

THE NEW JERSEY SCHOLARS PROGRAM

ANNUAL REPORT

2009

2009 New Jersey Scholars Program

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2009 New Jersey Scholars Program

Sunday, June 28 through Friday, July 31

India, Pakistan, and Bangladesh: One History. Three Countries. Shared Future.

Faculty and Staff

Art & Architecture	Nubras Samayeen M.Arch and M.U.D. Taubman College of Architecture & Urban Planning, University of Michigan at Ann Arbor
History & Politics	Blain H. Auer Ph.D. Harvard University
Literature	David M. Buyze University of Vermont Ph.D. University of Toronto
Religion	Amy Glenn The Lawrenceville School M.A. Columbia University
Librarians The Lawrenceville School	Paula Clancy Kevin Connell Lorie Harding Jacqueline Huan Janice Leavitt Elizabeth W. McCall Sharon Mitchell
Housemaster The Lawrenceville School	Mary Calvert
Assistant Housemaster	Shannon Pincus
Program Director The Lawrenceville School	John P. Sauerma
Program Administrator New Jersey Scholars Program	Margot Southerland

I. The Program

The purpose of the New Jersey Scholars Program is to provide an *extraordinary* intensive interdisciplinary five-week residential summer academic program at The Lawrenceville School in Lawrenceville, New Jersey for 39 of the most intelligent, outgoing, and highly motivated rising high school seniors who are residents of New Jersey. The Program 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 the topic for 2009 was *India, Pakistan, and Bangladesh: One History. Three Countries. Shared Future*. Excerpts from the overview of the program note:

The Republic of India, the world's largest democracy. The Islamic Republic of Pakistan, homeland of some of our earliest human settlements. The People's Republic of Bangladesh, currently one of the world's most densely populated countries. Nearly 1.4 billion people today live in one of these three countries. Prehistory and history meet on the banks of the Indus River, ancient civilizations passed through these lands, and tales of political intrigue and transformation continue to dominate our news.

Join the New Jersey Scholars Program for an in depth exploration of the history and politics, literature, art and music, and religion of these three key South Asian countries. How does the watershed year of 1947 continue to impact lives today? How will General Musharraf's government be remembered? Why and how did East Pakistan transition into Bangladesh? Students will also explore the literature of the region and readings will include works by Salman Rushdie, Jhumpa Lahiri, and the first Asian winner of the Nobel Prize for Literature in 1913, Rabindranath Tagore. The study of music and art from the region is also central to a clear understanding of shifts in culture and expression: how has Islamic architecture affected the region and reflected its culture? what are the key themes in a typical Bollywood movie? how is Indian music constructed around melodies rather than harmonic chord changes? Finally, a clear appreciation of religious and philosophical traditions is essential to our study. From an analysis of ancient Vedic rituals to explorations of Zoroastrian, Muslim, Hindu, Jain, Buddhist, and Sikh beliefs, students will dive into the world of rich insight, philosophical reflections and ritual beauty.

India, Pakistan, and Bangladesh. A serious scholar of world history and contemporary politics can not ignore the significant contributions of these nations to our global community. Join the New Jersey Scholars Program in an inspiring, challenging, and insightful study of South Asian history, politics, art, music, literature, religion and philosophy and discover a wondrous world.

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 Stanley 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

NUBRAS SAMAYEEN

**M.Arch and M.U.D. Taubman College of Architecture & Urban Planning,
University of Michigan at Ann Arbor**

Art/Architecture covered topics from Ancient Indus Valley Civilization to present-day modern architecture and cities. The course curriculum was a bit different than that of other courses and integrated several projects, including few hand-in projects, establishing an understanding of architecture and abstract art related to history and religion. The assignments and projects were formulated to create an eye to study art forms, architecture and cities of South Asia and any generic ones as well.

Allison C. Bacon	National Assembly Complex: Identity of a Nation.
Andrea A. Chu	Origin of Buddha's Image.
Zagham H. Chaudry	India -- A Prolific Center of Islamic Architecture.
Ronak S. Ghandi	The Development of the Post-Colonial Indian Economy and its Effect on Urbanization.
Michelle S. Lam	A Daybreak in Death: The Epitome of Mughal Architecture in the Taj Mahal.
Austin L. Mahler	How did the Role of Water as an Architectural and Landscape Element Develop in the Islamic Period of the Subcontinent?
Tasmiah A. Rashid	Indian Classical Dance: A Stomp Heard Around the world.

Rohini Ravi	Mughal Architecture in Relation to the Politics of the Time.
Rui Yu	Poorly Planned Urbanization and Effect of Slums on Social Fabric.
Cathay J. Zhao	Shiva's Manifestation in Hindu Art.

HISTORY & POLITICS

BLAIN H. AUER
Ph.D. Harvard University

The History/Politics section of the New Jersey Scholars Program introduced students to the broad strokes of Indian history from the ancient Indus Valley Civilization, to the Mauryan Empire, from Muslim courts under the Sultans of Delhi and later Mughal kings, to the early modern encounter with Europe and the establishment of the British Raj, and finally to the Indian independence movement and the building of the modern nations of India, Pakistan and Bangladesh. In politics, the New Jersey scholars explored concepts of governance crafted in the classical and medieval periods under Hindu, Buddhist and Muslim rulers and they studied the role of religion in politics to analyze the growth of communalism, a socio-political phenomena that has led to some of the most significant conflicts in South Asia today.

However, the course on history/politics was structured to be much more than an informed version of the entwined histories of the various communities scattered across the vast geographical landscape of South Asia. It was primarily meant to discuss the way history itself is contested and created by Muslims, Sikhs, Hindus, Untouchables and Europeans; and to introduce the New Jersey scholars to the multiple lenses of interpretive history that can provide them with the tools to develop their own understandings of history as it is written and rewritten in India, Pakistan and Bangladesh.

Mary E. Borowiec	The Curse of Caste: Reform Work of Gandhi and Ambedkar.
Kelsey S. Burns	Sex Work in India: Exploitation and Respect.
Janan M. Dave	Hindu-Muslim Inter-marriage.
Amira Mohamed Esseghir	The Theories of Conversion to Islam in South Asia.
Ankur M. Goyal	The Use of Images and Concepts of Hinduism in the Hindu Nationalist Movement.
Ameil KenKare	Cricket's Influences on Inter-Communal Relations in South Asia.
Jibran Khawar	The Heroes of the <i>Shahnameh</i> .
Jason A. Kilbourne	Sex Education in India: A Contemporary Crisis
Matthew S. Metlitz	Peace, Love, and India: What was the influence of India on Western Music and Spirituality During the 1960's, and What was the Reaction of the Indian People?

Benjamin L. Neumann Blood versus Faith: The Dynamic of Religion and Race in the Jewish Community of Cochin, India and the United States.

LITERATURE

DAVID M. BUYZE
Ph.D. University of Toronto

The New Jersey Scholars of 2009 had a challenging and an exciting time trying to negotiate a whole new world of India, Pakistan, and Bangladesh in various disciplines: Art/Architecture, History/Politics, Literature, and Religion. The study of complex and unfamiliar identities, languages and cultures for five weeks in classes and lectures six days a week became an intense intellectual and practical challenge. The Scholars were also initiated into many activities on campus and off campus that offered an insight into the material experience of education as well as its intellectual and academic value. Towards the end of this period the Scholars demonstrated that they were capable of intellectual rigor as well as creative expression in many talented ways at the Arts Festival. I was very proud and deeply impressed by the motivation and perseverance of all the young Scholars.

The literature section of our program analyzed, dissected and at times debated the major contributions of sub-continental writers. From Sanskrit to Persian to Hindi to Urdu and to English we traversed the history of literature. The books we read dealt with major concerns of cross cultural identity, politics, love, relationships, Diaspora, economy, race, gender, and religion. The writers although contemporary shed light on pre-colonial, colonial and post-colonial issues of sub-continental identity. Each student will leave with an aftertaste of sub-continental writers who have been world renowned and celebrated in their native countries. Furthermore, the novelists deal directly with the emergence of a hybrid identity that lies between the East and West and more importantly the creation of a post-colonial identity. We explored writing styles, tones, illustrations of cultural difference, and finally the artistic & visual expression of these cultures.

Amanda Faye Ekstein Using Literature to Highlight the Dynamic of Rural Pakistani Families.

Louisa M. Lee Islamic Women in Literature

Connor P. Mui Let My Country Awake: Rabindranath Tagore's Visionary Conception of India

Abhimanyu Ramachandran An Analysis of the Development of the Ideal of a Nation-State in South Asia as a Consequence of British Colonialism and Historical Indian Political Philosophies.

Veronica Rae Saron Drugs: Sin and Spirituality.

Sunny Sanjay Shah Exposing the Fundamental Political Hypocrisies of Pakistan Through the Analysis of Women's Rights.

- Ariel D. Shpigel** The Homeland and the World: The Female's Search for Identity in South Asian Literature
- Neha Srivastava** Changes of Identity: An Inevitable Result of Assimilation.
- Alexandra Maria Svokos** The 1947 Partition's Influence on South Asian Literature.

RELIGION

AMY WRIGHT GLENN
M.A. Columbia University
The Lawrenceville School

The New Jersey Scholars program began the third week of June, 2009. Thirty nine young people gathered on the campus of The Lawrenceville School and within 24 hours, they were engaged in thoughtful, and at time heated, discussion. The architecture, religion, politics, literature, art, and history of India, Pakistan, and Bangladesh came alive. Five weeks flew by and soon students who had never heard of Jainism, Sufism, Brahman, or Mahayana Buddhism were busy writing complex and lengthy academic research papers on these subjects.

- Lillian G. Baum** Prostitution in India: Looking Back to the Beginning.
- Matthew A daSilva** Nirvana Across Buddhism: Comparing Theravada and Mahayana Understandings of the Ultimate Truth.
- Rashawn A. Davis** Mahavira and Buddha: Exploring the Contrast between Buddhism and Jainism.
- Eric S. Kauderer-Abrams** Tolstoy and The Gita: Pillars of Gandhi's Cohesive Life Philosophy.
- Jeesoo Nam** The Workings of a Mahatma: An Exploration of the Influences and Character of Mohandas K. Gandhi.
- Sanjna Sanghvi** The Ancient Indian Form of Medicine in light of Ashtanga Yoga.
- Kishan Shah** The Workings of a Mahatma: An Exploration of the Influences and Character of Mohandas K. Gandhi".
- Rachael Elizabeth Siegel** Right Conduct and Meditation: Applications in Contemporary Indian Buddhism.
- Jamie Joseph** Jainism: Adapting to a Changing World.

Akshata Sanga	When Ram is Synonymous with Allah: The Pluralistic Legacies of Kabir and the Mughal Empire
Sugam Sarin	Gandhi Revisited – Gandhi Retaught?
Matthew R. Yeaton	The Treatment of Nuns and Laywomen in Early Buddhism

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 Metropolitan Museum of Art and its incomparable collection of Asian Art. The Scholars then focused on a particular object(s) for in depth analysis (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 Arts Festival (see **Appendix D**) was held in the Heely Room in Memorial Hall and began with a number of vocal and instrumental performances. After a barbeque, we returned to the Heely Room for a program of music, dance and drama and then to the Gruss Visual Arts Center to see an art exhibition of the Scholars' work. The Arts Festival ended at the Scholars' dormitory, Stanley House, for refreshments.

The 2009 Program concluded on Friday, July 31st with a Graduation Ceremony in The Edith Memorial Chapel (see **Appendix E**).

II. The Scholars

Thirty-nine semifinalists were selected to attend the 2009 Program. A total of 198 candidates (including at least one applicant from all but three counties in New Jersey) applied to the Program. We invited 100 applicants to Lawrenceville for interviews with the faculty.

The 21 male and 18 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 and Union. The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Twenty-four Scholars came from public schools, fifteen from private schools. Sixteen Scholars were of Asian-American background and six Scholars were of multi-racial 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:

NJSP is a totally unique experience with unique people. It's a once-in-a-lifetime opportunity and I'm so glad I seized it.

The time I spent at NJSP was the greatest educational experience I have ever had. I have learned more in five weeks at NJSP than I have in five months at school.

I developed important reading and life skills and feel so much more prepared for college after NJSP.

The program inspired us to learn past the surface level . . .

To learn for the sake of learning has enlightened me and proven to me that nothing in this world is more sacred than knowledge.

When I came to NJSP, I thought I was pretty open-minded and unbiased, but I've learned that's not wholly true. NJSP has made me a lot more accepting and I want to share that.

Debates in all the seminars were amazing. It was during these discussions that I did my real learning.

The structure of the seminars was the most beneficial aspect for me because it inspired debates that really encouraged us to look at an issue from multiple perspectives.

This experience will truly be one I will remember as a defining period in my life.

I think NJSP, above all, taught me to be open-minded about unfamiliar customs and traditions.

This experience truly showed what learning should be – learning for the true grasp of knowledge.

IV. Acknowledgements

No one deserves greater credit for the success of the 2009 Program than the four members of the faculty: **Nubras Samayeen** who taught art & architecture; **Blain H. Auer** who taught history and politics; **David M. Buyze** who taught literature and **Amy Wright Glenn** who taught religion. 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, Kevin Connell, Lorie Harding, Jacqueline Haun, Jan Leavitt, Elizabeth McCall and Sharon Mitchell 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.

Housemaster Mary Calvert and Assistant Housemaster Shannon Pincus did so much to make Stanley 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 the housemasters 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 and Paloma Gonzalez and Adrienne Perry 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 2008-2009 included:

Avon Products Foundation
Bristol-Myers Squibb Chubb & Son Inc.
Credit Suisse Foundation Trust
General Mills Foundation
Goldman Sachs Matching Gifts
The Horace W. Goldsmith Foundation
Hudson City Savings Bank
The Iowa Foundation for Education, Environment, and The Arts
Lehman Brothers Matching Gifts
The MacMillan Family Foundation
Merrill Lynch & Co. Foundation
Munich Reinsurance of America
Novartis Foundation
Pfizer Foundation Matching Gifts Program
Raytheon Corporation Matching Gifts
Schering-Plough Foundation
The Starr Foundation
The Miles Hodsdon Vernon Foundation
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.

V. Financial Statements

The New Jersey Scholars Program worked hard to keep expenses within the projected budget during Fiscal 2009 (September 1, 2008 to August 31, 2009).

Respectfully submitted,
John P. Sauerman, Director
November 2009

[financial statement]

YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	2005	2006	2007	2008	2009
	9/1/04-8/31/05	9/1/05-8/31/06	9/1/06-8/31/07	9/1/07-8/31/08	9/1/08-8/31/09
Scholars	\$ 10,580	\$ 12,885	\$ 11,133	\$ 10,773	\$ 13,660
Parents	15,365	15,160	15,435	12,035	10,236
Subtotal	25,945	28,045	26,568	22,808	23,896
Board Gifts	21,124	24,150	26,450	30,575	32,634
Matching Gifts	7,075	1,020	4,525	3,276	3,350
Corporations	7,000	10,500	9,150	23,000	3,000
Foundations	27,000	22,500	22,500	25,000	30,000
Friends	6,715	12,265	9,665	10,200	6,415
Interest	814	1,029	1,111	937	476
Reunion & Program Book	-	-	-	10,390	-
Total	\$ 95,673	\$ 99,509	\$ 99,969	\$ 126,186	\$ 99,771
 <u>Expenditures</u>					
Teaching Faculty	\$ 16,500	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,820
Administrative Salaries	28,207	29,991	29,420	34,641	31,987
Supervision	3,000	3,000	3,000	3,000	6,000
Room and Board	26,209	26,972	24,020	26,491	26,955
Books and Supplies	10,758	10,551	10,640	6,572	8,125
Field Trips & Program Exp	2,116	1,952	2,202	2,064	1,818
Interviews	101	100	28	-	-
Liability Insurance	700	-	1,838	1,611	363
Reunion & Program Book	-	-	-	10,248	-
Overhead	7,605	10,586	7,961	8,471	6,000
Alumni Association	264	136	139	160	155
Total	95,460	99,288	95,248	109,258	98,223
Surplus/(Deficit)	\$ 213	\$ 221	\$ 4,721	\$ 16,928	\$ 1,548

Projected Budget 2009-2010

9/1/09-8/31/10

<u>Income</u>		<u>Expenditures</u>	
Scholar Alumni	\$ 14,000	Teaching Faculty	\$ 16,000
Parents	12,000	Program Admin Salaries	33,500
Board Gifts	30,000	Supervision	6,000
Matching Gifts	3,000	Room and Board	26,500
Corporations	8,500	Books and Supplies	9,500
Foundations	27,500	Field Trips & Program Exp.	2,000
Friends	8,000	Interviews	100
Interest	300	Liability Insurance	500
		Overhead	9,000
		Alumni Association	200
Total	\$ 103,300	Total	\$ 103,300

Appendix A

2009 LECTURE LIST

**ART & ARCHITECTURE – Nubras Samayeen, M.Arch and M.U.D.
Taubman College of Architecture & Urban
Planning, University of Michigan at Ann Arbor**

Early Developments in India Subcontinent: The Ancient Indus Valley Civilization
Thursday, July 2

*Religious Developments – 5th to 13th Centuries: Hindu Art and Architecture; Buddhist Art and
Architecture; Islam and Muslim Building Types*
Wednesday, July 8

The Great Mughal – Religious, Sacred Architecture, Paradise Gardens, Cities
Wednesday, July 15

British India – Colonialism, the Raj(s) – the Public, Private and Infrastructure
Thursday, July 23

Post Independence Nationalism, Regionalism and South Asian MODERN, Revival of Tradition
Monday, July 27

HISTORY AND POLITICS – Blain H. Auer, Ph.D. Harvard University

The Ancient Indus Valley Civilization.
Monday, June 29

Courts, Epics, and Muslim Rule in South Asia
Friday, July 3

The Great Mughals and the Beginnings of the Encounter with Europe
Thursday, July 9

Colonialism, Cricket and the British Raj
Monday, July 20

The Post-Colonial World: Nationalism, Religion, and Communalism
Friday, July 24

Appendix A, continued

LITERATURE – David M. Buyze, Ph.D. University of Toronto

India, Pakistan and Bangladesh – Beginnings and the Literary Imagination
Wednesday, July 1

Colonization and Responses of the Novel
Tuesday, July 7

Identity, Loss, and 'Postcolonial Melancholia' in Literature
Monday, July 13

New Spaces in 'Subaltern' and 'Subcontinent' Culture and Literature?
Tuesday, July 21

'Imaginary Homelands' and the Critique of Nationalism in Writings
Monday, July 27

RELIGION – Amy Wright Glenn, M.A., Columbia University

Composing Cosmic Order: Exploring the Indus Valley and Vedic Periods
Tuesday, June 30

Jainism and Buddhism: The Lives of Mahavira and Siddhartha
Monday, July 6

Hindu Dharma: Gods, Goddesses, and the Gita
Friday, July 10

The Legacy of Prophet Muhammad: Islam in Medieval India
Tuesday, July 14

Guru Nanak and Gandhi: The Future of Pluralism in the Indian Subcontinent
Wednesday, July 22

Appendix B

BOOKLIST 2009

ART & ARCHITECTURE

Indian Art: Concise History

Craven, Roy C.

London: Thames and Hudson Ltd., 1976, reprinted 1986

Masterpieces of Traditional Indian Architecture

Grover, Satish

Roli Books in arrangement with Roli & Janssen BV

Netherlands and New Delhi, 2008

Library Reserve copies:

After the Masters: Contemporary Indian Architecture

Bhatt, Vikram and Scriver, Peter

Ahmedabad: Mapin Publishing Pvt., Ltd., 1990

Indian Architecture (Islamic Period)

Brown, Percy

Bombay: DB Taraporevala Sons & Co. Ltd, 2nd Edition, 1942

An Imperial Vision: Indian Architecture and Britain's Raj

Metcalf, Thomas R.

London and Boston: Faber and Faber, 1989

The Hindu Temple: an Introduction to its Meaning and Forms

Mitchell, George

Chicago and London: University of Chicago Press, 1988

Stones of Empire: The Buildings of the Raj

Morris, Jan and Winchester, Simon (photos and captions)

Oxford and New York: Oxford University Press, 1983

Islamic Architecture in South Asia: Pakistan, India and Bangladesh

Mabikhan, Ahmad; Mortimer, R.E. (Foreward)

London: Oxford University Press, 2003

The History of Architecture in India from the Dawn of Civilization to the End of the Raj

Tagdell, Christopher

London: Phaidon Press Ltd., 1990

Appendix B, continued

HISTORY AND POLITICS

Library Reserve copies:

Jinnah, Pakistan and Islamic Identity: The Search for Saladin

Ahmed, Akbar S.

London and New York: Routledge (Taylor & Francis Group), 1997

The Concept of an Islamic State: an Analysis of the Ideological Controversy in Pakistan

Ahmed, Ishtiaq

London: Francis Pinter (Publishers), 1987

Traditions & Encounters: A Global Perspective on the Past

Volume One: From the Beginning to 1500

Bentley, Jerry H. and Ziegler, Herbert F.

New York: McGraw Hill, 2008 4th Edition

Constitutional and Political History of Pakistan

Kahn, Hamid

Oxford: Oxford University Press, 2001

Islam, Politics and the State: the Pakistan Experience

Kahn, Mohammad Asghar

London: Zed Books Ltd., 1985

Iqbal

Mir, Mustansir

London: I.B. Tauris & Co. Ltd and Oxford University Press India

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LITERATURE

Reluctant Fundamentalist

Hamid, Moshin

Orlando: Houghton Mifflin Harcourt Publishing Company, 2007

The Namesake

Lahiri, Jhumpa

New York: Houghton Mifflin Company, 2003

The Home and the World

Tagore, Rabindranath

New York: Penguin Group (USA), 2005

Library Reserve copies:

The Leopard and the Fox: A Pakistani Tragedy
Ali, Tarig
London, New York, Calcutta: Seagull Books, 2007

Hanif Kureishi Plays One: The King and Me, Outskirts, Borderline, Birds of Passage
Kureishi, Hanif, Introduction
London: Faber and Faber Limited, 1992; reissued 1999

Collected Screen Plays, Vol. 1
Kureishi, Hanif
London: Faber and Faber Limited, 2002

RELIGION

Sources of Indian Tradition: Introduction to Oriental Civilizations
Volume One: From the Beginning to 1800
Embree, Ainslie T., Editor; revised from the first edition compiled by William Theodore de Bary and others in 1958
New York: Columbia University Press, 1988

Sources of Indian Tradition: Introduction to Oriental Civilizations
Volume Two: Modern India and Pakistan
Hay, Stephen, Editor; revised from the first edition by Wm. Theodore de Bary with Stephen Hay and I. H. Qureshi in 1958
New York: Columbia University Press, 1988

The Reconstruction of Religious Thought in Islam
Iqbal, Sir Allama Muhammad
Lahore: SH. Muhammad Ashraf, 1999 (Reprinted)

Appendix C

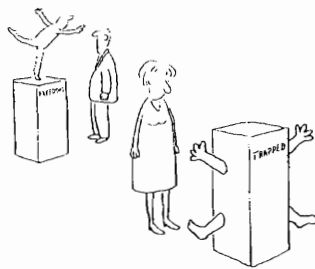
2009 Field Trip to New York City and Art Projects for Class

July 16, 2009

Field trip- New Jersey Scholars Program

CAPTURE IT!!

TRIP TO METROPOLITAN MUSEUM OF ART, New York



Pick any artifact or sculpture that you like. Make a sketch of the selected piece. Observe its shape, form, shades, shadows and details. Represent it by your sketch. The sketch needs to be MONOCHROMATIC. Render it with your selected medium. Try to portray as much detail as possible.

Subject:

- Any Sculpture/ Artifact or
- Architectural pieces from the exhibit or
- Space or architectural details of the Museum building itself



Emphasize on-

- Forms /Shapes
- Line / Curves/ Bends/ Folds
- Proportion
- Details (clothing, ornaments, body structure, muscles, etc)
- Light and shade

Things to Bring:

- Sketch Book/ Paper
- Pencils (2B/3B/6B) or Charcoals or Drawing/Sketch pens
- Eraser
- Sharpener and other necessary items.

---Get --Set-- Go---

Appendix C, continued

Art & Architecture - NJSP Program 2009
Nubras Samayeen

July 08, 2009

Project 1

AVATAR(S)

Experiencing the GOD/ GODDESS

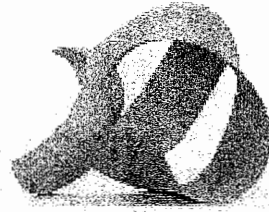
- Do a little research. Pick a God or Goddess of your choice and depict by different accessories, dress up and other iconic manifestations.
- Pay attention to history or generating sources of that particular form or persona comes from to multiplicity of the God. Also his/her *Vahana* (Carrier).
- Notice what are the things he/she carrying.
- Number of limbs, eyes, mustache, etc. Feel free to use anything, any media-music, ornaments, weapons (making them), creating limbs, bringing stuff to explicate his/her purpose.
- Feel free to form teams as long as the work and performance is equally divided.
- There is no restriction for write-ups as well, if that helps to show who you are.
- Perhaps a little image of what you are trying to be will be helpful.
- You can also pick Buddha, who appears in many different forms.

Remember this exercise is to learn the meaning and reasons behind iconography of Hindu God and Goddesses as well as Buddha. It is a way to understand genesis of Symbolism and aesthetics of South Asian. Hopefully this will create a long lasting image and understating of Hindu/Buddhist icons in you and your cohorts.

Appendix C, continued

Art & Architecture - NJSP Program
Nubras Samayeen

July 09, 2009



Project 2

A Sculptures / Installation

ABSTRACTION OF FORM

THINK - CREATE – RE THINK - MODIFY - RECREATE

Design a sculpture for the campus. It is an abstract manifestation of we have learn so far which includes Hindu, Buddhist and Islamic (ongoing). Please try not to recreate any temple, mosque structure. You can emulate from nature. Think out of the box. Try is as simple as possible.

Criteria-

- It needs to have an inherent concept which relates Art and Architecture of the subcontinent.
- The elements can be just planes, sticks or vertical elements, spheres or balls, petals, leaves, wires, strings, wax.
- Few examples are attached.

Materials:

- Strings, wires
- Planes (Paper/+Boards)
- Sticks or vertical elements (these can be colored or various sizes, colors, BBQ sticks etc)
- Spheres/ Balls
- You can also do scavenging and find the material like petals, braches, old stuff, dry leaves, etc

Few Ideas/ Clues for concept-

- Numbers from Buddhism – 8 folded path, 5 elements or other from religion class.
- Ideas of Paradise- *chaharbagh* (four fold garden) from Islamic architecture.
- Concept of *absence is presence*
- Verticality and presence

Appendix C, continued

Art & Architecture - NJSP Program 2009
Nubras Samayeen

July 21, 2009

Project 3- Class work (group of 2-3)

My City

Work on – the 5 points of Kevin Lynch’s IMAGE OF A CITY

1. Path
2. Node-
3. District
4. Edge
5. Landmark

Try to think of the Design Elements and Principles of Design -

Line, Axis, Repetition, Rhythm, Scale, Balance, Color, Framing etc

Notes-

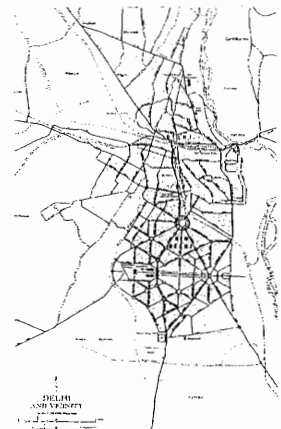
1. Give a name to your city
2. You should have the 5 elements of a city
3. You can use spaces and other ideas from your studied Cities (Delhi, Bombay, Harappa, Banares, Lahore and many more)
4. Try to incorporate **sustainability issues**.
5. You can relate to Religious studies or Historical event that has happened from your readings in other courses.

Media-

- 11 x 17 for drawing
- 8.5 x 11 for brief description
- Monochrome/colors

Jury-

Class evaluation and competition among the 3 groups.



Appendix C, continued

- Path(defining a path for the audience) , experiential path.
- Nirvana
- Symbols of Buddhism- Lotus, Wheel, Pillars etc
- You can emulate path of fire flies
- Interpretation of Spirit/ Path/ God.

Check works of Andy Goldsworthy in-

<http://degine.blogspot.com/2007/12/world-of-andy-goldsworthy.html>

<http://nummynims.wordpress.com/tag/installation/>

Site: Anywhere walkable distance from Noyer History Building.

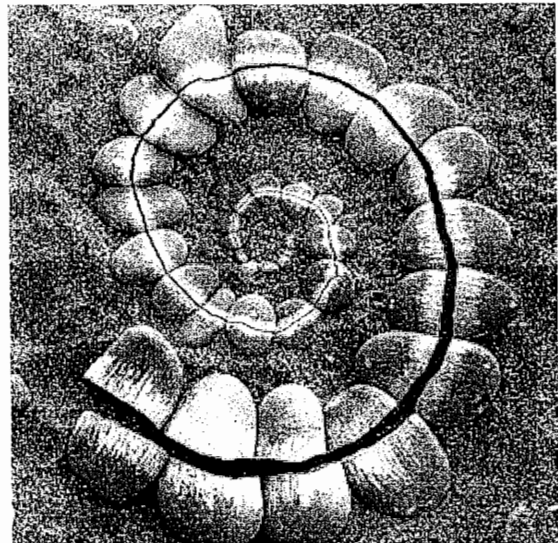
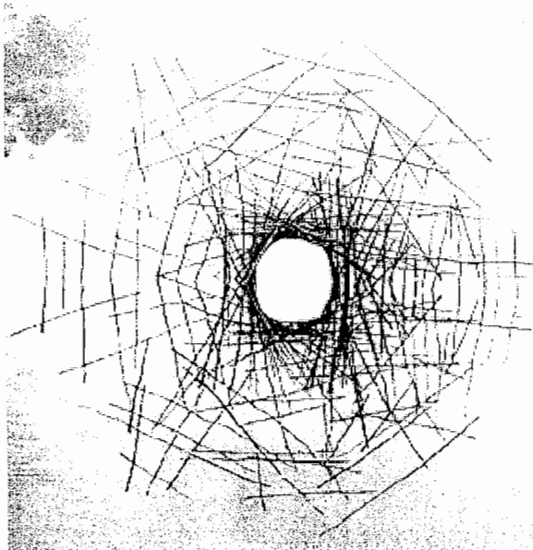
Suggested sites: The Bowl, in front of Noyer Building, outside Art Studio, open space in front of Bunn library and Dining.

Deadlines:

As decided in Class.

Group B : Next TUESDAY, July 14, 2009

NOTE: Selected ones can be a part of Art Festival. But, this does not exclude your participation in designated position or work in the fair. NO PYROTECHNIC PLEASE. If small candles or lamps are used please contact me beforehand. Also make sure you installation does not damage of any campus building or school property. PLEASE communicate with me about your ideas, so I can attest to possible options.



Appendix D

Arts festival cover

Art

Immediately following *Borderline* in the Gruss Visual Arts
Building
Refreshments served



Art & Architecture Projects made by

Allison Bacon, Mary Borowiec, Zaghham Chaudry, Matthew
Metliz, Connor Mui, Abhi Ramachandran, Sanjna Sanghvi,
Veronica Saron, Kishan Shah, Sunny Shah, Rachael Siegel,
and Ariel Shpigel



Paintings made by

Janan Dave, Louisa Lee, Rohini Ravi and Mary Borowiec



A special thanks to Mr. Sauerman, Nubras Samayeen,
David Buyze, for coordinating and advising the artists.
Also, thank you to Amy Glenn, Blaine Auer, Mary Calvert,
and Shannon Pincus for making NJSP a wonderful
experience.



Made by Neha Srivastava and Louisa Lee

New Jersey Scholars



Saturday, July 25th, 2009

Appendix D, continued

Inside Arts Festival program (drama etc.)



Poetry, Music, and Dance

Behr Hall from 5 to 6 PM

Amira Esseghir
 Zaghaym Chaudhry
 Jibran Chawar
 Michelle Lam
 Veronica Saron acc. by Michelle Lam
 Connor Mui
 Rui Yu acc. by Michelle Lam
 Benjamin Neumann
 Matthew Da Silva
 Veronica Saron, Ariel Shpigel, &
 Eric Kauderer-Abrams
 Rachael Siegel
 Kishan Shah
 Alexandra Svokos
 Eric Kauderer-Abrams
 A Capella Group: Matthew Da Silva,
 Chris Gonzales Eric Kauderer-Adams,
 Connor Mui, Jeessoo Nam,
 Abhi Ramachandran & Kishan Shah
 Veronica Saron & Ariel Shpigel
 Tasmiah Rashid & Andrea Chu
 Kelsey Burns, Andrea Chu, Janan Dave,
 Rashawn Davis, Ronak Gandhi,
 Rodrigo Sanchez, Sunny Shah,
 Neha Srivastava & Cathay Zhao
 choreographed by Tasmiah Rashid & Ankur Goyal

Cast into the Shadows
 Untitled
 Glory to the Empire
 Tides, Nitin Sawhney
 Sonata, Eccles
 Hallelujah, Leonard Cohen
 Thais, Jules Nassenet
 Mad World, Gary Jules
 Sonata in F Minor, Georg Telemann
 Letting Go, Nitin Sawhney
 Bach Suite in G Major
 Raag Bhimpalasi
 Nocturne, Chopin
 I'm Yours, Jason Mraz
 Wise Men Say, Gary Chapman
 The NJSP Song
 Easy, Anousha Shankar
 2 Step Bhangra

Please join us for a barbeque in the Irwin Dining Hall
 from 6:00 to 7:00.

Theater

Heeley Room from 7 to 8 PM



By Hanif Kureishi

Directed by David
 Buyze, Kelsey Burns,
 and Alexandra Svokos

CAST

Amina.....Tasmiah Rashid
 Amjad..... Jeessoo Nam
 Anwar..... Benjamin Neumann
 Sadat..... Ameil Kenkare
 White Neighbor..... Ronak Gandhi
 Haroon.....Eric Kauderer-Abrams
 Anil.....Kishan Shah
 Banoo.....Kelsey Burns
 Yasmin.....Rachael Siegel
 Susan.....Amanda Ekstein
 Valerie.....Lily Baum
 Ravi.....Abhi Ramachandran

STAGE DIRECTION READERS

Jason Ashe Kilbourne, Rodrigo Sanchez



Appendix E

[cover of graduation program]

The New Jersey Scholars Program, 2009
INDIA, PAKISTAN, and BANGLADESH
One History. Three Countries. Shared Future.



Graduation Ceremony

Edith Memorial Chapel,
The Lawrenceville School
Friday, July 31, 2009

Appendix E, continued

Graduation Ceremony

Prelude Music	Medley of South Asian Music Ravi Shankar
Processional	<i>Slumdog Millionaire, "O . . . Saya"</i> A. R. Rahman
Opening Remarks	John Sauerman Director
Scholar Reflections	Kishan Shah '09
Performance	Raag Bhimpalsi Kishan Shah '09
Remarks	Stephen J. Kastenberg '83 President of NJSP Board
Scholar Reflections	Veronica Saron '09
Awarding of Certificates	
Recessional	<i>Slumdog Millionaire, "Jai Ho"</i> A. R. Rahman

Appendix E, continued

Remarks at Graduation by Veronica Saron '09

Here we are, sitting in this chapel after the quickest five weeks of our lives, in a community of ridiculously intimidating kids, geniuses capable of devouring South Asian literature and chocolate desserts from Fedoras like it's nobody's business. We've grown into a family, living in a house called Stanley, reading and debating through the day, and not sleeping at night because we're still reading and debating. My sixth grade teacher once told me that we smart kids have a lot of trouble making friends because we're too weird. Oh how wrong she was! We walked in knowing no one, and now, we're a powerful cult of thirty-nine friends ready to take the world by storm, and soma.

Let me tell you a little bit about my role here at NJSP. I was the one who enjoyed organizing everything. This includes the Olympics, the outings, the dance, the nightly s'mores feasts, the paper plate awards, the cricket game that never happened, the beach trip that never happened, and of course, the pranks that never, ever happened *cough*. In fact, from the beginning, I made the facebook group, and at the interview back in March, I was the anal-retentive geek who showed up early to the interview and alphabetized all the name tags.

Yes, I may seem like this generous person who dreams of world peace and Ashokan ideals. To be honest, though, I'm only the "activist" type because it's selfish altruism at its best. It makes me feel like I have a purpose in life. But I guess, isn't that what we're all searching for? In David's words, a sense of... identity?

Well, as days and weeks went by, our todays and tomorrows melted into memories, and Lawrenceville became our home. In seminars, we exploded our minds (and our mouths) and then continued our discussions through lunch and dinner. We had spontaneous dance parties. We screamed at skulls in the showers and silly string in the stairwells. We danced to the music of the military band on the Fourth of July, and then almost got killed by fireworks. We sang nightly to piano playing in the little common room, only to be shut down by public safety because we were too loud. We hung out in the echo circle talking about the Muslim-Hindu conflict, Ghandi, and Tagore. We even applied what we learned to battle the mystery stench in the kitchen. But apparently mystery stench doesn't respond to civil disobedience, or Lysol, for that matter.

Here at NJSP, we crafted a culture of our own. Only at nerd camp can you talk about objectivism and infinity into the late hours of the night until the sun rises. Only here can you play taboo and make the most esoteric references ever, like Mount Vesuvius, Lamarck's theory of Giraffes, and Jeessoo's mustache. Only here can you write a graduation speech and find it a problem if you haven't mentioned post colonial melancholia within its first few paragraphs. Only at nerd camp do people get the jokes we tell. My whole life, by clamoring to do stuff all the time, I've tried to fill a void in me. But in a mere five weeks, our lessons, jokes, memories, and friendships have opened my heart and filled that void. I can't thank you all enough, and I am truly honored to have had the opportunity to meet each and every one of you. It's no longer about me. It's about us.

Appendix E, continued

I thank you, Mrs. Calvert, Shannon, Amy, David, Blaine, Nubras, the trustees, and of course, Mr. Sauerman. A program is only as good as the people who run it, and you're all stellar.

Everyone, I'm so sad that our experience together is over. But don't worry: I'll help organize a reunion as soon as possible.

To everyone: Don't stop loving. Don't stop learning. Don't stop believing. And I know you won't, because that song is SO overplayed on the radio. Every moment here was precious as time sped by... and I blame the soma. So live in the moment, fellow scholars. I will miss each and every one of you. Thank you.

Remarks at Graduation by Kishan Shah

This is the epic tale of 39 amazing heroes. It seemed like any other day that April 2, 2009 (except for Veronica since it was her birthday), but when our stalwart adolescents opened their mail, they found that they had been chosen to take part in a journey together at fair Lawrenceville shire. However, our bold heroes had no idea how epic their quest would be.

And so, April flew by. And May with the rigors of the terrible APs was passed. And soon June all of school, finals, and junior year were over. With that, the 39 chosen ones arrived at fair Lawrenceville shire to meet the many challenges that were to come. Unbeknownst to them, as soon as they passed through the threshold of this mysterious land, they had left the outside world and would be forever-changed. It was then that for the first time, our heroes met one another and discovered the domain they would inhabit for the next month. Soon they got their first glimpse of the mysterious, all-knowing educators who would guide them on this quest. There was Lady Amy of Glenn who would show our young scholars the paths of Hinduism, Islam, Jainism, Buddhism, and Sikhism. There was Sir David Buyze, the man of books who assigned the poor heroes a novel to read on the first night! There was Lord Blain Auer, professor of history, master of many tongues, and apparently a pretty good Frisbee player. There was the Great Nubras Samayeen who taught how buildings were built and art was created over a period of 5000 years. There were Shannon and Ms. Calvert who kept a vigilant eye on our heroes should they stray from the path of righteousness. Finally there was the ever-wise and ever kind King John Sauerman who ruled over the kingdom with a sense of true justice. With such a group of supernatural guides to watch over them, our heroes were in good hands. Yet many questions remained. Would they all get along? (Yes) Would they be able to survive without home cooked food for five weeks and having to do their own laundry? (Surprisingly yes) But would they able to survive this quest and reach the ultimate goal? (That my friend we shall soon see).

Through the course of five weeks, our heroes worked vigorously to read novels of post-colonial melancholia by Mohsin Hamid. (Usually in one night too). They struggled as they battled sleep deprivation to learn the 5 pillars of Islam, the Eight-fold path, and the Bhagavad Gita. They read kautilya's arthashastra, how cricket changed caste and social relations, and the difference between interpretation and discourse. They dressed up as Gods and Goddesses and also made

abstract sculptures from Styrofoam, hula hoops, pool noodles, and yes even pizza. There was no limit to the accomplishments of these 39 scholars. Indeed, they could look on with a sense of pride at what they had been able to do. But our courageous heroes had no time to rest on their laurels. Nor could they find refuge in the realms of sweet sleep. No there were dances to be choreographed, a play to be rehearsed, songs to be sung, and paintings to be hung. And yet our scholarly heroes prevailed in this Festival of Arts and demonstrated their high level of class. But even this was not the final dragon that our now worn and wearied champions needed to face. There was still that wretched monster, the ogre of tasks, the wild beast of darkness. It was the dreaded horrible Research paper. A creature so vile, that it was worse than the demon Vittra who Indra slew in the time of creation. But through sleepless nights, intense reading, lots lots and lots of distractions, our young heroes vanquished that beast and fulfilled the tiring test that was the New Jersey Scholars Program. At last the heroes had completed all tasks and reached the highest of goals. They were masters of this filled world with a plethora of knowledge within themselves and a new power that had never before been seen. But after this, sad as it may be, the story ends. There is just no more record of what came next in the lives of these amazing demigods. Perhaps it is hidden in the uncipehrable scripts of the Indus Valley civilization. Like the question of how many licks it takes to get to the center of a tootsie pop...the world may never know.

But according to Joseph Campbell, the journey of every hero follows a similar three-fold path of separation, initiation, and return. The hero is called from his home to go on some type of quest. Along the way the hero faces a multitude of trials that tests his skills and brings him to the brink of mortal peril. After facing these hardships, the hero reaches the final goal and receives the ultimate boon. Finally having been transformed into a newer, wiser, more powerful being, the hero returns home to share his new-found gift with the rest of the world.

It is at this last chapter then, the phase of return, that we left off in the story of our brave and intelligent champions. Without a doubt all of these heroes before you have changed and become transformed. Each of us has grown and become wiser to the world around us. We have come to see connections in the world and connections among all its people. The lessons we have learned and the things we have experienced be they academic, or just those moments we have spent with our friends will remain with us forever. It is all this that we can offer to the world to which we now return to. For in the hero's journey, return is not merely returning back to our familiar world. But it is also sharing that experiences and what we have learned with everyone in our own lives. Bringing positive change to the world is the purpose of the hero and also I think the purpose of every human being. As we leave this place we have come to love I know that what we have to offer is something so profound and so great. It is then with great humility and at the same time great pride that I thank you all and wish all of you the best of luck no matter where the next phase of your heroic journey takes you.

Appendix F

NEW JERSEY SCHOLARS PROGRAM

CLASS OF 2009

(class statistics to be inserted)

<u>County</u>	<u>Applications Received</u>	<u>Accepted</u>	<u>Attended</u>
Atlantic	2	0	0
Bergen	28	7 + 2 on wait list	7
Burlington	4	0	0
Camden	5	0	0
Cape May	1	0	0
Cumberland	0	0	0
Essex	12	3	3
Gloucester	1	0	0
Hudson	18	0	0
Hunterdon	4	0	0
Mercer	14	6	6
Middlesex	19	2 + 2 on wait list	2
Monmouth	13	4 + 1 on wait list	4
Morris	28	3 + 1 on wait list	3
Ocean	5	1	1
Passaic	6	1 + 1 on wait list	1
Salem	5	1	1
Somerset	16	5 + 2 on wait list	5
Sussex	3	2 + 1 on wait list	2
Union	14	6 - 1 declined	4
Warren	0	0	0
Total	198	52	39
<u>NJSP Class of 2009</u>			
	<u>Male: 20</u>	<u>Female: 19</u>	
African-American	1	0	
Arab-American	0	1	
Asian-American	10	8	
Caucasian	6	9	
Hispanic-American	1	0	
Multi-racial	2	1	
Public School	15	12	
Private School	5	7	

Appendix G

The New Jersey Scholars, 2009

(listed by paper topic groups)

ART & ARCHITECTURE

Mary Borowiec
Kelsey Burns
Janan Dave
Amira Esseghir
Ankur Goyal
Ameil Kenkare
Jibran Khawar
Jason Kilbourne
Matthew Metlitz
Benjamin Neumann

HISTORY & POLITICS

Allison Bacon
Zagham Chaudry
Andrea Chu
Ronak Gandhi
Michelle Lam
Austin Mahler
Tasmiah Rashid
Rohini Ravi
Rui Yu
Cathay Zhao

LITERATURE

Eric Kauderer-Abrams
Lillian Baum
Rashawn Davis
Jeesoo Nam
Rodrigo Sanchez
Sanja Sanghvi
Rachael Siegel
Matthew daSilva
Kishan Shah

RELIGION

Amanda Ekstein
Louisa Lee
Connor Mui
Abhimanyu Ramachandran
Veronica Saron
Sunny Shah
Ariel Shpigel
Neha Srivastava
Alexandra Svokos

The Faculty

Art & Architecture	Nubras Samayeen M.Arch and M.U.D. Taubman College of Architecture & Urban Planning, University of Michigan at Ann Arbor
History/Politics	Blain H. Auer, Ph.D. Harvard University
Literature	David M. Buyze, Ph.D. University of Toronto
Religion	Amy Wright Glenn M.A. Columbia University

Appendix H

THE NEW JERSEY SCHOLARS PROGRAM RECOGNIZES AND THANKS THE FOLLOWING DONORS FOR THEIR GENEROUS SUPPORT IN 2008-2009

Kenneth Abbott '78
Cynthia S. Arato, Esq.
Robert and Marie Arbour P'90, '95, '98
Akash Bahl '92
Dorothy Irene Barker
Laura Sabel Bauer '84
Marcelline Baumann P'98
Charles Broderick '84
Dr. and Mrs. Frank L. Douglas P'88
Heidi L. Dreyfuss
Clement S. and Martha H. Dwyer Charitable Fund
Dr. and Mrs. Stephen M. Felton P'08
James E. Franklin II P'89
Emily A. Greene '78
Brian P. Gregory '91
James L. Hallowell, Esq.
Steven Hellman '81
Jonathon S. Kahn '86
Dr. and Mrs. Stephen P. Kahn P'86
Stephen J. Kastenberg '83
Michael S. McBride '80
Leo J. McLaughlin III '81
Adam Offenhartz '80
Deborah A. Pege '78
Diane Pege, M.D. '80
Mr. and Mrs. James V. Quinn
Janice S. Roddenbery
Mr. and Mrs. Alan Rubin P'04
Luke A. Sarsfield III '90
John P. Sauerman
Ms. Marilyn Sheehan and Mr. John V. Webber P'97, '02
Orin S. Snyder, Esq.
Dr. and Mrs. Solomon H. Snyder
Mr. and Mrs. Robert S. Vaters P'08
Mr. and Mrs. Thomas H. Walker, Jr.
Ross T. Whitaker '81 and Kerry Kelly
Kieran D. Williams '84
H. Rudolf Zeidler and Lois Horn Zeidler
Carolyn M. Zelop '78
Mr. and Mrs. Walter Zelop P'78

Appendix H, continued

THE NEW JERSEY SCHOLARS PROGRAM RECOGNIZES AND THANKS THE FOLLOWING FOUNDATIONS AND CORPORATIONS FOR THEIR GENEROUS SUPPORT AND MATCHING GIFTS OVER THE YEARS

**ACE INA Foundation
Avalon Bay Communities
AVI Food Services, Inc.
Avon Products Foundation, Inc.
Bloomberg LP
Bristol-Myers Squibb Company
Chubb & Son Inc.
Connectiv
Credit Suisse Foundation Trust
The Freeman Foundation
General Mills Foundation
Goldman Sachs Matching Gifts
The Hite Foundation
The Horace W. Goldsmith Foundation
Hudson City Savings Bank
The Iowa Foundation For Education, Environment, And The Arts
Lehman Brothers Matching Gifts
The MacMillan Family Foundation, Inc.
Merrill Lynch & Co. Foundation
The Foundation for Middle East Peace
The Miles Hodsdon Vernon Foundation
Munich Reinsurance of America
Novartis Foundation
Pfizer Foundation Matching Gifts Program
The Philadelphia Stock Exchange Foundation
PSE&G
Raytheon Corporation Matching Gifts for Education Program
Schering-Plough Foundation
The Starr Foundation
The Wachovia Foundation**