

THE NEW JERSEY
SCHOLARS PROGRAM

ANNUAL REPORT

2006

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2006 New Jersey Scholars Program

Sunday, June 25 through Friday, July 28

Africa

Faculty List and Staff

Lisa Bradley	Art & Architecture	MFA The School of the Art Institute of Chicago
Richard O. Djukpen	Environment	Ph.D. University of Illinois at Urbana
Hakeem I. Tijani	History & Politics	Ph.D. University of South Africa
Huma Ibrahim	Literature	Ph.D. Indiana University
Paula Clancy Jacqueline Huan Anne Kabay Matthew Latta Janice Leavitt Elizabeth W. McCall		Librarians, The Lawrenceville School
Amy Freitas		Housemaster The Lawrenceville School
William Freitas		Assistant Housemaster The Lawrenceville School
John P. Sauerma		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 2006 was *Africa: the sub-Sahara*

“Ask someone to tell you quickly what they associate with Africa, and the answers you’ll get will probably range from ‘cradle of humankind’ and ‘big animals’ to ‘poverty’ and ‘tribalism.’ How did one continent come to embody such extremes?” So wrote Jared Diamond in the September, 2005 issue of *National Geographic* devoted entirely to the African continent. This summer, the New Jersey Scholars Program will investigate answers to that question. What characteristics could be found in African cultures and environment before major western incursions? Did the frenzied 19th century European land-grab immeasurably damage African societies and their surroundings or did well-established cultural folkways and eco-systems survive that violent ordeal? How have the African past and the conditions of 21st century global life laid down daunting challenges to African states seeking to build a better world for their peoples? Finally, does tribal culture often produce leaders who are reluctant to relinquish power? The New Jersey Scholars Program will examine these questions through the disciplinary lenses of history/economics, literature, the arts, and the environment. Focusing on sub-Saharan Africa, students in the NJSP will learn to relate these disciplines to each other building a textured and complex understanding of a continent which has resisted western understanding for centuries. As we enter the 21st century, there can be no doubt that Africa will be central on the international agenda. The key to world stability may well depend on a sophisticated understanding of this complex continent. The 2006 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 Scholars reading in McPherson 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:

Lisa Bradley, MFA The School of the Art Institute of Chicago

Art and Architecture

Art and architecture studies for this program focused on how cultural and environmental conditions interacted to influence art and architectural developments in terms of such diverse cultural manifestations as decorative coffin construction to body art and mask construction.

Josiane Exume How have African women been traditionally depicted in art and history, and how does this relate to the Gilbert/Reynolds classifications? (Art/ History)

Tara Iyer To what extent did colonialism influence the architecture of Islamic Mali and Christian Nigeria in different ways? (Architecture/History)

Ariana Jackson To what extent does narrative film depict Africa in a stereotypical fashion? (Art/ History)

Yannick LeJaq Can photojournalists reconcile themselves to accusations of Afro-Pessimism? (Art/ History)

Alexander Levy Apartheid, Isicathamiya and the redemption of Black South African culture. (Art/History)

Manjula Raman In what ways is the conflict between Eurocentrism and Afrocentrism portrayed in contemporary African photography? (Art/History)

Samantha Singleton The illusion of Feminism: African art and its connection to female empowerment. (Art/History)

Alexandra Smith How did West African photography change before and after colonization? (Art/ History)

Victoria Tan How did Ethiopian art evolve over time with respect to religion?
(Art/History)

Stephanie Waties How is the distinction between peaceful and resisted assimilation of colonized African people indicated in their art and cultural practices? (Art/ History)

Richard O. Djukpen, Ph.D. University of Illinois at Urbana

Environment

This course of study included the following topics: the geography of Africa; population and migration patterns; disease and health care management; and environmental resources and development issues.

Alexander Daniels What are the environmental causes of the Ivory Coast's civil war, and how has the Ivory Coast's appearance in the 2006 World Cup affected the conflict?
(Environment/History)

Daniel Gentile How have water rights and water development evolved in post-apartheid South Africa? (Environment/History)

Joshua Kaplan How did environmental, geographic and political factors contribute to Ethiopia's effective resistance to colonization? (Environment/History)

Daniel Katz Nigerian Industrialization and Environmental Protection: A Catch 22?
(Environment/Literature)

Adam Kohn How has the historical development of Nigerian architecture been influenced by environmental factors? (Environment/History)

Yafim Landa What factors influence the spread of HIV in Nigeria, and how does the media influence awareness of the crisis? (Environment/History)

Nishal Shah How has the recent desertification crisis affected Sudan, and what are the implications of this crisis? (Environment/History)

Timothy Thomson An Economic Approach to the AIDS Pandemic in South Africa: An Analysis of the Survival of the South African Economy in the last Decade.
(Environment/History)

Katrina Wilson What are the medical and cultural barriers against the elimination of the Guinea Worm and how can they be overcome? (Environment/History)

Hakeem I. Tijani, Ph.D. University of South Africa

History and Politics

This course of study began with a lecture entitled "Notions and Controversies in African History". The encounter between Africans and Arabs and Europeans and Africans, colonial policies and African resistance and the transfer of power was discussed in subsequent lectures. Seminars analyzed the topic "Britain, Leftist Nationalists and the Transfer of Power".

Daniel Beniak What effect did foreign military mercenaries have on the shaping of Africa's political past and present? (History/Environment)

Karome Dwight How did the Zulu Empire interact with the environment while it ruled before the British intervention? (History/Environment)

Hui Fang Dinner for Ten: How did cultural and historical influences affect population growth in Ethiopia, 1890-2000? (History/Environment)

Tamara Ibezim What were the historical and environmental implications of the Biafran War, and how did the history and environment of the region play a significant role in the outcome of the war? (History/Environment)

Sundeep Iyer What was the role of photography during the 1960's in fomenting the fall of apartheid in South Africa? (History/Art)

Demetrius Lewis What types of environmental degradation have been documented over the decades south of the Sahara, and what legal measures have been put in place to ameliorate the impact on people, economy and the environment? (History/Environment)

Michael Medford On Nigerian independence: An analysis of the environmental and agricultural influences. (History/Environment)

Denise Olusala How has the Islamic religion influenced the architecture of the Swahili coast? (History/Architecture)

Yunbai Shen Limitless Boundaries: Understanding the African Way and Ethnic Conflicts. (History/environment)

Mary O. Strasser Ex Africa Semper Aliquid Novi: What new evidence is there to support the Out of Africa theory? (History/Environment)

Jeffrey Wray How has the coffin making art form of the Ga people in Ghana been affected by the cultural history of the nation? (History/ Art)

Huma Ibrahim, Ph.D. Indiana University

Literature

This course of study involved the following topics: nostalgia, life and struggle in Pre-colonial Africa; struggle and resistance against colonialism; polygamy and the emergence of the Women's voice; racism and nationalism; and finally, metropolitan voices and colonies.

Alayna Anderson Did colonialism necessitate the occurrence of the phenomenon of resistance? (Literature/History)

Victoria Hartmann How did the institution of Islam alter West African portrayal of women in African society and marriage? (Literature/History)

Clare Henderson What effect has AIDS had on the life of women and women's movements in South Africa? (Literature/History)

Anita Joseph What impact did newspapers have on the Rwandan genocide? (Literature/History)

Devin Kennedy In what ways did a uniquely African intellect, reflected and manifested in systems of proverbs and non-western literary methods, influence the European colonial notion of Africans as primitive? (Literature/History)

Marlaina Martin How has the Eurocentric School of thought led to a misrepresentation of Africa's past, and how has literature responded to this outlook? (Literature/History)

Kelly O'Brien How did the colonial powers encourage leftism in Africa, and what effect did that have? (Literature/History)

Kelli O'Connell How are women's lives affected by the constraints of Islam in Senegalese society, specifically in reference to Mariana Ba's *So Long a Letter*? (Literature/History)

Joseph Satran How are the plays of Wole Soyinka indicative of a uniquely African psyche? (Literature/History)

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. 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 American Museum of Natural History where the Hall of Mammals spoke to the wildlife environment and the Hall of African Peoples provided a rich display of cultural artifacts from a variety of African environments. The Scholars then went on to the Metropolitan Museum of Art and its

incomparable collection of African art and masks. The Scholars then focused on a particular object(s) for in depth analysis, depending on which museum assignment they chose (see **Appendix C**). 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 and unique event during this summer's program was the trip to Bristol-Myers Squibb headquarters and the video conference with Phangisile Mtshali who directs the SECURE THE FUTURE organization for Bristol-Myers Squibb's HIV/AIDS program in South Africa. Through a direct video hook-up, the Scholars were able to hear first hand about what SECURE THE FUTURE is doing in South Africa and other regions. The Scholars were then able to ask specific questions about the program and its efficacy. This event tied directly into one of the major themes of the environmental aspect of the program.

Another special highlight in this summer's program was the Art Festival 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. .

This year's festival (see **Appendix D**) began with a musical performance in the Bunn Library featuring instrumental and choral performances. Of special note was an outstanding a cappella performance, several piano solos and a violin solo. After a barbecue, we returned to the Bunn Library for performances of an original play, *Chaka's Descent* and sections from *Dilemma of a Ghost* by *Ama Ata Aidoo*. The Arts Festival concluded at the Gruss Visual Arts Center with an art exhibition of the Scholars' work along with an extensive exhibit of African masks and sculpture lent by Sandra Rabin of the Lawrenceville School faculty.

The 2006 Program concluded on Friday, July 28th with a Graduation Ceremony in The Lawrenceville School's Edith Memorial Chapel (see **Appendix E**).

II. The Scholars

Thirty-nine semifinalists were selected and attended the 2006 Program. A total of 189 candidates (including at least one applicant from almost every county in New Jersey) applied to the Program. We invited 100 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, Mercer, Monmouth, Morris, Somerset and Union. The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Twenty-eight Scholars came from public schools and twelve from private schools. Nine Scholars were of African-American background and eight Scholars were of Asian-American background. See **Appendix F** for overall figures.

Scholars by final discipline research paper focus are noted in **Appendix G**. The inside back cover (**Appendix I**) lists all the Scholars by address, county and high school.

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:

I learned so much about myself and the world around me. The intense conversations we had at night and throughout the day forced me to reexamine my beliefs and consider them in a new light, an exhilarating experience. I leave this program with a great desire to learn more about the world. I now feel incredibly excited to attend college and find a place with the same atmosphere.

This program was my life's greatest learning experience. Never before have I been exposed to the level of intellect and sincerity for learning that I encountered among my peers at the New Jersey Scholars Program. Engaging went well beyond the parameters of the assigned curriculum. The students involved in NJSP this year became not just friends but a family. We each came from different races, cities, religions and cultural philosophies and were able to come together in a remarkable way which I had not anticipated.

Instead of sitting on the couch watching TV during the summer, I put my mind to use and experienced a social and academic endeavor beyond my imagination!

I think the seminars were OUTSTANDING! They gave me the opportunity to express my thoughts in a personal setting.

I enjoyed the people around me. The diversity (racial, demographic, etc.) ensured that each person had something unique and different to offer, but our love for learning brought us together.

This program took me out of my comfort zone . . .

As president of my school's African-American Cultural Club . . . I'll be able to implement a program that challenges members to think of Africa as much more than a continent stricken with AIDS and genocide and to develop a true appreciation for all that the continent contains.

IV. Acknowledgements

No one deserves greater credit for the success of the 2006 Program than the four faculty: Lisa Bradley, Richard Djukpen, Huma Ibrahim and Hakeem Tijani. 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. 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.

Amy and Bill Freitas did so much to make McPherson 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, hard work and attention to detail. She deserves specific thanks for her work in putting together the Trustee/Friends dinner with the Scholars.

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. 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 Joaquin Gonzalez, Amy and Clark Glenn, and Deborah McKay 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 Jeff Durso-Finley and Holly Becker, Directors of College Counseling, for their outstanding presentation to the Scholars and their 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 2006 included ACE INA Foundation, AVI Food Services, Inc., American Re-Insurance, Bristol-Myers Squibb Foundation, The Fidelity Charitable Gift Fund, 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 2006 (September 1, 2005 to August 31, 2006).

Respectfully submitted,
John P. Sauerma, Director
November 2006

YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
	9/1/01-8/31/02	9/1/02-8/31/03	9/1/03-8/31/04	9/1/04-8/31/05	9/1/05-8/31/06
Scholars	\$ 4,422	\$ 18,359	\$ 11,503	\$ 10,580	\$ 12,885
Parents	7,308	14,145	12,670	15,365	15,160
Subtotal	11,730	32,504	24,173	25,945	28,045
Board Gifts	11,650	12,275	18,650	21,124	24,150
Matching Gifts	-	2,545	4,200	7,075	1,020
Corporations	-	5,500	5,000	7,000	10,500
Foundations	11,000	16,000	27,000	27,000	22,500
Friends	8,050	12,816	10,360	6,715	12,265
Interest	2,735	1,743	1,048	814	1,029
Reunion & Program Book	-	3,379	15	-	-
Total	\$ 45,165	\$ 86,762	\$ 90,446	\$ 95,673	\$ 99,509
<u>Expenditures</u>					
Teaching Faculty	\$ 18,000	\$ 18,900	\$ 16,000	\$ 16,500	\$ 16,000
Administrative Salaries	20,312	27,060	28,585	28,207	29,991
Supervision	3,000	3,200	3,000	3,000	3,000
Room and Board	25,090	22,496	28,117	26,209	26,972
Books and Supplies	12,740	11,530	11,485	10,758	10,551
Field Trips & Program Exp	2,140	1,340	1,980	2,116	1,952
Interviews	-	427	118	101	100
Liability Insurance	-	-	697	700	-
Reunion & Program Book	-	3,708	-	-	-
Overhead	5,249	7,571	7,406	7,605	10,586
Alumni Association	-	1,167	397	264	136
Total	86,531	97,399	97,785	95,460	99,288
Surplus/(Deficit)	\$ (41,366)	\$ (10,637)	\$ (7,339)	\$ 213	\$ 221

Projected Budget 2006-2007

9/1/06-8/31/07

<u>Income</u>	<u>Expenditures</u>
Scholar Alumni	Teaching Faculty
\$ 13,000	\$ 16,500
Parents	Program Admin Salaries
15,000	31,000
Board Gifts	Supervision
22,000	3,000
Matching Gifts	Room and Board
3,000	26,500
Corporations	Books and Supplies
12,500	11,500
Foundations	Field Trips & Program Exp.
25,000	2,000
Friends	Interviews
9,000	100
Interest	Liability Insurance
1,000	700
	Overhead
	9,000
	Alumni Association
	200
Total	Total
\$ 100,500	\$ 100,500

Appendix A

2006 LECTURE LIST

ART & ARCHITECTURE – Lisa Bradley, MFA The School of the Art Institute of Chicago

Decorative coffin makers of Teshie
Thursday, June 29

Surface Decoration in African Architecture
Wednesday, July 5

Nomadic Architecture
Monday, July 10

Art of the Body
Thursday, July 20

Masks and the Culture of Masquerade
Monday, July 24

ENVIRONMENT - Richard O. Djukpen, Ph.D. University of Illinois at Urbana

The Geography of Africa
Tuesday, June 27

Population and Migration in Africa
Monday, July 3

Disease and Health Care Management in Africa
Friday, July 7

Environmental Resources and Development in Africa
July 17

Agricultural Practices and Development in Africa
Friday, July 22

Appendix A, continued

HISTORY & POLITICS – Hakeem I. Tijani, Ph.D. University of South Africa

Notions and Controversies in African History

Monday, June 26

Encounter with the Arabs

Friday, June 30

Euro-African Relations from the Age of Exploration to 1885

Thursday, July 6

African Resistance Movements

Wednesday, July 10

Colonial Policies, Decolonialization and the Transfer of Power in Africa

Wednesday, July 17

LITERATURE - Huma Ibrahim, Ph.D. Indiana University

Nostalgia, Life and Struggle in Pre-Colonial Africa

Wednesday, June 28

Struggle and Resistance Against Colonialism

Tuesday, July 4

Polygamy and the Emergence of the Women's Voice

Tuesday, July 11

Racism and Nationalism

Tuesday, July 18

Metropolitan Voices and Colonies

Monday, July 24

Appendix B

2006 BOOKLIST

ART & ARCHITECTURE

A Visual Dictionary of Architecture

Ching, Francis

John Wiley & Sons Incorporated, 1996

Architecture and Power in Africa

Elleh, Nnamdi

Greenwood Publishing Group, Inc., 2002

Early Art and Architecture of Africa

Garlake, Peter

Oxford University Press, 2002

Contemporary Art of Africa

Magnin, Andre and Soulillon, Jacques, Editors

Harry N. Abrams, Inc., 1996

Going Into Darkness: Fantastic Coffins from Africa

Secretan, Thierry

Thames and Hudson, 1995

ENVIRONMENT

Taking Sides: Clashing Views on African Issues

Moseley, William G.

The McGraw-Hill Companies, 2006

Africa South of the Sahara: A Geographical Interpretation (2nd Edition)

Stock, Robert

The Guilford Press, 2004

HISTORY AND POLITICS

Africa in World History: From Prehistory to the Present

Gilbert, Erik and Reynolds, Jonathan

Pearson Prentice Hall, 2004

Appendix B, continued

Britain, Leftist Nationalists and the Transfer of Power in Nigeria, 1945-1965
Tijani, Hakeem I.; Asante, M., Editor of African Studies Series: History, Politics,
Economics and Culture
Routledge, 2006

LITERATURE

So Long a Letter
Ba, Mariama
Translated from the French by Modupé Bodé-Thomas
Heinemann International, 1981

Loukoum: The 'Little Prince' of Belleville
Beyala, Calixthe
Translated from the French by Marjolijm de Jager
Heinemann International, 1995

Maru
Head, Bessie
Heinemann Publishers (Oxford), Limited, 1997

Time of the Butcherbird
La Guma, Alex
Heinemann International, 1979

Chaka, Vol. 229
Mofolo, Thomas
Translated by Daniel Kunene
Heinemann International, 1983

Appendix C

2006 Field Trip

American Museum of Natural History and the Metropolitan Museum of Art

The American Museum of Natural History: The Akeley Hall of African Mammals and The Hall of African Peoples

Identify and write a 2-3 paragraph synopsis of two of the following scenes/exhibits, placing them in their proper historical periods, using the written and visual information provided to form your description.

Women and the Land
Slavery and Serfdom in Africa
Divine Kings
The Spirit World
Masks and Social Context

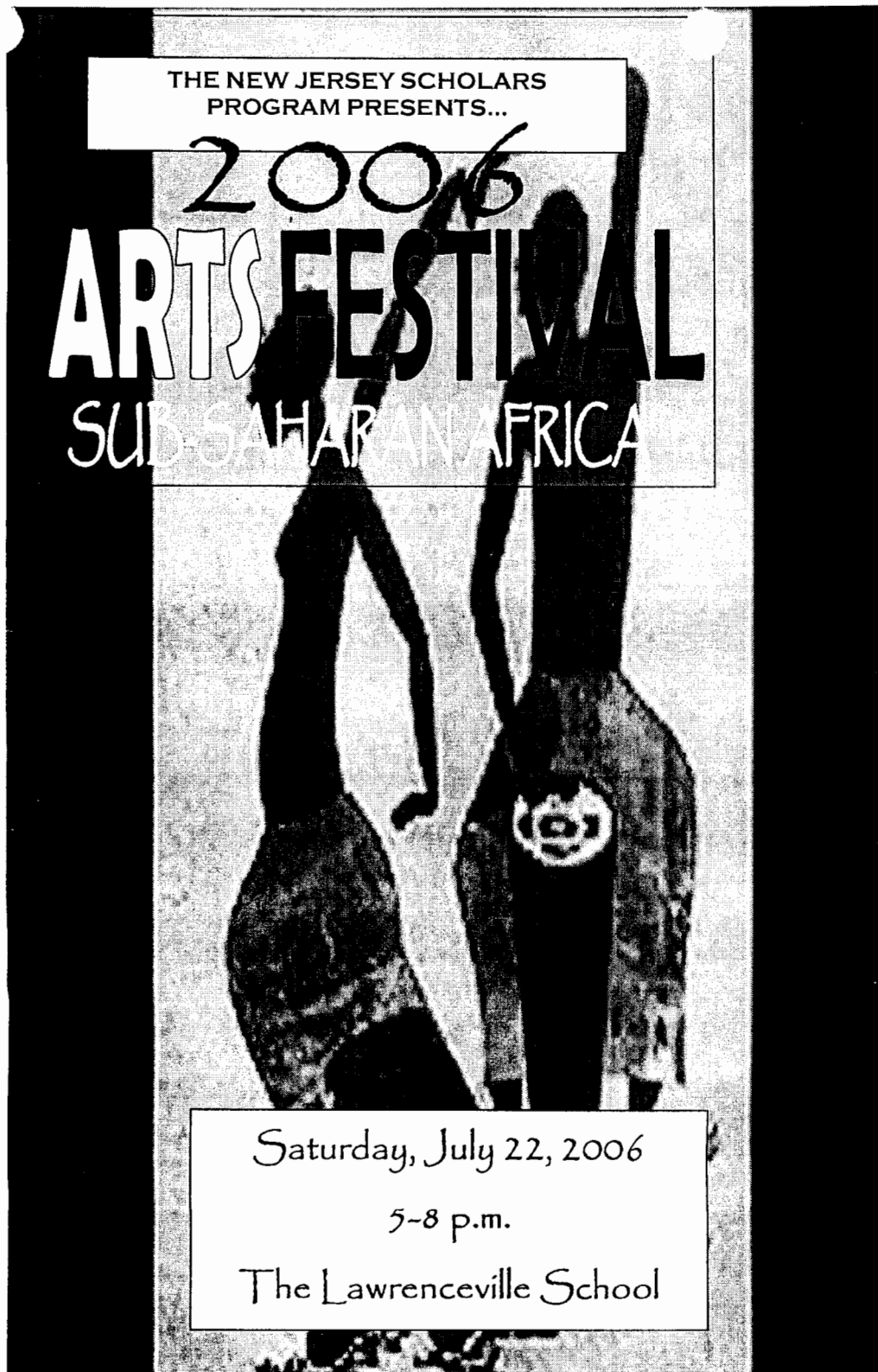
The Metropolitan Museum of Art: The Arts of Africa, Oceania and Americas

Identify and write a 2-3 paragraph summary comparing and contrasting two of the following objects or groups of objects. Describe each in terms of their ethnic (tribal) context, country of origin, historical period, usage and significance within their specific culture.

Senoufo Male Figure
Central African Power Objects (Nkisi)
Dogon Primordial Couple
Chi Wara Headpiece
Songye Power Figure
Cameroonian Masks
Central African Masks
West Guinea Coast Masquerades
Nimba Masks

Appendix D

Arts festival cover



Saturday, July 22, 2006

5-8 p.m.

The Lawrenceville School

Appendix D, continued

Arts Festival welcome and music

2006 New Jersey Scholars Program Arts Festival

Welcome to the 2006 New Jersey Scholars Program Arts Festival! It has always been NJSP's tradition to go beyond the academic spectrum of a study and promote the many talents of the Scholars. These creative pieces, whether they are musical performances, plays, or visual arts, enable students to implement what they have learned in the classrooms about African peoples and their cultures.

During this memorable evening, you will have the opportunity to experience the products of the students dedication and artistic abilities. Please enjoy the evening as we expose you to the African experience!

5:00- 6:00 Musical Performance – Bunn Library Reading Room

Siyabamba and The Lion Sleeps Tonight (choral)...

Alayna Anderson, Josiane Exume, Ariana Jackson,
Devin Kennedy, Michael Medford and Manjula Raman

Medley of Traditional Fiddle Tunes (violin)...

Oakley Strasser

Aint' Misbehavin' (piano)

Daniel Gentile and Michael Medford

A Special Duet (piano)

Daniel Gentile and Anita Joseph

6:00– 7:15 Barbecue – Irwin Dining Center (\$5 per person)

**Times subject to change*

Appendix D, continued

Arts Festival drama

7:15 Drama – Bunn Library Reading Room

“Dilemma of a Ghost”- Act I

Directed by: Timothy Thompson

Costume Designer: Devin Kennedy

Michael Meford.....	<i>Ato</i>
Josiane Exume.....	<i>Nana</i>
Sundeep Iyer.....	<i>Esi Kom</i>
Nishal Shah.....	<i>Aknoma</i>
Devin Kennedy.....	<i>Petu</i>
Tory Hartmann.....	<i>Woman #1/Monka</i>
Alexandra Smith.....	<i>Woman #2/Mansa</i>

Synopsis: Ato returns to Ghana after receiving an American education and finding a wife. He is forced to reconcile his new American identity with his old ethnic heritage.

“Dilemma of a Ghost”- Act V

Directed by: Anita Joseph

Co-Director: Demetrius Lewis

Costume Designer: Oakley Strasser

Clare Henderson.....	<i>Eulalie</i>
Jeffrey Wray.....	<i>Ato</i>
Manjula Raman.....	<i>Esi Kom</i>
Yafim Landa.....	<i>Woman #1</i>
Daniel Katz.....	<i>Woman #2</i>
Kelly O'Brien.....	<i>Tree</i>

Synopsis: Ato and Eulalie finally confront each other over their simmering differences. Still it is Esi, Ato's mother who has the last word.

“Chaka’s Descent”

Directed and Adapted for Screenplay by: Joseph Satran

Co-Author: Anita Joeseeph

Karome Dwight.....	<i>Chaka</i>
Daniel Beniak.....	<i>Isanusi</i>
Ariana Jackson.....	<i>Noliwa</i>
Joe Satran.....	<i>Brother #1</i>
Alex Daniels.....	<i>Brother #2</i>
Katrina Wilson.....	<i>Boy #1</i>
Samantha Singleton.....	<i>Boy #2</i>
Victoria Tan.....	<i>Townsperson</i>
Adam Kohn.....	<i>Child</i>

Synopsis: Zulu boy Chaka rises up from poverty to power while losing his humanity in this African Faust story; adapted from Thomas Mofolo's Chaka.

Appendix D, continued

Arts Festival arts and thanks

8:15 Art – Gruss Arts Center

Alayna Anderson.....	Untitled
Hui Fang.....	Stories
Tory Hartmann.....	Bliss
Tamara Ibezim.....	Basotho House
Rashid Ibrahim.....	Untitled
Shahid Ibrahim.....	Back to Torture
Tara Iyer.....	Kenyan Walking Stick
Joshua Kaplan.....	Ignorance
Adam Kohn.....	Breaking Free
Yannick LeJacq.....	Photographs of Eden
Alex Levy.....	Pyramids
Marlaina Martin.....	Tracing Our Roots Savage
Kelli O'Connell.....	Wild and Dangerous
Denise Olusala.....	Basotho House
Yunbai Ella Shen.....	Sit on Me
Samantha Singleton.....	Untitled
Victoria Tan.....	Leaves of Africa Untitled
Stephanie Waties.....	Jana: Collection of Poems about Africa A Dream Fulfilled
Katrina Wilson.....	Africa

Special Thanks

This festival would not have been possible without the assistance of the extraordinary staff of the New Jersey Scholars Program. The scholars would like to give special thanks to Mr. John Sauerman, director of the program, who helped oversee the evening's events. We would also like to acknowledge the hard work and dedication of the faculty of art and performance arts: Ms. Lisa Bradley, advisor of Art and Architecture and Dr. Huma Ibrahim, advisor of Literature and Drama!

Created by: Adam Kohn, Yunbai Shen, Stephanie Waties

Appendix E

The New Jersey Scholars Program, 2006 *AFRICA: the Sub-Sahara*



Graduation Ceremony

Edith Memorial Chapel
The Lawrenceville School
Friday, July 28, 2006

Appendix E, continued

Graduation Ceremony

Prelude Music	Medley of African Music
Processional	Acholi Bwala Dance Uganda
Opening Remarks	John Sauerman Director
Scholars Reflections	Sundeep Iyer
<i>Siyahamba</i> (Traditional African song)	Alayna Anderson, Josiane Exume, Devin Kennedy, Michael Medford, Manjula Raman
Remarks	Stephen J. Kastenber President of NJSP Board
Scholar Reflections	Anita Joseph
<i>Medley of Traditional Fiddle Tunes</i>	Oakely Strasser
Awarding of Certificates	
Recessional	Abdoulaye Diabate Guinea

Appendix E, continued

Remarks at Graduation by Sundeep S. Iyer '06

Good afternoon Mr. Sauerman, professors, parents, friends and fellow Scholars.

As we gather to celebrate the experiences and triumphs of five unforgettable weeks, I think it's important to look back to that very first Sunday afternoon of the program – a day on which we were all basically strangers. I remember my nervous anxiety as I introduced myself to many of you; to be perfectly honest, I didn't know what to expect.

But my nervous anxiety soon dissipated, for though I was surrounded by thirty-eight people so vastly different from me, I also realized that I was surrounded by thirty-eight people with whom I shared so much in common. And these commonalities for me, personally, went beyond just Alex Levy's one-fifth Indian heritage.

My fellow Scholars shared my eagerness to talk feverishly about politics, philosophy and religion into the wee hours of the morning. My fellow Scholars shared my keen interest in the magnificent artwork at the Metropolitan Museum of Art. My fellow Scholars shared my desire to immerse myself in researching and exploring my paper topic. Similarities like these extended into the classroom, onto the soccer fields, into the dining hall, into our common rooms at McPherson, even into Bunn Library.

What impressed me the most on that first Sunday was not the immense intellect of everyone I met but the sheer passion and energy that all of the Scholars exuded. I recognized that all of us had our own unique ambitions and goals, and we all pursued those goals with intensity. But on that first day, everyone seemed to have the same goal in mind – to learn from the brilliant and unique people around us; I can safely say that I, personally, have accomplished that goal, and I think that all of us have changed for the better because of the incredible people that we have lived with at McPherson for the past five weeks.

The ability of the Scholars to articulate and express themselves eloquently has also impressed me. Coming from a school where classrooms are too often filled with learners incapable of or unwilling to express themselves, I was thrilled by the way that my peers here communicated with one another with such fantastic command over the English language. Reading some of the final papers over the past several days, I've come to appreciate the sophisticated way in which so many of the Scholars communicate through the written word. And even when Tim Thomson and Ariana Jackson just wanted us to "talk about feelings", I knew, from their rhetoric alone, that they were communicating a warm and heartfelt message. I will truly miss that passionate ability to communicate that I've seen every one of you display over the past five weeks.

I've also been impressed by just how opinionated all of the Scholars truly are. In the classroom, we've expressed a broad range of opinions on the solutions to Africa's AIDS crisis with Dr.

Appendix E, continued

Djukpen, the role of the Marxist movement in the quest for Nigerian independence from Britain with Dr. Tijani, the decorative coffins of Kane Kwei and the Ga people in Ghana with Ms. Bradley and the importance of oral tradition in shaping the narration of Thomas Mofolo's *Chaka* with Dr. Ibrahim. I'm sure all of us have disagreed with one another at some point; but it's these disagreements that have laid the foundation for my academic experiences here. As I said before, I've learned so much from all of you; I truly want to thank you all, for I now view the world, and certainly Africa, much differently than I did five weeks ago.

In front of the people that I have come to love and respect over the past five weeks, I feel slightly inadequate giving you all advice about the future. But as my time here at the Scholars Program draws to a close, I'd like to impart some brief words of wisdom. When the girls decided to go on a decorating spree on the first floor of McPherson, Anita placed a sign above the front entranceway of the building that says, "Be the change you wish to see in the world." Every single scholar graduating here today has the power to change today's world and tomorrow's world. Never wait for others to be that change. We are not the leaders of tomorrow, as our professors and elders might have us believe. We are the leaders of today.

As "Spiderman" character Ben Parker, and fellow Scholar Mike Medford, would both tell us, "With great power comes great responsibility." With our leadership abilities, we all have the power to change this world for the better. Therefore, the onus of improving this world falls upon each and every single one of us; remember that as you all head back to your hometowns and to wherever life may take you.

I remember going to the dining hall this past week and listening to some of the kids in one of the sports camps here at Lawrenceville talking about the Scholars Program, referring to us as "Nerd Camp." That accusation is about as off target as one of Dick Cheney's bullets on his last quail hunting expedition. Nonetheless, I can't argue that we aren't nerds – after all, we are spending our summers in the quest of higher learning and knowledge instead of picking fresh fruit or taking long walks on the beach.

But even if we are nerds, I'd venture to say that we are some of the most incredible nerds that we'll ever meet. I want to thank you all for making this summer such a wonderful experience, and I wish you all the best of luck in your future endeavors.

Appendix E, continued

Remarks at Graduation by Anita Joseph '06

Who knew studying Africa was so controversial? Almost from the minute we started discussing the continent we ran into our own stereotypes and internal conflicts. It's not easy to talk about a continent whose social problems so closely mirror our own. Like us, Africa suffers a dilemma of identity. After being colonized for over a hundred years, its nations are still struggling to find their own voices. Africa has had the unique experience of being taken advantage of in an extraordinarily universal manner, and has therefore inherited problems from the entire world. In Africa, traditional dwellings contrast wealthy, modern cities; indigenous religions must accommodate Islam and a desire for European patronage duals with pan-African idealism. What a perfect storm of hot-button issues this makes for! Exploring Africa exposes our socioeconomic, religious *and* racial insecurities!

So after all this incisive debate on touchy subjects, how can we really still like each other? You may ask. Well, it wasn't always easy. We come from diverse backgrounds, and it was hard to own up to our preconceived stereotypes. I came to New Jersey Scholars with a pretty open mind, but I have been wrong so many times about my peers. Tory's tall and blonde, but she's still one of the most insightful smartest people I know. Nishal comes off as an upstanding South Asian male but he in fact listens to ear-grating heavy metal music, as I found out being lucky enough to have the room right above his. I have officially sworn off quick judgments, forever! Having candid, honest discussion with my fellow scholars and discovering what makes each of them excited about life has been an invaluable warning against generalization. This program has taught us not to oversimplify people any more than we would ourselves, because when you acknowledge the full breadth of human personality you can have extraordinary experiences.

We had these great experiences not only because we put no limits on ourselves, but more importantly because we saw no limits in the people around us. I will always be grateful to Josh, Mike, Sundeeep and Joe for welcoming me into their intellectual discussions, never doubting my capacity for critical thought. I will always be grateful to Tim for pushing me to do the FIFA video game tournament even though I was a girl. I will always be grateful to Yannick for showing me a photograph of a Sudanese girl in terrible danger and trusting that I, too, would care.

In a larger sense, would the milk drinking contest, our World Cup fiestas, the scavenger hunt, have been as exhilarating and funny as they were if we had put limits on the capacity of our peers?

The amazing discourse and fun don't have to stop when we drive through Lawrenceville's gates. Our intelligence might have made it easier to identify with each other, but it was not our aptitude but our passion for life that made these past weeks extraordinary. The NJSP *mentality* is really quite portable, and is guaranteed to increase raise the vivacity of your life. We can and *must* apply it to our homes and schools. Primarily, overestimate everyone's intelligence. Scour for

interesting discussions with your friends at school, and don't stop till you have one! Don't censor your ideas to fit the traditional intellect. Don't let life disappoint you.

I think having faith in the people around us has led many of us to feel more comfortable in our skins, with who we are and where we're going, during these past five weeks than in a long time. I know I have. Strangely enough, Jodie Foster predicted my mood exactly in her commencement address at the University of Pennsylvania this past June.

"You look in front of you and the path makes sense. There is nothing more beautiful than finding your course as you believe you bob aimlessly in the current. Wouldn't you know that your path was there all along, waiting for you to knock, waiting for you to become."

I didn't find my path alone. We didn't find our paths alone. We taught each other how to be the best versions of ourselves. And while it may never be as easy to recognize our paths as it has been at NJSP, I'm certain we'll find our way.

Appendix F

NEW JERSEY SCHOLARS PROGRAM

CLASS OF 2006

<u>County</u>	<u>Applications Received</u>	<u>Accepted</u>	<u>Attended</u>
Atlantic	3	0	0
Bergen	21	9	6
Burlington	10	2	2
Camden	5	2	1
Cape May	4	0	0
Cumberland	2	0	0
Essex	21	3	3
Gloucester	1	0	0
Hudson	12	1	1
Hunterdon	5	2	2
Mercer	14	8	6
Middlesex	8	3	1
Monmouth	16	6	4
Morris	22	7	5
Ocean	2	0	0
Passaic	3	0	0
Salem	4	0	0
Somerset	13	4	4
Sussex	2	0	0
Union	18	4	4
Warren	2	0	0
Non-NJ School	1	0	0
Total	189	55	39

<u>NJSP Class of 2006</u>		
	Male: 20	Female: 19
African-American	2	7
Asian-American	2	6
Caucasian	15	7
Public	14	14
Private	6	6

Appendix G

NEW JERSEY SCHOLARS PROGRAM

Class of 2006

<u>County</u>	<u>Applications Received</u>	<u>Accepted</u>	<u>Attended</u>
Atlantic	3	0	0
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Burlington	10	2	2
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Cape May	4	0	0
Cumberland	2	0	0
Essex	21	3	3
Gloucester	1	0	0
Hudson	12	1	1
Hunterdon	5	2	2
Mercer	14	8	6
Middlesex	8	3	1
Monmouth	16	6	4
Morris	22	7	5
Ocean	2	0	0
Passaic	3	0	0
Salem	4	0	0
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Union	18	4	4
Warren	2	0	0
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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:

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Appendix H, continued

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