

THE NEW JERSEY
SCHOLARS PROGRAM

ANNUAL REPORT

2010

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2010 New Jersey Scholars Program

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2010 New Jersey Scholars Program

Sunday, June 27 through Friday, July 30

Human Rights: Past. Present. Future.

Faculty and Staff

Art/Architecture	Kate Dodd M.F.A. Columbia University
History/Politics	Nina McCune Ph.D. University of Michigan
Literature	Benjamin Champneys Atlee M.A. Millersville University
Religion/Ethics	Amy Glenn M.A. Columbia University
Librarians The Lawrenceville School	Paula Clancy Jacqueline Huan Anne Kabay Janice Leavitt Elizabeth W. McCall Sharon Mitchell
Housemaster of Kirby House The Lawrenceville School	Mary Calvert
Assistant Housemaster	Scott Alland
Program Director The Lawrenceville School	John P. Sauerman
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 2010 was *Human Rights: Past. Present. Future*. Excerpts from the overview of the program note:

Duties and obligations. Rights and dignity. Originating in the scriptures of many world religions and later articulated in the United Nations Universal Declaration of 1947, an exploration of what we now call "Human Rights" is central to understanding the past, present, and future of human civilization.

Where does the concept of human rights come from, and how has it changed over time? How do philosophers and religious scholars address this issue? How does art, architecture and literature reflect and affect our understanding of human rights? Are human rights universally and/or are culturally determined? How will people understand human rights in the future?

Join the New Jersey Scholars Program this summer as we study the past, present, and future of human rights. Using the disciplinary lenses of history, literature, law, philosophy/religion, art and architecture, students will grapple with the questions posed above and discover how the disciplines of study connect to each other shedding light on this momentous issue. Join us as we come to further understand the power of this idea and contemplate its transformation through time.

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

KATE DODD

**M.F.A. Columbia University
Columbia High School, Maplewood, NJ**

The NJSP 2010 Program's focus was on Human Rights, with lectures and seminars emphasizing four main areas: Politics and History, Religion and Philosophy, Literature and the Law, and Art and Architecture. The art component of the course had a three-pronged approach, beginning with an art historical framework for viewing social struggle, continuing on to visual and media literacy, and ending with freedom of expression case studies. These topics were explored through hands-on visualization, critique, reading and analysis, a walking tour, museum visit, artist talk, debate, role playing, interactive activities and a journal record. The art history portion of the program focused on depictions of authority, and the resulting visual conventions, apparent in art up through the Enlightenment. Images of protest, reflecting both the outer world and art itself, from the Enlightenment on, were presented. Ideas concerning commemoration of struggle and suffering, and redefining The Other through self-identity in contemporary art were investigated. Finally, issues of documentation, the role of photography, and the evolution of these themes in popular culture were examined in conjunction with images from Abu Ghraib and its aftermath. In both breadth and depth, these students were exposed to a rich conceptual and cultural mix.

- Scott Greenberg** Can It Be Shown That Lady Justice Is A Human Rights Icon?
- Jackie Grossman** Can the Portrayal of Fidel Castro As an Authority Figure Be Determined as Positive or Negative When Viewed Without Context?
- Bridget Hovell** How Did Artistic Portrayals of Joan of Arc Defy Gender Conventions When Compared To Female Religious Figures Such as the Virgin Mary and Eve?
- Alex Ioffreda** Was The Dzhhanov Doctrine Successful When Comparing Musical Loss to Communist Party Gain?
- Jacob Kaufman** Did the Nazi's Ultimately Succeed in Crafting an Artistic Policy That Consistently Separated "Degenerate" Art from Pure "German" Art"?
- Chantal McStay** Do Public Art Organizations, Like the Philadelphia Mural Arts Program, Provide a Comparable Legal Alternative to Graffiti In Terms of Providing a Venue of Expression for the Disenfranchised?
- Shayla Reid** The Revolution of The Carnations: Was It Representative of Portugal as a Whole, or only Representative of Those Who Lead It?

Kristin Shiu What Were Picasso’s Intentions in Painting “Guernica” in the Context of the Spanish Civil War?

Jacqueline Weiss What Ethical Standards Does the “Triptych of The Last Judgement” by Hieronymous Bosch Depict?

HISTORY/POLITICS

NINA McCUNE

**Ph.D. University of Michigan
Pratt Institute and New Jersey City University**

Over the course of these five weeks, the history/political science component of the New Jersey Scholars Program on Human Rights has offered a rigorous, global study of intellectual, philosophical, political and legal histories that structure contemporary human rights policy and practice. After examining framing philosophies and their broader implications, students learned about institutional legacies of the Humane Warfare and Universal Suffrage movements along with the 1899 Hague Peace Treaties and the League of Nations that contributed to the development of the 1948 *Universal Declaration of Human Rights* at the United Nations. Considering the complexities that such a theoretical document poses, students went on to debate the systematic international recognition and codification of what comprises the International Bill of Rights – and how the *International Covenants on Civil and Political Rights* and the *International Covenant of Economic, Social and Cultural Rights* support and complement fundamental guarantees of human rights. Students considered human rights in foreign policy, through case studies of universal jurisdiction, monitoring and methodologies in human rights data collection, reporting and enforcement strategies, group rights, and the subtleties of human rights in the “day-to-day” context as well as the extremes of warfare and war-related human rights and international humanitarian law violations. The study of these complex ideas, legal instruments, and practices served ultimately to promote awareness and the cause of international human rights, and encouraged students to continue applying their intelligence, creativity and passion to such an important field.

Reem Alsalman Latent Criminal Behavior: Israel’s International Human Rights Violations in Occupied Palestine.

Joy Chen China's One-Child Policy: Its Implications for the Present and the Future.

Danielle Fitzgerald The Genocide of Rwanda: “Cutting the Tall Grass”

John Hastings Churchill and the Communists: Churchill's Foreign Policy Towards Russia.

Adam Hersh An Analysis of Claims of White Phosphorus Use in the Gaza War.

Naomi Lee Not-So-Parallel Evolutions of Human Rights Traditions: The Diverging Paths of the United States of America and the Republic Of China (Taiwan) towards International Human Rights Law through their Constitutions.

Zoe Malkin Issues in Contemporary Sex Trafficking.

- Charlotte Mara** The Mirabal Sisters: Life and Death Under Trujillo.
- Richard Ressler** Collective Identity and Mass Violence: How What We Call Ourselves Affects How We Think.
- Bryan Santos** The Relationship Between Multi-National Corporations and Human Rights.

LITERATURE

BENJAMIN CHAMPNEYS ATLEE
M.A. Millersville University
The Lawrenceville School

The New Jersey Scholar's 2010 Program took up Human Rights as its theme, and the literature section of that study took up human rights as they occur in the day to day lives of people, which is to say in courtrooms, where they collide with one another in suits or in prosecutions, but always in situations where people believe their rights have been violated. This study seemed to provide a more fruitful ground for raising questions than would a study of known human rights cases. Having said that, I should note the study did not avoid historically significant cases. The first work of literature was Ron Harwood's *Taking Sides*, which portrays the interrogation of the conductor of the Berlin Philharmonic on the charge that he collaborated with the Nazis during World War II. Significantly, the play leaves open whether or not he did, leaving it to discussion. From there the students took up Robert Bolt's *A Man For All Seasons*, a play in which the protagonist represents freedom of religion and the rule of law. As he says in a signal phrase, "I would give the Devil benefit of law for my own safety's sake." The accompanying essays and Supreme Court opinions certainly supported that notion. But we also know, in Leszek Kolakowski's phrase, that "Hell is not empty," and this century has taught us that to catch the Devil we must take risks with the law. Certain kinds of crimes cry for a "human victory." And so the students studied Saul Levitt's *The Andersonville Trial* and two essays on the Nuremberg Trials. Both trials required legal risks, risks which have been validated by the various genocides of the second half of the century. The students discussed with great seriousness which risks were acceptable – and which were not. The study closed with Truman Capote's *In Cold Blood*, the classic study of an American murder, a book which raises all of the necessary questions of psychology which surround such events, from malice aforethought to diminished capacity, and on to the agonizing issues of capital punishment.

- Aleksandr Ayvasov** Choice in Vasily Lukyanenko's *The Stars Are Cold Toys*, and How We Discover That the Freedom to Choose Is Our Most Precious Right.
- Elise Backman** How Eastern Texts Chronicle the History of Human Rights and How These Texts Might Inform Future Legislation.

- David Chough** The Character of Jefferson Davis and What Caused a Man of Such Personal Virtue to Be Vilified as an "American Hitler."
- Grace Denoon** Shakespeare's Portrayal of Human Rights in *The Merchant of Venice* and on the Playwright's Efforts to Humanize Shylock, Despite the Demands of the Time.
- Brendan Dwyer** The Question of the Real Consequences of the Citizens United Supreme Court Decision Relative to the Imagined Consequences.
- Danielle Noel** What Values Emerge as Most Significant in the Nuremburg Trials and in its Dramatic Equivalent, the Andersonville Trial.
- Conor Quinn** The Possibility That Those Who Commit Egregious Human Rights Violations Have Forfeited Their Right to Jurisprudence, and Examined the Question of How We Then Deal With Them.
- Priya Sharma** The Question of an Individual's Right to End His or Her Life and What Informs a Free Decision.
- Michael Sotsky** How Josef Stalin's Personality Evolved and How That Evolution Contributed to the Most Dramatic Human Rights Abuses of the 20th Century.
- Michael Zhang** How Systems of Education Pave the Way for Human Rights Abuses, Using Mainland China's Schooling as the Example.

RELIGION/ETHICS

AMY GLENN
M.A. Columbia University
The Lawrenceville School

The New Jersey Scholars Program began on June 27th, 2010. Thirty nine talented, inquisitive, and enthusiastic young people gathered on the campus of The Lawrenceville School. Within 24 hours, they were engaged in thoughtful and deep reflection/discussion regarding the nature of Human Rights. Is human dignity a transcendent concept that overrides law and culture? Or, do we assign dignity and construct rights because nothing inherent in nature provides a foundation for these structures? Who is in our moral community? What duties do we have to each other and why do we have them? What do religious leaders and scholars have to say on the subject?

- Kimaya Abreu** Peeling the Apple: The Psychological Roots of Human Evil.
- Prateek Agarwal** Dr. James Orbinsky: Hope for a Better Humanitarian Future.
- Hunter Dougherty** The Masked Motivator: How to Mitigate the Often Ignored Male Demand Driving the Sex Trade.

- Angela Gu** Child Soldiers: Peter Singer and Frances Myrna Kamm's Exploration of Children's Rights Violations in Uganda's Lord's Resistance Army.
- Kevin Kirk** Western Islamophobia: Stereotyping Muslims as Terrorists.
- Oluwaseyi Lawal** A Failure to Act or a Government Looking out for its People: An Analysis of the United States' Actions during the Rwandan Genocide.
- Samuel Peinado** The New Rules of War: An Examination of a Detainee's right to Dignity in the 'War on Terror'.
- Brian Thorn** Should a Muslim own a Slave? An Exploration into the Theory Behind Slavery in Islamic Texts.
- Emily Voorhees** The Woman's War: The Fight against Sexual Violence in the Congo.
- Eric Ziyao Wang** Confucian Duty: An Exploration of the Compatibility of Confucianism and Negative Rights.

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 for a walking tour in Lower Manhattan to see commemorative artworks and memorial plaques and to the International Center for Photography. 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 Clark Music Center and began with a number of vocal and instrumental performances. After dinner, we returned to the center for a program of music, dance and drama and then to the Gruss Center of Visual Arts to see an art exhibition of the Scholars' work and refreshments.

The 2010 Program concluded on Friday, July 30 with a Graduation Ceremony in The Edith Memorial Chapel (see Appendix E).

II. The Scholars

Thirty-nine semifinalists were selected to attend the 2010 Program. A total of 280 candidates (including at least one applicant from all twenty-one counties in New Jersey) applied to the Program. We invited 145 applicants to Lawrenceville for interviews with the faculty.

The 19 male and 20 female students selected to participate in the Program represented 9 out of New Jersey's 21 counties. Two Scholars reside in New Jersey but attend schools out-of-state. The counties that had the largest representation were Mercer, 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 and fifteen from private schools. Four Scholars were of African-American background, ten Scholars were of Asian-American background, twenty-two Scholars were of Caucasian background, one Scholar was of Middle-Eastern background and two 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:

Words simply cannot describe the appreciation I have for everything that NJSP has offered.

The Program is true to itself; that is, you actually get the experience that you're told you will receive.

NJSP brought me out of my culture bubble.

After NJSP, I feel better prepared for college.

I discovered what it is like to have daily lectures and seminars in a collegiate-style atmosphere.

I enjoyed learning for learning's sake.

I simply loved this Program. Never before have I been in an environment where everyone shared the same passion for learning. While our academic environment was intensive, I felt there was no competition. We all came in wanting to learn and grow.

This Program completely exceeded all expectations.

NJSP has allowed me to realize my potential. . . I am truly grateful for this awesome experience.

I grew as a student and a person at NJSP. I discovered what it was like to challenge your mind without the pressure of grades.

I had never been in an academic setting where students were so eager to participate and so full of insight to share.

The research paper was one of the best academic aspects of this program. It marked one of the first times in my academic career that I got to choose a topic that I was intensely interested in and explore it on my own terms.

The lectures were incredible. All four teachers put so much thought and effort into each one and I felt like I was stepping into a whole new world each morning.

The number of eureka moments in this Program is beyond anything I've ever experienced.

All four of our teachers were brilliant, fun and engaging. . . Their passion for their topics was contagious and encouraged me to learn and experience life.

Through NJSP, I have learned for the sake of learning and not for grades for the first time in my life. Not only did I learn about human rights, I learned how to learn.

If college is like this [NJSP] then I will have four awesome years ahead of me!

IV. Acknowledgements

No one deserves grater credit for the success of the 2010 Program than the four members of the faculty: Kate Dodd who taught art and architecture; Nina McCune who taught history and politics; Champ Atlee who taught literature and Amy Glenn who taught religion and ethics. 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, 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 Scott Aland 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 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 for the past ten years. 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.

Three Trustees made great contributions to the 2010 Program and I extend them my thanks. NJSP's financial data and database are accurate and reports to the Trustees are interesting and informative. Laura Sabel Bauer '84 continues to maintain the NJSP website with great proficiency (www.lawrenceville.org/njsp) and has created a NJSP Face Book group. And at the annual Trustees and Scholars dinner, Kevin Hudson '92 talked about "The Road to College" and his helpful advice was well-received by the Scholars.

The Program is also indebted to Alison Easterling, a member of the Lawrenceville faculty, who lent her home to a member of the visiting NJSP faculty. I would also like to thank Jana Kiefer, Director of Summer Programs and John Schiel, Assistant Director, for their never-ending support and Trustee Christina Goodrich in the Comptroller's Office for her support.

The New Jersey Scholars Program owes its existence to strong financial support from many sources (see **Appendix H**). Major corporations and foundation sponsors in 2009-2010 included:

ACE INA Foundation
Citizens Bank Foundation
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
JP Morgan Chase Bank
The MacMillan Family Foundation
The Miles Hodsdon Vernon Foundation
The Philadelphia Stock Exchange Foundation
Raytheon Corporation Matching Gifts

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, 2009 to August 31, 2010).

Respectfully submitted,
John P. Sauerma, Director
November 2010

YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	9/1/05-8/31/06	9/1/06-8/31/07	9/1/07-8/31/08	9/1/08-8/31/09	9/1/09-8/31/10
Scholars	\$ 12,885	\$ 11,133	\$ 10,773	\$ 13,660	\$ 16,380
Parents	15,160	15,435	12,035	10,236	20,657
Subtotal	28,045	26,568	22,808	23,896	37,037
Board Gifts	24,150	26,450	30,575	32,634	33,800
Matching Gifts	1,020	4,525	3,276	3,350	2,500
Corporations	10,500	9,150	23,000	3,000	4,920
Foundations	22,500	22,500	25,000	30,000	20,000
Friends	12,265	9,665	10,200	6,415	7,250
Interest	1,029	1,111	937	476	336
Reunion & Program Book	-	-	10,390	-	-
Total	\$ 99,509	\$ 99,969	\$ 126,186	\$ 99,771	\$ 105,843
<u>Expenditures</u>					
Teaching Faculty	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,820	\$ 16,000
Administrative Salaries	29,991	29,420	34,641	31,987	32,822
Supervision	3,000	3,000	3,000	6,000	6,000
Room and Board	26,972	24,020	26,491	26,955	24,423
Books and Supplies	10,551	10,640	6,572	8,125	6,604
Field Trips & Program Exp	1,952	2,202	2,064	1,818	1,785
Interviews	100	-28	-	-	-
Liability Insurance	-	1,838	1,611	363	-
Reunion & Program Book	-	-	10,248	-	-
Overhead	10,586	7,961	8,471	6,000	9,146
Alumni Association	136	139	160	155	209
Total	99,288	95,248	109,258	98,223	96,989
Surplus/(Deficit)	\$ 221	\$ 4,721	\$ 16,928	\$ 1,548	\$ 8,854

Projected Budget 2010-2011

9/1/10-8/31/11

<u>Income</u>		<u>Expenditures</u>	
Scholar Alumni	\$ 15,000	Teaching Faculty	\$ 16,000
Parents	14,000	Program Admin Salaries	33,500
Board Gifts	30,000	Supervision	6,000
Matching Gifts	3,000	Room and Board	26,500
Corporations	12,500	Books and Supplies	8,500
Foundations	20,000	Field Trips & Program Exp.	2,000
Friends	7,800	Interviews	100
Interest	300	Liability Insurance	500
		Overhead	9,300
		Alumni Association	200
Total	\$ 102,600	Total	\$ 102,600

Appendix A

2010 LECTURE LIST

ART/ARCHITECTURE –

Kate Dodd, M.F.A. Columbia University, School of the Arts

Expressions of Authority in Art Before the Enlightenment

Thursday, July 1

Expressions of Protest in Art Since the Enlightenment

Wednesday, July 7

Expressions of Memory, Public and Personal Storytelling

Wednesday, July 14

Expressions of Identity, Art and Self-Determination

Thursday, July 22

The Role of Visual Documentation, Photography and Image Consumption

Monday, July 26

HISTORY/POLITICS –

Nina McCune, Ph.D. University of Michigan at Ann Arbor

Introduction/Historical Overview of Human Rights.

Monday, June 28

Institutionalization of Human Rights.

Friday, July 2

Legal Contexts (and introduction to case studies).

Thursday, July 8

Historical Case Studies – the “day to day.”

Monday, July 19

Historical (and Present) Case Studies – the Extremes of Warfare.

Friday, July 23

Appendix A, continued

LITERATURE –

Benjamin Champneys Atlee, M.A. Millersville University

Reflections on the Law.

Wednesday, June 30

The Right to Believe.

Tuesday, July 6

The Andersonville Trial: Nuremberg in America.

Monday, July 12

In Cold Blood: the Prisoner's Dilemma.

Tuesday, July 20

The Assault: Forgotten Victims.

Monday, July 26

RELIGION/ETHICS –

Amy Glenn, M.A. Columbia University

The Tree of Ethics: Putting Rights Ethics into Philosophical Context.

Tuesday, June 29

The Quest for Origins: Religious Sources for Human Rights.

Monday, July 5

Ethical Tensions: Liberty and Welfare Rights.

Friday, July 9

Religious Visions of Distributive and Retributive Justice.

Tuesday, July 13

Lessons of Forgiveness: Sense Making and Healing in a Broken World.

Wednesday, July 21

Appendix B

BOOKLIST 2010

ART/ARCHITECTURE

The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern
Strickland, Carol
Kansas City: Andrews McMeel Publishing LLC, 2007, 2nd Edition

Library Reserve:

Gardner's Art Through the Ages
Kleiner, Fred S. and Richard G. Tansey
New York: Harcourt Brace College Publishing, 1996, 10th Edition

HISTORY/POLITICS

Textbook on International Human Rights
Smith, Rhona K.M.
Oxford: Oxford University Press, 2010, 4th Edition

Library Reserve:

On Human Rights
Giffin, James.
Oxford, New York: Oxford University Press, 2008

Prosecuting Heads of State
Lutz, Ellen L. and Reiger, Caitlin
New York: Cambridge University Press, 2009

Rethinking Asylum: History, Purpose, and Limits
Price, Matthew E.
New York: Cambridge University Press, 2009

Genocide in International Law: The Crime of Crimes
Schabas, William A.
New York: Cambridge University Press, 2009

Appendix B, continued

LITERATURE

Man for All Seasons

Bolt, Robert

New York: Vintage International, 1990

In Cold Blood

Capote, Truman

New York: Random House, 1993

Taking Sides

Harwood, Ronald

New York: Dramatists Play Service, Inc., 1997

The Andersonville Trial

Levitt, Saul

New York: Dramatists Play Service, Inc., 1996

The Assault

Mulisch, Harry

New York: Pantheon Books, 1985

RELIGION/ETHICS

Ethics for Life: A Text with Readings

Boss, Judith A.

New York: The McGraw-Hill Companies, 2010

Human Rights and Responsibilities in the World Religions

Runzo, Joseph; Sharma, Arvind; Martin, Nancy M.

Oxford: Oneworld Publications, 2003

Appendix B, continued

FILMS ON RESERVE

The Andersonville Trial
The Assault
Becoming Jane
Beyond Belief
The Corporation
Crash
Doing Time, Doing Vipassana
The Fifties (by David Halberstam)
The French Revolution
Gandhi
Ghosts of Rwanda
Hawaii's Last Queen
In Cold Blood
In Plain Sight
Iron Jawed Angels
Jonestown
Man for All Seasons
Milk
Music is My Life, Politics is My Mistress (The Story of Oscar Brown, Jr.)
Peace is Every Step
Peter Singer: A Dangerous Mind
Slave Catchers, Slave Resisters
Strange Fruit
Taking Sides
2 Million Minutes
Water
Wit

Appendix C

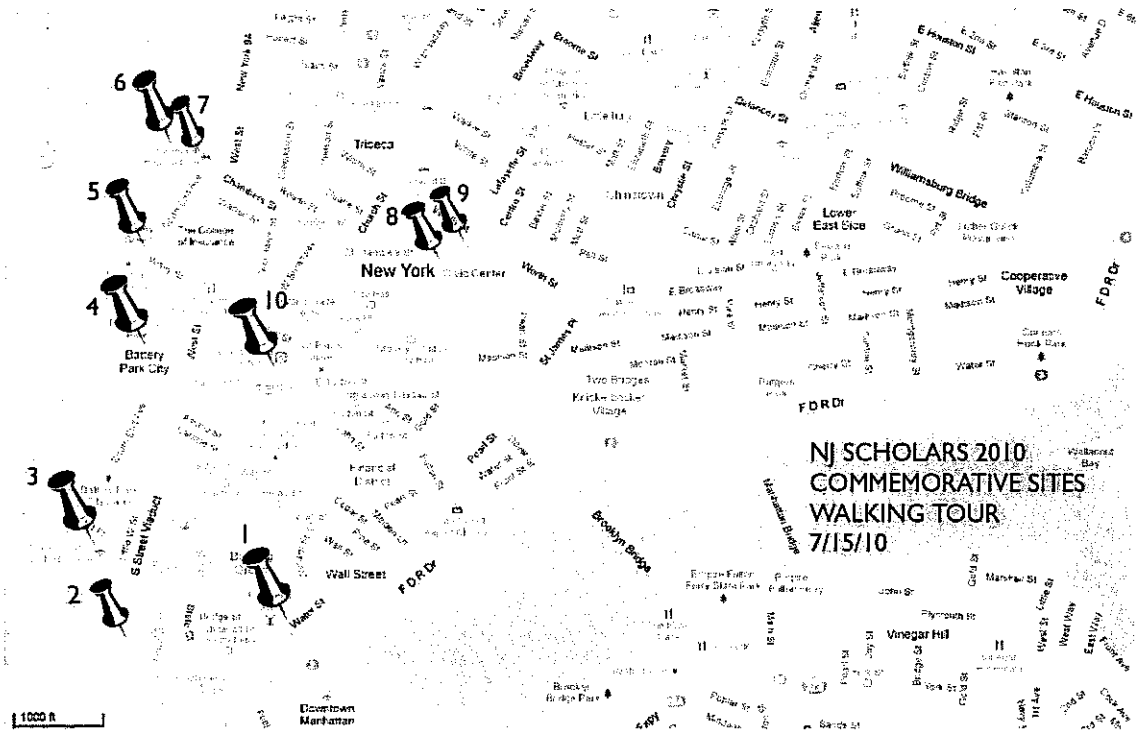
NEW JERSEY SCHOLARS FIELD TRIP TO NEW YORK CITY July 15, 2010

Commemorative Sites Walking Tour and Visit to the International Center for Photography

(sites in italics are optional stops; sites in bold are included in walking tour)

1. *Vietnam Veterans Memorial by Feller, Wormser, Ferrandino*
55 Water St
2. *"The Universal Soldier" by Mac Adams*
Korean Veterans Memorial at Battery Park
3. **"Garden of Stones" by Andy Goldsworthy**
Museum of Jewish Heritage
36 Battery Place
4. "Police Memorial" by Stuart Crawford
5. "The Real World" by Tom Otterness
6. *"Mnemonics" by Kristin Jones and Andrew Ginzel*
Stuyvesant High School
7. **"Irish Hunger Memorial" by Brian Tolle**
2 South End Avenue
8. **Multiple Commemorative Artworks**
African Burial Ground
290 Broadway
9. GSA Federal Plaza (site of "Tilted Arc")
10. *Ground Zero viewing spot*
11. **International Center for Photography**
1114 Avenue of the Americas at 43rd St.

Appendix C, continued



Appendix C, continued

Writing assignment following the Field Trip to New York July 15, 2010

Your paper is due Monday at 5:00 p.m. following the field trip. Double space typed or emailed AS WORD DOC (not in body of email), approximately one page. Can be written as letter, art review, dialogue, expository, poetry, etc. but must address the issues below.

Choose two works that we see on our morning walking tour. At least one of them must be intended as a memorial. **Compare** these two works in terms of both their **impact on you** and on what you observe or imagine to be **their intended audience**. Which do you think has **more impact** and why?

Observe and/or take notes on the following aspects of each work to make your case:

How do you respond physically? Emotionally? Intellectually? IN THAT ORDER

Consider:

- Scale: lifesize, monumental, miniature?
- Relative size to you, to adjacent site or buildings?
- Physical position/orientation of artwork?
- Imagery?
- Function beyond visual?
- Public interaction that you observe or imagine?
- Changeability/time or weather elements?
- Use of text? Use of recognizable symbols?

Who/what is being represented and/or addressed here? What is the agenda? How can you tell?

Appendix D

art

music

drama

dance

New Jersey Scholars Program

Arts Festival

Saturday, July 24, 2010

Music Clark Music Center

MASSANET <i>Manon</i>	VOICE	Kristen Shiu
III. "Adieu, notre petite table"	PIANO ACCOMPANIST	Joy Chen
BEETHOVEN Piano Sonata No. 4, Op. 7.....	PIANO	Brendon Dwyer
I. <i>Allegro molto e con brio</i>		
SIR ELTON JOHN "Rocket Man".....	TRUMPET	David Chough
BOB MERRILL and JULE STYNE "Don't Rain on My Parade".....	VOICE	Emily Voorhees
	PIANO ACCOMPANIST	Michael Zhang
CHOPIN Waltz in A minor.....	PIANO	Jacob Kaufman
Mazurka in G minor		
Waltz in A flat major		
STEVEN FOSTER "The Prayer".....	CELO	Naomi Lee
	PIANO	Michael Zhang
J.S. BACH Partite in A minor.....	FLUTE	Alex Ioffreda
GORDON JACOB <i>The Red Piper</i>	PICCALO	Alex Ioffreda
II. <i>March to the River Essex</i>		
J.G. JONES "Steeple Chase Polka".....	FIFE	Alex Ioffreda
J.S. BACH Sonata in B minor.....	PIANO	Joy Chen
CHARLES FOX and NORMAN GIMBEL "Killing Me Softly".....	VOICE	Danielle Noel
	GUITAR	Brian Thorn
J.S. BACH Cello Suite No. 3.....	CELO	Naomi Lee
I. <i>Prelude</i>		

THE GUITAR TRIO
P.F. SLOAN "Eve of Destruction"

THE HUMAN RIGHTS BAND
RIHANNA "Umbrella"
FOLK SONG "House of the Rising Sun"
LEONARD COHEN "Hallelujah"

Please join us for dinner in the Irwin Dining Center following the musical performances.

The Guitar Trio

Bryan Santos guitar
Brian Thorn guitar
Michael Zhang guitar

Kimaya Abreu voice
David Chough voice
Kevin Kirk bongo
Naomi Lee cello
Bryan Santos guitar
Brian Thorn guitar
Emily Voorhees voice

The Human Rights Band

Appendix D, continued

"Prince's Speech from *Romeo and Juliet*" Alex Ioffreda
 "Peacock Dance" Naomi Lee
 "Animal" Shayla Reid

I Promise
 (IN ORDER OF APPEARANCE)

JACQUELINE Kimaya Abreu
 MARK Aleksandr Ayvazov

Written and directed by SAM PEINADO

Modern Dance Jackie Weiss
 Music "Berimbau"
 Choreography Jackie Weiss

"The Maiden Song in the Sunday Choir" by Alexander Blok Aleksandr Ayvazov

Bollywood Dance Prateek Agarwal and Conor Quinn
 Music "Dhoom Again"
 Choreography Prateek Agarwal

Declamation Seyi Lawal
 An excerpt from Elie Wiesel's speech "The Perils of Indifference"

Humanity is Our Business

CHIP ASBURY Mike Sotsky
 NANCY MILLHOUSE Elise Backman
 RYAN RANDOLPH Rich Ressler
 BOBBY THOMAS Brian Thorn
 CARRIE ALEGRA Zoe Malkin
 JOSEPH SUMNER Scott Greenberg
 TED TALKS Jacob Kaufman
 BODYGUARD Eric Wang
 CHORUS Reem Alsalman

David Chough
 Jackie Grossman
 John Hastings

Directed by PRIYA SHARMA
Produced by ELISE BACKMAN
Written by ELISE BACKMAN, ADAM HERSH, and ERIC WANG

Drama&Dance Clark Music Center

Appendix D, continued

Art Gruss Center of Visual Arts

Joy Chen
Untitled
Pencil on paper

Grace DeNoon
"Human Rights in Pictures"
Photography

Hunter Dougherty
"The Ambassador"
Acrylic on canvas

Brendan Dwyer
"Preemptive 1493"
Collage and pencil on paper

Danielle Fitzgerald
"Faucet" "Ice Skate" "It's For You"
"Fishbowl Still Life"
Ebony pencil on paper

Jackie Grossman
"Current Events"
Pastel on collage

John Hastings
"To Be a New Jersey Scholar"
Ink on paper

Bridget Hovell
Untitled
Photography

Kevin Kirk
"New Openness to
World Religions"
Marker on paper

Zoe Malkin
"Summer's Bounty" "Journey"
Photography, acrylic on canvas

Charlotte Mara
"Stops Along the Way"
Charcoal

Chantal McStay
"Winter Warmth" "Autumn Brush"
"50s Conformity"
Acrylic, oil, acrylic and cut paper

Danielle Noel
"Beautiful Landscape"
Tempera on paper

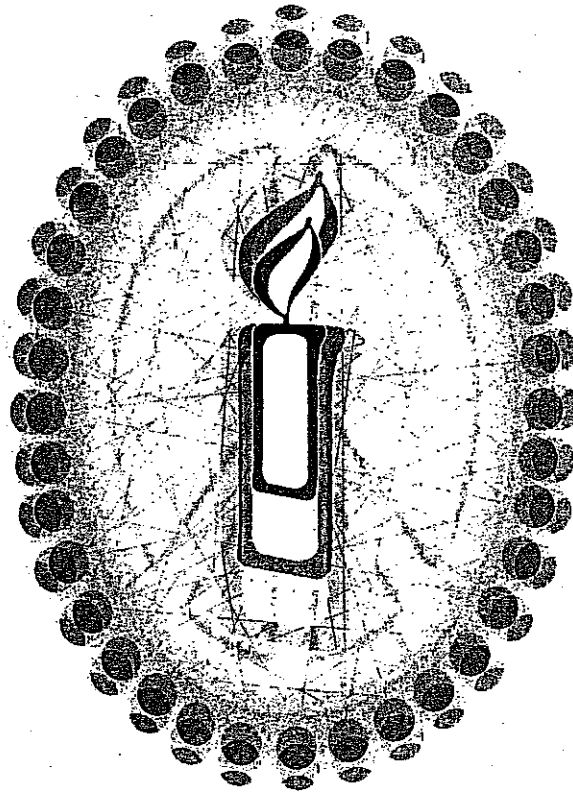
Conor Quinn
"A Rock and a Hard Place"
Mixed media sculpture

Kristen Shiu
"SALT"
Oil pastel

Program designed by Angela Gu and Shayla Reid

Appendix E

The New Jersey Scholars Program, 2010
Human Rights
Past, Present, Future



Graduation Ceremony
Edith Memorial Chapel,
The Lawrenceville School
Friday, July 30, 2010

Appendix E, continued

Graduation Ceremony

Prelude Music	Songs from the U.S. Civil Rights Movement
Processional	<i>Va Pensiero</i>, The Chorus of the Hebrew Slaves by Verdi
Opening Remarks	John Sauerman Director
Scholar's Reflections	Scott Greenberg '10 Class Representative to the NJSP Board of Trustees
Performance	Naomi Lee '10 Cello Suite #3, Prelude by Bach
Remarks	Stephen J. Kastenbergl '83 President of NJSP Board
Scholar's Reflections	Michael Sotsky '10 Class Representative to the NJSP Board of Trustees
Performance	The Human Rights Band <i>Umbrella</i> by Rihanna <i>Hallelujah</i> by Cohen
Awarding of Certificates	
Recessional	<i>Fanfare for the Common Man</i> by Copeland

Appendix E, continued

Remarks at Graduation by Scott Greenberg '10 Class Representative to the NJSP Board of Trustees

Good afternoon and welcome.

To really appreciate NJSP (which by the way does not stand for New Jersey Smart People, or New Jersey Singers program), I'd like everybody to fast forward in their minds with a mental remote to a date five weeks in the future.

It's the first day of school, and normally you would be excited for another year of classes and learning, but for some reason, something is missing. You walk into your classroom, and instead of a seat around a Harkness table, you have a regular, boring desk. You look at the teacher in front of the room, making a silent mental note not to call her by her first name, and doubting that she will start the class with meditation, or ask you to write your personal reflections in a journal, or bring up Lyndon Baines Johnson at any point.

As for the students around you: yes, you might be sitting at the same lunch table as them, but you didn't sleep next door to them the night before; you didn't go on a treasure hunt with them, have an air hockey tournament with them, relax on the beach with them, play them constantly in Othello and chess, jam your favorite music with them, and eat dinner last night at Fedora's with them.

You try to engage the person next to you in a conversation about the death penalty, or Asian history, or the tree of ethics, and he looks at you sort of blankly. The teacher assigns you the homework – instead of a provocative Irving Kristol reading or a video of Billy Graham, you've been assigned a fill-in-the-blank worksheet, to be handed in for a grade. Chances are that after class, your peers will talk about GPAs and college applications instead of Sir Thomas More and Milosevic.

After the school day ends, the students won't swing dance together or go into Princeton together or spend quiet hours from 8 to 10 studying together. The guys in the classroom will never go on a vision-quest together (don't ask), and the girls will never compete in the tastiest bake-off known to humankind. You realize that regular school cannot compare to the learning and community we have here at NJSP.

Instead of putting your mental remote on fast forward this time, let's put it on rewind, to five weeks ago. I know that when I came here, I didn't know quite what to expect. But soon I met amazing people who showed me the way. I met Mr. Sauerman, who taught me, perhaps, the best lesson I've ever learned about motor vehicle traffic patterns and the nature of mortality. I met Mrs. Calvert and Scott, masters of our house, who helped us find everything we needed. I met Nina McCune, history expert extraordinaire, and Mr. Champ Atlee, a combined literary master and legal wizard. I met Kate Dodd, skilled teacher, interpreter, and maker of art, and Amy Glenn, our religion guru and philosophy instructor.

Look back over the last five weeks with our mental remote. Five weeks isn't long enough for all the conversations we could have had, all the experiences we could have shared – it feels like our journey is just beginning. Yet, think of how much we've really grown as a group, how we each went from being surrounded by 38 complete strangers to 38 amazing friends.

I'm going to miss all of the students a lot and I want to thank you all, most of everybody. You've made my summer incredible – you've always been there for me, you've challenged the way I think, and you've been both my teachers and my friends.

I'd like to close with this: we've been spending all summer talking about human rights, and much of our conversation has revolved around the Universal Declaration of Human Rights. So, I propose an NJSP Declaration of Student Rights. It goes like this:

Article One: All New Jersey Scholars have the right to fair living conditions, including, but not limited to:

- a) air conditioning. Enough said.
- b) a campus free of construction workers, gaping holes in the ground, and fences obstructing the most convenient pathways.
- c) a piano where the high G doesn't sound like a weasel dying.

Article Two: All New Jersey Scholars have the right to freely hold and express their opinions in lecture and seminar, except when said opinions originate from Wikipedia.

Article Three: All New Jersey Scholars have the right to a reunion sometime very soon in the future, because I'm going to miss all of you a huge amount.

Thank you and best of luck to everyone.

Scott Greenberg '10

Remarks at Graduation by Michael Sotsky '10 Class Representative to the NJSP Board of Trustees

Hello and Welcome Parents, Teachers, Scholars, and all others. My name is Michael Sotsky and I have been given the privilege and honor to speak on behalf of the New Jersey Scholars Program Graduating Class of 2010. I was instructed to describe, briefly, some of the amazing experiences of the past five weeks and detail the accomplishments of our group as a whole. It seems like yesterday, and yet at the same time, so many days away, that 38 “able and enthusiastic residents of New Jersey”- as our website would proclaim- sat beside me for the first time, learning of the dangers of Interstate 206; low and behold, who walks in but program director John P. Sauermaun to instruct us in the voice of God, the “cars will not stop on that road...you will die”. For that reason, I figured that nobody would make it here today, so I am

Appendix E, continued

entirely unprepared (take out 50 pages). One might argue that an average temperature hovering near 90 degrees over a 5 week span could be somewhat stifling; on the contrary, I would refute that notion, and assert that the individual making such a statement has yet to have the opportunity to sit in that ice box known as the Ambrecht Lecture Hall. The triple digits proved- at least temporarily- to be- I dare say- refreshing. We all recall the guidelines set forth in that meeting, certainly the ones that we've all broken; I guess it makes sense that we had to have a check in at both 8 and 10pm, since after all, in those 2 hrs, members of our scholar community were probably hijacking cars and hitting up casinos for recreational high stakes poker. But there is one rule that I can assure you Mrs. Calvert that all scholars followed: members of the female persuasion never once set foot on the male floor [Cough- 'scuse me].

I would venture to say, that immediately following that meeting, the sense of community began to take shape. For the first time in my academic career, I felt a strong sense of togetherness, and a desire to perform not for grades, but personal and, most importantly, group enlightenment. We have dealt with, as Religion/Philosophy teacher Mrs. Amy Glenn will tell you, "heavy stuff" over the course of these five weeks- the Holocaust, Rwandan Genocide, torture chambers of Abu Ghraib, Iraq, and other human rights violations in history. But always by our side were 4 amazing faculty members, to assist us in comprehending and digesting the sometimes emotionally difficult material. But make no mistake the academics were rigorous; homework every night, a dried out black ink cartridge from Ms. Nina McCune's documents, and a thorough discussion of the material in seminars each day. Rotation kept the coursework fresh, and frankly caused Mr. Atlee and his close friend Leszek Kolakowski to wonder, "Can The Devil Be Saved"- Dani Fitzgerald, what do you think about that? We even got to draw in Ms. Kate Dodd's class and, in the case of Mr. Conor Quinn, create mixed media sculptures. It was at this point that I was likened to a good friend, Michelangelo, and called a visionary- one that would re-shape the art community for the next generation; of course I am actually speaking about Joy Chen.

But hey, as Mark Twain joked at a recent dinner party of mine, "I have never let my schooling interfere with my education". The Arts Festival was a truly inspiring display of talents ranging from Brian Thorn on guitar, to Alex Ayvazov on a dramatic reading, to a pretty wacky teacher in a yellow sweater vest (sigh). But the real learning took place in the common room, through our various Extracurricular activities. Air Hockey, Chess, the game with black and white checker pieces on a green board (CROWD SHOUTS!!!), Facebook posts- mostly by David Chough and Grace Denoon, the brilliant photography of Bridget Hovell, Danielle Noel, and Zoe Malkin (which always caught us in our most flattering moments), and of course, the greatest example of all, casual intellectual conversation with 36 other brilliant people- with 2 raving lunatics who once comprised the writing team for our great play, Adam Hirsch and Eric Wang somewhere in the background. All of these were outstanding aspects that added to what I like to call our rich "NJSP culture". We all have to immensely thank Elise Backman, as well, for her incredible dedication to her self- appointed position as Director of the One Person Social Committee- none of these activities would have been possible without you. Under her benevolent regime we enjoyed meeting other "cultures" at Seaside Heights, having our minds scrambled at Inception, and a series of Olympic caliber games ranging from Man Hunt to Egg Tosses. Also, I just

received the call from the Guinness Book of World Records, we did in fact pull it off everyone-the ever prestigious: Most Renditions of Journey's Don't Stop Believing in Irving Dining Center History, Award. But as Jacob Kaufman will tell you, for dinner sometimes we had to just change it up. Tj's Pizza proved to be a hot spot- with its delicatessens ranging from Prateek's Oil with Chicken and Fries option, to my ever frequented dessert: sugar with donut. Fortunately, we do have a functioning defibrillator in our car for the trip back- I guess one benefit of having a cardiologist as a father.

Although, come to think of it, I can think of one more. Following my graduation from middle school, while sitting distraught in my living room – constantly reminding myself that I would never go to school with some of my best friends again, my dad calmly told me, true, but “endings are beginnings”. I feel that expression is entirely applicable to our situation here. Sure our amazing 5 weeks stay is over, but we have taken in a great deal of knowledge, more than we could have possibly imagined; after all, “Education is,” as Eleanor Roosevelt once remarked, “the most powerful weapon that one can use to change the world”. But maybe we should start small. I believe that this must begin as a grass roots effort in our respective high schools and future universities. This is not a new concept; in 1960, President Kennedy challenged Americans to “...ask not what your country can do for you, but what you can do for your country.” Never has the task been more important than today, and I cannot think of 38 people that I would rather tackle this cause with any more.

In closing, I suppose it would only be apropos of our time here, for me to note an originally selected passage that I spent hours, even days, no, even weeks trying to find. And I would like to refute it as it would stand in the context of our amazing NJSP community. Act 5 Scene 1, Brutus to Cassius:

BRUTUS

And whether we shall meet again I know not.
Therefore our everlasting farewell take:
For ever, and for ever, farewell, Cassius!
If we do meet again, why, we shall smile;
If not, why then, this parting was well made.

CASSIUS

For ever, and for ever, farewell, Brutus!
If we do meet again, we'll smile indeed;
If not, 'tis true this parting was well made.

To Brutus I say, this parting, unfortunately, just could not have been well made. And to Cassius I say, I'll smile when we all zone cross at Reunion Number 1 on September 18! Thank You!

Michael Sotsky '10

Appendix F

NEW JERSEY SCHOLARS PROGRAM

CLASS OF 2010

<u>County</u>	<u>Applications Received</u>	<u>Accepted & Wait List</u>	<u>Attended</u>
Atlantic	4	0	0
Bergen	36	4	4
Burlington	12	0	0
Camden	11	0	0
Cape May	2	0 + 1 wait list	0
Cumberland	1	0	0
Essex	18 - 1 withdrew	4 + 1 wait list	4
Gloucester	1	0	0
Hudson	12	0 + 1 wait list	0
Hunterdon	6	0 + 2 wait list	0
Mercer	14	5	5
Middlesex	18	4 + 1 wait list	4
Monmouth	27	3 + 5 wait list	3
Morris	37	5 + 1 wait list	5
Ocean	16	0 + 1 wait list	0
Passaic	5	0 + 1 wait list	0
Salem	3 - 2 withdrew	0	0
Somerset	28	5	5
Sussex	4	0 + 1 wait list	0
Union	21	6	6
Warren	1	1	1
NJ residents but attend schools out of state	3	2	2
Total	280	54	39
NJSP Class of 2010			
	<u>Male: 19</u>	<u>Female: 20</u>	
African-American	0	4	
Asian-American	4	6	
Caucasian	13	9	
Middle Eastern	0	1	
Multi-racial	2	0	
Public School	12	12	
Private School	7	8	

Appendix G

The New Jersey Scholars, 2010

(listed by paper topic groups)

ART/ARCHITECTURE

Scott Greenberg
Jacqueline Grossman
Bridget Hovell
Alexander Ioffreda
Jacob Kaufman
Chantal McStay
Shayla Reid
Kristin Shiu
Jacqualine Weiss

HISTORY/POLITICS

Reem Alsalman
Joy Chen
Danielle Fitzgerald
John Hastings
Adam Hersh
Naomi Lee
Zoe Malkin
Charlotte Mara
Richard Ressler
Bryan Santos

LITERATURE

Alexander Ayvazov
Elise Backman
David Chough
Grace Denoon
Brendan Dwyer
Danielle Noel
Conor Quinn
Priya Sharma
Michael Sotsky
Michael Zhang

RELIGION/ETHICS

Kimaya Abreu
Prateek Agarwal
Hunter Dougherty
Angela Gu
Kevin Kirk
Seyi Lawal
Samuel Peinado
Brian Thorn
Emily Voorhees
Eric Wang

The Faculty

Art/Architecture	Kate Dodd M.F.A. Columbia University
History/Politics	Nina McCune Ph.D. University of Michigan
Literature	Benjamin Champneys Atlee M.A. Millersville University
Religion/Ethics	Amy Glenn M.A. Columbia University

Appendix H

THE NEW JERSEY SCHOLARS PROGRAM RECOGNIZES AND THANKS THE FOLLOWING DONORS FOR THEIR GENEROUS SUPPORT IN 2009-2010

Kenneth Abbott '78
Robert and Marie Arbour P'90 '95 '98
Akash Bahl '92
Laura Sabel Bauer '84
Marcelline Baumann P'98
Mr. and Mrs. Stanley P. Boroweic P'09
Charles Broderick '84
Steven P. Buffone
Sean T. Dailey '86
Mario A. daSilva P'09
Dr. and Mrs. Frank L. Douglas P'88
Heidi L. Dreyfuss
Clement S. & Martha H. Dwyer
James E. Franklin II P'89
Emily A. Greene '78
Brian P. Gregory '91
James L. Hallowell
Steven Hellman '81
John Herfort
Stephen J. Kastenberg '83
Ethan K. Knowlden '81
Michael S. McBride '80

Leo J. McLaughlin III '81
Walfrido Martinez '84
Mr. and Mrs. James R. O'Brien P'06
Adam Offenhartz '80
Craig P. Ostroff '90
Neela Patel '81
Katherine Anne Paul '88
Deborah A. Pege '78
Mr. and Mrs. James V. Quinn
Janice S. Roddenbery
Mr. and Mrs. Alan Rubin P'04
Michael Saron & Beatrice Bravo
Luke A. Sarsfield III '90
John P. Sauerman
Marilyn Sheehan & John Webber P'97 '02
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
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.
Citizens Bank Foundation
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
JP Morgan Chase
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**