

NJSP

New Jersey Scholars Program

ANNUAL REPORT
2021

2021 New Jersey Scholars Program

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2021 NEW JERSEY SCHOLARS PROGRAM

Sunday, June 27 through Friday, July 30

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 University of Chicago, Ph.D.
Sociology	William Westerman Ph.D. University of Pennsylvania
Science	Leah Domb Harvard University, Ph.D.
Art	Jamie Greenfield M.F.A SUNY Albany
Housemaster	Collin Melazzo '16
Assistant Housemasters	Isabella Rocco '18 Areeq Hassan '19
Program Director	David S. Figueroa-Ortiz
Program Administrator	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 2021 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!

With the continued complications brought forth by the COVID -19 pandemic, the Program was again forced to switch from a residential model to all virtual. All programming was done online and a rigorous curriculum was shifted to fit into an online model being mindful of current “screen fatigue” along with “community time” that proved to be an extraordinary success for bonding with the Scholars. Seminars and Lectures were front loaded to allow for more flexibility in the final weeks of the Program. Because all lectures were presented via ZOOM, several alumni and Board members were able to attend and were impressed by the quality of the events. 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 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 2021 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 transracism 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.

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.

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.

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.

II. The Scholars

Thirty-nine finalists were selected to attend the 2021 Program. A total of 267 candidates (including applicants from 20 of the 21 counties in New Jersey) applied to the Program. We invited 164 applicants to online zoom conference group interviews with board members, faculty and alumni.

The 19 male and 20 female students selected to participate in the Program represented 12 out of New Jersey's 21 counties (**see Appendix C**). The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Thirty-one Scholars came from public schools and 8 from independent schools. **Appendix D** 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. 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. 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 has changed my life. I would recommend every high school student in my area to apply for this program. Undoubtedly, NJSP allowed me to find others who are like-minded and who I can consider as my friends.

I was truly exposed to an interdisciplinary experience for the first time, and I met lifelong friends who

have experiences both similar and different to mine.

NJSP 2021 was definitely worth it as it positively changed my way of thinking, I made new friends, developed connections, and most importantly ... had unforgettable fun.

I want them to know that they are incredible people and so kind-hearted. The ability for them to stay on Zoom and find a way to allow us to have a productive and fun time is not at all an easy task, yet they did so much and truly earned all of our respect.

IV. Acknowledgements

No one deserves greater credit for the success of the 2021 Program than the full time faculty who in five weeks delivered lectures, led seminars and guided research projects, all with great flexibility and dedication. The Program is in their debt.

The residential staff, particularly Housemaster Collin Melazzo, Assistant Housemasters Areeq Hassan, and Isabella Rocco did so much to make the online “Community Time” a place for Scholars to bond in a virtual atmosphere which proved to be widely successful.

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 Auxiliary Programs for The Lawrenceville School, for her support.

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

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 2021 (September 1, 2020 to August 31, 2021).

Revenue	2016	2017	2018	2019	2020	2021
	9/1/15-8/31/16	9/1/16-8/31/17	9/1/17-8/31/18	9/1/18-8/31/19	9/1/19-8/31/20	9/1/19-8/31/20
Scholars	\$ 25,257	\$ 27,484	\$ 34,894	\$ 33,475	\$ 21,889	\$ 63,279
Parents	16,740	17,276	19,513	28,653	19,520	12,175
Subtotal	41,997	44,760	54,407	62,128	41,409	75,454
Board Gifts	40,977	45,192	47,102	43,270	54,800	53,225
Matching Gifts	2,325	2,825	5,690	1,733	5,088	2,273
Corporations	5,306	2,859	3,812	2,862	2,938	2,957
Foundations	10,000	15,000	10,000	20,000	30,000	10,000
Friends	6,900	6,325	7,125	3,310	10,300	9,167
Contributed Facilities & Services	43,500	41,782	43,279	42,980	-	-
Interest and Dividends	2,810	3,270	4,137	3,942	4,653	8,062
Affinity Programs	-	-	-	17	8	42
Total	\$ 153,815	\$ 162,013	\$ 175,552	\$ 180,242	\$ 149,196	\$ 161,180
Expenditures						
Teaching Faculty	\$ 14,750	\$ 20,250	\$ 20,250	\$ 20,250	\$ 18,500	\$ 24,715
Administrative Salaries & Taxes	40,762	31,278	29,567	29,829	28,883	36,337
Supervision	8,000	8,500	8,500	9,000	4,733	3,807
Room, Board & Facilities	74,144	74,162	74,081	78,468	378	413
Books and Supplies	896	3,238	3,357	4,103	4,273	3,666
Field Trips & Program Exp	3,186	2,879	2,953	2,897	-	-
Interviews	161	273	537	530	-	-
Liability Insurance	2,982	3,110	3,237	3,408	2,545	2,515
Workers' Comp Insurance	1,492	1,226	1,199	1,193	1,174	1,100
Overhead	8,370	9,768	9,067	7,529	6,660	11,203
Alumni Association	332	133	141	-	-	-
Total	155,075	154,817	152,889	157,207	67,146	83,756
Surplus/(Deficit)	\$ (1,260)	\$ 7,196	\$ 22,663	\$ 23,035	\$ 82,050	\$ 77,424

Projected Budget 2021-2022

9/1/21-8/31/22

Income		Expenditures	
Scholar Alumni	\$ 54,000	Teaching Faculty	\$ 24,000
Parents	25,000	Administrative Salaries	45,000
Board Gifts	35,000	Payroll Taxes	6,600
Matching Gifts	3,000	Supervision	9,000
Corporations	1,000	Library Use	2,000
Foundations	15,000	Room and Board	36,000
Friends	5,700	Facility Rental	40,950
Woods income	2,800	Books and Supplies	4,000
In-Kind	40,950	Field Trips & Program Exp.	3,500
Investment income	1,190	Interviews	250
Interest	10	Liability Insurance	4,500
		Workers' Comp Insurance	1,900
		Overhead	9,500
		License & Certification Fees	250
		Alumni Association	300
Total	\$ 183,650	Total	\$ 187,750

Respectfully submitted,
David Figueroa-Ortiz, Director

Appendix A

2021 LECTURE LIST

History/Politics/Ethics

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

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.

Dualisms: Sacred and Secular - 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.

Who Matters before the Law and Why? - Legal systems define duties and obligations, liabilities and privileges that create distinctions – inequalities and exclusions by design – with tremendous impact on the political life of societies. Note the obvious: the non-existent and the dead have no rights, suffer no injuries, and enjoy no protections. But that means that the law must determine when “existence” begins and ends, and thus decide when rights, injuries, and protections are at stake. Similarly, the law takes sides on the matter of whether or not “we are our bodies.” If we are our bodies, then certain aspects of identity are governed, controlled, influenced, or limited by physiological characteristics that the law may or may not take into account. However, if we are not our bodies, physiology is less relevant than individual psychology in determining the meaning(s) of justice. How should the law take into account these possibilities? What conceptions of morality does the law – contracts, torts, constitutional – need, presuppose, and advance?

Computers, Consciousness, and Intelligence - 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.

The Future of the Body: Looking forward from a Time of Pandemic - We all have a body, one that is vulnerable and susceptible to illness and injury. The practice of medicine has

lengthened our life span, but medicine is not just scientific practice. It is embedded in cultural practices and social institutions – both rapidly changing. Health care delivery was challenging enough even before the COVID-19 pandemic, but what does this augur for our future? What does the future of the body (and the body politic) look like given social and cultural changes in the healthcare system?

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 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.

Dementia, Old Age, and Dying: The Future of Your Mind and Body

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? Should we be thinking about the possibility of extinction?

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

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?

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.

ART

Jamie Greenfield
M.F.A SUNY Albany

Why Art? We begin with an exploration of how and why humans make and respond to Art (with a capital A). What are the evolutionary, physiological, social, and personal impulses to creativity? Are humans the only artists? The 'aesthetic experience' is intrinsically related to our perception of 'Beauty,' yet can any of these terms be adequately defined or delineated? We will consider what is known of the earliest art, and what that might tell us about the human brain that created it. We will also touch upon what evolutionary psychology and recent neuroimaging studies have begun to reveal.

The Art of Being Human - Art is one of the many ways in which humans assign meaning to the world, and strive to communicate that meaning to others and to themselves. We could say that humans are *designed* to give meaning to their experiences, and that this meaning is influenced by physical, social, and emotional factors, modified in large part by community. Is this, in fact, what prevents humans from understanding the world only as quantifiable data or information, and is this also what distinguishes human from non-human intelligence? What does it mean to be an artist?

Appendix B

2021 BOOKS

Mind and Body: The Future of Being Human

Brave New World

Aldous Huxley

Harper Perennial; Reprint edition, 2006

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

The Social Animal: The Hidden Sources of Love, Character, and Achievement

David Brooks

Random House Trade Paperbacks, Reprint Edition 2012

Body-Self Dualism in Contemporary Ethics and Politics

Patrick Lee and Robert P. George

Cambridge University Press, 2009

Consciousness: A Very Short Introduction

Susan Blackmore

Oxford University Press, 2nd Edition 2018

Appendix C

CLASS OF 2021 STATISTICS

<u>COUNTY</u>	<u>APPLIED</u>	<u>ACCEPTED</u>
Atlantic	1	
Bergen	37	6
Burlington	8	2
Camden	9	1
Cape May	2	
Cumberland	4	1
Essex	22	4
Gloucester		
Hudson	12	2
Hunterdon	5	
Mercer	15	6
Middlesex	29	2
Monmouth	29	7
Morris	37	3
Ocean	2	
Passaic	8	1
Salem	1	
Somerset	16	
Sussex	3	
Union	26	4
Warren	1	
TOTAL	267	39

	Female	Male
Public	14	17
Independent	6	2

Appendix D

Scholars in the Class of 2021

Yvonne	Agyapong	Union Catholic Regional High School
Aaliyah	Ayala	Vineland High School
Kathryn	Bausenwein	Monmouth Regional High School
Rebecca	Beaver	Tenafly High School
Benjamin	Cass	Haddonfield Memorial High School
Griffin	Coolidge	Union County Magnet High School
Carter	Costic	Red Bank Regional High School
Colin	Critchley	Lawrenceville School
Dencie	Desrosiers	Linden High School
Natalie	DeVito	The Pingry School
Mehak	Dhaliwal	Princeton Day School
Kajal	Dongre	The Lawrenceville School
Nicolas	Duby	Morristown High School
Thomas	Gaita	Passaic Valley Regional High School
Emily	Gao	Marlboro High School
Avani	Giri	Moorestown High School
Ido	Harlev	Northern Valley Regional High School at Demarest
Corey	He	Union County Academy for Allied Health Sciences
Daisy	Hutnik	The Pennington School
Brandon	Hwang	Ramsey High School
Hallie	Jacobson	Howell High School
Rayan	Jawa	Holmdel High School
Minsun	Kang	Fort Lee High School
Agranya	Ketha	Morris County School of Technology
Tiffany	Kim	Fort Lee High School
Catalina	Mahe	Dwight-Englewood School
Anand	Majmudar	Delbarton
Ashley	Park	Bergen County Technical Schools - Teterboro
Elianna	Perlman	Columbia High School
Mark	Rajah	McNair Academic High School
Nathan	Shenkerman	Manalapan High School
Luke	Strong	Shawnee High School
Amy	Tao	New Providence High School
Amber	Wang	Peddie School
Maggie	Xia	Biotechnology High School
Matthew	Xu	West Windsor-Plainsboro High School South
Phillip	Yan	Princeton High School
William	Yoo	Northern Highlands Regional High School
Hanmo	Zhang	Millburn High School

Appendix E

The New Jersey Scholars Program thanks these foundations and corporations for their generous support and matching funds in 2020-2021

Harris Matthews Charitable Fund
Iowa Foundation for Education, Environment and The Arts
Mr. & Mrs. Henry C. Woods Fund at the Lawrenceville School

**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 E, continued

The New Jersey Scholars Program recognizes and thanks the following donors
for their generous support in 2020-2021

Ken Abbott '78 P'11
Christian Alcantara '94
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Maria Mistral He '86
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Joseph J. Howard III '86
Marshall Jacobowitz P'20
Stephen J. Kastenbergl '83
Ashish Khanna '92
Christopher Librizzi '98
Carolyn Makuen '80
Walfrido Martinez '84
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Linda M. McCauley
Ibrahim Medawar & Carla Edelstein P'19
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Luke Sarsfield '90
Deborah Rogow Silverstein '86
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J. Leonard Teti II '94
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Neil & Khosa Udani
Anthony Vidovich
Dr. Ross T. Whitaker '81 and Dr. Kerry Kelly
Qingjun & Zhinong Xiao P'17
Carolyn M. Zelop, MD '78