

THE NEW JERSEY
SCHOLARS PROGRAM

ANNUAL REPORT

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Sunday, June 26 through Friday, July 29

Jerusalem and the Middle East: Historical Crossroads, Religious Roots, Contemporary Perspectives

Faculty List and Staff

Mehnaz M. Afridi	Literature	Ph.D. The University of Cape Town
Yoav DiCapua	History	Ph.D. Princeton University
Pamela Karimi	Art & Architecture	Ph.D. candidate, Massachusetts Institute of Technology
Amy Wright Glenn	Religion	M.A. Columbia University
Paula Clancy Jacqueline Huan Anne Kabay Matthew Latta Janice Leavitt Elizabeth W. McCall		Librarians, The Lawrenceville School
Miguel Bayona		Housemaster The Lawrenceville School
Patrick Ibe		Assistant Housemaster The Lawrenceville School
John P. Sauerman		Program Director The Lawrenceville School
Margot Southerland		Program Administrator

I. The Program

The purpose of the New Jersey Scholars Program is to provide outstanding New Jersey high school students, who have completed their junior year, an intensive five-week summer academic program at The Lawrenceville School in Lawrenceville, New Jersey. It is taught at the freshman-sophomore college level by a combination of college and Lawrenceville faculty. The Program concentrates on a single topic each year and approaches it in an interdisciplinary manner. The topic for 2005 was *Jerusalem and the Middle East: Historical Crossroads, Religious Roots, Contemporary Perspectives*.

Jerusalem, known in Hebrew as the city *Shel Zahav* or “City of Gold”, in Arabic as *Al Quds* or “the Holy”, and for Christians as “Jerusalem the golden”, is a sacred place to the three religious traditions of Judaism, Islam and Christianity. It is also the center of violent political upheaval and geopolitical crisis. Join the New Jersey Scholars Program this summer as we explore the complex and fascinating city of Jerusalem and the Middle Eastern region. The students will study Jerusalem in the context of the Middle East and will explore the development of religious beliefs, cultural currents and political conflicts. Too often Americans fall short in their comprehension of this complex region because news clips and sound bites bombard us with simplistic explanations for current conflicts. Few Americans have a nuanced understanding of the history and culture of the region and an appreciation for the three faiths that strive to flourish in this land of upheaval and confrontation. Our attitudes toward the Middle East are often rooted in two dimensional stereotypes rather than reality. Students in the New Jersey Scholars Program will uproot these stereotypes by studying Middle Eastern art/architecture, history/politics, religion and literature. What are the roots of the present conflict? How do the three faiths relate to each other and to that conflict? How do the region’s political and cultural currents become distilled at Jerusalem? With attention to detail, complexity and the interrelatedness of our four disciplines, we will answer these questions and develop a rich understanding of Jerusalem and the lands surrounding this ancient *axis mundi*, or center of the world.

The key to world peace in the 21st century may well depend on a sophisticated understanding of this complex region. The 2005 New Jersey Scholars Program will help build that understanding.

Scholars will have stimulating academic days combining lectures, seminars, research and fieldwork. They will have extensive reading assignments and will prepare several short papers in advance of their culminating achievement, a major interdisciplinary research project on a topic of special interest. During the course of their studies, Scholars will leave campus on a field trip and also create artistic, musical and dramatic works that will be exhibited in an Arts Festival, to which all parents and past New Jersey Scholars are invited.

Students were housed together in one dormitory and were expected to stay on campus through the session, with the exception of the long weekend in mid-July. The typical Scholar's day began at 8:30 a.m. with a 90-minute lecture presented to all Scholars and faculty by one member of the faculty (see **Appendix A**). Handouts containing additional information frequently supplemented such lectures. In the case of art lectures, slide and computer projection presentations accompanied the narrative. After the lecture, the Scholars divided into three seminar groups and met with the other members of the faculty for a 90-minute seminar discussion of assigned

readings. After lunch, the seminar groups would assemble for another session from 1:30 until 3:00 pm. Because the faculty members always attended each other's lectures, references could be easily made to connections that crossed disciplines and areas of concentration. In this way, the Scholars examined how ideas encountered in one field might relate to those in another, and so, learn to think in an interdisciplinary manner.

The latter part of the afternoon was given over to free time, during which the Scholars made use of the campus recreational facilities or tackled the substantial reading assignments. After dinner, study areas again found students reading in Griswold House and the Bunn Library (see **Appendix B**).

During the Program, the faculty assigned several short papers and one major interdisciplinary research project to be handed in at the conclusion of the Program. This final project was the culmination of the Scholar's experience. The following gives an idea of the seminars and the final research projects:

Pamela Karimi, Ph.D. candidate Massachusetts Institute of Technology

Art and Architecture

During the five-week NJSP program, we explored the topic of "Jerusalem and the Middle East: Historical Crossroads, Religious Roots, Contemporary Perspectives," from an interdisciplinary point of view. My seminars and lectures covered a major portion of the program, which was designed to create an atmosphere in which students studied the history of Middle Eastern art and architecture through informative conversations and readings. This included the architecture that was Religious, commemorative, residential, military, palatial, commercial, and urban. We surveyed early settlements in Jerusalem and Mesopotamia, as well as those from the beginning of Islam in seventh century Arabia, to the twentieth century and recent times. Throughout the course, selected examples of religious and secular buildings were analyzed, as we examined Middle Eastern art and architectural history. My lectures covered topics, ranging from the architecture of the Mosque, the spatial arrangement of the Jewish neighborhoods (14th-16th centuries) under Christian and Muslim rule, issues of gender in public and private spaces, to the arts and political propaganda in twentieth-century Middle East and much more. During the seminars students had the opportunity to discuss the readings and the images, and to raise questions, generate debates, and exchange ideas with fellow students. Most scholars had the ability to learn and to be open to ideas that were new to them. They did not solely contribute in the classroom. They were energetic and were present in every aspect of 2005 NJSP including the arts festival, soccer, and other group activities. We also had a scheduled visit to Islamic Cultural Center of New York City as well as the Manhattan's Central Synagogue. Thanks to the New Jersey Scholars Program that created a rich and varied educational environment for the study of Middle Eastern architecture and art.

Larry Arbuthnott - The Blending of Christian themes into Islamic Art and Architecture During the Early Muslim Expansion

Delia Gorman - The Iranian Revolution and its Aftermath Through the Eyes of the Camera

Brandon Hedvat - The Exploration of Early Modern Persian Carpets as Historical Documents

Alison Hodgson - The Architecture of Jewish Quarters under Christian and Muslim Rule: A Comparative Analysis (14th-16th centuries)

Tara LalovicCox - Modernizing Turkey: The Effect of the Rise of Nationalism and Kemalism on Ottoman Architecture

Michael Locke - Iconological Representations of Christianity and Islam in Hagia Sophia (From the Early Byzantium to the Late 15th Century)

Jeff Moll - Orientalist Tendencies in French Romanticist Painting: Eugene Delacroix, Jean-Léon Gérôme, and Osman Hamdi

Ann Washburn - The Orientalist School and Osman Hamdi: Representations of the Women of the Ottoman Imperial Harem

Jessica Zhou - Representations of Jerusalem and the Temple Mount in Jewish, Christian and Muslim Art: A Comparative Analysis

Yoav DiCapua, Ph.D. Princeton University, The University of Texas at Austin

History and Politics

The objective of the history program was to review the region's history along chronological as well as thematic lines. Thus, we began by covering the history of the various Islamic polities from the 7th century to collapse of the Ottoman Empire in 1919. In addition, we put strong emphasis on the history of Zionism and the emergence of the Arab-Israeli conflict. Alongside the chronological aspect we examined a series of topics such as interfaith relationship and religious tolerance, global trade and economics, the rise of the Nation-State, Imperialism and Colonialism, Islamic Fundamentalism and the Peace Process. While we did not focus exclusively on the history of Jerusalem, naturally, it was the place that brought many of our discussions to focus. Over the course of the program the students had the opportunity to discuss and research some of the most crucial historical factors that shaped the Middle East as we know it today.

Ben Arad - How did the Israeli Settler Movement on the early 1970s, Managed to Establish Settlements in the Occupied Territories Again Government Will

Kayshuv Bangalore - The Survival Tactics of the Saudi Monarchy

Jenny Baraz - The Cause of Jesus of Nazareth's Death

Laura Brienza - How al-Qaida Justifies Acts of Terror with Islam

Ronald Krock - Modernization of Ottoman/Turkish States

Ben Loya - Interpreting and Defining the Causes of the Armenian Genocide

Rania Salem Manganaro - Hizbulah and Lebanon: A Complex Relationship

Jeff Reger - Infiltration and Israel, 1948-1956

Madeleine Rosenberg - The formation of Israel National Identity and its Limitations

Tom Smejkal - Nasserism and the Rise of Fundamentalist Islam

**Mehnaz M. Afridi, Ph.D University of Cape Town, Loyola Marymount
University**

Literature

As a new faculty on the team for the New Jersey Scholars Program this year I was honored to encounter this special group of stellar students and colleagues who taught me many lessons in both academic and personal realms. As the literature faculty these five challenging weeks, my students and I journeyed through the world of Egypt, Israel, Bosnia, and Palestine wandering through the imagination of writers who took us to local Middle Eastern cafes, homes and alleys. We dissected our identities, we became “other”, we were exiled, we suffered, we loomed over the religious domes of identities, and finally we became poets and writers who echoed the themes of home, exile, identity, pain and peace. We ruminated on the contextual and textual voices of the displaced and exiled but various identities that intersected with the historical and native narratives of the lands of the Middle East. Literatures of the others inspired by internal and external transformations resulted in the beauty of language, writing and melodic poems.

My students exerted their intellectual insights in ways that inspired me to learn and research my subject more intensely. The Scholars in this program are a unique example of the optimism I will leave with when I go home and take their motivation and inspiration as the way forward for future generations. As an adult we are so easily seduced by the tragic and dark reality that surrounds our political world however, what I learnt from this group is that there is *indeed* hope and rising young stars in the world. As I reflect on this program, I imagine many corridors of thinking and writing that we sauntered through and at times clumsily we walked into walls but this journey is what a Pakistani poet calls “A multiple awareness of the streams of literary consciousness offers us all a lens of humanity.”

Vincent Balzano - The Clash of Gods and God-Kings: the figure of Moses in Monotheistic literature and the Journey of Ibn Fattouma.

Katherine Bernot - Mystical Poetry of Jalal-al-Din Rumi and Henry David Thoreau: Journeying to discover the divine role in nature within Literature.

Thu-Huong Ha - The balance of religion and science within Egyptian Identity: An analysis of the writings of Naguib Mahfouz

Michael Levy - Persopolis: a close reading of Marjane Satrapi's graphic novel and the story of the Islamic revolution in Iran.

Justin Lo - Majnun and Layla: The Tropes of Islamic Literature and the making of Modern identity through symbolism of love, loss and recovery.

Anna Mathew - The educational and social impact of Egyptian Feminist literature: a Reading of Nadwa El-Saadwi, and Leila Ahmed in issues of family, veiling, and identity.

Jessica Mawhirt - Tracing Egyptian Feminist Movements from the 19th century to modern day Egypt, reactions to the West and transformation of women through rejecting the orientalist view of Islam.

Daniel Nowicki - Orientalist Literature and the Demonization of Egyptian Culture: A re-reading of Edward Said's analysis of literature and images in identity formation.

Kaitlin Roberts - Arab Feminism and Modern Egypt: The Role of Women Transforming Egyptian Education, Journalism and Religion.

Nathaniel Robinson - Egyptian Intellectuals and the emergence of Secularity and Rational Sciences: A reading of Jamal Al-Afghani, Mohammed Abduh, and Naguib Mahfouz.

Amy Wright Glenn, M.A., The Lawrenceville School

Religion

What is Religion? As each of these scholars can tell you, Professor Jonathan Z. Smith at the University of Chicago, defines it "as a system of beliefs and practices that connect us to superhuman beings or powers". Yet, in our five weeks together, I believe we have come to see that Religion is this and much, much more. Difficult to encapsulate in a perfect definition, deeply informing the disciplines of history, art and architecture, and literature, and able to cut close to the bone of our identity as an atheist, Baptist, or Conservative Jew, Religion is as old as art and as intriguing as modern scientific musings such as "What is the universe expanding into?"

Sitting together and diving into the study of Religion over the past five weeks was a highlight of my July days. We began our study by first exploring various methods scholars use when approaching the subject. Are Religious symbols the product of our collective unconscious as Carl Jung argued? Is there a loving Creator who reveals to prophets wisdom of the ages? Are we better defined as "homo religiosus" as Karen Armstrong noted? Armstrong, in the final Chapter of "A History of God", noted that a committed atheism was more religious than a weak theism. Do religions have to be theistic? Can Smith's "superhuman power" be reflected in the work of brave women and men striving for social justice or in our capacity to rise above our human ego's

box of preconceptions and misunderstandings? If so, than this has been quite a religious program. From the functionalist, theological, historical, psychological, and who can forget the pluralistic insights of perennial philosophy, we considered the lens through which we encountered Religion.

Then, we dived into content. What is the basic history of Judaism, Christianity, and Islam? What of their philosophical insights? From the Muslim assertion of Tawhid, or God's "Oneness" to Rabbi Prager's reminder that "God is not God's name" to the Gospel of Mark's "Messianic Secret", students dived into the religious history that has informed, occasionally deformed, and transformed life in the city of Jerusalem and the Middle East at large. In closing, I am reminded of American-born Israeli Yossi Klein Halevi's assertion that "religious people have a special responsibility to make sure that God's name is not abused or used for hatred". Certainly, sitting here together on this July day as adults and teenagers, brothers and sisters, believers and atheists, we can affirm the wisdom of his words.

Hiram Arnaud - "One God, Two Heavens, Two Afterlives?: How Exclusivists, Inclusivists, and Pluralists approach the Biblical and Qur'anic descriptions of Paradise"

Kyle Bahnsen - "Is There a Solution?: A Pluralist's Approach to the Conflict over Jerusalem's Haram al-Sharif or Temple Mount."

Chantal Berman - "Humans, Teachers, Politics, and God: The Gnostic Gospel of Thomas and its Relationship with the Tenets of Christianity"

Rhys Bufford - "The Muslim Brotherhood: An Exploration of its History and Transformation into a Peaceful Jihad"

James Genovese - "Angelology, Eschatology, and the Messianic Ideal: Zoroastrianism and Its Effects on Judaism and Christianity"

Alice Hodgkins - "The Disappearance of the Arab Christian Community from Bethlehem and Palestine"

Andrea Jaramillo - "Jungian Psychology and Baruch Goldstein: How would Psychologist Carl Jung Explain the Tragic Events in February 1994?"

AJ Sedgewick - "The Sunni-Shi'ite Split: A Political, Social, and Religious Division"

Dayne Seiden - "Iblis and the Jinn: An Exploration of the Islamic Teachings on the Supernatural Jinn and the Qur'anic Story of Iblis"

Sara Steele - "Gender, the Gnostic Gospels, and the Selection of the New Testament"

The faculty assisted their students in the research process, and the Bunn Library staff led by Paula Clancy provided invaluable professional guidance. The entire Program is indebted to their wonderful support of the Program. The Scholars also used libraries at Princeton University and

Rider University. The Scholars also found the use of the Lam East Asian Center in the Noyes History Center to be an invaluable resource. Many thanks to Mr. Mark Sylte for helping to make that facility available to them.

As in past years, the field trip provided a major event in the middle of the Program. This year, the Scholars traveled to New York City to **The Islamic Center and The Central Synagogue** for tours. At the mosque the Scholars also had the opportunity to speak with the *imam*, or teacher, extensively and at the Central Synagogue, they spent an hour with a Rabbi. The Scholars then chose a particular object(s) for in depth analysis, depending on the museum assignment they chose. With their notes and sketches, they produced an essay that was completed over the course of the long weekend. It was a great thrill for many of the Scholars to actually see several works that they had already studied through reproductions during seminars and lectures at Lawrenceville.

Another special highlight in this summer's program was the Art Festival and Alumni Reunion on the last Saturday of the Program. This tradition of staging an arts festival gives the Scholars the chance to actually *do* the subjects they have been studying, in addition to reading about them. It also allowed parents, brothers and sisters of present Scholars to experience the excitement their sons and daughters, brothers and sisters felt about the Program. The festival also affords an opportunity for past Scholars to revisit the Program and involve them in its ongoing work.

This year's festival (see **Appendix C**) began with a musical performance in the Bunn Library featuring instrumental and choral performances. Of special note was an acapella performance, several piano solos and a trumpet solo. After a barbecue, we returned to the Bunn Library for performances of an original play and poetry readings which explored the theme of Orientalism. The finale was a Pakistani Wedding Dance choreographed by Anna Mathew with fourteen dancers in colorful costumes made by Scholars Alison Hodgson and Anne Washburn. The Arts Festival concluded with an art exhibition and refreshments back at the Griswold House.

The 2005 Program concluded on Friday, July 29th with a Graduation Ceremony in The Lawrenceville School's Edith Memorial Chapel (see **Appendix D**).

II. The Scholars

Thirty-nine semifinalists were selected and attended the 2005 Program. A total of 142 candidates (including at least one applicant from almost every county in New Jersey) applied to the Program. We invited 90 applicants to Lawrenceville for interviews with the faculty.

The 20 male and 19 female students selected to participate in the Program represented 12 out of New Jersey's 21 counties. The counties that had the largest representation were Bergen, Essex, Mercer, Monmouth and Somerset. The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Twenty-three Scholars came from public schools and sixteen from private schools. Two Scholars were of African-American background, one Scholar was of Middle Eastern-American background, five were of Southern Asian-American background and three were of Hispanic-American background (see **Appendix E** for

overall figures) and **Appendix F** for Scholars by final discipline research paper focus. The inside back cover lists all the Scholars by address, county and high school. The Fall 2005 issue of the Lawrenceville School's magazine, *Lawrentian*, wrote about the program "Summering Scholars Study Middle East" (see **Appendix G**).

III. Scholar Response to the Program

The atmosphere that develops among the Scholars in this Program is unlike that seen in other youth organizations. This is due to the fact that The New Jersey Scholars Program draws together an extraordinarily able and motivated group of students which develops an extraordinary sense of mutual support. When they come for their interviews in the spring, the applicants receive a tour through the campus from the previous year's Scholars who make the academic demands of the Program vividly clear. The Program has been described by a previous director as "a boot camp for the mind," and it attracts students ready to be challenged. For many Scholars, their experience during the Program is an awakening to the life of the mind in a way they have never experienced before. When all of these young people live in one dormitory and meet the challenges together, an extraordinary camaraderie develops. The spirit of the experience has a way of discouraging cliques, and young people from many different backgrounds make firm friendships that bind the group together during the session and for many years afterward. The social lessons they learn from each other can be as powerful and enduring as the academic ones. In fact, the social and academic benefits are inseparable for it is the academic challenge that provides the opportunity for these students to unlock their own potential and learn how to meet the challenges with the help of their fellow Scholars. This year's Scholars had just that kind of elevating experience, as evidenced by some of the following excerpts from their anonymous evaluations of the Program:

NJSP is, in a nutshell, what education should be – learning for its own sake, making connections, and asking questions. These skills are what all students should strive for.

I was blown away by a completely unstructured phenomenon that occurred consistently: intellectual and spiritual conversation amongst my peers and the faculty that demanded self-evaluation, challenge, and mental spark.

This summer's program has redefined my academic life and capabilities, and my ability to see academia as a process and not, in today's matriculation-oriented mindset, a destination.

My brain really needed NJSP to love learning again.

I have never felt more mentally able to go out into the world! It wasn't the facts that I'll remember as much for this program goes beyond that. I believe that many of us obtained a new mind-set.

I was able to develop my own opinion about the Palestinian/Israeli conflict without any outside influence.

NJSP is truly amazing. . . I have learned so much and grown as an individual. I feel more independent and confident in my future as a college student.

The New Jersey Scholars Program is an intense academic experience. Just when you think you are at your limits, you get pushed and expend in ways you never thought possible.

The program has taken my scope from focusing on a 60-mile radius to a 10,000-mile one.

NJSP changed not only the way I view the Middle East but the way I view my world. The lectures, discussions and readings broke down barriers I had and propelled me to push my own academic limits.

IV. Acknowledgements

No one deserves greater credit for the success of the 2005 Program than the four faculty: Mehnaz Afridi, Yoav DiCapua, Pamela Karimi and Amy Glenn. In the space of five weeks, this faculty delivered 25 hours of lectures, presided over 108 seminars, attended all of their colleagues lectures, advised and evaluated dozens of papers and final projects, oversaw music and drama rehearsals, and fired up the intellects of dozens of students. This does not include driving Scholars to Middle Eastern restaurants or to Princeton or out to get an ice cream. That they did this and far more with unflagging grace and dedication speaks to their qualities as teachers. The Program is in their debt.

In the Bunn Library, Paula Clancy, Jacqueline Haun, Anne Kabay, Mathew Latta, Janice Leavitt and Elizabeth McCall cheerfully devoted many hours of their time to help the students with their research and instruct them in the mysteries of the computer resources on campus. We could not have been able to run the Program without their inestimable professionalism.

Miguel Bayona and Patrick Ibe did so much to make Griswold House a relaxed, inviting and warm place for the Scholars -- their home away from home. So much goes on in the dormitory that is crucial to the total experience. These two great people successfully created the atmosphere that promoted that experience.

Margot Southerland deserves special thanks for her handling of the administration of the Program. She handled the logistics of the interview process, organized the mailings and appeals, and strategized for the continuing growth of the Program. On the behalf of the Board, I thank her for her huge contributions to the New Jersey Scholars Program. The Program could not possibly run without her intelligence and hard work.

Trustee Heidi Dreyfuss has brought NJSP's financial data and database to a new degree of accuracy and comprehension and Trustee Laura Sabel Bauer '84 continues to maintain the NJSP website (www.lawrenceville.org/njsp) with great proficiency and dedication. Ronald Krock '05 has contributed photographs taken during the program that will greatly enhance the introduction to the NJSP website. On behalf of the Board, I also thank all of them for their great contributions to NJSP.

The Program is also indebted to several members of the Lawrenceville faculty, including Len Miller, Joaquin Gonzalez, and Brian Daniell, who lent their homes to visiting faculty. I would also like to thank John Schiel, the Director of Summer Programs for his never-ending support; Christina Goodrich in the Comptroller's Office for her support; and Arthur Thomas, Director of College Counseling, for his outstanding presentation to the Scholars and his individual counseling of them.

The New Jersey Scholars Program owes its existence to strong financial support from many sources (see **Appendix H**). Major corporations and foundation sponsors in 2005 included ACE INA Foundation, AVI Food Services, Inc., American Re-Insurance, Fidelity Foundation Matching Funds, Foundation for Middle East Peace, Bristol Myers Squibb Foundation, The Horace W. Goldsmith Foundation, The Iowa Foundation for Education, Environment and The Arts, The Miles Hodsdon Vernon Foundation, The Starr Foundation and The Wachovia Foundation. The Program also owes a debt of gratitude and heartfelt appreciation to the many alumni(ae), their families and many friends who contributed this year. Finally, the Program is grateful to its Board members who have given of their time and talent as well as their treasure. Their efforts have been invaluable and sustaining.

IV. Financial Statements

The New Jersey Scholars Program worked hard to keep expenses within the projected budget during Fiscal 2005 (September 1, 2004 to August 31, 2005).

Respectfully submitted,
John P. Sauerma, Director
November 2005

YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	2001	2002	2003	2004	2005
	9/1/00-8/31/01	9/1/01-8/31/02	9/1/02-8/31/03	9/1/03-8/31/04	9/1/04-8/31/05
Scholars	\$ 3,891	\$ 4,422	\$ 18,359	\$ 11,503	\$ 10,580
Parents	6,500	7,308	14,145	12,670	15,365
Subtotal	10,391	11,730	32,504	24,173	25,945
Board Gifts	18,875	11,650	12,275	18,650	21,124
Matching Gifts	100	-	2,545	4,200	7,075
Corporations	2,500	-	5,500	5,000	7,000
Foundations	14,500	11,000	16,000	27,000	27,000
Friends	11,100	8,050	12,816	10,360	6,715
Interest	10,583	2,735	1,743	1,048	814
Reunion & Program Book	-	-	3,379	15	-
Total	\$ 68,049	\$ 45,165	\$ 86,762	\$ 90,446	\$ 95,673
 <u>Expenditures</u>					
Teaching Faculty	\$ 13,500	\$ 18,000	\$ 18,900	\$ 16,000	\$ 16,500
Administrative Salaries	21,531	20,312	27,060	28,585	28,207
Supervision	3,200	3,000	3,200	3,000	3,000
Room and Board	4,996	25,090	22,496	28,117	26,209
Books and Supplies	4,893	12,740	11,530	11,485	10,758
Field Trips & Program Exp	2,160	2,140	1,340	1,980	2,116
Interviews	-	-	427	118	101
Liability Insurance	-	-	-	697	700
Reunion & Program Book	-	-	3,708	-	-
Overhead	3,560	5,249	7,571	7,406	7,605
Alumni Association	-	-	1,167	397	264
Total	\$ 53,840	86,531	97,399	97,785	95,460
Surplus/(Deficit)	\$ 14,209	\$ (41,366)	\$ (10,637)	\$ (7,339)	\$ 213

Projected Budget 2005-2006

9/1/05-8/31/06

Income

Scholar Alumni	\$ 12,000
Parents	15,000
Board Gifts	19,250
Matching Gifts	3,000
Corporations	7,000
Foundations	30,000
Friends	9,000
Interest	<u>750</u>

Total **\$ 96,000**

Expenditures

Teaching Faculty	\$ 16,500
Administrative Salaries	28,000
Supervision	3,000
Room and Board	26,000
Books and Supplies	11,500
Field Trips & Program Exp.	2,000
Interviews	100
Liability Insurance	700
Overhead	7,700
Alumni Association	<u>500</u>

Total **\$ 96,000**

Appendix A

2005 LECTURE LIST

Art & Architecture - Pamela Karimi, Ph.D. candidate Massachusetts Institute of Technology

Beginnings: Artistic Endeavors and Architectural Developments from Antiquity to the Late Medieval Period

Wednesday, June 29

Jerusalem & the Middle East during the Early Muslim & the Crusader Periods

Tuesday, July 5

Medieval & pre-Modern Jerusalem and the Middle East

Monday, July 11

Architecture & Colonialism: Early Modern Jerusalem and the Colonial Middle East

Tuesday, July 19

Art & Architecture in the Service of Politics: Islamist States, Nationalism, and post-Colonialism in Modern-day Jerusalem and the Middle East

Monday, July 25

History and Politics - Yoav DiCapua, Ph.D. Princeton University, The University of Texas at Austin

Preparing the Stage: The Middle East to the 16th Century

Monday, June 27

Ethnicity, Religion & Politics in the Ottoman Empire, 16th-19th Centuries

Friday, July 1

From One Empire to Many Nations

Thursday, July 7

Arab Nationalism, Jewish Zionism: an Encounter

Wednesday, July 13

The Arab-Israeli Conflict: 1967 to the Present

Thursday, July 21

Appendix A, continued

Literature – Mehnaz M. Afridi, Ph.D., The University of Cape Town, Marymount Loyola College

Crossing Across Literature(s): Race, Nation, Religion, and "me"?
Thursday, July 1

Remembering Egypt: Naguib Mahfouz's Search
Wednesday, July 6

Exile, Home, and Identity: Palestinian and Israeli Imagination
Tuesday, July 12

Women and Literature: Loss, Death, Birth, and Meaning
Wednesday, July 20

Islam and the "Others": Expressions of Sufis, Sunnis and Shiites
Monday, July 25

Religion - Amy Wright Glenn, M.A. Columbia University, The Lawrenceville School

Introduction to the Study of Religion
Tuesday, June 28

The Question of God
Monday, July 4

Ritual and Sacrifice
Friday, July 8

Tradition & Reform
Monday, July 18

Exclusivism, Inclusivism, & Pluralism
Friday, July 22

Appendix B

2005 BOOKLIST

HISTORY:

The Modern Middle East: A History

James L. Gelvin

London, UK: Oxford University Press, 2004

Palestinian Identity: the Construction of Modern National Consciousness

Rashid Khalidi

New York, NY: Columbia University Press, 1997

Additional sources on Reserve at the Library:

A History of the Arab Peoples

Albert Hourani

Cambridge, MA: The Belknap Press of the Harvard University Press, 2002

Between Memory and Desire: The Middle East in a Troubled Age

R. Stephen Humphreys

Berkeley, CA: University of California Press, 2001

Jihad: The Trail of Political Islam

Gilles Kepel; Anthony F. Roberts, translator

Cambridge, MA: The Belknap Press of the Harvard University Press, 2002

Radical Islam: Medieval Theology and Modern Politics

Emmanuel Sivan

New Haven, CT: Yale University Press, 1990

ART & ARCHITECTURE:

Contested Holiness: Jewish, Muslim, and Christian Perspective on the Temple Mount in Jerusalem

Rivka Gonen

Jersey City, NJ: KTAV Publishing House, 2003

The Story of Islamic Architecture

Richard Yeomans

London, UK: Garnet Publishers, 1999

Additional sources on Reserve at the Library and on the Internet:

Islamic Art in Context: Art, Architecture, and the Literary World

Robert Irwin

Upper Saddle River, NJ: Prentice Hall/New York: H. N. Abrams, 1997

A Civilian Occupation: The Politics of Israeli Architecture

Rafi Segal, Eyal Weizman, editors

Tel Aviv: Babel/London/New York: Verso, 2003

Appendix B, continued

Middle Eastern Cities, 1900-1950: Public Places and Public Spheres in Transformation
Hans Chr. Korsholm Nielsen and Jakob Skovgaard-Petersen, editors
Odder, Denmark: Narayana Press, 1998

Urban Forms and Colonial Confrontations: Algiers Under French Rule
Zeynep Celik, Z. Celik
Berkeley: University of California Press, 1997

Modernism and Nation Building: Turkish Architectural Culture in the Early Republic
Sibel Bozdogan
Seattle, WA: University of Washington Press, 2001

Noble Dreams, Wicked Pleasures: Orientalism in America, 1870-1930
Holly Edwards
Princeton, NJ: Princeton University Press in association with the Sterling and Francine Clark Art Institute, 2000

One Hundred Years of Art in Israel
Gideon Ofrat, translated by Peretz Kidron
Boulder, CO: Westview Press, 1998

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THE CLASS OF 2005 PROUDLY
PRESENTS



THE ARTS FESTIVAL

Saturday, July 23, 2005
5:00 PM
The Bunn Library and The Griswold House

Appendix C, continued

Music 5:00 PM – 6:00 PM

1. The Griswold Gang- Acappella: *Breakfast at Tiffany's*
Vocalists: Tara LalovicCox, Justin Lo, Benjamin Loya, Rania Manganero, Jeffrey Moll, Dayne Selden, Sara Steele, Anne Washburn
2. *Hallelujah*
Piano: Chantal Berman
Guitar: Michael Locke
Vocalists: Thu-Huong Ha, Rania Manganero, Daniel Nowicki
3. Rhys Bufford
Search for an Oasis
4. Piano Solos
Selections from Debussy's Children's Corner Suite:
Nathaniel Robinson
Prelude and Fugue in F Minor by J.S. Bach;
Prelude in E Flat Minor by Dimitri Shostakovich:
Andrew Seigewick
5. Trumpet Solo
First Cook for the Kingdom of God: Hiram Arnaud
6. Felix and the Minarets
Al-Aqsa Blues and "A Surprise"
Lead Guitar: Jeffrey Reger
Rhythm Guitar and Lead Singer: Benjamin Loya
Bass: Michael Locke
Drums: Dayne Selden

Barbeque 6:00 PM – 7:00 PM

Drama 7:30 PM – 8:30 PM

1. Indian Solo Dance
Anna Mathew
2. Distorted Lenses
Abdul Atwah: Brandon Hedvat
Muhammad Amal: Vincent Baizano
Kayahuv: Kayahuv Bangalore
Written and Directed by Ben Arad and Thomas Smejkal

Poets: Delia Gorman, Justin Lo, Daniel Nowicki, Thu-Huong Ha, and Kyle Bahnsen
3. The Great Gap
Edward: Vincent Baizano
Pricilla: Tara LalovicCox
Tricia: Kyle Bahnsen
Kelli: Laura Brienza
Jefferson: Ben Arad
Written by Laura Brienza

Poets: Brandon Hedvat, James Genovese, Anne Washburn, and Katie Bernot
4. Ibi and the Genie
Ibi: Hiram Arnaud
The Genie: Andrea Jaramillo
Qindli: Kayahuv Bangalore
The Voices: Rhys Bufford
Directed by Tara LalovicCox and Kaitlin Roberts

Poet: Jeffrey Moll

Drama(continued) 7:30 PM – 8:30 PM

5. Pakistani Wedding Dance
Dancers: Lawrence Arbuthnot, Kyle Bahnsen, Chantal Berman, Katherine Bernot, Delia Gorman, Thu-Huong Ha, Daniel Nowicki, Tara LalovicCox, Justin Lo, Rania Manganero, Anna Mathew, Kaitlin Roberts, Sara Steele, Jessica Zhou,
Choreographed by Anna Mathew

Art Exhibition and Refreshments 8:30 PM – 9:30 PM

- Abstract Art:
Michael Locke and Thomas Smejkal
3D Dome of the Rock and Temple Mount:
Alice Hodgkins, Jessica Mawhirt, and Jessica Zhou
NJSP: The Experience:
Yevgomiya Baraz, James Genovese, Ronald Krock
Paintings:
James Genovese; Delia Gorman and Madeleine Rosenberg
Calligraphy:
Rania Manganero
Sign of Religious Peace:
Lawrence Arbuthnot
Pencil and Charcoal Sketch:
Katherine Bernot

Special thanks to:
Mr. John Sauerman, Ms. Pamela Karimi, Ms. Mehinaz-Mona Afridi, Ms. Amy Glenn, and Mr. Yooy DICapua for all of their support and guidance;
Anne Washburn and Allison Hodgson for making and designing all of the costumes and props;

*The Bunn Library for allowing the use of the Reading Room;
and The Board of Trustees for making this all possible.*

The New Jersey Scholars Program, 2005
*Jerusalem and the Middle East:
Historical Crossroads, Religious Roots,
Contemporary Perspectives*

Graduation Ceremony
Edith Memorial Chapel
The Lawrenceville School
Friday, July 29, 2005



Appendix D, continued

Graduation Ceremony

Prelude Music		Medley of Near Eastern music
Processional	Iraqi folksong	<i>Kathura Al Hadeeth</i> Baghdad's Underlying Interpretations
Opening Remarks		John Sauerman Director
Persian Folk Song	Iranian folksong	Pamela Karimi Art & Architecture
Scholar Reflections		Lawrence Arbuthnott
<i>Children's Corner Suite, #3, Serenade for the Doll, Debussy</i>		Nathaniel Robinson
Remarks		Stephen J. Kastenber President of NJSP Board
Scholar Reflections		Alice Hodgkins
Pakistani Wedding Dance		Lawrence Arbuthnott, Kyle Bahnsen, Chantal Berman, Katherine Bernot, Delia Gorman, Thu-Huong Ha, Daniel Nowicki, , Sara Steele, Justin Lo, Rania Manganero, Anna Mathew, Kaitlin Roberts, Jessica Zhou , Tara LalovicCox <i>Choreographed by Anna Mathew</i>
Awarding of Certificates		
Recessional	Egyptian folksong	<i>Al-Kartch</i>

Appendix D, continued

REMARKS AT GRADUATION BY ALICE HODGKINS '05

The air in our Griswold House dormitory is a fresh air. A new air. An air none of us had ever breathed before. Molecules dance differently after New Jersey Scholars. The air we breathe on this campus is now, suddenly, after miles of wind currents and hours in the classroom, the same air inhaled in the Middle East.

In Mehnaz's class we read the poetry of Israeli Yehuda Amichai, who wrote a poem that goes, "People use each other/ as a healing for their pain. They put each other/ on their existential wounds,/ on eye...on mouth and open hand./ They hold each other and won't let go."

We've explored how people who share a human form and passionate convictions can, over singular and gradual incidences, form a collective hatred for each other. In these last five weeks, conflict has adopted a historical human face and turned from a black and white tension into a structured, smoldering paradigm of stimulating gray.

Everything we've learned here has overstepped the academic boundary and, maybe without even realizing it at first, has stumbled into our social and oddly enough, even spiritual worlds. With no incentive, our penetrating group conscious has plummeted positively from assumption to an open intellect. We still struggle: how could one region be so complicated? How could it's manifestation in Israel and Palestine occur in a place that is the size of our shared home state?

In a little over a month, I will be a senior at Lawrenceville. I have spent three incredible, opportunity giving years of growth and maturity here, living in its dorms and eating its culinary delicacies. Many of the Scholars here are ready for college, as high school has perhaps lost its charm of freshman year. I, however, have become absolutely fascinated with my school. Is it possible for one environment to change so drastically in the context of a new mission and in the company of different people? How can there be so little toilet paper, and so much bursting energy?

New Jersey Scholars has been the ideal academic experience. Polarized from today's competitive matriculation mentality, the last five weeks have ultimately boiled down to the tangible concept of what a real "scholar" is, and the actual experience of becoming one. We emotionally and objectively reexamined September 11th, (embarrassingly) learned basic geography, discovered discrepancies between minarets, and ardently delved into the timely topic of the geopolitical Middle East. With the exception of some lectures that felt very early - we were never deficient in enthusiasm.

We weren't 39 17-year-olds attending nerd camp before senior applications - we were legitimate adults, encountering knowledge, and really seeking together for capital T truth.

The seminars quickly became about academic integrity and personal dedication. There were no grades, no pressure, no rewards, and an interactive faculty who refused to stop giving us challenges and confidence inside the classroom, deserving our best. The reward became

Appendix D, continued

metaphysical - about impetus and pride and a slight fear of being crucified during history class. History, Art and Architecture, Literature, and Religion: everything melted into a singular, interdisciplinary experience of intellectual stimulation. Probing life's disquieting inscrutabilities, we didn't have class - we had dialogue; we didn't just have conversations - we had fire.

We played hard, we sincerely worked hard, and we tried (and, I think, succeeded) in bridging those two worlds. Learning about Rumi's Sufi tradition in class turned into late night competitions of Whirling Dervish spins, and somehow, the same late nights that refused to finish turned into extraordinarily odd mornings at the bagel shop, where we socially digested the power of New Jersey scholars and ping-pong.

Standing here at graduation, I'm at a total loss for the concept of time - I feel like I just moved into my room, met all of you, and am wondering what the next five weeks will entail. But, somehow, in the whiz of July, I have gained mentors and extraordinary friends who weren't afraid to cry over their connections around a fire of acknowledgment or use shaving cream unconventionally.

What actually *happened* here over the last five weeks?

"We've been elevated to a new plane," Mr. Sauerman so appropriately noted last night. The endorphins of soccer and manhunt have combined with the real existence of conversational endorphins to lift us together to a community beyond judgment and a compulsive urge to use each other. Unlike the vengeful characters of Amichai's inspiration or Amin Maalouf's book *Violence and the Need to Belong*, we didn't need to defend our identities with each other. Our faith in each other is deep, our atoms rooted in respect, and the air in the dorm moved with the purposeful solidarity of impact. We set a standard these last five weeks.

In our last seminar yesterday, Amy put a Yeats quote up on the board that read: "Education is not the filling of a bucket, but the lighting of a fire."

This isn't just a chapter in our lives that will close. It hasn't been a moment - it's been an ignition.

And while the air in Griswold, over the last five weeks, has been a fresh, new air, today, as we leave, the air in the chapel smells like smoke.

Thank you.

NEW JERSEY SCHOLARS PROGRAM
Class of 2005

County	Applications Received	Accepted	Attended
Atlantic	0	0	0
Bergen	16	4	4
Burlington	3	0	0
Camden	0	0	0
Cape May	2	1	1
Cumberland	3	0	0
Essex	15	8	5
Gloucester	0	0	0
Hudson	10	1	1
Hunterdon	5	1	1
Mercer	9	6	6
Middlesex	9	3	3
Monmouth	27	10	6
Morris	16	6	3
Ocean	2	2	0
Passaic	2	1	1
Salem	0	0	0
Somerset	10	6	5
Sussex	2	0	0
Union	9	6	3
Warren	1	1	0
Total	141	56	39
NJSP Class of 2005			
	Male: 20	Female: 19	
African-American	2	0	
Caucasian	15	13	
Lebanese-American Caucasian	0	1	
Hispanic-American	1	2	
Southern Asian-American	2	3	
Public	12	11	
Private	8	8	

Appendix F

The Scholars & Faculty

HISTORY: Yoav DiCapua

Ben Arad
Kayshuv Bangalore
Jenny Baraz
Laura Brienza
Ronald Krock
Benjamin Loya
Rania Manganaro
Jeff Reger
Madeleine Rosenberg
Thomas Smejkal

ART & ARCHITECTURE: Pamela Karimi

Lawrence Arbuthnott
Delia Gorman
Brandon Hedvat
Alison Hodgson
Tara LalovicCox
Michael Locke
Jeffrey Moll
Anne Washburn
Jessica Zhou

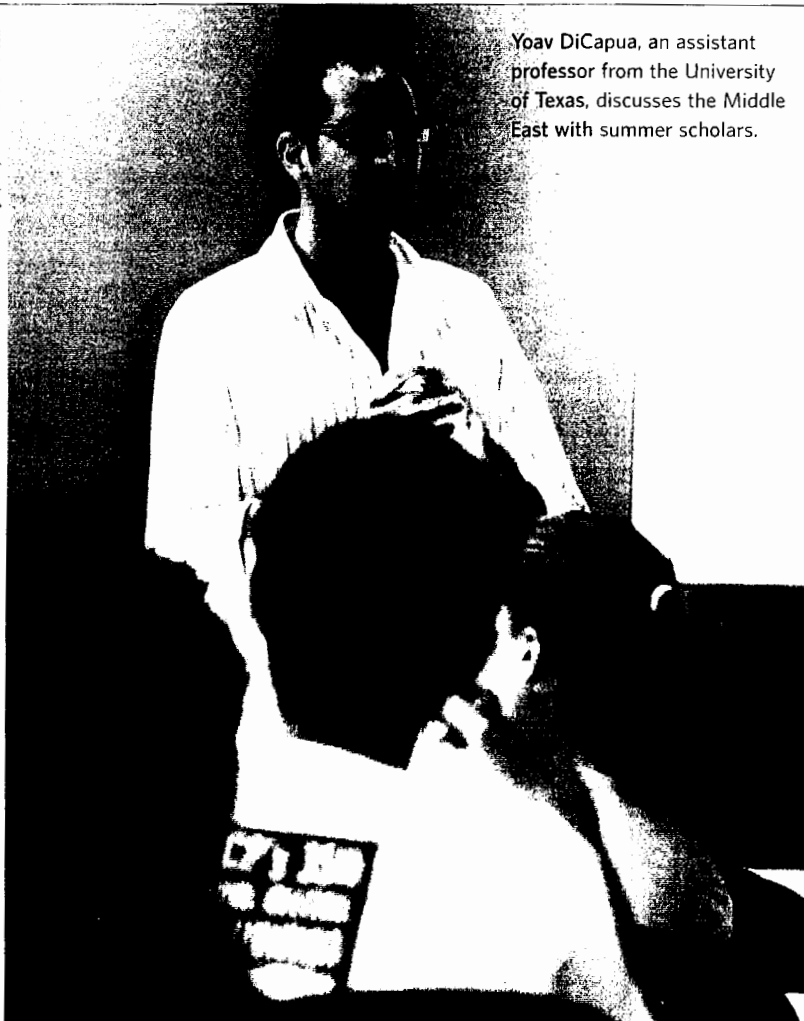
RELIGION: Amy Glenn

Hiram Arnaud
Kyle Bahnsen
Chantal Berman
Rhys Bufford
James Genovese
Alice Hodgkins
Andrea Jaramillo
AJ Sedgewick
Dayne Seiden
Sara Steele

LITERATURE: Mehnaz Mona Afridi

Vincent Balzano
Katie Bernot
Thu-Huong Ha
Michael Levy
Justin Lo
Koshi Mathew
Jessica Mawhirt
Dan Nowicki
Kaitlin Roberts
Nate Robinson

Photograph by Lisa M. Gillard-Hanson



Yoav DiCapua, an assistant professor from the University of Texas, discusses the Middle East with summer scholars.

in literature; Yoav DiCapua (assistant professor history, University of Texas-Austin) in history and politics; Amy Wright Glenn (Lawrenceville School religion master) in religion; and Pamela Karimi (doctoral candidate, Massachusetts Institute of Technology), in art and architecture. Over the course of five weeks, the faculty delivered 30 hours of lectures, presided over 80 seminars, advised and evaluated dozens of papers, oversaw music and drama rehearsals, and assembled graphic arts displays.

“For some of [the students] at the beginning, it’s sort of shock and awe,” Sauerman joked. “Other kids have this sort of intellectual eureka experience, and when you see their evaluations at the end, you see how far they’ve all come. Their self-confidence enormously escalates. It really opens up the life of the mind in a way that their own schools aren’t doing in many cases.”

Summering Scholars Study Middle East

Learning on the Lawrenceville campus doesn’t stop when students hand in their last final. As it has for the past 28 summers, the School hosted the New Jersey Scholars Program (NJSP), an intensive, interdisciplinary academic program for 39 intelligent, outgoing, and highly motivated students who have completed their junior year at a New Jersey school. Lawrentians Alice Hodgkins ’06, Andrew Sedgewick ’06, and Anne Washburn ’06 were selected to participate in the 2005 program held June 26-July 29.

The NJSP is funded entirely by private contributions; there is no fee to students.

Scholars are selected based upon a guidance counselor’s recommendation along with an on-campus group interview and discussion session.

“We’re looking for kids who are ready to listen to each other, challenge each other, and try out interesting ideas,” explained John Sauerman, NJSP director and Lawrenceville history master. This year’s topic, Jerusalem and the Middle East: Historical Crossroads, Religious Roots, Contemporary Perspectives, was analyzed from an assortment of standpoints. Mehnaz M. Afridi (assistant professor of theological studies, Loyola Marymount University), led discussions

Appendix H

The Trustees of The New Jersey Scholars Program would like to thank the following alumni(ae), parents, trustees and friends whose generous gifts have helped make this program possible

Mr. Edward and Dr. Sandra Alon P'04
Miss Dorothy Irene Barker
Mrs. Marcelline Baumann P'98
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Dr. Ross T. Whitaker '81 and Dr. Kerry Kelly
Mrs. Henry C. Woods
Carolyn M. Zelop, M.D. '78

Appendix H, continued

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Bristol Myers Squibb Foundation
The Horace W. Goldsmith Foundation
The Iowa Foundation for Education, Environment & the Arts
The Miles Hodsdon Vernon Foundation
The Starr Foundation
The Wachovia Foundation