

**THE NEW JERSEY**  
**SCHOLARS PROGRAM**

**ANNUAL REPORT**

**2007**

# **THE NEW JERSEY SCHOLARS PROGRAM**

## **ANNUAL REPORT**

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# 2007 New Jersey Scholars Program

Sunday, June 24 through Friday, July 27

## *Africa: the Sub-Sahara*

### Faculty and Staff

Agya Boakye-Boaten	History & Politics	Ph.D. Cultural Studies, Ohio University M.A. Political Science and African Studies, Ohio University
Khadidiatou Guèye	Literature	Ph.D. at Pennsylvania State University M.A. at Cheik Anta Diop University, Dakar, Senegal
Solomon Kuvinyu Losha	Art & Architecture	Nova Southeastern University doctoral student M.A., B.A. in Sociology, specialty in African culture University of Yaounde, Cameroon
Benjamin D. Neimark	Environment	ABD at Rutgers State University M.S. Cornell University B.S. State University of New York at Buffalo
Paula Clancy Jacqueline Huan Anne Kabay Elizabeth W. McCall		Librarians, The Lawrenceville School
Anne Louise Smit		Housemaster The Lawrenceville School
John P. Saucerman		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 2007 was *Africa: The Sub-Sahara*. Excerpts from the overview of the program note:

“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 19<sup>th</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 2007 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 Kirby 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:

## **ART & ARCHITECTURE**

### **SOLOMON KUVINYU LOSHA**

**Nova Southeastern University doctoral student  
M.A., B.A. in Sociology, specialty in African culture  
University of Yaounde, Cameroon**

During Art and Architecture lectures and seminars, scholars were introduced to the theoretical bases of the artistic and architectural works of the peoples of Sub-Saharan Africa. Within this theoretical framework, we situated the art and architecture of Sub-Saharan Africa in its historical and cultural context of a 'triple heritage' (i.e. the trilogy of indigenous, Islamic and western civilizations). We examined arts as a mediator of culture in sub-Saharan Africa with focus on issues of fertility, motherhood, kingship, initiation, scarification and rituals. Two cases of classical arts in Sub-Saharan Africa, the rock art of the Sans of Southern Africa and the Gold Weight arts of the Ashanti kingdom of Ghana, were studied. We established the case for functionality and aesthetics as inherent features of the art of Sub-Saharan Africa vis-à-vis the western aesthetic art concept of 'art for art seek' and also examined the situation of art in Sub-Saharan Africa with regards to the history of contact with non African others (Arabs and Europeans). Finally, we looked into the role of arts with regards to contemporary issues of development in the sub-continent, and examined the challenges and potentials of art and architecture as instruments of development. Scholars were also introduced to music, dance and dress styles as cultural forms of expression and as markers of social space in the Sub-Continent.

**Christopher D. Conte** — How Did Colonialism Affect African Art?

**Salma Dawlatzai** —What Effect Has Islam Had on Sub-Saharan Art and Architecture?

**Joshua L. Fainsod** — Out With the Old, In With the New: A Documentation of How Outside Influences Changed the San People of the Kalahari Desert.

**Ikodiya K. Iroha** —In What Ways Do Contemporary African Film and Music Challenge and Interrogate Historical Representations of Africa and Africans?

**Natasha M. Pereira** — How Are Women Depicted In Traditional and Contemporary African Art, and How Have Feminist Movements Influenced These Depictions?

**Adrienne H. Spiegel** — Photography From Colonial Africa: Black and White Images and Black and White Social Dynamics.

**Robert D. Stewart** —How has Islam Affected Sub-Saharan African Architecture?

**Brandon C. Thompson** — Questioning the Belief That African art is Primitive Art.

**Pooja Yerramilli** —The Effects Of Film On the World Perception Of Africans.

## **ENVIRONMENT**

**BENJAMIN D. NEIMARK**

**ABD at Rutgers State University**

**M.S. Cornell University**

**B.S. State University of New York at Buffalo**

In the program, the New Jersey Scholars engaged in a survey concerning Africa and the Environment. The five distinct lectures and nine seminars illuminated key interests and issues of long-term environmental processes spanning pre-historic Africa to the present, including overviews of climate change and major bio-physical and anthropomorphic environmental dynamics. The course highlighted the human dimensions and drivers of environmental change such as agrarian and urban society's impact on desertification, deforestation and reforestation, and reviewed regions of scarcity and plenty- biodiversity, drought and natural resource extraction. The group went on a virtual safari focusing on the history and politics of African wildlife and engaged in issues of biodiversity conservation, national parks and protected area management. As well, the group challenged contemporary environment and development frameworks which form the nexus of health, wealth, nature and power policies and practices in Africa i.e., ecotourism and other environmental valuation schemes. We concluded with some of Africa's chances and challenges as well as opportunities and possibilities for a better future.

**Eric G. Christodoulatos** — How Has the Copper Industry in Zambia Affected the Environment, Politics, Economy and Foreign Relations in the Nation?

**Anthony M. Ficarra** —How has the Presences of African Mega Fauna Affected African Development, Specifically Tourism and Its Effect On Developing Nations?

**Meghan J. Friedman** —How Have Environmental Conditions Affected Gender Roles in Sub-Saharan Africa?

**David A. Gold** — What Role Do the Entheogenic Properties of Ibogaine Play in the Bwiti Religion?

**Audrey A. Jenkins** — How Did Environmental Factors of the Congo Forest Area Affect the Process and Rate of Assimilation of the Mbuti Pygmies to Colonial Influences (Disturbance of Their Traditions) and How Has This Effect Lasted to the Present?

**Eric R. Karpas** — How Has the Discovery of Oil in African Countries Led to a Narrowing of Industries Working With Them (With Special Reference to Gabon)?

**Jacob I. Lavenhar** —How Do Diamonds Play Into the Civil Conflicts in Sierra Leone?

**Patricia A. Lavery** — How Are Statistical Interpretations Of Climate Change on Mt. Kilimanjaro Misleading and How Can We Determine Which Information Is Skewed?

**Matthew B. Sumner** — What Role Did Resources Play In the Development and Success of the Resistance Movement of the Mau Mau In Kenya?

**Mark Zhang** —What Are the Social, Economic, Political and Environmental Factors That Have Resulted From The Extraction Of Oil From Post-Colonial Nigeria?

## **HISTORY & POLITICS**

**AGYA BOAKYE-BOATEN**

**Ph.D. Cultural Studies, Ohio University**

**M.A. Political Science and African Studies, Ohio University**

Since the 26<sup>th</sup> of June, 2007, I have been privileged to be an Instructor at the New Jersey Scholar Program, facilitating lectures and seminars on Sub-Saharan African History and Politics. My source of excitement has been the display of intellectual prowess by the scholars and their ability to comprehend some of the complex issues facing Sub-Saharan Africa. Among other things, we have been examining Pre-Colonial Africa, which examined the historical and political development before colonial engagement, Slavery & Colonialism, the first for Liberation, Post-Colonial Africa and how Sub-Saharan Africa fit with the scheme of globalization. During these weeks, I pushed students towards a more critical discourse, and a more holistic approach when examining the current issues in Sub-Saharan Africa. The seminars particularly helped the students to formulate and articulate their views in a scholarly fashion. By activating prior knowledge scholars were able to make the necessary linkages, and also question the basis of their thinking. Most important was the level of intellectual creativity exhibited by scholars in advancing some practical suggestions for evaluating the problems confronting Sub-Saharan Africa. I am happy to acknowledge that the experience was not only worthwhile for the scholars, but it has also renewed my optimism about Sub-Saharan African. I leave this experience



knowing that there are some scholars who continue to advocate for a better consideration of the issues confronting Sub-Saharan Africa.

**Arun S. Avva** — How Could the Current Conflict In Sudan Progress?

**Daniel Y. Choi** — Do Cultural and Political Factors Proliferate or Stem the AIDS Epidemic? (A Comparative Analysis of Uganda and Kenya)

**Lauren P. Fedor** — What Political, Economic and Social Changes Did Wangari Maathai Inspire? How Did the Influence of This Kenyan Activist Affect the Sub-Sahara In General and Women In Particular?

**Wislande Guillaume** — Has Christianity Been Used As An Instrument of Domination In Africa? (With Special Reference to African History And Literature).

**Kevin L. Huang** — Why have international environmental agreements failed to properly address African environmental concerns?

**Maxwell J. Lasky** — How has the World Bank and the IMF Affected Development in Sub-Saharan Africa?

**Nicholas Liu** — What Factors Led to the Blurring of Ethnic Divisions in Nigeria That in Turn Aided the Peaceful Transition of Presidential Power Despite Glaring Faults in the Electoral System?

**Chetachi Odelugo** — What Were the Effects of Colonialism and Neo-Colonialism on Poverty in Sub-Saharan Africa.

**Gregory Williams** — What Were the Environmental, Political and Economic Influences That Led to the Perpetration of the Wonga Coup in Equatorial Guinea?

## LITERATURE

**KHADIDIATOU GUÈYE**

**Ph.D. at Pennsylvania State University**

**M.A. at Cheik Anta Diop University, Dakar, Senegal**

The interdisciplinary scope of the New Jersey Scholars Program has enabled me to sketch connections and linkages between literature, politics, history, environment, art, and architecture with a view to underscoring the humanistic fiber of literature. I specifically set as my goal the immersion of students from various backgrounds into the rich, diverse, intriguing, and complex corpus of literary productions by male and female writers from Sub-Saharan Africa. Through different genres including autobiography, play, poetry, and epic, thematically and stylistically capturing the socio-cultural specificities of different parts of Africa, we embarked on a culturally flavorful and historically determined journey from pre-colonial to post-colonial Africa. The clashes between African traditionalism and European colonialism, the lingering effects of

colonialism on postcolonial African societies, the complex literary negotiations coupled with ambivalent discursive challenges of postcolonial African women, to name a few, generated spirited discussions amongst scholars. For the improvement of their critical engagement with literary texts, my mantra has been incessantly problematization and historical contextualization. These help avoid dwelling on sweeping generalizations and fossilizing African realities and identities in an unchanging dynamic.

**Michelle G. Adler** — How Has Colonialism and Neo-Colonialism Affected the African Cultural Identity as Shown by *Things Fall Apart* and *I Will Marry When I Want* ?

**Alexander C. Benz** — A Tool of Subordination: Christianity in Colonial and Neocolonial Africa.

**Marina Ermakova** — Beti, Laye, and Achebe's Presentation of Indigenous Culture.

**Jiseung Han** — How Are African Collectivism and European Individualism Conveyed in African Literature, What Environmental Factors Contributed to This Divergence During the Pre-Colonialist Era, and How Did It Ultimately Determine the Outcome Of Their Interaction?

**Sarah Leung** — The Truth and A Story: The Portrayal Of The African Identity.

**Taylor C. Leyden** — What Are The Effects of Christianity in Colonial and Neocolonial Sub-Saharan African Societies?

**Ishhani N. Sandesara** — The Impact of Post-Colonialism on Women's Rights.

**Darina A. Shtrakhman** — Representations of Africans in American Films: Stopping Stereotypes.

**Elizabeth C. Stainton** — The Struggle of African Women Writers.

**Séjour B. Stephens** — Colonialism's Effects on African Culture and Women's Rights.

**Zakiyyah J. Wiley** — The History of the System of Apartheid and Its Effects on South African Literature.

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 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 performances and an outstanding performance of African drumming by the New Jersey Scholars Drumming Ensemble. After a barbecue, we returned to the Bunn Library for performances of an original play written by two Scholars, *The Dark Continent*, and readings of original poetry. 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 2007 Program concluded on Friday, July 27<sup>th</sup> 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 2007 Program. A total of 169 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 19 male and 20 female students selected to participate in the Program represented 13 out of New Jersey's 21 counties. The counties that had the largest representation were Essex, Morris, Somerset and Union. The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Twenty-four Scholars came from public schools, fourteen from private schools and one Scholar was Home Schooled. Five Scholars were of African-American background and ten Scholars were of Asian-American background. See **Appendix F** for overall figures. Scholars by final discipline research paper focus are noted in **Appendix G**. **Appendix I** on the inside back cover lists all the Scholars by 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 was very interested in the topic and I loved it that three-quarters of the teachers actually came from Africa.*

*I learned, among other things, to tolerate fully the ideas of others, and to listen rather than simply waiting for my turn to speak.*

*In school, we mostly learn about any subject strictly within the confines of one discipline so to view Africa from four different areas and be able to trace the connections between different subjects was an important part of the program.*

*The NJSP experience is probably the most intense learning environment that I've ever been in and it makes me feel more prepared to handle the rigors of college.*

*The teacher asks students questions that not only help the students to understand the situation but also makes the students actually think.*

*Gaining the African viewpoint was invaluable – it dispelled my stereotypes about Africa . . . and has increased my world awareness.*

*NJSP brought together thirty-nine students who all want to learn for the sake of learning, not because they're pressured by grades.*

*My NJSP experience surprised me – I actually had fun in a learning environment!*

*The Harkness Table [seminar] discussions fostered learning the way it always should be.*

## Acknowledgements

No one deserves greater credit for the success of the 2007 Program than the four faculty: Solomon Kuvinyu Losha who taught art & architecture; Benjamin D. Neimark who taught about the Environment; Agya Boakye-Boaten who taught history and politics; and Khadidiatou Guèye who taught literature. 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 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.

Anne Louise Smit did so much to make Kirby 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 and Mrs. Smit 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](http://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 Peter and Amy Julia Becker, Wes and Kate Brooks and Rob and Heather Lazar who lent their homes to visiting faculty. I would also like to thank Jana Kiefer, Director of Summer Programs and John Schiel, Assistant Director, for their never-ending support; Christina Goodrich in the Comptroller's Office for her support; and Holly Becker, Director of College Counseling, for her outstanding presentation to the Scholars and 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 2006-2007 included ACE INA Foundation, Bristol-Myers Squibb Foundation, Goldman Sachs Matching Gifts, The Horace W. Goldsmith Foundation, Hudson City Savings Bank, The Iowa Foundation for Education, Environment, and The Arts, The Miles Hodsdon Vernon Foundation, Munich Reinsurance of America, Raytheon Corporation Matching Gifts, 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 2007 (September 1, 2006 to August 31, 2007).

Respectfully submitted,  
John P. Sauerman, Director  
November 2007

## YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
	9/1/02-8/31/03	9/1/03-8/31/04	9/1/04-8/31/05	9/1/05-8/31/06	9/1/06-8/31/07
Scholars	\$ 18,359	\$ 11,503	\$ 10,580	\$ 12,885	\$ 11,133
Parents	14,145	12,670	15,365	15,160	15,435
Subtotal	32,504	24,173	25,945	28,045	26,568
Board Gifts	12,275	18,650	21,124	24,150	26,450
Matching Gifts	2,545	4,200	7,075	1,020	4,525
Corporations	5,500	5,000	7,000	10,500	9,150
Foundations	16,000	27,000	27,000	22,500	22,500
Friends	12,816	10,360	6,715	12,265	9,665
Interest	1,743	1,048	814	1,029	1,111
Reunion & Program Book	3,379	15	-	-	-
<b>Total</b>	<b>\$ 86,762</b>	<b>\$ 90,446</b>	<b>\$ 95,673</b>	<b>\$ 99,509</b>	<b>\$ 99,969</b>
<b><u>Expenditures</u></b>					
Teaching Faculty	\$ 18,900	\$ 16,000	\$ 16,500	\$ 16,000	\$ 16,000
Administrative Salaries	27,060	28,585	28,207	29,991	29,420
Supervision	3,200	3,000	3,000	3,000	3,000
Room and Board	22,496	28,117	26,209	26,972	24,020
Books and Supplies	11,530	11,485	10,758	10,551	10,640
Field Trips & Program Exp	1,340	1,980	2,116	1,952	2,202
Interviews	427	118	101	100	28
Liability Insurance	-	697	700	-	1,838
Reunion & Program Book	3,708	-	-	-	-
Overhead	7,571	7,406	7,605	10,586	7,961
Alumni Association	1,167	397	264	136	139
<b>Total</b>	<b>97,399</b>	<b>97,785</b>	<b>95,460</b>	<b>99,288</b>	<b>95,248</b>
<b>Surplus/(Deficit)</b>	<b>\$ (10,637)</b>	<b>\$ (7,339)</b>	<b>\$ 213</b>	<b>\$ 221</b>	<b>\$ 4,721</b>

### **Projected Budget 2007-2008**

9/1/07-8/31/08

<u>Income</u>		<u>Expenditures</u>	
Scholar Alumni	\$ 13,000	Teaching Faculty	\$ 16,000
Parents	15,000	Program Admin Salaries	31,000
Board Gifts	22,000	Supervision	3,000
Matching Gifts	3,000	Room and Board	25,000
Corporations	17,000	Books and Supplies	12,000
Foundations	22,500	Field Trips & Program Exp.	2,500
Friends	8,000	Interviews	100
Interest	1,000	Liability Insurance	2,000
		Overhead	9,500
		Alumni Association	400
<b>Total</b>	<b>\$ 101,500</b>	<b>Total</b>	<b>\$ 101,500</b>

## **Appendix A**

### **2007 LECTURE LIST**

#### **ART & ARCHITECTURE – Solomon Kuvinyu Losha, Nova Southeastern University doctoral student**

*Art and Architecture Overview*  
Wednesday, June 27

*Pre and Post Imperial Architecture*  
Tuesday, July 3

*Traditional Brass Art & Architectural Influence*  
Monday, July 9

*Bantus Music and Dance Resources*  
Thursday, July 19

*Dressing Styles and Color Symbolism*  
Monday, July 23

#### **ENVIRONMENT – Benjamin D. Neimark, Rutgers University doctoral student**

*Environmental Overview – Pre-Historic to the Present*  
Tuesday, June 26

*Human Dimensions of Environmental Change*  
Monday, July 2

*Africa and Wildlife*  
Friday, July 6

*Environment and Development*  
Monday, July 16

*Africa's Chances and Challenges*  
Friday, July 20



## **Appendix A, continued**

### **HISTORY & POLITICS – Agya Boakye-Boaten, Ph.D. Ohio University**

*Pre-Colonial Africa*  
Monday, June 25

*Slavery and Colonialism*  
Friday, June 29

*The Fight for Liberation*  
Thursday, July 5

*Post-Colonial Africa*  
Wednesday, July 11

*Africa in the Global World*  
Wednesday, July 18

### **LITERATURE - Khadidiatou Guèye, Ph.D. Pennsylvania State University**

*General Introduction to African Literature*  
Thursday, June 28

*Colonial Africa: Theorizing Colonialism*  
Wednesday, July 4

*Neo-Colonialism and Post-Colonialism*  
Tuesday, July 10

*African Women Writers*  
Tuesday, July 17

*New Dimensions in African Literature*  
Monday, July 23

## Appendix B

### BOOKLIST 2007

#### ART & ARCHITECTURE

*African Architecture: Evolution and Transformation*  
Elleh, Nnambi  
New York: McGraw-Hill, 1996

*African Art in Cultural Perspective: An Introduction*  
Bascom, William  
New York: W.W. Norton Publishers, 1973

Library reserve copies:

*Indigenous African Architecture*  
Gardi, Rene  
New York: Van Nostrand Reinhold, 1973

*Butabu: Adobe Architecture of West Africa*  
Morris, James: Photographs 1999/2000  
Blier, Suzanne Preston: Text 2003  
New York: Princeton Architectural Press, 2004

*Cloth, Dress and Art Patronage in Africa*  
Perani, Judith and Wolff, Norma H.  
New York: Berg Publishers, 1999

*African Nomadic Architecture: Space, Place and Gender*  
Prussin, Labelle  
Washington and London: Smithsonian Institution Press and the National Museum of African Art, 1997

*African Art*  
Schmalenbach, Werner  
New York: MacMillan Publishers, 1954

*Traditional Art of the African Nations in the Museum of Primitive Art*  
Water, Robert Gold  
New York: University Publishers, 1961

## Appendix B, continued

### ENVIRONMENT

*Climate and Causation in African History*

McCann, James

Boston: Boston University, African Studies Center (working papers), 1999

*Taking Sides: Clashing Views on African Issues*

Moseley, William G.

New York: The McGraw-Hill Companies, 2006

*Africa South of the Sahara: A Geographical Interpretation (2<sup>nd</sup> Edition)*

Stock, Robert

New York: The Guilford Press, 2004

### HISTORY

*African Politics and Society: A Mosaic in Transformation*

Schraeder, Peter

Boston: Bedford/St. Martin's, 2000

Library Reserve copies:

*Africans: The History of a Continent*

Iiffe, John

Cambridge and New York: Cambridge University Press, 1995

*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

Oxford: Routledge, 2006

### LITERATURE

*So Long a Letter*

Ba, Mariama

Translated from the French by Modupé Bodé-Thomas

Sandton: Heinemann International, 1981

*Memoirs of a Woman Doctor*

El Saadawi, Nawal

Translated from the French by Catherine Cobham

San Francisco: City Lights Publishers, 1989

## Appendix B, continued

*I Will Marry When I Want*

Ngũgũ wa Thiong'o, and Ngũgũ wa Mĩrĩĩ  
Translated from the Gĩkũyũ by the authors  
Sandton: Heinemann International, 1982

*Sunjata: a West African Epic of the Mande Peoples*

Translated, with Introduction and Notes, by David Conrad  
From a Performance by Djanka Tasseý Condé  
Indianapolis: Hackett Publishing Company, 2004

*Things Fall Apart*

Achebe, Chinua  
New York: Knopf, distributed by Random House, 1992

"Sizwe Bansi is Dead"

Fugard, Athol  
A play, work shopped with John Kani and Winston Ntshona  
New York: Viking Press, 1976

## Appendix C

### 2007 Field Trip to New York City

The American Museum of Natural History: The Akeley Hall of African Mammals  
and Hall of African Peoples  
The Metropolitan Museum of Art: The Arts of Africa, Oceania and Americas

#### FIELD TRIP WRITING ASSIGNMENT

Look at the sculpture and costumes on exhibit at the AMNH and the Met –*closely* (modern culture is the enemy of close observation!).

What is the relationship between the artistic creative expressions you have examined and the environment from which they come?

Draw the objects (two or three) that you intend to use to discuss this issue and include your drawings with your written analysis.

1-2 pages of text.

Outside research is optional.

Due Monday, July 16 at lecture.

# Appendix D

## Arts Festival

**New Jersey**

**Arts Festival**  
*Presented by The Class of '07*

Ask someone who quickly  
what they know about Africa.  
and the continent will get will  
probably get a load of  
harmful stereotypes to  
prove that they know elid  
one. It's time for everybody  
to learn more about Africa.  
-January 2005  
Mississippi

Program:  
Togetherness, each other  
rise to the occasion posed by  
the Program's camaraderie  
that develops an extraordinary.  
With their housemaster  
and assist. The housemaster, the  
Scholars give together,  
learn to and laugh

**Advisors**  
Mr. [Name]  
Dharma  
Dr. Khadikhatou Gileye  
-Dyramling-  
Dr. Ayvi Bookye-Ronson

**Special Thanks**  
The Shelbyville School  
Art Board

# Appendix D, continued

**African Drumming**  
**Performed by the New Jersey Scholars Drumming Ensemble**

Woffie Adler  
 Ma Dawlatzal  
 ma Finsod  
 Laskey  
 Lavon  
 ni Sahudasa  
 t Sumner  
 a Yerramilli

**Visual Art**  
 Created by Natasha Perena and Lataron Fidor  
 Spray Paint Art by Chris Conde  
 Drawing by Mike Fleema  
 Drawing by David Gold  
 Wood Sculpture by Nick Lito

**African Masks**  
 Michelle Adler  
 Salma Dawlatzal  
 Larina Ermakova  
 Eghan Iricheimon  
 Jason Hah  
 Mateiska Pereira  
 Arlene Spiegel  
 Z. Staffon  
 your Stephens  
 Brändien Thompson

**African Drumming**  
**Performed by the New Jersey Scholars Drumming Ensemble**

two Hlongo  
 Erong, and

**Musical Selections**  
 Kieithe Duette op. 88 heft II by T. Mazas  
 Performed by Lauren Fedor and  
 Laverty on Violin

String Quartet in c minor: the 2nd movement  
 by Kanto Wantabe  
 Performed by Dan Chou on 1st violin, Greg  
 Williams on 2nd violin, Lauren Fedor on viola, and  
 Audrey Kerkins on piano

Kieithe Duette op. 88 heft II by T. Mazas  
 Performed by Lauren Fedor and Patty  
 Laverty on Violin

Chaconne by Bach  
 Performed by Dan Chou

**African Drumming**  
**Performed by the New Jersey Scholars Drumming Ensemble**

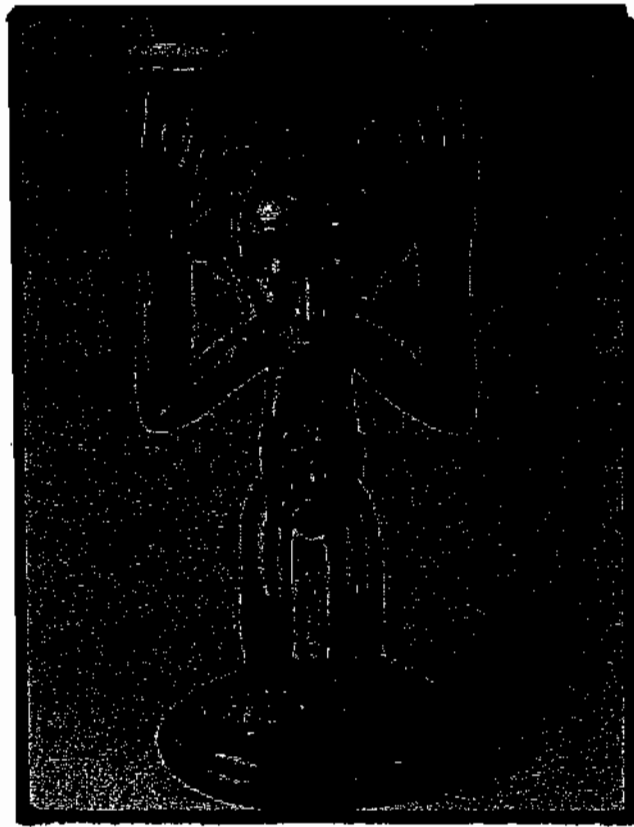
Eric Christodoulatos as The Student  
 Dr. Agyafo Akye-boaten as The Professor

**Original Poetry**  
 written and read by Alex Benz  
 Alice  
 written and read by Alex Benz  
 both love dry god  
 written and read by Kevin Huang  
 Mother's Fault  
 written and read by Kevin Huang  
 my Wavebeing  
 written and read by Eric Karpis  
 the POA Fence  
 written and read by Eric Karpis



## Appendix E

The New Jersey Scholars Program, 2007  
*AFRICA: the Sub-Sahara*



### Graduation Ceremony

Edith Memorial Chapel  
The Lawrenceville School  
Friday, July 27, 2007



## Appendix E, continued

### Graduation Ceremony

Prelude Music	Medley of African Music
Processional	Acholi Bwala Dance Uganda
Opening Remarks	John Sauerman Director
Scholar Reflections	Lauren Fedor
Music	<i>Chaconne</i> , J.S. Bach Daniel Choi
Poetry	<i>Time</i> Alexander Benz
Remarks	Stephen J. Kastenberg President of NJSP Board
Scholar Reflections	Eric Christodoulatos
Music	New Jersey Scholars Drumming Ensemble
Awarding of Certificates	
Recessional	Abdoulaye Diabate Guinea

## Appendix E, continued

### Remarks at Graduation by Eric Christodoulatos '07

Mr. Sauerman, Mrs. Smit, Trustees, Friends, Teachers, Family, fellow Scholars...

On our first day of class, Professor Boakye-Boaten began his lecture on Pre-colonial Africa. The lecture continued as normal, Professor Boakye-Boaten guided us through slide and slide of African history until one brave scholar posed a question. Now, questions are dangerous in this scholarly community; the immediate response was a flurry of raised hands and eager comments, more questions, more answers, more rebuttals. Professor Boakye-Boaten never finished the lecture; we never gave him the chance. When the hour and a half was up, he looked back at us and asked-amazed and a bit confused- "You guys are in high school?" Time passed, and though we became better about letting our professors finish their lectures, we never lost our initial enthusiasm. In seminars, smaller groups of scholars engaged in discussions and debates on Africa's problems and success. We explored issues of westernization and development, of polygamy and feminism, of disease and hope. The professors have passed on to us their knowledge, their experiences, their stories and a desire to learn more about what has been wrongfully labeled the "Dark Continent." Through daily lectures and seminars we broadened our knowledge about the African people; we have all come out of the program with a desire to solve problems, both big and small, and have grown a bit more courageous along the way. However, in the past five weeks we have been exposed to something far more valuable and far more spectacular than a basic knowledge of Africa: and that is passion.

A man whom I admire very much once said to me, "there are three essential things one must pursue in life: happiness, beauty and truth." Well, to attain these things would be great; it sounded simple enough, but how?

Well, I came to the New Jersey Scholars Program, and I met my peers and throughout the five weeks we spent together, I discovered their passions. I know that Jake writes music and while everyone else was jumping into the frigid waters of Belmar he was scribbling down lyrics; and I know that Dan is one of the best violinists in the state, even if that means he has to wake me up every morning; and I know that Patty is in love with the ocean-and with fish, even though she's never tried salmon before; and that Natasha wants to go to Portugal again; and that Alex is a poet, that Ikodiya loves acting; Jason loves singing, that Liz is an impressive ice skater and that Dave wants to be a writer, and I could go on listing. I discovered the passion of our teachers, who came to us and made manifest the passions of an entire continent.

And so, I answered my question; you find happiness, beauty and truth by pursuing your passions and by exposing yourself to the passions of others. My fellow scholars immerse yourselves; through your passions expand your knowledge. Spread this knowledge so that others too may find new passions and interests. This is what our professors have done; now, it is our turn. I want you to know that I admire you and your passions tremendously. Continue to pursue them, and most importantly, to expand them. Don't be afraid; fear is your biggest adversary.

## Appendix E, continued

Last night, we were asked to state our contributions to the New Jersey scholars experience; I hope that I have contributed my passions and knowledge, for you have all done that in my eyes. On behalf of the 2007 New Jersey Scholars, I would like to express the warmest thanks to the Lawrenceville School for providing us with all these wonderful facilities and the trustees who have sponsored this enlightening, enriching program. I would also like to thank Mr. Sauerman, whose endless efforts to make this a success have truly been inspiring; and Mrs. Smit, who had to put up with our ruckus every night. Sorry if we ever any trouble. To the professors, Boakye-Boaten, Neimark, Losha, and Guèye, we have nothing but tremendous respect for you all, thank you for bestowing upon an invaluable knowledge; we hope that the program was as fulfilling for you as it was for us. Scholars, we have debated hard, we have discussed inexorably and we have made such wonderful friends. I thank you for the things I've learned and the times I've had. I hope you all walk out here as better, brighter individuals. Remember, pursue your passions, through them you will find knowledge and ultimately happiness, beauty and truth. Thank you...

## Appendix E, continued

### Remarks at Graduation by Lauren Fedor '07

New Jersey Scholars like to talk – loudly. We like to question in lecture, debate in seminar, deliberate in the dining hall, chatter in the common room, and shout in the library. Certainly, one would expect that thirty-nine of the most enthusiastic students in New Jersey would have no problem expressing their opinions, but who knew we had so many? For the past five weeks, it has seemed as though wherever we are, wherever we go, there has always been *something* to discuss.

Sure, we have talked to no end about the politics, history, literature, environment, geography, art, and architecture of sub-Saharan Africa. We have disputed the effects of colonialism and contested solutions to the continent's problems. We have looked critically at the United Nations, World Bank, and IMF, and have disagreed over the importance of Civil Society Organizations and Non-Governmental Organizations. Amidst the intense, interdisciplinary scholarship, however, we have made time to bicker over such important issues as whether Andy Roddick or Rafael Nadal is more attractive, which Scholar is the champion of Super Smash, and whether or not everyone would like to order Chinese or pizza for the late-night study break. Even so, without a doubt, our favorite pop culture quarrels have centered on everyone's favorite boy wizard ... Harry Potter.

Indeed, we left our dinner with the Board early to catch a screening of *Order of the Phoenix*, and yes, we were eager to send our parents and siblings home after the Arts Festival because we needed to get our hands on that seventh book. In the weeks leading up to the exciting release, however, countless hours were spent pondering how J.K. Rowling would conclude what some Scholars have dubbed "our childhood". The first Harry Potter argument I engaged in was on Bus 606 back from Princeton. There were at least ten of us, and we were all enthusiastically shouting – at the same time, mind you – "Voldemort's going to kill Harry! Hermione's going to die! No, Ron's going to die!" We continued to scream back and forth, occasionally leaping out of our seats, until the bus driver turned around and inquired "Don't you all get tired of shouting? Can you even hear each other?" We erupted into a fit of giggles, assuring the friendly woman that, no, we never got tired of talking, and yes, we could understand what each person was saying.

But could we really? From the first day of classes, we discovered that each Scholar is passionate and dynamic, and that as a group, we represent an amazingly diverse set of perspectives. We can all agree, however, that in the beginning, it was difficult to connect with and respect each other's ideas. Undeniably, we were actively participating in our classes and contributing to conversations, but were we paying attention to and responding to our peers' unique viewpoints? Were we actually *listening*?

The New Jersey Scholars Program is indisputably an academic experience – a boot camp for the mind, as Mr. Sauerman likes to say. Nevertheless, the Program encompasses so much more.

## Appendix E, continued

The last five weeks have been an amazing opportunity for growth, as we have developed not only intellectually, but also socially. Over the course of our time at Lawrenceville, we have learned to value, admire, and respect the ideas of others. We have discovered that even though we may disagree, we can nonetheless coexist peacefully. We have overcome our initial obstacles and learned to truly listen.

Robert Frost once said that "education is the ability to listen to almost anything without losing your temper or self confidence." Although we have all been annoyed from time to time, I venture to say that no Scholar has lost the self-assurance that he or she first arrived with. Quite the contrary, the New Jersey Scholars Program has provided us with an enhanced sense of certainty – a courage of conviction marked by compassion and consideration.

I am confident that all of the Scholars will carry with them the lessons, experiences, and friendships of the New Jersey Scholars Program. The past five weeks have shown that each individual has the motivation and potential to achieve the unimaginable, in Africa and beyond. I wish my fellow Scholars the best of luck in their future endeavors and thank each of them, as well as the faculty and Mr. Sauerman, for what has been an unforgettable experience.

# Appendix F

## NEW JERSEY SCHOLARS PROGRAM

### CLASS OF 2007

County	Applications Received	Accepted	Attended
Atlantic	1	0	0
Bergen	19	3 + 1 on wait list	3
Burlington	5	1	1
Camden	11	0	0
Cape May	2	1	1
Cumberland	2	0	0
Essex	15-2 withdrew	4	4
Gloucester	0	0	0
Hudson	10	2	2
Hunterdon	5	2 + 1 on wait list	2
Mercer	9	3	3
Middlesex	9	1	1
Monmouth	16	3	3
Morris	16	5 + 3 on wait list	5
Ocean	5-2 withdrew	0	0
Passaic	7	1 + 1 on wait list	1
Salem	1	0	0
Somerset	19	7-1 declined + 2 on wait list	6
Sussex	0	0	0
Union	17	6 + 1 accepted from wait list	7
Warren	0	0	0
Non-NJ School	0	0	0
<b>Total</b>	<b>169</b>	<b>48</b>	<b>39</b>

#### NJSP Class of 2007

	<u>Male:19</u>	<u>Female:20</u>
African-American	1	4
Asian-American	6	4
Hispanic-American	0	1
Caucasian	12	11
Public School	14	10
Private School	5	9
Home Schooled		1

## Appendix G

### The New Jersey Scholars, 2007

(listed by paper topic groups)

#### ART & ARCHITECTURE

Christopher Conte  
Salma Dawlatzai\*  
Joshua Lawrence Fainsod\*  
Ikodiya K. Iroha  
Natasha Maria Pereira  
Adrienne Hope Spiegel  
Robert Stewart\*  
Brandon Christopher Thompson  
Pooja Yerramilli\*

#### ENVIRONMENT

Eric Christodoulatos  
Anthony M. Ficarra II  
Meghan Friedman  
David Ariel Gold  
Audrey Alyse Jenkins  
Eric R. Karpas  
Jacob I. Lavenhar\*  
Patricia Laverty  
Matthew B. Sumner\*  
Mark Zhang

#### HISTORY & POLITICS

Arun S. Avva  
Daniel Choi  
Lauren Patricia Fedor  
Wislande Guillaume  
Kevin Liu Huang  
Maxwell Laskey\*  
Nicholas Liu  
Chetachi Odelugo  
Gregory Williams

#### LITERATURE

Michelle Gail Adler  
Alexander Christian Benz  
Marina Ermakova  
Ji Seung Han  
Sarah Leung  
Taylor Cherington Leyden  
Ishani Sandesara\*  
Darina A. Shtrakhman  
Elizabeth C. Stainton  
Séjour B. Stephens  
Zakiyyah J. Wiley

\*member of the New Jersey Scholars Drumming Ensemble

### The Faculty

Art & Architecture	<b>Solomon Kuvinyu Losha</b> Nova Southeastern University doctoral student M.A., B.A. in Sociology, specialty in African culture University of Yaounde, Cameroon
Environment	<b>Benjamin D. Neimark</b> ABD at Rutgers State University M.S. Cornell University B.S. State University of New York at Buffalo
History/Politics	<b>Agya Boakye-Boaten</b> Ph.D. Cultural Studies, Ohio University M.A. Political Science and African Studies, Ohio University
Literature	<b>Khadidiatou Guèye</b> Ph.D. at Pennsylvania State University M.A. at Cheik Anta Diop University, Dakar, Senegal

## Appendix H

### THE NEW JERSEY SCHOLARS PROGRAM RECOGNIZES AND THANKS THE FOLLOWING GENEROUS DONORS, FOUNDATIONS AND CORPORATIONS FOR THEIR SUPPORT IN 2006-2007

Lenard Adler, M.D. and Rhonda Carniol, Esq. P'04, '07  
Robert and Marie Arbour P'90, '95, '98  
Dorothy Irene Barker  
Laura Sabel Bauer '84  
Marcelline Baumann P'98  
Miss Marion I. Breen  
Steven P. Buffone, Esq.  
Michael Denger, Esq.  
Mr. and Mrs. Frank L. Douglas P'88  
Heidi Dreyfuss  
Clement S. and Martha H. Dwyer Charitable Fund  
Emily A. Greene '78  
Brian P. Gregory '91  
James L. Halowell, Esq.  
Mr. and Mrs. Anthony Hartmann P'04  
Steven Hellman '81  
Florence B. Kahn P'86  
Stephen J. Kastenberg, Esq. '83  
Kelly Keenan-Trumbour '95  
Michael S. McBride, Esq. '80  
Leo J. McLaughlin III '81  
James R. O'Brien P'06  
Adam Offenhartz, Esq. '80  
Craig P. Ostroff '91  
Deborah A. Pege, Esq. '78  
Mr. and Mrs. James V. Quinn  
Janice S. Roddenbery  
Mr. and Mrs. Alan Rubin P'04  
Mr. and Mrs. John L. Ryan P'83  
John P. Sauerman  
Marguerite E. Sheehan P'97, '02  
Dr. and Mrs. Solomon H. Snyder  
Edward Stehle  
Mr. and Mrs. Thomas H. Walker, Jr.  
Drs. William and Dorothy Washburn P'05  
Dr. Ross T. Whitaker '81 and Dr. Kerry Kelly  
Mrs. Henry C. Woods Jr.  
H. Rudolf Zeidler  
Carolyn M. Zelop, M.D. '78



## **Appendix H, continued**

**The New Jersey Scholars Program would also like to thank these foundations and corporations for their generous support and matching funds:**

**ACE INA Foundation  
Bristol-Myers Squibb Foundation  
The Horace W. Goldsmith Foundation  
Hudson City Savings Bank  
The Iowa Foundation For Education, Environment, And The Arts  
The Miles Hodsdon Vernon Foundation  
Munich Reinsurance of America  
Raytheon Corporation Matching Gifts  
The Starr Foundation  
The Wachovia Foundation**

# Appendix I

## Scholars in the Class of 2007

Adler	Michelle	Gall	Essex	Newark Academy
Avva	Arun	S.	Middlesex	John P. Stevens High School
Benz	Alexander	Christian	Morris	Delbarton School
Choi	Daniel	Y.	Somerset	Montgomery High School
Christodoulatos	Eric	Gerard	Somerset	Ridge High School
Conte	Christopher	Domenic	Passaic	DePaul Catholic High School
Dawlatzai	Salma		Hunterdon	Hunterdon Central Regional High School
Emakova	Marina		Bergen	Academy for the Advance of Science and Technology
Fainsood	Joshua	Lawrence	Monmouth	Freehold Township High School
Fedor	Lauren	Patricia	Union	Oak Knoll School of the Holy Child
Ficarra	Anthony	Michael	Morris	Morris County School of Technology
Friedman	Meghan	Jane	Union	Roselle Catholic High School
Gold	David	A.	Bergen	Dwight-Englewood School
Guillaume	Wislande		Union	Union High School
Han	Jiseung		Morris	Parshippany Hills High School
Huang	Kevin	Liu	Hunterdon	Hunterdon Central Regional High School
Iroha	Ikodiya	Kalu	Union	Union High School
Jenkins	Audrey	Alyse	Burlington	Home Schooled with American School
Karpas	Eric	Ryan	Essex	Livingston High School
Lasky	Maxwell	J.	Union	Cranford High School
Lavenhar	Jacob	Ian	Union	Union County Magnet High School
Laverly	Patricia	Ann	Cape May	Ocean City High School
Leung	Sarah		Morris	West Morris Mendham High School
Leyden	Taylor		Mercer	The Lawrenceville School
Liu	Nicholas		Mercer	The Lawrenceville School
Odelugo	Chetachi		Essex	North Star Academy Charter School
Pereira	Natasha	Maria	Essex	Saint Vincent Academy
Sandesara	Ishani	N.	Monmouth	Freehold High School
Shrakhman	Darina	A.	Somerset	The Pingry School
Spiegel	Adrienne	H.	Somerset	The Pingry School
Stanton	Elizabeth	Combs	Morris	Mountain Lakes High School
Stephens	Séjour	Bailey	Bergen	Teaneck High School
Stewart	Robert	D.	Union	New Providence High School
Summer	Matthew	Benjamin	Monmouth	Marlboro High School
Thompson	Brandon		Mercer	The Lawrenceville School
Wiley	Zakyyah	J.	Hudson	University Academy Charter School
Williams	Gregory	S.	Somerset	Franklin High School
Yerramilli	Pooja		Somerset	Montgomery High School
Zhang	Mark		Hudson	High Tech High School