To Move the World

The Second Report of the Davis United World College Scholars Program

2005
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I. To Move the World

This publication reports on the Davis United World College Scholars Program as a major philanthropic force in promoting international understanding. This year the program has helped to make possible the college education of 74 graduating seniors, outstanding students from around the U.S. and the world, along with 469 undergraduates — all of them committed to building cross-cultural understanding — at a growing number of American colleges and universities. The state of our world, along with America’s future competitiveness in the global marketplace, demands no less than initiatives as large in scale, innovative in design, and powerful in impact as this.

Our program began in 2001 at five pilot schools: Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College. This year we report on a greatly expanded program that now includes 52 U.S. colleges and universities — from Harvard and Yale on the East Coast to Carleton, Grinnell, and Macalester colleges in the Midwest, to Whitman College and the San Francisco Art Institute in the West.

At all these schools, the Davis United World Scholars Program is activating the huge potential of private philanthropy to promote international understanding in dynamic, expanding ways through the education of exceptional young people. It is our objective to see a much greater commitment by the private philanthropic sector to this very worthy purpose in the future.

Davis United World College Scholars are, indeed, outstanding students and remarkable young people. They have come this year from 106 nations, and those who graduate from the original five schools in the Class of 2005 — our program’s second graduating class — are leaving behind far-reaching impacts on their schools and their fellow students.

All these students, at all these schools, are the heart and soul of this initiative. In these pages, we invite you to become acquainted with the Davis UWC Scholars Program, and with its individual scholars — especially the 74 members of the graduating class of 2005.
My own experiences in Congress, at the U.N., in the Cabinet, on special missions overseas, and here in New Mexico have taught me how critical it is to establish and develop strong personal relationships with allies and adversaries alike. The Davis United World College Scholars Program is based on that same premise. Davis United World College Scholars are building those kinds of relationships between Americans and non-Americans on a growing number of U.S. college and university campuses. These relationships are an important prerequisite for peace in the 21st century.

Bill Richardson Governor of New Mexico Former U.S. Ambassador to the U.N.

Private Philanthropy for Global Understanding

What is the Davis United World College Scholars Program? It is, above all, the vision and power of private philanthropy committed to the importance of fostering greater understanding among the world’s future decision-makers—Americans and citizens of other nations. The program provides scholarship to students from both the U.S. and other countries, who have proven themselves by completing their last two years of high school at a group of international schools called United World Colleges (UWCs). These UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, Switzerland, the United Kingdom, and Venezuela. Since the founding of the first UWC in 1962 at the height of the Cold War, these schools have provided opportunities to students from some 175 countries, representing all regions of the world. Students are selected in their home countries by indigenous, voluntary committees, and receive scholarships to attend the United World College schools.

Five years ago, Colby, College of the Atlantic, Middlebury, Princeton, and Wellesley were selected by philanthropist Shelby M. C. Davis as the inaugural institutions for the Davis United World College Scholars Program. Davis offered to provide need-based scholarship support for every UWC graduate who gained acceptance and then matriculated at these four pilot schools, regardless of national origin or UWC attended. This remains the case for these five inaugural schools.

Beginning with the fall 2004 student matriculation, the Davis United World College Scholars Program has greatly expanded to include the additional 47 American colleges and universities. In support of these schools meeting the financial needs of their scholars, Davis philanthropy contributes up to $10,000 for each scholar every year of a four-year undergraduate degree program. All of these additional schools are also awarded a $5,000 grant each year in support of their admission outreach.

The goals of this Davis philanthropy continue to be:

• Provide scholarship support for exemplary and promising students from all cultures, who have each absorbed the passion of their UWC school community for building international understanding in the 21st century.

• Build clusters of these globally aware and committed students within the undergraduate populations of selected American schools.

• Seek to transform the American undergraduate experience through international diversity and cultural interchange—as much for the large majority of Americans on campus as for international students.

• Invite participating colleges and universities to leverage the value of this initiative to the long-term benefit of their students and faculty, their strategic planning, and their role in contributing proactively to the well-being of our volatile, highly interdependent world.

• Create a very diverse group of Davis United World College Scholars who will, during their educational experiences and throughout their lives, contribute significantly to shaping a better world.

The Davis United World College Scholars Program is different, intentionally so, from other fine efforts to internationalize the undergraduate experience. While preceding initiatives have focused more on research, faculty development, changes in curricula, uses of technology, and study abroad, this program creates a much greater diversity of students on campus. And by supporting scholars from many countries who arrive on campus energized by the UWC mission of building understanding in active, personal ways, the Davis UWC Scholars Program exemplifies how diversity can contribute to a much richer education, and to a more globally engaged undergraduate experience.

Outcome studies of the earlier initiatives found “low levels of international competency, a decline in the number of international student requirements, few students studying foreign languages as a percentage of total enrollment, and less funding from federal and state sources.” (The Ford Foundation, “Preliminary Status Report 2000: Internationalization of U.S. Higher Education.”) These findings encouraged Davis philanthropy to model a fresh synthesis of approaches—some new, some well-proven—to internationalizing the American college experience.

As modeled by the Davis United World College Scholars Program, these approaches include:

• Private philanthropy as an innovative force. We hope this effort will inspire others in the philanthropic sector to participate.

• Experiential learning as the essential tool for fostering international understanding.

• Diversifying the undergraduate population through international scholarships.

• Recognizing that coherent initiatives and significant clusters of scholars can make greater impact.

• Encouraging an overarching purpose while leaving each college or university to build on its own particular strengths.

In sum, the Davis United World College Scholars Program has great aspirations. Though our program is still in its early stages, we envision a growing commitment to international understanding through education in the 21st century. In time, Davis UWC Scholars will take their place beside the alumni of such esteemed scholarship programs as Fulbright and Rhodes. We embrace fully the goal of the late Senator J. William Fulbright for the public-sector scholarship program that bears his name: to “bring a little more knowledge, a little more reason, and a little more compassion into world affairs, and thereby to increase the chance that nations will learn at last to live in peace and friendship.”

The great potential of the Davis United World College Scholars Program is not simply to build and perpetuate itself; it is to motivate others, especially in the private sector, to strengthen international understanding through their personal philanthropy. Our future depends on a world of talented individuals from diverse cultures who join in commitment to international understanding.

Davis United World Colleges Scholars will, we believe, contribute to the realization of this important goal. We hope you will, too.
Since 1962, thousands of young people from 175 nations have been selected by committees in their home countries to complete the last two years of high school at one of ten United World College schools. UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, Swaziland, the United Kingdom, and Venezuela. The UWC movement works to build multinational, cross-cultural communication and understanding among all its students.

In 2000-01, the Davis United World College Scholars Program began providing scholarships to UWC graduates from any nation who gained acceptance into a select group of U.S. colleges and universities. From that year through 2003-04, young UWC graduates from 84 nations — including the U.S. — received financial support, up to a full scholarship, to attend any of the program’s five pilot schools: Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College. In spring 2004, 43 seniors at these institutions became the Davis UWC Scholars Program’s first graduating class.

During the 2004-05 academic year, 47 more U.S. colleges and universities, from the East Coast to the West, joined the Davis UWC Scholars Program. To these schools, the program contributes $10,000 each year for each matriculated UWC graduate, for up to four years per student. Each school also receives a $5,000 grant for admissions outreach. The total number of Davis UWC Scholars at all participating colleges and universities has now reached 543, from 106 countries. The 2004-05 graduating class includes 74 outstanding students from 39 nations.

With their education made possible through their own merits and the help of the Davis United World College Scholars Program, thousands of future graduates of these institutions will go on to play important, meaningful, often leadership roles in their communities, in their home countries, and in the world.

The Davis United World College Scholars Program has expanded beyond its original pilot colleges and universities. It now includes the following 52 participating institutions:

1. Amherst College Amherst, MA
2. Barnard College New York, NY
3. Bates College Lewiston, ME
4. Beloit College Beloit, WI
5. Brandeis University Newton, MA
6. Brown University Providence, RI
7. Bryn Mawr College Bryn Mawr, PA
8. Carleton College Northfield, MN
9. Chicago Art Institute Chicago, IL
10. Claremont McKenna College Claremont, CA
11. Colby College Waterville, ME
12. Colgate University Hamilton, NY
13. College of the Atlantic Bar Harbor, ME
14. Colorado College Colorado Springs, CO
15. Connecticut College New London, CT
16. Cornell University Ithaca, NY
17. Dartmouth College Hanover, NH
18. Dickinson College Carlisle, PA
19. Earlham College Richmond, IN
20. Franklin & Marshall College Lancaster, PA
21. Ginnell College Grenell, IA
22. Hamilton College Clinton, NY
23. Harvard University Cambridge, MA
24. Harvard College Harvard, MA
25. Holy Cross College Worcester, MA
26. Johns Hopkins University Baltimore, MD
27. Lafayette College Easton, PA
28. Lake Forest College Lake Forest, IL
29. Lewis & Clark College Portland, OR
30. Macalester College Saint Paul, MN
31. Methodist College Fayetteville, NC
32. Middlebury College Middlebury, VT
33. Mount Holyoke College South Hadley, MA
34. Oberlin College Oberlin, OH
35. Princeton University Princeton, NJ
36. St. Lawrence University Canton, NY
37. San Francisco Art Institute San Francisco, CA
38. Skidmore College Saratoga Springs, NY
39. Smith College Northampton, MA
40. Swarthmore College Swarthmore, PA
41. Trinity College Hartford, CT
42. University of Redlands Redlands, CA
43. University of Richmond Richmond, VA
44. University of Virginia Charlottesville, VA
45. Vassar College Poughkeepsie, NY
46. Washington & Lee University Lexington, VA
47. Wellesley College Wellesley, MA
48. Wesleyan University Middletown, CT
49. Westminster College Fulton, MO
50. Whitman College Walla Walla, WA
51. Williams College Williamstown, MA
52. Yale University New Haven, CT

An Expanded Program

How This Works
Building World Understanding and Educating New Leaders

1. Since 1962, thousands of young people from 175 nations have been selected by committees in their home countries to complete the last two years of high school at one of ten United World College schools. UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, Swaziland, the United Kingdom, and Venezuela. The UWC movement works to build multinational, cross-cultural communication and understanding among all its students.
2. In 2000-01, the Davis United World College Scholars Program began providing scholarships to UWC graduates from any nation who gained acceptance into a select group of U.S. colleges and universities. From that year through 2003-04, young UWC graduates from 84 nations — including the U.S. — received financial support, up to a full scholarship, to attend any of the program’s five pilot schools: Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College. In spring 2004, 43 seniors at these institutions became the Davis UWC Scholars Program’s first graduating class.
3. During the 2004-05 academic year, 47 more U.S. colleges and universities, from the East Coast to the West, joined the Davis UWC Scholars Program. To these schools, the program contributes $10,000 each year for each matriculated UWC graduate, for up to four years per student. Each school also receives a $5,000 grant for admissions outreach. The total number of Davis UWC Scholars at all participating colleges and universities has now reached 543, from 106 countries. The 2004-05 graduating class includes 74 outstanding students from 39 nations.
4. With their education made possible through their own merits and the help of the Davis United World College Scholars Program, thousands of future graduates of these institutions will go on to play important, meaningful, often leadership roles in their communities, in their home countries, and in the world.

An Expanded Program

The Davis United World College Scholars Program has expanded beyond its original pilot colleges and universities. It now includes the following 52 participating institutions:
An Open-Ended Commitment

Provided by Shelby M.C. Davis, financial support for the Davis United World College Scholars Program is an open-ended commitment involving tens of millions of dollars per year. All graduates of UWC schools who gain admission on their own merits to selected U.S. colleges or universities qualify for need-based scholarship support through the program.

106 Home Countries
of Current Davis UWC Scholars

Afghanistan Argentina Australia Austria Bahamas Bangladesh Barbados Belarus Belgium Bhutan Bolivia Botswana Brazil Bulgaria Burkina Faso Canada Chile China Colombia Costa Rica Czech Republic Denmark Egypt Estonia Ethiopia

Fiji Greece Guatemala Honduras Hungary Iceland India Indonesia Iran Iraq Italy Jamaica Japan Jordan Kazakhstan Kenya Kosovo Latvia Lebanon Lesotho Lithuania

Macedonia Malawi Malaysia Maldives Malta Mexico Mongolia Morocco Mozambique Namibia Nepal New Zealand Nicaragua Niger Nigeria Norway Pakistan Palestine Paraguay Peru Philippines Poland Portugal Romania Russia Rwanda Senegal Serbia and Montenegro Sierra Leone Singapore Slovakia Spain Sri Lanka South Africa Sudan Swaziland Sweden Syria Tanzania Thailand Tibet Turkey Uganda United Kingdom United States Ukraine Uruguay Venezuela Vietnam Yugoslavia Zimbabwe

Green color indicates home countries of current Davis UWC Scholars

Ten UWC schools:
Lester B. Pearson UWC of the Pacific (Canada)
Li Po Chun UWC (Hong Kong)
Mahindra UWC of India
Red Cross Nordic UWC (Norway)
Simón Bolívar UWC of Agriculture (Venezuela)

Waterford Kamhlaba UWC of Southern Africa (Swaziland)
UWC of Southeast Asia (Singapore)
UWC of the Adriatic (Italy)
UWC of the Atlantic (Wales)
UWC-USA (Montezuma, NM, USA)
T hey write to him about their dreams, their plans, their worries. They write about their workload, and the things they appreciate at college. Almost always, they strive to tell him how much they appreciate what he has meant to their lives.

Davis United World College Scholars often send letters to Shelby Davis, the founder of the Davis UWC Scholars Program. They may not yet have met him — and it surprises them, many students say, when Shelby writes back.

“Mr. Davis did write back — and in his own hand. It was amazing,” says Kristopher Kang, a Canadian graduate of the Li Po Chun UWC in Hong Kong who was a junior this year at Princeton. “My parents were astounded.”

Yet the students’ own letters are often so warm, so personal, and share so much of themselves that Shelby Davis says he can hardly help responding. He answers as many of the students’ letters as he can, even though he gets dozens of them each year — more and more as the number of Davis UWC Scholars grows.

“Sometimes I get tears in my eyes, because it’s like I’m getting a letter from my children, or from people who are in my family,” Shelby reflects. “The truth is Gale and I sort of do feel, about these kids, that we have a very large family.”

It often seems that way, reading some of the letters Shelby has received. Though Davis UWC Scholars come from diverse cultures all over the world, they tend to write to him in a very similar way: as though each was corresponding to a parent or a trusted friend.

“Crew practices are extremely tough, to the extent that sometimes even I cannot understand why I continue to row,” a letter from Kris Kang confided. “On the team we have a joke: the only thing that keeps us coming back are the 22 hours we have between practices when we all decide to quit ... and subsequently decide to give it one more chance.”

“There were a lot of personal problems happening that nearly defeated me,” shared Ka Yan “Chilann” Chan, a Hong Kong native and Li Po Chun alum who graduates this spring from Colby College. “It was very difficult to go through all of these problems all at once, but when I did, with the support of friends, I felt I had become stronger and braver. I learned it is very important to face the world with a big smile ...”

“Yes, he wrote me back,” Chilann later said. “I was really happy about it, that a busy man like that would take the time to read my letter. I was really touched.”

“I think of them all as young people who have, through the UWC and their colleges, become young citizens of the world,” Shelby says. “To me, they’ve gained such insight and compassion, and the desire to put those
people along, to Shelby these are very clear.

“If you ask almost anyone, they’ll say, ‘I really would like to leave the world a little bit better than when I found it,’” he reflects. “I get joy and a sense of pride from backing other’s contributions are to the lives of the students whose education he supports. I wanted to make it clear to him in a personal way for the huge favor he is doing for me... Second, I wanted to make it clear how important his contributions are to the lives of the students whose education he supports. I wanted to make it clear to him that it is worth it, and we do appreciate it.”

“I Feel Privileged to Help”

“I like hearing their stories — and how far they hope to go,” James Loxton, Princeton ‘06. “And yet here I am, and the India for two years, and thereafter would be bound for world to attend the Mahindra United World College of still living in a small logging town in northern British have come in their lives — and how far they hope to go.

“The Prospects Look Endless”

Sometimes the Davis UWC Scholars’ letters to Shelby Davis touch on world concerns and crises.

“My brother was on Phi Phi Island, Thailand, when the tsunami happened,” wrote Poi Chang, a Princeton sophomore from Malaysia who attended the Hong Kong UWC. “Miraculously, he survived without a scratch... However, it was a harrowing 24 hours when we were waiting to hear from him.”

Sometimes the letters speak of how far the students have come in their lives — and how far they hope to go.

“If someone had told me four years ago when I was still living in a small logging town in northern British Columbia, Canada, that I would soon be flying across the world to attend the Mahindra United World College of India for two years, and thereafter would be bound for one of the world’s foremost postsecondary institutions, I doubt very much that I would have believed them,” wrote James Loxton, Princeton ’06. “And yet here I am, and the prospects for the future look endless.”

“I was trying to do two things with that letter,” James later explained. “First, I was simply trying to thank him in a personal way for the huge favor he is doing for me... Second, I wanted to make it clear how important his contributions are to the lives of the students whose education he supports. I wanted to make it clear to him that it is worth it, and we do appreciate it.”

Education is the greatest gift we can give. The Davis United World Scholars Program provides its students a truly unique experience and adds true globalization, culturally and intellectually, to the U.S. institutions they grace.

Lois Juliber Vice Chair, Colgate-Palmolive Company Trustee, Wellesley College

A Scrapbook of Thanks & Memories

At Middlebury College’s annual dinner for Shelby and Gale Davis last fall, the Davis UWC Scholars on campus presented the couple with a unique gift: a blue Middlebury binder containing 58 letters and cards that scholars had written to them during the past year.

“I am a Chinese-Yi minority, originally from west of China,” wrote sophomore Tiri Maha. “I am the first generation in my family who can go to college.

“Now that I am here, I have to invest in the future of the youth shows its returns only after a while — but when it does, these returns and the blessings are immense,” wrote senior Said Al-Nashashibi of Jordan. “I cannot thank you enough for investing in our potential as Davis Scholars, and helping us take the path to making a solid difference in the world.”
“All of Us Became International Citizens”

Two Davis UWC Scholars Reflect on Their Years of Growth and Change

Adani Illo of Niger and Cristina Gomez of Colombia have been good friends since they started at the United World College-USA together, six years ago. They graduate this spring as Davis UWC Scholars from Middlebury College. We asked Adani and Cristina to talk together about how their experiences at UWC and Middlebury have shaped and affected them.

What were the biggest challenges for each of you, in coming to Middlebury?

Adani: The college was the exact opposite of everything I had experienced before! Adapting was hard at first. But as time went by, I learned to appreciate the people, the surroundings, and even the cold weather. I made great friends through the different organizations I have joined. These were people I thought I would never relate to — but as a true UWCer, I ventured out of my comfort zone and made the effort. And I met some of the most amazing people I have ever come across.

Cristina: I think everybody who comes to Middlebury has to step out of your comfort zone, because that’s the way the system works. You’re taking classes in subjects that you have no idea about, you’re learning a new language, and therefore you’re making a step toward learning things about new cultures. I learned Italian, and I studied abroad in Italy; Adani learned Spanish, and he studied in Spain. We both attended a Middlebury Language School in the summertime.

Adani: That was a wonderful experience.

Cristina: The UWC was so special, partly because everyone fits in regardless of how “foreign” they were. One of the reasons I like Middlebury is also its spirit of internationalism. If anything, being Colombian in a place where everyone is eager to learn about your language, history, and culture has felt like a privilege.

If the person you were six years ago, before you even started at UWC, could come and visit with the person you are today, what changes would that earlier person notice?

Adani: I would say I’m very, very different.

Cristina: I think I’m fundamentally, entirely a different person.

Adani: The two years that you spend at UWC are so intense. You’re 16 years old, and you have all these preconceived notions — but being at the UWC changes entirely your outlook on the world, what your goals are, what you want to get out of your personal growth, your friends, everything.

Making friends and being a member of that community gave me a lot of confidence in myself. And also humility — because everyone who comes to UWC goes through a rigorous application process and you were chosen out of maybe 4,000, 5,000, 10,000 people. You come there thinking you are the ambassador of your country.
Cristina: And then you meet other people that are so much better than you!

Adani: It teaches you humility. And also, just being open-minded. At UWC, you would see people that you wouldn’t otherwise see at the same table — Israelis and Palestinians being friends, sharing a meal. They’re just young kids, trying to fit into a community. They have similar dreams. They are the same people! It’s people who create those issues that set them apart.

Do you think your dreams, what you’d like to do with your life, are different from when you first came?

Adani: When I first came from Niger, all I wanted was just to go to university and have a great life. UWC has opened my mind to becoming more of a socially responsible person. Now I want to give back to people, because the UWC gave me so much, as a person, and the people I’ve met are so amazing. The ways we look at life are so different now — that’s what I really appreciate.

Cristina: I think everyone at UWC goes through a period of having a lot of scattered interests. And then, coming to Middlebury, even more. So many things are appealing, and everyone has this feeling that all UWCers have, of wanting to do something for the greater good. I came to Middlebury and I wanted to do theater, I wanted to do physics, I ended up doing politics. You change. But having gone to UWC has been a constant. It gave me that background.

Is there anything you’ve gotten involved with in the college years that you really hope you’ll keep doing?

Cristina: Regardless of what my career is going to be, I’m going to keep having this international life. It’s been a constant in the UWC, and in Middlebury. All of us UWCers started organizations, got involved with international organizations, and studied abroad — wanting to learn about other cultures, and wanting to learn things through people who are from those cultures.

Adani: When I came here, I joined the Student Investment Club, which was created in 1994 by the Board of Trustees, because Middlebury is a liberal arts school and we don’t have finance and business — so they gave us $100,000 to start this club, to invest. As time went by I really got involved, and I really liked what we were doing. Now it’s my life.

Do you think you’ll stay involved in international activities, exchanges, friendships?

Adani: Yes, it’s your life!

Adani: I’m going into investment banking in July, in New York City. It’s a dream come true. And this would not have been possible without the UWC.

What about your home culture? Do you still feel connected to Niger?

Adani: Yes, I very much feel like I’m from Niger. But I feel like I can fit in everywhere.

Cristina: All of us became international citizens.

Adani: But I don’t think I want to think about my life without the UWC.

Cristina: Me neither! I don’t want to think about that!
Children whose lives lack too much else should not also be deprived of laughter. In fact, kids grow up far healthier and stronger — physically, mentally, socially, and emotionally — if they play games... if they play sports... if they can simply play.

That is the driving wisdom behind “Play — A Sporting Exchange.” This new nongovernmental organization has been created by United World College alumni — especially from the UWC of the Atlantic in Wales, whose Extramural Centre has for years trained students to do community service by engaging younger kids in structured games and play.

The Play idea is to launch expeditions that bring what organizers call “the universal language of play” to disadvantaged children throughout the world.

“We were going to work with groups of disadvantaged children in several different countries, to prove that play isn’t limited by culture,” explains Dorian, who stayed in Princeton to take charge of the expedition’s day-to-day support. “We also wanted to give a reason for UWC communities in various countries to link up on a project, so they could work together.”

The result: The team played sports and games with more than 2,000 kids in the five nations where the van stopped to collaborate with staff at various child-service centers, run by organizations such as Samaritans Bulgaria and Save the Children Romania. UWC alumni provided much help, both before and during the trip.

“It was so rewarding for us,” says Dorian. “We’re very aware of all the hard work and long hours that people all over the world put in to address children’s basic needs — we have so much respect for that. But all of us in Play are also aware that meeting basic needs is not enough. There’s so much joy and excitement in play.”

“The Ring of Pants”
The Play team — whose UWC alumni members came from the USA, Finland, Wales, England, the Netherlands, Spain, Canada, Scotland, Ethiopia, Switzerland, and Slovakia — brought and taught games such as rugby, cricket, lacrosse, field hockey, and ultimate frisbee. They also devised, sometimes on the spot, new activities for

“Feeding Children’s Futures with ‘Play’”
Through Five Nations, An Inspired Journey Touches 2,000 Kids
kids with various physical and behavioral challenges. And they collected local kids’ games they found along the way, such as one from Romania called Rocket Man. The Play volunteers have applied to make their organization a registered charity in Great Britain. They hope to mount one or two new expeditions every year, to different parts of the world. For this trip, they won backing from major European companies and philanthropic organizations — and they generated a fair amount of media coverage on their journey, including a hilarious rendition of an ice-breaker game called “The Ring of Pants” on the TV show “Good Morning, Croatia.” “You get people to stand in a circle, facing the back of a person in front, move quite close together, then sit down,” Dorian explains. “On TV, from what I understand, it was just brilliantly funny.” There were challenges, too — such as the couple of days after skeptical border guards in Croatia impounded the equipment trailer, and the team had to run all its sessions with a single tennis ball. “They used games they had, adapted activities, and invented a whole slew of new ones,” Dorian reports. “It was a fantastic success.”

“**The Special Link You Created**”

There was a serious base underpinning the team’s approach. “The type of play encouraged by ‘Play — A Sporting Exchange’ offers dynamic potential for children to develop,” Dorian writes in a research-based essay posted on the group’s web site. “This potential outstrips that offered by unstructured or unorganised ‘free’ play, and offers unique possibilities for therapeutic intervention.” These possibilities have been realised by specialists in ‘play therapy,’” he continues. “Such therapy is particularly important where free play itself is stifled. This often occurs in deprived or oppressed communities, such as those that expeditions organised by ‘Play — A Sporting Exchange’ will visit.”

The first trip brought more than a few poignant and touching moments. In Livno, Bosnia, the team watched the war-savvy kids take little notice when a military helicopter landed alongside their school in mid-session. From Haskovo, Bulgaria, team member Mike Emery wrote, “Most of our efforts are put into just giving these kids some attention. They have not had enough of it in their lives, so they are always wanting hugs and to be the focus of our attention. They are all lovely children.”

“What I first noticed about the Play team was that you rarely asked for the translators’ help,” wrote Valentina, a volunteer with Save the Children Romania. “This is because of the special link you managed to create between yourselves and the children ... You just spoke English and the children understood!”

For the future, “I can see us running expeditions out of other UWCs,” says Dorian Needham. “Heads are turning in the UWC community.” In fact, Play members and supporters will meet this coming October at the UWC of South East Asia in Singapore, to talk about possibilities in that part of the world. “Play,” says Dorian, “is universal.”

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Dorian Needham

Opposite: Above, playing the “parachute game” with kids in Bulgaria are Play team members: Sebastian Hayes-Tieken (Netherlands/Spain), Richard Naylor (Wales), and Gideon Abate (Ethiopia). Below, children in Croatia revel in play.
When American student Christopher Harnisch came to study this year at the American University of Cairo, he found he'd been unusually well-prepared to connect with Egyptian students and relate to their culture. “I completely avoided the culture shock that most American study-abroad students experience when first arriving in the Middle East,” Chris writes by email from Cairo.

For this he gives credit to a series of events he attended, back at Middlebury College, that were organized by Arabesque, a group of Arabic students who are mostly Davis UWC Scholars. The events weren’t seminars or language classes — they were dance parties. And Middle Eastern barbecues. “Due in large part to my understanding of the Arab pop culture that I developed through Arabesque, I have been able to establish some great friendships with Egyptians over here,” writes Chris Harnisch. “I actually spend most of my free time with Egyptians.”

To tell about Arabesque, it’s perhaps best to hop back to those tense days just after September 11, 2001. The first group of Davis UWC Scholars from the Middle East started their Middlebury classes just after the catastrophic attack. “We walked through two days of uncertainty,” recalls Said Al-Nashashibi of Jordan. “Am I in danger? What can I do? What’s my image going to be like?” The college community calmed the students’ fears, but their experience left them thinking. In February 2002, Davis UWC Scholars Andrew Fanous of Egypt and Amer Barghouth of Jordan became the first co-presidents of Arabesque, a new Arab heritage society that Al-Nashashibi helped to found. At the same time, their college was developing more formal opportunities for students to learn about the Middle East. In inviting fellow students, both American and international, to Arabesque’s dinners, film showings, and pop-music dances, the organizers’ aim wasn’t to stir more talk of issues — it was to make connections through fun. “Other organizations on campus are more focused on conflicts in the area,” says senior Davis UWC Scholar Abdelqader Sumrein of Jordan. “We wanted to show other aspects of what life was like.” Especially night life.

“The Music Was Happening”

“Arabs do go out at night,” says Said. “There is a solid Middle Eastern late-night culture.” So he began DJ’ing “Arab Night Dance Parties,” spinning sets of the potent and funky tunes that, blending traditional and up-to-date musical elements, have club-goers dancing in Amman, Beirut, and Cairo.

“I remember the first dance party that we threw,” says Said, who was Arabesque’s co-president this year with Amer. “I was very anxious — this was the first time we would be blasting Arab music into the Vermont...
As a journalist I am deeply aware of the critical need for individuals who understand our world. As a Wellesley alumna and former trustee, I am concerned that we attract and educate the most diverse and committed young women we can find. The students from the Davis United World College Scholars Program have magnificently fulfilled this mission, and I am thrilled that they have so enhanced our campus. I look forward to their leadership of the planet.

Lynn Sherr
Correspondent, “20/20,” ABC News

sky. But the reception was great! And once the word spilled over that this event was actually fun, the music was happening, we had to bounce the doors. We’ve received more attendees every time."

“I think what they are doing is huge — because usually the pursuit of another culture lacks this human dimension,” says Suleiman Mourad, a Lebanese scholar who is assistant professor of religion at Middlebury.

With Middlebury now offering a major concentration in Middle Eastern studies, along with new study-abroad opportunities as the Muslim world. Arabic is helping students become comfortable with what they might find there. It is also, Mourad notes, helping acquaint students with conversational Arabic, which differs from the modern-standard version taught in classes.

Finally, he says, music that people share, such as pop music, can have a special value. “When you go to a place and listen to music, it opens a line of discussion that opens the hearts of others to you, and opens your heart to others.”

“Just because something works in the Western world does not mean it’s going to work in the developing world,” Xan declares. “It’s in the transition from the lab into the real world where so much good or bad can happen. Who gets to decide? That should not just be left up to the technical people.”

“She can be a leader or all these reasons, says Abdelqader Sumrein, as a journalist I am deeply aware of the critical need for individuals who understand our world. As a Wellesley alumna and former trustee, I am concerned that we attract and educate the most diverse and committed young women we can find. The students from the Davis United World College Scholars Program have magnificently fulfilled this mission, and I am thrilled that they have so enhanced our campus. I look forward to their leadership of the planet.

Lynn Sherr
Correspondent, “20/20,” ABC News

An African’s Bridge to China

Mark Chapman grew up in Zimbabwe. Now, to help his home continent’s development, he has his eye on building connections to China.

“By being linked to China, they have more options. “I think it’s a natural fit — but it’s important that it be done in a sustainable way. There’s a need to have more information, and a focus on development that empowers people in both countries.”

A double major in international and religious studies, Mark spent his junior year in Beijing, speaking only Chinese. During his January break he traveled to China’s southwestern Yunnan province, to live with and study the Muslim population there.

“I was very interested in the connection between Christianity and Islam, and the misunderstandings that come up between them,” Mark says. “I saw so much of the beauty of the Chinese Muslims’ faith, and the connections to my own.”

He has a tenacity, and also an openness — that’s what is so unusual about him,” says Nikky Singh, chair of the Religious Studies Department. “He has come from a very racially divided country, so he’s really motivated toward overcoming racial and religious segregation. I’m sure he’ll make a difference.”

A Researcher on the Leading Edge

The Albanian seaport town of Vlora, Eduarta Kapinova’s home, dates to the sixth century B.C. But today Eda seems most at home in a 21st century science lab — such as The Jackson Laboratory in Bar Harbor, Maine, where she worked as part of a medical research team during her years at the nearby College of the Atlantic.

“Eda’s team worked on new treatments for lupus, an autoimmune disease. She focused on a protein receptor that helps keep up normal levels of infection-fighting antibodies in the blood. In an autoimmune disease, antibodies grow so numerous they attack healthy tissues. The Jackson team hopes to find a way of directing or modifying the receptor to turn back the disease.

“How can we work with this protein to make it a therapeutic agent?” asks Eda, who has presented her findings before the Maine Medical and Science Symposium, and at the two professional science labs in Bar Harbor.

“Eda is an extraordinary student — one of the top science students I’ve worked with,” says COA faculty member and associate academic dean David Feldman. “I fully expect to see an article by her in Science or Nature. I can envision her making a discovery of clinical significance.”
With no academic departments, tiny College of the Atlantic challenges its students to integrate their learning in the broad realm of “human ecology.” The school’s setting on the water in Bar Harbor, Maine, invites this wide-open thinking, with students contemplating a rock-rimmed harbor that opens onto the ocean.

Suddenly, at the beginning of 2005, that ocean seemed far smaller than it ever had before. The college was personally touched — and then challenged to find a meaningful, lasting response — by the tsunami that overwhelmed the faroff Indian Ocean coastline.

COA quickly learned it had lost 1996 graduate Rebecca Clark, who had been doing sea-turtle research in Thailand — and that one of its senior Davis UWC Scholars, Nishad Jayasundara, had barely escaped the tidal wave that destroyed his home town, Galle, in Sri Lanka. “For the past few days I have seen more dead bodies than I could ever imagine,” Nishad wrote to the Bar Harbor community. “We loaded them to trucks and tractors as if they were wooden boxes. I have heard too many weepings of children looking for their parents, seen mothers looking for their just-born babies and fathers looking for shelter for their family.”

Nishad’s parents persuaded him to return to COA, and he came back to a campus energized by urgent desires to help. “Everybody wanted to reach out and do something,” says Nishanta Rajakaruna, a faculty member from Sri Lanka. Davis UWC Scholars from Sri Lanka and India were besieged with emails and personal requests for ways to lend assistance. American and international students swung together into organizing a daylong fundraiser, whose proceeds benefited an organization serving children left parentless in Sri Lanka.

But the campus’s thinking also widened. “People started questioning, ‘Why should we just have the tsunami relief?’” says senior Davis UWC Scholar Nilochana Wickramarachchi of Sri Lanka. “People became aware that there are so many things we could be helping.”

At the same time, students and faculty asked each other how the college could better integrate learning about world issues, societies, and challenges, both in coastal Asia and elsewhere, into its day-to-day life and its on- and off-campus opportunities.

“The college has long struggled with how to respond to world events, given our explicitly activist posture on education,” says Todd Little-Siebold, chair of international studies. “The tsunami had a galvanizing effect on the community.”

Students began creating a new web site, offering summaries of international news, and won approval to share global headlines at the regular all-college meeting. Faculty, students, and staff began working to develop new courses dealing with south Asia; to offer study-abroad programs outside the Americas; to prepare students in systematic ways for relief work overseas; and perhaps also to get more involved with social outreach and activism in the local community.

“Everybody’s mind right now, what we can do as concrete involvement — and it doesn’t have to be in Asian tsunami relief,” says Nilochana Wickramarachchi.
to be half a world away,” says Davis UWC Scholar Nidhi Eipe, a sophomore from India. “Some of the things that are coming out of this, it’s not that they’re new ideas — but there seems to be a new degree of urgency,” reflects Sarah Luke, international student advisor. “People are saying this is the time to make things happen: not reacting to a disaster, but looking at what we can develop that’s going to be around for a long time.”

Many at COA credit the new presence of international students — about one in six students on campus now is a Davis UWC Scholar — with opening the community to this new thinking. “Having classes with Sri Lankans and Indians and Africans, our U.S. students now see themselves as citizens of the world, much more than they ever did before,” says faculty member David Feldman.

“A Place of Deciding

In his senior year at Colby College, Rodney Yeoh knew he’d have to decide. Would he steer his life toward the study of religion — or make a more expected choice? Growing up in Malaysia, Rodney and his parents had assumed he would either take over the family hardware business or become a doctor. Then Rodney attended Mahindra UWC of India. “How people can be so happy despite all that poverty — it’s amazing,” Rodney says. “India really started a passion in me.”

At Colby, he took premed courses. But he wasn’t enjoying them. He became a combined religious studies and biochemistry major. “The way he interacts in the classroom would raise the level of the entire class,” says Religious Studies Department chair Nikky Singh. “One person like Rodney can create new currents, new dynamism, among 40 students in a class.”

“He’s quite a character!” says close friend Stanislav Presolliki, a Davis UWC Scholar from Bulgaria. “He never puts a dogma on anything. Religion for him, I think, is a way to talk to people.”

“When you’re in a room with someone who has great spirit, you feel it,” says Allen Laplan, a work-study supervisor who became a close friend. “He has that inner warmth.”

Muses Rodney, “You don’t need to be a doctor to heal.”

From the perspective of one who has been part of College of the Atlantic’s extended community for the last 33 years, I think the Davis United World College Scholars Program has been the most important development since COA’s founding. It has enriched the student body with brilliant people from all over the world, has enhanced the college’s perspective on human ecology and on political freedom, and has made us even more of a world-class institution.

I’m very excited about it.

Philip B. Kunhardt III, Author
Writer/Producer, Kunhardt Productions
Editorial Director, The International Freedom Center
After President Hamid Karzai of Afghanistan came to give a talk at Princeton University in autumn 2003, at the request of a then-little-known student group called SPARKS, University President Shirley Tilghman said she would "no longer be skeptical of anything a SPARKS person suggests." Today that still seems a wise attitude to take toward this remarkable group. Originally formed by Davis UWC Scholars Karim and Rishma Thomas of Canada, SPARKS (Students Providing Aid, Relief, and Kind Services) has become a busy and respected presence on the Princeton campus, and beyond it as well. SPARKS members have created and coordinated student internship programs in Afghanistan, Mexico, and Argentina. They played a key role in opening a new coeducational school in Kabul, Afghanistan's capital, and are now helping to set up an early-childhood development center there. They have involved students on other campuses, notably Tufts University, where a new SPARKS chapter has been created; and they have registered SPARKS as a continuing nongovernmental organization in Canada. SPARKS Canada president Rishma Thomas, a graduating senior at Princeton, is also chairing the Afghanistan national committee that is selecting young people from that nation as candidates to attend United World College schools. In that war-ravaged country, “it’s difficult to find girls and boys with the academic preparation they need,” Rishma says. “We’ve been lucky in that we’ve found some students who have worked exceptionally hard by themselves.” So far about 10 Afghan students have qualified for UWC scholarships — including a young woman whose scholarship was funded by Kathryn Wasserman Davis. Mrs. Davis’s son, Shelby M.C. Davis, created the Davis UWC Scholars Program. “Mrs. Davis gave the scholarship for a Muslim girl, and the school [UWC-USA] asked if we could find an Afghan girl,” Rishma explained. For all their efforts in Afghanistan, Rishma and her older brother Karim, Princeton ’04, who now chairs SPARKS International, were honored in 2004 with the International Service Award presented by the International Center at Princeton.

“We Put So Much Into It”

The 2004 Davis UWC Scholars yearbook reported on the key role played by over 20 SPARKS student volunteers at Princeton in creating a new, coeducational school in Kabul. “We’ve got two grades, kindergarten and grade one, now,” Rishma reports. “The problem we’ve found with education in general, in Afghanistan in particular, is that the early years of a child’s life are so terribly important, but there are no programs in Afghanistan at the moment that address that need.”

Opposite: With students at SPARKS Academy in Kabul, Afghanistan, is Samira Thomas, a student at Pearson UWC in Canada.
As a result, the SPARKS effort in Kabul has shifted focus somewhat. “The SPARKS Academy will become an early childhood development center, and we’re working with the parents of the students who are currently in the school to create a community-run school,” Rishma reports.

SPARKS volunteers have also created internship programs for U.S. college students in Afghanistan, Mexico, and Argentina. About 18 students spent the summer of 2003 in Afghanistan; three more became interns last summer in Mexico, working for the national Ministry of Governance.

“The ministry’s goal is to support NGOs and civil-society organizations, so they were very excited about the idea,” says Paulina Ponce de León Baridó, a graduating senior at Wellesley College. After serving as an intern on President Karzai’s staff in Kabul, Paulina led the creation of the new internship program in her native Mexico.

This spring and last, the original creators and leaders of SPARKS have become Princeton graduates. To keep the work going, “we definitely have people who are taking over for us,” says Elona Toska, a senior Davis UWC Scholar from Albania who was a SPARKS trustee and Kabul intern.

“We’ve put so much into it,” she adds, “that we will make sure it’s not in vain.”

I have rarely seen such a wise and efficient use of a donor’s generosity than with the Davis UWC Scholars Program. For the individual students, this is an amazing opportunity. For Princeton, it allows us to take a significant step toward becoming a global university.

Miguel Centeno
Director, Princeton Institute for International and Regional Studies

A 21st Century Russian

Until St. Petersburg native Anna Azaryeva attended the United World College of the Adriatic, she had never questioned her childhood image of her home country, or who she was, or what she could be in the world.

“Independently thinking only started at UWC,” she says. Since then, her independent thinking has never stopped.

At Wellesley College, “Anya” became president of the Slater International Students Association. She studied at Oxford, in Costa Rica, and among grassroots organizations pursuing Gandhi’s ideals in India. She made a presentation at Wellesley’s prestigious Tanner Conference on what she had learned as an intern at the UN; and she did a senior-year internship in Tbilisi, Georgia, assisting a multi-stakeholder effort to help the rural poor develop new sources of income.

A speaker of five languages, Anya finished her final year thinking about how she can best make a difference, both in the world and at home.

“One of the most important things that has to start happening in Russia is the formation of civil society — of responsible citizenship,” Anya reflects. “There has to be a change in the way people think, in my country. I think all the time about the role I could play in that.”
III. The Class of 2005

This section provides brief profiles and photos of all 74 members of the Davis United World College Scholars Program’s graduating Class of 2005.

During the preparation of this yearbook, each senior scholar responded to several questions from the Davis UWC Scholars Program. They wrote about the impacts of their college experience on their lives, learning, and goals. Many also briefly described their plans and hopes for the future. The profiles that follow quote from their responses.

Siri Steine Aase
Norway
Mahindra UWC of India
Princeton University

“After a very sheltered childhood in Norway, Mahindra really opened my eyes,” writes economics major Siri Steine Aase. “I became more self-reliant, confident, and incredibly inspired by the people around me. There was a lot of idealism floating around and I came down with a serious case of it. Although I later had some naiveté knocked out of me when I went to Venezuela to volunteer as an orphanage during my gap year, I have hung on to some of that idealism.

Princeton has taught me that I can reach most of my goals as long as I am practical about how to get there. In this sense my motivation has become more focused and informed. Intellectually I have grown to become more critical during my time here.

Junior year I went to Geneva to study and to do an internship with the International Labour Organization (ILO). While my classes left me plenty of time to go diving and sailing with friends, working at the ILO strengthened my motivation to work in public service. After graduation I hope to pursue a master’s degree in economics.”

Dominique Ahkong
Singapore
UWC of South East Asia, Singapore
Middlebury College

“My interest in creative writing at Middlebury has led me to a number of professors who believe in the value of playing around,” writes Dominique Ahkong, who majored in women’s and gender studies. “The idea is to experiment.

‘Failures’ are okay because they are ultimately useful. And of course, reflection is key.

“I had my first taste of hyper-text in ‘Intro to Creative Writing’ with Barbara Ganley, and followed up with an independent project under the supervision of Hector Vila. Hector suggested that I take a production course in the Film and Media Studies Department, which led me to ‘Sight & Sound 1’ with Deb Ellis.

Although my current obsession concerns film and video, I aim to be comfortable with the traditions of different media, playing around and recognizing places for interconnection. At some point I might be interested in bringing together poetry, digital media, and video. What I value most is the opportunity to experiment, with the support of professors who take an current interest. I see playing around as potentially eye-opening, and important.”

Victor Amarilla
Paraguay
UWC USA
College of the Atlantic

“I was raised a Catholic by two devout parents,” writes Victor Amarilla. “For the first 14 years of my life, the judgments I made rested on the beliefs I had been handed. They were judgments in which there was room for black and white, but hardly any gray. Eventually I came to distrust the dogmatic certainty and easy dichotomies that religion provided me.

“My tenure as a UWC student represented the beginning of a journey of self-discovery. There I looked for certainty in the sciences, then in economics, but graduated with what I thought to be the incipient fragility of an open mind.

“College of the Atlantic nurtured me and helped me to fill the void that religion once occupied. The philosophy courses I took in Bar Harbor allowed me to find a midpoint between the dogmatic truths of Catholicism and the empirical certainty of the sciences. I learned to overcome the prejudices of my past training, look at most options without tinted glasses, and, above all, accept uncertainty as an integral part of life.”
“The Davis UWC Scholars Program has transformed the intellectual landscape of College of the Atlantic, by bringing extraordinarily talented men and women from around the world to campus. I have had the benefit of working directly with several Davis UWC Scholars on campus and as interns in my business. I’m impressed by the quality of intellect and diversity of experience each brings to bear.”

Jay McNally
Founder and President, Ibis Consulting, Inc.
Trustee, College of the Atlantic

“I want to work in an international setting, and learn from people. I was always interested in politics and economics major Amer Barghouth. I’ve been shown ‘wealth and power’ etc, but not now. I have realized that each person is a unique individual, and that they are faced with. I began to form a clearer, more tangible idea of the role I want to have in the world.

At a first physics major, I decided to structure my studies around an additional major in international relations that focused on development and social change. I discovered a genuine interest in securing basic economic and civil liberties. I also learned about patience, the social contract that binds people in communities and states, yet fails in life is something else!"
**Mark Chapman**  
Zimbabwe  
Pearson UWC, Canada  
Colby College

“My college highlight came with research I conducted on Hui (Chinese Muslims) in the province of Yunnan, China,” writes Mark Chapman, an international and religious studies major. “Eating local specialties on the bustling streets and chatting to Chinese about what it means to be a Muslim living at the far edge of the Islamic world] became very attached to the Hui people. This experience led me to my research for a senior thesis on Muslims in China. “UWC taught me something about satisfaction. Chinese has two distinct kinds of satisfaction: to be happy with what you have (suo yi) and to feel that you have reached the ideal balance (you yi). UWC taught me to be satisfied (suo yi) with where I was and appreciate the opportunities I had been given. But it also taught me never to feel I had done all I could (you yi) — that there was always something to be done.”

“I hope to go back to China next year to work and further study. My future hope is to facilitate closer relations between China and African countries.”

**Diana Choksey**  
India  
Mahindra UWC, India  
College of the Atlantic

“At ColA I combined several interdisciplinary courses with my areas of focus in education and English,” writes Diana Choksey. “These experiences were human ecology in action for me, because they taught me how to integrate concepts among disciplines.

“I love to work with people and am always seeking experiences that help me further my understanding of the human condition. This has inspired my work as an assistant teacher in Summer Field Studies, an outdoor environmental education program, and as a volunteer for Island Connections, a non-profit organization that coordinates services and transport for seniors and disabled people on Mount Desert Island. I also enjoy biking, swimming, cooking, camping, and celebrating life in all its complexity.”

“UWC is the reason I am who I am today. It has taught me that you don’t wait for the world to become a better place: ‘You become,’ as Gandhi says, ‘the change you want to see.’ I hope to return to India and work to achieve a revolution in the current education system, encouraging people to challenge, analyze, and evaluate what education is and consider what it can be.”

**Sambardhika Chitrakar**  
Nepal  
Mahindra UWC of India  
Wellesley College

“UWC made me what I am,” Sambardhika Chitrakar writes. “It opened up a whole new world for me, and made realize the importance of building a global community. It has been a greater asset as the political climate of the world is changing, because I feel my international experience helps me bridge the ‘us’ vs. ‘them’ attitude of a lot of people now here.”

While majoring in South Asian studies and studio art at Wellesley, Sambardhika co-chaired the new Campus-Wide Diversity Initiative, served as a House president, sat on the College Government Cabinet, and co-chaired the South Asian Co-Committee. “Photography has always been a part of my family but I had found it for me,” Sambardhika writes. “I discovered the possibilities of learning that the school provides, but I still haven’t lost the desire to use the world.

“Ideally, I would like one day to be the Secretary General of the United Nations — but for now I will settle for a non-profit job that empowers women or works with children. If the organization has an anthropological program that does social change, I will be in heaven.”

**Deidre A. Cliento**  
USA  
UWC-USA  
Middlebury College

“My UWC experience has helped me to be more aware — not only locally but also globally,” writes Deidre Cliento, who majored in international politics and economics at Middlebury. “Coming from the UWC but being an American gives me the opportunity to extend my international connections here at Middlebury, as well as raise awareness to Americans about the UWC and its goals of international understanding and awareness.

“Here at Middlebury I was especially influenced by Hugo Nopo, professor of economics. For working for and with him I have come to learn so much, not only about economics and development but also about myself. Another important experience I have had was working with the Refugee Camp Simulation, which helped raise awareness about the living situation of refugees throughout the world.

“Upon graduation I hope to continue sharing the importance of international education and awareness, whether that be for working for an international organization or other such entity that shares my belief.”

**Galia Debelaiboucha**  
Bulgaria  
North Cross Nordic UWC, Hanney  
Colby College

“A good way to trigger change for the better is to start from academia,” writes Galia Debelaiboucha, who majored in chemistry and mathematics. “My hope is to teach science in Chemnitz and teach at the university level. Ideally I would like to go back home and work for the creation of more research-oriented science programs.

“In class, we are taught what science is all about — but it is only through research that we can start thinking like scientists. For a year at Colby I was involved in biochemistry research. Then I worked on a senior honors project in physical chemistry studying molecular interactions in solution and how we can manipulate them to improve the binding of molecules to each other. These are questions of great importance in medicine and pharmacology.

“I entered UWC as a very idealistic person, and I found my idealism challenged by many issues. However, my idealism has given way to cautious optimism. Being realistic about our complicated world is a very important tool in dealing with today’s problems, and I am thankful to UWC for helping me understand that.”

**Andrew Peter Cabuay Estanislao**  
Philippines  
Pearson UWC, Canada  
Middlebury College

“If it were not for the UWC experience, I would definitely not enjoy the freedom of thought and open-mindedness that I have right now,” writes Andre Estanislao, who majored in classical studies. “It has given me the insight of seeing humanity not as a scattered diversity but as a unified entity.

“The Middlebury College experience is beyond words. Not only does the college provide its students with the highest caliber of education, it also teaches important life lessons from setting the alarm clock right to exploring the unknown to shattering stereotypes. I believe that one of the most important lessons it has taught me is that life is so many things to offer and the way to experience them is to explore new avenues and take risks.

“Middlebury has given me the strength and courage to face the unknown. I consider myself as an educator whose philosophies would be based on the ideals of both the UWC and the Middlebury College. I would like to see myself infused with the same passion to bring together academic excellence and international understanding.”

**Justin Dubois**  
Canada  
Pearson UWC of the Pacific, Canada  
Colby College

“Many things came together at Colby to influence me — most notably a summer bike trip with two friends from Waterville to New Orleans, doing some volunteer work along the way,” writes Justin Dubois, who majored in international studies and German. “My first Jan Plan was memorable, studying philosophy in Greece and having breakfast overlooking the Acropolis. This experience showed me that the international learning environment I had experienced at Pearson could be found in a different way elsewhere. This was reaffirmed when I studied in Berlin.

“Swimming for the college team has given balance to my physical life, and has forged friendships that I have come to greatly appreciate. I have great respect for my swim coach, Tom Burton, professors Radick and Milliones have offered me wise counsel, and professors Denoeux and Yoder have greatly polished my academic skills.

“I have encountered great friends at both college and UWC. I have no set path for my life, there seems to be many different directions to take. For the time being, I’ll be grateful for the friends that I have and the family that I love.”

**Andreas Alfri Marcos Fanous**  
Ateneo de Manila University  
Pearson UWC, Canada  
Middlebury College

“Middlebury College offers a myriad of opportunities,” writes Andrew Fanous — “but its real strength is that it encourages us to express our interests and permits itself to be shaped accordingly. Having this in mind, I founded the Middlebury Christian Orthodox Association and helped to found Anabagae, the Middlebury Arab Heritage Society, which is the cultural life of the college. I was also one of the pioneer science majors to spend a year in a study aboard program. I pushed hard for that and was fortunate enough to see it working.”

Andrew majored in molecular biology and biochemistry, and in German. “The UWC experience is still one of the strongest forces of my personal life. Whenever in doubt about making a difference in the world, I revert back to the UWC ideals, only to become more persuaded that if an ideal life was possible in that microcosm, it is definitely attainable on a larger scale!

“Building on these ideals, I hope to engage in the medical field. I dream about working one day with Médecins Sans Frontières in a third world country.”

Andrew’s personal website is at www.andrewfanous.com.

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**David R. P. Fanous**  
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Pearson UWC, Canada  
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There could not be more tangible proof of the high quality of the Davis UWC Scholars Program than the intellect, enthusiasm, and thoughtfulness demonstrated by the Davis UWC Scholars I have met.

Peter C. Wendell General Partner, Sierra Ventures Board of Directors Charter Member, Princeton University Board of Trustees

Joanne Hunter American Samoa UWC of the Atlantic Wellesley College

“I hope to transform health care systems around the world, starting in South Africa, and focusing on internally displaced and refugee health issues,” writes Jo Hunter. “To prepare for such a challenge, at UWC I was able to shed the social baggage and prejudice that arise growing up in one place, and embrace internal idealism.”

Asma Husain Pakistan UWC of the Atlantic, Wales Colby College

Majoring in studio art and economics at Colby, Asma Husain spent a summer in New York and another in Paris, studying architectural theories, history, and design through the Graduate School of Architecture at Columbia University. “The program concentrated on analyzing the intensely urban contexts within which we live,” she writes. “Not only did I get a more complete understanding of the complexity of both cities, but I was also able to channel the theoretical aspects of the program into the design studio. My fascination for architecture was challenged and intensified.”

“I want to go on to graduate school to study architecture, particularly as it has to do with low-income housing. Coming from Karachi, a city where almost one half of the inhabitants live in squatter settlements, this is obviously a very pertinent issue. Studying development economics at Colby gave me some of the tools that I will need to tackle this problem. I would like to complete my studies in the U.S. and then work, either back at home in Pakistan or in some other part of the developing world.”

Adani Illo Niger UWC USA, Middlebury College

“I was the first student from Niger to ever go to a UWC,” writes Adani Illo. “My experiences at UWC USA were second to none. I attribute a large part of this to the diversity of the people I met. Following two years at the UWC I decided that a liberal arts education was the path for me to follow. Hence, I chose Middlebury College.

“Through the different organizations I have joined — especially the Kappa Delta Rho social house — I have met amazing people. These people I thought I would never relate to — but as a true UWCer, I ventured out of my comfort zone. I also co-chairs the Student Internment Club, a group that inverts a portion of Middlebury’s endowment. The position taught me about leadership, discipline, and responsibility, skills that I hope to use at an investment banking analyst after graduation. I will leave this place wiser and ready for the challenges ahead. The one man who has made all of this possible is none other than Shelby Davis. So thanks, Shelby, for your generosity and kindness.”

Wangeci Eunice Kagucia Kenya UWC USA Wellesley College

Summer internship experiences in Tanzania and Boston helped Eunice Kagucia decide to pursue a career in public health. “In the summer of 2003, working in a Boston community health center, I had the opportunity to look at factors that may lead to the low participation of African Americans in HIV/AIDS clinical trials. Additionally, I had an opportunity to develop useful laboratory skills through working in Professor Mary Allotey’s laboratory, where I worked in the world,” Nishad Jayasundara writes. “For my senior project, I had the opportunity to explore three different approaches to biomedical research in the world,” writes Nishad Jayasundara. “Through looking at genomic responses of crustaceans under stress conditions, investigating the pharmaceutical properties of indigenous medicine used in Sri Lanka to cure diabetes, and studying the effects of a genetic mutation on diabetes, I learnt not only research techniques but many other social, economical, and cultural implications.

“After growing up in a small coastal town in southern Sri Lanka, going to UWC was a door to open to look at the world from a global eye. I have spent my time since UWC struggling to learn about the best way one could help to overcome the misery of those who suffer in the Third World, like my town. I am still questioning what would be the best use of my knowledge in modern research techniques for those who are in the process of rebuilding Sri Lanka from the tsunami. As soon as I finish my education, I am going back to Sri Lanka to be a part of the rebuilding.”

Nishad Jayasundara Sri Lanka Mahaweli UWC, India College of the Atlantic

Asma Husain Pakistan UWC of the Atlantic, Wales Colby College

Majoring in studio art and economics at Colby, Asma Husain spent a summer in New York and another in Paris, studying architectural theories, history, and design through the Graduate School of Architecture at Columbia University. “The program concentrated on analyzing the intensely urban contexts within which we live,” she writes. “Not only did I get a more complete understanding of the complexity of both cities, but I was also able to channel the theoretical aspects of the program into the design studio. My fascination for architecture was challenged and intensified.”

“I want to go on to graduate school to study architecture, particularly as it has to do with low-income housing. Coming from Karachi, a city where almost one half of the inhabitants live in squatter settlements, this is obviously a very pertinent issue. Studying development economics at Colby gave me some of the tools that I will need to tackle this problem. I would like to complete my studies in the U.S. and then work, either back at home in Pakistan or in some other part of the developing world.”

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Nishad Jayasundara Sri Lanka Mahaweli UWC, India College of the Atlantic
“Being in India and at UWC made me more aware of the way we can contribute to making a change in this world,” writes Eduda Kapinova. “I found the limbo does not last long, and an intelligent yet passionate way of thinking helps. I also found a great deal about survival conditions, the determining causes of child labor, and the magnitude of the problem. This reminded me to think of those who are not as lucky as we are.

“I see my UWC experience as a page on which my interests, knowledge, wishes, and hopes are written. College taught me to be independent, mature, and responsible. Throughout my career at Middlebury, I was supported and my academic and personal development. My on-campus work supervisor, Maggie Paine, has been caring and supportive in all aspects of my life. As for myself, I found a great experience in the challenge to bring a new cultural dimension to our diversity-rich campus life.”

After graduation, Kido will join Analysis Group, a consulting firm in Boston. He hopes, after a few years, to continue on to business school and have given them everything I’ve got. Now I wish to go back to Asia, and have given them everything I’ve got. Now I wish to go back to Asia, to people waiting for medical treatment were overwhelming, and made me realize that I wanted to make a difference through the improvement of health care. Four years later I find myself completely devoted to immunology and genetics research. “I hope to have a career in research and teaching. I hope to take my education one step further by teaching future generations about science, and the ways we can use it to make our quality of life better. I believe in teaching people about the power that each of us has to make a difference in this world.”
Ivan T. Mihajlov
Serbia
Li Po Chun UWC, Hong Kong
Colby College

"September 11, 2001 came at the time I started my classes at Colby, and has significantly marked my experience here," writes Ivan Mihajlov, a chemistry and French studies major. "I come from a country that was torn apart by wars. I told a friend here, a proponent of the war in Afghanistan, that attacking other countries was not the way to respond to terror. My friend stopped talking to me for a while. But when the question of attacking Iraq divided the world, he came back and said: 'I'm, I understand now what you meant.'

"My life will have to be exceptional, as it has been thus far — I lived in Serbia during a very bad decade, spent two years in Hong Kong and did well there. Colby was next, also permitting me to live in France for half a year. UWC has given my life a blessing and an obligation: I want to work for the better of people, in medical or environmental fields, and will refuse to isolate myself from the world as I know it. Hopefully I will not ever feel integrity in whatever I do. After college I intend to go to a village in India and continue to travel and learn."
Joannah Opot
Kempa
Malawi
UWC of India
Middlebury College

“My college education has enabled me to ground my passion and experiences with academic disciplines,” writes Joannah Opot. “For most of my life I have devoted myself to working with young people from all over the world as they address environmental issues that affect their communities. This has involved setting up environmental camps in Malawi, teaching in India and Nepal, and being part of international conferences on the environment in Russia and the USA. Attending Middlebury has enabled me to take courses like ‘Environmental Psychology’ and ‘Comparative Development Strategies’, which have given me new innovative ways to address environmental issues.

“I have also had the chance to play field hockey, rugby, and golf, and to do yoga and dance. Most surprising has been my love for alpine skiing and ice skating. I think I need two more semesters to take all the courses I like, and to try log-rolling or archery.

“My graduate studies are geared towards sustainable development strategies, with a focus on environmental and women’s issues. I look forward to using this knowledge to further my ideals.”

Lorenzo Orecchia
Italy
UWC of the Atlantic, Wales
Middlebury College

“I have studied computer science but have also had the chance to work on projects in molecular biology and biochemistry, and minor in computer science. Another was to study Turkish in my junior year. That experience culminated last summer, when I rented a car with a group of friends for an epic journey through the whole Anatolia, from Istanbul to the far city of Urfa, the ancient Edessa.

“I think I have a great part of this fascinating experience to what I learnt at Middlebury College. Almost on a daily basis there, I faced people from different backgrounds, learnt about their cultures, their ways of constructing the world, and learnt about myself and my own culture, by simple comparison with what is different.

“I hope to go on to a Ph.D program in computer science at a top U.S. school, then to work as a researcher or university professor in theoretical computer science. I hope to eventually go back to my country, and maybe participate in the Indian education system, which is in need of serious innovation and reforms.”

Alessandra Ossowska
Poland
UWC of the Adriatic, Italy
Wellesley College

“Through international projects that Wellesley enabled me to pursue, I internalized the motto that the UWC lived up to all-in-of-making-a-difference,” writes Ola Ossowska. “Culture should be a source, a means and an end of development. Similarly being culturally rooted is extremely important in peace-making.

“I began approaching these complex issues by participating in the Wellesley Grammy Develops and Non-Violent Peace-Making winter session in India. Lessons from India guided me in my volunteer work with the Foundation for Sustainable Development in Nicaragua, during my semester with micro-borrowers on enterprise development and family planning. As an Emily Green Bakh Prize and Justice Fellow I explored the lives of refugees in Europe, observing how they proudly carried their traditions with them. They were very enthusiastic when I organized UWC-style cultural events in the camps.

“Poland desperately needs experts in economic regulations, its unemployment reaches 20 per cent, and young people do not have big dreams like us. I really want to change that in my homelands. I want to get my piece the chance that was given to Mr. Davis.”

Yong Pan
China
Li Po Chun UWC, Hong Kong
Middlebury College

“My summers here made up the best part of my college life,” writes Yong Pan, who majored in molecular biology and biochemistry, and minored in computer science. “I sailed with my research mentor on picturesque Lake Champlain, went to summer school parties, and visited local restaurants and cinemas.

“Summer research was great fun and a rewarding experience — not only did I get a chance to expose myself to real-world science, but also I got to know people in the department much better.

“My year at Li Po Chun United World College taught me how to learn from other cultures while maintaining one’s own identity and uniqueness. Thanks to UWC education, I am now more confident and less stereotyped. The global learning experience I gained at Middlebury was to think critically and in depth. I am a better observer and evaluator than I was. Before I came, I had lots of dreams; here I learned how to have better dreams, that live with and motivate me.”

Justinas Pelenis
Lithuania
Li Po Chun UWC, Hong Kong
Colby College

“Being a Davis UWC Scholar gave me an opportunity to realize that this world is not as big as I once imagined it to be,” Justinas Pelenis writes. “The Colby experience has given me grounds to mold myself as a personality. As an economist and mathematician major, I developed a passion for learning, and I hope to continue my pursuit of knowledge by attending graduate school in economics. One day, I hope to go back home and be part of the administration that creates policies for the Lithuanian economy. To do so, I need to complete graduate studies and get more practical experience.

“Most importantly, I hope that one day I will be able to return what I have received.”

Dusan Perovic
Serbia and Montenegro
Red Cross Nordic UWC, Norway
Princeton University

“I spent my junior year at Oxford, where I represented Princeton through a new exchange program,” writes Dusan Perovic, who majored in electrical engineering. “On campus I have been involved in numerous activities, one of which was serving as a peer educator, reaching out to freshmen and providing support. In my last year I was a team leader of a peer educators group.

“My UWC experience helped me learn what the important things in my life and should be. It also taught me about how I can affect other people and help others succeed. Princeton allowed me to pursue everything I felt passionate about. Apart from engineering I was able to study languages and literature, economics, and dance. I helped found a student dance company on campus, and was able to work with very talented artists. With help from Princeton I was able to work on different projects in Germany. This breadth of skill, a developed and the freedom I had I will serve me greatly in the future, since I will be able to continue working on things I feel very passionate about.”

Anna Revchouz
Ukraine
Red Cross Nordic UWC, Norway
College of the Atlantic

“Thanks to College of the Atlantic’s progressive philosophy about educational freedom, my college experience gave me the opportunity to explore many different directions of study in the visual arts,” writes Anna Revchouz. “I spent my junior year at a top design school, Pratt Institute, where I had an intense hands-on introduction to the world of design, and took advantage of New York City’s art resources. My experience led to an internship at the Museum of Arts & Design, also in New York City.

“My internship was an enriching experience, where I took on real responsibilities and made real contributions working as a part of a larger museum team. I was with the museum on a full-time basis for a semester, during which I was involved in a wide range of museum events. From assisting with the museum’s first annual ‘New Technologies and Materials’ Conference, to researching and designing a resource packet for teachers on upcoming exhibitions, to leading gallery tours and family workshops, my experiences were rewarding and gratifying.

“In the future, I see myself continuing to study and work in the field of art education.”

Stanislav Presolski
Bulgaria
UWC of the Adriatic, Italy
Colby College

“The whole college experience has definitely made me stronger (because it has not killed me yet),” writes Stanislav Presolski. “I am amazed for me to travel across the United States (New Orleans, Columbus, Reno) and do sophisticated studies with leading scientists.

“Throughout my stay at Mayflower Hill I have acquired, as much as civility, allows, being politically correct and have tried to challenge the views of international students and Americans alike. As a martial art instructor I have also stressed the importance of peaceful confidence in the Tang-Soo Do style in as well in everyday life.

“After graduating school I hope to properly study and one day that I will live up to my expectations of a responsible citizen of the world, I envision myself going back to Bulgaria eventually, and rather working as a researcher in the pharmaceutical industry or even establishing my own company.”
Ben Rice-Townsend
USA
UWC-USA
Princeton University

“UWC dramatically changed my perception of the world around us,” writes Ben Rice-Townsend, who majored in English at Princeton. “There were many times when the things that I took for granted as facts turned out to be opinions, and this process eventually taught me to always consider the perspective of any given situation. For me, it was a necessity to apply this kind of thinking to any years at Princeton, and I hope to carry it on to whatever adventures are in front of me.

“One of the greatest things that Princeton has given me is a strong appreciation for the time, effort, and dedication required to understand an issue. I have come to know over the last four years that we must value the talent and the energy to truly change the world, if we can only muster ourselves to do so.

“I have a passion for learning from and teaching others, and whatever label I can attach to myself in the course of my life, from ‘philanthropist’ to ‘family man’, I hope that ‘teacher/student’ will always be an accurate description of who I am.”

Santiago Salinas
Argentina
Pearson UWC, Canada
College of the Atlantic

“I have been exceptionally fortunate to have had so many excellent professors, all of whom have left lasting impressions on me,” writes Santiago Salinas. “I am Gaidhleas’s bung in his ecological agriculture, Gary’s crazy dives at Race Rocks, Helen’s love for little animals under tiny rocks. If looked, could find deep down inside me a desire to be a feminist scientist like Suzanne or a dissident-on-principle like John And, of course, Chris’s fascination with sex and evolution.

“The UWC changed me radically in two years. I went from a boy in Argentina to an educated citizen of the world. The UWC still inspires me to stand for what I believe are noble causes: sustainable development, social equality, international understanding. This is why, together with SPARKS, I have instituted an internship program for North American students at an Argentine community center.

“I hope throughout my career to be an advocate for the integration of evolutionary biology and conservation. I plan to do this by undertaking research projects that will inform policy-implementations of evolutionary consequences of their actions, mainly in the aquatic realm.”

Andrias Rozmer
Hungary
Pearson UWC, Canada
Colby College

“The opportunity Colby offered me to study two semesters abroad was truly tremendous,” writes Andrias Rozmer, a government and international studies major. “My semester in Jordan allowed me a close, intriguing, adventurous look at a region I only knew from books. I spent the second semester in London at the highly specialized School of Oriental and African Studies. It was an eye-opening year that challenged me and strengthened my independence.

“Having returned from a small village, my UWC experience helped me discover not only the world, but possibly even more, myself. UWC taught me the value of deeper analysis and open-mindedness about other ideas before I express myself. The UWC experience also gave me invaluable social capital in my interactions with others. I see ahead, and my desire to contribute all grow automatically during my time at Pearson. This growth is partly in response to the scholarship money invested in me — but more importantly it has to do with the people I’ve been privileged to live with over the last six years.

“Kevin’s passion in chemistry and biochemistry at Colby, with a minor in music. The insights I gained through studying at UWC have been given shape and direction during my time here. Colby taught me so much about what I can do with the values I have. Jeff’s background, Maria’s naturalness, pushed me to aim higher in so many respects. Professor Barbara Nelson helped me set up a Jan Plan internship in Mexico City Living. As the U.S. has also taught me an enormous amount, mostly about the complexity of the American position in the world today. “I’m hoping to study medicine next year. From there, who knows?”

Kevin Selby
Canada
Pearson UWC, Canada
Colby College

“My outlook before and after going to UWC is really like night and day,” writes Kevin Selby. “The expectations I have for myself, the possibilities I see ahead, and my desire to contribute all grow automatically during my time at Pearson. This growth is partly in response to the scholarship money invested in me — but more importantly it has to do with the people I’ve been privileged to live with over the last six years.

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Diana Walsh
President, Wellesley College

Each year, as the cohort of Davis UWC Scholars has grown, all of us here at Wellesley have become increasingly conscious and appreciative of the positive impact they have on campus. They arrive already having developed impressive leadership skills, and they come as committed global citizens. This academic year, with the national presidential elections very much on the minds of American students, our Davis UWC Scholars inspired everyone they encountered to think more clearly and deeply about what was truly at stake.

Mihaela Senek
Sweden
Mahindra UWC, India
College of the Atlantic

“Despite the number of years that have passed since I graduated from UWC, I have continued to think about how things are changing globally,” writes Mihaela Senek. “I still feel like a citizen of the world rather than a citizen of my country.

“College of the Atlantic’s strict limitations or restrictions. One is always free to design one’s own curriculum. At first this was difficult because I was not used to this level of freedom. I didn’t know myself and I didn’t know what really interested me. However, today I am thankful for it, and I believe that in the process of choosing classes and designing independent studies I learned what really interested me.

“Next year I hope to continue studying human biology. Human Biology would I like to work on public health policies in developing countries.”

Sanjeev Kumar Shah
India
Mahindra UWC of India
Colby College

“UWC was the turning point of my life,” writes Sanjeev Shah. “This was where I developed a passion for marine studies, which was the main reason I came to College of the Atlantic. As COA, I started thinking critically this is when I decided to study development economics. Now I have done a study abroad in economics and a couple of internships with development NGOs. I worked for Condoleezza Rice, Monica and Randal Urban Partnership Programs/ United Nations Development Project (India).

“I think my presence has influenced the college community. After coming to COA I was more attracted to development economics, and I approached the economics professor to teach more of harder economics. He was amazed and really excited, and started the theory classes. Now he has several theory classes every year and has more students in his class. “I would like to continue my further studies with development economics and public policy. I am looking forward to working with some international development agencies in the near future, and to be able to help the unprivileged people of the world.”

Karim Shankar
India
Mahindra UWC of India
Colby College

“I have been very involved in the Theater and Dance Department at Colby,” writes Karim Shankar, an international studies and Spanish major. “Performing major roles in such plays as ‘A Winter’s Tale’ and ‘The Tempest’, being part of the Social Action Theatre group. I have come to realize this is one of my passions. I hope to foster all my life.

“Being at the UWC exposed me to people and places so far from the familiar. I learned from my fellow 17-year-olds about war-torn regions, Caribbean cities, and bustling cities. What those through it all was the universality of the human condition. Spending a year studying abroad at the University of Salamanca in Spain strengthened my language skills immensely. It was an amazing little city, a parallel universe quite like UWC, with students together from all over the world. Now I hope to go to graduate school to study international development or journalism (international reporting), and thereafter work with an international NGO or write for a newspaper that offers more insights than the mainstream media. I hope to travel a lot!”
my summer teaching positions as well as tutoring at Colby have been very beyond the classroom. They have been a source of inspiration for me, and to value a solid education, enabling me to come this far. I am looking to prepared to start a life on my own.

I aspire to become an educator. Going to UWC and Colby has led me to value a solid education, enabling me to come this far. I am looking to becoming a teacher after graduation, in hopes of reciprocating the invaluable lessons my teachers and professors have given me; lessons that reached far beyond the classroom. They have been a source of inspiration for me, and my summer teaching positions as well as tutoring at Colby have been very rewarding experiences; hence, my intention on pursuing teaching as a career: I intend to get a second degree, and possibly to become a professor myself.

Denis Shubleka
Albania
Red Cross Nordic UWC, Norway
Colby College

“Colby taught me that life does not stop for anyone, and that you decide your own destiny,” writes Denis Shubleka, who majored in mathematics and economics, with a minor in Italian studies. “I have grown considerably, intellectually and emotionally, throughout my four years, and feel more prepared to start a life on my own.

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Rita Sihkondez
Switzerland
Pomona, UWC, Canada
Wellesley College

“The UWC experience changed the trajectory of my life,” says Rita Sihkondez, who majored in international relations, with a concentration in political economy: “It shaped most of the interests that I have acquired over the years, down to the major that I have pursued here at Wellesley to the kind of extracurricular activities that I am involved in.

“I would say that my college experience has shaped me into being a stronger, more confident person. One of the greatest things that I have taken away from Wellesley is being a fearless thinker, which it is going to be an important tool, among the many tools that Wellesley has given me, as both my life and career.

“I have no clue what I will be doing next year after graduation. I do know that I will be working either in the financial services or consulting field.”

Ho C. “Anderson” Shum
Hong Kong
Li Pu Chon UWC, Hong Kong
Princeton University

“My junior independent work opened my eyes to the world of scientific research, and showed me something that I would like to do as a career for the rest of my life,” writes Anderson Shum, who majored in chemical engineering: “It taught me that there was a possibility that you could enjoy being extremely busy. I was also one of the very few engineers who studied abroad — and I was the first one who studied abroad at Imperial College, London.

“The UWC experience has provided me with international understanding that enables me to see things with an open mind. It has helped me develop my potential and find my career ambition. I have become more confident of my own ability and think that I can contribute to the world.

“In the short term, I am hoping to go to grad school. Eventually I would like to teach because it is important to transfer my knowledge, skills, and experiences to others. I would also like to contribute my free time to doing some volunteer services.”

Rohan Siki
India
Malvendra UWC, India
Middlebury College

“I hope to continue studying for a few more years after Middlebury,” writes Rohan Siki, who majored in philosophy: “Beyond that, I look forward to contributing to a community in the best way that I can, wherever and whenever that may be. Middlebury has provided me with four wonderful years of learning, and my hope is that I be able to apply these four years to the rest of my life in a manner that is fruitful and satisfying.”

Bonnie Sit
Hong Kong
Li Pu Chon UWC, Hong Kong
Wellesley College

“International economy and finance was an area of study I had never thought of doing before coming to Wellesley,” writes Bonnie Si. “The courses that greatly affected me were Professor Akila Wijeyatunga’s ‘International Finance and Macroeconomic Policy’ and Professor Katherine Moon’s ‘State and Society in East Asia.

“On a Wellesley alumna’s suggestion and help, I obtained an internship with Far Eastern Economic Review, where I spent the summer after my first-year and published an article on politics and economies of East Asia. I was the first Wellesley student interning at the publication. When I returned to campus, I helped bring together the Review and Wellesley. Now we have an internship program at the Review, among the Luci Internships in Asia.

“My education at UWC and then at Wellesley has made me a more respectful individual, a less believer of luck, and a stronger believer that hard work will eventually pay off. Working at Wellesley on an independent study on currency unification for China and Hong Kong has been the culmination of my academic endeavors so far.”

Sheena Sia
Hong Kong
Li Pu Chon UWC, Hong Kong
Colby College

“My experience at UWC granted me openness-mindedness and the quest for challenge and risky takeovers,” wrote Sheena Sia, who majored in economics at Colby, with a minor in administrative science. ‘It taught me the motto ‘make believe.’

“My one-year study-abroad experience at the London School of Economics and Political Science proved to be an enlightening experience. As much as I loved to indulge myself with the city life of London, meeting new faces and handling challenging academics, I also hated the materialism and pretentiousness which I witnessed in a big university and city.

“At college I was especially affected by the chance to dance — among the Colby Dancers and at sketchy parties once in a blue moon. To lead, to follow, to create, to listen — I got to do something that was not economics. It taught me selflessness and determination. I will remember them both.”

Neha Sud
India
Malvendra UWC, India
Colby College

“What I value most about my Colby experience is what I have learnt academically,” writes Neha Sud, who majored in international studies and French. “I came here determined to enter the field of diplomacy, but I had little clue as to how to efficaciously put my plan. Here I took courses in international law, particularly ‘Politics of War Crimes Tribunal’, which helped me realize where my true passion and interest lay. I have decided to make a career for myself in international humanitarian law, and in working to ensure human rights for all.

“Being a French major gave me the opportunity to study abroad in Paris for an entire year. It was a shaping experience, as it unclouded my language skills and also made me realize that Paris is a city that I can see myself living in permanently.

“I plan to work for human rights, either with the United Nations or with an NGO specializing in the issue. My second option is to enter the field of diplomacy by joining the Indian foreign service.”

Magda Stumpfova
Czech Republic
Pearson, UWC of the Atlantic, Wales
Wellesley College

“For the past two summers I participated in the Wellesley College Summer Research Program,” writes Magda Stumpfova, who majored in biological chemistry: “I am now absolutely certain that I want to pursue a career of a pathologist. My idea is to get involved in clinical research and later, perhaps, join academia to help spread the knowledge — something I would have not even considered had I not been supported by UWC/Wellesley, and the Davis family. I feel well-prepared for what is waiting for me out there.”
Abdelqader Sumrein
Jordan
Pearson UWC, Canada
Middlebury College

“My freshman seminar course, ‘Communism and Fascism,’ was probably the most interesting course I have taken during my career at Middlebury College,” writes Abdelqader Sumrein, who majored in chemistry and economics. “My chemistry research experience persuaded me that a career in chemistry is what I want to do.

“The most important effect my UWC experience has had on me is that it has made me realize that not many students receive the resources and support that I have during my education. “I hope to begin graduate study next fall, working toward a PhD in chemistry. Eventually I want to be able to apply my knowledge in chemistry to create an institution beyond our wildest dreams. Our most ambitious projects to date include a school for young boys and girls in Afghanistan, a widow support program in Kabul, and internship programs for university students on a number of developing countries.

“The UWCs are a great breeding ground for activism and passion, and helped to motivate the development of SPARKS, bringing it from a local school group to the organization it has become today. UWC gave me the courage and humility to work in difficult conditions, and the deep desire and self-confidence to continue this kind of work after graduation. I don’t know what is happening next year, yet, but working in this field is sure to be exciting!”

Nina Therikaldson
Denmark
Red Cross Nordic UWC, Norway
College of the Atlantic

“When I began college, I was convinced that I wanted to become a marine biologist — and College of the Atlantic’s excellent marine mammal program was one of the main reasons why I chose this school,” writes Nina Therikaldson. “I enrolled in an introductory marine mammal course, became a work-study student for the whale research group, and got a field internship during whale research. I was excited about these opportunities; but at the same time I was a senior, became president of the club. The main tenets of taekwondo — courage and humility to work in difficult conditions, and the deep desire and self-confidence to continue this kind of work after graduation. I don’t know what is happening next year, yet, but working in this field is sure to be exciting!”

Rishma Thomas
Canada
UWC-of-the-Atlantic, Wales
Princeton University

“SPARKS has been here, for and away, the most inspiring project of my Princeton career,” writes Rishma Thomas, who majored in Near Eastern studies. “I have been in the fortunate position to watch it grow from an elementary school community service club in 1994 to a charity registered in both Canada and the U.S. The support of the Princeton administration and faculty who helped to create an institution beyond our wildest dreams. Our most ambitious projects to date include a school for young boys and girls in Afghanistan, a widow support program in Kabul, and internship programs for university students on a number of developing countries.

“The UWCs are a great breeding ground for activism and passion, and helped to motivate the development of SPARKS, bringing it from a local school group to the organization it has become today. UWC gave me the courage and humility to work in difficult conditions, and the deep desire and self-confidence to continue this kind of work after graduation. I don’t know what is happening next year, yet, but working in this field is sure to be exciting!”

Sally M. Torbert
USA
UWC-USA
Princeton University

“I thought I was involved in many activities at Princeton dealing with community and international issues, what had the most impact was my sport — taekwondo,” writes politics major Sally Torbert. “I started as a freshman and, as a senior, became president of the club. The main tenets of taekwondo (courtesy, integrity, indomitable spirit, perseverance, and self-control) are virtues I have found invaluable for juggling the rigors of college.

“I have been working on a student committee trying to make Princeton better at being actively engaged. We produced a report this year based on our observations of programs at other universities; it has been widely circulated through the administration and faculty, suggesting such changes as sophomore seminars on local community issues and increased help for students who want to do independent work within the community. Our work will make a difference for future Princeton students.

“I know I’m going to law school eventually but I’m taking a couple years off to hopefully teach. I want more experience on the ways the world actually works, and be more certain about the things I fight for.”

Elena Toska
Albania
UWC-of-the-Atlantic, Wales
Princeton University

“I truly felt the influence of Atlantic College (AC) throughout my years at Princeton — and I often felt that, like good wine, the events and experiences in Wales needed the extra time to become more valuable,” writes Elena Toska, who studied at Princeton’s Woodrow Wilson School of Public and International Affairs. “The time at AC seeded a window onto the world of issues that I now am passionate about.

“After many deliberations, I am most probably taking a year to work in Vietnam as a Princeton-in-Asia fellow, with an NGO that works on child health and well-being. I recently learned of two schools in need and decided to work in the area of public health and development. My main goal is to work with Doctors without Borders, possibly on child health and HIV/AIDS.

“Having come to Princeton planning to be a physics major and ending up enthralled by degrees in development in politics, economics, sociology, and many other areas, I now know I could never be just a doctor, or just a scientist, without knowing and using knowledge from other disciplines, social sciences, and humanities.”

Ly Tran
Vietnam
UWC-of-the-Atlantic, Wales
Colby College

“As I was gasping for breath, walking up a hill at the University of Ghana for some fresh air to lessen a terrible headache from malaria, a familiar face passed by,” writes anthropology major Ly Tran. “I stopped, turned around, and we screamed out names, ran and embraced each other tightly. Filomena, my good friend from UWC! Here we were, a Vietnamese girl, studying in Ghana from an institution in the U.S., and a Ghanaian girl, now in a master’s program in her homelander. In a most lonely and vulnerable moment, I found a dear friend from those most memorable years of my life. What a small world!

“There is so much to learn and so much to forget, so much to try, yet so much to fail so much you can do but so much you cannot. Colby made me realize that finding the balance of these is what I need to learn in life. I hope to keep living my normal lifestyle, returning my debt of fortune to the less fortunate people on my path of career, in the field of NGOs.”

Marc Verdiel
Canada
Red Cross Nordic UWC, Norway
Princeton University

“Graduating with a degree in mechanical and aerospace engineering, I have a lot of offers and promise to work for major defense industry contractors,” writes Marc Verdiel. “However, in the international experience I gained at UWC, and in some of my travels through less developed countries, I have seen some of the downsides of the society we have evolved into. So I would be building my UWC experience, I have the forethought to choose something that’s ethically as well as intellectually satisfying.

“For the past three years I’ve been volunteering on the Princeton First Aid and Rescue Squared. I have also been a leader for Outdoor Action, the trip that many freshman participate in when they arrive at Princeton. As an OA leader, I’ve been responsible for updating the curriculum along with teaching classes. I hope this work will have an impact on the Princeton classes to come.

“I plan to continue in engineering, with a lot of interest in control systems and adaptive control. I also think I would very much enjoy returning to academia, and taking up a teaching role.”

Nilochana Wickramarachchi
Sri Lanka
Li Po Chun UWC, Hong Kong
College of The Atlantic

“COA gave me the freedom to learn everything I always wanted to learn,” writes Nilochana Wickramarachchi. “As this college I learned music, which I was not able to do in my previous school life. When I came to COA I did not know how to read or write music — but after taking several classes with John Cooper, I not only learned to read and write music but also to play several instruments. I consider myself to be very lucky.

“I came to COA not knowing exactly what I want to do, or who I want to become in the future. Finally I have found the answers to those questions, thanks to the support I got from my advisor, Chris Peterson, and other faculty members. I became interested in the microbiology field after I took a course on the subject, and I did my internship at The Jackson Laboratory on Mount Desert Island.

“My goal for the future is to continue my education in microbiology and to acquire a career in that field.”
Christopher Rodney Yeoh  
Malaysia  
Mahindra UWC of India  
Colby College

“I have had a lot of interesting experiences at Colby, but my most interesting was with the Religious Studies Department,” writes Rodney Yeoh, who majored in religious studies and biochemistry. “Its professors have been immensely helpful. And I believe my research, such as my work on the role of the Catholic Church in improving the Jewish-Christian relationship, added a fresh dimension to interfaith studies here. In my personal statement for grant applications and university admission essays, I would never fail to write about how my UWC and Colby experiences have shaped who I am. I am no longer interested in getting only good grades; my greater concern is with larger questions, such as that of religious violence in society. I hope to earn a Ph.D. at a well-established divinity school, then to teach at a small liberal arts school like Colby. I want to encourage my students to ask questions — especially questions concerning the Others. What separates the Others from Us, what makes Them different and Us similar? Through this study, I believe a small step toward peace and tolerance can be taken.”

Clara Koh Zhijia  
Singapore  
Pearson UWC, Canada  
Colby College

“The opportunity of being at a liberal arts college like Colby has changed my worldview considerably,” writes Clara Koh, who majored in biochemistry and religious studies. “Although I initially had goals of becoming a medical doctor, I explored areas of knowledge beyond the sciences. Taking classes in the Religious Studies Department helped me learn about myself as a past Christian believer, and affirmed my growing awareness of the oppressive potential of religion. Ethical biblical interpretation, in particular, stood out for me because its approach is in stark contrast to the way the Bible is read in the evangelical churches that I have encountered. In addition, the necessity of such interpretation is vividly apparent in our present world, where religion is raised as a banner over violence. Now I plan to undertake biblical studies at a graduate level. Specifically, I aim to study the biblical hermeneutics of the evangelical churches in Southeast Asia, my native region. It is my hope to eventually become an educator to engage academic and religious communities in which the Bible is read and applied, in conversation on the topic of religion.”

The Davis United World College Scholars Program stands as one of the most useful and comprehensive initiatives ever devised to promote global education, and it could not be timelier in its goals and good work.

Shirley M. Tilghman  
President, Princeton University

IV. A Widening Circle

52 Participating Institutions, 469 Undergraduates
Already in his first year at Harvard, American Davis UWC Scholar Jeremiah Hendren has chaired the education branch of the Harvard Progressive Advocacy Group, working to support community organizations’ efforts toward positive change. Jeremiah knows where this work started for him. It was in Singapore.

As a student at the United World College of South East Asia, Jeremiah was a lead organizer of a school-based project called the Initiative for Peace. For its first effort in summer 2002, the Initiative brought 38 students from India and Pakistan to Singapore for a conference on the conflict in Kashmir. “It was the most powerful experience of my life,” Jeremiah says today.

“They put the program together in a way that history and media and politics, and everything else, got dealt with,” recalls Rabia Ghalib Mir, a Pakistani student who took part, and who now also attends Harvard. Jeremiah, she says, “always came out as a very energetic person, very friendly. When you talk to him, he’s always smiling.”

“Focus on Kashmir” had several outcomes. It led to a second conference the next year at the Singapore UWC, on Sri Lanka; it gave rise to student groups in both India and Pakistan; it prompted students at the UWC of the Atlantic, in Wales, to organize a continuing series of similar gatherings on Northern Ireland — and it sparked in Jeremiah Hendren a drive to keep on working to make a difference.

After UWC, he spent a year volunteering at the Simón Bolívar UWC of Agriculture in Venezuela. There he met Sudanese student Simon Lombé, who had become a conscripted soldier at age 12, and later escaped from a forced-labor camp. “Simon and I were very good friends,” Jeremiah says. “I encouraged him to apply to one of the Davis schools.” Simon did, and became a freshman this year at College of the Atlantic.

Jeremiah became a freshman at Harvard, where he took on an extra-heavy course load, preparing for an honors concentration in social studies, while pitching himself into community advocacy. He and Rabia Mir won a university grant to travel to the World Social Forum in Brazil during February.

As education branch chair for the Harvard Progressive Advocacy Group, “I spend a lot of time just emailing, making contacts, making phone calls, making sure everyone’s going to attend a meeting,” he says. “It’s so essential to get to know the community, to spread our name to different community groups.”

“As a group leader, he does a really good job of bringing in people,” says Mir, who went to UWC of the Atlantic, and is now the Harvard Advocacy Group’s director. “Jem is one of the most caring people I know. I value the fact that I can always count on him. ’People can be responsible, but not passionate,’ she adds. ’He’s passionate.’

There is no substitute for the experience of human interaction in promoting understanding. What we’re all about at Harvard is giving people a chance, so they can give the world a chance to be that much better. We are a much better place for the presence of the Davis UWC Scholars here.

Lawrence H. Summers
President, Harvard University

Opposite: Davis UWC Scholar Jeremiah Hendren at Harvard.
When the Davis UWC Scholars Program expanded this year from five to 52 colleges and universities, among the new participants were such historic campuses as Harvard, Yale, and Dartmouth. Another is Westminster College, a small Midwestern school that has its own special place in history. In 1946, Winston Churchill came famously to this campus in Fulton, Missouri, to give a speech on keeping the postwar world at peace. In the college gymnasium he warned that in middle Europe, “an iron curtain has descended across the Continent.” Churchill also noted that “now war can find any nation, wherever it may dwell, between dusk and dawn.”

The world survived the Cold War, and today on the Westminster campus stands a sculpture by Churchill’s granddaughter that includes a piece of the former Berlin Wall. Today, too, a new presence of international students, including Davis UWC Scholars, is reshaping social and intellectual life at this 860-student college.

Having begun working to attract international students several years ago, Westminster now has 71 of them — including 19 Davis UWC Scholars. “The y have had a clear impact,” says Academic Dean Robert Seelinger about the Davis UWC Scholars. “They’re used to interacting with people from various parts of the world; they’re engaging; they engage one another; they engage faculty members; they’ve been very successful students.”

“They’re wonderful young people to have on our campus,” adds College President Fletcher M. Lamkin. “They’re highly motivated — and they tend to want to be involved, also outside of the classroom.”

“I see exactly what I was hoping to see, when I heard about the chance of more UWC students coming to Westminster,” observes Lithuanian Vytas Stonis, a junior who’s a UWC-USA graduate. “Most of the UWC grads are very much more socially aware than other students — so that definitely contributes to classes.”

Vytas is president of the newly formed campus UWC Club. Through a club program called “Be Open,” he says, “we go to nearby middle schools, and each of us tries to interact with children. We tell them about our countries, and why we are here. It’s a chance for the seventh and eighth graders to get a grasp of the world outside the Missouri area.”

Indeed, on a campus where 60 percent of students come from Missouri, the Davis UWC Scholars are having a similar impact on their American classmates. “Our students from Missouri come into this environment needing to have their horizons broadened,” says President Lamkin. “What happens when these groups mix is that our students from the U.S. are exposed to broader perspectives — and that directly connects with our mission, which is to create leaders of character in a global community.”

“I was discussing this last week in the dining hall, with a group of American students,” says Frank “Swanzy” Essien, a Davis UWC Scholar from Ghana. “There’s been a drastic change. Now people try to open up and be aware about what’s happening in other parts of the world.”

One of the new Davis UWC Scholars is Rita Udisho, whose home is Baghdad. Westminster officials worked hard to help Rita get her student visa to study here. She is thankful to them — and to the Davis program itself. “If we don’t have this money, we couldn’t be here,” Rita says. “We are so many now.”
Class of 2006

Anthony A. Abakiki
Ghana
United World College of the Atlantic, Wales
Colby College

Seamus R. Abshire
United States
United World College-USA
Princeton University

Gonzalo Alonso
Argentina
United World College of the Atlantic, Wales
Middlebury College

Olatakunbo Augustus
United States
United World College-USA
Middlebury College

Maria Banica
Romania
Red Cross Nordic United World College, Norway
Wellesley College

Selma Behlouayt Abou Omar
Morocco
United World College of the Atlantic, Wales
Colby College

Jessica K. Y. Chan
Hong Kong
Li Po Chun United World College, Hong Kong
Colby College

Julia Clark
Canada
United World College-USA
Wellesley College

Andrea Cojocaru
Romania
United World College-USA
Wellesley College

Nandita Dinesh
India
Mahendra United World College of India
Colby College

Sebastian Douville
Canada
United World College of the Atlantic, Wales
Princeton University

Nikhil D'Sa
India
Mahendra United World College of India
Colby College

Adil J. D'Souza
New Zealand
Lester B. Pearson United World College of the Pacific, Canada
Colby College

Page E. Dystra
United States
United World College of the Atlantic, Wales
Princeton University

Harriet N. Egosse
Kenya
Lester B. Pearson United World College of the Pacific, Canada
Colby College

Shu-Hong Fung
Hong Kong
Li Po Chun United World College, Hong Kong
Colby College

Christopher Geier
United States
United World College of the Atlantic, Wales
Middlebury College

Salahaddin Hussein
Syria
Mahendra United World College of India
Lester B. Pearson United World College of the Pacific, Canada

Kristopher T. Kang
Canada
Li Po Chun United World College, Hong Kong
Princeton University

Maria Banica
Argentina
Princeton University

Olatakunbo Augustus
United States
Colby College

Yauheni Hladki
Belarus
Red Cross Nordic United World College, Norway
Wellesley College

Ameera Hiary
Jordan
Li Po Chun United World College, Hong Kong
Colby College

Yauheni Hladki
Belarus
Red Cross Nordic United World College, Norway
Colby College

Sikhulilele Hatshwayo
Zimbabwe
Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Claire Hua
Singapore
United World College of the Atlantic, Wales
Wellesley College

Arman Loxha
Kosovo
Lester B. Pearson United World College of the Pacific, Canada
Colby College

Ameena Ismail
United States
Middlebury College

Devyani Parmeshwar
India
Mahendra United World College of India
Wellesley College

Anjana Rajbhandary
Nepal
United World College of the Atlantic, Wales
Middlebury College

Martin Rajcan
Slovakia
Middlebury College

Yezhvan Raashe
Kazakhstan
Red Cross Nordic United World College, Norway
Middlebury College

Sadanek R. Rhayarsinga
India
United World College of the Atlantic, Wales
Princeton University

Alexander Salvador Guido
Nicaragua
Red Cross Nordic United World College, Norway
Middlebury College

Hanano Sasaki
Japan
Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Virgínia Lavallée-Picard
Canada
Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Amanda Muscat
Malta
Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Nicholas K. Mwai
Kenya
Mahendra United World College of India
Wellesley College

Caroline Mvwaniki
Kenya
Lester B. Pearson United World College of the Pacific, Canada
Colby College

Rachit Nandan
India
Mahendra United World College of India
Colby College

David Ng
Australia
Li Po Chun United World College, Hong Kong
Colby College

Minh T. N. Nguyen
Australia
United States
Middlebury College

Anjana Rajbhandary
Nepal
United World College of the Atlantic, Wales
Middlebury College

Marcin Matuszek
Poland
United World College of the South East Asia, Singapore
Wellesley College

Bhupendra Nagpure
India
Mahendra United World College of India
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Poland
United World College of the South East Asia, Singapore
Wellesley College

Bhupendra Nagpure
India
Mahendra United World College of India
Colby College

Davis UWC Scholars Undergraduates

The Undergraduates

The following pages list the undergraduate Davis United World College Scholars — the members of the Classes of 2006, 2007, and 2008. The scholars are listed alphabetically by class. Each scholar's name is followed by his or her home country (or countries), UWC school, and present college or university.
Karamo Cessey
The Gambia
Red Cross Nordic United World College, Norway
Methodist College

Dhaval Chadha
India
Mahdina United World College of India
Harvard University

Amon Chauflukira
Malawi
United World College of the Atlantic, Wales
Westminster College

Yin Ming Chan
Britain
Li Pu Chün United World College, Hong Kong
Carnell University

William Chang
Malaysia
United World College of South East Asia, Singapore
Carnell University

Chulu Lucy Chansa
Zambia
United World College of the Atlantic, Wales
Connecticut College

Ridhi Chaturia
India
Mahdina United World College of India
Culby College

Isaías Chavez
Colombia
United World College-USA
Harvard University

Suxin Cheah
Singapore
Red Cross Nordic United World College, Norway
Ohio State University

Weivi Chien
China
Lester B. Pearson United World College of the Pacific, Canada
Wellcamp College

Janepicha Cheva-Isarakul
Thailand
Lester B. Pearson United World College of the Pacific, Canada
Westminster College

Janeen Daniels
South Africa
United States

Frederik Flagstad
Denmark

Shathel Haddad
Jordan
Lester B. Pearson United World College of the Pacific, Canada

Joseph Hendren
United States
Lester B. Pearson United World College of the Pacific, Canada

Janet Hung
United States
Lester B. Pearson United World College of the Pacific, Canada

Katarina Jurikova
Slovakia

Jawad Joya
Afghanistan

Ahmad Khairi
Jordan
Lester B. Pearson United World College of the Pacific, Canada

Ahmad Mostafa Khalili
Egypt
Lester B. Pearson United World College of the Pacific, Canada

Talha Khan
Pakistan
Red Cross Nordic United World College, Norway

Guyenbaa Khandurun
Mongolia
United World College of the Atlantic, Wales

Mei Ai Khoo
Malaysia
Li Pu Chün United World College, Hong Kong

Stephanie A. Kingman
United States
Li Pu Chün United World College, Hong Kong

Vera Kiss
Hungary
United World College of the Atlantic, Wales

Siu Man Ko
China
United World College of South East Asia, Singapore

Joanne Kwan
India
United World College of the Atlantic, Wales

Yuka Kume
Indonesia

Ahmed Mahmoud
United States

Aditi Joshi
India

Ahmed Khairi
Jordan

Faye Liu
Hong Kong

Lester B. Pearson United World College of the Pacific, Canada

Judy Liu
Hong Kong

Lester B. Pearson United World College of the Pacific, Canada

Varun Dutt
India

Macalester College

Stephen Hubbard
United States

Sunita Kannan
India

Katarina Khadse
India

Marek Hlavac
United States

Aditi Joshi
India

Nihit R. Joshi
United States

Jana G. Konttinen
United States

Murtaza Hussain
Pakistan

Hana Kanevskaya
United States

Katarina Jurikova
Slovakia

Murtaza Hussain
Pakistan

Joseph Katifla
India

Princeton University

Yeguang Chi
Hong Kong

Lester B. Pearson United World College of the Pacific, Canada

Janny Concha Urday Zaa
Colombia

John Hopkins University

Ana G. Cordovil
Colombia

Princeton University

Varun Dutt
India

United States

North Carolina Wesleyan College

Jeremiah Hendren
United States

United States

Lake Forest College

Murtaza Hussain
Pakistan

United World College of the Atlantic, Wales

William College

Natalia Ilyashenko
Russia

University of the Arts, Malaysia

Shira Kaplan
United States

Aditi Joshi
India

 Warcraft

North Carolina Wesleyan College

Ahmed Khairi
Jordan

Ricardo Guzman
United States

Yuki Goto
Japan

United States

United States

Murtaza Hussain
Pakistan

United States

William College

Natalia Ilyashenko
Russia

United States

North Carolina Wesleyan College

Ahmed Khairi
Jordan

Edina Hot
United States

Princeton University

Murtaza Hussain
Pakistan

United States

North Carolina Wesleyan College

Jeremiah Hendren
United States

United States

Lake Forest College

Aneth Kasabele
Tanzania

United World College-USA

Lake Forest College

Ashlesha Khadse
India

Aneth Kasabele
Tanzania

United World College-USA

United World College of the Atlantic, India

Bryn Mawr College

Ahmed Khairi
Jordan

United States

United States

Lake Forest College

Ashlesha Khadse
India

Mahdina United World College of India

College of the Atlantic
V. Ripples Around the World

When they graduated last spring from Princeton, Middlebury, Colby, Wellesley, and College of the Atlantic, the 44 Davis UWC Scholars in the Class of 2004 became the program’s first alumni. Not surprisingly, today they are all over the world. At this writing, members of the Class of ’04 are living in the U.S., Great Britain, China, the Caribbean, Argentina, Lithuania, Germany, Costa Rica, and Colombia. They are immersed in graduate and professional schools; they’re employed by corporations, law firms, and other businesses; and they are working to make a difference at public agencies and nongovernmental organizations. They are, each in their own way, walking what they’ve learned, and finding their paths.

Here is a brief report on what we know about where the Class of ’04 is, what they’re doing, and how it’s working out:

Immersed in Academics

The Davis UWC Scholars Program alums who went on to graduate school are enrolled in a diversity of programs across the world.

“I’m currently in Beijing, studying Mandarin at Beijing Language and Culture University,” reports Ana Barfield (Princeton). Ana planned to enroll at a private school this spring. “I’ve also applied for Princeton-in-Beijing for the summer and Princeton-in-Asia for next year, so fingers crossed!”

Even when the subject is not language, grad school is a full-immersion experience. “I am at Cambridge University Law School in the UK,” says Emma James (Colby). “And as that leaves me no time for a life...that’s about it!”

Charles Data (Colby) is in Costa Rica, working toward a master’s degree at the UN University for Peace. Valentina Saltane (Colby) is working toward a master’s in public administration at the Cornell Institute for Public Affairs in Ithaca, N.Y. “I have a passion for learning and did not want to part with my exciting and challenging student life,” she writes. With a concentration in international development, she has been elected a vice president of the program.

Also in Boston, Elizabeta Gorgoska (Colby) is a research assistant at the Harvard School of Public Health, while Rohan Chitrakar (COA) is working toward a master’s in fine arts at Boston University’s College of Communication, in film production. Rohan has already made two short films, and hopes to do his thesis film in Nepal. “Most of the stories I would like to explore are founded in my home country,” he writes.

“I am in Colombia, volunteering, dancing, resting, and enjoying the last few months of my year off before beginning medical school,” writes Mariana Mejia (Wellesley). “I will be attending the University of New Mexico in Albuquerque.”

Helene Songe (Middlebury) spent the school year volunteering at the Simón Bolívar UWC in Venezuela. “I’m helping out with the teaching of basic English for Venezuelan students in their first year here,” she writes. “I’m also co-coordinating social and cultural activities on- and off-campus, known as the CASD (Creativity, Action and Social Development). By early June I’ll be heading back home to Norway to work during the summer.” From there,
I am impressed by the energy and enthusiasm that these students bring not only to their studies, but also to their new lives at these colleges. It is clear to me that they are not only learning a lot from this experience, but also bringing a good deal of knowledge about the world to others whom they meet at these colleges. As the program continues over the years, these students will come to play a large leadership role in the world.

I cannot speak too highly of what this imaginative initiative will mean to a world which needs ever more cross-border contact among young people.

Henry Owen
 Fellow, Brocking institution
 Former Senior Advisor, Solomon Smith Barney
 Former U.S. Ambassador-at-Large

I guess I'll be looking into graduate schools around Europe, preferably in England—Chin Hin Leung (Middletown) is a grad student in chemistry at Yale; Adelina Voutchkova (Middletown) is also enrolled at Yale, and Peter Rashkov (Colby) is in graduate school in Germany.

Perhaps most colorfully, Anna Kurien (Wellesley) is studying Creole cultures on the Caribbean islands of Haiti, Martinique, Jamaica, and St. Lucia, thanks to a Watson Fellowship.

In the Business World

Quite a few alumni have gone to work in the private sector.

Anna Wlodarczyk (COA) is a project assistant at the law firm Kirkland and Ellis, LLP, with hopes of starting an MBA program in the fall. In New York City, Javier Fernandez Riveiro (Middletown) is a paralegal with Cleary Gottlieb Steen & Hamilton.

In the financial world, Nurlan Assibelkov (Colby) is an analyst on the Credit Derivatives Structuring Desk at Barclays Capital in New York City (Nurlan is also married, I believe). Also in New York, Robert Ngetha Waithaka (Middletown) is an analyst at Credit Suisse First Boston, while Mahdi Bseiso (Colby) is in the Antitrust and Foreign Technology Division at Synapse Group, Inc. (now a subsidiary of Time Inc.) in Stamford, Conn. Mahdi is in the Analytic and Forensic Technology Division, helping use technology to investigate major financial fraud cases. "Right now I am working on a very high-profile case...possibly one of the largest financial scandals ever," he advises.

In Boston, Sardar Shokatayev (Middletown) works for Lexecon, a consulting firm that specializes in economic consulting, litigation support, and public policy analysis. "On the job I was pleasantly surprised to find out that economic theory actually has some practical application," he reports.

"Working at a company that creatively combines business and a social mission, Ranjan Bhattarai (COA) is a design associate at MediaWORKS Enterprise in Bangor, Maine. "MediaWORKS works with at-risk youth (17-24), training them in graphic arts, web design, music and video production on actual client projects," Ranjan reports. "I am in charge of training our interns in filming, editing, authoring DVDs, and designing web sites, and work as project manager on all the video and web design jobs at MediaWORKS Enterprise."

Also in Maine, Abser Davudhi (COA) recently told us he was "working at Home Depot and UPS in Ellsworth/Bar Harbor, while looking for a permanent job."

"Since graduating from Middletown College in May '04, I have been working as an account coordinator at the Synapse Group, Inc. (now a subsidiary of Time Inc.) in Stamford, Conn.," writes Natasha Shvedov. "I also live in Stamford, and am truly enjoying my transition into the working environment."

"Currently, my goal is to work for a year or two, then apply to law school."—Stania Dratveeva (Wellesley) is working as an analyst for McKinsey & Company in Boston. She is also active in Wellesley College recruiting.

In Chicago, Ana Prokic (Colby) is a litigation/legal project assistant at the law firm Kirkland and Ellis, LLP, with hopes of starting an MBA program in the fall. In New York City, Javier Fernandez Riveiro (Middletown) is a paralegal with Cleary Gottlieb Steen & Hamilton.

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Finally, Ashiful Amin (Princeton) is working for ALK Technologies in Princeton, NJ, as a developer and analyst on GPS navigation systems. He's still involved with SPARKS International, coordinating an internship program. I also joined Drashtrup, an internship organization in Bangladesh expatriates who campaign for human rights issues in Bangladesh," Ashiful writes. "This fall, I will be going to the Fletcher School at Tufts University to pursue the MALD (master of arts in law and diplomacy) degree."

At Public Agencies & NGOs

Not surprisingly, several program alumni have already gone to work for public agencies or for nongovernmental organizations.

In Argentina, Diego Puig (Colby) has joined the advisor’s team of a senator in Buenos Aires. "I work with legislation and projects related to health and tourism," he tells us. "My newest baby is a project on e-tourism, based on a UN initiative. I am also taking some courses and stuff related to film and documentaries... and enjoying Buenos Aires." In Lithuania, Ona Virketyte (Colby) is a senior specialist at the Finance Ministry’s EU Affairs Coordination Division. "One of my tasks is to get our finance minister ready for ECOFIN, the Economic and Financial Affairs Council... I can’t claim to have become an expert, but I do get a chance to be in touch with the hottest issues of EU finances — money laundering, national data reporting, excise duties, and so on. My job is ‘stressful fun.’"

And in New York City, Dominic Muntanga (COA) is special assistant to the president of the Borough of Manhattan. "I report on the progress of tasks assigned to staff members, write letters to articulate our positions on policy matters, and seek the support of other elected officials on various political matters," he writes.

On the NGO side, Volha Roshchanka (COA) is working with the Global Forest Watch in Washington, D.C. "We work internationally, mapping forests with high conservation value and helping companies stay out of those," she tells us. "Every day confirms the value of everything I ever learned at COA; it is about understanding the relationships between things and learning how to learn. I feel very fortunate."

If you would like to get in touch with any of these or other members of the Class of '04, please see the contact information on page 81.
Learning, Earn, and Return. Every Davis UWC Scholar knows the phrase. It’s Shelby Davis’s formula for life: the first third is to earn, the second is to earn, and the third is to return.

Class of ’04 member Hua Wang of China, a graduate of Pearson UWC and College of the Atlantic, has put this wisdom on the web. Her site is titled www.learn-earn-return.com.

“I come from Suzhou, China,” Hua writes on the site’s home page. “I am a candidate for a master’s in city planning at the Department of Urban Studies and Planning at MIT. I am an open-minded and hard-working individual, and I want to bring positive changes to this world through self-cultivation and outreach.

“I am a candidate for a master’s in city planning at the Department of Urban Studies and Planning at MIT. I am an open-minded and hard-working individual, and I want to bring positive changes to this world through self-cultivation and outreach. As a beneficiary of Mr. Davis and many other generous people, I was able to attend College of the Atlantic in Bar Harbor, Me., on full scholarship,” Hua writes. “It is life-changing for me and I am very grateful to receive such a good education that has brought the best out of myself. I can never fully express my deep appreciation, but to live to my potential and remember to pay back to the society by helping many others whenever I can.

“I believe that learn, earn, and return is how one can live a meaningful life and how we can build a better society.’’


Hua Wang

From MIT, A Site for the Davis Formula

Red Cross Nordic UWC and Colby graduate Andriy Avramenko wanted to work in international banking.

Well, he has pitched himself right in.

Andriy, who grew up in the Ukraine, is in London working nearly 12-hour days as a junior trader on the emerging local markets (“meaning products denominated in local currencies”) trading desk with J.P. Morgan Chase Bank.

“My main tasks include: learning, learning, learning,” Andriy writes from London. Also, “covering for people when they go on vacation, running some everyday functions for the desk, like doing a daily summary of what happened in all the markets that we trade in as well as the main person responsible for starting up new markets in Ukraine, Romania, and Kazakhstan — so I have been talking to banks both in UK and those countries, just trying to learn everything I could.”

In March, Andriy traveled to the Ukraine to meet banking colleagues and government officials. “In the short term, I will take over doing Poland and maybe the Czech Republic as well, working with another trader,” he writes. “Finally in the long end I will be the one trading Ukraine/Romania/Kazakhstan.”

During a Colby study-abroad year at the London School of Economics, Andriy did an internship with J.P. Morgan. “After the internship, I was offered a full-time position,” he says. “Needless to say it made for a beautiful senior year.

“London is fun although I do not have much time (7 a.m. - 6:30 p.m. are my work hours) and often energy to do anything. Now as I am getting in the rhythm I am starting doing a lot more. Went to see a play yesterday about Russia. Movies. Just wandering the streets. Dining out! Excellent amazing food from anywhere on earth!! My girlfriend is here; she was also at Colby.

“She was also at Colby. “UWC prepared me in that I can deal with a lot of people from anywhere. UWC provided the skills of tolerance and understanding. Colby prepared in an academic way; Colby taught me how to learn.”

After working “for about five years,” Andriy hopes to earn an M.B.A. “then probably back into international banking, hopefully becoming responsible for Ukraine/Russia area.”

Andriy can be reached at andriyavramenko@jpmorgan.com

Andriy Avramenko

Pitched into International Banking
Dominic Muntanga

Learning Politics in the Big Apple

"Having been here, I look at how best to improve politics at home," he muses. "I have a vision of how to better things at home — to build institutions that will support democracy and transparency, and meet our development needs. I am seriously thinking about running for office in the near future."

While he’s in New York, Dominic has been organizing monthly get-togethers for UWC alumni in the city. He has developed an email list of local alumni that has grown to number almost 100.

"When people get into college, out of college, and into the work force, it’s important that the UWC experience should always be a point of reference for people," Dominic says — “because the experience was amazing.”

He has a vision here, too: that in years to come, there might be a permanent UWC Club in the city. He has been working to develop interest and support for the idea. "Like the Harvard Club," Dominic says. "Why not? Financially, that’s way out of my league, but it’s a vision I try to share with everybody. I feel like this is the first step.”

To reach Dominic Muntanga, email yatumana@yahoo.com or dmuntanga@manhattanbp.org.

Alumni Contact Information

It is surprising to see how many of the Davis UWC Scholars Program Class of 2004 are still in New York, working to develop interest and support for the idea of a permanent UWC Club in the city. Dominic has been organizing monthly get-togethers for UWC alumni in the city.

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Alumni Profile

2005 Davis United World College Scholars

2005 Davis United World College Scholars
Private philanthropy can be transformative. Through the Davis United World College Scholars Program, talented individual students and outstanding educational institutions are being transformed by the philanthropic investments of Shelby and Gale Davis. Their long-term goal is to create greater international understanding among future generations of the world’s decision-makers, by bringing together a growing number of promising students from diverse cultures and supporting their undergraduate education at selected American colleges and universities. If you are inclined to invest your own philanthropy in a college or university of your choice, in the program shown here or in the United World Colleges, we encourage you to do so. Your investment can help change the world. For assistance, please contact:

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Or visit: www.davisUWCscholars.org

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**Photography:**
Michael Sipe: pp. 5, 15, 16 and 24; T. Kevin Birch: p. 12; Shonna Valeska: p. 13; Martha Emery; Atlantic College (1998-2000) pp. 14 (top and bottom) and 58; Michael Emery; Atlantic College (1998-2000) pp. 20 and 22; Michael Lutch: pp. 26 and 35; Bridget Lecaw Gorman; pp. 27, 28, 30, 31 and 49 (Anna Keychum); Richma Thomas: pp. 32, and 34 (top); Karim Thomas: p. 34 (bottom left); Samira Thomas: p. 34 (bottom right); Michael Odneal: p. 60.

**Photographs on pp. 39-40:**
College of the Atlantic senior portraits by Ken Woisard; Colby College senior portraits by Fred J. Field; Middlebury College senior portraits by Ted Merrick; Princeton University senior portraits by Ross Stout; and Wellesley College senior portraits by Michael Lutch.

**Photographs on pp. 76-80:**
College of the Atlantic graduate portraits by Ken Woisard; Colby College graduate portraits by Fred J. Field; Middlebury College graduate portraits by Ted Merrick; Princeton University graduate portraits by Ross Stout; Wellesley College graduate portraits by Michael Lutch.

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Davis United World College Scholars

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