NATIONAL RECOGNITION WEEK

June 22 - June 27, 2002
Washington, DC

National Recognition Week is Sponsored by:

The General Motors Corporation
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The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our Nation's most distinguished graduating high school seniors. Each year, up to 141 students are named as Presidential Scholars, one of the Nation's highest honors for high school students. In honoring the Presidential Scholars, the President of the United States symbolically honors all graduating high school seniors of high potential.

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

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

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

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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.

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

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

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

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

CONGRAT

THE WHITE HOUSE

WASHINGTON

May 13, 2002

Congratulations to the 2002 Presidential Scholars as you are honored for your accomplishments.

I salute each of you for your high standard of academic achievement and your dedication to community service. By using your talents to help others, you help ensure a bright future for our Nation. 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.

I commend the United States Presidential Scholars Program for helping students to pursue their academic goals, as they prepare for opportunities to serve our communities. I also salute the families and teachers for their guidance and support.

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

ULATIONS

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

May 2002

Dear Presidential Scholars:

It is my pleasure to congratulate you on being named 2002 Presidential Scholars. I am pleased to join in honoring you for your many talents and the hard work and self-discipline that have led to your success.

In receiving this honor, you have been selected to represent the achievements and potential of our nation's greatest resource – our young people. President Bush has said, "We must turn our principles into progress, and progress into excellence, and excellence into lives of hope and achievement." As Presidential Scholars, you are shining examples of the hope and achievement of which the President spoke.

I am pleased to congratulate you an your success and wish you well as you continue your education.

Sincerely,

Rod Paige

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

S P O

THE WHITE HOUSE
COMMISSION ON PRESIDENTIAL SCHOLARS
800 INDEPENDENCE AVENUE, SW
WASHINGTON, D.C. 20570-3600

June 10, 2002

On behalf of the Commission on Presidential Scholars, I join President Bush and Secretary Paige in congratulating the 2002 Presidential Scholars. This award recognizes not only academic excellence, but citizenship and leadership as well. An important element of President Bush's education plan to leave "No Child Left Behind" involves rewarding and recognizing those who achieve excellence. You, your family and friends and your teachers should be proud of the education excellence you have achieved. A special word of recognition is due to the teachers fot eh 2002 Presidential Scholars for the dedication they have shown to achieving excellence in teaching. Both Scholars and teachers set an example of high standards for all our nation's students, teachers, and educators to follow.

Mary Kramer

Chair
White House Commission on Presidential Scholars

N S O R S

GMAC

To the 2002 Presidential Scholars:

General Motors and GMAC Financial Services are honored to once again support and congratulate this elite group of American high school students designated as Presidential Scholars.

The Class of 2002 has demonstrated excellence in academics, community service, the arts and leadership. You are among the very best in these United States of America.

But with that excellence comes responsibility – to not only learn more about the world in which you live, work and share fellowship, but to reach out to those who are not as fortunate as you and to give thanks to those who helped bring you to the road you are on today.

We at GM and GMAC applaud you for your accomplishments and encourage you to seek even greater triumphs as you go down life's road.

Congratulations.

Sincerely,

John Finnegan

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

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May 15, 2002

MERCK
Research Laboratories

Dear Award Recipients,

Congratulations to each of you on being selected for this prestigious award. Your dedication to excellence and ability to persevere is evident and you and your family must be very proud.

Merck & Co., Inc. is a leading research-driven pharmaceutical products and services company. Merck discovers, develops, manufactures and markets a broad range of innovative products to improve human and animal health. Our company's overarching goal is to bring the best of medicine to the widest possible number of people. We believe that the keys to success in this endeavor and in our industry are innovation, values, and ethics.

Our values guide our decision-making day-to-day, and are best summarized in a simple statement made by George W. Merck, a former CEO and the son of our founder: "Medicine is for the people. It is not for the profits. The profits follow, and if we have remembered that, they have never failed to appear."

You who receive this award here today represent the future innovators of America and the world regardless of which career path you will walk down.

All of us at Merck wish you a future filled with health, success and fulfillment.

Sincerely,

Bennett M. Shapiro, MD

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

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Mr. Howard Rafal
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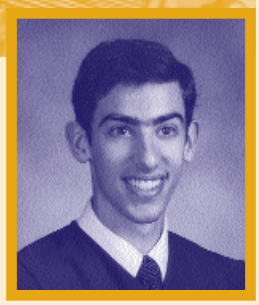
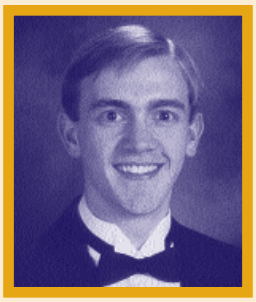
Thank you to all of the Commissioners, Alumni, and Friends for their donations.

2002 PRESID



Jason T. Abaluck, Huntingdon Valley, PA, Lower Moreland High School
College plans: Harvard University

I gain insight by reading books about theoretical physics and watching stations like CNN, PBS, and C-SPAN 2. I also learn by watching Seinfeld, playing Risk, ping-pong, tennis, and frisbee, and reading science fiction and hand-me-down books. Reading an SAT prep book my brother left lying around when I was in 6th grade improved my vocabulary but also introduced me to a writing style which would eventually help me become a guest author of the same book. Making a mathematical model of the South African HIV epidemic helped me better understand how even complex social interactions can be understood with mathematics. I love quoting Abraham Lincoln and believe, "If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it."



Darren R. Baker, West Jordan, UT, Jordan High School
College plans: Harvard University

If I had to pick one word to describe my interests, it would have to be variety. My scholastic interests range from chemistry and computer science to the study of history and foreign languages. As I move through college, I hope to gain exposure to a broad spectrum of academic topics while pursuing a focus in electrical and computer engineering. Outside of school, my interests are just as varied. I enjoy reading, working with computers, and playing basketball with my friends. I love the outdoors, and I get away whenever I can to go camping and mountain biking. Music is also an integral part of my life, and I have been heavily involved in choral programs in the school and community for many years. Most of all, I love to learn new things, and I look forward to the many educational opportunities that I will encounter in the future.

Matthew M. Boelig, Londonderry, NH, The Derryfield School
College plans: Yale University

I have been a New Hampshire resident for all eighteen years of my life. The extent to which this state is permeated by natural beauty has created in me affection for nature and a passion for being outdoors. Despite my propensity for using the adjective "wicked" far too frequently, one can tell that I am a typical New Hampsherite because I have been skiing for as long as I can remember. I am a member of my high school's varsity alpine racing, soccer, and baseball teams. My friends would describe me as amicable, funny, compassionate, and diligent in my studies. Some of my hobbies include reading, writing, watching Red Sox baseball, and playing the alto saxophone. I live my life by the principle that our time in this world is finite, and that one must strive to invest energy and heart in every action and endeavor that is undertaken.

Paula C. Brady, Riverside, CT, Greenwich Academy
College plans: Yale University

I am an only child, which is the direct cause for much of what describes me. Creative energies are always brimming in me as part of my personality, and being an only child governs how I feed them. The energy once spent on one-person plays, dancing and creative projects is now funneled into writing. I write for myself, and to capture the random moments that have come to define the microcosm of my room, my home, Riverside, Connecticut, and that of the greater world. I have found myself dually outgoing while contented in spending time alone, cultivating my other interests. I have found companionship for myself in writing, but my only-childness also translates into a need for other personal connections. These I have found in my family, through community service, involvement in the school community, and in a host of amazing friends.

Karen R. Brigman, Reno, NV, Robert McQueen High School
College plans: University of Nevada, Reno

I am not your typical quiet, studious type. I would much rather be - and usually am - enjoying myself out of doors on any given day, rain or shine. I thrive on a challenge, and I wouldn't be caught dead backing down on one. I am a head-to-head, go-get-'em, don't-mess-with-me kind of girl who's always on the fast track. Don't ask me how I manage to succeed - I just do anything and go anywhere my heart calls me to.

ENTIAL SCHOLARS

Antonio Ganguzza Campos
Still from *First Kiss*

2002 PRESID

Antonio G. Campos, New York, NY, The Dwight School
College plans: New York University, Tisch School of the Arts

Antonio Campos started making films at the age of thirteen when, despite his age, he was accepted at the New York Film Academy. There he made his first short film, "Puberty," which won second place in the National High School Film Festival. He has made subsequent films, his last being "First Kiss," which won him the NFAA award. He will begin his next project, "Pandora's Box," this summer and enter NYU's Tisch School of the Arts this fall. In his spare time, he has become a headliner on New York's comedy circuit as a stand-up comedian. He is thankful to Stanley Kubrick and his supportive family for his inspiration.

Elizabeth W. Carlisle, Missoula, MT, Hellgate High School
College plans: Harvard University

Elizabeth Carlisle is Class President and Vice President of her National Honor Society chapter. In addition, Elizabeth volunteers extensively with the Hellgate Key Club. She is an avid musician - drumset player for jazz band, soprano in choir, percussionist in wind ensemble and pep band. She also enjoys playing acoustic guitar and writing her own country music. She recently produced her first CD, "Thief in the Night," released December 2001. In addition to writing the music, Elizabeth sang and played drumset and piano on the album. When not involved in school and community activities, Elizabeth enjoys hiking in the Montana mountains with parents Lynne and Ray (and older brother Andy when he visits). Passionate about education, Elizabeth envisions a future career as a college professor.

Lauren S. Carpenter, Great Neck, NY, John L. Miller-Great Neck North High School
College plans: Princeton University

A native New Yorker, Lauren began her violin studies at the age of three, and at the age of twelve expanded her musical horizon to include singing, conducting, the viola, chamber music, and theory. Although she spends much of her time involved in music at the Manhattan School of Music Preparatory Division, she remains committed to her academics and community service. As the President of her TRI-M Chapter in school, she makes it a personal goal to heighten musical awareness in her community through performances at nursing homes and musical education for young people. While she intends on pursuing economics and finance at Princeton University, Lauren will continue her musical training in violin and conducting. She is inspired by and eternally grateful for the support and encouragement of her mother and two brothers, who have taught her what love and responsibility really mean.

Fernando J. Castro-Caratini, Guaynabo, PR, Colegio San Ignacio de Loyola
College plans: Washington University in St. Louis

Heat, humidity, and hurricanes have shaped my life. The archipelago of Puerto Rico has been my stomping ground for the past eighteen years (i.e. all my life). It has provided me with the diversity of three cultures that have joined to create one. Every day is a new day so I do not believe in routines. Best word to describe me? Spontaneous.

Lynne A. Chang, Cupertino, CA, Cupertino High School
College plans: Harvard University

As a little girl, I shunned Barbie's frilly dresses and Skipper's make-up kits. Instead of filling my wish lists with dreams of pretty dolls and matching dollhouses, all I wanted was Legos. I enjoyed making things, tearing things apart and creating designs that could ultimately do things. Being exposed to puzzles and problem-solving built my patience and perseverance and showed me how rewarding it was to make things work, and tackle things that I would have otherwise deemed 'impossible.' I learned to think outside of the box and utilize ultimate resourcefulness, but more importantly, I acquired the drive and confidence to seek other projects, lead other causes, realize other dreams. For the past four years I have dedicated myself to Key Club, marching band, field hockey, leadership in my school and school district, my family, my friends, and my car.

ENTIAL SCHOLARS

Michael C. Chen, Albuquerque, NM, La Cueva High School
College plans: Yale University

Michael C. Chen was born in Xiamen, China, and immigrated to the United States at age four. Since then, Michael has lived around the country, most recently in Albuquerque, New Mexico, where he spent his high school years. He enjoys reading, writing, piano, and a little racquetball on the side. Michael sincerely believes that the most important thing in life is the understanding of others, and he has tried his best to sample the perspectives of other peoples and cultures. Through all this, Michael has tried to keep a sense of humor in own view of life and is adamant about the notion that laughter is the best medicine.

Grace Chuang, Bloomfield Hills, MI, Lahser High School
College plans: California Institute of Technology

Grace was born July 5, 1984 in Cincinnati, Ohio and moved at the age of two months to Hsinchu, Taiwan. After moving to Taipei, Taiwan when she was three, Grace moved to Ann Arbor, Michigan at the age of four, and then to New York at the age of eight, where her best friend, Andrea Cody, still resides. After seventh grade, Grace moved to Bloomfield Hills, Michigan, where she had grand times with the Lahser High School Quiz Bowl Team, and met her boyfriend, Jeff Skaistis, and her wise pal, Jodi Liu. When she is not studying, napping, or eating, Grace enjoys driving on scenic routes, visiting museums, viewing beautiful architecture, and listening to classical music. She is currently an Objectivist. Long live Quiz Bowl!

Viktor Cicvara, Fairfield, CT, Fairfield High School
College plans: Columbia University

Although I spend time on academics during the school day, most of my activities are out of class. I'm heavily involved in debate, newspaper, and volunteering. I even started my own tutoring organization last year, teaching math to middle school students. When I'm not helping out with these organizations, I relax through many different hobbies. Besides my favorite pastime, listening to music (anything from classic rock to techno to jam bands), I like to play guitar in a gigging rock band, as well as make my own electronic music on the computer. Whenever I get out of the house, I play soccer or Frisbee with my friends. A sport I've participated in since third grade is karate, in which I have a second-degree black belt. Out of all these things, however, the thing I enjoy most is having philosophical discussions and good times with my awesome friends!

Gerald W. Clayton, Altadena, CA, Los Angeles County High School for the Arts
College plans: University of Southern California

Gerald was born in Utrecht, The Netherlands, and moved to California when he was one year old. He entered the Los Angeles High School for the Arts in 1999 and graduated in June 2002. Gerald's passion has always been music. In the third grade, after playing in a school talent show, Gerald knew that he would make music a life-long career. His father, a professional bassist, has always given Gerald guidance and support. Along with playing music, Gerald enjoys dancing, skateboarding, and just hanging out. Gerald believes in hard work and focus, but thinks having fun is a necessary ingredient in living a healthy life.

Bart A. Coffman, Hinton, IA, Hinton Community High School
College plans: University of Nebraska, Lincoln

I grew up on a farm in Western Iowa. As a child, I was always interested in how things work, and I have carried this interest into my college studies. I began my college career before my freshman year with a chemistry class. I have since completed the training for the CISCO Certified Networking Associate (CCNA). I also enjoy piano and vocal music, woodworking, and reading.

2002 PRESID

Megan E. Corrarino, Portland, OR, Sunset High School
College plans: University of Chicago

I've always known that my greatest weakness is also my greatest strength: I want to experience, explore, and learn as much as possible (which, more than occasionally, has led to over-commitment). I'm not content to be a "dabbler:" I don't want to do a little of everything. I want to know the reasons, how one corner of life impacts another. I love seeing connections, drawing lines. My class notes are spider webs of concepts tied together by the associations I've picked out. I'm fascinated by cause-and-effect, and consequently I love history, full of the perpetually debatable questions and the complex chains of events that lead from one point to the next. I'm enchanted by the poetry of words, and I love to write. More than anything, though, I love finding the things I've learned pop up in the world around me, invariably enriching my life.

Joseph A. Cotruvo, Jr., Washington, DC, Saint Anselm's Abbey School
College plans: Princeton University

There are two major tendencies of my personality—the serious, rational side, and the creative, less rational side—the trouble is how to integrate them. For example, I have many diverse interests, but I especially enjoy chemistry and music. The reason that I love chemistry more than the other sciences is that I feel it is the most creative: it requires the ability to visualize abstractions and complex interactions, in the effort to explain the processes fundamental to nature. I love music, however, simply because it is beautiful: it has the capability to transport me into another world. I particularly enjoy playing piano as well as composing; although these involve different sorts of creativity, reason, and discovery than chemistry, I believe I have reconciled my two tendencies in both of these subjects, yet there is still room for improvement.

Michelina A. Cox, Lander, WY, Wyoming Indian High School
College plans: Tulane University

I was born in Wyoming and moved to Tokyo, Japan where I attended Seisen International School from kindergarten before returning to Wyoming and completing high school on the Wind River Indian Reservation. I enjoy volleyball, basketball, ballet and violin. Being both American and Japanese grants me the privilege of appreciating the attributes of both cultures—the meticulousness and assiduousness of the Japanese, and the freedoms and opportunities provided by America. I have learned from many cultures through my travels around the world. Experience has taught me that there are intangible things that are constant in all humankind. Family and faith are such things, and I am blessed with the best. My grandmother's motto, which I have adopted, says it all: "With belief and diligence, dreams are realized."

Hanna H. Craig, Anchorage, AK, East Anchorage High School
College plans: Smith College

I love to be adventurous and have fun. As a little kid, I announced that when I grew up I wanted to be a carpenter, clown, inventor, and ice-cream lady. I have done them all. At age eight I saved up my money, bought a unicycle, and taught myself to ride around my neighborhood. Two summers ago I helped my grandpa build a house for Habitat for Humanity. Last summer I earned money driving an ice-cream truck. One summer my sister and I built a treehouse; we also built small gadgets and robotics projects, eventually leading up to a rescue robot that we are patenting. In my free time I play. I love to eat ice cream, dance, roller blade, and take pictures. My eighteen years in Alaska have taught me to love the outdoors while reminding me that a whole world is waiting for me just around the corner.

Heather H. Craig, Anchorage, AK, East Anchorage High School
College plans: Wesleyan University

Since I was a little girl I have been passionate about the sciences, but I enjoy the humanities and arts as well. In my free time, I love to take black and white photographs and print them in my home darkroom. I also love to travel. In recent years, I have delved into several scientific and engineering projects, including the design and construction of a robot that rescues people who have fallen through frozen lakes. Although my main academic endeavors are scientific, my interests are never limited by the traditional classroom setting. Ultimately, I pursue all my interests with fervor.

ENTIAL SCHOLARS

Matthew Hubbard Tyler
Still From *Mortimer's Pencil*

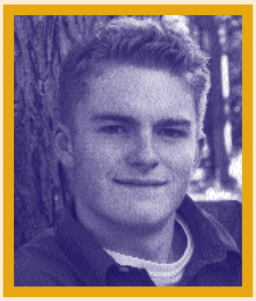
2002 PRESID

Michael A. Crayton, Anchorage, AK, Robert Service High School
College plans: Olin College of Engineering

Michael was born in 1984 and raised in Anchorage, Alaska. While waiting for the school bus during the dark, cold, winter mornings, he became fascinated with the astronomical wonders that surrounded him in the clear Alaska sky, especially the Aurora Borealis. He knew at an early age that he wanted to be an aerospace engineer. The following words describe Michael's personality: passion, comedy, motivated, fantasy, love, logic, honor, politics, and truth. A lot of his traits were acquired while in Boy Scouts, where also earned his Eagle Scout rank.

Robert N. Crider, Bellevue, NE, Bellevue East High School
College plans: Rice University

My family has always been the greatest motivating force in my life regardless of the activities I have pursued. In addition to the compassion and love that have typified my family life, my family has given me the tools for success—a powerful work ethic, an unending appreciation of the value of a good education, and religious faith. When my scholastic endeavors give me the opportunity, I enjoy debate and recreational reading. Religion is not the backdrop to, but the framework for my life.



Ian C. Crouch, Poland, ME, Edward Little High School
College plans: Duke University

Ian discusses Kierkegaard or *Tommy Boy* with equal ease and near equal enthusiasm, though *Tommy Boy* is funnier than existentialism. Ian has lived in Poland, Maine for all of his 18 years, and has spent the time enjoying bottled water and, well, that's about it in Poland. The Red Sox haunt his dreams. Nevertheless, love of a failing team has built character, though Ian secretly thinks he would have similar character if the Red Sox were more successful. Ian plays tennis fairly well, runs daily with average speed and skill, and reads (as well as anyone he assumes) each night before sleeping, something that seems to require no talent at all. Ian is humbled and flattered to receive this honor.

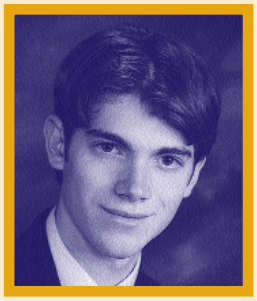
Lindsay E. Crouse, Wakefield, RI, South Kingstown High School
College plans: Harvard University

I live in a small Rhode Island town, but have traveled throughout much of the US, Canada, England, and Morocco, and have lived in Spain as an exchange student for two summers. Experiencing the lifestyles of regions other than my own has sparked a tremendous interest within me for learning about and understanding international issues and cultures. My other passion is long-distance running. Competing for my track and cross-country teams has continuously challenged me throughout my four years of high school.

Alexander J. Dahlen, Princeton, NJ, Princeton High School
College plans: Harvard University

Born and bred in Princeton, New Jersey, I am the product of my environment. Princeton is a college town full of people engaged in various scholarly pursuits and I couldn't help being influenced. I am interested in everything: music, literature, art, mathematics and physics. In my spare time I play bridge, ski and struggle to finish the Sunday *New York Times* crossword.

ENTIAL SCHOLARS



Carl D'Apolito-Dworkin, Providence, RI, Moses Brown School
College plans: Yale University

The seeds of the person I am and the person I hope to become can be found in my formative visual experiences. As a child, I first learned the power of visual images by watching animated films like *The Lion King*. I was awed by the intensity of many scenes and the way the films resonated with beauty and positive human qualities. I found that in even a single frame, like Quasimodo calling for sanctuary from the cathedral steps in *The Hunchback of Notre Dame*, could be electrifying. As I grew, art became my passion. Art helps me feel connected to something more important than myself. I believe that tender, evocative pictures can convey compassion and that thoughtful, creative illustrations can capture important values and emotions. I hope someday to be an artist and create beautiful images that sustain and inspire people.

Christine M. DeLucia, Manchester, NH, Manchester High School Central
College plans: Harvard University

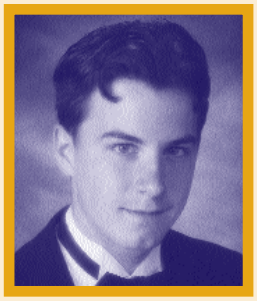
Daughter of Michael and Alice DeLucia, Christine is a graduate of Manchester High School Central. She worked on *The Little Green* student newspaper for four years, serving as Editor-in-Chief her senior year, and is most proud of an award she received for feature reporting. Christine has played the violin since third grade, and has performed in local pit orchestras, the Greater Manchester Youth Symphony, and the NH All-State Orchestra. She studied literature and journalism in summer programs at Phillips Exeter Academy and Cornell University, and is a National Council of Teachers of English writing award winner and National Merit Scholar. Christine is also an avid art student and a Sunday School teacher at her church. She plans to study English and the humanities at Harvard, and eventually hopes to pursue a career in journalism.

Eric L. Dowdle, Stevensville, MT, Home School
College plans: Brigham Young University

I was born in Salt Lake City, Utah. After moving three or four times, my family settled in Montana and started home schooling my sister and I. I have participated in Boy Scouts since the age of eight, graduating from Cub Scouts and attaining the rank of Eagle at fifteen. I have taken piano lessons for ten years and more recently taken organ lessons, along with teaching myself how to play the guitar. I like playing sports, especially basketball and soccer. I have always been interested in building and repairing computers and am planning on studying physics and computer science in college. I will be attending Brigham Young University starting fall 2002.

Jessica L. Ehinger, Phoenix, AZ, Greenway High School
College plans: University of Chicago

To me, there is nothing more powerful in life than writing. Through writing, we record our history, explain our beliefs, and define our existence. There is no war that was not ended by the written word, no scientific discovery that wasn't discussed through it, nor any love that wasn't developed with it. For me, writing has been a way to define myself, not only as a character within my works, but also as a social critic and observer through them.



Matthew A. Elkins, Owings, MD, Northern High School
College plans: University of Maryland, College Park

Matthew has lived in rural Calvert County, Maryland, for all of his life and has fallen in love with the pastoral lifestyle. Nevertheless, he is looking forward to enjoying his college days in an urban environment, and is eager to taste something of city life. Matthew has been involved in many theatrical productions, enjoys soccer competitively and recreationally, and has recently begun studying the fighting styles of Chinese Kenpo, Brazilian Jiu-jitsu, and American Shootfighting. Matthew is an avid chess player and computer programmer, and is active in his church as a Lector and Lead Altar Server. He thanks his parents and five sisters for all they have been to him throughout his life, and his Lord and Savior Jesus Christ for His sacrifice. Matthew is proud to be named a Presidential Scholar for 2002.

2002 PRESID

Kathryn M. Elsbury, Peck, ID, Orofino High School
College plans: Stanford University

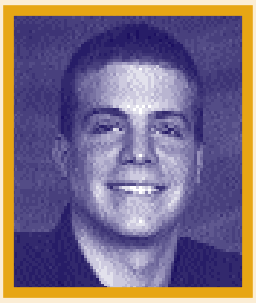
Katy is a National Merit Scholar with a 4.0 GPA who made the final valedictory address at her graduation ceremony and a hammer-thrower ranked among the top five high-school women in the country. She is also a free spirit who accepted her diploma with red nail polish on her bare feet and ribbon roses made by her little brother on her cap, a 6-foot 190-pound Amazon who won the limbo contest at her graduation party, and the only member of our local quilt guild under the age of 40. Her talent demonstration in the Junior Miss competition was "How to Field-Dress a Deer;" yes, she hunts, and she's never wasted a bullet. Despite all this, she believes that her most important accomplishments are the relationships she maintains with family, friends, and neighbors: she is as beloved by the quilt ladies as by her teachers, peers, and little brothers.

Andrew C. Elson, Sioux Falls, SD, O'Gorman High School
College plans: University of Notre Dame

I am from Sioux Falls, the biggest city in South Dakota, which is still pretty small. I am proud to be from the Midwest because the people here are kind, straightforward, and exhibit strong family and religious values- and strangers always say "hello!" Through the past eighteen years here I have learned to enjoy learning, which I feel is the key to success in school and beyond. I am interested in music, and hope to play Tuba for the Band of the Fighting Irish. Foreign cultures also fascinate me, and I am a huge fan of Spanish, which is not easily encountered in Dakota del Sur. My family, friends, teachers, and church have significantly influenced me, and I owe them a great deal. I consider myself lucky to be a South Dakotan and an American.

John R. Engelman, Bismarck, ND, Saint Mary's Central High School
College plans: University of Minnesota

My main interests are in trying to make myself as diverse and as well rounded as possible. I try to participate in any club, group, or sport that captures my slightest interest. I love trying to figure out how things work. Ever since I was a young child, I've dismantled and tried to reassemble any piece of technology I could. Although academics have been the core of my schooling years, I've always chosen to participate in other activities including football, track, student council, Spanish club, and volunteer activities like Habitat for Humanity and as a Jr. High tutor. The most important thing in my life is family. My parents, two brothers, and sister have always supported my endeavors and I'm eternally grateful to them. I plan on studying Computer Engineering at the University of Minnesota next year and hope to eventually earn a Ph.D. in that field.



William S. Fithian, Poquoson, VA, Poquoson High School
College plans: Harvard University

I was born in New York City and moved before I was a year old to Southeastern Virginia, where I have lived ever since. I consider myself an easygoing, relaxed kind of guy, and my interests are primarily in singing, mathematics, and science. I will attend Harvard this fall and most likely study computer science and eventually pursue a career in scientific research. In my free time I enjoy watching movies, reading newspapers, magazines, and books, singing along with CDs and the radio, and catching an occasional catnap.

Kermin Elliott Fleming, Lexington, KY, Paul Laurence Dunbar High School
College plans: Carnegie Mellon University

Elliott was born and raised in Lexington, Kentucky. He graduated first in his class from the prestigious Math, Science, and Technology Center at Paul Laurence Dunbar High School, having completed a 400+ hour research project and paper in artificial intelligence. Elliott's parents are Ike and Debbie Fleming who are, in his opinion, the best parents he could have possibly had. He enjoys reading, fine scale modeling, raising fresh and saltwater fish, and is an avid baseball fan. Elliott thanks God, his parents, sister Kimberly, mentors, teachers and friends for helping him achieve and without whom he would not be here today.

ENTIAL SCHOLARS

Amber Rose Ricke
Untitled
Black & White Print

2002 PRESID

David C. Foster, Normal, IL, University High School
College plans: Harvard University

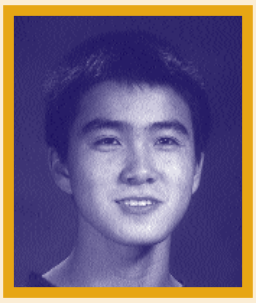
In many ways, I am a product of the places in which I have lived. I lived in Baltimore, and then the Washington, DC, area, until I was ten; from this experience, I took my interest in politics and love for cities. After living in DC, I spent five years in the conservative community of Lubbock, Texas. Having come out of that alive, I concluded that, like Cher and cockroaches, I could survive a nuclear holocaust. Finally, I ended up in my current home of Normal, Illinois, a small but more tolerant community that has given me the opportunity to be involved in everything from theater to HIV/AIDS peer education, a capella groups to local politics. Although I would not have chosen all of my various homes, in retrospect, I am grateful for the perspective they have given me.

Amy L. Franciscovich, Frederick, MD, Governor Thomas Johnson High School
College plans: Emory University

"Do not go where the path may lead, go instead where there is no path and leave a trail"—Ralph Waldo Emerson. And I have endeavored to do so. I enjoy a myriad of extracurricular activities—from soccer to Chemathon to drama. I strive to achieve in all aspects of life with energy and enthusiasm; this is best accomplished with a smile! An anonymous source once said, "Dance like no one is watching, love like it will never hurt, and live like heaven is here on earth." A four-year varsity soccer starter, I was named the 2001 National Soccer Coaches Association of America's Scholar Athlete of the Year and was selected to partake in the inaugural Powerade/McDonald's All-American Soccer Game. I also intern with the National Cancer Institute's Laboratory of Experimental Immunology.

Sheel C. Ganatra, Newark, DE, Charter School of Wilmington
College plans: Harvard University

Although my true passion lies in mathematics at this point, I continue to enjoy the pursuit of knowledge in general. It's just fun to learn new ideas and meet new people, and I hope to do plenty of that during my next four years at Harvard. I have several hobbies: "doing math," programming, reading, ultimate frisbee, and weight lifting. And this is no static list: I hope to form plenty of new hobbies in college, and greatly look forward to the excitement that college will bring. At this point, I can see myself becoming a researcher in mathematics, be it in academia or industry. However, my interests extend to physics and computer science as well, so I will keep my options open in college.



Xin Gao, Morgantown, WV, Morgantown High School
College plans: Stanford University

I was born in China and moved to the United States when I was seven years old. As a child, I saw Dad spend extra hours at the laboratory during nights and weekends to finish his Ph.D. I saw Mom work the long night shifts at local Chinese restaurants to help support the family. Like many new immigrant parents, mine, too, possessed the determination and work ethic to become successful in America. As I look around today at our beautiful house, our two cars, and all the wonderful amenities we now possess, I am amazed by the difference that a decade of hard work can produce. Through the observations and experiences of the past ten years, I truly believe in the powers of determination and hard work.

Max W. Gladstone, Sewanee, TN, Saint Andrew's-Sewanee School
College plans: Yale University

Max Gladstone would really like to write that he's a wild and crazy guy from Sewanee, Tennessee, but in reality he's pretty squared-away, although he has been known to cut loose on occasion. He loves writing, and does it whenever he can, although sometimes school and extracurricular commitments get in the way of the completion of the Great American Novel, although the "great" part is, he supposes, debatable. He practices Martial Arts, where he has demonstrated some skill in breaking things with his forehead, and Fencing, where his main skill seems to lie in the "accidentally putting one's foot through the gym wall" category. He is possessed of a (sometimes unfortunately) boundless enthusiasm for life, the universe, and everything. He thinks that Shakespeare is the king of literature, and believes in truth, in justice, in honor, and above all else, in Love.

ENTIAL SCHOLARS

Esinam D. Glakpe, New Orleans, LA, Benjamin Franklin Senior High School
College plans: Georgia Institute of Technology

"Esinam" means "the Lord has heard my prayers" in Ewe, the native language of my father's birthplace in Ghana, Africa. At first sight, my name appears difficult to pronounce, so most people call me "Essie," a name common in my mother's birthplace, the state of Louisiana. My name is unique, but it is fitting of my unique personality. I was born in Maryland but the "tides" of life brought me to Louisiana. I have interests in almost everything – mathematics, science, athletics, music, traveling, and creative expression – and I believe that only I set the limit on what I can and cannot accomplish. Someone once told me that "tomorrow is not promised to anyone," so my priorities are set to live life to the fullest extent and make a positive difference in the world. I value friendship and the beauty of humanity, but most of all, the steadfast support of my family.

Mary E. Griffith, Saint Albans, WV, Home School
College plans: Smith College

I love to perform music almost as much as I love to write it. Music is not only my main academic interest; it is also how I express myself and how I relax. I am a violinist, and perform in an orchestra and in the pit bands of many musical theater productions. Composing music, though, is my passion. To date I have written several chamber works, collaborated on an opera, and am hard at work at writing a song cycle (or maybe another opera) based on the poetry of George MacDonald. Being a homeschooled student gives me a lot of free time to pursue these interests. When I am not being musical or being studious, I enjoy reading poetry, studying mythology, playing with my dog and experimenting with hair dye.

Melissa J. Hanson, Turtle Lake, ND, Turtle Lake-Mercer High School
College plans: Tulane University

I believe that everyone in this world is just as important as everyone else. That's why I have never been afraid to stick up for people. I think this is one of the reasons I want to be a lawyer; to ensure that everyone gets equal treatment no matter what their situation. I am not easily intimidated and I think few things are more important than individual people and their rights. When encountering a situation that is unfair, I've always been ready and willing to stand up and say something and I always will be.

Joseph M. Hanzich, Trabuco Canyon, CA, Mission Viejo High School
College plans: Harvard University

My main passion is politics. I have interned for Congressman Darrel Issa and volunteered on local political campaigns. Serving as Secretary-General of the largest Model United Nations Conference on the west coast, I have become extremely interested in international relations. One day, I plan to run for federal elected office. I am also committed to community service. I volunteer with the elderly in my local community, and, as President of the National Honor Society at my school, organize the largest community service organization on our campus. I sincerely want to make a difference in people's lives, and that is the goal to which I dedicate everything I do. In addition, I enjoy playing tennis on our school's team and playing in the wind ensemble and Symphony Orchestra.

Kimberley L. Heard, Chapel Hill, NC, The North Carolina School of Science & Mathematics
College plans: Williams College

Having lived in a metropolitan area, home to three major universities, as well as an extremely small rural town, I have seen different aspects of life in North Carolina. My junior and senior years, I attended a residential high school drawing students from all over the state. Through my varied experiences I developed a better understanding of people from all backgrounds. I learned the importance of being tolerant and accepting of the ideas of others, while holding true to my own values. This variety, present in both academic and personal aspects of my life, has given me a passion to gain knowledge without limitations and a desire to experience more of the world. Though my future is uncertain, these experiences and my family background have given me confidence that I will be able to enjoy whatever life throws my way.

2002 PRESID

Grace C. Hou, Poquoson, VA, Poquoson High School
College plans: Harvard University

I was born and raised in the small city of Poquoson, VA, where I enjoy the many perks of a close-knit community. However, I have also had many opportunities to travel to places all around the world. For example, I love Taiwan where I can ride around on my cousin's moped! And I loved my stay in Paris for the French Piano Institute where I unwittingly fell prey to salesmen. For the past six years I have also been active in piano performances and competitions that have given me a broader perspective and a greater appreciation for music. One of my other favorite experiences has been my mentorship at NASA Langley where the greatest lesson I have learned is problem solving because nothing ever goes as planned! Wherever I am, I always enjoy eating, sleeping, shopping, looking on the bright side, and spending time with my wonderful family.

Stephanie R. Hurder, Western Springs, IL, Lyons Township High School North Campus
College plans: Harvard University

My life is quite nomadic. Although most of my friends trace their acquaintances back to grammar school, I will remember high school as the first stage of my education where I entered and graduated from the same school district. Moving frequently has not only introduced me to a variety of people but also taught me to appreciate my rather uneventful life. I have an insatiable desire for music, whether playing the bassoon, drowning out my thoughts with a recording, or even appreciating a moment of magic in a GE commercial. Having spent most of my high school career juggling youth orchestras and practicing with mathematics and homework, I'm not sure what direction my life will take. I have discovered, however, that a healthy dose of Ultimate Frisbee will eliminate any worries I might have - at least temporarily.

Hilary C. Jacks, Miami, FL, New World School of the Arts
College plans: School of the Museum of Fine Arts, Boston

Art has always given the artist a good chase. I've never been able to pinpoint my interests exactly: to say I like to dwell in poetry is to say I like legal sized paper brimming with one math problem. The bus ride to the beach tends to be as vivid as even the screaming sea itself. Perhaps being born and raised in Miami has gotten to me. Both Miami and I cannot be still and will inevitably be involved in creating some sort of daily crisis. We will always be constantly interested and try to prod at the continuum of things. For that reason, I've always enjoyed the chase, questioned the chase, and repeated the chase. I tend to like a good run.

Stephanie Y. Jo, Seoul, South Korea, Shady Side Academy
College plans: Northwestern University

I am going through a major transition in my life, a transition which started when I moved to the United States from the Republic of Korea three years ago. Leaving home and building a new identity has not been easy, and never will be, but I believe I have matured more during the last three years than I could possibly have otherwise. Now with the transition from high school to college awaiting me, I look forward to finding out undiscovered parts of myself. I hope not only to pursue my long-loved interest in human biology, math and art, but also to seek out other fields that will broaden my views. Embarking upon this journey, I especially wish to thank my parents who have been so supportive throughout my most trying times.

Katherine M. Kaiser, Jericho, VT, Mount Mansfield Union High School
College plans: Georgetown University

Growing up in Vermont, I have benefited from the unique support and security of a small, rural community. I have also experienced the world through travel. This gives me a balance that I think few possess. I value family and community, yet I have the tolerance and understanding that comes from experiencing many different lifestyles. Balance is significant to me in every aspect of my life. In school, extra-curricular activities matter just as much as academics because I believe one is empty without the other.

ENTIAL SCHOLARS

Scott R. Kendrick, Blytheville, AR, Armorel High School
College plans: University of Pennsylvania, Wharton School

I was born in Blytheville, Arkansas, and I have lived here my entire life. Living in a small town has limited some opportunities, but I have truly enjoyed my experiences here. My greatest interest is reading. I also enjoy playing basketball and baseball, swimming, chess, and computers. My attitude toward life is expressed by the words of Thomas Paine: "The harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value. I love the man that can smile in trouble, that can gather strength from distress and grow brave."

Saahir Khan, Irmo, SC, Dutch Fork High School
College plans: Stanford University

The pursuit of success has always been an integral part of my life. To me, success means more than just achieving good grades, winning awards, and making money. Success means enjoying life. In addition to the time and effort I put into academics, I set aside time to pursue activities I enjoy. Extracurricular activities such as Academic Quiz Team and Science Team are a way for me to express my competitive side. Personal hobbies such as playing pool, playing basketball, and juggling are diversions that allow me to relax and clear my mind of the pressures of daily life. By doing what I want to do in the present in addition to what I have to do for the future, I lead a happy and successful life.

Michelle S. Kim, Roswell, GA, Roswell High School
College plans: Stanford University

The calluses on my fingertips. My constant and uncontrollable humming of musical repertoire wherever I go. These are the characteristics that distinguish me as a musician. I love making music. Sitting in the orchestra, just one member of a greater body, is truly a humbling—yet stimulating—experience. Yet another source of humility and stimulation I enjoy is math. Nothing can excite you and then just as soon crush you like a seemingly simple math problem. Nevertheless, I always go back for more. I find myself satisfied with the logic and reasoning of mathematics, yet, at the same time, attracted to its intricacies and complexities. Just as I love to make music, I love to solve differential equations. Both are like puzzles, and everyone likes games. Whatever the source of my fascination, I allow myself to become enraptured in it, but I try not to get too carried away.

Tyler C. Kinder, Yakima, WA, Dwight D. Eisenhower High School
College plans: New York University

Education has always been a part of my life. My parents are both public school educators. Their profession has influenced their parenting, which has centered on the encouragement of imagination and new ideas. The emphasis they place on the importance of an active mind has really shaped who I am. I love to learn new concepts and skills, from calculus to cooking. Mine is the only face to show genuine excitement at AP English reading assignments in school. Self-proclaimed nerd? Perhaps; but academics haven't consumed my life. I love to sing, and have performed in many community theater productions. This year, I've served as my school's Student Body President, working on the many challenges of a large urban high school. I've also been involved in multiple projects in my city, in an attempt to give back to the people of my community.

Aron L. Kirschner, Louisville, CO, Monarch High School
College plans: Stanford University

I have so many fascinations with the world. I am fascinated by the incredible way the human body works; by the brilliance of Goethe, Shakespeare, Locke, Nietzsche, Kant, Ibsen, and more; by the intricacies of the American government; and by the composition of substances that make up our world. However, my multiple fascinations complicate what my life purpose will ultimately be. But certain pursuits have focused my aspirations: competitive debate has proven my love for politics and America's democratic society, mock trial competition has demonstrated my desire to help others, and team cross country running a love for nature and the outside world. With this, I hope to have a successful future, and experiences that will allow me to focus my ambitions and find my niche in the world.

2002 PRESID

Juliet S. Lamb, Brewster, MA, Nauset Regional High School
College plans: Harvard University

Born in England, Juliet has lived in New Jersey and on Cape Cod, Massachusetts. She has slowly whittled down a one-time ambition to be a vet, writer, actress, and US President to focus on just being a vet, although she does not completely discount the other three. She hopes to one day work in Costa Rica as a zoo vet and conservationist/naturalist, while continuing to write and to play the French Horn semi-professionally. She loves musicals, particularly Gilbert and Sullivan operettas, and reading, particularly Joyce, Woolf, Dickens, and Garcia Marquez. She is forever indebted to her parents, her awesome sisters, and family on both sides of the Atlantic whose accomplishments she would be hard-pressed to live up to. In conclusion, she firmly believes that this is The Year for the Red Sox.

Sarah K. Lane, Bloomfield, NY, Home School
College plans: Join professional ballet company

My parents decided to home school me when I was old enough to start kindergarten and put me in ballet classes as an extracurricular activity. I soon fell in love with ballet. After my dad's job transfer to Rochester, I started dancing with Draper Studio of Dance under Tim Draper. As always, God had a plan, since the excellent technical instruction that I received has put me on the professional level I need to fulfill my dream of being a dancer. My family has made many sacrifices over the years by supporting me in ballet, home schooling me, and strengthening my faith. Now I'm moving on to a professional ballet company and I know it won't be easy leaving the home I love. However, I won't forget God's Word they've laid in my heart. Jesus will always be the driving force in my passion for dance and life.

Travis T. Laurendine, Metairie, LA, Archbishop Rummel High School
College plans: Vanderbilt University

Travis might not remember the calculus or history he learned in high school, but he will remember the more important things: the good times with his friends, the life lessons he learned in student council, the inside jokes, and the people who inspired him. He would much prefer to be wise than smart and seeks life experience in as many ways as he can. Having Thomas Jefferson as one of his role models, Travis has interests in everything from government to astronautics to philosophy. He would like to learn as much as he can about as many things as possible. He values application of knowledge to the real world more than recall of knowledge. For enjoyment, he looks for good company, good conversations, or good competition. One day he wants to do something to better our society as a whole, but sees happiness as having a wife and kids who love him.

Miriam F. Lawrence, Brookline, MA, Milton Academy
College plans: Williams College

I cannot remember a time in my life when I did not love writing. Writing has always been my way to explain and explore all my feelings and ideas. I am an observant person, someone who always notices details. I cannot help but pay close attention to and remember specific things people say, specific gestures, the particular way things look. I often find myself later wondering why certain people behave certain ways, or why certain things turn out the way they do. Writing is the way in which I bring the details and the questions I notice to life, allowing myself to muse over them more and to show them to other people. In this manner, writing allows me to share and become connected with the rest of the world.

Eli M. Lazarus, Jackson, MS, Saint Andrew's Episcopal School
College plans: Stanford University

I have lived in Mississippi since birth, except for my sophomore year in high school when I lived in Osaka, Japan as an exchange student. The Japanese language has become the focus of much of my study since then. It seems to me that, while math, science, etc. are very important, the study of language may be the most vital to the human race -- without communication the world would be a very inefficient place. I plan to study business and Japanese at Stanford and have a career somewhere in the combination of those two fields.

ENTIAL SCHOLARS

George F. LeBus, Fort Worth, TX, Fort Worth Country Day School
College plans: Harvard University

Born and raised in Fort Worth, Texas, I am not the cowboy who everyone thinks I probably should be, even though I do like to wear the boots every now and then. Indeed, my true passions lie not in the rodeo but in sports. I have played football for six years and have run track for two. Despite all the important things that I have learned in school over the years, my participation in these sports has undoubtedly given me the most valuable of lessons, that of the importance of cooperation, discipline, and a positive attitude. I constantly try to apply these lessons to the classroom to pursue what interests me, which just so happens to be everything from creative writing to physics.

Amy Lee, Olympia, WA, Olympia High School
College plans: Massachusetts Institute of Technology

Amy enjoys tennis, running, writing, talking, sleeping, hiking, camping, drawing, beachcombing, laughing until it hurts, and eating strawberry-chocolate ice cream. In her spare time, she plays the violin.

Raphael T. Lee, Acton, MA, Acton-Boxborough Regional High School
College plans: Brown University

Raph finds it hard to identify himself as *a* writer, *a* thinker, *a* great fan of coffee with marshmallows, being both too explorative and too indecisive to commit to any one identity. Perhaps more about him can be gleaned by the reader from the things that he writes. Raph spends his time writing, reading, doodling, playing guitar, singing poorly while playing guitar, tutoring, wasting a staggering amount of time with loved ones, and consuming coffee. When it's all over, Raph would most like to be remembered as someone who understood people. Either that or as "the guy who got rich and famous and lived to a ripe, smelly old age and swam daily in his personal pool filled with hot chocolate and marshmallows." Both, ideally, but either alone he guesses would be okay too.

Cara E. Levine, Pacific Palisades, CA, Harvard-Westlake School
College plans: University of Michigan

I live in Los Angeles, California but am originally from Washington, D.C. I will be attending the University of Michigan in the fall of 2003. I am deferring from college for one year to apprentice for a ceramicist in Segovia, Spain. There I will hopefully be attending Spanish school where I will take creative writing and art history courses. I have been involved with ceramics for about five years now and am extremely passionate about the media. I have two brothers. My older brother Adam is a painter and my twin brother Jake a photographer; I like to play with clay. Both my parents are lawyers, yet somehow they bore three artistic children. I love the arts and I love to learn. Thank you for this recognition and award.

Judith J. Li, Cupertino, CA, Monta Vista High School
College plans: Harvard University

Judith Li was born in Gainesville, Florida, on March 29, 1984, and did not move to Cupertino, California until 1998. Throughout her life, Judith has both been proud of and inspired by her parents, who have given her the words of encouragement that helped her pull through the darkest, most difficult hours. Honor and integrity are qualities they have instilled in her that she applies to every task. While taking a respite from the rigors of everyday life, Judith enjoys writing everything from poems to novellas, expanding her creative side to become balanced in both abstract and concrete skills. In these worlds where fantasy and reality meld, she hopes to find her true self. She also enjoys teaching, drawing, and oddly enough, grocery shopping. In college, Judith hopes to explore philosophy and premedicine.

2002 PRESID

Li Lin, Madison, WI, West High School
College plans: University of Chicago

After moving to Wisconsin from Guangzhou, China when I was three years old, my family had to adapt quickly to our new environment. Not only did we have to learn a new language and culture, we also had to adjust to the harsh winters of Wisconsin after living in the tropical climate of Guangzhou. I will never forget my parents' struggle on our arrival in the United States, and I learned that hard work, determination, and love can overcome any challenge. Who knows what life will bring you? I believe in facing life head on and accepting whatever challenges may come my way. Dealing with life's toughest problems such as my father's illness and death has helped me become more mature and has also forced me to define my own priorities and principles. I know that I want to make a difference in the world and also live my life to the fullest.

Milo M. Lin, Los Alamos, NM, Los Alamos High School
College plans: California Institute of Technology

I occupied much of my time as a kid sketching imaginary creatures and painting traditional landscape watercolors. When I arrived in the US ten years ago, I continued my artistic pursuits with greater fervor and began to be influenced by the perspective and textural techniques of the western masters. About five years ago, I combined these techniques with the spontaneous vibrancy of Chinese watercolors to create compositions in watercolor that display an east/west synthesis of style that mirrors the cultural duality of my life. It is such experimentation that draws me to my brushes. For me, art is an exhilarating blend of creativity and control, a way to place my voice on paper. With respect to my artistic endeavors, as toward all my other passions, my parents have been dedicated fans and encouraging coaches.

Luke J. Lindley, Kimberly, ID, Kimberly High School
College plans: Stanford University

I have been lucky; my life has not been difficult. There are no great injustices I can claim to have overcome, no unfortunate circumstances over which I have triumphed. My life has, so far, been relatively easy; and for that, I am both thankful and slightly resentful. For if it is true that greatness or genius is predicated upon the existence of adversity, then certainly I can justifiably claim neither. Yet if such a statement is not true, which I fervently hope, then perhaps there remains potential in my disparate activities: my writing (I am now completing my first novel); my interests in medicine (I hope to become a cardiologist); and my volunteer work. I will attend Stanford in the fall, where I will truly see if I can compete with those who have known everything in life that I have not.

Britta E. Lindquist, Santa Fe, NM, Saint Michael's High School
College plans: Harvard University

Britta grew up in Santa Fe, and loves the people, culture, and land of New Mexico. She lives for intellectual pursuits, social interactions, and the everyday opportunities the world affords. Science, literature, soccer, music, photography, history, fencing, foreign language, and mathematics all compete for attention among Britta's interests. Attending Harvard College will introduce her to the East Coast and to city life. She intends to continue to study, for personal pleasure and to apply her knowledge to the benefit of society.

Leah M. Litman, Edina, MN, Edina High School
College plans: Harvard University

Having been raised in a family of two lawyers, I was somewhat surprised that I waited until my sophomore year to join debate. But my decision to try just a couple debate and speech practices led me into activities that expand beyond just an extra-curricular level. I won both the debate and extemporaneous speaking state championships this year. I run in the morning, I go over in my head the merits of policies, the prospects for treaties or resolutions, and on a more micro-level, the debates and speeches that I partook in recently. However, I do manage to keep my argumentative and critical tendencies out of some of my other activities, such as the occasional family dinner, playing romantic piano pieces to win the Minnesota Music Teachers Association awards, or writing for nationally awarded literary magazines.

ENTIAL SCHOLARS

Zachary A. Madonia, Mobile, AL, McGill-Toolen Catholic High School
College plans: University of Notre Dame

As the son of a doctor and of a theologian, I was reared with a firm foundation in academics, integrity, and faith. This background has instilled in me a strong work ethic, a deep spirituality, and a desire to learn. I am an avid reader, consuming all genres of literature, from classic works to the daily sports page. My passion for all things sports runs deeper than the daily newspaper, however. Basketball, football, and baseball games are fixtures both in my backyard and on my television set. Throughout high school, I participated in track and cross-country. My parents are of ethnic Catholic descent giving me both a strong respect for cultural identity and an exotic culinary palate. I enjoy writing.

Arthur B. Magnuson, Lawrence, KS, Lawrence High School
College plans: Harvard University

I have been involved in an activist club called the Alliance for Social Awareness at my high school for a few years now. Somewhat of a social misfit myself, I found a warm welcome from these student activists who are, next to theatre people, the most accepting people I know. I have learned a lot from my participation in ASA—about leadership, about friendship, about self-confidence. I am very grateful that I had the opportunity to work with my fellow ASAers who are, bar none, the most passionate people I've ever met. Of everything I'm leaving behind as I graduate from my high school, I regret most that I won't be there next year to see all the amazing things the ASA has planned. But I'm comforted knowing that I'm going to see all those ASAers in the future as they work for social justice and bring the world a little closer to paradise.

Sarah E. Major, Hershey, PA, Hershey High School
College plans: Bryn Mawr College

Sarah was born in Southern New Jersey, but currently resides in Hershey, Pennsylvania—"the sweetest place on earth." In early June she graduated from Hershey Senior High School where she was editor of the yearbook, a student producer in the theater program, and a member of the cross-country and track teams. Writing is her true passion and she has received numerous accolades in it, including the NCET Achievement Award in Writing, numerous publishings, and, most recently, the Scholastic Art & Writing Gold Portfolio Award. Next fall she will attend Bryn Mawr College in Pennsylvania where she hopes to pursue her interest in journalism.

Theodore M. Malawer, Roslyn Heights, NY, Herricks High School
College plans: Columbia University and The Juilliard School

Ted Malawer graduated from the Pre-College division of *The Juilliard School*. Ted had leading roles in opera scenes from *Le Nozze de Figaro*, *The Merry Widow*, and *L'Elixir d'Amore* at Juilliard and a senior recital at Paul Hall. Ted has starred in musicals such as *West Side Story*, *Sweeney Todd*, and *Pippin* and has recently performed with the Les Paul Trio at the Iridium in Manhattan. He has been accepted to the 2002 Tri-M All-National Chorus, the 2000 and 2001 New York All-State Mixed Choruses, the 2001 New York All-State Vocal Jazz Choir as a featured soloist. Ted has been President of the Show Choir at his high school and has served as the Vocal Committee Chairperson in the Tri-M National Music Honor Society. Ted is a published poet and was named a 2001 National Teacher's Council of English nominee.

Terri A. Matheson, Lombard, IL, Glenbard East High School
College plans: Columbia University

I like to make people laugh and just have fun. I am always willing to try anything, and I love opportunities to learn something new. I especially enjoy learning foreign languages, and at Columbia next year I hope to meet interesting people from all over the world who can introduce me to new languages, cultures, ideas, activities, and experiences. Someday I want to put all my knowledge and enthusiasm to good use and impact the world in a truly profound way. After college I would like to spend time doing volunteer work abroad, possibly with the Peace Corps, and then pursue a career that would allow me to interact with a broad range of people while also helping them in some way. I am considering, among other things, becoming a doctor, teaching in a medical school, or managing an outreach center. I know that, whatever I do, I will always love people and learning.

2002 PRESID

Hope Matis, Brunswick, ME, Brunswick High School
College plans: Clarkson University

I grew up in a household of women, in an atmosphere of horses and books, which rooted in me early on a strong belief in independence, activity, and learning. Perhaps the greatest lesson I have taken from my high school years is that learning is a constant and never-ending process. As a result, my interests extend over a wide range of activities, including everything from hockey to sailing to writing to gardening. I love the outdoors, and will almost undoubtedly pursue a career that allows me to spend as much time in Nature as possible. I am determined to learn and experience as much as possible and more during my life, and to overcome my usual introverted nature. I believe that the single greatest success in life is to leave it knowing that you have made a valuable difference in the life of another person.

Jordan-Ryan J. Medeiros, Las Vegas, NV, The Kamehameha Secondary School
College plans: Massachusetts Institute of Technology

Jordan participated in his school's cross country and track teams, which earned State Championships from 1998-2001. He also served on the Dorm Resident's Advisory Council, and was the activities chair, as well as a volunteer judge. Jordan was a member of National Honor Society. His band, in which is he is a vocalist, songwriter, and guitarist, has three songs on a compilation CD. He has also done projects with graphics design and video productions. He earned fourth place in Original Oratory and Fifth in Duo Interpretation at Kamehameha Invitational. Jordan has also volunteered his time by cleaning up beaches and parks, visiting hospitals, and cooking for the homeless. In his spare time, Jordan loves body boarding.

Neha A. Mehta, New Hyde Park, NY, Great Neck South High School
College plans: Northwestern University

One of my middle school teachers once told me that I was an omnivore with respect to learning. I suppose that it is my "omnivorous" nature and curiosity that stimulates my passion for science research and a variety of other activities, such as the school newspaper, student government, my school's Government Club and the Asian Cultural Society. I am truly a blend of my Indian heritage and my American ideology. I'm grateful for my dual upbringing because I've had the unique ability to taste traditionalism in a modern world. I am also certainly a young woman of passion. I truly believe that one should follow one's heart and do whatever he or she loves to do—only then will he or she be satisfied in life.

Claire E. Meyer, Louisville, KY, duPont Manual Magnet High School
College plans: Princeton University

Claire was born in Louisville, Kentucky as the only child of her parents, Marilyn and David Meyer. She has always been interested in exploring and chronicling the world around her through music, art, photography, and writing. Since transferring high schools after junior year, Claire especially values her ability to adapt to and thrive in new situations. She enjoys running and throwing discus for the track and field team, and would like to thank all her family, friends, and teachers who have supported her and encouraged her throughout her life.

Erin K. Monju, Metairie, LA, Mount Carmel Academy
College plans: New York University

Erin Monju, an aspiring writer and aficiando of all things current, is a true appreciator of modern societies and student of the possibility to transcend one's own existence in favor of truth in and about her world. When she's not debating or discussing the latest political affairs, you'll find her hidden nose-deep in a work of modern fiction. She loves the pure sake of conflict and the notions of proving her point, from an argument over modern war to whether or not Elton John had an affair with Eminem.

ENTIAL SCHOLARS

Sarah J. Moore, Raleigh, NC, Millbrook High School
College plans: Princeton University

I am curious to know how and why things work. The inner processes of everything intrigue me, from the simple swinging of a pendulum to the complexities of intermolecular bonds that determine almost all of the properties of our physical world. The basic level of what makes something work is so interesting to study because acquiring that knowledge can help me improve the process or adapt the concept for use elsewhere. This analytical view of life helps me not only in the classroom, but also on my athletic teams, breaking down a skill in my mind so I can better understand it. My curiosity has influenced me to pursue Chemical Engineering because every day I will get to explore how and why something does the thing that it does.

Nambi Nallasamy, Strongsville, OH, Strongsville High School
College plans: Harvard University

Nambi Nallasamy is a scholar who is not afraid of multi-tasking. In addition to being a student, he is a musician, an athlete, a businessman, a scientist, a leader, and a servant of the community. As a musician, he has performed with many orchestras, including the Cleveland Orchestra Youth Orchestra. In the field of athletics, he has swum, played soccer, and played tennis competitively. In 2000, he entered the world of business by starting a web design firm. The scientist in him led him to work at NASA for the past two summers, in addition to publishing a paper on jet noise. Furthermore, he is no stranger to leadership roles as he has served as president of his school's science club and Mu Alpha Theta chapter and as captain of his school's Economics Challenge team. Last but not least, he volunteers at local health care facilities in his free time.

Nicole A. Oertli, Mobile, AL, Murphy High School
College plans: Spring Hill College

Nicole counts her experiences in the Murphy High School International Baccalaureate Diploma Programme among those that have changed her life. The International Baccalaureate program taught her not just to experience, but to evaluate; not just to learn for a local short-term, but also to analyze and to know on a global scale. Her interest in the international world, stemming from her immigrant father and dual citizenship, combined with her interest in the environment and scientific research, led her to combine advanced materials with consumer electronics to build a prototype of an inexpensive air-monitoring device which could potentially be used to detect pollution in economically less-developed countries. Aside from her interest in science, she enjoys writing, volunteering, and international politics, and hopes to eventually work for the United Nations.

Steven C. Oh, Portland, OR, Sunset High School
College plans: Yale University

I have always found the most enjoyment in life by impacting others in a positive way. After seeing a family member battle cancer, I worked on a cancer research project at the Oregon Health Sciences University. I was able to publish my findings to help patients struggling with cancer of the fallopian tube. Volunteering at my local library allowed me to encourage young children to learn how to read. The library helped me to learn English because I come from a Korean-American family that spoke only Korean at home. By volunteering, I gave back to my community and helped many minority children, like myself, who were learning English for the first time. I enjoy playing on the tennis team and going snowboarding with my friends. Most importantly, I cherish the time spent with my parents, who have taught me to appreciate life and to always do my best.

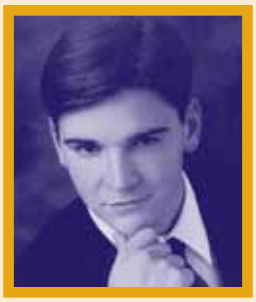
Oakley C. Olson, Putney, VT, The Putney School
College plans: Brown University

I was born and raised in the small town of Putney, Vermont. Growing up in such a rural setting has had a great impact on me and I feel a strong connection to the land. This connection has driven my interest in agriculture and during my time at The Putney School I have learned how to take care of my own animals and grow my own crops. Soon I'm going to leave and join the rest of the world, but one day I hope to return to Vermont to live off the land.

2002 PRESID

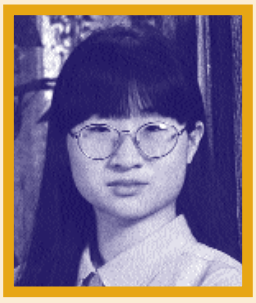
Sheena R. Pakanati, Wilmington, DE, Saint Mark's High School
College plans: Harvard University

In school, I have participated in and enjoyed Math League and Science Olympiad, but I am equally drawn to the humanities. I am a compulsive reader, and foreign languages interest me. I love writing and traveling and hope to do more of both. I am an Indian classical dancer and have also participated in competitive rhythmic gymnastics, qualifying twice to compete in the National Junior Olympics among the country's top thirty-six gymnasts. I do not know yet what I want to do, although I wish it could include swashbuckling or espionage (like in *The Three Musketeers* or *Alias).* In the absence of either, I enjoy music, time with my friends, and pursuing new experiences.



Brandon M. Palmen, Rochester, MN, Mayo High School
College plans: Harvard University

Brandon's scientific focus is the development of recombinant viruses with engineered tropism to specific cell types for use as viral vectors in gene therapy. Brandon has presented his work at the AAAS/AJAS Annual Conferences in 2001, and 2002, at the Intel International Science and Engineering Fairs in 2000, 2001 (2nd Grand Award in Biochemistry; 1st Grand Award United States Patent Office), and 2002 (2nd Grand Award in Biochemistry), and won eighth place in the Intel Science Talent Search. Brandon is principal cellist in the Southeast Minnesota Youth Orchestra and a member of Archetto String Quartet. He is bass section leader, a capella sextet member, and soloist in the Southern Minnesota Honors Choir. He participated in high school tennis and varsity swimming, and has earned a black belt in Tae Kwon Do.



Jennifer Y. Pan, Sugar Land, TX, William P. Clements High School
College plans: Harvard University

I am a daughter, seeking to surpass my parents' highest expectations. I am a sister, a role model to my two siblings who look up to me. I am a friend, always willing to lend a hand or give advice. I am a student, trying to quench my thirst for knowledge. I am a leader, leading not only with words, but also with actions, one whom others can turn to and trust. I am a volunteer, dedicated to doing my best in helping others in my community. I am a challenger, wanting to do the best that I can, no matter what obstacles arise. I am a dreamer, looking forward with hope towards the future, but most importantly, I am myself, Jennifer Pan.

Constance J. Parng, Hoffman Estates, IL, William Fremd High School
College plans: New York University, Tisch School of the Arts

I don't carry a lot of things in my billfold—money least of all—but for the last two years I've carried a photocopy of William Faulkner's 1950 Nobel Prize acceptance speech. I look at it once in awhile when I begin to feel lost—as a writer, an artist, or simply as a person. "I believe that man will not merely endure: he will prevail," Faulkner had said, "He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past." My life's work is dedicated to this.

Andrew L. Peate, Bellevue, WA, Newport High School
College plans: Manhattan School of Music

Of all the accomplishments I would like to make in this life, my highest goal is truth—some ultimate and universal understanding. A truthful path, to me, as a musician and philosopher, would be one in which I could create music so inseparable from life that it would transcend both time and space. I strive for a life in which I could create philosophy with such deep integrity that, in its creation, no compromise would be made to feed my own selfish desires. It is my job and duty in this life to create music and to meditate on the ultimate way of existence. I hope to do so as sincerely as possible.

ENTIAL SCHOLARS

Hilary Catherine Jacks
With Naked Impatience
Acrylic
72" x 85"

2002 PRESID

Cara A. Perinetti, Holmes Beach, FL, Manatee High School
College plans: University of North Carolina, Chapel Hill

Living on a small island on the west coast of Florida, the environment has played an important role in my life. Because of this, I have become deeply involved in environmental service activities by serving as president of the Environmental Service Organization during high school. This, in addition to my involvement with Mock Trial, has inspired me to pursue a possible career as an environmental lawyer later in life. I am a highly motivated person who values sincerity and commitment to great ideals. I also find myself always looking for an opportunity to experience new cultures and new ideas.

Leo L. Perry, III, Stigler, OK, Stigler High School
College plans: Harvard University

As a Native American growing up in Oklahoma, I have always felt a strong connection to nature. My most profound moments of peace and clarity occurred as I walked through the woods surrounding my home. My excursions into the natural as a child contributed heavily to my development as an independent yet global thinker. Having make-believe adventures in the trees and meadows fostered my imaginative and creative abilities, while my curiosity about almost everything evolved into my passion for science and discovery. Indeed, nature afforded an optimal setting for my personal growth. Although life may lead me far away from this pristine background, I will never forget the awesome, moving power of nature.

Katharine C. Pierce, Decatur, GA, The Paideia School
College plans: Oxford University

Katharine's eagerness to learn manifests itself as a willingness to devote much of her free time to pursuing self-imposed academic goals. She spent a summer abroad after her freshman year in order to improve her Spanish. She audited a second English class her sophomore year, and took advanced math classes at Emory University in addition to her regular course load. However, Katharine strives for more than academic improvement. In order to immerse herself in a compassionate and introspective culture she spent first semester of her senior year in a small community in India. With the rest of her time Katharine enjoys hiking, reading and devising outlandish outfits.

Benjamin I. Pila, Tampa, FL, Howard W. Blake High School
College plans: Florida State University

Ben Pila is a 17-year-old graduate of Blake High School for the Performing Arts in Tampa, Florida and has been playing guitar for five years. This year, he was selected as a national finalist in the National Foundation for the Advancement in the Arts solo competition (only 99 out of 6,175 applicants were chosen for this honor), and also as a national finalist in the American String Teachers Association solo competition. Ben was co-winner of the Tampa Bay Symphony young artist competition and performed the *Adagio* from Rodrigo's *Concierto de Aranjuez* with the symphony earlier this year. He also performed at Lincoln Center with the Juilliard precollege symphony for "From the Top," a radio program that showcases the nation's top young musicians. Ben currently studies guitar with John Parris, Thomas Coffey, and Mark Switzer.

Kimberly J. Popendorf, North Logan, UT, Logan High School
College plans: California Institute of Technology

There are a great number of things that are passions in my life, most notably a passion for life itself. Science is immensely exciting to me because it explores and tries to understand the beautiful complexities and underlying simplicities of life. Physics is especially intriguing to me because of how much *sense* it makes explaining the world around us, all of the connections it makes with mathematics, and the enticing realm it provides for unbounded exploration. Along with a passion for exploring the connections of science, I also love to explore and create connections with people. In all of the activities I'm involved with—including long distance running, debate, and drama—the amazing people I have the opportunity to be with are what make the experiences meaningful.

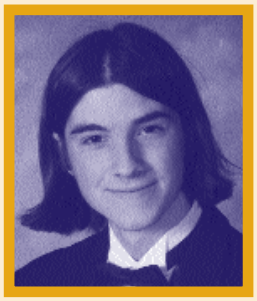
ENTIAL SCHOLARS

Jennifer G. Raymond, Greenwich, CT, Convent of the Sacred Heart
College plans: Harvard University

Above all, I am an enthusiastic person. With every task or activity, whether great or small, I try to live by the saying, "If you're only going to do it half-way, don't do it at all." Academically, English and history have always had a special appeal to me because I love stories about people and their ideas. Outside of the classroom I have pursued Model United Nations, soccer, lacrosse, drama, music, and community service. Of all of these things, community service and Model UN are the most important to me, as some day I hope to work in government as a servant of the American people. Most of all, however, I hope to one day be able to have the kind of impact on someone that my family and school have had on me through their love, wisdom, and support.

Amber R. Ricke, Miami, FL, Miami Palmetto Senior High School
College plans: Florida State University

For as long as I can remember I have found fascination and beauty in the visual world. As a third grader I recall standing on my elementary school PE field, watching the patterns of the cloud shadows dance across the grass. When I was introduced to photography in 10th grade, the medium seemed a natural fit for me. While I had always had an affinity for art, the capability to capture exquisite forms of light in a simple, two-dimensional frame allowed me to pursue my own form of expression. Along with my involvement in photography, I have participated in such sports as running, swimming, and water polo. I also possess a love of knowledge, and a great respect for people and cultures throughout the world.



Benjamin D. Robinson, Columbia, MO, David H. Hickman High School
College plans: Washington University in St. Louis

Ben Robinson moved to Columbia, Missouri just after the flood of '94. Despite its initial inhospitality, he has grown to love mid-Missouri enough to stay in-state for college. With each passing day he grows more pre-nostalgic for his high school days at Hickman, Kenneth Lay's proud alma mater and the home of the "Kewpies"-which, for those of you more accustomed to mascots of the fiercer variety, are frolicking naked babies. Ben believes that goat cheese is the fifth element and that there is no substitute for the entertainment of a truly terrible horror movie. Since last summer he has become an obsessive dots-and-boxes player--the classic pencil-and-paper road trip game all kids play after losing their fourth magnetic knight from the Travel Chessboard. His favorite thing to do is sing in the car, even when people are watching at stoplights.

Briana S. Rossi, Hamilton, MA, Hamilton-Wenham Regional High School
College plans: Northwestern University

I was born in Hamilton, Massachusetts and began singing as soon as I started talking. Music has played an integral part in my life. For me, growing up was different than it is for other teenagers. When all my friends were out bowling, I was practicing for an upcoming recital. Instead of staying up late, I was sleeping, resting my vocal chords! I was selected as a finalist for the Donna Reed Foundation Scholarship, and I have sung the National Anthem for the Boston Celtics. Recently, I sang at Steinway Hall in New York City, where I accepted a scholarship from the Music For Youth Foundation. The dedication that I learned at a young age has brought me to where I am today, and the support of my parents has been invaluable. While singing takes up a large portion of my time, I also swim, write, and love to read.

Hilary A. Rowe, Centennial, CO, Cherry Creek High School
College plans: University of Colorado, Boulder

I have always prided myself in being a well-rounded person because I participate in all kinds of activities: academics, athletics, community service, music, and visual arts. I feel this diversity in my interests is reflected in my love of diverse cinema from different genres, time periods, directing styles, and cultures. I enjoy big budget Hollywood movies, small independent art films, and foreign films; because each of these offers unique artistic and entertaining aspects of film, I feel this variety of movies gives me a comprehensive view of cinema as a means of communication. I have applied this broad worldview to my life, and it has given me the desire to expand my interests to the wide range of activities I currently pursue. I am an active person with a variety of passions that are largely reflected in my favorite pursuit: film viewing.

2002 PRESID

Whitney P. Seibel, McPherson, KS, McPherson High School
College plans: Yale University

As a girl who stands almost six feet tall, I have never been able to blend in with my peers. Since I receive a lot of attention for my height, I am not afraid to be in the spotlight. For that reason, I was involved in debate and speech throughout high school, where I enjoyed the interesting people, places, and ideas that I encountered. My towering stature has also allowed me to model part-time. In stark contrast to the atmosphere of debate, it provides a fresh perspective as well as tall comrades. I attribute much of my success to my family who gives me endless support. They help me realize that being unique is my greatest asset and that I need to capitalize on my most distinctive characteristics.

Sheridan A. Seyfried, Oreland, PA, Home School
College plans: The Curtis Institute

Sheridan Seyfried is a composer whose works have been performed throughout the nation. He has received orchestral commissions from the Etowah Youth Symphony Orchestra (AL), the Greater Twin Cities Youth Symphonies (MN) and the Union League of Philadelphia (PA). His brass quintet, *Kinetics*, has been performed by the Lyric Brass Quintet (MD) and the Iowa Brass Quintet (IA). His string quartet, *Pro and Contra*, won a 2001 ASCAP Morton Gould Young Composers Award, and has been performed by members of the Philadelphia Orchestra. He feels that music is an unparalleled vehicle for emotional and intellectual expression. Through music, people can learn to open their minds and hearts, and come to better understand one another. Next year, Sheridan will study composition at the Curtis Institute with Jennifer Higdon.

Erika A. Shaffer, Collierville, TN, Collierville High School
College plans: Loyola University

Since my childhood, I have been taught that talent's only purpose is to create a better world for others through hard work and determined use of that talent. Through the years I have shown an interest, and, apparently, a skill for many subjects, especially math, science, and language; however, more important to my future is my interest in serving the community with these gifts. I have begun to use this as a core value for my life; in all things, I have found, it is best to do what serves the community, whether that service is simply recycling a water bottle or encouraging other young people to register to vote. My future plans involve combining my love for service with my skill in science by becoming a physician; then, I wish to open a low cost practice to benefit the less fortunate.

Kelly Shue, Highland Park, NJ, Highland Park High School
College plans: Harvard University

I have always had an immense interest in almost everything relating to math and science. Order and logic have always appealed to me. I love how, once the fundamentals of a science are understood, everything else pieces together miraculously. I am also an avid debater and tennis player and I love to read humorous novels. The most important lesson I've learned in life, perhaps despite my academic focus, is that life is tolerant of failures and side trips. I should never assume that there is one right way to live or to push this belief on other people nor should I attempt to follow the clichéd road to success mindlessly.

Sonal Singhal, Huber Heights, OH, Wayne High School
College plans: Washington University in St. Louis

If Sonal were to have a personal motto, it would be "Never complacent." Sonal believes that life continuously offers academic and personal challenges that should be accepted and overcome. For her, the most exciting academic problems involve viewing one issue through differing perspectives. Because of this, she plans to combine her interests in the scientific and political communities by becoming a bioethicist. Personally, she hopes to continue to grow as an individual while always finding time to enjoy life.

ENTIAL SCHOLARS

Carolyn M. Sinsky, Dubuque, IA, Dubuque Senior High School
College plans: Stanford University

I am a runner and a writer. I find a rare freedom in the open page, the open road. When I run, I find myself writing, words streaming through my mind in rhythm with pulse and breath. Some days there are no words, and I run in silence. I forget my body, forget that I am running, and know only that I am free. Words are silenced, movement suspended. When I run, I enter movement itself, enter its stillness, purity, peace. This peace is the center of movement, the eye of a hurricane, the center of the spinning earth, the one still point from which all words move and circle and flow. The road and the page are one. I run and I write for the solitary peace in which I find my place, for the silent freedom in which I find my voice.

James O. Sizemore, Whitesburg, KY, The McCallie School
College plans: University of California, Berkeley

Growing up in Appalachia, I was surrounded by poverty. To most Americans, living without running water is something long past. Not for some. Though I was not so unlucky, I knew some that were. As I attended boarding school for my high school years, I saw the other half of American life, the wealthier half. The American Dream, of which my new friends were the embodiment, did not exist for most of the people that I knew from home. For them, America was not the land of the free, for how can one be free when the only meal that one eats is the free lunch provided by the public schools? The only answer I have is that this is a government of, by, and for the people no longer, for without economic democracy there can be no equality and without economic equality there can be no democracy.

Anne C. Sloniker, Bellevue, NE, Bellevue West Senior High School
College plans: Harvard University

Reading *The Pearl* in eighth grade made me love to write and to study literature. Whether I am analyzing the devices that produce the charm of someone else's writing or working to perfect my own piece, I try to recapture the awe I first felt while reading Steinbeck's novel. Much of my own writing I keep to myself, but a few pieces I submit to contests, and these have met with some success. For the past two years, my poems have won first place in the Nebraska Shakespeare Festival's annual sonnet contest. In the future, I aspire to build upon these achievements and become an author of essays, novels, poems, or all three. I hope to enchant my readers as I have been enchanted. I hope to capture in my own work that indefinable essence of great writing which has stirred something in my heart.

Anthony L. Smith, Houston, TX, The High School for Performing & Visual Arts
College plans: The Juilliard School

As long as I can remember, I have found pleasure in "moving." Whether it was improvising movement to the latest hit on the radio or making noise with my feet on the kitchen floor, rhythm and the ability to express myself through my body came naturally. My passion for this art form is matched by no other desire in my life and I plan to dance as long as it makes me feel happy, proud, and carefree. I have been a member of the Texas Tap Ensemble for seven years, was a scholarship student at the Houston Ballet Academy, and freelance for numerous civic ballet companies in the Houston and Beaumont area. I have been the recipient of two full summer scholarships to the Limon Summer Intensive as well as a full scholarship to the 2001 Juilliard Summer Intensive.

Carrie A. Spielman, Edmond, OK, Edmond Santa Fe High School
College plans: University of Oklahoma

I love a good storyteller. To me, this is a person who cannot only captivate and hold interest, but also manages to teach the listener something of value. Oftentimes, sharing a great story is even more exhilarating than listening to one. Choosing the details to best illustrate an idea, and revealing it in such a way as to entrance the listener is, for me, a thrill. Because writing helps me to express myself in a way no other media can, I hope to continue it throughout my life. I credit my parents with helping me develop a great sense of respect for diversity, and for supporting me throughout all of my activities, which have included cross-country, after-school jobs, and interning at the Oklahoma State Capitol.

2002 PRESID

Christin M. Spradley, Lonoke, AR, Cabot High School
College plans: Duke University

I adore being outdoors, and camping is a passion. This developed from the fact that I live on our family farm, far outside of town. I believe this brings a unique aspect to my daily life. I awake to brilliant sunrises that illuminate the swaying grass, and fall asleep to chirping crickets and blinking fireflies. How many other students have that opportunity? And (despite being an Arkansan) I almost always wear shoes. As Ghandi said, "You must BE the change you wish to see in the world." I agree, and am very involved in humanitarian causes throughout my community and my state. Through mission projects and mentoring, community service has been very influential for me. For the past three years I have played for the high school tennis team as the number one female singles player.

Kayla M. Stachniak, Greenville, SC, James L. Mann High School
College plans: Tulane University

Even though I have lived in my hometown of Greenville, South Carolina for my entire life, I love diverse cultures and world travel. During my junior year of high school, I participated in a French cultural exchange and spent a wonderful month with my French "family." Following my desire to trek the globe, I plan to study abroad in Africa during my junior year at Tulane University and perhaps join the Peace Corps upon graduation. Luckily, my keen interest in culture translates directly into my academic passion of Anthropology, which I plan to pursue at Tulane.

Megan D. Storm, Yankton, SD, Yankton High School
College plans: University of Kansas

I have always been a very easily motivated person, and my goal in life is to experience as much as I can. Anything from a movie or a song lyric to an idea or a new project can spark my interest; consequently, I have a tendency to bite off more than I can chew. Nevertheless, I cannot imagine my life any other way. By constantly pushing myself, I edge closer to dreams that at one time I only dared to believe in. Already my mission trip to Peru opened the door of the global experience and enticed my appetite for travel. My experiences in fine arts, academics, and athletics are just a prologue for what is to come. I cannot wait to tackle the new opportunities the world has to offer!

Aaron E. Stout, Phoenix, AZ, Desert Vista High School
College plans: University of Arizona, Tucson

Although I enjoy some small measure of academic success, I believe that intelligence is by no means the most important quality a person can have. In mere academic matters, determination and persistence are much more important than natural ability; but even conviction takes a back seat to beauty. Not just aesthetic tastes, but that which is beautiful in a broader sense: kindness, compassion, the artistic qualities of a good book or song (Robert Jordan and The Beatles will do for me)…the list goes on, but these are the things that make life worth living. More than anything, I will not forget the people who have taken the time to be part of my life, and I hope I get the chance to do the same for others when they need a friend.

Mayra C. Suarez, Mayaguez, PR, Southwestern Educational Society
College plans: Harvard University

Born and raised in Mayaguez, Puerto Rico, my personality and character have influences from the three races that have since ancient time created a melting pot on the island. My rich cultural heritage has brought about my passion for music, specifically the piano, which I have played ever since I was four years old. I also enjoy dancing rhythmically to Puerto Rican music and spending time admiring the beautiful sites that the island has to offer, whether they are beaches, mountains or a tropical forest. I believe that the most important thing in life is enjoying and learning from every experience, because these will never repeat themselves equally.

ENTIAL SCHOLARS

Cara Emily Levine
2,000 Saucers
Ceramic
3″ x 19″ x 13″

2002 PRESID

Veronica L. Sudekum, Saint Charles, MO, John Burroughs School
College plans: Stanford University

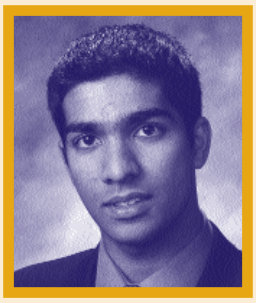
My primary loves are the ocean, gooey pastries, and pop music. While pouring over my school books, I dream of lying on a breezy, sandy coast, munching on junk food and listening to my radio. In the future, I hope to study every drop of ocean water I haven't yet seen, heard, or tasted. I also plan on thoroughly investigating as many sweet, decadent desserts as possible. My spare time will be devoted to math, science, and the soulful tunes of U2 and India Arie.

Eric R. Sundstrom, Cary, NC, William G. Enloe Gifted & Talented Magnet High School
College plans: Rice University

For me, the greatest satisfaction is found only in surpassing my own expectations. My proudest moments are an eclectic assortment of experiences, none of which I would list among my greatest honors. These are the moments when things go better than I could have planned, the moments when a truly elegant idea is executed to perfection. For me, satisfaction comes with giving the performance I'd only imagined I was capable of, or showing up in the perfect costume. Satisfaction comes with the flash of insight that solves that last math problem, and with having the stamina to cut a few seconds off my mile time.

Kara S. Tabor-Furmark, Kapolei, HI, Punahou School
College plans: Harvard University

I was born and raised surrounded by the sugarcane fields of west Oahu, and as a result, I have always felt an intrinsic connection with nature and my surroundings. From surfing with my father at age ten to hiking to the crest of the Ko'olau mountain range just last week, I feel so blessed to have spent my childhood amidst so much beauty. Last summer, I was fortunate enough to study abroad in Salamanca, Spain. It was there that I was first introduced to the passion and beauty of the Spanish culture. From siestas to paella and flamenco, I will always be a Spaniard at heart. I hope to learn, grow, and experience as much as possible in my lifetime. Life is truly far too short not to relish every moment.



Prashant Tatineni, Newburgh, IN, Castle High School
College plans: University of California, Berkeley

Even as a young boy, I was encouraged by my parents to analyze situations and ideas on my own. Rarely did they force any activity upon me without a full explanation of its significance. Logic and reason thus became my guiding factors. My constant search for explanations behind the mechanics of the world led me to an interest in problem solving. I have built upon my interest and skills through several mathematical challenges, such as participation in competitions and college courses. An excitement for knowledge stemmed from my mathematical pursuits. This has initiated my exploration into many other fields, including science and engineering; economics and government; and even leadership opportunities. My goal is to never stop learning while using my experiences to positively impact as many fellow human beings as possible.

Conor S. Tochilin, Atlanta, GA, The Westminster Schools
College plans: Harvard University

Conor, an Atlanta native, has been a student at the Westminster Schools for the last 13 years. He has enjoyed studying writing and mathematics, and hopes to begin work on a double major in philosophy and math at Harvard next fall. Apart from his coursework, Conor is passionate about playing cello; he has studied with Martha Gerschefski for the past four years and served as principal cellist in the Atlanta Symphony Youth Orchestra. Conor also loves sports; he captained his school's varsity swim team to a second place state championship finish, serves as the head coach of his neighborhood swim team during the summer, and plays squash (very recreationally) in his spare time.

ENTIAL SCHOLARS

Maria X. Traa, Washington, DC, Washington International School
College plans: Cambridge University and Massachusetts Institute of Technology

Being raised in an international family and attending the Washington International School (WIS) has exposed me to a diversity of cultures and has elucidated the importance of leadership in attaining one's goals. Cooperation, understanding, and leadership have been of utmost importance to my role as President of the WIS student council, delegate to the Model United Nations and Model Organization of American States assemblies, and member of the WIS varsity and junior varsity soccer teams. I hope in the future to contribute, as a citizen of the world, to such areas as medicine and biological research, to which my heart belongs. With the confidence and values instilled in me by my family, I hope to travel with growing inspiration and enthusiasm towards my dreams.

Matthew H. Tyler, Old Town, ME, Old Town High School
College plans: Swarthmore College

I am an artist in a family of scientists—both of my parents are professors of biology and my sister is a biology major. I am fascinated by many subjects – history, math, science, literature, music—yet my true passion remains film. Filmmaking allows me to pour all of my interests into a single project. As a filmmaker, I am a storyteller and an artist, a photographer and a musician, a writer and a director. I am looking forward to attending Swarthmore College next fall, to major in film and media studies.

Anita P. Vin, Export, PA, Ellis School
College plans: George Washington University

As an Indian-American, I have been fortunate enough to be able to foster both my Indian and American identities. Through the years, I have become quite immersed in Indian culture. I have been a student of Indian classical dance for the past 10 years, and have had the opportunity to perform my extended solo dance debut as well as numerous other performances. After spending many years learning about my religion and mother tongue, I have become a teacher at my temple's Sunday School. Where these activities have strengthened my Indian identity, I have also been able to strengthen my American identity through learning about individuals in this country's past who have had a positive impact on the nation. Through this, I have come to deeply value the American Dream and the ideas of hard work, determination, and focus to achieve one's goals.

Vikram Viswanathan, New Hyde Park, NY, Herricks High School
College plans: Harvard University

Vikram Viswanathan was vice president of the student government and co-editor-in-chief of the school newspaper, and he hopes to continue these interests in college. With his strong interest in government and politics, Vikram volunteered for Hillary Clinton's senatorial campaign in 2000 and Tom DiNapoli's Nassau County Executive campaign in 2001. Vikram's hobbies include music and sports. As a trombone player, he played in the wind and jazz ensembles in high school and plans on continuing his musical activities. He also played varsity tennis and volleyball and enjoys playing many sports outside of school. Vikram plans to major in government or economics. As for his career plans, Vikram wishes to enter law or government and politics, possibly with an international emphasis.

Jack J. Walker-Pearson, San Antonio, TX, Winston Churchill High School
College plans: SUNY-Purchase College

As a child growing up, I lived on a small island on the northwestern coast of Washington State. I was the middle child of five, and I used to spend hours leading my brothers and sisters on adventures through the two and a half acre forest we called home. Though I have grown in height since then, I can't say I've changed much. I also can't say I've had the most conventional upbringing; my mother was diagnosed as a schizophrenic with multiple personalities. Though she's much better right now, she had suicidal tendencies, which, needless to say, kept things interesting around the house. My father, God bless him, is a bigger kid then any of my four brothers and sisters, and often, in the midst of all the chaos around my house I found myself playing the mediator between everyone, which I think has made me a stronger actor.

2002 PRESID

Henry G. Walters, Clinton, MI, Clinton High School
College plans: Harvard University

The power of language lies in its ability to say one thing in terms of another. Language itself is a snake, shedding layer upon layer of meaning without becoming any thinner, as if its skin had an infinite depth. And as it works its way from place to place, it leaves a slippery trail that can't be traced, a depression that can't be felt underfoot, though its presence is undisputed. The poet, however, needs no path to follow, for he holds the serpentine tail in his hand. He wears scales himself, as comfortably as a string wears its pearls. Perhaps the future may grant me the coiled power of such a snake charmer.

Anna F. Wang, Shawnee Mission, KS, Shawnee Mission East High School
College plans: Princeton University

As the little sister of two brothers, Anna is independent and headstrong. Even though commercialized family packages advertise the perfect four-member American family, she never lets herself believe that she is simply the "fifth wheel" or the "spare tire." Instead, through hard work and perseverance, she recognizes that the fifth wheel may very well be the steering wheel. In her spare time, she enjoys music, scientific research, table tennis, and writing humorous essays for the teen division of the *Kansas City Star* newspaper. Anna is blessed with the support of so many teachers, mentors, friends, and family members who have inspired and encouraged her to exceed her potential.

Elizabeth J. Weiss, Valparaiso, IN, Valparaiso High School
College plans: College of Wooster

Elizabeth was born in Bloomington, IN, and returned to that great state at the age of 13 after 12 years of living elsewhere to reclaim her Hoosier heritage. During her years at Valparaiso High School Elizabeth has participated in choir, achieving membership in the elite "Concert Choir" for three years, drama club, mock trial, and debate. As a debater, Elizabeth qualified twice for the national tournament. She has overcome many obstacles on the way to her success, including an abnormally short toe. Elizabeth will be attending the College of Wooster in the fall.

Benjamin P. Wilke, Houston, TX, The High School for Performing & Visual Arts
College plans: California Institute of the Arts

Benjamin Wilke, visual arts major at The High School for the Performing and Visual Arts in Houston, Texas, is a mixed-media artist/sculptor. His work expresses his interest in metal fabrication, photography, digital filmmaking, structural engineering, and industrial design. The National Foundation for Advancement in the Arts named him a Level One Finalist in the 2002 ARTS Recognition and Talent Search Competition. He was included in "Foe, Faux, Pho," an invitational exhibition at Houston's Contemporary Arts Museum. The Houston Cultural Arts Council accepted his proposal for the installation of his site-work "Site Construction No. 2" into the Buffalo Bayou Art Park. He has completed an internship with The Texas Accountants and Lawyers for the Arts and was featured in their 2002 Annual Gala.

Timothy S. Wilson, Abilene, TX, Abilene High School
College plans: Carnegie Mellon University

Having been raised in a small city in West Texas, Tim finds it hard to believe that the time spent wondering "if life could get better than cactus and mesquite trees" is over! Next year he will attend Carnegie Mellon University in Pittsburgh where he will study Musical Theatre and looks forward to a career as a professional actor. After establishing himself in the theatre community, Tim plans to begin an organization that will mentor and teach children who have interest in the performing arts and give them the opportunity to study theatre, enabling them to express themselves within an art form that he grew to love as a youngster.

ENTIAL SCHOLARS

Carmen C. Wolfe, Brandon, MS, Brandon High School
College plans: Vanderbilt University

I am a student, seeker of knowledge, serious athlete, singer, and servant. I am a leader, lover of life, learner, listener, and loyal companion. I am a performer, pianist, positive role model, poetry composer, and prose writer. I am a mentor, mathematician, and milk drinker. I am a cheerleader, comforter, chemist, Christian, candy striper, counselor, and compassionate friend. I am a young woman dedicated to excellence in all aspects of life. Each day I assume the roles of each of these titles, dedicating my time and effort to ensure success. Working to develop my God-given capacity for knowledge, I have capitalized on every resource available to further my education and abilities.

Robert W. K. Wong, Virginia Beach, VA, Norfolk Academy
College plans: Princeton University

Although I hate to admit it, I am the biggest romantic I have ever met. I love sentimental old films, adore the classic style of the roaring twenties, and I have an unwavering belief that it is still stylish always to carry an umbrella, even when it is sunny. I am a Gatsby and a half, extremely stirred by F. Scott Fitzgerald's "promise that the rock of the world was founded securely on a fairy's wing." And all this idealistic pomp about life in general I derive from my romantic belief that *Moon River* does play as you walk down the streets of New York City near Tiffany's, that Frank Sinatra really did fall victim to Witchcraft, and that it really is fun to go singin' in the rain. These images, whether true or false, are the dominant factors of my cultural tastes. They are the facets of my personality, the accents of my idealism that shape my view of the world.

Hannah E. Wright, Saint Paul, MN, Saint Paul Academy and Summit School
College plans: Harvard University

I once read that you should pursue those things in life that catch your heart and soul, for it is through those paths that you will find true success. I am fortunate in that I have found many things that I am passionate about and the discovery process continues every day. Self-expression, whether it is through photography, drawing, or my first love, music, is of the greatest importance to me. I also like to feel like I can make a difference. Whether this is through participation on the soccer, hockey, or track team, serving as a class council representative, or by volunteering time to coach younger players, I know I can make an impact on the world around me. As I look towards the future, it is this path more than any other that I hope to pursue.

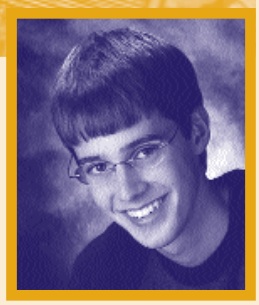
Chenwei Wu, West Chester, OH, Lakota East High School
College plans: Harvard University

In the thirteen years that I have lived in the United States, my eyes have seen both the pitfalls of poverty and the warm comforts of the American dream. My father came to this country with barely fifty dollars in his pocket, but driven by endless determination, he succeeded in acquiring a Ph.D. and in landing a well-paying career. Through his sweat, I have learned the value of hard work. I put maximum effort into every task and at school, have striven to take as many difficult courses as possible. I am the editor-in-chief of my high school paper and enjoy both writing and science. I am currently uncertain of my college major, but regardless of the field of concentration, my guiding principle will always be persistence and upending determination.

Dustin R. Yager, Greybull, WY, Greybull High School
College plans: Carleton College

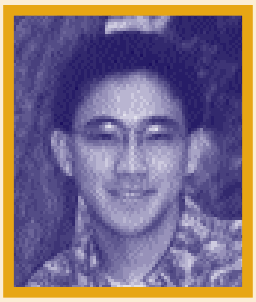
I grew up on a small farm near Greybull before moving into the town last spring. Greybull is a small town in northern Wyoming at the foot of the Big Horn Mountains and only three hours from Yellowstone National Park. I have always enjoyed *doing* a lot of things and taking advantage of opportunities I have found in the town and school. I have excelled in academics, art, speech, and student council. I am most proud to have approached each challenge with a light-hearted and optimistic attitude, but determined to solve problems in creative ways that empower people to take personal action and responsibility. I have had some success in my high school environment and made some great friends along the way. I look forward to applying creative solutions to new and exciting challenges in the future.

2002 PRESID



Eric M. Yanke, Marshfield, WI, Marshfield Senior High School
College plans: University of Wisconsin, Madison

Eric Yanke was actually born in Saint Paul, Minnesota, but he now resides in Marshfield, a small town just about in the middle of Wisconsin. Growing up in Marshfield has been a unique experience as the city itself is in a traditional rural setting while the large clinic/hospital complex draws staff and patients from around the world. Eric strongly believes that a meaningful life can best be experienced through a diversity of interests. Consequently, he focuses his efforts not only on school, but also on an eclectic collection of extra-curricular activities. Outside of school Eric plays the trombone with his punk/ska band, the Super Smashers, and also takes time to work on his trebuchet (a medieval siege engine). After his undergraduate education, Eric plans to attend medical school to perhaps become a medical researcher or forensic pathologist.



David T. Yoshida, Mililani, HI, Iolani School
College plans: Olin College of Engineering

While I always wondered where my early interest in cooking would take me, my question went unanswered until I first took a chemistry course. While crystal field theory might not correspond directly to achieving the perfect blueberry pie, I have now added the applications of delocalized electrons as conductors to my lists of passions. However, my last summer spent at RSI taught me that there was another side to life beyond academics and competitions that I had been missing. While I never thought I could sing or dance, I recently discovered that performing on stage as a cast member of a play and musical with the intent of pleasing an audience is just as gratifying as competitively debating for a ranking. Growing up in Hawaii though has taught me above all else the need to relax sometimes, and never take myself too seriously.

David H. Zax, Washington, DC, Georgetown Day School
College plans: Yale University

David Zax was born on the morning of October 25, 1983. He lives in Washington, D.C. with his parents and younger sister. David was educated at Georgetown Day School, an institution that successfully instilled in him a love of learning. He often walks his dog and ponders what it would be like to be inside that animal's head. David wrestles daily with the knowledge of his own mortality, with questions of science and religion, with problems of free will and fate. David has directed several award-winning films, and he enjoys listening to and playing rock and roll music. He will attend Yale in the fall of 2002.

Xiaolong Zhou, Miami, FL, Miami Palmetto Senior High School
College plans: University of Miami

Born in Guangzhou (Canton), China, I came to the United States when I was five years old. I have adapted to both worlds and have molded an identity for myself. The American education system has helped me acquire a much more creative mindset and a freedom to express my opinions. My teachers and mentors have been tremendous assets in helping me discover my interests in the sciences, and in particular, medicine. I can now achieve and learn on a multi-perspective scale and stretch beyond common Asian stereotypes. In receiving these gifts, I hope to give back to the society that has brought me so far. Through the tutoring and other community service that I do, I hope that I can apply the same compassion, concern and knowledge that has transformed me into letting another person live out his or her life fully within the United States of America.

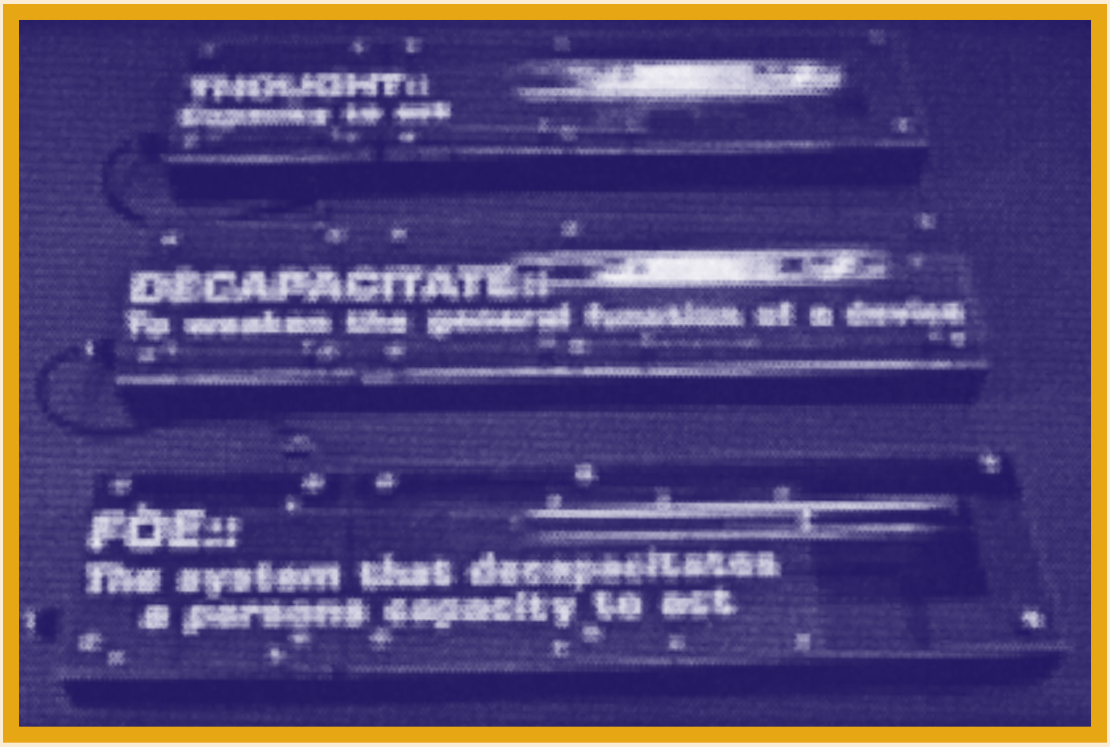
Joshua P. Ziesel, Hagatna, Guam, Saint Paul Christian School
College plans: New York University

As the child of missionaries, I have traveled to and lived in a number of states and countries, including Puerto Rico, Portugal, the Netherlands, Japan, Angola, South Africa, Australia, Indonesia, and Guam. Each of these places has given me exposure to an aspect of human culture I could not experience anywhere else, and I am grateful for the opportunity I have had to travel. I enjoy playing the piano, which I taught myself to do, and playing volleyball. I love to argue, which is why I participated in Mock Trial and plan to be an attorney upon completion of college. My motto is just one word: "relax."

ENTIAL SCHOLARS

Corinna C. Zygourakis, Houston, TX, Saint John's School
College plans: California Institute of Technology

I am a native Texan and a second generation Greek-American. Growing up in Houston, I fused together my Greek heritage and my American modernity. I also learned to transcend stereotypes: my passion for science coexists with my love for the humanities and the arts. I carried out neuroscience research, participated in science competitions, explored in depth French and Greek literature, and played the violin for twelve years. My involvement in extracurricular activities taught me that it is equally important to know how to lead and how to serve. As editor-in-chief of the school newspaper and president of the science and math club, I developed my leadership skills. I spent my free time listening to music (classical, rock, and country!), competing in sports (track and figure skating), and traveling in the U.S. and abroad.



Benjamine P. Wilke
Foe!
Wood, metal, vinyl, backlit film, plexiglass
51" x 57" x 5"

2002 PRESID

ALABAMA
Zachary A. Madonia
Nicole A. Oertli

ALASKA
Hanna H. Craig
Heather H. Craig
Michael A. Crayton

AMERICANS ABROAD
Stephanie Y. Jo
Joshua P. Ziesel

ARIZONA
Jessica L. Ehinger
Aaron E. Stout

ARKANSAS
Scott R. Kendrick
Christin M. Spradley

CALIFORNIA
Lynne A. Chang
Gerald W. Clayton*
Joseph M. Hanzich
Cara E. Levine*
Judith J. Li

COLORADO
Aron L. Kirschner
Hilary A. Rowe

CONNECTICUT
Paula C. Brady
Viktor Cicvara
Jennifer G. Raymond

DELAWARE
Sheel C. Ganatra
Sheena R. Pakanati

DISTRICT OF COLUMBIA
Joseph A. Cotruvo, Jr.
Maria X. Traa
David H. Zax

FLORIDA
Hilary C. Jacks*
Cara A. Perinetti
Benjamin I. Pila*
Amber R. Ricke*
Xiaolong Zhou

GEORGIA
Michelle S. Kim
Katharine C. Pierce
Conor S. Tochilin

HAWAII
Kara S. Tabor-Furmark
David T. Yoshida

IDAHO
Kathryn M. Elsbury
Luke J. Lindley

ILLINOIS
David C. Foster
Stephanie R. Hurder
Terri A. Matheson
Constance J. Parng*

INDIANA
Prashant Tatineni
Elizabeth J. Weiss

IOWA
Bart A. Coffman
Carolyn M. Sinsky

KANSAS
Arthur B. Magnuson
Whitney P. Seibel
Anna F. Wang

KENTUCKY
Kermin E. Fleming
Claire E. Meyer
James O. Sizemore

LOUISIANA
Esinam D. Glakpe
Travis T. Laurendine
Erin K. Monju

MAINE
Ian C. Crouch
Hope Matis
Matthew H. Tyler*

MARYLAND
Matthew A. Elkins
Amy L. Franciscovich

MASSACHUSETTS
Juliet S. Lamb
Miriam F. Lawrence*
Raphael T. Lee
Briana S. Rossi*

MICHIGAN
Grace Chuang
Henry G. Walters

MINNESOTA
Leah M. Litman
Brandon M. Palmen
Hannah E. Wright

MISSISSIPPI
Eli M. Lazarus
Carmen C. Wolfe

MISSOURI
Benjamin D. Robinson
Veronica L. Sudekum

MONTANA
Elizabeth W. Carlisle
Eric L. Dowdle

ENTIAL SCHOLARS

NEBRASKA
Robert N. Crider
Anne C. Sloniker

NEVADA
Karen R. Brigman
Jordan-Ryan J. Medeiros

NEW HAMPSHIRE
Matthew M. Boelig
Christine M. DeLucia

NEW JERSEY
Alexander J. Dahlen
Kelly Shue

NEW MEXICO
Michael C. Chen
Milo M. Lin
Britta E. Lindquist

NEW YORK
Antonio G. Campos*
Lauren S. Carpenter*
Sarah K. Lane*
Theodore M. Malawer*
Neha A. Mehta
Vikram Viswanathan

NORTH CAROLINA
Kimberley L. Heard
Sarah J. Moore
Eric R. Sundstrom

NORTH DAKOTA
John R. Engelman
Melissa J. Hanson

OHIO
Nambi Nallasamy
Sonal Singhal
Chenwei Wu

OKLAHOMA
Leo L. Perry
Carrie A. Spielman

OREGON
Megan E. Corrarino
Steven C. Oh

PENNSYLVANIA
Jason T. Abaluck
Sarah E. Major*
Sheridan A. Seyfried*
Anita P. Vin

PUERTO RICO
Fernando J. Castro-Caratini
Mayra C. Suarez

RHODE ISLAND
Lindsay E. Crouse
Carl D'Apolito-Dworkin

SOUTH CAROLINA
Saahir Khan
Kayla M. Stachniak

SOUTH DAKOTA
Andrew C. Elson
Megan D. Storm

TENNESSEE
Max W. Gladstone
Erika A. Shaffer

TEXAS
George F. LeBus
Jennifer Y. Pan
Anthony L. Smith*
Jack J. Walker-Pearson*
Benjamin P. Wilke*
Timothy S. Wilson*
Corinna C. Zygourakis

UTAH
Darren R. Baker
Kimberly J. Popendorf

VERMONT
Katherine M. Kaiser
Oakley C. Olson

VIRGINIA
William S. Fithian
Grace C. Hou
Robert W. K. Wong

WASHINGTON
Tyler C. Kinder
Amy Lee
Andrew L. Peate*

WEST VIRGINIA
Xin Gao
Mary E. Griffith

WISCONSIN
Li Lin
Eric M. Yanke

WYOMING
Michelina A. Cox
Dustin R. Yager

**Presidential Scholars in the Arts*

2002 PRESID

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.

Darren Baker, Utah

As I have grown older and more exposed to society in recent years, I have developed a great appreciation for the opportunity and the prosperity that I enjoy as an American citizen. At the same time, I have become aware of the desperate situation of many people throughout the world who do not enjoy the blessings of living in America. Unfortunately, young children are the victims of sickness and poverty in underdeveloped regions across the globe.

After reading a newspaper article about the plight of needy orphans in Vladivostok, Russia, I determined to share a bit of my own prosperity with those destitute children. Since I worked as a newspaper carrier for many years, I arranged to have the newspaper company's surplus papers dropped off at my house each day. I collected these newspapers continually and transformed them into cash by delivering them by the truckload to a local recycling company. My sisters caught the spirit of the activity and contributed by sewing stuffed toys for the orphans and devising their own successful fundraisers. I solicited donations of clothing and educational supplies to accompany the cash and toys that we were accumulating. After more than a year of work, my sisters and I shipped our materials to a humanitarian contact in Vladivostok, where they were distributed to a number of orphanages. Through my participation in this activity, I came to understand that "community service" need not be restricted in scope to one's neighborhood, city, or even nation.

Li Lin, Wisconsin

The hardest time of my life was when my family found out that my father had cancer. It was a huge shock, and when my dad eventually became bedridden, we struggled even more. Taking care of my dad while still continuing with our daily activities—school for me, work for my mom—was difficult, but with all the help my family received from the community and especially organizations like Hospice-Care and the American Cancer Society, we survived. I was so touched by the volunteers who put in so many hours of hard work to help my family in our time of need, and I really wanted to be able to touch someone else's life in the same way.

I decided to volunteer for the American Cancer Society. I really wanted to give something back to the community that helped my family so much. I know that cancer affects many people's lives, and can be devastating. Helping run The Discovery Shop, a retail store where all the profits go to the American Cancer Society, was my way of contributing to the fight against cancer. Volunteering at The Discovery Shop also helped me learn responsibility and has given me some basic job skills. It was a very positive experience for me, and I gained so much from knowing that I was helping others.

ENTIAL SCHOLARS
AT WORK IN THE COMMUNITY

Lynne Chang, California

Over the summer I manned the Mandarin hotline for the Asian Liver Center and answered people's concerns about chronic Hepatitis B (HBV) and liver cancer in a language I spoke horribly, rarely, and shakily. The amazing thing was that the people were ecstatic to hear from me. They had so many questions and often times just needed to hear a reassuring voice. Many were new immigrants, struggling with the incapacitating language barrier, or lonely, elderly aliens holed up at their children's houses. I began to love the faceless people who called in every day; I empathized with their hardship and worries, not just from dealing with HBV, but also from having to entirely rediscover their lives in a foreign world. I became more than just a person on a hotline, but someone who personally called hospitals and insurance carriers to see what services they qualified for, booked appointments for them at their local clinics, and most importantly, was there for them when they needed someone to talk to. They addressed me as Miss Chang and asked for me when I wasn't there. They did not seem to mind that I stuttered and used strange grammar—they were happy to converse with me and trusted me. Despite my shaky Mandarin and my limited knowledge, I was able to help them and put a smile into their uneasy voices.

Travis Laurendine, Louisiana

This past summer I escaped reality and entered a world different and a lot more fun than the real world. In the woods of Mississippi, I became a counselor at Civitan Camp for adults with mental retardation. We played games, swam, canoed, and jumped in huge mud puddles. The most fun times of all were when we just hung out with the campers, especially during dinner. The three campers I worked with were some funny guys. Buddy and Dale were always getting into trouble and Tim was always there to tell on them. Dale's favorite place at camp was the pool and he only liked to do two things: throw beach balls at people and look at the girls in their swimsuits. We had something in common from the get-go. Buddy loved fishing, but never caught any fish, another Travis Laurendine trait. Tim liked to sing songs loudly and poorly and dance with girls. It was a match made in heaven. Me and these three guys (all were over 45 years old) hung out all week and they showed me a good time while giving me insight into their world. These men did not need Nintendo or bungee jumping to have fun—they could just watch squirrels chase each other all day. Their world was simple. They enjoyed the beautiful things in life: love, peace, fun, nature, and people. The mentally handicapped did not deal with hate, greed, lies, or unhappiness unless they were introduced to them by our imperfect world. This perfect world was what the men and women of Civitan Camp showed me; all I had to do was show up and pay attention.

Carolyn Sinsky, Iowa

Prescott School is a low-income elementary school in downtown Dubuque. Many children struggle with basic reading and writing. Some have no books at all at home. For three years, I have raised the money to buy a new book for each of the 300 students, hoping that even one book might excite them enough to learn and love to read.

Each spring when I deliver the books, I am grateful for the smiles and hugs of the kids, and their chaotic joy as they open their books and proudly shout out the first words. When I return the next week, some of the children run up to me and tell me how many times they have already read the books. Salem says he can read *If You Give a Mouse a Cookie* all by himself. Tyler tells me *One Fish*, *Two Fish*, *Red Fish*, *Blue Fish* is his first book ever.

Now, when I open my own books, I smile and shout out those first beautiful words. I hear the echoes of first graders yelling *One Fish*, *Two Fish*, *Red Fish*, *Blue Fish*, and I hope that they are reading too.

2002 PRESID

Christin Spradley, Arkansas

The thrill of conquering a test, the intense relief of finishing a college application, the pride of winning an award: none of these compare to coating the ceiling of Mrs. Michael's trailer with a thick layer of white paint. Through the Ozark Mission Project, I found myself standing at the doorway of the unknown. I had never been exposed to such conditions and was ignorantly hesitant and disgusted. My group formed a force sent out to overcome the differences of race, generation, and income level by doing volunteer repair work for those who couldn't afford to have it done otherwise.

I watched as the heat waved off the pavement through the window I was painting by—there was no air conditioner, and the drop cloths were suffocating me. I was exhausted; however, Mrs. Michael limped into the room and spoke. She wove vivid stories of pain and loss, and she told humorous tales of plans gone awry with a light heart. I was enthralled.

The next day we returned for six more hours of painting. Cockroaches scampered from behind picture frames as we moved from room to room. Eventually, we finished, and Mrs. Michael was grateful for everything. Being able to do this labor for her had taught me something that no book could. My eyes were opened to a new way of thinking based not on conformity but on personal experience. My most significant achievement was overcoming prejudice and ignorance to recognize the beauty of a human being.

Sarah Lane, New York

Over the last couple of years, I have had many opportunities to share the art of dance with the young people of Rochester. The tremendous positive effect that it has on them never ceases to amaze me.
My ballet company opens our dress rehearsals of "The Nutcracker" and "Cinderella" to the city schools. Children make the best audiences because of their enthusiasm and excitement. During the performances, they laugh and clap and become so involved that it makes it so much fun for me to be up on that stage. Many of these kids would never, otherwise, get the opportunity to experience a live, elaborate production of this caliber.

I was also "the bird" in the children's ballet "Peter and the Wolf," that we have taken directly to the theaters and gyms of area schools. By doing this, we're able to talk to the students and increase their understanding that words aren't the only form of expression.

The local Barnes and Noble bookstore has invited us several times to hold demonstrations, right there in the store, for the public. When I was Cinderella in our production of that classic, I went in costume and read the fairly tale to crowds of wide-eyed boys and girls. It's such a joy for me to sit up there and read as their eyes grow larger and they press closer trying to grasp every detail.

It has been a privilege and a learning experience for me to work with children. Hopefully my passion for the art of dance and my ability to share that has made their lives a little brighter.

ENTIAL SCHOLARS
AT WORK IN THE COMMUNITY

Hanna Craig, Alaska

Living in Alaska, I am aware of the environmental dangers that face people who practice winter sports. Ice-skaters, ice-fishers, and snowmobilers are at risk of submersion through ice on frozen lakes. Three years ago, I began planning a rescue robot to save people who fall through ice on frozen lakes. With the resources of a robotics lab and a dedicated mentor, my twin sister Heather and I designed and built a winter rescue-robot.

After two years, we completed Ice-Crawler. Ice-Crawler's two tracks connect to create a 4.5-foot long robot; a tether connects the robot to a small control box and battery. Ice-Crawler's function is simple: to quickly deliver a safety device to a victim without endangering additional lives. In this project, I not only learned more about engineering, I learned that my efforts can have a positive impact on other lives.

Recently, I have shared Ice-Crawler with various elementary school classrooms, a Girl Scout workshop, and a robotics competition for fifth through eighth graders. Last summer I volunteered at a robotics camp and shared Ice-Crawler with the young campers. The curious and passionate spirit exhibited by these students continues to inspire me to use my work in robotics to spark interest in today's youth. When I was younger, older students studying science inspired me; now I am the role model, the mentor, and I must encourage and inspire other students.

Briana Rossi, Massachusetts

This past summer, I went on a mission trip to the Dominican Republic with my church. My church has always put a strong emphasis on mission work, and since I am fortunate to live in a beautiful and affluent community, I believe that sharing that blessing with others is an absolute necessity. As a team, our group worked in a small village called La Yaguita, located in Santiago. This village is one of the poorest in the Dominican Republic, and starvation is a reality that the children battle each day. They run barefoot through streets that double as sewers, and many of them will never have an education since they have no proof of their birth. We taught an English camp, and as the children learned how to say things like "purple" and "my name is…" it was amazing to see the hope and joy that it brought them. They are people of stamina to be able to endure their everyday battle for food and survival. Their immediate acceptance of our group was extremely touching. I formed many friendships despite the language barrier and learned that immeasurable joy can be given just through a smile or a gentle touch.

Robert Wong, Virginia

Chinese Lion Dancing has been a very important, long-term community activity that I feel has, in its own small way, helped to brighten my local community as well as to bring me closer to my family and culture. Ever since I was four years old I have participated in this traditional dance on Chinese New Year weekend in late January or early February. I belong to a group of about 20 young people, sponsored by the Chinese Community Association of Hampton Roads (CCA), that travels around to between 25 and 30 local Chinese restaurants performing the Lion Dance, a ritual to scare away evil spirits and bring good luck for the New Year. By Lion Dancing all weekend at various restaurants we not only serve to sustain a long-standing tradition, part of our Asian heritage, but also help to teach others about our culture and the unique traditions surrounding Chinese New Year.

In addition, our Lion Dance Team gathers donations from the different restaurants at which we dance. Over the past 20 years we have raised over $100,000 dollars for the CCA, money that goes toward cultural education programs, holiday celebrations, and building projects. Through Lion Dancing I make a contribution to the community at large, educating and spreading the unique and colorful Chinese culture, as well as making a contribution to the Chinese Community Association, raising money and awareness about its endeavors.

2002 PRESID

Mary Elizabeth Griffith, West Virginia

Most summers, I go away to camp. In this respect the month I spent at Smith College's Summer Science and Engineering Program was no different. However, what made Smith's camp so interesting was that I, along with thirteen other girls from around the country and the world, had the opportunity to participate in a project to inform and educate other teen girls about health issues. This project, *Our Health*, *Our Futures*, includes a website and a companion book, and aims to provide teenagers, especially girls, with information about health-related issues. We wrote and designed updates to the website, and researched material to be used in future editions of the book. Our topics ranged from exercise and good eating habits to stress reduction and emotional well-being. The website especially provides a valuable resource for adolescent girls, both in the information we have collected on the site itself, and in our list of links to other health-related websites. I consider the website the most important component of the project because of its accessibility—anyone with a computer can access the information. Check it out! www.bygirlsforgirls.org

Carmen Wolfe, Mississippi

My typical Mondays and Fridays include Lunchable pizzas, tire swings, a competitive Red Rover battle, and review of arithmetic and rules of phonics. Though this slate of activities may seem like an odd agenda for a senior in high school, I joyfully anticipate these biweekly adventures in Mrs. Orman's second grade classroom. My experiences as a mentor have briefly transformed some of these childhood memories into reality as I have committed myself to impacting the life of Jenny, a second grader at Rouse Elementary School. As her mentor, I aim to offer a healthy friendship to motivate Jenny to accomplish her goals and heighten her academic performance. We play games with her spelling words and read advanced books together to improve her reading level.

Since I began this four months ago, Jenny has dramatically improved in the classroom. She has met each of her monthly Advanced Readers goals and continues to improve her grades. Because she wants to have the opportunity to play at recess with me in the afternoons, Jenny works diligently to finish her work in the morning instead of persistently lagging behind the other children as she did at the beginning of the year. Mentoring has been a true joy, teaching me valuable lessons about life, learning, and friendship.

ENTIAL SCHOLARS
AT WORK IN THE COMMUNITY

Oakley Olson, Vermont

The work program at my school has been an important part of my life. It has taught me the value of work as well as a lot about being part of a community and the responsibility that entails. Students are responsible for many aspects of life at the school. I began working in the barn and before long I was milking cows in the morning and evening, mucking their stalls and making sure they had plenty to eat.

Animal husbandry is a great way to learn responsibility because the livestock is depending on you for everything. This really struck me and I no longer felt the need to cut corners. If I didn't do a good job feeding, the cows went hungry. If I didn't do a good job mucking and cleaning their stalls and pens, they would be uncomfortable and have a higher risk of disease. I didn't want to have any of these things hanging over my head and it showed me the value of what I was doing.

After learning from my experiences I decided to share my revelations with others. In the winter of my junior year I was leading my own barn crew, teaching new students how to take care of the animals. It was a very rewarding experience and I was elected to the student-run work committee the following year. Teaching kids the value of work and trying to instill in them a work ethic has been at times an arduous task—some people just couldn't care less. But whenever I get too caught up in the administration of the program, I show up to PM barn and it always makes me feel better.

Aron Kirschner, Colorado

My favorite community service activity began with my Boy Scout Eagle project in 9th grade. Working closely with the city's Resource Conservation Board, I developed and presented a display on the dangers of the Purple Loosestrife weed at our Earth Day Fair. I then led a large group of Boy Scouts and citizens on a cleanup of the local Coal Creek Trail. We completed a thorough trash pickup and filled several dozen garbage bags. I received my Eagle Scout rank the next fall and decided to continue the project in the spring. I collaborated with the city and had them rank the most littered areas. I then led another cleanup of the most littered area, a wildlife refuge, with neighbors and other volunteers. The next fall I led another cleanup with a local Cub Scout pack. What made these activities so valuable was the involvement of many other people. By involving young people and adults, I hope to spread the seed of community service to future generations.

2002 TEACHER

Michael S. Alper (RI)
English
South Kingstown High School

Byron H. Anderson (MT)
Physics
Hellgate High School

Julie Andrew (CO)
Chemistry
Monarch High School

Beth Bagwell (FL)
Humanities/European History
Miami Palmetto Senior High School

Andrew Ballauer (OH)
Chemistry
Wayne High School

Robert Barako (CT)
Latin
Fairfield High School

Edward N. Bassett (WA)
Biology
Olympia High School

James T. Berkenstock (IL)
Bassoon Performance
Chicago College for the Performing Arts-Roosevelt University

Walter Birge (MA)
English
The Fenn School

Glenn T. Blair (MI)
Chemistry
Lahser High School

James Bokern (WI)
US History
Marshfield Senior High School

Scott W. Bonnet (KS)
Debate and Speech
McPherson High School

Steven Brehmer (MN)
Honors Physics
Mayo High School

Kevin R. Brewner (IL)
English
William Fremd High School

Melanie P. Brooks (KY)
Computer Science/Mathematics
Paul Laurence Dunbar High School

Rustin A. Buck (TX)
German
William P. Clements High School

Daniel J. Castro (CA)
Music
Los Angeles County High School for the Arts

Henjin Chi (IN)
Mathematics & Computer Science
Indiana State University

Terrence Christgau (NY)
Theatre Arts
The Dwight School

Andrew Clark (MA)
History
Nauset Regional High School

Tobin T. Clark (MO)
Mathematics
John Burroughs School

Peter A. Clayton (FL)
World History, Human Geography
Miami Palmetto Senior High School

Jayne A. Collins (CT)
History
Convent of the Sacred Heart

James F. Connolly (MA)
English/Creative Writing
Milton Academy

Christine K. Conway-Alexander (MT)
Classical Piano

Janet R. Coonts (ID)
English
Kimberly High School

Mary E. Coté (DE)
Mathematics-Calculus
Charter School of Wilmington

Tim Cybulski (UT)
Mathematics
Logan High School

Carolyn Davies (OH)
Second Grade/Gifted and Talented
George Washington Elementary School

Susan Denning (NV)
English
Robert McQueen High School

Mark D. Dodd (SC)
Biology/Science
James F Byrnes High School

RECOGNITION AWARDEES

Timothy M. Draper (NY)
Classical Ballet
Draper Center for Dance Education

Luis A. Duany (PR)
Mathematics
Colegio San Ignacio de Loyola

Bryan Duff (NH)
Mathematics/Psychology
The Derryfield School

Karyne S. Dunbar (WY)
Art
Greybull High School

Denise D. Ekberg (LA)
Chemistry
Benjamin Franklin Senior High School

Laurie S. Elowe (CA)
International Studies
Mission Viejo High School

Dan S. Erpenbeck (NM)
Mathematics
Saint Michael's High School

Anne M. Erskine (DE)
English
Saint Mark's High School

Jonathan S. Everett (MD)
Physics
Northern High School

Roney L. Folds (GA)
Latin
Roswell High School

Nancy S. Fontenot (AL)
English
McGill-Toolen Catholic High School

Dan Foust (TX)
Mathematics
Fort Worth Country Day School

Calvin K. Fukuhara (HI)
Mathematics
The Kamehameha Secondary School

Kathleen T. Gaines (FL)
US History
Manatee High School

Ruth B. Gibbs (KS)
Latin
Lawrence High School

Edward P. Grant (VT)
US History
Mount Mansfield Union High School

James Grant (DE)
Music Composition

Julia Guggenheimer (CT)
Mathematics
Greenwich Academy

Jeffrey M. Hackler (HI)
Asian Studies/History
Iolani School

Paula S. Hammons Sloan (TX)
Dance
The High School for Performing & Visual Arts

Patricia E. Harris (OK)
English Literature
Edmond Santa Fe High School

Mike Harrison (TX)
Theatre
Winston Churchill High School

John H. Hartman (PA)
Physics/Drama
Hershey High School

Jeanette M. Hausman (PA)
Physics
Lower Moreland High School

Dennis M. Healy (IA)
English
Dubuque Senior High School

Patricia Hicks (NH)
English
Manchester High School Central

Fred Hochschild (NJ)
Mathematics
Princeton High School

Katherine M. Holmes (VA)
German
Norfolk Academy

Dean Hume (OH)
Journalism
Lakota East High School

Susan Hunt (PR)
English/Social Studies
Southwestern Educational Society

Judith D. Hurdle (IN)
English
Valparaiso High School

Don W. Jones (AL)
Mathematics
Murphy High School

Lucy Kay (NC)
Mathematics
Martin Middle School

Daniel S. Kehde (WV)
Theater/Drama
Contemporary Youth Arts Company

Steve Kemper (AK)
Chemistry
Robert Service High School

Andrea Kenney (WY)
English
Lander Valley High School

Amit B. Kobrowski (OR)
History
Sunset High School

Robin Kobrowski (OR)
English
Sunset High School

Heijiro Komura (WA)
Japanese
Dwight D. Eisenhower High School

Terry A. Kozma (OH)
Economics
Strongsville High School

2002 TEACHER

Timothy D. Krieger (CA)
Biology
Monta Vista High School

Sandra Krupinski (NJ)
Chemistry
Highland Park High School

Darin Larsen (NE)
English
Brownell-Talbot School

Kerry Lathrop (ME)
English/Literature/Journalism
Edward Little High School

Terrye D. Lesley (LA)
French
Mount Carmel Academy

John Luebtow (CA)
Ceramics
Harvard-Westlake School

Kenneth S. Lyle (TX)
Chemistry
Saint John's School

Joanne T. May (IL)
Music
Glenbard East High School

Amy Miner (SD)
English
Yankton High School

Diane C. Morales (TN)
Spanish
Collierville High School

William Neville (NY)
Social Studies
Great Neck South High School

Helen F. Nishihira (GU)
English and Mathematics
Saint Paul Christian School

Lorraine Nubar (NY)
Voice
The Juilliard School

Samuel J. Ogdie (SD)
Spanish
O'Gorman High School

Tom O'Mara (DC)
Mathematics
Washington International School

Christopher Osgood (VT)
Science and Math
The Grammar School

Philip M. Overeem (MO)
Language Arts
Smithton Middle School

John M. Parris (FL)
Classical Guitar/Music Theory
Howard W. Blake High School

Angela M. Perrone (AZ)
Spanish
Senita Elementary School

Danny Peters (VA)
Biology
New Horizons Governor's School for Science & Technology

Ellen M. Peters (SC)
English
Dutch Fork High School

Michael W. Prim (NC)
Physics
Millbrook High School

Robert Prufer (WA)
Social Studies
Newport High School

Anne Riley (ID)
Science
Orofino High School

Mary Ann A. Robarts (LA)
English/Student Activities
Archbishop Rummel High School

Henry C. Roberson (DC)
English
Georgetown Day School

David O. Ross (MA)
Latin
Groton School

Thomas L. Rossi (PA)
Chemistry
Shady Side Academy

William A. Royer (TN)
French/Theater
The McCallie School

Ray E. Runyan (KS)
Mathematics
Shawnee Mission East High School

Joseph Rutkowski (NY)
Music
John L. Miller-Great Neck North High School

Wayne C. Sadler (IA)
Mathematics
Hinton Community High School

Elaine Salvo (KY)
Mathematics
Assumption High School

RECOGNITION AWARDEES

Jane M. Saral (GA)
English
The Westminster Schools

Nancy K. Schick (NM)
History
Los Alamos High School

Peggy Scott (IL)
US History
University High School

Jacob Seitz (WV)
US and European History
Morgantown High School

M. David Sheard (TX)
Visual Arts
The High School for Performing & Visual Arts

Brenda Shelkey (ND)
English
Turtle Lake-Mercer High School

David B. Sims (MN)
Latin
Saint Paul Academy and Summit School

Charles Skelton (AR)
Mathematics
Armorel High School

Jana E. Smith (AR)
Gifted and Talented
Cabot High School

James B. Snider (OK)
US History and Government
Stigler High School

Cheryl L. Spencer (ME)
English
Old Town High School

Steven Stein (NM)
Biology
La Cueva High School

Susan Stimson (CA)
English
Cupertino High School

Kristin S. Street (RI)
Visual Arts
Moses Brown School

Patricia L. Streeter (CO)
English
Cherry Creek High School

Janice C. Strickland (AK)
English
East Anchorage High School

Marie Stultz (MA)
Music Education
Treble Chorus of New England

Eiko Tashiro (MS)
Japanese Language and Culture
Saint Andrew's Episcopal School

Dan J. Teague (NC)
Mathematics
The North Carolina School of Science & Mathematics

Catharine A. Tipton (GA)
English
The Paideia School

Ellen Travis (AZ)
Social Studies
Desert Vista High School

Bronwyn R. Tullos (MS)
History
Brandon High School

Jonathan R. Vaile (DC)
English
Saint Anselm's Abbey School

Mark VanDervort (VA)
English
Poquoson High School

Sharon L. Vincent-Lum (HI)
Language Arts/Social Studies/Drama
Punahou School

Steve Welckle (MN)
US History
Edina High School

Debbie A. Whitworth (NE)
English
Bellevue East High School

Donald Wiggins (MD)
Chemistry
Governor Thomas Johnson High School

Teri Wilkerson (TX)
Dance
Dance Discovery Studios

Richard E. Wilson (ME)
Modern European History
Brunswick High School

Rand Winward (UT)
History
Jordan High School

Judy A. Wodarz (ND)
World History
Saint Mary's Central High School

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

Eric Zahler (PA)
Mathematics
Ellis School

Robert G. Zenie (NY)
Social Studies
Herricks High School

Andrew W. Zintel (WI)
Spanish
West High School

2002 TEACHER RECOGNITION AWARDEES

Michael Alper, Rhode Island

If I do stand out as a teacher, it's because in addition to caring about my students' welfare (which should go without saying), I truly love the subject I teach, and hope to share that excitement with others. My goal is to teach every day with the same enthusiasm I display on my best days.

Byron H. Anderson, Montana

I enjoy seeing young people succeed in their endeavors and I like to think that I have been a part of it all.

Julie Andrew, Colorado

Teaching high school chemistry is not an entirely altruistic pursuit. I'm continually inspired and challenged by my students and colleagues. I'm grateful for the opportunity to interact with so many people with varied backgrounds and points of view. Working hard to help students achieve is nothing compared to the rewards I reap.

Gloria Beth Bagwell, Florida

I love the newness of every day, the unexpected in a day's lesson. No matter how many times I have taught a subject, each day and each class is different. The dynamics of the group bring wonderful, spontaneous reactions. I feel fortunate to teach in a city that is a microcosm of the world (Miami).

Andrew Ballauer, Ohio

Students are gifts. Each one is different and all are special. For twenty-seven years each gift has enriched my life. Though some gifts have meant more responsibility, they have also made me stronger in my convictions. Thank you for all of the experiences.

Edward Bassett, Washington

I teach because I love working with students, and I love biology. Seeing students learn and appreciate biology makes me happy, and I feel intensely proud when my students achieve their goals… college admissions… awards… careers.

James T. Berkenstock, Illinois

As a professional musician and teacher, I find that teaching and performing compliment each other. I learn from my students, and my performing helps me to be a better teacher. I believe depth of understanding is very important. The more a performer brings to a performance, the greater the possibilities. Therefore, I encourage a breadth of interests.

Glenn T. Blair, Michigan

I love teaching and having fun teaching. I like to get into my students' minds, to be there for them, and to have fun teaching chemistry. I have a knack for simplifying complicated topics, making them easier to learn. I love teaching chemistry. I love my students.

James Bokern, Wisconsin

Promoting active learning and challenging all students is my educational focus. Whether teaching Advanced Placement students or youngsters who struggle with American History, kids learn best when expectations are fair and rigorous. I often use technology-based projects to connect my students with veterans, seniors, Native Americans, and other communities.

REFLECT ON TEACHING

Steven Brehmer, Minnesota

For six years my students and I have worked on an experiment to fly on the space shuttle. Engineers, college professors, and craftsmen collaborated with my students to build an apparatus to germinate seeds in space and keep them alive until we could examine them on earth. The most meaningful learning happens when you have a reason to learn.

Kevin R. Brewner, Illinois

During Writers Week one visiting novelist asked the 500+ students, "In the post-9/11 world, why write?" Reaching into her wallet, Connie Parng, my student, pulled out and unfolded Faulkner's Nobel Prize Acceptance Speech. And she read—validating me and my profession, teachers here and throughout the world, giving students a voice.

Melanie Brooks, Kentucky

There is a great sense of accomplishment when graduates return to visit just to let you know how much they really appreciate what you taught them. This is especially poignant when it is a student who struggled to make it through a class.

Rustin Buck, Texas

As the only German teacher at our school, I am privileged to accompany students for up to five years along their educational journeys. As I watch them grow up (literally), I also help them - especially the participants in our exchange program - expand their worlds to include another language and culture.

Daniel Castro, California

Working with students is what I enjoy most in my job. The everyday commitment to make oneself better is what I work on and ask my students to do likewise. In the end, it's knowledge that matters most. Grades will only be meaningful for a short time. The knowledge they take away will last the rest of their lives.

Henjin Chi, Indiana

"Every child has potential. Every child is an achiever," has always been the motto in my teaching career. Helping young minds realize their full potential is a great responsibility. It is a great pleasure to watch the young generation grow and lead to a successful future.

Terrence Christgau, New York

I think what makes a teacher great is heart. A sophomore recently told me after a performance that she had learned more from me in two months of rehearsals than in the rest of her life. My sense of usefulness and true pride is the best payment in the world.

Andrew R. Clark, Massachusetts

I enjoy approaching material from as many directions as possible through music, art, primary sources, political cartoons, readings, and discussion. The greatest sense of pride comes for me when I see "the light bulb turn on" and students start thinking independently while arriving at original, insightful conclusions.

2002 TEACHER RECOGNITION AWARDEES

Toby Clark, Missouri

Spending my days with students like Veronica "makes me tick." I have used her as an example to students who are having difficulty since she was in 9th grade. Her perseverance, work ethic, and genuine persona are examples to us all. Being recognized by someone I respect so much gives me great pride.

Peter A. Clayton, Florida

My beliefs: Students want responsibility- have their opinions count- observe a good role model. In return, they listen, question, usually appreciate and even emulate. That's teacher job satisfaction. My teaching philosophy: Make learning fun- make it relevant, i.e. personalize it- be honest and caring- set high expectations and stick to them.

Jayne Collins, Connecticut

My teaching philosophy is one that lends itself readily to my personal goals—a passion to teach the students to be "Witnesses to Truth and to Hope;" to foster love of history, intellectual curiosity, and passion for the pursuit of truth in historical inquiry. I believe that teaching is both a challenge and a blessing.

James F. Connolly, Massachusetts

For thirty years, it has been my honor to teach outstanding students. As I have taught them, they have taught me.

Christine K. Conway-Alexander, Montana

I'm passionate about music, teaching, and all my students. Engaging on a personal level sustains me and my students. I'm tremendously proud to watch students develop musically and otherwise. Precious moments are when former students call or drop by. Then, you know you've done your job well and struck a chord along the way.

Janet R. Coonts, Idaho

Teaching has broadened and deepened my life experiences. Exploring ideas with students whether bright or challenged always brings me to a deeper understanding of my life and of theirs. It is that connecting of minds in discussion and in writing that makes teaching a nation's children a privilege and an honor.

Mary E. Coté, Delaware

In my thirty-six years of teaching, I still feel thrilled when I see a student's eyes light up as he/she discovers something new! When I enable a student to move forth in his/her understanding, I have succeeded. My job is the best in the world; my job is to teach!

Timothy G. Cybulski, Utah

Teaching is about… loving children… making connections… supporting the despondent… celebrating with the cheerful… taking risks… leading children… recognizing unique talents… being flexible… sharing passion for learning… following children… fostering creativity… making meaning… exemplifying positive attitude… encouraging discovery… validating feelings… building relationships… challenging children… believing *each child* can learn.

REFLECT ON TEACHING

Carolyn Davies, Ohio

I perceive students being guided by love and light within themselves. Empowering students like Max Gladstone to share fresh messages of love, truth, and peace is my joy! Like Max, all students need to be heard, write their powerful thoughts and pursue self-knowledge as responsible choice-makers and problem solvers.

Susan Denning, Nevada

I have chosen to be an educator in the public school system because I believe no other career would afford me such a powerful opportunity to impact the lives of young people. It is a privilege to be given the task of educating teenagers.

Timothy Draper, New York

Timothy Draper is committed to nurture, promote and demonstrate the art of dance through education and performances of the highest technical excellence. It's rewarding to be involved with a premier ballet organization which presents unequaled performances, responds to diverse audiences and is renowned as a leader of ballet education.

Luis A. Duany, Puerto Rico

Numbers and words—I love them both. While I love teaching math and seeing students who don't perform well on tests enjoy games like "the 24 Card Game," it is also great to coach other, sometimes non-mathematically-oriented, students in Puerto Rico oratory competitions. We practice at night and improve each team member's delivery and self-confidence.

Bryan Duff, New Hampshire

Each year I notice more gray, and I think that teaching high school is accelerating my aging. However, I soon come to my senses and realize how young the students keep me. Whether coaching, playing music with students, or trying to make the Law of Cosines hip, I shed years.

Karyne Dunbar, Wyoming

Teaching, knowledge, education—are hollow endeavors without passion. Contemporary education has facility—has technology—but often lacks passion. I try to build a fire for doing and learning in my students. When they are ablaze it makes a glorious glow.

2002 TEACHER RECOGNITION AWARDEES

Laurie Elowe, California

In 1985 I took over a small Model United Nations program at my school. Since then, I have worked to build a challenging 4-year honors program in International Studies, requiring participation in Model UN. The research, writing, debate, public speaking and world travel prepare my students for the future like nothing I have ever seen before!

Dan Erpenbeck, New Mexico

I love the opportunity to influence how young people think. I like arguing with my students about views on life, playing "Devil's advocate," being a performer for my students and making them laugh. I love seeing their confidence grow and watching them become better thinkers. It feels good to know students appreciate what I do for them.

Jonathan Everett, Maryland

At a competition, I rallied together the despondent students of our Physics and Engineering Team with the battle cry, "We never throw in the τ" Inspired, the students assembled a makeshift catapult from miscellaneous book bag items. Together, the team faced adversity and pulled off an astounding 9th place *Victory!*

Nancy S. Fontenot, Alabama

I am an English teacher because I believe in the transformative and inspirational power of literature. Last year my students reinforced my belief (and my calling) when they, as an end of the year present, gave me an anthology of their original works dedicated to how the class and how the literature transformed them into better people.

Daniel G. Foust, Texas

I live for the challenges and joys of the classroom. There is a magic there I have found nowhere else. Students need a challenge, then encouragement and praise as they strive to reach that goal. The exhilaration they feel when they express "Aha!"- that's why I teach.

Calvin K Fukuhara, Hawaii

As teachers, we must persevere, even when it seems we are not having any positive effect. We DO impact lives. Recognition may not always be immediate, but as students reflect upon their experiences, they will remember what we did for them and appreciate it. This is what inspires my teaching.

REFLECT ON TEACHING

Ruth B. Gibbs, Kansas

As a teacher, I am constantly amazed at how much I learn from my students. What makes teaching worthwhile, even enjoyable, is the opportunity of working with the future leaders of our community and country. Knowing that I have played a positive role in their education is immensely satisfying.

James Grant, Delaware

Formula for effective teaching: Lead a student to the vault of curiosity and open wide its doors; encourage the questioning of everything; then step aside and let go. Here comes another student.

Julia Guggenheimer, Connecticut

Whether I am working with fifth graders as they use the digits of their birth year to generate the numbers 1 to 100, or watching juniors begin the process of understanding the meaning of a derivative, I revel in helping students grapple with mathematical concepts.

Jeffrey M. Hackler, Hawaii

I enjoy helping students realize their potential by introducing the academic, social, cultural and philosophic skills they need to overcome their perceived obstacles. I hope my students leave my Asian Studies and US History courses better prepared for living life and more aware of their active value to our society.

Paula Hammons Sloan, Texas

I am blessed to have the honor of passing on my love of dance. There is no greater reward than seeing my students mature into fine young adults who love the Lord and have the gift of expressing themselves through dance. My appreciation to LuAnne Carter, John Truax, Anthony and Lavon Smith and their son, Anthony.

Patricia Harris, Oklahoma

Interacting with lively, creative minds in daily discussions is what I most enjoy. The gratification I receive as a teacher is in knowing that students leave my class as independent thinkers and as life-long learners. I am rewarded when they return from college to share their experiences and successes.

Mike Harrison, Texas

My entire life was inspired by my high school drama teacher, Neil Hess. Mr. Hess gave me a gift—a new way of thinking and seeing and feeling—and it has been my responsibility and great honor to try to pass that gift down to others.

John H. Hartman, Pennsylvania

To some, teaching may seem like a hassle; for me, however, it is a source of pride. When I see the hard work that students put forth, I am overcome with the idea that in some way I have helped them succeed. That irreplaceable feeling makes being a teacher worthwhile.

Jeanette M. Hausman, Pennsylvania

Whether as a physics teacher, coach, or advisor, my joy in teaching comes about at that moment when the light goes on for my students—particularly when they have been struggling with a difficult task—and the breakthrough has been achieved. They now know something or can do something they may have previously thought impossible.

2002 TEACHER RECOGNITION AWARDEES

Dennis Healy, Iowa

I see myself as a motivated and motivating educator. I thrive on my students' successes. My career goals--to make every class meaningful, to instill a passion for learning in my students, and to remain dynamic and vital in the classroom--will drive me until the day I retire.

Patricia G. Hicks, New Hampshire

The two strongest influences on my teaching philosophy have been my work with Dr. Jane Hansen and the U.N.H. self evaluation portfolio program and my own children's educational experiences which taught me the importance of each student's voice and to strive for the standards of excellence I wished for in my own children's teachers.

Katherine M. Holmes, Virginia

Each day is different in teaching. There are so many opportunities both to learn with and learn from interactions with students and colleagues. Teaching/learning is indoor work and just plain fun. If I didn't have a dog to support, I'd do it for free.

Susan Hunt, Puerto Rico

I believe the job of the teacher is to uncover and develop skills and talents in young people. I want to introduce my students to serious ideas and help them to thoughtfully consider and then express themselves in relation to these ideas. I want them to become independent thinkers.

Judith D. Hurdle, Indiana

Though English is my first love, teaching Theory of Knowledge to intellectually curious upperclassmen revivified my commitment to a noble profession. Questioning what we know, how we know it, and whether we can ever be sure of what we think we know opened new worlds of inquiry for my students and me.

Don W. Jones, Alabama

I respect my students and treat them as young adults. Together we discuss mathematical concepts. I have been blessed being able to teach Nicole, my Presidential Scholar, and her class for four years. We have a very open relationship that greatly aids learning.

Lucy B. Kay, North Carolina

Teaching mathematics to students such as Eric has been a true joy. They also recognize the beauty and elegance of mathematics and are challenged by its possibilities. One personal favorite is coaching mathematics teams after school. This allows time for more serious contemplation and time for having "fun" doing math.

Andrea Kenney, Wyoming

After 28 years teaching America's future, I am retiring. No day has been boring or even predictable, however, providing students with opportunities to develop critical thinking skills has been my greatest joy. When I watch a person mature into a thinker, I realize what an amazingly important evolution has occurred.

REFLECT ON TEACHING

Amit Kobrowski, Oregon

Teaching allows me the opportunity to work with students in attaining knowledge. It's helping them use their knowledge to further the cause of social justice that makes teaching an exciting choice.

Robin Kobrowski, Oregon

For me, teaching is helping students explore and experience the world. Providing students this opportunity is a daily challenge and joy. The greatest reward comes in watching their individual journeys.

Heijiro Komura, Washington

After WWII, enthusiastic educators actively engaged in educational reform to establish democracy in Japan. Following suit, I made teaching my mission in life. Moving to the US broadened my horizons; it gave me the excitement of teaching youths in both countries and opportunity to meet Tyler Kinder, brilliant Presidential Scholar.

Terry A. Kozma, Ohio

I have been an Economics/History teacher and a coach for 26 years. This year I had an Economics team win the Ohio Economics Challenge and got to see the fun and pride they had as the top AP Econ students in the state and 3rd in the Midwest.

Tim Krieger, California

"You can never be too old to be a kid," was a statement about me from one of my students. The youthful excitement I have for both science and life comes directly from my students. Their smiles and enthusiasm have encouraged me to see life through the eyes of a kid.

Sandra J. Krupinski, New Jersey

I consider myself fortunate because I am able to spend the majority of my day doing what I love—teaching! My greatest reward is watching students grow more confident as they master difficult concepts and advance their problem solving skills.

Kerry Lathrop, Maine

One of the aspects of teaching that is most special to me is getting to be involved in students' dynamic teenage years. Through our discussions of literature and the students' writing, I can witness the students figuring things out, growing up, and seeing the world in new, exciting ways.

John Luebtow, California

“ticking”/the need to question/to pursue/to express through “art”/to share with others/the struggle to understand/feelings/emotions/desire/passion/love/hate/greed/war/death…/the need to seek “unanswerable” answers to/why are we here?/why do we exist?/what is “life” about?/where are we going?

Kenneth Lyle, Texas

Over the years I have learned, and continue to learn, a few things about being an effective teacher: *Love what you teach. *Love who you teach. *Be a lifelong learner. *Listen carefully to what your students are saying. *Be open to new ideas. *Laugh a lot.

2002 TEACHER RECOGNITION AWARDEES

Joanne May, Illinois

This week I conducted our orchestras in concert. One bassoonist surprised everyone with her gorgeous tone. A bass player performed beautifully after only one year of instruction. Two with degenerative diseases played through their pain. The audience was stunned. The blessing I have to guide these students and my hope for our future is what urges me on.

Amy Miner, South Dakota

What I enjoy most about teaching is helping students understand that they matter… to me, to their parents and peers, to members of the school community and greater community. Helping students to know that their hearts and minds are invaluable and unique in this world… that they matter… that's what teaching is to me.

Diane Morales, Tennessee

In becoming a teacher at the age of forty-five, I hope to set an example for my students as a proponent of lifelong learning. Thirst for knowledge and a zest for life as well as global awareness comprise the positive hidden curriculum in my classroom.

William Neville, New York

Each year young minds come into your life, often struggling, trying to figure out the ways of the world. During these troubling times of adolescence, students need to have a beacon of light to help show them the way. A teacher can act as a lighthouse, consistent, trustworthy and enlightening.

Helen F. Nishihira, Guam

I enjoy directing students towards opportunities. Opportunities to reach their potentials and dreams. Opportunities to discover self, talent, and God.

Samuel Ogdie, South Dakota

What I love most about teaching is that I can share with others the knowledge and experiences that I have acquired. This joy of sharing inspires me to always strive to learn more about what I am teaching. The quest for new knowledge motivates me to keep studying and traveling.

Tom O'Mara, District of Columbia

My first classroom experience was in the Peace Corps. I was 22, and in the grip of a serious identity crisis. I entered that class, consisting of 45 young adults, full of fear. I failed them miserably that lesson, but left knowing more about myself than ever before. Connecting with youth has been a major source of happiness since.

Chris Osgood, Vermont

Each year I feel fortunate to be able to help students attempt to understand the elegant complexity of the world in which we live. From the interactions of human body systems to algebraic patterns, helping students gain insight and understanding never ceases to be rewarding.

Phillip M. Overeem, Missouri

I teach mainly because reading, writing, listening, thinking, and questioning authority are exciting, and I just want to spread the news. Also, public education is a brilliant idea to which I want to contribute; in an increasingly partitioned society, it's one of the few places where we have to work together.

REFLECT ON TEACHING

John Parris, Florida

I enjoy the process of helping students discover their hidden inner strengths and talents. To help them guide their development from beginning-level musicians to sophisticated young artists over a period of years is extremely rewarding.

Danny Peters, Virginia

For me, science conveys an excitement in understanding how things work! Therefore, I strive to project this excitement and knowledge through hands-on experiences so that students learn science by doing science. I feel a sense of accomplishment in observing students discovering the beauty and mysteries of science.

Ellen M. Peters, South Carolina

The poet Robert Browning wrote, "A man's reach should exceed his grasp, or what's a heaven for?" For thirty-two years I have encouraged students to reach—for difficult ideas, complex projects, and challenging goals. My greatest rewards come from watching students go above and beyond in what they do.

Michael W. Prim, North Carolina

Teaching physics has always excited me. After twenty-four years I continue to learn about the subject, the students and myself. In addition to teaching I am an active abstract expressionist painter and an aficionado of classical piano playing and the father of two wonderful children.

Robert Prufer, Washington

Two things nourish me: seeing my students develop intellectual humility through confronting complex, challenging questions; and watching them learn to view complex social studies issues in increasingly human—not abstract, academic—terms.

Mary Ann Robarts, Louisiana

My students' creativity, generosity, kindness, and concern for others, our nation, and our planet, are an inspiration. It is impossible to view the world as a negative place when sharing the ideas and ideals of the young. Their spontaneity is exciting, their exuberance is intoxicating, and their determination is compelling.

H. Clay Roberson, District of Columbia

What makes me tick? Jacques Barzua. Every teacher and every administrator ought to read *Teacher in America*. Unfortunately, few do. Leo Strauss and Montaigne are also mandatory. Raymond Chandler's novels; Sam Snead's golf swing; Django's guitar. And, of course, such students as David Zax.

2002 TEACHER RECOGNITION AWARDEES

David O. Ross, Massachusetts

The two best things about teaching are reading and learning.

Thomas L. Rossi, Pennsylvania

Teaching is about relationships and opportunities. The opportunity to fulfill the promise of teaching—to touch the future—comes when teacher and student risk the formation of a relationship. I focus on teaching my students, not just Chemistry, but the material becomes the foundation of a relationship through which the student grows.

William A. Royer, Tennessee

Teaching adolescents is always a challenge and a surprise. Teenagers need constant support and reassurance. Sometimes they are shy in responding to adults, but they will respond. In this mysterious game of life, students give back to their teachers more than they receive.

Ray E. Runyan, Kansas

What I enjoy most about teaching is the interaction between my students and myself. I try to conduct class in a non-threatening manner in which the only way to fail is not to try. The most rewarding moment for me is when the student responds, "I understand."

Joseph Rutkowski, New York

Music is an integral part of my life. As a professional clarinetist, I pride myself on daily practice. I try to teach my students that from this rigor, we discover the power to make those ink spots on a manuscript page come to life.

Wayne Sadler, Iowa

Displaying a positive attitude is very important to me. Greeting each student with a cheerful "good morning" and showing a genuine interest in him or her helps create a great start to each day. Having my students feel comfortable talking to me is the first step to successful teaching.

Elaine Salvo, Kentucky

Mathematics is my passion, and the greatest legacy I can offer my students is a piece of that passion. I am always gratified when my students connect mathematics to the real world and approach their math with confidence, enjoyment and pride in their accomplishments.

Jane Saral, Georgia

Self-esteem comes from doing hard things well. One relieves stress not by withdrawing the challenge but by helping students develop both the confidence to tackle the project and the skills that make success possible. Above all, I try to share with students my life passion in hopes that they may discover their own.

REFLECT ON TEACHING

Nancy Schick, New Mexico

Our school's Presidential Scholar, Milo, reminds me daily of why I love to teach. Once, when Milo was not pleased with a paper he wrote, he returned the next day with a rewrite entitled "Milo Tries Again." How could one not love working with students like this?

Peggy Scott, Illinois

"The object of teaching a child is to enable the child to get along without the teacher." Teach how to learn, and inspire respect for and love of knowledge. When a teacher sees those sparks catch light in a student's mind, it's magic and all the thanks most ever need.

Jacob R. Seitz, West Virginia

I enjoy teaching because I enjoy learning. Students give me the opportunity to think and learn when they ask questions of analysis and interpretation. I enjoy challenging students so they appreciate different points of view. A successful class is when students make connections and respond, "OK, now I see!"

M. David Sheard, Texas

I entered teaching from a lucrative architectural design career. In thirty years, I have never garnered the same monetary rewards, but the feelings of satisfaction and contribution are unequaled. In 1987, I was recognized as a Presidential Scholar's "most influential teacher." That has been my proudest teaching achievement until now.

David B. Sims, Minnesota

I have indulged in a long but discreet romance with history, and I find Latin, the language of a vigorous ancient people, admirably suited to my taste. I feel a kinship with other times and peoples which translates readily to an understanding of present situations. Word power truly animates one.

Jana E. Smith, Arkansas

My students make me tick! As an advocate for gifted students, I receive the greatest fulfillment when a student receives acceptance and financial aid to the college of his or her choice or recognition such as this. What greater joy could there be than to have a small part of the future of our leaders and our nation?

James B. Snider, Oklahoma

Teaching is my passion because it allows me to open my students' minds and hearts to new ideas and beliefs about history and life that many would not otherwise experience. Yet, the most rewarding aspect is realizing that my students in turn have opened my mind and heart as well.

Cheryl Spencer, Maine

What I enjoy most about teaching is the "light bulb experience:" I'm presenting some information or explaining a concept, and suddenly a student who had been baffled before gets that look of comprehension in his or her eyes. It's like the light bulb going on over the head of a cartoon character.

2002 TEACHER RECOGNITION AWARDEES

Kristin S. Street, Rhode Island

As an artist and a teacher, I work to instill joy and wonder in my audience by creating a dialogue that generates more questions than answers. Each learning experience is the basis for a conversation that is self-perpetuating. That is my goal, in the classroom and as an artist.

Patricia Streeter, Colorado

Discovering a new way to present an idea or skill always excites me. I never grow tired of seeing students learn a skill and apply it; whether they analyze a poem or write an effective introduction, I thrive on their success. Teaching, truly, is forever new.

Janice C. Strickland, Alaska

My passion is excellence, and I strive for that quality in all that I undertake—inside and outside the classroom. Literature provides a vehicle whereby I exhort, guide, cajole, and push my students toward excellence in reading, writing, character, and life. Blessed with great energy, I never tire of my life's work: teaching.

Marie Stultz, Massachusetts

Marie Stultz is the author of *Innocent Sounds*, *Building Choral Tone and Artistry in Your Children's Choir* and founder of The Treble Chorus of New England. She is receiving this award as mentor to Briana Rossi. "I believe the high expectations I have for my students have led to their success."

Eiko Tashiro, Mississippi

Personal interaction in cross-cultural settings makes me tick as a Christian teacher (converted from Buddhism). What I enjoy most about teaching is when a student begins grasping "meaning" out of his "reading" of the ideographs! A sense of pride in my work comes from the students' cross-cultural professions and university education.

Ellen Travis, Arizona

Teaching is my dream profession. I have a passion for learning and thoroughly enjoy sharing my enthusiasm for history and government with such bright young men and women. I am honored to have the opportunity to teach our future leaders and feel confident that our future is in great hands!

Jonathan Vaile, District of Columbia

I suppose what I try to achieve most often is a transfer of enthusiasm from me to my students. If I can get young people into literature, writing, or the life of the mind in general, I feel I have done my job. The rest is up to them.

Mark VanDervort, Virginia

Teaching is often as much about receiving as giving. To share a classroom with enthused, motivated students creates a dynamic learning opportunity for the teacher as well as the students. My twenty-seven years in the classroom have fostered both personal and professional growth- day by day, class by class.

REFLECT ON TEACHING

Sharon Vincent-Lum, Hawaii

As an educator and role model, I view the solid foundation established in my classroom as a launching pad for my students, in which only the sky is their limit. My reward is watching these talented young men and women grow into the accomplished and successful leaders of our future.

Debbie Whitworth, Nebraska

When I was five, I knew that I wanted to be a teacher. After twenty-seven years in the classroom, I still look forward to each day, knowing that I will learn more than I will teach because of my inspirational students. Today teaching is still all I want to do.

Donald Wiggins, Maryland

I never intended to be a teacher. I was going to be a forensic scientist with the FBI. Fate and the Maryland Distinguished Scholar-Teacher Scholarship changed that. I've been teaching since leaving college, and I've never looked back. I love my subject, and I love my students. I love what I do.

Teri Wilkerson, Texas

The most important lesson I can teach my students is to acknowledge the "purpose" of their existence—to see life as a gift and talent as one of many blessings. I teach that music combined with movement is a powerful form of expression, and that one must always "dance with a purpose."

Richard E. Wilson, Maine

Challenging students to debate and discuss difficult questions. Trying to make students smile at least once in class. Helping explore the roots of our contemporary attitudes and values. Encouraging students to learn about and celebrate our human story. Being there for students- listening, validating, communicating, and challenging.

Rand Winward, Utah

Teaching students makes me happy. I enjoy the relationships I build each year as we discuss not only the choices made by historical people and the values that determined those choices, but particularly the choices and values of my students as they strive to be good people and citizens.

Robert G. Zenie, New York

To be entrusted with the education of tomorrow's leaders is an awesome responsibility. My goal has been to instill in my students the desire to learn and to think independently. I have tried to accomplish this by making learning relevant and enjoyable, and by being an example to them.

Andrew Zintel, Wisconsin

Bold, outrageous neckties, screaming buttons for as many occasions as I can devise, dramatic gestures and sayings, and some quite irrational comments all lend themselves to creating an atmosphere that I hope is friendly, positive, and conducive to inspiring interest in my students to experiment in Spanish. "Todo es posible" (Everything is possible).

2002 COMMISSION

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 an outstanding commitment to public service.

The Commission invites the 141 Presidential Scholars and their teachers to Washington, DC for National Recognition Week. Activities are funded through a public-private partnership of the Presidential Scholars Foundation and private corporate and philanthropic sources. As guests of the Commission, the Scholars meet with government officials, educators, authors, musicians, scientists, and other accomplished persons. Scholars also attend recitals, receptions, and ceremonies in their honor and visit museums and monuments of the nation's capital.

Mary E. Kramer: Iowa

Commission Chair

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

Lawrence R. Bearden: Arkansas

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

ON PRESIDENTIAL SCHOLARS

Glen T. Becerra: California

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

Jean L. Becker: Texas

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

Scott A. Bundgaard: Arizona

Scott Bundgaard has served Legislative District 19 in the Arizona State Legislature for eight years. He was first elected at age 25 to the Arizona House of Representatives. Two years later, Scott was elected as the youngest member of the State Senate, where he currently serves as Chairman of the Senate Finance Committee. Scott is also a member of the Natural Resources & Environment Committee, the Judiciary Committee, and the Joint Legislative Budget Committee. He was reelected in 2000 to a third two-year term in the State Senate. Since the Arizona Legislature is a part-time 'citizen's legislature', Scott works as a financial advisor for Raymond James Financial Services when the State Senate is not in session. Scott also coaches basketball for the Boys & Girls Club, the City of Glendale, and Arizona Youth Sports. He is an active board member with MatchPoint, a division of Prison Fellowship Ministries.

Jennifer S. Carroll: Florida

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

2002 COMMISSION

Williamson M. Evers: California

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

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 on 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.

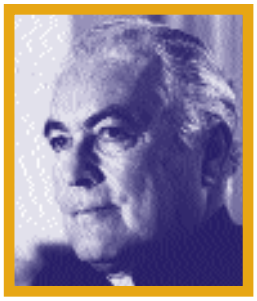
Michael A. Galiazzo: Maryland

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, from the Community College Leadership Program at the University of Texas at Austin; Leadership Certificate from the Center for Creative Leadership, in Greensboro, North Carolina; Master of Science, Applied Behavioral Science, from The Johns Hopkins University; Hopkins Fellow, Community and Organizational Systems, from The Johns Hopkins University; Bachelor of Arts, Human Services Administration, from Antioch University, 1978.

Linda Graves: Kansas

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

ON PRESIDENTIAL SCHOLARS AND ITS PARTNERS



Father Theodore M. Hesburgh, CSC: Indiana

President Emeritus, University of Notre Dame. Father Hesburgh stepped down as head of Notre Dame in 1987. His autobiography, *God, Country, Notre Dame*, was a national bestseller. He is a member of the Trilateral Anti-Incitement Committee, which monitors interactions between Israelis and Palestinians. He served as co-chair of the Knight Commission on Intercollegiate Athletics and has held 15 Presidential appointments, involving him in major social issues including civil rights, peaceful uses of atomic energy, campus unrest, treatment of Vietnam offenders, Third World development and immigration reform, to name only a few. Father Hesburgh was also a director of the Chase Manhattan Bank and chairman of the Rockefeller Foundation. He holds 147 honorary degrees, the most ever awarded. He received the Congressional Gold Medal, Congress' highest honor, and the Medal of Freedom, the nation's highest civilian honor.

Virginia S. Hoffa: Michigan

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

Nancy A. Hunt: Texas

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

Marcia A. Jackson: Virginia

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

2002 COMMISSION

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.

Robert L. King: New York

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

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.

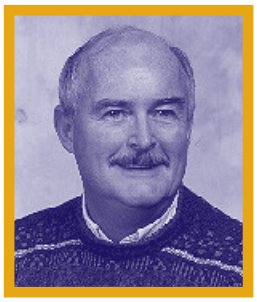
Modesto A. Maidique: Florida

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.

ON PRESIDENTIAL SCHOLARS AND ITS PARTNERS

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.

Lynne A. Munson: Washington, DC

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

Laura E. Owens: Kentucky

Over the past several years Laura Emberton Owens has combined careers by being an educator, writer, and professional speaker. She served as the host and producer of the cable telecast *First Tuesday* and continues as a contributing writer for various publications. Teaching on both the secondary and university levels, her primary role is that of an educator. She was chosen by President Bush as one of three educators nationwide to participate in his national news conference on education. Laura lives in Glasgow, Kentucky with her husband, Donnie, and has two children, Kennan and Elizabeth.

2002 Commission

Dorothy 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. During her years at the State Department of Education, she also taught graduate and undergraduate courses for several colleges and universities. During President Reagan's administration, Mrs. Potter served in the U.S. Department of Education as Deputy Assistant Secretary of Education for Elementary and Secondary Education and later as the Acting Assistant Secretary of Education for the same department. She left this position to become Deputy to the Chief of Staff in the U.S. Environmental Protection Agency. Mrs. Potter is also an award-winning author of seven children's books that deal with educational subjects. Mrs. Potter and her husband, Thomas E. Potter, are the parents of two-year-old triplets.

Louis W. Sullivan: Georgia

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

Stanley E. Taylor: Virginia

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

Flo N. Traywick: Virginia

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

on Presidential Scholars

Mary K. Turner: Virginia

Mary Kay Turner teaches World Religion and Ethics at Bishop O'Connell High School in Arlington, Virginia. After teaching on an Indian Reservation in Montana, Mrs. Turner pursued her graduate studies in Humanities with a focus on Indian education and later researched alternative education programs, helping to found Western Wyoming Alternative High School and The Learning Center, a program for developmentally disabled 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: Illinois

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

Chauncey Veatch: California

2002 National Teacher of the Year. A Social Studies teacher at Coachella Valley High School in Thermal, California, Mr. Veatch is also a retired Army Colonel. Mr. Veatch is an advocate for migrant students, and has been praised for his efforts to help migrant students achieve in the classroom. Since coming to Coachella Valley, he has reestablished the California Cadet Corps, a leadership- and citizenship-development program for junior and senior high school students, and has integrated the Corps into the academic social studies curriculum and state standards. He earned his bachelor's degree in History from the University of the Pacific in Stockton, California, and a doctorate in jurisprudence from the University of Notre Dame. Mr. Veatch served as an officer in the U.S. Army infantry and medical services corps for 22 years, and has taught 7th and 8th grades, English as a Second Language, Citizenship, 9th grade Career Preparation, as well as the Cadet class.

2002 COMMISSION

In celebration of 30 years of scholarship, leadership, service, and creativity, the Commission instituted two awards to honor and recognize the outstanding contributions of individuals and organizations that have made so much possible for thousands of Presidential Scholars and Teachers. The two awards also honor, in name, the two presidents who initiated and expanded the Presidential Scholars Program.

The Commission held an arts competition among alumni Arts Scholars and selected a sculpture designed by Mr. Kevin Berlin. The sculpture, cast in bronze of museum quality, will be a lasting tribute to advocates and supporters of excellence in education. The awards were unveiled and presented (for the first time) at the John F. Kennedy Center for the Performing Arts on June 30, 1994. Kevin Berlin, a 1983 Presidential Scholar, chose his antique quill and inkwell design to be "a proud symbol of academic and artistic excellence."

WINNER OF THE 2001 JIMMY CARTER AWARD

Commission Chair Mary Kramer with Eve Slater, Vice President, MRL Public Affairs, Merck & Company, Inc., accepting the 2001 Jimmy Carter Award.

Photo credit: Jilene Robinson

Prior winners of the Jimmy Carter Award for Outstanding Contribution by an Organization are:

The Geraldine R. Dodge Foundation
The General Motors Corporation
The American Association for Gifted Children (AAGC)
The National Foundation for Advancement in the Arts (NFAA)
The National Education Association (NEA)
The American Federation of Teachers (AFT)

ON PRESIDENTIAL SCHOLARS

THE WINNER OF THE 2001 LYNDON B. JOHNSON AWARD FOR OUTSTANDING CONTRIBUTION BY AN INDIVIDUAL

Ronnie Fern Liebowitz

Ms. Liebowitz has played a crucial leadership role in developing and cultivating the unique partnership between the Commission on Presidential Scholars and the Presidential Scholars Foundation. As Immediate Past President of the Presidential Scholars Foundation, Ms. Liebowitz has worked tirelessly to secure to secure the financial and programmatic future of the Presidential Scholars Program. As President of the Foundation, she developed the Presidential Scholars Program Alumni Society, created and authored the Medallion newsletter, worked to institute expanded programming for teachers, initiated and conducted intern programs with the Merck Company and the Geraldine R. Dodge Foundation, and raised over $1,000,000 to support the Presidential Scholars Program. Ms. Liebowitz has been an outstanding champion of the program and sets a shining example of volunteerism in action.

Prior winners of the Lyndon B. Johnson Award for Outstanding Contribution by an Individual are:

Eric F. Goldman
John M. Stalnaker
Scott McVay
Sanford C. Nemitz
First Lady Hillary Rodham Clinton
William L. Pressly
U.S. Secretary of Education Richard W. Riley
President Jimmy Carter
James E. Farmer
Lyndon B. Johnson
William H. Banchs

2002 PRESIDENTIAL

Presidential Scholars Foundation

P.O. Box 1813 • Williamsville, N.Y. 14231 • Phone/Fax (716) 636-4545

June 2002

Dear Presidential Scholars:

Congratulations to the 2002 Presidential Scholars. The Foundation Board is delighted to join your families, friends, and teachers in commending you for your outstanding academic achievement and civic commitment.

You represent the good news about our nation's youth proving with hard work and dedication to excellence one can achieve great things. You will have a role in shaping the future of America. Your selection is the highest National means to encourage and entice other students to reach for the stars.

The Foundation gives scholars an opportunity to continue the friendships you will make during National Recognition Week and to continue your outstanding commitment to community service. I urge scholars to stay in touch with the Foundation by visiting the Foundation website at www.presidentialscholars.org.

Best Wishes for continued success.....

Sincerely,

Joseph DiVincenzo
President

Email: foundation@presidentialscholars.org • www.presidentialscholars.org

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SCHOLARS FOUNDATION

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

PRESIDENTIAL SCHOLARS FOUNDATION BOARD MEMBERS

Kevin Berlin
Vice President for Alumni Relations

Thomas E. Britton

Joseph D. DiVincenzo
President

James E. Farmer
Vice President for Development

Charles Gueli

Ronnie Fern Liebowitz, Esq.
Immediate Past President

Mary Kramer
Commission Chairman

Dan Morris

Sanford C. Nemitz
Treasurer

THE PRESIDENTIAL SCHOLARS ALUMNI SOCIETY

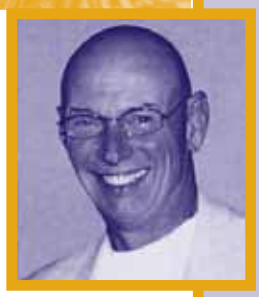
With over 5,000 United States Presidential Scholars having been selected beginning in 1964, the Scholars are well represented throughout the nation's industry, the sciences, the humanities, medicine, education, professions, the arts, and in service fields. Their diversity of interests, lifestyles, geographic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

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

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

For more in-depth information on these and other Alumni activities, visit the Foundation's website at www.presidentialscholars.org.

THE NATIONAL FOUNDATION



NFAA

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

On behalf of the National Foundation for Advancement in the Arts (NFAA), it is my privilege to convey our pride and admiration for the 2002 Presidential Scholars. These outstanding high school seniors have proven themselves to be models of leadership and excellence for their endeavors in the sciences, humanities, and the arts.

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

We, at NFAA, extend our congratulations to the Presidential Scholars on their extraordinary achievements and wish them continued success in the future.

Kenneth R. Williams
Chairman, Board of Trustees
National Foundation for Advancement in the Arts

800 BRICKELL AVENUE • MIAMI, FLORIDA 33131 • PH: 305.377.1140 • FAX 305.377.2149 • www.ARTSawards.org • E-MAIL: nfaa@nfaa.org

FOR ADVANCEMENT IN THE ARTS

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

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

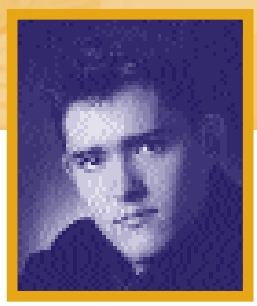
By participating in ARTS Week, these artists also have the chance to be named Presidential Scholars in the Arts. NFAA exclusively, and at the request of the White House Commission on Presidential Scholars, nominates up to 50 artists to be consitered for Presidential Scholars in the Arts.

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

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

2002 PRESIDENTIAL SCHOLAR STAFF AND ADVISORS

Kimberly Watkins-Foote
Executive Director



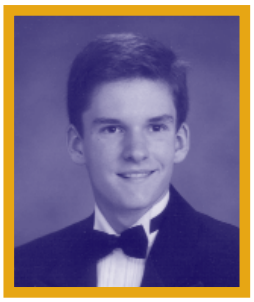
Matt Amendt
Advisor, 2000 Scholar (PA)

Mariana Carrera
Advisor, 2000 Scholar (MA)

Andrew Jayich
Advisor, 2000 Scholar (AK)

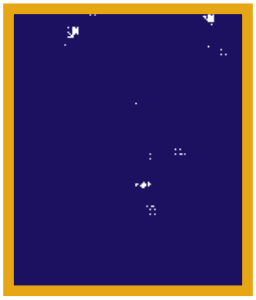
Julie Black
Executive Assistant

Jessie Juusola
Advisor, 2001 Scholar (MN)



Jeffrey Kramer
Advisor, 1999 Scholar (TX)

Kristina Matic
Advisor, 2001 Scholar (WI)



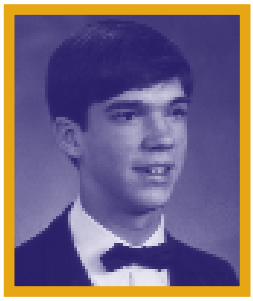
Lauren Robinson
Executive Advisor, 1999 Scholar (CO)

Elizabeth Mayne
Advisor, 2001 Scholar (CO)

Thomas Moll
Advisor, 2001 Scholar (AR)

Lauren Sirois
Advisor, 2000 Scholar (NH)

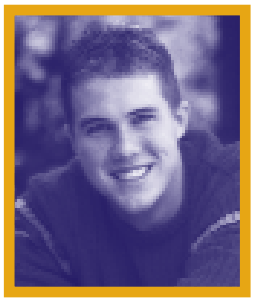
Joshua Vandiver
Executive Advisor, 1999 Scholar (CO)



Charles Snider
Advisor, 2001Scholar (MS)

Paul Vronsky
Advisor, 1999 Scholar (WA)

Michaela Weeks
Advisor, 2001 Scholar (NE)



Christopher Wells
Advisor, 2001 Scholar (WY)

Katharine Widland
Advisor, 2000 Scholar (NM)