



NJSP

New Jersey Scholars Program



ANNUAL REPORT 2017

2017 New Jersey Scholars Program

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2017 NEW JERSEY SCHOLARS PROGRAM

Sunday, June 24 through Friday, July 29

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

Faculty and Staff

History/Politics/Ethics	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	Greg Hansen Boston University - M.Ed.
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 Stanley House The Lawrenceville School	Peggy Armstrong
Assistant Housemasters	Grace Lee Vincent DeSeno
Program Director The Lawrenceville School	David S. Figueroa-Ortiz
Program Administrator The Lawrenceville School	Cathleen Morgan

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 2017 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 2017 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 housed together in one dormitory, 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**).

The Program builds toward the completion of an original, interdisciplinary research project supervised by faculty members. Below is a brief description of each of the main disciplines for research, and a list of the students who chose to concentrate on that particular area.

History/Politics/Ethics

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

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.

Rahul Bhatia
Charlie Christoffersen
Sanket Jain

Udhay Khullar
Nikhil Lahari
Samir Patki
Greg Petrov

Uthman Qureshi
David Veldran
Nadav Ziv

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.

Yaritza Aguilar
David Chen
Peter Maris

James Morely
Mia Pulido
Ariel Rakovitsky
Jake Rattigan

Taylor Robinson
Amonte Simmons
Isabella Williams

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.

Mackenna Brody
Jared Brunner
Josie Cummings

Alanna Flores
Tenzin Lhaksam
Francesca Reilly

Victoria Tian
Mel Xiao
Grace Xiong

Science

Greg Hansen
Boston University – M.Ed.

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

Ralph Alberto
Ayanna Brant
Chrissy Cosnezo

Anne Gao
Spencer Goldberg
Sara Guevera
Esha Jain

Maryann Makosiej
Katherine Pearson
Shaurya Salwan

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 New York Historical Society and The Museum of Modern Art – MoMA. (see **Appendix C**).

Another special highlight in this summer's program was the Arts 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. The event traveled to the adjacent Gruss Center for Visual Arts with refreshments and an exhibition of the Scholar' work. From there the Scholars preformed works of poetry, dance and drama in the Heely Room in Woods Memorial Hall. Families were then encouraged to bring their Scholars to a nice meal at one of the many fine restaurants in the surrounding area of Princeton.

The 2017 Program concluded on Friday, July 29 with a Graduation Ceremony in The Edith Memorial Chapel (see **Appendix E**).

II. The Scholars

Thirty-nine finalists were selected to attend the 2017 Program. A total of 250 candidates (including applicants from 19 of the 21 counties in New Jersey) applied to the Program. We invited 143 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 Camden, Essex, Mercer, Morris, Monmouth and Union. 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. **Appendix F** 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 because 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". 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:

NJSP is, in a nutshell, what education should be – learning for its own sake, making connections, and asking questions. These skills are what all students should strive for.

NJSP is indeed an intellectual “boot camp”. . . Rather than teaching me what I needed to learn, NJSP showed me how to learn.

This summer’s program has redefined my academic life and capabilities, and my ability to see academia as a process and not, in today’s matriculation-oriented mindset, a destination.

My brain really needed NJSP to love learning again.

NJSP is truly amazing. . . I have learned so much and grown as an individual. I feel more independent and confident in my future as a college student.

IV. Acknowledgements

No one deserves greater credit for the success of the 2017 Program than the full time faculty who in five weeks delivered lectures, led seminars, supervised the dormitory, and guided research projects, all with great flexibility and dedication. 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.

The residential staff, particularly Assistant Housemasters Grace Lee and Vincent DeSeno 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.

Cathy Morgan, 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.

A number of Trustees made great contributions to the 2017 Program and I extend them my thanks. I must highlight with special gratitude the contributions of Ken Abbott '78. Ken delivered to exciting and well-received lectures on the music of the era: "Introduction to Musicology and an Overview of Jazz" and "Jazz, Ragtime, and the Blues." He also arranged for an illuminating performance-recital on "Ragtime" by Helen Jang Raymaker.

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.

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

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 2017 (September 1, 2016 to August 31, 2017).

YEAR END FINANCIAL STATEMENT

Revenue	2012	2013	2014	2015	2016	2017
	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	9/1/16-8/31/17
Scholars	\$ 13,436	\$ 19,703	\$ 18,492	\$ 31,365	\$ 25,257	\$ 27,484
Parents	34,535	22,775	19,970	14,315	16,740	17,276
Subtotal	47,971	42,478	38,462	45,680	41,997	44,760
Board Gifts	35,707	36,970	41,861	50,981	40,977	45,192
Matching Gifts	3,225	3,150	2,224	3,200	2,325	2,825
Corporations	8,320	6,387	6,502	16,777	5,306	2,859
Foundations	15,000	10,000	5,000	10,000	10,000	15,000
Friends	9,863	6,580	17,618	11,640	6,900	6,325
Contributed Facilities & Services	40,950	41,305	42,034	42,685	43,500	41,782
Interest and Dividends	290	315	140	141	2,810	3,270
Challenge Grants	-	40,000	-	-	-	-
Total	\$ 161,326	\$ 187,185	\$ 153,841	\$ 181,104	\$ 153,815	\$ 162,013
Expenditures						
Teaching Faculty	\$ 15,450	\$ 16,000	\$ 16,000	\$ 16,000	\$ 14,750	\$ 20,250
Administrative Salaries & Taxes	41,371	42,284	46,785	40,978	40,762	31,278
Supervision	6,000	6,000	6,900	7,000	8,000	8,500
Room, Board & Facilities*	70,058	72,940	72,146	71,366	74,144	74,162
Books and Supplies	6,643	6,265	4,487	3,818	896	3,238
Field Trips & Program Exp	1,694	2,650	2,486	2,212	3,186	2,879
Interviews	48	-	36	-	161	273
Liability Insurance	-	2,636	2,765	2,878	2,982	3,110
Workers' Comp Insurance	-	1,487	1,317	1,566	1,492	1,226
Overhead	9,741	9,927	9,089	8,013	8,370	9,768
Alumni Association	124	212	879	129	332	133
Total	151,129	160,401	162,890	153,960	155,075	154,817
Surplus/(Deficit)	\$ 10,197	\$ 26,784	\$ (9,049)	\$ 27,144	\$ (1,260)	\$ 7,196
Projected Budget 2017-2018						
9/1/17-8/31/18						
Income			Expenditures			
Scholar Alumni	\$ 29,500		Teaching Faculty	\$ 20,000		
Parents	20,000		Administrative Salaries	26,000		
Board Gifts	33,000		Payroll Taxes	5,450		
Matching Gifts	3,000		Supervision	8,500		
Corporations	7,500		Library Use	2,000		
Foundations	10,000		Room and Board	31,500		
Friends	8,600		Facility Rental	40,950		
Woods income	2,800		Books and Supplies	3,500		
In-Kind	40,950		Field Trips & Program Exp.	3,000		
Investment income	3,100		Interviews	250		
Interest	25		Liability Insurance	3,300		
			Workers' Comp Insurance	1,500		
			Overhead	9,925		
			Alumni Association	600		
Total	\$ 156,475		Total	\$ 156,475		

Respectfully submitted,
David Figueroa-Ortiz, Director

Appendix A

2017 LECTURE LIST

History/Politics/Ethics

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

1. Setting and Transcending Thematic Boundaries

What is the “Great War Era” and does it make sense (does it?) as a theme of systematic inquiry? How should we define or measure (can we?) “splendor” or “collapse?” What are some of the legacies one could attribute to the Great War?

2. Zeitgeist, circa 1913

What were the ideas, assumptions, expectations, and perfections that had shaped, and were shaping the last third of the 19th, and the first third of the 20th century?

3. Gaining and Holding Power: Empire and War

What were the conflicting and overlapping goals of the various powers that went to war in 1914? How did imperialism, or aspirations of becoming a global empire, fueled conflict? How was the war experienced by colonial subjects?

4. 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.

5. Collapse or Advance?

Four European empires lay in shambles. Lenin shoehorned Marx into Russia and launched the first “communist” country in history. New states emerged across Europe, from Ireland to Yugoslavia; old states like Poland and Lithuania reemerged. Ultranationalist fascist grew in popularity as nationalist modernists transformed the core of the Ottoman lands into a secular, semi-democratic state. The world embraced the theory of self-determination articulated forcefully in Wilson’s vision of “peace without victory”, and the League of Nations works to ensure world peace.

Art

Jamie Greenfield
SUNY Albany, M.F.A.

1. 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.

Appendix A, continued

2. 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.

3. 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.

5. Dada.

??

Literature/Philosophy

Marta Napiorkowska
University of Chicago, Ph.D.

1. Challenges to Origins and their Literary Representation

We will briefly review some of the developments that challenged 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.

2. 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.

3. 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

Appendix A, continued

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.

4. Freud – Lack of Self-Control & Arationality

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.”

5. Can a Machine Have a Self?

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!”

Science

Greg Hansen
Boston University – M.Ed.

1. Bohr’s Atom and Einstein’s Universe

Two scientists and their ideas fundamentally changed the way we understand our world in the years preceding the war. At the atomic level, Neils Bohr started with an amorphous blob of

subatomic particles and organized it into a coherent model through his understanding of interactions between energy and matter. Person of the Century according to Time magazine, Albert Einstein, is instantly recognizable, transcending the typical domain of the scientist, and we can quickly recall his association with the Theory of Relativity. What is perhaps less well-understood is the actual theory itself, how it not only explains that the universe is not as it seems, but also provided a new model for how it works.

Appendix A, continued

2. “See America First” and Stephan Mather

As the Great War in Europe was getting underway, an assortment of fledgling National Parks were being promoted by railroads in an effort to bolster tourism within the United States. While the parks were originally envisioned by John Muir and other adventurer/naturalists to protect these national treasures, political wrangling and lack of organized oversight was resulting in the degradation of the original parks. Stephan Mather, a wealthy industrialist with a deeply personal interest in the National Parks, took several strategic actions in creating coalitions and pressure that resulted in the creation of The National Park Service in 1916. Now what has been called “America’s Best Idea” encompasses close to 400 parks with over 20 different designations.

3. The Chemistry of Fritz Haber

Winning the Nobel Prize in Chemistry in 1918, Fritz Haber applied LeChatelier’s Principle to the synthesis of ammonia, which was later adapted by Carl Bosch to an industrial level. Their work is still used today to produce fertilizers (and explosives) on a large scale. In fact, a stunning 1-2% of the world’s total energy expenditure is consumed in the Haber-Bosch process and half of the world’s population is dependent on food grown as a direct result of the products. At the same time, Haber is known as the “Father of Chemical Warfare.” In addition to inventing the process that ensured Germany’s supply of munitions, he developed and tested an array of chemical weapons used by Germany in WWI.

4. Medical Advances

Antiseptic techniques, blood transfusions, plastic surgery, widespread use of x-rays, and psychiatry all reached new levels of application and acceptance in the medical community through their use in WWI and the unprecedented injuries it caused. Before the war, injured soldiers were treated with methods that had not advanced since those used in the American Civil War, but by the end of the war dramatic improvements were made in an injured soldier’s prognosis and quality of life. Unfortunately, the end of the war also saw the Spanish Flu pandemic, killing around 5% of the world population, which was almost certainly aided by troop movement and their return home.

5. Technology of War Transitioning to the Consumer

The application of 20th century technological advances in warfare resulted in the first weapons of mass destruction. Tanks, machine guns, gas attacks, artillery shells, and air support were all developed during this time as the tactical methods of warfare remained in the 19th century. Not all of the technological advances remained on the battlefield, however, as radio, telephones, air traffic control, and the flip-flop circuit were predecessors to today’s internet and communications driven society. Zippers, wristwatches, drones, and even facial tissues or “Kleenex,” have their origins in technologies that were introduced in The Great War.

Appendix B

2017 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

POETRY & VIDEO

HEELEY ROOM, MEMORIAL HALL: 6:00-7:00

1. Jared Brunner — Selection of Poems
2. James Morley & Christina Cosenzo — "Meme" Video
3. Ariel Rakovitsky — "A Question of a Lamppost"
4. Isabella Williams — "The Louis Armstrong Jazz Award"
4. Ralph Alberto & Amonte Simmons — A Day in the Life of a NJSP Student
5. Samir Patki — "Where This Flower Blooms"
6. Spencer Goldberg & David Veldran — NJSP 2017: Five Weeks in Summary

Special thanks to: David Figueroa-Ortiz, Jamie Greenfield, Marta Napiorkowska, Greg Hansen, Peggy Armstrong, Matthew Blake, Vincent de Seno, Grace Lee, Anne Gao, Rahul Bhatia, Nikhil Lahiri, Mel Xiao & Grace Xiong



Emcees: Rahul Bhatia and Anne Gao



2017

NJSP ARTS FESTIVAL

22 July 2017

MUSIC

CLARK MUSIC CENTER: 4:00-5:15

1. Victoria Tian — Syrinx (C. Debussy)
2. Tenzin Lhaksam & Jake Rattigan — Imagine (J. Lennon)
3. Shaurya Salwan — Angry Young Man (B. Joel)
4. Alanna Flores & Grace Xiong — She Used to be Mine (S. Bareilles)
5. James Morley & Grace Xiong — Viva La Vida (Coldplay)
6. Ralph Alberto, Charlie Christoffersen, Shaurya Salwan, & Udhay Khullar — Lose Yourself (Eminem)
7. Nadav Ziv — Maria Luisa Mazurka (J. Sagraeras)
8. Nadav Ziv — Celeste y Blanco (H. Ayala)
9. Nikhil Lahiri & Grace Xiong — Praeludium (F. Kreisler)
10. Melody Xiao & Grace Xiong — Not About Angels (Birdy)
11. Charlie Christoffersen & Shaurya Salwan — ????
12. Mackenna Brody, Charlie Christoffersen, Shaurya Salwan, & Jake Rattigan — Wild Night (V. Morrison)
13. Grace Xiong — Gaspard de la Nuit I. Ondine (M. Ravel)
14. Nadav Ziv & Nikhil Lahiri — Canon in D (J. Pachelbel)
15. Alanna Flores, Melody Xiao, & Grace Xiong — I Dreamed a Dream (Les Miserables)

ART

GRUSS VISUAL ARTS CENTER: 5:15-6:00

This art gallery features assignments from every scholar and features the special work of

David Chen	Mia Pulido	Ayanna Brant
Josie Cummings	Katherine Pearson	Maryann Makosiej
Sara Guevara	Sanket Jain	Taylor Robinson
Esha Jain	Greg Petrov	



Each scholar will give a brief description of his or her art piece.

Appendix E – Graduation

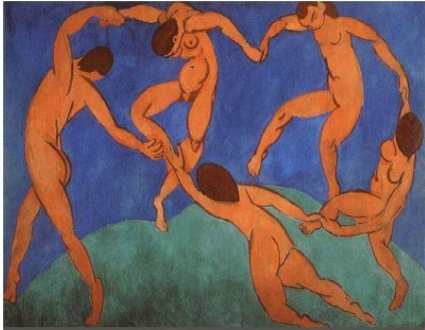
Graduation Program

Special Thanks

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:

Kenneth Abbott '78, P'11	Christopher J. Librizzi '98
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Cyro & Renee Averbach P '16	Adam Offenhartz '80
Laura Sabel Bauer '84	James V. Quinn
Marcelline V. Baumann P'98	Luke Sarsfield '90
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NJSP Class of 2017 Graduation Ceremony

Friday, July 28, 2017
 Edith Memorial Chapel
 The Lawrenceville School

Program	
Processional	"You Raise Me Up" by Rolf Løvland, 2001 Nikhil Lahiri and Grace Xiong
Opening Remarks	David Figueroa-Ortiz Program Director
Arts Festival Reprise	"Canon in D" by J. Pachelbel, 1680 Nikhil Lahiri and Nadav Ziv
Remarks	Leonard Teti President of the Board of Trustees
Arts Festival Reprise	"I Dreamed a Dream" - Les Misérables, Alanna Flores, Melody Xiao, and Grace Xiong
Scholar Reflections	Maryanne Makosiej Spencer Goldberg
Performance	"Meditation from Thais" by Jules Massenet, 1894 Nikhil Lahiri and Grace Xiong
Awarding Certificates	David Figueroa-Ortiz, Greg Hansen, and Marta Napiorkowska Program Faculty
Recessional	"Seasons of Love" from Rent Charles Christoffersen, Alanna Flores, Jake Rattigan, Melody Xiao, and Grace Xiong

Graduating Scholars	
Science: Greg Hansen	History/Politics: David Figueroa-Ortiz
Ayanna Brant Spencer Goldberg Christina Cosenzo Esha Jain Maryann Makosiej Anne Gao Katherine Pearson Ralph Alberto Shaurya Salwan Sara Guevara	Uthman Qureshi Samir Patki Sanket Jain Nikhil Lahiri Rahul Bhatia Udhay Khullar Nadav Ziv David Veldran Charlie Christoffersen Gregory Petrov
Literature/Philosophy: Marta Napiorkowska	Art: Jamie Greenfield
David Chen Taylor Robinson Mia Pulido Amonte Simmons Ariel Rakovitsky Isabella Williams Peter Maris Yaritza Aguilar James Morley Jake Rattigan	Grace Xiong Tenzin Lhaksam Alanna Flores Jared Brunner Mackenna Brody Josephine Cummings Victoria Tian Francesca Reilly Melody Xiao

Appendix E, continued,

Remarks at Graduation

Mary Ann Makosiej 2017 Class Representative

So here we are, the Grand Ceremony, the day we all receive our certificates, cry a lot, and then get to go home. Congratulations.

It is almost unfathomable to me that five weeks ago, we were nothing more to each other than odd names in a Facebook directory or an email mailing list, mere whispers in the otherwise chaotic storm of junior year.

I remember arriving, some of us wearing sweaters and the others carrying fans, the hopeful trepidation that we all felt.

It's funny, but you would sit in the dining hall for lunch and see a familiar face burst in, eyes shining, and they would tell you, breathless, "Fig-destroyed-my-argument-today-and-time-isn't-real-and-reality-is-a-social-construct-and-"... over and over again. I will never forget that genuine excitement for learning and personal growth--it is unlike anything many of us have ever experienced before.

Week one melted into week two, week three following swiftly after, and at some point, the weeks blended together and made a summer. I wonder if we even realized it when it happened, but somewhere along the line, we changed.

From the clumsy, unrefined, and wildly passionate into the eloquent, confident, and composed, the sum of the whole greater than each individual part, we changed. One night, late in the program and on someone's very special birthday, we decided to have a dance party, basically consisting of ballroom dancing, old folk tunes, and our own residential band playing. I saw some of the photos taken from that night, and I was struck by the genuine happiness that seemed to emanate from them. The candid smiles, the laughter from Ms. Peggy's dances, and the joy, not that we felt for ourselves individually but for the simplicity of each other's company. It felt like everything was right in the world at that moment. We had all come from such different places, but in the end, if just for that night, the common room was enough. If just for this program, we were enough.

Change is difficult. It is often confusing, messy, and doesn't usually care if you are ready for it or not. We all leave the New Jersey Scholars Program as different people than when we arrived, learning about ourselves and those around us along the way. We learned the importance of friendship, of love and human connection. We learned to continually ask questions, to ask for help when we needed it. We learned to advocate for ourselves, to accept people for who they are. We all learned to speak, but perhaps more importantly, we learned to listen as well. We stand on the precipice of greatness, legs shaking, hearts beating wildly.

This is our call to leap.

So, what are we waiting for?

Appendix E, continued,

Spencer Goldberg 2017 Class Representative

Dear NJSP class of 2017,

Despite having the knowledge that I was going to be giving this speech three days ago, I couldn't for the life of me figure out how to put my thoughts and emotions into words. So here I am at 11:32pm on Thursday night. Here are my thoughts, as raw and genuine as they will ever be:

Over the past few weeks, and especially the past few days, I have been dealing with a really difficult question. Some of you probably even heard me asking this question around the house in desperation that one of you would give me the answer. I asked: what now? What in the world after experiencing what we just experienced and feeling what we just felt do we do now? Do we let go or do we hold on? Should we let go and preserve what in this moment seems so perfect, or tie and knot at the end of this rope and hold on for our dear lives?

Here is my answer, and listen very closely because I'm about to pull a Fig. What if all this time I've been asking the wrong question. It's so easy to create dichotomies, but what if very few things in life are this *or* that? What if the right question is how do we let go *and* hold on?

There's an Osho quote that reads, "If you love a flower, don't pick it up. Because if you pick it up it dies and it ceases to be what you love. So if you love a flower, let it be. Love is not about possession. Love is about appreciation."

NJSP is a flower. If you pick it up and try to hold on to it, it's going to die. But that doesn't mean you're supposed to run away from it for the rest of your life. You have to let the flower be but come back to appreciate and care for it. Maybe you can ever water it or buy it some expensive fertilizer, if you know what I mean.

When we leave this program today, we are all going to go back to our normal lives - and that's okay. That doesn't mean that we can't come back together to have dance parties and sing about communism. In fact, I truly believe it means we should.

The reason why it's okay is because five weeks ago I walked into this program as Spencer. When I walk out of this program today, five weeks later, I am spencer but I am also a piece of Mia, and Jared, and Francesca, and Nikhil, and 34 other beautiful people.

I stand here today in front of you with this rock. This rock represents everything I have taken away from this program - the knowledge, the laughter, the memories. What makes it so special is that it's unique to only me, but dependent on all of you. I promise I'm never going to let go of this rock.

Yours truly,
Spencer Goldberg

Appendix F

CLASS OF 2017 STATISTICS

<u>COUNTY</u>	<u>APPLICATIONS</u>	<u>ACCEPTED</u>	<u>WAITLIST</u>	<u>ATTENDED</u>
Altantic	5	1		1
Bergen	30	3	2	3
Burlington	12	1		1
Camden	13	1	1	1
Cape May	4			
Cumberland				
Essex	14	5		5
Gloucester	3			
Hudson	12	3	1	3
Hunterdon	4			
Mercer	19	4	3	4
Middlesex	22	3		3
Monmouth	25	4	2	4
Morris	30	4	1	4
Ocean	3			
Passaic	5	1		1
Salem	2	2		2
Somerset	16	2	2	2
Sussex	5	1		1
Union	21	4	1	4
Warren	<u>5</u>		1	
<u>TOTAL</u>	250			

	Male	Female
Public School	14	14
Independent School	6	5

Appendix F, continued

SCHOLARS IN THE CLASS OF 2017

Yaritza	Aguilar	Hudson	Union City High School
Ralph	Alberto	Union	Rahway High School
Rahul	Bhatia	Mercer	Princeton Day School
Ayanna	Brant	Union	Linden High School
Mackenna	Brody	Salem	Woodstown High School
Jared	Brunner	Essex	Montclair-Kimberly Academy
David	Chen	Camden	Cherry Hill High School East
Charles	Christoffersen	Mercer	The Lawrenceville School
Christina	Cosenzo	Morris	Hanover Park High School
Josephine	Cummings	Somerset	The Pingry School
Alanna	Flores	Monmouth	Marlboro High School
Anne	Gao	Hudson	High Tech High School
Spencer	Goldberg	Monmouth	Manalapan High School
Sara	Guevara	Atlantic	Saint Joseph High School
Sanket	Jain	Middlesex	East Brunswick High School
Esha	Jain	Morris	Morris County Academy Math, Sci & Eng
Udhay	Khullar	Morris	Parsippany High School
Nikhil	Lahiri	Somerset	Rutgers Preparatory School
Tenzin	Lhaksam	Hudson	Kearney High School
Maryann	Makosiej	Union	Arthur L. Johnson High School
Peter	Maris	Monmouth	Rumson-Fair Haven Regional High School
James	Morley	Morris	Roxbury High School
Samir	Patki	Middlesex	Piscataway High School
Katherine	Pearson	Burlington	The May Christian Academy (homeschool)
Gregory	Petrov	Mercer	West Windsor-Plainsboro HS South
Mia	Pulido	Sussex	Sparta High School
Uthman	Qureshi	Middlesex	Noor-UI-Iman School
Ariel	Rakovitsky	Monmouth	Manalapan High School
Jake	Rattigan	Salem	Woodstown High School
Francesca	Reilly	Bergen	Bergen County Technical HS
Taylor	Robinson	Bergen	Pascack Hills High School
Shaurya	Salwan	Essex	Montclair-Kimberly Academy
Amonte	Simmons	Passaic	Manchester Regional High School
Victoria	Tian	Union	Union County Academy for Allied Health Sciences
David	Veldran	Essex	Montclair High School
Isabella	Williams	Essex	Verona High School
Melody	Xiao	Essex	Newark Academy
Grace	Xiong	Mercer	The Lawrenceville School
Nadav	Ziv	Bergen	Tenafly High School

Appendix G

The New Jersey Scholars Program thanks these foundations and corporations for their generous support and matching funds in 2016-2017

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The New Jersey Scholars Program expresses its deep gratitude to the following foundations and corporations for their generous support and matching gifts during the past five years

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Appendix G, continued

The New Jersey Scholars Program recognizes and thanks the following donors for their generous support in 2016-2017

Kenneth Abbott '78 P'11
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Cyro & Renee Averbach P'16
Laura Sabel Bauer '84
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Wayne & Jodi Cooperman P'15
John Cusano P'13
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George '84
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Louise Jandura '79
Hee Soo Jung '98
Stephen J. Kastenberg '83
Ashish Khanna '92

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Jeffrey Lieberman '91
Kristen Luther Myers '83
Carolyn Makuen '80
David W. Mayo
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James V. & Jane M. Quinn
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Luke Sarsfield '90
Daniel Stein '91
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Dr. Ross T. Whitaker '81 & Dr. Kerry Kelly
Mr. and Mrs. Henry C. Woods Fund
Qingjun Xiao P'17
Kai Xiong & Xiaoyan Li P'17
Carolyn M. Zelop, MD '78
Walter & Bernadette Zelop P'78