

THE NEW JERSEY
SCHOLARS PROGRAM

ANNUAL REPORT

2015

THE NEW JERSEY SCHOLARS PROGRAM

ANNUAL REPORT

2015

2015 New Jersey Scholars Program

Board of Trustees

J. Leonard Teti II '94
President

Adam H. Offenhartz '80
Vice President

Heidi L. Dreyfuss
Treasurer

John P. Sauerman
Director

Kenneth C. Abbott '78 P'11

Akash Bahl '92

Deirdre Hurley Bassin '97

Laura Sabel Bauer '84

Marcelline V. Baumann P'98

Chris Cunningham

Mac Elatab '04

Chioma C. Fitzgerald '81 P'10

James E. Franklin II P'89

Emily A. Greene '78

Steven Hellman '81

Kevin C. Hudson '92

Jonathon S. Kahn '86

Stephen J. Kastenberg '83

Carolyn Makuen '80

Janet Rubin P'04 '12

William Westerman '78

Ross T. Whitaker '81

Kieran Williams '84

Carolyn M. Zelop '78

2015 NEW JERSEY SCHOLARS PROGRAM

Sunday, June 28 through Friday, July 31

Climate Change and the Human Experience

Faculty and Staff

History/Politics/Ethics	David S. Figueroa-Ortiz J.D. Columbia University, School of Law
Literature/Film	Huma Ibrahim Ph.D. Indiana University
Science/Engineering	Daniel M. Westervelt Ph.D. Princeton University
Anthropology/Sociology	William Westerman '78 Ph.D. University of Pennsylvania
Librarians The Lawrenceville School	Paula Clancy, Library Director Tiffany Brooks Kevin Connell Autumn Dilly Jacqueline Haun Lori Harding Janice Leavitt Elizabeth W. McCall
Housemaster of Kirby House The Lawrenceville School	Mary Calvert
Assistant Housemasters	Elizabeth Cunningham Mark Scerbo
Program Director The Lawrenceville School	John P. Sauerman
Program Administrator The Lawrenceville School	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 2015 was ***CLIMATE CHANGE AND THE HUMAN EXPERIENCE***.

“Climate change is a complex, controversial, and challenging global problem and will probably be the most important environmental issue of the 21st century. Scientists from around the world are virtually certain the earth is warming due to human causes (Intergovernmental Panel on Climate Change Report, October 2013), yet their characterization of the uncertainties in this complicated planetary problem leaves some people doubting about its causes and consequences. The New Jersey Scholars Summer 2015 Program will explore the science of climate change, as well as its social, political, and economic implications. Our interpretive tools will be the lenses of various disciplines such as science, literature, politics and sociology. Our inquiry methods will include interpreting scientific data, discussing case studies, questioning guest speakers, delving into primary literature, analyzing the political process and examining the divergent viewpoints of different stakeholders in this global issue likely to have significant impact on New Jersey, the United States, and the 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 a member of the faculty (see **Appendix A**). Handouts containing additional information frequently supplemented such lectures and 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, when 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:

History/Politics/Ethics

David S. Figueroa-Ortiz
J.D. Columbia University, School of Law

The 2015 New Jersey Scholars Program explored “Climate Change and the Human Experience.” As we engaged this theme through the lenses of history, politics, and ethics, Scholars ceaselessly questioned, probed, and wrestled with queries like: Upon which historical events is climate change contingent? What role, if any, did the “Global South” play in these events? In what ways is the current international political order a hindrance or a help in terms of finding solutions to climate challenges? Beyond these questions, Scholars surveyed parts of the Western philosophical canon to identify if and why we should take action in response to climate change. Plato, Aristotle, Hobbes, Kant and Nietzsche are some of the writers who challenged us to examine our assumptions about what makes life meaningful, and therefore why we may want to take action to ensure a better future for ourselves and future generations.

Keerthana Annamaneni	Newfound Causes of the Kashmiri Conflict: How An Ideological Conflict Became a Resource-Driven Conflict in Light of Climate Change.
Robert Bailey	The Reflection of Relative Uncertainty: Coping with Climate Change in Modern Politics.
Taras Holovko	The Perversion of Democratization: A Case Study of Ukraine.
Austin Jia	The Ethics of Corporate Greed
Tiffany Jiang	The Impact of China’s One-Child and Population Control Policies on Climate Change: An Economic Perspective.
Hubert Kalinowski	The Ethics of Anthropogenic Fossil Fuel Consumption.
John Klich	An Unraveling Universe: A Comparative Analysis of Cultural Epistemologies in Context of Global Climate Crisis.
Justin Linetski	The Kyoto Protocol and Beyond: Using Past Policy Failures to Determine Strategies for Action at COP21.
William McDonald	The Underlying Ethics of the Keystone XL Pipeline.
Liza Milov	The American Authority for Climate Change Mitigation.

Literature/Film

Huma Ibrahim
Ph.D. Indiana University

I enter the realm of teaching as a quasi-sacred activity of critically examining literature and films inspired by multiple cultures and societies. Through these series of multi-layered analysis, I invoke a discursive ambience where my students can learn to perceive the content and location of values in each society that we study. We not only evaluate those societies, but examine our own communities and life in both the larger framework of the world as well in minutely critical ways.

In the Climate Change literature and film segment we read two novels, *Stone Gods* by Jeanette Winterson and Antti Tuomainen's *The Healer* as well as a futuristic treatise by two influential science historians Naomi Oreskes and Erik Conway, *The Collapse of Western Civilization*. We watched their film "Merchants of Doubt" which not only examines climate change but the established industry of doubt mongers employed by huge corporations. We watched *The Sinking of Japan* as a fictionalized version of rising sea levels.

The course ended with "Aluna," a film about the Kogi tribe in Sierra Nevada. This film challenges the idea of Climate Change knowledge solely emerging from science and scientists and suggests that knowledge can also emanate from centuries of observed natural phenomenon.

The film brings together the idea of the Kogi, an ancient tribe living in present day Colombia as initiators of the cumbersome task of teaching "younger brother" who is destroying the ecosystems through their intervention, in an urgent way before they choose to go back to their isolated lives in the mountains of the Sierra Nevada de Santa Marta. What is so remarkable about this film is the use of compassion, knowledge and hope which the Kogi use to spread their message. A compassion that is pivotal in understanding climate change and also in ways to find solutions.

Julia Choi	The Correlation Between Climate Refugees and Native Americans: How Can History Predict Our Future?
Dominique Dazilme	All That Glitters Isn't Gold: Climate Change Fiction and its Influence on Today's Young Minds.
Vincent De Seno	Effects of Dystopian Climate Fiction on Public Perception.
Erin Jenkins	Media and Facts: How Bias Plays into Public Perception.
Marco Kaisth	A Policy of Exploitative Inaction: Modern Corporate Colonialism and Climate Change.
Alia Ozair	Sea Level Rise and Real Estate.
Rebecca Senatore	The Precipice: How Capitalism Brought Us to the Brink of Climate Disaster.

Sophia Vargas	Women and Nonhuman animals: Condemned to Inferiority since Genesis and their Parallel Oppressions Today.
Vimallesh Vasu	A Historical Analysis of the Effects of Capitalism on the Issue of Climate Change.

Science/Engineering

Daniel M. Westervelt Ph.D. Princeton University

Over the five weeks in lectures and seminars, Scholars have studied in great depth the scientific underpinnings of climate change. Is climate change happening? What is causing it? How do we know? To answer these questions, one must first understand the physical mechanisms that drive our climate system; topics such as radiative transfer, fluid dynamics, and atmospheric chemistry. Despite the difficulty of these concepts, the Scholars demonstrated understanding of climate change with little trouble. We began by learning the basics: the greenhouse effect, the layers of the atmosphere, and blackbody radiation. Next we studied the changes in climate that humans have already experienced; specifically, warming temperatures, rising sea levels, and melting ice. Following that, projections of future climate change were presented, and Scholars debated the merits of using climate modeling for future climate prediction. Finally, to end on a positive note, we considered potential climate change solutions, topics ranging from renewable energy and the controversial issue of nuclear power, to the futuristic and perhaps esoteric concept of geoengineering. We covered a lot of ground in just five weeks, and all of the Scholars and their families should be very proud of their accomplishments.

Kate Berwind	Climate Change and the 2016 Presidential Election: A Turning Point for Climate Mitigation.
Axel Daniel Esquivel	How Tesla's Powerwall Will Spark an Energy Revolution.
Hale Jaeger	Paleoclimatology: Degradation of an Essential Science.
Priti Kantesaria	Nuclear Energy in a Changing World: India and Japan's Role in a Rapidly Developing Field.
Nicholas Makosiej	Anthropogenic Climate Change and the Effect on Water Quality in Bangladesh.
Isabella Monaco	Harbinger of Climate Catastrophe: An Analysis of the California Drought.
Nikhil Phatak	A Socioeconomic Analysis of the Potential Consequences of Solar Radiation Management Techniques Involving Aerosols.

Kirsten Traudt	Evaluating the Ecological Legitimacy of Plastic Bag Bans.
Ila Sethi	The Effects of Particulate Matter on the Respiratory Health of Bangladeshi Women and the Subsequent Cultural Implications.
Hartej Singh	A Life Lived in Fear: The Role of Climate Change in the Increasing Propagation of PTSD.

Sociology/Anthropology

William Westerman '78
Ph.D. University of Pennsylvania

The Anthropology and Sociology seminar investigated the impact of climate change on human culture. From native peoples in the Arctic to remote Pacific Ocean islands, we looked at the threats to culture and survival posed by warming temperatures, melting ice, and rising seas. Then we considered the catastrophic impacts of drought, floods, heat, disease, and famine in highly populated areas like Bangladesh, China, and the American Dust Bowl, with a focus on refugees, women, and human security. Finally we examined sustainability and our survival as a species, asking whether we can consciously change our agriculture and economics of consumption and competition and, in doing so, how we can discover a meaningful life.

Courtney Cooperman	Diversifying the Climate Movement: An Effective Strategy for Mitigation and Justice.
Paulo Frazaõ	The Rising Tides of Society: An Analysis of the Role of Climate Change in the Proliferation of Social Conflict.
Ariana Gutierrez	The Effect of Climate Change on Human Security Issues in Poor Coastal Communities in Ecuador.
Samantha Hamadyk	How Will Climate Affect Tourism.
Devika Kumar	Religion, Ethics, and Shifting Worldviews: The Pope's Encyclical and an Evaluation of the Premises of Voices in Policy.
Jimmy Lu	Kiribati: A Tropical Microcosm of the Realities of Climate Change.
Kevin Stephen	The Rails Less Traveled: British Infrastructure and Resource Degradation in India.
Shagun Vashisth	Climate Change and Malnutrition: the Correlation and the Social Implications of the Disease.

Minh Vu The Effects of Climate Change on the Health, Psychology and Psychosocial Well-Being of Children Living in Developing African and Asian Countries Contrasted to Those in the Global North.

Mycroft Zimmerman Hurricane Katrina: A Vehicle to Examine Climate Change and the Future.

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.

As in past years, the field trip provided a major event in the middle of the Program. This year, the Scholars traveled to the New York Palisades where they visited The Lamont-Doherty *Earth* Observatory of Columbia University. Scholars were asked to reflect on their learning experience at Lamont and to apply what they learned to their individual research papers (see **Appendix C**).

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**) began with a number of vocal and instrumental performances in the Clark Music Center. After dinner in the Irwin Dining Center, there were programs of music, dance and drama in the Heely Room in Woods Memorial Hall. The festival concluded with refreshments and an exhibition of the Scholars' work at their dormitory, Kirby House.

The 2015 Program concluded on Friday, July 31 with a Graduation Ceremony in The Edith Memorial Chapel (see **Appendix E**).

II. The Scholars

Thirty-nine semifinalists were selected to attend the 2015 Program. A total of 270 candidates (including at least one applicant from all twenty-one counties in New Jersey) applied to the Program. We invited 149 applicants to Lawrenceville for interviews with the faculty.

The 20 male and 19 female students selected to participate in the Program represented 15 out of New Jersey's 21 counties. The counties that had the largest representation were Bergen, Essex and Mercer. The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Twenty-eight Scholars came from public schools and eleven from private schools. One Scholar was of African-American background, fifteen Scholars were of Asian-American background, two Scholars were of Hispanic-American background, one Scholar

was of Middle-Eastern background, 18 Scholars were of Caucasian background, two Scholars were of a multi-racial background. See **Appendix F** for overall figures. Scholars by final discipline research paper focus are noted in **Appendix G**. **Appendix I** 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:

The interdisciplinary learning philosophy of this program has been eye-opening. Approaching an issue from multiple perspectives now seems the only true way to understand a topic or have a meaningful conversation.

The program really opened my eyes to the kind of diversity there is in the world. I've learned to be more open-minded and accepting of other people's points of view.

This experience opened my mind to a new way of thinking.

My NJSP experience taught me what it means to love learning . . . I am now inspired to learn.

NJSP has really changed my outlook. This program taught me to step outside my comfort zone and actively participate in discussions that expand my views and make me more ready for a world outside of high school.

Through this program, I gained a newfound confidence.

From NJSP, I learned to examine an issue in the full context of its biases and timeline . . . I learned how to truly listen and absorb a point of view that is different from my own.

The program has undoubtedly been one of the best experiences of my life. In a way, the experience was very humbling as I realized just how much there was that I didn't know. However, the accumulation of knowledge that I have here has also been imparted by any experiences I have had in school.

I definitely feel more ready for college after having gone through this program.

NJSP has changed how I view the issues of life.

My NJSP experience will make me a different person in the classroom at school. I will draw parallels between classes, rather than mentally separate the disciplines.

NJSP is the most intellectually stimulating program that challenges your world view in every possible way. This program is an eye-opening experience that awakens you to the world that surrounds you and teaches you to be more conscious about your milieu.

NJSP taught me to think, and it also taught me how it is not all about me!

The experience changed my way of thinking and my work ethic. I view my entire life through a new lens.

NJ Scholars has really shown me a new way of thinking. I am an irrevocably different type of thinker and I now question how people view things and why they view it in that particular way.

NJSP was a fantastic experience to learn more about one of the most topical issues of the modern day.

From NJSP, I learned how to be a critical thinker . . . now I know that we always have to be thinking. We can no longer mindlessly accept information.

Describing the experience as life changing would not do it justice -- mind changing is an even higher pinnacle to describe the program. This experience has broken my chaos of conventional learning and opened my eyes to real scholar work.

New Jersey Scholars has taught me to think differently. . . Being exposed to so many differing ideas, cultures and viewpoints has socially opened countless doors for me.

I loved the new perspectives I started to see the world with . . . NJSP is possibly the best experience of my life, for it taught me more than the average, it made me realize my egocentricity and it eliminated it as it taught me to look out into the large world (inversely making me small).

What will remain with me were the openness, enthusiasm, knowledge and acceptance of my fellow Scholars.

Thanks to NJSP, I now know how far I can really go in life. I didn't know much about "the system" and just thought of my high school as standard for me. I've now realized what's out there and how I'm going to go about things from now on.

That's NJSP – a joyous, challenging and life-changing melting pot.

I feel that NJSP has provided me with the opportunity to see every issue as an interdisciplinary affair, one that is multifaceted and has varying opinions. As such, I can see things holistically from multiple angles and am able to form more educated decisions.

Completely immersing yourself in a topic of your choosing is life changing, because you get the chance to explore, teach yourself, and to learn for the sake of discovery.

I learned a lot about looking at an issue through multiple different perspectives. I learned how to think more critically and even question views that I had originally accepted without hesitation. I became aware of the biased world view that I have unknowingly held.

The encouragement of doing work without a grade made me work harder.

Traditional education emphasizes learning just for grades. NJSP instead promotes education for curiosity.

IV. Acknowledgements

No one deserves greater credit for the success of the 2015 Program than the four members of the faculty: David Figueroa-Ortiz who taught History, Politics and Ethics; Huma Ibrahim who taught Literature and Film; Dan Westervelt who taught Science and Engineering; and William Westerman '78 who taught Anthropology and Sociology. 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 (Library Director), Tiffany Brooks, Kevin Connell, Autumn Dilly, Jacqueline Haun, Lorie Harding, Janice Leavitt and Elizabeth McCall cheerfully devoted many hours of their time to help the students with their research and instruct them in the mysteries of the computer resources on campus. We could not have been able to run the Program without their inestimable professionalism.

Housemaster Mary Calvert and Assistant Housemasters Libby Cunningham and Mark Scerbo 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 administrating the Program. Among other tasks, she handled the logistics of the application, evaluation and interview process; worked with the faculty on the lecture and seminar program; 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 fifteen years. The Program could not possibly run without her intelligence, hard work and attention to detail. She deserves specific thanks for organizing the Trustees' "Road to College Program" that preceded their annual dinner with the Scholars.

A number of Trustees made great contributions to the 2015 Program and I extend them my thanks. NJSP's financial data and database are accurate and reports to the Trustees are interesting and informative thanks to Heidi Dreyfuss. Laura Sabel Bauer '84 continues to maintain the NJSP website with great proficiency (www.newjerseyscholarsprogram.org) and NJSP Facebook group. And Kevin Hudson '92 again chaired "The Road to College Program" and was joined by Trustees Ken Abbott '78 P'11, Akash Bahl '92, Chris Cunningham, Chioma Fitzgerald '81P'10, Stephen Kastenbergs '83, Len Teti '94 and William Westerman '78. Their helpful advice was well-received by the Scholars.

The Program is also indebted to CFO Wes Brooks, and Joaquin and Paloma Gonzalez and Sue Anne Morrow, members of the Lawrenceville faculty, who lent their homes to members 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 Phyllis Lerner in the Communications Office.

The New Jersey Scholars Program owes its existence to strong financial support from many sources (see **Appendix H**).

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 2015 (September 1, 2014 to August 31, 2015).

Respectfully submitted,

John P. Sauerman, Director
December 2015

YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	<u>2010</u> 9/1/09-8/31/10	<u>2011</u> 9/1/10-8/31/11	<u>2012</u> 9/1/11-8/31/12	<u>2013</u> 9/1/12-8/31/13	<u>2014</u> 9/1/13-8/31/14	<u>2015</u> 9/1/14-8/31/15
Scholars	\$ 16,380	\$ 22,760	\$ 13,436	\$ 19,703	\$ 18,492	\$ 31,365
Parents	20,657	13,868	34,535	22,775	19,970	14,315
Subtotal	37,037	36,628	47,971	42,478	38,462	45,680
Board Gifts	33,800	35,296	35,707	36,970	41,861	50,981
Matching Gifts	2,500	1,650	3,225	3,150	2,224	3,200
Corporations	4,920	6,687	8,320	6,387	6,502	16,777
Foundations	20,000	17,500	15,000	10,000	5,000	10,000
Friends	7,250	5,775	9,863	6,580	17,618	11,640
Contributed Facilities & Services*	-	45,295	40,950	41,305	42,034	42,685
Interest and Dividends	336	310	290	315	140	141
Challenge Grants	-	-	-	40,000	-	-
Total	\$ 105,843	\$ 149,141	\$ 161,326	\$ 187,185	\$ 153,841	\$ 181,104

* in 2011, NJSP began recording the revenue and expense relating to in-kind contributions

<u>Expenditures</u>						
Teaching Faculty	\$ 16,000	\$ 16,000	\$ 15,450	\$ 16,000	\$ 16,000	\$ 16,000
Administrative Salaries & Taxes	32,822	38,753	41,371	42,284	46,785	40,978
Supervision	6,000	6,000	6,000	6,000	6,900	7,000
Room, Board & Facilities*	24,423	67,893	70,058	72,940	72,146	71,366
Books and Supplies	6,604	5,665	6,643	6,265	4,487	3,818
Field Trips & Program Exp	1,785	1,961	1,694	2,650	2,486	2,212
Interviews	-	-	48	-	36	-
Liability Insurance	-	1,716	-	2,636	2,765	2,878
Workers' Comp Insurance	-	-	-	1,487	1,317	1,566
Overhead	9,146	8,783	9,741	9,927	9,089	8,013
Alumni Association	209	148	124	212	879	129
Total	96,989	146,919	151,129	160,401	162,890	153,960
Surplus/(Deficit)	\$ 8,854	\$ 2,222	\$ 10,197	\$ 26,784	\$ (9,049)	\$ 27,144

Projected Budget 2015-2016

9/1/15-8/31/16

<u>Income</u>		<u>Expenditures</u>	
Scholar Alumni	\$ 28,000	Teaching Faculty	\$ 18,000
Parents	20,000	Administrative Salaries	33,500
Board Gifts	33,000	Payroll Taxes	6,750
Matching Gifts	3,000	Supervision	7,500
Corporations	10,000	Library Use	2,000
Foundations	10,000	Room and Board	28,500
Friends	9,450	Facility Rental	40,950
Woods income	2,500	Books and Supplies	4,500
In-Kind	40,950	Field Trips & Program Exp.	2,500
Investment income	2,000	Interviews	50
Interest	50	Liability Insurance	3,000
		Workers' Comp Insurance	1,700
		Overhead	9,750
		Alumni Association	250
Total	\$ 158,950	Total	\$ 158,950

Appendix A

2015 LECTURE LIST

History/Politics/Ethics

David S. Figueroa-Ortiz
J.D. Columbia University, School of Law

Anthropogenic Climate Change: The Antecedents

While the Earth's climate has changed dramatically over the course of history, what we call "climate change" today is a recent phenomenon caused by human activity. This is a new development that highlights the power of the human species over its natural environment. The story of "climate change" began to unfold with the rise of civilizations around the world, but it started its inexorable march to the present with industrial revolution begun in the 1700s.

The Gap Between Responsibility and Vulnerability

Nations arguably responsible for the current state of affairs are not the most vulnerable to the effects that climate change will have on ocean levels, extreme weather events, health, species, agriculture, and security migration. Conversely, the most vulnerable nations have had the least impact on creating the current phenomenon. The legacy of imperialism and colonialism remains.

Justice: Balancing the Scales

What is "justice" in the context of climate change? What would be a "fair" solution? Who owes what to whom?

The Global Commons: International Relations and the Obstacles to Action

Understanding historical antecedents, economic realities, or ethical arguments does not necessarily translate into effective international coordination. International relations today follow the post-Westphalian understanding of the world. Can a model fit for the 17th century handle the challenges of 21st?

Adaptation, Mitigation, and Sustainable Development

German Chancellor Otto von Bismarck quipped "Politics is the art of the possible." If this is so, then policy is the instrument of the artist. Beyond historical and philosophical considerations of what was and what ought to be, we must discern what can be, and decide what will be.

Appendix A, continued

Literature/Film

Huma Ibrahim
Ph.D. Indiana University

Film “Beasts of the Southern Wild”

This film was based on the loss of land for the Houma Indians in Louisiana and are suffering the effects of climate change as the sea is rapidly reclaiming their land. This is one of the texts we are using.

The Fantasy in both Cli-fiction and Cli-film, an introduction.

A lecture on the emergence of Climate Change Film and Fiction, the concerns of artists and the rendition of fictional and non-fictional projections of multiple

The Healer and The Stone Gods

A lecture on the two main texts and what they contribute to the climate change debate.

Film “Sinking of Japan”

A fictional rendition of the possible effects of natural disasters on the coastal populations of the islands of Japan.

Film “Merchants of Doubt”

What are the valid debates of the human understanding of climate change? What can we do beyond seeing it as artifice?

Science/Engineering

Daniel M. Westervelt
Ph.D. Princeton University

The Scientific Basis of Climate Change: What we know, Part 1

Is climate change happening? What is causing it? How do we know? These and other questions will be answered in this two-part broad scientific survey of climate change. Topics in the first part will include: an overview of climate science fundamentals, observed changes in the climate system (atmosphere, ocean, land, ice) in the past, and what is driving these changes.

The Scientific Basis of Climate Change: What we know, Part 2

Topics for the second part of this lecture include: what can we expect for future climate change, including changes in temperature, sea level rise, drought, etc.

Taming the uncertainty monster: What we *don't* know about climate change

How sure are scientists about climate change? Which effects are well understood and which are more uncertain? In this lecture we will answer these questions and discuss some of the emerging issues in climate science.

Appendix A, continued

Be a climate scientist for a day! A simple web-based climate modeling “lab” experiment

We will use a simple online modeling tool to demonstrate how climate models run, what we can use them for, and what kind of information they give us. Scholars will be encouraged to follow along on their own laptops, and time will be allotted for scholars to complete an experiment of their own in small groups.

Are we all doomed? Climate mitigation, adaptation, engineering, and policy

Now that we understand the science, what can be done to slow down climate change? We will discuss solutions primarily from a science and engineering perspective, including renewable energy, carbon capture, and “climate engineering” (or “geoengineering”). Climate mitigation policies such as cap and trade and carbon taxes will be introduced as well.

Sociology/Anthropology

William Westerman NJSP '78
Ph.D. University of Pennsylvania

Climate Change and Cultural Survival.

What will be the impact of climate change on culture? This lecture begins to frame the questions we will be asking all summer. The first topic will be those cultures that are most at risk, those that are already threatened, fragile, or vulnerable. Either they find themselves facing difficulties already as their local environment and ways of life are threatened, or they will be among the first to lose their lands and subsistence, or they may be forced to give up their culture in order to survive.

The Culture of Calamity.

What happens to cultures, communities, and individuals when threatened by different types of calamity? How do nations, cities, and larger communities respond to disasters like drought, famine, destruction by war, nuclear contamination, or severe environmental degradation?

Environmental and Climate Refugees.

Millions of people already migrate to new countries and continents in search of survival, usually in the form of better work opportunities. But tens of millions, if not hundreds of millions, will be forced to move owing to environmental catastrophe, including several drought and farmland lost to rising seas. They currently have no legal protection under national or international laws.

Skype session with people working on climate change and culture research around the world. Speakers and countries TBA.

Cultural sustainability and Paradigms of Folk Resistance.

Questions about the road before us. Is it possible for us to change our culture, consciously and intentionally, on a scale necessary in order to prevent mass extinction or widespread die-off?

How can a new ethos be developed? Will it depend upon individual actions, or laws and policies, in cities or in rural areas - or is it too little, and already too late?

Appendix B

2015 BOOKS

Climate Change and the Human Experience

BOOKS

The Collapse of Western Civilization: A View from the Future

Conway, Erik M. and Oreskes, Naomi
New York: Columbia University Press, 2014

Eaarth: Making a Life on a Tough New Planet

McKibben, Bill
New York: St Martin's Press, 2011

The Global Warming Reader: A Century of Writing About Climate Change

McKibben, Bill
New York: The Penguin Group, 2012

The Healer: A Novel

Tuomainen, Antti and Rogers, Lola
New York: Henry Holt & Company, Inc., 2013

The Stone Gods

Winterson, Jeanette
New York: Houghton Mifflin Harcourt, 2009

The Whale and the Supercomputer: On the Northern Front of Climate Change

Wohlforth, Charles
New York: North Point Press, a division of Farrar, Straus and Giroux, 2004

BOOK ON RESERVE

The Windup Girl

Bacigalupi, Paolo
San Francisco: Night Shade Books, 2010

The Drowned World: A Novel (50th Anniversary)

Ballard, J. G.
Amis, Martin, Introduction
New York: Liveright Publishing Company, 2012

Appendix B, continued

The Age of Global Warming A History

Darwall, Rupert

Northhampton, MA: Interlink Publishing Group, Inc., 2013

Flight Behavior: A Novel

Kingsolver, Barbara

New York: Harper Perennial, 2012

This Changes Everything: Capitalism vs. The Climate

Klein, Naomi

New York: Simon & Schuster, 2014

Field Notes from A Catastrophe: Man, Nature and Climate Change

Kolbert, Elizabeth

London: Bloomsbury Publishing PLC, 2007

Darwin's Paradox

Munteanu, Nina

DRAGONMOONPRESS.com, 2007

FILMS

Beasts of the Southern Wild

Sinking of Japan

Merchants of Doubt

Appendix C

FIELD TRIP TO THE LAMONT-DOHERTY *EARTH*OBSERVATORY OF COLUMBIA UNIVERSITY

July 16

Science/Engineering Writing Assignment for the Field Trip

Scholars were asked to reflect on their learning experience at Lamont and to apply what they learned to their individual research papers.



Lamont-
Doherty
Earth
Observatory
Field Trip -
Thursday
July 16th

Appendix C, continued

New Jersey Scholars Program

Tree Ring Lab

Students from New Jersey Scholars Program, studying "Climate Change and the Human Experience" over the summer, traveled to the Lamont-Doherty Earth Observatory on Thursday, July 16th. They started off their day at the Tree Ring Lab with a talk from Caroline Leland and Mukund Rao, graduate Students in the Department of Biology and Paleo Environment. Students learned how scientists are expanding the use and application of tree-ring research to improve our understanding of past climates and environments. They learned about how these centuries-old slabs of tree trunks can also give us clues to how the planet will respond to global warming.

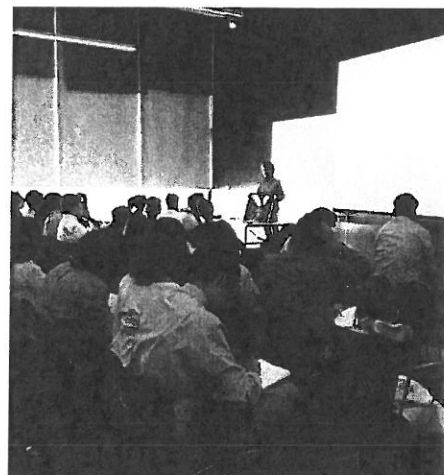
Sea Level Rise

Following the Tree Ring Lab, students heard a talk from Margie Turrin, Education Coordinator in Marine Geology and Geophysics, to

learn about her work in Antarctica and Greenland. Turrin spoke to students about sea level rise and changing ice in the regions.

Talks from Research Scientists

After a lunch break, students heard a talk from Jason Smerdon, Lamont Associate Research Professor in the Department of Ocean and Climate Physics, titled "Unprecedented 21st – Century Drought Risk in the American Southwest and Central Plains." Smerdon was followed by young scientists Kyle Frischkorn, Graduate Student in the Department of Biology and Paleo Environment, and Tiffany Torres, an undergraduate mentor in the Secondary School Field Research Program. Both early career scientists shared their undergraduate learning experiences, their path to the STEM fields, and future interests for scientific research.

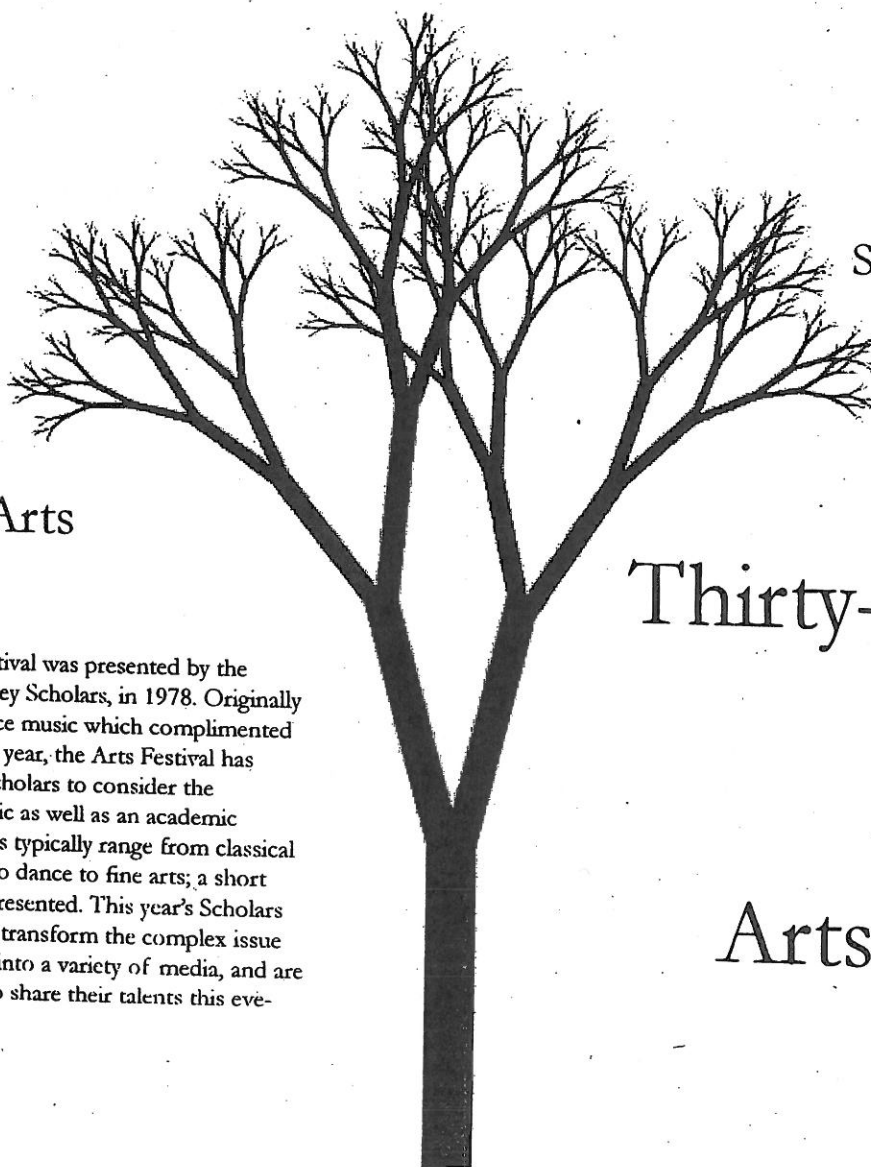


We look forward to having the students back next year! For additional information about Lamont-Doherty, please contact Cassie Xu (cassie@ei.columbia.edu), Education and Outreach Coordinator.

Appendix D

About the Arts Festival

The first annual Arts Festival was presented by the second class of New Jersey Scholars, in 1978. Originally a showcase of Renaissance music which complimented the program's theme that year, the Arts Festival has continued to challenge Scholars to consider the curriculum from an artistic as well as an academic perspective. Performances typically range from classical music to original poetry to dance to fine arts; a short play is also traditionally presented. This year's Scholars have worked diligently to transform the complex issue of global climate change into a variety of media, and are both proud and excited to share their talents this evening.



The New Jersey
Scholars Program
Class of 2015
Presents:

The Thirty-Seventh Annual NJSP Arts Festival

July 25, 2015

Appendix D, continued

Program of Events

Emcee: Nicholas Makosiej

5:00 PM - Music in the Clark Music Center

"Blank Space"/"Style"/"Tum Hi Ho" Medley.... Keerthana Annamaneni,
Robert Bailey, and Kevin Stephen
"Venetian Boat Song No. 1"..... Courtney Cooperman
"Rhythm of Love"..... Robert Bailey, Julia Choi
and Minh Vu
"Moanin'"..... Axel Esquivel and William MacDonald
"Waiting On The World To Change"..... Sam Hamadyk
"Viola Concerto in C"..... Vimallesh Vasu
"Earth Song"..... Mycroft Zimmerman
"The Times, They Are A-Changin'"..... Robert Bailey, Vincent De Seno,
and Hale Jaeger

6:00 PM - Dinner in the Irwin Dining Hall

7:00 PM - Dance, Drama, and Poetry in the Heeley Room, Memorial Hall

Selections From "Urinetown" . . . Katherine Berwind, Courtney Cooperman,
Hale Jaeger, Jimmy Lu, and Marco Kaith
Bollywood Medley Ariana Gutierrez, Devika Kumar,
Priti Kantesaria, Ila Sethi,
Sophia Vargas, and Shagun Vashith
Ballroom Dance ("Tilt the Road, Jack") Hubert Kalinowski
Hip Hop & Caribbean Dance Dominique Dazilme
("Upgrade You" & "Mass Attack")
Dance Violin ("Thunder: Nurtin' But Stringz") Austin Jia
"Dear Matafele Picnic" (By Kathy Jetmil-Kijiner) Vincent De Seno
"Downward, Downward" Paulo Frazao

"Sorry"..... Taras Holvolko
"The Unraveling Universe"..... John Klich
"Blue-Green"..... Justin Lietenski
"Mountains"..... Isabella Monaco
"Sleep"..... Nikhil Phatak
"Consequence"..... Becca Senatore

8:00 PM - Art Exhibit and Reception in the Kirby House

"Eye of the Storm"..... Katherine Berwind
"Jersey Fresh"..... Erin Jenkins
"Melt"..... Tiffany Jiang
"Climate Change and Susie's Experience"..... Jimmy Lu
"Smother"..... Liza Milov
"It's Happening"..... Hartej Singh

Acknowledgements

The Class of 2015 would like to thank Program Director Mr. John Sauterman for his leadership and guidance; teachers Mr. David Figueroa-Ortiz, Dr. Huma Ibrahim, Dr. William Westerman, and Dr. Daniel Westervelt for their invaluable assistance, passion, and

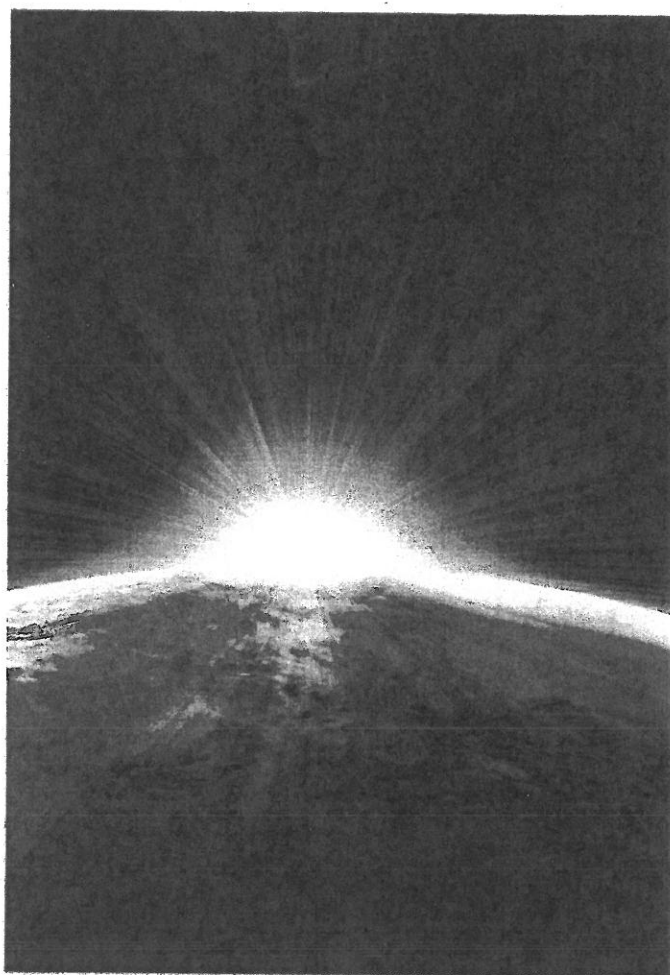
dedication; House Master Mrs. Mary Calvert for her generosity and patience; and Assistant House Masters Ms. Libby Cunningham and Mr. Mark Scerbo for their work at Kirby House. We would also like to extend our gratitude to the Board of Trustees for their continued involvement in and stewardship of the program. In particular, the Scholars would like to thank President of the Board J. Leonard Teti II, Kenneth Abbott, Akash Bahl, Carolyn Makuen, and Kevin Hudson for their insightful advice at the annual

Trustee Dinner. Finally, the Scholars would like to thank their families for their perennial support and encouragement.

Appendix E

The New Jersey Scholars Program, 2015

CLIMATE CHANGE AND THE HUMAN EXPERIENCE



**Graduation Ceremony
Edith Memorial Chapel
The Lawrenceville School
Friday, July 31, 2015**

Appendix E, continued

Graduation Ceremony

Processional	<i>Hot-Hot-Hot</i> Arrow
Opening Remarks	John Sauerman Director
Scholar's Reflections	Marco Kaisth '15 Class of 2015 Representative to the NJSP Board of Trustees
Performance	"Dear Matafele Pienem" (Kathy Jetnil-Kiljner) Vincent De Seno '15
Remarks	J. Leonard Teti II '94 President of NJSP Board of Trustees
Scholar's Reflections	Keerthana Annamaneni '15 Class of 2015 Representative to the NJSP Board of Trustees
Performance	"Thunder" (Nuttin' but Stringz) Austin Jia '15
Awarding of Certificates	
Recessional	<i>Global Warming Reggae</i> (Niyorah)

Appendix E, continued

Remarks at Graduation by Keerthana Annamaneni '15 Class Representative to the NJSP Board of Trustees

A few weeks ago, I asked a number of scholars to describe this group with one word. A few responses: “talented, exciting, curious, ambitious.” And then one scholar said, “star dust. We are star dust.” Stardust is this cosmic dust found between stars, millions of light years and lifetimes away. It’s the particles left over from massive explosions that occur when a huge star dies. From the eyes of a physicist, it’s true. Stardust can be found in all of our bodies right now - quite literally pulsing through our veins. And that’s what we brought to this program, on day one, when we unloaded on that Sunday in Kirby. We brought this raw, passionate energy, and we brought the stories of our explosive, but exciting environments. And because of all of the qualities we brought to the table—not mere intellect, but also a set of irreplaceable stories—there is something trend-setting, even iconoclastic about all of you—something that will change the world we begin to grow into and the world that we will inherit tomorrow as its trustees.

To you, parents, I thank you. I thank you for raising thirty-eight brilliant and passionate, but even more importantly, *compassionate* people. Whatever you did, you did something right. Because, oh mygosh. Here, I have met Thirty-eight new brothers and sisters who know how to get ahead, but also know not to leave someone behind in the process. That balance is what separates this group from thirty-nine other intellectuals, thirty-nine other driven students. It is our desire to see our own growth alongside the growth of our peers. We sit around and listen to each other’s stories at three AM in circles that lead to lots of laughter and lots of tears. We decorate each other’s doors with post-it notes, laden with compliments, because we want our peers to know their worth. We take the time to get to know each other, individually, to challenge each other, and to help each other grow, be it in the common room before Mrs. Calvert pops in, or at dinner when we are the last ones to leave. That community, that feeling that I’m part of a team, is what I’m thankful to have found here, at Scholars, and it’s what I’m most scared of losing tomorrow, when I wake up, and I’m not in Kirby, and when I don’t have lecture at 8:30, and when there’s no more check in to worry about or miss at night, when I come to dinner and I realize that I’ll have to share my meals with different people. This community is what we’ll all miss most and it’s what we’ll most remember, fifteen years down the road, when we’re telling our kids about everything we shared.

But how could I describe this community without talking about some of the world’s greatest mentors, the adults in the program who shared our space and treated us like equals from day one. Mr. Sauerman and Mrs. Calvert, you were a constant source of help and comfort along the way. Keeping us organized, keeping us from sleeping three hours every night, helping us get where we needed to go, in the literal and figurative sense. Thank you. Mark and Libby, you are both just two years older than us, but we idolize you all the same. To the Lawrenceville School—the dining staff, the exceptional librarians at Bunn, the Infirmary—thank you. Day in and day out, you were guiding lights for us.

And to our faculty—Fig, Dr. Ibrahim, Brother Dan, and Dr. Westerman—we owe you everything. A faculty member here once said, “If I’m doing my job right, then I am obsolete. I

am no longer necessary, because you will know how to challenge yourself and your peers.” Wow. Thank you to all four of you for putting such a high premium on our growth, even if it meant being willing to put your own role aside to watch us challenge each other and ourselves. Thank you for indulging us in the most thoughtful, self-revelatory five weeks of our lives.

When we came to Scholars, there was this immense sense of potential. Every time Dr. Westerman asked us to think of which cultures we were forcing to be forgotten, every time Fig begged us to disagree with him, every time Dr. Ibrahim got us to think about the happy marriage of fiction and reality in our own lives, and every time, Dr. Westervelt made us see what we were doing to our own planet, every time, you four helped us see that potential for ourselves. Like I said, we owe you the world.

So what do we do when that star dust crumbles to nothing? When all of this, what we have here, is gone? When we don’t have check-in, when we don’t get to play twenty questions at midnight, when we don’t get to hear Axel’s smooth jazz at 11 and Becca’s trap music. No ottoman in the bathroom, no more ‘Nikhil Please,’ no more ‘Never Have I ever’ at the bottom of the staircase that really become crying sessions, sessions where we tell each other ‘I love you, I love you’ until our lungs hurt, and know that we mean it.

Tomorrow, I’ll have to walk onto an empty porch. None of Bobby’s music, none of you. Tomorrow, I’ll have to have my coffee in the kitchen, just me, without a good morning poem from John. Tomorrow, I’ll have to sit on an empty couch, just me.

But really that’s not true. We all hold a piece of each other in our hearts – a little bit of dust. In the words of Hubert, “We each came here with one story to tell. We leave with thirty-eight more.” I love you all, and thank you.

Keerthana Annamaneni ’15

Appendix E, continued

Remarks at Graduation by Marco Kaisth '15 Class Representative to the NJSP Board of Trustees

Hello board members, scholars, friends and, of course, family. In fact, even though I just spent the best and most enlightening five weeks of my life with this wonderful group of students, it's family I'd like to address right now, more specifically parents.

Hello parents of activists, of hipsters, of poets and dance violinists and bhangra queens. Of humanities geniuses and science whiz kids. Of politicians and globe trotters, of once and future communists. I have something to tell you: Your children are amazing.

Seriously, wow. Whatever you did, A+, fantastic job. I've learned more from them in these past weeks than I have through the rest of my life. I'm still in awe of the concentration of tremendously intelligent, hardworking and genuinely kind individuals I've had the privilege of spending this time with. I feel like every time I interacted with any of the other scholars here, I left the conversation with a little more knowledge, a little more love and a little piece of them, of their totally unique and inspiring worldview, and that's something I've never experienced in anything close to this magnitude or community before.

These exchanges, of course, would've been impossible without the incredible teaching present at this program. To be on level with your instructor, able to ask and confer about anything is a wonderful gift, and we took full advantage of it, talking to all our teachers whenever possible, inside or outside of the classroom. The ability to have a 3 hour discussion about whether the way we teach children language in the family unit promotes capitalism is so beyond anything many of us ever dreamed of academically. And for that we have our amazing teachers to thank: Dr. Ibrahim, Dr. Westerman, Dr. Westervelt and Mr. Figueroa-Ortiz have all irreversibly changed both the character and scope of our thought, and that is something we will be forever indebted to them for.

The facilities provided by the program were also jaw-dropping. I personally, every day, walking to class had to remind myself that *all this* is a high school. For which, we have especially Mr. Sauerman, Ms. Calvert, Mark Scerbo and Libby Cunningham for facilitating and providing for the amazing times we all had at this program, as well as, of course, the fantastic Board of Trustees.

It's hard for me to describe the New Jersey Scholars Program, just as it is hard to pin point when, along the evolutionary chain, we became human. One does not just wake up changed, it overwhelms us wave by wave, its gentle brush and stroke calming and cool to the touch. All I know is, what I consider NJSP in my head is a hazy collection of wonderful moments and the soft ocean noise of kindness and truly loving what you're doing filling the gaps in between. I'm sure I won't forgot any of it.

And it pains me, to some degree, to speak this way in the past tense, in terms of ‘forget,’ as if all our little moments simply happen and then freeze, like stars, still in time, hanging just too far away. But this isn’t the truth. Every touch, every feeling, every experience changes the people we are and the people we will become. Late night conversations, seminars, ice cream runs, group naps, all these little beautiful things mark us indelible. Love, friendship, beauty, memory does not fade away. It helps us *become*.

And that’s what these five short weeks have been: a little spark. A little compassion. A little hope. All to help us become. Become activist organizers, hipster intellectuals, poet laureates, accomplished composers, ground breaking choreographers. To help us become humanities professors and cancer curing doctors. To help us become world leaders, and to help us stay dreamers.

We leave here today with new mindsets, new experiences, new passion. With 38 vessels of caring, 38 lifelong friends, 38 brothers and sisters allied behind us. Most importantly, we leave here changed, together. We leave here with the knowledge that, wherever we go, there’s a field of stars above us, and somewhere up there is a constellation of 39. It takes no definite shape, only drifts through the cosmos, but it forever points towards all we can be and all we will become.

Today we are going home. We are also leaving it. But I know, the things I learned here, the people I met, the experiences I had, will never leave me. Thank you.

Marco Kaisth ’15

A Letter from a Parent, Class of 2015

Dear Mr. Teti,

We are the parents of a New Jersey Scholar of 2015 who also had the pleasure to meet you and be interviewed by you. We just wanted to take the time to thank you for all of the opportunities that you granted our daughter. She came back from this program absolutely thrilled; she was happier than we had ever seen her. From the very first day at the interview to the very last day (and even now!), she always talked about the conversations she had and the people she met. Her eyes light up whenever Scholars is mentioned! She also seems more confident and excited to learn. We can't thank you enough, for deciding to accept her into the program after interviewing her as well as organizing the program and running it. Thank you for building such a fantastic program then granting her the opportunity to participate in it. We will undoubtedly try our best to support the program as much as possible.

It was a huge reward to receive that letter from you. Not only did it mean that our daughter went to one of the best programs in the state, it also was so heartening to read your kind words about her. We cannot thank you enough. We hope that the program continues to be a success, and we wish you luck in continuing to do an amazing job.

Best regards,

Appendix F

NEW JERSEY SCHOLARS PROGRAM CLASS OF 2015 STATISTICS

<u>County</u>	<u>271 Applications Rec'd</u>	<u>Accepted & Wait List</u>	<u>39 Attended</u>
Atlantic	3	0	0
Bergen	27	5 + 1 wait list	6
Burlington	8	0	0
Camden	13	1	1
Cape May	3	2	2
Cumberland	3	0	0
Essex	19	5 - 1 withdrew	4
Gloucester	2	0	0
Hudson	15	3 - 1 decline	3
Hunterdon	6	1	1
Mercer	18	5	5
Middlesex	23	4	4
Monmouth	23	2 + 1 wait list	3
Morris	32	3	3
Ocean	8	1 + 1 wait list	2
Passaic	10	0	0
Salem	2	1	1
Somerset	24	2	2
Sussex	9	1	0
Union	22	4 - 2 decline	2
Warren	1	0	0
(40+3 Wait List-3 decline -1 Withdrew)			

NJSP Class of 2015

	<u>Male: 20</u>	<u>Female: 19</u>
African-American	0	1
Asian-American	8	7
Hispanic-American	0	2
Caucasian	11	7
Middle Eastern-American	0	1
Multi-racial	1	1
Public School	14	14
Private School	6	5

Appendix G

Final Paper Research Groups

(listed by paper topic groups)

David Figueroa-Ortiz
History/Politics/Ethics

Keerthana Annamaneni
Robert Bailey
Taras Holovko
Austin Jia
Tiffany Jiang
Hubert Kalinowski
John Klich
Justin Linetski
Liza Milov
William McDonald

Huma Ibrahim
Literature

Julia Choi
Dominique Dazilme
Vincent De Seno
Erin Jenkins
Marco Kaisth
Alia Ozair
Rebecca Senatore
Sophia Vargas
Vimalesh Vasu

William Westerman NJSP '78
Anthropology/Sociology

Courtney Cooperman
Paulo Frazo
Ariana Gutierrez
Samantha Hamadyk
Devika Kumar
Jimmy Lu
Kevin Stephen
Shagun Vashisth
Minh Vu
Mycroft Zimmerman

Daniel M. Westervelt
Science/Engineering

Katherine Berwind
Axel Daniel Esquivel
Hale Jaeger
Priti Kantesaria
Nicholas Makosiej
Isabella Monaco
Nikhil Phatak
Ila Sethi
Hartej Singh
Kirsten Traudt

Appendix H

The New Jersey Scholars Program would like to thank these foundations and corporations for their generous support and matching funds in 2014-2015:

CME Group
Goldman Sachs Matching Gifts
Horace W. Goldsmith Foundation
Hudson City Savings Bank
The Iowa Foundation for Education, Environment, and The Arts
Johnson & Johnson Matching Gifts
JP Morgan Chase Matching Gifts
Morgan Stanley
Numerix
Penza Investment Management Matching Gifts
Raytheon Corporation Matching Gifts

Appendix H, continued

THE NEW JERSEY SCHOLARS PROGRAM RECOGNIZES AND THANKS THE FOLLOWING DONORS FOR THEIR GENEROUS SUPPORT IN 2014-2015

Kenneth Abbott '78 P'11
Marco E. Acerra '94
Matilde Acerra '96
Robert & Marie Arbour P'90 '95 '98
Laura Sabel Bauer '84
Marcelline V. Baumann P'98
Manik Bhatia '11
Charles Broderick '84
Stephen P. Buffone
Richard Dela Rosa '96
Dr. and Mrs. Frank L. Douglas P'88
Heidi L. Dreyfuss
Jennifer L. English '86
Evan D. Fox '02
Glenn R. George '80 &
Lisa Megargle-George '84
Emily A. Greene '78
Brian P. Gregory '91
Mr. and Mrs. James L. Hallowell
Christina Harcar '85
Raymond & Cara Harvey P'14
Steven Hellman '81
Ann Jarkesy-Brooks '79
Daniel Kahn '88, Emily Cogshall-Kahn '88

Stephen J. Kastenberg '83
Ashish Khanna '92
Mr. and Mrs. Marshall King P'12
Ethan K. Knowlden '81
Christopher Librizzi '98
Brian Lutz
Carolyn Makuen '80
Joshua Mathew '04
David W. Mayo
Adam Offenhartz '80
Craig Ostroff '90
David J. & Gail Pester P'12 '14
Ted Plafker '81
Mr. and Mrs. James V. Quinn
Luke Sarsfield '90
John P. Sauerman
Robert Shlien &
Emmeline Wexer P'04 '13
J. Leonard Teti II '94
James & Shelly Tsang P'14
Mr. and Mrs. Thomas H. Walker, Jr.
Dr. Ross T. Whitaker '81 &
Dr. Kerry Kelly
Mr. and Mrs. Henry C. Woods Fund
Carolyn M. Zelop, MD '78

Appendix H, continued

**THE NEW JERSEY SCHOLARS PROGRAM RECOGNIZES AND
THANKS THE FOLLOWING FOUNDATIONS AND CORPORATIONS
FOR THEIR GENEROUS SUPPORT AND MATCHING GIFTS DURING
THE PAST FIVE YEARS**

**Abbott Laboratories
Aetna Foundation
Bank of America
Chubb & Sons
CME Group
Deutsche Bank
Goldman Sachs
The Horace W. Goldsmith Foundation
Hudson City Savings Bank
Investors Bank
The Iowa Foundation for Education, Environment, and The Arts
Johnson & Johnson
JP Morgan Chase
Kaiser Permanente
Kraft Foods
MacMillan Family Foundation
Macy's Foundation
The Miles Hodsdon Vernon Foundation
Morgan Stanley
Munich Reinsurance
Numerix Inc.
Penza Investment Management
Prudential Foundation
Raytheon
UBS Foundation
Verizon Foundation**

Appendix I

SCHOLARS IN THE CLASS OF 2015

Annamaneni	Keerthana	Mercer	The Lawrenceville School
Bailey	Robert	Bergen	Indian Hills High School
Berwind	Katherine	Essex	West Orange High School
Choi	Julia	Bergen	Northern Valley High School
Cooperman	Courtney	Essex	Newark Academy
Dazilme	Dominique	Camden	Camden County Technical School
De Seno	Vincent	Monmouth	Howell High School
Esquivel	Axel Daniel	Essex	James Caldwell High School
Frazaõ	Paulo	Morris	Delbarton School
Gutierrez	Ariana	Hudson	Memorial High School
Hamadyk	Samantha	Ocean	Lacey Township High School
Holovko	Taras	Middlesex	St. Joseph High School
Jaeger	Hale	Union	Cranford High School
Jenkins	Erin	Salem	Woodstown High School
Jia	Austin	Essex	Millburn High School
Jiang	Tiffany	Hunterdon	Hunterdon Central High School
Kaisth	Marco	Mercer	West Windsor-Plainsboro High School South
Kalinowski	Hubert	Hudson	Bayonne High School
Kantesaria	Priti	Somerset	Franklin High School
Klich	John	Monmouth	Manalapan High School
Kumar	Devika	Mercer	Princeton Day School
Linetski	Justin	Bergen	Bergen Co Academy Science
Lu	Jimmy	Ocean	Pinelands Regional High School
Makosiej	Nicholas	Union	Arthur L. Johnson High School
McDonald	William	Mercer	The Lawrenceville School
Milov	Liza	Cape May	Ocean City High School
Monaco	Isabella	Bergen	Dwight-Englewood School
Ozair	Alia	Middlesex	Noor-UI-Iman School
Phatak	Nikhil	Middlesex	West Windsor-Plainsboro High School North
Senatore	Rebecca	Sussex	Sparta High School
Sethi	Ila	Monmouth	Freehold High School
Singh	Hartej	Bergen	Dwight-Englewood School
Stephen	Kevin	Middlesex	St. Joseph High School
Traudt	Kirsten	Morris	Morristown High School
Vargas	Sophia	Mercer	Princeton High School
Vashisth	Shagun	Morris	Morris Hills High School
Vasu	Vimalesh	Camden	Cherry Hill High School East
Vu	Minh	Cape May	Ocean City High School
Zimmerman	Mycroft	Somerset	Gill St. Bernard's School

NEW JERSEY SCHOLARS PROGRAM

**P. O. BOX 6008
LAWRENCEVILLE, NJ 08648**

**609-620-6106
609-620-6894 (fax)**

**njsp@lawrenceville.org
www.newjerseyscholarsprogram.org**