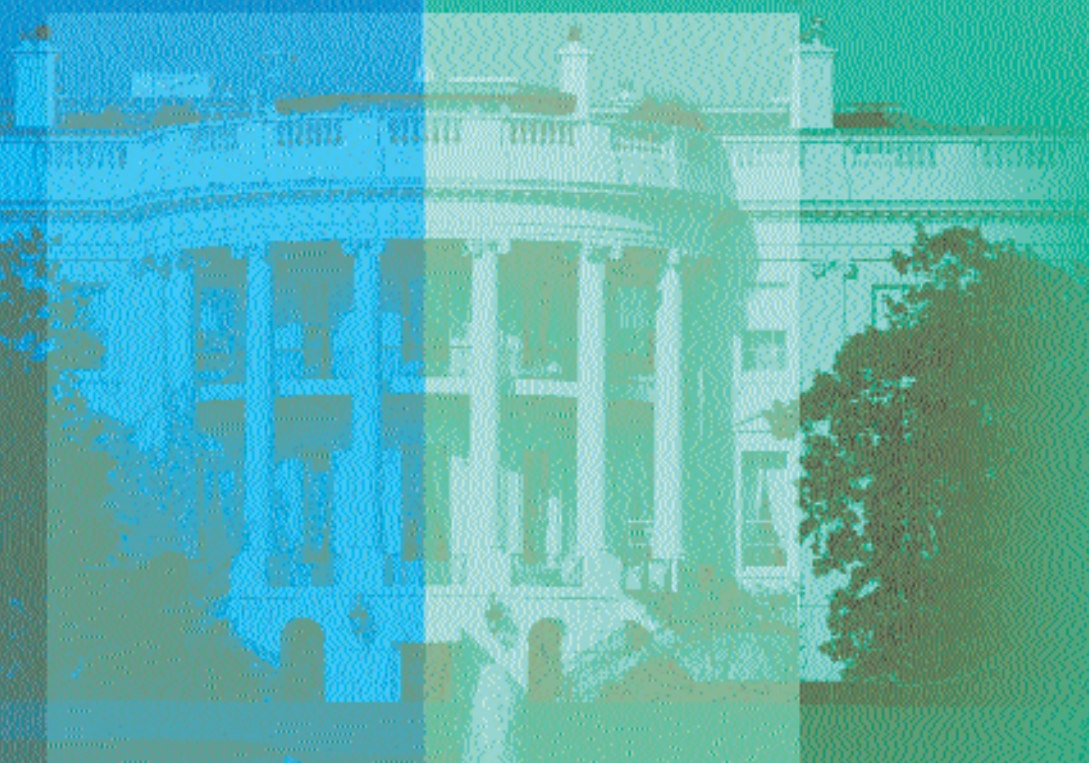


2001 Presidential Scholars Program



# 2001 PRESIDENTIAL SCHOLARS PROGRAM

## NATIONAL RECOGNITION WEEK

June 23 - June 28, 2001

Washington, DC

National Recognition Week is Sponsored by

**The General Motors Corporation**

**GMAC Financial Services**

**The Merck Company Foundation**

# The Presidential Scholars Program Through Thirty-Eight Years...

# 1964



**T**he United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our Nation's most distinguished graduating high school seniors. Each year, up to 141 students are named as Presidential Scholars, one of the Nation's highest honors for high school students. In honoring the Presidential Scholars, the President of the United States symbolically honors all graduating high school seniors of high potential.

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

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

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

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

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

# 2001



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

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

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

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

As part of the U.S. Department of Education's continuing effort to honor excellence in education, the role that teachers play in National Recognition Week activities is constantly changing and expanding. It is our hope that we are providing an arena where prospective and experienced educators can see where they are now and where they will need in the future to be in order to meet the new challenges of guiding all students in achieving to higher standards of learning and development.



THE WHITE HOUSE  
WASHINGTON

May 23, 2001

**Congratulations to the 2001 Presidential Scholars. Your family, teachers, and friends must be very proud of your accomplishments.**

**I commend you for your commitment to academic excellence, your leadership, and your contributions to your community. As you continue your studies, I hope you will be motivated by the American spirit of dreaming, setting high goals, and working hard to achieve them. I also salute your family and teachers for the guidance and support they have given you through the years.**

**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 can help ensure a bright future for our country.**

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

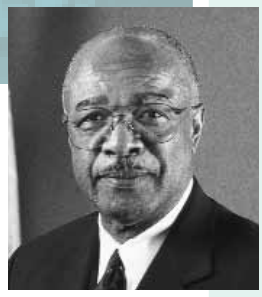
A handwritten signature in black ink, appearing to read "George W. Bush".

# ratulations



THE SECRETARY OF EDUCATION  
WASHINGTON, D.C. 20204

May 10, 2001



Dear Presidential Scholar:

Congratulations on your selection as a 2001 Presidential Scholar. I am pleased to join in honoring you for your many talents and the hard work and self-discipline that have led to your success.

During his Inaugural Address, the President reminded us that the grandest of our ideals is an unfolding American promise that everyone belongs, that everyone deserves a chance, and that no insignificant person was ever born. As a Presidential Scholar, you are a shining example of this unfolding promise. You must always remember to make every effort to live up to your promise – for yourself and for our nation.

Please accept my congratulations and my very best wishes for your continued success.

Sincerely,  
  
Rod Paige



THE WHITE HOUSE  
COMMISSION ON PRESIDENTIAL SCHOLARS  
600 INDEPENDENCE AVENUE, SW  
WASHINGTON, D.C. 20540-3600

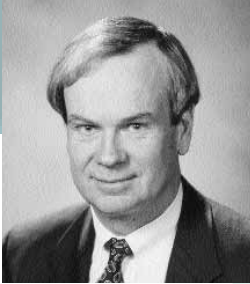
June 6, 2001

On behalf of the Presidential Scholars Commission, I join President Bush and Secretary Paigs in congratulating the 2001 Presidential Scholars for being selected to receive this national award. An important element of President Bush's education plan to "Leave No Child Behind" involves rewarding and recognizing those who achieve excellence in education. You, your family, and your friends should be proud of the educational excellence you have achieved. A special word of recognition and praise is also due the teachers of the 2001 Presidential Scholars for the dedication they have shown to excellence in teaching. Both the Scholars and you teachers have set an important example for all the nation's students, teachers, and other educators to follow.

A handwritten signature in black ink that reads "Bruno V. Manno".

Bruno V. Manno  
Chair  
White House Commission on Presidential Scholars

# SORS



## **GMAC**

To the 2001 Presidential Scholars:

General Motors and GMAC and its employees around the world are pleased and honored to again support and congratulate the 2001 Presidential Scholars.

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "John Finnegan". The signature is written in a cursive, flowing style.

John Finnegan  
Executive Vice President, General Motors Corporation  
Chairman and President, GMAC



# Congratulations From Our Sponsors

# S p o n s o r



Eve E. Slater, M.D.  
Senior Vice President, MRL External Policy  
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May 16, 2001



Congratulations to the 2001 Presidential Scholars. This is a high honor for each of you and I am sure that you and your family are very proud.

Merck & Co., Inc. is committed to the advancement of biomedical research and to improving the health of people worldwide through innovative medicines. The people at Merck commend you for your extraordinary accomplishments and your dedication to excellence.

The future of America is in the hands of its young. We face great promise and many challenges, and the world needs your talent, your vision, and your integrity to solve them.

As you pursue your education and chosen career, let there be no limit to your aspirations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eve Slater'.

Eve E. Slater, MD

# SORS



**N F A A**

**NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS  
ARTS (ARTS RECOGNITION AND TALENT SEARCH)  
FELLOWSHIP BY THE VISUAL ARTS  
ARTIST CAREER GRANTS**

The National Foundation for Advancement in the Arts (NFAA) is proud to be part of the celebration for the 2001 Presidential Scholars. These outstanding high school seniors represent the very best in this great nation. They are our future leaders in all areas of endeavor—the sciences, the humanities and the arts.

NFAA takes great pride in its role as the nominating body to the White House Commission on Presidential Scholars for the designation of Presidential Scholar in the Arts. By advocating and honoring excellence in the arts alongside academics, the Presidential Scholars program is sending a strong message to American society that the arts are important and vital to the cultural legacy of this country.

On behalf of NFAA's Board of Trustees, I would like to congratulate the Presidential Scholars on their extraordinary achievements and wish them continued success in all their pursuits.

**Christy H. Fowell**  
Chairman, Board of Trustees  
National Foundation for Advancement in the Arts

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

## Sponsors:

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**President: \$75,000 per year contribution and more**

General Motors Corporation and GMAC Financial Services

Merck Company Foundation

United States Government

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**Secretary of Education: \$25,000 to \$49,999 per year contribution**

Geraldine R. Dodge Foundation

National Foundation for Advancement in the Arts

# actors

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**Scholar: \$5,000 to \$9,999 per year contribution**

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Mr. David Simpson

**Colleague: \$250 to \$499.99 per year contribution**

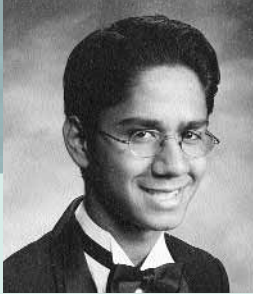
Mr. Peter Gerber

**Associate: \$50 to \$249.99 per year contribution**

Members of the Alumni Society who generously donated  
more than the Alumni Society Dues  
Ms. Nancy Verderber

## The 2001 Presidential Scholars Program

# 2001 Presidio



*Nafis Ahmed, Springfield, VA, Thomas Jefferson High School for Science & Technology*

As a proud resident of Northern Virginia, I fervently watch Redskins football every Sunday. Filling out crossword puzzles, reading science fiction novels, and playing basketball and table tennis with my two brothers also fills my free time. At school, I participate in a variety of extracurricular activities, including debate, drama, and tutoring. As a member of Model UN for four years, I have learned much about the importance of diplomacy, cooperation, and leadership. As a volunteer at Alexandria Hospital for three years, I have realized that doctors touch people's lives in a magnificent way, a role that I want to partake in some day. As an actor in school drama for only one year, I have already learned much about intonation and body language as well as experienced the thrill and excitement of an opening night. When I attend Northwestern University this fall, I plan on delving into anything and everything that is within my reach.



*Aaron C. Apaza, Rapid City, SD, Interlochen Arts Academy*

I have always had a creative and inquisitive nature. My parents encouraged me to be curious and to pursue activities that would satisfy my curiosities. My parents, who read to me and encouraged me to listen to music, nurtured my creative nature. Music always fascinated me in a way that few other things do. In fifth grade, I began playing the alto saxophone, which began my career as a musician. After hearing the bassoon for the first time, I decided that I had to play bassoon. Since then, I have studied the bassoon and music with passion and determination beyond that of many of my peers. Nothing is more rewarding to me than playing a beautiful phrase on the bassoon. My training in music and bassoon have brought me success, but more importantly they have brought me a great deal of happiness.



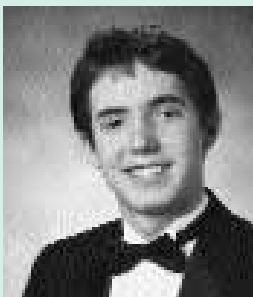
*Victoria E. Astley, Lakeland, FL, Bartow High School International Baccalaureate Program*

I was born in New Orleans but now I live in the middle of nowhere. I'm slightly eccentric and am widely believed to be not from this planet. I love fantasy, science fiction and anime. There are a number of hobbies I enjoy but am no good at, including theatre and drawing. I think I'm good at writing, dancing, and martial arts, but there is adequate evidence to the contrary. I do have a talent for languages (French and Japanese so far) and I hope someday to become an astronaut to get as far from here as possible. Love and Peace!



*Martin T. Aubier, Vivian, SD, Lyman High School*

I was born into a family of four sisters and a brother in rural South Dakota. My family led the life of poor farmers in a small farm house five miles from an organized town and thirty-five miles from a McDonald's. I led a happy childhood surrounded by love, and, although we did not wear name brand clothes and did not drive fancy cars, we had everything we wanted—we had plenty to eat and plenty of toys to play with. My parents have both taught at local schools my whole life; therefore a large emphasis was always placed on academics. Additionally, my father farmed our land and raised a small herd of cattle, so an emphasis was also placed on hard work. After I go to college this fall, my family will have all scattered around the country, but we will take the lessons of small-town America with us.



*Nicholas G. Baldasaro, Clifton Park, NY, Shenendebowa High School*

I live with my mother and father in Clifton Park, New York. When not at school or work, I enjoy baseball, tennis, archery, playing with my dog, Nipper, and reading. In my past few years I have become interested in history, especially World War II. This has left me with a keen appreciation of how indebted I am, not only to the generations of the past, but to my future potential. Because of my strong family values, and experience with my grandfather, a World War II veteran, I am extremely conscious about personal honor and fulfilling my potential as a human being. I firmly believe that hopelessness has no place in our great country, and that this is our foremost strength as a people and a nation.

# ential Scholars



*Caroline A. James*  
The Narrows  
Oil on Canvas; 36" x 24"

## The 2001 Presidential Scholars Program

# 2001 Preside



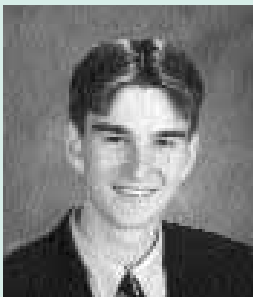
**Shannon F. Beddingfield**, Sylva, NC, Smoky Mountain High School

The most accurate diagnosis for my condition was given by my best friend, who dubbed it a “relentless pursuit of superfluous knowledge.” I am cursed, or blessed, with an insatiable hunger for beauty, art, experience, and ideas. I love learning not for its practicality or its pragmatic applications but for its utter simplicity and often for its uselessness. To feed this monster is its own reward, but to be in the company of others with the same condition is the utmost inspiration.



**Isabel M. Bernal**, Trujillo Alto, PR, Saint John’s School

January 10, 1983. Beautiful date – ain’t it?/Now I’m three (nineteen eighty-six)/Broke my chin in the tub/No sweat – just a scar left/And now I’m back on my feet, keeping it neat/Life is so sweet. Gimme a break/I mean...it gets a lot harder than that/We all know its like that: in third grade – broke my leg/Three years later: (give it a rest) in sixth grade/It’s all good playing sports and stuff/Volleyball above them all. Soccer’s next and then-/A song. School choir comes up./And then dancing, and acting./I mean – it’s all about starring.../In your own life/And graduation (“emancipation proclamation”)/Of your soul, and don’t forget it boy/And use it for your best (this is my song)



**Alex A. Bishop**, Chesterton, IN, Chesterton High School

I believe the key to enjoying life is to love whatever life gives you. As a strong Christian, I know that all things happen according to His plan. I love Jesus Christ. Connected with that, I also love other people, both as close friends, and as parts of humanity as a whole. I try to be caring and helpful as much as I can. I love performing, be it in Speech and Debate, in plays and musicals, in showchoir, or informally through humor with others. Also, I love being weird.



**Stephanie F. Bridges**, Darien, CT, Milton Academy

I have always been interested in the stories of people and places. So far in my life, I have moved four times, living in suburban Los Angeles, Chicago, New York, and now Boston. Each move has given me the opportunity to view my surroundings with a fresh eye. I have been drawn to writing as a way of understanding the world from another point of view, as I place myself in the shoes of a character different from me. Beyond writing, I also love sailing and traveling, and I look forward to doing all three in the future. I plan to attend Harvard University, after first taking a year off.



**Mary E. Burt**, Kwajalein, Marshall Islands, Kwajalein Junior-Senior High School

I am a passionate person. I live to throw myself into something I truly believe in. Sometimes it is a fundraiser that I just know will be a success. I happily plan it and put in the necessary hours. Sometimes it is a new school policy I feel strongly against. I’ll talk to the principal, write a letter to the editor of the student newspaper, and look for support among students and teachers. Sometimes it is a new mathematics concept I learned or a scientific discovery I read about. Sometimes it is a close friend going through a tough time who I believe will pull through to be a better person. In school, in my activities, and in my personal life I strive to fight for what I love and to fix the things I hate.

# ntial Scholars



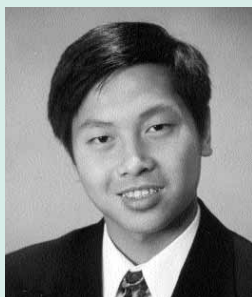
**Samuel Y. Chang**, Austin, TX, Lyndon B. Johnson High School

I like to participate in a wide variety of activities just for fun, which helps keep me well-rounded. I believe anything worth doing is worth doing well, but that doesn't stop me from kicking the perfectionist attitude once in a while and just relaxing. Some things are important and can't be less than perfect, but for those activities that won't matter in the long run, taking a little time off is always an option. I've learned not to dwell on past failures because it always detracts from present performance. Accept your mistakes, learn from them, and move on because, as my friends have told me, nothing is a bigger killjoy than someone who keeps kicking himself over last week's physics test. I mainly participate in Scouting, math/science activities, policy debate, Latin activities, church, orchestra, and academic competitions. "I can do all things through Christ, who strengthens me."—Philippians 4:13



**Christina H. Chen**, Charleston, WV, George Washington High School

Although I have lived in the rugged, mountainous beauty of West Virginia my entire life, I have been able to blend a fusion of Asian and American culture in myself. While one cannot find an abundance of Chinese families in my town, I have faithfully attended the Kanawha Valley Chinese School for fourteen years – as a result of my quest to maintain an equilibrium between my two heritages. As a die-hard West Virginia Mountaineers fan, college football is only one of my many passions; I enjoy watching the NBA, playing tennis, eating ice cream and persimmons, and playing the piano. My desire and drive to excel have been rewarded both in academics and athletics, as I have garnered six state tennis titles and participated in three national championships. Though many of my academic endeavors focus on science and math, I find the abstractness of literature and psychology equally intriguing.



**Andrew Chi**, Terre Haute, IN, Terre Haute South Vigo High School

"Truth is the cry of all, but the game of the few." My search for the truth and meaning in my world, truth in the laws of nature, and truths that stand out in music and art, is what inspires me. Whether this search exhibits itself through research on nuclear spins, performing a Kabalevsky violin concerto, pondering a beautiful theorem in geometry, writing a character analysis of Hamlet, or simply helping peers solve tricky integration problems while munching away in the school cafeteria, is not really important. At this point, I am fascinated with chemistry and physics, but later I envision myself applying them to medicine so I can work to meet people's needs more directly. But at the same time, I love to have fun: tennis, running, good fantasy books like those of Tolkien and C.S. Lewis, and talking to friends online are all invaluable.



**Melanie C. Chuen**, New Canaan, CT, New Canaan High School

I used to wonder how I made it through four years of running from gymnastics practices to meetings and finishing hours of homework without losing my sanity from stress or sleep deprivation. Now I know, "I can do everything through Him who gives me strength." Philippians 4:13. I look forward to attending Stanford University in the fall.



**Michelle Chun**, Weston, MA, Weston High School

Michelle was born in Torrance, California, and lived in Irvine, CA, Tacoma, WA, and North Andover, MA, before moving to Weston at the start of her freshman year of high school. She was the editor-in-chief of her school's fine arts and literary magazine, co-founder/co-president of the French Club, and proud member of the Math Team and Weston International Affiliation. Her work extends into the community as well, as she served as a state certified rape crisis counselor and public educator at the Boston Area Rape Crisis Center, an ESL teacher at the Ana Maria da Hora Workers' Center, and devoted many more hours to the International Rescue Committee and the Massachusetts Interfaith Committee for Worker Justice. She graduated at the top of her class at Weston High School, and looks forward to pursuing her interest in literature, languages, and social studies at Harvard University in the fall.



## The 2001 Presidential Scholars Program

# 2001 Preside



*Laura R. Cole, Bethesda, MD, Holton-Arms School*

I have always loved puzzles. As a child, I favored jigsaws and tangrams over dolls and teddy bears. As I have progressed through school, I have gravitated towards subjects that allow me to solve puzzles: science, with its inductive reasoning; mathematics, with its intricate proofs; and music, with its gorgeous interlocking patterns. I love Latin poetry because the complex system of declensions and conjugations leave word order entirely unrestricted, an aspect of the language that not only adds new dimensions to literature but also makes reading a puzzle. Even my favorite recreational activities typically include some kind of a puzzle. I love mystery novels, crosswords, and bridge.



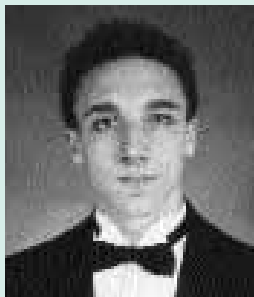
*Abigail S. Cooley, Madbury, NH, Oyster River High School*

I bring a unique perspective to the education process. My mom schooled me at home for eight years, and I entered “real” school as a freshman. Through homeschooling, I learned more than just academics; the foundations of self-motivation, strong character, and hard work that my family imparted to me have served me well in high school. I have learned to pursue my interests and to be interested in everything. Whether I’m on the softball field, in the classroom, serving on a student government committee, or playing guitar for my church youth group, I try to give out from everything I have been given. Someone once said that God’s calling on your life is where your chief delight intersects with the world’s greatest need. If that is true, then my passion for everything I do and my ambition to bless others will serve as a firm foundation for my life’s calling.



*Matthew M. Crane, Amman, Jordan, American Community School*

I was born in Washington State and by the time I was four I had lived in New Mexico and Washington, D.C. At the age of four my family moved overseas where I have since moved from country to country around the world. This has left me searching for something steady and unchanging that I could grasp hold of in times of uncertainty. I found this in my Lord Jesus Christ. My beliefs as a Christian have formed the foundation for my life and the decisions that I make.



*Zane A. Curtis-Olsen, Charlotte, NC, Myers Park High School*

Since my father and I built remote control boats and planes from scratch when I was young, I’ve had a love of science. In middle school I began attending science programs at Duke through the Talent Identification Program. I have since attended summer programs at Caltech and the Research Science Institute at MIT. My love of science has developed into a love of research, specifically in physics and engineering fields related to nanotechnology. I have done this kind of research at the Research Science Institute and with a professor at a local university. It seems science is the one thing that is definitely working toward the truth. With science, I can create things that directly help people in their lives. I was born in Tucson, Arizona, and have also lived in Maryland, New York, New Jersey, and North Carolina. I have traveled in Europe and Australia, Canada and Mexico, and I hope I’m not finished yet.



*Diara D. Dankert, Asheville, NC, T. C. Roberson High School*

According to a personality test, I am life’s natural organizer, and this is evident in everything I do. In school, I always adored math and science for their logic, and I hope to major in biology or biochemical sciences when I enter Harvard University in the fall. My interests do seem fairly diverse though; I love to experiment in the kitchen and bake for my church groups, I volunteer at the summer migrant camp for children who speak Spanish, I was a page for congressman Charles Taylor, and I try to keep my own tutoring program running smoothly. Attacking every challenge with the same determination and hard work, I attempt to accomplish as much as I can with what I have.

# ntial Scholars



*David A. Green*  
still from Fly Trap

## The 2001 Presidential Scholars Program

# 2001 Preside



**Melissa L. Dell**, Enid, OK, Oklahoma Bible Academy

I am a person who above all else has a passion about everything I do. I never do anything halfway. My first passion is a love of learning – a love for books, for debate, for travel, for independent research. I also love to run; I founded the girl's cross-country team at my school. I become so excited about my activities that I can't help but share them with others. I wanted to share my love for advanced study so I helped to start an Advanced Placement program at my school. As a part-time job, I have my own test preparation business so that I can help other students be successful. Perhaps I am a bit of an idealist, but I hope my passions will light a spark in others so that they too will follow through on their dreams.



**Kyle P. Detwiler**, Rapid City, SD, Stevens Senior High School

Raspberry, strawberry, grape, even the deformed, yellow, lemon leftovers in the package, I crave fruit snacks. Debate and forensics grab my attention. Thumbing through ten-pound law reviews and the Washington Post conjures up mystical feelings similar to that of scanning over ancient and worn pirate treasure maps. Math, à la Thomas Paine, is a "necessary evil." The décor of my room has not changed since eighth grade, but my parents still describe it as "messy." Each day is a new life for me. I abide by a saying attributed to Homer: "The journey's the thing." In other words, the destination is not so important; the actual voyage is what makes life invigorating. My pet poodle, Maggie, could take First Dog Spot any day.



**Kelly E. Devereaux**, Scottsdale, AZ, Chaparral High School

I have always been interested in a variety of apparently contradictory activities. While my primary academic interest rests in math and the sciences, especially in physics and civil engineering, I am also just as happy to spend the afternoon oil painting or drawing. Although from Arizona, my favorite sport is SCUBA diving, which I unfortunately do not get to do very often for obvious reasons. Last summer, I attended the Research Science Institute at MIT where my interest in the sciences was affirmed. My philosophy in life is to reach for your dreams and enjoy every minute of it. And, if life ever gets you down, ice cream, and lots of it, does the trick!



**Daniel E. Dubelman**, Englewood, CO, Cherry Creek High School

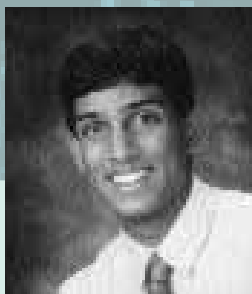
I am a very competitive person. I am considerably competitive with other people, but even more so with myself. I hold myself to extremely high standards and I am most definitely my greatest critic. However, I believe that my competitive nature is substantially responsible for my successes both inside and outside of the classroom. I take great pride in my academic accomplishments, but my most satisfying accomplishment was placing second in the state of Colorado at #1 doubles in tennis. I worked extremely hard throughout high school to make the varsity team at my school, and therefore my successes were exceedingly gratifying. I try to live my life by the philosophy that with hard work, determination, and an optimistic attitude, any goal is attainable.



**Madeleine R. Dwertman**, Park Hills, KY, Holmes High School

I come from inner worlds of otherness – from the only child in Kindergarten not allowed in the reading circle, the only girl on the math team, and the only person in my family to step beyond the boundaries of Catholic education because I longed to experience the challenges and freedom of independent thought. In the midst of what outsiders would term an easy life of academic and athletic success, I sold my voice to society in exchange for an acceptance that stole myself from me. Now that I have discovered, through writing and art, that my voice possesses the power to change my world, I have embraced an activist lifestyle. A passion for justice and a desire to cure others of the "chronic otherness" that afflicted me for so long fuel nearly all of my decisions and actions.

# ntial Scholars



**Joseph A. Elias**, *Idaho Falls, ID, Idaho Falls High School*

Throughout my life, two basic principles have guided my actions. “Always do your best,” my father used to tell me, lovingly brainwashing me into an assiduous student. The work ethic I have learned has helped me accomplish my best in academics, music, athletics, and community activities. In addition to practicing diligence, I have learned the value of compassion for others. From tutoring children after school at the Salvation Army, to ministering to the homeless at the local soup kitchen, to simply stopping to say “Hi” to students at my school who are sometimes ignored by others, I find great joy in touching people’s lives. My desire for excellence, compassion for people, and interest in science have helped mold my decision to serve others as a medical doctor.



**Magali A. M. Fassiotto**, *Honolulu, HI, Punahou School*

I was born and raised in Honolulu, Hawaii, by the two greatest parents to ever walk the earth. My mother immigrated to America from France at the age of 20 so we speak French at home and visit our family there each summer. My dad, an Italian-American from San Francisco, has taught me the joys of my culture through his exceptional cooking! My sister, Alana, amazes me. In her I have seen the will to succeed at its very finest. She also gave me a love for running as I participate in cross-country and track because of her. Finally, growing up in Hawaii has shaped me into a lover of both Hawaiian music and hula dancing while relaxing in our easy-going local way of life. Aloha!



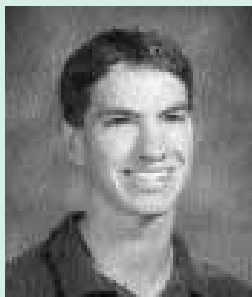
**Alexander A. Fierro**, *Wilmington, DE, Archmere Academy*

When I was in first grade, I was given a four-volume set of books called How Things Work. When properly set side by side, a diagram of an old steam engine spanned their silver spines. For a while these books did little more than take up space in my bookcase, but when I finally decided to see what knowledge they contained, I was forever changed. The books had an immense impact on me: they detailed the operations of technologies from televisions to nuclear reactors, and while I did not understand everything at the time, the books set my mind in motion. Over the years, I picked the books up repeatedly as I became able to understand more and more of the devices explained, and since I first read them, I have become immensely interested in understanding how things around me work. To this day, those books still sit on my bookshelf as a monument to my scientific and technological curiosity.



**Jennifer M. Forsythe**, *Birmingham, AL, John Carroll High School*

I have written to entertain myself since I was seven, I have only recently discovered that sometimes other people seem to be entertained by what I write. I write because I like to make people laugh and ask questions. I like writing characters that are people I want to meet. People and words fascinate me. R. Buckminster Fuller said, “Dare to be naïve!” Those words are some of the best I have ever read. Salvador Dali called one of his paintings “Two Pieces of Bread Expressing the Sentiment of Love.” Those words are excellent as well. Also, one time my fortune cookie said, “the weather is wonderful,” and when I went outside, it was raining.



**Eric L. Frantz**, *West Linn, OR, West Linn High School*

My academic career has been spent almost entirely in the public schools of West Linn, Oregon. From an early age, I have been interested in science, and participated on my school’s science bowl team each of the last seven years. Other activities I have enjoyed in high school include Ultimate Frisbee, baseball, intramural basketball, and Boy Scouts, which culminated with the recent completion of my Eagle project building two handicapped-access picnic tables. Last summer I spent two weeks at Philmont, the Boy Scout wilderness camp in New Mexico, hiking over 75 miles and climbing Mount Baldy. Church has also been an important part of my life, and I spent a week last summer on a mission trip to rehabilitate houses at an Indian reservation in Northern California, while also having the opportunity to explore my religious faith with a group of about 50 other teenagers from the Western United States.

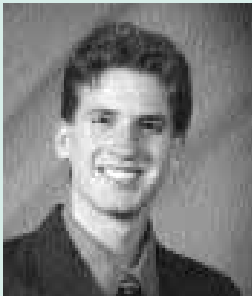
## The 2001 Presidential Scholars Program

# 2001 Preside



**Catherine L. Funke**, Partridge, KS, Haven High School

For the last four or five years, I have been extremely interested in the study of deadly viruses. One of my life-time goals is to study them at the Center for Disease Control in Atlanta, Georgia, or to do field research in far-off places. I have always had a very inquisitive mind that prompts me to pursue the reasons behind things. "Because that's the way things are" was never a good enough reason for me. It never ceases to amaze me that something as small as a virus can have such destructive consequences and work in such unique and amazing ways. I enjoy competitions of all kinds. My participation in distance running, basketball and debate have helped me be a stronger person and a better leader. I do not look at being from a small farming community as a disadvantage, but rather as a large family all encouraging me to do my best.



**Barry D. Gackle**, Waterloo, IA, West High School

I am driven by an intense curiosity about the world around me. I enjoy taking apart, analyzing, and visualizing the inner workings of anything that catches my interest, whether it is the engine of my car, the water chemistry of a lake, or an abstract mathematical concept. I pursue my interests with a single-minded intensity that sometimes borders on obsession. The focused nature of my personality finds its physical expression in the stacks of books and printouts that perpetually clutter my desk, in the immaculate water of my aquariums, or in the worn out soles of my running shoes. It is even more evident in myself; at the core of my personality is simply a small child who constantly asks "why?" and then tirelessly and impatiently pursues the answer.



**Andrew D. Galanopoulos**, Spanish Fort, AL, Daphne High School

Andrew Galanopoulos is a man of passion – not just for one but for all endeavors. He writes poetry with the same zeal with which he runs cross-country. He attacks a math problem in the manner that he plays his guitar – logically, creatively, and ferociously. Andrew's widespread enthusiasm has shaped him into a learned scholar in areas from physics to golf to Led Zeppelin. For this, he has received much recognition – National Merit Scholar, winner of countless writing contests, All-American Scholar, All-State Academic Team finalist, and now Presidential Scholar.



**Samuel M. Ganzfried**, Bethesda, MD, Landon School

My intellectual interests range from mathematics to philosophy, psychology, economics, and Latin. As much as I love to learn, I also love to teach and give back to my community by sharing my learning with others. I believe it is important to have balance and strengths in non-academic areas; and, for more than nine years, I have actively pursued sports and music. I have learned many valuable life lessons in teamwork, cooperation, and self-discipline from playing and training in two varsity sports throughout high school – tennis (varsity captain) and cross-country. I have similarly experienced a communal spirit playing the oboe throughout high school in our state and national award-winning symphonic band. With my wide-ranging love of learning, love of teaching, and longstanding commitment to athletics and the arts, I have gained great satisfaction from my school and community experiences.



**Elisabeth N. Gayer**, Cape Elizabeth, ME, Cape Elizabeth High School

My name is Elisabeth with an "s," not a "z." I play classical and Irish flute, and I love to sing, read, and travel. My major academic interest is history, though I also greatly enjoy physics and English. I have lived in Maine for most of my life, and I love the variety of outdoor experiences Maine offers, including camping, hiking, boating, and skiing. Some combination of the many military history books I have read, my father's example of character, and my love of the ocean lead me to decide when I was still in middle school that I wanted to attend the United States Naval Academy and become a naval officer. In this career path, I hope to find challenge, adventure, and the opportunity to use my skills in the service of a cause greater than myself.

# ntial Scholars



*Catherine E. Lees*  
Seated Figure Facing Right  
Oil on Canvas; 36" x 48"

# 2001 Preside



**Vikas Goela**, Andover, MA, Phillips Academy

Vikas Goela is a Harvard Book Prize winner and a Lucent Global Science Scholar and is on the Cum Laude Society at his school, a recognition of his academic excellence and service to his community. He is president of a newspaper distribution service and a member of the math team, computer club, and Indian cultural club. A perfect scorer in the SAT, he is also winner of numerous awards, including an Ayn Rand National “Anthem” Essay Contest Prize and Rensselaer Polytechnic Math and Science Award. Vikas Goela is also involved in sports and music. He is a member of his school’s varsity squash team and varsity soccer team, which had an undefeated record this season. He has been playing the trumpet for nine years and is the first chair trumpeter in the school’s band, orchestra, and brass quintet. In the fall, he will attend Harvard University to study computer science and biotechnology.



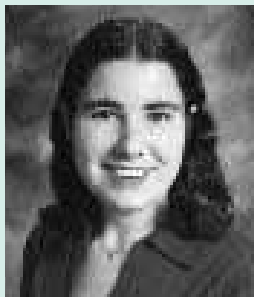
**Molly A. Goldberg**, Montpelier, VT, Montpelier High School

I am passionate about most everything I do. The darkroom is my haven, and painting is an escape that I quite literally immerse myself in. I write daily and love to bend language in as many directions as possible. I love to swim in rivers around Vermont, play rugby, get dirty, and sing. Beneath it all I am an activist. I want to make a difference in this world and use my life for positive change.



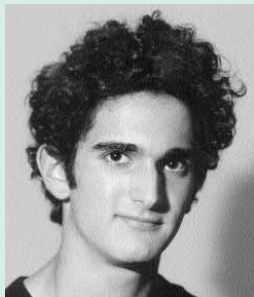
**Vernon D. Gooden**, Dallas, TX, Booker T. Washington High School for the Performing and Visual Arts

The feeling of excitement tickled my face as I stared onto the vibrantly illuminated stage. As I was pulled into the current of the tumbling music, I allowed myself to wonder when it all started. I was seven when I fell in love with dance. With my first dance class came a sensation so ebullient that I felt like a champagne cork exploding from a bottle. For the first time in my life, I felt alive. At that moment, I knew that life was about wholeheartedly giving yourself to something you love. In return, I found myself achieving goals that I never imagined possible.



**Denise A. Grab**, San Gabriel, CA, San Marino High School

Denise grew up in Southern California and has picked up some of the region’s vernacular. Consequently, even though her achievements (and hair color) would indicate otherwise, her friends tease her about being a valley girl. A National Merit Scholar, Denise was Co-Lead Counsel of her school’s award-winning Mock Trial team. She worked on her school newspaper for four years, and she was also Editor-in-chief of a political newspaper. Denise was on the Science Olympiad team for four years, and she received the Bausch and Lomb science award. She was a three-year math team member, and she was also co-president of her school’s Amnesty International club. She volunteers tutoring foster children with the Department of Child and Family Services. She is looking forward to attending the University of California, Berkeley in the fall, where she may finally be able to relinquish this valley girl reputation – or, like, maybe not.



**David A. Green**, Santa Monica, CA, Crossroads School for Arts and Sciences

Other kids would play with a football or a baseball bat, but when I was eight years old, I would play with a small cardboard box of Higgin’s ink. Using this dirty corrugated device as my makeshift viewfinder, I pestered friends and plagued family by staring at them, “framing” them, shaping their lives into my wild fiction. I would rollick around the room with violent and energetic happiness, just to get the perfect “shot” or “angle” or “camera movement.” Soon, I abandoned my cardboard inkbox for my father’s home-video camera. While experimenting with the language of film, my childhood dreams became something better than real; film blossomed my dreams into a nearly palpable hyper-reality. Film merged painting, literature, and music in one malleable art form that I could shape and design. Ten years later, I believe that art – and film – is watching the world move and moving with it.

# ntial Scholars



**Julie K. Gremillion**, Lafayette, LA, Lafayette High School

Many people choose to follow the paths of Ghandi, Martin Luther King, Jr., or even Oprah, but I choose to live according to one incredible lyric from the great pop philosopher Vanilla Ice – “...anything less than the best is a felony.” Consequently, I have striven to put forth my utmost effort toward everything I undertake. I have extremely high expectations of myself and others because I believe leaving something as “merely acceptable” cannot be justified. My one true passion is music followed closely by arguing, to which I often devote more time, fortunately or unfortunately. I believe one must always be open to new ideas and experiences and to step outside of this comfort zone. We should not be afraid of progress or evolution in both our world and ourselves. Great changes occur when people break the rules, not bend to society.



**Caroline A. Gross**, Ann Arbor, MI, Ann Arbor-Huron High School

Many people were surprised when I first told them that I plan to spend a year in Israel after high school. However, looking back at the way I have been raised and beliefs I now hold, I see that this plan fits right in with my mindset and my ideas about the future. I attended a Jewish day school for elementary school in which half of my daily instruction was devoted to Hebrew, Jewish law, and Torah study. For seven summers beginning at age ten, I attended camps of international Zionist organizations, and there I learned all about the history of the formation of the state of Israel and the Middle East peace process. The three times I’ve visited, Israel charmed and mystified me, and I knew I had to go back there. This fall, I will immerse myself in the culture as I work and study there.



**Kiran Gupta**, Great Neck, NY, Great Neck South High School

Growing up, I sometimes felt different from others, half Indian and half American. My heritage is something that I have come to accept and appreciate, for it is part of who I am. I am fortunate enough to attend a high school where all ethnicities, cultures, and backgrounds are represented. Understanding and tolerance are essential to any community. By involving myself directly in my community and participating in a variety of activities, I learned a great deal about people. I have worked hard to address the concerns of my fellow students and to create a community in which everyone is welcoming and supportive. Quiet pastimes of mine include the flute, the piano, and painting. I have tried not to limit myself to one stage, one subject, or one outlook. I hope that I will never stop learning from the varied experiences and the diverse people I will no doubt encounter throughout life.



**Rebecca J. Hammon**, Los Alamos, NM, Los Alamos High School

Rebecca has lived in Los Alamos, NM for her entire life. She greatly appreciates the support that the close-knit community of a small town can give to its members. Although music is her passion, Rebecca also plays tennis and is an avid reader. Her insatiable thirst for knowledge has opened numerous fields of interest, such as archaeology, chemistry, ancient history, and materials science.



**Talya C. Havice**, Warren, OH, Champion High School

I am a runner, a scientist, a musician, a leader, but most of all I am a curious person. I run marathons and have a passion for chemistry. I am happiest when I am busy or spending time with my friends.



## The 2001 Presidential Scholars Program

# 2001 Preside



*Luke B. Hedrick, Haines, AK, Haines High School*

I am Alaskan, born and raised, and I've never lived in a town with even 3,000 residents. I am an only child and have grown up living the small-town lifestyle. My greatest dream and greatest pursuit is the theatre; my father has acted in community theatre since I was a toddler and I've performed in over 15 plays in my lifetime. From an early age I've been a public speaker; though I still feel the terror everyone feels when speaking to large groups, it's never really been enough to dissuade me. That's why, to this day, I take every chance I get to meet the amazing people in the world around me. There are so many stories out there, if only we have the compassion and perseverance to listen.



*Ashley M. Hinerman-Mulroy, Moundsville, WV, The Linsly School*

For as long as I can remember I've been surrounded by science. When I was growing up my mother would point out natural phenomena and explain the scientific principles behind them. My mother's persistence paid off when I started doing scientific research. These unofficial science lessons had taught me how to look at a complex situation and see the individual principles responsible for the effect. Outside of science, I enjoy playing and watching team sports and working with animals.



*Maura W. Hobson, Tolland, CT, East Catholic High School*

For fifteen years, Irish dancing has been an integral part of my life. It has taught me perseverance in all that I do, something that has transferred into other aspects of my life, including my academic interests. I love to teach dance because I get so much out of seeing what I love to do being passed on to others. I continue to be an active member of the community, playing in my high school Concert Band, being a member of the Jazz Choir, Student Ambassadors, Peer Ministry, and Executive Board. Next year I plan to attend Bucknell University with an undecided major but pursuing a minor in dance.



*Angel Hsu, Greer, SC, Riverside High School*

My parents, both immigrants from Taiwan, named me An-Chi, meaning "peaceful jade." My mother once told me that we are all born as rough pieces of jade, and that with each obstacle in life, we become more polished and beautiful. With each debate round, with each piece of violin or piano music I tackle, with each leadership role I take, with each new discovery I make, I become more and more myself, of my name. I hope to become even more polished next year when I attend Wake Forest University as a Reynolds scholar, Coca-Cola National scholar, and National Merit scholar.



*Emily S. Huang, West Windsor, NJ, West Windsor-Plainsboro High School South*

I believe that "man's proper state is an upright posture, an intransigent mind, and a step that travels unlimited roads." It is a crime not to live up to one's potential. Everything I do reflects the aforesaid principle. I am attracted to beauty, and it is for this reason that I have grown up in love with the piano and music, and have frequent affairs with science and mathematics. Underlying the beauty of these pursuits is a rationality to which I am also irresistibly drawn; my mind loves nothing more than a puzzle to grapple with. My enthusiasm has led me to advanced courses in Math, Science, Latin, ballroom dancing, orchestra rehearsals, designing, and Rubik's cubing. I am perpetually discovering new things to be interested in and to pursue until I am happily exhausted. I am indebted to my parents for providing the genes, patience, and vision that made such a fascinating life possible for me.

# ntial Scholars



**Ashley A. Jackson**, Hattiesburg, MS, Hattiesburg High School

Because of her younger sister's handicaps, Ashley volunteers with children with both physical and mental disabilities. This year, she founded a mentoring program for disabled children, pairing them with high school volunteers to provide social interaction outside the home. Combining her love for these children and her passion for science, Ashley hopes to become a reconstructive surgeon, working with children with physical handicaps through a non-profit organization. In school, Ashley served as the co-captain of the women's varsity soccer team and lettered for five years in the sport. She also competed in speech and debate, attending nationals for three years. Outside of school, Ashley relaxes by distance running, working with her church youth group, and spending time with family. This fall, she plans to attend Furman University in Greenville, South Carolina.



**Caroline A. James**, Bethesda, MD, Walt Whitman High School

I love to be outside painting landscapes. Being in the landscape challenges and relaxes me. The changing light, moving objects and problems with composition challenge me. Yet, recording aesthetic moments on canvas requires close observation of the subject. I feel most relaxed when I can study the colors, patterns and light as I construct paintings. Also, I rowed on my high school's crew team for three years. Rowing taught me endurance and mental preparation. The success of a crew depends on cooperation and a trust between the people in the boat. The whole process – the struggle, journey, friendship and strong work ethic – explains my interests in art and crew. Rowing and art take place in the process, not the finish. I live in a family of artists – one writer, two artists, and a musician. My family has taught me to find who I am and my unique expression.



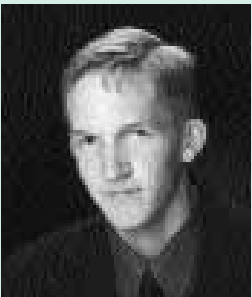
**Kristine M. Janus**, Western Springs, IL, Lyons Township High School North Campus

At the beginning of senior year, I experienced one of my favorite moments of high school. I decided to go to a Night Sky Viewing that the students taking astronomy class are required to attend. I approached various groups of astronomy students huddled together and asked them to teach me anything they knew about the stars. I learned about three stars called the Summer Triangle, the star Polaris, and many constellations. When looking at the constellation Aquila, I was delighted to spot a shooting star. The best part of the evening was looking through the telescope to see Jupiter and Saturn. They looked exactly like illustrations I have seen in books. I saw Jupiter's moons and Saturn's rings. I went to night sky viewing knowing almost nothing about astronomy and left having gained knowledge about the stars and having seen the beauty of the universe.



**Geoffrey L. Johnston**, Westlake, OH, St. Edward High School

Hello. I'm Geoffrey Johnston. What defines who I am, what "makes me tick?" In part I am the people around me. I live in Ohio, have attended (and will attend) Catholic schools for the entire course of my education, and am part of a family of six, all of whom are very important to me. My friends have a great influence on who I am; they probably know more about me than I know about myself, I trust them with almost everything. But there is also part of me that is my own, part of me that is unique. I love to learn, to hear new ideas, to play soccer, to write, to spend a week at my grandmother's cottage in Indiana. I love classical and rock, like to shoot hoops and watch cartoons, try to engage in "small-talk" with others, enjoy debates. I pray to God often.



**Matthew T. Jones**, Albuquerque, NM, Cibola High School

My life has been spent under the wide blue skies of the Rio Grande Valley. Here, ancient Indian ruins, the Spanish Camino Real, and our nation's premier nuclear research labs all co-exist in a "Land of Enchantment." In this rich and multicultural environment, anything seems possible. The future can be technologically advanced without sacrificing the strength of our heritage. I look forward to playing a part in the development of that future by combining my interests in science and law.

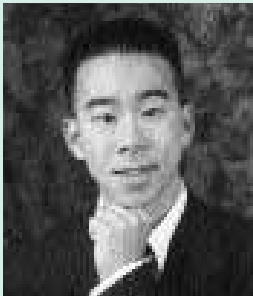
## The 2001 Presidential Scholars Program

# 2001 Preside



*Jessie L. Juusola, Maple Plain, MN, Orono High School*

Growing up with seven free-spirited older brothers, I quickly learned how to stick up for myself as well as to shrug off the unimportant aspects of life. These two things have stuck with me through the years and have been the basis of my confident, optimistic attitude. When combined with my love of learning, this attitude has led me into many activities such as debate, student senate, a University math program, and a job waitressing. It has also coupled with my semi-organized side to create a dreamer who still works diligently toward her goals.



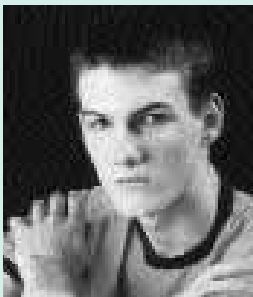
*Justin C. Kao, Rancho Palos Verdes, CA, Palos Verdes Peninsula High School*

Justin Kao is proud to be graduating as valedictorian of his high school class. Recently, he was recognized as a Lucent Global Science Scholar and will be flown to Lucent headquarters this summer. He was flown to San Antonio this May as an honor student of the American Academy of Achievement, where he excitedly met with adult leaders including Ehud Barak, George Lucas, and Colonel Eileen Collins. Justin enjoys playing violin and basketball. He serves as Assistant concertmaster in the school orchestra. He is also the Opinion editor of *The Pen*, his school newspaper. In the future, Justin would love to lead the Los Angeles Lakers to fame and glory, but is slightly hampered by this 5'10" stature. Thus, he is resigned to one day researching or teaching in science and technology. In the meantime, he will continue balling and cheering on the Lakers to many more NBA championships.



*Kathryn E. Kay, Germantown, TN, Houston High School*

Although I enjoy many academic interests my passion in life is theatre. Whether acting, directing, or working behind the scenes, one look at my face can tell you how much I love it. Last year I was able to direct a one-act at my school. It was one of the most amazing experiences of my life. My hard work paid off as our entire run was sold out. While I work hard in everything I do, my theatrical efforts fill me with the most pride.



*Daniel M. Keene, Cedar Hill, TX, Booker T. Washington High School for the Performing and Visual Arts*

Daniel Keene was born in Evansville, Indiana on July 1, 1984. After spending time in Nebraska, Wisconsin, New Mexico and Indonesia, his family finally settled in Cedar Hill, Texas (a suburb of Dallas). In their new home, Daniel and his siblings tried a variety of activities: piano lessons, soccer and basketball teams and karate lessons. However, Daniel never found his niche. His mother suggested that he take dance lessons because he was constantly making up dances. After much prompting, he began studying ballet with Ceyhun Ozsoy, and his love for ballet quickly developed. Daniel continued his ballet lessons and began studying modern dance when he enrolled at Booker T. Washington High School for the Performing and Visual Arts in Dallas. Daniel recently graduated from high school and will continue his studies at The Royal Ballet School in London, England in September 2001.



*Emily A. Kendall, Evansville, IN, North High School*

Nicknames bestowed upon me (quite unbidden) by my friends over the years range from "bookworm" to "math girl," revealing, I must admit, one truth: I love to learn. The beauty of music or mathematics, the complexities of history and politics, the wonders of the sciences, and the deep and diverse ideas expressed in literature all fascinate me. I also embrace challenges, whether they arise when solving a perplexing math problem, defending an unpopular position in a debate, or running a long, steep cross-country course. I am always eager to attempt something new. Needless to say, my interests are quite eclectic. But most of all, I care about relationships – relationships, for instance, with the classmates I tutor or the children I teach; with my friends, who are a dear source of insight, encouragement, and often amusement; and with my family, whose loving support I consider God's greatest blessing to me.

# ntial Scholars



**Nora N. Khan**, Washington, DC, Sidwell Friends School

A basic, pithy statement: “look out, not down” drives me in daily life. From what I have seen in my travels, I hold one imperishable truth: the equality of all people and cultures. I am eternally grateful for the perspective and clarity of thought my dual cultural heritage has given me; however, as an Asian-Muslim American I have grown to embrace not two worlds but many – not simply two blended perspectives, but a global worldview. My passions include: watching films, writing in all forms, music, dance, and travel. Travel has taken me as an exchange student to Tokyo, Florence, Dhaka, Rome, Paris, London, and San Juan. My favorite poet is Lawrence Ferlinghetti; my favorite films this year are *A Time For Drunken Horses*, *Dancer in the Dark*, and *Traffic*. I like to sit in parks and draw passers-by. I feel that awareness of oneself and most importantly – others – is a mentality we can all cultivate.



**Karen J. Kim**, La Crosse, WI, Central High School

One of the most important aspects of my life is music. I have worked patiently and diligently on music for as long as I can remember, seeking just one elusive element: perfection. In striving for perfection, I have learned that one of the most satisfying emotions one can feel is pride. Pride doesn't come from recognition or awards, but from knowing that I have worked my hardest and achieved my best at that point in my life. This pride has motivated me to aim for excellence in all of my activities and has taught me that the most reliable person I will ever meet is myself.



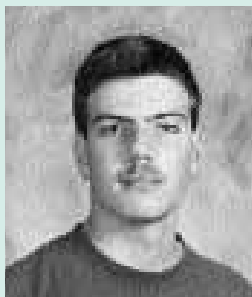
**Angela L. Koblhaas**, Algona, IA, Bishop Garrigan High School

I grew up in a close family with two teachers for parents. My three siblings and I all inherited a love for learning from them and we are very competitive. I enjoy challenges although one of my biggest challenges in high school was simply trying to fit all the classes I wanted to take into my schedule. I enjoy being involved in music, drama, art, publications, and academic contests. I was the captain of my cross-country team and four-time state competitor on our track team. At our high school, we award medals at graduation for participation and success in a variety of extra-curricular activities throughout high school based on a point system. When I graduated, I had nearly double the points required for a gold medal. I would like to instill my passion for learning in others, so I plan to become a teacher.



**Saritha Komatireddy**, Columbia, MO, David H. Hickman High School

Sometimes I feel like a nut. Sometimes I don't. But most of the time, whether I feel like one or not, I think like a nut. Whether it is pondering the integral of  $\ln(x)$  or deciphering the meaning of “Dil to pagal hai...,” ideas constantly dart forward in my mind like protons in a linear accelerator. While I entertain random moments of inspiration throughout my day, I strive to explore every angle, every perspective before those two daunting thieves, Rationality and Presence of Mind, smite my imagination. These gross digressions of thought have resulted in everything from becoming my college essay to serving no greater purpose than to be a chew toy for my dog Jasmine. In any case, that's my favorite pastime – to sit in my fissured burgundy chair, chew my pen pensively, and think.



**Robin M. J. Koytcheff**, Washington, DC, Washington International School

Robin is academically most interested in math, and he particularly enjoys using math to solve practical problems or make new discoveries. Because of this, he has chosen to study engineering or applied science (possibly electrical engineering, computer science, or applied math) at Columbia University this fall. His participation in the Science and Engineering Apprentice Program last summer interested him in a career in scientific research. Robin also likes working for student publications, as he was Co-Editor-in-Chief of the yearbook and a senior editor in the student newspaper. He enjoys playing soccer, playing the guitar, and writing some of his own songs, and he greatly enjoyed writing the Backpage, the mostly funny humor page in his school's student newspaper.

# 2001 Preside



*Esther S. Lee, Auburn, WA, Thomas Jefferson High School*

Above all, I am truly lucky and blessed, and sincerely very happy. Not that I shun company, but I love being alone and watching a cloudy sky or gazing at a starry night. Everyday, I sit in the middle of my room and analyze my day, daydream about the future, diagnose myself with diseases described in my biology book, think about books and music and art, and contemplate myself and the world in general. Amidst all the activity of life, I always make time to be quiet and find myself again. Life is not a spectator activity, but reflecting on life is just as important to me as actively pursuing it, because from this time of introspection springs my appreciation for life. Life is beautiful – not just my life, but the world around me. That truth is an epiphany that I strive to realize everyday.



*Catherine E. Lees, Houston, TX, The High School for Performing & Visual Arts*

My love of art is the driving force of my life. I enjoy painting images that are both representational and conceptually relevant to my life. Recently, I have painted narrative portraits of myself and of my friends and family members. In addition to art, I have a passion for learning. I grow to love every subject which I study, regardless of whether it is literature, science, mathematics, history, or some other field – I feel compelled to understand them all. Thus, I engage in both my art and academic pursuits with a tenacious determination to do my best; I derive genuine pleasure from overcoming challenges in the two areas. Finally, the love and support of my family, friends, and teachers has greatly facilitated my drive to succeed.



*Susan Jiafeng Li, Lake Oswego, OR, Lake Oswego High School*

It's hard to name something that does not make me tick – I'm an enthusiast about learning in general and find something interesting in almost everything I do. I enjoy solving creative math problems and building physics catapults just as much as I love heated debates about politics, philosophy, and life in general. The great motivation behind all this is simply the sheer enjoyment of learning and the thought that perhaps somehow I can make a difference. No matter what I do and what I eventually pursue, there are always opportunities to learn something new, to do my best, to have fun, and to serve – in my opinion, those are the opportunities in life that can't be missed.



*Brooke M. Lieberman, Sudbury, MA, Walnut Hill School*

Brooke Lieberman, soprano, is a recent graduate of the Walnut Hill School in Natick, MA, where she majored in Voice and studied with Patty Thom. During her time at Walnut Hill, Brooke performed in numerous recitals, operatic productions, choral ensembles, composition concerts and masterclasses. She has spent two summers at the Boston University Tanglewood Institute in the Young Artists Vocal Program, and one summer at the Spoleto Vocal Arts Symposium in Spoleto, Italy. Brooke has received awards from the National Association of Teachers of Singing – Boston Chapter, the Harvard Musical Association, and the Arts Recognition and Talent Search sponsored by the National Foundation for Advancement in the Arts. She has served as president for her school's Day Student population, Environmental Club, Acappella group and Concert Choir. Brooke will attend Harvard University in the fall, where she plans to study Music and Italian.



*Mariangela Lisanti, Westport, CT, Staples High School*

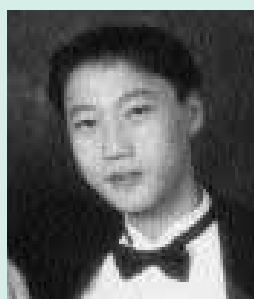
Einstein once wrote, "In our endeavor to understand reality, we are somewhat like a man trying to understand the mechanism of a closed watch...he certainly believes that, as his knowledge increases, his picture of reality will become simpler and simpler and will explain a wider and wider range of his sensuous impressions." He describes my vision of science - working to understand how the nuts and bolts of the universe fit together. Those nuts and bolts captivate me and have motivated me to pursue numerous research projects over the past few years. I am often struck by the sheer beauty and complexity of the world and hope to gain a better understanding of just how it "ticks."

# ntial Scholars



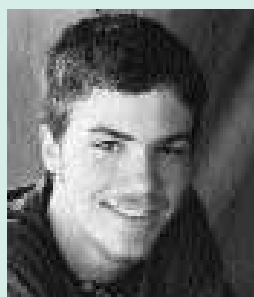
***Cambrian Y. Liu, Baton Rouge, LA, Baton Rouge Magnet High School***

I was born in Columbus, Ohio but moved to Baton Rouge, Louisiana when my parents both received positions as geography professors at LSU. Many people ask me about the origin of my name, “Cambrian.” It turns out that the Cambrian period was the first geologic time period, when the diversity of life swelled. Throughout my life, I have always followed a worldly curiosity and a desire to help others, qualities instilled in me by my parents and my teachers. In these lights, my interests in scientific research, music, writing, volunteer service, and activism come together. Later on, I want to travel around the world, perhaps with organizations like Doctors Without Borders, giving medical care to others who do not have it. I would like to have a significant impact on reducing the polarization between the rich and the poor, the free and the oppressed, and the educated and the unlearned.



***Chang C. Liu, Tucson, AZ, University High School***

There are many things in my world. And as a self-diagnosed obsessive-compulsive disorder sufferer, it is my job to organize them all. I try to arrange the notes on my piano into music and turn the clutter of letters on my keyboard into an essay, a poem, or a story. I try to shape the barrage of numbers in my math book into solutions and the assortment of ideas on my bookshelf into a philosophy of life. I look for opportunities to party with my friends and chances to talk with my parents (usually in a quest to expand my party schedule). And I always make sure that my clothes are perfectly folded in my dresser. But sometimes, there are just too many things in the world for me to put neatly into my life. So sometimes, I just sit back and enjoy the ride.



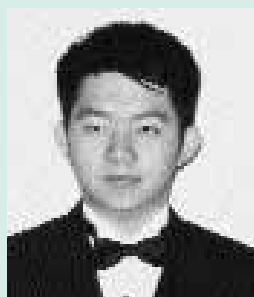
***Francis W. LoCresto, Garland, TX, Booker T. Washington High School for the Performing and Visual Arts***

When I was eight years old, my parents bought me a Casio electronic keyboard. That purchase was for me (although I did not know it then) a life-defining event. Since then I have played the piano every day of my life. I started studying piano and I listened to recordings of all the masters. Music has given me a spirit and a passion for life. Although Jazz is my main influence, I enjoy and appreciate art in all forms. Creativity is what gives mankind the forward momentum to land on the moon or cure disease. It is the universal language. God has given me talent and my family has given me direction and support, and I am truly grateful. My main goal in life is to discover uncharted expressions and leave the earth having made a difference.



***Ashley M. Lott, Citronelle, AL, St. Paul's Episcopal School***

Ashley lives in a rural area near the small town of Citronelle, Alabama. She commutes forty-five minutes each morning and night to attend private school in Mobile. She feels her biggest accomplishment has been balancing her job at Hardee's, her academics, and her social life. If Ashley has any time alone, she devotes it to her passion – reading classic literature, particularly Shakespeare.



***Yuran Lu, Presque Isle, ME, Presque Isle High School***

I grew up in a small town in Northern Maine, nestled in vast wilderness and potato fields, over seven hours from the nearest major city. A large percentage of the people here have never set foot outside of Maine and Eastern Canada. My curiosity and passion for science and humanities have caused me to seek out many of the challenges in academics that I participate in. The support of my school and all the local people around me has allowed me to partake in a number of academic competitions and activities. These pursuits have in turn given me the wonderful opportunity of gaining new knowledge, meeting awesome people with both similar and diverse interests, and advancing to state, national, even international levels. I am very fortunate to have been given these opportunities, and I am forever grateful for support of the Northern Maine community that made it all possible.

# 2001 Preside



*Michael T. Lugo, Williamstown, NJ, Friends Central School*

From a glance at any of the countless applications I've put together over the years, it would appear that my major academic interest is math. And that would be correct. Mathematics is clear-cut and logical. The answers are either right or wrong, and I've always liked that. My mathematical abilities have made a name for me in my school community, and they've gotten me into MIT, the stereotypical college of choice for a young scientist-in-training like myself. I'm also going for the people—people interesting enough, and eccentric enough, to make great characters in my next book. That is, if I ever make it through writing my first novel, a strangely semi-autobiographical tale of a young artist's coming of age. For I have the artist's soul, emerging from the scientist's mind.



*Eric J. Malm, Spokane, WA, Saint George's School*

Ever since I was introduced to numbers, I have enjoyed mathematics. The rigor, austerity, and elegance of the subject have always appealed to me. Moreover, mathematics, like art and literature, represents the creative ability of the human mind. Just as it is a joy to read a well-written book or to listen to well-played music, it is a pleasure to follow a clever or elegant proof. Mathematics also possesses the same beauty that art and literature possess, for all three present distillations of those characteristics of the universe that we consider to be correct. When physics or chemistry incorporate mathematical concepts easily and elegantly, I feel satisfaction that the universe follows mathematical truth, rather than surprise that the universe can be explained using mathematics. My interest in science stems primarily from my desire to incorporate mathematics into humanity's understanding of the universe.



*Sarah D. Mapes, Anchorage, AK, Robert Service High School*

As the oldest of four girls, I have always been a leader (though my sisters would probably just call me bossy). I taught Sunday school for six years and am regularly involved in activities that put me in a leadership position. I have lived in Alaska my whole life, but travel often. Internationally, I have visited England, Scotland, and Italy, and would love to add more countries to the list. I plan to study architecture in college, and will spend one year abroad to focus on different types of architecture worldwide, from ancient to modern styles. Math and English are my academic fortes, but I enjoy science, Latin and art as well. My plans for the future include becoming an internationally renowned architect, writing a best-selling novel, winning the Nobel Prize for curing the common cold, and learning how to drive a manual-shift car.



*Kristina J. Matic, Milwaukee, WI, Brookfield Academy*

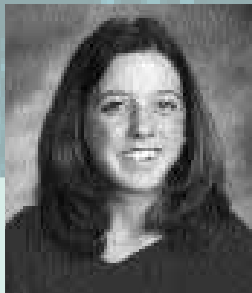
One of my favorite activities is actually the most commonly feared activity in the country: public speaking. This interest has led me to pursue many activities related to public speaking such as mock trial, HOBY, and academic decathlon. My favorite activity is definitely mock trial. I hope to be an attorney one day, and because of my passion for law, I enjoyed every minute of my mock trial experience from pre-trial planning to giving a 15 minute-plus closing argument at our regional competition. Not surprisingly, my primary academic interests are law, politics, and economics; all of which require me to be very vocal about my ideas. I am also part of the varsity volleyball and chess teams and the entrepreneurs club president. Ironically enough, I'm not very vocal on the volleyball court, but I guess everyone needs a break from even their favorite activity once in a while.



*Elizabeth W. Mayne, Denver, CO, Kent Denver School*

I am an inveterate reader. When I am reading I cease to exist as an individual; I am completely entranced within the narrator's world. It is this opportunity to shed my familiar skin for a strange and foreign one that accounts for the profusion of novels on my shelf and also for their variety. I have a great affinity for satire, which has taught me that I should never take myself too seriously. I also find that the innumerable hours I have spent immersed in a book are more helpful than one might think in tackling my academic interests (math and science). I also love art and foreign languages. Who knew that Picasso and Shakespeare would make physics seem easier? Outside of school, I enjoy playing around in the "great outdoors" and availing myself of our annual 300 days of sunshine however I can.

# ntial Scholars



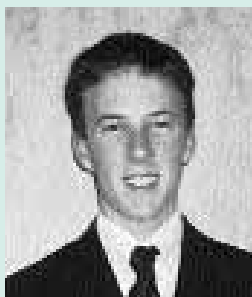
**Melissa A. McNutt**, Bountiful, UT, Bountiful High School

I have two real passions in life: medicine and children. I love everything that has to do with the medical field and have had many great experiences in my medical anatomy class, shadowing doctors, and visiting cadaver labs. At a medical conference I attended, I was actually able to hold a human brain, listen to the real “Patch” Adams, and be known as “Dr. Hurt” for the day. Furthermore, life would not be the same without children. I love their innocence, the way they always make me laugh, and even their hyperactive personalities (most of the time!). Tutoring at the local elementary school has given me the opportunity to become best friends with 26 eight and nine-year-olds. When I’m not preparing for my future, my favorite thing to do is spend time with my family and friends. Time well spent is definitely time spent with those you love!



**Paulomi Mehta**, Conway, AR, Conway High School-West

Paulomi graduated at age 16 as the valedictorian of Conway High School where she was actively involved in many extracurricular activities. A National Merit Scholar, Academic All-Star, and AP Scholar, she was president of the physics club and National French Honor Society, and served as an officer in National Beta Club. Captain of her Quiz Bowl team, she led her team to become state Beta Club Quiz Bowl champions. An active violinist, she was concertmaster of her school orchestra and won 3rd chair at All-State Orchestra. She is a member of the local youth leadership institute and regularly volunteers at the local Boys & Girls Club. Interested in pursuing a career in medicine, she will be attending Johns Hopkins University this fall. The daughter of Indian parents, she is an eclectic mix of cultures and interests. She is also an avid reader and quite the chocoholic!



**Thomas A. Moll**, Ft. Smith, AR, Southside High School

My favorite aspects of the mental, physical, and spiritual are any areas involving a challenge. Many of my experiences in high school are related to broad academic study as well as participation in numerous organizations. My last three summers I devoted primarily to improving my business, TD’s Lawn Service. I strive to apply lessons from individual areas of life to all areas of life. My biggest challenge is finding a balance between enjoying life for the moment and working for the future.



**Kelly R. Molloy**, Johnston, RI, Johnston Senior High School

To discern order from chaos is the highest aim that humanity can attain. The majority of my cognition is devoted to stratifying, analyzing, organizing, and processing. My parents don’t know it, but throughout my life, I have been intrigued by the interplay of intuition and logic. As a person who relishes literature and revels in Calculus class, I question when reason must be subordinated to emotion. I believe daily habits rather than heritage define a person. Therefore: I formulate elaborate to-do lists, yet I ignore their contents; I make cupcakes frequently; I love the rain; I roast marshmallows twice weekly in the summer; I don’t pluck my eyebrows; I love to run; I hate writing; I struggle with can openers and mousetraps, yet have mastered titration; I am in the 11th percentile nationally for spatial reasoning; I wear tie-dye and sundresses; I deeply regret never learning how to govern a musical instrument, yet am now attempting to create music on a \$5.99 harmonica.

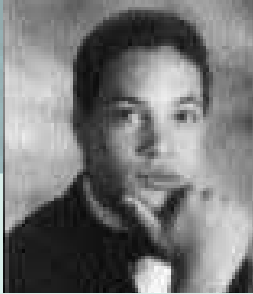


**Michael J. Moore**, Midland, TX, Interlochen Arts Academy

We are always struggling for perfection. We try to reach the heavens and when we fall back to the earth we sometimes think of it as failure. This constant clawing for our ideal is where the perfect beauty of existence is found. All of the hopes and dreams of the world are like a symphony, rising and falling. Balance is all and the climb, not the destination, is what matters. This common band of dreamers makes us extraordinary beings.

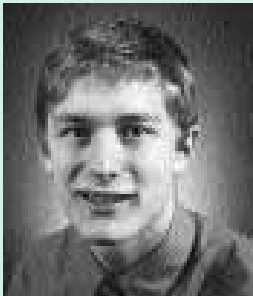


# 2001 Preside



*Jayson A. Morgan, Reno, NV, Reno High School*

Music has had a powerful influence on my life. Ever since I was 5 years old, I have been taking piano lessons and performing in recitals and concerts. Not only do I love to play the piano, but it has had a positive impact on the rest of my life. I think music has helped me to grasp science and math easier, as well as provide me with a release from the everyday stresses of life. Although I enjoy classical music the most, I am also a fan of techno. When I'm not at school or practicing piano, you can usually find me on the basketball court or the soccer field.



*Andrew J. Morten, Randolph, NE, Randolph High School*

I am from Randolph, a small town in northeast Nebraska. I love math and have often felt disappointed that my school did not give me many opportunities to pursue it, but I have pursued it on my own. The most difficult problems that I have solved have been ones that I have proposed myself. It was not until this year that I got my first taste of truly difficult problems. I entered a statewide competition and placed third. The problems were new to me, and I was intrigued by the creativity required to solve them. After that I got my school involved with the AMC and the AIME, on which I scored the highest in the state. Now I am on the state's ARML team, but I still feel that I have not reached my potential. I still have much more to learn.



*Christopher A. Murphy, Fairfax, VT, Bellows Free Academy*

Academically, I have always enjoyed languages; after completing several years of Spanish, I began taking French as well. My favorite language, however, has always been the language of numbers. Mathematics, and ultimately computer programming, gave me a method to represent the world I saw around me in a concrete manner. I have always known subconsciously there is too much to represent, and for that reason, I strive to enjoy a variety of experiences. My service as the New England regional student representative to the National Association of Student Councils executive board and my participation in the Boy Scouts fostered strong leadership skills, which have served me well in all my endeavors. The Boy Scouts also cultivated my appreciation for the outdoors. Sports including SCUBA diving, sailing, hiking, climbing, and skiing have allowed me to experience the beauty of the outdoors, from shimmering squid to the vast expanses of the Green Mountains.



*Elliott N. Neal, Camdenton, MO, Camdenton High School*

My life is characterized by a diversity of interests and goals. I enjoy running because it clears my head and gives me time to think; I hope to eventually complete a marathon. Politics also seems rewarding. I think that bold, effective leadership at any level of government can dramatically change people's lives for the better, and someday I plan to test this theory by running for office. I view teaching as another promising endeavor, especially after being helped and inspired by teachers during high school. This summer I will change roles and be a teacher myself in a summer program for middle school students. My other lifetime goals include learning to fly, skydiving, and driving across America. In the meantime, though, I will attend Harvard and major in Political Science.



*Andrew W. Ng, Allentown, PA, William Allen High School*

Science – specifically biology – has appealed to me since childhood, when I sat cross-legged in my backyard seeing the leaves turn color and the robins feed their young. Since then, watching documentaries and perusing journals on the splendor of the biosphere have piqued my interest like no other academic subject has. The mystery of Nature – its invisible complexity, its timeless continuity, and its simple beauty – that is what enchants me, that is what urges me to pursue a path in biology and uncover as many pieces of this vast puzzle as I can. Nature's elusiveness emerges as a recurring theme in every piece of art and creative writing I undertake, because mystery galvanizes my mind – whether it is why there were waves of mass extinction or how animals can survive in the abyss – I feel a duty to better understand and fully express the world in which I live.

# ntial Scholars



*Jill R. Penney*

Untitled

Sculpey, Plastic, Fabric, Wire,  
Paint; 8.5" x 7" x 8"

# 2001 Preside



**Edward G. Niedermaier**, Minnetonka, MN, *Benilde-St. Margaret's School*

Teddy Niedermaier began piano instruction at age 6 and was composing music by age 7. In 1994, at age 10, he began studying composition with Chris Granias at MacPhail Center for the Arts in Minneapolis. He currently studies composition with Alex Lubet and piano with Paul Shaw at the University of Minnesota. In addition, he has attended Interlochen Arts Camp in Michigan for summers '96,'97,'98, and '99 majoring in music theory and composition. He studied composition during the Boston University Tanglewood Institute summer 2000 program. Among his recent achievements was being featured in June 2000 on Public Radio International's program "From the Top" as a composer. Teddy played violin for five seasons with the Minnesota Youth Symphonies. He is a National Merit Finalist, valedictorian of his graduating class and will attend the Juilliard School in the fall to major in music composition.



**Emily A. Ochoa**, Boise, ID, *Centennial High School*

Emily was born in Phoenix, Arizona and has lived in Boise for most of her life. She recently graduated from Centennial High School where she enjoyed taking classes in science and math, as well as involving herself in numerous extracurricular activities. In her free time, she enjoys playing tennis and reading, especially philosophical novels. She believes in the power of the mind and considers learning to be her life's objective. Emily will attend Stanford University in the fall as a member of the Class of 2005.



**Shima A. Oliae**, Reno, NV, *Reno High School*

Shima Oliae has been singing since the age of five. Since then, music has greatly influenced her personal growth. It's helped her get over her fear of failure and given her self-confidence. She feels she owes much of her success to two special teachers who have taught her many life lessons this year: both Laura Lorentzen and Mr. Meschery inspired her daily and always believed in her when no one else did. Shima also feels that her Persian heritage has opened her up to many different views on life and has taught her the importance of a strong work ethic. She has volunteered for several different causes, accumulating more than three hundred hours of service. For the future, she feels that as long as she strives to make a difference in the world, she'll be forever happy.



**Jill R. Penney**, Phoenix, AZ, *Xavier College Preparatory*

Both of my parents are artists, so I just naturally inherited some of their interest and talent. I have been surrounded by art and doing it in different ways all my life, but a visit to a collectible doll store when I was in eighth grade provided the inspiration for me to pick up clay. I was amazed at the things, especially the fanciful things, that people could think up and create with just fabric and clay. So my mom bought me some Sculpey and I went home and tried it. My first creations were simple fairies, but over four years they have evolved into characters and stories that incorporate more of reality and the world around me.



**Meredith E. Purgason**, Tulsa, OK, *Cascia Hall Preparatory School*

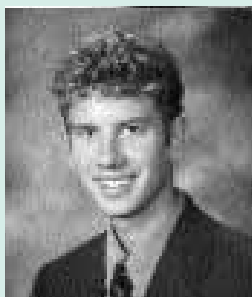
The best thing about Meredith is that there is no one else like her in the entire world. She has always been proud to be and individual. True, she is smart, she is also pretty, but neither of those words can truly describe her. Meredith's true uniqueness lies in the combination of all her traits, not simply in the possession of one or two interesting qualities. She is an idealist who appreciates people, things, and life in general. She enjoys learning about astronomy and Native American Culture. She is a patron of the arts who also likes reading, Jimmy Buffett, and long strolls on the beach. As this bio is beginning to sound like a personal ad, I will close, knowing that 150 words cannot do justice to any human being, and thus encouraging you to meet as many people as you possibly can.

# ntial Scholars



**Yong-Xuan Qiu**, Birmingham, AL, Vestavia Hills High School

I believe life is about experiencing and influencing. My personal experiences range from creative interests such as violin performance and figure skating to academic challenges such as math team and debate team. As a first-generation immigrant, my exposures to both Chinese and American cultures have taught me the importance of community versus individuality, government versus self-rule, and discipline versus creativity. Within my school, I have worked to increase acceptance and appreciation of diversity through multicultural clubs and personal projects. I also hope to influence the prevalent but often masked plight of women in society by working to increase education, self-confidence, and self-autonomy of women. From the many experiences that others have afforded me, I have learned what beliefs to advocate in hopes of continuing the cycle of influencing others.



**James M. Quigley**, Lenexa, KS, Shawnee Mission Northwest High School

An indefatigable curiosity and imagination define my character. I observe and ponder everything that I encounter in myriad sane and silly ways. My perspective, then, is really like looking at life through a diffracting lens. I have always seen this as a notable strength, adopting the motto that a monkey could be taught calculus but the accolades go to the person who contrived to teach the monkey. Combining with the curiosity and humor is a need to be stimulated. It is my compulsion to have to be subjected to new situations, experiences, and information on an almost continuous basis. Otherwise, I feel stagnated and altogether lethargic. This drive has resulted in many hours of practice and a lot of success in both the academic and athletic realms, including four state cross country titles and many mathematical and science honors. I prefer to be remembered, though, for my unassuming smile.



**Dominik R. Rabiej**, Mattawan, MI, Mattawan High School

Dominik believes in using technology to bring people together and to empower their works. He enjoys designing and building collaborative community websites, for example teenhealthnet.com, which provides teens with information on life choices. He also engages in Computer Science research, especially in Artificial Intelligence, Human-Computer Interaction and Operations Research. Because he strongly believes in sharing knowledge, he served as a MATHCOUNTS coach, a mathematics team for middle school students, and organized a Web Club where he trains teachers to build websites. In his free time, he enjoys digital photography, tennis, ballroom dancing, tae kwon do and writing poetry. He also speaks Polish and Spanish fluently. If you'd like to know more about Dominik, please visit his website at <http://www.dominik.net/>.



**Marco A. Ramirez, Jr.**, Miami, FL, Coral Reef Senior High School

I'm a middle class Cuban-American kid from the "spanglish" capital of the world: Hialeah. It's practically Latin America condensed into one city. This makes me unique in many ways. I grew up being a translator for my grandparents, so I had the opportunity to study two different cultures from two very different angles, all while trying to yell my grandmother's order of a "chees-berger ang chaike" into the Drive-Thru at a McDonald's for her. But I treasure that. I love that. I'm a pretty regular kid, though, well, other than the fact that I live for the arts. More specifically, I live for theatre. In my opinion, if there is one art form that communicates everything there is to know about the human condition, it is theatre. I never got the "Why don't you become a doctor?!" speech. That's good. That's why I'm here. Thank you mom and dad, and thank you Hialeah.



**Andrea M. Rau**, Minot, ND, Minot High School Magic City Campus

Grades, homework, and the hard work that accompany them are important to me, and so are the amazing accomplishments that reflect these efforts. But what I have discovered in the past year is that I value compassion, laughter, friendships, and love far more than these tangible certificates and awards a person earn. There will always be a place in life for the emotions and experiences that are thrown at all of us throughout our existences. Someday, I hope I can learn how to balance my admiration for logic and reasoning with my need for the indefinite and abstract. My life has been filled with both accomplishments and emotions; however, I am certain that in fifty years, it is the emotions I felt, and not the awards I received, that I will remember.

## The 2001 Presidential Scholars Program

# 2001 Preside



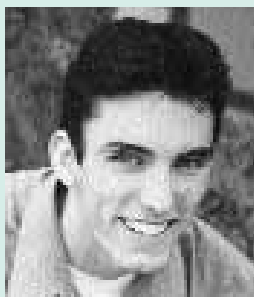
***Katherine A. Richardson, Rowlett, TX, Garland High School***

Whether through physics or philosophy, Katherine Richardson wants to discover the way the universe ticks. Facing challenges and inventing solutions to intriguing problems keeps her mind active. She has participated for eight years in Odyssey of the Mind, a program that encourages unique and creative solutions to team-based problems. Her interest in physics and math helps her understand the mechanics of the universe, while her own poetry allows for a more emotionally vivid world experience. Katherine also expresses her verve for life through playing the trumpet in marching band. She enjoys pondering the big questions of truth and knowledge on a philosophical level in hopes that someday it all will finally make sense. After pursuing a rigorous high school education through the International Baccalaureate Program, Katherine plans to double major in physics and mathematics at the California Institute of Technology.



***Kevin C. Rivard, St Petersburg, FL, Gibbs Senior High School***

I love music. It is one of the most amazing things in my life. Like all of the arts it is a wonderful way to express yourself. I can pick up the horn one day and play the role of a merry prankster in the in the 14th century whose escapades and pranks eventually end with his death. Then, the very next day, I can pick up that same horn and play the most beautiful solo, pouring my heart and soul into each and every note. My passion is expressing through the horn, what I am not capable of putting into words. Outside of music, I enjoy outdoor activities, sports, boating and even some lawn maintenance.



***Kenneth M. Roy, Woodland Hills, CA, Viewpoint School***

I have always enjoyed art. Ever since I was young it was obvious to my parents, teachers, and friends that I would eventually choose some artistic vocation. As the years passed, I realized that there exists a job that blends all my passions: drawing, theater, and directing. That job is animation. The daunting task of learning a computer animation program to make the graphics for a computer game my brother was programming turned me on to the technical side of animation. At the time, I was twelve years old and had no idea that my hobby would turn into a serious addiction. Ever since then I have spent most of my time creating animations that reflect my perceptions of the world or an aspect of humanity. Some of my movies are social commentaries, and some of them are just plain silly.



***Amie B. P. Schaumberg, Libby, MT, Libby Senior High School***

I was born in Libby, Montana, a small logging town in the northwestern corner of the state. I have lived in Libby all my life, except for two years when I commuted to Cheney, Washington during the weekdays while my mother was earning her master's degree at Eastern Washington University. I developed a love for drama and literature at a young age and have been greatly involved in both all through school. I have been active on my Speech and Drama team, and I love to write both fiction and poetry.



***Samuel A. Shapero, Louisville, KY, duPont Manual High School***

My Jewish and French background is important to me, as have been many of the extracurricular activities in which I have participated: the marching band, Boy Scouts, and a myriad of math and science competitions. I also have a profound love for debate. I will argue almost anything – history, physics, or politics – and a good debate will always get my juices pumping. In my spare time I also enjoy piano, playing ultimate frisbee with my friends, and reading a good book.

# ntial Scholars



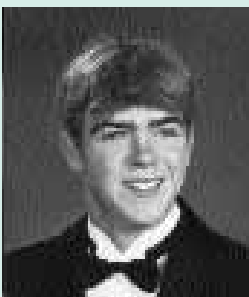
**Gabriel R. Shaugnessy**, Helena, MT, Helena High School

Somewhere along the line, I realized that I am an artist but I still haven't figured out what my medium is. I write, I draw, I play music, and everything I do has one thing in common: I create. I know everyone has a reason to be alive and if nothing else, that reason is to make something. In my life, I am going to make something – something big. I am an idealist. I have been keeping track of the world since I was little, and I think I can see where it's going. It's going in the wrong direction and I want to change that. My art, my creations and my life will be my instruments.



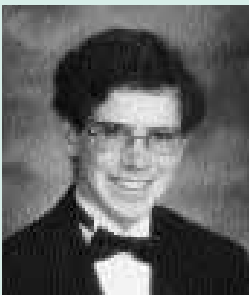
**Lee G. K. Singh**, Greenwood, MS, Mississippi School for Mathematics & Science

Friedrich Nietzsche once said, "And we should consider each day lost on which we have not danced at least once." I love to perform. I think I grew more as a musician than a physicist at the Mississippi School for Mathematics and Science! I've been playing the flute for eight years and have had the honor of performing under both Lt. Col. Lowell E. Graham, the conductor of the United States Air Force Band, and Col. John R. Bourgeois, retired director of the President's Own Marine Band. I enjoy acting, too, but my real passion is dance. I have been involved with some combination of ballet, tap, jazz, modern, and gymnastics since I was five years old, and I can not possibly agree with Nietzsche more.



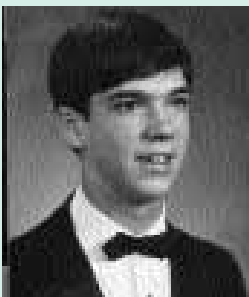
**Brad M. Smith**, Knoxville, TN, Webb School of Knoxville

While Brad has always lived in Knoxville, Tennessee, he feels that true diversity comes not from geographical location but from diversity in opinion and within the mind. Having fallen in love with philosophy and the social sciences, he plans to use his knowledge of the past to help solve the problems of the future. He also has a passion for student government and service, particularly with organizations such as World Changers and Habitat for Humanity. He is also a strong believer in Henry Ford's axiom, "Whether you think that you can, or that you can't, you're usually right." As a student at Harvard University next year, he plans to pursue business and politics.



**Samuel A. Smith**, Sandy, UT, Jordan High School

To me, education is much more than a succession of homework assignments and final exams. It's an ongoing process, a continuing search for personal meaning. I thrive on open discussion and weaving diverse ideas together into one rich intellectual fabric. This approach has introduced me to numerous subjects, among them Art History, Mathematics, and Literature. A lifelong fascination with the interplay of people and places brought me to Forensics, where I've enjoyed analyzing the processes at work behind each day's headlines. In my (often fleeting) free time, I seek peace and solitude through hiking, skiing, and camping in Utah's mountains.



**Charles C. P. Snider**, Madison, MS, Jackson Preparatory School

I believe the factor that has most affected the course of my life is my love of a challenge. I try to never give up. I enjoy participation in debate, mock trial, Youth Legislature, Model UN, and other similar endeavors because they challenge me to explore new ideas and confront difficult questions that require creative solutions. The intricacies of computer operation and program design also present queries that I find fascinating. They too compel me to "test" my knowledge and formulate new procedures from which others hopefully may benefit. The most influential physical activity I have participated in is varsity football. Football has given me a different perspective of myself and has taught me the deeper meaning of endurance, teamwork and dedication. I owe this vision to one man, Ricky Black. It has been a true privilege to play ball and learn life's lessons from such an outstanding head coach and inspiring Christian as Coach Black.

# 2001 Preside



*Jared F. Snyder, Elm Grove, WI, Brookfield East High School*

Music is everything to me. It allows me to show people who I really am. This year alone, I have been blessed with many wonderful opportunities such as performing with the Milwaukee Symphony Orchestra on several occasions, taking cello lessons in Chicago, New York, and Cleveland, and even performing in South Africa. Someday I hope to be a principal cellist of a major orchestra. I know it will be a lot of work, but as I move on to attending The Juilliard School in the fall, I feel more than ready to take on the challenge. When I'm not in the practice room, I'm in a coffee shop enjoying a nice hot cappuccino.



*Anna M. Soltys, Camden, DE, Caesar Rodney Senior High School*

Born and raised in Delaware, I am one of the most active teenage girls you could ever meet! I love to sing and dance, and I play varsity volleyball, basketball and tennis. My faith is important to me as well and I always try to set a good example through helping others. A famous quote from Dorothy Day has come to have important meaning in my life: "No one has the right to sit down and feel hopeless. There's too much work to do." Whether I am in the classroom, on a team bench, on stage, at home or with friends, I feel a responsibility to help solve problems, get the job done, and to bring happiness to the moment.



*Dean E. Spears, Tulsa, OK, Jenks High School*

Dean, the son of Don and Jan Spears, lives in Tulsa, Oklahoma. Dean attempts to adhere to a quote he admires, believing that "chance favors the prepared mind." His interests include history, literature, art history, music and government. He was his band's drum major, was a student council representative, and is an Eagle Scout. Dean is looking forward to studying economics and political science next fall.



*Meera Sridharan, Rawlins, WY, Rawlins High School*

Meera was born and bred in Rawlins, Wyoming. As an Indian-American, she has had the benefit of experiencing two different types of cultures. Both of these cultures have helped her to become the person she is today. She enjoys traveling overseas and learning about different cultures because of her experiences traveling to India. Her Indian heritage has helped her to become more academically oriented, while her American heritage has helped her to become a leader in several different situations. Her participation in high school student congress has helped her to realize her interest in the workings of the government. All her life she has enjoyed researching different things, whether they are bills for student congress or science experiments. She also enjoys learning about the biological sciences and she hopes to use this passion to have a career in medicine.



*Michael A. Stawicki, Alexandria, NH, New Hampton School*

For nine of my eighteen years, I lived overseas. Growing up in Pakistan fostered my global worldview, and I hope has made me more tolerant and less parochial. A poor country, living there demonstrated my incredible good fortune in being born an American and made me determined not to squander this gift. In Pakistan, I attended the Karachi American School and found my great love in the elementary science lab. This love of science evolved into a passion for physics, which I intend to pursue by studying nuclear physics and nuclear propulsion. Some day this technology will make space travel much easier and open up the secrets of the universe. I believe this because I am an optimist who does not accept the word "never" because it limits possibilities. A man once said, "If you don't keep your mind open, you'll never discover anything." This motto guides my life.

# ntial Scholars



*Kenneth M. Roy*  
Still from Puppets



# 2001 Preside



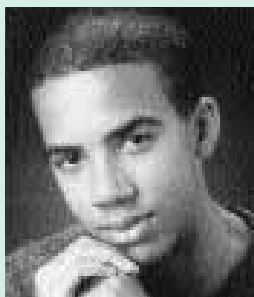
**Christopher K. Steinbaugh**, Chicago, IL, Francis W. Parker School

Chris was born and has spent his whole life in Chicago. He attributes his many interests and hobbies to the opportunities provided by his parents. Since an early age, he has played classical piano and loved drawing, and in recent years he has begun unicycling and juggling. He has also volunteered at a lunch program for homeless people for several years. In high school, Chris worked his way up through Student Government, starting with Treasurer and ending with student body President. His interest in politics carries over to the international scene; he is fascinated by world affairs and political relations and plans to pursue this field at Princeton University next fall. Chris' defining characteristics are his sense of humor, which helps him put small setbacks into perspective, and his voracious interest in the world around him, which shapes the way he looks at himself and at others.



**Russell G. Strom**, Bismarck, ND, Century High School

I am driven by a desire to discern order from a seemingly disordered world; this is why I love science. Science cannot answer the most fulfilling questions, such as what the purpose of life is, but it enables me to say that I know certain truths; I do not have to hope, to guess, to philosophize that something is true. Of course, I am human and cannot always look at things from a scientific point of view; sometimes I find myself doing much hoping, guessing, and philosophizing. But I do not rely on these things to form my personal core.



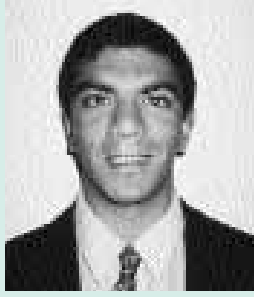
**William L. Sturdivant**, Harrisburg, NC, Central Cabarrus High School

One of my greatest pet peeves is the ignorance others have with the emotions of another. It stings my soul when people speak with ignorance, unintentionally strengthening the many barriers that lie between people today. I am a rather passive person but every submissive person has a line that, once crossed, ignites both passion and aggression. Every fiber in my being actively responds to this shallow form of ignorance. People forget the many struggles other persons have had to overcome and to simply cast those hardships and painful sorrows to the side threatens the very existence of humanity. At times, I might have an overload of adrenaline: shouting and flailing about when the situation might actually call for the exact opposite. So if you are on the receiving end of this "artistic expression" I would advise you to simply sit back and listen; please do not respond, it only makes matters worse.



**Ian M. Sulzer**, Arecibo, PR, Colegio Nuestra Senora Del Carmen

Me, myself, and I, or, rather, Ian. I feel unique because I have a short, direct, 3-lettered name that seems special since it includes the "I" that most people mentally identify themselves with. I have gone through my not so lengthy life inventing ways to entertain myself playing with words and making things. Having lived on the mountainside of a tropical island, far from city life, I grew up playing mostly with my sister, building tunnels with blocks, cushions, or anything we could lay hands on, even mud. The challenge of building higher and higher was irresistible. I visualize math and writing in a similar fashion. In school, I love participating in math competitions, creating the school newspaper as its Editor-in-Chief, organizing my speakers as captain of my debate team, and helping my math team win an island-wide grand prize in computation. I have learned to become the quiet facilitator manufacturing teams. In my future, I look to organize and create new things.



**Aditya V. Sunderam**, Atlanta, GA, Chamblee High School

Adi Sunderam graduated from Chamblee Magnet High School, where he was valedictorian of his graduating class. Adi is very interested in math, science, current affairs, and government, and has pursued these interests in school and through extra-curricular activities. He has participated in research internships for several years, and recently conducted an independent research project on Internet personalization that was selected as a finalist in the Intel Science Talent Search. He has also been named a Lucent Global Science Scholar. Active in school clubs and in the community, Adi holds a varsity letter in tennis and enjoys ultimate frisbee, skiing and volunteering for the Special Olympics. Adi believes in having fun while giving his best to every endeavor he undertakes. He plans to attend Harvard University.

# ntial Scholars



**Chloe E. Taft**, Erie, PA, Saint Andrews School

Take advantage of all opportunities presented to you. This statement forms the cornerstone of Taft Family Wisdom that was repeated to me throughout my youth. I constantly try to experience and learn as much as possible through a variety of opportunities available to me. I am not yet willing to narrow my academic focus, and my extracurricular activities are wide-ranging. I love to paint and play the drums, and I played on the Varsity field hockey, squash, and tennis teams at my high school. Thanks to my grandpa, I have had the opportunity to travel and experience other cultures as well. My involvement in community service has also helped me to live out my family advice, working to expand the opportunities available to others. Though I have no specific future plans, my goal is to continue to experience as much about life as possible.



**Kyra K. Tichacek**, Rochester, NY, Rush-Henrietta Senior High School

Photographs of friends and family imperiously dominate every inch of every wall in my bedroom. These countless memories, including my sweet sixteenth birthday, New Year's 2000, and the altogether over-rated prom, are indicators of a philosophy I have retained in my life: people come first. While I dedicate myself to maintaining a perfect grade point average, playing soccer, and volunteering, I never forget that the aim of any pursuit must be happiness, and that lasting joy comes from people, not money or grades. The support and love given to me by family and friends is immeasurable, for a healthy environment is the key to success. Hence, each morning the faces of those I treasure most are the first things I see – each night, the last. Never can I forget how fortunate I am – not because of academic or athletic success, but because of those who love me, the faces on my walls.



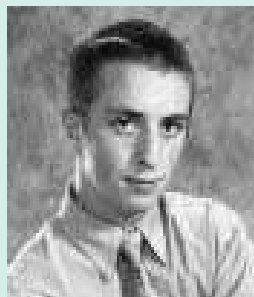
**Chad M. Troop**, Peachtree City, GA, Starr's Mill High School

Chad Troop graduated from Starr's Mill High School as Fayette County's first ever Presidential Scholar this spring. He was also named a National Merit Scholar, an AP Scholar, and Star Student during his senior year of high school. Chad is highly active in sports, becoming one of Starr's Mill's first four-year lettermen by receiving varsity letters in cross-country, soccer, and track. He has also been the captain of the varsity academic team for four years. Chad has shown a strong commitment to leading community service activities as President of the Peachtree City Youth Advisory Board, President of Beta Club, and Vice President of National Honor Society. He enjoys spending his free time hanging out with his friends and listening to music. Chad will attend Duke University this fall and plans to major in biology. He hopes to attend medical school in order to become a surgeon or medical researcher.



**Neil Vasan**, Vienna, WV, Parkersburg High School

Ranked first in his class, Neil Vasan is a National Merit Scholar, a National Science Foundation Young Scholar, and a member of USA Today's All-USA Academic Third Team. Having studied piano for fourteen years and percussion for eight years, he won the 2000 MTNA National High School Percussion Competition, attended Interlochen Arts Camp as an Emerson Scholar, and performed a solo on NPR's From the Top. An Eagle Scout and four-year hospital volunteer, Neil served as four-year captain of the Academic team and as editor-in-chief of his school newspaper. Neil enjoys watching "Iron Chef" and listening to classical music (especially Aaron Copland's "Third Symphony"). This summer, he will spend six weeks in Japan on the Morita Foundation scholarship. Neil will attend Harvard University and study biochemistry and music.

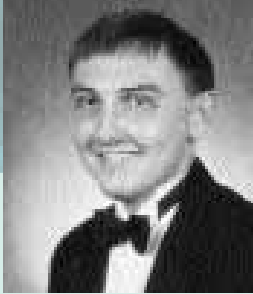


**Marcus P. Verduchi**, Warwick, RI, Toll Gate High School

Marcus Verduchi was born in San Diego, California, and moved to Rhode Island with his parents in 1990. He has used computers since he was one year old, and enjoys using computers and math to solve problems. This fall, he will attend New York University to study computer science. He has been a member of his school's cross-country, academic decathlon, and wrestling teams for four years. Outside school, he enjoys reading, writing, and listening to nearly any kind of music. He is also outspoken on numerous social, political, and cultural issues, and given the chance, will talk or debate at length about anything from his opposition to the death penalty to musical taste to vegetarianism to literature to current politics.

## The 2001 Presidential Scholars Program

# 2001 Preside



*James C. Wagner, Ft Lauderdale, FL, Cardinal Gibbons High School*

My parents sometimes call me “the Renaissance Man” because I have so many different interests. I love music, especially classic rock and jazz, and I play piano. I enjoy history, especially of the Cold War. I read everything from Kafka to Ayn Rand. I enjoy drama and independent films. And I seem to be one of very few people who likes calculus. I occasionally refer to myself as a “cynical optimist,” because despite my deprecating humor, I still hold out hope that in the end, everything will turn out all right.



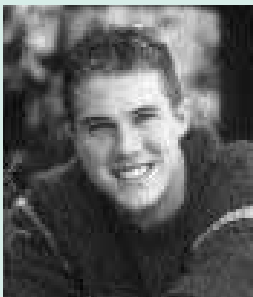
*Michaela D. Weeks, Omaha, NE, Harry A. Burke Senior High School*

I love being around people! My family and friends get me going by inspiring me with their attitudes and actions. My friends and I have fun rollerblading, watching movies and just being girls. My family loves to go on bike rides, and we enjoy home-cooked meals together whenever we can. I love the Lord! He gives me strength to strive for my goals and courage to face challenges. I wouldn't be here without Him. I love to dance! I've been a dancer since I was four; it's been a passion of mine ever since. I compete with a local studio, and we're looking forward to our national competition.



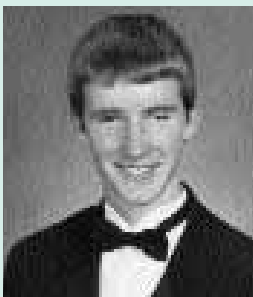
*Lauren A. Weigand, Ft. Smith, AR, Southside High School*

Like Chaucer's Oxford cleric, I would “gladly learn” everything; my curiosity and desire to know more have directed my academic choices. This year that meant signing up for six AP courses and athletics and, since that schedule was impossible given the times each course was offered, attending different classes on different days. I thrive on challenges, whether the intellectual stimulation of tantalizing problems or the physical tests of running hurdles and playing volleyball for my school. Math and science especially attract me, beckoning me to solve the myriad puzzles they pose in their own elegant languages.



*Christopher J. Wells, Green River, WY, Green River High School*

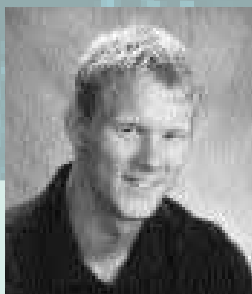
If a person is defined by the activities he or she chooses to participate in then I am an eclectic mix. Growing up in the small town of Green River, Wyoming may have limited my opportunities but I have involved myself in as many endeavors as possible. I was captain of the high school tennis team and a member of the Science Olympiad squad. While serving as a senior class officer, I was also an active member of the National Honor Society. I have become a diehard Ultimate Frisbee player and was an art club officer. I thrive on being involved in the commotion of life, and I am not content with letting life pass me by. Whether it be as a leader, a team member, an athlete, or a scholar, I have broadened my horizons with each new activity.



*Ryan D. Wells, Columbia, SC, Spring Valley High School*

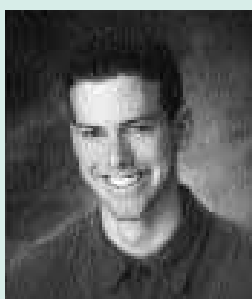
Ryan enjoys a challenge, whether it is in the classroom or on the soccer field. Ranked #1 in his class, Ryan recently graduated from Spring Valley High School where he was a student in the Discovery Math/Science Magnet Program. He was captain of the Academic Decathlon Team, president of the National Spanish Honor Society, and a member of the SVHS Math and SAT Teams, the All-State Academic and Math Teams, and the Magnet Student Advisory Council. A very logical thinker, Ryan has a particular interest in math and science and conducted independent research projects during his sophomore and junior years. On the soccer field, Ryan was also very active, playing year-round. He was a 4 year letterman, 2 year captain, and the 2001 MVP of his high school team. He also played for the NECSA Galaxy club soccer team, winning 5 consecutive state championships and competing throughout the southeast.

# ntial Scholars



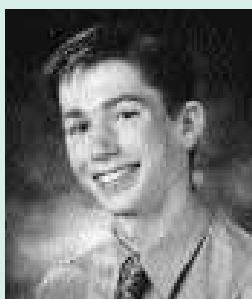
**Daniel J. Wendlandt**, Appleton, WI, Appleton North High School

For Dan Wendlandt, experiencing life is about enjoying oneself and pursuing goals without losing focus on what is most important to him. Dan is a young man from Appleton, Wisconsin who loves a challenge of any type. In school he led the Student Council, edited the newspaper, played tennis and enjoyed many other activities. These roles taught him a great deal about leadership and himself, while also showing him that life is a continual learning process. Dan loves to discover and create by looking at old problems in new ways. He is especially interested in Computer Science, a field he plans to study at Stanford and later make his mark upon. Another passion for Daniel is politics and he hopes to someday have his own office in Washington, maybe even an oval one. Finally, he would like to urge everyone to worry about mistakes less and chase dreams more.



**Thomas L. Widland**, Albuquerque, NM, Albuquerque Academy

I believe that understanding oneself is critical to being happy. One of the most important discoveries that I have made about myself is that I am a very analytical thinker; perhaps that is why computer science is the field that appeals to me the most. I do a lot of work on small problems in the area and have completed a few research projects on larger problems. Music is another passion of mine; I am a percussionist and drum set player. For fun, I play soccer, ultimate, and table tennis. In fact, soccer contributed significantly to my understanding of myself when I helped to coach a team for a season, forcing me to see the game from another perspective. In order to learn even more about myself, I am deferring my matriculation to college for a year to live in Spain.



**Christopher M. Wilfong**, Columbus, OH, Thomas Worthington High School

My family and I have moved ten times in my life, which probably contributed to my interest in travel. I try never to pass up an opportunity to see someplace new. I love living in cities, but I really enjoy getting away from it once in a while to go camping or backpacking in the mountains. I became involved in theater during my sophomore year of high school, and now it's one of my favorite activities. Friends and family are the most important things in my life; I'll never forget all that they have done for me, or all the things they have given me the strength to do.



**Angela L. Will**, Delmont, SD, Tripp-Delmont High School

I am the proverbial "Midwest farmer's daughter," and I have lived my entire life in the same town in rural South Dakota. Delmont has a population of approximately 262 people, and it contains no stoplights! My high school enrolls about 90 students, and I know all of my twenty-one classmates like we are siblings, not just friends. I think that coming from such a small town makes me unique among the people I meet from across the nation. I know everyone I see while walking to the grocery store or the bank, and I love it. While some people think that rural kids are "backwards," or "country hicks," I know that to be false. Being a student at a small high school also gives me many opportunities lost to others. I am involved in varsity sports, music, theater, student government, and the quiz bowl team- all at the same time!



**Leslie E. Williams**, Lexington, VA, Rockbridge County High School

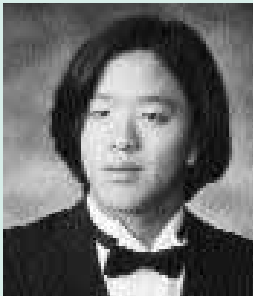
I was born in Mt. Airy, North Carolina, but have grown up in Lexington, Virginia. Living in a small town has given me a strong sense of community. I have a wonderful, supportive family, whom I dearly love. I enjoy cross-country, canoeing, Young Life, and reading. Next year I will attend the University of Virginia as an Echols Scholar. I am not year sure what I hope to do for a living, but I plan to live life to the fullest.

# 2001 Preside



*Larry W. Wilson, Houston, TX, The High School for Performing & Visual Arts*

What makes me tick? Well, comedy and laughter make me tick. Comedians like Lee Evens and Jerry Lewis make me tick. Using my humor toward the betterment of my society makes me tick. Spastic humor makes me tick. Creativity and spontaneity make me tick. Creating something from nothing makes me tick. Creating a certain atmosphere and energy that encourages the involvement of others makes me tick. Applause and appreciation make me tick. Meeting the President of the United States makes me tick. My teachers make me tick. My mentor makes me tick. My parents make me tick. My mission: to use my craft to make just one person forget about the incessant number of telemarketing calls daily, cell phones disconnecting on important business calls, sitting for hours in freeway traffic with no air conditioning or radio, and give him the opportunity to leave all this behind with a laugh.



*Thomas J. Wu, McLean, VA, Thomas Jefferson High School for Science & Technology*

Thomas Wu was born in a hospital in Washington, DC, but grew up in Virginia, his current place of residence. The product of three cultures— American, Chinese, and Japanese— he acts a little like each. Most of all, he considers himself a product of the best of public education. A bit of an independent thinker, he has a tendency to see things differently from others. He is still growing and changing in his interests. First fascinated with science and technology, he has recently discovered a growing interest in the social sciences. He likes the clarity of mathematical analysis but he also likes the creative side of arts and crafts, which is an area that he has not been able to devote much time to yet. He spent last summer in Japan as part of a homestay program, and was deeply touched by the generosity shown toward him.



*Kristin M. Yemm, St. Louis, MO, Cor Jesu Academy*

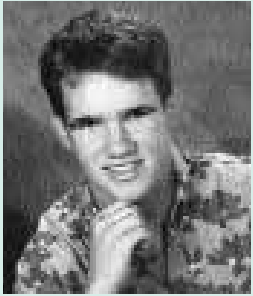
A five mile run and a new pair of shoes. Not your average anniversary gifts, but then, my celebration could hardly be called conventional. A few days ago I marked the fourth anniversary of my life as a runner, a milestone as important to me as any I have reached. Running both influences and reflects the person I am. My daily runs bring clarity to my thoughts and serenity to my emotions, allowing me to give my best self to others and do my best work, inside and outside of the classroom. The approach I take to the sport – train hard and never quit – mirrors the way in which I try to live my life. Whenever I am faced with a difficult situation, I think back to the hundreds of exhausting, painful workouts I have pushed myself through – and I know that I am strong enough to accomplish anything.

# ntial Scholars



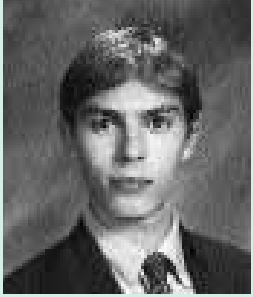
*Vanessa R. Zboreak, Marietta, GA, George Walton High School*

I love technical theatre because I get to build a production from the ground up, directing, constructing, painting, designing, and eventually sitting back and watching it all come together. Over the summer I work as a camp counselor, teaching pioneering and Native American traditions. I dig Ben & Jerry's mango-lime sorbet, live animals (not meat or leather), Ben Harper, Grinnell College – go Pioneers!, and squishing mud between my toes. Blessed Be!



*Naupaka B. Zimmerman, Volcano, HI, Waiakea High School*

My life thus far has been made up of seeking out challenges. Doing what others say cannot be done, or should not be done, has satiated a desire within me to overcome opposition. I found myself presented with the most difficult of these challenges when I began to participate in sports. But the difficulty itself is what drove me on, from cross-country and track to wrestling, and the sense of accomplishment enabled me to diversify my interests and also taught me to focus my energies. This allowed me to deal with all of the problems life threw at me, and enjoy them along the way. I believe that success in life is directly correlated not with where you are or what you have, but the people you are around and the good times that you have together.



*Daniel A. Zlotoff, Woodbridge, CT, Hopkins School*

Life is always better in the air. From my very first airplane ride as a child, I have been entranced by the beauty and wonder of flight. Taking my first flying lesson last summer represented my entry into this realm where clouds become companions. While on the ground, I enjoy playing golf on Sunday afternoons; golf provides the relaxation of a nature hike with the challenge of an athletic sport. During my high school career, I participated in several extracurricular activities. Among them, being a member of my school's fencing team and being the editor of my school yearbook were the most valuable. My biology class is the one class that keeps me rolling out of bed each morning; the complexity of living organisms astounds and inspires me. I look to the future with an open mind; I will adapt, and I will be happy.

# 2001 Preside

**ALABAMA**

Jennifer M. Forsythe  
Andrew D. Galanopoulos  
Ashley M. Lott  
Yong-Xuan Qiu

**ALASKA**

Luke B. Hedrick  
Sarah D. Mapes

**AMERICANS ABROAD**

Mary E. Burt  
Matthew M. Crane

**ARIZONA**

Kelly E. Devereaux  
Chang C. Liu  
Jill R. Penney

**ARKANSAS**

Paulomi Mehta  
Thomas A. Moll  
Lauren A. Weigand

**CALIFORNIA**

Denise A. Grab  
David A. Green  
Justin C. Kao  
Kenneth M. Roy

**COLORADO**

Daniel E. Dubelman  
Elizabeth W. Mayne

**CONNECTICUT**

Stephanie F. Bridges  
Melanie C. Chuen  
Maura W. Hobson  
Mariangela Lisanti  
Daniel A. Zlotoff

**DELAWARE**

Alexander A. Fierro  
Anna M. Soltys

**DISTRICT OF COLUMBIA**

Nora N. Khan  
Robin M. J. Koytcheff

**FLORIDA**

Victoria E. Astley  
Marco A. Ramirez, Jr.  
Kevin C. Rivard  
James C. Wagner

**GEORGIA**

Aditya V. Sunderam  
Chad M. Troop  
Vanessa R. Zboreak

**HAWAII**

Magali A. M. Fassiotto  
Naupaka B. Zimmerman

**IDAHO**

Joseph A. Elias  
Emily A. Ochoa

**ILLINOIS**

Kristine M. Janus  
Christopher K. Steinbaugh

**INDIANA**

Alex A. Bishop  
Andrew Chi  
Emily A. Kendall

**IOWA**

Barry D. Gackle  
Angela L. Kohlhaas

**KANSAS**

Catherine L. Funke  
James M. Quigley

**KENTUCKY**

Madeleine R. Dwertman  
Samuel A. Shapero

**LOUISIANA**

Julie K. Gremillion  
Cambrian Y. Liu

**MAINE**

Elisabeth N. Gayer  
Yuran Lu

**MARYLAND**

Laura R. Cole  
Samuel M. Ganzfried  
Caroline A. James

**MASSACHUSETTS**

Michelle Chun  
Vikas Goela  
Brooke M. Lieberman

**MICHIGAN**

Caroline A. Gross  
Dominik R. Rabiej

**MINNESOTA**

Jessie L. Juusola  
Edward G. Niedermaier

**MISSISSIPPI**

Ashley A. Jackson  
Lee G. K. Singh  
Charles C. P. Snider

# ntial Scholars

## MISSOURI

Saritha Komatireddy  
Elliott N. Neal  
Kristin M. Yemm

## MONTANA

Amie B. P. Schaumberg  
Gabriel R. Shaughnessy

## NEBRASKA

Andrew J. Morten  
Michaela D. Weeks

## NEVADA

Jayson A. Morgan  
Shima A. Oliaee

## NEW HAMPSHIRE

Abigail S. Cooley  
Michael A. Stawicki

## NEW JERSEY

Emily S. Huang  
Michael T. Lugo

## NEW MEXICO

Rebecca J. Hammon  
Matthew T. Jones  
Thomas L. Widland

## NEW YORK

Nicholas G. Baldasaro  
Kiran Gupta  
Kyra K. Tichacek

## NORTH CAROLINA

Shannon F. Beddingfield  
Zane A. Curtis-Olsen  
Diara D. Dankert  
William L. Sturdivant

## NORTH DAKOTA

Andrea M. Rau  
Russell G. Strom

## OHIO

Talya C. Havice  
Geoffrey L. Johnston  
Christopher M. Wilfong

## OKLAHOMA

Melissa L. Dell  
Meredith E. Purgason  
Dean E. Spears

## OREGON

Eric L. Frantz  
Susan Jiafeng Li

## PENNSYLVANIA

Andrew W. Ng  
Chloe E. Taft

## PUERTO RICO

Isabel M. Bernal  
Ian M. Sulzer

## RHODE ISLAND

Kelly R. Molloy  
Marcus P. Verduchi

## SOUTH CAROLINA

Angel Hsu  
Ryan D. Wells

## SOUTH DAKOTA

Aaron C. Apaza  
Martin T. Authier  
Kyle P. Detwiler  
Angela L. Will

## TENNESSEE

Kathryn E. Kay  
Brad M. Smith

## TEXAS

Samuel Y. Chang  
Vernon D. Gooden  
Daniel M. Keene  
Catherine E. Lees  
Frank W. LoCresto  
Michael J. Moore  
Katherine A. Richardson  
Larry W. Wilson

## UTAH

Melissa A. McNutt  
Samuel A. Smith

## VERMONT

Molly A. Goldberg  
Christopher A. Murphy

## VIRGINIA

Nafis Ahmed  
Leslie E. Williams  
Thomas J. Wu

## WASHINGTON

Esther S. Lee  
Eric J. Malm

## WEST VIRGINIA

Christina H. Chen  
Ashley M. Hinerman-Mulroy  
Neil Vasan

## WISCONSIN

Karen J. Kim  
Kristina J. Matic  
Jared F. Snyder  
Daniel J. Wendlandt

## WYOMING

Meera Sridharan  
Christopher J. Wells



## The 2001 Presidential Scholars Program

# At Work in the



**C**haracterized 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.

### *Marco Ramirez, Florida*

My favorite holiday is Halloween. Always has been, and always will be. I remember going around my neighborhood in my Batman costume, or my Alf costume, Trick-or-treating and getting painfully great stomachaches after. The fact that some children in the US can't do this because they live in dangerous areas pains me, so, with help from the National Honor Society at my school, we organized a way for kids to enjoy Halloween without the dangers of a bad neighborhood at night.

I took the detention hall in our school, scary enough as it is, and made it a fully functional Haunted House. I took all that I had learned from theatre as far as set design and lighting and put it into use for the benefit of young kids who wouldn't have the luxury of fun on Halloween.

There were dark corners, glowing skulls, falling bats, and coffins all around. The kids came in, and automatically, were caught up in the spirit of Halloween. They let themselves be scared, and they enjoyed every second of it. We had about two hundred kids walk through that haunted detention room. These were kids that would've stayed home that night because their parents, in a crime-heavy urban environment, wouldn't have let them go out.

I live and breathe theatre. The only way I truly know how to reach any community is through theatre. The Haunted House gave me that opportunity, and it made me love Halloween even more.



### *Dean Spears, Oklahoma*

I had volunteered for a few years at a local nursing home, when I became concerned about how little there was for the residents to do mentally. The administration agreed to give me space for a library, so I set out to collect a few hundred books. Local newspapers and radio stations advertised my project, and soon the community had donated books enough to fill the living room. I cataloged them in a computer and gave each a label. They are all 1,600 now used and loved by the residents, arranged and grouped in their own library.

# Community



*Andrea Rau, North Dakota*

It all started last summer—one of my friends told me about a program called Locks of Love that gives donated hair to needy children with medical hair loss. Our hair was already fairly long, and we decided that we would grow out our hair until then end of our senior year, and then give it to the organization. Soon, the idea spread—our group of Rapunzels grew from two to nine girls. We had to give at least ten inches of hair, and it shocked us to learn that it took twelve ponytails to make one wig. All year long, we waited impatiently for the time to come when we could chop off our hair. Every so often, we would even bring out the rulers to measure the increasing lengths of our tresses. Finally the time came, and although we had been anticipating that moment for the entire year, when the scissors came out we all felt butterflies in our stomachs—after all, we were giving away a piece of ourselves. With the first snip of the scissors, however, a sense of pride and satisfaction overwhelmed all of us as we looked at pictures of children wearing wigs made of donated hair. Looking back, I know that if I could do it over again, I would have made the exact same decision—and who knows, maybe someday Locks of Love will receive another ten inches of my hair.

*Isabel Bernal, Puerto Rico*

Close your eyes. Imagine you are five years old. You are playing in a little playground surrounded by dull gray walls. The sun does not even reflect off the metal see-saw! Tragic, is it not? This thought made me want to start on a new project with the National Art Honor Society. Project Description: take lots of brightly-colored durable paints and turn the fifty-foot surrounding wall into a beautiful mural. The task would take a few weeks to complete, but the result was simply astonishing: a fairy world stamped on a wall. Needless to say, the kids loved it and everybody was extremely proud of the results. The project had several positive side-effects. For instance, the older members of the club mingled with the newer members who didn't know most of the people. We all learned how to work with each other in order to meet a greater goal than possible if working alone. And last, but not least, the school headmaster now loves us for doing such a great job without pay!



*Molly Goldberg, Vermont*

Growing up in Vermont's capitol during the historic battle for Civil Unions and same-sex marriage has given me a very tangible cause to fight for. Not only have I had the opportunity to see how social change can be made through the government and lawmakers (particularly during my testimony before the House Judiciary Committee), but I have also had an opportunity to organize youth to speak up on behalf of themselves. I helped to start a Gay-Straight Alliance at my school and co-organized a statewide student march to the capitol and spoke at the rally following the march. The backlash to Civil Unions has only served to amplify the fear and hatred directed at gay men and women every day. Much of this has recently been focused specifically on gay youth, and I believe that we must speak up in the name of justice for all people. This is not merely an issue of homophobia, because where there is heterosexism, there is racism, ageism, sexism, and other forms of bigotry. I believe that we are not the "apathetic generation" as we have been dubbed, but rather, we are passionate and articulate when we understand the cause for which we are fighting.

## The 2001 Presidential Scholars Program

# at Work in the

### *Stephanie Bridges, Connecticut*

"Charity sees the need, not the cause." – German Proverb

My freshman year, I joined with some of my fellow students and a teacher to ride a van into Manhattan in the middle of the night, when the streets were silent and deserted of businessmen. Here in the financial district, crouched against the walls of some of the wealthiest corporations in the nation, people lived in cardboard shacks. I did not know, when I had passed during the day, that these streets were also homes, as the brown box structures were pushed back in the shadows, and the people who lived in them had scattered. I had walked the streets in the daytime, past newsstands and delis, past shoe stores and banks, and never seen the need I saw that night.

There is a man who sits each day in a train station near my home. I have heard both strangers and friends wonder why he is begging. They wonder what he will spend money on, and, if they give it to him, question whether he will spend it on drugs or alcohol, or something else that they do not want their money to go towards.

The importance in volunteering to me is that you must treat the need, for that is true charity. An offer of help should not be conditional, should not rest on the giver's perception of whether the world has really treated the recipient unfairly, or whether the recipient is at fault. I try to give, as I work in a soup kitchen for homeless women or distribute food at Christmas, without question. I give simply because I can. And, since that night in New York, I try to keep my eyes open to need, even in people and places where I do not expect to find it.

### *Justin Kao, California*

Volunteering weekends in the Emergency Room of Little Company of Mary Hospital was a weekly sojourn from sheltered high school life. While I performed many menial tasks, the small things I could do to help patients, even if only a glass of water, a pillow, or a warm blanket, made my time worthwhile. More and more frequently, I pulled on gloves and helped in minor procedures such as stitches, sprains, and broken bones. I even got to use the Spanish I study in school, and found that an Asian kid trying to hold a conversation in Spanish brought smiles to patients. One young Latino man was awaiting stitches in his thumb. Ironically, I didn't know the verb "to stitch" in Spanish and he didn't know it in English. With pantomime and laughter, we both learned a new word that day. I helped with the stitches and we both chuckled at the size of his thumb, wrapped in protective gauze to twice its usual size. Two weeks later, I was going home just after my shift. Suddenly, a car honked as it zoomed past. And what came out of the window? A huge thumb wrapped in gauze, giving me a thumbs-up! We grinned at each other one last time, and I'll never forget—*coser*, to stitch or sew.

### *Sarah Mapes, Alaska*

As a Girl Scout for ten years, I have been involved in many community service projects. One of the most meaningful to me was repainting the dormitories of a shelter for abused women and children. Women who leave abusive homes, girls who run away from home, and children without anywhere to go are welcomed and given room and board in exchange for helping with chores. Clare House, as the shelter is called, gives its residents a chance to regroup and refocus their lives so when they leave, they enter into a healthy atmosphere and avoid situations like the ones from which they escaped. When my troop arrived at Clare House, the paint on the walls was peeling and dirty, and children had scribbled across the walls and partitions with crayon and marker. The partitions were office cubicle walls covered in burlap-like material. These dividers separated the residents into family groups. Our job was to strip the partitions down to the wood and paint them and all the walls a bright white. Since the shelter could not relocate the residents while we worked, there were always people coming and going. It was amazing to see how much a little paint can change the attitude of so many people. As the room got brighter, the residents got happier, and their smiles made the whole project worth the effort.

# Community



## *Angela Koblbaas, Iowa*

I have always dreamed of becoming a missionary. When I was little, the idea struck me as romantic; now, I simply desire to reach out to others and share my experiences with them. For the past four years, I have had the opportunity to glimpse the life of a missionary by volunteering as a counselor for the Christian Life Camp held at St. Anthony's Mission in North Dakota. This summer camp is located on the Fort Berthold Indian Reservation and most of our participants are Native American children in grades one through six. Throughout the weeks of camp, we hold daily mass, perform religious activities, create crafts, and play games. Last year, we invited the seventh and eighth graders to join us for a week. They spent the time learning to be good role models and doing service projects for their community. The children often come to our camp from troubled families, so we counselors attempt to provide an environment of encouragement and peace.

## *Michaela Weeks, Nebraska*

I have always been told that the best way to feel better is to give to others. Until this year, I never realized the truth in that statement. Teachers in our school's Special Education Department informed my friends and I that their classroom needed supplies and, more importantly, that their students wanted friends. As a result, two partners and I organized a project to raise money for their class. We held a car wash and hosted a 3-on-3 Basketball Tournament. With the proceeds, we bought two fans and a heater for the classroom and a set of Hardy Boys books for the students to take home. Walking into the classroom with the fans, the heater and the books, I was astounded at the happiness that greeted me. The students jumped in their chairs, clapped their hands and shouted with excitement. Tears welled up in my eyes as I realized that the work my partners and I did truly made a difference in these students' lives. They no longer had to wear winter coats and mittens to class. They could take a book home and show their parents what they read in school. By donating time to my school and to my community, I've learned about planning events, getting business support, and organizing students into action. From my experience with this project, I took away not only these skills, but also a great feeling.



## *Thomas Moll, Arkansas*

Learning and practicing Spanish is fascinating because it allows me not only to communicate with native speakers but also to enhance my understanding of the Spanish and Latino cultures. The most crucial event in sparking my desire to help those in need in the Spanish-speaking world was my first mission trip to Mexico. Working alongside members of the border mission church whose attitudes about life were different from my own opened my eyes to another way of living. Much of the Mexican border is overpopulated and poor because of the inability of cities to accommodate the swelling population. I've taken four mission trips to Mexico; each included some form of physical labor for the benefit of congregations on the border. Currently I am volunteering as a translator for a local charity that deals with a significant portion of the Hispanic community of my hometown. My study and use of Spanish deepens my appreciation for diversity between world cultures.

## *Gabriel Shaughnessy, Montana*

When the Myrna Loy, a local center for the arts, threatened to close its doors due to funding shortages, I wanted to help. The Myrna had always been a strong focus for the arts in our community, drawing performers from around the world and small "Indie" films that would never reach a theater otherwise. My brother and I were involved in the original construction of the facility, with our father laying the slate floors, our mother doing all the landscaping and the two of us helping out however we could. So it was only natural that ten years later, I would hold an interest in helping to keep the Myrna Loy open. In order to do that, my band, the Gulch Bottom Groove Band, invited a rock band from Great Falls to come play a benefit concert with us. The Myrna technicians donated the stage and their time, and with a two-dollar cover charge, we were able to pull in a crowd. The Myrna Loy benefit was one of many benefit concerts my band participated in during the two years we were together. Although the cause was no more worthy than any of the others, the show was by far the best. There was an energy at that concert, caused by our playing on the stage we were trying to save, and the crowd could feel it. Knowing that it was our music helping to keep the doors open made that night, and every performance I have been to since, all the more enjoyable. Our performance there gave me an even stronger attachment to the Myrna Loy and in turn, a stronger attachment to the community.

## The 2001 Presidential Scholars Program

# at Work in the



### *Caroline James, Maryland*

I am concerned with the inequality that exists in standards of living between people in our own country. Poverty limits people's choices and isolates them from their communities. For the past two summers, I have been going on week-long home-repair trips to West Virginia through my church. Last summer, I saw the stifling life of an elderly woman who isolated herself from her community. She lived in squalid conditions, yet she did not want to ask for help. Our mission in her house was simple, unskilled cleaning. At first, the woman did not want our help. I introduced myself, yet she would not shake my hand. During the week, my partners and I asked her permission to do jobs, such as to paint the walls or to discard rotting food. Slowly, a mutual trust formed. She confided in me about her breast cancer and the deaths of her sister and parents. She told us that she would miss us at night after we returned to our camp. One day, she asked me to replace her tattered window shade. Her request gave me the most satisfaction of any moment on the trip, because I knew that she accepted us into her home. I loved the human connection that resulted from giving oneself and one's labors to another person.

### *Melissa McNutt, Utah*

Clad in a green "Volunteer" T-shirt, I opened the door to a year full of unforgettable experiences. I started volunteering at South Davis Community Hospital because I thought it would give me an opportunity to serve others. Little did I know this experience would not only strengthen my love of service but would also drastically change my outlook on life.



I fell in love with Jessica the moment I saw her bright smile. Not many people would come to see this delightful girl with a Down Syndrome-like disease, but I couldn't bear the thought that she should go through life without friends. Each week she beats me in Monopoly or we sing and dance to the songs from Barney. Jessica can not speak or walk, but never once have I seen her unhappy. She has inspired me to look at my life with a different perspective, not worry about the little distractions, and approach trials with a positive attitude. As much as my own life has been altered by my weekly visits with Jessica, I know I too have made a difference as I see her light up and vigorously wave to me as I enter the room. Knowing I've touched a life is possibly the best feeling in the world.

### *James Quigley, Kansas*

The high squeal of a power saw, the off-beat percussion of a score of hammers falling upon a score of nails and the moist eyes of a family who will soon have a place to call home are the everyday experiences of those who have been involved with Habitat for Humanity. I have volunteered with them sporadically over the past two years and have found the experience to be one of the most rewarding in my life. To add a touch of sentimentality, I would like to relate the actions of one of the people for whom we were building a home. I do not know his name, nor did very many others that day because we had not been with the project since its beginning. While doing some landscaping work, a man tapped me on the shoulder and said that the new homeowner would like to see all of the workers. We all stood in a row facing him as he addressed us in tones ringing with sincere gratitude. His tears gleamed at the corner of his eyes, and he wiped them away, a little embarrassed. He then proceeded to go around and shake hands with the volunteers. When he came up to me, he noticed that I was younger than the rest and with a quivering lip gave me a hug. That is all the reward or thanks that I will ever need to justify volunteering.

### *Saritha Komatireddy, Missouri*

This year, in trying to bring together service efforts as well as renew a spirit of volunteerism throughout my school, I led a project called 2001: A Volunteer Odyssey. Not only did I want to provide avid volunteers with more service opportunities but wanted to introduce community service to those who had never before volunteered. With 5,000 hours of volunteer service as my goal, I planned to unite Hickman High School students in giving back to their school and community. My suggestion to anyone who has considered being a volunteer is this: just try it. Go out on a limb and try something new. With volunteerism, there's nothing to lose but everything to gain. You will be putting something back into the school or community that has given you so much by fulfilling your social contract. And yeah, you will get that warm, fuzzy feeling inside. Be a prime example of leadership and serve your community.

# Community

## *Asbley Jackson, Mississippi*

My 17-year-old sister, Abbie, suffers from Pervasive Developmental Delay, a term which includes numerous mental disabilities. Because of her handicaps, she cannot participate in everyday high school activities, such as going to football games or hanging out at the mall with friends. Through observations of her social interactions, I was inspired to create the Big Buddy Program of Hattiesburg. The program pairs high school volunteers from four area high schools with disabled children in the community, seeking to provide these children with positive peer influences and social interaction outside the home. Volunteers commit to spending time with their little buddies twice a month, participating in activities such as watching movies, going to the park, or playing board games. The program also holds occasional events where all Big Buddy volunteers and children get together, such as a Christmas party or a picnic. Big Buddy provides the children with a source of friendship and teaches the high school students a little bit about the struggles of the disabled.



## *Kelly Devereaux, Arizona*

For the past two years, I have been the committee chair in my club, All-Stars, that organizes activities with an impoverished elementary school in downtown Phoenix. While my high school is in a particularly affluent area of the state, Crockett Elementary has over 97% of its students on the free lunch program. These kids need role models who have accomplished positive goals. This is why I have organized four workshops, two picnics and a penpal program for them. While it is a great deal of work on top of my course load, their smiles upon our arrival make everything worthwhile.

## *Kiran Gupta, New York*

I remember walking into the building on my first day in a stiff pink smock and white pants, the unmistakable uniform of a Junior Volunteer at North Shore Hospital. I was assigned to volunteer at the Center for Extended Care and Rehabilitation. The halls were lined on either side with wheelchairs. Elderly men and women sat attached to tubes and machines, their eyes hollow and bored. Moaning came from somewhere down the hall and the sterile hospital smell began to make me sick. I was completely overwhelmed by old age and the toll it takes on the human body. After several weeks, I began to recognize faces. Louise, Mary, Harry, Bernie, Elissa, George, and Seymour all became people with individual personalities. Saturday morning became a routine. I would wheel my friends to the activity planned for the day, whether it was arts and crafts, a video, reading, or music. Afterwards, I would sit and chat with them while they drank their morning coffee. Seymour told me about his experiences in Vietnam. I learned that Louise was more than one hundred years old. Mary showed me her wedding picture. Elissa, who only spoke Italian, took my hand and held it in hers. Few volunteers came to the CECR simply because they were uneasy about working with the aged, but I wanted to connect with this sometimes forgotten generation. Volunteering has been the most fulfilling experience of my life. It gives me the chance to give of myself and there is no word to describe my feelings when I see Mary start to cry tears of joy from seeing me on a Saturday morning.

## *Lee G. K. Singh, Mississippi*

"You, Lee, you're in charge of the wheelbarrows," barked the petite lady with curly brown hair. I grinned up at her from my load of gravel, freshly clumped from a backhoe. The freshmen from Columbus High School Marching Band played passionately at the edge of the park. At one time, Lee Park had been a bustling playground, but within the last decade, the laughing children had been replaced by grim drug dealers. The City of Columbus had raised over \$40,000 to rehabilitate Lee Park, and I, along with the rest of the SGA Cabinet at the Mississippi School for Mathematics and Science, had pledged my time and energy. We leveled the ground, spread the tarp, shoveled, wheelbarrowed, and smoothed layers of gravel, cut and laid sheets of felt, mulched, painted, lifted, cleaned, and measured. Between eight a.m. Thursday and five p.m. Sunday, we and hundreds of other volunteers worked five to eight hour shifts, transforming the dark, dangerous, dust bowl into a well-lit play haven with a castle, princes and princesses, swings, slides, a bridge, and three sets of monkey bars. For me, though, volunteering at Lee Park was about more than the progress on the property. I watched people of many races and backgrounds, ages three to eighty-three, helping each other and working together to make Columbus safer for children. That's not a scenario I have witnessed often, but it is something I will remember and treasure for years to come.



## The 2001 Presidential Scholars Program

# 2001 Teacher

**Howard G. Altenburg (ND)**  
Chemistry  
Century High School

**Allan G. Alvstad (ND)**  
English  
Minot High School  
Magic City Campus

**Mark B. Anderson (MO)**  
Government  
Camdenton High School

**Sarah J. Andrew-Vaughan (MI)**  
English  
Huron High School

**Bernadette Balco (PR)**  
Humanities  
Colegio Nuestra Senora Del Carmen

**Barbara A. Barbarics (CA)**  
English  
San Marino High School

**Truman H. Barnes (OK)**  
Mathematics  
Oklahoma Bible Academy

**Steven T. Bartholomew (SD)**  
Debate and English  
Stevens Senior High School

**Walter M. Bartman (MD)**  
Studio Art  
Walt Whitman High School

**David Bates (AK)**  
Northern Lights ABC  
Elementary School

**Patricia W. Berne (NC)**  
English  
Retired

**John H. Bisocchi (WV)**  
Chemistry  
The Linsly School

**Ricky J. Black (MS)**  
Varsity Football  
Jackson Preparatory School

**Tony Boffa (ME)**  
Music  
Tony Boffa School of Contemporary Music

**Richard R. Brockhaus (MD)**  
Mathematics and Physics  
Landon School

**Colin Buck (DC)**  
Mathematics  
Washington International School

**Kristin Cebulla (MS)**  
Mathematics  
Threadgill Junior High School

**Joseph J. Chvala (OH)**  
English  
St. Edward High School

**Candace R. Clarke (NC)**  
Biology  
T. C. Roberson High School

**James F. Connolly (MA)**  
English  
Milton Academy

**Brenda A. Coogan (CT)**  
Irish Step Dancing  
Coogan Academy

**Allison P. Cooley (NH)**  
Elementary & Middle School  
Home School

**Mika E. Court (DE)**  
French  
Saint Andrews School

**Robert C. Covel (GA)**  
English and Literature  
Starr's Mill High School

**Karen Cranston (KS)**  
English  
Shawnee Mission Northwest High School

**David K. Dalby (SC)**  
Chemistry  
Riverside High School

**Mary Daugherty (WA)**  
4th Grade  
Robert Reid Laboratory School

**Sandra L. Davis (DE)**  
Preschool and Kindergarten  
Montessori Learning Centre, Inc.

**James DeCamp (NY)**  
English  
Rush-Henrietta Senior High School

**Bruce L. DeLong (IA)**  
Biology  
West High School

**Marian Dewane (ID)**  
Chemistry  
Centennial High School

**Robert J. Donchez (PA)**  
Government and Politics  
William Allen High School

**Catherine Dunn (CA)**  
English  
Viewpoint School

# Recognition Awardees



**Kent Ellingson (TX)**

Music  
Booker T. Washington High School for the Performing and Visual Arts

**Mark Ellwood (OH)**

History  
Thomas Worthington High School

**Grant Ferris (FL)**

American History and Government  
Cardinal Gibbons High School

**Scott Friesner (MI)**

English  
Academically Talented Youth Program at Western Michigan University

**Peggy Frisbie (FL)**

Mathematics  
Bartow High School International Baccalaureate Program

**James N. Fujita (VA)**

Japanese  
Thomas Jefferson High School for Science and Technology

**Paul S. Germanowski (RI)**

Science and Chemistry  
Johnston Senior High School

**Greg Graffman (KS)**

Speech, Debate, and Forensics  
Haven High School

**Lynda Gray (VA)**

English  
Rockbridge County High School

**John W. Gruber (PA)**

Science  
Friends Central School

**Jane Gullickson (VA)**

English  
Thomas Jefferson High School for Science and Technology

**Ann L. Hammersly (AZ)**

Honors Physics  
Chaparral High School

**Richard L. Hancock (ID)**

English  
Clair E. Gale Junior High School

**Stanley G. Hancox (VT)**

French  
Bellows Free Academy

**Ray J. Hansen (SD)**

Mathematics and Science  
Tripp-Delmont High School

**Warren Heiser (TN)**

English  
Webb School of Knoxville

**Linda L. Helm (OK)**

Art History and Humanities  
Jenks High School

**Daniel L. Henry (AK)**

English and Speech  
Haines High School

**Amelia Hillman (MS)**

English  
Hattiesburg High School

**Kathleen Hirsch (AL)**

Humanities and Writing  
Daphne High School

**Jodiann Hoeschen Coler (MN)**

History and Government  
Orono High School

**Wesley Hogue (AR)**

Mathematics  
Retired

**Brian R. Hoblt (MO)**

Social Studies  
Cor Jesu Academy

**Connie Hudgeons (NM)**

Social Science  
Cibola High School

**Marlissa K. Hughes (IN)**

English  
North High School

**Jessica K. Hunt (GA)**

Mathematics  
Chamblee High School

**Linda H. James (TX)**

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



**Scott A. Jarrett (MA)**

Choral Activities  
Walnut Hill School

**Hans J. Jensen (IL)**

Cello  
Northwestern University

**Cecil Johnson (SD)**

English and Literature  
Lyman High School

**Ruth A. Johnson (KY)**

English  
Holmes High School

**Andrew S. Kaplan (IL)**

English  
Francis W. Parker School

**Gary O. Kathan (WY)**

Chemistry and Physics  
Rawlins High School

**Sharon C. Kelly (NE)**

English  
Harry A. Burke Senior High School

**Thomas A. Kemper (CA)**

Film Theory  
Crossroads School for Arts and Sciences

**Lillian L. Kropp (AR)**

AP English  
Southside High School

**Teresa Law (WV)**

French  
Parkersburg High School

**David H. Layton (NC)**

History  
Myers Park High School



# 2001 Teacher

**Joyce L. McClanahan (WV)**  
Spanish  
George Washington High School

**Norman S. Liden (CO)**  
Mathematics  
Cherry Creek High School

**Patricia Linehan (CA)**  
English  
Palos Verdes Peninsula High School

**Richard A. Lines (TX)**  
Physics  
Garland High School

**Richard Lord (ME)**  
Biology  
Presque Isle High School

**Laura Lorentzen (NV)**  
Music  
Lorentzen Private Lessons

**Catherine Luccock (OK)**  
English  
Cascia Hall Preparatory School

**Melinda W. Mangham (LA)**  
Gifted English IV  
Lafayette High School

**Judith E. Marcus (NJ)**  
American Studies  
West Windsor-Plainsboro High School South

**Patricia G. Marsh (AL)**  
Speech and Communication  
St. Paul's Episcopal School

**Jeanette Martin (GA)**  
Psychology and Philosophy  
Walton High School

**Mary McCall (IA)**  
English  
Bishop Garrigan High School

**Cheryl R. McCulla (MD)**  
Latin  
Holton-Arms School

**Charles L. McDaniel (Jordan)**  
Humanities  
American Community School

**Ana Mederos-Blanco (FL)**  
Theatre  
Coral Reef Senior High School

**Tom N. Meschery (NV)**  
English  
Reno High School

**Dan Miller (CO)**  
History  
Kent Denver School

**Dan Miller-Arsenault (VT)**  
English  
Montpelier High School

**Vincent J. Monaco (MA)**  
Music  
Phillips Academy

**David D. Montee (MI)**  
Theater  
Interlochen Arts Academy

**Kenneth L. Morten (NE)**  
Mathematics  
Randolph High School

**Adele Mouakad (PR)**  
Chemistry  
Saint John's School

**Harold V. Mulderink (IL)**  
Physics  
Lyons Township High School North Campus

**Susan Munson (MN)**  
Piano Performance/  
Music Theory  
University of St. Thomas

**Tom Neighbarger (OH)**  
Art and Cross Country  
Champion Middle School

**Jamie Nekoba (HI)**  
Biology  
Waiakea High School

**Daniel A. Nelson (NY)**  
Energy Design & Applications  
Retired

**Julie Nelson (UT)**  
Spanish  
Bountiful High School

**Merl Nicholson (WY)**  
Chemistry  
Green River High School

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

**John R. Norris (IN)**  
English  
Westchester Middle School

**Ceybun Ozsoy (TX)**  
Ballet  
Booker T. Washington High School for the Performing and Visual Arts

**Gerald A. Parker (WA)**  
Science  
Retired

**Katy W. Parker (LA)**  
Physics  
Baton Rouge Magnet High School

# Recognition Awardees



**Susan L. Penney (AZ)**  
Art  
Lookout Mountain  
Elementary School

**Edward J. Peterson (AL)**  
Theatre Arts  
John Carroll High School

**Kelly H. Petrea (NC)**  
Theatre Arts  
Central Cabarrus High School

**Karen Pfeifferle (WI)**  
German  
Appleton North High School

**Hattie E. Phillips (HI)**  
Third Grade & Hawaiian  
Studies  
Punahou School

**Suzanne T. Phillips (TX)**  
Theater  
The High School for  
Performing & Visual Arts

**Linda A. Pollitt (DE)**  
Mathematics  
Holy Cross School

**Anthony G. Pontone (NY)**  
Latin  
Great Neck South Middle  
School

**Greg Rackovan (WI)**  
Physics  
Brookfield Academy

**Gerardo Ribeiro (IL)**  
Music  
Northwestern University

**Norman Ricker (CT)**  
Mathematics  
New Canaan High School

**Anne L. Rouse (TN)**  
English  
Houston High School

**Diane Scattergood (DC)**  
English Literature  
Sidwell Friends School

**Scarlett Scholte  
(Marshall Islands)**  
English  
Kwajalein Junior-Senior  
High School

**David Scrofani (CT)**  
Physics  
Staples High School

**Paul E. Sherman (OR)**  
Biological Sciences  
West Linn High School

**Jill L. Simmons (CT)**  
English  
Hopkins School

**Dana Smith (OR)**  
Special Services (Talented &  
Gifted Program)  
Lake Oswego School District

**Daniel Soulia (UT)**  
German and Social Studies

**Betty Stapp (TX)**  
Biology  
Lyndon B. Johnson High  
School

**Barrick R. Stees (MI)**  
Bassoon  
Michigan State University

**Joan S. Stewart (KY)**  
Mathematics  
duPont Manual High School

**Rick Thalman (NM)**  
English Literature  
Los Alamos High School

**Jami Thornsberry (MO)**  
Government and History  
David H. Hickman High  
School

**Kay Tipton (AL)**  
Mathematics  
Vestavia Hills High School

**Kris W. Tully (AZ)**  
English  
University High School

**David L. Vinson (WA)**  
English  
Thomas Jefferson High School

**Carolyn E. Wabl (FL)**  
French Horn Performance  
Gibbs Senior High School

**Robert V. Walker (MA)**  
English  
Weston High School

**Margaret Watson (RI)**  
English  
Winman Junior High School

**Beth L. Weinberger (TX)**  
Visual Arts and Painting  
The High School for  
Performing & Visual Arts

**Robert S. Whittle (SC)**  
English  
Spring Valley High School

**Robert C. Williams (NM)**  
History  
Albuquerque Academy

**De Winterburn (MT)**  
English  
Helena High School

**Melinda Wright (AR)**  
English and Literature  
Conway High School East

**Daniel K. Wunderlich (IN)**  
Chemistry  
Terre Haute South Vigo High  
School

## 2001 Teacher Recognition Awardees



***Allan G. Alvstad, ND***

The greatest joy for me in teaching is when a student demonstrates an understanding of concepts and can appreciate the assignments that are given. When I can view a student's expression of understanding, answer student questions after class or read a well-written response, I feel I have been successful.

***Mark B. Anderson, MO***

From my parents came my love of history and determination to put forth my best in all I do. These, combined with support from my wonderful principal and fellow teachers, have led me to challenge ALL students to learn more than the minimum and apply this knowledge to their lives.

***Sarah J. Andrew-Vaughan, MI***

Interacting with students individually and in small groups is key to my connections with students and success in making content enjoyable and relevant to students.

***Bernadette Balco, PR***

My one-year stint as a teacher working abroad in Puerto Rico turned into a lifetime career teaching AP Humanities and AP US History on this island. I love teaching history in English to ESL students and seeing the doubled-sided growth in their knowledge. My audio-visuales and study-abroads to Europe excite them to love learning.

***Barbara A. Barbarics, CA***

Teaching is the fountain of youth because the joy of sharing knowledge and curiosity is invigorating. Students like Denise challenge me to do and give my best, and their energy revitalizes mine. Teaching puts me in contact with those who use head, heart, and hands to make a better world.

***Truman H. Barnes, OK***

I became a teacher because I was disappointed with the education my children were getting and believed the best way to remedy that was to become a teacher myself. I believe students should have the opportunity to reach their maximum potential, given their genetic background and cultural environment.

***Walter M. Bartman, MD***

To be a great teacher you have to see yourself as a student. The excitement for learning is a life full of discovery. The day you stop learning is the day you stop being an effective teacher.

***David Bates, AK***

Sixth graders are awakening to the world. They discover history, political editorial cartoons, double entendres, and alas, puns. They are about to leave the security of a single classroom for near anonymity as they hurry from room to room and teacher to teacher. I stress discipline and responsibility.

***Patricia W. Berne, NC***

For twenty-five years, I was absolutely consumed by teaching children. I felt such a great sense of responsibility to provide accurate, creative, and stimulating experiences for students so as to enable them to become analytical and joyous in their approaches to life. I loved them and my mission to educate at the highest level!

# Reflect on Teaching

***John H. Bisbocci, WV***

For reasons I don't fully understand it has been my passion to inspire my students, regardless of obstacles, to follow their most noble dreams. My vehicle has been my love of science. While engaged in the activities of science, I share with them the joy of discovering nature and unraveling her mysteries.

***Ricky J. Black, MS***

The aspect of teaching that I enjoy most is having the opportunity to teach lessons that influence and challenge students to become responsible, ethical, moral and thinking individuals for life.

***Richard R. Brockhaus, MD***

I try to teach my students that many (but by no means all) of the problems of human life can be solved by rational assessment and analysis of evidence, and correct application of general principles. If done properly the study of mathematics and physics can serve as a model for a rational and—one would hope—happy life.

***Colin Buck, DC***

To make a difference; that is why I teach. However, one can never be satisfied and one is always developing and striving to overcome the view that mathematics is a collection of facts “out there” to be absorbed, as opposed to truths to be discovered.

***Kristin Cebulla, MS***

I taught eighth grade mathematics in Greenwood, Mississippi as part of the Mississippi Teacher Corps, a program designed to bring teachers to areas in Mississippi with chronic teacher shortages. I enjoy working with students from under-served populations, especially when I help them experience the joy of doing mathematics.

***Joseph Chvala, OH***

My immigrant parents went through first and sixth grades. They worshipped their teachers. “You will be a teacher,” they advised me. And so that seed grew and flourished. I demanded according to each student's ability and have never regretted it. Countless students still return to visit and thank me. The rewards are overwhelming.

***Candace R. Clarke, NC***

When the light goes on in a student's eyes, I tick. When a student's smile fills his or her face, I tick. When I say, “I love you” to a student and the response is “I love you too,” I tick. When a student tries so hard and succeeds, I tick.

***James F. Connolly, MA***

For thirty-two years, fourteen years in public school and eighteen years in private school, I have had the honor of teaching great students.

***Brenda A. Coogan, CT***

As a teacher of Irish Dance, I hold a vision of choreographic perfection for each of my students. The ultimate satisfaction occurs the moment my student adopts this vision as her own, perfecting the material and truly realizing the dance through her own creative spirit.

***Allison Cooley, NH***

While having conviction that the education of a child is primarily the responsibility of the parents - that it is their role to pass on values and heritage - we also have felt that the child, thus fortified, can bring that strength into a public forum where their values can not only be of influence but also see if those values “stand the test.”

## 2001 Teacher Recognition Awardees

***Mika Court, DE***

I endeavor to create classrooms that feed life and lives that feed us all. A society that funds prisons more willingly than it does schools is a society with no will to create a better world. A society that allows creative outlets for all its children will foster non-violent, transformed worlds.

***Robert Covel, GA***

Teaching is not a profession but a vocation. Education encourages students in their quest for intellectual and spiritual growth. As a teacher, I strive to be a mentor concerned not only with providing knowledge, but also with leading students to search for wisdom.

***Karen Cranston, KS***

I find an overwhelming satisfaction in my relationships with my colleagues. I embrace the challenge to continue learning and creating. I cherish the moments of laughter, learning and intellectual chaos that occur on a daily basis. Teaching fills me with pride and purpose.

***David Dalby, SC***

In 1987 I started a company. I taught to support my family until the company grew. In 1993 Bruce Tool Co. became a Presidential “E” Award winner. I have continued to teach. My students give me a sense of pride from three times the national average of 4s and 5s on AP tests to being Presidential Scholars—and lots more.

***Sandra Davis, DE***

The incident that gives me the most pride is being chosen as “the most influential teacher” in Alex’s life. I enjoy teaching children to read for the first time. I know that the basics that I have taught children will stay with them through the rest of their academic lives.

***James DeCamp, NY***

You have gathered 141 examples of what makes me, and all teachers, “tick,” and what we all enjoy. These scholars love learning, work hard and inspire those of us fortunate enough to teach them. Teaching is a demanding, consuming job. These kids are why we do it.

***Bruce DeLong, IA***

I love the field of biology. I feel everyone needs to have a basic understanding of how living things work, not only to allow them to make better decisions concerning their own lives, but to enable them to have fuller and more interesting lives. My students have given me great joy and hope for our future.

***Kent Ellingson, TX***

I have always enjoyed working with kids, and watching them grow musically. A sense of satisfaction is achieved when students learn and absorb my teaching concepts and apply them to various musical endeavors. I am pleased to be in a position where I contribute to educating young artists.

***Grant Ferris, FL***

Even after 25 years in the classroom, I still enjoy helping young men and women learn to develop the skills needed to become creative, logical thinkers. The greatest sense of accomplishment is when a former student is in college and he tells me how well I prepared him for the future.

# Reflect on Teaching



***Scott Friesner, MI***

Through language we not only reflect our image and voice, but signal our participation in a changing world. Teaching literature and writing affirms that our words matter, that we can shape the world, and create new worlds—for standing still is not an option!

***Peggy Frisbie, FL***

Some of the best things about my job are the times when I can see the change in a student's understanding, and when I know that the student sees it, too. That belief that what I'm doing has a positive effect on the lives of kids makes it all worthwhile.

***James N. Fujita, VA***

I love the challenge of teaching: I enjoy introducing an unfamiliar concept, tying it to a known concept—if possible, observing my students' facial expressions to see if they grasp the new idea, and think of various ways to determine if students truly understand the notion.

***Paul Germanowski, RI***

"Spoon feeding in the long run teaches us nothing but the shape of the spoon."(E. M. Forster) This is the philosophy I embrace for science education. Students need to experience science with all their senses so they have a context within which to frame the questions that lead to learning.

***Greg Graffman, KS***

Seeing my students realize their potential after countless hours of work and preparation gave me the greatest satisfaction as a teacher. Success was important to them, but even more important was giving their best possible effort, which provided the greatest long-term reward. As long as they gave their best, they were successful.

***Lynda H. Gray, VA***

For the past thirty-four years I have never lost my genuine fondness of and respect for young people. And, as an English teacher, I have maintained an enduring passion for literature and an unwavering appreciation for the grammar of the language that we write and speak daily.

***John W. Gruber, PA***

I have always been fascinated by diversity. The realm of biology has offered seemingly limitless variations on themes of structure, physiology, and behavior. As a teacher, I hope to open a door for my students to that world of intricacy and complexity, through a poppy flower, a nephron, or a cichlid.

## 2001 Teacher Recognition Awardees



***Jane Gullickson, VA***

I love that “aha” moment when a student makes a connection between a lesson and his own life. I love that “wow” moment when a student takes a risk and delights herself with success. I love most the time-less moment of shared laughter possible only after a class has become family.

***Ann Hammersly, AZ***

What’s so great about teaching physics? I love watching light bulbs go on when students suddenly understand something they’ve seen all their lives. I love it when students explain to their parents why the sky is blue or how to check if an electrical wire is live. And I love having students like Kelly who remind me how important my job really is.

***Richard Hancock, ID***

Helping guide young adolescents as they approach the exciting and sometimes frightening gateway to independent adulthood is a great privilege for me. I have the unique opportunity every day to encourage boys and girls to think, read, speak, write, and listen as if their very lives depend upon it.

***Stanley G. Hancox, VT***

Having been expelled in my senior year of high school, I worked for a while, then reapplied and graduated at age 23. I had always wanted to be involved with youth, and to prove myself worthy to those teachers who showed faith in me and helped me so much.

***Ray Hansen, SD***

What I enjoy most about teaching is working with the students. I try to teach my students to think independently. When a student needs help with an algebra equation or chemistry problem, watching him/her think critically and find the answer himself/herself gives me the most satisfaction in teaching.

***Jodiann Hoeschen Coler, MN***

For me, teaching is a means of achieving social justice, addressing inequalities, and encouraging active and effective participation in our democracy. Teaching can be incredibly challenging. But the rewards are also numerous, including the opportunity to work with students such as one of Minnesota’s current Presidential Scholars.

# Reflect on Teaching

***Wesley Hogue, AR***

My greatest thrill as a teacher was coaching Mathcounts. Six of my teams won state titles and two more finished in second place. My favorite hobby since I have retired is trout fishing.

***Brian Hoblt, MO***

Synergetic: That's the word that best describes the ideal student-teacher relationship. I am grateful to have been part of such a relationship with Kristin Yemm, whose curiosity, zeal for learning, and hard work frequently inspired me both to improve my teaching and expand my base of knowledge.

***Connie Hudgeons, NM***

Whenever I watch the “light come on” or hear the toughest of questions answered by another student, I know I have done my job well. I have taught a student the skills necessary to problem solve in critical and creative ways. To me, that's what a teacher does.

***Marlissa Hughes, IN***

Teaching provides an amazing opportunity to influence the entire world by wholeheartedly investing in the lives of individual students. Teaching skills, giving affirmation, caring about all areas of the students' lives, sharing bits of wisdom, refusing to give up on a student—in these ways and more all teachers are blessed.

***Jessica K. Hunt, GA***

Our math team participates in about 35 local, state, and national mathematics competitions annually. It gives me immense pride and satisfaction to see students, after years of math practice sessions, acquire the necessary level of mathematical dexterity to qualify and participate in the American Regional Mathematics League and the USA Mathematics Olympiad.

***Linda H. James, TX***

The first class of each new school year is electrified with the anticipations, expectations, reservations, and revelations of the days to come. The adrenaline that the dancers and I feel as they extend themselves and slash through space is exhilarating. Their potential and desire propels me year after year.

***Scott Jarrett, MA***

One of the greatest joys of teaching is sharing that particular moment when students understand a concept for the first time. I'll never forget a particular class of young musicians at Tanglewood. Guiding them through their first experience of Beethoven's Fifth Symphony was a life-changing experience for us all.

***Cecil Johnson, SD***

Teaching English is fun if you love the language. Thus I have been able to greet my classes with a smile for 40 years. I believe that students “buy in” to my program because they see I enjoy it and because they believe that I KNOW the material I introduce.

***Ruth Johnson, KY***

Bright eyes and frisky minds — children thinking, speaking, and writing from their hearts. Students saying “Wow! I did that!” when they thought they couldn't. Seeing college dreams realized. Kindness — gentleness — vintage dancing — being called Mrs. J. or “Chief” by kids I love — music in my soul — all make me tick.



## 2001 Teacher Recognition Awardees



***Andrew Kaplan, IL***

Each week, I advise a participatory assembly of 350 students. As the only adult, I do my best work upholding the dignity and the integrity of their democratic practice. It is a great privilege to work with young people in this way.

***Gary Kathan, WY***

My entire teaching career can be summarized in three simple philosophies. They are: high expectations for all students, prior planning prevents poor performance, and students should commit themselves far enough into their learning activities to risk failure in order to achieve maximum personal growth.

***Sharon Kelly, NE***

Student presentations, “creatively” teaching the class about their research paper subjects—works of American Literature—are often a delight. This year’s favorite was a celebrity Survivor episode, with *The Natural’s* Roy Hobbs taking on Huck Finn, Holden Caulfield, and Maya Angelou in various athletic and academic competitions. (Maya won.)

***Lillian Kropp, AR***

When a student like Tommy Moll says something “fresh” about a poem I’ve taught for nineteen years, then I feel like Chaucer’s Oxford Cleric who would “gladly learn and gladly teach.” Yearly experiences like that make it easy to commit to education, my own and the students’.

***Teresa Law, WV***

I love the creativity teaching requires to challenge minds to think in different ways. I enjoy making my French courses applicable to the students’ lives and to other disciplines. I value self-expression through all the original activities I create and the projects students present. My students’ creativity continually amazes me!

***David Layton, NC***

Teaching is the opportunity to arouse the curiosity of a student. To do this, I have always employed humor, an enthusiasm to remain a learner myself, and an interest in seeing students grow intellectually. Teaching is a “calling.” The greatest satisfaction in the world is to see the recognition and revelation of learning pass across a student’s face.

***Norman Liden, CO***

Teaching philosophy: To be a friend and counselor during a complex and often harrowing time, and to portray the power and the beauty of the art form of mathematics.

***Patricia Linehan, CA***

In the years since I began teaching, changes have certainly occurred, but interest in the universal themes from literature has not. Students initially find *Waiting for Godot* incoherent, then remarkably relevant to their lives; understand *Heart of Darkness* after multiple readings; and argue whether Hamlet’s madness is real or feigned.

# Reflect on Teaching

***Richard A. Lines Jr., TX***

For me the two most enjoyable things about teaching are: The moment of comprehension when a student understands something that was a mystery only moments earlier, and when graduates return to tell me that all the work and sacrifice to get through my class was worth it.

***Richard Lord Jr., ME***

“The teaching of the wise is a fountain of life...” (Proverbs 13:14) The opportunity to be creative and innovative...the capacity to inspire...the interaction with eager young minds...the chance to make a difference in young lives...the intrinsic rewards of teaching...these things cause the fountain to overflow.

***Laura R. Lorentzen, NV***

When I received my degree from BYU, the comment was made to us new music teachers: “The most important thing you teach to your students will NOT be music. It will be what they learn about themselves THROUGH music that will help them to build their lives.” I was so inspired by that thought.

***Catherine Luccock, OK***

What I most enjoy in teaching is watching students become aware of their own writing voice. This sometimes comes about through poetry, or in reader-response essays. Once it happens, students have a new sense of self and seem to connect to the wider world. I am always thrilled to witness these significant moments.

***Melinda Mangham, LA***

I teach “for the sake of a single child.” I am passionate about teaching, believing that “teaching without passion is a crime.” I teach to witness the “aha-moment” or to hear a student say, “I have thought so much, my head hurts!” I teach to constantly learn. What a gift I receive each and every day!

***Judith Marcus, NJ***

“Mama Marcu,” as my students often refer to me, is a nickname I proudly wear because it reflects all that I am and hope to be—not just as a teacher to phenomenal young people, but as a real person who cares about all “parts” of them.

***Patricia Marsh, AL***

I spend every day at “work” with bright, loyal, loving, talented, and creative young people who delight and richly entertain me, and at the end of each month, I also get a paycheck. What an astonishing and wonderful way to spend a life!

***Jeanette Martin, GA***

Teaching is so much more than imparting information. It’s about touching people’s lives in a meaningful way. I’m drawn to Kierkegaard’s analogy likening a teacher to a midwife. Helping a student realize and act on original, creative thought is probably the most meaningful action one person can perform for another.

***Mary McCall, IA***

Every day of teaching presents new challenges, with deadlines and headaches, but the value of being an educator for me is working with students. Despite the mundane paperwork, meetings, and minutiae; watching students discover, learn, grow, mature, and succeed is the reward that makes my job worthwhile.

## 2001 Teacher Recognition Awardees

### *Joyce McClanahan, WV*

I am passionate about languages, teaching, and my students. I am excited to go to school to observe my students as they learn new concepts and grow in maturity. I prepare each lesson thoroughly and enthusiastically, using a variety of teaching techniques to make learning worthwhile and enjoyable.

### *Cheryl McCulla, MD*

I could say – and it would be true – that my love of teaching comes from passion for Latin poetry; however, I have taught, and enjoyed teaching, everything from English to second grade. Inspiration from my students keeps me teaching. I never feel more alive than I do in the classroom.

### *Charles McDaniel, Jordan*

What I enjoy most about teaching is that I still get to learn. I am a student among my students, and we all make discoveries throughout the school year—together. It keeps me young.

### *Ana Mederos-Blanco, FL*

I love my job! I am very fortunate to work with such a group of hard-working and talented kids. Our production of *Domino* this year has been the most influential project that I have ever done in my teaching career. I just couldn't see myself doing anything else for a living.

### *Tom Meschery, NV*

Each day's teaching is like playing an NBA game. Play with intensity and intelligence, teach with intensity and intelligence. Inspire your teammates, inspire your students. Let students teach themselves. That's when I'm most proud of them, the moment they leave their teacher behind and think entirely on their own.

### *Dan Miller, CO*

My greatest satisfaction comes from instilling a genuine curiosity in my students. I most enjoy communicating a sense of wonder to bright young people and watching them grapple with complex or unanswerable questions.

### *Dan Miller-Arsenault, VT*

I try to challenge students to be introspective. The learning we do should be filtered through their personal belief system. It is then thrilling when students apply concepts we've learned and discussed in their writing. I get so excited, I love to share their papers with others.

### *Vincent Monaco, MA*

My sense of pride and purpose in teaching comes from endeavoring to pass on the knowledge and love of my mentors. Walter Chesnut of the University of Massachusetts and Carmine Caruso of New York City were patient, masterful and selfless. My influence on Vikas is by their guidance and spirit.

### *David Montee, MI*

I discovered my love for the theatre in high school and have never left it. After enjoying a professional acting career for eight years, I turned to teaching, first at the university level, then at Interlochen. In education, I find the opportunity to affect not simply individual audiences, but the entire future of the art that I love.

# Reflect on Teaching



***Kenneth Morten, NE***

What makes me tick? Ticking students—young people who become excited about my portion of the curriculum, worry their mothers by “staying up until all hours” trying to master it, and share their learning, and joy of learning, with me. (Worried mothers love the story of Thomas Alva Edison.)

***Adele Mouakad, PR***

I went into the teaching profession accidentally and discovered it was the love of my life. One of my major accomplishments is to have students discover the wonders of chemistry through demonstrations and laboratories. They usually come into my class with a negative outlook and learn that chemistry is fun.

***Susan Munson, MN***

I love to encourage all my piano students, beginning to advanced, to play with a high sense of artistry. When I see my students glow with a passion for expressing themselves through making music at the piano, it gives me great joy.

***Thomas Neighbarger, OH***

The essence of my teaching career is depicted best in the excitement of a student. At the awards ceremony of a Special Olympics competition an athlete was so thrilled at her achievement of winning blue and red ribbons that her shaking hand was a blur of purple. Excitement.

***Jamie Nekoba, HI***

Being a part of helping students make connections between the learning experiences of the classroom and their personal lives drives my enthusiasm as a teacher. When a child makes a connection within a course or across the curriculum, a spark of knowledge is ignited and generates a thirst for more.

***Daniel A. Nelson, NY***

Many times my classroom door opens and I see a young man or a young woman standing in the door. Often the visitors are dressed in military officer's uniforms, business suits, or work clothes. My mind flashes back to when this visitor was an awkward child full of curiosity, excitement, and ambitious dreams. I share the excitement of my students and I am honored to watch their dreams evolve.

***John Nord, WA***

My goal is to find problems in mathematics, the physical and biological sciences, and manufacturing that I can put in front of my students to challenge them. Students get better by rubbing shoulders with good problems. Special students, like Eric Malm, thrive in these challenges.

***John Norris, IN***

I love the world of ideas. My classroom is a haven for contentious students who want to reason, use critical thinking skills, and solve problems logically and creatively. My inspiration has always come from students who traditionally have not been asked to think in school, discovering that they can, and the wondrous joy of doing so.

***Ceyhun Ozsoy, TX***

When I am getting tired of teaching, some new faces and talents that are eager to learn show up and I start ticking again. What I enjoy most about teaching is seeing my students' achievements. It doesn't matter whether they go on the world stage or their own stage!

## 2001 Teacher Recognition Awardees

### ***Gerald Parker, WA***

If there is a new meaningful project that I find challenging then it will likely be interesting to my students. Maybe it is a rocketry show, hot air balloon launch, or a solar cooker contest where the students' cooker outperforms the teacher's best effort. Experiences like these have motivated me as a teacher, shaped memories and inspired some.

### ***Katy Parker, LA***

Watching my students develop leadership skills and acquire the knowledge and self-confidence that allow them to excel in the classroom and in extra-curricular activities is my reward. I shared their joy this year as they placed first in the state in Science Bowl, Science Olympiad and Mu Alpha Theta competitions.

### ***Susan Penney, AZ***

It is rewarding when my students think they "can't" and then I hear them say, "look, I did it." I love to see them be successful and proud of their artwork and watch them get excited about art and art history.

### ***Edward J. Peterson, AL***

Theatre is an educational power not to be taken lightly. It instills intelligent, critical and independent thinking, artistic aesthetics, and an obsession to understand human nature. Students trained in theatre can make an audience question themselves and foster a kinder world. Offering students this and teaching them to use this power responsibly is the reason I teach.

### ***Kelly Petrea, NC***

The biggest pleasure I have had was watching one of my students graduate from high school, when three years before he had wanted to quit school. I was the only adult who believed in him and gave him respect. Knowing I make a difference is the reason I continue to teach.

### ***Karen Pfefferle, WI***

Teaching German to students is like creating a colorful tapestry with vivid threads of experiences which will produce a usable skill and create a lasting positive memory. I entered the profession because I love interacting with young people and imparting something very close to my soul, German language and culture.

### ***Hattie Phillips, HI***

Teaching is a priority and enjoyment in my life. My experience spans 41 years in Hawaiian dance and 29 years in the classrooms of elementary and middle school. The rewards are immediate, the children a delight, and the challenges continual. I am honored by Magali's recognition. Mahalo i ke Akua!

### ***Suzanne Phillips, TX***

When I have done my job, I have stepped out of the way, held up mirrors and guided them to realize compassion for themselves and others.

### ***Linda Pollitt, DE***

The child who comes into my classroom with a negative preconceived notion of math is my challenge. I know I have overcome my challenge when that certain look in their eyes communicates "now I get it!" I thrive on helping to overcome "math insecurity." Grouping assists in addressing individual needs.

# Reflect on Teaching

***Anthony G. Pontone, NY***

A wide and deep knowledge of one's field is very important, even for a middle school teacher. A teacher should love his field of interest. He should be a life-long learner—and not just in his field of interest.

***Norman Ricker, CT***

After all these years, I am convinced that I benefit as much from the students I teach as they benefit from being taught by me. I am energized and inspired by seeing a student struggle with and finally solve a difficult problem—especially when the solution involves creative thinking.

***Anne L. Rouse, TN***

My teaching is based on Goethe's idea that "you can't teach a man anything; you can only help him find it within himself." Using the socratic method, I "guide" my students to understand life through literature. Their epiphanies are my sole reward for being in the classroom.

***Diane Scattergood, DC***

I love teaching kids how to write. Nurturing someone else's writing is personally and professionally rewarding. Each new paper reveals ideas that are just taking shape - they may not always reach a logical conclusion, but they always take you somewhere.

***Scarlett Scholte, Marshall Islands***

The students on this small island in the middle of the Pacific Ocean have made teaching an exhilarating career. For twenty-five years the students have made me feel special by their response to my classes, their desire to be in the plays I directed and the clubs I sponsored, and their willingness to open their hearts to the Ebeye students.

***David Scrofani, CT***

The single greatest survival strategy God has given the human race is culture. To teach is to perpetuate culture; therefore contributing to the ascent of humanity. Paradoxically, good teachers encourage students to question culture. This balance between maintaining the status quo and challenging it is what I love most about teaching.

***Paul Sherman, OR***

One of the greatest joys in teaching is working with students like Eric Frantz. These scholars have the self-motivation and character that compliments their academic excellence. This inspires me immensely to continue to strive for greater personal understanding and excellence in teaching.

***Dana Smith, OR***

What makes me tick... thinking, kids, and teaching. I delight in building off a student's natural love of learning; designing challenges that allow even my gifted students to discover and/or problem-solve solutions. "I get it!" is the most satisfying phrase I can hear in class.

***Daniel Soulia, UT***

Teaching is what I am, not just what I do. Working with students like Sam has brought me tremendous personal and professional satisfaction, as I see his growth and enthusiasm for learning. Challenging our students to discover their own capabilities and strengths is one of the finest things anyone can do.

***Betty Stapp, TX***

Throughout my thirty-two years in education, I have tried to instill in all my students a desire for life-long learning and have encouraged them to set the highest goals. It has been my greatest reward to see my students later out in the real world as adults in successful positions.

## 2001 Teacher Recognition Awardees

### ***Barrick Stees, MI***

Teaching is like rock polishing. “Every student is like a diamond in the rough,” he said. “It is up to you to polish this precious stone.” Each student, like a diamond, has unique strengths and also some flaws, and it is up to me to build on the former and help overcome the latter.

### ***Rick Thalman, NM***

I thrive on teaching. This is my 27th year, and I have my “batteries” recharged each year. Two years ago I moved “down” to freshman level (while still maintaining AP World Lit 12). The freshman lack consistency but have the verve for learning.

### ***Kay Tipton, AL***

I believe in challenging students. Students will rise to meet high expectations. I have witnessed a lowering of standards over the 35 years I have taught. I strive to keep the standards in my classes at a high level. I enjoy teaching and love young people. Students can see this.

### ***Kristin Tully, AZ***

I challenge students to take risks. When students use their analytical skills and creativity in new ways, they need a supportive environment where they feel respected as people who love learning. With academic challenges and practical support, students succeed, gain confidence in their abilities, and raise their expectations for themselves.

### ***David Vinson, WA***

What do I love about teaching? The invisible light bulb revealed through glistening eyes; thank you notes; improvement; individuality within each individual student; post junior high and high school visits; insightful questioning; respect; creativity; reading/sharing student work; freedom of expression; a healthy attitude; students who “Honor the Direction and Take Your Own”; a BIG smile.

### ***Carolyn Wabl, FL***

I think what drives me as a teacher is the process of finding that special potential in each one of my students. I feel like a guide in their process of self-discovery and that is exciting for me. Not all my students will become professional musicians, but hopefully they will use these skills and disciplines in their future endeavors.

### ***Robert Walker, MA***

I can honestly say I have thoroughly enjoyed every one of my 45 years of classroom teaching. The dynamic of the classroom allows for intimately personal interactions in which all parties grow and learn and come to appreciate the magnificent possibilities and mysteries of life—who could ask for more?

### ***Margaret Watson, RI***

The challenge and desire to motivate, the excitement and energy in the quest for knowledge and learning, and the mystery and enigma of my students—these intangibles make teaching enjoyable.

# Reflect on Teaching



***Beth L. Weinberger, TX***

Teaching gives me the opportunity to share my knowledge about art and artmaking with my students. I encourage them to explore ideas and concepts they find interesting and to challenge themselves by using new or different materials. I am delighted with their breakthroughs, large or small, and am pleased to share my enthusiasm with them.

***Robert Stanley Whittle, SC***

Even as an adolescent, my curiosity about life became a burning passion satisfied only by a tempering relationship with the world of literary arts. After a quick decade trying to tame the demanding hand of professional theatre, I now live contented in the midst of a new marriage—Literature and Teaching!

***De Winterburn, MT***

My favorite high school teacher asked if I was still enjoying teaching. “I’m ready to quit,” I replied. “Do you love your kids?” she asked. “Yes,” I replied. “Do you love your subject?” “Yes,” I said again. “Then close your door and passionately teach what you love.” And so I do.

***Melinda Wright, AR***

I love it when my students use what they’ve learned from me in some new, creative way, such as when my freshman quiz bowl team spontaneously decided that “Invictus,” a poem they memorized for my class, made the perfect pre-game battle cry. Together they cheered enthusiastically—then won the game!

***Daniel Wunderlich, IN***

“In teaching it is the method not the content that is the message... the drawing out, not the pumping in.” (Ashley Montagu) In the teaching of Chemistry, I find myself becoming more of a facilitator and less of a lecturer, offering a greater responsibility for learning to the student.



# The Commission

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

The Commission invites the 141 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.



**Bruno V. Manno:** *Washington, DC*  
*Commission Chair;*

Senior Program Associate for Education, Annie E. Casey Foundation of Baltimore, Maryland. Former Senior Fellow in the Education Policy Studies Program at the Hudson Institute of Washington, DC; former Assistant Secretary of Education for Policy and Planning, U.S. Department of Education. While at the Department of Education, he directed the work of the team that created AMERICA 2000, President George Bush's strategy to achieve the Nation's education goals. He received his Ph.D. from Boston College and is the author of over 200 articles and 40 book reviews, co-editor of two books, co-author of two major reports on education supported by the Ford Foundation and published by the NCEA, and co-author of a major new book on charter schools entitled *Charter Schools in Action: Renewing Public Education*.



**Lawrence R. Bearden:** *Arkansas*

Senior Partner, Impact Management Group, Inc., a Little Rock Southern strategy and grass roots-based political consulting firm. State Director of the Bush for President Committee-Arkansas; Chief of Staff to Congressman Jay Dickey (R-AR4) from 1993-1995; Executive Director of the Republican Party of Arkansas from 1990-1992 and 1996-1999. Managing Partner, Capital Resource Management, 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, 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.

# on Presidential Scholars and its Partners



**Jean L. Becker:** *Texas*

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



**Jennifer S. Carroll:** *Florida*

A graduate of Uniondale High School, Jennifer Carroll holds a Bachelor’s Degree in Political Science from the University of New Mexico and a Master’s Degree in Business Administration from Kensington University. She enlisted in the Navy and attended boot camp in 1979. In 1985 she was commissioned an Ensign and retired after 20 years of honorable service as a Lieutenant Commander. She was the recipient of the 1998 First Coast African American Women Award, 1996 Clay County Chamber of Commerce Military Person of the Year and 1996 YMCA Black Achievers Award. Ms. Carroll was a 2000 Congressional candidate.



**Williamson M. Evers:** *California*

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



**Michele Forman:** *Vermont*

2001 National Teacher of the Year. A social studies teacher at Middlebury Union High School in Middlebury, Vermont, she is the first Vermont educator to be honored as National Teacher of the Year. In addition to her 20 years of teaching experience, she was an alcohol and drug education curriculum specialist for the Vermont Department of Education and a Peace Corps volunteer, teaching health in Nepal. She has helped develop history teaching standards for several organizations and is certified by the National Board for Professional Teaching Standards.



**Linda Graves:** *Kansas*

Since 1995, Linda Graves has made the well being of children and families the cornerstone of her work as First Lady of Kansas. In addition to these initiatives, Mrs. Graves was instrumental in raising funds for the recently restored Governor’s residence. She serves on numerous boards, including The Greater Kansas City Community Foundation and The Community Foundation of Johnson County. She also serves as a director of the Waddell & Reed group of mutual funds and is currently on leave of absence from Levy & Craig P.C. where she practiced law for fifteen years prior to assuming her duties as First Lady.

# The Commission



**Father Theodore M. Hesburgh:** *Indiana*

President Emeritus, University of Notre Dame. His autobiography, “God, Country, Notre Dame,” became a national bestseller. He is a member of the Trilateral Anti-Incitement Committee, which monitors interactions between Israelis and Palestinians. He served as co-chair of the Knight Commission on Intercollegiate Athletics and has held 15 Presidential appointments, involving him in social issues including civil rights, peaceful uses of atomic energy, campus unrest, treatment of Vietnam offenders, Third World development and immigration reform. Father Hesburgh was also a director of the Chase Manhattan Bank and chairman of the Rockefeller Foundation. He holds 147 honorary degrees, the most ever awarded. He received the Congressional Gold Medal, Congress’ highest honor, and the Medal of Freedom, the nation’s highest civilian honor.



**Virginia S. Hoffa:** *Michigan*

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



**Nancy A. Hunt:** *Texas*

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



**Marcia A. Jackson:** *Texas*

Marcia Jackson is president and owner of Jackson Roy Company, a marketing and business development consulting firm in Austin, Texas. Prior to establishing Jackson Roy Company, Mrs. Jackson was a high school educator with the Dallas Public Schools. She taught Economics and English as a Second Language (U.S. History). In 1994, she was honored as the Teacher of the Year at Middle College High School in Dallas, Texas. She served as a member and board trustee for several civic and cultural organizations: The Junior League of Dallas, The Links Inc.—Mid Cities Texas chapter, Dallas Museum of Art, Dallas Theater Center, Texas Child Protective Services Community Partners and Girls Inc. In 1995, Governor George W. Bush appointed her to the Governor’s Commission for Women.



**Elizabeth K. Johnson:** *Virginia*

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

# on Presidential Scholars and its Partners



**Robert L. King:** *New York*

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



**Mary E. Kramer:** *Iowa*

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



**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 and over \$60 Million in sponsored research. 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 Advisory Committee, and was recently appointed by President George W. Bush's Education Transition Panel. He currently serves as Vice Chairman of the Miami Business Roundtable and is on the Board of Directors of National Semiconductor and the Carnival Corporation.



**Shirley Miller:** *Georgia*

Mrs. Miller is the former First Lady of Georgia and has melded a successful business career with public advocacy for the mentally ill, breast cancer awareness and ending adult illiteracy. She has edited and published a newspaper, the *Towns County Herald*. After working in the banking industry, she organized the Mountain Bank of Hiawassee and became its president, making her one of the few female bank presidents in Georgia at the time. She is an active member of many service organizations, and was appointed to President Carter's Committee on Mental Retardation, where she chaired the Human Rights Task Group during the last half of her term.

## The 2001 Presidential Scholars Program

# The Commission



**Lynne A. Munson:** *Massachusetts*

Lynne Munson is a cultural critic and research fellow at the American Enterprise Institute for Public Policy Research in Washington, DC. She is the author of *Exhibitionism: Art in an Era of Intolerance* (Ivan R. Dee, 2000), a study of politics and the visual arts. Her articles about art and culture have appeared in the *New York Times*, *Wall Street Journal*, and *Public Interest*. She is a former official at the National Endowment for the Humanities.



**Michele M. Ridge:** *Pennsylvania*

Pennsylvania First Lady Michele Ridge is dedicated to many family issues. Her signature project, the Governor's Community Partnership for Safe Children, is a community-based initiative that seeks to curb violence by and against youth. Mrs. Ridge is a national co-chair of the Leadership to Keep Children Alcohol Free, an initiative by 30 Governor's spouses to bring attention to underage drinking by children ages 9-15. A librarian, she is a strong advocate for literacy and lifelong learning. A graduate of Seton Hall College with a B.S. degree in European History, Mrs. Ridge earned her master's degree in Library Science from the University of Pittsburgh.



**Louis W. Sullivan, Jr.:** *Georgia*

Dr. Sullivan is the President of Morehouse School of Medicine in Atlanta, Georgia. He served as Secretary of the United States Department of Health and Human Services under Former President George H.W. Bush. In 1975, Dr. Sullivan became the founding dean and director of the Medical Education at Morehouse College, the first minority medical school founded in the United States in this century. Dr. Sullivan serves on the boards of numerous companies and civic organizations, including Boy Scouts of America, Little League, and the United Way of America.



**Stanley E. Taylor:** *Virginia*

Mr. Taylor is the Associate Vice President for the Arlington Campus of George Mason University, headquartered in Fairfax, Virginia. He is responsible for administrative oversight and development, coordination and implementation of University policy and programs and serves as the university liaison with federal, state and local governments, elected officials, the business community and civic organizations. Mr. Taylor received his Bachelor of Architecture from Hampton University and has a Master of Architecture from the University of Nebraska at Lincoln.



**Flo N. Traywick:** *Virginia*

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

# on Presidential Scholars and its Partners



***Mary K. Turner: Virginia***

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



***Paul G. Vallas: Illinois***

In 1995, Mayor Richard Daley named Mr. Vallas Chief Executive Officer of the Chicago Public Schools in a move to reform the school system. The district is the third-largest in the United States, with 591 schools and over 431,000 students. Mr. Vallas previously served the City of Chicago for five years as Budget Director and Director of Revenue. He was the Executive Director of the Illinois Economic and Fiscal Commission for four years. Mr. Vallas began his career as a teacher in elementary school and higher education. He served in the Illinois Army National Guard for twelve years, earning the rank of Captain, and was a senior instructor at the Illinois Military Academy.

# The Presidential Scholars



## Presidential Scholars Foundation

EO Box 1613 • Williamsville, NY 14231 • Phone/Fax (716) 636-4545



June 2001

Dear Presidential Scholars:

On behalf of the Presidential Scholars Foundation Board I would like to offer Congratulations on your election as a 2001 Presidential Scholar. This award is a source of great pride to you, your parents, and your teachers.

As a Presidential Scholar I hope you will make the most of the opportunities before you, continue to volunteer in your communities, work hard, and be that honorable citizen role model so needed by youth in today's society.

The Foundation hopes you will become familiar and active with the opportunities offered to you through the Presidential Scholars Alumni Society and the Presidential Scholars Foundation.

Again, the entire board and myself wish you well in all your endeavors in the years ahead.

Sincerely,

Joseph DiVincenzo  
President

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

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# Foundation

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

## Presidential Scholars Foundation Board Members

*Kevin Berlin*  
Vice President for Alumni  
Relations

*Thomas E. Britton*

*Meryl Comer*

*Joseph D. DiVincenzo*  
President

*James E. Farmer*  
Vice President for  
Development

*Charles Gueli*

*Ronnie Fern Liebowitz, Esq.*  
Immediate Past President

*Bruno V. Manno*  
Commission Chairman

*Dan Morris*

*Sanford C. Nemitz*  
Treasurer

## The Presidential Scholars Alumni Society

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

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

The Alumni Society has several projects and activities underway. The Society’s Advisory Council has created thirteen regional chapters, so that Alumni may meet on a more convenient local basis. There is also a service project sponsored by the Geraldine R. Dodge Foundation that has yielded a number of fascinating internships; one Presidential Scholar visited Australia to work with a tropical forest. Another worked in the public defender’s office in St. Louis. Yet another in the emergency room of DC General Hospital. And finally, the Merck Company is continuing to support Presidential Scholars working as interns, which we hope will serve as a prototype for other corporations to emulate.

For more in-depth information on these and other Alumni activities, visit the Foundation’s website at [www.presidentialscholars.org](http://www.presidentialscholars.org).



# The National Foundation for Advancement in the Arts

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

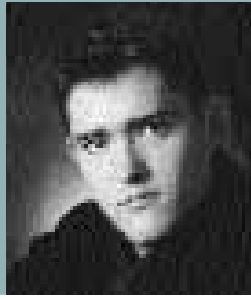
Arts Recognition and Talent Search (ARTS) is NFAA's core program. Through ARTS, NFAA annually grants award packages totaling up to \$800,000 and makes available \$3 million in scholarship opportunities to America's most outstanding high school senior artists through its Scholarship List Service (SLS). The top 125 ARTS applicants are invited to ARTS Week- a full schedule of performances, master classes, exhibitions, readings, interdisciplinary activities and enrichment programs.

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

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

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

# 2001 Presidential Scholars Staff and Advisors



*Matt Amendt*  
Advisor, 2000 Scholar (PA)



*Morgan Barese*  
Advisor, 1998 Scholar (RI)



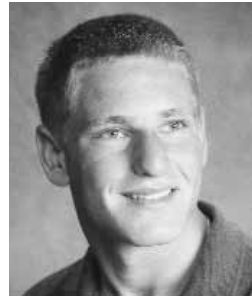
*Mariana Carrera*  
Advisor, 2000 Scholar (MA)



*Kimberly Watkins-Foote*  
Executive Director



*DarAnne Dunning*  
Advisor, 1999 Scholar (MT)



*Justin Erlich*  
Advisor, 1999 Scholar (CA)



*Lauren Holmes*  
Advisor, 1998 Scholar (KS)



*Julie Black*  
Executive Assistant



*Andrew Jayich*  
Advisor, 2000 Scholar (AK)



*Lauren Robinson*  
Advisor, 1999 Scholar (CO)



*Lauren Sirois*  
Advisor, 2000 Scholar (NH)



*Eric Brown*  
Executive Advisor,  
1998 Scholar (OH)



*Justin Smith*  
Advisor, 2000 Scholar (SC)



*Joshua Vandiver*  
Advisor, 1999 Scholar (CO)



*Paul Vronsky*  
Advisor, 1999 Scholar (WA)



*Stephanie Wang*  
Advisor, 1999 Scholar (CA)



*Neil Weare*  
Advisor, 1998 Scholar (GU)



*Katharine Widland*  
Advisor, 2000 Scholar (NM)

# Acknowledgments

from Bruno V. Manno

On behalf of the Commission on Presidential Scholars, the Presidential Scholars Program and the Presidential Scholars Foundation, I wish to thank the people and organizations that have contributed time, talent and financial resources to making National Recognition Week 2001 activities possible:

Our thanks go to President and Mrs. Bush, Vice President and Mrs. Cheney, and U.S. Secretary of Education Rod Paige for your efforts to improve education throughout the nation.

Special thank you to Joseph DiVincenzo and the board members of the Presidential Scholars Foundation for providing the financial resources that make National Recognition Week possible.

National Recognition Week activities and other related program services would not be possible without the generous support of the benefactors who believe so much in this outstanding program. Our sincere gratitude to each of you for your strong support.

Additional support generously provided by the John F. Kennedy Center for the Performing Arts, the American Association of Gifted Children, The Phi Beta Kappa Society, and Greater DC Cares.

For further information on the Presidential Scholars Program, contact:

The Presidential Scholars Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-3500  
Presidential.Scholars@ed.gov  
(202) 401-0961

# Autographs



# Autographs

