

# Megan Turner

**School:** Mountain High School

**Description:** Small, regional high school serving the students of several towns in one of the Mountain States. Located on the corner of a Native American Reservation. Approximately 60% of students attend four-year colleges. Few AP courses offered.

**Ethnicity:** Native American and Caucasian

**Mother:** Teacher/tutor

**Father:** Financial consultant

**College:** State college

**College:** State university

**Siblings:** Jenna (13)

**Tentative field of study:** Social Studies

**Commitment:** 2 (1-5 scale: 1, absolutely certain; 5, undecided)

**Intended occupation:** Government/Politics

**Commitment:** 3 (1-5 scale: 1, absolutely certain; 5, undecided)

**College activities:** Journalism and Crew

**Commitment:** 2 (1-5 scale: 1, absolutely certain; 5, undecided)

**Class rank:** 1/90

**SATI:** 730/740/800

**SAT II:** 780 World History

640 Math II

780 Literature

## Extracurricular Activities:

School newspaper (9-12)

Editor in chief

7 hours/wk

Lincoln-Douglas Debate (9-12)

Captain

8 hours/wk

Constitution team (9-12)

Captain

3 hours/wk

Community service (9-12)

President

5 hours/wk

## Athletics:

JV Cross-country (9-12)

IM Basketball (9-12)

## Employment:

Freelance writer

4 hours/wk

Intern at Chamber of  
Commerce

## Academic Honors:

National Merit Semifinalist

Quill and Scroll Review Award

Youth Editors of America Award

Various excellence awards from school

## Advanced Placement Test Results:

Eng Literature 5

## Summer Activities:

Telluride Summer Program

### Short answer (most meaningful activity)

The phrase “power of the press” has different meaning for me. Journalism stripped the fat from my writing and created my leadership skills.

My press pass allows me to satisfy my curiosity on all sorts of subjects, admitting me to the offices of the city, county, and officials so that I can explore my passion for politics firsthand or behind the superintendent’s desk for information no other students have. My awareness of what’s going on around me must always be super-high; otherwise, we’ll be scooped. And while I’m honing my nose for news, I have to keep an eye out for trouble. After all, if I expect my staff to follow the schedule I set or accept the grades I give, I have to earn their affection—or at least respect. It’s obvious that Machiavelli never ran a newspaper. He’d have had a lot of empty space on his hands.

As much as I love the advantages journalism has given me, my affection goes deeper. There’s just something about boiling down information for public consumption. It’s lovely to think of myself as part of the grand tradition of the fourth estate. The way a page falls into place in my head before I can arrange it on screen is priceless. Journalism is my art, my altered state of consciousness. I could never, ever give it up.

### Personal Statement

“I’m going to grow up and be just like Dagny Taggart!”

It’s another one of those days. You know, one of those useless chunks of light sandwiched between fodder for cheesy skylines, the sort of day where it just doesn’t seem worth it to get out of bed and drag through another day of school...until my mantra creeps into my consciousness. The vision of what I might become is enough to send me to the shower without another murmur.

Dagny (I always think of her by her first name, as though we were best friends and I occasionally drop by for tea) is everything I always vaguely imagined myself as at some future date. The heroine of Ayn Rand’s *Atlas Shrugged* is a business tycoon who is completely consumed by a job she loves, struggling against purposeless red tape and bureaucratic inefficiency while hanging around in nicely tailored Italian suits; who could ask for more? I have always envisioned myself with a corner office, spike heels crunching intimidatingly on tiles scattered with the fragments of a glass ceiling. Throw in a few gentlemen friends like my dear Ms. Taggart’s, and I’ve got a euphoric life ahead of me.

Of course, there are a few facets to my capitalist compadre that I willfully ignore...like the fact that she sleeps around, miraculously avoiding all of the usual consequences thereof. Her sudden conversion to happy housemaid upon introduction to John Galt doesn’t sit too well, either. Her flaws, though, are forgivable. I need an idol and she’s ready-made for the purpose, stripped of human frailty and that nasty propensity to make mistakes. She’s easier to ensconce in alabaster than a real human being, someone who will undoubtedly shift around a little bit and make cracks in my nice casting. Something in me needs that mental vision of what my life ought to be like. Only she can provide it.

We share so much, that figment of a bitter Russian woman’s delusions of grandeur and I. I empathize strongly with Dagny’s feeling that no one around her understands what

makes her tick or is similar to her in the least. I got my first taste of Galt's Gulch this summer under the auspices of the Telluride Association; I am again praying that my story will parallel Dagny's, foreshadowing my return into a more complete paradise.

Dagny is defined and complemented by her job, willing to sacrifice everything to her beautiful productivity. It gives me infinite hope that I might grab hold of a career that fulfills my promise instead of filling my time. I have found temporary substitutes for her megalomania, immersing myself in the logic of economics, the beautiful guesswork of theoretical physics, the ivory towers cobbled together by dead white men with lots of time on their hands. All the while, I know that it is a prelude to something, something that I will stumble into and that fits in ways I am powerless to describe. Like Dagny, I'll be right where I belong. Unlike her, I won't spring fully formed from my own head. I'll have to claw my way upwards, with all of the mistakes and pain that implies. That's precisely why I need her. Those mornings when the snail's pace of my classes is getting me down or when I'm ready to settle for a profession instead of a passion, I can hold her in my mind as an example of what my future can and will be like. Dagny existed, at least in someone's head. That's a constant comfort to me—and a perpetual reminder that I must keep sprinting forward full-bore regardless of what gets in my way. Even if that obstacle is myself.

### Supplementary Essay

High school is, inevitably, a disillusioning experience. For most people, the moment comes when it's apparent that puppy love isn't true or friendships aren't forever. For me, it happened the moment I sat down in freshman English and was assigned a book I'd read in second grade.

Obviously, high school wasn't the haven of academia I'd been expecting. I was disappointed, but not crushed; I could always continue reading nonstop. That did, however, give a crazy, grapeshot pattern to my education. Some areas were covered in excruciating detail, some glossed over entirely. I was sure high school would give me focus, direction, maybe even a class that presented a daily challenge. Whoops.

My gifted and talented teacher set to work immediately. Even before my high school career began, she'd managed to get me admitted to a debate camp. I was in my element. I uncovered a definite flair for argumentation, as well as an interest in philosophy that persists to this day.

Debate saved my freshman year, giving me something to focus on. My work paid off with more than just a winning record; I was invited onto the senior-only "We the People: The Citizen and the Constitution" team as a sophomore. Here, I found another one of the great passions of my life. Case law is fascinating and accessible, an easy target for someone bent on self-education.

I spent my sophomore summer taking a college English course at our State University. It was better than I had come to expect in high school, but it still didn't ring a four-alarm in my head. On the bright side, it did allow me to bypass junior-level English in favor of a senior "advanced placement" course. On the first day of school, our teacher told us that "If you get a five on the AP exam, they give you a pair of wings and incorporate you into heaven." No one in his class had ever done it, more than enough to make me consider it a personal challenge. I'm still waiting for the wings, but I snagged the score.

Meanwhile, I tried to capture that college feeling again that fall. An outreach program that had fizzled at our high school for lack of interest still offered classes at the

town down the road. Although I discovered that sociology definitely wasn't for me, I had grounding in the subject and a new weapon in my debate arsenal.

The Telluride Association stepped in to save me from boredom or despair, offering a summer program focused on environmental policy. It not only fell right in with my passion for politics but had direct bearing on my part of the world. Seminar was exactly what I've always thought a class should be. There was extensive reading required, to be sure, but the professors added detail and context to it in class. There were few enough of us that they could focus on our particular interests; my professor ferreted out several textbooks in environmental economics so that I could pursue my specialty. I learned as much from the people around me as I did in class; folks who had immersed themselves in everything from anarchist theory to the intricacies of the Falun Gong movement were willing to discuss it with me—often all night long. I look back on my time at TASP as the happiest, most productive time of my learning life. There mere thought of it keeps me trudging through high school.

In the interim, though, I am far from bored. My gifted and talented teacher and I secured a grant for experimental online courses in the subjects that interest me; I'm currently pursuing AP macroeconomics. I have been able to design my own curriculum to pursue interests in philosophy and American history. I can still throw myself into journalism and debate with characteristically excessive enthusiasm. Through it all, college is still my Nirvana. I'm expecting to be incorporated anytime soon.

## Secondary School Report

Enthusiastically, and without a single reservation, I am pleased to recommend Megan Turner for admission to Harvard University.

By every standard, Megan has been an exceptional student and citizen at Mountain High School. She is an independently motivated student, who possesses a keen intelligence and an inquisitive curiosity for knowledge. Megan has not only followed the Honors Curriculum; she has supplemented it with opportunities for independent study in journalism, constitutional law, and advanced studies. She has also taken two college courses, earning A's in both. Megan has held a perfect 4.0 GPA, while taking the most academically challenging curriculum offered at Mountain High School, holding leadership positions, and actively participating in the extracurricular program. Within these courses and extracurricular activities, she has developed the ability to listen to concerns, view issues with an open mind, and express her ideas effectively and convincingly through written and oral communication. Over the past four years, Megan has made an invaluable contribution to the school newspaper, serving as editor and earning several awards as noted within her application. She is held in high regard by the staff and she has become a leader among her peers due to her ability to get the job done.

Ingenuity, determination, and intellectual curiosity are all qualities that have earned Megan the respect of her peers and teachers. For example, Megan has severe asthma, but she has not let this deter her from participating in physical education and athletic events. She joined the cross-country team immediately. Even though she is usually last in competition, she has never walked a step, and more importantly, she is a role model for her peers. Understandably, Megan is revered by her teammates and coach for her courage and determination.

Based on my own work with Megan, I know that she has faced frustrations in attempting to find a curriculum that will challenge her sufficiently. Although she has been

frank with me about the fact that she cannot wait to escape high school in order to move on to college, she is careful never to make these comments around her peers. Instead, she has sought to find every outlet possible for her abundance of energy and desire to learn.

In summary, Megan is an extraordinarily adept “student.” She self-challenges. She reads in-depth to strengthen her understanding of issues and ideas. And, she strives diligently to be balanced in all academic areas. Her intellectual ability coupled with her commitment to excellence make Megan an exceptional candidate for Harvard.

### Mountain High School Transcript

#### Grade 9

Earth Science	A+
English 9	A
Geometry	A+
World History	A
Journalism	A+
PE/Health	A

#### Grade 10

Biology	A
English 10	A+
Math 3	A
Spanish 1	A
Journalism	A
Econ/Constit Law	A
PE/Health	A

#### Grade 11

AP Eng	A+
Adv Studies	A
Adv Math/Stats	A
Chemistry	A
Math 4	A
Spanish 2	A
US History	A
Journalism	A

#### Grade 12

AP Government	A
Adv Topics	A
Calculus	A-
IndSt AP Econ	A
IndSt Spanish 3	A
Physics	A
Journalism	A

### Teacher Recommendation 1

Megan Turner is unique in my 26-year teaching career. Throughout her four years at Mountain High School she has consistently impressed me and I am delighted to recommend her to you for your consideration.

Her command of the written language is unparalleled. Megan writes with clear, precise, comprehensive style with the ability to entertain so a reader chuckles out loud, enlighten so the reader knows that she has just learned something important or persuade so that the reader will think differently. She tackles stories for our school’s nationally award-winning newspaper about issues such as conflict on our reservation with interviews from the tribal chairman and the county commissioners. Both sides found that Megan’s stories were better handled, more objective and thorough than the professional press. She writes nostalgic, moving reviews such as her account of the Bob Dylan concert last year which she attended with her parents. Her news stories regularly run on the front page and her editorials provide a strong student voice and school leadership, often provoking action or needed change. Each time she writes for the regional newspaper, where she serves on the student editorial board with other high school students from throughout the western part of the state, we are flooded with reader letters of congratulations. Megan’s writing grabs

readers. Her writing has earned her state (first place at the state level for the last three years) and national recognition (Quill and Scroll Society, American Scholastic Press Association, US News and World Reports, and recently the Society of Young Newspaper Professionals).

Recognized as extremely bright and beyond her peers' academic capabilities throughout her educational career here, Megan's work on the newspaper has allowed her to grow and develop personal and leadership skills. It has been a joy to watch her take on challenges and work until she masters them. Her efforts in helping others write satisfactory stories has also been a challenge she has met exceedingly well. Younger students regularly come to Megan for help with stories, how to work the computer, and general advice on how to do their jobs on the newspaper. She now commands an award winning newspaper as editor-in-chief who confidently guides her staff to new heights. Her capacity to grow and her coach-ability make her a delight for any teacher. She is a joy to have in class.

Her superb intellect, capacity for growth, and ability to absorb information is phenomenal. Megan delights in learning and often is the one to "think outside the box" when we tackle problems or issues. Her intellectual capacity is beyond that of any student with whom I have thus far come in contact. She challenges herself to read thought-provoking books on a wide variety of topics, take Advanced Placement courses on-line beyond what is offered at our school, engage in intellectual debates for the fun of it, and to do everything in her capacity to broaden her knowledge and understanding.

As for a hardship she has overcome, her ability to now deal with her severe asthma stands out in my mind. Megan battled severe asthma during her freshman year and missed several days, spent time in the hospital, and could have easily succumbed to depression over this entire ordeal. She did not. After each bout, she made up all work in a timely fashion and carried on. After attending a 3-week asthma clinic out of state, she came back with knowledge about how to deal with her problems herself and was undaunted by the fact that on troubled days she needs to wear to school a pouch with her medications and give herself shots if they become necessary. Many students would find this embarrassing, but Megan takes it all in stride. She will readily discuss her problems if asked about them. She will share her knowledge with others suffering similar troubles. I firmly believe she has a handle on her medical problem and it will not slow her down in any future endeavor. She did this through persistence, commitment to a goal, and personal fortitude.

Once again, Megan is an exceptional person. Her character, integrity, and her personal qualities are exemplary. She provides leadership to students, the school, and the community by her service to the newspaper, her strong writing, and her helping of others. Her public speaking, discussion skills, and debating experience have honed her into an exceptional communicator. She is goal-oriented, committed to her learning, and has the intellectual capacity to do anything she sets her mind to. She is well-liked and respected by her peers and the teaching staff here. She is the type of individual who will make her mark on the world. I believe Megan Turner is an ideal candidate for Harvard and recommend her to you and vehemently urge you to accept her as an applicant to your school.

No basis		Below average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered in my career. (top 1%)
	Academic achievement							X

	Intellectual promise							X
	Quality of writing							X
	Creative, original thought							X
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks							X
	Concern for others							X
	Self-confidence							X
	Initiative, independence							X
	OVERALL							X

## Teacher Recommendation 2

For the past six years, I've had the privilege and honor of working with one of those rare students every teacher dreams of challenging. The brilliance, determination, motivation, intellect, and energy found in Megan Turner are extraordinarily uncommon and exceptional. She is without equal.

As the K-12 Gifted and Talented Teacher/Coordinator for our school district, I work with many gifted and highly able students, but Megan is a standout even among the standouts. I have known and worked with her since I arrived in our town six years ago, when she was a seventh-grader. Throughout that time, I have been Megan's GT teacher, as well as her Debate coach and mentor.

I have learned more new words from Megan than I ever did from my own English teachers! Reading, writing, expressing, thinking, and ideas are as much a part of Megan as is her eye color. She devours books and wishes she had her own library filled with them, floor to ceiling, wall to wall. I love to read myself and look forward to the day when I can reach onto a shelf and pull off a book by Megan. There isn't a doubt in my mind that it will happen. For my Great Books class, which Megan took as an eighth-grader, one of the assignments was a short project that included a two-page minimum written requirement. Megan handed in 23 typed pages...a story that answered all the necessary questions and even some I had not anticipated. Last year for my Advanced Studies class at the high school (self-directed study), she further expanded and developed her incredible abilities. She read the works of various philosophers and philosophies (Ayn Rand, Kant, Nietzsche, the Bible, and

others), wrote comparative summaries of their ideas, and concluded by writing her own philosophical credo! What most of us would consider a daunting task, Megan saw as a delicious opportunity to do what she loves and does so well: read, think, and write. Megan is a true THINKER. She analyzes and evaluates as calmly, easily, and naturally as the rest of us breathe. “Wisdom is knowledge digested,” she once said. Megan digests everything and has, as a result, a level of wisdom that is rare even among adults.

A National Merit Finalist who participated in the Telluride Program this summer, Megan doesn’t take her natural abilities for granted; rather, she develops them, fine tunes them, and challenges herself to use her abilities for the pursuit of personal interests and community gain. Megan is definitely not one to settle for “good enough.” She instead searches for countless and creative solutions to make something not just better, but the best. Megan is the kind of scholar who will seek opportunities and create them where none exist, and she will forge for herself an active and innovative purpose for her years at Harvard University. While working with Megan these past six years, I have been consistently impressed with her ability to perfect and polish that which is already outstanding. With great determination and a rare level of brilliance, Megan brings to her pursuits a flair for creative and undaunted success. She is one to search for and find the possibilities that others are not willing or able to see. Megan knows that success in any area often means creating or discovering that which everyone else said was impossible or ridiculous. She is a true visionary.

Megan readily recognizes her adversities as straightforwardly as she does her vast abilities. She’ll be the first to admit that while she excels academically, she is not athletically inclined. Add to this her battles with very severe asthma, for which she has been hospitalized numerous times, and one would think she has plenty of reason to avoid exercise. Yet, Megan is tremendously persistent, never allowing these weaknesses to get the better of her. She works out regularly, runs every step the other girls do in PE, plays intramural basketball, and even joined the cross-country team. What would have been a convenient excuse to others has been an engaging challenge to Megan. She strives to overcome what she can and to learn to deal with what she cannot. That is why her former PE teacher will honestly say, “Megan is my hero.”

Another adversity Megan has overcome is her early years of schooling. She began school in another district where she was mistakenly identified in the first grade for their special education program. (They apparently placed her in there because in the process of writing a ten-page story—clearly pretty rare for a six-year-old!—she wrote some of the letters backwards—something naturally common for six-year-olds.) This placement is obviously not where she should have been, yet she spent months there writing her name in the sand and being asked to perform various other tasks far below her actual abilities. I marvel today that the experience did not ruin her outlook on school. Far too many highly and profoundly gifted students will drop out of school after similar circumstances. Yet Megan bounced back with her indomitable determination and unbeatable optimism. Rather than be jaded about what had happened, she prefers to laugh at the irony and to tell the fascinating stories of how she played mind tricks with the teachers to keep herself challenged.

I also work with Megan as the head coach for our high school’s Speech, Debate, and Drama team, for which Megan is a Lincoln-Douglas debater. Debate is a passion for Megan, as well as another voice. Her dedication, hard work, and desire to learn contribute to her impressive 88% record, a #1 (top seed) ranking in the Western Division, and a 7<sup>th</sup> place finish at the State tournament, a reflection not only of her hard work and dedication, but of



her great analytical and communication skills as well. Through working with Megan on the Debate Team, I have also had many opportunities to observe her leadership skills. As an upper-level team member, she can always be counted on to be a great role model for the younger members of the team. She even devotes energy to priming the new debaters for competition, and assists me each spring in coaching the debaters on our middle school team. She easily finds the balance between establishing rapport and setting high standards. As a result, the younger debaters have tremendous respect for her and have learned debate skills, tact, communication, and leadership from her.

Beyond everything else, Megan is truly herself at an age when most kids struggle with identity. It is a comfort level hard-won for her, as her peers have often ridiculed her for her obvious intelligence and unique idiosyncrasies: "I don't really have fear of rejection by my peers anymore. I used to be rejected all the time and have gradually outlived it. (Maybe I've outgrown it!!!) I figure, if they don't like me the way I am, that's their problem." Megan is full of sparkle, life, curiosity, depth, and messages. I would describe her as determined, insightful, intelligent, creative, honest, innovative, responsible, funny, independent, honorable, sincere, original, hard-working, perceptive, energetic, thoughtful, confident, rare, brilliant, motivated, analytical, and real. Megan is a national treasure.

I truly do not know of anyone more worthy of admittance to your esteemed University. I offer this recommendation with the deepest sincerity and the highest hopes. Please feel free to contact me if you have any further questions. I would be thrilled to do whatever else I can for Megan. With my greatest enthusiasm...

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	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks							X
	Concern for							X

	others							
	Self-confidence							X
	Initiative, independence							X
	OVERALL							X

### Teacher Recommendation 3

Last summer I team-taught a seminar on environmental policy for eighteen exceptional high school juniors. Winners of national competition, students in previous seminars matriculated at Ivy League and other elite institutions with few exceptions. Sponsored by the Telluride Foundation, the class met for three hours every weekday for six weeks. Each student wrote short papers, delivered a term paper, and participated in discussions. The quality of the work generally was equal to that of students in my senior honors seminar at my own university. Teaching this seminar was both satisfying and exhausting for me, a political science professor, currently on leave and directing a program elsewhere.

Writing a recommendation for Megan Turner is not easy because she is easy to caricature. That caricature is of a bright young woman angry with her parents for not making more money and for putting her in a mediocre high school because they live in one of the Mountain States. Megan strongly asserted her belief in markets as the solution to almost every imaginable public problem. In the first weeks of the seminar, Megan was given to *ad hominum* comments and to dismiss any criticisms of her views as mindlessly ideological.

By the end of the summer, Megan had learned to avoid *ad hominum* comments and respond with appropriate logic and arguments to critics. She even admitted that there were instances where government interventions were needed. Her final paper, an analysis of the possibility of sustainable development, was a fine well-documented paper. Based upon her written work, I would rank Megan Turner around the fourth or fifth best student in the seminar. Based upon the quality of her oral participation, she would rank lower.

Ms. Turner has baggage. She is unreasonably obsessed with gaining admittance to your university. She cannot articulate why Harvard would be better for her than other good universities and colleges, beyond an assertion that Harvard is the best. If you accept her, Megan will likely resemble some other bright students from the inner city, i.e. wanting to escape by landing at Harvard with all Harvard means, yet also missing home and its comforts. Megan's challenge is to trust her own abilities and to open herself to liberal learning. She has much to gain from a Harvard education.

### Alumni Interview Report

#### Academic (1)

*Genuine scholar, Summa potential, top grades, high 700 and 800 scores combined with evidence of original scholarship*

Love of Learning—'outstanding'

Intellectual Curiosity—'outstanding'

Intellectual Originality—Rating—'outstanding'

#### Extracurricular, Athletic, Community, Employment, Family Commitments (2+)

*Local or regional recognition; major accomplishment(s).*

### **Personal Qualities (1)**

*Rare personal appeal and character*

Openness to new ideas and new people—‘outstanding’

Contribution to college life—‘outstanding’

### **Overall (1)**

*Absolutely superior for admissions; truly unusual in the entire applicant pool*

Rare and rewarding exchange of ideas

Easy flow of conversation

Diamond in the Rough

### **Additional Comments**

Megan is a student of unusual ability, with a wide range of interests both in and out of school, a lot of confidence and ambition, which, in her case, seem justified and realistic, as well as an engaging personality that made the interview enjoyable as well as productive for the interviewer. To summarize a little early in this report, I think she would do splendidly at Harvard both academically and in other activities. Harvard would really give this young woman from our rural state the opportunities she needs.

Megan made two remarks during the interview that I think revealed a lot about the seriousness of her interest in Harvard. One was, “going to Harvard is the one thing I’ve known I want to do just about all my life. It’s the one place where I’ve thought I could follow up on all my interests.” The other quote was, “I’ve been reading the *Crimson* on the web for many months, and I think it’s head and shoulders above any other college paper I’ve seen. I would love to work there if I go to Harvard.” She has some credentials for this evaluation and remark since she has numerous writing awards, is the editor of her school paper and was editor of her middle-school paper before that. Among these awards is a national Youth Editors of America award for a concert review written for the daily paper in our capital; a Quill and Scroll award; and an American Scholastic Press Association outstanding investigative journalism award given for a story in the high-school paper about safety and security at her school relating the topic to the Columbine School attack in Colorado.

Megan is also a top high-school debater in the state and co-captain of the school debate team. Because the team has no official coach, Megan says, “I function somewhat in that role also.” She was undefeated in debate this school year until two weeks ago. Outside of high school activities, she has coached middle-school debate, helped teach a fifth-grade gifted and talented class in middle school, and been a tutor for third-grade students. She seems like a generous and “giving” person.

She mentioned two summer programs that she said had a big influence on her interests in school as well as her thoughts about the future. One was a program this past summer called “We the People” sponsored by the US Congress to promote study of the US Constitution and the laws derived from it, and the other was a program called the Telluride Association Summer Humanities Program which seems to be a project bringing together good students interested in humanities, encourage study and research, and produce some writing.

About the first one, Megan said, "I was fascinated by the law cases interpreting the intent of the Constitution. If law school is like that, I could easily see myself there." She added that she really hadn't thought about law as a serious interest before being in the program. "I'm thrilled to have discovered so many new interests of mine!" About the Telluride program, she said, "it was the teachers and other students that made the program." She said that the discussions she had with teachers and students were "the best kind of school experience I have ever had." She produced a paper about "Sustainable Development in the World Today."

Megan has a 4.0 GPA, is getting A's in all her classes currently and is a National Merit Finalist. Her writing interest was reinforced by a summer program in which she took English classes and participated in a workshop for high-school students writing for newspapers which was run by the School of Journalism at our state university.

When we talked about possible fields of study in college, and the future in general, she said she is interested in writing, but also mentioned being attracted to business and particularly economics as a possible college major. She followed this by saying, "you know there is such a tremendous influence of economics on the important events in the world."

Actually, she ended up by saying she could see herself quite content in such fields as news writing, government, politics, economics, law, and maybe even history r medicine. I would give her a very good chance of being successful in any of these fields and, more importantly for this report, of making a significant contribution in a college environment like that at Harvard.