



Presidential Scholars

2007
Presidential Scholars Program

NATIONAL RECOGNITION WEEK

June 23 – June 27, 2007

National Recognition Week and the 2007 Yearbook are Sponsored by:

GMAC Financial Services

1964-2007

43 Years of Presidential Scholars



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

For forty-three years, from President Lyndon Baines Johnson to President George W. Bush, the Presidential Scholars Program has placed more than 5,000 outstanding young achievers in the national spotlight. Initiated by President Johnson, the Presidential Scholars Program annually selects one male and one female student from each state, the District of Columbia, Puerto Rico, Americans living abroad, 15 at-large students, and up to 20 students in the arts on the basis of outstanding scholarship, service, leadership and creativity through a rigorous selection process administered by the U.S. Department of Education.

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

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

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

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

The selection process was refined in the 1980s to emphasize leadership and community service. The U.S. Department of Education produced a collection of Scholar essays on ways to improve the Nation's education system.

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

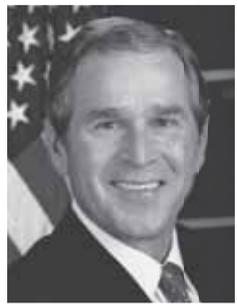
The year 1994 saw the publication of a working paper by the American Association for Gifted Children, entitled "The Presidential Scholars: A Portrait of Talent and its Development." This study indicated that the support of parents and family members, and the encouragement of teachers were important factors in cultivating the gifts of the Presidential Scholars, and that the Scholars approached their experiences and challenges in ways that served to strengthen rather than impede the development of their abilities.

In 1998, the Distinguished Teacher award was renamed the Presidential Scholars Program Teacher Recognition Award to serve as a means for rewarding good teachers for knowledge, skill, and performance. The award marks the progress that schools, communities, educators and families are making as they work with their states and the U.S. Department of Education to improve teaching and learning, and applauds the successes of highly qualified teachers and counselors.

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



Congratulations



THE WHITE HOUSE
WASHINGTON

May 17, 2007

Congratulations to the 2007 Presidential Scholars.

You have distinguished yourself as some of America's finest students, and you can be proud of your outstanding accomplishments. Through hard work and perseverance, you have demonstrated a commitment to excellence and built a solid foundation for a lifetime of achievement. I applaud your dedication, and I appreciate the family members, friends, and teachers who have supported you in reaching your goals.

I hope you will continue to set high standards and always strive to be men and women of character and conviction. The strength of America lies in the hearts and souls of our citizens, and we look to you as the future leaders of our Nation. By making a commitment to service, leadership, and responsible citizenship, you can make your own life richer and help build a more hopeful country.

Mrs. Bush and I send our best wishes.

A handwritten signature in black ink, appearing to read "George W. Bush". The signature is fluid and cursive, with a long horizontal stroke at the end.



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

June 2007



Dear Presidential Scholars:

It is a pleasure to welcome you to the 2007 class of Presidential Scholars. Your devotion to academic excellence, artistic expression, leadership, and service has won you an honor that, though in existence since 1964, is still held by only a special few. Today, as you join their ranks, I applaud all that you have accomplished and all that I know you will achieve in the future.

President George W. Bush has said, "When we set expectations high, America's children will rise to meet them. And by helping our children succeed, we're creating a brighter future for them and for our Nation." With the support of your families, schools, and communities, you have risen to this challenge and met the highest standards of scholarship and citizenship. You are equipping yourselves to succeed and innovate in the world of the 21st century and help lead your communities and our Nation.

As you go forward, remember that for generations a college education has meant the difference between a life lived on the edge of promise and one lived in the full embrace of the American Dream. That's why the President and I are dedicated to ensuring that this path remains open to all Americans who choose to pursue it, and I'm confident that each of you will appreciate and make the most of this vital opportunity. Your example now and in the future will inspire other young people to work hard and reach for their dreams.

Congratulations again, and best wishes for the years ahead.

Sincerely,

A handwritten signature in black ink that reads "Margaret Spellings".

Margaret Spellings



UNITED STATES DEPARTMENT OF EDUCATION
THE COMMISSION ON PRESIDENTIAL SCHOLARS

May 15, 2007

The White House Commission on Presidential Scholars is delighted, along with President Bush, Secretary Spellings and our generous partners and sponsors, to congratulate the 2007 Presidential Scholars. Individually, through your academic achievements, artistic endeavors, leadership and good citizenship, you have made a positive impact in your schools, communities, and states. Together you are an inspiration to other promising students, showing the great feats that discipline, effort and integrity can accomplish.

A 2006 Presidential Scholar wrote to us last year: "I loved National Recognition Week. The days I spent in Washington were inspirational, and the students I met from all over the country and the extraordinary lives they've led made it a privilege to be a part of this wonderful program. The bonds I've made will never be forgotten nor go unappreciated. We were honored, but also challenged to contribute more."

We hope your National Recognition Week experience and the Presidential medallion you will receive will serve to illustrate how important your successes are to us, and will also challenge you to reach for greater heights of excellence and service. We are entrusting you and your peers with the continued care of our country and our world, and we feel confident that our future is in good hands.

Thank you for the hard work and dedication you have shown, and thank you in advance for the good work you will do in the future. We applaud your family members, teachers, and friends for their belief in your potential and their encouragement of your efforts. My fellow Commissioners and I will watch with proud anticipation for the important contributions we know the Presidential Scholars Class of 2007 will make.

Congratulations again, and good luck to each of you!

Sincerely,

A handwritten signature in black ink, appearing to read "Stanley E. Taylor", followed by a long, horizontal flourish.

Stanley E. Taylor
Commission Chair

400 MARYLAND AVE. S.W., WASHINGTON, D.C. 20202-3500
www.ed.gov/programs/psp/index.html

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



GMAC FINANCIAL SERVICES

June 20, 2007

2007 Presidential Scholars:

GMAC Financial Services is proud to celebrate another year of partnership with the White House Commission on Presidential Scholars, and to welcome you to this prestigious event. We join President Bush and Secretary Spellings in congratulating you on your success.

GMAC supports numerous community activities, including the arts and humanities, housing and education, and youth development. Our goal is to enrich the lives of individuals and families, and to help communities grow and prosper. Still, we are uniquely proud of our relationship with this program and the exceptional young Americans it celebrates, because each Scholar we recognize has already shown a special commitment to greatness. Through your academic achievements, you have shown greatness of mind. Through your artistic work, you have shown greatness of creativity. Through your leadership and willingness to serve others, you have shown greatness of heart.

As you pause at this important threshold between high school and college, take time to appreciate all those who have helped you along the way. As you press forward toward new challenges and new opportunities, I hope you will continue extending a hand of friendship and generosity to those in need, wherever in the world you may meet them. Your standard of excellence is inspiring to others.

All of us at GMAC Financial Services send you best wishes for the future.

Sincerely,

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

Eric A. Feldstein
Chief Executive Officer
GMAC Financial Services

What the Presidents have said:

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

President Johnson

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

President Nixon

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

President Ford

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

President Carter

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

President Reagan

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

President George H. W. Bush

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

President Clinton

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

President George W. Bush

2007
Presidential
Scholars
Benefactors

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

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Commission Chairman Stanley E. Taylor

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Family of Alison Tupay (PS 1996)

Family of James Valpiani (PS 2000)

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With special appreciation to the following Commissioners and their families:

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Commissioner Flo Traywick

Commissioner Mary Kay Turner

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

2007 *Presidential Scholars*

Presidential Scholars represent excellence in education and the arts, and the promise of greatness in young people. The medallion they receive symbolizes the hope of an ever-brighter future that this Nation entrusts to each rising generation. For over 40 years, this unique program has honored over 5,000 young people for their scholarship, leadership, character and civic values. Each class holds an unfathomable depth of potential, creativity, and dedication to high ideals. On average, each year has a future Rhodes Scholar. Each class will yield artists in every possible discipline; teachers and professors devoted to advancing world thought and fostering the talents of youth; nationally recognized medical doctors; and a myriad of attorneys, business leaders and community pillars who will influence the world in ways barely imaginable. Alumni range from a Pulitzer Prize winner to a Tony Award nominee; a MacArthur Foundation “genius grant” recipient to a National Poet Laureate; one of Fortune Magazine’s most powerful women in corporate America to the Governor of Indiana; and from Miss America 1984 to the youngest-ever member of the President’s Council of Economic Advisors.

The members of the Class of 2007 represent diverse backgrounds, experiences, and interests, and yet many common qualities unite them. They are devoted to family and heritage; radiate boundless energy and enthusiasm for learning; selflessly share their spirit, strength and character with their communities, schools, civic groups, and places of worship; lead by example; and make practical their hopes of improving the world.

By age 17 these amazing young people have presented at the International Congress of Nanotechnology, launched independent film companies, mastered multiple languages, performed at Carnegie Hall, received national recognition for Best New American Play, and conducted research for facilities from the Stanford University Medical School to the Barrow Neurological Institute. Academic, volunteer, and extracurricular interests have led them across the country and around the globe. They have issued scholarly papers, won awards in U.S. and international competitions, raised hundreds of thousands of dollars for charity, and gained entry to the country’s top colleges.

The 2007 Scholars include National Merit Scholars, Civil Air Patrol cadet commanders, top equestrians, 4-H officers, campaign workers, jewelry makers, team captains and athletes in sports ranging from football to fencing, mayoral appointees, award-winning fiddlers, Youth Congressional Medal winners, dog therapy aides, karate instructors, published authors, mentors at juvenile detention centers, tsunami and hurricane aid relief workers, coaches, United Synagogue Youth volunteers, certified search and rescue team members, interns for historic preservation with the Navajo Nation, hospital and clinic staff, class officers and student body presidents, Islamic studies teachers, youth commissioners for city park and recreation departments, Sunday School teachers and mission trip leaders, Eagle Scouts and Girl Scouts USA Councilmembers. From swing dancing to sign language, quantum mechanics to youth advocacy, Latin to luge, they pursue their passions and convictions with joy, precision, and inspiring results.

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



Aimee Alphonso

Slidell, LA, St. Mary's Dominican High School

College Plans: Yale University

My favorite pastime is getting lost: lost in books, lost in my own thoughts, and lost on the endlessly changing roads of New Orleans. As my car bumps through pothole after pothole, I find myself thinking about where these roads have taken me before. They have taken me to countless days of high school, where I am president of the varsity quiz bowl team and an avid member of National Honor Society and Mu Alpha Theta. Last year after Hurricane Katrina, I followed the road to Houston, TX, where I thrived as both a UIL Chemistry and Best of Texas Chemistry winner. Next year, I will again follow my beloved roads to Yale University with the hope of majoring in cognitive science and possibly English literature.



Jessica Anastasio

San Antonio, TX, St. Mary's Hall High School

College Plans: Princeton University

Jessica has played the flute since the age of seven. In addition to winning state and local music competitions, she is a prizewinner of the National Flute Association High School Soloist Competition, a finalist of the International Kingsville Music Competition, and a Silver Award winner of the National Foundation for the Advancement of the Arts youngARTS program. She enjoys studying Latin and the long-term impacts of ancient literature. Having spent two of her most memorable summers at the Boston University Tanglewood Institute Young Artist Orchestra program, Jessica will be a Tanglewood Music Center Fellow this summer. She is a substitute flutist for the San Antonio Symphony and has performed with the Olmos Ensemble and the Victoria Bach Festival. Jessica also plays the cello and enjoys English-style horseback riding. In the future, she looks forward to studying both music and the classics.

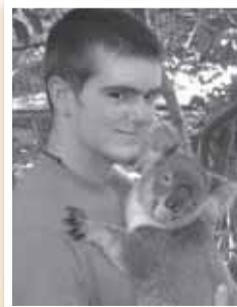


Kyle Antonini

Boise, ID, Boise High School

College Plans: University of Michigan

When I was nine, I announced to everyone that I wanted to design roller coasters when I grew up. It was the only way I could think of keeping myself in touch with these incredibly intense and enjoyable machines that I had recently become obsessed with. Consequently, this dream pushed me into mechanical engineering, which I found myself striving intensely to be great at, eating up all the math and science available to me. From there, I became involved in research, which opened up a continually expansive world of engineering to me, beyond roller coasters, which I continue to explore. Aside from that, I play the piano whenever I can, wherever I can, performing, accompanying, teaching, and at nursing homes. I also enjoy being active in my school and community, volunteering often. I am also physically active, whether it be running, biking, hiking, climbing, skiing, or salsa dancing.



Duncan M. Arey

Anchorage, AK, West Anchorage High School

College Plans: Undecided

Duncan Arey was born and raised in Anchorage, Alaska. He recently graduated from West High School, and at writing is deciding between Brown University and Pomona College. Duncan has loved acting since he was cast in a local performance of "The Little Mermaid" when he was nine. He has appeared in numerous local performances; won several improv competitions; captained his school's acting, speech, and debate team; and starred in an independent film. After college, he hopes to work as an advertiser, psychologist, or doctor, although lion tamer, racecar driver, and rock star are still possibilities. When Duncan isn't in class, doing homework, or in another "structured activity," he can be found wasting time with his friends. He enjoys playing and listening to music, and has taught himself both guitar and drums. Duncan still enjoys comic books, although AP Literature has forced him to see Foxtrot as a juxtaposition of familial archetypes.



Katherine Aurand

Rapid City, SD, Stevens High School

College Plans: South Dakota School of Mines and Technology

Born and raised in the Black Hills, I spend oodles of time hiking, biking, snowshoeing, bouldering, snowboarding, etc. When I'm not frolicking in the Hills, I'm starting new groups (like crochet club) or leading existing activities (like debate). I love non-mainstream sports like Ultimate Frisbee and floorball. I find government fascinating, especially the legislative branch. I spend heaps of time reading, and I love curling up with a coloring book and popsicles. I was "that crazily busy person who does everything" until I read John Ruskin's quote, "The highest reward for man's toil is not what he gets for it, but what he becomes by it." I realized I was wearing myself out for a high school resume that will mean nothing in 5 years. Now I thoroughly enjoy life and do things I love with people I love, which is ridiculously more rewarding than a padded resume-trust me.



Maia Bageant

Roswell, GA, Roswell High School
College Plans: Massachusetts Institute of Technology

When she was young, Maia was always trying to make things. She built submarines, clocks, and castles out of Lego bricks; she would set “robber traps” by making webs of string laced with hidden bells. Now, Maia is still interested in making a difference by tackling the impending energy crisis through the development of new technologies. She is President of her school’s National Honor Society, as well as Captain of the Academic Bowl Team. In addition to being an AP Scholar with Distinction, ranked first in Georgia and fourth in the nation on the National Spanish Exam, and a National Merit Finalist, she is the valedictorian of her senior class. For nine years she has played the violin and has been an All-State participant twice; she is also a member of a string quartet. In her free time, she enjoys reading, playing baseball with her friends, biking, and writing poetry.



Lindsey Beckett

Arundel, ME, Berwick Academy
College Plans: Dartmouth College

Lindsey is a fun and hard-working individual who loves to be involved with many different aspects of her community. In addition to being a diligent student, Lindsey is a leader of her school’s community service organization. She spends a good deal of time visiting the elderly, organizing service projects, and working to preserve the environment. She is also a dedicated member of the Berwick math team, and has represented her school at the Maine State Math Meet the past two years. Another of Lindsey’s interests is the violin, an instrument whose study she has been pursuing for the past twelve years. Outside of school, Lindsey is an avid equestrian who spends many weekends every spring, summer, and fall competing in horse shows. Last September, she competed in the American Saddlebred Hunter Classic National Championship in St. Louis and finished sixth.



Benjamin Beilman

Ann Arbor, MI, Community High School
College Plans: The Curtis Institute of Music

Violinist Benjamin Beilman discovered his life’s passion at age thirteen when he stepped on stage for his first solo performance with orchestra. Since then, he has had the opportunity to appear as guest soloist with orchestras throughout the United States and Europe. The recipient of a Gold award in Music from NFAA’s youngARTS program, Benjamin is also the Gold medal winner of the 2007 Stulberg International String Competition. As the Grand Prize winner of the 2007 American String Teachers’ Association National Solo Competition, he will perform with the Detroit Symphony Orchestra during their upcoming season. Benjamin is Concertmaster of the Michigan Youth Symphony Orchestra and has appeared on National Public Radio’s “From the Top” program featuring outstanding young classical musicians. He has performed in recital at the Juilliard School’s Starling-DeLay Symposium, the Skokie Library’s Young Steinway concert series, and the Verbier Academy in Switzerland.



Amanda Berbert

Centerville, UT, Viewmont High School
College Plans: Brigham Young University

I grew up in a multigenerational Japanese household in Hawaii, where I loved surfing, but I currently reside in Utah, where I enjoy skiing. I love finding solutions and solving riddles. As a child, I was so inquisitive that my mom set a limit on how many questions I could ask her in one day. I now enjoy the sciences, especially physics, because it explains how so many things work. I plan to use my curiosity and creativity to explore biomedical engineering. I also love serving at a local hospital and serving in leadership positions, such as high school activities chief and National Honor Society President. I have a passion for cross-country, piano, reading, writing, soccer, and luge – who doesn’t love a sport where one can receive an ice burn at seventy miles per hour?



Isaiah Berg

Starkweather, ND, Oak Grove Lutheran High School
College Plans: Dartmouth College

I am many things. I am a farm kid with a penchant for debates ranging from theology to economic globalization. I am a musician in the sense that I love music and sing, play trumpet, and play guitar, though I will not comment as to whether or not the resulting sound is pleasing. I am an optimist, an evangelical, a loyal friend, politically undefined (or confused, if you will), a conversationalist, and a lover of public speaking. I am incredibly blessed with a loving network of friends, family, teachers, and mentors, who have supported me in my darkest and brightest times and are the true recipients of this honor. As Isaac Newton said, “If I have seen further, it is by standing on the shoulders of giants.”

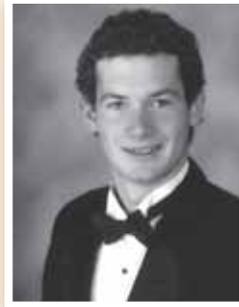


Prateek Bhide

Beaverton, OR, Westview High School

College Plans: Jerome Fisher Program in Management & Technology, University of Pennsylvania

My hero Ben Franklin wrote, “Dost thou love life? Then do not squander time, for that’s the stuff life is made of.” I take his words to heart. Over the past four years, I have taken 12 AP classes, won five local piano competitions, won a state championship and placed 10th at the national tournament in speech, placed 5th at the state tournament for doubles tennis, served on the boards of three school clubs, served on the Beaverton Mayor’s Youth Advisory Board, and invented an automatic sheet-music page turner. Through it all, I’ve found time to be a kid and hang out with friends on weekends. After completing my double degree through the Jerome Fisher program, I hope to matriculate into an MD/ MBA program in order to pursue medical entrepreneurship, perhaps in the field of neuroengineering. I’m excited to grab the world by the horns and live a meaningful life.

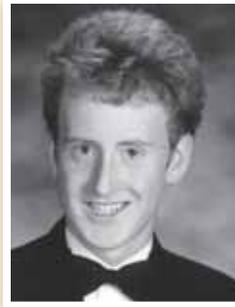


Greg Billington

Lakenheath, England, Lakenheath High School

College Plans: Wake Forest University

I have seen the pyramids, hiked the great wall, cruised down the Nile, scuba dived on the Great Barrier Reef, and experienced a total solar eclipse in India. At the age of three, I wanted to study biology and protect bats, and at eight, I wanted to be an Olympic swimmer. Now, I’m going to major in sports science, minor in math and in Latin, and run. I dreamed of achieving A’s in high school and maybe becoming a National Swimming Champion – this year, I’ll graduate valedictorian and last year I won the World Junior Swim/Run Championships. I dance salsa, play jazz piano, am a member of the USA Triathlon Team, hold a black belt in Karate, have eaten and enjoyed rocky mountain oysters, and I can sometimes see the floor of my room beneath the piles of clothes and important paperwork. I hope I do something important with my life.



Chris Bowman

Ellicott City, MD, River Hill High School

College Plans: Cooper Union School of Art

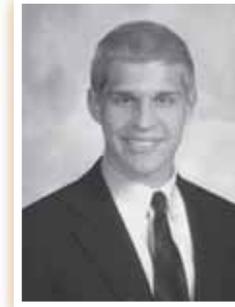
Chris Bowman is a gentleman, photographer, and a pretty good dancer. He has spent most of his formative years living modestly in assorted suburban environments, observing and participating within their cultural framework. This is where he learned to be a gentleman, which he quickly found out can be a very boring thing to be. To cope with his boredom, he began to pursue other activities such as skateboarding, photography, and gallivanting. Enthralled with his newfound hobbies, Chris began to live faster and found himself on an exciting path through foreign countries, classrooms of eclectic teachers, and other such inspirational environments. He utilizes photography to help bring his sometimes-extraneous life into focus and dances because sometimes you just need to “boogie down”. Chris still considers himself a gentleman, as kindness will always be useful in gaining friendships and improving even the most dismal of situations.



Kenneth Brewer

Provo, UT, Timpview High School
College Plans: Harvard College

Kenneth Brewer (16) loves languages. He speaks German, French and Spanish fluently, which he learned in part by living abroad. He has lived and studied in five countries including: Germany, Mexico, France, Costa Rico and Austria. He says exposure to other cultures has broadened his worldview and given him an appreciation for cultural and political diversity. He also loves science, and has done extensive research in organic chemistry at the University level including summer research at MIT. He plans to unite his passion for languages and science by pursuing a career as a medical researcher with an emphasis on third world public health issues. Kenneth is also involved in his community and is an Eagle Scout, foreign language volunteer and community diabetes awareness volunteer for low-income and Native Americans. He loves to ski, hang out with friends, scuba dive and sing in school choirs.



Charles Bridge

Belmont, MA, The Roxbury Latin School

College Plans: Harvard College

Throughout my life, I have been captivated by books. (All-time favorite – at least so far – would have to be: *The Catcher in the Rye*.) Fortunately for me, my family and my school have always encouraged and nurtured this passion. During high school, my academic interests have broadened and include everything from Chemistry to Virgil. Outside the classroom, I remain very busy. I have always been involved in music, having played the piano and sung in choirs for many years, and I now sing at school in the Glee Club, in musical shows, and with a small a cappella group, the Latonics. Every fall, I have played goalie for one of my school’s soccer teams. In addition, I enjoy Model UN and serving as editor of the school newspaper. When not in school, I contribute to my church community and spend time with my family and friends. This summer, like last summer, I will teach middle-school students – a challenging, yet rewarding experience.



Andrew Brown

Simpsonville, SC, Phillips Exeter Academy

College Plans: Duke University

I love to learn about new people, places, and ideas. As a little kid, I would spend hours curled up reading good books, fascinated by the characters' adventures. When I got a little older, I started reading about quantum mechanics and general relativity, which seemed to lie in a realm somewhere between fantasy and reality. Participating in Boy Scouts, achieving the Eagle Scout rank, I learned to appreciate the natural world. Over spring break, I explored the Amazon Rainforest with two biology teachers. Phillips Exeter has introduced me to people from all over the world. In my dorm, I have lived with guys from Afghanistan, Japan, Estonia, Chile, Korea, Panama, and the UK. At Exeter, I have also served as co-head of Christian Fellowship. To relax, I love to play the trumpet and the piano. I don't know where life will take me, but it will certainly be an adventure.



Brittanie Brown

Dallas, TX, Booker T. Washington High School for the Performing and Visual Arts

College Plans: The Juilliard School

Brittanie lives in Dallas, Texas and is currently a senior at Booker T. Washington High School for the Performing and Visual Arts where she is a member and assistant rehearsal director of Repertory 1 Dance Company. Brittanie did not begin her formal dance training until the age of 12 at Central Pennsylvania Youth Ballet. Brittanie is now a Silver Award 2007 youngArts winner in modern dance and a Texas Young Master recognized by the Texas Commission on the Arts. In previous years, she was accepted on scholarship to summer programs such as the Alvin Ailey American Dance Theatre, Debbie Allen Dance Academy and Alonzo King Line's Ballet. Attending an Arts school, Brittanie has been able to explore other forms of arts besides dance. Given this, she plans to incorporate artistically visual arts and music into her dancing as she continues to grow as a contemporary ballet dancer, choreographer, and actress.



Jeffrey Burkert

Spokane, WA, Lewis and Clark High School

College Plans: Harvey Mudd College or Caltech

I am a person with a wide variety of interests and passions. They include playing on my high school varsity tennis team, solving my Rubik's cube, playing the French horn in the school band and an orchestra, and serving as captain of my school Knowledge Bowl team. I'm also an Eagle Scout, which has given me a love of the outdoors. I have done a variety of community service projects through scouting as well. In addition to my scouting activities, I also serve my community by running after-school math and chess programs at Holmes Elementary School, which is in the poorest neighborhood in Washington State. I'm looking forward to pursuing a degree in a technical field wherever I choose to go to school.



Rachel Burns

Hockessin, DE, Charter School of Wilmington

College Plans: University of Virginia

My life is a pointillist painting: from afar I appear blended and uniform. Upon closer examination, however, I reveal an infinite amount of textures and shades that reflect my miscellany of pursuits. One such activity is one of my utmost obsessions and passions: running. Since fifth grade, I have competed in cross-country and track and field, and have run for all twelve seasons of my high school career. In addition to athletics, I devote my time to Model United Nations, the high school equivalent of my dream to become a United Nations High Commissioner for Human Rights. I am also a Buddy mentor for learning-disabled children, which has taught me the importance of patience, tolerance, and unconditional acceptance. Meanwhile, as an environmental and social activist, I hope to serve in the Peace Corps following graduation from college. Collectively, these interests coalesce to create the unique portrait of my personality.



Lawrence Cai

Los Alamos, NM, Los Alamos High School

College Plans: Yale University

"I've got the liquid nitrogen, but it's leaking! What should I do?" These were the words I heard upon my arrival at my internship at the Los Alamos National Laboratory. Before walking into that lab, I figured that two years of high school chemistry would be enough to perform the organic synthesis required of me, only to quickly discover how much there was to learn. Yet, since that day last summer, I've learned an incredible amount, not only about organic chemistry but also in the ability to apply knowledge. My time in the lab has taught me how to take a fundamental understanding of a subject and transform it into something that can be applied practically. Knowledge cannot simply sit and gather dust; it must be used, reshaped, and reused. I find myself asking "why" over and over again. It is a simple, one-word question, but within it lies truth.



Yi Cai

Louisville, KY, duPont Manual High School
College Plans: Harvard College

Yi constantly dabbles in two worlds – the sciences and music. Her research projects with medical applications have been recognized in the Siemens, Intel STS, and Intel ISEF competitions. She has also received several other academic honors, including the Siemens State AP Award, All-State Academic Team member, Raytheon's MathMovesU Scholarship, and FBLA Nationals First Place in 'Business Calculations. Yi is also a violinist of 12 years and has served as the concertmistress of several different orchestras. Currently, she travels to Cincinnati each Saturday for the international Starling Program. With Starling, she has performed at the Aspen Music Festival, Kennedy Center, and on "From the Top." As a soloist, Yi has soloed with the Louisville Orchestra, Starling, and many other ensembles. She has also assumed leadership roles in and outside of school, such as Science Olympiad President, Amnesty International Group co-founder and co-chair, and student coach of Kentucky's first place MathCounts team.



Monica Ceragioli

Incline Village, NV, Incline High School
College Plans: Yale University

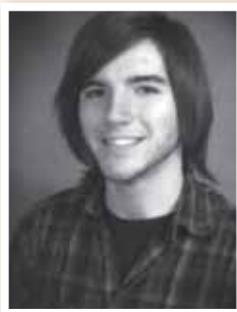
Monica is a successful student, athlete, musician, and artist who loves challenging herself. She is a National Merit Scholar and is her class valedictorian. She is a dedicated soccer player who helped lead her team to victory in the 2006 Nevada State Championships. Monica is also an avid runner. In addition to competing in track, she recently trained for and completed the 26.2 mile San Francisco Marathon. She has also managed to exercise the right side of her brain; she plays the tenor saxophone in her school band and loves painting. Monica plans to have a career in the sciences and is contemplating becoming a doctor. In the future, she would like to follow her passion for traveling by living abroad and exploring Europe and South America. Although she has loved growing up in Lake Tahoe, Monica is excited to experience life on the East Coast beginning next fall.



David Chapel

Parma, MI, Western High School
College Plans: University of Michigan

David is one of those comprehensive students who refuse to let learning die at the classroom door. Whether acting on the local stage, mowing the lawn at the Chapel Cemetery, engaging in political debate with his conservative friends, participating in youth Bible study, trying with great frustration to organize a platoon of head-strong student councilors, or playing French horn in the pit orchestra for a local musical, David is constantly trying to learn something new. His idea of a day well spent includes discussing historical gaffes and baling hay with his Accelerated American History teacher. These sundry intellectual preferences do a great deal to explain why his only all-state qualification resulted from the state quiz bowl tournament. His grandmother puts it well: David's a m'academia nut.



Justin Cockrell

Warner, OK, Warner High School
College Plans: Oklahoma Christian University

Kindergarten: air conditioner repairman. Middle school: video game designer. Junior year: artificial intelligence field. These were Justin's career plans... until he went to Harvard Summer School. While his roommate was out all night, Justin stayed in his room and read two books outside of the assigned homework: James Dobson's Life on the Edge, and the Bible. He visited MIT... and returned home with a new plan. "I'm going to be a Christian psychologist," he would tell you now. "I don't care about the money anymore... I care about people." And that's why he helped give away over 1000 pounds of food to those in need in March, and plans to do it every month afterward. Of course... Justin's first passion will always be drumming, so catch him on the road this summer with his band Texhoma. They're coming for you.



Natalie Como

Leawood, KS, Blue Valley North High School
College Plans: Duke University

Mountains, running, outerwear, meeting new people, sunshine, challenges, and family are all things that make me happy. Whether it's testing my own physical limits in a cross-country race or challenging the little girls gymnastics team I coach, I'm passionate about pushing the limits of myself and those around me. Academically, I am most interested in science and recently completed a research project in which I engineered a low-tech water purification system for use in third world countries. I've also been lucky to involve myself in activities outside the classroom such as student council, track, triathlons, community service, and math competitions. I'm so excited to attend Duke next fall with hopes of participating in research, studying abroad, and taking in all the new knowledge my brain can hold. Eventually, I would like to go on to graduate school, work in the medical field, live in Colorado, and snowboard every weekend.



Derrick C. Cooper Jr.

Belleville, IL, Belleville Township HS West

College Plans: DePaul University School of Drama

There is nothing that I enjoy in life more than being active in my church and spending time with my family. I have four little sisters that I love dearly. I've noticed that they watch me like a hawk so I try to be a positive role model. I live in a small town in Illinois. I've lived in the town my entire life and have become accustomed to the environment. I love to spend my free time reading drama, playing basketball, and relaxing with close friends. I also enjoy spending time with older people. This may seem strange. However, I have learned to value the wisdom of the elder generations. I am very excited to attend college and experience a new living location. I am very grateful for the support of my family and I am eternally grateful for God's many blessings.



Emanne Desjardins

Jakarta, Indonesia, British International School

College Plans: Swarthmore College

Daughter of an American Foreign Service Officer, Emanne was immersed in foreign cultures throughout her life, having lived in Virginia, North Africa, the Middle East, and Indonesia. Despite being one of the only Americans at her high school, Emanne has thrived. She led the school Debate Team to victory, acted in student-directed plays, and performed for the President of Indonesia as part of the school Choir. Having experienced the dangers of terrorism and natural disasters first-hand in Jakarta, Emanne devotes her time to humanitarian causes. She has provided relief for Tsunami and Earthquake-affected regions in Indonesia, and taught underprivileged children English. Additionally, she organized the building of a free school for street children in Jakarta and made an award-winning film about the project, which won the Mondialogo School Contest and garnered prestigious funding from UNESCO. Emanne aspires to use her education to promote positive change in society.



Alissa D'Gama

Tucson, AZ, Catalina Foothills High School

College Plans: Harvard College

"Do not go where the path may lead, go instead where there is no path and leave a trail." Whether I am falling down the stairs engrossed in a book, leading my school's National Honor Society, Calculus club, or Science Olympiad team to unprecedented victories, eating pani-puri with Coca Cola, studying convection cell patterns at my Biophysics lab, performing Air on the G String on steel drums, or wearing scrubs over my hoodie at the Neonatal ICU where I volunteer, I have tried to follow Emerson's advice. Although at times, when I blaze my own trail into a saguaro cactus here in sunny Arizona, this may be painful, I hope to become a neonatal surgeon, travel to third world countries and help children who do not have the opportunities that America has given me. With the help of God, my family, and my friends, my future is infinity and beyond!



Michael Ding

Barrington, RI, Barrington High School

College Plans: Harvard College

Michael is a multi-faceted student with talents in many areas. He is a musician, researcher, leader in extracurricular and volunteering activities, and athlete. He has played the piano for over eleven years and performs at the Rhode Island Musicians Chopin Club and at a senior center. For his Senior Project, he investigated the effects of trace elements on the growth of tumor cells in a lab at Brown University. He is captain and top scorer of the math, computer science, and LifeSmarts teams at his school. In addition to helping out a senior citizen, he currently volunteers as a team leader at community fund raising, at a Providence soup kitchen, and at environmental cleanups on state beaches and land trusts. He runs cross-country and track, and enjoys reading and listening to music. With his goal to excel in college and beyond, he will try his best.



Emily Disbrow

Wheaton, IL, Wheaton Warrenville South High School

College Plans: Michigan State University in a combined B.S./M.D. program

Academics, music, athletics, volunteering – Emily does it all, with a little international flair. Emily's experiences living in England gave her a great foundation for her high school achievements. She participated in marching band for four years (playing mellophone for three years and serving as drum major her senior year), as well as concert band (French horn), pep band, and jazz band. Additionally, Emily is a member of National Honor Society, Spanish National Honor Society, Math Team, and Youth & Government. Outside of school, she volunteers at Central DuPage Hospital, accompanies the children's choirs at her church, plays softball, and works as an umpire for her community's youth baseball leagues. Emily spends her spare time (which is rare yet appreciated) following Chicago sports teams or listening to music.



Sarah Dolan

Madison, WV, Scott High School
College Plans: West Virginia University

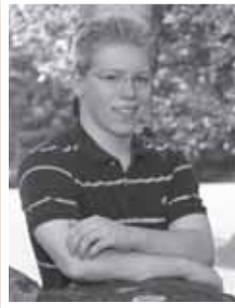
I am a very determined person. Once I set my mind to something, there is no stopping me. I work hard at everything I do and I'm not afraid to jump into something that I've never tried before. This year was my first year in band, and I chose to play the trumpet. Over the course of six months, I went from knowing very little about music and having no previous instrumental experience, to being first trumpet in my school band. I also jumped into acting this year, and I landed the role of Frenchy in the county production of *Grease*. I love music, and I spend a lot of my spare time just dancing and singing in my room, or around my house. I love to laugh and to make other people laugh. You will usually find me in a large group of people engaging in some ridiculous story or activity to entertain them. My childhood dream is to go to Japan. I love the culture and the language, and was given a great opportunity to learn about them with my participation in the West Virginia Governor's Honors Academy. I am determined to achieve my dreams, and I won't let anything stand in my way.



Edward-Michael Dussom

Covington, LA, The Saint Paul's School
College Plans: Harvard College

My scholarly passions include international politics, economics, public health, and medicine. In each, I find a potential contribution to the welfare of the world we share. With future training in both world economics and medicine, I hope to address in any way possible the issues of third-world health care. My other interests include more varied pursuits: I enjoy reading Oriental literature, researching topics endlessly on the Internet, and not getting up until I've solved the math problem that was so endlessly frustrating me. I play the piano for my own enjoyment and relaxation, and occasionally for performance. I love to cook (French and Northern Italian, mainly) and to go out to dinner with friends. I relish a chance to make people laugh, debate a dinner table topic heatedly, or get myself intentionally lost. I eat chocolate compulsively, watch children's movies, and listen to the works of Romantic composers.



Ben Farrar

Gorham, ME, Gorham High School
College Plans: Dartmouth College

I try in most of my spare time to be as far removed from the cookie-cutter mold of a normal overachieving high school student as possible. Certainly, I play musical instruments (trumpet, guitar, tenor sax), I participate in some school sports (skiing, golf), and I am an active member of my school's academic teams (math team, model United Nations). However, I do some less ordinary things as well. I play Guitar Hero competitively, and was (somewhat unofficially) ranked seventh in the world at one time. I design and code web pages for fun, and I've been commissioned to create a page for a local business. I write creatively as part of an online fiction project. I even host a radio talk show on a local college station about current issues and their effects on youth.



Vera Fomenkov

Owings Mills, MD, Carver Center for Arts and Technology
College Plans: Mount Holyoke College

Vera, born in Pushino, Russia, immigrated to the United States when she was two and a half, but has kept in touch with her roots through regular visits to her grandparents during the summer. She has been painting, sculpting and drawing intensively for four years now in addition to balancing her rigorous academic workload. Throughout her high school career, she has been recognized both regionally and nationally for her representational, figurative body of work by the Maryland Artists Equity Foundation, Maryland Distinguished Scholars Program, Marie Walsh Sharpe Art Foundation, Scholastics Art and Writing Awards and Young Arts. She has also had a piece displayed in the "Art is for Everyone" exhibit at the Baltimore Museum of Art. Vera wishes to pursue her passion for studio art in the context of a liberal arts education.



Asher Frankfurt

Dallas, TX, Booker T. Washington High School for the Performing and Visual Arts
College Plans: University of Southern California

Playwriting began for me during my sophomore year of high school, when my one-act play *Broken But Not Torn* was produced at Booker T. Washington's annual New Plays Festival in 2005. *Broken* went on to be workshopped that summer at the International Thespians Playworks Competition, and soon after, *Dramatics* magazine printed *Broken* in their September 2005 issue. Later that fall, Playscripts, Inc. picked up *Broken* for publication. In 2006, a second one-act of mine, *Gale*, was produced at the annual New Plays Festival. That spring, I was given a screenwriting assignment in my Advanced Playwriting class and was immediately drawn to the world of cinema. I began to write my full-length screenplay, *Fallout*, and in the following summer, I spent six weeks at the University of Southern California's School of Cinematic Arts studying film production. I cannot wait to return to USC!

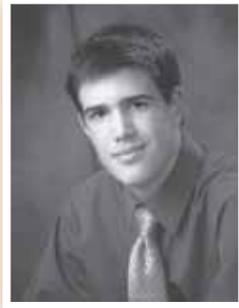


Katrina Galka

Whitefish Bay, WI, Dominican High School

College Plans: Southern Methodist University

Belting out emotional melodies is what Katrina enjoys doing most, but she delights in any aspect of the stage, whether dancing, acting, or watching others perform. When the curtain falls, Katrina keeps herself busy with school, having recently graduated as the Valedictorian of her class. Katrina also has loved playing Varsity tennis, singing for her church, and working as secretary of her school's student council and editor of the literary magazine. Whether riding through the streets of Germany in a wheelbarrow or simply enjoying a refreshing banana popsicle, Katrina finds time for fun too. Finally, Katrina extends her love and thanks to her brother, Frobo, and her parents for enduring her hours of singing around the house and for all of their support.

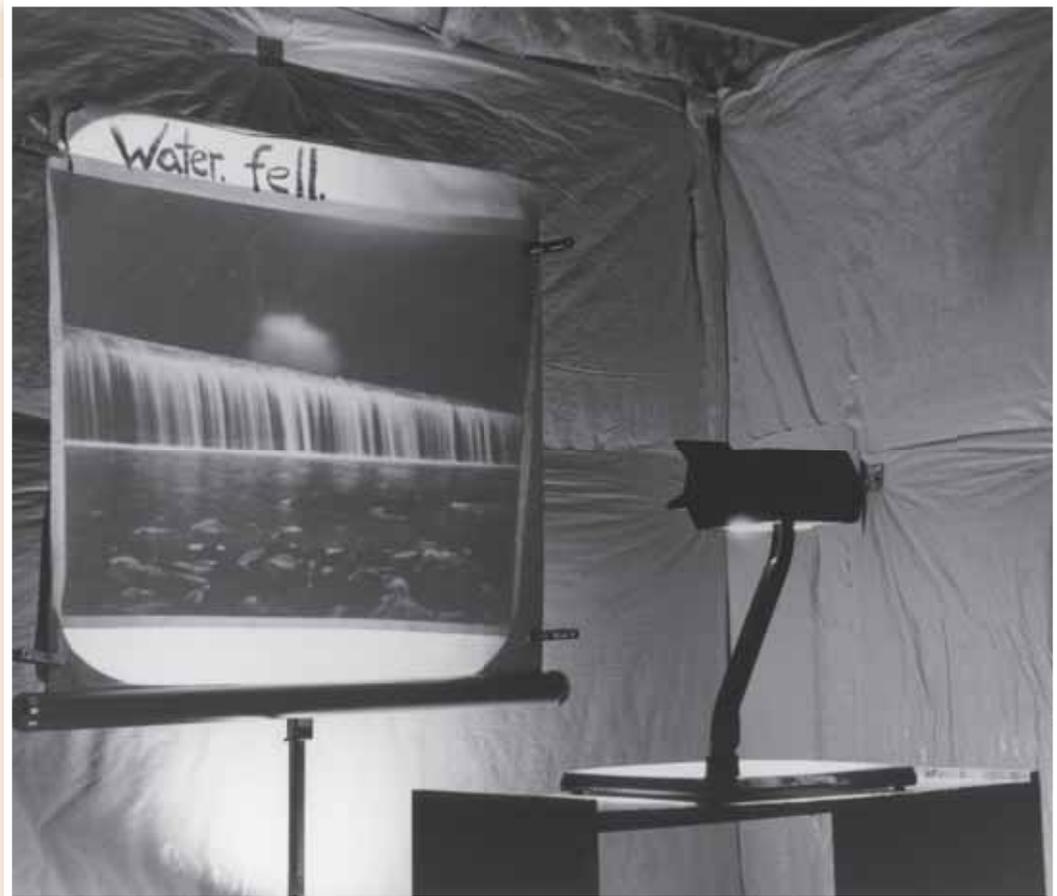


Mark Garret

Stowe, VT, Rice Memorial High School

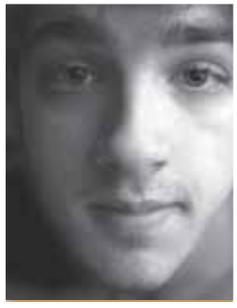
College Plans: Stanford University

An avid interest in science led me to participate in research through the University of Vermont's Helix program, studying organic light-emitting diodes (OLEDs), and in Medquest, a program for future healthcare professionals. I plan to pursue my interests in science with a career in surgery or medical research. A jazz aficionado, I play the alto and tenor saxophones in my high school jazz band, as well as the Bb and bass clarinets for wind ensemble and music festivals. As president of a youth community service group, I have helped raise money for local, national, and international charities, including a school where I volunteered in Chile. I play varsity tennis and ski as often as possible in Vermont's Green Mountains. With my mixed American, French and Swiss heritage, I enjoy baseball, Moliere, and a delicious fondue.



Christopher Bowman

Places I've Done: Waterfall
silver gelatin print
8" x 10"

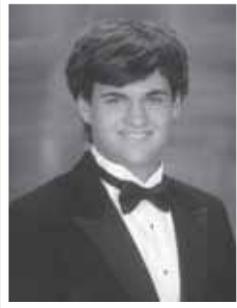


Scott Giblin

Towson, MD, Carver Center for Arts and Technology

College Plans: Pennsylvania Academy of the Fine Arts

Not one to limit himself to a single endeavor, Scott's many interests are littered along the spectrum of topics. Designer vinyl toys, 8-bit chiptunes, fashion, philosophy, consciousness studies, t-shirt design, independent music and film are all among Scott's interests and doings. Notably, Scott has had three t-shirt designs printed at the popular t-shirt website Threadless.com. However, Scott's truest love and desires belong to the visual arts, molded by all Scott's thoughts, actions, and experiences. Scott is a representational realist painter/sculptor guided and inspired by the works of artists including Lucian Freud, Ron Mueck, and Marc Quinn. Scott also must give credit to the teachings of painting teacher Teresa Shovlin and sculpture teacher Joe Cypressi, and the support of his friends and family.



Reed Gilbow

Cleveland, MS, Cleveland High School

College Plans: University of Mississippi

I believe in working hard to achieve my goals. I am committed to becoming a physician so that I may have a beneficial effect on the world. I study diligently in school and attempt to learn as much as possible every day. I love operating a variety of volunteer activities through the Boy Scouts and my church; I revel in seeing the faces of others when I have made a positive impact in their lives. I also enjoy my free time. I play several sports including tennis, soccer, running, and ultimate Frisbee. My favorite pastime, however, is photography. I love capturing images, forever frozen in time. I actually recently began creating my first photographic study! My motto has always been to seize life, and I will always live by that philosophy.



Margaret Glaspy

Red Bluff, CA, Mercy High School
College Plans: Undecided

Music has been the light in each day. It has kept me up 'til morning, brought me to tears, wrapped me in its arms, and kissed my forehead goodnight. My mother and father have created a monster in bending over backwards to allow me to jump on every musical opportunity possible and in letting me think up wild dreams and then encouraging me to achieve them. My brother is a musical genius and understands my every thought, while my sister is the most beautiful and open-minded creature there is. I wish my family was a song for everyone to hear. It seems as though every day is a new work of art and while life may bring you a lonely heart and teary eyes, the world is far too beautiful to let either one last. Love and music are the deep purples and amazing greens that make life worth living.



Susan M. Glass

Washington, DC, National Cathedral School

College Plans: Stanford University

When I was little I wanted to be an apple tree and a school bus. My sister got really mad at me and kept telling it wasn't possible, but I insisted that I could. I've since altered my life plans, but I haven't altered my way of thinking. I like to do things my own way. I run my own race in cross-country and track, I use my own style when I play the piano, and I have my own "organization" system for studying. My favorite class in high school was biology, and I'm thinking about going to medical school.



Ilana Goldberg

Highland Park, IL, Highland Park High School

College Plans: Manhattan School of Music

Ilana is a passionate spirit who loves to relish in as many facets of life as possible. She has embraced many leadership roles ranging from Class President, during which she helped to arrange a Senior Citizen Prom in her community, to President of Choral Board and French Honor Society. In the area of Fine Arts, Ilana has been Vocal Director of the student run musical "STUNTS", committee head, host and performer in the arts festival "FOCUS" and served as section leader in the Madrigals, Swing Choir and Chorale performing groups. One experience closest to her heart was participating in Panim el Panim: a program combining moral and religious tenants with US policy and activism. Fulfilling her desire to contribute to her community, Ilana has used her talents to perform for a recorded concert, distributed to local Senior Citizen's homes. She hopes to use her music to contribute to societies everywhere.



Samuel Haber

Woodmere, NY, George W. Hewlett High School

College Plans: The Wharton School of Business at the University of Pennsylvania

Since I've entered high school, I've been certain I wanted to pursue a career in business. I joined an investment club at the beginning of 8th grade, which I would later parlay into three summers at the New York Mercantile Exchange, giving me the opportunity to manage a futures portfolio at a time when the price of crude oil was peaking. I have also pursued my interest in economics through my Intel Social Science Talent Search competition, where I created a model for Social Security reform that used equity portfolios for a source of retirement funds. I look forward to furthering my business knowledge and experience during my college years and beyond.



Lana Hazel

Conway, AR, Conway High School West

College Plans: University of Arkansas

Lana is known for her ability to be involved in many different things, all of which she does well, and still have time for her family and friends. She takes school seriously, loves learning, and enjoys challenges. She has always taken as rigorous of a schedule as possible, and it has paid off as she is ranked first in her class. She is self-motivated and persistent, taking commitments seriously and being a natural leader. Helping others is important to Lana, and she has a compassionate, servant's heart. Her activities include playing the saxophone in band, being captain of the flagline, and taking her eleventh year of piano lessons. She likes to get up early, enjoys reading, and often scrapbooks in her spare time. She is attending the University of Arkansas with an Honors College Fellowship, and plans to major in biomedical engineering and minor in Spanish and music.



Helen Helfand

Portland, OR, St. Mary's Academy
College Plans: Stanford University

I go to a very liberal all-girls Catholic high school in downtown Portland, Oregon. Given that I previously attended large public schools and am, in fact, Jewish, this has been a very interesting experience. I have learned, above all, that one can never own too many pairs of Birkenstocks. I love running cross-country, and was team captain this year. My favorite activities outside of school include concert-going, exploring, road tripping, baking, and sleeping. Last summer I worked in a lab at Oregon Health and Sciences University studying the enervation of the cornea. This summer I shall be working at a wonderful establishment called Baskin Robbins. They serve ice cream. I plan on studying some combination of biology, physics, and European history in college, and eventually becoming either a scientific researcher or a physician.



Spencer Hill

Shawnee, KS, Shawnee Mission Northwest High School
College Plans: University of California – Los Angeles

I'm a laidback person who leads a very active life, sometimes too busy for my own taste. Both academically and beyond, I've developed interests in a broad variety of subjects. At school, I act and direct films for the school's Radio/TV program. In athletics, I was team captain of my school's football team this year. I also play recreational basketball, volleyball, tennis, and golf. Two nights per week I volunteer at a local elementary school tutoring struggling students. I also serve as treasurer to the executive board to my school's community service program. When I'm not engaged in one of these activities, I like to read, play piano, listen to music (I'm a Beatlemaniac), play chess, or spend time with friends and family. After college, I plan to join the Peace Corps and travel to Uganda to help stop the use of child soldiers.



Pranoti Hiremath

Seattle, WA, Garfield High School
College Plans: University of Washington

As the daughter of an artist and an engineer, I combine expression with logic. My artistic persona reveals itself through Kathak (Indian Classical) dancing, solo and orchestral violin performances, creation of greeting cards, Dhrupad singing, photography, and leadership of my school's literary magazine. My scientific interests have led me to computer refurbishing and internships at Fred Hutchinson Cancer Research Center and NOAA Fisheries. Passions draw me toward travels from Ghana to Japan, involvement in local and international communities, and house remodeling. I believe in seeing the good in people and finding the best in situations. Although I look forward to future aspirations, I am enjoying every moment to the fullest.



Emily Howell

Lynchburg, VA, E.C. Glass High School

College Plans: Yale University

Outside school, you would probably find Emily curled up in a rocking chair with a book, dancing and singing onstage, or performing a piece of music. She is very involved in theatre at her high school, where she most recently played Anita in *West Side Story* – her favorite role to date has been Demeter in the nation’s first amateur production of *Cats*. Emily is very involved in music, both singing and playing the keyboard, and sings in church and community choirs. For the past two years she has worked as an organist at a small local church. Last summer she traveled to El Salvador with a church youth group; it was an amazing experience. In school, she is co-president of Latin Club and an anchor on the morning news. Her favorite subject is English – she’s always hoped to be a writer and is a voracious and omnivorous reader.



Brittany M. Hulings

Sewickley, PA, Quaker Valley High School

College Plans: Michigan State University, Alumni Distinguished Scholar

I am a sixteen year old high school senior, slightly sensitive about being younger than my classmates. I have always stood out as a great student and many have recognized me for my intellect. In fact, I sometimes refer to myself as a “science geek.” But there is quite a different side to me. I love to perform; whether on the stage during musical productions, on the tennis court as a starting member of the varsity state finalist team, on the golf course as part of the boy’s team or on the football field waving flags. I also volunteer. I serve as a Junior Advisor to The First Tee of Pittsburgh, a World Golf Foundation initiative aimed at providing children of all backgrounds an opportunity to develop life skills through golf. For my efforts, I was designated as a First Tee Scholar and was awarded the Pritchett Young Leadership Scholarship.



Jay E. Jackson

Carrollton, TX, Booker T. Washington High School for the Performing and Visual Arts

College Plans: California Institute of the Arts

Jay Jackson is a dance senior at Booker T. Washington High School for the Performing and Visual Arts (BTWHSPVA) in Dallas, Texas. At BTWHSPVA, Jay serves as Assistant Rehearsal Director and performer with Repertory Dance Company II where he has performed works by Ting-Yu Chen, Gabriel Masson, Bridget Moore, Keith Thompson, Holly Williams, and Bruce Wood. He has attended summer intensives at Point Park University on scholarship and the Broadway Theatre Project. This summer, he will attend the American Dance Festival on a Dance Council Scholarship. In August, he will attend the Diavolo workshop in Los Angeles and will enroll in the dance department at California Institute of the Arts. His choreographic credits include the BTWHSPVA Entertainers’ performances of *Godspell*, *The Boyfriend*, *Cabaret*, and *Seussical: The Musical*. In 2003, Jay toured with the national revival of *The Will Rogers Follies* for the Dallas Summer Musicals.



Erin Jaeger

Keene, NH, Keene High School
College Plans: Dartmouth College

Music and writing have been constants in my life ever since I learned the alphabet (or, at least, the first seven letters of it) from stickers my mom placed on our piano keys. I play three types of saxophone, guitar, bassoon, piano, and the organ. I’m never without a novel, usually by either Woolf, Wilde, or a Brontë, and I’m the Editor-in-Chief of my school’s literary magazine. Yes, I’ve won numerous academic awards and will be graduating as Salutatorian, but I know that there is much more to life than scoring a 4.0. As President of Interact, I’ve traveled to El Salvador on three mission trips to build houses and visit orphanages. This has given me an appreciation for global service and using my resources to better the world. After four amazing years at Dartmouth studying English, writing, and, yes, music, I’d love to become a National Geographic correspondent.



Sara Kathryn Jaszowski

Boise, ID, Bishop Kelly High School

College Plans: University of Notre Dame

Sara is a National Merit Scholar, Girl Scout Gold Award recipient, 2007 Woman of Tomorrow, 2011 Notre Dame Scholar, United Dairymen of Idaho Distinguished Student, a Wendy’s High School Heisman state finalist, and class valedictorian. She lettered in volleyball, swim team, softball and ski racing, and served as class president or in student cabinet the last three years. At Bishop Kelly, Sara is a campus minister, tutors through the National Honor Society, serves as a Natural Helper, and is a member of the Fellowship of Christian Athletes leadership team. She serves on the City of Boise Parks and Recreation Commission, Silver Sage Girl Scout Council Board of Directors, and the Bishop Kelly Strategic Planning Committee as a youth member. She is the president of the Treasure Valley Teen Advisory Committee and serves on the St. Mark’s Peer Ministry Team. In the summer, Sara is a lifeguard and swim team coach.



Kathleen Jee

Potomac, MD, Montgomery Blair High School

College Plans: University of Maryland

As a motivated young woman, Kathy strives to achieve balance in all aspects of her life. She is the managing news editor of *Silver Chips*, her award-winning school newspaper, and a member of the varsity basketball team. A National Merit Finalist, Kathy also remains dedicated to community service and volunteers at a local hospital regularly. She has a great passion for science and its amazing implications for life. Currently, Kathy is conducting research at Georgetown University on breast cancer cell invasion and hopes to continue participating in scientific research in the future. She plans on majoring in bioengineering with the ultimate goal of becoming a doctor.



Helen Margaret Johnson

Tampa, FL, Saint Mary's School
College Plans: Brown University, eight-year Program in Liberal Medical Education

Helen is a scholar, a performing artist, and a scientist. She is a recipient of the Blanche Robertson Bacon Honors Scholarship, a four-year full-tuition, room, and board merit scholarship to Saint Mary's School. She is the Founder and President of the Math Club and the President of the National Honor Society. A cellist, Helen performs as a soloist and with the Saint Mary's String Ensemble and Honors Trio. A pianist, she won 1st place in the Senior I Division of the Raleigh Piano Teacher's Association 2007 Young Artists' Piano Competition. Helen also dances with the Concert Dancers of Raleigh. As a senior, she completed a year-long biochemistry internship in the Cavanagh Lab at North Carolina State University. She plans to major in biochemistry and pursue both an MD and PhD. She intends to become a researcher/physician who specializes in the neurogenetic basis of autism.



Lindsay Johnson

Helena, MT, Helena High School
College Plans: Massachusetts Institute of Technology

I love everything that I do, from playing in the symphony to volunteering at the Humane Society. Winning a Scholastic writing award, competing in the national debate tournament, and having scary movie marathons with my friends are all made possible by my passion for life. I love learning, playing tennis and soccer, and reading geeky science web comics. I learned through a series of laboratory failures last summer, however, that I don't love engineering PCR reactions to create epigenetic tests. After that realization, my attention turned more towards physics. Although I wish I could continue learning every subject, I want to eventually get a graduate degree in astrophysics. Once I earn that degree, I intend to join the Peace Corps and work in Africa to give something back to the world that has given so much to me.



Scott Jorgenson

Brookings, SD, Brookings High School

College Plans: University of Nebraska - Lincoln

I am a man of many passions. From athletics to academics to the arts, I love them all. Whether it's reading a book about the political genius of Abraham Lincoln, or learning the proper technique for a block-start in track, I'm constantly striving to learn something new, to challenge myself further. It is this insatiable thirst for knowledge that has helped to expand my horizons and to make me more aware of the world around me. It has led me to discover a myriad of possibilities and problems that exists in our lives, and has me constantly searching for solutions. If I am to accomplish one thing in life it is this: to help others and leave this world a better place. I can't ask for any more than that.

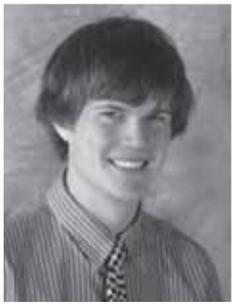


Sara King

New Albany, IN, New Albany High School

College Plans: Otterbein College

Sara made her debut at the age of four weeks playing the role of the baby in the musical *Baby* and has performed at a variety of venues in the Kentucky/Indiana area including Derby Dinner Playhouse, Music Theatre Louisville, Actors Theatre of Louisville, Kentucky Opera and STAGE ONE. Some of her favorite roles include Annie in *ANNIE*, Laurey in *OKLAHOMA!*, Cinderella in *Cinderella*, Mrs. Potts in *Beauty and the Beast* and Sharpay in *High School Musical*. She has soloed with the Louisville Orchestra on numerous occasions. In addition, she was the Grand Champion Winner of the Coca-Cola Talent Competition at the 2006 Kentucky State Fair. She is a voice student of her mother, Debbie King Raque, dance student of Bette Weber Flock and enjoys singing joint concerts with her father, Tim. She was named a Silver Award Winner with the NFAA.



Alexander Krey

Lake Forest, IL, The Thacher School

College Plans: Yale University

I live to learn, yet spend my free time lobbying to end homework in America. I attended Montessori schools through middle school, never taking a test, receiving a grade or doing a minute of homework. For high school, I chose a small, ranching boarding school in Ojai, CA, and my world exploded with new options. The day I arrived, having never ridden a horse, I was handed boots, spurs, tack, a horse, some Ben Gay for falls, and a shovel to clean up my horse's stall daily ... at dawn. Today I captain our Gymkhana (competitive Western riding) team, and play varsity football and basketball. I enjoy leadership as student Head of School, Head of our Discipline Committee, Freshman Prefect, and Head Admissions Tour Guide. I love to teach and head two tutoring programs; I also founded our Habitat for Humanity chapter. I love languages and am fluent in Spanish and Mandarin. Before college, I'll take a year to volunteer in China, India and South America, and hopefully at the 2008 Olympics in Beijing, as well.

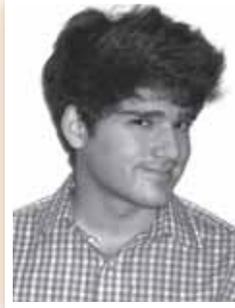


Arjun V. Landes

Washington, DC, Sidwell Friends School

College Plans: Princeton University

My parents tell me I was an unusually serious child. I believe that the stoicism of my youth was the outward expression of an inner propensity to analyze and reach independent conclusions about the world. This tendency to analyze led me to an obsession with order, in human life and the natural world, and a relentless desire to see reason in what I do. As a result, I know that I will not be fulfilled unless I spend my life in pursuit of perfect happiness, which can only be achieved through understanding. I once thought that to know everything would provide the ultimate satisfaction I sought, however I soon realized that quantum theory rendered this dream unattainable. Now, my aspiration is to develop a complete formulation of the universe's laws. Thus, physics and mathematics are central to my goal, as is philosophy because it imbues the latter fields with meaning.



Scott Levin-Gesundheit

Los Altos, CA, Los Altos High School

College Plans: Harvard College

Scott is a high school senior, an accomplished student and an all-around good kid. He has maintained a perfect grade point average and won national recognition for his abilities in writing, language, and math. When Scott was a sophomore, he captained his school's Math Squares team to win the county finals, which were televised on PBS. While Scott excels academically, he most enjoys the time he spends as a tutor in an algebra class for English language learners who have recently come from Mexico or El Salvador. Scott tutors these students in their native language. He is fluent in Spanish and spent last summer as a high school exchange student in Argentina. He is also Editor-in-Chief of his school's newspaper, overseeing the day-to-day operations of the and the paper's coverage. Scott's humorous side comes out in his monthly column, "A Little Levity," which puts school issues under a comedic light. In Scott's spare time, he is a mediocre yet avid bowler and plays alto saxophone in the school's jazz band.



Leah Anthony Libresco

Mineola, NY, The Wheatley School

College Plans: Yale University or Massachusetts Institute of Technology

Leah has had an interest in politics ever since she was three and would run into the family room when the "Gokkin Goop" (McLaughlin Group) came on to yell, "Issue One!" with host John McLaughlin. Now, she continues to be involved in politics, writing editorials as co-editor-in-chief and organizing her fellow students to take action to alleviate the ongoing genocide in Darfur. Her explorations in science are fueled by the same commitment that spurs her activism. With research topics, ranging from the gender gap in mathematics to new treatments for prostate cancer, Leah's science projects were inspired by the curiosity and love of problem solving that prompts her to keep asking questions about the world around her. This investigative spirit continues to shape everything she does, from taking apart pens to see how they work to developing a genetic theory of magic in the Harry Potter series.



Amelia Lin

Plano, TX, Texas Academy of Mathematics and Science

College Plans: Harvard College

I often wish there were more hours in the day. From trying my hand at swing dancing to learning how to palm read, my life has always been about exploration, though there never seems to be enough time to try it all. Since sixth grade, I have played clarinet and been an enthusiastic band nerd both on and off the football field. At the same time, I have been doing research on the applications of carbon nanotubes in nanotechnology for almost three years now and run my school's Mu Alpha Theta chapter. I aspire to a joint career in science research and education, a position in which I can give back to the community in more ways than one. I plan to continue to take on life with zeal, and am grateful to my parents for being the best inspiration I could ever have.



Heidi Liu

Plymouth, MN, The Blake School
College Plans: Harvard College

As a young woman with multifaceted interests, Heidi loves to learn about anything and everything. Her trivial pursuits allowed her to become a contestant on the 2007 Jeopardy! Teen Tournament. For the past two years, Heidi has been involved in cognitive neuroscience research at Stanford University and the University of Minnesota. She co-authored a poster at the International Geriatric College of Psychopharmacology conference last year and she is co-authoring papers examining sleep apnea, cognitive decline, and statistical regression. Aside from this, Heidi enjoys learning languages, having taken three foreign languages in high school. She also serves as the editor-in-chief of the school literary magazine and as a member of the county library's teen advisory board. In addition to playing classical piano and violin, she is a vocalist who participates actively in her school and national honor choirs.



Brooke Luo

Oklahoma City, OK, Oklahoma School of Science and Mathematics
College Plans: Duke University

Brooke is a scholar who thrives on active involvement in her community. She volunteers as an aide at her city library and a Sunday school teacher assistant at her local church on the weekends. As former vice-president of her school's service organization, Key Club, Brooke has worked with organizations such as the Children's Hospital and Salvation Army. In 2005, she won the title of Ms. China Oklahoma allowing her to travel across the state performing cultural dance and speaking to young children. Brooke is also involved in her school's modern dance group and participates in school productions. She currently serves on Student Council and is a member of TEAM+S. In her spare time, she enjoys reading, writing, watching movies with her family, and spending quality time with her friends. Brooke plans to double major in biomedical engineering and economics in college. Her dream is to one day establish her own children's hospital.



Moriah Lutz-Tveite

Des Moines, IA, Des Moines Christian School & Central Academy
College Plans: Vanderbilt University

I am an Iowan. I am a city girl. I am an AP Scholar with Distinction. I am a State Champion Cheerleader. I love biology. I love fashion. I take Calculus BC. I take ballet. I can whip out a three-page paper. I can whip out a triple pirouette. I worry about world hunger. I worry about dropping my baton. I offer intelligence. I offer extroversion. I am a loquacious 18-year old girl. I hate talking on the phone and I don't IM. I spent part of each high school day in a public school. I graduated from a private Christian school. In these respects and others, I am a paradox. However, my contrasting qualities combine to create a fun-loving girl who is as eager to learn about genetic research, as she is to experience sorority life.



Michael L. MacCombie

Chagrin Falls, OH, University School
College Plans: Brown University

Michael is a man of many hats- a scholar, athlete, researcher, thinker, and teacher. In the academic realm, he participates in math competitions and does speech and debate, for which he won a state championship this year. As an athlete, he plays soccer and pole vaults for his track team. Last summer, he investigated the operations of statewide elections, and this year has designed a personal research project regarding adolescent stress relief. For the last four years, he has contributed his thoughts through words as an editor of his school newspaper and of his school's artistic publication. Once a month, he travels into Cleveland to volunteer as a teacher at an urban elementary school. He plans on studying public policy in college and hopes to serve as a government service worker.



Tudor Dominik Maican

Bethesda, MD, Winston Churchill High School
College Plans: Indiana University

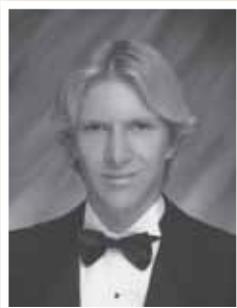
Tudor is a graduate of Winston Churchill High School and The Juilliard School's Pre-College Division. He will attend Indiana University to study composition, and has already written five symphonies and over 40 chamber works. He has won more than 46 national and international competitions for composition and piano. In 2005 Tudor received a \$25,000 fellowship from the Davidson Institute for Talent Development. He is three-time winner of ASCAP Morton Gould Award for Composition. In 2006, he was named Composer in Residence Fellow at Dumbarton Concerts. He received top honors at the Moscow Tchaikovsky Conservatory Competition for young composers and Italy's Cultural Music Associations 7th Annual International Competition for solo instrument; was twice winner of Juilliard's Annual Competition for Composers; won the prestigious New York Art Ensemble Annual Competition for Young Composers; and was featured on NPR's show "From the Top."



Robert Marsland III

Madison, WI, Saint Ambrose Academy
College Plans: Princeton University

I have always had a compulsive drive to do everything well, especially schoolwork. Combined with a natural capacity to receive ideas, this drive has pushed me to a high level of academic achievement; in middle school and the first half of high school, however, it produced detrimental effects as I began to lose sight of the importance of friendship and of beauty. When my orchestra went on tour to Europe in 2005, I met some new friends who reawakened me to the non-academic side of life. Since then, I have become the main instigator of outings and parties with my friends, and have come to derive immense joy from listening to good music and hiking in the beautiful Wisconsin forests.



Benjamin Ballard Massenburg V

Kula, HI, King Kekaulike High School
College Plans: Harvard College

Aloha everyone! Upon entrance to Harvard University, I plan to study Biomedical Engineering, as I have grown up in the health care field (my father is a physician and my mother a pharmacist) and have always had a knack for inventions. I also truly love media production, and have started my own "business," Quantum Media Maui, which you can find at www.qmaui.com. Integrating my interests in medicine and media, I plan to attend Medical School, specializing in Radiology. I also consider myself a tennis player, runner, surfer, musician, and leader, in addition to being a student. Two summers ago, I embarked on a mission trip to the rugged Rio Coco, the river dividing Honduras and Nicaragua. There, I developed my relationship with God, while serving the native Miskito Indians. I letter in three Varsity sports, I am the president of our Christian Club, and I am the captain of our championship math and science teams.



Kyle McCloskey

Lakenheath, England, Lakenheath High School
College Plans: Haverford College

When my parents asked me if I would like to learn Japanese, I had no idea they also meant moving to Japan. Since then, I have spent over 10 years overseas, immersing myself in the various cultures of the world; I have strolled through Red Square, climbed to the top of St. Peter's Basilica, and explored the labyrinthine London Underground. While in high school, I have involved myself in numerous activities, ranging from the local swim team and community theater productions to a Europe-wide Model United Nations conference held on a NATO base. As our school's National Honor Society President, I have worked to establish connections with the British as well as the military communities through a variety of service projects, such as volunteering at a British retirement center. In my free time (whenever I get the chance), I love reading anything, from Raymond Chandler to Michael Crichton.



Colin McSwiggen

Cincinnati, OH, Cincinnati Country Day School
College Plans: Massachusetts Institute of Technology

Colin is always trying to learn something new. He loves all fields of study, with a particular passion for math and the sciences, and in his free time he pursues the performing arts, foreign languages, community service, and athletics. He plays the French horn, sings in a chorus, and performs in plays and musicals at his school. During the first half of this year he lived in Japan, and he speaks both Japanese and Spanish fluently. His hobbies have included software programming and translating Japanese literature into English. Recently he organized a group of students from his school to compete in the first ever North American Computational Linguistics Olympiad. Other pastimes include fencing and the board game Go - he has very little skill in either one, and he enjoys them both immensely.



May Min

Greenville, RI, Lincoln School
College Plans: Brown University PLME

I am a student who loves exploring various activities and fields. Although I plan to pursue medicine in college, I hope to major in history or English. As Honor Council president, I help to advance my school community and promote values of honesty and peace. Outside of school, I play clarinet for various state and regional orchestras and bands. In terms of athletics, I am a competitive swimmer and rower who enjoys taking leadership and bonding with the team. I also dedicate a lot of time to serving my community. As president of my school's Community Problem Solving team, I helped lead a playground renovation project. During the summer of 2006, I founded the Young Writers' Project, which is an annual writing camp for children. In my free time, I enjoy reading, shopping, and dining out with friends.



Vera Fomenkov
Angst
charcoal on paper
72" x 36"

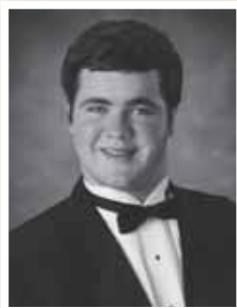


Rebecca Mock

Lantana, FL, Dreyfoos School of the Arts

College Plans: Maryland Institute College of Art

Rebecca plans to pursue a degree in illustration. She enjoys the thrill of a visual challenge and the satisfaction of solving it. Although she is a student of many artistic fields including fine art, filmmaking, and graphic design, her true passion is drawing. Rebecca has been interested in sequential art and storytelling from a young age, when she would pretend to be a gypsy or a fairy in her backyard. She would write books and draw comics of her adventures. The fantastical world of the mind has always been a source of keen interest to Rebecca, and her sketchbook the portal through which she travels to many worlds. Rebecca is a 2007 NFAA YoungARTS Awards Finalist and the president of her school's Visual Arts House Council.

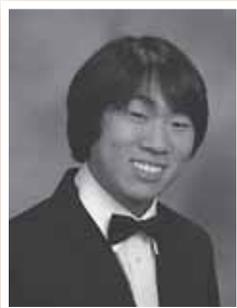


Michael Thomas Montoya, Jr.

Irving, TX, Cistercian Preparatory School

College Plans: Wake Forest University

My name is Michael Thomas Montoya, Jr. and I am from Irving, Texas. I have had the pleasure of attending Cistercian Preparatory School for the past eight years, and I plan to continue my education by attending Wake Forest University next fall. I feel fortunate to have become a National Merit Semifinalist, to be number one in my class, and to have been with a vastly talented group of young men at my all-male high school. Yet, through the years I have striven to broaden my horizons through pursuing multiple endeavors outside of academics and serving as a tutor. Besides being an Eagle Scout in Boys Scouts of America and working on many community service projects, one of my greatest passions has been sports including years of competitive varsity football, track & field, and powerlifting. It is this love of sports that has inclined me to want to pursue sports medicine in my future career.



Timothy Moon

Jamesville, NY, Manlius Pebble Hill School

College Plans: Stanford University

Gifted with a fashion sense that led him to be voted "Best Dressed" in the Manlius Pebble Hill Class of '07, Tim brings a unique style to his varied activities. Tim has been the principal oboist of the Syracuse Symphony Youth Orchestra for four years and has also played in multiple All-State and All-County ensembles. He competes on his school's golf team and enjoys playing basketball and soccer. As co-founder and co-captain of his school's Masterminds trivia team, he has led his team to three straight first place finishes in the Syracuse Area Masterminds League and to excellent showings at the MIT Beaver Academic Tournament III and WCNY Double Down. In his spare time, Tim enjoys cooking and dancing.

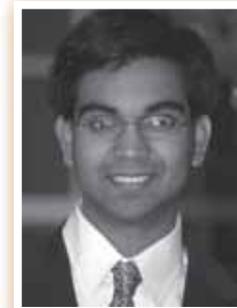


Peter Morrissey

Omaha, NE, Creighton Preparatory School

College Plans: Fordham University

Peter is a person who believes deeply in the importance of dedication: that anything can be accomplished through hard work. In addition to being a student, Peter is an accomplished athlete (Cross Country), musician (French Horn), Eagle Scout, and State Champion Extemporaneous speaker. But more importantly, Peter's hard work has also been directed towards others. He visited the Dominican Republic in 2006 to learn about Central American poverty, only to return home and spend his summer writing a response book on the subject and raising awareness in his community. Peter's true passion is education, and in his free time, he is found working tirelessly at his former grade school, teaching mathematics, speech, and drama. His hard work has allowed Peter to empathize with those who struggle every day of their lives, and appreciate the value of hard work even more.



Chetan Narain

Madison, NJ, Madison High School

College Plans: Princeton University

Ever since I turned 11, I have tried to understand my place in the world, both scientifically and socially. I began to wonder about the molecules and atoms that made me up, and my explorations eventually brought me to DNA. In the summer of 2005, I got the chance to work in a lab at Princeton University to explore DNA in the most basic of organisms – bacteria. Socially, I started reading books about places from Italy to Japan to understand how my blend of Indian and American culture compared to those around the world. After I started working with an organization to improve Indian literacy, I took an interest in foreign relations as well and attended the New Jersey Governor's School for International Studies. Now as I enter college, I find my dual interests more visible than ever – I want to pursue both molecular biology and international studies.



Neil Nayak

Hockessin, DE, The Charter School of Wilmington

College Plans: George Washington University (7 year accelerated BS/MD)

“Busy” during the high school years would be an understatement for Neil. Throughout his four years, he has maintained his interests in science, research, community service, and music. In school, in addition to excelling in academics, his involvement in Science Olympiad and Envirothon resulted in several awards at the state and national level, and he emerged as the captain of both teams. During the summers, he spent his time researching at the University of Delaware. His sense of community service led him to spend countless hours volunteering at a state run home for the disabled, and also became the founding president of the Habitat for Humanity chapter at his school. Continuing in scouting enabled him to achieve the rank of Eagle Scout, Boy Scouts of America’s highest honor. He loves to play the drums and piano and is co-founder of a rock band that has performed at several charitable events.



Jacqueline Nesi

Darien, CT, Convent of the Sacred Heart

College Plans: Harvard College

I consider myself a normal high school student who has learned that anything is possible with hard work and determination. My interests include spending time with friends, running, and writing, and my favorite activity is lacrosse, something I will continue next year at Harvard. I am the second oldest of six children, and my family is extremely important to me. During my senior year, I served as my school’s student body president and a captain of my soccer and lacrosse teams. I was an editor of my school newspaper and co-founder of R.E.S.T., a club that helps students manage stress. I have participated in service activities including a Joshua House Fund house-building project in Appalachia and a Juvenile Justice Advocacy Project in Chicago. I am very grateful for the gifts I have been given, and in the future, I hope to continue to give back to my community.



Kevin Ni

Millcreek Township, UT, Skyline High School

College Plans: Harvard College

Immigrating to Utah from Shanghai, I lovingly enjoy the past seventeen years I’ve spent here in Salt Lake with my parents and friends. Like Utah’s multicolored climate, I’m full of life and spontaneity. I find solace in adventuring outdoors, making crepes, and playing piano at care centers throughout the Salt Lake Valley. At Skyline, I run cross-country and serve as editor-in-chief of the school paper Horizon. My greatest accomplishment has been the love for science that I have cultivated with a childlike curiosity. I’m an Intel Science Fair (ISEF) Finalist and two-time US National Chemistry Olympiad Qualifier. I’ve investigated the effects of lithium-induced nephrogenic diabetes insipidus at the VA Medical Center. I’m also a recipient of the Utah Music Teacher Association’s Future Artist in Music and Martin Luther King Jr. Youth Leadership Awards. This fall, I will study Chemical and Physical Biology and pursue a Hispanic Studies Citation.

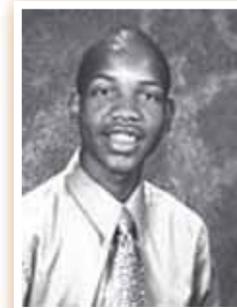


Michael O'Brien

Pittsburgh, PA, Pittsburgh High School for the Creative and Performing Arts

College Plans: Temple University

Michael O’Brien is a senior majoring in Literary Arts at the Pittsburgh High School for the Creative and Performing Arts. In the fall, he will be attending Temple University, majoring in English. He is the 2007 Leona Hersh youngARTS Award winner in Writing from the National Foundation for Advancement in the Arts, and has received two silver medals from the National Scholastic Art and Writing Awards. His work has been published or is forthcoming in *The Pittsburgh Post-Gazette*, *Hanging Loose Magazine*, and *The Best Teen Writing of 2005*. Finally, Michael would like to thank his mother, Audrey, whose strength and determination in the face of tragedy have inspired him as both a poet and a human being.



Oseremen E. Okoruwa

Council Bluffs, IA, Creighton Preparatory School

College Plans: Harvard College

Oseremen “Remen” Ejehi Okoruwa was born in Durham, North Carolina. He currently lives in Council Bluffs, Iowa, although he attends school at Creighton Preparatory School in Omaha, Nebraska. He plans to attend Harvard University in the fall. Remen’s academic interests include the classics as well as science. He was the 2006-2007 Nebraska Junior Classical League vice president, and he is a fourth year Latin student with plans to continue his studies in college. With regards to the sciences, Remen has participated in a host of activities, holding the vice presidency and secretariat of the school Science Club and competing in Science Olympiad, Science Bowl, and JETS TEAMS. Remen aspires to enter medicine. In his free time, he enjoys baking cookies, reading, and fencing.



Mallery Olsen

Madison, WI, James Madison Memorial High School
College Plans: Smith College

Throughout her life, Mallery has been committed to her education, setting high goals for herself, but she also makes time for her many other commitments. She is an avid musician, focusing on the oboe. Much of her time in high school has been dedicated to theatre, both on and off stage; she has served as a lighting designer, stage manager, and actress in numerous shows. During the summers, Mallery has been lucky enough to travel globally with her family. She especially values the time that she has spent in Ecuador, working in rural areas, and learning about the challenges facing health care for both humans and animals. These experiences have encouraged her love of medicine, which she hopes to turn into a career in oncology. She would like to thank her parents and teachers, for always pushing her to be her best, and her friends, for telling her that she did not always need to be perfect.



Mari Michener Oye

Wellesley, MA, Wellesley High School
College Plans: Yale University

I live in Wellesley, Massachusetts, where I can often be found driving, running, or cross-country skiing in circles. Once in a while, I get my bearings and head for a destination. I climb Mount Katahdin each summer, and I work at a wildlife sanctuary on the Charles River. During the school year, I spend much of my time volunteering for the Arghand Project, an agricultural development cooperative in Kandahar, Afghanistan. I love to write, to sing, and to eat things with chocolate in them. I will attend Yale this fall to study English and Political Science – until then, I have another five months at home with my parents and my parakeets.



Andrew Parchman

Baltimore, MD, The Culver Academies
College Plans: Harvard University

I am a middle child who enjoys sports and reading. Although I grew up playing almost every sport imaginable, from hockey to tennis to baseball, I stuck with just two in high school: lacrosse and football. While I will no longer be strapping it up on the gridiron, I will be playing lacrosse at the collegiate level. When I am not out on the athletic field, I enjoy reading literature and the classics. I grew up in Baltimore, a city I have come to love, and have been at boarding school for the past four years. My older brother is a rising senior at the United States Air Force Academy – he plays lacrosse as well – and my younger sister is a rising sophomore at her high school. They, along with my parents, have been endlessly supportive of me.



Ashley Paseka

Prague, NE, Prague High School
College Plans: University of Nebraska-Lincoln

Ashley has always loved a good challenge, whether it be in academics or in athletics. Schoolwork has taken priority throughout the years; however, being active in sports is a close second. She is a three sport letter winner for all four years of high school where she helped her team reach the girls state basketball tournament her senior year. Ashley, a music lover, plays the clarinet and was chosen to play in two honor bands. She has been very active in the FCCLA organization, which has shaped her leadership skills and public speaking abilities. She has served as a class officer all four years of high school and was team captain of the basketball team and quiz bowl team. Her hometown may not be big, but her pride in it is. She loves meeting new people, dancing, music, and reading. Ashley plans to major in pharmacy.



Shaan Patel

Las Vegas, NV, Clark High School
College Plans: University of Southern California

I'm one of the few Las Vegas natives roaming this earth. Although I do not live in a casino as many speculate, I do carry around an oversized buffet plate with me, not of food, but of activities! Outside of that though I am just like every other vegetarian Indian kid who's grown up in a motel and loves to discuss Vedic philosophy. The accomplishment I am most proud of does not come with a laminated gold certificate: the growth of my character and mind over the past four years. After living in my dad's rundown motel and attending urban public schools, I have engendered a unique appreciation for diversity that I am most fulfilled by. Oh, and I couldn't go east for college because I have a strong affinity towards the LA Lakers and animal fries from Inn-N-Out!



Shalin Patel

Sugar Land, TX, L.V. Hightower High School

College Plans: Rice University/
Baylor College of Medicine
Medical Scholars Program

Shalin is a well-rounded scholar who has found his niche in the field of medicine. Through his participation in the Medical Academy at Hightower, Shalin has taken classroom courses in medicine and has also participated in clinical internships in the Texas Medical Center. Shalin likes to keep himself busy with a variety of extracurricular activities. He has won two silver medals in Pathophysiology at consecutive HOSA National Conferences, and participates in state competitions with his Math and Science Team. Shalin also places a large priority on community service, as he has been a summer volunteer at local hospitals for the last two years, and participates in a variety of service organizations, including the Youth Advisory Council for DePelchin's Children Center. He has worked as a research laboratory associate at M.D. Anderson Cancer Center, and has written a professionally reviewed paper on left ventricular remodeling.



Milton Perez

Miami, FL, New World School of the Arts

College Plans: The Juilliard School

After being exposed to the power of acting at 6 years old while watching Jim Carrey in the "The Mask", Milton made the decision to be an actor. His acting debut was as Tevye in *Fiddler on the Roof*. Since experiencing his first theatrical role, he has yearned to learn more. One of his most memorable roles is that of Ross in *The Elephant Man*. Milton loves the feeling he gets from performing and hopes to one day be the inspiration for another 6-year-old who will one day be watching him on stage or on the screen. He inexhaustibly thanks his father and mother for giving him so much courage while letting him follow his bliss.



Subha Perni

West Bloomfield, MI, Detroit Country Day School

College Plans: Princeton University

Even when I was a little girl, I would scrawl snippets of poetry on the margins of addition worksheets and even on the wide-ruled paper they used to give to elementary school kids and even on the margins of addition worksheets. English has been my passion ever since that time. I've found, however, that it's not only words and books that inspire me; in fact, science has struck me as of late as equally poetic. I have invested a lot of time trying to solve the intellectual puzzles of my research, working on projects investigating various diseases such as multiple sclerosis, pemphigus vulgaris, breast cancer, and leukocyte adhesion deficiency. On my school newspaper, literary magazine, and debate team, I have tried to develop these passions and pursue my curiosity. In my free time, I love to dance, play tennis, and am a major movie and philosophy buff.



Jeff Picker

Beaverton, OR, Arts and Communication Magnet Academy
College Plans: Manhattan School of Music

Growing up in the Portland area, Jeff has had the opportunity to play with and learn from many of the area's predominant musicians. For years, he has played professionally around the Pacific Northwest, but his experience doesn't end there. He has played bass in national and international groups such as the 2006 and 2007 Gibson/Baldwin GRAMMY Jazz Ensemble, the 2007 NFAA Stan Getz/Clifford Brown Fellowship, the 2006 and 2007 Monterey Next Generation Jazz Orchestra, and the 2006 Brubeck Institute Summer Colony. He has performed extensively in the United States (at many venues including the Monterey Jazz Festival, the Jazz Standard and Dizzy's Club in NYC) as well in Italy (at the Umbria Jazz Festival), Croatia (at the Dubrovnik Music Festival), and Korea (at the Cheonan Arts Festival). He will perform in France in the summer of 2007.



Neal Pisenti

Portland, OR, Lincoln High School
College Plans: Harvey Mudd College

I grew up on science, from my early days in elementary school at the planetarium to more recent forays into immunology research. As part of this quest to know, I have dreamed of some day changing the world. Physics is my passion, but my interests are truly varied and range from philosophy to English to constitutional law. I feel that it is our responsibility as citizens to be well versed in many areas of life, because specialists never create the new groundbreaking theories that bridge disciplines. In this new world, I've learned the importance to question not only our government but also what we know and believe to be true because only through a dialogue with life can we come to realize the full potency of our existence. When I am not working, I am usually hanging out with friends or sleeping, as the case may be, and I am always looking for a good joke.



Archana Rajender

Fargo, ND,
Phillips Academy Andover
College Plans: Boston University
Accelerated Medical Program
(combined BA/MD)

I was born in Detroit, MI and moved to Fargo, ND when I was five years old. After hearing about Phillips Academy from a family friend, I decided to apply and was accepted. The last four years have been a truly wonderful educational experience, which has broadened my horizons considerably. Coming from a family with many doctors, I was exposed to the wonderful world of Medicine at a very early age and choosing a career was therefore quite easy – I wanted to be a doctor and experience the profoundly satisfying profession of Medicine for myself. I worked towards that goal and was elated when I was accepted into the Accelerated Medical Program at Boston University. I play tennis, and also enjoy playing the violin and piano.



Mehdi Razvi

Midlothian, VA, Maggie L. Walter
Governor's School
College Plans: University of
Pennsylvania

Mehdi has many diverse interests and has come to learn that the power of knowledge is endless. The youngest of five children, he knows that the success of a team is impossible without patience and cooperation. He has participated and earned high honors in team activities ranging from 36-hour mathematical modeling competitions to quiz bowl tournaments. In 2005, he began volunteering in various units at a local hospital and, yearning for more, performed experiments in a molecular biology laboratory. He has completed a mentorship in neurosurgery to further evaluate his interests in a medicine. When he is not working in the hospital, Mehdi enjoys tutoring, reading, playing tennis, and watching basketball. In school, he is the president of the National Spanish Honor Society and director of a tournament held annually by the quiz bowl team.



Katherine Roddy

Knoxville, TN, Webb School
of Knoxville
College Plans: Dartmouth College

Katherine is this year's Valedictorian at Webb, where she is the Secretary-Treasurer of the Student Government Association, Band captain, Ambassador Team Leader, and Co-Editor of the *Spartan Spirit*, the school newspaper. She is also a captain of both the Varsity Cross Country and Varsity Track teams of which she has been a member since her eighth grade year. Outside of school, Katherine is an active member of the Episcopal Church of the Ascension where she volunteers as Head Acolyte, Lector, and Vacation Bible School leader. Katherine also serves as a math, science, and writing tutor. In her spare time, Katherine enjoys scrap booking and running with her yellow lab, Penny. Katherine is the oldest of three daughters of Marilyn and Patrick Roddy and plans to pursue either Chemistry or Classics at Dartmouth in the fall.



Jeffrey Rosen

Avon, CT, Choate Rosemary Hall
College Plans: Yale University

Since the day when four-year-old Jeff toddled around his backyard, whacking a plastic golf ball and counting strokes in increments of twenty-five, he has been fascinated by the power of mathematics. Jeff has spent many years improving his problem-solving techniques, and as Captain of the Math Team, he has led the team to several state championships and a first place finish in New England. Individually, he qualified twice for the United States of America Mathematical Olympiad, and was enthralled by the beautiful problems he encountered. Jeff is also a self-described political fanatic, and will intern this summer with Representative Joe Courtney (D-CT). Jeff has served as President of the Student Council and is most proud of the work he has done to make Choate a more environmentally conscious school. In his free time, Jeff enjoys playing intramural sports, composing Bach-style inventions, and writing about himself in the third person.



Nicholas Noronha Rosenbaum

Saint Paul, MN,
Saint Paul Academy
College Plans: Yale University

Impersonal, third person biographies are nothing but trouble, so here's an anti-thesis for you: nobody describes easily, but here I go. I dance like nobody's watching, I love to laugh at myself (especially when I trip over things), and I worship at the shrine of punning, innuendo, and double entendre. I get rabid when it comes to linguistics and languages, especially Japanese and things Asian, so keep me away from your Hello Kitty backpack. Math, too, is just another language (the tenses are a little more difficult), but so is particle physics (Do you speak muon?). Go figure. Current favorite words: ramshackle, tasogare, effleurer. I love making people smile and be happy, because why not have more happiness in the world? In addition, the stories, plays, movies, and video games I like the best have complicated plots, interesting characters, and nuanced themes always open to re-interpretation. And hey, so does my life.



Phoebe Rusch

Highland Park, IL, Interlochen Arts Academy

College plans: Princeton University

Winner of the 2005 Interlochen Creative Writing Award, Phoebe studies what she loves, and owes her artistic and intellectual development to Interlochen's wonderful teachers. Her play *3/4 of a Mass for St. Vivian* won the 2005 VSA Playwrights' Discovery Award, was performed at the Kennedy Center and was nominated for the Charles MacArthur Award for Best New American Play. Her award-winning latest play, *Banana Rat*, explores the relationship between detainees and interrogators at Guantanamo Bay, and will be included in the Kennedy Center Prelude Festival. As a poet, Phoebe received NFAA's Silver Award and four national gold awards from Scholastic, and was published in the *Best Teen Writing of 2005*. She recently won a Gold Portfolio Award for her poems, plays and fiction. She will volunteer in Ghana and Togo this summer with Cross-Cultural Solutions, and hopes to study international relations, anthropology and history in college. With any luck, she will continue writing for the rest of her life.

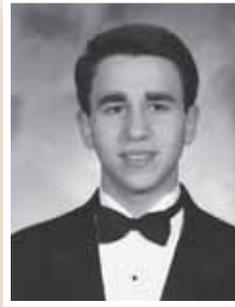


Rebecca Russ

Englewood, CO, Cherry Creek High School

College Plans: Yale University

I am a scientist. Born with insatiable curiosity for all things experimental and patterned, I have always pursued a left-brain path. It is, thus, unsurprising that my favorite class in school is biology, that I avidly researched cataract surgery at the University of Colorado, and that in college, I hope to major in microbiology, with a specific concentration in immunology. Though my love of the methodical and mathematical reveals much about me, it does not convey my duality. I am also an artist. Creativity inspires me, rejuvenates me, and allows me that much needed cathartic release. It is this freedom of expression that compelled me to dance with the Academy of the Colorado Ballet, to learn choral and classical singing in my advanced high school choir, and to help organize dances and sing-alongs for people with Alzheimer's.



Angel Saez

San Juan, PR, Colegio San Ignacio de Loyola

College Plans: University of Pennsylvania

Angel is a student who has blended his passions for volleyball, service, business, world travel, and academics into a truly balanced and fulfilling lifestyle. In eighth grade, he discovered and began honing his interest for scientific research. His research led him twice to the Intel ISEF in 2003 and 2005 with investigations concerning, among other topics, the effect of oxi-reduction processes in the human buccal flora. In 2006, his participation in a Jesuit Service Mission to Lirios, Costa Rica allowed him to witness the extreme poverty many South Americans endure. As a result, Angel has understood the importance of being a socially responsible individual, committed to uphold and live by his Jesuit school's philosophy, "men at the service of others."



Vivek Sant

Andover, MA, Andover High School

College Plans: Harvard College

Curiosity, tenacity and concern for others have been the major driving forces in my life. I have always been fascinated by the power of electronics and computers, which allows us to manipulate Mars landers from 50 million miles away or to peer at tiny sections of our brain. This fascination has led me to study electrical engineering. My work with senior citizens, the handicapped, and war and disaster victims has inspired me to do more. I would like to combine these two interests by developing sophisticated technology to improve and save lives. Outside the classroom, I run cross-country, edit the Literary Magazine, build robots and work at a local software company. I founded the Red Cross Club at my school, and every week for over four years I have enjoyed playing the piano for senior citizens. For pure fun, I enjoy watching comedies and listening to jazz.



Barbara M. Santisteban

San Juan, PR, Academia Menonita

College Plans: Brown University

Interested in the environment since childhood, I will pursue a bachelor's degree in global environmental studies, with hopes of going on to obtain a degree in environmental law. I am part of the National Honor Roll and a National Merit Scholar Semifinalist. My thoughts have been published in AllScholar.com and "Youth in Philanthropy." I have volunteered for online magazines and a youth leadership institute for several years. I am also a very active member of my church's youth group; I'm part of the worship group (vocal), deacons, and dance group. I've co-directed a children's bell choir and participated in plays, and I was part of my school choir for four years, as well as secretary of our National Honor Society chapter, and treasurer of my class. I also participated in Presidential Classroom and took French at the Alliance Francaise for two years.

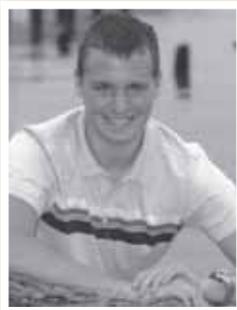


Beth Schaffer

Albany, NY, Guilderland High School

College Plans: Massachusetts Institute of Technology

For Beth, it has never been, “When I grow up...”; she wants to make things happen now. Creating her own haunted house at eleven and a math camp at fifteen, she’s not one to let age get in her way. She busies herself with schoolwork and swim team and seems to have some trouble separating these spheres from the rest of her life. Indeed, friends have caught her likening the application of blush to a chemical titration and converting distances to the familiar yards of the pool. When she’s pretending to have free time, Beth teaches Israeli dance and hangs out with the special-ed kids and the other “main stream” students who care through Best Buddies. However, her major passion is mathematics. Though she has been known to sit in a tree or on a rock by a pond and work solitarily, Beth finds some things are best when shared with others and is involved in running three different math clubs.



Sean Sessel

Orange Beach, AL, Bayside Academy

College Plans: Rice University

If there is one word to attach to Sean, it’s “ambition.” Whether it’s in academics, personal fitness, career, extracurricular, or fun, he strives for the sky. He has led the school’s Scholars’ Bowl team to the national championships, the Science Olympiad team to the state championships, and himself to the semifinalist USA Biology Olympiad. Sean’s passion is travel: his realization that the world is truly a global stage has motivated him to “see it all.” He has been to Africa, South America, Asia, and Europe; in all his adventures, he has engaged the local population to experience the culture. He takes an interest in current events, from budget reform to environmental policy, as well as new developments in science, especially biotechnology. As for the road ahead, he looks to the horizon.



Jay Shah

Casper, WY, Natrona County High School

College Plans: BS/MD-Michigan State University

Since I am the son of a doctor and accountant, I know the value of hard work. While it was not easy to take seven IB/AP classes and participate in many extracurricular and community service activities, I remained in the top one percent of my class. I am not afraid of academic challenges. While I enjoy all my classes, the sciences are my passion. Therefore, I researched and presented a paper on avian influenza at Central Wyoming College. I have varied interests in regards to extracurricular activities. I participated and ranked in all the math, science, history, etc. contests available throughout my high school career. Giving back to the community is very important for me. Therefore, I volunteer in the hospital, library, and Mercer House, a facility for at-risk youth. Since my future goal is to become a physician, I applied to and received acceptance in many combined BS/MD programs.

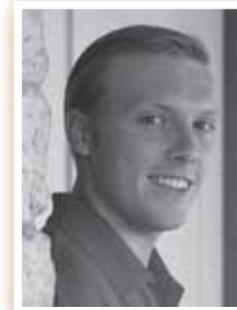


Reema Shah

Edison, NJ, John P. Stevens High School

College Plans: Harvard University

I love to reach out to people. Throughout my life, I have tried to touch as many people as I can, using different modes of communication. Since I was a little girl, I have been practicing *Odissi*, a form of Indian classical dance. It has allowed me to tell stories about our ancient culture to large audiences. My years of training have culminated in my recently completed *Manchpravesh*, or an Indian dancer’s graduation from dance. In the past few years, I have also learned sign language and worked with deaf children. This has allowed me to see the plight of the deaf community and spurred me to found a summer camp to teach inner-city children in Trenton sign language to help spread deaf awareness. I have also strived to connect with people through my writing. As editor-in-chief of our school newspaper, I was given the opportunity to help mold people’s perception of the world. These efforts at forging bonds have shown me just how rewarding reaching out can be.



Scott Sheppard

Lawton, OK, Eisenhower High School

College Plans: University of Oklahoma

Scott has always been the type of person to stay involved in every activity possible. Some examples of his involvement include Key Club, Fellowship of Christian Athletes, and National Honor Society. He also has performed very well academically, and accordingly, was awarded the honors of National Merit Finalist and Academic All-State during his senior year. Most recently, Scott was a part of his school’s FedChallenge team, which finished runner-up at regionals. Scott has shown a strong work ethic in and out of class by maintaining a 4.0 GPA despite having six AP classes, playing Varsity Golf, and serving over 150 volunteer hours with his school’s Key Club. Overall, Scott has shown that it is possible to be involved in multiple school and community activities while nonetheless maintaining success in the areas of academics and athletics.



Scott Giblin

Cosmonaut

plaster

32" x 17" x 23"



Veronica Shi

Chandler, AZ, Corona del Sol High School
College Plans: Harvard College

Music and science, one perceptual and emotional, the other, logical and objective, are two seemingly opposite facets of life. Yet, they have intertwined to become an integral part of me. Ever since I was five, I have been playing the piano, winning numerous awards at the state, national, and international level. Among these, the most memorable was being selected as a winner of the NFAA youngARTS program. But no feeling compares to standing in front of a cheering audience after performing Rachmaninoff's Piano Concerto No. 3 with the Phoenix Symphony. Just as in music, my dedication to science has led to success. Three years of volunteering at Barrow Neurological Institute and two years of working with mentors at Arizona State University have resulted in several research projects. These projects have not only won many awards but have also strengthened my goal to study medicine, where I can combine my desire to help people with my interest in science.



Stuart Shirrell

Little Rock, AR, Little Rock Central High School
College Plans: University of Arkansas, Fayetteville

I tend to go through intellectual cycles. Let me clarify: I tend to swing from the theoretical to the concrete over long periods. I began high school with a love for mathematics, in all its abstract beauty. As I became somewhat disillusioned with high-minded symbols, I diverted my attention with physics and its ability to predict natural phenomenon through abstractions. By junior year, however, I had moved further away from abstractions to the all-too-real world of current affairs. Political science and the nightly news swallowed my time. The summer after my junior year, I attended TASP, where I learned about Islam. My studies led me to teach a course at my church based on the idea that Christianity and Islam can coexist peacefully. Continuing the trend, however, I have since become in a monetary policy competition – Fed Challenge – which may just be the perfect synthesis of theory and practice.



Chelsea Shover

Pequea, PA, Penn Manor High School
College Plans: Harvard College

When Chelsea's parents asked her preschool teacher if their daughter was bossy toward the other children, the teacher replied that the little girl merely had "leadership qualities." That must have been true because Chelsea emerges a leader in almost everything she tries – at her high school she is president of the National Honor Society, captain of the championship quiz bowl team, president of Model United Nations, and an editor for the newspaper. Because her essentially opposite career aspirations favor medicine or journalism, she attended the Pennsylvania Governor's School for Health Care last summer, and she is currently interning for the teen page of the local newspaper. For fun, Chelsea runs cross-country and, to try something new, was recently chosen as an emcee for the annual school talent show. In whatever she does, Chelsea hopes to use her passion for writing, zeal for new experiences, and desire to help people.



Umang Shukla

Knoxville, TN, Farragut High School
College Plans: Harvard College

Umang is a versatile young man who enjoys, among other things, writing about himself in the third person. Umang is President of his school's Student Government, Vice President of Farragut's Mu Alpha Theta, Spanish Honor Society, and Science National Honor Society, as well as the Secretary of the Farragut Frisbee Club. An Eagle Scout, Umang is dedicated to community service and volunteers frequently throughout his community, especially through the Boy Scouts of America and the National Honor Society. Umang plays recreational soccer and tennis, but his real strengths lie in academic competition – he is captain of the school's state champion Science Bowl team and co-founder of Farragut's Academic Team. Umang was elected Supreme Court Justice at the 2006 TN American Legion Boys' State and has won numerous oratorical contests. Umang is also a baritone in his school's vocal ensemble and a member of the Farragut Comedy Improvisation team.



Elizabeth Simpson

Powell, WY, Cody High School
College Plans: University of Notre Dame

Growing up on a rural homestead, Beth strove to embrace her opportunities and savor the serenity of small-town life. With enthusiasm for public speaking and a thirst for grappling with political issues, she delved into speech and debate and qualified for the National Forensic League's national tournament for four consecutive years, breaking to student congress semifinals her junior year. Meanwhile, she maintained a passion for the performing arts through piano, dance, and choral music. Longing to lead through service, Beth participated in student council and served as the 2006 Wyoming Association of Student Councils' President, initiating Wyoming Student Service Day and facilitating the state convention. She continued to serve through LINK Crew, a freshmen mentoring program. With all her endeavors, Beth found direction in faith. Participating in Catholic Youth Group, she recognized the importance of faith and family and strove to allow such values to guide all aspects of her life.



Candice Smith

Hobbs, NM, Hobbs High School
College Plans: Harvard College

I am a driven individual, and have been since childhood; when a challenge is placed before me, I tackle it with alacrity and eagerly search for more. I always set high standards for myself. Whenever I feel something is not up to par, I strive to correct it. This constant struggle for edification is not easy to contend with, but it keeps me sharp and determined, and has helped me achieve my goals. In order for people to be satisfied with life, I believe they must take action. Last summer, I attended Leadership Enterprise for a Diverse America, a nonprofit program that benefits high school students from diverse socioeconomic backgrounds. That summer made me realize the potential I have to help not only myself, but also others. In the future, I intend to give back to my community, to help others in the manner that LEDA helped me.



Garrett Smith

Riverton, UT, Riverton High School
College Plans: The Julliard School

Art is a passion of mine, whether it be dance, music or drawing; I love them all! I danced in the opening ceremonies of the 2002 Winter Olympics in Salt Lake City, Utah. I have been the national outstanding dancer for New York City Dance Alliance as a junior and teen. I have used my choreography skills to create dances for dance studios, high school programs and soloists. I have received several awards for my drawings without having formal training. I enjoy composing on the piano. I have a flair for drama; achieving superior ratings in competitions at the state level. I earned my Eagle Scout award. Professionally I want to pursue additional dance training and become a member of an elite dance group, which could include Netherlands Dance Theatre, Hubbard Street or Houston Ballet.



Kathryn Stillman

Horn Lake, MS, Home school
College plans: LeTourneau University

100 percent of my graduating class has Finalist status in the National Merit program. Impressed? My class has two members. I have been home schooled alongside my twin sister Liana for twelve years. During that time, I fell in love with physics, calculus, and solving problems. This love and my lifelong interest in biology created my intended major, biomedical engineering. When I wasn't studying, I experimented with 4-H projects – as colorful as horse quiz bowl, dairy products judging, seed ID and quality judging, and horse art – and found opportunities to volunteer, like rehabilitating orphaned wildlife and providing horse-based therapy to the children of my school district's special needs classes. My pastimes include music, photography, and reading widely and insatiably.



Lova Sun

Montgomery, AL, Loveless Academic Magnet Program High School
College Plans: Princeton University

Through her experiences as a student, musician, researcher, and teenager, Lova has acquired a sincere love of living and learning. She has been playing the piano for almost twelve years; since making her orchestral debut at age eleven, she has soloed with four orchestras throughout the region, and has been named Alabama Music Teachers Association Solo and Concerto winner for the past eight years. At school, she serves as captain of Science Team, vice president of the senior class, and president of National Honor Society, Mu Alpha Theta, and French National Honor Society. Lova, who has been named valedictorian, AP Scholar with Honor, and Siemens Competition semifinalist for her research on Respiratory Syncytial Virus, also possesses a remarkable knack for tripping over and spilling everything in her path. She is an ardent lover of gymnastics, books, and spaghetti, and looks forward to going to college in the North and witnessing firsthand the mythical white powder called snow.



Qiancheng (Sam) Sun

Fort Collins, CO, Poudre High School
College Plans: University of Illinois

I have the thinking patterns of a scientist, the hands of a musician, and the hopelessly naïve eyes of a dreamer. However, my greatest distinction is that I've had the rare privilege of naming myself after a Dr. Seuss character. When I was first learning English, I remember struggling with the then-foreign pronunciations. Ironically, my friends were also befuddled whenever I explained that the spelling of "Qiancheng" was perfectly logical. Around that time, I finished reading my first book, an allegorically profound and highly regarded work of literature titled "Green Eggs and Ham." Thus, to celebrate my achievement, I dubbed myself "Sam." Thirteen years later, I sometimes see that phrase, "Sam, I Am", as distinctly humanist or objectivist or existentialist; nevertheless, that name's most powerful meaning for me is still its first: child-like enthusiasm for trying new things.



Miel Sundararajan

Granger, IN, Penn High School
College Plans: Massachusetts Institute of Technology

Bold and inquisitive, I am never shy of facing challenges head-on. From exploring faraway countries with family to making waves in medical research, I am always in search of new experiences. I would like to carry this spirit of adventure into my college career and beyond as I navigate the perils of pediatric trauma surgery. As my career aspiration suggests, serving others is also a cornerstone of my identity. As President of National Honor Society, I lead students on volunteer missions across the community, chairing blood drives in the school lobby and organizing fundraising events. Much of my time has also been spent in our community ER, where I do all from translating Spanish to cleaning beds, assisting in procedures to comforting crying children. In the sparkle of those patients' eyes, I find meaning, purpose – and I hope only to find that sense of satisfaction in my future.



David Tao

Bardstown, KY,
The McCallie School
College Plans: Harvard College

Most of my friends would say that I am very obsessive compulsive, but this isn't necessarily a bad thing. In fact, my personality lends itself to problem solving. If there is a niche that needs to be filled, I'm usually the one to delve headfirst into filling that particular gap. As a boarding student at The McCallie School, I am constantly finding new projects on campus to tackle. Whether it's founding my school's Literary Club or establishing a campus vermiculture program (that's worm farming for those who aren't "in the know"), I try to look past the obvious to get things done. In my free time, a very precious commodity during my senior year, I like to catch up on movie trivia and write satire.



Will Taylor

Missoula, MT, Loyola Sacred Heart High School
College Plans: Carleton College

Will is active in both his school and community, being a crucifer at his church and president of the National Honors Society and the student body at his high school. Along with his active participation in these areas, he served as captain of the debate and football teams where he earned a state medal in each. He was selected as both a National Merit Finalist for academics and as an All-State offensive and defensive lineman in football. Along with his father and brother, he has taught a Hunter Education class for the last five years. His family is an incredible asset in his life. He plans to study abroad in college before attending graduate or law school.



Nathaniel Thomas

Riegelsville, PA, Palisades High School
College Plans: Massachusetts Institute of Technology

I am passionate about technology and analytical problem solving. I am the President of my school's robotics team, which competes in the FIRST Robotics Competition. Last summer, I worked in a computational neuroscience laboratory at MIT, where I developed an algorithm to generate 3D renderings of brain cells from electron micrographs. The summer prior, I was an intern at BAE Systems, a government contractor for military electronics, where I helped design guided missile detection systems for fighter jets. In addition to technical pursuits, I enjoy performing and composing music. I have been studying the piano for eleven years and the pipe organ for four. My church choir recently performed one of my compositions, written for four-part choir and piano. I like Alpine skiing, playing soccer, and traveling. I can often be found enjoying a book.



Arnab Tripathy

Chapel Hill, NC, East Chapel Hill High School
College Plans: Harvard College

Since an early age, I have been attracted to mathematics and music, and I have sustained this interest throughout my high school life. Musically, I gave a well-received solo piano recital as a fundraiser for the school during my sophomore year. Mathematically, I am enjoying this year due to the several classes I can take at the neighboring University of North Carolina; last year, I attended the 2006 International Mathematical Olympiad in Ljubljana, Slovenia as a representative of the American team where I not only won a gold medal, but also managed to dress up in British hats and steal a Canadian moose. I enjoy many subjects academically and hope to complete a double major undergraduate degree.



Patricia Tsai

New Orleans, LA, Benjamin Franklin High School
College Plans: Princeton University

"I'm usually not this messy," I explain to people sitting in my car. In the trunk, tennis balls, empty water bottles, SAT guides, and Student Council memos wrestle for space. People ask how I manage to study, practice tennis and piano every day, lead my church worship team, and volunteer for community projects, and I always point to my family. "Reach for the moon, because even if you fail, you'll land among the stars," my sister often reminds me when I feel overwhelmed. I love sitting at the lakefront and watching Wednesday afternoon boat races. I also enjoy composing my own music, having written the senior song for my class this year. Some of my fondest high school memories include uprooting tree-sized weeds from Katrina-ridden lawns, laughing hysterically at cheesy math jokes during Mu Alpha Theta practices, and jumping into freezing water at five in the morning for swim practice.



Ashley Tsang

Chapel Hill, NC, East Chapel Hill High School
College Plans: University of North Carolina

As a fun-loving and analytical individual, Ashley likes to both work hard and play hard. She has been recognized numerous times for her academic excellence in areas such as science and mathematics. Last summer she completed research with Dr. Christina Williams at Duke University in the Howard Hughes Pre-College Program. She hopes to continue her scientific endeavors in college. However, Ashley has many talents outside the lab as well. She serves as a co-president of her school's French Honors Society and as a senator in the Student Government Association. In the community, she spends time tutoring at Glenwood Elementary and volunteering at University of North Carolina Hospitals. She is also a musician playing both the violin and piano competitively. In her free time, she like to knit, cook, swim and salsa dance.



Amy Varallo

Aiken, SC, Aiken High School
College Plans: Georgia Institute of Technology

Who is Amy Varallo? If your answer had been "an intelligent young woman who loves science, horses, and the quest for knowledge," you may have correctly responded to that question on Jeopardy. Amy loves Jeopardy and has appropriately been a contestant on the show. However, she attends to her scholastic duties and still finds time to relax and have fun. She has been captain of the Academic Team and Science Team throughout high school, and she has served as an active leader in Student Council and Beta Club. Her love for languages is apparent by her involvement as president of the National French Honor Society and a member of German Club. She volunteers her time tutoring underprivileged students in the area. For enjoyment, she takes horseback riding lessons, competes in dressage, and fences. A part-time job at a local ice cream store supplements her busy schedule with a little sweetness.



Angela Viani

Colchester, VT, Rice Memorial High School
College Plans: Bowdoin College

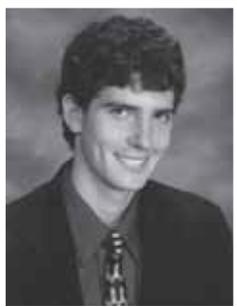
I like to be involved with the events in both my high school and in the community. I was the captain of the varsity soccer team this year and I am the secretary/treasurer of my class as well as the yearbook editor. I am a member of the peer ministry group at my high school through which I have gotten involved in various community service activities. The past two years I have visited West Virginia with Habitat for Humanity and through the program YouthWorks I have served communities in Northern New York, Philadelphia, and Northern Maine. I love kids and I have had the opportunity to work with kids on most of these trips. In my own community, I am a Sunday school teacher for preschool and kindergarten children and I was also able to help kids learn English through the Refugee Resettlement Program.



Mahesh Vidula

Naperville, IL, Illinois Mathematics and Science Academy
College Plans: Massachusetts Institute of Technology

Ever since I was a child, I have loved exploring the unknown. My father loves telling the story of how when I was six years old, I took my brand new glasses and rubbed them against stones in order to prove that the saleswoman deceived us by saying that my glasses were "scratch-proof." My passion for learning led me to attend the Illinois Mathematics and Science Academy, where I was given the opportunity to take challenging classes and perform exciting research. I analyzed the prion protein, the agent implicated in the cause of mad cow disease, at the University of Chicago, and presented my findings at various conferences. In the future, I aspire to be a physician who better the human condition by applying his research to his practice.



Daniel Viox

St. Louis, MO, Saint Louis University High School

College Plans: Vanderbilt University

I have always had a passion for mathematics. As a child, I would often entertain myself by asking my parents, “What number do you want?” entering their answers in my calculator, and performing a series of random arithmetic operations before prompting them for more numbers. More recently, my career plans have shifted to science, leading me to spend a summer researching “The Formation of the Ciliary Folds in Chicken Embryos,” for which I won the Pfizer Award for Excellence in Research. I have developed a deep interest in Spanish, too, which led me to volunteer at a local elementary school with a relatively high concentration of students from immigrant families, many of them Hispanic. I also enjoy athletics. I was a member of my high school’s state champion track team last school year and a captain of the runner-up cross country team this year. I plan to major in biology.

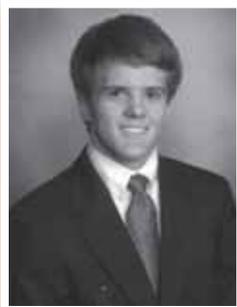


Bret Voith

Coral Gables, FL, Gulliver Preparatory School

College Plans: Harvard College

My life is centered on a firm belief that compassion for others is essential. I first learned this lesson playing sports as a child, an activity I have continued through participation on varsity swimming and water polo teams. I thoroughly enjoy my commitment to young individuals through teaching elementary Sunday school. I have a devoted father and brother who support all that I do, whether it is an academic endeavor, an appearance on ESPN, or even a fledgling attempt to develop a golf game. I believe emotions can best be captured through music, though my personal musical talents are in want of improvement. After having an internship in corporate finance, I now desire to study economics and I am intrigued by the business world. I am determined to enact positive change in the world through any means possible.



Robert Waaser

Batesville, IN, Batesville High School

College Plans: Carnegie Mellon University

Robert loves to explore his boundaries and have fun. He is an avid reader and drawer, and hangs out with his friends whenever possible. Meanwhile he has maintained top marks in school while participating in many different activities including National Honor Society and Drama club. Robert is a member of his high school state-qualifying Math and Interdisciplinary Academic teams and captain of the Science team. He is also co-captain of the varsity wrestling team, and has earned the Bulldog spirit award, Most Pins Award, and Academic All-State First Team status. For the past three years, Robert has been a member of the 2006 Destination Imagination Global Champion creative problem-solving team. Robert is also an Eagle Scout and an active member of his church youth group. Recently he was named a National Merit Scholarship winner, Veterans of Foreign Wars Voice of Democracy scholarship state winner and an Indianapolis Star Academic All-Star.



Hillary Walker

Anchorage, AK, East Anchorage High School

College Plans: California Institute of Technology

As a life long Alaskan, I love the beauty of the outdoors. I ski – both downhill and cross-country – during the long winters, and I spend summers exploring the Chugach Mountains near my house. An ardent astronomer, I often spend evenings stargazing with one of my two telescopes. I love to share my passion of learning with other people; I’ve volunteered as a guide at a local science museum and I spend time tutoring. My other interests include writing, reading, shopping, softball, late-night coffee, and traveling. I look forward to studying physics in college.



Richard J. “RJ” Walsh

Bedford, NH, Manchester High School West

College Plans: Stanford University

Although some might tell you I’m a “computer nerd,” I also love the outdoors. I have worked for the past two years at a small software company in my hometown, and have “risen through the ranks” to develop my own software for the company. When I’m not staring at the computer screen, I am an active member and Eagle Scout in Troop 414 in Bedford. I love climbing New Hampshire’s White mountains, and am on my way to summiting all four thousand footers. I’m also a member of my school’s math and FIRST Robotics teams, both of which were winners this year! I hope to continue my love of math and computers next year at Stanford, and work on the DARPA Grand Challenge project. Whether it’s grad school or my own startup company, I’m ready for whatever is coming next in my future!



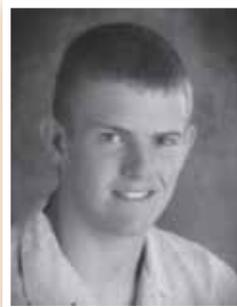
Rebecca Mock
Painting Party
oil on masonite
16" x 24"



Lu Wang

Gilbert, AZ, Mesquite High School
College Plans: Harvard College

As president of three clubs, team captain for Academic Decathlon and cross-country, and avid musician, every day is a delicate balancing act between my academics, athletics and passion for art. Multitasking has encouraged me to test my limits and explore new horizons I never would have considered otherwise. Last summer, I added East Coast swing dance and Lindy hop to my to-do list, aced a multivariable calculus class, and visited Washington DC where I presented a draft for a resolution to reduce greenhouse gas emissions. I continue to volunteer in a local hospital's emergency department, where I have trained over 20 new volunteers. I spend my free time trying to finish an ever-increasing reading list, learning new languages, and cultivating vegetables in a self-built garden. Having studied in six schools in two different countries has kept me excited for new experiences and allowed me to make friends all over the world.



Maxwell G. C. Weaver

Sedona, AZ, Sedona Red Rock High School

Max's passion is America, and the freedom for which it stands. He will serve his country through a military career, his ultimate goal being the Presidency of the United States. Max is a natural leader and has served his school, church and community. The Civil Air Patrol awarded Max the General Eaker Award for leadership, presented to him by Congressman Rick Renzi. Max exemplifies the Air Force core values of integrity, service and excellence in his daily life. For living the "whole person" concept of academic, athletic, and moral excellence, Max was nominated by Senator John McCain for an appointment to the Air Force Academy. He will major in aeronautical engineering where he plans to affect the world's future through innovative technological research. The America of tomorrow will need strong leaders of conscience to remain humanity's greatest bastion of freedom and democracy. Max plans to be one of those leaders.



Craig Western

Peachtree City, GA, McIntosh High School
College Plans: University of Southern California

Craig maintains an active, diverse, and rewarding life. His interests range from wakeboarding and salsa dancing to film and engineering, and he takes advantage of every opportunity to explore the new and exciting. Travel has always been a passion of his; whether he's braving the Costa Rican rainforest or relaxing in a London coffee shop, he loves experiencing new ideas, cultures, and environments. Voted "Mr. McIntosh" by his fellow seniors, Craig is active in school affairs. As Beta Club President, he organized McIntosh's 2007 American Cancer Society Relay For Life Team; the twice-published author also mentors at a local elementary school and volunteers over the summer at a four-day retreat for teenage cancer patients. Named a McIntosh 2007 Scholar-Athlete, Craig runs cross-country and plays basketball. He's set his sights on engineering and business at USC.



Brooks Yang

Columbia, MO, Rock Bridge High School
College Plans: Princeton University

Brooks is an optimist. Her activities include ballet, piano, and serving as an officer for community service clubs like National Honor Society, Tri-Theta, and Rock Bridge Reaches Out. Throughout the year, she helps award grants for the Nestle Very Best in Youth Foundation. To her, an apt end to a perfect day is a dramatic sunset. Whether it is a ballet concert, an infinite geometric series, or a fine art museum, she is an aesthetic. She loves snow skiing, checking off to-do lists, and spending countless buggy-eyed hours on the Internet Movie Database.



Luci Yang

Solon, OH, Solon High School
College Plans: Harvard College

Known for her indelible smile, typewriter-like handwriting, and dynamic rhetoric, Luci is a self-proclaimed poet, recovering caffeine addict, and post-it note enthusiast. As a student, she enjoys economics, mathematics, English, computer science, and Spanish. As co-president of the Speech and Debate team and co-captain of the Science Olympiad team, she is simultaneously a part of that subculture of people who gesture to walls, and the other subculture that pores over Excel charts resembling schedules for competitions. In all kinds of weather, she enjoys letting loose her powerful strokes, smashing tennis balls into the far corners of the clay courts. And if she could, she would spend years huddled at Borders with a cup of hot chocolate and just read *The Kite Runner*, *Anna Karenina*, Shakespeare. Finally, Luci is also a believer. She finds her strength through God's love and hopes never to lose her idiosyncratic smile.



Kellie Young

Honolulu, HI, Iolani School
College Plans: Massachusetts
Institute of Technology

As a ten year old, reading the *Animorph* series by K.A. Applegate consumed my life. I dreamed of one day being able to transform into a ferocious beast, fight off parasitic aliens, and save the human race from utter oblivion. Though I no longer aspire to morph into a tiger or gorilla, I have found my own niche at school where I can utilize my different human abilities to give back to my community. I volunteer at local hospitals over the summer, participate in Key Club, and head the Kokua Community Service committee of my high school. In addition, throughout this year I morphed into captain of the math team, a fierce varsity water polo player and swimmer, a senior prefect, and an exuberant (though clumsy) Frisbee player. In the upcoming years, I hope to major in chemistry, become a doctor, and save the world.



Caterina Yuan

Palo Alto, CA, Palo Alto
High School
College Plans: Harvard University

I have a sense of adventure. After sophomore year, I volunteered for six weeks with "Amigos de las Americas" in a small village in Michoacan, Mexico where primary sanitation was a latrine. I conducted a camp for children, teaching health and hygiene through games and activities. As president of my school's Youth Community Service club for the past two years, I organized three food drives that collected 12 tons of food, two benefit dances that raised \$20,000 for Darfur, and a school-wide service day. I am intrigued by the science of life; last summer, I studied autoimmune disease in mice at Stanford Medical School. I also enjoy reporting for my school newspaper, running on the track and cross-country teams, and playing viola as part of a local orchestra. In my free time, I love to bake; it's my way of showing my love. I am always eager to try new activities and explore new ideas.



Charles M. Zhu

Tampa, FL, C. Leon King
High School
College Plans: Yale University

Charles M. Zhu was born in Toronto, Canada in 1989. Canada was too cold. He moved to Tampa, Florida. Unfortunately, Tampa is too hot. In the future, he aims for the middle, providing global climate change does not make a whole mess about it. It would have been nice if climate change had made Tampa cooler or Canada warmer, but that's not how it works. Climate change never works the way you want it to. Charles M. Zhu is sick and tired of climate change being a real jerk and wants to change the climate in his own way. To accomplish this goal, Charles M. Zhu has engaged in competitive swimming, math-letics, improvised sweet licks on his mandolin, rapped sweet freestyle rhymes with his mouth, worked hard at school, founded a recycling program, and done his best to help others as often as possible. Charles M. Zhu is not sure how all this fits into his career goals, but he is happy about his experiences.



John Allen Zumpetta

Wellsburg, WV, Brooke
High School
College Plans: Princeton
University

Throughout my life, it has always been important to me to stay well rounded. Although I value academics, I enjoy getting involved in a myriad of different activities. In athletics, I was captain of the soccer team and swim team, and a member of the tennis team. When it comes to the arts, I had a lead role in my school's spring musical and am a member of an a cappella choir. Furthermore, I am a member of student government and numerous clubs. In addition, I have been a volunteer swim coach, and I also organized a summer MathCounts program for middle school students. In general, I see myself as just a laid back guy who feels fortunate to have such great family and friends who have helped me so much along the way, and I hope that I can do the same for them and others in the future.

2007
Presidential
Scholars
By State

*Presidential Scholars in the Arts

Alabama

Sean W. Sessel
Lova L. Sun

Alaska

Duncan M. Ariey
Hillary A. Walker

Americans Abroad

Gregory F. Billington
Emanne F. Desjardins
Kyle M. McCloskey

Arizona

Alissa M. D’Gama
Veronica J. Shi
Lu Wang
Maxwell G. Weaver

Arkansas

Lana M. Hazel
Stuart F. Shirrell

California

Margaret M. Glaspy*
Scott A. Levin-Gesundheit
Caterina Yuan

Colorado

Rebecca M. Russ
Qiancheng Sun

Connecticut

Jacqueline L. Nesi
Jeffrey S. Rosen

Delaware

Rachel A. Burns
Neil S. Nayak

District of Columbia

Susan M. Glass
Arjun V. Landes

Florida

Helen M. Johnson
Rebecca Mock*
Milton Perez*
Bret A. Voith
Charles M. Zhu

Georgia

Maia R. Bageant
Craig M. Western

Hawaii

Benjamin B. Massenburg
Kellie S. Young

Idaho

Kyle R. Antonini
Sara K. Jaszowski

Illinois

Derrick C. Cooper*
Emily A. Disbrow
Ilana B. Goldberg*
Alexander H. Krey
Phoebe C. Rusch*
Mahesh K. Vidula

Indiana

Sara King*
Miel Sundararajan
Robert D. Waaser

Iowa

Moriah K. Lutz-Tveite
Oseremen E. Okoruwa

Kansas

Natalie M. Como
Spencer A. Hill

Kentucky

Yi Cai
David T. Tao

Louisiana

Aimee L. Alphonso
Edward M. Dussom
Patricia Tsai

Maine

Lindsey A. Beckett
Benjamin D. Farrar

Maryland

Christopher G. Bowman*
Vera A. Fomenkov*
Scott Giblin*
Kathleen J. Jee
Tudor D. Maican*
Andrew A. Parchman

Massachusetts

Charles C. Bridge
Mari K. Oye
Vivek R. Sant

Michigan

Benjamin R. Beilman*
David B. Chapel
Subha Perni

Minnesota

Heidi H. Liu
Nicholas N. Rosenbaum

Mississippi

Reed C. Gilbow
Kathryn R. Stillman

Missouri

Daniel J. Viox
Brooks S. Yang

Montana

Lindsay S. Johnson
William T. Taylor

Nebraska

Peter D. Morrissey
Ashley R. Paseka

Nevada

Monica R. Ceragioli
Shaan B. Patel

New Hampshire

Erin M. Jaeger
Richard J. Walsh

New Jersey

Chetan Narain
Reema B. Shah

New Mexico

Lawrence Z. Cai
Candice C. Smith

New York

Samuel B. Haber
Leah A. Libresco
Timothy J. Moon
Beth E. Schaffer

North Carolina

Arnav Tripathy
Ashley Tsang

North Dakota

Isaiah J. Berg
Archana Rajender

Ohio

Michael L. MacCombie
Colin S. McSwiggen
Luci Yang

Oklahoma

Justin L. Cockrell
Brooke T. Luo
Scott A. Sheppard

Oregon

Prateek S. Bhide
Helen L. Helfand
Jeff R. Picker*
Neal C. Pisenti

Pennsylvania

Brittany M. Hulings
Michael J. O'Brien*
Chelsea L. Shover
Nathaniel C. Thomas

Puerto Rico

Angel O. Saez
Barbara M. Santisteban

Rhode Island

Michael Q. Ding
May Min

South Carolina

Andrew C. Brown
Amy G. Varallo

South Dakota

Katherine R. Aurand
Scott J. Jorgenson

Tennessee

Katherine S. Roddy
Umang J. Shukla

Texas

Jessica I. Anastasio*
Brittanie A. Brown*
Asher C. Frankfurt*
Jay E. Jackson*
Amelia H. Lin
Michael T. Montoya
Shalin S. Patel

Utah

Amanda Berbert
Kenneth I. Brewer
Kevin C. Ni
Garrett D. Smith*

Vermont

Mark A. Garret
Angela M. Viani

Virginia

Emily C. Howell
Mehdi M. Razvi

Washington

Jeffrey A. Burkert
Pranoti Hiremath

West Virginia

Sarah J. Dolan
John A. Zumpetta

Wisconsin

Katrina R. Galka*
Robert A. Marsland
Mallery R. Olsen

Wyoming

Jay K. Shah
Elizabeth L. Simpson

2007
Presidential
Scholars
at Work in
the Community

Characterized by their interest in community issues and compassion for those in need, the Presidential Scholars have actively reached out to others. Service has played a significant role in their development and is prominent in their future plans.

Maia Bageant, Georgia

After seven years, I am still in the library on most Saturday mornings, tutoring middle school students in mathematics. I attend because I love the feeling of creating a positive change. Every morning I sit down with a student and ask, “So, what do you need help with today?” The student inevitably frowns, after which I launch into the rhythm of teaching and making friends. I relate to them my horror stories — the D on my fourth grade math test, or how terrifying I first found vectors, like a swarm of bristling arrows heading for my heart. Once I know that they are interested, I teach them how the problem is solved. I draw pictures; I make up stories about Bob and Suzie and their money; I show them the methods that will hopefully make math easier as they continue in their education. The next week, when I see the face of a child light up to see that I am there to explain things, to make sense of the murky world of numbers, the response I receive is my greatest reward. I believe that I have made a difference, and with any luck I have touched their futures.

Amanda Berbert, Utah

Working with pediatric patients at a local hospital, I have learned the importance of caring, communication, and teamwork. Some of the children can verbally talk, some can speak sign language, and some can do neither. However, as we work together to create a bracelet, or bake cookies, or shake maracas, we can each feel a relationship building through dedication and unity in purpose. Each patient has a unique background and different disabilities, but each one has helped me realize that all humans have disabilities, so we must work as a team to accomplish success. For example, while one of the boys needed my help in shaking a maraca during a music activity, the music would not have been the same without the sound of his laughter. Through giggles, smiles, signs, words, or feelings, we can all communicate with one another and sense true friendship. Although I originally visited the kids to try to help them, now I go to further friendships, because I learned that they can teach me more than I could ever teach them, such as that true success stems from a team made up of a diversity of people, each contributing a positive attitude and personal best.

Yi Cai, Kentucky

Since ninth grade, I have coached Meyzeek Middle School’s state-winning MathCounts team. Evidently, I had been working with advanced math students. As a result, I couldn’t believe that, according to a national survey, 43% of American high and middle school students have difficulty understanding the math they are taught—until I started tutoring some students at my high school that couldn’t even add or multiply. I suddenly realized that there should be organizations in schools devoted to helping students like these. After all, math plays a crucial part in numerous jobs and thus, these students’ futures. Subsequently, I applied for and received a \$1000 “MathMovesU” grant from the Raytheon Company. I used the grant to found a math tutoring club at my high school that meets every week to assist struggling math students. Now, students at my high school have a place to come when they wish to improve their abilities in math. However, I have also benefited from my service in forming valuable relationships through the tutoring program. In addition, I also find a personal satisfaction in knowing that I have helped clear up long-time frustrations or confusions over mathematical concepts.

Monica Ceragioli, Nevada

I love being outdoors, whether camping with my family, hiking, or swimming in the ocean. This passion for nature translates into deep concern for environmental issues. Last summer, I was able to pursue my passion by becoming an intern for the University of California at Davis Tahoe Environmental Research Center, an organization dedicated to preserving the water clarity of Lake Tahoe. I assisted with both lab and field work by going on the research boat, performing water sample tests, and analyzing data in order to discover ways to erase the detrimental effects of urbanization, runoff, and climate change. Not only was my experience interesting, but it allowed me to beneficially impact my community. I helped create a science curriculum designed to encourage the younger generation of students to become actively involved in saving Lake Tahoe. I was also a part of outreach efforts and the design of public education exhibits. I plan to come back to Lake Tahoe in fifty years and see blue waters that are just as clear as they are now. I will be proud to know that I played a small part in preserving a place I love so much.

Justin Cockrell, Oklahoma

When I read Matthew 25:31-46, I knew I had to do something. I talked to my youth pastor about starting up a program that gave away food to anyone. No tax forms or identification required... just pure love. Northeastern State University's Lambda Chi Alpha had just done a community food drive, and my friend Wes was in charge of it. I told him of my program, and he gave half a ton of food to us. On Saturday, March 24th, families were at our distribution point before we even were. Halfway through, a disheveled, dirty, and tired man came up to us. I greeted him, and asked if he was alright. He said no, and proceeded to weep, telling me the story of how his wife had been killed right in front of him and how hard it was for him to believe in God because of it. I embraced him and talked with him for a while. His name was Dave. Before he left with a bag of food, he said, "What you're doing... I can see love in it." I shook Dave's hand in true gratitude and told him I'd pray for him. And I still do.

Emanne Desjardins, Indonesia

I never used to think about what I threw away. In Virginia, my town had an acceptable recycling program. When I moved to Jakarta, Indonesia, I discovered that recycling was handled very differently. In Jakarta, a certain amount of garbage is sent to the Pancoran Scavengers' Site, an open landfill, where garbage-picking families earn money by sorting through waste to find reusable materials which they clean and sell. I visited a family's house, though it was less of a house than a room, and in many ways less of a room than an indent in a wall of garbage. It was built from strips of corrugated metal nailed together and precariously braced against heavy sacks of trash, many of which had ripped, allowing broken glass to protrude through the fabric. I filmed my experiences and inspired a group of my classmates to improve family life at Pancoran. It took over a year of intense dedication, but my classmates and I worked to acquire suitable funding to build a free school for the children at the Site. I am very proud to have given them education, and the opportunity to free themselves from a future of scavenging.

Alissa D'Gama, Arizona

"Volunteers are people who leave footprints on our hearts." As a hospital volunteer, my Friday evenings teach me invaluable lessons: organization, teamwork, communication, and responsibility. I gain a humble perspective on life, strengthening my yearning to become a doctor and medical researcher, using my talents to give back to my community. I feel warm and happy when I calm a teary-eyed mother, direct a distraught father to his son's bedside, or cradle a fragile preemie until he falls asleep peacefully. As I tuck in the infant barely visible in an entangled mesh of tubes, I realize how much I have to be thankful for. "Some people enter our lives and leave quickly...others stay a while and leave footprints on our hearts... and we are never the same." I hope the doctors and nurses I help, the patients and families I care for, leave with smiles in their hearts.

Michael Ding, Rhode Island

Volunteering individually, I have tutored students, helped out at a hospital, played classical piano for senior citizens, performed laboratory research, and taught a senior citizen about computers. However, my broad experiences volunteering with group service projects have been the most eye opening. Elected as a group leader by the National Honor Society, I am responsible for my volunteering team as we participate in a series of activities all over the state. Our much-planned activity night raised over a thousand dollars for charities, and I was amazed by the support from the people in the community. We volunteered at a Providence soup kitchen, where I was surprised at the number of meals needed to feed the homeless and unemployed. While participating in woodland cleanups, I learned that the biggest environmental hazard is an invasive species of parasitic vine strangling native trees. We also took part in an ecological conservation project to remove countless beer bottles from the nesting areas of two species of endangered birds at the beautiful beach in Little Compton. Involved immensely in these ongoing activities outside the academic field, I gained first-hand understanding of the larger community concerns faced by our society and enjoyed every minute of these projects.

Reed Gilbow, Mississippi

Community service has always been a major part of my life. I was first introduced to it in the Cub Scouts, and I have remained in scouting all the way through my high school career. At first, my parents required me to be a member; now, I choose to give my time and efforts because it gives me a sense of accomplishment. I feel a commitment to the many people who have not shared my opportunities, and I love giving back to the community that has helped me so much. My favorite project was the construction of a wheelchair ramp for an Alzheimer's disease support group who were in need as theirs had collapsed. We undertook the project and, as a united force, built the ramp in a record time. Our team was even more gratified because we finished the job ahead of schedule! I feel a deep sense of pride every time I remember that project, and I will always give my time to helping others because, deep in my soul, I know that if I can make even a minute difference in the world, then I can be happy with the way I have lived.

Spencer Hill, Kansas

STARS, which stands for Students Taking Action to Reach Success, is an after-school program in which high school students tutor elementary students. The older students travel to district elementary schools to help the younger kids with their homework. Other goals include improving organization, study skills, desire to succeed in school, and just being a friend. This is where the STARS tutors get the chance to really connect with the students. This is my third semester in STARS, and it has enhanced my life immeasurably. Working with these young kids has given me a fresh perspective on life, but the most rewarding thing has been watching the progress the kids make as they realize that they can succeed in school. Each time their eyes light up because they've figured out how to do a problem they gain confidence in themselves. When school lets out, I will have to say goodbye to these remarkable kids, some of whom I'll have worked with for nearly 18 months. I will be parting with new friends, whom I have seen grow into bright, confident young people. I only hope I have enriched their lives a fraction as much as they have enriched mine.

Pranoti Hiremath, Washington

Even at a young age, I embraced the sentiment that a note of thanks has the innate power to brighten someone's day. Yet, after observing realities around me, I wanted to help the local community over financial obstacles that seemed to hinder progress. I used my developing passions for art and technology to create and assemble my own greeting cards. I then sold these, giving one hundred percent of proceeds to nonprofit organizations. I am directly involved in the organizations and have become a part of their fundraising process. I lead others in each group to sell the cards. My cards have the beauty of broad scope. I make an impact on the lives of people at home as well as in other countries. The cards help homeless and runaway youth, encourage self-sufficiency of Indian communities, make instruments available to peers, and support disaster relief. I know that my compassion and effort have the power to contribute to the betterment of the world. Individuals who receive my cards' support are more than statistics — like me, they are people whose passion for life is great enough to overcome difficulty, and triumph.

Erin Jaeger, New Hampshire

As President of *Interact*, my depth of service involvement is almost never-ending, amounting to eight hours per week during the school year and even more during the summer. Sometimes, this time commitment weighs heavily on me, but I know that the deep love of service which *Interact* has given me more than makes up for it. No feeling has ever compared with seeing the faces of thirty El Salvadorans explode with joy after receiving houses, which I helped create. Playing "Pato Pato Ganso" ("Duck Duck Goose") with a little girl named Maria at the Immaculada Corazon Orphanage outside San Salvador, and knowing I was making her day, has remained with me ever since. Anonymously delivering four cords of wood to a woman with no hot water made last Christmas my most memorable, and I'll never forget the sight of wrinkled couples dancing to the music I played for them at their nursing home on my soprano saxophone. In college, I will continue my dedication to service by joining such groups as the Dartmouth Coalition for Global Health, and, beyond Dartmouth, I want to write for *National Geographic*, which will bring awareness of important global events to the masses.

Sara Jaszkowski, Idaho

In December 2006, I journeyed to Ecuador from Idaho, expecting to offer two weeks of service and make a difference in the lives of many. Upon my return, I realized that of all those I encountered, it was my life that had been changed the most. Selected to travel to Ecuador and report back on the status of several Rotary International projects, I eagerly anticipated our December 2nd departure date. Of the many projects I visited, my favorite was El Pavulario School for special needs children. At this school, I discovered the special gift of mentally handicapped children. Their ability to love and so transparently show their feelings is unique and wonderful. The children have so much love to give, and it was evident everywhere. The day I spent at El Pavulario School made me realize that the goals I have set for myself to this point, while ambitious and worthwhile, have been entirely self-centered, impacting upon no one but myself. I realized I needed to set wider-reaching goals that impact upon the world. Following the completion of my secondary education, I plan to spend time in the Peace Corps or working for an NGO or non-profit organization.

Scott Levin-Gesundheit, California

I am a peer tutor for a math class in my high school designed for English language learners, and each day I interact with 20 students who are very different from me. They come from a different side of the main thoroughfare that cuts my area into halves. They are of a different ethnicity: Hispanic, from Mexico or El Salvador. They dress differently. They speak a different language, and their parents have very different jobs. For two years prior to becoming a peer tutor, I had seen these kids in the cafeteria and in the halls, but I had never truly known who they were. Although I am the tutor, I am not the only one who does the teaching. They, too, teach me. They improve my grammar as I tutor them in Spanish. They nostalgically share vivid stories from their homeland, and they give me a window into a culture that is new to me. On the final day of class last year, the students signed each other's T-shirts and watched "March of the Penguins" to celebrate a successful year of math class. Antonia, a student with whom I had been close the entire year, asked me to sign her shirt. As I signed it, I asked her in Spanish, "Do you want me to put 'tutor' below my name?" Antonia laughed. Then she said, "You're not my tutor. You're my friend."

Amelia Lin, Texas

Fun Bunch Bowlers pairs up volunteers with autistic adults for a night of bowling. My partner, Scott, a 40-year-old autistic man still under parental care, has leg braces for his turned-in legs, needs to lean on my arm to walk to the starting position, and has to use a ball ramp because he can't hold the heavy ball. I felt very self-conscious the first time we bowled together, wobbling so unsteadily. Later, I was surprised to learn that one of Scott's most passionate interests is horseback riding. I had assumed his legs would make such activities nearly impossible, but he is undaunted and never discouraged by his disability. The enthusiasm he holds for life has impressed me deeply, by the time it was our last turn to walk up to the bowling lane, I was as proud of Scott on my arm as I have been of any prom date.

Benjamin Ballard Massenburg V, Hawaii

My "pono." I enjoy the internal reward that I attain through participating in service activities. I call it my pono, which means "to do what is right" in Hawaiian. For this very reason, I loved producing and presenting my Eagle Scout Project: *Bicycle Safety in Hawai'i*, the video. When I had completed, edited, and produced the film, I then distributed it locally and statewide. It is now aired through Akakū, the local television station; through Summer Pals, a local summer and after-school program for kids; and through the Hawai'i State Department of Transportation. I subsequently arranged presentations with Summer Pals to further encourage safe bicycle practices among the children of Hawai'i. I played the video, performed a few hands-on activities, and quizzed the attendees to assess their information retention. My pono proliferated. The elementary-school-aged kids recalled the signals used while biking, what to wear and what not to wear while biking, and the safety checks to perform before riding a bike. This group of children continues to encourage me to aid the community, exposing me to the positive results of a caring heart, if enough effort is poured into service.

Kyle McCloskey, Americans Abroad

I awoke with a start to the piercing beep of my alarm clock. It may have been summer vacation, but it was certainly no time to be sleeping. I got ready and headed to the Polson Elementary School in Montana, where my aunt and uncle would be waiting for me. I began readying the computer lab for the guests we would be getting soon. The intercom sparked to life, announcing the arrival of a busload of children. I rushed out to greet them, taking one of them by the hand while they led me to their classroom. I was tutoring the children of migrant workers how to use the computer and I loved it. I was apprehensive at first because my Spanish was rudimentary at best, but whether they were preschoolers or high school students, I was here to help them. Soon, the language barrier was torn down and we began having great fun working together. Over the years that I've done this, I've grown close to the children I've worked with. This experience has helped me grow as a human being and has shown me that we should always work to help others.

May Min, Rhode Island

Looking for a meaningful way to fulfill community service requirements while utilizing my talents and interests, I decided to start *The Young Writers' Project* at my church during the summer before senior year. In initiating this 3-week academic camp, I aimed to help students in grades 1-8 to become creative and effective writers through interactive sessions of expository writing, persuasive writing, poetry, and story writing. By designing fun and innovative assignments, I hoped to encourage students to develop a passion for the language arts. Because many students were recent immigrants from Korea, I saw firsthand the difficulties of overcoming language barriers and learning the art of literary expression. However, despite any hardships, all of the children were able to produce a sensitive, humorous, and well-crafted body of poems, essays, and memoirs. In teaching and coordinating this program, I personally gained useful leadership experience and learned to appreciate the work that professional educators do on a daily basis. I feel privileged to have had the opportunity to watch these young students explore their original styles and grow as writers.

Rebecca Mock, Florida

It was summer. And yet here I was, painting the wooden puppet show set a lovely shade of green for the production *Last Tuesday*, a puppet show I helped write, produce, and starred in. *Last Tuesday* was not your ordinary puppet show — not that I don't normally create puppet shows for my own amusement. It was actually created to be performed for an audience of handicapped preschoolers. A local special-care preschool had requested students from my school to make a puppet show for their kids, and my friends and I readily agreed, happy to get involved. I personally have a long record of working with children, and when I heard that a group of great kids might go without a smashing puppet show, my heart wept. We produced everything, from the script to the props to the set, off of the tops of our heads. The real challenge was creating a story that any child, no matter their disability, could enjoy. Our story had to be simple, universal. Not only did I learn a great deal about storytelling, I was also able to experience the wonderful effect a good story can have on a willing audience. The preschoolers laughed and enjoyed the show, even if they didn't understand all of it. I was able to transport them, even for an instant, to another world.

Chetan Narain, New Jersey

Approximately 137 million Indian children — almost half the population of the United States — are illiterate. Pratham, an organization I have worked with since 2002, aims to put them all in school. Even though I'd read plenty of Pratham's pamphlets quoting impressive statistics and heard all the speeches extolling Pratham's work, I never really understood how they had even begun to dent this massive wall of illiteracy. To find out, I decided to spend the summer of 2006 working directly in part of the "field" — two slums near New Delhi. I was to teach English to a group of Pratham teachers, some forty years older than I was, to explore the introduction into Pratham's program of an English curriculum, and to interview children, parents, and teachers for a case study of Pratham's personal impact in the slums. As soon as I entered the slums, I found myself impressed by Pratham's system of standardized tests and teacher evaluations. But as I began meeting and befriending people of all sorts in the slums, I began to understand a more basic reason for Pratham's success: they have created an encouraging and cooperative family of education, a family I am glad to have joined.

Neil Nayak, Delaware

For almost a decade, the Emily Bissell Hospital, a local nursing home for the disabled, has been an important part of my life. When I was younger, the monthly Bingo games that I attended with my parents as part of my religious community became a staple in my life. As I matured, I formed relationships with some of the residents and found volunteering to be an extremely rewarding experience. One of the residents, in particular, stands out. Joe was legally blind and needed assistance for even the most routine of activities. His mind, however, was in perfect working condition and I have spent hours listening to his stories about the World War II and The Great Depression. I would help him out in whatever small ways that I could. His yearning for learning a new language resulted in my learning some of it too, because I had to first read it into a tape recorder for him. I firmly believe that I got much more out of this friendship than he did because the warmth of the bond that we have created has taught me that friendship can transcend differences in age, background, race, or financial circumstances.

Kevin Ni, Utah

I volunteer weekly at the Huntsman Cancer Hospital. My task is to bring drinks and snacks to patients who are staying at the hospital and waiting for clinical appointments. Every week, I see more of the patients' enduring spirit and realize how important it is to take on difficult situations with a positive attitude. As I visit new patients and returning families who know me by my name, I know it is the feeling that life is out of control, not cancer that will truly make someone a victim. Praying for their recovery, I always thank the patients who have taught me the importance of hope and optimism. I am drawn to a more proactive role in serving patients seeking medical care. In particular, I intend to be a high-risk obstetrician and to provide the best medical treatment for underserved mothers, especially those who need maternal fetal care from pregnancy complications. Helping these women will be the start of my life-long mission to catalyze positive change for my community.

Subha Perni, Michigan

His fragile smile breaks tentatively into the griminess of the room. He introduces himself with a flourish, his hands creating shadows in the sharp Indian sunlight on the wall of the Family Care Foundation's Deaf Outreach Center. Over the weeks I volunteer with this young man named Sunil, helping him learn to read and write. I vividly remember the day that I helped him and the other children put on a silent musical with their hands, their fingers moving in a glorious sort of mute melody. Ultimately, I recognize myself in him and in everyone else I have ever worked with. During my time volunteering with various people, ranging from children with neurological disabilities to elderly nursing home residents and veterans of foreign wars, I have felt connected with each and every person I have met. Volunteering with them satisfies a yearning within me that seeks basic interaction unadulterated by the facile considerations that dominate so many other aspects of our lives.

Jeffrey Rosen, Connecticut

I have played the piano since I was six, performing in the usual assortment of student recitals. I never once imagined that my playing would have any real importance to anyone outside of my family. However, three years ago I started to perform at the Avon Health Center, a home for the infirm where nearly everyone is in a wheelchair or hospital bed. Many residents cannot even comprehend what is being said to them. However, music allowed me to connect to these people in a way that nothing else could. Each time I go, I play a mixture of classical music, some by the great composers and others of my own composition. After the concert, I walk around the room, thanking the residents for their time and shaking hands with each one of them. Some residents tell me that they haven't had someone play the piano for them in years. Even though some others are unable to speak, I can still tell that they appreciated the performance. Since the day that I first stepped into the health center, I have come to fully appreciate the transformative power of music.

Angel Saez, Puerto Rico

During my last Spring Break, I participated in a Jesuit Service Mission to the impoverished community of Lirios, Costa Rica. My life would never be the same after entering Lirios and coming face to face with a myriad of small houses built out of decaying wood and rusty zinc panels and separated by a muddy road where several barefooted children played soccer with a paper ball. Witnessing the many hardships these Costa Ricans faced has filled me with a deep determination, a resolve that has instilled in me the desire to address the social responsibility of giving a potent voice to the most vulnerable members of our society. After my Jesuit service mission in Lirios, Costa Rica, my professional goals have drastically changed; I no longer seek education to simply secure my personal success. Instead, I expect education to provide me with an opportunity to initiate social change. Most importantly, I now firmly believe that my studies, talents, and job positions will not be as personally fulfilling if people in need around me are unable to benefit from them.

Vivek Sant, Massachusetts

While volunteering at the Red Cross as a sophomore, I was exposed to some deeply moving real-life situations in my community, including gas leaks, children affected by fire, and local servicemen serving in Iraq. I immediately resolved to start a Red Cross Club at my school, the first of its kind in northeastern Massachusetts. I divided the 85 members into teams every month, seeking leaders to step forward for each team. With this approach, we raised \$1600 for victims of Hurricane Katrina and \$180 for children burned by fire. We sent care packages and cards to our troops in Iraq, made 300 comfort care packages for disaster victims, and packed 420 disaster awareness kits for school children. My goal was not only to motivate students to help the needy but to also give the joy of leadership to a large number of students. As club President, I was able to obtain funding from local sponsors, negotiate town and store permits and fee waivers, and publicize events. In the process, I was able to create more than 25 leadership positions. The students were not only happy to help out locally, nationally, and internationally, but they were also thrilled to be leaders.

Jay Shah, Wyoming

It is my nature to share my knowledge to help others. Even though I have completed several community service projects, there is one that sticks out in my mind. I taught computer classes for adults at the public library. Nowadays, computers play an increasingly important role in people's lives. Thus, it is imperative that a person be able to use a computer competently. However, I noticed that many people in my community did not either have access to computers, or did not know enough about them; therefore, I suggested that I teach computer classes. I co-taught an Introduction to the Internet class. In this class, I covered the basics of the Internet and how to use it advantageously. I also independently taught a class on "HTML – The Art of Webpages," a class covering basic to advanced HTML topics including webpage structure, formatting, colors including color code, links, pictures, sounds, movies, basic forms, etc. They learned at a speed with which they were comfortable, and no one was left behind. The library administrators were so pleased with my teaching that they requested that I teach a similar class for teens and another computer class for children in June and July respectively.

Chelsea Shover, Pennsylvania

Because I felt the National Honor Society should make an impact on the community outside of our school, and because pediatric cancer is a subject scary and close to the hearts of many, I led the National Honor Society in organizing a Dance-a-Thon to raise money for the Four Diamonds Fund, which provides care for children with cancer and support for their families, and funds pediatric cancer research. To get the community involved, and to reduce expenses, I contacted numerous local businesses, many of which were interested in helping with our charitable endeavor. In all, we received from businesses, club members, students and friends, "four diamonds" (two pair of diamond earrings as incentives for fundraising), 1000 drinks, sponsors for the backs of t-shirts, cheap pizza, a troupe of belly dancers and a student band to perform, door prize donations, and a DJ. The Dance-a-Thon was a fun success, and my countless hours of preparation were worth it: we doubled our goal and raised over \$10,000. The positive outcomes of this endeavor were not strictly monetary. Though we helped children and families who benefited from the fundraiser, we also experienced the joy of doing something positive for the community beyond our school walls.

Garrett Smith, Utah

My youngest brother was adopted by my parents when he was 20 months old. He came to our family with a lot of medical, emotional and developmental issues. He attended the Children's Center, which helps children ages 3-5 work through various emotional and developmental problems. I have tried to be involved in his life and help out as much as I can. One way I was able to gain additional understanding of my little brother's issues and provide service to children in the community with similar problems was through my Eagle Scout Project. Working with the leadership and therapists at the center, I was able to provide a plan of service in two specific ways. The center constantly needs trained volunteer assistance in classroom and playground settings, and also accepts donations for the children to offset budget limitations. I received special training so I could work with children in the classroom, and spent many hours in that setting working side by side with the therapists. I developed valuable leadership skills by organizing a "most needed supplies drive" in my neighborhood. I coordinated the efforts of my scout troop to communicate, collect and deliver several truckloads of supplies to The Children's Center. This experience enriched my understanding and love for my little brother and other children who suffer.

Lova Sun, Alabama

For the past two years, I have performed laboratory research at Alabama State University regarding the effectiveness of silver nanoparticles in inhibiting infection of Respiratory Syncytial Virus. Though it started as simply a summer volunteer activity in which I shadowed other researchers, my involvement with virology research soon fostered in me a genuine fascination with and desire to investigate new therapies for RSV, the leading cause of respiratory illnesses in infants. The summer before my senior year, I trained other high school students new to the lab and started an independent research project for which I developed and performed experiments involving human epithelial cell culture, protein gels, immunofluorescence assays, and viral infections. Through my work, I discovered that silver nanoparticles, when coated with a special capping agent, significantly inhibit RSV infection. I was named a Siemens Competition semifinalist, presented my findings at the International Congress of Nanotechnology in San Francisco, and submitted my paper for publication to the Journal of Nanobiotechnology. However, in my mind, the most valuable gem I will take away from this experience is the personal satisfaction of knowing that I am capable of serving the community by researching possible treatments for a deadly virus.

David Tao, Kentucky

As a middle school student in rural Kentucky, I noticed that some of my classmates received free or reduced-priced lunch. Although many of the kids from Bardstown's poorer neighborhoods attended my school, the statistics shocked me; over half of the student body relied on the school system's aid for meals during the week. Further inquiries directed me to the local food pantry, a necessary program for the area's needy. Many of the classmates who received free lunch at school depended on the pantry's shelves for meals at home. Families in need of food assistance had to do their best with the few cans of vegetables that the pantry could spare. In 2002, I founded The Wagon of Hope Food Drive, which has collected over 23,000 food and toiletry items for the needy of Nelson County. Initially, I used my childhood wagon for collecting and then delivering the donations to the local pantry. Eventually, I recruited and trained volunteers, who have been vital to the continued success of the program, especially when I went out of state for boarding school. I still spearhead the program and plan to continue my mission to help the less fortunate citizens of my community.

Will Taylor, Montana

This December, I had the opportunity to organize and run our school's annual Holiday Food Drive. This is a traditional source of school-wide competition — the classes competing against each other for bragging rights while simultaneously providing a warm meal for many families in the area. This year, I faced a tall task to beat last year's total of over 6,000 pounds of food for even more families. While the bulk of my work was spent talking with local businesses, going door to door in neighborhoods across the valley, and hauling foodstuffs across town, the most rewarding aspect of this task was delivering the food to the recipients. After all of the organizing, tabulating, and distributing was accomplished, small groups took the food directly to the families who would need the food just to make it through the winter. The genuine love and compassion that they gave in return outweighed the countless hours and almost 13,000 pounds of food (a school record) that the experience entailed.

Amy Varallo, South Carolina

During the course of high school, I've come to realize that no matter how grim my life seems at times, I've been exceedingly fortunate. With this realization came the overwhelming sense that I needed to help others who have not had the same experiences and privileges. I've been motivated to proffer my time in many ways, whether I am distributing food at the local soup kitchen or tutoring at-risk middle school students. My favorite project, however, incorporated my love for the Harry Potter novels with an interest in foreign languages. I recruited a handful of my friends with the intent of producing an educational video designed to help Romanian students learn English. We parodied Harry Potter, with many mishaps and retakes along the way. After sending the video to my English teacher's Romanian colleague, I received an email articulating that the video had been a great success. Though I haven't (yet!) drastically altered global interactions, I do believe that volunteering in the community is a way to show appreciation for the many chances and opportunities I've been given, and I fully intend to continue nurturing this idea in the future.

Bret Voith, Florida

My mother exuded care and love for others in all she did, especially in her commitment to our church's Sunday school program. Unfortunately, her diagnosis of ovarian cancer prevented her from continuing her passion and eventually took her life. In an effort to carry on her commitment, I devoted myself to teaching elementary Sunday school with the same passion and drive she demonstrated. The activity has been more rewarding than I could have ever imagined. The feeling of contributing to the development of young minds is unmatched. From helping students with a difficult four-syllable word to receiving a visit by a much-matured student from a previous year, the activity has granted me an expanded perspective on giving to others. Observing the response of my students to my classes, I realize that each of us can make a direct impact on the lives of those around us. With this in mind, I focus my instruction on teaching my students the importance of helping others. Through this lesson I hope to further develop myself, and my students, into responsible world citizens.

Craig Western, Georgia

While volunteer work certainly serves as a chance to give back, I also see it as an opportunity to learn about myself and about others. No event has filled both roles better than Red Carpet Day (RCD), a retreat for teenagers with cancer. Founded by an 18-year-old cancer survivor, RCD brings cancer patients from multiple states to Lake Lanier, Georgia, where they spend four days visiting Atlanta's top attractions, skipping lines at Six Flags, riding in limos, and, most importantly, experiencing freedom from chemotherapy and radiation. After seeing my mom undergo treatment, I jumped at the chance to volunteer — and I loved every moment. From carrying Charley on my shoulders around Six Flags to dancing on the riverboat cruise with Tenia, I'm honored to have contributed to that unforgettable event. I often worked behind-the-scenes — organizing meals, cleaning up, ironing out details — and I occasionally found myself in difficult discussions with the patients. Ultimately though, we aimed to show the participants a good time. I grew close to many of the kids, and RCD allowed me to grasp what they've been through. That feeling of understanding, respect, and admiration has been my greatest reward.

**John Allen Zumpetta,
West Virginia**

I had the privilege of establishing a summer MathCounts program for middle school students. This program provided enrichment to the bright children in our economically suffering area. I acquired an interest to organize this program because I wanted to give middle school students a chance to advance their abilities and nurture their academic talents. I also felt that I could make an impact on the students by being a positive role model and showing them the importance of giving back to the community. I tried to improve my students' overall outlook on academics and life. I did everything I could to challenge them and pushed them to always strive to learn more. I hope that pushing these students to work to their utmost potential will in turn improve the community. Eventually, the community will be placed in the hands of these young people. So, my hometown will greatly benefit from their thirst for knowledge and improved desire to succeed. Furthermore, I greatly benefited from teaching these students. Teaching has helped me realize the significance of being a positive role model and the importance of responsibility. This program had a significant impact on my life and hopefully on my students' lives.

2007
Presidential
Scholars
Teacher
Recognition
Awardees

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

Jaqueline Alden (NH)

Mathematics
Manchester High School West

Erin Ankrum (WV)

Math
Follansbee Middle School

Suzanne Antink (CA)

Mathematics
Palo Alto Senior High School

Peter G. Arthur (MA)

Social Studies
Andover High School

John Barnes (VA)

Mathematics
Maggie L. Walker
Governor's School

Dennis Bates (NY)

English
Hobbs High School

Paul Baudendistel (MO)

Physics
Saint Louis University
High School

Janice E. Bear (OK)

English
Eisenhower Senior High School

Laurie Bednarek (IN)

Chemistry
Penn High School

Kevin E. Behne (NE)

History
Prague High School

Jerilyn Bergdahl (VT)

Biology and Chemistry

William Billington (England)

AP Chemistry, Earth and Space
Lakenheath High School

Robert Bond (ME)

History
Gorham High School

Sallie Bookman (PA)

Gifted Studies
Penn Manor High School

Dale Brabec (AK)

Physics
West Anchorage High School

Tom Canino (CA)

English
Incline High School

Robert Carp (NY)

History
George W. Hewlett High School

Jeffrey Childs (CA)

Voice
Mercy High School

Jessica Clark (DC)

Biology

Karon L. Cogdill (TX)

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

Janet Colbert (TN)

Latin
Webb School of Knoxville

Linda S. Conlon (PA)

Secondary Gifted Support
Coordinator
Quaker Valley Senior High School

Tony Cornforth (OK)

Mathematics
Oklahoma School of Science and
Mathematics

Dan Corr (WA)

Science
Lewis & Clark High School

Mary J. Cox (WV)

Music
Scott High School

Jennie Creer-King (UT)

Ballet

Mara Cregan (PA)

Literary Arts
Pittsburgh High School for the
Creative and Performing Arts

Adella Croft (UT)

Mathematics
Skyline High School

Robert Crowell (OR)

Music - Jazz Arts &
Communication
Magnet Academy

Joseph Cypressi (MD)

Sculpture
Carver Center for Arts and
Technology

Ian Davies (AZ)

Mathematics
Catalina Foothills High School

Iris Diaz (PR)

Social Studies
Academia Menonita

Jack Driscoll (MI)

Creative Writing
Interlochen Arts Academy

Peggy G. Dyson (AL)

Biology
Bayside Academy

Ann Eckardt (WY)

English
Cody High School

Andrea D. Eshelman (NH)

English
Keene High School

Laurie Frank (OH)

Student Services/Gifted Education
Sycamore Schools

Diane C. Freeman (GA)

Math
McIntosh High School

Pamela Fujinaka (HI)

Chemistry
Iolani School

Jean Gill (LA)

English
Benjamin Franklin Senior
High School

John Gillett (WI)

Math
St. Ambrose Academy

Melissa Gladtko Coultas (MA)

General Studies
Hunnewell Elementary School

John Goebel (NC)

Mathematics
The North Carolina School of
Science & Mathematics

Dennis Gonnerman (IA)

History
Des Moines Christian School

Maria G. Gonzalez (FL)

English

Lisa Grabarek (NC)

Humanities
Saint Mary's School

Jane Grandusky (FL)

Arts Educator - Magnet
Coordinator
Dreyfoos School of the Arts

Beenu Gupta (DE)

AP Biology
Charter School of Wilmington

Fred Haase (IN)

Latin
The Culver Academies

Holli Hamner (SC)

English

Mark Haynes (NE)

Latin
Creighton Preparatory School

Christine Hays (CO)

History
Poudre High School

Anne Heil (TX)

Psychology AP
Westside High School

Cynthia Heller (OR)

Mathematics
St. Mary's Academy

Jane Hester (IL)

Humanities (Retired)
Kennedy Junior High School

Ann Hitchings (CT)

United States History
Convent of the Sacred Heart

Ellen Holzman (NY)

English
The Wheatley School

Matthew Hrevnak (NJ)

Mathematics
John P. Stevens High School

Jon P. Hughes (VT)

History
Bishop John A. Marshall Middle
School

Linda H. James (TX)

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

Adam Jenkins, Jr. (IL)

English
Belleville Township High School
West

Kristen Johnson (MA)

Biology
Phillips Academy

Lisa Johnson (CO)

Chemistry
Cherry Creek High School

Susan Johnson (FL)

Physics
C. Leon King High School

Alyson Jones (MS)

Head Guidance Counselor
Cleveland High School

Joseph R. Kerner, Jr. (MA)

English
The Roxbury Latin School

MaryAnn Klongland (WI)

Reading
Glenn W. Stephens Elementary School

Richard Kovatch (LA)

American & British Literature
The Saint Paul's School

Edward Kramer (OH)

English
Solon High School

Megan Lambert (NC)

English
East Chapel Hill High School

George Lang (DC)

Science
Sidwell Friends School

Niccole Long (HI)

English Language Arts
King Kekaulike High School

David Longest (IN)

Drama
New Albany High School

Candace A. Lynch (TN)

English
Farragut High School

Taira Lynch (IN)

Biology
Batesville High School

Rosalie Mackay (UT)

US History
Timpview High School

Robert Marley (MA)

Mathematics
Barrington High School

Beth Mazanec (MT)

Orchestra
Helena High School

Cynthia McCoy (NV)

English
Clark High School

Theresa McDaniel (MD)

Painting and Drawing
Carver Center for Arts and Technology

Laurie McKern (OK)

English
Warner High School

Brian McKernan (MT)

Counselor
Loyola Sacred Heart High School

Linda Mead (NE)

Oral Communications
Creighton Preparatory School

Susan Mehlhorn (ME)

Mathematics
Berwick Academy

Gene Menton (MI)

Science
Detroit Country Day School

Kurt Meyer (CA)

Mathematics
Thacher School

Patricia Miller (MD)

Biology
Montgomery Blair High School

Diane Miller (WY)

Biology
Natrona County High School

Gino Molfino (MD)

Photography
River Hill High School

Steve K. Morgan (AZ)

Chemistry
Corona del Sol High School

Erica Morrison (MO)

English

Robert Murphy (AZ)

AP Biology
Sedona Red Rock High School

Jeanne Neupert (England)

English
Lakenheath High School

Robert J. Noel (MN)

Spanish/History
Oak Grove Lutheran High School

Jane Occhiogrosso (NJ)

English
Madison High School

Mary O'Keeffe (NY)

Math

Sheri Owens (IL)

Music
Highland Park High School

Cherie Pasley (ID)

Guidance Counselor
Bishop Kelly High School

Tallon S. Perkes (TX)

Music

Ron Poplau (KS)

Community Service
Shawnee Mission Northwest High School

David Quarfoot (CT)

Mathematics
Choate Rosemary Hall

Eileen Quinones (PR)

Spanish
Colegio San Ignacio de Loyola

Michelle Radio (KS)

Gifted Education
Blue Valley North High School

James Randolph (FL)

Acting
New World School of the Arts

Bill Rawlins (UT)

Mathematics
Viewmont High School

Patti Raynock (PA)

Biology
Palisades High School

William Richardson (AR)

U.S. History
Conway High School East

Keren Robertson (CA)

English
Los Altos High School

John W. Rogers (MI)

American History
Western High School

Pamela Rush (DE)

Chemistry
Charter School of Wilmington

Kjell Rye (WA)

Technology
James A. Garfield High School

Frank Sachs (MN)

Academic Teams/Advisor
The Blake School

Jeffrey Schaetzke (WI)

Theater
Dominican High School

Nancy Schick (VA)

US History, European History
Los Alamos High School

Gregory Schweers (TX)

English/World Literature
Cistercian Preparatory School

Jason Sebern (SD)

US History
Brookings High School

Eric Severson (MN)

Drama
St. Paul Academy and Summit School

Ronald Shinn (AL)

Music

Will Shotwell (RI)

English
Lincoln School

Bill Shulz (SD)

English
Stevens Senior High School

Jeannette Spain (TX)

Gifted and Talented Mentorship
Fort Bend Independent School District

Sally Stevens (OH)

Economics
University School

Lisa G. Stillman (MS)

Advanced Mathematics
Home School

Janice Strickland (AK)

English
East Anchorage High School

Linda J. Strojan (SC)

Guidance Counselor
Aiken High School

Ira Taxis (NY)

Composition
The Juilliard School

Tatia Totorica (ID)

AP Calculus
Boise High School

Leyda Vakarelov (Indonesia)

History
British International School
- Jakarta

JoAnn Wadkins (OR)

Physics
Lincoln High School

Dora Wagener (AZ)

Japanese
Mesquite High School

Janeth P. Waggoner (TX)

Gifted Ed./Curriculum Design
Carrollton-Farmers Branch ISD

Lily Weiss (TX)

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

Thomas Wermuth (IL)

Violin

George West (AR)

Economics/Civics
Central High School

David Wilkinson (OR)

English (AP Language)
Westview High School

Allyson Williams (GA)

English
Roswell High School

Shana Williams (IL)

Social Studies
Wheaton-Warrenville South High School

Michael V. Woodward (TN)

History
The McCallie School

Patricia Worsham (VA)

English
E. C. Glass High School

Peter Wozniak (NY)

History
Manlius-Pebble Hill School

Glenn Zwanzig (KY)

Biology
duPont Manual Magnet High School

2007
Teacher
Recognition
Awardees
Reflect
on Teaching

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

Jaqueline Alden, New Hampshire

I love being around enthusiastic students, whether it's in the math classroom, taking them to a math meet, or having them visit after being in college. I get tremendous satisfaction when a student tells me that all the hard work in my class helped them be successful in their college math class.

Erin Ankrum, West Virginia

The moment my students' faces show a math concept has become crystal clear – the “aha!” moment – makes this the only profession I could imagine being in. Thanks to Ms. Geraldine Dail, who refused to let me keep my math anxieties, I have the privilege of challenging and being challenged by phenomenal students like Scholar John Zumpetta.

Suzanne B. Antink, California

Mathematics unlocks the breathtaking view of the order of our minds as well as its astounding chaos. It's the human language of poetic communication that describes our world and dreams. Math, the backbone of thought, embodies the principles of demanding work and giddy successes. In mathematics, students and teachers share pure joy.

**Peter G. Arthur, Massachusetts
- In Memoriam**

Peter was an incredible teacher and coach who dedicated so much of his time and love to his students. He shared his strong values and deep level of commitment with both his students and his colleagues. He continually challenged his students to reach beyond their own expectations and to find strength within themselves. “Find your path, give back, make good choices.”

John Barnes, Virginia

The most gratifying aspect of teaching for me is to witness my students' accomplishments, realizing that I was able to offer my support along the way. In ways they do not realize, I learn as much from my students as they learn from me.

Dennis Bates, New York

I teach because I love the lights - the lights of understanding lit in pupils' eyes. Furthermore, students are generators keeping my lights on: a true teacher instructs, but also shares and continually learns. No matter what subject I focus on: art, language, or literature, humanity is always the underlying theme.

Paul Baudendistel, Missouri

To paraphrase a recent benediction, “Thank God for the gift of learning and the privilege of teaching.” My philosophy of education is that students live up to what is expected of them. Dare to challenge!

Laurie Bednarek, Indiana

After twenty-two years in this noble profession, I am still moved by a student's “aha” moment of understanding, overjoyed at a student's academic success, challenged by a student's “what if” questions, and inspired by a student's willingness to meet and exceed the high expectations set forth. Oh, what blessings!

Kevin E. Behne, Nebraska

I was inspired to join the teaching profession by my parents (both teachers) and several of my high school instructors. I still enjoy the daily challenges, which are many, and especially hope that my students appreciate their role as citizens of the United States. Teaching is an adventure in learning – both for the student and the teacher.

Jerilyn Bergdahl, Vermont

A student hurried into honors chemistry class, exclaiming in mock indignation, “Mrs. Bergdahl, what did you do? I see chemistry everywhere now!” The classroom buzzed with conversation about chemistry relevance and connections. For a student, there is no greater stimulation to continue making connections; for a teacher, no greater satisfaction.

William Billington, England

As a teacher and a coach, on the pitch and in the classroom, the goal is to prepare my charges to achieve more than they believed possible. It is an honor and an inspiration to work with and learn from students who constantly challenge themselves and tenaciously strive for excellence.

Robert C. Bond, Maine

Teaching, at its best, is the art of encouraging passion for learning. It is thrilling because I get to share that which I love with young people who are passionate about educating themselves. When I see a student develop a new found interest in history, economics or Model United Nations because of my work the satisfaction is immense.

Sallie Bookman, Pennsylvania

The honor of working with highly motivated, goal-oriented, and focused students who have established a lifelong quest for knowledge is a genuinely rewarding experience. I am truly inspired by their creativity, tenacity and drive. Their competitive nature holds them to high academic standards, yet they retain that ever-important love of learning. I feel very lucky to be in their midst!

Dale Brabec, Alaska

Teaching is one of the most rewarding professions, and it's the one to which I want to dedicate my life. Seeing a student who has a confused facial expression change to comprehension when they internalize concepts and get the big picture – that is my motivation.

Thomas Canino, Nevada

“The horror, the horror.” That was the class valedictorian’s speech at the end of my first year of teaching... about me! She returned from MIT the following year grateful that we had had English class together. I am inspired by every student that comes back valuing our time together.

Robert Carp, New York

It has occurred to me that teaching and gardening have much in common. To be a teacher (gardener) you need careful selection of material, patience, an ability to adapt, and hard work. It can produce spectacular results; you see growth, maturity and success and know you helped make it possible.

Jessica Clark, District of Columbia

My father, a teacher of thirty years, told me to always ask my students about their games and performances. He understood, as I do now, that each student brings into class a unique set of experiences. Discovering what motivates and inspires my students has made teaching endlessly exciting for me.

Karon L. Cogdill, Texas

As a teacher, nothing is more inspiring than the moment a connection is made and the light goes on for my students. Creativity. A whole new magical world opens up. I am able to see the results of that moment as the students move from pupils to Artists.

Janet G. Colbert, Tennessee

A student may not necessarily use the actual information he learns in a high school classroom every day for the rest of his life, but he will use the thought process obtained by learning the material. I know I have done my job when my students know how to think.

Linda Shaw Conlon, Pennsylvania

She said in her essay, “If it wasn’t for Mrs. Conlon...” Nearly everyone who has ever attended school can remember that one special teacher, from among many who cared, the one who made a difference. Decades later, I can still remember mine. To be that teacher for one of my students is the ultimate legacy. I love my job, my calling.

Tony Cornforth, Oklahoma

As a math teacher, I cannot resist the urge to express my thoughts on teaching in theorem form. If POE = my philosophy of education, P1 = a passion for math, P2 = a passion for teaching, and P3 = a passion for developing relationships with interesting young people, then POE = P1 + P2 + P3!

Dan Corr, Washington

I strive daily to demonstrate my passion for science and to instill that passion in students. My goal is to motivate and challenge simultaneously. The greatest rewards occur when average, hardworking students in my Honors Science class ultimately become top students in my AP Biology class.

Mary Jewell Cox, West Virginia

As an instrumental music director, I spend additional time with the great majority of my students. My most rewarding experiences have been observing young people grow in character. Often, teachers are the only role models young people have. When I dwell on my responsibilities as a music educator, I am most interested in my students’ becoming people of integrity.

Jennie Creer-King, Utah

I teach because every day I am able to see my students excel and reach their goals. Their success is my success. I have seen brilliance in my students.

Mara Cregan, Pennsylvania

The most satisfying moments in teaching are when students decide that they are engaged in their own learning and become vested stakeholders in their future. I relish these moments – knowing that I have been a positive influence in their development as artists, writers, and individuals.

Adella Serrin Croft, Utah

Mathematical knowledge is powerful: the more you know, the more opportunities will present themselves. I believe that dialogue, exploration, writing, and a well-developed sense of humor are essential for an effective math class. I measure my success, not by my pass rate, but by my retention rate!

Joe Cypressi, Maryland

Being able to give kids the skills they won't get anywhere else at the high school level. Seeing their faces when they understand and when they are successful with those skills. Having a student say "thank you" for helping them find success. These are the most rewarding things about teaching.

Ian Davies, Indonesia

Javanese say: "We are a blank canvas and everyone we meet leaves a brush stroke upon us." Teaching adds that touch of humanity, passion, curiosity and hope that makes "just another painting, a masterpiece." As my students become world citizens, "making a real difference," I am inspired and made a better person. It is my honor to know them.

Iris Diaz Davila, Puerto Rico

As an educator, one of my greatest joys is seeing a student strive to reach his or her full potential. History is my passion and to inspire my students with the same passion is a wonderful challenge. I truly enjoy being able to help and guide them as they achieve knowledge, wisdom, and find their place in history.

Peggy Dyson, Alabama

The joy of teaching and the joy of learning are inseparable; teachers share both with our students as we learn from them and with them, and they learn from us. Nowhere is this more true than in biology, where new discoveries seem to come at an ever-accelerating pace.

Ann Eckardt, Wyoming

Teaching is greeting my students each day by name; knowing their dreams, fears, tragedies, and favorite sports team; and then interweaving reading, writing, and thinking into their lives. It is a pain in the neck, the ultimate high, and always a surprise to be paid to do what I love.

Andrea D. Eshelman, New Hampshire

I teach because it fosters my own intellectual, spiritual, and artistic growth while contributing toward the repair of the world. I'm inspired by Allen Ginsberg's words, "The only thing that can save the world is the reclaiming of the awareness of the world. That's what poetry does."

Laurel Frank, Ohio

More than the teaching of subject matter, the true joy in being an educator is derived from the opportunity to guide and inspire students to take ownership of their learning, to take risks, to challenge themselves, to experience the joy of real learning, and to develop a sense of self.

Diane C. Freeman, Georgia

Each year I attempt to abide by three main themes in my classroom. I want my students to have fun learning math. I intend that they will work harder than they had planned to, and when the year is over, they will say: she cared about me.

Pamela Fujinaka, Hawaii

Teaching is a chance to make a difference. It might happen in a moment of discovery after a well-executed demonstration, or more likely in the spirited discussion of the one that failed. But with each new day and each student there is always that one more chance.

Jean Gill, Louisiana

The best teacher deals with life in its highest complexity. I teach the purely aesthetic in literature and creative writing, but with the absolute principle of: "don't write a lie; don't read a writer who lies to you." The finest student writing, no less than a master's, is grounded in truth.

John Gillett, Wisconsin

I teach mathematics to strengthen students' ability to reason correctly. I teach about Jesus to share my faith in our loving creator and redeemer. I teach about his Catholic Church because in it faith and reason unite in the truth that sets us free for happiness.

Melissa Glatke, Massachusetts

There is no better reward than to see light bulbs go on in students' minds and to watch them ask questions, make connections and come to new understandings about their world. It is a gift to be a part of opening up my students' hearts and minds.

John Goebel, North Carolina

I have always loved learning mathematics. My teachers inspired me to become a teacher. I was kept inspired by students who demonstrated the same passion for learning mathematics. That is the greatest compliment any student can give to a teacher.

Dennis Gonnerman, Iowa

The Bible says: "A plan in the heart of man is like deep water, but a man of understanding draws it out." (Proverbs 20:5) To give students the means to draw from that well of understanding is why I thank God for all the gifts of teaching He has given me. This award truly goes to Him, not me.

Maria G. Gonzalez, Florida

My passion for teaching is fueled by my love for children and by my unconditional belief in the promises they hold. Being recognized by Bret Voith – an admirable human being and a newly-minted Presidential Scholar – as his most inspiring teacher is both an honor and the highlight of my career.

Lisa Grabarek, North Carolina

Studying the Humanities tests our courage to change our minds about what it means to be human. I love to see one of my students realize her freedom to think, hold herself responsible for her thinking, and then do the difficult and satisfying work of thinking for herself.

Jane J. Grandusky, California

I feel most satisfied when students are genuinely engaged in creating something they feel is important. I value the work of each of my students and hope they see this as confidence in their choices and support of their learning.

Beenu Gupta, Delaware

Teaching Biology is rewarding. I enjoy teaching students concepts of life, such as why constant stress increases blood glucose levels that can lead to many potential problems. My passion, enthusiasm, and persistence brought many students to their full potential. The enjoyable moments are seeing their radiant faces when they succeed.

Fred Haase, Indiana

There is a Latin aphorism “Dum doceo, disco,” which translated means “While I teach, I learn.” I have learned much over the years from my teachers and colleagues, but especially have learned from my students. To interact with them and my subject makes each day a new and exciting experience.

Holli Hamner, South Carolina

Life in my classroom is about relationships... interpersonal relationships and curricular relationships. A credible relationship with students is essential to listening and being heard as we explore ideas together. I am honored to gain my students' trust. Seeing former students continue on with enthusiasm and purpose is the greatest reward.

Mark Haynes, Nebraska

What motivates me as a teacher is the opportunity to draw students outside of themselves and persuade them to see the world through the eyes of individuals from different backgrounds, cultures, and time periods. I want them to grow in their respect and concern for every person on our planet.

Christine Hays, Colorado

I've guided students in historical study for 32 years; however, this is not my primary responsibility. If I can help develop critical analytical skills, my students gain remarkable tools for their future. If I help mentor kindness, compassion and camaraderie, they will give the world a gift.

Jane Hester, Illinois

It has been my privilege and good fortune to work with the most amazing students, supportive parents and congenial teachers over the course of my 32-year career. Students who work to their potentials and make positive personal choices motivate me to do my best work. Pure joy results!

Ann P. Hitchings, Connecticut

In our mission statement, we commit to educate to “personal growth in an atmosphere of wise freedom.” Dedication to that goal opens the world both to students and teachers. Scholar Jackie Nesi embraces and is empowered by challenges, and I value the opportunities I have had to share in her journey.

Ellen Solow Holzman, New York

I tell students I will never ask of them or myself more – or less – than their best. Once, while I was teaching a heterogeneous ninth grade class, a bright boy complained that he hadn't gotten an A on an essay that was the best in the class. “Yes,” I replied, “that's true. But is it your best?” The next paper was.

Matthew Hrevnak, New Jersey

My motivation as a mathematics teacher is the question, “When am I going to use this?” Having my students understand the derivation and practical application of each concept is my ultimate goal, not just the process of solving the problem. I believe in making mathematics enjoyable and meaningful. “Carpe Diem.”

Jon P. Hughes, Vermont

Seeing a smile on a face where one is not usually found, or drawing out that “Wow, I really understand this!” look on a student's face is what makes it all worth while. If I can make all my students smile before I head home I can sleep well.

Linda H. James, Texas

I live for the moment when the studio crackles with excitement as students and teachers share their talent, creativeness and passion for the arts. Four years in a high school student's life fly by so quickly. Thankfully, the cycle renews itself with each incoming class of promising young artists. And, the “ahas” begin again.

Adam Jenkins, Illinois

My greatest feeling of accomplishment comes in seeing the shy sophomores who begin my class present confident speeches by semester's end. This ability to communicate effectively is the key that will unlock any door they will later wish to open. For Scholar Derrick Cooper, the doors to success are already open wide!

Kristen C. Johnson, Massachusetts

Since I began as an educator, I have been engaged in teaching students at all levels of Andover's biology curriculum. I take greatest pleasure in those “ah-hah!” and “that's so cool!” moments of realization in my interactive classroom. Seeing students excited about science makes my “job” all worthwhile!

Lisa A. Johnson, Colorado

The “newness” of every single day in the classroom is one of the reasons I enjoy teaching so much. Carefully thought-out lesson plans may need to be abandoned or quickly refined if a lesson just isn't clicking or if at some critical moment I decide there is a better and more creative way to teaching a topic. I am creative and innovative and teaching offers me the stage to bring the numerous topics of Chemistry alive to my students. I simply love what I do.

Alyson B. Jones, Mississippi

Knowing I have made a difference in even just one student's life is enough. It's the moment when I see a former student and he thanks me for not giving up on him and for helping him to see and reach his full potential for success.

Joseph Kerner, Massachusetts

After almost 50 years as an English teacher, I can imagine no more rewarding way to spend a lifetime or invest a life: inspiring young people to love literature and language, to think and feel deeply, to imagine and dream – and to do something genuine and generous with their lives.

MaryAnn Klongland, Wisconsin

My proudest moment as an educator was when Scholar Mallery Olsen chose me to receive this honor. I taught Mallery her first 2 years in public education, that being Kindergarten and First Grade. I currently teach Reading Recovery to struggling first graders. My passion/motivation/drive is “if I can’t get these children reading, who will?” Relying on next year’s teacher is not an option for me. I have one chance with these kids and this chance is life-altering. To give kids the best start in education is what inspires me.

Br. Richard Kovatch, Louisiana

My motivation and style come from St. John Baptist de La Salle: We teachers “carry out a work that requires us to touch hearts, but we cannot do this except by the Spirit of God”; therefore, we must remember that “the main conversion [of our students] is of the heart; without it, the conversion of the mind is quite sterile.”

Edward Kramer, Ohio

My passion has been the opportunity – both inside and outside the classroom – to guide young minds on a path to the future. I believe the goal of teachers is to provide the compasses with which students will set a course to their horizons and ultimately realize their life’s potential.

Megan Lambert, North Carolina

I teach to refute Mark Twain’s claim that “Classics are books that people praise and do not read.” I want my students to see that great literature is not dull, and that our classroom community provides a place for us to bring these works to life through our shared inquiry.

George Lang, District of Columbia

I have enjoyed teaching physics and math for the past 40 years. While much remains the same in an introductory physics class, there is still a great deal of change. For example, next year I am using a cd for the text – no book! The best part of teaching for me has been the kids – they keep me young and add a lot to my life.

David Longest, Indiana

In “As You Like It”, Shakespeare wrote: “All the world’s a stage...” As a theater teacher, my twist on the Bard’s line is “The stage is the world.” In this world, we study history, literature, drama, science, art, technology, psychology, music, design... we do it all! I am blessed.

Allyson Lynch, Tennessee

Students might recognize Hamlet’s famous soliloquy from Billy Madison, but in my class they truly grapple with “to be or not to be.” We discover literature’s truths: some assuring, others challenging. Such experiences confirm education’s value, but for me, cultivating positive, personal relationships with students yields the greatest reward.

Taira Renee Lynch, Indiana

I became a teacher because I love science and wanted to share my enthusiasm for the subject. I still share that enthusiasm with my students; however, it is the acts of kindness, the model of responsibility, integrity, and passion for life that I hope to pass on to my students.

Rosalie Mackay, Utah

After 40 years of teaching, I still get excited teaching subjects that I love – history and government – to students that I come to love each year. What better job could I have? Teaching a gifted, self-motivated student like Scholar Kenneth Brewer is like icing on the cake.

Robert Marley, Rhode Island

I stress to my students that education is the key to freedom and opportunity. A well-rounded education gives students choices and allows them to discover their gifts. I am grateful to have had great teachers that provided me with an excellent education. I am motivated to give that same gift of education to my students.

Cynthia McCoy, Nevada

I teach 20% English and 80% how to be a human being. My greatest joy is seeing my Presidential Scholar and a student from Clark Challenge (a program that places students who have never had honors classes into an honors program) working together, each contributing in his area of expertise.

Laurie J. McKern, Oklahoma

Dr. Thomas Fuller once said, “Education begins a gentleman, conversation completes him.” Education is an ongoing conversation between myself and my students, who need a safe environment in which to test their thoughts and ideas before unleashing them on the unforgiving public.

Brian McKernan, Montana

As a counselor, the most important (and rewarding) part of my job is forming strong relationships with my students. Having the honor of really getting to know every student in my school not only gives my days meaning, but also allows me to have a true impact on their lives.

Linda Mead, Nebraska

People have asked why I’ve remained in teaching for 39 years. My response: because of the great “get it” factor. In classroom speeches and in forensic competition, it has been seeing the joy on a student’s face when he knows that he can speak with eloquence and confidence. He “gets it!”

Susan (Zan) Mehlhorn, Maine

My elementary school's motto was "Learning is fun!" That was my experience and is one of my primary classroom goals. I dedicate this recognition to those who inspired and motivated me: Ted Wuerfel at Lotspeich, Dennis Reichelderfer, George Luthringer, and Neil Smith at Seven Hills, and Gary Rosen, Steve Fisk, Dick Chitham, and Jon Goldstein at Bowdoin. They proved that learning is even more fun when it challenges you to extend beyond what you believe yourself capable of accomplishing.

Gene Menton, Michigan

American science education is highly regimented. We teach from a uniform set of textbooks; we cover a standard, often state-mandated syllabus; and we teach toward the end goal of student achievement on a standardized test. What is important to me is that students do science beyond the classroom. I facilitate involvement in student research that gets them involved in the actual process of science.

Kurt R. Meyer, California

Students are teachers as well as learners, so they are the true motivational force in the classroom. It is they who stimulate the honing of my teaching, and as I learn so do they. What they give to me creates what they gain for themselves.

Diane Lynn Miller, Wyoming

"Find out what you like doing best and get someone to pay you for it."
— *Anonymous* This sums up how I feel about teaching. It is the most challenging career I could ever imagine. The very best aspect of teaching is my students; they are intelligent, funny, creative, and highly entertaining.

Patricia Ann Miller, Maryland

Training a new generation of scientists is both a daunting challenge and an incredible privilege. From the enthusiasm expressed at the first sighting of a microscopic organism to that moment when comprehension dawns, students offer their appreciation for my teaching. Best of all, though, is the laughter we share.

Gino Molfino, Maryland

My job as an educator of art and photography is to make students uncomfortable: shake up what they know, consider the possibility of a different point of view, and get them to ask why – all while addressing the challenge of critically discovering the beautiful in the seemingly ordinary. A student once informed me that I ruined her life. She declared that she had trouble making it through brushing her teeth without analyzing the many decisions and actions that it took to complete the daily activity. I smiled and said, "You're welcome."

Steve Morgan, Arizona

The thing I enjoy most about teaching is the sense of accomplishment that students leave my class with. I am so proud to watch them move confidently through the lab. I hope that I can inspire them as much as they inspire me.

Erica Morrison, Missouri

Albert Einstein said: "The most important thing is not to stop questioning." As an English teacher, my most important charge is to teach adolescents to think independently and critically about the world around them and to express these ideas clearly and passionately. The questions my students raise are much more intriguing than their answers!

Jeanne Neupert, England

Teaching is both a vocation and a privilege. Teaching is both frustrating and fulfilling. When a student confides that she enjoys studying Shakespeare, or a former student writes to tell me that I have prepared him for college writing, I feel that I am helping prepare my students for life.

Jane Occhiogrosso, New Jersey

I have spent 33 years teaching high school English – hopefully challenging and inspiring my students through academic rigor coupled with kindness, and certainly being challenged and stimulated by them. My reward comes when these students succeed and return to thank me for the role I played in their success.

Mary O'Keeffe, New York

Knowledge is a wonderful thing: the more you give away, the more you have for yourself. Sharing what you know with others deepens your own understanding. Students who share my joy in teaching others inspire me and bring me great happiness.

Sheri Owens, Illinois

I can't imagine a profession that's more rewarding than teaching. As a choir director, I'm fortunate to teach my students for four years. It's a tremendous gift to share in their journeys through the struggles and triumphs of adolescence. My students' energy, creativity, spontaneity, and eagerness to learn make each day a refreshing experience.

Tallon S. Perkes, Texas

My motivation is to preserve the traditions of classical music. However, the students fuel my enthusiasm for teaching. I find satisfaction in showing them their potential to formulate a goal and work towards it, develop technique, observe analytically and intuitively, define a concept, then communicate it expressively through their instrument.

Ronald Poplau, Kansas

Indeed, I would rather teach than work! Doctors save lives, but teachers change lives. What an honor to be a vital part of a student's life and affect him or her forever. Education lasts an entire lifetime. Sacred Scripture said it best: "Those who teach shall shine like the stars forever!"

David Quarfoot, Connecticut

I love teaching because, at its most basic and revealing level, education is the purest of pursuits. Each day I have the opportunity to share the humbling truth of the universe, and in doing so, carry the awesome responsibility of presenting it as honestly and effectively as I know how.

Eileen Quiñones-Díaz, Puerto Rico

Each day a challenge, each day a reward. Being able to teach language and literature for the last 22 years has been an unparalleled gift. Energy, dreams, inquiries, discoveries, progress in a magical space- the classroom. Educating is a life long journey that transforms my students and me. It is indeed a joy.

Michelle Radio, Kansas

The world is a wondrous place requiring complexity of thought and courage of action. At the highest level, teachers inspire their students to live deliberate lives balancing knowledge, justice, and compassion; finding their own best selves within. At the point students pick up the gauntlet and exercise their faith responsibly through gratitude, respect, and service, our reward is revealed.

Patti Peterson Raynock, Pennsylvania

I believe in my science teaching that by mentoring students I can not only promote scientific literacy, but also engage students in exploring the wonders and mysteries of the natural world.

William Richardson, Arkansas

I enjoy teaching history and the social sciences, however, I most enjoy seeing my students excel in the classroom. I feel that if I am not putting forth my best effort, then my students will not succeed. I believe a teacher must be willing to go the “extra five miles.”

Keren Robertson, California

Thursday evening, I start the stack of freshman sonnets on my desk. A love poem from Jinjoo to her opposable thumbs. An ode by Kelly to the monsters under her bed. Then, a perfect sonnet. Dennis’ first finished work in weeks. And I’m reminded (again) of how much I love this job.

John Rogers, Michigan

In a time period that seems to bring a terrific push to raise test scores, I have always felt education was a human endeavor, and that my primary role was to create lifelong learners. Using the energy the kids bring to the classroom, I hope to make learning interesting for them. Then the goal of higher achievement can be more easily attained.

Kjell-Jon Rye, Washington

The experience in the Global Technology Academy at Garfield High School transforms young lives through practical leadership development and inclusive, immersive cultural exchanges to help underserved people throughout the world achieve digital literacy and self-sufficiency. Our student teams travel the world to install refurbished computers into networked school labs.

Frank Sachs, Minnesota

Even before I began my career as an educator, I possessed a strong desire to make a difference in the lives of students while being respectful of each individual’s gifts. I believe in the infinite possibilities of every individual’s ability to succeed if their gifts are properly nurtured and guided.

Jeffrey Schaeetzke, Wisconsin

I truly believe that no matter what challenges are put in front of students, they can and most likely will always exceed them. I love working in a field where young men and women are encouraged to share their talents, share their passions, and share their lives with each other.

Nancy Schick, New Mexico

When I retired, my students made t-shirts featuring my favorite quotation, “A little rebellion now and then is a good thing.” Thirty-seven years in the classroom shaped me into an occasional rebel. I tried to teach my students that to stand up, speak out, and effect change is indeed healthy.

Fr. Gregory Schweers, Texas

Literature presents the imaginative world of ideas and values in conflict. Teaching Dante’s “Inferno” or the stories of Flannery O’Connor is such a challenge because I get to lead my students vicariously through it all, and come out on the other side – enriched by the words and wisdom of masters!

Jason Sebern, South Dakota

Teaching is an opportunity to make a positive difference in the lives of young people. It is also a great responsibility, and I cannot think of a profession more significant or more rewarding.

Eric Severson, Minnesota

I believe learning is kaleidoscopic; the best learning is multidisciplinary, and perhaps that is why I am drawn to literature and theatre: for their intersections through various disciplines – philosophy, history, music, art, psychology and the symbiosis created from such crossings.

Ronald Shinn, Alabama

It is fundamental to believe in the enormous capabilities of young people and provide the atmosphere and thought processes that can nourish their spirits. As a classical pianist, it is wonderful to find young people who, inspired by challenges to mind, body and soul, rise to unbelievable levels.

Bill Schulz, South Dakota

Three minutes before class, I looked up from my desk into an unfamiliar face. “Mr. Schulz, I was a student in your class fifteen years ago. My family and I are on our way to Colorado, and I wanted to stop and thank you.” The bell rang. He left. Class began.

Jeannette Spain, Texas

Building positive relationships with students is the foundation of education. Teachers provide students with the skills, concepts, and attitudes to become life-long learners and successful professionals. I am satisfied and pleased when my students no longer need me as their teacher, but still count me among their friends.

Lisa Stillman, Mississippi

Teaching at home has been a delightful blessing. Our family swam with dolphins while studying about the ocean, packed our books and spent five months in Europe, learned more about God, camped in the Grand Canyon in the fall, completed the textbooks, and produced two National Merit Finalists.

Janice C. Strickland, Alaska

“Be an opener of doors for such as come after thee.” Using the words of Ralph Waldo Emerson, Hillary Walker, my Scholar, captures the essence of teaching. In ascribing to me the “power to open doors, whether they are the doors of literature or the doors of a Parisian café,” Hillary defines my mission: to challenge intellectually and to empathize with the human condition.

Linda Jewell Strojan, South Carolina

As a Guidance Counselor, I try to teach responsibility, self-reliance and problem solving, and yet, each day I benefit from the sheer talent, the decency, the wonder and the enthusiasm of those with whom I work, and I have hope. What other profession lends itself to such reward?

Ira Taxin, New York

I have the good fortune to teach talented and gifted children at The Juilliard School. It is wonderfully rewarding to be a vital part of their musical development, and for some, their professional careers. Each day is filled with challenge, promise, and the joy and love of music.

Tatia Totorica, Idaho

I cannot imagine anything more gratifying than helping students understand, appreciate, and apply complex mathematical concepts. Providing clarity, instilling a sense of confidence, watching students’ excitement when meeting with success, and witnessing the evolution of their attitudes toward mathematics is the most satisfying labor of love I can undertake.

JoAnn Wadkins, Oregon

When a student asks a thoughtful question, when they tell me about their day, when they join me for a good laugh, when they accomplish something they never thought possible, when they learn something new in my class, I am enriched.

Dora J. Wagener, Arizona

I first entered teaching with a “short term” attitude: this would not last a lifetime. After only one year, I was addicted. I love teaching students about Japan and its language, but what motivates me, what addicted me in the first place, is the interaction I have with my students.

Janeth P. Waggoner, Texas

Both teaching and learning have always been my passions. As an educator, I perceive challenging, nourishing, and enriching students as a privilege. I share with students that learning is fun, valuable, and a life-long experience. I love teaching and supporting others as they learn, as well as learning myself.

Lily Cabatu Weiss, Texas

I consider recognition by a student as the highest honor in teaching. When our building was demolished last year to make room for a new state-of-the-art facility, leaving only the original 1922 building standing, my students (past and present) became my teachers by renewing in me something that I instilled in them long ago - that the magic of art, creativity, and learning is imbedded within the students and the faculty, not in the building. When one of my students chose the rubble of the old building as the site for a photo shoot and said, “...for those in pursuit of the arts, there are (spiritual) things here that a physical change can’t take away,” I knew my teaching had come full circle.

Thomas Wermuth, Illinois

Every student who walks through the door is an opportunity to fill each page of their lives with wonderment, excitement, and challenge. I can imagine nothing more gratifying to which to devote my life’s work. I am honored to be of service in this capacity in this lifetime.

David A. Wilkinson, Oregon

I strive to prepare students for meaningful participation in civic discourse, and I believe political activism is an integral part of teaching. I’m honored to be entrusted with helping shape young minds, and I believe that it is not my job to tell students what to think, but to teach them *how* to think.

Michael V. Woodward, Tennessee

Teaching is more an avocation than a vocation, and good pedagogy represents a potpourri of talents: acting, preaching, lecturing, listening, warning, and discussing. After thirty-six years, teaching young people remains a lively and invigorating challenge, filled with real opportunities to share the confusion and complexity, the excitement and the tragedy of our nation’s past. One incident: A former student, an outstanding football player here at McCallie, emailed me his excitement on debating his professor on certain notions and ideas of Plato and Aristotle! Sometimes it sticks.

Patricia Worsham, Virginia

I have the best job in the world. Each day I do what I love – share my passion for language and literature with young people. From the simplest haiku to the most challenging novel or sestina, I believe in the beauty and power of words to inform, inspire, and transform lives.

Peter Wozniak, New York

It takes three things to make a good teacher: love of subject, love of teaching, and love of kids. I am blessed in that I have been able to have a career in which each of these three loves is fulfilled.

Glenn Zwanzig, Kentucky

I am in love with teaching. My students inspire me. I love being in the classroom and watching the excitement when the students learn new things. I believe that students can be pushed to high levels. Each student has their own plateau and I strive to help each of them reach it.

The Commission On Presidential Scholars and its Partners

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

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



Stanley E. Taylor, Virginia
Commission Chair

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



Richard Bearden, Arkansas

Senior Partner, Impact Management Group, Inc., a Little Rock Southern strategy and grass roots-based political consulting firm. State Director of the Bush for President Committee-Arkansas; Chief of Staff to Congressman Jay Dickey (R-AR4) from 1993-1995; Executive Director of the Republican Party of Arkansas from 1990-1992 and 1996-1999. Managing Partner, Capital Resource Management from 1999-2000. One of *Arkansas Business Magazine's* "40 most influential businessmen." Board member of The Little Rock Club from 1996-1999; Board member and legislative committee chairman, Professional Counseling Associates from 1995-2001. Currently serving on President Bush's Commission on White House Fellowships. Served as an instructor on Building Democracy for the International Republican Institution in Washington, DC.



Glen T. Becerra, California

City Council Member in Simi Valley, California, elected in November of 1998. Currently a Public Affairs Region Manager for the Southern California Edison Company. Former Legislative Aide to Assemblyman James L. Brulte, responsible for legislation dealing with California's utility industry and the State Allocation Board, which finances the renovation and construction of public schools. Former Deputy Director for the Office of External Affairs in the Administration of Governor Wilson, overseeing the operation of the Governor's field offices and serving as liaison for constituent groups. He is an active community member, serving on the Simi Valley Education Foundation and Boys & Girls Club Board of Directors and participating in the Economic Development Collaborative of Ventura County. Council Member Becerra and his wife Sally have two children, Elizabeth and Nicholas.



Scott A. Bundgaard, Arizona

Scott Bundgaard served Legislative District 19 in the Arizona State Legislature for eight years. First elected at age 25 to the Arizona House of Representatives, Scott was elected two years later as the youngest member of the State Senate, serving as Chairman of the Senate Finance Committee for six years. He also served on the Appropriations, Judiciary, Commerce, Natural Resources & Environment, and Joint Legislative Budget Committees. Scott coaches basketball for the Boys & Girls Club, the City of Glendale, and Arizona Youth Sports. He is an active board member and a mentor with MatchPoint, a faith-based one-on-one mentoring program for at-risk youth, affiliated with Prison Fellowship Ministries. Scott is a partner in a New York City private equity firm, resides in Phoenix with his wife Anne, and holds an MBA from Thunderbird Graduate School for International Management.



Hattie Daniels-Rush, Wisconsin

Hattie Daniels-Rush is a licensed marriage and family therapist in the state of Wisconsin. She is a former secondary school English teacher, and has worked in the Milwaukee Public School District as a social worker, case manager, and program coordinator for HR Academy. Mrs. Daniels-Rush is extremely active in her church and community. She is a weekly radio talk show host, and, in 2001, was appointed by Milwaukee's Mayor John Norquist to serve as the city's Faith-Based Liaison. She serves on numerous boards, including the Salvation Army Advisory Board, COGIC Social Services, Christian Business & Professional Alliances, Hysop Diagnostic and Treatment Center, and V&J Foods (a franchise of Burger King and Pizza Hut). She is the recipient of many honors, including the 2003 Outstanding Community Involvement and the 2003 Planters of Positive Seed awards, and has been named the African American Chairperson of the Wisconsin Republican Party.



Jeanne Ferst, Georgia

Mrs. Ferst has been deeply involved international, public, and civic affairs for over 30 years. She has served as a participant in many international conferences, including the Ditchley Conference of 1996 & 1999, the German-American Economic Relations Conference in 1997, and was a member of the President's Commission Hostage Compensation in 1981. She studied at the University of Chicago and then began working with the United Nations. Since then, she was a member of the President's Panel on South Asian Relief Assistance, the Acting Chairman of the Cultural and Civic Affairs Committee in Atlanta, Georgia, and a member of the Advisory Committee on Voluntary Foreign Aid with the Agency for International Development/US State Department. She is a board member of several international organizations, including the Southern Center for International Studies, and is a Trustee of the Morris Brown College.



Michael A. Galiazzo, Maryland

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



Robert A. Gleason Jr., Pennsylvania

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



Marcia A. Jackson, Virginia

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



Elizabeth K. Johnson, Virginia

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



Richard R. Kilgust, Texas

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



Robert L. King, Arizona

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



Manuel Lujan, Jr., New Mexico

Mr. Lujan currently owns his own consulting firm, Manuel Lujan Associates. He also sits on the Boards of numerous companies, including the banking, construction, electric, gas, and telecommunications industries. He was the United States Secretary of the Interior from 1989 to 1993 and a Member of the United States Congress from 1969 to 1989. As a Representative from New Mexico's 1st District, he was on the Interior and Insular Affairs Committee, the Science, Space and Technology Committee, and the Joint Committee on Atomic Energy. Mr. Lujan is the Organizer and Chairman of the Endowment for Excellence in Education, which provides college scholarships for students in New Mexico universities.



Modesto A. Maidique, Florida

Dr. Maidique is the fourth President of Florida International University (FIU), a public research university with an enrollment of 32,000 students. Appointed in 1986, Dr. Maidique is the longest serving public university president in Florida. He holds a Ph.D. in Solid State Physics from MIT and is a graduate of the PMD Program at the Harvard Business School. He has served as a member of the faculty at MIT, Harvard, and Stanford. He was appointed by former President George H. W. Bush to his Education Policy Advisory Committee, and was appointed by President George W. Bush's Education Transition Panel. He serves on the Board of Directors of National Semiconductor and the Carnival Corporation and he is a member of the Secretary of Energy Advisory Board.



Fernando A. Mateo, New York

Entrepreneur and self-made millionaire Fernando Mateo is President and CEO of Hispanics Across America, a not-for-profit organization promoting financial independence and homeownership for all Hispanics throughout the country. Mr. Mateo originated Operation "Toys for Guns", a popular anti-gun program, founded Carpet Fashions, and currently serves as President of the New York State Federation of Taxi Drivers. Recognized by the New York Chamber of Commerce & Industry for business excellence and commitment to New York City's growth, Mr. Mateo has been lauded by the state's entrepreneurial community for his work reflecting social responsibility. Mr. Mateo has lectured in the university, college, school and corrections circuits, and has conducted workshops on the dangers of drug abuse and criminality. Born in the Dominican Republic and raised on Manhattan's Lower East Side, Mr. Mateo is married with three children.



Charlotte Mohr, Iowa

Charlotte Mohr is a lifelong resident of Iowa, Registered Nurse, mother of four, and farming partner with Jim, her late husband of 42 years. Her career has included a 13-year appointment by then-Governor Branstad as the first chair of Iowa's Job Training Partnership Act Commission, and 18 years' service on the Environmental Commission. During her 32-year involvement with the Scott County Library, the system grew from one library to ten, culminating in a 2002 fundraising effort for the newest structure, in which she was instrumental. She served for 15 years as Chairman of the Scott County Board of Health, and continues as Chairman of the Board of Directors of Valley Bank-- in 1993, the first bank to be chartered in Iowa in 25 years. She was the state's delegate to the Associated Country Women of the World, traveling to Kenya in 1977 and Germany in 1980. In 2003, Charlotte was elected Trustee of the Herbert Hoover Presidential Library.



Robert E. Moss, Washington, DC

Robert Moss has worked in many capacities, but his primary role has been as a public policy strategist. From 1993-1998, Bob served as Vice President for Government Affairs for the American Automobile Manufacturers Association. He spent ten years as Vice President of Federal Affairs for the Coastal Corporation and served as deputy and then chief legislative and intergovernmental affairs officer for the Department of the Treasury. He also acted as Treasury's Congressional and White House liaison. Mr. Moss spent eight years in top staff positions on Capitol Hill and as a member of the Federal Election Commission, and served as chief legal counsel for the U.S. House of Representatives. He received his Juris Doctor from the University of California at Berkeley (Boalt Hall) and a Bachelor of Arts degree from the University of the Pacific in Stockton, California.



John F. Mueller, Wyoming

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



Laura E. Owens, Kentucky

In 2006, Governor Fletcher tapped Laura Emberton Owens as Kentucky's Secretary of Education. She previously served in the Education Cabinet as Deputy Secretary, and prior to that, as Commissioner of Workforce Investment, and holds further appointments to the Education Commission of the States and the Southern Regional Education Board (SREB). Before joining state government, she focused on education, workforce training and local government issues. She taught on the secondary and post secondary levels for some 20 years, and then became a curriculum coordinator and instructional specialist for the Barren County School District. She also provided leadership training as a communications consultant. In 2003-2004, Owens served as an elected city council member in Glasgow. She is a graduate of Western Kentucky University with bachelors' degrees in English and communication and a master's degree in communication. Secretary Owens and her husband, Donnie, reside in Frankfort, where he is Principal of Elkhorn Elementary School. They have a daughter, a son, and two grandchildren.



Andrea Peterson, Washington

Ms. Peterson, a music teacher at Monte Cristo Elementary School in Granite Falls, was named 2007 National Teacher of the Year by President Bush. Born in British Columbia and the child of a veteran teacher, she moved to the U.S. at age 8, graduating in 1991 from Washington's Onalaska High School. Despite winning a pre-med scholarship, she followed her heart to earn bachelor's degrees in vocal and instrumental music and music education from the University of Washington in 1996. Peterson was the State's first teacher in early and middle childhood music certified by the National Board for Professional Teaching Standards, and has taught in Granite Falls throughout her 10-year career. Thanks to her leadership in creating a music program despite scarce resources, nearly every 5th grader can read music and understand music theory and history. She introduced a cross-curriculum program incorporating lessons taught in classes like English and math and expanding on them in 8-week units. Peterson, the 57th National Teacher honoree, serves for a year as full-time national and international education spokesperson.



Bryan Pickens, Texas

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



Jean Potter, West Virginia

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



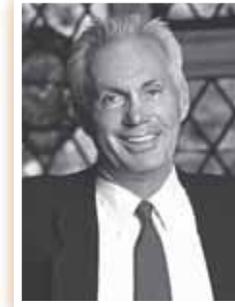
Robert Ray, Iowa

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



Renee Russell, North Carolina

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



Harvey W. Schiller, New York

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



Linda O. Shaw, North Carolina

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



Flo N. Traywick, Virginia

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



Mary K. Turner, Virginia

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



Paul G. Vallas, Pennsylvania

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



Fidel Vargas, California

Fidel Vargas is Vice President of Business Development at Reliant Equity Partners. Previously he served as Mayor of Baldwin Park, California, where his innovative approaches to city government earned praise as "best practices" by the U.S. Conference of Mayors. Mr. Vargas is a founding member of the Cesar Chavez Foundation, and has served on two Presidentially-appointed national Social Security commissions, including President George W. Bush's bi-partisan Social Security Study Commission. His career has also included posts as senior policy analyst to Los Angeles Mayor Richard Riordan, and Vice President of Phillips Brooks House, the community service organization of Harvard College. Mr. Vargas holds a Masters in Business Administration from Harvard Business School. He resides in Baldwin Park with his wife and three children.

The Presidential Scholars Foundation

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

Each year the Foundation raises funds from public and private sources to provide housing, transportation, meals and above all, education and enrichment activities for the Scholars during the program’s annual recognition events in Washington, D.C. Each year’s agenda aims to provide Scholars with structured ways to make a difference for those

in need in our Nation’s Capital; access to important national and international figures; and the opportunity to wrestle with issues that concern America and the world. Speakers, seminars and organized community service are essential components of this program. Through the years, Scholars have had the opportunity to meet with many distinguished individuals, including Justices of the Supreme Court, Senators and Congressmen, members of the President’s Cabinet and staff as well as the First Family, astronauts, poets, scientists, athletes, experts in international affairs, journalists, political strategists, and artists in a variety of disciplines. The generosity of the program’s supporters will help continue this great tradition, and connect successive classes of Scholars with each other and the program as mentors, peers, and colleagues.

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



PRESIDENTIAL SCHOLARS FOUNDATION

Honoring Outstanding Achievement by America's Youth

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

— President George W. Bush

May 2007

Congratulations, Presidential Scholars of 2007!

It is my pleasure to extend warm wishes from my fellow members on the Board of Directors, our generous donors, and over 5,000 Presidential Scholar Alumni. We stand in awe of your accomplishments as students, artists, leaders and citizens, and encourage you to continue pursuing your dreams. You epitomize the vast potential of America's youth. Since its creation the Presidential Scholars Program has helped to highlight thousands of great American success stories, and motivated new generations of gifted young people all across the country to try their wings and soar.

For more than twenty years this Foundation has proudly partnered with the White House Commission in celebrating some of America's best and brightest high school seniors. National Recognition Week is made possible by funds from public and private sources, and these funds are also used to offer further opportunities to current and past Scholars. The Foundation is your gateway to the growing Presidential Scholar community. We provide an avenue for you to continue the friendships established during National Recognition Week, and we are building new ways to connect our accomplished Presidential medallion recipients. Once National Recognition Week is over I hope you'll join us as an active member of the Presidential Scholars Association.

The Foundation and the Presidential Scholars Association are eagerly anticipating the program's 50th anniversary in 2014. Our goal is to have built a \$1 million endowment by that time, and we hope you and your families will help us meet this target. Your support will help ensure that the opportunity you've shared is always available for future classes of high achieving young people. To learn more, please visit our website: www.presidentialscholars.org.

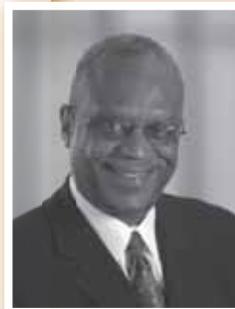
My colleagues at the Foundation and I applaud you on a job well done. We're very proud of – and happy for – each and every one of you.

Best wishes,

 James E. Farmer
 President

Members of the Foundation's Board of Directors

- James E. Farmer, President
- Matt Anestis, Vice President for Alumni Relations (1991 Scholar, CT)
- Sanford C. Nemitz, Treasurer
- Stanley E. Taylor, Commission Chair
- Scott A. Bundgaard
- Michael A. Galiazzo
- Susan J. Ganz
- Avery W. Gardiner (1993 Scholar, ME)



The Presidential Scholars Alumni Society

The year 2004 marked the Presidential Scholars Program's 40th anniversary. With great pride in the past and great enthusiasm for the future, that same year the Foundation's Alumni Relations Committee turned its attention to growing the Presidential Scholars Association, with the goal of engaging our distinguished alumni community in enhancing and sustaining this singular recognition program. The Association's mission is to "improve benefits for Scholars during National Recognition Week and beyond, to increase the public stature of the program and to encourage and celebrate true excellence in scholarship, public service, and artistic pursuits."

The Committee has joined the Foundation's Board of Directors in adopting an ambitious ten-year growth plan in anticipation of the program's 50th anniversary, in 2014. Already this outreach has resulted in successful Scholar reunions in Boston and Chicago; ongoing efforts to identify Class Chairs for the years 1964-present; development of distinguished alumni profiles and other enhancements to the Foundation's website; substantial fundraising among the parent and Scholar community in support of the program's continued growth and success; and increased participation and presentations by Alumni during our annual recognition events. We warmly invite the 2007 Scholars to join this effort. To contact us, to learn more or to become involved, visit the Scholars section of the Foundation's website, or send a message to our Vice President for Alumni Relations, Matt Anestis (1991 Scholar, CT), at MANestis@presidentialscholars.org.

The National Foundation for Advancement in the Arts

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

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

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

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

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



NATIONAL FOUNDATION FOR
ADVANCEMENT IN THE ARTS

Inspiring Young Artists for America's Future

June 2007

Dear Presidential Scholars:

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

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

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

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





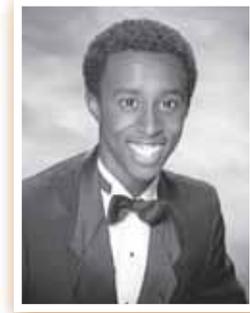
Melissa Apostolides
Executive Director



Simone Miranda Olson
Program Manager



Hannah Baker
Executive Advisor, 2005 Scholar (ID) Junior, Williams College. Major: Chinese.



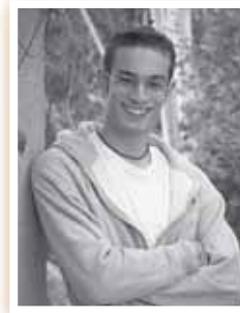
Abdullahi (Abdi) Farah
Executive Advisor, 2005 Scholar (MD) Junior, University of Pennsylvania. Major: Fine Arts major; Religious Studies minor.



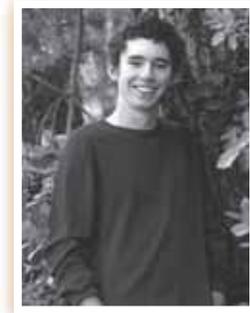
Nicholas Beck
Advisor, 2003 Scholar (MT) Graduate, Montana State University. Major: Chemical Engineering.



Cindy Cheng
Advisor, 2006 Scholar (LA) Sophomore, Harvard College. Major: Economics and Computer Science.



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



Nicholas Golinvaux
Advisor, 2006 Scholar (CO) Sophomore, University of Michigan. Major: Undeclared.



Ke Ji

Advisor, 2004 Scholar (MS)
Senior, Furman University. Dual
Major: Political Science & Asian
Studies.



Christine Levy

Advisor, 2006 Scholar (CO)
Sophomore, Yale University.
Major: Undeclared.



Amanda Rose Long

Advisor, 2006 Scholar (AL)
Sophomore, University of
Alabama/Huntsville. Major:
Business Administration.



Aman Prasad

Advisor, 2006 Scholar (ID)
Sophomore, Cornell University.
Major: Undeclared.



Uma Tadepalli

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



Alexandra Villasante

Advisor, 2006 Scholar (FL)
Sophomore, Duke University.
Major: Undeclared.



Linda Yao

Advisor, 2006 Scholar (WV)
Sophomore, Harvard College.
Major: Undeclared.



Faye Zhao

Advisor, 2006 Scholar (AR)
Sophomore, Yale University.
Major: Undeclared.





THE UNIVERSITY OF CHICAGO
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