



APPLICATION: THE GOVERNOR'S SCHOOL OF PUBLIC ISSUES AND THE FUTURE OF NEW JERSEY AT MONMOUTH UNIVERSITY
732-571-3496
SUMMER, 2009

Please Print or Type

Name of Student _____

(Last)

(First)

(Middle Initial)

(Nickname, if any)

Email Address _____

Street Address _____

City or Town _____ Zip _____

Birth Date _____ Social Security # _____ Male _____ Female _____

Race and/or National Origin _____ (vol.) Telephone (_____) _____

Private/Parochial

School Name _____ Public Principal's Name _____

School Address (St.) _____ School Phone (_____) _____

School City or Town _____ Zip _____ School County _____

Parent(s)/Guardian(s) _____

FOR STUDENT AND PARENT(S)

_____ I am a resident of the State of New Jersey.

_____ I will be a senior in the 2009-2010 school year.

_____ I will attend the entire session, if selected.

_____ I am not irrevocably committed to another summer program.

Signature of Student

This is to certify that I give permission for my son/ daughter
to attend the Governor's School of Public Issues.

Signature of Parent(s) or Guardian(s)

DATES TO REMEMBER

- Submission of applications and materials for nominees (original + one copy) to **County Superintendent's Office by November 21, 2008**
- Names and materials of nominees from county selection process sent to **Governor's School of Public Issues** (original + one copy): **December 12, 2008**
- Application status letters sent to nominees by Governor's School of Public Issues: **By April 3, 2009**

PRINCIPAL

Please complete page two of the program application

**OFFICIAL NOTIFICATION OF
ACCEPTANCE AS
GOVERNOR'S SCHOLAR
COMES ONLY FROM THE
GOVERNOR'S SCHOOL**

APPLICATION CHECKLIST FOR APPLICANT AND PRINCIPAL

THE GOVERNOR'S SCHOOL OF PUBLIC ISSUES AND THE FUTURE OF NEW JERSEY AT MONMOUTH UNIVERSITY

PLEASE PRINT OR TYPE

Applicant's Name _____

Checklist to be reviewed by principal and student:

Principal
check here

Student
check here

- _____ 1. The student has listed extracurricular activities in categories such as leadership roles, sports, music, special interest clubs, academic honors/activities, community service activities in 10th or 11th grade, listed in order of importance to the scholar within the categories, and a paragraph which describes his or her most meaningful involvement. 1. _____
- _____ 2. The student has included a typed essay (200-250 words) clarifying his or her interest in attending this Governor's School which focuses on public issues. 2. _____
- _____ 3. The student has included a typed, brief autobiographical sketch (150-200 words) including, for example, personal background and aspirations. (The Governor's School of Public Issues aims toward a student body that reflects the rich ethnic/cultural diversity of the State.) 3. _____
- _____ 4. The student has taken great care to prepare pages that will copy easily. 4. _____
- _____ 5. The student has included two references from individuals not related to the student. The student provided these two people with the list of characteristics sought by the Governor's School. 5. _____
- _____ 6. The high school nomination committee has included a statement explaining why it has nominated this student, stressing why he or she will make an excellent Governor's Scholar.
- _____ 7. The candidate is a conscientious student with at least a B average in academic course grades. A transcript of the student's high school academic course grades is to be included. Transcripts should include current eleventh year grades. (Please do not send a description of school and grading policy.)
Fill in high school GPA, (if available) _____ Rank, (if known) _____
- _____ 8. The candidate ranks at least in the 90th percentile on any **achievement or aptitude** tests he or she has taken. (If the junior class at your high school lacks interested student(s) who have scored in the 90th percentile, student(s) with lower percentile scores may apply as long as they are among the highest scores in your school.) Include a copy of the results of the student's achievement tests and PSAT/SAT scores (11th grade scores preferred). Please fill in recent test scores:
PSAT/SAT: V: _____ M: _____ W _____ date _____ ACHIEVEMENT: _____ date _____
- _____ 9. This student has not been nominated to more than one Governor's School. (A student may be a candidate for admission to only one (1) Governor's School.)
- _____ 10. The nominating high school has kept a copy of this application on file.
- _____ 11. The student has kept a copy of this application for his/her records. 11. _____
- _____ 12. School District Name _____
- _____ 13. This application is being forwarded to my **County Superintendent's Office by November 21, 2008.**

Principal's signature

Student's signature

CHARACTERISTICS OF STUDENTS WHO MAY BENEFIT FROM THE GOVERNOR'S SCHOOL ON PUBLIC ISSUES & THE FUTURE OF NEW JERSEY






Applicant: Provide those writing letters of recommendation with a copy of this page, as well as the description of the Governor's School of Public Issues and the Future of New Jersey.

We appreciate the help of the recommenders who enable the selection committees to know this applicant better. We rely on you to tell us what this student is like as a learner and collaborator. Be as frank as you can. Please give us examples that will help bring your comments to life. We would particularly like you to consider the following characteristics of talented and motivated students in writing your letter of recommendation. We have observed that students with such characteristics have been able to take great advantage of the learning experience at the Governor's School of Public Issues and the Future of New Jersey.

Let us know in what ways this student:

- ①. possesses curiosity, is a keen observer, thrives on complexity, gets involved;
- ②. is a risk-taker;
- ③. shows strong intellectual ability in functions such as abstract thinking, conceptualization, and reasoning;
- ④. sees new relationships; is able to generate many alternatives;
- ⑤. develops ideas that are original, yet adaptive, to the requirements of a particular task;
- ⑥. is tolerant of ambiguity;
- ⑦. learns rapidly, easily and efficiently; retains and uses information;
- ⑧. has a sense of humor;
- ⑨. is inquisitive, asks provocative questions, has unusual ability to evaluate and criticize ideas;
- ⑩. is very likely to have the courage to support his or her convictions in spite of open criticism, and may dissent from authority at times;
- ⑪. is sensitive to others and adaptive to new situations;
- ⑫. demonstrates leadership ability in his or her peer group; has an ability to organize people and tasks, and to motivate others;
- ⑬. has a pronounced ability to concentrate for long periods of time and is a producer;
- ⑭. derives considerable pleasure from intellectual and artistic attainments;
- ⑮. demonstrates strong moral and social concerns.

TIPS FOR WRITING HELPFUL LETTERS OF RECOMMENDATION

-  Don't simply repeat our list of the characteristics of gifted students.
-  Don't state the obvious. We assume this student is talented and motivated as are most of our applicants.
-  Tell stories about the student that brings these characteristics to life.
-  Reveal how a student's apparent weaknesses may be compensated by other strengths.
-  Don't simply repeat a list of student's accomplishments that are listed elsewhere in the application, but include your observations of the student's engagement with those activities.

Thank you very much for taking the time to write on behalf of your student!

**SELECTION CRITERIA AND GUIDELINES
FOR HIGH SCHOOL PRINCIPAL & SELECTION COMMITTEE
GOVERNOR'S SCHOOL OF PUBLIC ISSUES AND THE FUTURE OF NEW JERSEY**

We appreciate your assistance in helping us form a Governor's School student body of New Jersey's most talented and motivated students that will also represent the ethnic and racial diversity of the State. The Governor's School encourages all qualified applicants regardless of sex, race, color, creed, national origin, physical handicap, political activity, or private conduct.

We also want the student body to represent the State geographically and to represent a diversity of gifts in arts, humanities, social sciences, and natural sciences. We want to bring students of all talents into greater familiarity with needs of the world and their State, as we face the future and the complex problems that it will bring.

While the exact procedure for forming a selection committee is left to the discretion of each school, many schools find it useful to include guidance counselors and social studies, English and/or foreign language teachers. Governor's Scholar alumni are sometimes included as well.

CLARIFICATION OF CRITERIA

The attached application form lists the items that need to be considered or prepared for the high school's nomination of a student to the Governor's School of Public Issues and the Future of New Jersey. To help you identify students who will benefit from this program, we suggest the following criteria:

FIRST, the student must be interested in the nature of the school. While the student may not have much existing knowledge about public issues and the future, we will expect him or her to greatly desire acquiring such knowledge and integrating it with his/her more familiar talents.

SECOND, the student must be willing and able to attend the full session.

THIRD, the student must have at least a B average in academic course grades (excluding gym, art, and shop courses) and must rank at least in the 90th percentile on any achievement or aptitude tests he or she has taken. Often the most creative students do not devote their gifts to getting A grades. Instead they divide their energies between school and other activities, and hence do not have all their potential invested in academic achievements. The students, however, must be intellectually able to participate in a rigorous academic environment. Please reinforce the idea with the students that they don't have to be first in their class to apply. Neither do they have to be best in history or any particular subject. We are interested in highly capable students with a rich variety of interests and skills.

FOURTH, there are many definitions of giftedness and ways of expressing them. We have attached a list of aspects of talented students, which are commonly thought to be important and are likely to be found in most academically and creatively motivated persons.

In sum, our ideal student demonstrates many of the traits listed on the attached sheet, is very interested in getting to know other scholars and collaborating with them, and is interested in the focus of the school.

NOMINEES WILL BE EVALUATED BY THE COUNTY AND STATE SELECTION COMMITTEES BY THE FOLLOWING QUESTIONS:

- ◆ Does the student's writing sample demonstrate good writing skills and creativity? Has the student taken a risk to write other than what he or she thinks the selection committees want to hear?
- ◆ Does this student exhibit many of the 15 traits of a talented and motivated student listed in this application?
- ◆ Does the student seem willing to learn and does the student believe in him or herself, yet is humble?
- ◆ Does the student's writing sample illustrate the student's interest in the unique nature of the school?
- ◆ Will this student add to the rich diversity of the school?
- ◆ Do the student's extracurricular involvements reflect a range and depth of interests, leadership potential, and/or community involvements?
- ◆ Do the letters of recommendation and the high school nomination committee's letter of support demonstrate why this student is atypical and uniquely suited for the school?

PROGRAM DESCRIPTION

Governor's School on Public Issues and the Future of New Jersey
at Monmouth University

Please provide to those writing letters of recommendation

The Governor's School of Public Issues and the Future of New Jersey gathers together a group of gifted and talented high school rising seniors from throughout the State for an intensive learning experience designed to develop their intellectual abilities, to reinforce and enrich a positive image of themselves, and to challenge their potential capabilities with a new vision. The Governor's School aims high. It seeks to provide situations where deep personal involvement and the sincere open exploration of ideas and feelings are combined with intellectual challenge and stimulation. Scholars are to emerge from the experience with such capacities as:

- ◆ a transdisciplinary global awareness and appreciation of both living and non-living systems;
- ◆ enriched personal awareness of diversity among ideas, people, and visions of the future;
- ◆ recognition of the perils and promise of global and local changes in technology, economic conditions, and patterns of interdependence;
- ◆ ability to clarify their own values and take a moral stance;
- ◆ ability to work collaboratively with other scholars and faculty; and
- ◆ an enhanced sense of personal responsibility, and hope which leads to a new sense of commitment amidst a recognition of complexity and ambiguity.

THE PUBLIC ISSUES ORIENTATION

We hope that the school will encourage students, such as you, to an active concern for the future of New Jersey and that Governor's scholars will develop a taste for public debate and for challenging complex public problems. In the last several years, we have seen many alumni of the Governor's School devote some measure of their lives to working on public issues in their schools, communities, and professions.

Evaluations by scholars of their course work can lend some sense of what they gained from this public issues perspective. One scholar wrote about his course, *"In my course, I feel the chance that I got to hear all different points of view was more important than just the facts because it forced me to look at different motivations, objectives and viewpoints, thus opening my mind."* Another scholar wrote, *"Governor's School gave me the confidence and curiosity to succeed. It was a magical and important summer and marked a definite turning point in my life for the better."* Another scholar said, *"The concept of Governor's School is a very unique as well as noteworthy idea by bringing intellectual high school students into a college environment where the ideal to learn takes precedence."*

Grappling with understanding the problems and the solutions help scholars to grow. Still another scholar wrote, *"I am more aware of the world around me. I can listen to others better. When I came, I was a paradox. On one hand, I thought I had all the answers and on the other hand, I sometimes believed I knew nothing. Now I am more confident but I also realize that there are not easy answers to complex problems."* This growth led to a sense of involvement for many others. Another wrote, *"I am excited about becoming an active and significant member of my community. I have a better understanding of the world and how my decisions affect it. I also feel like a more full person."*

The Governor's School's unique public issues curriculum (the first of its kind) has provided a model for similar Governor's Schools in other areas of the country. Its initiative has also attracted a broad-based support and provided a fresh symbol of educational leadership and pride for New Jersey.

THE LEARNING ENVIRONMENT

The learning environment is designed to match intellectual challenge with opportunities for deep personal involvement and for sincere, open exploration of ideas and feelings. It consists of five interacting components.

Daily Intensive Courses focus on areas such as political leadership, the environment, public policy, and public ethics. Each scholar is assigned to one course from among three in which she or he expresses interest. Each course approaches its topic in the context of New Jersey while considering local, national, and global dimensions as well. Scholars are also trained in the art of debate. In addition to regularly assigned course work and field trips, scholars work on individual or collaborative projects. Final written evaluations focus on scholar accomplishments. There are no tests and no grades.

In the Integrative Seminars, Scholars clarify connections between public issues and their own experiences, feelings, and perspectives. They also ask, "What does all this mean for me?" They come to find a new level of meaning and integrate the experience more fully into the larger pattern of their work at the school.

The Concepts and Perspectives (CAP) component consists of debates, panels, simulations, films, and workshops on a range of public issues, attended by all.

Voluntary performing arts, recreational activities, and study are the focus of the afternoons. The university has excellent recreational facilities.

The community life involves students, counselors, and faculty living full time on campus for the entire program, working and learning together. Much care is taken to recruit accomplished, innovative and sensitive adults who enjoy the company of gifted young people and relate well with them. Faculty includes a mix of backgrounds and perspectives and a combination of a broad spectrum of educators. The counselors work to bring the issues of the school into the life of the dorm and are warm, involved, and caring people. Speakers are brought in to live and talk with the students, providing an opportunity for scholars to sense the liveliness, creativity, and accessibility of people active in public affairs.

EVALUATION

Outside evaluators have found that the Governor's School has met its main goal of *"providing gifted students with a unique and worthwhile learning experience, one that goes beyond what they would ordinarily receive in high school without simply duplicating what they might expect to be exposed to in college. The major challenge is to foster the growth of gifted students into responsible, far-sighted, innovating, and participating students."* It has been found that there is a *strong emphasis on participation and committed action. The program stands as the pre-eminent national model for replication by other states seeking to build a strong, dedicated corps of young people committed to service for the public good.* A comment that is often heard is that *"the program brims with the excitement of an extraordinary group of young people coming together to form a youthful dream of commitment to public service."*

For additional information please contact:

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www.govschool.org

<http://bluehawk.monmouth.edu/~gov/>