

Ten-Page NicolasBook

January 9, 2007

Class of 2011 - First Year of the Second Decade of the 21st Century

Highest Potential
Professional Career
Top National University
Change Outcomes for Others

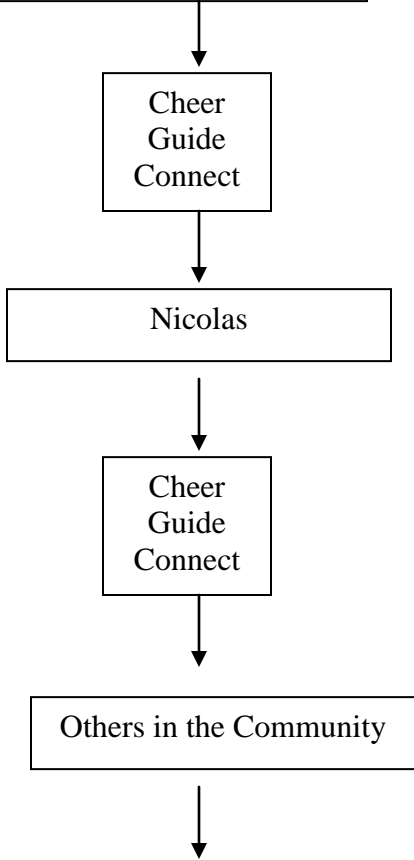
<p><u>6 or More AP Classes</u></p> <ul style="list-style-type: none"> • Human Geography • World History • English Language • American History • English Literature • Calculus <p>AP Black Studies AP Spanish AP US Government AP Microeconomics</p>



So many great books!!!
 Who will He send to read them?

“The man who does not read good books has no advantage over the man who cannot read them.”
 Mark Twain

Community Thumbprints
Not Just Ministries, Inc.
The MIMS Institute



Cheerleader for Community Leaders Black Studies Inaugural Class 120 Library Visits Environment in which black males learn

Nicolas,

You did something for your community on January 9. You shared The GIFT (Givens-Inspired Fellowship Time) with me at the Village Inn. Thank You!

Highest Potential

I learned—because you were able to say it—that you want to go to Massachusetts Institute of Technology (MIT) and study Mechanical Engineering. I also sensed that you have the ability to change outcomes for others as you navigate our public education system toward achieving your highest potential.

6 or More AP Classes

Our public high schools will offer you the opportunity to graduate with six or more Advanced Placement classes. These are college-level classes available to high school students with strong reading, math, and/or science skills. It is not enough to just be able to read, you must demonstrate excellence in grasping college-level concepts. This is hard work, but we will have more Village Inn Fellowships to show you that your community appreciates your willingness to do the hard work. Students who receive acceptance letters from MIT, among other things, will have AP Calculus on their transcripts. Demonstrating excellence in Algebra I will provide you the skills to do well in Geometry, Algebra II, and Pre-Calculus—all in the next two or three years!

So Many Great Books

The Giver, by Lois Lowry, is one that I recommend you read soon and certainly before you leave the 8th Grade. You will notice in the picture your cheerleader, Koinonia Givens and her two-month old son, Jesse IV, in Houston. “Jay4” will have made over 120 visits to the library before he enters Kindergarten in 2011. Can you match that—and can you be the one who helps an infant here in Tampa do the same by the time you graduate?

Community Thumbprints

You will benefit from having cheerleaders in the community should you decide to choose to take the hard classes and do well in them. Already, Not Just Ministries (Jesse, Koinonia, Rhone) have been there for you. You can add The MIMS Institute to your list. Seek out three others that will celebrate your successes, cheer you on, guide you, and connect you to other community resources.

We expect you to spread our thumbprints. You can cheer, guide, and connect others. You are learning valuable lessons about exceptional opportunities (and how they can disappear). Share what you have learned with soon-to-be 8th graders who have the opportunity to take high school classes in middle school. Tell them to make sure that they do their homework—and turn it in, huh!

We will discuss the last box during a future fellowship at the Village Inn or at school.

In His Service,

Jason

AP - Art - Drawing Portfolio
 AP - Art - General Portfolio
 AP - Art/History of Art
 AP - Biology
 AP - Calculus AB
 AP - Calculus BC
 AP - Chemistry
 AP - Computer Science and Politics
 AP - Comp/Government/Politics
 AP - English Language and Composition
 AP - English Literature and Composition
 AP - Environmental Science
 AP - European History
 AP - French Language
 AP - French Literature
 AP - German Language
 AP - Latin Catullus - Horace
 AP - Latin - Virgil
 AP - Macro Economics
 AP - Micro Economics
 AP - Physics B
 AP - Physics C
 AP - Psychology
 AP - Spanish Language
 AP - Spanish Literature
 AP - Statistics
 AP - World History
 Accounting 2 Honors
 Accounting 3 Honors
 Advanced Communications
 and Methodology
 Advanced Reading
 Algebra I Honors
 Algebra II Honors
 American Government Honors
 American History Honors
 Analysis of Functions
 Analytic Geometry
 Anatomy and Physiology Honors
 Animal Biotechnology 3 Honors
 Art 2D Comprehensive II
 Art 2D Comprehensive III
 Aquaculture 3 Honors (Aquaculture Academy)
 Band V
 Band VI

Biology I Honors
 Biology II Honors
 Business Computer Programming 1 Honors
 Business Computer Programming 2 Honors
 Chemistry I Honors
 Chemistry II Honors
 Chorus V Honors
 Computer Electronics Technology 2 Honors
 (CISCO Academy)
 Computer Electronics Technology 3 Honors
 (CISCO Academy)
 Computer Electronics Technology 4 Honors
 (CISCO Academy)
 Computer Electronics Technology 5 Honors
 (CISCO Academy)
 Computer Electronics Technology 6 Honors
 (CISCO Academy)
 Computer Electronics Technology 7 Honors
 (CISCO Academy)
 Computer Electronics Technology 8 Honors
 (CISCO Academy)
 Database Fundamentals Honors
 (Academy of Database and
 Programming Essentials - Oracle)
 Data Control and Functions Honors
 (Academy of Database and
 Programming Essentials - Oracle)
 Differential Equations
 Discrete Mathematics
 Drawing and Painting II
 Economics Honors
 Engineering Assisting 1 Honors
 (Engineering Academy - Magnet Program)
 Engineering Assisting 2 Honors
 (Engineering Academy - Magnet Program)
 Engineering Assisting 3 Honors
 (Engineering Academy - Magnet Program)
 Engineering Assisting 4 Honors
 (Engineering Academy - Magnet Program)
 Engineering Assisting 5 Honors
 (Engineering Academy - Magnet Program)
 Engineering Assisting 6 Honors
 (Engineering Academy - Magnet Program)
 English Honors I
 English Honors II
 English Honors III
 English Honors IV
 Environmental Resources 3 Honors
 Environmental Resources 4 Honors

Financial Operations Honors
 (Academy of Finance)
 Financial Accounting Honors
 (Academy of Finance)
 Financial Planning Honors
 (Academy of Finance)
 French III
 French IV
 French V
 French VI
 Geometry Honors
 German III
 German IV
 Humanities II
 Integrated Science Honors
 Italian III
 Latin III
 Latin IV
 Limnology Honors
 Orchestra V
 Orchestra VI
 PC Support 2 Honors
 PC Support 3 Honors
 PC Support 4 Honors
 Philosophy Honors
 Physical Science Honors
 Physics I, Honors
 Physics II Honors
 Plant Biotechnology 3 Honors
 Probability and Statistics
 with Application
 Research I, II, III Honors
 Semantics and Logic
 Space Technology and
 Engineering Honors
 Spanish III
 Spanish IV
 Spanish V
 Spanish for Spanish
 Speakers III
 Specialized Programming Honors
 (Academy of Database and
 Programming Essentials-Oracle)
 Specialized Database
 Applications Honors
 (Academy of Database and
 Programming Essentials -Oracle)
 Trigonometry
 World History Honors

So many AP and other Level III Classes!!!
 Who will He send to take them???

Contents

Nathan and High School Choices

An article that lets you know that others are thirsty for the best opportunities available to high school students

US News List of America's Best Colleges 2006

Share the list with others. It comes out every year because some students and their families use it to help them identify some exceptional opportunities.

Table 2 Scholarship Survey Report 2005

The Class of 2011 (your graduating class) will start high school in August 2007. There will be over 15,000 students in your freshman class—just about the same number as started high school in 2001 as members of the Class of 2005.

2007 MIMS Fellowship Items

Some observations and reflections about the highest potential of students with strong reading skills

Black At Oxford

A column that will appear in the Florida Sentinel Bulletin to help young people “see beyond!”

Motivate Individual Minority Students

To Prepare For and Apply To
America's Top National Universities



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Nathan and High School Choices

<http://www.washingtonpost.com/wp-dyn/content/article/2007/01/06/AR2007010601277.html>

With Few Public Options, Competition to Get Into Top High School Programs Is Fierce

By Nelson Hernandez

Washington Post Staff Writer

Sunday, January 7, 2007; C11

With a 3.83 grade-point average, Nathan Saunders has been working hard to make it into a top school. He's in the junior honor society, the art club, and is treasurer of the gentlemen's association, a mentoring and community service group for boys.

His goal is to attend Morehouse College or Howard University, two of the nation's top historically black colleges. But his applications to those schools won't go out until 2011. Right now, the 13-year-old from Largo is worried about high school.

Nathan, an eighth-grader at Ernest Everett Just Middle School in Mitchellville, is among nearly 1,500 students who have applied to the science and technology program at Eleanor Roosevelt in Greenbelt, the leading public high school in Prince George's County as measured by scores on statewide tests.

Roosevelt admits between 225 and 250 students to its highly regarded program each year -- an admission rate just slightly more forgiving than a typical Ivy League university.

Nathan has also applied to Charles H. Flowers High School in Springdale, which is nearly as difficult to get into. The schools will notify students and their parents in March. Those who don't get accepted will have to consider one of the county's other public schools or a costly private education.

Beyond Roosevelt and Flowers, Prince George's County high schools have performed poorly on statewide tests, finishing behind every Maryland school system except Baltimore's.

That has led parents such as Lavon Snowden, whose son Alex is an eighth-grader at Holy Trinity Episcopal Day School in the county, to write off the public schools. "I'm trying to be politically correct," Snowden said, "but I just would not be comfortable" with Alex going to his neighborhood school.

(read more by visiting the website link)

America's Best Colleges 2006 National Universities

- 1 Harvard University (MA)
 - 1 Princeton University (NJ)
 - 3 Yale University (CT)
 - 4 University of Pennsylvania
 - 5 Duke University (NC)
 - 5 Stanford University (CA)
 - 7 California Institute of Technology
 - 7 Massachusetts Inst. of Technology
 - 9 Columbia University (NY)
 - 9 Dartmouth College (NH)
 - 11 Washington University in St. Louis
 - 12 Northwestern University (IL)
 - 13 Cornell University (NY)
 - 13 Johns Hopkins University (MD)
 - 15 Brown University (RI)
 - 15 University of Chicago
 - 17 Rice University (TX)
 - 18 University of Notre Dame (IN)
 - 18 Vanderbilt University (TN)
 - 20 Emory University (GA)
 - 20 University of California – Berkeley *
 - 22 Carnegie Mellon University (PA)
 - 23 Georgetown University (DC)
 - 23 University of Virginia *
 - 25 Univ. of California – Los Angeles *
 - 25 University of Michigan – Ann Arbor *
 - 27 Tufts University (MA)
 - 27 U. of North Carolina – Chapel Hill *
 - 27 Wake Forest University (NC)
 - 30 Univ. of Southern California
 - 31 College of William and Mary (VA) *
 - 32 Lehigh University (PA)
 - 32 Univ. of California – San Diego *
 - 34 Brandeis University (MA)
 - 34 University of Rochester (NY)
 - 34 Univ. of Wisconsin – Madison *
 - 37 Case Western Reserve Univ. (OH)
 - 37 Georgia Institute of Technology *
 - 37 New York University
 - 40 Boston College
 - 40 University of California – Irvine *
 - 42 U. of Illinois – Urbana - Champaign *
 - 43 Rensselaer Polytechnic Inst. (NY)
 - 43 Tulane University (LA)
 - 45 Univ. of California – Santa Barbara *
 - 45 University of Washington *
 - 45 Yeshiva University (NY)
 - 48 Pennsylvania State U. – University Park *
 - 48 University of California – Davis *
 - 50 Syracuse University (NY)
 - 50 University of Florida *
 - 52 University of Texas – Austin *
 - 53 George Washington University (DC)
 - 53 Worcester Polytechnic Inst. (MA)
 - 55 Pepperdine University (CA)
 - 55 Univ. of Maryland – College Park *
 - 55 University of Miami (FL)
 - 58 University of Georgia *
 - 58 University of Pittsburgh *
 - 60 Boston University
 - 60 Ohio State University – Columbus *
 - 60 Purdue Univ. – West Lafayette (IN) *
 - 60 Rutgers – New Brunswick (NJ) *
 - 60 Texas A&M Univ. – College Station *
 - 60 University of Iowa *
 - 66 Miami University – Oxford (OH) *
 - 66 University of Delaware *
 - 68 Fordham University (NY)
 - 68 Univ. of California – Santa Cruz *
 - 68 University of Connecticut *

- 71 Brigham Young Univ. – Provo (UT)
- 71 Southern Methodist University (TX)
- 71 Stevens Institute of Technology (NJ)
- 74 Indiana University – Bloomington *
- 74 Michigan State University *
- 74 SUNY – Binghamton *
- 74 Univ. of Minnesota – Twin Cities *
- 78 Baylor University (TX)
- 78 Clemson University (SC) *
- 78 North Carolina State U. – Raleigh *
- 78 St. Louis University
- 78 University of Colorado – Boulder *
- 78 Virginia Tech *
- 84 Clark University (MA)
- 85 American University (DC)
- 85 Auburn University (AL) *
- 85 Iowa State University *
- 85 Marquette University (WI)
- 85 Univ. of California – Riverside *
- 85 University of Denver
- 85 Univ. of Missouri – Columbia *
- 85 University of Tennessee *
- 93 Howard University (DC)
- 93 SUNY College of Environmental Science and Forestry *
- 93 University of Tulsa (OK)
- 93 University of Vermont *
- 97 Illinois Institute of Technology
- 97 SUNY – Stony Brook *
- 97 Texas Christian University
- 97 University of Arizona *
- 97 University of Kansas *
- 97 Univ. of Nebraska – Lincoln *
- 97 University of New Hampshire *
- 104 University of Alabama *
- 104 University of Dayton (OH)
- 104 Univ. of Massachusetts – Amherst *
- 104 University of San Diego
- 104 University of the Pacific (CA)
- 109 Drexel University (PA)
- 109 Florida State University *
- 109 Ohio University *
- 109 University of Missouri – Rolla *
- 109 University of Oklahoma *
- 109 Univ. of South Carolina – Columbia *
- 115 Loyola University Chicago
- 115 Northeastern University (MA)
- 115 University at Buffalo – SUNY *
- 115 University of Oregon *
- 115 University of San Francisco
- 120 Catholic University of America (DC)
- 120 Colorado State University *
- 120 University of Kentucky *
- 120 University of Utah *
- 120 Washington State University *

* denotes a public school.

So many exceptional
opportunities!!!

Who from the school district
that offers the best education
in the nation will we send to
them in 2011???

Table 2 Scholarship Survey 2005

Table 2. 2004-2005 Senior Scholarship Survey Results By-Gender*

	N	TOTAL OFFERED		TOTAL ACCEPTED		TYPE OF SCHOLARSHIP ACCEPTED			
		1ST YEAR	TOTAL**	1ST YEAR	TOTAL**	ACADEMIC	ATHLETIC	PERFORMING ARTS	OTHER
FEMALES									
White	1228	\$ 6,962,521	\$ 26,613,964	\$ 5,157,722	\$ 19,175,301	\$ 4,689,200	\$ 280,242	\$ 63,000	\$ 125,280
Black	241	\$ 1,715,567	\$ 6,412,616	\$ 1,183,011	\$ 4,304,094	\$ 1,001,135	\$ 147,626	\$ 2,250	\$ 32,000
Hispanic	310	\$ 1,691,141	\$ 6,235,056	\$ 1,230,885	\$ 4,467,602	\$ 1,157,373	\$ 30,593	\$ 20,000	\$ 22,919
Asian	90	\$ 1,166,668	\$ 4,510,622	\$ 480,295	\$ 1,705,564	\$ 477,395	\$ 900	\$ 0	\$ 2,000
Other***	133	\$ 739,548	\$ 2,702,382	\$ 549,741	\$ 2,136,314	\$ 489,760	\$ 46,231	\$ 7,000	\$ 6,750
TOTAL FEMALES	2002	\$ 12,275,445	\$ 46,474,640	\$ 8,601,654	\$ 31,788,875	\$ 7,814,863	\$ 505,592	\$ 92,250	\$ 188,949

MALES									
White	984	\$ 7,459,614	\$ 28,841,369	\$ 5,068,753	\$ 19,376,722	\$ 4,121,862	\$ 860,591	\$ 35,000	\$ 51,300
Black	184	\$ 3,277,384	\$ 12,697,484	\$ 1,770,626	\$ 6,765,636	\$ 647,419	\$ 1,094,307	\$ 9,000	\$ 19,900
Hispanic	263	\$ 1,754,220	\$ 6,576,510	\$ 1,349,000	\$ 5,150,367	\$ 1,138,872	\$ 180,803	\$ 22,575	\$ 6,750
Asian	88	\$ 825,537	\$ 3,160,642	\$ 577,195	\$ 2,185,188	\$ 559,225	\$ 16,820	\$ 0	\$ 1,150
Other***	110	\$ 541,332	\$ 2,125,238	\$ 426,128	\$ 1,694,420	\$ 322,706	\$ 95,522	\$ 2,000	\$ 5,900
TOTAL MALES	1,609	\$ 13,858,087	\$ 53,401,243	\$ 9,191,702	\$ 35,172,333	\$ 6,790,084	\$ 2,248,043	\$ 68,575	\$ 85,000

	N	Total Offered		Total Accepted		Type of Scholarship Accepted			
		1st Year	Total**	1st Year	Total**	Academic	Athletic	Performing Arts	Other***
Total Females	2,002	\$ 12,275,445	\$ 46,474,640	\$ 8,601,654	\$ 31,788,875	\$ 7,814,863	\$ 505,592	\$ 92,250	\$ 188,949
Total Males	1,609	\$ 13,858,087	\$ 53,401,243	\$ 9,191,702	\$ 35,172,333	\$ 6,790,084	\$ 2,248,043	\$ 68,575	\$ 85,000
GRAND TOTAL	3,611	\$ 26,133,532	\$ 99,875,883	\$ 17,793,356	\$ 66,961,208	\$ 14,604,947	\$ 2,753,635	\$ 160,825	\$ 273,949

SUBJECT / RECOMMENDATIONS

Senior Scholarship Survey 2004-2005

EXECUTIVE SUMMARY

The Senior Scholarship Survey is administered annually to determine the dollar amount and type of scholarships offered and accepted each year by students. The survey data are collected in May of each school year. The 2004-2005 graduating seniors were offered and accepted more scholarships than in previous years. Twelve more students accepted scholarships in 2004-2005 than in 2003-2004. Females were offered more scholarships than males were but the average dollar amount of scholarships accepted by males exceeded the average dollar amount accepted by females, primarily due to the difference in the dollar amount of athletic scholarships by gender. Males received approximately \$1.75 million more in athletic scholarships than females. The average scholarship accepted for white, black and Asian students increased.

ANNUAL DISTRICT GOAL(S) AND CRITICAL SUCCESS FACTOR(S)

- Goal 6 All schools in the district will be assigned a state grade of A, B, or C.
- Goal 6.a. Require accuracy of student data

FINANCIAL IMPACT (Budgeted: Yes)

Personnel cost to develop, administer, and report the survey findings.

ITEM NUMBER: 9.03

2007 MIMS Fellowships

Discussion Items for Parents/Students Whose Highest Potential Includes Earning A Four-Year College Degree In Four Years

What is your assessment of your/your student's highest academic potential?

1. Haven't thought about it
2. Graduate from high school
3. Go to community college
4. Go to a four-year college or university
5. Graduate in four years from college
6. Go to and graduate in four years from one of America's Top National Universities
7. Get America to pay for me/my student to attend and graduate in four years from one of America's Top National Universities

What knowledge and skills will the student need in order to achieve his or her highest academic potential?

1. Demonstrate the ability to grasp college-level concepts while in high school
2. Demonstrate the ability to grasp college-level concepts in what may be a non-diverse educational environment
3. Demonstrate the ability to grasp college-level concepts in what may be a non-supportive community environment
4. Demonstrate the ability to grasp college-level concepts while using available resources to make improvements in the school and the community
5. Demonstrate the ability to grasp college-level concepts while gaining and using technology skills to access information
6. Demonstrate the ability to grasp college-level concepts while demonstrating a solid moral character

What role can AP classes have in helping the student achieve his or her highest academic potential?

1. The number of AP classes a student takes directly affects the student's Class Rank
2. AP classes are the best long-term preparation for the SAT and achieving scores that interest admissions officers
3. Success in AP classes indicates to admissions officers that the student can do college-level work

Will America invest a significant portion of her vast wealth to provide you/your student with exceptional postsecondary education opportunities?

1. Discuss Senior Scholarship Survey report
2. Show financial aid letters from Notre Dame, New York University, University of Tampa
3. Show acceptance letter/email from Harvard, New York University, Notre Dame
4. Show New York University 2005 Commencement Booklet
5. Highlight Federal, State and local university contributions to postsecondary education
6. Suggest scholarship bake sales and banquets for students who avoid AP classes

Why am I / is my child who graduates with multiple AP classes potentially a unique resource to America's top national universities or other universities in Florida?

1. Student's presence on campus will have a positive impact on the university's graduation rate
2. Nearly 90% of college-bound seniors remain in Florida for their post-secondary education
3. There will be very few minority and/or low-income students with four or more AP classes from Hillsborough County (and your Zip Code) applying for access to the over 20,000 seats available for incoming freshmen at a select group of America's top national universities
4. Other capable minority and/low-income students will use 30-plus-year-old excuses to stay away from and get out of AP classes ("Nobody that looks like me is in the class; I don't want to do the work; It's too hard; I have a job; I don't like the teacher; I don't like the subject; Peers say I'm trying to act white; Nobody cares what I do at school; I can still go to college without taking AP classes").

I bet that if I commit to graduating in 2011 with 6 or more AP classes, Mr. Mims will be able to take a better picture at the Village Inn. Nothing impresses him like results!



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The fruit of Love is Service. The fruit of Service is Peace. Mother Teresa

COLUMN



NOTE: When African American students have the opportunity to study abroad, they seldom get the chance to share their experiences. The Sentinel has given a group of students attending the University of Oxford the chance to share their experiences.

The University of Oxford, located in Oxford, England, is the oldest university in the English-speaking world. We will feature some of these students in this special column entitled "Black At Oxford."

After nearly five months of exploring the snow-capped peaks of Moroccan Mountains of Africa, the sun-drenched beaches of Southern Spain and learning to survive on 'bangers and mash,' in the United Kingdom, (oh, what I would give for some oxtails and collard greens), my resolution for the New Year is to open my world to the community responsible for my being here, to permit the willing to experience Oxford and this journey with me.

My goal for this monthly column is simply to communicate with you about the Rhodes Scholarship and to provide a glimpse into the ivory towers that comprise the University of Oxford.

For you and I know many sons and daughters, nieces and nephews, — yes, you are picturing them right now — who possess the character and cognitive capacity to compete in these halls of knowledge, so we must insure they are informed and encouraged.

More importantly, I want this column to be a conversation amongst friends. Until

we are able to visit the countries of Southern Africa and the Caribbean, I have invited Black Rhodes Scholars from these regions to introduce themselves and their countries to all of us.

They will talk about their lives, research interests and how it is that one can rock dreads, listen to Reggae and still be a Rhodes Scholar.

And while most are vaguely acquainted with the poverty that plagues many parts of the developing world, they will make us more conscious of the tremendous promise and power imbedded in the young minds of their generation.

So, all of my fellow students, over the course of this year, if you stumble upon an unfamiliar word, an unclear idea or simply want to know more about Zimbabwe, Zambia, Bermuda or if we get BET in Oxford, send me an e-mail and we will learn and grow together.

I'm serious, we are in this together. For my election as a Rhodes Scholar was not an individual achievement — the product of my innate

brilliance — but was an inheritance wrought over years of struggle. It was the physical deftness, intellectual breath and moral force of domestic workers, seamstresses and social activists that made my Rhodes interview in Birmingham, Alabama, just one year ago, possible.

Indeed, in April 1963, Rev. Dr. Martin Luther King, Jr., slept in a Birmingham jail so that in 40 years I could sit in a Birmingham boardroom and claim the birthright he describes in "Letter From Birmingham Jail," (a must read).

Alain Locke was elected as the first African American Rhodes Scholar in 1907 and although 100 years have passed and progress made, the 2007 class will include no African Americans.

Men and women like Dr. Susan Rice, Franklin Raines, John Edgar Wideman, Wesley Moore and Mayor Cory Booker (look them up) have demonstrated what can be accomplished if one nourishes the mind and keeps the faith.

We must add more names — YOUR NAME — to this list of those able to bare witness of what it is to be "Black At Oxford."

The first column presented is from Rhodes Scholar Garrett Johnson, a graduate of Florida State University, and a Tampa native. He enjoys reading, eating, sports, traveling, and listening to music. He can be e-mailed

at **GARRETT.JOHNSON@EXETER.OX.UK**

"To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness."

-John Dewey

"The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem."

-Theodore Rubin

"The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again, who knows the great enthusiasms, the great devotions, and spends himself in a worthy cause; who at best, knows the triumph of high achievement; and who, at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat."

-Theodore Roosevelt, "Citizen in a Republic", April 23, 1910

"He is able who thinks he is able."

-Buddha

"Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life."

-Chinese Proverb

"The mind has exactly the same power as the hands; not merely to grasp the world, but to change it."

-Colin Wilson

"There are many ways of going forward, but only one way of standing still."

-Franklin D. Roosevelt

"There is nothing wrong with America that cannot be cured with what is right in America."

-William J. Clinton

"The man who does not read good books has no advantage over the man who cannot read them."

-Mark Twain

"If you find it in your heart to care for somebody else, you will have succeeded."

-Maya Angelou

"Reasonable people adapt themselves to the world. Unreasonable people attempt to adapt the world to themselves. All progress, therefore, depends on unreasonable people."

-George Bernard Shaw

"No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure."

-Emma Goldman

"To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a little better; whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is the meaning of success."

-Ralph Waldo Emerson

"We must learn to live together as brothers or perish together as fools."

-Martin Luther King, Jr.

True morality consists not in following the beaten track, but in finding out the true path for ourselves and fearlessly following it. Mohatma Ganhi

Motivate Individual Minority Students
to prepare for and apply to
America's Top National Universities

How do these boxes relate to
"My Highest Potential"?

