local hospital, and exploring her Scottish heritage. Kirsti began playing soccer at age five and, in addition to serving as captain of both her high school's varsity team and a local travel team, she volunteers as an assistant coach of a younger team in her travel program. For the past four years, she has been an active participant in Young Life Christian Ministries. Her interest in medical science led her to pursue volunteering at her local hospital, where she has served for the past four summers. Both of Kirsti's parents were raised on the Isle of Barra in the Outer Hebrides of Scotland, and her family vacations there often.



Christina M. Chang

Austin, TX, Westlake High School
College Plans: Princeton University

L-E-I-S-H-M-A-N-I-A-S-I-S. A speller never forgets her winning words. I attribute my passion for language and etymology to my lifetime love of reading. I have been a member of my Spelling and Vocabulary UIL Team almost half my life, and as team captain, I became the 2007 State Champion last spring. Zealous about the foreign language and its intricacies, I founded my school's Spanish Club three years ago, and the scope of our service and cultural appreciation has expanded to touch the hearts of many. A veteran student government officer, I successfully passed major legislation as a Girls State citizen. My roles also include All-Area Percussionist and Drum Captain, Homecoming Princess, co-winner for "Rickoid of the Year" at my science internship program, Research Science Institute.... While the list seems endless, I love my busy life. After testing my career interests in a variety of areas, I have arrived at my goal: to expand the frontiers of science.



Steven M. Chau

Upland, CA, Upland High School
College Plans: Pomona College

Time is my enemy. I want to learn everything. Do everything. Experience everything. I have enriched myself with everything from the sculptures of Boccioni to Nigerian political parties to the proteome of a mouse liver, but the more I learn, the more I realize how little I actually know. This drive to multitask has motivated me to join my school's mock trial team, serve as a Junior Statesmen of America representative, lead as captain of the tennis team, and help patients at the Loma Linda University Medical Center, among countless other passions and activities. For my efforts, I have placed in the top entries of the California State Science Fair, State History Day, and National Merit Scholars. Attending Pomona College on a full scholarship this fall, I aim to study neuroscience before entering the field of anesthesiology as a researcher and physician.



Anne L. Chen

Wellington, FL, Suncoast Community High School
College Plans: University of Miami
Dual-Degree Honors Program in Medicine

An award-winning writer and musician, and an excellent leader with great organizational skills, she dedicates the majority of her community service to nursing homes, playing the piano, serving refreshments and doing crafts. She has worked with Alzheimer's patients in a project called Memory Lane, for which she received the President's Volunteer Gold Level Service Award. In 2008, she was awarded as the Hero in Medicine by the Palm Beach Medical Society. Anne will continue to pursue health care as a profession.



Faye G. Cheng

Hindsdale, IL, Hindsdale Central High School

College Plans: University of Pennsylvania, Wharton School

As a kid, I hated my name. It was different, it was unusual, and it was awkward. However, as I grew older, I eventually came to embrace how unique it was, and it has encouraged me to live up to its individuality. Whether it is through Student Council, KEY Club, or Science Olympiad, I always try to do my best to stand out in the crowd through my leadership, service, and hard work. I am also an avid reader, and I convey this enthusiasm through the Read to Lead organization, of which I am the co-President. In my free time, I like to clean my room, as I find that it physically and metaphorically organizes my life. Although I come from a family of engineers with doctorate degrees, I intend to pursue a business field, once again being myself and being different.

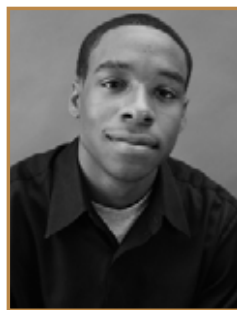


Alexander L. Churchill

Lincoln, NE, Lincoln East High School

College Plans: Stanford University or Massachusetts Institute of Technology

I'm sure there's no way to describe myself in 150 words, but I'll try. I'm a determined, active, and opinionated individual; or, less euphemistically, I'm an argumentative strong-willed person (but a nice one). I am passionate about math and science; in fact, last summer, I performed math research at the Research Science Institute. I love friends, family, music, reading, tennis, and way more than 150 other things. I'm highly politically opinionated (though I'll try to keep those opinions silent around President Bush), and I hope that one day I can actually effect change in America, rather than simply talk about it. From speech to science, I've had a great time in high school, and am now ready to move on to college, where I hope to pursue math and engineering.



Grantham H. Coleman

Missouri City, TX, The High School for Performing & Visual Arts

College Plans: The Juilliard School

I have an insatiable passion for success in everything in which I am a participant. From acting to academics, to actively volunteering, I strive to do my best. As an actor, I believe that a character has to be fully developed as a person, drawing on aspects from all parts of life to bring the character to reality. Attending Juilliard in the fall is a dream, and also a validation of all the hard work I have put in to my craft. I come from a family of educators, who taught me from the very beginning to value educational success as my number one priority. In the classroom, I am as focused as I am on the stage, waiting for the grade instead of the applause to come. I often volunteer at my mother's school, helping provide extra-curricular activities for her prekindergarten students. I also take part in many organizations, ranging from sports clubs to ethnic community groups. Poetry is my second love. I constantly take part in spoken word competition and "open mic nights" at clubs in Houston.



James K. Craft

Mendenhall, MS, St. Andrew's Episcopal School

College Plans: Stanford University

Ever since the fourth grade, I have somehow managed to find a way from my gravel driveway out in rural Mississippi to one of the best schools in the state nearly an hour away. Braving soaring gas costs and spending way too much time on the road, I have learned to appreciate the value of education and have pushed myself to make the most of it. From setting the school tackle record in football to founding the Chess Club, I have been involved in a variety of pursuits at school, including serving as Student Body Vice President in my senior year. Outside the classroom, I love being in the outdoors, playing the guitar, and being involved with my church.



Jara A. Crear

New Orleans, LA, Metairie Park Country Day School

College Plans: Brown University

When I was a little kid, my ultimate goal was to be the person who saved the world. It didn't matter to me that the entire world wasn't in danger; I still wanted to be a great being with the super-human capability to help anyone and everyone in need. Although I've developed a strong interest in sports, my future plans haven't deviated much from my original aspirations. I began competing nationally in Acrobatics Gymnastics at the age of twelve. After winning one silver and two gold medals at National Championships, I was selected as a member of the Junior Olympic National Team. I now compete in Track and Field, which I will continue to do in college. In addition to playing sports, I've been involved in the Greater New Orleans Youth Orchestra as a cellist, performed on a jazz dance team, performed various types of community service, including a month long Spanish immersion community service program in Costa Rica, and enjoy photography.



Ciera K. Cummings

Lihu'e, HI, Kamehameha Secondary School-Kapalama

College Plans: Mills College

Ciera Ku'uleimomi, grammar enthusiast and math nerd extraordinaire, adores finding hidden treasures in libraries and boutiques, continuing the classical piano training she began at age six, and honing her superior culinary skills by cooking for the homeless on weekends. She attributes her excessive enjoyment of life to the myriad of wonders made available to her as a child, which prompted the endless slew of inquiries for which her parents conjured magnificent, thorough explanations. This unconditional encouragement and burgeoning adventurousness enabled Ciera to pursue her love of Mathematics, for which she has received numerous local and national recognitions, including the position of Mu Alpha Theta International Student Delegate President. Upon garnering a fine education and essential experience in the business world, she plans to contribute to the perpetuation of the Bishop Estate legacy, which has provided her such immeasurable opportunities.



Erica E. David

Pinedale, WY, Pinedale High School

College Plans: University of California, Davis

Combination – amalgamation – merger – mix, blend, melding – each word describes my life, a melting pot of science and agriculture that has molded and formed me as an individual. My father, grandson of a homesteading family, introduced me to agriculture, ranching, and the outdoors. All the while, my mother instilled in me a passion for science, teaching me to love the world of questions and answers. Today, I raise, show, and sell over 100 head of sheep, goats, and other livestock, and am engineering novel snow fences designs that are revolutionizing habitat reclamation by utilizing snow as a water supply. I write poetry, swim, and am active in the National FFA Organization. My world is without a doubt unique, yet it is one I would trade with no other.



Douglas D. Dellinger

Overland Park, KS, Blue Valley North High School

College Plans: Duke University

I like to think of myself as a demonstrative leader; not the person on a stage speaking, but the one who leads through action and example, whether in the classroom or in social situations. I also like to think I have a myriad of characteristics that define who I am. I enjoy running and playing ultimate Frisbee to stay in shape during the off seasons of Cross Country and Track. I plan on majoring in biomedical engineering and taking a minor in business. My perfect day consists of playing Frisbee and spending time at a pool followed by a sushi dinner. In my free time I enjoy teaching myself bass guitar and spending time with family and friends. I brainstorm with my friends to find creative ways of entertaining ourselves without substances. I am a classical cellist, a coach for my brother's middle school Science Olympiad team, a scuba diver, a mountain climber, and a good friend. Making a difference in my community through service is important to me.



Daniel L. DeMars

Spartanburg, SC, St. Joseph's Catholic School

College Plans: University of Notre Dame

I want to live an intense, interesting, and meaningful life. This “goal” is the underlying motivation for all the most important choices in my life. It is why I take the challenging and interesting classes at school, why I act in school plays, why I worked as a research intern last summer, and even why I am going to college. But I do not believe that I can reach this aim on my own—I need friends to help me. Thus, even hanging out with friends is motivated by my desire for an intense life. Finally, I take my Catholic faith seriously because of my desire that my life be meaningful. Just being busy could not satisfy me; in fact, it would drive me insane. My faith gives a direction and purpose to my life without which my “goal” would be utterly out of sight.



Jenna M. Devine

Lebanon, NJ, Pingry School

College Plans: Princeton University

Jenna published her first book at age five with crayons and construction paper to the critical acclaim of her kindergarten class. Thirteen years later, she still loves writing and plans to major in English at Princeton University next fall. She has been published in Scholastic's *The Best Teen Writing of 2007* and won two National Gold Key awards for her fiction and poetry. As a winner of the New Jersey High School Poetry Contest, she will read her work at the Geraldine R. Dodge Poetry Festival in September 2008. Jenna also loves theater and dance and can frequently be found acting in her high school's theater productions. She volunteers with a drama program for disabled students and teaches Children's Liturgy at her church. In her free time, Jenna enjoys reading, photography, and wearing out her iPod with marathon dance sessions.



Nancy G. Dietman

Saint Paul, MN, Mounds Park Academy

College Plans: Dartmouth College

Going to a small high school has given me the opportunity to try things that elsewhere might be mutually exclusive. During the fall, I run from cross-country practice to practice debate. I also run track in the spring, but my favorite sport is cross-country skiing. I am grateful to the friend who suggested that it might be fun to spend hours in the cold doing a sport I had never tried, because otherwise I would never have discovered the best way to have fun during a Minnesota winter. In addition to debate, I have spent four years involved in forensics (not the CSI kind) on the speech team at my school, winning a state title in Class A Extemporaneous Speaking as a senior. During the summers I backpack with YMCA Camp Widjiwagan and can't wait to spend the summer hiking through the Brooks Range in Alaska.



Eric I. Dietrich

Portland, OR, Beaverton High School

College Plans: Montana State University Honors Program

Eric is a journalist, outdoorsman, athlete, and scholar. He has spent three years on Beaverton's student newspaper staff, serving as a reporter, news section editor, senior editor and graphic designer. Through his involvement in scouting, he has spent around 250 nights camping, and completed a ten-day backpacking trip in the summer of 2005. In addition to achieving his Eagle Scout rank, Eric served a term as Senior Patrol Leader of his scout troop, and worked for the past two summers as a staff member at Polaris National Youth Leadership Training Camp. Since joining Beaverton's cross-country and track teams his junior year, Eric has competed in four seasons of distance running, and ranks earning a varsity letter among his most important personal achievements. He has also participated in his school's Model United Nations program and is an International Baccalaureate Diploma Candidate.



Senan Ebrahim

San Jose, CA, Harker School
College Plans: Harvard College

Ever since kindergarten, I have always found myself involved in more pursuits than I have time to count. My foremost interest is service: I am currently Senior Class President and Vice President of the National Honor Society, a role I fulfill by planning activities to help cancer patients. I am fascinated by science and research in particular: in addition to leading the Science Bowl Team as Captain, I was awarded the distinctions of Intel Science Talent Search National Semifinalist (2007-2008) and Siemens Competition National Semifinalist (2007-2008) for my research. I love all sorts of sports: I have a black belt in tae kwon do and am currently a varsity swimmer. I am also involved in speech, debate and theater, most recently playing Algernon in Oscar Wilde's *The Importance of Being Earnest*. I hope to eventually merge my dual passions for science and service in the field of medicine.



Eryn Eby

Anchorage, AK, Polaris K-12 School
College Plans: University of Puget Sound

Eryn is dedicated and enthusiastic about everything she does, whether it's practicing a yurchenko for gymnastics, making a speech at the Model United Nations Conference, or spending a summer doing community service in Panama. Eryn sets goals and reaches them, taking advantage of the opportunities that present themselves along the way. Being from Alaska, she loves to explore the outdoors through kayaking, backpacking, and skiing. Traveling internationally and learning about other cultures is her passion, and she plans to keep promoting global issues and solutions. The past few years Eryn has been working with an ophthalmologist to improve iritis treatment. She is highly involved in her school and has helped organize multiple fundraisers. Eryn is always eager to have new experiences and do what she can to help others.



Katie E. Everett

Ann Arbor, MI, Ann Arbor-Huron High School
College Plans: Massachusetts Institute of Technology or Harvard College

Katie loves to swim. A seven-time state finalist, Katie was a captain and team MVP of her high school swim team. When she's not swimming, Katie competes on her school's Academic Games team in games concerning math, logic, grammar, and social studies and has won thirteen Academic Games national championships. An accomplished pianist, Katie has taken piano lessons for twelve years and plans to continue in college. She also enjoys learning foreign languages, including Spanish, French, Latin, Greek, and Chinese. Katie always thought that she would be a doctor, particularly a neurosurgeon, when she grew up. This year, however, she became interested in epidemiology through her research project simulating human papillomavirus vaccination, leading to win a \$50,000 scholarship as the First-Place National Winner of the Young Epidemiology Scholars Competition. She enjoyed this project so much that, after college, she now hopes to earn an MD and a PhD to become a physician researcher.



Kate M. Falkenstien

Lawrence, KS, Lawrence Free State High School
College Plans: Yale University

Kate prides herself on the balance she has achieved in her life between academic and extracurricular achievement and personal fulfillment. She is a talented student who will graduate at the top of her class as a National AP Scholar and National Merit Finalist this spring before moving on to Yale, where she hopes to earn an economics degree and perhaps ultimately attend law school. Kate is passionately involved in speech and debate, having won state tournaments in policy debate and extemporaneous speech as well as serving as the president of her school's Model UN. She is also involved in Young Democrats, the Society of Open-Minded Atheists and Agnostics, and her scholar's bowl team. In spare moments, Kate enjoys baking, tacky and predictable movies, rooting for the KU basketball team, and idly surfing the Internet.



Brianna G. Fitch

Brussels, Belgium, Brussels American High School
College Plans: Wellesley College

Brianna loves to be involved in everything; thanks to her high schools small size, she has done just that the past four years. The class president, Mu Alpha Theta President, National Honor Society President, Soccer and Tennis Captain, she enjoys staying busy and making things happen in the Brussels American community. Hoping to work in the State Department one day in the Middle East, her experience living overseas in Brussels, Belgium, working at the U.S. Mission to the North Atlantic Treaty Organization during the summer, and traveling across Europe, North Africa, and into Asia with her family have been incredible experiences that helped shape her love of international affairs and politics. She loves horseback riding, playing tennis and soccer, and participating in musical theater productions.



Christopher W. Fitzhugh

Peacham, VT,
St. Johnsbury Academy
College Plans: Franklin W. Olin College of Engineering

My life is an impressionist painting. The vibrant hues of mountain biking, Ultimate Frisbee, ice hockey, engineering competitions, and robotics team leadership are arranged unevenly together. Shapes are formed by my past experiences, moving from California to Florida to Texas to my current home of Vermont and having experienced education public and private. All these pieces together, under a framework of loving family and friends, form an image of...well... You have to stare at it sideways ...and upside down... and even then it isn't exactly what you expect. You see a love for tea collecting, yet you also notice a passion for ice hockey, complimenting a silver medal at the International Earth Science Olympiad in 2007. Up, down, left, or right, the image tells of a variety and a curious passion that I continue to live my life for.



Alex Robbins Levy

Still from *Waterlogged*

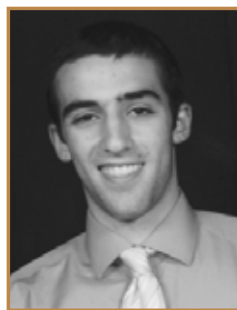


Kelly X. Fox

Windham, NH, Phillips Academy Andover

College Plans: Brown University

In addition to many academic achievements, Kelly has interests that extend over a wide range of activities. She has played varsity basketball during all of her four years at Phillips Academy, becoming the sole team captain her senior year. She also participated in crew for three years at Andover. Kelly has taken an active role in AAU Basketball since the age of eight and has won numerous state and national championships. Kelly is also a National Hoop Shoot Champion and her name is permanently inscribed on a plaque in the Naismith Basketball Hall of Fame. She has been an avid figure skater and snow boarder over the past seven years. She has played the piano for twelve years and the drums for four years. In addition to all her other commitments, Kelly has always found the time to be actively engaged in community service. She has tutored English, math, and science to members of a local French-speaking, Haitian community in addition to working over 100 hours for the Make-A-Wish Foundation as a volunteer event organizer and office worker.



Noah E. Fox

Las Cruces, NM, Las Cruces High School

College Plans: University of Pennsylvania, The Wharton School

Although my expertise is in math and science, my greatest passion since elementary school has been playing basketball. While I have been on a school team since third grade, it has always taken a great amount of effort and determination to successfully compete against others who are taller or stronger than I am. This determination has led me to be chosen as Varsity team captain, and has played a large role in the many math and science competitions I have won, the varied tutoring activities I have engaged in, the volunteer coaching and organizing of our varsity team's involvement with Special Olympics, and my leadership responsibilities in organizations such as National Honor Society, MESA (Math, Engineering, Science Achievement), and The Mayor's Top Teens. Through my experiences I have discovered that I enjoy combining my academic and athletic skills to help others, and I plan to continue contributing throughout my life.

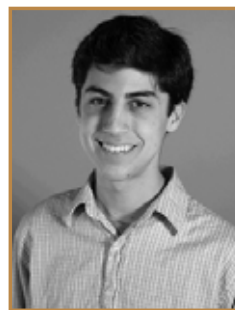


Samuel M. Galler

Boulder, CO, Boulder High School

College Plans: Harvard College

Samuel thrives on his constant enthusiasm, savoring his numerous activities like hors d'oeuvres at a summer garden party. An athlete, actor, musician, teacher, and scholar, he feels privileged to have had the opportunity to be involved in such diverse pursuits. Sam served this year as the current director of a student-run a cappella group, co-captain of the varsity tennis team, and president of his school's top jazz choir. His love for the theatre has led him to play roles such as Bernardo in *West Side Story* and Jesus in *Jesus Christ Superstar*. A chess player, Sam has won the Colorado State Chess Championships seven times, and has taught dozens of local children to enjoy competitive chess. What's more, he loves salsa dancing, playing piano, and reading in the sun.



Julian B. Gewirtz

Hamden, CT, Hopkins School
College Plans: Harvard College

Julian is a scholar and intellectual who strives at all times to connect what he learns to the tangible world. He has studied China and the Chinese language for five years; he has founded an international, teen-run organization, the U.S.-China Youth Forum, to build bridges between Chinese and American teenagers, and traveled to China four times. He has written a book-length manuscript on concepts of the self from the Enlightenment to the present, drawing on a wide range of disciplines; he has attempted to apply his conclusions about what it means to be an individual to his life. Indeed, Julian's greatest goal is to live a life of both unique identity and connection to other people—that is, a life of intellectual, imaginative selfhood and pragmatic, sympathetic humanity.



Luke A. Ginocchio

Clark, NJ, Union County Magnet High School

College Plans: Johns Hopkins University

I love to explore the outdoors and play tennis. Tennis has been my escape for the past four years as I have fallen in love with the sport. At school I've been involved in a variety of clubs, the most interesting being the Robotics Club. As a freshman I was able to travel to Annapolis and Atlanta to compete in the robotics competitions. I also traveled to Italy with my family in the summer of 2006, where I explored Rome, Tuscany, Milan, Venice, Florence, and watched the World Cup games. Over the past summers I have worked as an instructor teaching tennis to children ranging in age from 5 to 14. In my free time I enjoy a good movie or listening to some rock music, especially Led Zeppelin.



Nolan R. Goeken

Spencer, IA, Spencer High School

College Plans: Harvard College

To paraphrase Kipling, thus far in my life I have been able to walk with kings without losing the common touch. I have discussed GMOs and free trade with Nobel Laureates at the World Food Prize Institute, and I have argued on behalf of Peanut Butter Cap'n Crunch in spirited debates with my friends over which breakfast cereal is superior. As a four-year-old, I drew the entire layout of a computer keyboard from memory; today I know the nicknames of all the NCAA Division I basketball teams by heart. I enjoyed working in a childcare program because I knew I was helping build a better future, and I felt instant gratification when I started a school tradition of donning hideous sport coats each Friday. Thanks to my parents, I have developed the self-discipline necessary to finish work that is important to me, as well as the insight to understand that having fun along the way is important, too.



Jamye M. Grant

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

College Plans: Pepperdine University

I have been a performer from birth. I believe that true love and appreciation for my art, incites a desire to learn more. This is what I have tried to accomplish as a theatre student at HSPVA. At school I also seek personal growth through engaging in Advanced Placement courses and numerous extracurricular activities such as the American Leadership Forum, National Honor Society, Business Professionals of America and the Active Black Council, a club I co-founded that focuses on making significant positive changes in the black community. Community is very important to me and for the past two summers I have worked and volunteered at my local community center's youth program. This program, the S.H.A.P.E Community Center's Summer Enrichment Program, is a program that I myself participated in as a child. I was excited to give back and have an impact on children looking for a role model.



Jacinth L. Greywoode

Montgomery, AL, Loveless Academic Magnet Program High School

College Plans: Princeton University

Jacinth Greywoode has striven to approach life with dedication and a positive attitude. Born the youngest of five children, he has constantly pushed himself to shine brilliantly and to achieve his highest potential. Whether in school as a leader and encourager in and out of class, or in his extracurricular activities, where he has diligently honed his musical talent as a pianist, Jacinth holds himself to the highest standards. Jacinth has placed in many piano competitions, including the ACES Competition, AFMC Junior Festival, Boykin Festival, and the Alabama Music Teachers Association and Music Teachers National Association auditions. Since 2006, he has worked as pianist and intern for First Baptist Community Ministries' Nehemiah Center for underprivileged children in Chisholm, Alabama. As a senior at LAMP High School, Jacinth captains many extracurricular teams, namely Scholar's Bowl, Science Bowl, and EnviroBowl, and participates in many activities, including Model United Nations and Forensics.



Alison K. Grubbs

Washington, DC, Woodrow Wilson Senior High School

College Plans: Wesleyan University

An avid writer and backpacker, Alison has attended a public high school in the nation's capital for the past four years. Although she admittedly does not know as much about politics as she should, she has become involved in the student newspaper, volunteered at a hospice home, and petitioned the Chancellor of D.C. Public Schools for the repeal of a controversial anti-violence policy. She has long enjoyed playing classical violin and just recently rediscovered the joys of acting onstage. Alison's future ambition is simply to explore; she is in no rush to grow up too quickly.



Anisha Gulabani

Sammamish, WA, Eastlake High School

College Plans: Harvard College

Anisha Gulabani is a captain and active member of the Eastlake High School speech and debate team. She is a two time national qualifier in Original Oratory, and has won numerous awards in Lincoln Douglass Debate as well. She has a particular interest in women's rights and founded her school's Gender Equality Club as a junior to increase awareness about women's issues. In her free time, she enjoys sleeping, playing tennis (albeit poorly), and indulging in chocolate chip cookies. A true Seattleite at heart, she loves to be outside whenever she can, and she always braves the infamous, omnipresent Seattle rain without a hood or an umbrella.



Katherine A. Gullick

Portland, ME, Cheverus High School
College Plans: Massachusetts Institute of Technology

My world has been shaped by two things: my mother teaching me how to read when I was four and my father taking me sailing since I was one. As captain of both the debate and sailing teams and member of the math team, it is evident that these two loves have been nurtured throughout my life. In 2006, my partner and I won the U.S. Sailing Double Handed National Championship. A third influence, emphasized by my Jesuit education, has been my desire to help others. As the treasurer of the Cheverus Key Club, I helped to organize the assembly and distribution of over 500 Thanksgiving dinners to less fortunate families. In 2007, I traveled to the Dominican Republic to volunteer in a rural orphanage for disabled children. In my free time I enjoy playing guitar and snow skiing, and I am a certified SCUBA diver.



Yasmine A. Hafiz

Paradise Valley, AZ, Xavier College Preparatory
College Plans: Yale University

Yasmine is an avid reader who has memorized her thirteen digit library card number. Born in Kuwait, she is a triple citizen of Pakistan, America, and the United Kingdom, and her international background has greatly contributed to her love of travel. She has co-authored The American Muslim Teenager's Handbook with her mother and brother, an achievement for which she received the Martin Luther King Jr. Living the Dream award from the City of Phoenix Human Relations Commission. The book attempts to dispel stereotypes surrounding Muslims and advocates tolerance and pluralism for all people. Yasmine listens to a wide variety of music and is constantly burning CDs. She has enjoyed being President of the Student Ambassadors Club at her high school and likes watching movies and tie-dyeing in her spare time. Though she has not decided on a definite major or career, she looks forward to the intellectual adventures ahead, both during and after college.



Kacey R. Hauk

River Falls, WI, St. Paul Conservatory for Performing Artists
College Plans: The Juilliard School

Kacey Hauk lives in a small town, River Falls, Wisconsin. She attends St. Paul Conservatory for Performing Artists in the Twin Cities. Kacey has received numerous acknowledgments and scholarships from touring dance conventions and competitions. Kacey finds herself learning and dancing with choreographers including Michele Larkin, Trey Barber, Marcelino Palamino, Abdo Sayegh, Maggie Bergeron, Uri and Toni Sands, Benjamin Johnson, and Karen Rivet. She appeared in Ballet Minnesota's *The Classic Nutcracker* for several years and played the roles of Clara, Porcelain doll, and German doll in addition to others. She has attended intensive dance programs at both the Kirov Academy and the Juilliard School. She is always open to furthering her training and knowledge in dance. Next year Kacey will be attending the Juilliard School in New York City.



Rachel L. Hawkins

Gallatin, TN, Gallatin High School
College Plans: Harvard College

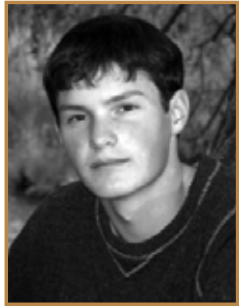
Rachel is a student with a curious mind and a passion to explore and discover the world around her. She is particularly interested in the natural and environmental sciences, as well as law and mathematics. In addition to being an avid reader, Rachel loves music. As a flute player, Rachel has enjoyed band throughout high school, and she also served as the field commander for the award-winning marching band. She is currently a singer and guitarist for the church praise team. In academics, Rachel excelled in Mock Trial competitions, attended Volunteer Girls' State and the Governor's School for Prospective Teachers, and was named a member of the Tennessee All-State Academic Team. She has also pursued opportunities to give back to the community around her by serving as an attorney for the county Teen Court, representing first-time juvenile offenders. One of her long-term goals is to hike the entire Appalachian Trail.



Adriana Hertel-Wulff

Logan, UT, Logan High School
College Plans: California Institute of Technology

Contrary to expectation, Adriana is a nerd. As such, please note the brilliantly staged pose next to Monsieur L'Hôpital, a mathematician usually cursed by calculus students worldwide. During the intense modeling, other tourists at Versailles carried bemused yet rather befuddled expressions at viewing such a fine young lady spending precious time with a cold-hearted (he is marble after all), presumably dead old man. Sadly, though enraptured by the moment, both of the stunningly graceful subjects remained completely oblivious to neighboring historical and architectural wonders. In her spare time, i.e. the few minutes not spent brightening the dreary lives of ancient statues, Adriana often completes her homework in various stimulating courses; begs her horse to please, maybe, possibly elucidate his reasons for joyously rolling in mud directly after undergoing a deep-skin grooming; and participates in the enriching experiences of caterwauling orchestras, physically excruciating ballets, and saving the whales, single-handedly, mind you.

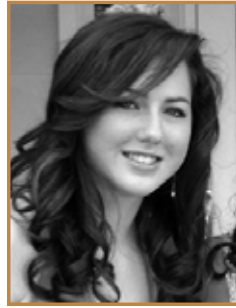


Nickolaus W. Hill

Sheridan, WY, Sheridan High School

College Plans: Harvey Mudd College

I'm the guy that gets involved in everything: two sports, music, work during the school year and the summer, National Honor Society, Future Problem Solving, church on Sundays and Wednesdays, and a heavy class load. I force myself to get things done before I can forget them, and I try to work hard in all that I do. Additionally, I feel like a vanishing breed in this modern world we live in. I'm conservative, Christian, and not politically correct in the slightest sense. That aside, I love to read, I love to watch movies, and there's nothing better than spending time with my friends—I'm just an average guy doing the best that he can.



Kristin J. Hogan

Charlotte, NC, Charlotte Catholic High School

College Plans: Duke University

Originally the shy new girl, I have come a long way since the year I set out to read the entire second grade book shelf in one semester. I still enjoy a good book; however, I find much more time to do other things I love, such as hanging out with my friends, going to the beach with my family, and playing basketball. My goal for this year is to complete a triathlon, for which I have been training for months. In school, I'm president of National Honor Society and involved in the student council. I've played three years of varsity basketball and two years of field hockey and track. I'm interested in organic foods, sustainability, and antibiotic-free meat. After spending the past two summers interning at Compass Group, a foodservice industry, researching these topics, I see myself pursuing something with both business and the environment. I can't wait for college, and I think it will be one of the most rewarding and beneficial experiences of my life!



Michael S. Holland

Hilliard, OH, Hilliard Davidson High School

College Plans: The Ohio State University

At five years old, my mom asked me if I wanted to go downtown to participate in Irish Dance lessons with my cousin. At the time, I really wasn't interested in taking Irish Dance lessons; I was more excited that I would have the opportunity to see my cousin. That in mind, I told my mom that I'd like to go. At five years old, this is the best decision I've made my entire life. Irish Dancing has been and continues to be a huge part of my life; it has taught me more than I can express in words. Over the years as I developed my skill, I have acquired many titles including: 4 times Mid-West Champion, 3 times North American Champion, All Ireland Champion, and 2 times 2nd in the World including 2008. Without Irish Dancing, I wouldn't be the hardworking and dedicated student that I am today.



Kyla D. Horn

Cocoa Beach, FL, Cocoa Beach Junior/Senior High School

College Plans: Harvard College

I am driven to explore. One way I channel this drive is through science. My biological research has led to opportunities such as the Research Science Institute and the Intel International Science and Engineering Fair. I have tested my knowledge on all-star science and academic teams. (I even captained a national champion team!) I am also a National Semifinalist in both the Biology and Chemistry Olympiads. Beyond science, I broaden my horizons through language and literature. I love Shakespeare, and sometimes I even think in iambic pentameter! My appreciation of literature has inspired me to author international award-winning short stories. I also love language itself. I find myself deconstructing words, considering meanings and etymologies of their elements. Memories from my days as a champion speller (National Spelling Bee) reinforce my love of language. I am an International Baccalaureate Diploma Candidate, valedictorian, and voted Most Likely to Succeed by my class.



Jasmine S. Hu

San Jose, CA, Lynbrook High School

College Plans: Stanford University

Jasmine's earliest dream was to be an explorer of the khakis and binocular-toting set. Though her ambitions have taken a turn for the (slightly more) practical, exploring continues to be an integral part of her life. From researching fruit fly genetics, to witnessing urban issues on foot and on Metro, to stalking a flock of feral parrots, Jasmine is insatiably curious about the world around her. She hopes to express this curiosity through her writing, which has received recognition from the National Foundation of Advancement in the Arts as well as Scholastic Art and Writing. Most recently, she was one of five national recipients of Scholastic's Gold Writing Portfolio scholarship. She hopes to eventually pursue a career in journalism. Above all, Jasmine has come to believe in the written word as a powerful vehicle for expression and empathy, and hopes to spend the rest of her life harnessing it.



Zachary K. Hynes

Yarmouth, ME, Yarmouth High School

College Plans: Massachusetts Institute of Technology

A prolific wiffle ball player and an imposing pick-up basketball player at a gargantuan 5' 8", Zach enjoys a wide variety of recreational and academic activities. Serving as captain on the debate team, he qualified, along with his partner, to the National Debate Tournament this past year. Throughout high school, Zach has also been an avid participant in the Math Team and Science Olympiad competitions. A committee chair on the Student Senate, Zach also enjoys working with students and faculty to improve the educational experience at his high school. He aspires to emulate Peckay from Bryce Courtenay's *The Power of One* and *Tandia* and takes great pleasure in watching the Boston Red Sox routinely dominate the competition. Zach is excited to study physics and math and serve as a coxswain on the lightweight crew team at MIT.



Mythili K. Iyer

Kendall Park, NJ, Lawrenceville School

College Plans: California Institute of Technology

I enjoy being as busy as possible without sacrificing quality for quantity. My major interest is playing the flute—I've been learning for 13 years now and plan on continuing in college and beyond. I participate in both my school's orchestras, NJ Regional and All-State Bands, and various wind ensembles. I also teach flute for community service. I am part of my school's Science Olympiad team, co-President of Model UN, Vice President of Masala (an organization of South Asian students), and Associate Director of the Peer Tutoring program. In my free time, I love to spend time with my friends and watch movies.



Alexander R. Johnson

Meridian, ID, Meridian Charter High School

College Plans: Massachusetts Institute of Technology

I love to absorb myself in both the world of the future and the worlds in fiction. Painted throughout these worlds are hints and glimpses at what the world of the present can be molded towards. I fill my time participating in my school's Student Government and Key Club, National Honor Society and SkillsUSA chapters. Last year, I held an internship with Micron Technology, Inc., where I programmed many tools to be used by the group in which I was working. In any spare time I have, I like to read any books I have at my disposal, as well as keep up with several television shows. The thing I look forward to most after high school is being able to see more of the world beyond my home town.



Megan D. Johnson

Rio Rancho, NM, Rio Rancho High School

College Plans: Rice University

Megan is a motivated student who sees a goal and strives to reach it in every way. After doing a self-selected research project for four consecutive years, she represented New Mexico at the International Science and Engineering Fair in 2008. She loves music including singing, playing piano, and playing guitar and has a very close relationship with her dad, mom, and little sister, Meredith. Though she's only lived in two states, Megan loves to travel and hopes to see much more of the world in the next several years. She participated in her school's Academic Decathlon and Science Olympiad teams, was an officer for National Honor Society, and advanced to nationals for the Junior Science and Humanities Symposium. Her most significant interpersonal connections outside of her family lie within her church where she is an active participant in many groups and activities.



Cameron M. Johnstone

Indianapolis, IN, Park Tudor School

College Plans: Harvard College

Cameron enjoys both the sciences and humanities. He captains his school debate and English Academic Super Bowl teams, edits the literary magazine, plays on the tennis team, and serves as vice-president of the economics club. Volunteering has helped Cameron find a focus for his broad intellectual interests. An epidemiology mentorship at the local health department during freshman year sparked his interest in public health. Throughout high school he volunteered at a program providing free health assessments for uninsured Indianapolis youth. Working with families navigating Medicaid for basic medical care brought the national debate on universal health insurance into sharp focus for Cameron. A Telluride Association scholarship for a seminar in St. Louis exploring economically devastated inner-city neighborhoods deepened his concern for finding workable solutions for the urban poor. His senior honors thesis examines current challenges in eradicating age old diseases, such as Syphilis and Tuberculosis, in inner cities. Cameron plans to study Public Health and Urban Planning college.



Jennifer Shiao-Nan Liu

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digital color print

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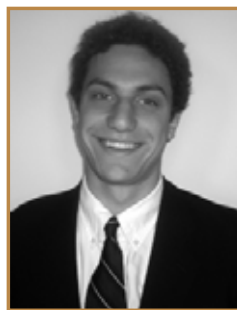


Benjamin R. Kantack

Brookings, SD, Brookings High School

College Plans: University of Nebraska, Lincoln

Benjamin Kantack attends Brookings High School in Brookings, South Dakota. He plans to attend the University of Nebraska-Lincoln in the fall of 2008 and double-major in political science and Spanish. Ben has been active in the Boy Scouts since age 11 and completed his Eagle Scout Project in 2007. He has been involved in music ever since starting piano lessons at age 6, and currently plays piano, guitar, and percussion. He assists at his local church as an altar server, lector, and second grade religious education teacher. Ben has also competed in debate for four years and was the State AA Champion for Lincoln-Douglas Debate in 2008. Ben is a member of the National Honor Society and a National Merit Scholar. He enjoys reading, writing, and spending time with friends in his spare time.



Alexander B. Katz

Exeter, NH, Phillips Exeter Academy

College Plans: Princeton University

I'm from Exeter, New Hampshire, although I've previously lived in a number of other states. I attended Phillips Exeter Academy for four years, where I was elected to the Cum Laude Society. I served as Co-Head of the 196 year-old Daniel Webster Debating Society, Captain & Head of the Academic Team, Co-Head of Peer Tutoring, and as a Peer Counselor. I also competed on the Varsity Lacrosse, Indoor Track, Golf, and Water Polo Teams. I've acted in/co-written/produced several films created by Madman Films, a production troupe we established at Exeter. I am interested in Asian studies—the intricacies and traditions of the region's cultures and the complex issues that modern Asia must address: environmental quality, water stress, access to energy resources, and peaceful coexistence. The flexibility of the Exeter curriculum has enabled me to pursue these interests; I plan to concentrate in Asian studies at the undergraduate level and beyond.



Mark H. Kavesh

Lakeland, FL, Bartow High School International Baccalaureate Program

College Plans: Northwestern University – Honors Program in Medical Education

My name is Mark Kavesh, and I live in Lakeland, Florida. In college, I plan to study chemistry and dream of someday becoming a physician-scientist. Outside of school, my interests include playing the violin in the Florida Symphony Youth Orchestra, volunteering as a trial attorney at Teen Court, and conducting medical research. I also enjoy biking, jogging, and cooking challah French toast for breakfast on Saturday mornings. I am an avid classical music fan; the Paganini Caprices and Bruch Violin Concerto number among my favorite pieces. Becoming a Presidential Scholar holds the significance for me of joining an alliance of activism and solidarity. I believe that education can transcend boundaries, creating opportunities for myself and others to advocate resolutions to the most pressing social dilemmas of our time.



Justin J. Koh

Bakersfield, CA, Stockdale High School

College Plans: University of California, San Diego – Medical Scholars Program

Justin believes that education is the quest for new puzzles and mysteries to solve. Seeking such solutions, Justin participated in the 39th International Chemistry Olympiad in Moscow, Russia as one of four United States representatives, ultimately winning a silver medal. While first and foremost a scientist, he is also a leader, community servant and musician. He serves as his school's student body treasurer, as well as Math Bowl and Science Bowl captain. In this capacity, he also participates in community outreach programs, working to improve the Bakersfield community that has constantly supported him. He performs in local orchestras and enjoys playing violin or guitar as a relaxing way to end the day. In the future, he hopes to pursue a medical degree and join the ranks of other medical researchers hoping to unlock the mysteries leading to longer, richer and happier lives for all.



Nora M. Kovar

Omaha, NE, Duchesne Academy of the Sacred Heart

College Plans: Harvard College

I grew up an avid memorizer, absorbing and regurgitating facts from every source of information available. Teeming with paragraphs from books, digits of pi, and lists of trivia, I supplemented my schoolwork with extra reading and scholastic competitions, including Academic Decathlon, for which I served as co-captain. I have participated in theater for over ten years, recently as Juliet in Romeo and Juliet. My other activities include volunteering, social justice clubs, and Catholic youth organizations. Essentially, I love considering aspects of the human person, whether by reading a neuroscience article, developing a character, or seeking an ethical stance or course of action. My college plans include a major in neurobiology with a minor in philosophy or religious studies. While I will never lose my love for detail, I realize that memorization, no matter its volume, will always lack depth if it does not include creative thought and right use thereof.



Laney E. Kuenzel

Cleveland Heights, OH, Hathaway Brown School

College Plans: Stanford University

Laney is a math-loving, tree-hugging, piano-playing student who has lived in Cleveland Heights for her entire life. She has been a figure skater for thirteen years and a vegetarian for nine. She can solve a Rubik's cube in under a minute, recite 101 digits of pi, and touch her nose with her tongue. She cannot cook or parallel park. The product of a Montessori education, Laney loves the challenge and excitement of all types of research—from surfing Wikipedia to independently studying evolutionary game theory and working in a biomedical engineering lab. Laney also enjoys teaching; she volunteers as a peer tutor at her school and an ESL tutor for Spanish-speaking students in Cleveland Public Schools. At Stanford, she plans to explore math, computer science, physics, and neuroscience. She hopes to eventually become a professor so she can continue teaching and conducting research.

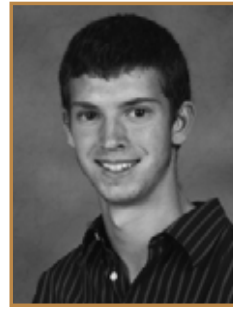


Richard Lan

Morrisville, NC, William G. Enloe Gifted & Talented Magnet High School

College Plans: University of California, Berkeley

Richard is an International Baccalaureate scholar who has tirelessly served his community for years. Having played violin since fifth grade, he nurtures a deep passion for music. In freshman year, he joined the official youth orchestra of the North Carolina symphony, which played at the Governor's inaugural gala the same year. In addition, Richard plays in his school orchestra, where he has served as concertmaster. Through participation in Science Olympiad and Engineering Club, he has medalled in events such as Bottle Rockets and Technology Bowl at state level competitions. He volunteers at the Raleigh Chinese Language School every Saturday, running errands for language teachers and teaching students how to play Chinese Chess. In his senior year, he served as the assistant concertmaster of a local Chinese youth symphony, affirming his strong drive to preserve Chinese culture within the local community. Richard is also a National Merit Scholarship recipient.



John D. Landgraff

Kwajalein, Marshall Islands, Kwajalein Junior-Senior High School

College Plans: University of California, Berkeley

I was born in Sacramento, California, but when I was three years old my family and I moved to the island of Kwajalein. Kwajalein is a United States military base located on the southern tip of the Kwajalein Atoll, a few degrees north of the equator, in the Republic of the Marshall Islands. I swim on a local team and represented the Republic of the Marshall Islands at the 2006 Micronesian Games in Saipan where I won three bronze medals. I like to be outdoors. When I was younger I spent a lot of my weekends and vacations backpacking. In the Marshall Islands I enjoy sailing trips to other islands, and took a five day trip with three other friends last December. I was recently presented the Eagle Scout award by the Chief Scout executive.

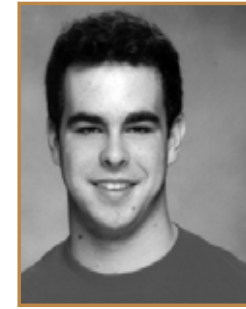


Rebecca M. Lee

South Burlington, VT, South Burlington High School

College Plans: Princeton University

Among other things, I am an athlete, debater, student, friend, sister, and daughter. Sports have always played an important role in my life and I am a proud member of state championship-winning field hockey and lacrosse teams. I discovered debate only a few years ago, but since then, the thrill of expostulation and refutation under pressure has never ceased to fascinate me. Academically, I find politics, international relations, and history to be the most interesting subjects. In my free time, I enjoy taking pictures, listening to music, enjoying nature, and traveling. I recently helped finish construction on a community center in the Dominican Republic, an experience that left me with a desire to continue working in the DR and a profound appreciation for the simple things I had previously taken for granted. Most of all, I love spending time with my friends and family; they are fantastic and fun people.



David A. Levary

Chesterfield, MO, Parkway Central High School

College Plans: Harvard College

I have had the incredible opportunity of traveling around the world (tagging along with my parents) since before I could even walk. Probably my favorite places are Botswana and the Galapagos though that's mainly a function of my love for wildlife. Through these trips, particularly to areas in the developing world, I've become taken with the potential applications of science, especially within the area of biological engineering. Much of my high school career was spent working within this applied science context. Actually, last summer was the first time I didn't travel anywhere exotic but instead went to the Research Science Institute (RSI) where I did some pretty exciting research in protein engineering. Back in St. Louis, I love hiking and when I can alpine skiing and wakeboarding. On normal weekends though, I enjoy simply relaxing with friends, especially when that involves ping-pong.



Alex R. Levy

Lutherville, MD, Carver Center for Arts and Technology
College Plans: Vassar College

For the past five years Alex has been an avid filmmaker—writing, acting, directing, and editing films with his older brother. By now Alex has worked on over twenty-five films, half of which have been his own projects. In addition, Alex has pursued painting, drawing, and sculpture at his high school (a magnet school for the arts), and has studied violin for fourteen years. He believes that new experiences greatly contribute to personal development, and so he searches for adventure. Live to tell stories. He hopes to spend a portion of his career teaching, after becoming a successful independent filmmaker.



Matthew E. Levy

Metairie, LA, Jesuit High School
College Plans: Louisiana State University

Matthew plans to study Animal Sciences next fall working toward entrance into veterinary school. He has volunteered much of his time working for the world-class Audubon Nature Institute while holding steady jobs as a veterinary assistant and IT coordinator for Lakeview Veterinary Hospital. He is heavily involved with service in his school and community as a member of over ten service organizations and as the vice president of his parish's Catholic Youth Organization. In addition, he is also an accomplished musician at piano, trumpet, guitar, and various other instruments. Lastly, he is a veteran rugger, having helped to lead his team to a sixth consecutive state championship this past April.



Grant L. Lin

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

One of my earliest memories is mimicking my parents and older sisters by scribbling algebraic symbols down despite their mysterious meaning. I also remember following woolly mammoths across the pages of David Macaulay's The Way Things Work and being thrilled by new ideas and concepts. From learning DOS commands before I could spell to designing websites for the McKenzie FIRST Robotics team, or from constructing my earliest shadow puppets to experimentally determining the average separation of electrons in a helium atom, my life has been devoted to learning and has been facilitated by an amazingly supportive family environment. In addition to academic pursuits, music performance in violin and piano, taekwondo training, and other extracurricular activities, I have had the joy of participating in service and leadership organizations, serving as the Key Club International President this year, and helping to train and inspire younger members and new leaders.



Lauren R. Lisann

Dix Hills, NY, Half Hollow Hills High School West
College Plans: Yale University

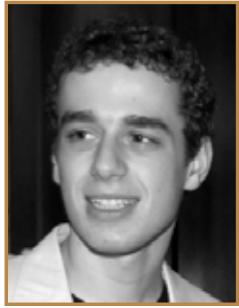
Lauren Rose Lisann can simultaneously be considered a scholar, scientist, artist, and athlete. She is Valedictorian of the Senior class at Half Hollow Hills High School West and has devoted the past several summers to neuroscience research. She has been named a Semifinalist in the Siemens Westinghouse Competition and a Finalist in the Intel Science Talent Search for her research projects. In terms of community service, Lauren is the Captain of Juniors Program at her local fire department. She also loves studio art and beadwork, and can often be found sketching or making jewelry. In terms of athletics, Lauren is a coxswain on her high school crew team and also enjoys jogging and biking. In the future, Lauren plans to major in Cognitive Science at Yale University and eventually become a surgeon.



Jennifer S. Liu

Highland, MD, River Hill High School
College Plans: Maryland Institute College of Art

Jennifer Liu is a seventeen-year old from Highland, Maryland who has recently graduated from River Hill High School. She is planning to attend the Maryland Institute College of Art in Baltimore, Maryland this coming fall. Jennifer began her art making in her early youth, drawing cryptic and bizarre pictures that her parents reluctantly hung on their refrigerator. These early beginnings spurred her interest in experimenting with new ways to express her ideas. From painting and photography, to making music and movies, Jennifer has always taken the initiative to try something new. During her high school career, she found herself having no extracurricular activities so she decided to take art. Many of her latest works include performance-based work using installations created from everyday materials that take reference from her childhood experiences in a suburban hometown. These environments are then documented using photography or video depending on Jennifer's mood.



Ari J. Livne

Mercer Island, WA,
Lakeside School

College Plans: Yale University

Ari Livne's devotion to the piano has led him to study music in New York City while simultaneously attending high school in Seattle. He has garnered numerous awards and frequent recognition in the music world. Highlights include a Gold Award at the youngARTS week sponsored by the National Foundation for Advancement in the Arts, a solo appearance at the Seattle Chamber Music Festival's Emerging Artist, and a recent series of performances with the Seattle Symphony. He has spent his summers studying and performing at the Tel-Hai International Master Classes and the Aspen Music Festival. Also very passionate about academics, Ari is a National Merit Finalist and an AP Scholar with Distinction. In College he hopes to combine music with the study of neuroscience or biology.

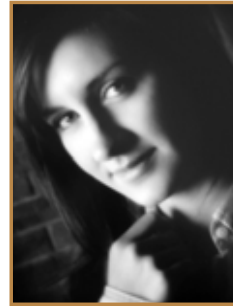


Benjamin B. Lu

Potomac, MD, Richard
Montgomery High School

College Plans: Stanford University

Ben is an aspiring entrepreneur with a patent pending and two scientific research projects under his belt. In addition to his experiences as a finalist in the Siemens Competition and Intel Science Talent Search, he enjoys playing violin, participating in his high school's drama program, and competing in quiz bowl. He values his tenure as a student in the International Baccalaureate (IB) Program at his high school for teaching him to love English and history as much as he loves science, as well as imparting to him valuable work-study skills. Ben is not sure of his future career path, or even his college major, but he has been inspired by the likes of the Google Guys and Jerry Yang to follow his dreams, whatever they may turn out to be.



Emilie M. Lyons

Union, KY, Larry A. Ryle
High School

College Plans: Vanderbilt University

Dorian Gray, Clarissa Dalloway, Daisy Buchanan, Anna Karenina—to me, these are more than just the names of famous protagonists as reading has always been a beloved hobby and endless source of inspiration. With such a love of reading it only seems natural that a love of learning would follow, bringing with it a desire to become involved in school. As the President of our 450 member Future Business Leaders of America chapter, the Historian of National Honor Society, the Secretary of the Speech & Debate team, and the chairman of a service project which raised \$14,000 for the Alzheimer's Association, I have little time to spare. Yet, what time I find goes toward writing, whether an article for the local paper, a nationally recognized editorial, or a published essay. Though, what I strive for most is to create a protagonist of my own, one that may, too, inspire others.



Jenny F. Ma

Morgantown, WV, Morgantown
High School

College Plans: University
of Pennsylvania

Jenny's life is a medley of academic achievements, a passion for science, community service, and rugby. In school and her extracurricular activities, she is always striving to reach her highest potential. She actively participates in several clubs and teams such as the National Honors Society, the Green Initiative Club, and the Math and Science Bowl team, some of which she holds leadership positions in. Outside of class, Jenny pursues her love for science through conducting research in molecular biology at West Virginia University and holding a job as a lab assistant. Academics aside, community service is also very important to her; she has volunteered at a newspaper company in China, helped a research technician at the WVU Neurology department, and taught elementary school students the magic of science through various demonstrations. In athletics, Jenny is a dedicated member of the Mon River Maniac's girls' rugby team.



Reid J. Magdanz

Kotzebue, AK, Kotzebue
High School

College Plans: Yale University

I have lived my entire life among Inupiaq Eskimos in rural Alaska, connected to the rest of the world by only airplane or boat. I love the isolated life and take full advantage of my rural setting by camping, hunting, hiking, boating, and snowmobiling. In town, I collect coins, read, run cross-country, and play city league softball. Every spring, I look forward to visiting my family's log cabin in the Brooks Range, 150 miles from Kotzebue and 20 miles from the nearest village. I also enjoy traveling far from home to see the rest of the world. In college I plan to pursue a degree in Environmental Studies. Afterwards I want to do field research (preferably in an exotic or remote location) and then transition to an environmental policy position in government.



Lindsey P. McCloy

Franklin, TN, Franklin High School
College Plans: Princeton University

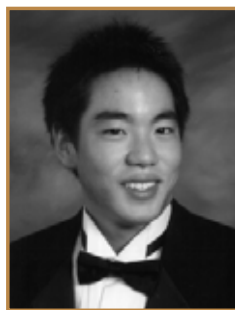
I'm curious, and this curiosity has been the driving force behind my appetite for life. As the daughter of a retired Lieutenant Colonel in the United States Marine Corps, I have lived across the country and traveled around the world, and through those experiences I have learned to appreciate change, adventure, and diversity. During the summer of 2007, I attended the Tennessee Governor's School for Engineering and deepened my passion for invention and innovation, and I plan to study engineering in college. Though I love science and math, I also have a passion for the arts and humanities. I have been heavily involved in vocal music, piano, ballet, and musical theater for many years, and after school, I divide my energy between Model UN and the Science Olympiad team. When I'm not standing right up front at my favorite indie rock band's concert, I spend my time at old record stores, shopping for shoes with my mom, making movies with my brothers, and hanging out at Starbucks with a great group of friends. Thanks to my laptop, my network of friends is nationwide!



Paola Melendez Domínguez

Guaynabo, PR, Academia San Jose High School
College Plans: Cornell University

I have worn many hats throughout my high school years, currently class president; I also presided the oratory club, possess the title of class artist, and am an active member of the French Club and United Nations model. On any given day you could find me engaged in a series of activities ranging from baking cupcakes for a fundraiser, to practicing for oratory competitions, to painting a mural, to playing soccer with the kids at the hospital where I volunteer. I am very fulfilled by all of the activities I participate in, and take great pride in the fact that I have become such a unique individual that no label could accurately describe me. My distinctive personality and character are renown throughout my school; at 5'3" and barely one hundred pounds I take great pleasure in knowing that I have left an evident footprint in my community. Something which I aim to do wherever I go and with whatever endeavor I choose to embark on next.



Dennis F. Meng

Hockessin, DE, Archmere Academy
College Plans: Cornell University

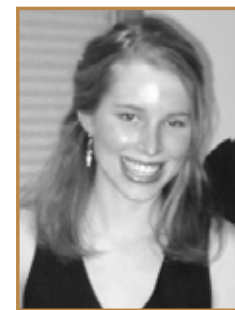
I enjoy a variety of different activities, from breakdancing to playing video games to running cross country and playing different sports. I have run cross country competitively throughout high school, and I hope to run in the Boston Marathon sometime in the next four years. Also, I volunteer pretty regularly at Habitat for Humanity. I like to spend time with my friends on the weekends, and we enjoy going to dinner, movies, and concerts among other things. I enjoy many types of music, including hip-hop, R&B, Asian music, and a cappella. In college, I will be studying engineering and economics. I enjoy playing Ultimate Frisbee, and I hope I will be able to play on Cornell's team.



Alexia S. Miller

Wilmington, DE, Charter School of Wilmington
College Plans: Princeton University

I am overly enthusiastic when it comes to science and math – even, yes even, to the point of being something of a “nerd.” And though I relish the label, I must say that my interests do not stop there. I love to speak French; to chat and spend time with my family and friends, discussing anything from film to philosophy; to sing, dance and act (nowhere near professionally); to write and, most of all, to read. Reading, along with perhaps physics, biology and coffee, is one of my greatest passions. From the first whimsical words of *Alice in Wonderland* to the heady, nearly indecipherable monologues of *Heart of Darkness*, I have yet to find even one book I did not enjoy reading. Hence, though I intend to pursue biophysics and eventually do some intense medical research, I fully expect to continue with my lovely and numerous interests throughout my life.



Shauna Milne-Price

Helena, MT, Helena High School
College Plans: Middlebury College

I am a Montanan who enjoys growing vegetables, walking my pigs, playing the violin, being outdoors, and spending time with my friends and family. Someday I would like to be a marine biologist or a wildlife veterinarian who works to preserve the earth's diversity of plants and animals.



Joanna Drue Mitchell

Self-Portrait 2

charcoal on paper

21.5" x 39"



Alexandria H. Mitchell

Valley Village, CA, Keystone National High School

College Plans: Boston University

Dance has always been my biggest passion. I am currently a member of the RDA Honor Company, South Bay Ballet, under the direction of Diane Lauridsen, Charles Maple, and Alicia Head. In 2007, I had the honor of being a Grand Prize Finalist in The Spotlight Awards at the Dorothy Chandler Music Center in the category of Classical Ballet as well as receiving The Daily Breeze Torrance Performing Arts Consortium “Making a Difference” Award for Outstanding Achievement in the Arts. I was a Finalist Winner in the Dance category at YoungARTS Week 2008 in Miami, Florida. I have attended summer intensives with American Ballet Theater, Miami City Ballet, Royal Academy of Dance, and Kaatsbaan International Dance Center. I am extremely excited to be spending the upcoming summer on scholarship with Boston Ballet.



Joanna D. Mitchell

Shaker Heights, OH, Shaker Heights High School

College Plans: Maryland Institute College of Art

Joanna is your average teen with an exceptional work ethic. Regardless of whether it is touch football in gym class or her next art assignment, she brings passion to the table. It is this quality that she believes has catapulted her into the company of so many talented artists and beautiful people. She has received numerous accolades from the Scholastic Art & Writing Awards at the regional and national levels and more recently a Silver Award from the NFAA youngARTS program. Joanna is active in the performing arts scene at her high school as well – singing and dancing in Chanticleers (a show choir), *A Cappella* Treble Choir, and has served in a variety of roles in the theater department—everything from pit orchestra to leading actor. She is an avid reader and an enthusiastic participant in National History Day—last year as a National Finalist.



Mary J. Murphy

Simpsonville, SC, South Carolina Governor's School for Arts & Humanities

College Plans: New York University – Tisch School for the Arts

Mary has spent the last two years in Greenville studying creative writing. Her work has received recognition from the Scholastics National Art & Writing Awards—three regional gold awards in 2008 for poetry, dramatic script, and personal essay; a national gold medal in 2008 for dramatic script; a national silver medal in 2006 for poetry; and a publication in *The Best Teen Writing of 2006*. She was the recipient of a silver award with the National Foundation for Advancement in the Arts in 2008. She plans to fill her senior summer with work, open fields, train rides, beaches, and music festivals. Though it hasn't always been easy, she has received ample opportunities and plans to continue her writing in the fall with the dramatic writing program at NYU.

“We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.” -T.S. Eliot

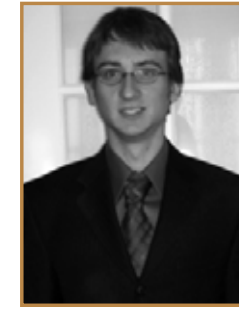


Shawn A. Musgrave

Tucson, AZ, Canyon del Oro High School

College Plans: Undecided

There are two things which Shawn despises above all else: yellow squash and living the same day twice. While a watchful eye and careful vegetable screening can all but eliminate any threat from the former aversion, Shawn must go to considerable lengths to prevent the latter, pursuing a diverse spectrum of interests and adding new ones to the gamut whenever life gets too tame. Shawn is heavily involved in theater both at school and through community groups, and is the defensive captain for his club and school volleyball teams. A National Merit Scholar and AP Scholar with Distinction, Shawn has never had a favorite subject in school and hardly relishes the prospect of having to choose a major. In his virtually nonexistent spare time, Shawn enjoys honing his arsenal of fake accents, hammock-napping, and fabricating intricate backstories for the people next to him at stop lights.



John P. Mussman

Chicago, IL, Northside College Preparatory High School

College Plans: Harvard College

John is an aspiring research scientist planning to concentrate in physics and philosophy. An Eagle Scout and National Merit Scholar, he is Co-President of his school's Latin Club and an active member of the math team and student council. John also performs in musicals and runs cross-country. Last summer, he interned in a medical physics laboratory at the University of Chicago, sponsored by the American Cancer Society to work on a project involving digitalized gastric cancer diagnosis. Most recently, John worked to organize a physics competition for freshmen at his high school. In his spare time, he enjoys studying languages, singing jazz, playing chess, and social dancing.



Alejandra M. Nasser

New York, NY, LaGuardia High School of Music, Art, and Performing Arts

College Plans: Syracuse University

One can say the best things in life are unexpected. From discovering my passion of theater through child's play to overcoming serious obstacles, my life has had its fair amount of doors opening and closing. In the midst of all of this, the one thing I love the most is meeting and working with new people. I received the Harriet Sapperstein Travel Award which allowed me to attend the Oregon Shakespeare Festival's Summer Seminar. Aside from the amount of people who mispronounced my name in two hours, I was overcome by an invigorating feeling of welcoming and discovery. I learned how to advocate the arts and acquired "ill" rhyming skills. I hope to use many of the skills that I have learned throughout my entire life to become a United Nations ambassador. In honor of my mentally disabled brother, I want to create a program that better institutions housing mentally disabled people around the world.

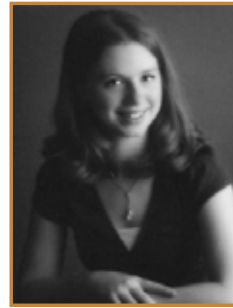


Robert J. Ostrowski

Atlanta, GA, The Westminster Schools

College Plans: Princeton University

Growing up as one of seven children, Robby learned that in order to stand out from the crowd, you must excel in everything you do. Earning a 4.0 while taking a demanding course load, Robby has always made schoolwork a priority. Outside of the classroom, he is captain of the tennis team, and with a personal record of 55-1, Robby has lead his teammates to four state championships. An avid squash player, Robby likes to tell people that his squash team is ranked number one in the South (what he fails to mention though is that his team is the only High school squash team in the South!). A leader both on and off the court, Robby is the Head Service Prefect at school and holds various leadership positions at his church. Excited about college, Robby can't wait to see where life takes him!



Elizabeth M. Otto

Columbus, IN, Columbus North High School

College Plans: Ohio State University

Over the years, my career ambitions have spanned an enormous number of options, some viable, some unattainable, and some merely humorous. I have wanted to be a waitress (age 5), a professional ice-skater (age 8), and an editor (age 11). Eventually, however, I decided that nothing can quite match the magic and grandeur of the night sky, and decided to become a research astronomer. I love sharing my enthusiasm for books, science, and learning with younger students, so the past couple of years I have helped organize a summer science camp for elementary students. I am also co-president of the Science Olympiad chapter at my high school and the advertising manager for the school paper. In my free time, I read, listen to music, play the piano, or enjoy the rare days when Indiana weather is seventy degrees and sunny.



Joseph C. Parra

Boynton Beach, FL, Dreyfoos School of the Arts

College Plans: Maryland Institute College of Art

My visual arts background began when I was accepted into an arts magnet middle school. From there my skills developed and my interest grew. I decided that an art magnet high school would be the perfect choice for me. I wasn't emotionally connected to my work until my sophomore year as I went through a tragic experience that left me separated from reality. Art allowed me to connect once again. I have been involved in many art activities, such as steamroller printmaking, painted clothing fashion show, and I have had my work displayed in many renowned galleries and shows. In my junior year I received the American Visions Award from National Scholastic, and I was also accepted into the Marie Walsh Sharpe Arts summer seminar in which 60 kids are chosen nationally. I was awarded Finalist in NFAA with the Gold Award. I'm going to Maryland Institute College of Art with a full scholarship.



Junyao Peng

Elk Grove, CA, Laguna Creek High School

College Plans: Harvard College

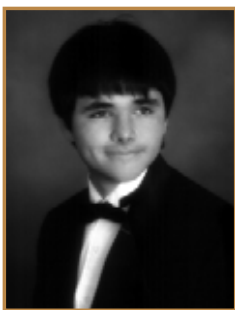
Growing up in Kunming, China, Junyao Peng became fascinated with the piano ever since the day she stepped inside her local music shop and pressed her hands down on the black and white keys. When she was eight years old, Junyao immigrated to the United States, where she lived at the Taliesin School of Architecture founded by Frank Lloyd Wright in Arizona for more than two years. As the only child at Taliesin, she was nurtured and inspired by the students and faculty there. Today, she continues her love affair with the piano and has performed with five symphonies and won state, national, and international piano competitions. In addition to volunteering and giving recitals at local senior homes, Junyao has been the class president at her school for three years and is involved in academic competitions and school clubs. Junyao is a Frank H. Buck Scholar and the recipient of the Goldman Sachs Youth Prize for Excellence in International Education.



Eduardo J. Pérez-Torres

Ponce, PR, Caribbean School
College Plans: Harvard College

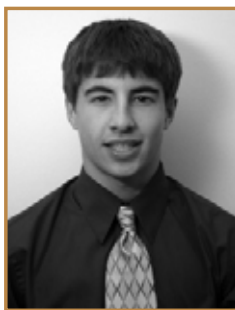
I am proud to be a Puerto Rican. I have won various honors representing my island in international math competitions such as a gold medal in the Iberian-American Juvenile Math Competition and a silver medal in the Central American Math Olympiads. I try to make Puerto Rico a better place through organizations such as the Boy Scouts. This has led me to participate in and organize various activities such as community center renovations and mathematics capacitating workshops that have resulted in the honor of being an Eagle Scout. I am proud to attend Caribbean School. Besides representing my school in various math competitions, I also enjoy playing on its volleyball team and fostering its artistic spirit as an actor in plays such as the musical, *Grease*. I am proud of my family which has taught me to live, love, work, and play. After all, one has to have pride.



Jordan D. Pridgen

Midlothian, VA, Maggie L. Walker Governor's School
College Plans: University of Virginia

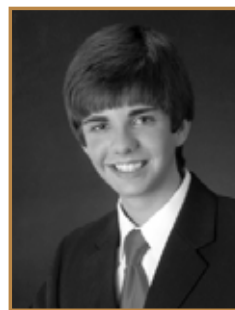
Jordan is passionate about improvisational comedy, directing his high school improv team as well as performing weekly at a professional improvisational comedy club. Jordan's love for entertaining began when he landed the role of the Nutcracker in his 3rd grade play. Since then, he has enjoyed participating in multiple high school theatrical productions, portraying such roles as Thenardier in *Les Misérables* and Lord Polonius in *Hamlet*. An avid reader and amateur filmmaker, Jordan has produced and directed several short films and plans to pursue future film making endeavors. He has also been active in Model UN conferences throughout high school and plans to pursue an academic study of Physics and Psychology in college. Jordan has obtained the rank of Eagle Scout and exemplifies an upstanding moral character in his daily life. His strong intellectual curiosity, his compassionate, moral character and his love of laughter will undoubtedly carry him far.



Collin A. Rees

Kearney, NE, Kearney High School
College Plans: Harvard College

Collin enjoys not only being a scholar-athlete, but also being a scholar-athlete-musician-outdoorsman-perfectionist. An active member of the cross country, wrestling, and track and field teams at his school, he is also a leader in the marching band and the captain of the Academic Competition Team. As an Eagle Scout, Collin has been fortunate to pursue his loves of travel and the outdoors through camping, backpacking, and canoeing trips to various corners of the globe. An avid runner, reader, and rock climber, he spends his free time devouring books, devouring food, spending time with friends, and volunteering for local youth sports organizations. Collin loves classic rock, jazz, and classical music and detests most other kinds. Forever a student of the mind, Collin approaches life knowing that one should never feel as if there is nothing left to learn.



Grant N. Remmen

Detroit Lakes, MN, Detroit Lakes High School
College Plans: University of Minnesota – Institute of Technology Honors Program

Grant is very committed to excellence and academic achievement, but is also involved in music activities and his community. Grant, a National Merit Finalist, represented his state at the American Legion National High School Oratorical Contest. A member of the Student Council and National Honor Society, and the top student in his class, Grant is a leader at his high school. Grant is passionate about mathematics and has earned awards at various regional mathematics competitions. Grant loves music and performing, whether singing or playing the trumpet or piano! He participates in several bands and choirs. Grant enjoys theatrical productions and has performed in numerous high school plays and musicals, including roles as the French candlestick Lumiere, a Chinese henchman, a pirate, and a Nubian slave. Grant serves his community through participation in many volunteer organizations; he is especially fond of helping the literacy outreach program in local elementary schools.



Anastasia N. Roda

Lancaster, PA, Lancaster Catholic High School
College Plans: Harvard College

Anastasia is a scholar athlete. She will be playing field hockey for the Harvard Crimson in the fall and played field hockey and soccer in high school. In high school, one of her passions was scientific research. Her research involves water and water quality, including three years studying the impact of the country's oldest operating nuclear reactor on the waters and sediment surrounding the reactor. Her research was recognized when she was named a 2008 Intel STS Finalist and a winner of the American Museum of Natural History contest. She is active in Mock Trial competition, Quiz Bowl and student government. She is an active outdoorswoman, and last summer summited Mt. Rysy, in the Tatra Mountains, (2499 meters), the highest peak in Poland. She was recognized as a 2007 Nestles Best in Youth winner for her environmental work.



Michael B. Sagan

Reston, VA, Herndon High School
College Plans: University of Virginia

As a toddler in Los Angeles, Michael dreamt of becoming a “car wash guy.” Although he has resigned himself to a more pedestrian desk job, Michael still possess the same sense of adventure as he did as a three-year-old hunting garibaldi in the Redondo Beech marina. Michael enjoys the outdoors and looks forward to attending school in Charlottesville, Virginia, in close proximity to his favorite hiking trail on Old Rag in Shenandoah National Park. Additionally, Michael is a competitive swimmer who, in his time as a coach and elementary school tutor has come to love to share his enthusiasm for his activities and academics with those younger than him. Michael is also a lifeguard and was an active member of his high school’s marching band, having served as a horn line captain in his senior year.



Kathryn N. Salkowski

Summerville, SC, Fort Dorchester High School
College Plans: University of Pennsylvania

Kate Salkowski has spent a good portion of her life attempting to balance diverse interests. She refers to her 35 mm camera with terms of endearment, yet has been known to proclaim, “It’s a good day – I have calculus homework!” She knits while she listens to NPR’s Science Friday. In love with languages, business ventures, and mathematical thought, she will be merging these interests next year in Penn’s program in Management and Technology. Throughout high school, Kate has been in theatrical productions, served as the prosecuting attorney for the mock trial team, swam on the varsity team, and enjoyed many early Saturday mornings digging foundations as the President of Habitat for Humanity. Kate loves to laugh, drink coffee, read anything found in print, discuss politics, and eat, all of which she accomplishes with exorbitant zeal.



Ravi N. Sankar

Oviedo, FL, Trinity Preparatory School
College Plans: Stanford University

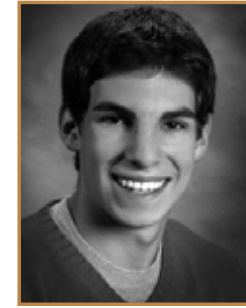
Ravi grew up with Teenage Mutant Ninja Turtles, Scooby Doo, Frodo, and Ender, seeing no difference between the fantasy worlds of animation and the literature he loved. His brother also forced him to read a science textbook in the third grade, noting that Ravi became a nuisance with excessive free time. Ravi excelled across creative/literary and mathematical/scientific disciplines from an early age. By tenth grade he would be taking math classes at a local university. He has also won class awards in English, Latin, history, and science. Ravi is one of the top-ranked Lincoln-Douglas debaters in the country and has placed well at tournaments at Harvard, Yale, the Glenbrooks schools in Chicago, and the Tournament of Champions. He has been recognized at the White House for his volunteer work teaching SAT math. Ravi loves sunshine but not humidity.



Richard J. Saunders

Simsbury, CT, Simsbury High School
College Plans: New England Conservatory

I have had experiences that allowed me to delve into various forms of music, and I intend to piece it all together. My mother taught me to sing harmony to songs on the radio ever since I can remember. Through high school I enjoyed operatic, choral, and eventually jazz and contemporary singing. Jazz was one form of singing that simply worked for me, because it fit my voice and I was able to use what I learned by singing harmony with my mother to create a good performance. Jazz voice allowed me to travel to the GRAMMYS, sing at the North Sea and Monterey Jazz Festivals with the Next Generation Jazz Orchestra, and of course, perform at the Kennedy Center. All of this has given me a taste of the mountain I must climb when I enter the music industry on my own. On my free time, I enjoy bringing together what I have learned musically and academically in the preceding few months, and writing and recording my own songs or albums.



Benjamin M. Schenkel

Allentown, PA, Moravian Academy
College Plans: Yale University

My legal name may be Benjamin Moses Schenkel, but I will usually respond to my portmanteau of a nickname, Benkel, or anything else that friends have creatively dubbed me over the years. While my extracurricular activities are invariably standard fare—newspaper, quiz bowl, debate, XC—some of my noteworthy accomplishments, which I should resist rattling off here, include spending five weeks in Israel as a Bronfman Youth Fellow, squandering what was perhaps the biggest lead ever on Jeopardy!, and once being awarded “Great Team Hero” at the Target where I have worked part-time for nearly three years. Apart from those pursuits, I enjoy playing bridge with the elderly, reading for pleasure whenever I get the chance, coming up with corny puns, and then giggling at said puns about an octave higher than I should. Finally, I credit my successes thus far to a doting mother, supportive school, and the forty milligrams of caffeine found in each can of Sunkist orange soda.



Michael H. Schulson

Chattanooga, TN, Baylor School
College Plans: Yale University

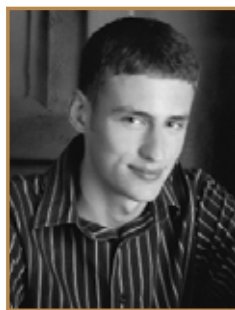
Self-evaluation can be unreliable, so I'll introduce myself through the perceptions of others: my grandmother says I think too much. My sister thinks I'm a bit strange. My physics teacher noted that I danced well at prom. My father calls me a perfectionist. My college applications say I spend time hiking, rock climbing, serving the community, acting as president of the literary society and environmental club, and reading. My mother claims I'm cute, but she is biased. My friends observe that I like to spend a lot of time alone. A personality survey determined that I'm an analytical yet intuitive person. They are probably right, those sources. Personally, I see myself as a thinker, a writer, and a hiker who, although interested in pretty much everything, finds nothing more fascinating than religion, humanity, and nature.



Devany A. Schulz

Davenport, ND, Shanley High School
College Plans: Princeton University

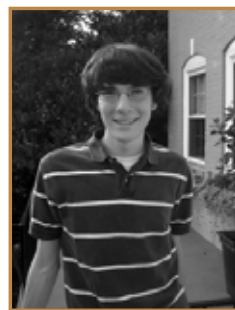
Devany is a student who is recognized as a distinguished student by the North Dakota High School Activities Association. She was recently named the YWCA Young Woman of Tomorrow (15-18). She participated in Girls State and Girls Nation, the 2008 U.S. Senate Youth Program, and student council. She was chair of Cass County Youth Commission, a member of the American Cancer Society Youth Development Committee and participant in the National Federation of High Schools' Leadership Conference. These experiences allowed her to learn how to participate in diversifying society. Devany lives with her mom and dad on the farm where her dad grew up. She has two older brothers: Luke, 23, and Justin, 21. Luke resides in Lake Placid, NY and Justin currently attends school at the United States Naval Academy. She has a goldendoodle named Ike.



Travis J. Serebin

Germantown, WI, Germantown High School
College Plans: University of Wisconsin

If there is one way I hope to be remembered by my peers and community, it is for the ways I have become involved and the relationships that I have built instead of simply GPA and test scores. I have spent countless hours at practices for cross country, marching band, and Destination Imagination. The highlight of my time in high school, however, was helping to organize a Global Slavery Awareness Week that culminated with a 24-hour fast and influenced the entire student body. I found an outlet for my love of service as NHS President and treasurer of my church youth group. In my spare time, I like to stay up on politics and world events through either reputable news sources or The Daily Show. I jump at any opportunity to travel and experience other cultures, including an exchange program last summer in Munich, Germany.



Stephen R. Serene

Washington, DC, The Potomac School
College Plans: Massachusetts Institute of Technology

In addition to his studies, Stephen plays the cello, writes, and runs track and cross-country. Stephen has spent summers at Interlochen Arts Camp in Michigan and the Aspen Music Festival in Colorado. During the year, he is co-principal cellist of the American Youth Philharmonic and a Youth Fellow of the National Symphony Orchestra, and he has performed at the Kennedy Center in Washington, DC, and at Lincoln Center and Carnegie Hall in New York. Stephen also plays chamber music with friends whenever he can. Stephen writes for and edits an independent opinion newspaper at his school, and has been published in *The New York Times* and on TIME.com. Stephen has run throughout high school, winning multiple All-League and All-State awards. He recently ran at the Nike Indoor National Championships.



Daniel P. Sexton

Reno, NV, Damonte Ranch High School
College Plans: California Institute of Technology

My passion for physics came to life when I was just ten years old, as a little grade-schooler, with a glint in my eye and a skip in my step. My teacher showed my class a video on black holes, and I still remember hearing about the singularity, that point where all time stops. I was awestruck, fascinated, enthralled. From that day forward I pushed myself to achieve what I have achieved today. Whether it is classical piano or mountain unicycling, baseball or mathematics, I always dive headfirst into my goals and passions. As I step across the threshold, into a whole new world, I am thankful for my experiences, and my life in Nevada, yet can't wait to live in a place where it is seventy degrees year round.



Joseph Charles Parra

Fatigue

oil, acrylic, colored pencil, charcoal, pencil

38" x 54"



Ruchir F. Shah

Barrington, RI, Barrington High School

College Plans: Rice University

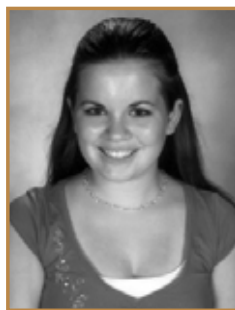
Ruchir Shah is a motivated and energetic student at Barrington High School in Barrington, RI. Next year, he plans to attend Rice University and has absolutely no idea what he wants to major in. In addition to his scholarly work, he is also known for significant procrastination. He has been very involved in numerous activities throughout his school and community, particularly as FBLA (Future Business Leaders of America) State President and Interact Club President. He loves politics and proudly supports Barack Obama (or Ron Paul) for the 2008 Presidential Election. In his free time, Ruchir enjoys reading a good book, hanging out with friends, or playing tennis.



Ishna A. Sharma

Roswell, GA, Roswell High School
College Plans: University of Miami

As a child, Ishna always strived to help others, whether through working with her neighbors to raise money for the local fire department, coordinating an annual summer-time library in her living room for her friends, or starting an American Red Cross chapter at her high school. She aspires to combine this desire to help with her dedication to education to make a positive impact on the world. She has accepted a spot in the Honors Program in Medicine at the University of Miami to facilitate her goal of ultimately working with Doctors without Borders. Ishna is also an avid pianist, violinist, vocalist, and martial artist, and hopes to continue honing her diverse talents.



Alison M. Sheppard

Whitman, MA, Whitman-Hanson Regional High School
College Plans: Massachusetts Institute of Technology

As a kid, I was always shy and reserved, choosing to keep to myself and preferring to read books than to play with the kids in the neighborhood. Growing up, I have realized that I could be spontaneous, fun, and even entertaining, so long as I stepped outside of my comfort level and was not afraid to just be myself. As I have grown, I have become one of the most outgoing people I know, and can easily relate to the majority of the people I encounter. This revelation was surely a result of the experiences I have had throughout my life, and the people who I have encountered as a result. Ranging from my involvement with SADD, to musical performances, and even my part-time job, the people I have met and worked with have truly shaped the person I have become.



Brooke E. Sheppard

Lawton, OK, Eisenhower Senior High School
College Plans: University of Oklahoma

Brooke Sheppard is the daughter of Ernest and Cindy Sheppard of Lawton, Oklahoma. She attends Eisenhower High School in Lawton, and will be attending the University of Oklahoma in the fall, where she will major in International Business and Spanish. Brooke is a National Merit Finalist and Academic All-State Finalist. She is an active member of several clubs in her high school, including Key Club, Spanish Club, National Honor Society, Fellowship of Christian Athletes, and Student Congress. She participates in 2 Varsity sports—swimming and track and field, and has competed in the State Championships in both sports. She is actively involved in First Baptist Church Lawton, and works during the summers as a lifeguard and swim instructor. She lives in Lawton with her parents, two brothers, and one pet dog. Brooke's goals include going to medical school, traveling the world, and becoming fluent in Spanish.



Maria J. Skorey

Yankton, SD, Yankton High School
College Plans: Loyola University, Chicago

My plans have definitely changed over the years. At four I decided to become an opera singer. At eight I was determined to become a nun. By ten I yearned to become a veterinarian, a teacher, and a scientist at NASA. My evolution of career choices reflects my varying passions. I enjoy the creativity of art, the beauty of literature, the conciseness of math, the lessons of history, and the curiosity of science. I adore playing my flute; music is a vital passion in my life. I also spend hours directing and accompanying the Spanish choir at church; service is also my passion. Finally, those countless nights studying for tests and completing assignments and projects cannot be forgotten. Academics—the pursuit of further understanding and appreciating the world—is one of my greatest passions which I plan to continue for the rest of my life.



Alec J. Slatky

Massapequa Park, NY,
Massapequa High School
College Plans: Princeton
University

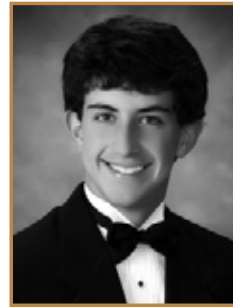
I feel I am a well-rounded person. Academically, I am especially interested in political science, math, and science, and combined those three fields into my science research project about how complex statistical techniques can be used to analyze voters for a more accurate representation of the electorate. The project has won awards at both the local and state levels, and though I never reached the national level, I felt a great deal of personal satisfaction in my work. Outside of the classroom, I captain my school's tennis team and play the saxophone in the marching band, wind ensemble, and jazz band. A steady job was deemed less important than achieving good grades, but I still have worked as a tutor and as a camp counselor, both of which are rewarding because I see kids blossom before my very eyes. It's no coincidence that I want to become a pediatric doctor.



Kellyn N. Smith

Kansas City, MO, Saint
Teresa's Academy
College Plans: University of Tulsa

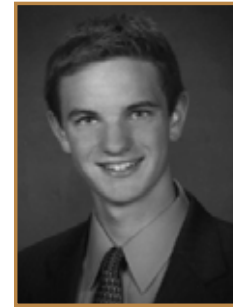
After four years at St. Teresa's Academy, Kellyn plans to study engineering at the University of Tulsa. Kellyn began running competitively at age 6 and has continued to do so ever since, earning multiple varsity letters for cross-country and track during high school. Kellyn is a four-year math team member and was the 2005-2006 Catholic Schools Algebra II national champion. As a member of the yearbook staff, Kellyn has enjoyed exploring her artistic side through photography and page design. She received an honorable mention from National Scholastic Press Association for the 2007 Yearbook Feature Picture of the Year. Kellyn served as a junior and senior class officer and was involved in Peer Helpers. She volunteers at St. Luke's Hospital and St. Joseph's Institute for the Deaf, an oral-auditory school that serves grade school children who use cochlear implants and/or hearing aids.



John J. Squiers

Dallas, TX, Cistercian
Preparatory School
College Plans: Princeton
University

John is happiest when he is busy. Aside from his studies, John participated in three varsity sports: football, baseball, and swimming. He served as Vice-President of the student council and captained both the football and baseball teams. John keeps busy during the summer by interning at the University of Texas Southwestern Medical Center, and is a contributing author of a paper on dysfunction in hypertension which was recently published in a medical journal. John gives back to his community by volunteering as an assistant coach in the MathCounts program at Prince of Peace School. He received the St. Bernard Gold Award, the highest honor that can be bestowed by Cistercian upon a student. John was also recently honored by the Davey O'Brien Foundation as the winner of its 2007 High School Scholarship Award. John plans to study engineering in college and hopes to attend medical school in the future.



Andrew J. Stein

Oxford, MI, Oxford High School
College Plans: Harvard College

I am a diverse and inquisitive individual and my innate curiosity has led me to pursue a wide variety of activities. Whether it is through academics, the arts or athletics, I have found challenges that have caused me to stretch my limits and set new goals for myself. I have been active as captain of Cross-Country, Robotics, and Quiz Bowl teams as well as an officer in the National Honor Society. Activities such as playing my trombone in our school jazz band, performing as the lead in *The Lion, the Witch, and the Wardrobe*, and forming a rock band for the school talent show have nurtured my creativity. While I am extremely involved with extracurricular activities, I truly enjoy everything I do, whether it involves a leisurely game of baseball with old friends or the gut-wrenching thrill of the final seconds of an impossibly close Quiz Bowl match.



Julie M. Swenson

Idaho Falls, ID, Hillcrest
High School
College Plans: Brigham
Young University

I love life's simple pleasures. My pastimes include hiking, jogging, and spending an afternoon reading a novel under the warm sun. Of course, that can only happen the few times Idaho gets a warm summer sun. The fickle weather has granted me the pleasure of celebrating a second place finish in the State High School Soccer Tournament while watching the snow fall. Indoors, I have a thirst for learning and take every chance I get to expand my understanding of literature, physics, and mathematics. I thoroughly enjoyed a recent project studying the aerodynamic capabilities of various rockets. I love music and volunteer my time as a church choir pianist. I enjoy debate and received a Jefferson Cup at the National Forensic League's National Tournament. Most of all, I enjoy teaching and tutoring others, the simple pleasure of knowing that I have helped them to increase their knowledge and grow.



Kenric Tam

Los Altos Hills, CA, Henry M. Gunn High School

College Plans: Harvard College / New England Conservatory Double Degree Program

Kenric made his debut with the Los Angeles Philharmonic at the Walt Disney Concert Hall in 2006. He was the first prizewinner of the 2007 Schimmel International Piano Competition, the 2006 "Individualis" International Music Competition, the 2005 Lennox International Young Artists Competition, the 2003 Stravinsky Awards International Piano Competition, and the second prizewinner of the 2006 Eastman International Piano Competition. Kenric has performed extensively with such symphonies as the Symphony of the Southwest, the Richardson Symphony, the Fremont Symphony, the Peninsula Symphony, and other San Francisco Bay Area orchestras. In 2007, he was the featured soloist touring Eastern Europe with the San Jose Youth Symphony. He has been invited to give solo recitals at the Braunschweig Classix Festival in Germany, the Steinway Society, and the World Piano Pedagogy Conference. Kenric studies piano with Hans Boepple, and plans to pursue degrees in biology and piano.

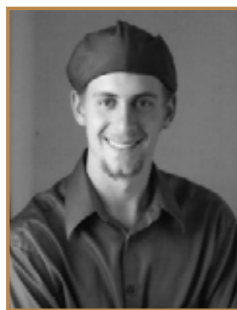


Catherine M. Tang

East Lyme, CT, East Lyme High School

College Plans: University of Pennsylvania

Catherine has always been interested in... well, everything. From academics to music to video games, she finds vast enjoyment in developing an expertise in almost all activities. She has taken advanced level courses in almost every subject area offered in her school and sought out others that weren't offered. First a pianist at a young age, then a violinist, she now serves as the bass section leader for her school and was a member of the 2008 Connecticut All-State Orchestra. She is a National Merit Scholar and an AP Scholar with Distinction. However, her friends and family think less of various recognitions than for her genuine love of living and learning.

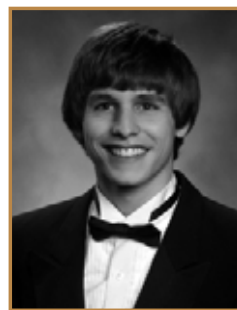


Bryce D. Tellmann

New Salem, ND, New Salem High School

College Plans: Concordia University

Bryce Tellmann was born and raised on a dairy farm north of the rural community of New Salem, where he has lived all his life. Bryce is actively involved in his school, community, and church. He has a flair for the musical, and plays alto saxophone in the Concert Band, sings tenor in the Concert Choir, is a member of his church's choir and bell choir. He has assumed a leading role in the student body, and is the President of both Student Council and National Honor Society. Bryce strives to center his life around Christ and to this end is deeply involved in Lutheran Youth Fellowship and the District Youth Council, on which he is the Christian Growth officer. Bryce writes a weekly column for the local newspaper in which he offers his opinions and views on various topics ranging from the humorous to the very serious.

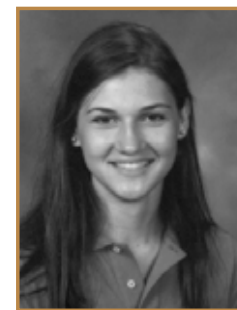


Anthony J. Testa

Wilmington, DE, Charter School of Wilmington

College Plans: Columbia University

Anthony enjoys pursuing diverse interests, achieving distinction in many facets of his life. He complements his goal to excel in his endeavors with his strong commitment to community service. Anthony plans to major in chemistry and minor in music to blend his strong interest in the sciences with his passion for playing the horn. Throughout high school, he was selected for the Delaware All-State Band and All-State Orchestra and performed with the Philadelphia Youth Orchestra, with whom he toured Brazil in 2007. He was a semifinalist in the USA Biology Olympiad and earned first place on the National French Exam. Anthony was captain of the swim team, recently competing at the state championships in which they placed second statewide. He volunteers his time in the community through the Key Club, as well as mentors cognitive and learning-disabled children at a local elementary school and with the Blue-Gold All Star organization.



Jennifer E. Triplett

Ridgeland, MS, St. Andrew's Episcopal School

College Plans: Tulane University

I am Italy. The azure waves, the craggy beaches, the museums filled with priceless masterpieces, the diverse cultures, the breathtaking romance, and the rich history all weave effortlessly together to fabricate the Mediterranean paradise, Italy. From the citrus orchards and Pompeian ruins in the south to the majestic, strikingly pristine Alps in the north, the Italian geography and range of cultures correlate to the diverse experiences and interests of my life. I, like the Italians embody a vast collection of interests, opinions, and beliefs, and embrace my willingness to explore new views and experiences: volleyball, Girlchoir, classics, ice cream, Law & Order, religious studies, New Zealand, family, environmental conservation, high school rock bands, scorching summers, constellations, kitschy décor, Seinfeld, U2, dream catchers, ancient rituals, snow that sticks, and 1989 Volvo station wagons.



Corinne Tu

Pleasanton, CA, Amador Valley High School

College Plans: Harvard College

Born in Paris and fluent in French, Chinese, and English, Corinne is a creative scholar with diverse interests. Due to outstanding academic and extracurricular achievements, she is a National Merit Scholar, a National AP Scholar, and an Elks Most Valuable Student. As School Site Council representative, Corinne has helped implement after-school tutoring to close the achievement gap at her high school. Her extensive marketing research and internship experiences won her 1st and 2nd place for three consecutive years at California State business competitions. As captain of her school's Varsity Dance Team, Corinne has helped bring her community artistic expression. Her many talents and public speaking crowned her Miss Teen San Francisco 2007, which she has used to expand her community service with low-income seniors to the San Francisco Bay Area. Rotary International of Pleasanton named her a 2007 "Outstanding Student with Community Involvement and Academic Achievement."



Matthew G. Tung

Sharon, MA, Sharon High School
College Plans: Harvard College

Matthew is a modern-day Renaissance man who takes pleasure in achieving balance among diverse passions. Academically he pursues biology by working in a research lab at the Harvard School of Public Health. He also enjoys history, philosophy and mathematics. An Olympiad finalist, his love for math is nurtured as captain of his school math team. A musician, he has sung at Boston Symphony Hall twice and enjoys accompanying himself on the piano. Captain of his high school baseball team, he is a pitcher and infielder for an American Legion team each summer. After traveling with the Boston Red Sox to Dominican Republic, which sends used baseball equipment to the D.R. each year, he initiated a baseball glove drive. He is president of the National Honor Society and enjoys playing cards and Ultimate Frisbee. With the support of his loving family and friends he anticipates a future teeming with opportunities.



Jacob S. Vandermeer

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

College Plans: Stanford University

I am a senior at St. Mark's School of Texas interested in the physical sciences. I play tennis and volleyball on my varsity teams, and I also compete in each sport outside of school. Last year, my club tennis team won the state championship, and this year we are vying for a spot in the national competition. Musically, I am involved in orchestra and choir; I am a member of the Greater Dallas Youth Orchestra and the Youth Chorus of Greater Dallas. One of my most memorable experiences has been performing in the Dallas Opera as a member of the children's chorus, but by far my favorite musical activity is composition. Last summer, I volunteered as a Spanish/English translator at North Dallas Shared Ministries, a local agency that provides emergency aid for needy families. In the future, I hope to attend medical school and perhaps conduct research in my field.



Jerry S. Wang

Morgantown, WV, Morgantown High School

College Plans: Massachusetts Institute of Technology

I have always prided myself on being a hard worker. Since I was little, I have watched my parents work to improve our lives from living in a tiny apartment in China to living in a comfortable house in West Virginia. Their efforts inspired me to push myself and try my best at everything I do. I have always been good at academics, however, throughout my life, I have tried to stay well-rounded. I am very active in my community, volunteering as a tutor and assistant MathCounts coach for the local middle school kids and as a group leader for the summer National Youth Sports Program. I played on the Varsity football team, lacrosse team, and on a community league basketball team. I can play violin, piano, and I was on the school drumline for many years. Overall, I feel very fortunate to be in the position I am today. I was very lucky to have a family and community that supported me and look forward to continuing my success.



Bianca A. Williams

Irondale, AL, Jefferson County International Baccalaureate School

College Plans: Auburn University

My experience as an IB student has been very interesting and challenging as well. I have participated in many extracurricular activities and earned many honors, including being named as an Honor Graduate for the class of 2008. Throughout the many sleepless nights I have endured, I have learned to persevere and see my task through to the end no matter how difficult or impossible my task may seem (like writing a 4000 word essay) or how late at night/early in the morning it is. An opportunity that I particularly enjoyed was working in a materials engineering lab at the University of Alabama at Birmingham through a program at my school. Outside of school I enjoy volunteering at my church's daycare. As for my free time, I haven't had any since the 9th grade.



Raymond H. Xi

West Chester, OH, Lakota West High School

College Plans: Yale University

F. Scott Fitzgerald once wrote, “Gatsby believed in the green light, the orgastic future that year by year recedes before us. It eluded us then, but that’s no matter—tomorrow we will run faster, stretch out our arms farther.” Like Gatsby’s hopes, my goals have not come easily. I did not begin a great soccer player; I was not born a natural leader. But in spite of these difficulties, I continued to dream and to endlessly pursue those dreams. I regarded my setbacks not as failures, but as opportunities to do better, to improve upon myself. And today, I proudly stand a State Team soccer player and the president of several extracurricular clubs and teams. Like Gatsby, I “believed in the green light” and chased it. As I look towards the future, it is this principle, more than any other, that will guide my upcoming pursuits.



Victor W. Yang

Lexington, KY, Paul Laurence Dunbar High School

College Plans: Undecided

I’m a kid at heart. A kid who enjoys Harry Potter, cheeseburgers, stargazing, board games, laughing, and friends—a kid who never loses that childhood fascination with the world. When I was younger, I believed that anyone could do anything: become a president, travel the globe, or save the planet. And yes, I’m still following that life mantra, albeit more realistically. Throughout high school, I’ve spent weekends at quiz bowl competitions, led volunteer music gigs in nursing homes, conducted research on treating nicotine addiction, and learned a nice number of things along the way. My interests range from neuroscience to English to music to having a good time, and I plan on all of that in college. Ultimately, whatever I end up doing with my life will involve service to people—helping others find the kid inspiration in themselves.



Anne Z. Ye

Little Rock, AR, Central High School

College Plans: Massachusetts Institute of Technology

“Learn to solve a Rubik’s cube. Learn to spin a pencil. Compose alternate soundtracks for the Harry Potter movies. Learn Java. Start domino toppling. Do lots and lots of math.” This is only a short excerpt from my things-to-do list for this summer. I have the fortunate, albeit sometimes frustrating, tendency to find practically everything fascinating. Whether I am tutoring freshmen, explaining my science fair project to judges, volunteering as a church pianist, or teaching myself calculus, it is my passion for my interests that motivates me to strive to improve. Skeptics remind me of the brevity of summer, but even as I acknowledge the reality check, I am already looking forward to everything I have planned for my years at college and beyond. This is only a bright beginning to an entire life, a life where I can explore more possibilities and dream more dreams. And start a button collection along the way.



Conghua (“Martin”) Ye

Jenks, OK, Jenks High School
College Plans: Harvard College

Conghua and Martin Ye are really two different people. Conghua, thanks to China’s One Child Policy, was a spoiled “Little Emperor” before a transatlantic flight, during which he learned to share crayons with equally-bored plane-mates, transformed him into Martin, who is now an amusing and laidback guy and a proud senior at Jenks High School. At Jenks, Martin involved himself with perhaps too many activities. At times, the student, musician, and athlete within sparred violently as math contests, violin performances, and tennis duels all tried to fit themselves into the boy’s schedule. Having excelled in many of his interests, Martin is very thankful to Jenks and gives his appreciation as a mentor to the middle school’s MathCounts team. In fact, he is so pro-Jenks that he bleeds maroon, the school’s color. Luckily, Martin won’t have to dye his blood too drastically as he will become a Harvard Crimson next fall.



Angela M. Zeng

Menomonee Falls, WI, Sussex Hamilton High School

College Plans: University of Pennsylvania

Angela’s laughter can be heard throughout the halls of Hamilton. Not lacking in strength or abundance, her laughter acts as her personal radar system, allowing any student or faculty member to locate her within moments. Her sense of humor enables her to connect well with the younger students she teaches through Teen Health Crew. This organization allows her to help instruct children in the Milwaukee region on the importance of healthy decisions. Involved in her community and her school, Angela is an avid participant in various activities, including pioneering an Asian Program at her school, which helps increase appreciation of diversity. Incorporating aspects of Hmong and Chinese traditions into an engaging, but educational, script and performing it in front of the whole school presented her with an intimidating, yet rewarding experience. However, in her free time, Angela relaxes by reading books, playing Super Mario Galaxy, and cooking food.



Julie J. Zhu

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

Pause. Pause because that “great” violinist in the subway station might be undiscovered, or a prodigy in disguise. Pause because opportunities drift along every so often like cool breezes on hot summer’s days, and they’re useless if you don’t notice them. I pause, but not as often as I should. I paused after I ran my first Southern Blot as an intern at the National Institutes of Health. I paused after I explained the relationship between wavelength and color to one of my fifth-grade students. I didn’t need to; he understood. I paused today when I was painting Michelle. One more stroke would have ruined the painting. I pause when I cartoon weekly for the Washington Post, when I edit articles as co-editor-in-chief of *Silver Quest*, when I play volleyball, when I think through a math team problem, and when I play piano, badly. I am pausing now, and enjoying it.



Christina Zou

Potomac, MD, Montgomery Blair
High School
College Plans: Harvard College

Growing up in the fluid melting pot of cultures that is the metropolitan Washington D.C. area, I attended the Science, Mathematics, and Computer Science Magnet Program in my high school, where my interests in math and biology were nurtured amid a four-year frenzy of contests, late nights, and energy drinks. A USAMO qualifier, I was actively involved in my school’s math team, and served as its captain during my senior year. Extending my love for science into the realm of “sport”, I played on my school’s Science Bowl and Ocean Science Bowl teams for three years, and was captain of a State Science Bowl winning team in 2007. I also attended the Research Science Institute at MIT, where I investigated a mechanism of implicit learning. Outside the classroom, I’m an enthusiastic piano player, singer, tutor, and self-professed bookworm.



Julie J. Zhu

Seasons of Man
oil on canvas
24" x 18"

2008 Presidential Scholars By State

*Presidential Scholars in the Arts

**Presidential Scholars in both the Academic
and the Arts recognition components

Alabama

Jacinth L. Greywoode
Bianca A. Williams

Alaska

Eryn Eby
Reid J. Magdanz

Americans Abroad

Brianna G. Fitch
John D. Landgraaf

Arizona

Cameron C. Bean
Yasmine A. Hafiz
Shawn A. Musgrave

Arkansas

Cyrus F. Bahrassa
Anne Z. Ye

California

Steven M. Chau
Senan Ebrahim
Jasmine S. Hu*
Justin J. Koh
Alexandria H. Mitchell*
Junyao Peng*
Kenric Tam*
Corinne Tu

Colorado

Sharon E. Beltracchi
Samuel M. Galler

Connecticut

James A. Biondi
Julian B. Gewirtz
Richard J. Saunders*
Catherine M. Tang

Delaware

Dennis F. Meng
Alexia S. Miller
Anthony J. Testa

District of Columbia

Alison K. Grubbs
Stephen R. Serene

Florida

Anne L. Chen
Kyla D. Horn
Mark H. Kavesh
Joseph C. Parra*
Ravi N. Sankar

Georgia

Robert J. Ostrowski
Ishna A. Sharma

Hawaii

Christopher W. Burniske
Ciera K. Cummings

Idaho

Alexander R. Johnson
Julie M. Swenson

Illinois

Faye G. Cheng
John P. Mussman

Indiana

Cameron M. Johnstone
Grant L. Lin
Elizabeth M. Otto

Iowa

Kirsten C. Adam
Nolan R. Goeken

Kansas

Douglas D. Dellinger
Kate M. Falkenstien

Kentucky

Emilie M. Lyons
Victor W. Yang

Louisiana

John G. Burford
Jara A. Crear
Matthew E. Levy

Maine

Katherine A. Gullick
Zachary K. Hynes

Maryland

Alex R. Levy*
Jennifer S. Liu*
Benjamin B. Lu
Julie J. Zhu**
Christina Zou

Massachusetts

Alison M. Sheppard
Matthew G. Tung

Michigan

Katie E. Everett
Andrew J. Stein

Minnesota

Nancy G. Dietman
Grant N. Remmen

Mississippi

James K. Craft
Jennifer E. Triplett

Missouri

David A. Levary
Kellyn N. Smith

Montana

Riley K. Brewer
Shauna Milne-Price

Nebraska

Alexander L. Churchill
Nora M. Kovar
Collin A. Rees

Nevada

Kristen E. Arn
Daniel P. Sexton

New Hampshire

Kelly X. Fox
Alexander B. Katz

New Jersey

Jenna M. Devine*
Luke A. Ginocchio
Mythili K. Iyer

New Mexico

Alice L. Blumenfeld*
Noah E. Fox
Megan D. Johnson

New York

Lauren R. Lisann
Alejandra M. Nasser*
Alec J. Slatky

North Carolina

Kristin J. Hogan
Richard Lan

North Dakota

Devany A. Schulz
Bryce D. Tellmann

Ohio

Michael S. Holland*
Laney E. Kuenzel
Joanna D. Mitchell*
Raymond H. Xi

Oklahoma

Brooke E. Sheppard
Conghua (“Martin”) Ye

Oregon

Rebecca A. Anderson**
Eric I. Dietrich

Pennsylvania

Anastasia N. Roda
Benjamin M. Schenkel

Puerto Rico

Paola Melendez Domínguez
Eduardo J. Perez-Torres

Rhode Island

Olivia J. Burke
Ruchir F. Shah

South Carolina

Daniel L. DeMars
Mary J. Murphy*
Kathryn N. Salkowski

South Dakota

Benjamin R. Kantack
Maria J. Skorey

Tennessee

Rachel L. Hawkins
Lindsey P. McCloy
Michael H. Schulson

Texas

Christina M. Chang
Grantham H. Coleman*
Jamyne M. Grant*
John J. Squiers
Jacob S. Vandermeer

Utah

Jared T. Bruton
Adriana Hertel-Wulff

Vermont

William E. Begley
Christopher W. Fitzhugh
Rebecca M. Lee

Virginia

Kirsti A. Campbell
Jordan D. Pridgen
Michael B. Sagan

Washington

Kelvin H. Bates
Anisha Gulabani
Ari J. Livne*

West Virginia

Jenny F. Ma
Jerry S. Wang

Wisconsin

Kacey R. Hauk*
Travis J. Serebin
Angela M. Zeng

Wyoming

Erica E. David
Nickolaus W. Hill

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.

2008
Presidential
Scholars At Work
in the Community

Olivia Burke, Rhode Island

Her brown wrinkled face smiled up at me as she clasped my hand. Despite the frailty of her stooped frame, her grasp was strong and genuine. She did not say a word; we did not speak the same language, but as she smiled at me I understood her gratitude perfectly. With three of my fellow project members, I had helped to clear her tiny patch of land atop a hill overlooking the ocean on the idyllic but intensely impoverished island of Dominica in the West Indies. Having spent a month on the island, I hardly considered the work hard. It was only light labor, no concrete mixing or trail clearing, and yet she was so grateful. In her eighties with a husband sick in bed, she simply did not have the physical stamina to maintain her gardens and trees. It took us only a morning to finish the work but the warmth in her eyes conveyed her relief and intense appreciation. As she held my hand, I understood the power of simple kindness.

Christopher Burniske, Hawaii

As the helicopter whirs over Kaho'olawe, an uninhabited sacred Hawaiian island, the hardpan surface void of topsoil and native habitats glares at me. I begin to understand the destruction 50,000 goats and 50 years of military bombing incurred on the once flourishing island. Yet, there's hope for Kaho'olawe, because 26 other Hawai'i Youth Conservation Corps (HYCC) members and I are traveling to the restricted island for restoration. Once everyone arrives, we load bales of Pili grass, native A'a'li'i shrubs, and organic soil into trucks, then head east for planting. The work is arduous as we break hardpan with pickaxes, carefully plant A'a'li'i, and surround it with Pili bales for shelter from the harsh wind. As the sun sinks we observe the 500 A'a'li'i and rudimentary water system we constructed, and we all feel hope for Kaho'olawe. Kaho'olawe was one week and 50 hours of service, but the other 5 weeks and 250 hours with HYCC were no different. Whether rebuilding ancient Hawaiian fishponds or maintaining trails in the Waiaanae Mountains, every hour I spent with HYCC I poured into saving the environment. Yet, HYCC gave even more back to me, as I became an expert on Hawaiian plants and developed strong bonds with teenagers from around the islands. My life now revolves around environmental conservation.

Christina Chang, Texas

The patient children of eight hundred families waited in line to ask Santa Claus for a miracle: just one present. Naïvely, I stood in the middle of the only holiday these families would have, trying to grasp the world's blatant unfairness. I winked across the table at a pregnant mother, probably two years younger than I, who waited in line. The fourteen-year-old, carefully holding the bulge in her belly, winked back at me. Innocently, I had come to Any Baby Can to teach, eager to give of my talents. That evening, however, I finally put my own skewed perspective in perspective, and, in my wake, all the Spanish Club members I had led did the same. Our superficial giving, our lighthearted sentiment of charity were now hollow next to the profound awareness we developed. We learned that life is caustic, precious, resilient. I found myself humbled by the truth: the wise are those who bear life's suffering with undying hope in their eyes. I developed a deep understanding of the compelling meaning of service, one that rippled from me to my classmates, and resulted in benefiting our neighboring community. No individual effort on behalf of others is too small to make a difference.

Faye Cheng, Illinois

I was first drawn to the Read to Lead organization at my school because of its emphasis on education. Weekly, Read to Lead organizes groups of high school "mentors" to read individually with elementary school "buddies." Jill, my buddy of four years, was a shy girl originally adopted from China. The first time we read together, she picked out a picture book, and, while she was able to read on her own, she stumbled over some of the words. I did my best to help her sound out the words, and through the years, I have seen her reading progress tremendously. One book that I clearly remember reading with Jill was one that she chose. Entitled [Kids Like Me In China](#), it was a personal account of an eight-year-old child who was adopted from China. As we were reading, I found myself tearing up and wondering how Jill could be so strong as to read about adoptions very similar to hers and not become emotional. Through my experience with Jill, I often wonder about our Read to Lead program: who is doing the reading, and who is doing the leading?

Jenna Devine, New Jersey

Because the arts play a very important role in my life, one of the most rewarding experiences I have had has been volunteering in the ArtsAccess program at the Matheny School in Gladstone, New Jersey. The Matheny School is a residential program for children and adults with multiple disabilities. ArtsAccess aims to give students a chance to express themselves through theater. When I first joined ArtsAccess, I had no idea how the program could work, as most of the students are profoundly disabled and some are completely nonverbal. But within the first hour of volunteering there, I was moved and inspired by the students and the joy they had in performing. As a volunteer, my weekly duties vary. I act as the voice for nonverbal students, play improv games, and act in short scenes. Last year I hosted a Matheny assembly at my school to recruit more volunteers and my drama class performed a play written by a Matheny student. I love working with ArtsAccess because it allows me to share my great love of theater with people who really need a way to express themselves.

Nancy Dietman, Minnesota

I have always enjoyed working with kids and was thrilled this year to find a service project that allowed me to do so. Four days a week, I tutor at a local public elementary school in the middle of the day. Two days a week I work with Mrs. Long's fourth grade class, reading aloud, correcting grammar, and practicing vocabulary with the students. My other time is spent with new immigrants from another class. Ta Tha Hso, Ismaibel and Reyna all spoke almost no English when I first met them. With my limited Spanish and creative hand gestures, we understand each other well enough to have learned shapes, fractions and counting by fives together. Leaving school during lunch to see them has become the highlight of my school day. They make me feel valued: in turn, I give them the consistency they need. When I started referring to them as "my fourth graders", I realized how difficult it will be to leave them next year.

Eric Dietrich, Oregon

When I think of community service, the first images that come to mind are those of physical labor: collecting canned food, picking up litter, planting native plants in local parks. I've come to realize, however, that my impact on my community has been greater in less tangible ways—through people, especially the young men whose lives I've been able to touch with my leadership in the scouting program. It's not the big, flashy fundraisers or social awareness events that have mattered most, I've found, but instead the small, insignificant moments of kindness I've been lucky enough to share with others. I've lost track of the number of times I've shown frustrated groups of 11 year-olds how to build a cooking table from staves and rope, or stopped along a trail to help a struggling young scout adjust his pack. I do remember, however, moments years ago when older scouts did the same for me, and moments when I've watched boys I once guided, now young men, turn to the next generation and repay the favor. And that, I believe, is the essence of what service truly is.

Senan Ebrahim, California

One thing I never imagined myself doing was stuffing massive shipping pallets into a 40' container. Nevertheless, for the past several years, I have done precisely that while volunteering at the Hidayah Foundation, a non-profit organization which provides charity both locally in the Bay Area and internationally via shipping efforts. I began working at the Hidayah warehouse in Milpitas, packing containers with clothes, toys, supplies, and furniture that were being shipped to Pakistan after the devastating Kashmir earthquake. Working at the warehouse, though without a doubt the most physically demanding community service I have ever participated in, was also one of the most rewarding experiences I have had, so I immediately signed on to continue to work there. Eyeing the donation bags piling up in the warehouse for months on end, I and other volunteers at Hidayah did our utmost to get the goods one step closer to needy families overseas. Though those I help through Hidayah live thousands of miles away, every time I seal a container door, I feel the magnitude of the impact I can have even from so far away, and I hope the butterfly effect carries the impact of my service across the world.

Jamye Grant, Texas

The current state of the African-American community is a state of disparity. This disparity is not only economic; it is psychological, sentimental and health related as well. There are minds that cannot be touched and that have been destroyed over time, but our children are Black America's bright hope. When I was four years old, I began attending the S.H.A.P.E community Center's Summer Enrichment Program. S.H.A.P.E. stands for Self Help for African People through Education. The center was opened during the civil rights movement of the sixties and has stood strong since. For the past two summers, I worked and volunteered at this program because of my belief in its mission. No one can rescue my people as quickly and effectively as my people. The children that I meet at the center have such a hunger for love. They may not be the richest, most privileged children but they are some of the happiest I have ever seen. Every morning I would walk in at 8 a.m. and hear a choir of small voices singing out, "Sister Jamye!" filling my heart with love and confirming that I am indeed making a difference.

Jacinth Greywoode, Alabama

During the summer I am part of the Nehemiah Center Program, a team that manages over forty primary school children. We begin each day with breakfast and music time, then provide lunch and various afternoon activities. Some days are club days—Boys Looking Out for the boys and Soul Sisters for the girls. These clubs allow us to teach the children life skills in a small group setting. On Wonderful Wednesday, we go on field trips to locations like the Civil Rights Museum. The bonds I forge with these children draw me back to the Center each summer. Each year I notice a drastic change: the children grow in respect for authority and, more importantly, in respect for themselves. I see that the Nehemiah children only need a chance to express the best that is already within them. I've come to realize that my primary job at the Center is to be an unconditional source of affection and support in the lives of these young children. To know that my input effects a positive change that will make a lasting impact in the children's lives brings me unimaginable joy.

Rachel Hawkins, Tennessee

This past summer, I traveled to a rural county in Virginia with my church youth group to participate in the Appalachian Service Project. We drove many miles into the gorgeous mountains and were greeted by a retired coal miner, his wife, their daughter, and one of the six grandchildren who lived there. The family's decrepit trailer was on one of the most beautiful hillsides I had seen in my life. It was hard to imagine how such poverty and beauty could coexist. We spent many hot, humid hours in the sun, hammering boards, raising walls, and chasing away wasps. But the best part of each day was when the five younger children came home from school. I found that the most rewarding part of the whole trip was the time I spent with those children. They were so starved for attention and love that they begged us to stay and play instead of going back to work. What surprised me the most about last summer was that my trip to Appalachia was not just about repairing homes. I learned that it is far more meaningful to do something small with great love than to do something great without any heart.

Cameron Johnstone, Indiana

As a freshman I applied for an epidemiology mentorship offered by the Indiana Health Department's Division of Disease Surveillance. This sparked an interest in public health, and I spent the following summers volunteering at the state and county health departments. At the state health department, I worked with epidemiologists who manage outbreaks and craft public health policy. My responsibilities included data entry of case reports and assembling training binders for biohazard responses. For the county I worked on Summer Health Assessment Program and Education (SHAPE), which provided free medical screenings to local underprivileged youth. At Project SHAPE I supervised groups of children undergoing health assessments. The second year my role expanded to include managing the paperwork in the dental unit and assisting families in finding follow-up care through Medicaid. Last year I attended a Telluride Association seminary on urban poverty in St. Louis. Much of what we studied relates directly to the entrenched inequalities I observed within my own community at Project SHAPE. These volunteer experiences taught me the personal rewards of helping others, and about the daunting challenge of providing equitable health care to all Americans. In college I plan to study Public Health and Urban Planning.

Mark Kavesh, Florida

For the past four years, I have served as a trial attorney both for the defense and prosecution at Polk County Teen Court. Speaking with defendants about the circumstances of their actions has compelled me to ponder not only our legal system but how our relationships and values influence the decisions we make. For example, once I interviewed an eighth-grader charged with grand theft auto. She jadedly admitted to sneaking out of her house, stealing her parents' car, and crashing it into a telephone pole. I realized that many of her problems stemmed from her inability to stand up for her interests against the chaotic swirl of influences that surrounded her. The jury could recommend everything in its power and yet this girl's future lay in her willingness to sort positive from negative influences in her environment. Volunteering at Teen Court imparts to me a sense of fulfillment and to my community the hope of a socially-conscious younger generation. Rather than being stigmatized by their wrongs through adulthood, the defendants I encounter receive the opportunity to preserve their aspirations. In the process, I encourage them to contemplate their crimes' impact on their families and on society. Participating in Teen Court has left me with a strong sense of accomplishment, and I plan to continue making a difference in the lives of others.

Justin Koh, California

A heavy box of cabinet parts hit the worktable, sending a cloud of dust into my sweaty face. As I headed back outside to bring another load into the warehouse, I wondered why I volunteered for the Habitat for Humanity in Bakersfield's 110-degree heat; my pencil-accustomed hands were blistered by the heavy tools. The small house was situated downtown, a block from graffiti-tagged, dilapidated buildings. When I became involved, the framework and walls had been erected, but the lot still required leveling. As I paused from shoveling hard-packed dirt to wipe sweat from my eyes, a boy tapped my arm, holding a cup of lemonade for me. After I took the cup and thanked him, he happily skipped into his new home. As I drank, I shared his joy; with a surge of energy, I found that shoveling had never been so exciting. Although working with Habitat was not long-lived, it was my most powerful community experience. It empowered me to believe that I do not need to perform near-impossible tasks to make a difference; even my inexperienced hands were needed – the confidence and social awareness I gained made me rich.

Laney Kuenzel, Ohio

Many young students struggle to master reading or arithmetic. For children who have trouble understanding English, these already challenging subjects become almost impossible to learn. Two years ago, this thought prompted me to begin volunteering as an ESL (English as a Second Language) tutor for Spanish-speaking students at a public elementary school in Cleveland. Every week, I help kindergartners through fourth graders develop their English reading, writing, and speaking skills. The job is certainly a difficult one. I leave every tutoring session exhausted from trying to make my lessons interesting enough to keep the children engaged after a long day of school. I have to think hard to devise creative and effective approaches to help my students review the alphabet, sound out long words, or keep their English and Spanish vowel sounds straight. Though difficult, my tutoring job has been incredibly rewarding. I gladly volunteer my time and energy in exchange for the enthusiastic hugs I get when I arrive each week, the colorful drawings my students have given me, and the steady progress I have proudly watched each of them make.

John Landgraff, Marshall Islands

Last year I traveled to the island of Enniburr to look at a possible Eagle Scout service project. I had heard about a small school building on the island that served as a seventh and eighth grade school and as a teacher's house. The building was in very poor repair. The thin plywood walls of the building were rotted in many places and the supporting studs had notable damage. I decided that the only solution was to replace them with new weather resistant plywood and fresh paint. Over the next four months I spent over two-hundred hours planning the project. After raising thirty-six hundred dollars to fund the project and over five hundred man hours, the renovations to the school were complete. After completing my project, I wanted to do more because the island does not have access to school supplies and other necessities for education. Recently two of the other service organizations that I am a member of, NHS and Keystone, decided to do a service project on Enniburr, and I volunteered to head the planning. I am confident that this project can enable the children of Enniburr to succeed and help advance the Marshall Islands.

Matthew Levy, Louisiana

Last August, I traveled to Nicaragua and assisted the poorest of the poor in that country. In the process of digging latrines, mixing concrete, and building homes, I was able to truly appreciate the power of hard work and service done freely with love. Though I was unable to communicate well with the local people, my actions showed them what I believed at my core, and they welcomed me into their homes and their lives. It was in this country foreign to nearly everything I knew that I first clearly glimpsed the universal language of love.

Grant Lin, Indiana

During the past four years, I have been deeply involved in Key Club International, an organization that has served as the catalyst to my leadership development and participation in, and appreciation for, all forms of community service. Through my involvement, I had the opportunity to travel to Uganda with Building Tomorrow and seven Key Clubbers to help lay the foundations of a new school which would give rural village children access to education. Knowing this, I went to Uganda envisioning our team as the teachers and bringers of education, yet the most amazing aspect of the whole trip were the simple life lessons we learned from the children of the village. Everyone greeted us with a huge smile, despite their impoverished circumstances. The kids were inspired by the prospect of a new school. One young boy, for instance, told us about his dreams of becoming an aeronautical engineer, which would never have been possible without a school in his area. Looking back, the whole experience helped me realize that the magic in service does not just lie in how much we do to help others, but how much they can do to help us appreciate life and blessings.

Lauren Lisann, New York

As an officer of the Dix Hills Fire Department Juniors Program throughout high school, I have been able to organize many fundraisers to help the local community and the larger community of the United States. The first fundraising carwash I initiated was held soon after Hurricane Katrina hit in order to raise money for its victims. The incredible success of this first carwash motivated me hold others, including one to raise money for video games and Nintendo sets to donate to the children's hospital of the Long Island Jewish Medical Center. Furthermore, through the Ride-Along Program at the fire department, I have assisted EMTs on the ambulance and also help to comfort patients. Additionally, I participate in the Open House event, which serves to educate children in the community on fire and motor vehicle safety procedures. My desire to become a physician, my experiences shadowing surgeons in hospitals, and my more fundamental aspiration of being able to restore the health of afflicted individuals have driven me to these pursuits.

**Mary Murphy,
South Carolina**

Most of my work in the community has been with children, trying to prepare them for the world that waits for them. Recently, though, I became very aware of the role that ethanol was playing as a fuel alternative. After researching the subject, I decided that it was most important to begin with trying to cut out the consumption of fuel. Ethanol can't be a solution with rising food prices. I've spent the last two months working through my school and the city of Greenville to bring together two things I care about. The goal is to promote public transportation by encouraging young people to ride the buses, which in turn will bring more funds to the bus system to expand routes and raise efficiency. We're hoping to hold our first benefit in June, at which time we will be able to bring media attention to the situation and teach young teenagers how to use the buses and how to be safe about it. I hope that by starting with the teenagers, the types of people riding the bus can eventually expand to those of all age groups and ethnicities.

Robert Ostrowski, Georgia

Two summers ago, at the conclusion of my mission trip to Nicaragua, I traded hats with a villager named Juan. More than just souvenirs, the hats were a symbol of all that we had learned from each other in a short ten day period. When I first met Juan, it was apparent that we were two very different people. We spoke different languages, lived in different countries, and had wildly different concerns in life: while the extent of my worries was getting a "B" on a math test, Juan was busy worrying if he would have enough money to feed his family - and we were both only sixteen! Nevertheless, sweating together and laughing together as we built his future home, I came to realize that Juan and I did share one thing in common: hope. Juan's hope was that his wife and daughter would one day enjoy the comfort and security of a home, and my hope was that I would leave that week knowing my actions had changed someone's life forever. Because Juan and I overcame the superficialities of our differences, we were able to work together to build not just a home, but also a brighter future.

Eduardo Pérez-Torres, Puerto Rico

My community - in the form of my family, my teachers, and my peers - has given me many gifts such as chances to travel the world, a higher self-esteem, and fellow mathematics enthusiasts off of whom to grow. It has done so through the opportunities it has provided in competitive math. In September, 2007, I decided that it was time to give it all back. I soon came upon a middle school called Nuestra Señora del Carmen whose students had never heard of math competitions, let alone had the opportunity to participate in one. I decided to gather fellow math competitors and create weekly classes in which we would teach interested children skills essential, not only to mathematics competitions, but also to life. When I came into the first class, the children's faces glowing in anticipation left me awestruck before I could even begin to talk about integers. After three months of classes, I gave the children the entrance exam to the Puerto Rican Math Olympiads in which many flourished and passed on to the next round. It was an incomparable pleasure to introduce these children into a world filled with opportunities for both fun and work: the world of math.

Grant Remmen, Minnesota

I believe that literacy is of enormous importance to a child's education. Because of my strong belief in the power of reading, I feel that the Literacy Outreach program, sponsored by my high school Key Club, is of immense community importance. Through this program, we purchased books to give to all of the kindergarten students in my community. In addition to participating in raising funds to purchase the books for the Literacy Outreach program, I assisted in selecting educationally rewarding, yet entertaining, literature that would captivate and inspire young minds. I chose books on the solar system, dinosaurs, and other subjects to broaden the horizons of young readers. Furthermore, I volunteered in delivering the books to the elementary schools, spending time with the young students in helping them discover the joy of reading. I enjoy working with young students and seeing the delight in their faces as they find the excitement of learning to read. By reading to the children and then helping them to read themselves, I aided in ensuring that my community will have a bright literary future.

Travis Serebin, Wisconsin

After only a few times volunteering at Rockfield Elementary School, it became difficult to tell who enjoyed it more, the second graders or myself. I know that I have been blessed with many gifts when it comes to academics, and the opportunity to give back and help younger students has been extremely rewarding. Every Monday, I visit a second grade classroom and often times work with a number of students individually. Our activities vary from week to week, from reading stories to telling time, but we always seem to enjoy ourselves. Of course, second grade students always have a story to tell, and it is sometimes a challenge to keep on task. As an older student, I try to set an example for the kids I work with and hopefully give them a little extra practice to make sure the concept sticks. I look forward to the time I spend there each and every week and cannot help leaving with a smile on my face. I only hope the second graders feel the same way.

Kellyn Smith, Missouri

For the past two years, I have volunteered with St. Joseph's Institute for the Deaf, an oral-auditory school serving grade school children who are profoundly deaf and use cochlear implants and/or hearing aids. I admire St. Joe's mission because of the emphasis the school places on preparing the children to have the necessary language, developmental, and academic skills to "mainstream" into traditional classrooms. It is easy to forget that these children have a condition that makes them different from other children. In class, there has never been a time when one of the kids did not put forth full effort to try to improve his or her speech. The kids at St. Joe's are truly talented students and amazing models of persistence and hard work. I am glad to have had the opportunity to work and learn with them.

John Squiers, Texas

I have spent many rewarding hours volunteering as a MathCounts coach for middle-school students over the last several years. My favorite community service, however, is definitely hosting very special semi-annual dances held at my school. These are not typical high school dances; the focus is never on dressing up or impressing one's date. Rather, our attention is centered on entertaining our guests from the Down Syndrome Guild of Dallas. These young men and women join us for an evening of dancing, food, and games. Their presence is joyful and cannot help but put a smile on everyone's face. Our guests teach us what is truly important in life. These kids are not the least bit shy to show off a new dance move or ask someone to dance. They are not concerned about looking good or being cool, for they have come to our dance to have fun. Serving at these dances, I am always able to shift the focus away from myself and onto our guests. Because I am less concerned about having a good time than entertaining our fun-loving guests, I actually have a better time at the DSG Dances than at our traditional school dances.

Matthew Tung, Massachusetts

Ironically, it was my brother, a Yankees fan, who first learned about the Lindos Sueños ("Beautiful Dreams") program sponsored by the Boston Red Sox organization. During the summer of 2005, I was chosen to travel to the Dominican Republic to join forces with Dominican teens to play baseball and build a baseball field in the impoverished town of el Mamon. Since more than half of the men were unemployed, we also volunteered in the day care center allowing those mother's who did have a job to work. Although baseball is a passion in the Dominican Republic, few children had a baseball mitt or ball. After returning to the United States, I began "Mitts Across the Miles" a program to send used baseball gloves and equipment to that country. I collected equipment through the various teams and training facilities that I was affiliated with, but also received mitts from across the country. Through these efforts, some of the most disadvantaged towns have been able to start Little League teams. Baseball has been such an important part of my life and I am so happy that I have been able to allow other children to experience the joy of playing this wonderful sport.

Victor Yang, Kentucky

A mist splatters over the whiteboard and creates streams of water running down the glossy surface. "That's what happens when you go ACHOO and don't cover your mouth. Germs go all over." I smile and put the spray can down on the table. "Does anyone know what you're supposed to do instead?" Kindergarten hands shoot into the air: "Turn away... Use your hand!" "Take a tissue!" Our school's Red Cross Club was conducting a Scrubby Bear program to teach proper hygiene habits, complete with coloring sheets, songs, and even award certificates. I love these kinds of people-interactive activities that I've pursued with the Red Cross. We've thrown Christmas parties for local veterans, collected 1000+ donated coats to charities, and raised over one hundred pounds of toys for the Lexington community. Our club devotes itself to bettering the lives of others in a way that couldn't be done without this spirit of service. I'm proud to be a part of the Red Cross's humanitarian tradition; in just four years, I've blossomed from a shy freshman to a volunteer not afraid to spearhead new ideas and spread my enthusiasm to friends. As the motto says, "Together, we can save a life."

Julie Zhu, Maryland

Jose reluctantly puts his hand on the Van De Graaf Generator. As his floppy, brown hair stands on end, electrified, the rest of my fifth grade audience breaks into laughter. "Electrons leapt from the generator's hollow metal casing onto Jose's body," I explain. "His hair went crazy because electrons repel...remember last month's lesson? Now who wants to go next?" "Oh me, me!" they scream. My physics teacher, Mr. Donaldson, and I laugh, before reminding the kids about repulsion and attraction of particles. But we can't shock knowledge into the students of Highland Elementary every month we volunteer to teach physics. Sure, they'll forget about electrons after recess, but it is their enjoyment of learning that will last. Who knows, all this excitement might spark the kids' interest in science and inspire them to teach others. And as I watch Jose experiment with the generator, it's easy to imagine him standing in my place, "shocking" the next generation of curious fifth graders.

2008
Presidential Scholars
Teacher Recognition
Awardees

*Teacher nominated by more than one Scholar in 2008

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.

Yousef Abbas (VA)

Mathematics
 John Handley High School

Lindsay Aegerter (WA)

English
 Lakeside School

Brian Agar (MI)

Chemistry
 Oxford High School

Debbie Anderson (AL)

Chemistry
 Jefferson County International
 Baccalaureate School

Alan Austin (AZ)

English Literature
 Xavier College Preparatory

Frank Baker (AR)

Math (Retired)

Mark Ballerini (NY)

Science Research
 Massapequa High School

Walter Bartman (MD)

Visual Arts
 Montgomery Blair High School

David A. Bear (OK)

Economics, Calculus
 Eisenhower Senior High School

Adam L. Bergeron (MO)

Biology
 Parkway Central High School

Brian Bergeron (CT)

Mathematics
 East Lyme High School

Hans Boepple (CA)

Piano
 Santa Clara University

Judith Bond (FL)

Chemistry
 Bartow High School International
 Baccalaureate Program

Jorge Roberto Borda (ME)

Mathematics
 Yarmouth High School

Elizabeth C. Botzner (OH)

Mathematics
 Lakota West High School

Noel Breger (DE)

History
 Archmere Academy

William Archer Brown (VA)

History (Retired)

Robert P. Caldwell (ID)

Mathematics
 Meridian Charter High School

George Carr (SC)

Mathematics
 St. Joseph's Catholic School

Gerard Casanova (CT)

History
Hopkins School

Jamie Champlin (IN)

Physics
Columbus North High School

Richard Cionco (CA)

Piano
California State
University-Sacramento

Ellen Cohen (LA)

Spanish
Metairie Park Country Day School

Karen Collins (MT)

Mathematics
White Sulphur Springs
High School

Frances Rivera Colón (PR)

Biology
Caribbean School

Maureen Conway (MN)

American History
Mounds Park Academy

Lisa Conzemius (MN)

Mathematics
Detroit Lakes High School

Jeff Courtright (IA)

Biology
Fairfield Community High School

Jerry D. Cowan (UT)

Physical Education
Duchesne High School

Jim Cuellar (IN)

Psychology
Lawrence North High School

Martha Cushman (NC)

Latin
Charlotte Catholic High School

Elizabeth J. David (WY)

Science
Pinedale High School

Leticia Alonso de Lozano (CO)

Spanish Literature
Boulder High School

Amanda DePriest (MO)

Visual Art
Louisiana High School

James Dixon (MA)

Biology
Sharon High School

Robert Donaldson (MD)

Physics
Montgomery Blair High School

Emmett Donegan (RI)

Biology
Barrington High School

Kristi O'Connell Ekroth (SD)

English
Yankton High School

Ethan Estey (AZ)

AP U.S. History
Canyon del Oro High School

Andrew Evans (OR)

English
Beaverton High School

Robbie Everett (AK)

Biology
Kotzebue High School

James C. Foley (MS)

U.S. History
St. Andrew's Episcopal School

Ricardo E. Fullerton (Marshall Islands)

Social Studies
Kwajalein Junior-Senior
High School

Maria del Carmen Garcia (NM)

Advanced Education Services
Las Cruces High School

Andreas Gebauer (CA)

Chemistry
California State
University-Bakersfield

Scott E. Ginger (NV)

Forensics
Green Valley High School

Ned Granville (GA)

Biology
Roswell High School

Kathryn F. Gray (OR)

Violin
Oregon Symphony, Private Studio

Jan A. Guffin (IN)

Philosophy of Knowledge
Park Tudor School

Durrell "Butch" Hamm (KY)

English
Larry Ryle High School

Daniel Haskell (ME)

Theology
Cheverus High School

Alicia Head (CA)

Ballet
Maple Conservatory of Dance

Tonhu Hoang (MA)

French
Concord Academy

Edward M. Hogan (MI)

Theology
Duchesne Academy of the
Sacred Heart

Beti Holcombe (MO)

Mathematics
Clay-Platte Children's House
Montessori School

Michael Hu (HI)

AP Chemistry
Punahou School

Christine Hunnicutt (NE)

English
Kearney High School

Jana Iampietro (MA)

English
Whitman-Hanson Regional
High School

William Johnson (VT)

English
St. Johnsbury Academy

Don Johnston (NV)

Mathematics (Retired)

Jay Kauka (HI)

Advanced Placement Psychology
Kamehameha Secondary
School-Kapalama

Thomas M. Keating (NJ)

English
Pingry School

Robert R. Keeney Jr. (NM)

Mathematics
Rio Rancho High School

Catherine Kennedy (DE)

French
Charter School of Wilmington

Silvia Kenneweg (OH)

Spanish
Hathaway Brown School

Eric Kincaid (WV)

AP Biology
Morgantown High School

Vasantha Kittappa (PA)

Biology
Lancaster Catholic High School

Cyndi Knodle (IL)

English
Hinsdale Township High
School Central

Joshua Knox (VT)

Latin
Essex High School

Judith E. Kroll (SD)

Debate
Brookings High School

Steven Krueger (FL)

English
Trinity Preparatory School

Sara Krueger-Zuengler (WI)

English (Argumentation/
Persuasion)
Germantown High School

Jane J. Larke (WV)

Chemistry
Morgantown High School

**Michele Larkin-
Wagner (MN)**

Dance Performance/Choreography
Larkin Dance Studio

**Carol Yovanovich
Lehman (OK)**

Orchestra
Jenks High School

Nino Leselidze (MD)

Digital Filmmaking
Carver Center for Arts
and Technology

Kathy M. Littlefield (MN)

World History, Psychology
Shanley High School

Marilyn Lubarsky (CA)

Government/European History
Upland High School

**Susan Hawn
Magedanz (KY)**

Mathematics
Paul Laurence Dunbar
High School

Joseph Maley (VT)

History
South Burlington High School

Scott McCord (FL)

Chemistry
Cocoa Beach Junior/Senior
High School

Daniel McGovern (NJ)

Physics

Bobbie McGowan (DE)

English
Charter School of Wilmington

Mark McVicker (Belgium)

Science
Brussels American High School

Mark Misage (TX)

AP Physics
Westlake High School

Mortimer Mishkin (MD)

Cognitive Neuroscience
National Institutes of Health

Gino Molfino (MD)

Art
River Hill High School

William R. Monahan (WA)

Biology
Eastlake High School

Jennifer P. Moore (TN)

Mathematics
Gallatin High School

Alice Nagel (NY)

Drama
LaGuardia High School of Music,
Art, and Performing Arts

Noël Nelson (AK)

Spanish (Retired)

John Noland (NC)

Mathematics
William G. Enloe Gifted &
Talented Magnet High School

Chrysi K. Notskas (NY)

Mathematics, Science Research
Half Hollow Hills High
School West

Gregory L. Novinski (TX)

Mathematics
Cistercian Preparatory School

Cynthia Ogden (TX) *

Theatre Arts
The High School for Performing
& Visual Arts

Elizabeth Otani (VA)

English
Herndon High School

Marilynn Rose Pedek (FL)

Chemistry
Suncoast Community
High School

James Penn (WI)

Communication Arts
Hamilton High School

Leona Penner (NE)

Mathematics
Lincoln East High School

Orlene M. Perritt (WY)

Fourth grade (Retired)

Henry A. Ploegstra (TX)

English
St. Mark's School of Texas

Seth C. Potter (CT)

Theatre
Brunswick School

Michele Radio (KS)

Gifted Education
Blue Valley North High School

Patsy Ricks (MS)

Latin
St. Andrew's Episcopal School

Joseph Riener (DC)

English
Woodrow Wilson Senior
High School

Nedra Roberts (GA)

English
The Westminster Schools

Evelyn Rodriguez (PR)

English Literature
Academia San Jose High School

Constance Rudy (FL)

Visual Arts-Painting
Dreyfoos School of the Arts

Rafael D. San Juan (IL)

Spanish
South View Middle School

Don M. Schawang (KS)

English
Bishop Seabury Academy

Larry Scheffler (OR)

Chemistry
Lincoln High School

Doug Shenkle (MT)

Chemistry
Helena High School

Barbara Shinn (AL)

Piano Performance and Theory
Samford University, Private Studio

Cathy Whitten Sledge (LA)

American Literature/Gifted and
Talented
Caddo Parish Magnet High School

Joan Snyder (AZ)

English
Mountain View High School

DeAnna Stallings (UT)

AP English
Logan High School

Annice Steadman (AR)

Biology
Central High School

David Stern (MA)

Chemistry
Phillips Academy

Patrick Sullivan (RI)

History
Barrington High School

Janet Tedesco (LA)

Geometry
Archbishop Rummel High School

Mitzi Terry (TN)

AP U.S. History
Franklin High School

Eric Thiel (CA)

Biology
Amador Valley High School

John M. Timm (OH)

Irish Dance
The Richens/Timm Academy
of Irish Dance

John Truitt (NM)

Music
Albuquerque Academy

Chester Tylincki (IL)

Latin
Northside College Preparatory
High School

Terence A. Vogel (MI)

Latin, English
Ann Arbor-Huron High School

Lois Voorhees (PA)

Chemistry
Moravian Academy

Rex Waddingham (ND)

Band, Choir
New Salem High School

Amy Walker (ID)

Debate
Hillcrest High School

Eric Walstein (MD)

Mathematics
Montgomery Blair High School

Ashley Warlick (SC)

Creative Nonfiction
South Carolina Governor's School
for Arts & Humanities

Chris Watkins (TN)

English
Baylor School

Ramsay Westgate (CA)

Social Sciences
Harker School

Daniel Whitely (OH)

Visual Art
Shaker Heights High School

Elli M. Wiemers (IA)

Mathematics
Spencer High School

John T. Wilkes (VA)

History
Maggie L. Walker
Governor's School

Connie Willson (CA)

English
Lynbrook High School

**Mary "Molly" S.
Worner (CO)**

Talented and Gifted Education
Prairie Hills Elementary School

Stuart Younse (CT)

Chorale Director
Simsbury High School

Zitta Zohar (NY)

Music - Piano
Private Studio

2008

**Teacher Recognition
Awardees Reflect
on Teaching**

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.

Yousef Abbas, Virginia

As a teacher, I'm profoundly grateful for the opportunity to help learners shape their own intellectual wealth. I work to promote students' responsibility for learning and inspire courage to grow intellectually, with the ultimate goal of always being able to do something that exceeds my previous abilities—to keep learning.

**Lindsay Aegerter,
Washington**

I am so moved by the power of language to inspire and provoke; literature allows us to explore and imagine awesome complexities, contradictions, and opportunities. I strive for a spirit of mutual respect and inquiry in my classes, and I hope to foster authentic experience and expression in my students.

Brian Agar, Michigan

Late in my career, I see that teaching involves the joy of shared discovery and growth, especially when scientific advancements provide new and practical applications to intrigue students. The core ideas of a subject taught for so many years become fresh again as each new group explores and is enlightened.

Alan Austin, Arizona

Having enjoyed the privilege for forty years of teaching the brightest and the best on three continents, I am deeply aware that our survival depends on how well we educate our best students in the political, geographical and economic realities facing the world. These young women and men are our hope.

Mark Ballerini, New York

What's more inspiring than a person with purpose? I find no shortage of inspiration and satisfaction in working with students to find an intrinsic purpose in a world of possibilities. As a science research teacher, I don't impart knowledge ... I try to incite a passion for critical thinking and exploration.

Walter Bartman, Maryland

"It is the invisible that needs to be found, not the visible." My life's search has been to find the invisible through the clues of the visible. That is why the visual arts have so much meaning; they are my bridge to understanding.

David A. Bear, Oklahoma

The most significant reward I find in teaching is the success of my students. From helping a struggling Algebra I student solve an equation, to challenging my Advanced Placement Calculus and Economics students to integrate multiple concepts; my personal motivation is always driven by their accomplishments.

Adam L. Bergeron, Missouri

My motivation to continue teaching lies in the minds of students who have convinced themselves that science is too challenging, abstract, or irrelevant. Each and every day I attempt to tear down these preconceptions and create an atmosphere that is conducive to enhancing one's understanding of scientific principles and concepts.

Brian Bergeron, Connecticut

I really love the interaction that occurs in and out of the classroom. Building a rapport and having students feel comfortable when coming in for extra help is what I enjoy the most. Seeing students succeed afterwards always brings a smile to my face.

Hans Boepple, California

A moment can come when something distinctly personal occurs in a student's playing, something spontaneous and moving. It may be a sudden dynamic change that really packs a punch, or a simple phrase ending that melts me. When such moments become more common, I know that the student has crossed a line, and that music has found a unique place in his outer and inner life, and will be there for the rest of his life.

Judith Bond, Florida

Students are the inspiration, the motivation, and the love that inspires us to do our best for them. There is nothing better in the world than seeing that look in your students' eyes as you help them to understand a difficult concept. What a rush!

Jorge Roberto Borda, Maine

My goal as a teacher is to guide my students in their exploration and discovery of new concepts. Having taught for fifteen years, my passions are to inspire, to encourage, and to challenge my students to strive for excellence. My motto in my math classes is "Have fun with math!"

Elizabeth C. Botzner, Ohio

My job is to help all my students achieve to their fullest potential. With scholars like Ray Xi that is an easy task. Ray is one of the brightest, most caring young men I have ever had the privilege to teach. I am honored and humbled to be chosen by him to receive the Presidential Scholars' Teacher Recognition Award.

William Archer Brown, Virginia

My career choice was inspired by compassionate teachers who employed their skills to guide me through subjects I found difficult, to nurture my intellectual passions, and to honor my search for meaning. My own students' energetic curiosity and the generous support of colleagues sustained me professionally.

George Carr, South Carolina

My greatest motivation each year is the students and their desire to learn. It encourages me to work that much harder to get them to the next level of understanding. Also, since I did not have the opportunity to take AP math courses, I want my students to understand the tremendous gift they have been given.

Jamie Champlin, Indiana

It is a privilege to teach young adults because they are full of excitement, enthusiasm, questions, laughter, and hope. As humans we have been allotted a finite gift of time, which should never be taken for granted. The time I spend with and preparing for my students is very rewarding.

Richard Cionco, California

Teaching is the joyful act of inspiring another to want to learn. In Music, there is a tradition of teaching that includes great masters such as Haydn, Beethoven, Czerny, Liszt, etc. Connecting a student to this tradition helps the student connect with a bigger idea than that of their immediate world. When teaching a subject as rich as Art or Music, resources seem infinite, always informing, challenging and motivating.

Ellen Cohen, Louisiana

No two days are ever alike for a teacher, which is why I look forward to going to school each day. I enjoy helping individual students form a group dynamic that allows each student to achieve great things in Spanish class and beyond.

Karen Collins, Montana

I love teaching because I love kids. All teachers know that the sparkle of understanding that happens when a student finally gets that tough concept is priceless. My goal is for students to not dread coming to my class, even if math is not their thing.

Frances Rivera Colón, Puerto Rico

There are many reasons why I enjoy teaching, among the most important of which are the kids, and the constant learning about a subject that I love. Being a teacher is about creating a special moment when I see that my students are enjoying learning, and I make a difference in their lives.

Jeff Courtright, Iowa

I believe that individuals who possess a strong desire, work ethic, and belief in themselves can achieve great things. People with these attributes have kept our nation thriving and advancing. I take great pride in being part of a profession that instills these characteristics in today's youth, ensuring tomorrow's future.

Jim Cuellar, Indiana

I really enjoy introducing students to psychological science because it is something that most students have never studied before, so it is all new knowledge. Observing students utilize what they have learned to explain behavior, social environments, and the events relevant to their lives gives me a great deal of satisfaction.

Martha Cushman, North Carolina

The dynamics of the classroom have motivated me to teach Latin and French for over 35 years. It is a daily privilege to pass on to the next generation what I feel passionate about, especially within a faithful community whose mission is to call forth the best from both teachers and students.

Elizabeth J. David, Wyoming

Teaching for me is the daily challenge of “setting the stage, providing the opportunities, preparing the experiments, finding just the right field trip” that will stick with students to inspire them to be curious, seek further knowledge, perfect their skills, and reach out with creativity and further questions!

Leticia Alonso de Lozano, Colorado

It has been a great joy to teach students from both ends of the educational spectrum, the elite in the AP classes and the Latino students at risk of dropping out. Inspiring all students to reach their goals and go beyond, be it high school graduation or Presidential Scholars, is a teacher's greatest reward.

Amanda DePriest, Missouri

Teaching is a very demanding career but also the most rewarding. The gift begins the moment a student discovers himself. The simple thank you for having an influence on their life is well worth all the challenges.

James Dixon, Massachusetts

Teaching is about helping each student to reach his or her potential. Whether it is helping a student achieve a Presidential Scholarship or hearing a student in a modified level science class say that she, “never thought someone like me could learn stuff like this,” every student's achievement is our achievement.

Emmett Donegan, Rhode Island

What I enjoy most about teaching is watching young adults realize the same fascination and wonderment for the biological world that my own teachers instilled within me. When I am able to motivate students to strive for their full potential; that is an awesome teaching moment!

Kristi O'Connell Ekroth, South Dakota

Great literature illuminates life, challenging us to reflect and grow. I encourage students to make this connection and I enjoy watching them find their place in life. Ultimately, teaching is about our relationships with students—we learn from each other. I feel blessed to be a part of their journey. Thank you, Maria.

Andrew Evans, Oregon

My father taught me the importance of creating a community within the classroom. My sophomore English teacher conveyed humor and passion. My teaching colleague Laura demonstrated the value of taking risks. My mother, who recently died, established the importance of creating a legacy. I hope to inspire these same qualities in my students.

Robbie Everett, Alaska

What motivates me is helping students recognize and then reach for their potential, and then attempt things that they have never dreamed that they could accomplish. This can be accomplished in any school setting, whether one teaches in urban schools, suburban schools, rural schools, or even Arctic “bush” Alaska schools.

James C. Foley, Mississippi

What I enjoy most about teaching is working with my students as we make our journey through American history each year. I find it rewarding when students master material that they had found difficult to understand. In addition, I enjoy watching them gain self-confidence in their abilities and in themselves as they make their way through high school.

**Ricardo E. Fullerton,
Marshall Islands**

I enjoy the challenges of working with young people and actively facilitating their all-around development. Every day is different, with new challenges and opportunities, as well as laughter. I am fortunate in that I still view teaching as something I get to do, rather than something I have to do.

**Maria del Carmen
Garcia, New Mexico**

Teaching is a celebration in which gifts are a huge component of my every day routine. I get to unwrap enthusiasm, potential, laughter, and acquire a huge dose of youthful energy. I have the opportunity to share knowledge, to motivate, and to give a student the gift of a dream and the tools to accomplish it.

**Andreas Gebauer,
California**

My teaching goal is to provide students with a solid foundation in science and to prepare scholars to contribute to the advancement of human knowledge. Towards this end, I incorporate different theoretical and practical tools into the classroom and laboratory to reach students' varying ways of acquiring and processing knowledge.

Scott E. Ginger, Nevada

Debate asks us to look at the complex with a critical eye, sometimes with an empathetic attitude, and always with the desire to resolve differences through peaceful means. Teaching debate and public speaking is rewarding because students develop skills that can inspire them to achieve their hopes and dreams, and hopefully, make the world a better place.

Ned Granville, Georgia

Mentoring students and helping them foster a true love for biology is my biggest motivation. Their realization that the work to solve a problem is fun is when I know that they are developing a joy of learning. These skills transfer to allow individual growth and confidence, which is my greatest reward.

Kathryn F. Gray, Oregon

Music is the wordless language that speaks to all listeners. Without borders or barriers, it is the expression of our humanity. Teaching allows me the great privilege to guide my students on their road of discovery—to witness their struggles, successes and ultimately the emergence of their unique artistry.

Jan A. Guffin, Indiana

What I enjoy most about teaching is watching my students, in the midst of the Great Ideas, discover new answers to old questions, new insights to the human condition, new questions about their very selves, and, more often than not, glimpses of the self they wish to become.

**Durrell "Butch"
Hamm, Kentucky**

I find myself stooped in the grandeur of the youth culture learning with my students, for teaching serves as the best conduit for maintaining youthfulness and understanding. Thus the mantra of my teaching is as follows: "qui docet discit" – or he who teaches learns.

Daniel Haskell, Maine

When someone possesses the odd combination of seemingly contradictory traits and abilities that one needs to teach successfully, I believe such gifts come weighted with obligations. I hope that I would teach, even if consolations such as my scholar's gracious recognition were stripped away from me, because it is a great privilege to be part of a person's life.

**Edward M. Hogan,
Michigan**

When the deepest questions of a student meet the wisdom of the Christian tradition, and the combined energy of question and answer draws both student and teacher closer to Christ and to the truth...I live for that.

Michael Hu, Hawaii

I do three things at school. I think with clarity, live with passion, and soar with imagination. I push my students to do the same every day. If they learn my subject material well, it's the icing on the cake of being good, caring, thoughtful, confident people.

**Christine Hunnicutt,
Nebraska**

There is no greater joy in education than loving the subject one teaches. There is no greater success in teaching than helping others to love it as well, even though it may not become their life's work. There is no greater love in teaching than loving to interact with one's students.

**Jana Iampietro,
Massachusetts**

What I like best about teaching is that all students invariably, at some point, are able to surpass my expectations through their insight and creativity. I love discovering the medium through which this is achieved, whether it is analyzing a film, explicating a poem, creating a collage, or even composing a song.

William Johnson, Vermont

The hardest thing about teaching is not letting what I know get in the way of what my students can discover. Similarly, the greatest moments in my teaching occur when my students actually take me at my word and insist that I not get in the way of their learning.

Don Johnston, Nevada

What I enjoy most about teaching is the opportunity to share my passion for mathematics and physics with my students. I take pride in creating a learning environment where students enjoy learning and strive to do their best. The ultimate reward comes when I see students engaged and genuinely curious, and I know then that my excitement has transferred to the kids.

Jay Kauka, Hawaii

I establish high standards of excellence, a prodigious workload, and a fervid learning pace. Although initially unsure and overwhelmed, students eventually learn that with a burning desire and tenacious work ethic they will surpass all expectations. Nothing is more gratifying than witnessing their metamorphosis from uncertainty to unwavering self-confidence. E ala e na mamo o Manokalanipo. Eia ka pua laha'ole, ka ha'aheo o Wailua.

**Thomas M. Keating,
New Jersey**

It's one thing to tell a student that Shakespeare is a genius. It's quite another when the student tells you that Shakespeare is a genius. Of course, as a teacher, I'm always eager to do the former. However, as a teacher, what I truly live for is the latter.

**Robert R. Keeney
Jr., New Mexico**

The young of this planet are filled with dreams, passions, and uncertainties. They tightly clutch their perspectives, yet seek understanding and direction. How special is the opportunity to help ignite a spark that may lead to the actualization of their spirits. For this sacrosanct chance is why I teach.

**Catherine Kennedy,
Delaware**

The power of education is astounding. Through their pursuit of learning, I hope my students find their passion.

Silvia Kenneweg, Ohio

My love for teaching is in my genes. I inherited it from my parents who were also teachers. As much energy as it takes to impart a foreign language onto another human being, I am always energized by my students' learning and love. I receive more than I give.

Eric Kincaid, West Virginia

Teaching is an amazing profession where everyday we have the opportunity to literally look into the eyes of the future. My goal is to model a positive work ethic and motivation for students which, if adopted by them, can assist them in attaining the success they desire and deserve.

**Vasantha Kittappa,
Pennsylvania**

I love to teach and I endeavor to teach with purpose. The primary goal of education, to me, is to teach students to think. Mastering subject matter is important but secondary. The most important quality, I believe, that an educated student should acquire is the ability to think critically and carefully. A person who can think critically can learn anything

Cyndi Knodle, Illinois

The thing about teaching is that every day holds the potential to be the most rewarding, the most trying, the most invigorating, the most challenging, the most important day of your career. And if, at the end of the day, it has been less, then tomorrow always lies in wait.

Joshua Knox, Vermont

What motivates me is the possibility of being present at the moment when students first discover how to learn. It's an honor and a privilege to help them make that first connection which will lead to countless more.

**Judith E. Kroll,
South Dakota**

I teach because every year new students enter my beginning debate class with a smile on their face and eyes that sparkle with anticipation and the love of learning. I am lucky enough to have them for four years if they stay with the program, and the growth as a person, a learner, a researcher and critical thinker is absolutely amazing to experience.

Steven Krueger, Florida

Kids amuse and inspire me. Playful one minute and profound the next, they make me laugh and feed my mind. In class I can be silly and serious without losing sight of my purpose. Teaching allows me to change and challenge others while being changed and challenged by them.

Sara Krueger-Zuengler, Wisconsin

Each one of us must find our sphere of influence and live passionately in that place. For me, that place is my classroom. While I don't expect to change the world single-handedly, I am certain, that if I do my part, my students will.

Jane J. Larke, West Virginia

One often doesn't know the impact made on a student. I do know, however, that students make an impact on me. It is personally rewarding to share enthusiasm for learning, and to challenge students to stretch themselves. I hope that my high expectations contribute to their ultimate successes in life.

Carol Yovanovich Lehman, Oklahoma

Helping develop students' technical and musical abilities, as well as their sense of commitment and responsibility to themselves and to each other, is why I teach orchestra. But, having students say I've taught them what is important in living a meaningful life is what keeps me teaching.

Kathy M. Littlefield, Minnesota

It amazes me when my former students ask, "Are you still teaching?" Why wouldn't I? Where else would I want to be than in my classroom surrounded by fun, interesting, talented kids? Where else could I possibly find more dedicated, caring, and fun-loving colleagues? Nowhere. This is still it.

Marilyn Lubarsky, California

My job has been to help my students acquire the skills which they will need to make their dreams come true and, if they have not yet dreamed their dreams, to make sure that, when they awaken to their futures, they have the tools they need to find the meaning in their lives.

Susan Hawn Magedanz, Kentucky

"Education is a journey, not a destination." After thirty-eight years of teaching pre-school to graduate school (mostly Montessori), at every bend of the quest, I continue to experience incredible events and amazing people like Victor Yang! Favorite quote? "Rejoice in the successes of others, knowing there is plenty for us all!"

Joseph Maley, Vermont

After thirty-five years, I still have a love for the enthusiasm and exuberance of my students, who continue to offer me challenges as well as tremendous satisfaction. What I most enjoy is creating a learning community in my classroom that students will fondly remember as rigorous, respectful and fun.

Scott McCord, Florida

There is no time in recorded history that is as important and pivotal as the present age we now inhabit. What we do—and don't do—will affect our fate in ways unknown and unpredictable. If we are to survive and prosper, it will be through the institution of education.

Daniel McGovern, New Jersey

I received a letter once from a student with the following quote: "A teacher's purpose is not to create students in his own image, but to develop students who can create their own image." This is what motivates me each and every day.

Mark McVicker, Belgium

As a teacher, I am motivated by the gratification of seeing students achieve their academic potential by seeking intellectual rigor. It is exciting to be a part of transforming young learners into authentic scholars who genuinely enjoy the quest for understanding and the challenges of mastering complex concepts.

Mark Misage, Texas

When students leave my class, I take great joy in knowing they are now "haunted" by physics. The rainbow they see in oily puddles on the ground is no longer just beautiful, it is now explainable. Developing students with heightened curiosity and critical thinking skills are my primary responsibilities as a physics teacher.

Mortimer Mishkin, Maryland

I am a scientist at the National Institutes of Health in Bethesda Maryland, and, although I am therefore not officially a teacher, I greatly enjoy helping to train younger minds so that they may carry on with the work I love and, I am certain, they will love: Discovery!

Gino Molfino, Maryland

When asked what motivates me, why I enjoy teaching, or to share an incident that captures something about my teaching experience, this response from Corey Sale (an advanced art senior) sums it up perfectly: “One day Mr. Molfino handed me – or shoved, if you want to be more accurate – this paper and told me – no, ordered me – to write his statement. ‘It’s due at the end of the day’ which is basically how I define him as a teacher, always a tad on the edge, always prepared to bark an order that would make the noisiest dogs cower and whine, always with an impossible deadline. But for all his quick-temper quirks, he motivates me to meet each deadline and exceed his expectations if only to receive a brisk nod of approval for all of my efforts. Because behind the satisfied nod, I see the confidence that he instills in all his students, the confidence he also has in our ability to do what is asked and more.”

William R. Monahan, Washington

I teach biology and am gratified when students choose to continue their biological studies. More importantly, I feel a sense of accomplishment when my students look forward to their history, literature or art classes. Lighting the fire of intellectual curiosity in young minds is the most rewarding part of being a teacher.

Jennifer P. Moore, Tennessee

As I reflect on my eleven-year tenure as a teacher, I can’t imagine a day without the joys, tears, smiles, confusion and “A-Ha” moments of the classroom. I take great PRIDE in the call placed on my life to teach and celebrate the faith that brought me to this moment.

Alice Nagel, New York

As an acting teacher, I am honored to be able to share with my students this art form in an emotionally safe environment in which their talent and creativity can flourish. As students develop their characters, in scene work or plays, their understanding of humanity keeps growing. I am so privileged to be able to be a part of their wonderful journey of the human condition, whether as actors or in real life.

Noël Nelson, Alaska

One thrilling teaching moment took place in the Costa Rican jungle, where I watched teams of Costa Rican and Alaskan students collaborate in their new languages (Spanish and English) on tropical science research, developing and presenting their bilingual reports to the group. Mission accomplished for our exchange program!

Chrysi K. Notskas, New York

Teaching Mathematics for 24 years and directing our District’s Mathematics/Science Research Program for 11 years, I truly enjoy making a difference in students’ lives. I care, motivate, encourage, challenge, build confidence and open doors for students to succeed. Many students have become Intel and Siemens Finalists and attended top universities. Recognition such as this one, and others listing me as their biggest influence on their scientific careers, is what keeps me going.

Gregory L. Novinski, Texas

The academic life offers a structure for offering ourselves in a *communal* response to the *individual* gifts God has given us. As we submit to the task, we are brought into a greater understanding of the material and ourselves. The moment of shared understanding is itself a precious gift.

Cynthia Ogden, Texas *

Teaching is messy, volatile and risky. I love the challenge.

Elizabeth Otani, Virginia

Teaching transforms the way I live in the world: politically, morally, and intellectually. My students offer, in a microcosm, the spectrum of our changing society, and they challenge me to participate in those changes. Could I be luckier than to be invited in and welcomed by the future?

Marilynn Rose Pedek, Florida

“Education is not the filling of a pail but the lighting of a fire.” This William Yeats quote inspires me as I wake each day. I teach to see ‘fires’ ignite in young people, to share in their excitement, and to learn with them, for it is my students’ astounding passion and amazing insights that fulfill me as an educator.

James Penn, Wisconsin

A student “gets” a difficult concept. She recognizes something of herself or the human condition through literature. The student knows his presentation impacted not only the teacher but his classmates as well. These are the moments of discovery, enlightenment, and accomplishment that sustain me as a teacher.

Leona Penner, Nebraska

My passion for teaching comes from watching students discover and develop both their mathematical knowledge base as well as their problem-solving skills. To hear from students that the discipline of daily preparation for my class helped them long after they left my class is music to my ears.

Orlene M. Perritt, Wyoming

What a joy it is to see the look on a child's face when s/he suddenly grasps the understanding! Encouraging and helping each child to develop a lifelong educational independence and focus, as well as promoting the growth of independent thinking, have been my teaching goals. It is always gratifying when one is allowed to see the results of that effort.

Henry A. Ploegstra, Texas

"You changed my life by giving me *The Elizabethan World Picture*." "The suffering was at the wrong end of the process: I should suffer when I wrote, not when the papers were handed back." When students say things like those above, we know that we have made a difference.

Michele Radio, Kansas

The world is a wondrous place, requiring deliberate living, complex thought, and courage of action. Enabling students to discover their own best selves, at the highest level, teachers try to challenge students to balance knowledge, justice, and compassion while cultivating gratitude and respect... And so the cycle of hope and faith and will continue....

Joseph Riener, District of Columbia

'Tis marvelous, with our dear Alison Grubbs. Other times, not so much. Yet proud to be among teachers, custodians, counselors, administrators, security guards who try with all who amble in the door of our urban public high school. May God and my prostate allow me many more years of this.

Nedra Roberts, Georgia

I'm a life-long student myself, and some of my best teachers have been my own students. Their questions, confusion, and insights have trained me to see through their eyes and, in the process, stretch my own skills. You can't get better mentoring than *that*.

Evelyn Rodriguez, Puerto Rico

Teaching is a great joy, and my students are my inspiration. When they demonstrate their intellectual growth and attribute a small part of their achievement to the knowledge and guidance received in my class, I have reached my goal to contribute to the formation of young ladies for a better tomorrow, for I see great potential in our youth. I hope for a better tomorrow where conflict is solved with words not war, where food is shared and hunger eradicated. Education can make this happen.

Constance Rudy, Florida

There is a crystal clarity that arrives when you know it is your last (37th) year of teaching...(judging everything daily as "this I will miss" or "this I won't miss"). Those high (painting) moments every day when a student goes beyond their own and sometimes my expectations are the ones I will miss most.

Rafael D. San Juan, Illinois

It is a great honor to be named by my student Alex Katz as the teacher who most influenced him. My mother, father and sister are also teachers. I am sure they are very proud of Alex and me. Alex is a wonderful person and student. But I liked all my students, even those who didn't value learning, for I was like them during my high school years.

Don M. Schawang, Kansas

I teach students that they are only as interesting as the objects of their attention. I encourage students to be passionate, engaged students of the world and to take responsibility for the quality of their own lives. I cannot imagine more important or more fulfilling work.

Larry Scheffler, Oregon

Teaching for me is more than a vocation, it is a calling. Given the appropriate encouragement, most students can develop skills and understanding beyond anything they ever thought possible. As a teacher, helping kids be all that they can be is my greatest reward and satisfaction.

Doug Shenkle, Montana

When dealing with budget, facilities, textbooks, and curriculum I have always said "teachers make the difference." I am a longtime career teacher because "students make the difference." To be selected by an exceptional student for recognition for something I love to do is the absolute "icing on the cake."

Barbara Shinn, Alabama

Our children are the future of this society. To see a young person learn and grow in the arts is one of the most energizing experiences I have. I love learning from them and with them, and through this, we build relationships that last forever. What a privilege!

Cathy Whitten Sledge, Louisiana

My main motivations for teaching are a love of literature and the desire to share it with students. After 34 years, I am retiring this year, and what I will miss most will be students like John, who love to learn and who make teaching a rich and rewarding profession.

Joan Snyder, Arizona

I believe in helping students think critically and make connections to great literature, great thinkers, each other and the world. There's nothing better than the great ideas and conversations that happen when "the penny drops," and students turn on to the greatest gift of all: learning. I'm just there to facilitate and learn too at that point. It's the magic that is education for us all.

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 what they believe and why. Through literature, my students are able to remove their blinders and see the world from many different perspectives.

Annice Steadman, Arkansas

After thirty-eight years, teaching continues to excite me. As the students make the connections between past and present knowledge and their environment, it is a time for celebration. The 'aha' moment for the student, and for me, is what keeps me returning each year.

Patrick Sullivan, Rhode Island

Henry Adams once said, "a teacher affects eternity, he can never tell where his influence stops". After nine years in the classroom, I still think about this quote. Teaching gives a person the opportunity to have such a tremendous impact on young people's lives. To me, that is what makes the profession so unique. Working with students like Ruchir Shah and Olivia Burke adds even more enjoyment to it. Congratulations to both of you!

Janet Tedesco, Louisiana

The reason I enjoy teaching is the same as what motivates me—the students. Whether in the classroom or out, their enthusiasm and openness to growth are what excite me and motivate me to constantly strive to improve and grow in my teaching.

Mitzi Terry, Tennessee

For me, teaching has been a career of hope. For 20 years, I have hoped to instill in my students an appreciation of American History. My hope has been to teach them to believe in themselves and others. Thank you, Scholar Lindsey McCloy, for keeping my hope alive.

Eric Thiel, California

Teaching Biology offers me an opportunity to excite students about science and hopefully motivate them to develop a heightened level of respect for the intricate and beautiful cycles that work to maintain balanced systems. There is reward in knowing that I have contributed to making our earth a healthier place.

John Truitt, New Mexico

Since the very beginning of my career as a music educator thirty-eight years ago, I have been committed to the central importance of the arts in a young person's development. In the arts, a young person can find a way to bring the intangible realities of our world to life, to imagine beauty no one has ever seen or heard, to reach deeper into their own identities and beliefs, and to give to the world with a sense of identity that is both sublime and true. Daily, I am humbled by what youngsters can create, and what their creation means to our future.

Chester Tylinski, Illinois

School should be a safe place to make mistakes. One learns from mistakes. If students did not make mistakes, there would not need to be teachers. It is important to guide students in the learning process, but also support them when they make mistakes and encourage them to persist.

Terence A. Vogel, Michigan

It has been a great pleasure to bring ancient language and literature to students of a new generation. I am very grateful to scholar Katie Everett for nominating me for this honor.

Lois Voorhees, Pennsylvania

I absolutely love and thoroughly enjoy my efforts to instill in my students a love of learning, an appreciation for chemistry, a respect for and development of creative thinking skills, as well as encouraging them to be caring, considerate, and responsible individuals. Young people are such a pleasure!

Rex Waddingham, North Dakota

"I hear you play trumpet. Come play in my band." To a searching high school graduate, that conversation with the music professor opened the door. It made me feel important and made education important to me. In rehearsals, I try to let my students know they are important... to open the door.

Eric Walstein, Maryland

Mathematics is my first love, the NY Giants my second. In nurturing students to excel in the first, talking about the second, in an hour and a half block, allows for thought processes to refresh and recover. My approach to teaching is very structured and predictable. My approach to students varies from helpful to insightfully supportive, while communicating high expectations for achievement. My greatest reward comes from students who internalize my educational postulate "I teach you, I don't learn you".

Chris Watkins, Tennessee

My greatest joy comes from helping students not only learn how to think but also develop a desire to do so. The capacity for learning—as well as the innate yearning—is already present; my job, simply, is to inspire their brains in order to satisfy their innate need.

**Ramsay Westgate,
California**

Education provides us with the opportunity to teach young people our past, and on occasion, our future. Nurturing the aspirations of others, with the belief that they will improve our world, is what drives me to teach, and inspires me to think that what we do is invaluable.

Daniel Whitely, Ohio

My father first suggested I would be a great teacher. I wondered how, since I struggled to discover my own “palette.” By following his advice, I instruct my students at their current level, while I see them as the artist they will become. Our shared vulnerability as teacher/student will evolve to artist/artist.

Elli M. Wiemers, Iowa

I am motivated to teach because I enjoy young people and the thrill of learning. Kids energize me, especially as I watch them generate new ideas and make connections. My greatest joy is in watching children grow academically, physically, and spiritually into productive human beings.

John T. Wilkes, Virginia

The power and influence teachers hold on young people’s lives is inestimable. It carries with it a daily burden that no other profession can match. Yet, nothing compares with the feeling of opening a student’s mind or helping him/her achieve a goal.

Connie Willson, California

Some people think that I am brave for teaching high school students. What they don’t know is that I am not brave but lucky. I am lucky to have found my passion for literature, to have the opportunity to share that passion, and to see a precious few students begin to develop their own passion for English.

**Mary “Molly” S.
Worner, Colorado**

Young people need time every day to practice the language of self-advocacy. Inspired teachers create a safe atmosphere where students are encouraged to think critically and stand up for themselves without arrogance or fear. Students grow toward autonomy while developing the grace to listen to one another, and we teach.

Stuart Younse, Connecticut

Teaching is a conversation. I pose questions that guide, relate content when relevant, and encourage students to make meaning of both successes and failures. Through these dialogs, both the students and I begin to better understand our world and how we can each make a difference within it.

Zitta Zohar, New York

I love puzzles! I hate predictability in art! When I find the true essence of a student, I encourage them to claim forcefully their own authentic uniqueness and to acquire unquenched life long thirst in creating their own unmistakable paths to new horizons.

The Commission On Presidential Scholars and its Partners

The Commission is a group of private citizens appointed by the President to select and honor the Presidential Scholars. Commissioners are selected from across the country, representing the fields of education, medicine, law, social services, business, and other professions. The Commissioners make the difficult choices of selecting Scholars from an initial pool of approximately 3,000 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.



Stanley E. Taylor, Virginia
Commission Chair

As Vice President for Metropolitan Relations at George Mason University (GMU), Mr. Taylor is involved with federal and local governments, private and non-profit companies, organizations and associations that will benefit the university and support and enhance interaction and goals for all. He works with GMU central administration and academic units to develop and/or address their mission and goals for support from the private sector, non-profits, and local and federal government agencies, to support academic goals, internships, partnership and research initiatives; and to promote initiatives with international governments. He also works with University Relations to identify media organizations to cover and publish media items. Professional, business and civic roles include service on the boards of Alexandria Chamber of Commerce, Arlington Chamber of Commerce, Leadership Greater Washington, BB&T Bank, for the Washington Metropolitan Regions, Washington Region for Justice and Inclusion, and the Jack Kent Cooke Foundation's Undergraduate Scholarship Review Board.



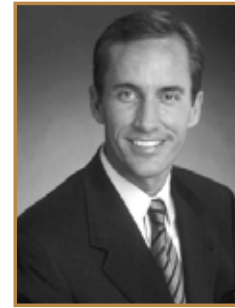
Richard Bearden, Arkansas

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 is a Vice President with J.P. Morgan Inc., resides in Phoenix, and holds an MBA from Thunderbird Graduate School for International Management. Prior to his current position, Scott 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.



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.



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.



Michael Geisen, Oregon

Michael Geisen, a 7th grade science teacher at Crook County Middle School in Prineville, Oregon, was named 2008 National Teacher of the Year by President Bush. In 1996 he received a bachelor's degree, magna cum laude, in Forest Resource Management from the University of Washington, but later found teaching to be his true vocation. Geisen earned a Master of Arts in Teaching, with a science endorsement, from Southern Oregon University in 2001 and that fall joined the faculty of Crook County Middle School. He uses hand-tailored curricula, labs, assignments and evaluations designed to promote authentic learning, correlate exactly with the Oregon standards, incorporate multiple levels of cognition, and keep pace with emerging science. He aims to ignite a passion for learning in his students and to help them make informed decisions in their daily lives. He and his wife Jennifer have two children. Geisen, the 58th National Teacher honoree, serves for a year as full-time national and international education spokesperson.



Robert A. Gleason Jr., Pennsylvania

Mr. Gleason, 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, and next as Chairman/CEO. In 1985, he held a 2-year term as Secretary of the Commonwealth of Pennsylvania. Returning to Gleason, he also kept active in national, state and county politics: in 1996 he was elected Chair, Cambria County Republican Committee, winning re-election 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, and served St. Francis College for 10 years as Trustee, and for two years as Vice Chair. In 1999, The Council of Insurance Agents and Brokers named 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 chairs 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, 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 is past Chairman of the State Library Board of Wyoming and the Wyoming Board of Geographic Names. He was appointed by Secretary of Education William Bennett to serve on the Commission on Accreditation and Institutional Eligibility, where he served for six years. Currently he is semi-retired and is involved in volunteer activities.



Laura E. Owens, Kentucky

After two years as Kentucky's Secretary of Education, Laura Emberton Owens left the Governor's Cabinet for the post of Assistant to the President for Regional Development at Western Kentucky University. She previously served in the Education Cabinet as Deputy Secretary, and prior to that, as Commissioner of Workforce Investment, and held further appointments to the Education Commission of the States and the Southern Regional Education Board (SREB). Before joining state government, she focused on education, workforce training and local government issues. She taught on the secondary and post secondary levels for some 20 years, and then became a curriculum coordinator and instructional specialist for the Barren County School District. She also provided leadership training as a communications consultant. In 2003-2004, Owens served as an elected city council member in Glasgow. She is a graduate of Western Kentucky University with bachelors' degrees in English and communication and a master's degree in communication. Secretary Owens and her husband, Donnie, reside in Frankfort, where he is Principal of Elkhorn Elementary School. They have a daughter, a son, and two grandchildren.



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 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 the finest wildlife artists and offering original works, conservation art, and specialty merchandise for the sportsman. An active political fundraiser, he is the founding Chairman of Maverick PAC USA, an organization for next-generation political leaders under age 45. His strong community ties include serving on the boards of trustees of the Texas Parks & Wildlife Foundation and the Circle Ten Council of Boy Scouts of America. He holds an MBA from Southern Methodist University, and a BA from Vanderbilt University. Bryan and his wife Jennifer reside in Dallas with their 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 eight-year-old triplets, Christopher, Alexandria and Victoria.



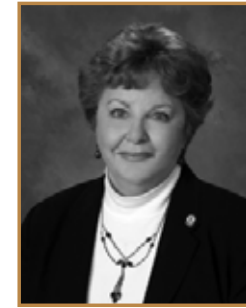
Robert Ray, Iowa

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.



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.



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.



Paul G. Vallas, Louisiana

Following Hurricane Katrina, Paul Vallas was appointed superintendent of the New Orleans Recovery School District to transform ravaged and underperforming schools into successful learning environments. From 2002-2007, as CEO of the School District of Philadelphia, Vallas led the largest school reform effort in public education's history. As CEO of Chicago Public Schools from 1995-2002, he improved student test scores by 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. Previously, he was Chicago's Director of Budget and Revenue and Executive Director of Illinois' Economic and Fiscal Commission. Vallas began his career as a teacher and, as Captain in the Army National Guard, served as 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.

TRIBUTES



Presidential Scholars Commissioner, Foundation Founder and Treasurer Sanford C. “Sandy” Nemitz, 1932-2007

Sanford C. Nemitz of Doylestown, Pennsylvania, was a driving force of the Presidential Scholars Foundation. Sandy joined President James Farmer in leading the organization, providing critical support to Scholars and Alumni, and designing ways to extend the Presidential Scholars Program’s impact beyond its national recognition events. Sandy first became involved in 1981, as a member of the Commission on Presidential Scholars appointed by President Reagan. He served so ably in that capacity that his appointment was renewed through three Presidential terms and two Administrations, until 1993 and the close of President George H.W. Bush’s term in office. During that time, Sandy and Jim conceived of and realized their plan for a non-profit Presidential Scholars Foundation, ensuring funding for the program through a partnership of federal and private sources. Sandy served as the Foundation’s Treasurer for twenty years.

Today the Foundation continues its important work and is instrumental in ensuring that each new class of Scholars enjoys a memorable experience and a lasting relationship with the Alumni society. Sandy and his exceptional wife Evelyn, who survives her husband and remains a member of the Presidential Scholars family, proudly hosted annual Scholar get-togethers at Sandy’s alma mater, Princeton University. The program, the Foundation and the Scholars will always owe Sandy and Evelyn a great debt of gratitude for their leadership, dedication and enduring care for America’s young people. We will miss Sandy’s generous wit, wisdom, vision and friendship, and we are committed to making the continued growth and success of the program and Foundation a lasting and most fitting tribute to his memory.



Presidential Scholars Sponsor and Speaker Mark W. Sneed, 1956-2007

Mark W. Sneed, of Riva, Maryland, served as president of the Baltimore-based Phillips restaurant chain and seafood products manufacturer since 1998, and won praise for enhancing the company’s profits and national reach. Mark oversaw daily operations and expansions of Phillips Seafood Restaurants and Phillips Foods, a leading supplier of crab products in the United States. The company credited him for much of its growth. Since 2005, due to Mark’s leadership, Phillips Foods contributed funds to support National Recognition Week. On two further occasions, he arranged for the Scholars to enjoy a complimentary meal at the Phillips Flagship on the D.C. waterfront. He also hosted a “Defining Our Future” seminar, during which he and other area business and industry leaders challenged the Scholars to develop plans to live up to their full potential and help keep America strong by playing an active role in the new global knowledge economy. Mark also joined President Bush at the White House to congratulate the Scholars.

The Presidential Scholars Program and Phillips Foods join together in honoring Mark’s memory – his humor, vitality, and good works – and in paying tribute to the courage and resilience of his wife and children, Candace, Savannah, Bailey and Davis Sneed.

All associated with this program wish to thank the Nemitz family, the Sneed family, and the Phillips family for their valued support and engagement in the Presidential Scholars community.

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.



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 2008

Dear Members of the Scholars Class of 2008:

It is once again my honor to represent my fellow Directors, our generous donors, and the Presidential Scholars Alumni Association in applauding your accomplishments. We are delighted to join the President, the Secretary and the Commission as they bestow on you this special recognition, and to welcome you as the newest members of the Presidential Scholars family!

For more than twenty years this Foundation has played a pivotal role in celebrating your achievements and sharing the heartening story of your character, contributions, and success, thereby underscoring the boundless potential of all young Americans. National Recognition Week (NRW) is made possible by funds from public and private sources, and these funds also enable us to offer further opportunities for current and former Scholars to join forces and share ideas. Our Foundation is your gateway to the growing Presidential Scholar community, and a channel for you to continue friendships established during NRW. We continue to seek new ways to connect our accomplished medallion recipients. Once the 2008 events conclude I hope you'll become an active member of the Presidential Scholars Association, and will keep us posted on all your future successes.

In 2014, the Presidential Scholars Program will celebrate its 50th anniversary. Our goal is to have built a \$1 million endowment by the time we reach that milestone, and we warmly invite you and your families to join us in this and other important endeavors to strengthen the program and ensure its longevity. With your support, we can guarantee that this unique honor is available for many years to come. To learn more, please visit our website at: www.presidentialscholars.org.

Every member of this Foundation, and every donor who helped to make your recognition possible, is truly proud of you. Congratulations on a job well done, and good luck in all the years that lie ahead!

Best wishes,

James E. Farmer
President

Members of the Foundation's Board of Directors

James E. Farmer, President

Matt Anestis, Vice President for Alumni Relations (1991 Scholar, CT)

Ralph Jahr, Secretary-Treasurer

Stanley E. Taylor, Commission Chair

Scott A. Bundgaard

Michael A. Galiazzo

Susan J. Ganz

Avery W. Gardiner (1993 Scholar, ME)



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.

YoungArts® is NFAA's core program. Through YoungArts, 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.



N F A A
 NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS
 INSPIRING YOUNG ARTISTS FOR AMERICA'S FUTURE
 youngARTS™

June 2008

Dear Presidential Scholars:

On behalf of youngARTS™ and National Foundation for Advancement in the Arts (NFAA), I would like to express our pride and admiration for your achievements. You have demonstrated your commitment to excellence, and we trust you will become participants in the next generation of leaders for America's future.

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

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

Sincerely,

Paul M. Zeller
 Chairman, Board of Trustees
 National Foundation for Advancement in the Arts



THE PRESIDENTIAL SCHOLARS ASSOCIATION: YOUR 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 our annual recognition events. We warmly invite the 2008 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.

ALUMNI GREETINGS TO THE CLASS OF 2008:

Congratulations to all of the 2008 Presidential Scholars on this momentous occasion! Try to see this recognition as neither a feather in your cap, nor a pinnacle of your success thus far, nor a stepping-stone to world domination; instead, see this as an opportunity to begin (or continue) building a life that will contribute to the greater good. What you do with your time on this planet matters even more than you think it will, and success is most fully enjoyed when rooted in compassion and kindness.

**Mia Riverton,
1995 Scholar, Indiana**

Harvard '99,
Actress-Writer-Producer

[While you are in] Washington, DC this summer, make every effort to meet the students who will be attending college with you in the fall. Among the fellow Scholars I met my year were two students who are still among my closest friends, 33 years later.

**Elizabeth Cheng Krist,
1975 Scholar, Missouri**

Princeton '79,
Senior Photo Editor, National
Geographic Magazine

As one of the greatest memories of my life and a time where I got to expand my horizons all over the world, I wish the class of 2008 Scholars all of the lasting connections and friendships [forged during National Recognition Week and beyond] that I have made. The universe is yours, live the extraordinary lives you desire to live, and share your adventures with all the other fellow adventurers around you! Savor this moment, you deserve all the praise you will get and more for your outstanding achievements! Be yourself, because that is what this nation needs – originality, ingenuity, curiosity, and comradeship.

As for some of my amazing memories, I could write a book full of them (maybe, one day I will)! Chatting with so many smart, wise, creative young individuals from all over the nation was an opportunity for ideas to flow and for us to build networks that will not break down. I met a friendly Scholar from New Mexico who shared his Native American heritage and love of soccer while I discussed

my passions for figure skating and mathematics. My roommate and I shared a love of Hamlet, and instantly started talking about our favorite acts and scenes. We Scholars went to the best Seafood buffet that I still rave about, and I met a Commissioner with whom I had the most wonderful discussion about how important scientists, researchers, artists, and people gifted in languages and culture are to the nation in fostering unity around the globe. The last night of our stay, we Scholars had an informal dance put together by our amazing Advisors! I danced the night away until 3:30 a.m. and got to know my fellow Scholars in a different setting. At breakfast the next morning, none of us wanted to say goodbye! So I just told people that I would see them later and remember them always.

I know everyone will have their own experiences to last a lifetime, and that National Recognition Week will be a part of your unique journey of exploration and insight.

**Theresa (Tess) Anderson,
2006 Scholar, Wisconsin**

University of Wisconsin-Madison,
Mathematics, Chemistry, and
Spanish

First of all, congratulations on your achievement! This is a recognition of your capabilities, dedication, and hard work over the past many years. I hope you are proud of all you have done (though this is often difficult to recognize as a high school senior – I know it was for me!).

I was a Presidential Scholar from Colorado in 1989. As I look back now, it is amazing to see how my life has changed – I have been to college and business school, worked for over a decade, traveled all over the world, lived in Paris, and am now married and have two kids of my own. But even after all these years I still have many vivid memories of my days in Washington, DC as a Presidential Scholar – sitting on a bench at Georgetown talking with a Scholar from Vermont about politics, listening to the absolutely amazing performances of the Scholars at the Kennedy Center, watching my brother play piano at the reception at the State Department, and of course the ceremony at the White House. In fact, I was asked about my experience during a job interview a few weeks ago, and the executive who was interviewing me asked only one question about my background: “What is a Presidential Scholar”? So while the experience

was nearly 20 years ago, I still remember it vividly today, and am still very proud to be a Presidential Scholar.

As you celebrate your achievement and look with excitement towards the great years ahead of you, I would like to offer just a few words of encouragement:

First, treasure the experience. Meet as many of your fellow Scholars as you can – some of those friendships may last a lifetime. Remember that not every high school kid gets invited to the White House! Have a blast.

Second, enjoy the next several years. You are about to launch into some very, very fun years. College is such a unique, special time. I met some of my best friends in college, and I still have so many memories of those wonderful days. There will certainly be stressful times (studying for mid-terms, interviewing for summer jobs, deciding which extra-curriculars to take), but they are all part of the fun. Based on my own experience, I can tell you that later stressful times will include things like waking up to feed the baby at 3 a.m. and deciding whether to get a huge loan for your house – the college ones are easier, trust me! So in the midst of all the craziness and fun of college, be sure to take a few moments just to savor those special years.

Finally, never forget that you have a responsibility to help your country and your world. You are very talented and very fortunate, and of those to whom much is given, much is expected. The 21st century will be an age of unparalleled prosperity and dramatic change – political transformations around the world, environmental challenges, technological advances, the list goes on. My generation, your generation, and the generation after yours will shape this century. It is our time. While you revel in the wonderful years ahead, never forget that you have an obligation to make the world a better place and to help improve the lives of those who are less fortunate. When you are ready, use your gifts to make a difference. Together we can do great things for America and the world.

Congratulations on an outstanding achievement, and enjoy the road ahead! But remember that we are counting on you. Make us proud.

Scott Ellis,
1989 Scholar, Colorado,

Harvard '93,
Transition Lead,
New Teacher Center

I hope your National Recognition Week will be as memorable as mine was. In short, it was the most thrilling week of my life. Never before or since have I been a member of a group of people with whom I truly belonged. I made friends from around the nation that I am still corresponding with over two decades later. I met and became pen-pals with a Yale-bound poet and future best-selling novelist; she published my first poem in one of her journals. Down the hall from my room at the Georgetown dorm was a prize-winning cellist; across the hall, our advisor, a soon-to-be Rhodes Scholar. It was a dream come true for me, and for my family, and for my favorite teacher too (it was the very first year that teachers were recognized at National Recognition Week). The National Recognition Week experience deepened me intellectually in long-lasting ways. Looking at my bookshelf as I type this, nearly 25 years after I received the telegram from President Reagan announcing my selection as a Presidential Scholar, what

do I find? The biography of U.S. Secretary of Education Terrel Bell, whose “A Nation At Risk” report released not long before we arrived in Washington remains a landmark study of American education. Bell’s life and work remain an exemplar of public service and integrity. In 1983 at a Scholars’ reception I was able to shake his hand and thank him. On the same shelf is Princeton historian Eric Goldman’s book on President Lyndon Johnson, in which Goldman describes his inspiration for the Presidential Scholars program in the early 1960s and how Johnson’s tireless zeal brought it to fruition.

In short, without my connection to this program, I wouldn’t have the same understanding of American government or of the unsung champions of education within our culture. It is this combination of the past with the future that has made my Scholars experience timeless.

And the experience isn’t limited to one week in Washington or books on a shelf. Since the mid-1990s I have been involved in efforts to develop an alumni association of Presidential Scholars. As a result, I get to network with brilliant and

personable Scholars of different ages and backgrounds all over the nation and world, as we work together and build support for a program we respect and love. In this way, the National Recognition Week experience keeps going and growing, broadening and deepening our impact on society in ways beyond even what President Lyndon Johnson envisioned when he announced on April 16, 1964 that the Scholars program would “revolutionize American education.”

I belong to quite a few alumni groups from my high school, college and graduate school days. But the Presidential Scholars Alumni Association is the one I am proudest of and the one I will do anything to support. It is, for me, home. I hope you emerge from your National Recognition Week with the same sense of belonging, and of pride in being a part of the Presidential Scholars Program – now, and for a long time to come.

**Dr. John Knox, 1983
Scholar, Alabama**

Associate Research Scientist, University of Georgia, (Chairman, Distinguished Alumni Committee and Newsletter, Co-Editor, Presidential Scholars Alumni Association)

For me, the Presidential Scholars Program has been an exciting opportunity to meet some of the brightest students from around the country. Hearing the towering accomplishments and aspirations of fellow Scholars is a really great motivating factor and truly goes to show the value of dreaming big and working hard towards those dreams. One of my favorite quotes is this one by Teddy Roosevelt: “It is not the critic who counts, not the man who points out how the strong man stumbled, or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena; whose face is marred by the dust and sweat and blood; who strives valiantly; who errs and comes short again and again; who knows the great enthusiasms, the great devotions and spends himself in a worthy cause; who at the best, knows in the end the triumph

of high achievement, and who, at worst, if he fails, at least fails while daring greatly; so that his place shall never be with those cold and timid souls who know neither victory or defeat.” It is empowering to know that there are people who understand what it means to dare greatly even if it means to sometimes fail. To all the Scholars, congratulations on your accomplishments and keep up the incredible work.

**Xiaolong (Alan) Zhou,
2002 Scholar, Florida**

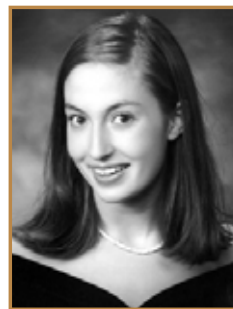
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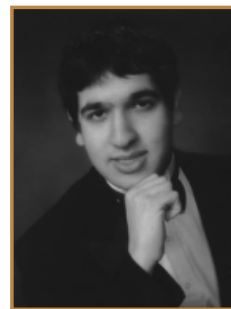
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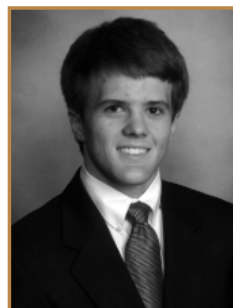
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