



NJSP

New Jersey Scholars Program



ANNUAL REPORT
2016

2106 New Jersey Scholars Program

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2016 NEW JERSEY SCHOLARS PROGRAM

Sunday, June 26 through Friday, July 29

The Great War Era: Cultural Splendor or the Collapse of Civilization?

Faculty and Staff

History/Politics	David S. Figueroa-Ortiz J.D. Columbia University, School of Law
Philosophy/Literature	Marta Napiorkowska Ph.D. University of Chicago
Art	Jamie Greenfield M.F.A SUNY Albany
Science	John Gaffney Ph.D. Columbia University
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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 2016 was ***THE GREAT WAR ERA: CULTURAL SPLENDOR OR THE COLLAPSE OF CIVILIZATION?***

Between 1900 and 1925 dramatically competing trends developed in the Western and global worlds. Dramatic advances in the sciences, new developments in art and literature and political progress seemed to presage a new epoch of an advancing civilization. Some thinkers even felt that material advances would make us a more virtuous people. Then came the shattering experience of the Great War which developed into a pogrom against humanity on a previously unimaginable scale, leading Isaiah Berlin to characterize the 20th century as, “the most terrible...in Western history.” The Great War would cast a shadow over the rest of the century. Can the splendor and the terror of this era be reconciled? What is the relationship between them, if any? The 2016 New Jersey Scholars Program explored these issues through the lenses of history/politics, art, literature and science. It can be argued that the conflict between these two trends is still with us today. Our inquiry methods included scientific analysis, primary source exegesis and formal and contextual analysis of art and architecture, both in an interactive lecture and seminar setting as we investigate these issues in an inter-disciplinary manner.”

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 Stanley House and the Bunn Library (see **Appendix B**).

During the Program, the faculty assigned several short papers and one major interdisciplinary research project to be handed in at the conclusion of the Program. This final project was the culmination of the Scholar's experience. The following gives an idea of the seminars and the final research projects:

History/Politics

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

The Program explored “The Great War Era” and pondered whether the early 20th century represented an age of splendor or the collapse of civilization. Together we studied political philosophy, exploring various models for organizing the public affairs of societies as well as some of the salient ideologies that held sway during the era. We examined Locke’s liberalism, Marx’s communism, and Hitler’s fascism. We also explored Herder’s and Fichte’s ideas on nationalism as well as imperialism, colonialism, and militarism in the early twentieth century. The vehicle for our forays into political philosophy were questions of causation, change over time, and contingency in the historical contexts early 20th century Europe, Mexico, South Africa, China and Japan. Scholars not only explored several ideas about politics, but also traveled broadly around the globe to examine how ideas may have arisen simultaneously from native sources, or whether diffusion of ideas in an era of early globalization contributed to the spread of cultural trends that contributed to the splendor or the collapse of the era.

Shreyas Agnihortri	Reflections on the Genesis of Communism: Exploring the Dichotomy between Marxism and Leninism in the Bolshevik Revolution.
Arth Baghel	Confucianism, Shinto, Bushido, and the Founding of Post Restoration Japan
Veronica Bido	The League of Nations, Woodrow Wilson and His Quest for a New World Order
Grace Chen	Nietzschean Bushido: The Rise of Nationalism in Great War Japan, 1868-1919
Aayush Goradia	Changing Perceptions of Recreational Drug use in the Great War Era
Olivia Herbstritt	King Leopold’s Justification of Imperialism in the Congo
Andrew Kuzemeczak	Britain’s Unbeknownst Blunder: How British Self-interest Inadvertently Aligned the Empire with Global Zionism
Collin Melazzo	Britain’s Unbeknownst Blunder: How British Self-interest Inadvertently Aligned the Empire with Global Zionism
Ellie Rogoff	The Minds Behind Mein Kampf” Influences of Darwinian and Nietzschean Philosophy on Hitler’s Ideologies
Karanveer Singh	Transcending the Limitations of Inherited Moralities: A Nietzschean View of the German Soldier and Military Ethics

Literature/Philosophy

Marta Napiorkowska
University of Chicago Ph.D.

During the Great War era, what sort of being humans are, what our purpose is, and how best to fulfill our purpose were questions re-examined, hotly contested, and re-answered variously, rigorously, and passionately. We likewise tackled these questions and offered each other preliminary stepping stones toward answering them with similar variety, rigor, and passion. To do so, we covered in lecture the most influential thinkers informing the early 20th century's conversations on these essential questions: Charles Darwin, Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Matthew Arnold.

The writers we read either agreed with or critiqued these thinkers and included the poet William Butler Yeats; the novelists G.K. Chesterton, Joseph Conrad, Franz Kafka; and the playwright Karel Čapek. These writers inspired a broad range of important thoughts and conversations around our seminar tables about the complicated amalgamation of influences from which develops, whether intentionally or passively, our sense of self. The ethics we covered implicitly were sometimes of the moral quandary sort – “How do I select the right choice of two possibilities?” – and sometimes of the “What is a life well lived?” sort.

Maya Amitai	The Japanese Rice Riots of 1918: Marxism, Confucianism, and Industrialization
Amelia Antzoulatos	The Future of Humanity: On Futurist Art and Karel Čapek's R.U.R
Amaan Chaudhry	Hitler and Marx: A Comparative Analysis
Jonathan Garzon	Nietzsche Transcends the Realm of Art
John Hennessy	The Manipulation of Symbols in Heart of Darkness
Rachel Ma	Applying Nietzsche's Apollonian and Dionysian Principles to Standards for Women in Late Qing Dynasty China and Roaring Twenties America
David Montes	R. U. R. and the Threat of Dehumanizing Technology
Jordon Reynolds	Irish Nationalism
Aditya Shah	Nietzsche and the German Government: A Recipe for Disaster?
Ifeoma White-Thorpe	Friedrich Nietzsche's Influence on Pre-World War I Germany Through the Lens of the 'Übermensch'

Art

Jamie Greenfield
SUNY Albany, M.F.A.

What is Art? How do we come to know the world? How is it that humans reconcile the inner realm of consciousness (the mind) with the external world of the senses?

These questions guided us through the past five weeks in our art lectures and seminars, as we considered the ways in which the ideas and events of the WWI era shaped the major revolutionary art movements. Considering the depiction of Space in painting, the nature of Time, and the liberation of Color at the turn of the 20th century, art appears to both presage and reflect historical, scientific, and literary developments. The boundaries between individual disciplines began to dissolve as we explored the very nature of creative thinking itself, in “Harkness” seminar discussions that depend upon the balanced and constructive contribution of each member of the group.

German Expressionism, Fauvism, Cubism, and Futurism led us up to the outbreak of war, followed by a look at the work of artists on both sides who, as soldiers and as “war artists,” searched for a *visual* language capable of illustrating experiences for which there were no existing paradigms. As the war took its toll on humanity, artists engaged in various acts of rebellious creativity, and Dada seemed a fitting endpoint to an era of political upheaval and moral degradation.

Students created their own artwork throughout the course, exploring negative space, synaesthesia, and the development of images that emerged from the chance meeting of three previously unconnected ideas.

Julie Averbach	Synaesthesia: Product of Science and Inspiration for Art
Shahin Damji	A New Sense of Equality: American Silent Film in the 1900's
Sean Corley	Westernization and Individualism as Depicted in Taisho Era Art
Jenna Gallagher	The Sounds of Revolution: Music in the Russian Revolution
Claudary Jones	Oedipus Complex, Pregnancy, and Sex
Tasos Kalfas	
Eric Kirchner	Nietzschean Philosophy in Futurist Art
Justin Schneiderman	Remembering an Artistic Revolution 100 Years Later
Aaditi Tamhankar	Artistic Response to the Great War
Laura Zaks	The Rise of Men of Action

Science

John Gaffney
Columbia University – Ph.D.

Dr. Cindy Taylor
Dartmouth College – Ph.D.

In the realm of science, we looked at the development of Einstein's relativity theories, quantum mechanics and Heisenberg's uncertainly principle.

Madalyn Arcurio	The Perception of Time in Film: The Surprising Antecedent to the Theory of Relativity"
Kevin Chen	Impact of Chemistry on World War I: The Advent of the Haber Bosch Process and Chemical Warfare
Sydney Couval	Quantum Mechanics and the Disregarding of the Common Sense Perspective
Jessica Freund	The Dual Revolution: Science and Art in the in the Early 20 th Century
Chase Hintlemann	The Impact of the X-ray on World War I
Injil Muhammad	How Einstein's Theory of Special Relativity's suggestion of an upheaval of Newtonian ideals of certainty in the universe intertwined with G.K. Chesterton's discussion of the principles of anarchy in The Man Who Was Thursday to contribute to man's greater understanding of his sense of purpose
Kayla Stewart	The Reconciliation of Science and Religion in the Early 20 th Century
Rebecca Welch	The Philosophical Ramifications of Relativity: An Insight into the mind of Einstein
Eric Zahn	The Impact of Heinrich Hertz' Work on Radio Waves on Military Strategy

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 New York City where they visited The Museum of Modern Art – MoMA. Scholars were asked to reflect on their learning experience at MoMA 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 poetry, dance and drama in the Heely Room in Woods Memorial Hall. The festival concluded with refreshments and an exhibition of the Scholars' work at the Gruss Center of Visual Arts.

The 2016 Program concluded on Friday, July 29 with a Graduation Ceremony in The Edith Memorial Chapel (see **Appendix E**).

II. The Scholars

Thirty-nine semifinalists were selected to attend the 2016 Program. A total of 274 candidates (including at least one applicant from all twenty-one counties in New Jersey) applied to the Program. We invited 124 applicants to Lawrenceville for interviews with the faculty.

The 20 male and 19 female students selected to participate in the Program represented 13 out of New Jersey's 21 counties. The counties that had the largest representation were Bergen, Camden, Morris, Hudson and Monmouth. The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Thirty-three Scholars came from public schools and six from private schools. Of the twenty-seven Scholars who responded to the question of ethnic background, 12 identified themselves as European, 5 as South Asian, 4 as East Asian, 2 as Latin American, 1 as Jewish and 4 as Other. See **Appendix F** for overall figures. Scholars by final discipline research paper focus are noted in **Appendix G**. **Appendix H** 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 evaluations of the Program:

"I walked into NJSP thinking I had my life all figured out and I left unsure of what the meaning of life was at all. By challenging my long held beliefs and worldviews, NJSP taught me to think critically and curiously because there is always more than meets the eye." Kayla Stewart

"In terms of my statement, I believe that the most valuable lesson learned from NJSP is simply how to have an intellectual conversation with an individual or group. Through our myriad of discussions, I learned how to develop upon other scholars' ideas and add my own insight to further the conversation. It was fascinating to witness and be involved in a conversation that carried on outside of the class, into the lunchroom and even in the house. In fact, I found no discussion to ever be dull, but rather they were always stimulating and intellectually enriching." Ellie Rogoff

"Living with people of such incredible backgrounds for five weeks was one of the greatest intellectual experiences I have ever had." Eric Kirchner

"NJSP is so refreshing because we are surrounded by like-minded students- though only in the sense that we are all ambitious in our hunger for Truth. In every other sense, we are among the most diverse pools of young scholars- ethnically, socio-economically, racially, and characteristically. Only here can one find free-minded thinkers who are physics geniuses and balloon-animal artists, tracks stars and tap dancers, comic-book entrepreneurs and poetic forces of nature." Amelia Antzoulatos

"In school, we look at each subject individually with its own time line and its own curriculum. When you remove the barriers between the subjects and learn about each in the context of a singular time period, so much more can be gained. This cross-sectional, interdisciplinary model of learning allows for connections to be made between subjects as diverse as physics and art; and this is the advantage we had as New Jersey Scholars." Jess Freund

"I remember teachers staying up until past 3 am with us scholars debating controversial topics. They were not getting paid, but stayed with us because they genuinely enjoyed challenging students' ideas, and opening our minds to different perspectives. I had never had that experience with a teacher prior to my summer at the NJSP." Aaditi Tamhankar

“One of my favorite parts about my experience at NJSP was the camaraderie that I built with my fellow scholars. Through intense debates, enlightening discussions, and exciting activities outside the classroom, I went home from the program with 38 new friends, all of whom I’m in contact with to this day.” Aayush Goradia

“The New Jersey Scholars Program was not simply an academic awakening. This program introduced me to the most intelligent students who are looking to collaborate, not just compete. I am leaving this program with not only a new wealth of knowledge, but more importantly, 38 best friends I plan to keep close for the rest of my life.” Andrew Kuzemczak

“During our first lecture my peers and I were asked: What does it mean to be an American? Some people said it depended on your ancestry, others said it was your citizenship or how you decided to identify yourself. With all of these responses we struggled to come to a consensus until we finally realized that there is no single answer. This opened my eyes to the gray spaces in a world that often presents choices as black and white. In those moments, I learned about the beauty of human interaction because we all had the ability to speak without boundaries and safely say “I don’t know” without the fear of being criticized. I remember being in the library and I was not alone but surrounded by my peers. Engaging with everyone, including my professors, allowed me to confidently express my opinions and support them to the best of my ability with sources regardless of how unpopular they might be.” Veronica Bido

IV. Acknowledgements

No one deserves greater credit for the success of the 2016 Program than the three full-time members of the faculty: David Figueroa-Ortiz who taught History and Politics; Marta Napiorkowska who taught Philosophy and Literature; and Jamie Greenfield who taught Art. In the space of five weeks, this faculty delivered 23 hours of lectures, presided over 80 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 Peggy Armstrong and Assistant Housemasters Elizabeth “Libby” Cunningham and Mark Scerbo did so much to make Stanley House a relaxed, inviting and warm place for the Scholars -- their home away from home. So much goes on in the dormitory that is crucial to the total experience and the housemasters successfully created the atmosphere that promoted that experience.

Margot Southerland, deserves special thanks for 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 sixteen 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 2016 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 continued 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, and Len Teti '94. Their helpful advice was well-received by the Scholars.

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 2016 (September 1, 2015 to August 31, 2016).

YEAR END FINANCIAL STATEMENT

<u>Revenue</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
	9/1/10-8/31/11	9/1/11-8/31/12	9/1/12-8/31/13	9/1/13-8/31/14	9/1/14-8/31/15	9/1/15-8/31/16
Scholars	\$ 22,760	\$ 13,436	\$ 19,703	\$ 18,492	\$ 31,366	\$ 25,257
Parents	13,868	34,535	22,775	19,970	14,315	16,740
Subtotal	36,628	47,971	42,478	38,462	45,680	41,997
Board Gifts	35,298	35,707	36,970	41,861	50,981	40,977
Matching Gifts	1,650	3,225	3,150	2,224	3,200	2,325
Corporations	6,667	8,320	6,387	6,502	16,777	5,306
Foundations	17,500	15,000	10,000	5,000	10,000	10,000
Friends	5,775	9,863	6,580	17,618	11,640	6,900
Contributed Facilities & Services	45,295	40,950	41,305	42,034	42,685	43,500
Interest and Dividends	310	290	315	140	141	2,810
Challenge Grants	-	-	40,000	-	-	-
Total	\$ 149,141	\$ 161,326	\$ 187,185	\$ 153,841	\$ 181,104	\$ 153,815
<u>Expenditures</u>						
Teaching Faculty	\$ 16,000	\$ 15,450	\$ 16,000	\$ 16,000	\$ 16,000	\$ 14,750
Administrative Salaries & Taxes	38,753	41,371	42,284	46,785	40,978	40,762
Supervision	6,000	6,000	6,000	6,900	7,000	8,000
Room, Board & Facilities*	67,893	70,058	72,940	72,146	71,366	74,144
Books and Supplies	5,665	6,643	6,265	4,487	3,818	896
Field Trips & Program Exp	1,961	1,694	2,650	2,486	2,212	3,186
Interviews	-	48	-	36	-	161
Liability Insurance	1,716	-	2,636	2,765	2,878	2,982
Workers' Comp Insurance	-	-	1,487	1,317	1,566	1,492
Overhead	8,783	9,741	9,927	9,089	8,013	8,370
Alumni Association	148	124	212	879	129	332
Total	146,919	151,129	160,401	162,890	153,960	155,075
Surplus/(Deficit)	\$ 2,222	\$ 10,197	\$ 26,784	\$ (9,049)	\$ 27,144	\$ (1,260)
<u>Projected Budget 2016-2017</u>						
9/1/16-8/31/17						
<u>Income</u>			<u>Expenditures</u>			
Scholar Alumni	\$ 29,500		Teaching Faculty	\$ 20,000		
Parents	20,000		Administrative Salaries	30,000		
Board Gifts	33,000		Payroll Taxes	5,500		
Matching Gifts	3,000		Supervision	8,500		
Corporations	9,000		Library Use	2,000		
Foundations	10,000		Room and Board	30,000		
Friends	6,500		Facility Rental	40,950		
Woods income	2,500		Books and Supplies	1,500		
In-Kind	40,950		Field Trips & Program Exp.	3,500		
Investment income	2,500		Interviews	100		
Interest	50		Liability Insurance	3,100		
			Workers' Comp Insurance	1,800		
			Overhead	9,650		
			Alumni Association	600		
Total	\$ 157,000		Total	\$ 157,000		

Respectfully submitted,
David Figueroa-Ortiz, Director

Appendix A

2016 LECTURE LIST

History/Politics

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

The "Isms" that Shaped the Early Twentieth Century

Understanding liberalism, colonialism, imperialism, nationalism, and militarism, and how these concepts shaped the thinking of major political actors around the world.

The Accidental War: A World Destroyed by Mistakes

What mistaken assumptions, exaggerated fears, and risky bets propelled European powers towards a conflict nobody really wanted?

East Asia's Cauldron: Revolution and Evolution in China, Japan and Korea

China's "century of humiliation at the hands of rising European powers culminates with the end of dynastic rule in 1912; the world's once mighty superpower lay prostrate. Japan reaps the benefits of its own forced opening to the world in the 1850s as it colonizes Korea and emerges as a regional hegemon.

Revolutions and Rebellions: Understanding Mexico and South Africa in the Great War Era

In 1910, Mexico rose up to overthrow the *Porfiriato*, a regime many considered to be "the mother of foreigners and the step-mother of Mexicans." In the midst of a civil war, and in an act of defiance against the United States, Mexico refused to enter the Great War, adding tension to an already fraught relationship. Across the Atlantic, the Union of South Africa enthusiastically fought along Britain, prompting a rebellion led by Boers, the Dutch descendants who had been brutally suppressed by the British at the end of the 19th century. South Africa became a world player and its leaders – and their segregationist ideology – began to take root.

International Relations: Kantian Rationalism, Wilsonian Idealism, and the Ghost of Thucydides

The Wilsonian view of the world, grounded on Kantian rationalism and legal theory, offered a vision of peace and order. However, realism in international relations stood in the way of a "new world order." We will examine the Treaty of Versailles, the Sykes-Picot Agreement, and the League of Nations in light of the idealist-realist conflict in international relations.

Appendix A, continued

Art

Jamie Greenfield
M.F.A SUNY Albany

The Depiction of Space in Painting: *An Art Historical Overview*

The way in which space is treated in the two-dimensional arts of a culture provides a metaphorical mirror of its values and conceptual structure.

German Expressionism and Fauvism: *The Liberation of Color*

As the Parisian Fauvist movement, led by Henri Matisse, gave expression to the new scientific explorations of color perception, German and Austrian artists explored the power of subjectivity in visual form. *Die Brücke* (The Bridge), founded in 1905 in Dresden, aimed “to achieve freedom of life and action against the well-established older forces,” while in Munich, *Der Blaue Reiter* (Blue Rider) artists used color as their primary mechanism to inject art with spiritual values.

Cubism and Futurism

The Cubist method developed concurrently with certain new scientific, philosophical, and political views, a philosophy which Nietzsche termed “perspectivism;” the notion that space, and all of knowledge, is made up of multiple viewpoints and interpretations. The Futurists consider Nietzsche’s “philosophy of becoming” an antidote to the outdated stagnant forms of the past, a literal *call to arms*.

4 Artists Go to War

As soldiers and as veterans, artists from both sides gave expression to the nightmarish reality of their war experience. The challenge was to find a visual language for communicating those experiences for which there were no existing paradigms.

Literature/Philosophy

Marta Napiorkowska
Ph.D. University of Chicago

The Enlightenment Origins of the Modern Self

Much of early twentieth century literature reads a little strange and can seem alienating or difficult. To understand why, we will review and examine ideas to which writers were reacting in order to make meaning of their experiments in language, literary form, and content – all of which reflect changing understandings of the Self. In addition to tracing a history of understandings of the Self, we will also think about who we are and the terms we use to understand ourselves.

Appendix A, continued

Challenges to Origins & their Literary Representation

We will briefly review some of the developments that continued to challenge Enlightenment ideas about the Self and what it means to be human: Darwin's "The Descent of Man" and *On the Origins of Species by Means of Natural Selection* and an interest in the historical subjectivity of writers, specifically the composers of the Bible. We will imagine how else (more accurately?) to represent human beings in art and literature given these developments.

Marx – Constructing the Socio-Political Self

Though understandably identified with laying the philosophical foundations for political revolutions leading to Communism, Marx's influence spread to changing how Europeans conceptualized the individual consciousness and self-understanding as well. We'll read snippets of *Capital* and familiarize ourselves with his language and style as well as outline his subsequent global influence on self-expression.

Nietzsche – Archetypes of the Self: Apollo & Dionysius

Radically departing from the status-quo interests and academic tone most philosophers of his day, Nietzsche developed his own model of the human being based on his understanding of Ancient Greek culture. Rejecting logical rationality, the status of science, and the Church all for castrating the human spiritual source of culture, Nietzsche promoted a lust for life. His heroes unapologetically pursue pleasure, power, and excellence, expressing the inner glory of the human species. We will read excerpts from *The Birth of Tragedy* and other writings.

Freud – Lack of Self-Control & Irrationality

Building upon his work with mentally ill patients, Freud developed theories of the Self that constructed a picture of human beings incapable of knowing the root causes of their thoughts, emotions, and behavior, hidden as these were from their conscious awareness. His ideas had far-reaching consequences for artists of various sorts, who tend to be at a loss to explain from whence their ideas and inspiration come. No more praises to the Muse! Instead, sing praise to the battle between the Id and the Super-Ego for your control of your mind! Alas, you can never "Know Thyself," but that doesn't mean you can't give free reign to your imagination. We will read excerpts from Freud's writing on the Oedipal Complex, case studies "The Rat Man" and "The Wolf Man," and his treatise *Civilization and its Discontents*.

W. James – The Mystical Self of Religious Experience

The Bible's authority over morals and self-definition may have come into question, but spiritual or religious experiences continued to fascinate culture-makers. Twentieth century writers inherited a profound fascination with global religious expression, attending not only to mainstream Asian religious philosophy, such as Hinduism, Buddhism, and Daoism, but also to pagan practices and the occult. What we might call "comparative religions" was born, and the earliest writer on the subject was an American renaissance man, William James, who lent a rational legitimacy to mystical, a-rational experience without foreclosing its potential to disrupt all pre-set categories of meaning. We will read an excerpt from his *Varieties of Religious Experience*

Appendix A, continued

Matthew Arnold – Culture and Self-Construction

Appalled by a reigning relativism and slippage away from common Christian decency, British author, scholar, and poet Matthew Arnold sought to salvage the bones of value in culture itself, which according to his definition is the repository of all the best that has been written, said, or thought in the world. Replacing religious moral education with the Classics, poetry, essays, and some fiction, Arnold can be said to be the reason why we teach literature in public schools and why you are being “forced” (as any children attending American schools since the 20th century have been) to read some texts and not others. We will read his poem “Dover Beach” and excerpts from his collection of essays Anarchy and Culture.

Stream of Consciousness – Representing the Mind.

Although not a philosophical position, this writerly technique, employed by a virtual cacophony of writers – from Irish James Joyce to French Marcel Proust to British Virginia Woolf to American Ex-Pat Gertrude Stein – sought to represent authentically human consciousness as immediate perception in time. Reflecting their contemporary interest in philosophers F. H. Bradley’s and Henri Bergson’s conceptions of mind as it processes the world through time, these writers’ experiments reinvigorated tired prose and poetry, invigorating it with immediacy and confusion, demanding a reader’s active participation and forcing the reader into mimicking the philosophy underpinning the work itself. We will read a selection of examples from the above writers.

Though often considered a 21st century concern, whether or not machines can develop consciousness has been a question since machines began to “participate” in daily life and thus invite human beings to create relationships with them. In addition to listening to a symphony inspired by the new technological age, we will read some of the more entertaining and interesting “machine manifestoes” by avant-garde European artists promoting machines’ potential to revolutionize society for the better and liberate human beings from the drudgery of... being human, and perhaps from mortality itself? Perhaps naïve, perhaps idealistic, perhaps reflecting the very oppression they sought to outwit, these early futurists boldly invited their stodgy contemporaries stuck in the 19th century to jump on the “steamship of Modernity!”

Introduction to Post-Modernism – The Fragmented Self

What happened to the energies of Modernism, its optimistic formulations and critiques of the past, its bold experimentations and its mantle of ethical authority? In short, WWII, the events of which caused many to conclude that “civilization” had failed absolutely and was no longer a category worthy of value. No idea, no narrative, no ethic could prevent human beings from descending to barbarism, and human beings had to turn to other sources of knowledge and value, but the challenge of understanding and constructing a Self, remained. In this, our last lecture together, we will read excerpts from post-modern thinkers who rejected the grand narratives of Modernists and opened the door to possibilities for being that reached their full fruition at the end of the 20th century, creating the culture and cultural messages into which you were born and out of which you’ve been creating your Selves.

Appendix B

2016 BOOKS

The Great War Era: Cultural Splendor or the Collapse of Civilization?

Rostrum's Universal Robots

Original Play by Karl Capek 1920

The Man Who Was Thursday

G.K. Chesterton

London, England: Simpkin, Marshall, Hamilton, Kent & Company Limited, 1908

Heart of Darkness

Joseph Conrad

London and Edinburgh: William Blackwood and Sons, 1899

Culture of Time and Space

Stephen Kern

Cambridge Massachusetts: Harvard University Press, 1983

Cinnamon Shops

Bruno Schultz first published in Polish, 1933

Translated 2013-16 by John Curran Davis

The Metamorphosis

Franz Kafka

Translated by David Wyllie

Lexington, KY: Classix Press 2009

Heart of Darkness

Joseph Conrad

New York: Dover Publications, Inc. 1990

Appendix C

Field Trip to the Museum of Modern Art New York City

Thursday, July 14th

Writing Assignment for the Field Trip

Scholars were asked to Choose one work of art in MoMA, made between 1980-1924, and consider it in light of Josef Albers', Poem, *Seeing Art*. They were to constructed a one-page essay and relate the way in which they connected the two.

Seeing Art

Art is not
art is looking

to be looked at
at us

What is art
Is not necessarily art
nor
and vice versa

to others
to me
for the same reason

What was
or was not
might have lost
or gained it
and may be

art to me
some time ago
that value
in the meantime
again

Thus art is not
but

an object
experience

To be able
we need to be

to perceive it
receptive

Therefore art is
where art meets

there
us

--Josef Albers

Appendix D – Arts Festival



<i>Heely Room</i>	
<u>7:00 P.M.</u>	<i>Dance & Poetry</i>
Arth Baghel	"Pawns"
Laura Zaks	"Something I see"
Maya Amitai	Untitled
Sean Corley	"Blank Faces"
Justin Schneiderman	
Ellie Rogoff	"Who am I?"
Ifeoma White-Thorpe	
Rebecca Welch	
Aditya Shah	"For the Fallen" by Laurence Binyon
Amaan Chaudhry	"Dulce et Decorum Est" by Wilfred Owen
Andrew Kuzemczak	"Innocence Adrift"
<hr/>	
Chase Hintelmann	Tap Dance Solo to "Stacey's Mom" by Postmodern Jukebox
Aayush Goradia	Bollywood Dance Medley

Music

Clark Music Center
5:00 P.M.

Amelia Antzoulatos
Grace Chen

"Warwick Avenue" by Duff

NJSP Jazz Ensemble

"Sir Duke" by Stevie Wonder

Collin Melazzo, Jordon Reynolds, David Montes, Grace Chen, Anastasios Kalfas & John Hennessy

David Montes

"This is Halloween" by Danny Elfman

Laura Zaks

"Live for Life"

Madalyn Arcurio

"Colors of the Wind" by Stephen Schwartz

Jordon Reynolds

"No one" by Alicia Keys

Rachel Ma

"For Good" by Stephen Schwartz

Jenna Gallagher

"I Put a Spell on You" by Jay Hawkins

Olivia Herbstritt

Barbecue at Irwin Dining Hall
6:00 P.M.

Art

Grass Center of
Visual Arts
8:00 P.M.

Pieces Featured

"Bringing Art to Life" by Eric Kirchner, Arth Baghel, Aayush Goradia, Shreyas Agnihotri, Karanveer Singh & David Figueroa-Ortiz

"Guns and Roses" by Eric Zhan, Kevin Chen & Jonathan Garzon

"Alive in Memory" by Kevin Chen

"War" by Sydney Couvail

"The Flowing of Fusion" by Olivia Herbstritt

"Pursuit of Perfection", "Aristocratie Européenne", & "Scales of Justice" by Aaditi Tamhankar

"The Persistence of Fantasy" by Julie Averbach

"War Doesn't Discriminate" by Shahin Damji & Kayla Stewart

"Emit" by Injil Muhammad

"No One is Left Untouched" by Veronica Bido

"Loving Silently" by Claudary Jones

"The Cubist Soldier" & "Love, Conformity, Envelopes" by Jess Freund

Art from Seminar by All 2016 New Jersey Scholars

Program by Karanveer Singh, Shreyas Agnihotri, & John Hennessy
Hosted by Aayush Goradia Production by Amaan Chaudhry

Appendix E – Graduation Ceremony

NEW JERSEY SCHOLARS PROGRAM 2016

The Great War Era: Cultural Splendor or the Collapse of Civilization

Edith Memorial Chapel, July 29th



The Trustees of the New Jersey Scholars Program would like to thank the following alumni(ae), parents, trustees and friends whose generous gifts have helped make this program possible:

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Steven Hellman '81	Walter and Bernadette Zelop P'78
Daniel Kahn '81 & Emily Cogshall-Kahn '88	Thomas Zimmerman and Maureen Kaare P'15
Stephen J. Kastenberg '80	

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Verizon Corporation Matching Gifts

Graduation Ceremony

Processional	National Anthems David Montes
Opening Remarks	John Sauerman, Director
Scholar's Reflections	
Performance	No one" Alicia Keys Jordan Reynolds
Remarks	Len Teti Board of Trustees President
Performance	Maya Amitai
Scholar's Reflections	
Performance	"Dulce et Decorum Est" Wilfred Owen Amaan Chaudary
Awarding of Certificates	
Recessional	Grace Chen

Science

1. Kevin Chen
2. Maddie Arcurio
3. Sydney Couval
4. Rebecca Welch
5. Kayla Stewart
6. Eric Zhan
7. Jessica Freund
8. Injil Muhammad
9. Chase Hintelmamm

Lit/Philosophy (Marta Napiorkowska)

1. Ife White-Thorpe
2. Amaan Chaudhry
3. Aditya Shah
4. David Montes
5. Amelia Antzoulatos
6. John Hennessy
7. Maya Amitai
8. Jonathan Garzon
9. Rachel Ma
10. Jordan Reynolds

Art (Jamie Greenfield)

1. Laura Zaks
2. Julie Averbach
3. Justin Schneiderman
4. Claudary Jones
5. Sean Corley
6. Tasos Kalfas
7. Jenna Gallagher
8. Aaditi Shah
9. Eric Kirchner
10. Shahin Damji

History/Politics (David

1. Shreyas Agnihotri
2. Collin Melazzo
3. Grace Chen
4. Karanveer Singh
5. Olivia Herbstritt
6. Ellie Rogoff
7. Andrew Kuzemczak
8. Aayush Goradia
9. Veronica Bido
10. Arth Baghel

Appendix E - Remarks at Graduation

Scholar's Reflection:

Aayush Gorodia

2016 Class Representative to the Board of Trustees

My fellow scholars, we stand here today as successfully completing a month full of dense history readings, extensive interdisciplinary research papers, midnight dancing, and twice-a-day trips to Starbucks... well, maybe that last one was just me, but besides that point, together, we stressed, we smiled, and we showed what we are capable of doing to our professors, our parents, and most importantly, ourselves.

From the first day I stepped into Stanley House, I knew that this summer was going to be an academically rigorous one. 39 of the best students in New Jersey coming together, living under the same roof, and working and collaborating together, can be an exciting yet frightening prospect. It's exciting because you meet so many fascinating individuals, but I knew that during seminars and lectures, my points would be challenged by not just our professors, but also my fellow scholars. I can honestly say that my seminar group has challenged me day in and day out to speak more knowledgeably, articulately, and confidently about complicated subjects such as liberalism, connections between space & time, and the basis of human identity.

Our study time, our lectures, and our free time turned into thought-provoking conversations on a daily basis, which has without a doubt enhanced my learning experience. At this program, I essentially learned how to learn. Rather than memorizing facts and regurgitating them on tests all for a single grade, at this program, I found a new appreciation for learning, one that is based off of understanding underlying philosophies and ideals and applying them in a modern-day context. Only at the New Jersey Scholars Program will you find 13 individuals in seminar taking concepts presented in a 20th century playwright and using them to start a thoroughly engaging hour and 30-minute conversation about giving rights to robots. And only at the New Jersey Scholars Program will you find 20 or more students every Wednesday night in a small room at Stanley House talking about utilitarianism and fascism until 1 a.m. Apart from our fascinating lectures and seminars, the research process has given me invaluable tools to succeed in college. Not only has it improved my work ethic, but it has also made me familiar with various formatting styles, useful programs, and the vast expanse of resources that the institution has for aiding students. Through the interdisciplinary nature of the papers and the program, I have learned to look at various issues utilizing different lenses. I've looked at the identity of the self through a biological Darwinian lens, space and time in art through a scientific Einstein lens, Hitler's ideas about race and religion in Germany through a philosophical Nietzsche lens, and even deciding between taking two ubers or a bus to an Indian restaurant a couple of days ago with my research group through a rational economic lens.

What excites me the most about the program after reflecting, is how we formed a community at Stanley. The house became a home thanks to Mrs. Peggy. Our seminar groups, research groups, and free time groups all mixed to become one lively family. We formed relationships with the faculty through dinners, trips to Purple Cow Ice Cream, and bowling games. We formed relationships with each other at Princeton, MoMA, the beach, the dance, and the ropes course.

Honestly speaking, I'm the lucky one here at this program because I'm able to talk with some of the most intriguing people possible, from prolific musical virtuosos to tap dancers to chefs to poets to rowers and to very healthy and hearty eaters. Not only did the friendships I formed complement the learning experience, but it made me more excited for lectures and seminars the following day, since I would be able to talk with those same intelligent and thoughtful scholars once again but in an environment more conducive to deep discussions about morals, rights, and "the self." Now, I remember how on the first day, Mr. Sauerman told all of us to do one thing during this program: pull out all the stops. I am proud to say that, along with many of the other scholars, I have done just that; I have given it all I've got. At times when I desperately craved sleep or breaks from reading, I reminded myself how fortunate I was to have this kind of experience and then asked myself the question: Why? Why am I doing this program?

Some of the scholars here will resort to saying that the answer to that question is all relative, but to me, it has one answer: to try something new. New learning styles, new conversations, new topics, new thoughts, and new friendships all bloomed and were cultivated during these five weeks. Standing here today, I am grateful to have developed an elevated understanding and appreciation for subjects I previously had mixed feelings about. This program has helped me understand, rather than confront and dismiss, new opinions, new environments, and new experiences.

When I came home over the long weekend, I thought my parents would be very eager to know about the academic aspects of the program and how I was doing in seminars and lectures. And scholars, we all know, when parents ask us on the phone how our day at school went, there's only one correct answer: "Good." However, I was happily surprised when my father's first question was, "Aayush, did you make any friends at the program?" I responded by saying "Yeah." He then, asked, "How many?" And then I took a moment to think. I thought about the learning, the laughs, and the love I shared with all of you at this program and about the fact that you all will remain permanently ingrained in my memory. Without any hesitation, I answered my father's question by simply saying "38. 38 new friends."

Thank you.

Scholar's Reflection:

Veronica Bido

2016 Class Representative to the Board of Trustees

Good afternoon, parents, faculty and scholars.

Our journey here today began 5 weeks ago. I am sure I speak on behalf of my peers, and some parents when I say we were excited and nervous wrecks that first day.

Unaccustomed to being away from home, on our own for the first time and living with people we didn't know.

Immediately we did - what all type "A" personality kids do - we took charge.

So imagine all 39 of us spontaneously gathered in the common room and introducing ourselves by giving our names, the schools we went to and an interesting fact about ourselves. My favorite part was learning everybody's interesting fact. Some people could tap dance, speak Ukrainian, play multiple instruments and sing beautifully.

I remember thinking to myself "wow" everybody in this room is not only intelligent but talented.

That day I also learned that we weren't that good at geography.

Which, looking back, I think is interesting because we all come from different walks of life, from places all over this state, representing different cultures and backgrounds from all over this world.

After gathering in the common room, we were all taken to the ropes courses. Once there we played some weird team building games like kum ch, kum cha, which we continuously played in random places to scare people. Another game I remember playing was the helium stick, and our goal was to place it on the ground with just our index fingers. It took my group an hour and although we ended up frustrated and sweaty we became closer because we bonded over the insane outdoor activities we were doing at nerd camp.

The weeks that followed were filled with intellectual discussions, thought provoking activities, and debates that extended far beyond the classroom.

It was absolutely amazing to engage with the finest minds that New Jersey has to offer.

Our time here together has also been a humbling experience. It has been frustrating but it has made us think more deeply and question everything. Most of us walked into seminar assuming that since we did the reading the previous night, there was nothing else to learn. Our professors

changed that thought process quickly, questioning us not only on the content of the readings but on philosophy, morality, sense of self and other questions that we have never been asked before.

During our first lecture we were asked: what does it mean to be an American? Some people said it depended on your ancestry, others said it was your citizenship, how you decided to identify yourself and what principles you follow and some did not identify themselves as American at all. With all these different responses, we struggled to come to a consensus until we finally realized that there is no one answer.

I remember one time studying by myself in the library and for the first time in a long time I was surrounded by other kids who were studying. The unusual sight left me stunned and I realized that I was not alone. Soon everyone else around me realized that and we ended up having an intense discussion about the assigned reading that led into discussions ranging from the presidential election to our favorite books, to stories about our schools.

That there is the beauty of the New Jersey Scholars program. How we have the ability to speak about anything with no boundaries. How we can stay up all night talking about time, art, politics and philosophy. How we can safely say “I don’t know” without the fear of being judged or criticized.

At the arts festival Rachel and Jenna sang “For good” from the Broadway show Wicked, a song about two strangers from different worlds that from the outside have nothing in common but because they have met each other they have been changed for the better, for good.

This sums up my experience at NJSP because I have been changed by each and every person.

I came into this program not knowing anyone but I am leaving today not only as a scholar but as a member of a family.

Before I end this, I would like to acknowledge those who have made this experience possible for everyone in this room.

So parents - on behalf of your children - thank you - we could not have had this amazing experience without your guidance, love, and support

To our professors and staff members - on behalf of your students - thank you for sharing your gifts, time, and talents with us.

Helping us develop our own skills and tools - so that we are prepared to meet the demands and challenges ahead in our own lives

Thank you to Miss Peggy, Marc and Erin for your guidance support, bold spirit and patience with us

And now my fellow scholars, my friends, my family - I want to share this quote with you

“Opinions never solve problems, only informed and passionate people can.”

So that fire and intensity I have seen in you over these past five weeks, which shines so brightly every time you speak - put it to good use because I know that each and every one you will accomplish great things.

Thank you

Appendix F

NEW JERSEY SCHOLARS PROGRAM CLASS OF 2016 STATISTICS

COUNTY	<u>Applications</u>	<u>Accepted</u>	<u>Wait List</u>	<u>Attended</u>
Altantic	1			
Bergen	40	5	3	5
Burlington	9		1	
Camden	16	4		4
Cape May	2	1		1
Cumberland	1			
Essex	15	1	1	1
Gloucester	4	1		1
Hudson	21	4	2	4
Hunterdon	6	2	1	2
Mercer	16	3	2	3
Middlesex	20	3		3
Monmouth	23	4	3	4
Morris	29	5	3	5
Ocean	6	1		1
Passaic	12			
Salem	1		1	
Somerset	1	3	3	3
Sussex	20			
Union	22	2		2
Warren	2			
TOTAL	273			

	Male	Female
Public School	16	17
Independent School	4	2

European	12
South Asian	5
East Asian	4
Latin American	2
Jewish	1
Other	4
No Response	12

Appendix G

Final Paper Research Groups

(listed by paper topic groups)

David Figueroa-Ortiz History/Politics

Shreyas Agnihortri
Arth Baghel
Veronica Bido
Grace Chen
Aayush Goradia
Olivia Herbstritt
Andrew Kuzemczak
Collin Melazzo
Ellie Rogoff
Karanveer Singh

Marta Napiorkowska Literature/Philosophy

Amelia Antzoulatos
Maya Amitai
Amaan Chaudhry
John Hennessy
Jonathan Garzon
Rachel Ma
David Montes
Jordon Reynolds
Aditya Shah
Ife White-Thorpe

Jamie Greenfield Art

Julie Averbach
Sean Corley
Shahin Damji
Jenna Gallagher
Claudary Jones
Tasos Kalfas
Eric Kirchner
Justin Schneiderman
Aaditi Tamhankar
Laura Zaks

John Gaffney and Cynthia Taylor Science

Madalyn Arcurio
Kevin Chen
Sydney Couval
Jessica Freund
Chase Hintelman
Injul Muhammad
Kayla Stewart
Rebecca Welch
Eric Zhan

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
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Numerix
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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. Kastenbergs '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**

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CME Group
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The Horace W. Goldsmith Foundation
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The Iowa Foundation for Education, Environment, and The Arts
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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 2016

Shreyas	Agnihotri	Morris	Academy for Mathematics, Science and Engineering
Maya	Amitai	Bergen	Tenaflly High School
Amelia	Antzoulatos	Bergen	Northern Valley Regional High School at Old Tappan
Madalyn	Arcurio	Somerset	Academy for Health and Medical Sciences
Julie	Averbach	Essex	Millburn High School
Arth	Baghel	Middlesex	Piscataway High School
Veronica	Bido	Hudson	Union City High School
Amaan	Chaudhry	Morris	Delbarton School
Kevin	Chen	Camden	Cherry Hill High School East
Grace	Chen	Union	Cranford High School
Sean	Corley	Monmouth	Freehold High School
Sydney	Couval	Cape May	Ocean City High School
Shahin	Damji	Mercer	The Lawrenceville School
Jessica	Freund	Morris	Randolph High School
Jenna	Gallagher	Bergen	Paramus High School
Jonathan	Garzon	Hudson	St. Peter's Preparatory School
Aayush	Goradia	Somerset	Hillsborough High School
John	Hennessy	Monmouth	Communications High School
Olivia	Herbstritt	Camden	Haddon Township High School
Chase	Hintelmann	Monmouth	Red Bank Regional High School
Claudary	Jones	Mercer	Stuart Country Day School
Anastasios	Kalfas	Gloucester	Kingsway Regional High School
Eric	Kirchner	Hudson	St. Peter's Preparatory School
Andrew	Kuzemczak	Morris	Whippany Park High School
Rachel	Ma	Monmouth	High Technology High School
Colin	Melazzo	Ocean	New Egypt High School
David	Montes	Hunterdon	North Hunterdon High School
Injil	Muhammad	Mercer	The Lawrenceville School
Jordon	Reynolds	Somerset	Watchung Hills Regional High School
Marielle	Rogoff	Union	Summit High School
Justin	Schneiderman	Bergen	Northern Highlands Regional High School
Aditya	Shah	Middlesex	John P. Stevens High School
Karanveer	Singh	Hudson	McNair Academic High School
Kayla	Stewart	Camden	Camden County Technical Schools - Gloucester Campus
Aaditi	Tamhankar	Camden	Cherry Hill High School West
Rebecca	Welch	Middlesex	Edison High School
Ifeoma	White-Thorpe	Morris	Morris Hills High School
Laura	Zaks	Bergen	Indian Hills High School
Eric	Zhan	Hunterdon	Hunterdon Central Regional High School