



NJSP

New Jersey Scholars Program



ANNUAL REPORT
2019

2019 New Jersey Scholars Program

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2019 NEW JERSEY SCHOLARS PROGRAM

Sunday, June 23 through Friday, July 26

Mind and Body: The Future of Being Human

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
Sociology	William Westerman Ph.D. University of Pennsylvania
Science	Leah Domb Ph.D. Harvard University
Librarians The Lawrenceville School	Paula Clancy, Library Director Kristina Berg Stephanie Eder Daniel Geary Jacqueline Haun Maureen Kane Elizabeth W. McCall Sarah Mezzino Autmn Sinai Peter Steinberg Michelle Young
Housemaster of Cleve House The Lawrenceville School	Josiah Jordan '13
Assistant Housemasters	Colin Melazzo '16 Kate Liu
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 2019 was ***MIND AND BODY: THE FUTURE OF BEING HUMAN***.

We are living in a time of rapid re-categorization of “the human being.” Neuroscientists continue to push our understanding of the brain into territories affecting our beliefs about the “mind,” “soul” and “will”; biologists claim animals show empathy, culture, and emotional lives that have more in common with ours than we ever imagined; social activists claim gender, race, and biology are identities to be selected, rather than inherited; technological entrepreneurs are actively pursuing initiatives to integrate the human brain with machines and make machines able to learn, self-organize, and invent; medical researchers hope to clone our organs and transplant them into our bodies, or splice out disease-causing DNA in utero, prolonging human life, perhaps, indefinitely; NASA has plans to colonize Mars. We seem perched to transcend the traditional limits of “the human condition” upon which millenia of human cultures have been built. Or are we? And if we do, what then? What will we say to an artificial intelligence that may demand to know what makes a mind a mind, a person a person, or someone valuable? Or anything valuable? What can it mean to be human in an age when traditional markers of humanity are up for grabs? What is the best future we can imagine? How can we get there? This year, we won’t be looking to the past as a guide to answering traditional human questions. We will be looking to the future and developing answers to current questions so that it can be a bright one!

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 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 Reynolds 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 2019 New Jersey Scholars Program explored “Mind and Body: The Future of Being Human” and pondered the history of how primarily Western society has explored the seeming duality of the human experience. Burke focused his inquisitive energies, and set out to discover possible way to understand how classical and Enlightenment thinkers approached this question. In history, we explored the origins of mind and body unity and duality, from Athens to Jerusalem to the European Enlightenment. Aristotle and Saint Paul kept us company as we engaged along the way with Francis Bacon, Thomas Hobbes, John Locke, Adam Smith, David Hume, Mary Wollstonecraft, and Erasmus Darwin. We also explored the legal and political implications of determining who matters to and before the law, the legal and practical implications of being. When does life begin? When does it end? Are we our bodies? How can we make political and legal sense of propositions that challenge our sense-perception such as transracialism or transgenderism? We also dove into fundamental assumptions of the law concerning free will and intentionality in relation to constitutional, contracts and tort law. Last, we attempted to formulate a vision of the “just society” by uncovering the ideas of political philosopher John Rawls.

History/Politics/Ethics Research Group

Eliana Birnbaum	Olivia Cardile
Scott Chung	Daniel Flores Zelaya
Areeq Hasan	Katrina Lin
Yousef Maner	Ojas Parmar
David Sherman	Cliona Twomey

Literature/Philosophy

Markta Napiorkowska
University of Chicago, Ph.D

This year, NSJP was unique in its focus on the future, rather than on our cultural inheritance of the past. In particular, through the disciplines of Literature & Philosophy, Politics & Law, Sociology, and Developmental Biology, we opened up the intellectual work of understanding and deciding the future of being human. We reflected on current innovations in medicine, social media, computing and artificial intelligence, and post-modern deconstruction of value – using literature, court cases, public policy and animal behavior as focal points.

Literature/Philosophy Research Group

Bailey Butterworth	Adam Deng
Ashley Duraiswamy	Sebastian Gomez
Charu Jain	Lara Karacasu
Lucinda Law	Brian Li
Christopher Poulus	Gavin Ritter

Science

Leah Domb
Harvard University, Ph.D.

The title of the 2019 NJSP course was "Mind and Body: The Future of Being Human." In order to explore the future of being human, in my lectures and seminars we began with an exploration of how the human mind and body evolved in the past. We investigated the ways that the human species is unique, and we began to consider the contexts in which unique human adaptations emerged. We also examined how features once thought to be unique to humans, such as culture, empathy, cooperation and emotions, have evolved in other species. In considering the future of human health, we explored how advancements in the modern world have led to *both* longer lifespans and, paradoxically, increased chronic disease. We also explored how the concept of race developed, and considered possible ways to address racism in the future.

Science Research Group

Mikayla Barber	Jeremy Bender
Jacqueline Kim	Julia Mohr
Shreya Nuli	Tejas Parekh
Zoe Rivera	James Virtucio

Sociology and Anthropology

William Westerman
University of Pennsylvania, Ph.D.

The theme of this year's New Jersey Scholars Program was "The Future of Mind and Body." In the Sociology and Anthropology seminar, we looked at the relationship of minds, bodies, knowledge, power, and social institutions, and how that is changing today and in the future.

We considered examples of minds and bodies working in cooperation, such as social media, narrative, sociolinguistics, play, medicine, pedagogy, disability studies, and collaborative arts such as cinema and dance. We also examined situations of bodies and minds in conflict, coercion, and contested authority, such as war, torture, systemic violence, and high school.

Sociology and Anthropology Research Group	
Aidan Allman-Cooper	Vaughn Battista
Calvin Bell III	Phillip Ding
Dominic Dominguez	Daria Kukhar
Ruqaiyyah Lucas-Caldwell	Michelle Medawar
Marissa Nissley	Shuba Prasad
Julia Yan	

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 Philadelphia where they visited both The Philadelphia Zoo and The Mutter Museum.

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 C**) began with a number of vocal and instrumental performances in the Clark Music Center. From there the Scholars performed works of poetry, dance and drama. 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 2019 Program concluded on Friday, July 26 with a Graduation Ceremony in The Edith Memorial Chapel (see **Appendix D**).

II. The Scholars

Thirty-nine finalists were selected to attend the 2019 Program. A total of 245 candidates (including applicants from all 21 counties in New Jersey) applied to the Program. We invited 133 applicants to Lawrenceville for interviews with the faculty.

The 19 male and 20 female students selected to participate in the Program represented 13 out of New Jersey's 21 counties (see **Appendix E**). The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Thirty Scholars came from 24 public schools and 15 from independent 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:

I'm leaving with a completely new way of thinking and so many new friends. Thank you so much.

All past and future scholars should be immensely grateful to attend.

Absolutely loved the whole experience and can say with confidence that it was the best 5 weeks of my life.

AMAZING, LIFE-CHANGING EXPERIENCE. THANK YOU!

If possible, I would wish this program unto anyone and everyone. It was a life changing experience for me. I made some of the closest friends I have today from this program. NJSP challenged me in ways that I never would have expected. It made me question my beliefs, inspired me to do more with my life, and shaped me into (what I think) is a better person. From the bottom of my heart, thank you for providing me this once in a lifetime opportunity.

This program was engaging, challenging, and extraordinary in every moment I was there, but it wasn't until I left and my thoughts kept racing and my beliefs kept getting challenged and strengthened by my own damn head that I realized the impact this summer had on me... This opportunity has not built me into the best person I can be, but sent me on a track to finding him. To say I made 38 friends who will endure the tests of time is ridiculous, but to say I made a few who I will continuously seek out and who will continue to shape me is something I could have only dreamed of. Thank you thank you thank you for a magical, stimulating, inspiring summer!!!

IV. Acknowledgements

No one deserves greater credit for the success of the 2019 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), Kristina Berg, Stephanie Eder, Daniel Geary, Jacqueline Haun, Maureen Kane, Elizabeth McCall, Sarah Mezzino, Autumn Sinai, Peter Steinberg, Michelle Young 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 Housemaster Josiah Jordan, Assistant Housemasters Collin Melazzo and Kate Liu did so much to make Reynolds 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; 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.

NJSP's financial data and database are accurate and reports to the Trustees are interesting and informative thanks to Heidi Dreyfuss.

I would also like to thank Ryan Williams, 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 2019 (September 1, 2018 to August 31, 2019).

YEAR END FINANCIAL STATEMENT

Revenue	2014 9/1/13-8/31/14	2015 9/1/14-8/31/15	2016 9/1/15-8/31/16	2017 9/1/16-8/31/17	2018 9/1/17-8/31/18	2019 9/1/18-8/31/19
Scholars	\$ 18,492	\$ 31,365	\$ 25,257	\$ 27,484	\$ 34,894	\$ 33,475
Parents	19,970	14,315	16,740	17,276	19,613	26,653
Subtotal	38,462	45,680	41,997	44,760	54,407	62,128
Board Gifts	41,861	50,981	40,977	45,192	47,102	43,270
Matching Gifts	2,224	3,200	2,325	2,825	5,690	1,733
Corporations	6,502	16,777	5,306	2,859	3,812	2,862
Foundations	5,000	10,000	10,000	15,000	10,000	20,000
Friends	17,618	11,640	6,900	6,325	7,125	3,310
Contributed Facilities & Services	42,034	42,685	43,500	41,782	43,279	42,980
Interest and Dividends	140	141	2,810	3,270	4,137	3,942
Affinity Programs	-	-	-	-	-	17
Total	\$ 153,841	\$ 181,104	\$ 153,815	\$ 162,013	\$ 175,562	\$ 180,242
Expenditures						
Teaching Faculty	\$ 16,000	\$ 16,000	\$ 14,750	\$ 20,250	\$ 20,250	\$ 20,250
Administrative Salaries & Taxes	46,785	40,978	40,762	31,278	29,567	29,829
Supervision	6,900	7,000	8,000	8,500	8,500	9,000
Room, Board & Facilities	72,146	71,366	74,144	74,162	74,081	78,466
Books and Supplies	4,487	3,818	896	3,238	3,357	4,103
Field Trips & Program Exp	2,486	2,212	3,186	2,879	2,953	2,897
Interviews	36	-	161	273	537	530
Liability Insurance	2,765	2,878	2,982	3,110	3,237	3,408
Workers' Comp Insurance	1,317	1,566	1,492	1,226	1,199	1,193
Overhead	9,089	8,013	8,370	9,768	9,067	7,529
Alumni Association	879	129	332	133	141	-
Total	162,890	153,960	155,075	154,817	152,889	157,207
Surplus/(Deficit)	\$ (9,049)	\$ 27,144	\$ (1,260)	\$ 7,196	\$ 22,663	\$ 23,035
Projected Budget 2019-2020 9/1/19-8/31/20						
Income			Expenditures			
Scholar Alumni	\$ 33,000		Teaching Faculty	\$ 22,250		
Parents	22,700		Administrative Salaries	26,000		
Board Gifts	35,000		Payroll Taxes	5,100		
Matching Gifts	3,000		Supervision	9,000		
Corporations	1,000		Library Use	2,000		
Foundations	15,000		Room and Board	34,000		
Friends	3,500		Facility Rental	40,950		
Woods income	2,800		Books and Supplies	4,000		
In-Kind	40,950		Field Trips & Program Exp.	3,000		
Investment income	3,500		Interviews	250		
Interest	50		Liability Insurance	3,600		
			Workers' Comp Insurance	1,400		
			Overhead	8,350		
			License & Certification Fees	300		
			Alumni Association	300		
Total	\$ 160,500		Total	\$ 160,500		

Respectfully submitted,
David Figueroa-Ortiz, Director

Appendix A

2019 LECTURE LIST

History/Politics/Ethics

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

The World, 2019–2044 - In light of currently available technologies, what will the future look like? How will that future challenge or affirm convictions and assumptions we currently have about what it means to be a human being and the proper role of the state?

Mind and Body: East and West – Conceptualizing “mind and body” as different or even separate aspects of existence is a particular approach to the question of being human with roots deeply embedded in classical Eastern as well as Western thought.

The Soul and the Self: Jewish, Christian - Enlightened Classical Jewish thought on the non-material aspect of human life differed deeply from Classical Greek views. These differing strands of thought converged in Roman Palestine and found expression in Christian teaching. Christianity fueled the European Enlightenment, which in turn generated multiple, competing, and sometimes conflicting views on the interior experience of human beings.

Psychology and Free Will: The Early 20th Century - The rise of evolutionary theory in the late 19th century, coupled with the emergence of psychology – a science of the mind – provided additional areas for controversy and dispute that shaped discussion about the meaning of the human experience.

Computers, Consciousness, and Intelligence: The Early 21st Century The rise of “intelligent” machines and newly gained insights in neurobiology seem to challenge and affirm long-running arguments regarding the relationship between mind, body, personality, and self.

Sociology and Anthropology

William Westerman
University of Pennsylvania, Ph.D.

Man is (no longer) the Measure of All Things

What makes a human a human? Where are the boundaries – are they biological or social? Is it our mind, our body, our cultural practices, or social rules that determine human-ness today and in the future?

Our Mind and Our Body in Community

We are a social animal, and so our mind and body do not live in isolation. How does our social relationship with others define and shape our mind and our body? Does community help us learn and flourish? What is the future of community?

The Social and Cultural Future of Medicine

We all have a body, one that is vulnerable and susceptible to illness and injury. The practice of medicine has evolved to such an extent that it has lengthened our life span, but medicine is not just scientific practice. It is embedded in cultural practices and social institutions – both rapidly changing. What does the future of the body look like given social and cultural changes in the healthcare system?

The Anthropology and Sociology of the Digital Age (I)

Our culture and society have undergone massive transformation in the last quarter century – an impact as large if not larger than the development of movable type. Anthropologists, sociologists, and media and communications scholars have begun to study the practice and effects of social media and the potential of/for so-called artificial intelligence.

The Anthropology and Sociology of the Digital Age (II; Dementia, Old Age, and Dying: The Future of *Your* Mind and Body)

After completing the topics from the previous lecture, this lecture will consider what happens, in one way or another, to each of us, drawing on social work in addition to sociology and anthropology. Whether our minds remain sharp to the end or not, we all die; no one gets out of here alive. What is the future of the care of the old and dying in our society? What is the rarely discussed impact on survivors?

Literature/Philosophy

Marta Napiorkowska
University of Chicago, Ph.D.

Introduction to Consciousness: Why Is It a Philosophical Problem?

The philosophical question “What sort of a being is a human? What sort of A being am I?” is millennia-old. Unlike their predecessors, guided in the past by intuitions, philosophers in the second half of the 20th century began to use science to seek answers. To frame our conversations about the future of being human, we need to understand what we know about being human now. Today, we will review what philosophers know and see if we can find out, testing our own intuitions along the way.

Consciousness, Self, and Identity

Though we believe we are all part of a group of beings called human, almost all of us also believe we are individuals in some sense. What is the form that this individuality takes? How does the brain construct it? Using discoveries in neuroscience and studying cases in medicine, philosophers are constructing various interesting models of how this “I” exists and drawing startling conclusions about human identity. Brains in vats and virtual reality are nothing compared to what we seem to be!

Consciousness and Free Will

From the moment we sense we are a self different from those around us, we also seem to develop desires for this self and then make decisions and take actions to fulfill those desires. We attribute those actions to our self, and we attribute others’ actions to their selves. We assign responsibility, blame, rewards to others, believing they acted consciously and of their own wills. However, given everything we’ve said already about consciousness, you can

imagine by now that this picture is not so simple. We will review what is known about “free will” from the point of view of neuroscience and consciousness to examine whether human beings giving rewards or punishments to any other human beings makes any sense.

Other Consciousness: Robot and Animal Minds

Having reviewed consciousness and selves, we can turn to other entities in the world that may have them: animals and computers. We will discuss animals that appear to have high IQs and computers that appear to have reasoning ability. To what degree and in what way may they be conscious or have selves and therefore ought to be thought about and treated by us in the same ways that we think about and treat other human beings? Which ethical obligations do we have? Can we develop real relationships with them? What responsibilities do they have?

Designing Consciousness, Altered States, and Enlightenment

From using psychoactive or psychotropic drugs, to engaging in concerted mindfulness practices such as meditation, to developing micro-machines and neural-bioengineering, human beings like to play with, try to control, and maybe even design their consciousnesses, from which everything stems. We will review some of the research covering the effects of human actions on either their own or others’ brains and the results on states of consciousness. After all, this seems to be the next step of human evolution. Let’s better design more ethical, happier people! Why not?

Science

**Leah Domb
Harvard University, Ph.D.**

Human Evolution

Part 1: human evolution in a geologic time-frame, our primate heritage, and milestones in human evolution. Part 2: evolution of behaviors, including proximate and ultimate explanations for behaviors, species-typical behaviors, and sociality.

Evolution of Altruism and Morality

Do we have a moral instinct? Evolution of altruism in other species. Understanding basic principles of morality in our species, and how morality in our species could be adaptive.

Race - Are there human races? While it might seem politically correct to say no, it is actually scientifically correct to say no: there are no races in our species. What is the evidence? If race as biology is fiction, race as a social construct is real. How can we define racism? What are examples of state-sponsored racism in the USA? We will explore redlining in depth.

Sex - Broad question: Why, in certain species, do females and males look - and act - in different ways? Additional questions raised: why sexual reproduction; how are sexes differentiated in mammals; why are 95-97% of mammal species polygynous; are humans monogamous, polygynous, or both; has sexual selection operated on both sexes in our species; how do sexually selected ornaments evolve? If time permits I will explore sex-ratio biasing: under which conditions do females choose to produce more of one sex than another; does sex-ratio biasing exist in humans?

An Evolutionary Perspective on Human Health - Are our bodies and minds maladapted to certain modern conditions that we ourselves have created? This lecture will introduce a case study, impacted wisdom teeth (which affects many high school students), then considers similar implications for other modern ailments and diseases, such as myopia, allergies, diabetes (type 2). Students will be asked to

generate ideas of additional ailments/diseases, and we will compare those with known lists. We will consider ways to address the root causes of these ailments/diseases now and in the future.

Appendix B

2019 BOOKS

Mind and Body: The Future of Being Human

Brave New World

Aldous Huxley

Harper Perennial; Reprint edition, 2006

Consciousness: A Very Short Introduction

Susan Blackmore

Oxford University Press; 2nd edition, 2018

Copenhagen

Michael Frayn

Anchor, 2000

Do Androids Dream of Electric Sheep?: The inspiration for the films Blade Runner and Blade Runner 2049

Philip K. Dick

Del Rey, 1996

Flesh in the Age of Reason: The Modern Foundations of Body and Soul

Roy Porter

W. W. Norton & Company; Revised ed. Edition, 2005

Wired for Culture: Origins of the Human Social Mind

Mark D. Pagel

W. W. Norton & Company; 1st edition, 2013

Appendix C – Arts Festival

Clark Music Center

4:00 - 7:00

Student Organizers:

Student Coordinator Olivia Cardie
 Stage Crew Adam Deng, David Sherman,
 Marissa Nisley, Dan Flores, TJ Parekh,
 Scott Chung, Yousef Maner, Bailey Buttenworth
 Ojas Parmar, Chris Poulos, Julia Yan
 Emcees Dominic Dominguez, Philip Ding, &
 Ruqaiyyah Lucas-Caldwell
 Program Designed by Olivia Cardie

*This event was made possible with the
 help and support of:*

Mr. David Figueroa-Ortiz
 (Program Director)
 Dr. Marta Napiorkowska
 (Faculty Coordinator)
 Dr. William Westerman
 (Program Trustee)
 Dr. Leah Domb
 Mr. Josiah Jordan,
 Housemaster of Reynolds House
 Collin Melazzo & Kate Liu
 Assistant Housemasters

WHAT IS THE NJSP?

The mission of the New Jersey Scholars Program is to reach out to able and enthusiastic students who come from a broad cross-section of the state's population. The program creates an intense, interdisciplinary intellectual experience that will change students' lives by teaching them to think in a new way — relating disciplines instead of dividing them. The purpose of the Arts Festival is to display the unique creative gifts of each of these scholars.

The Mind and Body

We are living in a time of rapid re-categorization of "the human being." Neuroscientists continue to push our understanding of the brain into territories affecting our beliefs about the "mind," "soul" and "will"; biologists claim animals show empathy, culture, and emotional lives that have more in common with ours than we ever imagined; social activists claim gender, race, and biology are identities to be selected, rather than inherited; technological entrepreneurs are actively pursuing initiatives to integrate the human brain with machines and make machines able to learn, self-organize, and invent; medical researchers hope to clone our organs and transplant them into our bodies, or splice out disease-causing DNA in utero, prolonging human life, perhaps, indefinitely; NASA has plans to colonize Mars. We seem perched to transcend the traditional limits of "the human condition" upon which millennia of human cultures have been built. Or are we? And if we do, what then? What will we say to an artificial intelligence that may demand to know what makes a mind a mind, a person a person, or someone valuable? Or anything valuable? What can it mean to be human in an age when traditional markers of humanity are up for grabs? What is the best future we can imagine? How can we get there? This year, we have been looking to the past as a guide to answering traditional human questions. We looked to the future and developing answers to current questions so that it can be a bright one!

NJSP

New Jersey Scholars Program

2019 ARTS FESTIVAL



VISUAL ART

4:00 PM

Visual art will be displayed in the Clark Music Center. Please feel free to walk around to view each creation, and ask the artists questions!

Moses Brian Li
 The Little Prince Dominic Dominguez
 Age of Information Shuba Prasad
 The Vibration of the Composer, Menschlichkeit, 2019: Enemies Unite, A Free Imprisoned Identity & The Music of Art Adam Deng
 Conglomerate Man & Audacity Jackie Kim
 Ornate Emptiness TJ Parekh

Music

5:00 PM

Balakirev's Islamey Adam Deng
 When he sees me Cliona Twomey
 From "Waitress"
 For you James Virtucio
 Original song
 Tidal Wave Areeq Hasan
 Original Hip-Hop songs
 Yardbird Suite Gavin Ritter
 Charlie Parker
 For Good Eli Birnbaum & Mikayla Barber
 From "Wicked"
 On the Mountain Top & Lost all Feeling Calvin Bell III & Sebastian Gomez-Sanchez
 Original Song

Shallow Shreya Nuli & Katrina Lin

Lady Gaga

Blackbird James Virtucio,
 Daria Kukhar, & Julia Mohr
 The Beatles

Dramatic Arts

6:20 PM

Goodbye for Now Vaughn Battista
 Candle wax, Spattered dreams Zoe Rivera
 Phenomenal Woman Calvin Bell III
 Maya Angelou
 Beyond Fistula Lucy Law
 The American Child Lara Karacasu & Julia Yan
 The meaning of being human Aidan Allman-Cooper

Appendix D – Graduation Graduation Program


Special Thanks

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

Marco Acerra '94	Jeffrey Lieberman '91
Karen E. Anderson '79	Yiqiang Lin & Lan Hu P '18
Robert & Marie Arbour P'90, '95, '98	Carolyn Makuen '80
Laura Sabel Bauer '84	David W. Mayo
Marcelline V. Baumann P'98	McComb Family Foundation P'11
Kanlesh H. & Jyoti K. Bhatta P'17	Ibrahim Medawar & Carla Edelstein P '19
Eric R. Cooperman '02	Derek & Rhonda Medina P '18
Jonathan Cummings & Hilary Hegener P'17	Mark & Beth Mehler P '99
Sean T. Dailey '86	Adam Offenhartz '80
Hunter Dougherty '10	Catherine Pajak '92
Frank L. Douglas Family Fund P'88	Diane Pege '80
Heidi L. Drayfus	Ted Pfaffner '81
John F. Duffy '80	James V. & Jane M. Quinn
Julie K. Edwards '80	Richard Schwab P'12
George R. & Suzanne Escousse P '18	Bill & Xiaofang Shen P'18
Robert & Susan Fischer P '18	Stephen Shen & Lin Li P'18
Glenn George '80 & Lisa Megangle George '84	Robert Shien & Emmaline Wexler P'04, '13
Thomas J. Gilman '79	Daniel Stein '91
Emily A. Greene '78	Mark & Kelly Traudt P'15
Brian P. Gregory '91	David Tukey '97
Steven Hellman '81	Neil & Khosa Udani
Daniel E. Kahn & Emily Coggeshall Kahn '88	Dr. Ross T. Whitaker '81 and Dr. Kerry Kelly
Stephen J. Kastenberg '83	Qingjun Xiao P'17
Ashish Khanna '92	Ming Yan & Zhen Sun P'18
Ronald Krock '05	Carolyn M. Zelop, MD '78
Devraj & Mythili Lahiri P '17	Walter & Bernadette Zelop P'78
Christopher J. Librizzi '98	

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

Harris Mathews Charitable Fund
Iowa Foundation for Education, Environment and The Arts
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Goldman Sachs Matching Gifts
Mr. & Mrs. Henry C. Woods Fund at the Lawrenceville School



NJSP Class of 2019 Graduation Ceremony

Friday, July 26, 2019
Edith Memorial Chapel
The Lawrenceville School

Program

Processional	<i>Also sprach Zarathustra</i> Richard Strauss/2001 Space Odyssey
Opening Remarks	David Figueroa-Ortiz Program Director
Remarks	Leonard Teti '94 President of the Board of Trustees
Arts Festival Reprise	<i>For You</i> James Virtucio
Class Representative	Brian Li
New Trustees and Sauerman Award	David Figueroa-Ortiz
Class Representative	Zoe Rivera
Awarding Certificates	William Westerman '78 David Figueroa-Ortiz Marta Napiorkowska Leah Domb
Recessional	<i>Farewell</i> Vangelis/Blade Runner

Graduating Scholars

Anthropology & Sociology William Westerman '78	Literature & Philosophy Marta Napiorkowska
Aidan Allman-Cooper Vaughn Battista Calvin Bell, III Phillip Ding Daria Kukhar Ruqaiyyah Lucas-Caldwell Michelle Medawar Marissa Nissley Shuba Prasad Julia Yan	Bailey Butterworth Adam Deng Ashley Duraiswamy Sebastian Gomez Lara Karacasu Lucinda Baw Brian Li Christopher Poulos Gavin Ritter
History, Ethics & Politics David Figueroa-Ortiz	Science Leah Domb
Eliana Birnbaum Olivia Cardile Scott Chung Daniel Flores Zelaya Areeq Hasan Katrina Lin Yousef Maner Ojas Parmar David Sherman Cliona Twomey	Mikayla Barber Jeremy Bender Dominic Dominguez Charu Jain Jacqueline Kim Julia Mohr Shreya Nuli Tejas Parekh Zoe Rivera James Virtucio

Appendix D - Remarks at Graduation

Brian Li

2019 Class Representative

Greetings to family, friends, faculty, and the New Jersey Scholars Program Class of 2019. It is an honor to stand before you on this beautiful Friday afternoon.

As the Program draws to a close, I feel this ineffable mixture of relief, apprehension, and melancholy. Somehow, during the Program, this odd feeling developed that we have simultaneously lived out both the longest and the shortest weeks, weeks when the days dragged on forever and also weeks when the days dissolved into each other. It is funny how we never truly feel the passage of time until we have attended our last lecture, handed in our research paper, or sat down for our final dinner at Irwin.

Late Monday night, as I was preparing this speech, I asked my roommate Gavin, the fount of all good ideas, what I should write about, to which he replied: “Things that come in groups of 39.” It is impossible to do Gavin’s idea or the Program justice in just a few minutes. But I will try my best.

In five short weeks, the 39 of us have taken the idea of being human and hacked it into pieces and miraculously have been able to resurrect it. We have pelted the mind and the body with weapons from our arsenal of knowledge, digging deeper than any of us would have expected when we answered “what do you want to learn more about and why?” on our applications. Not all 39 of us will become anthropologists or philosophers or science-fiction writers. But that does not mean we have gleaned nothing. Just as we have studied the “what” of being human, our time here has also elucidated the “how.” We have learned to appreciate books, ask questions, eat our vegetables, and take care of one another.

We have learned to regain our sense of wonder. I read somewhere that a toddler can ask hundreds of questions per day. By high school, teenagers ask at most a few dozen. What happens during those intervening years I do not know, but what I do know is that here at the Program, esoteric as our conversations may be, we have relearned the beauty of a child’s thought, embracing the unknown and the uncomfortable. Around the oval that is the Harkness table, there is no escape from vulnerability and unsettling questions: What would it mean if we do not have free will? Do all human beings deserve the same respect? Is there such a thing as a good reason to do drugs and drink?

We have learned to embrace uncertainty. We are molded into this idea that everything is certain, causal, and concrete. But the only thing we can be certain of is uncertainty. Who would have known that I, a person who wanted to study biology, now, much to the chagrin of his grandfather, want to major in English? By letting go of our preconceived notions, we give ourselves up to each other and end up in the brilliant light of wondrous new places and ideas: the incense of an Orthodox church service, a re-evaluation of your views on what constitutes race, and much more. The world works in funny ways, and at the Program, there are these serendipitous moments when things magically fall into place.

We have learned to appreciate the small moments of understanding that make all the hours of confusion worth it. Some days, there were moments when utter bewilderment suddenly precipitated into a luminous clarity. I am sure that every Scholar has experienced these moments of awesome revelation at some point or another. I am reminded of the last canto of the *Divine Comedy*, in which Dante finally comprehends the ultimate harmony of the universe amid great orbs of color and fire (and I quote):

In the profound and shining-clear Existence...

Except that then my mind was struck by lightning...

My desire and will were turned,

Like a balanced wheel rotated evenly,

By the Love that moves the sun and the other stars (unquote).

These fleeting moments of lucidity and insight, on which Dante wrote almost 700 years ago, are what motivates us as Scholars.

We have learned to appreciate and celebrate each other. Never have I met a group so diverse, so intelligent, so human. I am mindful of and grateful for the incredible diversity of feelings, ideas, and

stories in the Class of 2019. As Mister Rogers would say, each and every one of you is special, for nobody thinks or speaks or dreams the same way you do. Nobody can replicate the way we talked about foliage and heterosexuality at 2:00 AM, or the way we created art, or the way we shared each other's laughter. We all have brought to life what is unique about us in wholesome and meaningful ways.

We have learned to give thanks. I thank my 38 fellow Scholars for sharing their humanity and wisdom with me. I thank our Program's administrator, Ms. Morgan, our housemasters, Kate, Collin, and Mr. Jordan, our sagacious faculty, Drs. Domb, Figueroa-Ortiz, Napiórkowska, and Westerman, our families, and all of our teachers and mentors.

Now I would like to pose a question: who are the people who have helped you to become the person that you are right now? Some may be near, some may be far, perhaps some might be in Heaven. Mister Rogers, when he spoke at graduations, often asked the audience to join him in a very simple gesture: a silent tribute. I ask you all to join me in the same, so that we may devote a silent moment of gratitude and reflection to the special people in our lives, those who have loved us, cared for us, and made us smile.

(20 seconds of silence)

Before I end, I would just like to say how proud I am of how we have grown as students and as people. It is a wonderful feeling to know that in just five weeks, we all walk away with a newfound appreciation for how we think, learn, and live.

Thank you all for giving me this opportunity to speak to you. And to my fellow Scholars, congratulations. I wish you peace, good luck, and lots of love.

Zoe Rivera

2019 Class Representative

Good afternoon, everyone! And by everyone, I mean our wonderful parents who are MOST DEFINITELY itching to grab our paper-gratification and get home just in time for their 5 p.m. nap. I also mean our rockstar professors — Mr. Fig, Dr. Domb, Dr. Nap (or Marta, if you want to catch her pleasantly off-guard), and (cue the drumroll) Westy — who have taught us how to perfect the art of philosophical-pandering, anarchist thought, and (on our exceptionally-dysfunctional days) how to multitask making a bitter Espresso while chanting “Might is Right”.

But, truthfully, those are all grade-A platitudes. That's what a quirkily-nerdy teenager who binge watches “The Office” and religiously regurgitates quotes from “Friends” who writes chicken-scratch theorems of quantum physics (I'm looking at you, Areeq — or should I have just inserted an excerpt from “Tidal Wave” instead?) would say. You know exactly what type kid I'm talking about. You've seen them speak at 8th grade graduation. And, you've seen them — toothpick thin, Colgate smile, and future “U.S. Poet Laureate” written on their equally-as-shiny forehead — speak at highschool graduation, whether you were watching your kid or watching with jealousy, not-nearsighted eyes, and an air-tight cap.

When I said everyone, I meant these people — these 38 honorary brothers, sisters, and in-betweeners — who became my everything in regards to anything. The ones who I spent until 3 a.m. playing SmashBrothers, theorizing, and eating “authentic” Cups of Noodles with. The ones who I've had spontaneous, hairbrush-microphone dance parties with. And, most importantly, they're the ones who I truly felt happy, safe, and whole with.

Coming from someone who lives in a single-parent household and is an only child (good thing the residential staff was prepared for that double trouble), that — that lightheartedness, that integrated-sex camaraderie, that transitioning between “Ew, I can't stand the kid who called me dumb during Mafia” to “I LOVE Scott” — meant everything to me. Sure, arguing about the conceptual “I” is all not-fun and games (until Fig brings the sledgehammer down on your beliefs and then you're disassociating from Harkness-augmented reality) and the opportunity to explore identity, belief-building, and humanity was

and will be valued. However, I have to say it — learning how to sashay up to Jeremy Bender without getting my fingers stuck in the loofa that is my hair was worth all the laughs, head-banging, and light in the world.

My 38 occasional-Figlets, deep-fried meme specialists, and unapologetically-intellectual, vivacious, brave, and kind-hearted siblings: you all are phenomenal. Whether you're "judiciously-stern" in the face of the enemy or struggling to write your own destiny, you must never forget that. The fact that you all are here — the fact that someone like myself was awarded the opportunity to boast about your accomplishments, academic and emotional, on stage — is proof that you're not just surviving, but that you're thriving. Us — the young people (or, as the adults like to say, Generation Lay-Z) — are the leaders of the present and tomorrow. We're annoyingly-confrontational revolutionaries. And, we're injustice's worst nightmare.

Despite that rousing MLK-like sermon, however, it's still safe to say that our lives these past 5 weeks have been improvisations; we've stumbled, we've laughed, and we've loved. We've loved every single second of metaphysical interpretation during seminar and we've loved eating Domino's at obscure hours. We've loved debunking Lee & George's dissertations about hedonistic-drug taking and we've loved running to TJ's in the pouring rain. We've learned to know what love — a love for inquisitiveness, brainstorming, and being opinionated — is because we've discovered that meaning within each of us alongside all of us.

So, as our sadder-than-the-final-season-of-"Friends" reminiscing comes to a close and these heels suffocate the arches in my feet (Thank Domb, I'm not flat-footed!), I say this: Don't ever start religious arguments with Fig. Don't ever stop questioning. And, most importantly...

Remember that us — and I mean ALL of us — are bound to be awe-inspiring and spectacular humans, no matter what you define that term to be.

Appendix E

CLASS OF 2019 STATISTICS

<u>COUNTY</u>	<u>APPLIED</u>	<u>ACCEPTED</u>
Atlantic	5	
Bergen	38	3
Burlington	11	3
Camden	9	3
Cape May	1	
Cumberland	2	1
Essex	19	4
Glouster	4	
Hudson	9	1
Hunterdon	2	
Mercer	15	6
Middlesex	18	3
Monmouth	33	1
Morris	26	5
Ocean	2	
Passaic	4	
Salem	2	
Sommerset	17	4
Sussex	5	2
Union	21	3
Warren	2	
TOTAL	245	39

	Female	Male
Public	13	10
Independent	7	9

Appendix F

Scholars in the Class of 2019

Adam Deng	West Windsor-Plainsboro High School North	Middlesex
Aidan Allman-Cooper	Fusion Academy	Morris
Areeq Hasan	The Lawrenceville School	Mercer
Ashley Duraiswamy	The Lawrenceville School	Mercer
Bailey Butterworth	Moorestown Friends School	Burlington
Brian Li	The Pingry School	Sommerset
Calvin Bell, III	Moorestown Friends School	Burlington
Charu Jain	Lawrence High School	Mercer
Christopher Poulos	Governor Livingston High School	Union
Cliona Twomey	Dover High School	Morris
Daniel Flores Zelaya	Newton High School	Sussex
Daria Kukhar	Bayonne High School	Hudson
David Sherman	Princeton Day School	Mercer
Dominic Dominguez	Bloomfield High School	Essex
Eliana Birnbaum	Cherry Hill High School West	Camden
Gavin Ritter	Cherokee High School	Burlington
Jacqueline Kim	Northern Valley Regional Highschool Demarest	Bergen
James Andrei Virtucio	Vineland High School	Cumberland
Jeremy Bender	Eastern Regional High School	Camden
Julia Mohr	Academy of the Holy Angels	Bergen
Julia Yan	Randolph High School	Morris
Katrina Lin	Summit High School	Union
Lara Karacasu	Union County Magnet High School	Union
Lucinda Law	The Hun School of Princeton	Mercer
Marissa Nissley	Eastern Regional High School	Camden
Michelle Medawar	Montclair Kimberley Academy	Essex
Mikayla Barber	Millburn High School	Essex
Ojas Parmar	Rutgers Preparatory School	Sommerset
Olivia Cardile	Monroe Township High School	Middlesex
Phillip Ding	Watchung Hills Regional High School	Sommerset
Ruqaiyyah Lucas-Caldwell	Newark Academy	Essex
Scott Chung	Paramus High School	Bergen
Sebastian Gomez	Sparta High School	Sussex
Shreya Nuli	Bridgewater Raritan High School	Sommerset
Shuba Prasadh	Parsippany High School	Morris
Tejas Parekh	Delbarton School	Morris
Vaughn Battista	Communications High School	Monmouth
Yousef Maner	Noor-Ul-Iman school	Middlesex
Zoe Rivera	Princeton Day School	Mercer

Appendix G

The New Jersey Scholars Program thanks these foundations and corporations for their generous support and matching funds in 2018-2019

Harris Matthews Charitable Fund
Iowa Foundation for Education, Environment and The Arts
Investors Bank Foundation
Goldman Sachs Matching Gifts
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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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The Horace W. Goldsmith Foundation
Investors Bank
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JP Morgan Chase
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Raytheon
ThomsonReuters
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Appendix G, continued

**The New Jersey Scholars Program recognizes and thanks the following donors
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Ken Abbott '78 P'11
Marco Acerra '94
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Robert & Marie Arbour P'90, '95, 98
Rebecca Barber P'19
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Kanlesh H. & Jyoti K. Bhatia P'17
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Jonathan Cummings & Hilary Hegener P'17
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Mark & Beth Mehler P'99
Adam Offenhartz '80
Catherine Pajak '92
Diane Pege '80
Ted Plafker '81
James V. & Jane M. Quinn
Luke Sarsfield '90
Richard Schwab P'12
Bill & Xiaofang Shen P'18
Stephen Shen & Lin Li P'18
Robert Shlien & Emmeline Wexler P'04, '13
Daniel Stein '91
J. Leonard Teti II '94
Mark & Kelly Traudt P'15
David Tukey '97
Neil & Khosa Udani
Dr. Ross T. Whitaker '81 and Dr. Kerry Kelly
Qingjun and Xiao Zhinong P'17
Ming Yan & Zhen Sun P'18
Carolyn M. Zelon, MD '78