ΓΕΝΙΚΗ ΕΝΗΜΕΡΩΣΗ
SUMMER ABROAD PROGRAMS 2008

Το Κολλέγιο Ανατόλια στα ευρύτερα πλαίσια της εκπαιδευτικής αποστολής του προσφέρει μια ακόμα δυνατότητα στους μαθητές του. Τους δίνει την ευκαιρία να εκμεταλλευθούν ένα μέρος των θερινών διακοπών τους παρακολουθώντας εκπαιδευτικά προγράμματα διάρκειας 2-8 εβδομάδων στο εξωτερικό, σε κάποια από τα πιο φημισμένα Πανεπιστήμια των Ηνωμένων Πολιτειών.

Τα προγράμματα αυτά μπορεί να είναι προσανατολισμένα στα ενδιαφέροντα των συγκεκριμένων μαθητών και να τους βοηθήσουν να αποκτήσουν μια εξαιρετική εκπαιδευτική εμπειρία. Εκτός από τη γνωριμία της εκπαιδευτικής πραγματικότητας άλλων χωρών, τη γνώση του τρόπου σκέψης και εργασίας συνομήλικων τους μαθητών, θα συνεργαστούν μαζί τους σε projects (που είναι πιο ολοκληρωμένα όσο μεγαλύτερη είναι η διάρκεια του προγράμματος) διευρύνοντας τους ορίζοντές του. Θα έχουν παράλληλα την ευκαιρία να ξέσουν την ατμόσφαιρα ενός Πανεπιστημιακού campus αναπτύσσοντας την κοινωνικότητά τους και να βελτιώσουν τη χρήση της Αγγλικής γλώσσας.

Το πρόγραμμα Anatolia Summer Abroad έχει ιστορικό αρκετόν ετών, ωστόσο τα τελευταία χρόνια γίνεται ολοένα και πιο εκτεταμένο. Ηδή το προηγούμενο καλοκαίρι περισσότεροι από 70 μαθητές του Ανατολία παρακολούθησαν καλοκαιρινά προγράμματα σε όλη την Αμερική και υπήρξε και μια ομαδική αποστολή 23 παιδιών στο MTU (Michigan Technological University) της πολιτείας Michigan. Συνδυάζεται δε με ένα πρόγραμμα υποτροφιών, πολλές από τις οποίες έχουν θεσπιστεί ειδικά για τους μαθητές του Ανατολία, ενώ άλλες είναι ανοικτές για διεκδίκηση. Έτσι οικονομικό κόστος είναι εξαιρετικά προσιτό (φυσικά υπάρχει η δυνατότητα να προωθηθεί κάποιος μαθητής σε ένα από τα πολύ γνωστά Πανεπιστήμια, εφόσον μπορεί να ανταποκριθεί στο υψηλότατο κόστος).

Οι μαθητές επιθυμούνται πάντοτε με το κόστος της μετάβασης και επιστροφής. Το κόστος των summer programs μπορεί να είναι από μικρού το εκτεταμένο 3,000€. Τέλος οι συνθήκες διαμοίρης και διατροφής, οι οποίες διαφέρουν ανάλογα με το πανεπιστήμιο, ενδέχεται να αυξηθούν κάποιος το κόστος. Το καλοκαίρι του 2007, το 80% των μαθητών που παρακολούθησαν κάποιο από τα προγράμματα που προσφέρονται πήραν μερική ή ολική υποτροφία.

Η συμμετοχή στο πρόγραμμα και η διεκδίκηση κάποιας από τις διατιθέμενες υποτροφίες απαιτεί μια καλή Ακαδημαϊκή επίδοση και την εκπλήρωση μιας σειράς προϋποθέσεων που δέχονται τα αντίστοιχα προγράμματα (ψηφιακή βαθμολογία, καλή γνώση Αγγλικών, συστατική επιστολή, κ.τ.λ.).

Στο έντυπο αυτό περιέχονται στοιχεία με τα κυριότερα Anatolia Summer Abroad για την αρχική ενημέρωση των ενδιαφερόμενων. Περιέχει επίσης μια αίτηση την οποία θα συμπληρώσουν οι ενδιαφερόμενοι, εκδηλώνοντας την επιθυμία για την συμμετοχή τους στα Anatolia Summer Programs. Θα ακολουθήσει συνέντευξη-συζήτηση με την k. Κανέλλη, μετά την οποία θα ζητηθούν από τους υποψήφιους τα προβλεπόμενα δικαιολογητικά.

Η εκδήλωση ενδιαφέροντος θα πρέπει να πραγματοποιηθεί ως το τέλος Ιανουαρίου ή Φεβρουαρίου 2008. Θα γίνει προσπάθεια ώστε η διαδικασία να ολοκληρωθεί όσο το δυνατόν συντομότερα, ιδιαίτερα για τις περιπτώσεις εκείνες που οι διατιθέμενες υποτροφίες είναι competitive και η έγκαιρη δήλωση συμμετοχής αυξάνει την πιθανότητα λήψης υποτροφίας. Το καλοκαίρι του 2007, είχαμε μαθητές του Ανατόλια στα παρακάτω πανεπιστήμια: American University, Ball State University, Boston University, Columbia University, Furman University, Hong Kong Polytechnic University, Michigan Technological University, NC State University, Northwestern University, Ohio State University, Rose Hulman University, St. Cloud University, St. Louis University, Smith College, University of Illinois, University of Missouri-St. Louis, Urbana Champaign, Washington University in St. Louis, Yale University.
YOUR SUMMER EXPERIENCE DOES MAKE A DIFFERENCE!

What you do during your summer is a confirmation to an admissions committee as to what kind of person you really are. If you have declared yourself as committed to peace and ridding the world of poverty, then you spend your free time on shopping holidays with your parents in Hong Kong or Paris; they will certainly doubt your earnest essays (not to mention they may be a little jealous!)

In fact, your summer experience can say a great deal about you. It can: reinforce your image portrayed in your application (i.e. through a volunteer service experience, spending quality time with your aging grandparents in the village, training with your team/in the sport of your choice, working in a restaurant to save money for your education), emphasize your personal commitments highlighted in your application (theater, debate training, intensive language experience), or underscore your academic interests (take university courses in Greece, USA, or elsewhere)! Any of these experiences further prove to the admissions committee that the person you have portrayed on paper is, indeed, who you are.

If you prefer an academic experience, just remember that going to Harvard University summer program does not in any way guarantee getting into Harvard (or Brown, MIT, Stanford, etc), but it can call attention to your academic abilities if you do well there. Although, camps/summer youth opportunities at these “big name” schools tend to be very expensive, most of them do have limited scholarships available – usually based on grades and SAT scores (which means you need to have taken these tests early). Deadlines for scholarships tend to be early – by January/February – so if you are interested, get busy! However, remember if you are willing to pay high fees for a summer program, it may affect your argument for the need for financial aid when attending the university itself for your degree studies.

Keep in mind that there are many other excellent academic programs that teach you a great deal and show your academic excellence without such exorbitant costs (math/science programs at Michigan Technological University, Purdue University, St Louis University; architecture programs at Ball State University, Pratt Institute; general education at Furman University – for example). Even staying close to home and taking a course (or two) at Anatolia College American College of Thessaloniki (ACT) can seriously enhance your application!

There are, in fact, hundreds of exciting summer experiences available in the USA and Europe – excellent debate camps, dozens of theater programs, meaningful service programs – many of which are just right for you! (Remember, they know that service is required for IB students, so it doesn’t carry as much weight for you unless you show a more sincere commitment)! How to proceed? Talk with Ms. Kanellis, let her know what area might interest you and together we will find the best options. Search the web on your own.

Review your CV to see where you need to better develop your profile. Collect the summer experience information, make a grid noting what areas are important to you when selecting the experience (theme/focus, location, dates, cost, etc) and decide where you want to apply. If the USA interests you and cost is a concern, you may want to apply to one or two with scholarship possibilities then pick a third with a lower cost. Ms Kanellis will, of course, be happy to work with you on these applications.

Such an experience won’t take up all summer vacation – you’ll still have time to hang around with friends – and you will probably have a wonderful time!
HOW TO USE THIS GUIDE

We have spent a great deal of time researching and corresponding with U. S. University Summer Programs in order to identify excellent summer programs for our students. Review these programs and if you are interested, make an appointment to come by and talk.

I. The university programs in **part one** have special scholarships or discounts for Anatolia students. If more students apply to the program than scholarships are available, we forward all applications to the university and they make the selection. We collect the applications and send them officially from Anatolia College. Applications usually require a brief essay from the student, official school transcript (grades), and one teacher recommendation. If applying for a scholarship include your parent’s tax return (ekatharistiko).

II. Most of the programs in **part two** offer some kind of competitive scholarships (from partial to full costs) for which you can apply. Requirements vary but most will be the same as those shown above for **part one** scholarships.

Some programs included in **part two** haven’t scholarships but we feel they are especially unique or particularly high quality programs with reasonable costs.

III. **Part three** provides a listing of more specialized programs which may interest a few students. We have details on file in the office for these programs.

There are also many programs in well-known institutions (Harvard, Yale, Brown, etc) with high quality (but very high cost). Most of these have some limited scholarships but these are very competitive. If you are interested we will certainly help you apply to these as well.

There are hundreds of summer programs held in US universities every year: we continue to add recommended programs to our files so if you don’t find what you want, come and talk with us.

EVA VARELLAS KANELLIS
PART ONE

PROGRAMS WITH SPECIAL SCHOLARSHIPS OR DISCOUNTS FOR ANATOLIA STUDENTS
NEW!!!!

Trip to Mystic Aquarium & Institute for Exploration
“Mystic Sea Research Study Adventure”

Dates
Students depart form Greece (and arrive in Mystic) Sunday, July 20th-
Depart from USA Saturday, August 2 (Arriving in Greece Aug 3)

Costs
$3,300 per student (This includes- airfare, lodging, 3 meals, all transportation, aquarium
programming and selected field trips)

Lodging
Mitchell College in New London, CT

Target Age
14-17 years old

For the first time, a select group of Anatolia College students will travel to Mystic, Connecticut – a
historic, seafaring community situated along the banks of the legendary Mystic River, about halfway
between New York City and Boston in southern New England.

Based at Mystic Aquarium & Institute for Exploration, students will have the opportunity to visit and tour
the Aquarium’s research laboratory where they will meet the specialized team of researchers and
veterinarians and learn about their advanced studies in animal nutrition, infectious diseases, immunology
and veterinary science. Students will work side by side with these professional scientists and gain insight
into their investigations. Students will also be able to participate in the Researcher for a Day program
focusing on molecular biology and hematology.

And what would such a program be without encounters with beluga whales, African penguins, sharks and
thousands of fish and invertebrates that live at the Aquarium? Students will become familiar with many
of these amazing creatures during their studies. At the Institute for Exploration, students will be able to
explore the deep ocean through the eyes of famed oceanographic explorer and RMS Titanic discoverer
Dr. Robert Ballard, whose Challenge of the Deep Exhibits add special depth the Mystic Aquarium
learning experience.

Additional field studies will include excursions along southern New England’s remarkable coastline by
foot and aboard a research vessel to explore the Long Island Sound by water. Visits to Mystic’s renowned
maritime museum and the nearby Native American history museum will also be arranged.

Program Details

Aquarium Programming
At the aquarium students will work with the research, veterinary and education teams to learn about the
aquatic animals and the research projects occurring at the facility. Students will have the opportunity to
work side by side with these professional scientists to learn more about their projects and careers.
Students will also learn about the many species of animals that live at the Aquarium including beluga
whales, African penguins, Steller sea lions, and thousands of species of fish and invertebrates.
www.mysticaquarium.org

Field Trips include:
Project Oceanology- During this 2 1/2 hour cruise aboard a research vessel on Long Island Sound
participants will experience marine science at 2 stations on the boat. STERN: Explore the biological
aspects of oceanography by pulling a trawl net, a plankton net and examining its contents under the
guidance of professional marine scientists. BOW: Operate instruments and equipment used to study the
physical, chemical and geological aspects of oceanography. Participants will also explore the basic
chemistry of seawater. www.oceanology.org
Mashantucket Pequot Museum & Research Center- Learn about the history of Eastern Connecticut by visiting this state-of-the-art Native American facility. This dynamic learning center was designed to share the proud heritage and legacy of the Pequot people. It is the story of history and culture told from their perspective. The facility provides a multi-sensory, immersion experience, filled with interactive exhibits and 85,000 square feet of permanent exhibits. The exhibits are divided into four major areas: Life in a Cold Climate, the Pequot Village, the Pequot War, and Life on the Reservation. Your visit will begin with an exciting journey back in time to 18,000 years ago when the Wisconsin Glacier was shaping the homelands of the Mashantucket people. Each exhibit area moves the visitor forward in time, revealing how Pequot ancestors adapted to a changing environment. www.pequotmuseum.org

DNA Epicenter- Students will have the opportunity to study genetic and forensic science in their state of the art laboratory facility and at the mock crime scene. In these programs students will participate in hands on inquiry based experiences in research science. www.dnaepicenter.org

Mystic Seaport- Have the opportunity to explore this Museum of America and the Sea. At the waterfront students can climb aboard and explore the tall ships and historic vessels that date back to the 1800s and visit the preservation shipyard to watch the staff restore antique vessels using traditional methods and tools. Also have the opportunity to visit the exhibit galleries to learn more about maritime history. www.mysticseaport.org

Bluff Point State Park- Bluff Point is the last remaining significant piece of undeveloped land along the Connecticut coastline. Jutting out into waters of Long Island Sound this wooded peninsula, measuring one and one-half miles long by one mile wide, encompasses over 800 acres. Bluff Point was designated a "Coastal Reserve" by a special act of the Connecticut legislature in 1975 to establish the area "for the purpose of preserving its native ecological associations, unique faunal and floral characteristics, geological features and scenic qualities in a condition of undisturbed integrity". Students will venture to this park to study the habitats and water quality of the Long Island Sound.

Whale Watch Boat Trip- The ocean waters off our coast are exposed to warm water eddies that break off from the Gulf Stream. Waters in mid summer can reach temperatures in the high 70’s. It is in these warm waters where the majestic Finback Whales come to feed. On a Whale watch trip you might see other whales such as Humpbacks, Minke, Pilot, False Killer, and even a Sei whale. The warm waters also attract giant ocean sunfish, sharks, tuna and marlin. Portuguese man of war, leatherback and loggerhead turtles also might be seen.
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<td>Ball State University</td>
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<td>Location / Website</td>
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<tr>
<td>Muncie, IN www-bsu.edu/cap/workshop</td>
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<td>Subject</td>
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<tr>
<td>Architecture Eligible: 1st or 2nd Lykeiou / IB1</td>
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<tr>
<td>Duration / Dates</td>
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<tr>
<td>2 weeks / July 8-July20, 2008</td>
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<td>Scholarships / Competitive Scholarships</td>
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<tr>
<td>Yes – Full scholarships for 2 Anatolia students</td>
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<td>Costs</td>
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<td>February 15th, 2008</td>
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<td>Course Description</td>
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<td>Instruction takes place in the College of Architecture and Planning design studios in a format similar to CAP’s First-Year-Program. CAP provides all equipment and instructional materials needed. Participants are involved in studio work for approximately six hours each day. Some night and evening periods are free of programmed activities to allow students the opportunity to experience college life. In addition to studio experiences, students participate in a field trip study tour that includes travel to a major metropolitan city. Field study is an integral part of learning at CAP. Workshop participants are asked to analyze and document cultural aspects of design and planning. This workshop is an intensive immersion into the realm of environment design and problem solving. Participants take part in a series of exercises that increasingly challenge the young mind and its understanding of the build environment. The exercises are designed to encourage exploration and growth of creativity and uniqueness found in each individual personality. 2008 will be the 4th year Anatolia students take part in Ball State College of Architecture summer program</td>
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We had projects that made us think about a solution in order to make it a reality and that was both challenging and very interesting! The projects were not easy: we had to think carefully and find solutions that best fit and were unique as well as interesting. We had different projects almost every day. Our day began at eight o’clock in the morning when they gave us information and the appropriate materials for the newly assigned projects. The theme of every project was different but they all were concerned with creativity. That was the major point of the workshop – to take existing objects related or unrelated to each other and combine them in different ways for new purposes. They taught us that creativity is the ability to generate novel and useful ideas and solutions to everyday problems and challenges. Combining the materials they gave us, we had to find solutions to our projects. For example, the first day we had three projects. The first was to make a mask that would represent us but it couldn’t just be a face because what we really are is not just a face. Or another project we had on the same day was “the eggstravagant airways”. The goal was to successfully and creatively deliver an egg-like passenger from the third floor balcony to the first floor atrium unbroken. We had to design and construct a container to make the egg fallen not only possible but exciting as well. The variety of projects seemed endless. (Student comments from Summer 2006)
**SUMMER SCHOOL**

**University**
Basketball Factory

**Location / Website**
Hartford Connecticut

**Subject**
Basketball  *Eligible: 3rd Gymn., 1st & 2nd Lykeiou / IB1 (maximum 4 students)*

**Duration / Dates**
2 ½ weeks / July 16 – August 2

**Scholarships / Competitive Scholarships**
All Anatolia students receive 25% scholarship maximum

**Costs**
730 Euros plus Airfare

**Deadlines**
March 1st, 2008

**Course Description**
Students will live with host families. 2 weeks in Basketball camp: one week working with younger kids in youth basketball camps.

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Turn page for student comments  →
Basketball Factory

Anatolia Student Comments

The program was great! It was fantastic! The facilities were really outstanding, all the coaches and the staff were kind and the girls were really nice! Everyday for the 2 girl’s weeks we woke up at about seven, had breakfast and then came the graining. We did a lot of stretching and exercises to learn more about basketball and of course to improve ourselves. There were three games everyday which were tiring but also had a lot of fun! We developed some great relationships with some girls and became very good friends! Then, on the boy’s week we helped as staff, working in the canteen or as timekeepers. It was so funny, we made some good friends and we watched some really breath-taking basketball by the NBA League players! Everything was so perfect! It was the experience of a lifetime!

Student Comments from Summer 2007

From a father of a Summer 2007 participant:

Το αθλητικό–παιδαγωγικό καλοκαιρινό πρόγραμμα BASKETBALL FACTORY είναι προσανατολισμένο στην ενίσχυση των αθλητικών δεξιοτήτων των κοριτσιών που θέλουν αν ασχοληθούν με το Basketball. Για τις μαθήτριες του Κολλεγίου, ηλικίας 15-16 ετών, το πρόγραμμα επιπρόσθετα δίνει την ευκαιρία να γνωρίσουν πολλά πράγματα για τον Αμερικάνικο τρόπο ζωής και να βελτιώσουν την χρήση της Αγγλικής γλώσσας. Υπεύθυνος του προγράμματος είναι ο κύριος Οικονομόπουλος, ο οποίος είναι υπεύθυνος και για την διαμονή των μαθητριών του Κολλεγίου στο Camp, στην Πολιτεία του Connecticut. Περιληπτικά, η φιλοξενία της οικογένειας Οικονομόπουλου είναι υποδειγματική το παιδί από τις πρώτες ώρες έλευσης του «νιώθει πραγματικά σαν το σπίτι του». Ο κύριος Οικονομόπουλος εκτός από προπονητής Basketball, είναι και ένας εξαίρετος παιδαγωγός, έτσι τα παιδιά που φιλοξενούνται νοιώθουν «ελεύθερα» ενώ παράλληλα, με την συμπεριφορά τους σέβονται τα υπόλοιπα παιδιά του προγράμματος και τους υπόλοιπους συντελεστές του προγράμματος. Το περιβάλλον που διαμένουν τα παιδιά είναι ασφαλές και καθαρό, ενώ λαμβάνουν μέρος σε αξέχαστες επισκέψεις-εκδρομές σε τοποθεσίες της ευρύτερης περιοχής της Νέας Αγγλίας. Μια αξέχαστη καλοκαιρινή εμπειρία στην φιλοξενη Αμερική για μαθητές-αθλητές του σχολείου μας.....
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University

Brenau University –FIRESPARK!

Location / Website

Georgia (just outside of Atlanta)  [www.firespark.org](http://www.firespark.org)

Subjects

Pre-medical studies, art, law, photography, etc. **ELIGIBLE: 1st, 2nd, 3rd Gymnasium and 1st Lykeiou**

Duration / Dates

Two weeks / July 7 – 20, 2008

Scholarships / Competitive Scholarships

Special consideration given to Anatolia students

Costs

1,000 Euros (this includes discounts) plus airfare

Deadlines

March 15th

Course Description

Medical Scholars program for students planning a career in healthcare, Legal Scholars for students interested in Law and / or Debate. General Courses include: Art, Web Design, Acting, Photography, Jewelry Design and more.

*An Anatolia Staff membred will accompany group.*

Turn page for student comments  →
Brenau University
Anatolia Student Comments

From morning till 5pm we had classes but they were not tiring at all. My first class was Web Page Design, where we learned a lot about designing a web page using Photoshop and we actually designed the web site of the program. I got a lot of new ideas for my own projects and my course at school (visual Arts). Every night during the two weeks there was an event. The first week, there were performances that came to entertain us, and the second week there were performances by the children themselves. There was an exhibition for the Art & Design children and everyone visited it (I was very happy because my work was there, too). I learned a lot about art and I had the best teacher I ever had. I had my first exhibition. All these are what I most liked and I got from the summer camp. (Student Comments from Summer 2007)

The program which I attended this summer was a Medical Scholars program in Brenau University. Our regular schedule included lectures about different fields of Medicine. In the morning we usually discussed the lectures and in the evenings we did lab work (such as a laboratory in forensic science which was based on real facts.) The most exciting and active days were the field trips. We visited Atlanta’s aquarium, a Spinal and Cord Injury Rehabilitation Center and to The National Center for Disease Control and Prevention. The schedule also contained many general activities shared with camp students from the art, theater, music or communication program. At nights we watched performances by students, faculty members or guests (mostly music or theater performances in which we could see the creativity and the talent of the students). I want to add the significance of being and cooperating in a group. Through my experience in the medical program (labs) and through the performances I understood that the most important part of the experience relied on maximum cooperation between the students. For example, when we were working on a medical case in our labs in the beginning of it probably no one knew what it should be done. But through the involvement of all of us with the share of our ideas in a group and the guidance of the professors we managed to have satisfactory results for all of our projects. (Student Comments from Summer 2007)

At Brenau University I decided to attend a medical scholars program which is totally different area compared to physics. The main reason why I chose it was because I was always interested in human health and the way doctors deal with sideases. So, I thought that it would be a nice experience for me to learn new, helpful things even if I didn’t intend to study them. Moreover, I thought that if I finally choose to follow a career in physics, then I would spend a big part of my life learning mostly about this field. Therefore, this would be a great chance to learn something different which would give more general knowledge than just knowledge in specific field if I had had, for example, attended another program related to physics. (Student Comments from Summer 2007)
**SUMMER SCHOOL**

**University / Sponsor**
Center for Cultural Interchange

**Location / Website**
All over USA – See following page

**Subjects**
Homestay / Community Service Project  *Eligible: must be 16 years old*

**Duration / Dates**
2-4 weeks / dates set with students

**Scholarships / Competitive Scholarships**
No.

**Costs**
2 weeks: 600 Euros, 3 weeks: 800 Euros, 4 weeks: 1000 Euros

**Deadlines**
March 1st

**Course Description**
See following page
Independent Homestay Program

If you're interested in the opportunity to participate in a program that focuses exclusively on American culture and home life, while greatly improving your English language skills, this is the program for you. Participants should be comfortable with traveling from their home country unaccompanied and be prepared to spend some time seeing and experiencing their host community independently.

Host families provide accommodation and all meals taken in the home, but are not expected to entertain the participants, and may often be gone during working hours. Thus, this program is suitable for mature participants who do not require the structure and supervision of an organized group homestay program.

WHAT ARE THE AVAILABLE REGIONS?
Independent Homestay Programs are available throughout the U.S. Participants may select from one of seven regions listed. Request fulfillment is based upon availability.

WHAT'S INCLUDED?
- Room and board with a volunteer American host family
- Orientation provided by the CCI Area Representative
- Support & supervision of a CCI Area Representative
- Medical and accident insurance
- Airport transfers to/from nearest airport from homestay community
- Support letter for tourist visa

NOT INCLUDED:
- International airfare and ground transportation
- Optional activities
- Meals and entertainment outside host family home
- Pocket money for personal use

NET PRICES (USD) 2008:
2 weeks: $625
3 weeks: $840
4 weeks: $1,050
5 weeks: $1,300
6 weeks: $1,500
7 weeks: $1,725
8 weeks: $1,900

Destination Guarantee: $200
Community Service Project: $150 (i.e. one-time charge per program)
English Tutoring: $75 (fee to identify tutor; hourly rate to be determined. Participant is responsible for paying tutor directly)

746 North LaSalle Drive
Chicago, IL 60610
Tel: 1-312-944-2544
Fax: 1-312-944-2644
www.cci-exchange.com

AVAILABLE FOR AN EXTRA FEE:
- Community Service Project
- English Tutoring
- Destination Guarantee

WHAT ARE THE REQUIREMENTS?
- Be at least 16 years old
- Able to communicate in English at a basic conversational level
- Mature enough to feel comfortable traveling alone
- Genuinely interested in the American culture
- Be willing to become a member of an American family

AVAILABLE DESTINATIONS
| **KEY WORD (S): ENVIRONMENTAL STUDIES** |
| **SUMMER SCHOOL** |

| **University** |
| Center for Cultural Interchange |

| **Location / Website** |
| Seattle, Washington | www.cci-exchange.com |

| **Subjects** |
| Environmental Studies | *Eligible: student must be 17 years old* |

| **Duration / Dates** |
| 3 weeks / August 2-23, 2008 |

| **Scholarships / Competitive Scholarships** |
| No |

| **Costs** |
| $1,390 plus airfare |

| **Deadlines** |
| March 1st |

| **Course Description** |
| See below |
CCI’s Multinational Environmental Group Program brings young adults together from countries around the world to learn about critical issues affecting our environment. Participants in this three week program come away with improved English skills, a deeper understanding of the impact of human beings on the environment, and the sense of accomplishment that comes from directly contributing to the effort to protect our precious natural resources. Accommodation with American host families allows participants to experience American culture and lifestyle firsthand, while the multinational nature of the program encourages cross-cultural friendships that may last a lifetime. Weekly excursions to wilderness areas and national parks provide the opportunity to enjoy the majestic beauty of the American landscape.

**WHAT’S INCLUDED?**
- ESL classes including discussions on environmental issues
- Hands-on experience volunteering with a local conservation project
- Fun and exciting sports and recreational activities
- Accommodation and full board with a volunteer American host family
- Medical and accident insurance
- Airport transfers
- Full support of a CCI Local Coordinator
- Support letter for tourist visa

**NET PRICES (USD) 2008:**
All prices per participant.

**Seattle, WA**
3 weeks $1,390
746 North LaSalle Drive
Chicago, IL 60610
Tel: 1-312-944-2544
Fax: 1-312-944-2644
www.cci-exchange.com

**NOT INCLUDED:**
- International airfare and ground transportation
- Meals and entertainment outside host family home
- Pocket money for personal purchases

**WHAT ARE THE REQUIREMENTS?**
- Be between the ages of 17 and 25
- Possess an Intermediate level of English
- Display a genuine interest in American culture and the environment
- Be willing to participate as a member of an American host family
- Be physically capable of hiking a few miles each day

**EXCURSIONS**
- Seattle sightseeing
- Mount St. Helen’s National Park
- Whale watching at San Juan Straights
- Olympic National Park

**2008 PROGRAM DATES**
August 2 - August 23
University
Duquesne University → Applications in our office

Location / Website
Pittsburg, Pennsylvania  www.oip.duq.edu/summer2008program.htm

Subject
Health Professions Institute  Eligible: 2nd Lykeiou / IB1

Duration / Dates
1 week / July 13-19, 2008

Scholarships / Competitive Scholarships
Full scholarship for accepted students (Anatolia students have priority) NOTE:PROGRAM WILL FILL EARLY!!!

Costs
Only airfare

Deadlines
March 1st, 2008

Course Description
What is Duquesne University Health Professions Institute? This selective summer program is specifically for students from overseas interested in exploring careers in the medical sciences. The week-long program is designed to expose high school juniors and seniors to a myriad of health-related fields and to assist them with the process of choosing among the many possibilities. Students will: * meet with professionals within health-related careers * talk to current international students who are majoring in the health sciences * tour and experience science labs and major health centers in the city of Pittsburgh * meet and talk with the various health science lecturers at Duquesne

Are you interested in a Career or Majoring in the Health Sciences? Pre-medicine, pre-dentistry, pharmacy, athletic training, nursing, physical therapy

You will stay on Duquesne’s 47 acre tree-lined campus which is situated on “the bluff” overlooking the city of Pittsburgh and is consistently ranked as one of the safest urban campuses in the United States.

Duquesne has a Facebook site for all international applicants – check it out to ask questions and discover more Duquesne!: www.facebook.com DU2008 International Applicants

Turn page for application process→
Duquesne University Health Professions Institute

This selective summer program is specifically for students from overseas interested in exploring careers in the health sciences. The week-long program is designed to expose rising high school juniors and seniors to a myriad of health-related fields and to assist them with the process of choosing among the many possibilities.

Students will:
- Meet with professionals within health-related careers.
- Talk to current international students who are majoring in the health sciences.
- Tour and experience science labs and major health centers in the city of Pittsburgh.
- Meet and talk with the various health science lecturers at Duquesne.

Duquesne University?
Founded in 1878, Duquesne students are citizens of more than 90 countries. Duquesne University has a special strength in preparing students as healthcare professionals. Health science students gain hands-on experience in state-of-the-art facilities and laboratories and can choose from a wonderful range of healthcare fields:

Pre-Health Professions – Students benefit from comprehensive, continuous counseling from dedicated pre-health advisors to enter medical schools. Fall 2006 students experienced an 80% placement rate into medical schools.
School of Health Sciences – Offers degrees in Physical Therapy, Occupational Therapy, Physician Assistant, Athletic Training, Speech Language Pathology and Health Management Systems. All six programs are fully accredited and boast a 99% job placement rate.
School of Nursing – Offers a Bachelor of Nursing degree and houses our Center for International Nursing with programs available in Nicaragua, Peru, and the United Kingdom. Duquesne offered the first bachelors of Science in Nursing (BSN) degree in Pennsylvania.
School of Pharmacy – The Mylan School of Pharmacy ranks among America’s top private schools and pioneered the six-year Doctor of Pharmacy degree.

Pittsburgh, Pennsylvania?
One of the top 12 cities in the nation for research funding by the National Institutes of Health, Pittsburgh has long been a renowned biosciences center.
- Pittsburgh is a global leader in organ transplantation, cancer care, women’s health and medical research
- Pittsburgh is ranked by the Wall Street Journal as a leading US city for the advancement of science and technology
- Pittsburgh is home to 355 health-related companies
- Pittsburgh draws upon the unique convergence of biomedical research, engineering and computer science in the region to generate new advances at the frontiers of the health sciences.

Visit our website at: www.oip.duq.edu

APPLICATION PROCESS
1. Complete the application, or you can obtain an application on our website at www.oip.duq.edu/summer2008program
2. Submit an official transcript from your high school
3. One letter of recommendation from either a teacher or college counselor. Students who come highly recommended by their counselor and/or teacher will be considered.
4. Personal statement (minimum 250 words): “Why do you wish to explore a career in the health sciences? How will this career help you help others?”
5. Your application must be received in the Office of International Programs by March 1, 2008

Space is limited for this selective program. Apply soon!
KEY WORD (S): ACADEMIC: LEADERSHIP, PSYCHOLOGY, DEBATE, FILM

SUMMER SCHOOL

University
Furman University

Location / Website
Greenville, SC www.furman.edu/summerscholars

Subject
Leadership, Psychology, Debate, Film, Ecology, Theater

*Eligible: 1st and 2nd Lykeiou / IB1*

Duration / Dates
2 weeks/ look 2 pages down for dates (and programs)

Scholarships / Competitive Scholarships
Scholarships for only 2 Anatolia students – based on essay, grades and interview.

Costs
Anatolia Scholarships cover 60% of tuition and all fees. Cost to student is 450 euros for two week program (plus airfare)

Deadlines
March 1st, 2008

Course Description
Classes which were offered this past summer covered a wide range of topics including French, leadership, writing, computer science, graphic design, law, psychology, theater, Spanish and geographical information systems. We will also be offering three new classes which include Fit for Life, Geological Identity and a theater acting class. These exciting one week programs are taught by Furman faculty and Furman students serving as counselors who coordinate and oversee extracurricular activities. Students select 2 one week classes.

In 2007 eight Anatolia students took part – and 2008 will be the 4th summer we participate.

Turn page for student comments →
#1

The best part of the leadership quest was learning to understand your behaviour, your reactions to certain situations and the decisions you’ve made by finding out to which category of people you belong. Through a scientifically conducted procedure which tests your personality and some debriefings, the participant, finally comprehends why he/she thinks and acts in a certain way, realizes his/her strengths and weaknesses and by the end of the programme, he/she has become a better leader.

The mock trial programme is the ideal summer activity for students who would like to explore law as a probable future career field. What I found most appealing about it is the fact that students get to study law for a week at a college level, probe into a given criminal case, assume different roles (attorneys, witnesses) and give a final performance at the end of the week in a local courtroom in front of professional judges. Although it may sound intimidating, with the help of the wonderful professors who teach the students the rules of American law and assist them in delving into the case, and their experienced teaching assistants, the whole process from the beginning to the end is magical!

#2

For the first week I chose a program called “Flash it”. This program had to do with computer animation and actually its name came from the computer software we used. We worked in pairs to recreate a movie trailer. It was hard work but at the end of the week everybody was proud of what they had achieved. It was a really exciting and creative week. Outside the summer school program, the students in Furman showed us Greenville downtown, the shopping malls, and other places.

The second week was almost the same with the first week but the program and the students were different. For this week I had selected the “Graphic design” program. In this program every student had to redesign on his own a CD cover of his favourite singer or band. To do it we used software such as “In Design” and “Free Hand”. The work was a lot and tough but again in the end the results were unbelievably good. The CD and its box looked like they were bought from a CD store. (Student comments from Summer 2006)

#3

The whole 2-week program was divided into two courses (Theater in Lights and Leadership Quest) which were both very constructive and interesting. The first week I attended the course called “Theater in Lights” where I learned how to hang up lights and how to create an atmosphere with different combinations of colourful lights and gases. Our professor also taught us how to control the “robo” lights (lights controlled by computers) which was very exciting and thrilling. At the end of the week all my class was requested to do a project. In addition to that we ought to use our imagination to accomplish our task. The main purpose of the project was to make a joint effort to accompany classical music with combinations of lights. What I liked most about this course was the fact that I got to know to my American friends better and I changed my point of view about plays etc. The following week I took part in the course called “Leadership Quest” which was as interesting as the previous one. This time, we were taught how to be good leaders and how to gain trust from our followers. This course included movies with educational content, visits to business organizations, activities with ropes, etc. We also found out how to present projects and ideas properly. Overall, I certainly had a great time there and all the counsellors were as helpful and friendly as it gets. I definitely experienced the way of life in the universities.

(Student comments from Summer 2007)
Listed below are the programs, dates and faculty for the Summer of 2008

**Ecological Identity**
July 13-19, James Wilkins

**Googling Earth**
July 13-19, Suresh Muthukrishnan

**Graphic Design: Advertising and Brand Identity**
July 13-19, Ross McClain

**Leadership Quest**
July 13-19, Kim Keefer

**Mock Trial**
July 13-19, Glen Halva-Neubauer

**Theater: Remember Me – IN LIGHT!**
July 13-19, Rhet Bryson

**Fit for Life: Living Well**
July 20-26, Kelly Fraizer

**French Today**
July 20-26, William Allen

**FUTube: Vedeo for the Web!**
July 20-26, Ross McClain/Bryan Catron

**Psychology: Understanding and Managing Stress**
July 20-26, Cinnamon Stetler

**Sabor Hispano!: A Taste of Spanish**
July 20-26, Ron Friis

**Theater: ACTion**
July 20-26, Jay Oney/Alan Bryson

**Writing About Film: Creative and Critical Eyes**
July 20-26, Vincent Hausmann

SEE BELOW COURSE DESCRIPTIONS →
Ecological Identity: Food & the Fragile Environment

Some of the hottest issues in the world today center around our relationship to the Environment: Is it sustainable? Are we contributing to environmental degradation? How can we, as average people, make a positive difference? This class will explore the issues and realities of the changing environment in which we live, giving special consideration to the food we eat, from the farm to our plates. Utilizing Furman's Organic Garden, the class will explore organic and other alternative food sources, allowing participants to get their hands "dirty" while they are learning. Participants will explore in depth the Furman food system, and go behind the scenes of Furman's newly renovated dining hall. We will meet experts on local, state, and global issues, and view films to better understand the relationship between you, your local environment, and the world at large. At the end of the week you will have a new and informed perspective on the environment and how we sustain it for the future. Facilitating this class will be James Wilkins, environmental sustainability intern at Furman University and supervisor of the Furman organic garden. James works to support and strengthen the efforts in promoting environmental sustainability on and off campus. He also works to support the dining hall's local food efforts and the campus composting program. James has a passion for sustainable food systems and working with the land.

Googling Earth!

Ever wonder how GPS systems in cars work? How MapQuest or GoogleMap can spit out driving directions and maps in seconds? Or how satellite maps that federal agencies use to plan relief efforts are produced? Technologies such as Geographical Information System (GIS), Global Positioning Satellite Systems (GPS), and satellite and aerial remote sensing have revolutionized the way our world works. Simple examples such as Google Maps or MapQuest that help us get driving directions from one place to another or having a GPS based navigational system in the car to get around town are some ways GIS and remote sensing technologies have been woven in to our modern life style.

This week-long, hands-on workshop will provide a chance for participants to understand what these technologies are and how they are used to solve social, economic, and environmental problems. Each student will have a workstation and a GPS with specialized software that will be used to learn the principles of GIS and GPS and to demonstrate GPS data collection and GIS data analysis. Participants will have an opportunity to conduct a project as part of the workshop that will demonstrate the problem solving ability of GIS. A modern treasure hunting game and an individual project are part of the workshop requirements. Students are not required to be advanced computer users, but expected to have a curiosity and real interest in computers and technologies.

The class will be taught by Dr. Suresh Muthukrishnan, Assistant Professor of Earth and Environmental Sciences, and Director of GIS and Remote Sensing Center.

Graphic Design: Advertising & Brand Identity

Utilizing the latest graphic design software, students will learn how to create components/tools for advertising and marketing solutions. This one-week course is an introduction to the organizational and creative aspects of advertising design relating to brand identity. Students will create and utilize graphic design components/tools for advertising solutions. Students study ways the specific merging of color, typography, and image play into the design of a 2 and 3-dimensional product line that motivates consumers. The various course activities will include lectures, projects, critiques, discussions, demonstrations, readings, presentations and a field trip to a local Advertising agency.

Software: Adobe Creative Suite 2
Hardware: iMac G4, flatbed scanner and color laser printer.

Directing this program will be Ross McClain, associate professor of art, who has been a member of the Furman faculty since the fall of 1999. Previously, he served as a faculty member at the University of Iowa and at the South Carolina Governor's School for the Arts and Humanities. He also has five years experience in commercial advertising and graphic design.
Leadership Quest
Leadership Quest is a fun-filled, action-packed, five-day program for high school students who wish to learn, experience, and model effective group behavior. Through discussions, demonstrations, games, simulations, and exercises, you'll learn about various leadership styles and be able to identify your own leadership style. You'll learn to differentiate among the various individual roles of group members and you'll understand the important elements of group problem-solving. You'll be able to compare and contrast the various results of decision-making by consensus building and to demonstrate the knowledge and benefits of trust building in small groups by using such skills as self-disclosure and risk-taking. You'll learn the importance of cooperation in small groups and you'll find out how to provide motivation, feedback, and delegation.

Mock Trial: State of Midlands vs Bobbi Campbell
Thinking of a career in law? Curious about the American judicial system, courtroom procedures, and the components of a trial? If you answered yes, this Summer Scholars class is for you. The course educates high school students by introducing them to trial practice techniques utilized by the American Mock Trial Association. Students will focus on the hypothetical case State of Midlands vs. Bobbi Campbell. Campbell entered into an open guilty plea on the single charge of Assault in the Second Degree and retained the right to a jury sentence recommendation. The State will present evidence of aggravation and the defense will present evidence of mitigation. Using this case, the course will teach participants proper courtroom etiquette, direct and cross examination tactics, the structure of opening and closing statements, federal rules of evidence, and other matters related to trial advocacy in a criminal matter. Students will be divided into prosecution and defense trial teams; at the end of the week the case will be tried in the federal courthouse. After classroom instruction, students will be responsible for developing case themes, preparing direct and cross-examination questions for witnesses, and drafting opening statements and closing arguments. Students from Furman's mock trial team will assist practicing attorneys who coach the award-winning Furman team, as well as Dana Professor of Political Science Glen Halva-Neubauer who founded the university's mock trial program in 1995.

Theater: Remember Me - IN LIGHT!
Do you want to learn how to set up your own light show? Lights and lighting are critical to good photographs, successful play productions and all forms of video. At the end of the week, participants will have an in-depth understanding of the impact of effective lighting and how it can influence not only the quality of a picture or scene, but also alter the impact of music. The culmination project will be for the class to design lighting to accompany a piece of classical music. Gain hands-on experience with programming a lighting board, making fog, developing special effects lighting and hanging and focusing theatrical lighting. Working on Macintosh computers and Filemaker Pro software, you will even learn how to "light a pickle." The course will take place in the Furman Playhouse with a possible field trip to the Flat Rock Playhouse in North Carolina or Centre Stage in downtown Greenville. Students with an interest in communications, TV, film, theater, cinematography, or who just want to be able to take better pictures or video, will benefit from this enrichment course.
Directing this program will be Mr. Rhett Bryson, professor of theatre arts at Furman.

Directing this program will be Mr. Rhett Bryson, professor of theatre arts at Furman.
PROGRAMS OFFERED JULY 20-26, 2008

Fit for Life: Living Well

Interested in nutrition, health, and fitness? Are you baffled by food labels, exercise gizmos, or contradicting media reports on diet and exercise? Learn how to decipher myth from reality by learning the basics of nutrition and exercise science. Develop a personal exercise program to meet your goals. Receive instruction on a variety of cardiovascular and weight training equipment during daily exercise sessions. Participate in group weight training, indoor cycling, and yoga classes. Become a food label whiz in a supermarket scavenger hunt. View the film *Supersize Me* and discuss factors contributing to the current rise in obesity. Tour the Molnar Human Performance laboratory, home to the Furman Institute for Running and Scientific Training (FIRST) that has been featured in *Runner's World* magazine. Observe or participate in VO2max treadmill testing or underwater weighing to assess cardio respiratory fitness or body fat percentage. Visit a local farm to pick fresh fruits and vegetables and help prepare a healthy meal for your other classmates.  

*Kelly Fraizer, MA, ACSM, AFAA is a lecturer and wellness program coordinator in the department of Health and Exercise Science. She is a certified Health and Fitness Instructor by the American College of Sports Medicine and a certified Group Exercise Instructor by the Aerobics and Fitness Association of America.*

French Today

Curious about the French education system? Want to hear the latest in French music? Or would you just like to build up your French language skills? In *La France Aujourd'hui*, students explore contemporary French civilization in a linguistic immersion environment. Topics may include geography, a historical overview, government and politics, the arts, education and media. Learning activities will include extensive use of electronic media for research and presentations of cultural topics and current events. A variety of engaged learning approaches will seek to strengthen proficiency in five language areas: spoken, written, listening, reading and cultural. Classroom learning will be supplemented by time in Furman's state-of-the-art Language Resource Center while out-of-class activities such as films, games and conversation will broaden learning opportunities. Students will be actively engaged in information-gathering activities on the World Wide Web, reading news articles, listening to live media reports and preparing presentations for classmates. You will also have an opportunity to experience Furman's language house as well as dining at a local French restaurant in downtown Greenville. This program will best suit students with one or (preferably) two years of high school French. To learn more, visit the French course website at [http://facweb.furman.edu/~ballen/](http://facweb.furman.edu/~ballen/).

*French Today will be directed by William G. Allen, professor of French. He teaches introductory and intermediate French courses, conversation/composition and French literature of the nineteenth and twentieth centuries. He has also been director of the Furman French House and frequently serves as Furman's resident director for the Versailles foreign study program.*

FUTube: Creating Dynamic Motion Graphics and Video for the Web

Have you ever wanted to tell your story with video? YouTube has set the stage for the power of video on the web. Learn the basics of combining video and animation techniques to get high quality graphics and video and then upload these videos to YouTube.com to share with a larger community. Students will learn how to produce digital video, edit the content and incorporate supporting motion graphics with sound. Graphic Design fundamentals will be stressed to ensure overall visual cohesion.  


Hardware: Digital video recorder, iMac G4 and a flatbed scanner.

*Directing this program will be Bryan Catron, instructor of computer science and Ross McClain, assistant professor of art. Bryan is very active in youth computing programs, and teaches several courses in the Department of Computer Science at Furman. Ross worked in the advertising and graphic design professions prior to becoming a teacher.*
Psychology: Understanding and Managing Stress

Stress is a fact of life -- increasing demands, pressures and expectations from school, work, family and friends. While some stress is necessary and may even be beneficial, too much can be difficult to manage and potentially harmful. What is it that stress does to our minds and bodies? Why do some people thrive under pressure while others fall to pieces? How can we, as individuals and as a society, manage stress better? This course will examine stress from a psychologist's perspective. We will explore how an individual's thoughts, attitudes and emotions shape our reactions to stress, both mental and physical. Students will gain a better understanding of the role of stress in disease. We will also learn and practice techniques for stress management in order to improve coping skills. Student will observe stress-related research in a laboratory as well as conduct field observations during the course.

Cinnamon Stetler, Ph.D., is an assistant professor of psychology at Furman University. She received her master's degree in clinical psychology and her doctorate in health psychology. Cinnamon teaches health psychology as well as a seminar in psychoneuroimmunology at Furman.

Sabor hispano!: A Taste of Spanish

You know what a tortilla is, right? But do you know the difference between a tortilla in Spain and one in Mexico? What about the difference between palla and aguacate? (They're both names for the avocado, a word in nahuatl, the language of the Aztecs in ancient Mexico). Speaking of Mexico, what makes a Mexican restaurant authentic? And speaking of authentic, do they have Taco Bell in Latin America? (Yes)

Come get a taste of Spanish and Spanish American culture this summer at Furman in ¡Sabor hispano!, a week-long program designed to improve your conversation skills and knowledge of Spanish and Spanish American cultures and cuisine. In this course you will have the opportunity to use your Spanish in all sorts of fun and creative ways while strengthening your language proficiency and picking up new linguistic tools to help you express yourself better and understand others more thoroughly. Our emphasis will be on what are traditionally considered "out of the classroom" experiences: journaling, thinking and writing about art, listening to and discussing pop music, composing short poems, critiquing television and films, and, primarily, shopping for, preparing and eating authentic meals from Spain, Mexico, Costa Rica and Chile. We will visit shops and restaurants in Greenville, check out Furman's Spanish Language House, work with video and create a portfolio of your work that you will be able to take with you when you leave.

This program will best suit students with one or (preferably) two years of high school Spanish. Heritage speakers are also welcome. No cooking experience is necessary, only a willingness to try new dishes and desire to have fun in a language immersion environment! Check out this website for information and photos from the 2006 program: http://alpha.furman.edu/~rfriis/sabor06.html

The course will be taught by Ron Friis, Associate Professor of Spanish. Dr. Friis teaches all levels of Spanish language and literature at Furman and has directed Study Abroad trips in Spain, Costa Rica and Chile (Winter Term 2006).

Theater: ACTion!

Turning text into life. Act like you mean it! An exciting week of movement and scene-study. As an actor, spend an exciting week discovering how to communicate with your body expressively through movement. You will use improvisation, scripts, music and other stimuli to find ways to create action. You will learn how movement helps to shape vocal interpretation. Participants should come ready to stretch, bend, grow, discover and be amazed at the possibilities! The course will take place in the Furman Playhouse with field trip to the Flat Rock Playhouse in North Carolina or Centre Stage in downtown Greenville. Jay Oney serves as the chair of the Theater Arts department at Furman.

Writing about Film: Creative and Critical Eyes

Writing About Film will seek to develop the student's writing skills by focusing on the compelling ways in which films work to engage audiences. As a visual medium, film can often resist easy translation into written expression; yet film's condensed and complex forms of expression also solicit a particular appreciation and understanding that only careful writing (descriptive, interpretive and argumentative modes) can yield. The class will explore how many important filmmakers themselves began or continued to work as creative writers of scripts and/or critical interpreters of film. The course also will pay particular attention to the elements of film style: setting, camera angle and movement, editing and sound. Students will discover characteristic features of the "classical Hollywood style," a series of formal and narrative conventions and patterns which are as present today in Steven Spielberg's Saving Private Ryan and Spike Lee's Do the Right Thing as they were in John Ford's classic western, Stagecoach. In addition, the course will explore film genre and the issue of literary adaptation by examining film adaptations of Shakespeare's Hamlet.

Directing this program will be Vincent Hausmann, assistant professor of English at Furman, where he teaches film analysis, literary theory and composition. He serves as co-editor of the Bryn Mawr Review of Comparative Literature; he has served
as a board member of the Upstate Film Society and is currently the moderator of Furman's student-run Independent Film Society. His articles have appeared in the scholarly journals *Camera Obscura, Journal of Film and Video,* and *Conradiana,* and in *Literary Modernism and Photography,* a collection of essays exploring the relations between literature and the visual arts.
FURMAN SUMMER SCHOLARS

STUDENT INFORMATION

Student Name: _______________________________________
Nickname: _______________________________________
E-mail: ____________________________________________________________________
Date of Birth: _____________________ Gender: _________ Social Security No. _______
Student address: ____________________________________________________________________
City: ____________________ State: ________________ ZIP: _______________________
Home Phone: (________)________________ School Phone: (________)_______________
High School Name: __________________________________________________________
School address: _____________________________________________________________
City: ____________________ State: ________________ ZIP: _______________________
Student Resides With: ___ Mother ___ Father ___ Other (please specify relationship)
Student t-shirt size: ___ Small ___ Medium ___ Large ___ X Large ___ XX Large ___ XXX Lrg
Dietary needs: ___ Vegan ___ Vegetarian ______________________Other (please specify)
Roommate request: I would like to room with_____________________________________
I found out about Summer Scholars through:
___ Web ___ Counselor ___ Brochure ___ E-mail ____________________________Other (please specify)
___ Request transportation from/to Greenville-Spartanburg International Airport. Forward itinerary at least two weeks prior to arrival.

___ Enclosed please find my $100 nonrefundable deposit for each program I will attend. Hold a space for me in:

July 13-19
 ___ Ecological Identity
 ___ Googling Earth
 ___ Graphic Design: Advertising and Brand Identity
 ___ Leadership Quest
 ___ Mock Trial
 ___ Theater: Remember Me – IN LIGHT

July 20-26
 ___ Fit for Life: Living Well
 ___ French Today
 ___ FUTube: Video for the Web!
 ___ Psychology
 ___ Sabor Hispano!: A Taste of Spanish
 ___ Theater: ACTion
 ___ Writing About Film: Creative and Critical Eyes

___ My plans have changed. I will not be attending Summer Scholars 2008.

PLEASE NOTE: Individuals with a disability who require accommodations to complete a program must contact the Summer Scholars Office at the time of enrollment. Accommodations requirements may be requested in writing to ensure the proper response.

PARENT/ GUARDIAN INFORMATION

Father/Guardian _______________________________________________________
Daytime phone _______________________________________________________
E-mail ___________________________________________________________________
Mother/Guardian _______________________________________________________
Daytime phone _______________________________________________________
E-mail ___________________________________________________________________

Complete and mail to: Summer Scholars Enrollment, Furman University, 3300 Poinsett Highway, Greenville, SC 29613-1506
SUMMER SCHOOL

University
Hessen International University / Fulda

Location / Website
Fulda – and Berlin/Vienna/Munich weekends http://www.isu-fulda.de

Subject
German Language, Culture & Society, Global Management

Eligible: 2nd Lykeiou / IB1

Duration / Dates
4 weeks / July 14- August 11, 2008

Scholarships / Competitive Scholarships
Scholarships up to 800 € are available

Costs
1700 Euros (plus Airfare and meals)

Deadlines
March 1st, 2008

Course Description

2ND Lykeio / 1ST IB Students pursue classes conducted in English or German in the fields of Marketing, Health and Nutrition, Culture and Society, Process Engineering and can receive up to 9 European university credits. The program also offers German language courses at four levels. Interested business students have company visits and get to know German firms and culture.

On the weekends we invite you to learn more about German culture - past and present. We will discover the German capital of Berlin, Munich and the picturesque town of Heidelberg. Participation (including transportation and all visits; no meals) is included in the program fee. (workshops, movies, concerts, etc). On the weekends we invite you to learn more about German culture - past and present. We will discover the German capital of Berlin, Munich and the picturesque town of Heidelberg.

All participants get a bike and helmet to ride during the entire time in Fulda.

LOOK BELOW FOR MORE INFORMATION →
LOCATION

Tourists from all over the world visit the historical old town of Fulda every year. Its baroque quarter is known as one of the most beautiful in Germany. Next to it lies the picturesque Old Town with its timbered houses and winding cobbled lanes, cosy cafes and bars.

The geographical location is very convenient: Fulda lies in the centre of Germany. Cities with long traditions like Weimar or Wurzburg and modern metropolises such as Frankfurt Main, Berlin, Hamburg, or Munich make day or weekend trips from Fulda easy.

SEMINAR PROGRAM

We offer a variety of seminars in the study fields of:

1. Culture and Society
2. Health and Nutrition
3. Marketing
4. Process Engineering

GERMAN LANGUAGE

German language courses on five different levels from Basic Level 1 to Advanced Level with option to take the German DSH- Exam

- German conversation course
- Business German

CREDIT POINTS

You will receive 9 credit points under the European credit Point System (ECTS).

WELLNESS PROGRAM

1. Workshops:

   - Sports
   - Tango dance
   - Choir
   - Cooking
   - Media Workshop

2. Culture and Leisure:

   - Hike in the Rhoen mountains
   - Sightseeing of Point-Alpha
   - Canoeing

   - Movie and game nights
   - Company visits

FIELD TRIPS
ACCOMMODATION AND MEALS

Accommodation:

ISU Fulda provides accommodation in university dormitories or off-campus in shared or single apartments and in host families. The university residences are located in downtown Fulda, conveniently connected to the university by public transport or within walking distance. All dormitories are self-catering. Washing machines are available in the buildings, supermarkets are within walking distance.

Meals:

The university cafeteria („Mensa“) is a good location to have lunch. Warm meals cost between € 2.50 and € 3.50. Vegetarian dishes are available every day. The chef and staff will be happy to cater for further diet requests.

BIKES AND MOBILE PHONES

All ISU participants will get a bike and a helmet to ride around Fulda. All participants will get a mobile phone for free phone calls in the ISU group.

COSTS

The program fee is € 1,900. If you register until March 31, 2008, you will only have to pay € 1,700. The fee includes the standard program:

* 1 Language Course (40 hours)
* 1 German conversation course
* 1 Business German course (for advanced students)
* 4 Seminars (14 hours per seminar)
* Wellness Program
* Field trip to Berlin (small extra fee for Munich and Heidelberg)
* Accommodation
* Insurance (illnesses, accidents, and personal liability)
* Bike and helmet for the time of ISU
* mobile phone for the time of ISU

ALUMNI VOICES
“It’s fun. It’s interesting. It’s educational. And it’s much more than that. My Fulda 2005 was my best summer with the greatest people from the whole world. It changed my life enormously!” (Barbara Todorovic, Slowenien, ISU 2005)

“I don't know of a study abroad program that can better combine learning useful skills and so much fun as ISU has for me. The staff at ISU were so helpful and friendly that it made it all that much more enjoyable. I loved it so much, I'm coming back for more this summer!” (Emily Makrez, USA, ISU 2006)
KEY WORD (S): CHINESE LANGUAGE AND CULTURE

SUMMER SCHOOL

University
Hong Kong Polytechnic University

Location / Website
Hong Kong  www.polyu.edu.hk/~aeco/public/summerschool.htm

Subject
Chinese language and culture  Eligible: 2nd Lykeiou / IB1

Duration / Dates
4 weeks / July 2008

Scholarships / Competitive Scholarships
Full tuition scholarships for two Anatolia students

Costs
Approximately 350 Euros for room and board - plus Airfare

Deadlines
March 1st, 2008

Course Description
The Hong Kong Polytechnic University organizes a month long summer school in July 2007 for international students interested in learning Chinese language and culture. They include intensive language classes every day, cultural/history lectures, and many field trips. (Priority given to students attending Anatolia College Chinese language class)
An optional tour somewhere in mainland China is also offered to participants
Anatolia Students Comments

#1

We had wonderful Chinese teachers, who have helped us a lot to learn (or at least they tried) the Chinese language. The culture lessons were also very interesting. Almost every day we had a different professor. I liked the fact that most of them were very keen on discussing with the students not only about Chinese society itself, but also about China’s relations with the West, politics and economics of the country. Very often, we spent hours arguing about whether China will be the next “power” or not and this kind of debate made the lectures more interesting. Another very positive element of this program was that the staff of the Collaboration office who organized the program organized activities out of the classroom. We had three trips, one was an orientation trip in the city, the other one was a trip to an island close to Hong Kong (Lantau island), and the optional was a three-day trip to the mainland of China. They also organized a group activity called City Orienteering which was basically a very funny competition (like a treasure hunt) in which we had to visit many different areas of Hong Kong and be back at a specific place in the university at 5 o’clock in the afternoon. (Student comments from Summer 2006)

#2

Every day we had three hours of language class where we studied the official language of China, the putongua or mandarin. I had a very enthusiastic teacher who encouraged me to learn this difficult and funny language. In the afternoon, I attended lectures on topics like “Women in Chinese society” or “Confucianism and Buddhism”. All the professors tried to approach their topics from different perspectives and we very often compared the Western world with the Eastern world. The question about the economical/political rise of China had us spending many hours of discussion and argumentation. After the classes my friends and I, who were all from different parts of the world, had the chance to go around the city and visit the wonderful museums like the Hong Kong history museum, or go shopping to the variable open markets and malls. It is a pleasure for someone even to wander in the streets of Hong Kong and observe this colorful and multinational crowd which someone meets at any time of the day. Although it is supposed to be a part of China, Hong Kong is very far from the way of life in which Chinese people live in the mainland. I had the opportunity to have a taste of “real” China on the three-day trip to the mainland that the university organized for us. We spent three days in cities where there were no skyscrapers (as has Hong Kong) and we visited a water village where the people live in hovels. In the museums I had the chance to discover the rich cultural heritage of China, and in the traditional restaurants I tasted the flavors of East. Despite of the difference of quality of life between China and Hong Kong, I realized that all Chinese people have the same characteristics. They are extremely polite and modest people, characteristics which make someone keen to meet them. (Student comments from Summer 2006)

Many people asked me what I was planning to do this summer... when I answered that I’m going to Hong Kong most of them thought I was joking. For me it was a dream to visit China and to get to know not only the Chinese culture and civilization that has been one of the most ancient and immensely important countries in the world, but also to learn the most difficult and interesting language I have ever tried to learn-Chinese. The best part was that people were very nice and friendly and we always felt welcome and secure. Hong Kong is the best place to visit if you want to see how East blends with West. You come across huge fifty-level skyscrapers, as well as ancient temples, you see the well-known “Big Buddha” in Lantao island (the second biggest statue of Buddha in the whole world), you go to the fishing island and see so many kinds of fish you never thought that existed, you see the temple of 10,000 Buddhas (where are 12,800 different statues), you visit the Ocean park that is the only place in the world where you can see pink dolphins and pandas and you Macau island-an island that has been under Portuguese control for a very long time. We also got our fortunes told in the streets of Hong Kong island, we went a boat trip to see all the islands around Hong Kong and of course we went to Guangdong City, (the most fascinating thing is that only in Guangdong there are more factory workers than in the whole United States of America) and we saw a martial arts (Tai Chi, Tae Kwon Do, etc) exhibition that took place in Kowloon park, which is very close to where we lived. Do not miss any of the chances that is given to you and if you want to make the best out of it then you have to try to eat weird dishes like snake, jelly fish or even for the daredevils there are dishes with insects…Grab the opportunity to live one of the most memorable experiences in your whole life that will stay with you forever. The nightlife is amazing and people are from all the parts of the globe and getting to know their mentality and way of thinking is a once in a lifetime opportunity from which you will gain priceless moments, interesting knowledge and many friends from all around the world! (Student comments from Summer 2007)
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<th>KEY WORD (S): INTERNATIONAL RELATIONS</th>
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**SUMMER SCHOOL**

University
Internship at Greek Consulate in USA

Location
Boston, Massachusetts

Subject
Working in the Greek Consulate helping with office work *Eligible: 2nd Lykeiou / IB1*

Duration / Dates
To be set together with student

Scholarships / Competitive Scholarships
One student each summer – based on essay, grades, CV and interview (student needs to be planning relevant university studies)

Costs + Airfare
Meals plus airfare, dorm housing if preferred to host family

Deadlines
March 1st

Course Description
As an intern there, I had the opportunity to deal with many different things: passports, visas, powers of attorney, translations and other things. I was working daily, from 9am till 4-5pm, and it was very enthralling to be dealing with things of that sort. My favorite part was the fact that you get to experience a different country in a way that feels very close to home, and the fact that it’s a very socially rewarding activity.
**KEY WORD (S): SCIENCE / ENGINEERING / BUSINESS & THE ARTS**

**SUMMER SCHOOL**

**University**

Michigan Technological University

**Location / Website**

Houghton, MI  [www.youthprograms.mtu.edu/syp/explorations.asp](http://www.youthprograms.mtu.edu/syp/explorations.asp)

**Subjects**

Engineering, Science & Technology, Computers, Business, the Arts, Environmental studies. A full listing of courses with detailed descriptions can be found at website noted here:  [http://www.youthprograms.mtu.edu/syp/explorations.asp](http://www.youthprograms.mtu.edu/syp/explorations.asp)

**Eligible:** 3rd Gymn., 1st&2nd Lykeiou / IB1

**Duration / Dates**

2 1/2 weeks / July 2-20, 2008

**Scholarships / Competitive Scholarships**

Yes – 50% scholarships for all Anatolia students

**Costs**

Approximately 800 Euros (plus Airfare)

**Deadlines**

February 1st, 2008

**Course Description**

The **Summer Youth Program** was initiated in 1973. Each year over 900 students attend this program and choose from over 80 week-long explorations in the areas of: Engineering; Math, Science, and Technology; Computers; Outdoor/Ecological; Business/Economics, Society and Culture; Fine, Performing, and Technical Arts. (See our website:  [www.youthprograms.mtu.edu](http://www.youthprograms.mtu.edu)). Students will explore careers, participate in activities that may not be available in school, and experience a mini-version of college life. This program allows students to explore and develop skills through laboratory, classroom, and field experiences. THE ANATOLIA GROUP will depart 3 days earlier for sight seeing in Chicago before arriving at MTU. All student will take part in Explorations in Engineering, then will select from a whole range of courses for their 2nd week on MTU campus. **The students are accompanied by an Anatolia College faculty member.**

Turn page for student comments →
Anatolia Student Comments

#1
The best thing about the program was that it had many hands-on activities. We conducted many experiments and we explored every type of engineering through activities in the University’s laboratories. The greatest experience however was in the Medical Physiology course, where we did dissections. I dissected cow eyes, a liver, a brain and a whole cat! It was an experience I have never had before and I really enjoyed it. The teachers in this course were particularly helpful and well informed. (Student comments from Summer 2006)

#2
During the first week all the students watched presentations from experts in different areas of engineering (such as civil engineering, electrical engineering, environmental engineering, etc). We also had the group projects which were chosen by the students and where each of them had to choose two different projects. I chose civil engineering and computer science. In civil engineering we had to construct a tower of wood sticks in which we placed metallic plates and then we had an earthquake simulation to see how strong each constructed building was. In computer science we programmed in java a tic-tac-toe game so that the computer could play it following our tactic. Then we had a tournament between the programs each of us had programmed until there was a winner. The second week things were more specific: you had to choose a specific area of engineering and then do a project there. I chose again civil engineering because I am mostly interested in that field. I did something similar to the previous week because we constructed in teams of three a wooden bridge and then tested how much weight it could stand by putting metallic plates on it. Moreover we saw different bridges in the area around the university and other constructions like dam, etc. We also went into a copper mine. Generally we had great time the second week civil engineering class. However these were not the only things we did in MTU. In the afternoon there were various activities organized such as beach volleyball, basketball, soccer, movie watching, café visits, etc. My favourite activity was a soccer match I played in a real-size soccer field. Generally the choices that you were given there were plenty and we were never bored. (Student comments from Summer 2006)
| KEY WORD (S): LEADERSHIP, COMMUNITY SERVICE |
| SUMMER SCHOOL |

**University**
Northwestern University

**Location / Website**
Chicago/MD/California  [http://ctd.northwestern.edu/cep/summerprogramscli.html](http://ctd.northwestern.edu/cep/summerprogramscli.html)

**Subject**
Civic Leadership Institute  *ELIGIBLE: 1st or 2nd Lykeiou*

**Duration / Dates**
3 weeks/ Chicago: June 22- July 11, Baltimore, Evanston: June 29- July 18, San Francisco, Evanston, Baltimore: July 20- August 8

**Scholarships / Competitive Scholarships**
Yes, competitive (special discounts for Anatolia Students)

**Costs**
Approximately 2,300 € (plus Airfare)

**Deadlines**
March 1<sup>st</sup>, 2008

**Course Description**
CEP’s Civil Leadership Institutes combine rigorous and engaging academic work with community service and hands-on field experiences designed to help young people develop the knowledge, experience, and leadership skills they need to make a positive impact on society. Civic Leadership Institute students are placed into course sections of approximately 15 talented high school students from around the country. Together with an outstanding instructor, these students engage in both academic work and supervised field experiences.

See below for more details →
CEP's Civic Leadership Institutes are three-week residential summer programs for outstanding high school students completing grades 10-12. Each Civic Leadership Institute combines an innovative service-learning curriculum focused on Civic Engagement & Contemporary Social Issues with an unforgettable residential experience in the heart of one of America's most dynamic cities.

Overview
News media and popular culture surround us with stories of violence, poverty, and urban decay. Political leaders exchange ideas about education, the economy, health care, and welfare reform. But what are all of these issues really about? What is life like for someone who is homeless or on welfare? Where have these problems come from? Most importantly, what can we do about them, as individual citizens and as a society? Civic Leadership Institute students, through an introductory course in Civic Engagement & Contemporary Social Issues, explore the complex challenges that affect our communities today, and are introduced to tools and strategies for community development and positive social change.

Civic Leadership Institute participants:
- **explore** the root causes of and potential solutions to specific social problems
- **understand** the individual and institutional stakeholders that make up a community
- **discover** how to identify and mobilize community assets
- **gain** exposure to a wide range of community development and leadership theories **analyze** case studies on effective social change throughout history
- **examine** what it means to be a citizen and a leader in today’s complex world
- **build** concrete interpersonal and leadership skills, including communication, teamwork, critical thinking, and creative problem-solving
- **identify** ways to become more active in their own schools and communities after the program concludes.

Course
In the classroom, students are active participants. They read and write about current events and theories of community development from both conceptual and practical perspectives. Our instructors engage students in complex discussions and debates about what they are reading and what they are experiencing in the field; they also facilitate interactive activities designed to explore leadership, teamwork, and group problem-solving. Through independent and small group projects, students have the opportunity to study social issues that impact their own communities.

Field Experience
Several times each week, students travel to dynamic urban neighborhoods to engage in service-learning projects with respected local community organizations, and to visit with key community leaders and important institutions.

The service projects are varied, but always allow meaningful opportunities for students to contribute to local organizations while interacting with clients, residents, and staff. For example, Institute participants may prepare and serve meals at a soup kitchen, read to children at a day care center, repair dilapidated low-income senior housing, or lead violence prevention workshops for youth. Through their interactions, students gain perspective into the complex factors operating in urban neighborhoods, the issues that influence people's lives, and the individuals and organizations that are making a difference.
Students are also exposed to the tremendous assets of a metropolitan area through meetings with community stakeholders. Students typically meet with political and business leaders, visit key institutions such as civic organizations, schools, and newspapers, and tour significant cultural and historical sites.

**Special Topic Seminars**
In addition to the core curriculum, students have the opportunity to engage in in-depth explorations of social issues of their choosing, through the Special Topic Seminar Series. Once a week, instructors and TAs conduct a wide range of seminars on issues such as world poverty, public health, youth violence, criminal justice, and school reform. Students select topics that interest them most, and participate in facilitated activities, speakers, discussions, and field experiences around each issue.

**Evening Colloquia**
Another exciting element of the academic program are the Evening Colloquia. Each weekday evening, classes reconvene, sometimes as an entire campus, for two hours of academic enrichment activities. The Institute brings in outstanding guest speakers from a variety of fields, including political theorists, business leaders, local activists, and other people who are making an impact on their communities. Guest speakers give presentations, facilitate discussions, and engage students in activities designed to educate, challenge, and inspire. Additionally, instructors and TAs use Evening Colloquia time for students to reflect on their service experiences, get extra help on assignments, or work on group projects.

**Eligibility**
Each Civic Leadership Institute brings together a diverse group of bright, motivated high school students with an interest in service and a desire to develop their leadership and citizenship skills.

You are eligible for the Civic Leadership Institute if you:

- **will have completed 10th, 11th, or 12th grade by summer 2007** (Students who have completed 9th grade may apply, and will be considered on a case by case basis as space permits); and

- **can demonstrate a high level of academic ability through strong scores (generally in the 95th percentile or above) on the verbal composite of a nationally-normed standardized achievement test** (See score requirements below. Students who do not meet these requirements may submit an Admission Portfolio); and

- **have a sincere interest in learning about communities, social issues, and active citizenship.** (Applicants are encouraged to use the student essay to demonstrate their interest and/or experience in these areas.)
SUMMER SCHOOL

University
NSLC at: University of Maryland, American University, or UC Berkeley

Location / Website
Maryland, Washington DC, & Berkeley California www.nslcleaders.org

Subject
National Student Leadership Conference (NSLC)  Eligible: 1st&2nd Lykeiou / IB1

Duration / Dates
10 days / (see dates & locations 2 pages down)

Scholarships / Competitive Scholarships
Yes, competitive (special consideration for Anatolia students)

Costs
Varies – $2,000-$2,200 before scholarship (plus Airfare)

Deadlines
January 19 for scholarships / March 1st without scholarship, 2008

Course Description
Leadership is the key to success in every profession and the core of every NSLC program. Since 1989, the NSLC has taught the world’s future leaders the art of leadership. Tens of thousands of high school students have come to the NSLC to actively participate in leadership workshops as well as meet with and learn from decision-makers in the fields of law, medicine, government, diplomacy, engineering, business and the arts.

No matter which program you choose, you will participate in career-specific leadership workshops in an open and fun learning environment. Working with experienced leadership facilitators, you and your teammates will discover and develop the leadership skills needed to succeed in high school, college and your chosen profession.

Turn page for student comments →
What particularly impressed me was the fact that even though it was clearly an academically oriented program, it managed to combine learning and enjoying yourself at the same time. The participants learned to reach their full leadership potential through a series of fascinating constructive and educational activities and explored future careers by assuming the role of a diplomat and by consulting with world leaders in person. We had the chance to probe into very significant world issues concerning the whole international community and to discuss significant world issues with prominent politicians. All these activities took place in a very friendly environment and with the help of people willing to encourage us in each and every effort.

10 interesting pieces of information that could whet the appetite of the future applicants:

1. We met the ambassador of Syria (Imad Moustapha), and American ambassador (Anthony Quainton) and the ambassador of Slovenia to the states (Samuel Zbogar).
2. We visited the State Department, where the assistant of Ms. Condoleezza Rice talked to us, then a representative of the Bush administration held a lecture on the American policy in the Middle East.
3. We visited the Embassy of Costa Rica and discussed with one of the employees there responsible for the relations between her country and the states regarding tourism.
4. We visited the Holocaust Memorial Museum (which is probably one of the most interesting and best structured museums I have ever seen) and the Arlington National Cemetery (the largest American cemetery, where national US heroes and famous politicians are buried).
5. We visited the International Monetary Fund, an institution that works to foster global monetary cooperation, secure financial stability, facilitate international trade and reduce poverty at an international level.
6. We attended lectures on the United Nations and the Conduct of American Diplomacy.
7. We had a picnic at the Lafayette Park, an immense beautiful park near the White House.
8. We had a trip to Baltimore, where we were free to stroll and shop, as well tour Washington DC by night.
9. We had Model United Nations conferences every day. Although they were quite intense, the environment in which debates were conducted was very pleasant and the teaching assistants were always present to provide us with information and every kind of help.
10. We had parties every single evening and made long lasting friendships. (Student comments from Summer 2006)

The program was exceptionally well organized, in that we got to take part in a variety of course-related activities, as well as do a big deal of sight-seeing and recreational activities. Most of the speakers were very interesting but it was not just about lectures (which also had multimedia and were occasionally followed by visits to related places). We had many hands-on sessions, simulations and group challenges and the need of an effective combination of leadership, cooperation, ethics and knowledge were therefore demonstrated as essentials in the field of medicine. This was achieved via many really captivating and original ways. There is no single thing i liked the most, but the fact that we always had something exciting scheduled as well as how passionate the teaching assistants and participants were made it very exciting. (Student comments from Summer 2007)
The program was very rigorous and even though we had little time to ourselves, it was incredibly exciting to be offered the opportunity to learn about international relations theories, discuss current UN topics and create our own simulation of a country. I especially enjoyed the meetings with the ambassadors, who were very eager to talk to us and answer all of our questions.

**Engineering**

Washington D.C.: University of Maryland  
June 24 - July 3  
July 7 - July 16  
July 20 - July 29  

San Francisco, CA: UC-Berkeley  
June 24 - July 3  
July 7 - July 16  

**Entrepreneurship & Business**

New York, NY: Fordham University  
Rose Hill Campus  
June 24 - July 3  
July 7 - July 16  
July 21 - July 30  

**Forensic Science**

Washington D.C.: University of Maryland  
June 24 - July 3  
July 7 - July 16  
July 20 - July 29  
August 2 - August 11  

**International Business**

New York, NY: Fordham University  
Rose Hill Campus  
June 24 - July 3  
July 7 - July 16  
July 21 - July 30  

**Inside the Arts**

New York, NY: Fordham University  
Rose Hill Campus  
June 24 - July 3  
July 7 - July 16  
July 21 - July 30  

**Intelligence & National Security**

Washington D.C.: American University  
July 19 - July 28  
July 31 - August 9
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<th>Course Name</th>
<th>Location</th>
<th>Start Dates</th>
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<td>International Diplomacy</td>
<td>Washington D.C.: American University</td>
<td>June 24 - July 3</td>
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<td>Medicine &amp; Health Care</td>
<td>Washington D.C.: University of Maryland</td>
<td>June 24 - July 3</td>
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<td>Sports &amp; Entertainment Management</td>
<td>New York, NY: Fordham University</td>
<td>Rose Hill Campus</td>
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See below for NEW NSLC COURSE OFFERINGS
NEW NSLC OFFERINGS IN 2008!!

• **Sports & Entertainment Management (NEW for 2008)** – At the NSLC on Sports & Entertainment Management, students will meet with sports and entertainment management professionals and go behind-the-scenes of major venues, such as Madison Square Garden, Yankee Stadium and the Meadowlands. Students will participate in a client management simulation where they will respond to the daily challenges of guiding the career of a star athlete or entertainer. Students will also learn about event and venue management and participate in an event management simulation where they will create a major event such as a music festival or sports competition.

• **International Business (NEW LOCATION for 2008)** – At the NSLC on International Business, students will meet with leaders of multinational corporations and government officials as they discover the complexities of international trade and the global economy. During an exciting and fast-paced Multinational Corporation Management simulation, students will work with their team to guide the fortunes of a multinational corporation. From problems in overseas factories to ethical dilemmas at home, students will be ultimately responsible for the success or failure of their business. Students can choose to attend our program in New York, NY or Geneva, Switzerland.

• **Journalism & Mass Communication (NEW CLASSES for 2008)** – Students attending the NSLC on Journalism & Mass Communication will have an opportunity to personalize their experience as they choose from one of 16 exciting classes offered in conjunction with the American University School of Communication. Whether a student’s interest lies in Video Game Design, Photography, Broadcasting, Filmmaking or any other communication and mass media field, they will have the chance to learn from professionals in their career area and test their skills as they produce their own content.

• **American University College Credit (NEW 3-Credit Options for 2008)** – As always, most NSLC students have the option of earning one or two transferable college credits from American University. Last year students in the U.S. Policy & Politics and Intelligence & National Security programs had the additional option of earning 3 college credits. In 2008, students attending either the International Diplomacy program in Washington, D.C. or the International Business program in Geneva, Switzerland will also be able to earn 3 college credits.
**KEY WORD (S): SPANISH**

**SUMMER SCHOOL**

**University**

Pablo de Olavide University

**Location / Website**

Seville, Spain  [www.upo.es/intl](http://www.upo.es/intl)

**Subject**

Hispanic Studies (language and culture)  
*Eligible: 1st&2nd Lykeiou / IB1*

**Duration / Dates**

3 weeks / June 23- July 20, 2008

**Scholarships / Competitive Scholarships**

Scholarships up to full tuition available to Anatolia Students

**Costs**

450 Euros Tuition (before scholarship) + 450 Euros Housing and Meals (plus Airfare)

**Deadlines**

March 1st, 2008

**Course Description**

The Center for Foreign Students at Pablo de Olavide University offers a **3 week Hispanic Studies Program in the summer**. The program will include Spanish language classes at four levels as well as a variety of courses in both Spanish and English.

**Schedule:** Language courses (SPAN 102,201,311,351), SPAN 315 Spanish Civilization and Culture (in Spanish), SPAN 376 Spanish for Business (in Spanish), BUS 325 International Marketing (in English), ECON/POL 321 The European Union (in English), ART 330 History of Spanish Cinema during the Democracy (in Spanish), ART 323 History of Spanish Art: From the Baroque to the Present (in Spanish).

**Housing:** Housing options include a home stay with a Spanish family with all meals and laundry services or the on campus student residence hall ([www.campuspatrimonial.es](http://www.campuspatrimonial.es)).
SUMMER SCHOOL

University
Petrozavodsk State University

Location / Website
Petrozavodsk, Karelia http://education.karelia.ru

Subject
Russian language  ELIGIBLE: 2nd and 3rd Lykeiou students

Duration / Dates
4 weeks / June 30-July 25, 2008 OR August 4-29, 2008

Scholarships / Competitive Scholarships
Yes, to all Anatolia Students

Costs
Approximately 620 € for 4 weeks (tuition, home stay, meals and excursions) (plus Airfare)

Deadlines
March 1st, 2008

Course Description
The main emphasis of our programs is laid on intensive language classes with professional teachers in combination with cultural activities and communication with Russian students (we call them tutors) in the informal atmosphere. Russian tutors are eager to help you to adapt to Russian culture and to involved you in Russian life as much as possible. You will participate in: Russian Language classes (which will be held indoor and outdoor), leisure activities aimed at introduction into Russia, excursion to the Fine Arts museum, to the Karelian State Regional Museum and other museums, educational trips to Waterfall Kivatch, Valaam monastery, open air wooden architecture museum on island Kizhi, St. Petersburg.  
(Students have choice of homestay or dorms)

Turn page for student comments →
My mother language is Russian, however, during the last years I couldn’t develop it and I even forgot basic vocabulary. This summer program offered me the chance to “remember” Russian and learn writing and reading. Moreover, I met 20 foreign students (European students) and I learned many new things about other cultures. The average age of the other students was 22 years old, and in the beginning I felt weird, because I was the youngest one. I decided to attend Russian language lessons in order to improve my Russian skills in speaking (especially) and learn new things about Russian culture as well. My typical day in Russia started at 10 o’clock. I had to do all the homework given to me from the day before and at 2 o’clock I had to go to the University and participate in class. Most of the days the organizers had organized special events such as welcome parties, cinema-day, excursions to water fall, etc. this experience was definitely extraordinary! (Student Comments from Summer 2007)
KEY WORD (S): SCIENCE, ENGINEERING, AND OTHER ACADEMIC CLASSES

SUMMER SCHOOL

University

Purdue University – GERI SUMMER SCHOOL

Location / Website

Indiana  
http://www.geri.soe.purdue.edu/youth/summer/summer_courseofferings.html

Subject

STARS (PROGRAM IS FOR STUDENTS COMPLETING 1ST OR 2ND GYMNASIUM) CLASSES INCLUDE: ARCHITECTURE, ART, BIOCHEMISTRY, DEBATE, ENGINEERING, FORENSIC SCIENCE, GENETICS, GREEN SCIENCE, JOURNALISM, LITERATURE, MUN, PRE-MEDICINE, QUANTUM PHYSICS, ROBOTICS, SCULPTURE, VETERINARY MEDICINE, WEB DESIGN

PULSAR (PROGRAM IS FOR STUDENTS IN 3RD GYM., 1ST AND 2ND LYKIEIOU) CLASSES INCLUDE: ANATOMY, ART, BIO-ENGINEERING, CHEMISTRY, COMPUTER GAME DESIGN, ENGINEERING, FILM & TV, FORENSIC SCIENCE, LAW, MICROBIOLOGY, PHARMACY, POETRY, PRE-MEDICINE, PSYCHOLOGY, ROBOTICS, ROCKETRY, 3-D ANIMATION

Duration / Dates

Star I & Pulsar I: June 22-July 5, Star II & Pulsar II: July 6-July 19

Scholarships / Competitive Scholarships

Some partial scholarships available to Anatolia students (approximately half costs below)

Costs + Airfare

$1850 plus airfare

Deadlines

March 1st, 2008

Course Description

Purdue University GERI teachers thrive on sharing their passion for knowledge with talented students. Because they come from many different world cultures, they bring a unique perspective on life. At a world-class university like Purdue, you have access to state-of-the-art computers, high-tech laboratories, and well-equipped art studios. Students also live in Purdue dorms and use the university modern athletic and recreational facilities, including a brand new indoor Olympic swimming complex. This year courses range from archaeology to human anatomy – there is something for everyone (see list of classes on following pages). After class, students find plenty of fun options – game tournaments, bowling, swimming, soccer, museum tours, field trips, Ultimate Frisbee, and more. Most GERI counselors were gifted students themselves, and work to make time outside of class as rewarding as time in class.
PURDUE UNIVERSITY SUMMER 2008
COURSE OFFERINGS

(Students pick one morning class and one afternoon class)

**Star I: Morning Classes**

**Forensic Science:**
Explore the rapidly advancing technology of forensic science and learn how investigators are turning to science to find important clues to help them solve crimes. Solve mysteries using evidence and discuss new technologies in crime fighting.

**The Ins and Outs of DNA**
We’re all one big double-helix, come examine yours! Learn about the functions and roles of plants and DNA by growing and studying your own genetically modified plants. At the same time you will investigate the role that genetics plays in our lives today and its role in the future. Students in this class will receive hands-on experience working with DNA samples as well as leaning how such information can apply to agriculture, criminology, and healthcare.

**Professional Website Design**
Understanding how to compose a professional website is a skill will help you succeed in our technologically driven society. Learn how to create websites using basic HTML, CSS, and other website design programs. You will have the opportunity to create a cooperative, dynamic, and professional website. With the knowledge gained from this course, you will be able to pursue more challenging avenues of website design in the future.

**Physics of Machines**
Discover the forces at work in the machines and inventions of modern life. In this fun, hands-on class you will master concepts of physics, conduct challenging experiments, and construct machines and inventions to test your ideas. You will get to create complex machines to accomplish simple tasks as you explore the never-ending world that is physics.

**The Many Stages of Shakespeare**
There is much ado about something this summer as we take to the stage and journey through the life and work of William Shakespeare. Transforming modern times into the Elizabethan Era, we will study the implications of politics, religion, and philosophy on the scripts of Much Ado About Nothing, Twelfth Night, Othello, and Richard III. So come and crush a cup with us!

**Star I: Afternoon classes**

**Be an Engineer!**
In this unique overview of the many schools of engineering, you will begin to make connections between theory and practice and develop an understanding of the many ways engineering is used in our daily lives, from the very large to the very small. Come apply basic engineering concepts to solve complex, real-world problems.
Pre-Med
Get a jumpstart on medical school this summer. Study anatomy and physiology and the causes of disease. Learn about innovative techniques for treating and preventing illness, explore careers in the rapidly advancing world of medicine.

Mixed Media Sculpture
Forms in space have fascinated artists for centuries. Learn about artists and how they create sculpture from different materials. The history of sculpture will be explored as well as aesthetics (the way we think about art). Express creativity by creating your own sculptures.

Model United Nations
The United Nations plays a role in decisions made around the world. By looking at the Internet, cable, and newspaper one can easily monitor the UN’s role in international situations. Through discussion and debate, and by becoming a member state of the UN, you can understand why they were initially developed, along with their roles in the past, the present, and in hypothetical future conflicts.

Biochemistry
Come use chemical experiments to illustrate the general theories and unifying concepts of biochemistry. You will have the opportunity to study the chemistry, function, and metabolism of compounds found in living organisms in this hands-on class.

Star II: Morning classes
Veterinary Medicine
Learn about the anatomy and ailments of small animals, study disease prevention and treatment, and explore careers in the care and treatment of animals in this challenging course. Some small-animal dissection will be involved.

Rube Goldbergineering
Do you enjoy building machines and inventing new solutions to problems? Come join a design team to brainstorm and build creative contraptions to solve everyday problems in a complex way. This course will use hands-on learning to emphasize science, technology, and engineering concepts.

Green Science
Technological progress and environmental protection often have been opposing forces. However, a growing number of scientists and researchers are exploring ways to use technology to make our lives better while preserving and restoring the environment. In this course, we will explore topics like green building design, bioremediation, and renewable energy. We’ll use scientific concepts in order to design machines and policies that could make our world a better place.

Journalism
In this course, you will engage in concepts of civic journalism whose aims are not simply to improve the presentation of news or to meet the challenging demand of newspaper readers. Rather this course will seek how journalism can be made more accountable and meaningful to the community, thereby enabling you to become citizen-participants and experience democracy in order to function within it.
2D Illustration and Vector Art
Come learn how to use computers to create 2-dimensional drawings and line art in comic-book style. Discover how to break images down into simpler shapes and lines and recreate these basic forms while adding their own styles of weight, color and blending to the forms. Course projects will include transforming a picture of yourself into a comic frame, creating a realistic representation of a product and finally recreating a real comic book page with added embellishments including color, blending and 3D effects.

Star II: Afternoon classes
What the Heck is Going on Here: Quantum Physics and the Existence of Space Time
At their highest forms, all sciences become philosophy. Come explore the meeting point between science and theory in the areas of physics and quantum mechanics. You will have the opportunity to present your own beliefs and ideas on the theories presented by Albert Einstein, Stephen Hawking, and many others. Are you interested in why black holes are black or why it’s called the big bang? Come learn what ideas are out there and then develop with your own!

Applied Chemistry
Investigate common experiences by conducting hands-on experiments and applying the principles of chemistry in an interdisciplinary way. Topics will include experimental techniques, spectroscopy, and industrial applications, among others.

Introduction to Genetics
Explore the microscopic world of cells and DNA. Learn about genetics and heredity while examining the role of genes in the way we look and behave through experiments and simulations. Examine the possibilities and controversies of genetic science in fields like criminal investigations, genetically modified foods, medicine, and more.

Physics of Sports
Study the curve ball and the spiral pass. Spins, rotations, and spirals determine the Physics of Sports! How do they combine to affect the flight of the objects? How does the use of simple machines, a.k.a. the human body, affect the physics? We’ll explore these and more!

Architecture: Applications in Mathematics
Mathematics is essential in architecture. Each student will be given a hypothetical family for whom to create a floor plan for a new house. Learn to draw to scale and present their ideas as an architect. Visit Samara, a Frank Lloyd Wright house, to get ideas for projects. Groups will be formed to build three-dimensional models as well as full-size PVC structures to house the entire group! Each project will provide opportunities to share special problems and be solved with mathematics.

Debate: Arguing with Style
Debate is a Summer Residential favorite for those who love to argue, want to be a lawyer, or just like to discuss vital topics in our world. We will tackle both controversial and important issues, while learning and applying research, argumentation, and problem solving skills. Bring your opinions and be ready to defend and even change them. All thoughts and thinkers welcome!
**Pulsar I: Morning classes**

**Rocketry and Space Exploration**
What does it take to send a vehicle on an interplanetary voyage? Topics include launching a vehicle from Earth's surface, attaining a low earth orbit, transferring orbits for reaching a destination and finally recovery and landing. Come use mathematics and physics to design, build and launch your own sub-orbital rocket, while computer simulation software allows you to fly your vehicle beyond orbit to your destination using the principles you have learned in this class. You will build a working physical rocket using principles of impulse, gravity, drag and aerodynamics as well as you develop a fundamental understanding of the concepts involved in planning a mission beyond Earth.

**Applied Statistics**
Statisticians design methods for collecting and interpreting data gathered in many fields to aid in the planning, decision making, and research crucial to modern society. Come explore the methods and uses of statistics in situations that affect our lives. Topics include business, industrial applications, and academic research.

**Oil and Charcoal: Painting the Portrait**
This class is tailored for the artistic student who would like to learn techniques in Oil and Charcoal. In this class you will learn how to render life-like charcoal drawings and paint colorful portraits using a limited palette of color. Instructions on drawing, paint-mixing, and portrait demonstrations in oil and charcoal will be given. Most of the class will be spent drawing, painting, and other activities to strengthen draftsmanship and understanding of color theory. Final projects will revolve around an ending project in either oil or charcoal.

**Mathematics and Physics in Engineering**
Engineers use universal physical laws and mathematical principles to solve real-world problems. This course will cover the fundamental laws of the universe: Newton's laws, the laws of thermodynamics, and the laws of electro-magnetics. Mathematical models will be created to understand the behavior of projectile motion, liquid-gas phase changes, buoyancy, automobile efficiency, and more!

**Conflict, Power, and Justice**
What issues of fairness and inequality concern you? How much influence do gender, class, race, and ethnicity have on us? How do institutions like government, media, and education control our lives? Together, we will critically explore these and other questions of conflict, power, and justice to help you become thoughtful individuals able to make a positive difference in the world.

**Microbiology**
Come explore pathogenic organisms from throughout the human body. Investigate microbial characteristics, pathogenesis, oncogenesis, and ways diseases are transmitted and treated. If you see medical school, nursing, pharmacy, or medical technology in your future, this course is for you!

**Pulsar I: Afternoon classes**

**Human Anatomy**
Have a strong interest in biology? Think medical school might be on your horizon? Come focus exclusively on learning human anatomy through hands-on work with prossected human cadavers. Taught in conjunction with
the Indiana University School of Medicine, you will cover material similar to that of first-year medical students in actual med school labs and classrooms. Note: students will take part in dissections.

**Poetry Slam**
Step up to the mic and let your words flow, POETRY SLAM! The genre originated to breathe life back into the spoken word takes the stage this semester. While receiving a foundational grounding in the roots of poetry, students will compose and perform original works in the slam formats of open, theme, prop and 1-2-3 slams. The time has come to let your words go!

**Scientific Models**
Concepts and ideas in science are best demonstrated through the use of models. In this course you will have the opportunity to design and build represented models of concepts in biology, chemistry, earth science, physics, ecology, botany, and genetics. The course will guide you in modeling techniques from simple paper construction to creating clay sculptures, silicon molds and polyurethane castings. As you engage in the process you will begin to understand the selected sciences with an in-depth approach through modeling.

**3-D Modeling and Animation**
Are you a fan of animated movies, or have you ever wondered how they are made? Learn how to make your own character using 3-D modeling computer program! Sketching, modeling, lighting, and an introduction to animation will be covered.

**Bio-Medical Engineering**
Explore this hybrid field that incorporates the disciplines of biology, engineering, and medicine. In this class you will learn about medical imaging and devices, clinical and tissue engineering, drug delivery, and regulatory issues. You will flex your biomedical engineering skills by working on projects that allow you to investigate the most complex issues found in the field today.

**Pulsar II: Morning classes**

**Mechanical Engineering**
This course will explore the two primary areas of mechanical engineering: Newton's Law of Motion, and the Laws of Thermodynamics. These laws will be used to create models of an automobile collision. Newton's Laws of Motion will be used to analyze the collision between a car and a gas tanker, and the Laws of Thermodynamics will be used to understand how the gasoline engines inside the two vehicles operate, and to explain the explosion of the gas tanker after collision.

**Computer Game Design**
What does it take to create a great video game? Come explore the world of game developers in this intensive, interdisciplinary class. Working in your own development “company,” use your creativity to develop compelling characters, settings, and story lines. Learn graphics and animation software to create images for your games, and develop an advertising campaign to bring your game to market.

**Robotics**
Want to design a robot? Get hands-on experience in the design and fabrication of robotics in this course. Through this process you will have experiences in basic design, systems of manufacturing, mechanics of electronics, and problem solving. Robotic software programming and design will also be explored.
Introduction to Pharmacy

Are you interested in chemistry and anatomy? Get to know the fantastic career of pharmacy. You’ll learn how to produce medicines, study how they interact with the body, and debate ethical issues in medical research. This is a perfect match for those students interested in medicine and chemistry.

Law and Order: The American Justice System

Come explore the American system of law both in criminal and civil proceedings. Meet with law enforcement, practicing attorneys and observe actual court proceedings and then use this knowledge to expose flaws in legal proceedings present in popular media. This class will interest you if you enjoy areas such as debate, logic, and writing.

Bioengineering

Explore the rapidly-evolving science of genetics. Topics in this course will include genetic therapy, the debate over genetically-modified foods, ethics and issues in research, and career options in bioengineering and genetic science. Applications for healthcare, agriculture, and technology will be discussed and utilized for a final project.

Pulsar II: Afternoon classes

America’s Genre: Film and Television

Perhaps more than any other nation, America loves its television and film. In this class you will take an interdisciplinary approach to the popular media. You will work with different software and professional equipment to create your own film trailers as well as examine what it is about the media of short and long film that is so enticing to the American persona. Activities include examining reoccurring themes, characters, and styles in order to create the most American-ly appealing trailer and final proposal for the next great American mini-series!

Practicum in Forensic Science and Psychology

This class is designed for GERI students who have previously taken Forensic Science, Forensic Psychology, or have other experience in a related area. Students will have the opportunity to expand on an area of their interest through research and independent study. Students will also have the opportunity to work with a professional in the field to put what they’ve learned into practice.

Research Statistics for the Behavioral Sciences

Behind every great medical discovery, engineering design, and stock market investment, there’s a statistician. This class will focus on the behavioral science applications of statistical analysis. Here you will have a chance to work with real-world data in learning common computer-aided analyses before collecting some of your own and writing your own code. Some industrial and engineering applications will also be addressed.

Artistic Exploration

Explore all that the arts have to offer in this exciting and fast paced course! Hone your drawing skills and use them to your advantage as you sail through such art forms as sculpture, printmaking, painting and more! Get creative with cartooning, laugh with improv comedy, and become a fashion designer!
Energy Engineering

Energy is all around us. Despite this simple fact, harnessing energy still remains a relatively difficult task. This class will focus on the basics of power production at the global level as well as at the level of the individual. Come attempt to create more efficient insulating material, light bulbs, and cars. You will also have the opportunity to examine alternative fuels and means of producing power for the 21st century.

Physical Chemistry

Come explore the world of physical chemistry including the kinetic theory of gases, statistical thermodynamics, quantum mechanics, atomic and molecular structure, ionic phases, and more. Plan on conducting many hands-on experiments to solve real world problems!
### PURDUE APPLICATION PROCESS

1. **Completed program application**

2. **An essay or alternative media (such as a Web site, PowerPoint presentation, or art portfolio) statement** that addresses your desire and motivation to participate in the Summer Residential program. Use the following questions as guidelines:
   - Why did you select the class(es) you have chosen?
   - In what ways do you think you will benefit from the program?
   - Why do you want an academic and/or artistic challenge?
   - If accepted, what will you contribute to the success of the program you attend?

3. **Documents that provide evidence of high achievement or potential in a talent area. Each applicant must submit TWO of the following:**
   * Student grades showing a GPA of 3.5/4.0 (B+) in the talent area related to the applicant’s choice of GERI class(es). Grades may be from the most recent year or cumulative. Submit a school transcript.
   ** Individual or group intelligence test results with a minimum score of 120. Please submit results from the test company or school.
   *** National or state achievement or aptitude test results at or above the 90th percentile in a specific area of study. These tests must provide comparison scores and percentile rankings, not percentages correct. Examples include ITBS, I-STEP, CAT, MAT8, Midwest Talent Search, SAT, PSAT, ACT, or PLAN tests. Please submit test reports.
   **** Recommendation letter from a teacher or mentor in the talent area. This letter must address specific examples of the student’s performance, experiences, and potential in the talent area of the class(es) he or she has selected.
   ***** Documentation of involvement in the talent area. Such documentation can include awards, certificates, service, or recognition letters documenting involvement. Please see the GERI website for additional information
### SUMMER SCHOOL

**University**

St. Cloud State University

**Location / Website**

St. Cloud, MN  [http://www.stcloudstate.edu/pipeline/](http://www.stcloudstate.edu/pipeline/)

**Subject**

Scientific Discovery Program  *Eligible: 3rd Gymn., 1st Lykeiou*

**Duration / Dates**

3 weeks / July 20- August 15, 2008

**Scholarships**

3 full scholarships for Anatolia students

**Costs**

Airfare only

**Deadlines**

March 1st, 2008

**Course Description**

**Purpose:** This is a special program for high ability, high potential Lyceum and IB students who demonstrate a strong interest in science and/or mathematics.

**Program Activities:** Participants will experience biological, chemical, computer sciences, mathematical, social and statistical sciences through laboratories, special demonstrations, presentations, field trips and lectures related to water quality and solid waste management. Participants will use the knowledge and skills they develop to conduct research on topics that have social and environmental significance in their communities. University and practicing scientists will work closely with the student in identifying, designing, developing and implementing the research project.

Turn page for student comments  →
Our day began at 7:30 am with breakfast. From 8:30am to 4:00pm we took computer applications and science classes with breaks. We took Biology where we collected water from the stream and tested the water and also saw the life in the water. Some days some people talked to us about their jobs: what they do, how they do it and discussed with us our professional plans and goals. After classes we had recreation time when we could do whatever we wanted, but we usually went to the gym to play volleyball or something. After the first week we began working with our mentors for our presentations which we presented the last day in front of our parents, our mentors, and everyone from the camp. Although it was a bit hard because sometimes we couldn’t understand some things, we enjoyed it and we learned many things that we didn’t know about our world and life.

We had a lot of fieldtrips and that’s the part I liked most. We went to Lake Itasca, we went to a Wildlife Refuge, we canoed to Mississippi River, and went to some museums. We also went to the Mall of America which is the largest shopping mall in the U.S. The children had the chance to go to their homes for a weekend and we were invited to a student’s home. We were five girls from the camp and we had great time. We did so many things: we went to the Mall of America again and to the zoo (and we saw different kind of animals that we don’t have in Greece). We were out all the time. It was wonderful, we had the chance to see different places in USA and meet new people. (Student comments from Summer 2006)
Ethnic Studies Summer Pre College Programs

(ALL PROGRAMS ARE CONTINGENT ON AVAILABILITY OF FUNDS)

Math-Science-Computer Camps

In this five-day program featuring Math, Science and Computers, students experience science and math in fun and innovative ways. While specially designed for students of color and girls, all students are welcome to participate. The camp experience includes field trips, recreation and outdoor activities.

2008 Sessions Grade Level (2007 - 2008 school year)
June 15 – 19 3rd & 4th Grade
June 22 – 26 5th & 6th Grade
June 29 – July 3 7th and 8th Grade

Scientific Discovery Program (SDP)

The four-week residential program is held on the campus of St. Cloud State University. This is a special program for high ability, high potential students who demonstrate a strong interest in science and/or mathematics. Students of color and female students are encouraged to apply. Participants will experience biological, chemical, and computer, mathematical, social and statistical sciences through laboratories, presentations, field trips and lectures. Participants will use the knowledge and skills they develop to conduct research on topics that have social and environmental significance in their communities. University and practicing scientists will work closely with the student in identifying, designing, developing and implementing the research project.

2008 Session Grade Level (2007 - 2008 school year)
July 13 – August 8 9th and 10th Grade

Advanced Program in Technology and Science (APTS)

This three-week residential program will be held on the campus of St. Cloud State University. This is a special program for high ability, high potential students who are seriously interested in a future in Technology and Science. Students of color and female students are encouraged to apply. The goals are to focus on scientific research, to expose students to career options in technology and science, and to provide role models in these fields and encourage mentor/mentee relationships.

2008 Session Grade Level (2007 - 2008 school year)
July 20– August 8 10th and 11th Grade

For further information and applications contact:
Dr. Robert C. Johnson, Chair
Ethnic Studies Department, 801 Bldg
St. Cloud State University
720 Fourth Avenue South
St. Cloud, MN 56301
Telephone: (320) 308-4928
FAX: (320) 308-5660
e-mail:Ethstudies@stcloudstate.edu

http://www.stcloudstate.edu/pipeline/
KEY WORD (S): ENGINEERING / SCIENCES

SUMMER SCHOOL

University
Smith College

Location / Website
Northampton, MA  www.smith.edu/summerprograms/ssep

Subject
Engineering – Science for women  Eligible: 2nd Lykeiou / IB1

Duration / Dates
3 weeks / June 29 – July 26, 2008

Scholarships / Competitive Scholarships
Yes, competitive – up to full costs (special consideration for Anatolia Students)

Costs
$4,000 (before scholarship) + Airfare

Deadlines
February 1st, 2008

Course Description
Smith College’s Summer Science and Engineering Program bring promising, highly motivated high school girls to its campus for a month-long stay designed to show them just how talented they really are. Since this innovative program was initiated in 1990 over 1092 high school girls from across America and abroad have participated. After the program, participants return to high school better prepared to tackle tough science courses and better informed about what to expect in college. Smith College is one of the top-rated liberal arts colleges in the United States and the nation’s largest college dedicated solely to the education of women. Based in the multi-building Clark Science Center, the Smith science faculty includes some of the finest researchers and teachers in the country. On a typical weekday, students eat breakfast from 7:30 to 8:30 am, are involved in two to three hours of investigation in the morning, break fro lunch at noon and then return to their research for two to three hours in the afternoon. On average, participants spend 120 contact hours working with faculty. All SSEP participants give two oral presentations of their work, one at the midpoint of the program and a second presentation at the conclusion of the program. At the conclusion of the SSEP, parents and family members attend the final student presentations and share in their accomplishments. Anatolia students attended both summers 2006 and 2007 with full scholarships.  

Anatolia students attended both summers 2006 and 2007 with full scholarships. Turn page for student comments  →
SSEP is a 4 week program, where all girls had the chance to follow 2 courses of their choice, each one lasting two weeks. We had lessons from 9 am to 4 pm with a one hour break at 12pm for lunch. The afternoon we had to choose from a variety of activities like yoga and pilates, aerobics, knitting, watching movies, origami etc. If none of these activities were of our taste, we could always to downtown, where we could do (almost) everything we wanted and the only conditions were that we had to be with a friend and be back by 10 pm for check in.

The first two weeks I took the “Designing Intelligent Robots” class. There, we learnt how to built robots with Lego® and program them to do various tasks using Robolab® and we also learnt to create web pages using html. The second week, after we were familiarized with robot construction, we came up with our own project which had to be an autonomous robot. With my partner we designed a coffee machine which was a very challenging project, both in hardware and software, and had to stay at the lab long after everybody else was gone in order to complete it. Nevertheless, we liked our project very much and enjoyed all the time we were working on it. The last day we were very stressed of the taping of our robot on action (what if it didn’t work?), and the presentation but thankfully in the end everything went by the book!

The second half of the program I took a biology-microscopy course called “Looking at Life”. We were acquainted to the various ways biologists have to examine life, from cameras to light and electron microscopes. We constructed our own camera, we developed our photos, prepared our own specimen to look at through both light and electron microscopes. We got the chance to visit a hospital’s pathology wing and see the application of everything we were learning at real-life situations. Personally, I think that the greatest benefit I acquired of this course was that even though it was very interesting, biology is not one of my favorite sciences and not a sector that I would prefer to follow in the future.

I liked many things about the program, but the two most significant ones were the willingness everybody showed to help us in and out of classes and the relative freedom we had. The afternoon we could choose how we would spend our time, both in and out of college, and even the night, we could sleep in others’ rooms if we let any of the interns know how they could reach us in case of emergency. Also, before going to SSEP I couldn’t imagine myself knitting or making pillows, which the interns urged us to try and can quite say I enjoyed.

Finally, the interns were very close to us and tried to satisfy our every desire. The most characteristic example is how everybody was excited about the seventh book and the fifth movie of Harry Potter coming out and not only did we get the chance to see the first four movies and had a scene-it-out organized but instead of mini-golfing the last Sunday they drove us to the mall where we all saw the fifth movie!!! We were all very excited because we couldn’t imagine such a surprise and I believe it was a great thing to do; organize something out of schedule in order to please us, taken the great responsibility to drive about 100 minors to a public place.

The Smith campus was extraordinary and the dorms were amazing. We received our own rooms, which were very spacious and had access to most facilities of the college like the endless collections of the libraries, the gym and all the athletic facilities. In a few words, we were treated as the college students during the year, which gave us a great insight of what life is like there and also we were treated as equal, we never felt that we weren’t as significant because we were at the campus only for four weeks.

Secondly, the fact that this was an only-girls camp made it quite unique. In the beginning it was difficult not to have boys to interact with, but the whole environment was different, not necessarily worse, just different. Talking for myself I felt freer to wear clothes that I liked and wouldn’t wear before being afraid of the criticism, and the understanding between girls helped me become more self-confident and aware of what my expectations are from my relations with friends. (Student comments from Summer 2007)
Smith College Summer Science and Engineering Program (SSEP)

SSEP is a life-changing experience. No matter what course you end up choosing, it will enrich you deeply. From the teachers to the interns, to your friends in the program, you’ll find only people interested in what you have to say and in what you are capable of doing. -- SSEP participant

The SSEP is a month-long summer enrichment program that brings approximately 100 girls from around the globe to Smith College each summer to actively participate in science and engineering. Eligible girls are those who will have completed grades 8, 9, 10 or 11 prior to the summer program. Now in its nineteenth year, the SSEP has hosted almost 1400 high school students representing 44 U.S. states and 50 foreign countries - more than 50% have been awarded financial aid and over 39% are students of color.

In the summer of 2007, 107 high school girls were selected from an applicant pool of nearly 300. While on campus for the month of July, SSEP participants take part in two research courses. For the 2007 program, Smith faculty offered 12 different courses that provided innovative, fun, hands-on learning experiences, exposing students to cutting-edge technologies and allowing them to experience what it is like to work as a scientist in a particular field. 100% of the girls who participated in the 2007 SSEP reported satisfaction with the program. In addition, 67% of participants reported feeling more confident, 91% more knowledgeable, 72% more capable, and 69% more interested in science after the SSEP. In a survey of 260 SSEP participants ranging from 1990 – 2004: 98% reported continued science study in high school; 63% reported majoring in a science in college; and, 70% reported choosing or planning a career in science.

The 2008 SSEP runs from Sunday, June 29, through Saturday, July 26. Research courses for the 2008 program include investigations in astronomy, biochemistry, biology, chemistry, engineering, women’s health and writing. Each course is two weeks in length and meets for six or more hours each weekday - over the course of the month-long program, participants work with the science and engineering faculty for a minimum of 120 contact hours. The SSEP courses are designed to provide students with an enriching opportunity to explore their interests in science in a context that is relevant to their interests and experiences. For example, in a course entitled Your Genes, Your Chromosomes led by Professor of Biological Sciences Robert Merritt, students isolate and determine the sequences of their own mitochondrial DNA along with determining their own DNA fingerprints. Doreen Weinberger, Associate Professor of Physics, teaches Designing Intelligent Robots in which students learn about the fundamentals of robotics and engineering design, and then design and build a robot that performs a function that they choose.

Unlike regular courses in high school, there are no grades or credits given in the SSEP. In post-program surveys, students report that they learn so much about science, college and themselves at the SSEP, and that the lack of grades affords them a welcome opportunity to learn about their interests without the pressure of school. At the student’s request, the faculty complete written evaluations that are beneficial to students as they go on to apply for additional programs and to college. In each SSEP course the faculty are assisted by Smith undergraduate science and engineering majors who also supervise the students in the college houses serving as supportive mentors and role models. At the conclusion of their courses, each group of high school students gives an oral presentation of their results to their peers and visiting parents. During free time participants choose

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1 The fee for participating in the 2008 SSEP is $4,300 (U.S.), which covers the cost of all program materials and activities. Partial to full financial aid is available to a limited number of participants and is awarded solely on the basis of demonstrated financial need.
from organized sport, recreational and cultural activities, and weekend field trips to local arts festivals, museums, and theatrical performances.

**How to Apply:** The 2008 SSEP is open to academically talented girls who will enter grades 9, 10, 11 or 12 in fall 2008. Enrollment in the program is limited to ensure the quality of the academic experience. The SSEP has a selective admissions process, based on academic performance in middle and/or high school, a written essay and a teacher recommendation. The program welcomes applications from students with all levels of previous science training. Students need not have taken advanced science courses but must have a strong record of academic achievement, a high level of motivation and a willingness to explore. In all of its programming, Smith is committed to reaching a diverse student body. More than half the participants in the 2007 SSEP identified themselves as students of color.

The SSEP has two deadlines for application: an early admission date of March 1 and a regular admission date of May 1. All applications received before these dates will be promptly evaluated. Applicants are encouraged to apply early as the program has a long waiting list.

**To receive a 2008 SSEP brochure and application please send an email to:** edoutreach@smith.edu or contact:
Office of Educational Outreach
Clark Hall, Smith College
Northampton, MA 01063
Tel 413-585-3060 Fax 413-585-3068
www.smith.edu/summerprograms/ssep

The SSEP is one of a series of outreach programs sponsored by Smith's Office of Educational Outreach. In addition to the SSEP, the office also sponsors the Summer Institutes for Educators offering professional development workshops for K-12 teachers. Please visit www.smith.edu/outreach to learn more.
SUMMER SCHOOL

University
University of Connecticut (UCONN Mentor Connection)

Location / Website
Storrs, Conn.  [www.gifted.uconn.edu](http://www.gifted.uconn.edu)

Subject
Creativity  *Eligible: to be announced*

Duration / Dates
3 weeks / July 7 – 25, 2008

Scholarships / Competitive Scholarships
All Anatolia students receive partial scholarships

Costs
2400 Euros minus discount (plus Airfare)

Deadlines
Feb 15, 2008

Course Description
UCONN Mentor Connection is a summer program for rising high school juniors and seniors located at the University of Connecticut, Storrs, CT. UConn Mentor Connection is an annual, three-week, summer program at the University of Connecticut for academically talented secondary students. The program has been designed to provide you with opportunities to participate in creative projects and investigations under the supervision of university mentors. These mentors will work directly with you and other rising high school juniors and seniors from across the country on research projects in your common areas of interest. We believe students’ interests, abilities, and motivation are very important talents. We also believe that it is essential for students to have opportunities to manifest their talents in high levels of creative productivity.

The mission of the program is: to allow students to achieve their highest potential by participating in experiential research projects that provide direct, apprentice-based involvement with faculty members and advanced graduate students who are conducting research and to increase students’ awareness about their career opportunities in a chosen field and options to nurture their talents.
SUMMER SCHOOL

University

University of Illinois – Urbana Champaign

Location

Near Chicago, Illinois

http://www.aces.uiuc.edu/Academics/Diversity/pre_collegiate/rap1.cfm

Subject

RAP I: Research Apprentice Program: Business, Science & Technology – Lab Component

Duration / Dates


Scholarships / Competitive Scholarships

Full scholarship for 2 Anatolia students  Note: Needs TWO teacher recommendations

Costs

Airfare

Deadlines

February 1st, 2008

Course Description

June 17– July 7, 2008 -- RAP I-A is an intensive three-week career exploration and academic enrichment experience sponsored by the Archer Daniels Midland Company which focuses on career awareness activities related to business, science and engineering career pathways related to the food, human and environmental science fields. Participants participate in a series of visits to ADM facilities where they will attend seminars and engage in special learning activities. Students work in teams to solve problems designed by the ADM staff. Students will also be involved in special sessions focused on improving math, writing and basic computer skills. At the end of the program, teams will present to program staff, fellow participants, and ADM staff, the solution to their projects.

July 8 – July 29, 2008 – RAP I-B is an intensive three-week career exploration and academic enrichment experience which focuses on career awareness activities related to business, biotechnology and engineering career pathways related to the food, human and environmental science fields. Participants participate in on site visits to corporate facilities, attend seminars, and engage in special learning activities designed with program sponsors; Cargill, Inc., Pioneer Hi-Bred International, and John Deere Company. Students are placed in teams to solve problems designed by each company. The Cargill teams engage in learning activities to better understand products and services within Cargill's agricultural services, food ingredients and applications business units solving business and animal health related issues. The Pioneer teams learn more about plant genetics, breeding and other biotechnology related issues through activities conducted in research and development facilities.

Turn page for student comments →
We woke up a bit early but that was good because we had the opportunity to enjoy the whole day! After breakfast we had classes mostly English or Group meeting for our project or tours around the ADM environment. Then lunch, then class or a meeting somewhere or a tour, or sometimes we could rest till the next class or till dinner and then attend another, class usually math. It was one of the best experiences and I hope I have the chance to participate to another program after I graduate and I also hope to go back and meet Dr. Thomson and all the others!! From most people I heard comments about their experiences, I think that Betty Veniery, Angeliki Latsiou and I were the most lucky to meet all those people. It was a program consisted of really good people and a very friendly environment! I still keep in touch with many kids and already some of them are going to visit Greece the upcoming summer!! I undoubtedly recommend this program for kids that are willing to work! Because over there you need to be exact and ready to work! (Student comments from Summer 2007)
KEY WORD (S): BUSINESS / TECHNOLOGY

SUMMER SCHOOL

University
University of Illinois – Urbana Champaign

Location
Near Chicago, Illinois
http://www.aces.uiuc.edu/Academics/Diversity/pre_collegiate/rap2.cfm

Subject

RAP II: Research Apprentice Program: Business, Science & Technology – Lab Component

*Eligible: 1st&2nd Lykeiou / IB1*

Duration / Dates
7 weeks / June 15 – August 3, 2008

Scholarships / Competitive Scholarships

Full scholarship for 2 Anatolia students *Note: Needs TWO teacher recommendations*

Costs

Airfare

Deadlines
February 1st, 2008

Course Description

RAP II provides opportunities for current high school students at the junior level to learn more about math and science related careers by placing them in a lab environment for seven weeks whereby they conduct a small experiment, mentored by faculty, to help them better understand the application of math and science. Academic enrichment involves math and advance computer skills workshops, also with special sessions on presentation skills. At the end of the program, each student submits a written technical paper, displays a poster, and makes an oral presentation of their laboratory projects.

RAP II provides an intensive seven-week laboratory and academic enrichment experience for rising high school seniors with interests in further exploring careers in the food, agricultural and environmental sciences. 2nd Lykeiou (IB1) students are placed into laboratories where they conduct projects designed to build on interest in math, science, engineering and business. Some examples of laboratories in which students might be placed are plant genetics, animal physiology, plant tissue culture, nutritional sciences, food chemistry, food engineering, child development, agricultural marketing, computer imaging, and environmental studies. Students with animal health interests will be placed in labs in Animal Sciences or Veterinary Medicine. The program is designed to focus on the application of math, science and communication skills, utilizing computers and technology to enhance the critical thinking abilities of participants. A formal paper, oral presentation and a poster of each laboratory project are required at the end of the program.
RAP II

Anatolia Student Comments

to be updated
# SUMMER SCHOOL

<table>
<thead>
<tr>
<th>University</th>
<th>University of Mississippi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td><strong>Oxford, Mississippi</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.outreach.olemiss.edu/Summer_High_School/high_school">www.outreach.olemiss.edu/Summer_High_School/high_school</a></td>
</tr>
<tr>
<td>Subject</td>
<td>Summer College Program for Highschool 2008 <em>Eligible: 1st&amp;2nd Lykeiou / IB1</em></td>
</tr>
<tr>
<td>Duration / Dates</td>
<td>4 weeks / June 25- July 25, 2008</td>
</tr>
<tr>
<td>Scholarships / Competitive Scholarships</td>
<td>Yes, 10 students will receive a “Presidential” Scholarship and 10 students will receive “Governor” Scholarship</td>
</tr>
<tr>
<td>Costs + Airfare</td>
<td><strong>Presidential Scholarship</strong>= 200 Euros plus airfare / <strong>Governor Scholarship</strong>= 500 Euros plus airfare</td>
</tr>
<tr>
<td>Deadlines</td>
<td>March 1st, 2008</td>
</tr>
</tbody>
</table>

## Course Description

Students involved in the Summer College will take two classes during a session for a total of six hours. Academic tracks will be offered in the following areas: Health Professions, Engineering Professions (1st session only), Legal Studies and Pre-Law, Business Administration (2nd session only), Journalism, General Liberal Arts, etc.
UNIVERSITY OF MISSISSIPPI – SUMMER 2008

OLE MISS SUMMER COLLEGE FOR HIGH SCHOOL STUDENTS

JUNE 25-JULY 25, 2008

Business Administration Institute

The Business Administration Institute provides students with a taste of Business School basics. Students will focus on business law and communication. The first course, BUS 250, Legal Environment of Business, focuses on the legal environment in which business and organizations operate. The second course, BUS 271, Business Communication, is an oral and written communications course focusing on developing, writing and presenting business reports, briefings and multimedia presentations.

Art Institute

The Art Institute is for students with an aptitude or interest in art. Students that enroll in the Art Institute will take two freshman-level art courses. The first course, ART 101 Two-Dimensional Design, uses reading, discussion, and projects to introduce students to the studio method while exploring the fundamentals of two-dimensional design. The second course, ART 111 Drawing I, serves as an introduction to traditional drawing techniques and skills with a primary focus on perspective. Because these courses are of an introductory nature, we welcome experienced as well as beginner artists into the program. Art supplies are not covered in tuition.

Engineering Program

The Engineering Program, in its sixth year, is designed to expose high school students to a variety of engineering areas to assist them in making informed decisions about possible college majors. The program is designed for the exemplary high school student interested in applied mathematics, science and technology. Admitted students will take ENGR 100, Introduction to Engineering, a course designed to provide students with an introduction to the problem-solving methods used by engineers to apply scientific principles in creating realistic solutions to everyday technical problems. Students will conduct experiments, learn the basics of engineering research and complete projects (such as building a coffee maker or a trebuchet). The second course in which Engineering Program students will enroll is CSCI 111, Computer Science I, designed as an introductory course in programming, problem-solving and algorithm development. In this course, students are exposed to Java, one of the most popular programming languages. The ENGR 100 course fee is not included in tuition.

Health Professions Institute

The Health Professions Institute is designed for students with a career interest in a health-related profession such as nursing, medical assisting, laboratory tech, etc. The goal of the Institute is to provide a base knowledge in human biology using one of the University’s freshman biology courses and the accompanying lab. Students will also take a University health course that provides safety instruction and practice in the methods as prescribed by the American Red Cross. In addition to their coursework, students in the Health Professions Institute will have the opportunity to meet local health professionals and administrators in order to ask questions and to network with people in the field.

Journalism Institute

It would be difficult to find a better place for journalism students to prepare than the University of Mississippi. The Journalism Department uses state-of-the-art facilities to train journalism’s leaders of tomorrow in radio, television and print. Students admitted to the Journalism Institute will enroll in JOUR 101, Introduction to Mass Communication, an introduction to traditional mass media (newspapers, magazines, television, radio, public relations and advertising), the new media and their importance to and impact on modern society. Students may select any course listed under the Liberal Arts Institute (during the term they plan to attend) as their second course selection. In addition to their coursework, students will have the opportunity to volunteer at the S. Gale Denley Student Media Center. This allows students to earn hands-on experience working with Newswatch 12 (campus television news), Rebel Radio (student-ran regional radio station) or The Daily Mississippian (award-winning daily campus newspaper).

Liberal Arts Institute

The Liberal Arts Institute offers students an opportunity to explore the College of Liberal Arts and get a head start on satisfying college-level general liberal arts requirements. While the other programs of the Summer College offer a specific focus, the Liberal Arts Institute’s focus can be whatever the student wishes it to be. This Institute is particularly attractive to the student who has not settled into one specific area of study. It is the ultimate goal of this Institute to give its participants a taste of the subjects in which they are most interested and help them to find a direction for their higher education. Each student will enroll in two 3-hour courses from the list to the right. After successfully completing the program, participants will have 6 hours of college credit.
Liberal Arts Course Options

AH 101 Intro to Western Art  
ANTH 101 Intro to Cultural Anthropology  
ANTH 102 Introductory Archaeology and Biological Anthropology  
ASTR 103 Astronomy I  
ASTR 104 Astronomy II  
CJ 100 Intro to Criminal Justice  
CSCI 103 Survey of Computing  
DANC 200 Dance Appreciation  
ECON 203 Microeconomics  
ECON 203 Macroeconomics  
ENGL 101 English Composition I  
ENGL 102 English Composition II  
GEOG 101 Principles of Geography  
HP 191 Personal and Community Health  
HIS 101 History of Europe to 1648  
HIS 102 History of Europe Since 1648  
HIS 105 The United States to 1877  
HIS 106 The United States Since 1877  
MATH 115 Elementary Statistics  
MATH 121 College Algebra  
MATH 123 Trigonometry  
MUS 103 Music Appreciation  
PHIL 101 Intro to Philosophy  
PHIL 103 Logic: Critical Thinking  
POL 101 Intro to Political Science  
PSY 201 Intro to Psychology  
REL 101 Intro to Religion  
SOC 101 Intro to Sociology  
SPCH 102 Fundamentals of Public Speaking  
THEA 201 Theatre Appreciation

Pre-Law and Legal Studies Institute

The Pre-Law and Legal Studies Program is designed for students with an interest in the law who envision attending law school. One component of the institute is the LA 201, Introduction to Law, course, which serves as an introduction to legal terminology and reasoning along with an overview of the judicial system and its component careers. In addition to that overview course, students will enroll in PHIL 103 Logic: Critical Thinking. This course is designed to instruct students in the principles and methods of sound reasoning with an emphasis on the analysis of everyday argument. This course familiarizes students with the critical thinking process needed to prepare for and succeed in law school.

Pre-Med Honors Program

The Pre-Med Honors Program will debut in the summer of 2008. This program is designed to serve three purposes: the first is to provide a challenging curriculum for high-ability students interested in medicine; the second is to provide a strong foundation in chemistry, a subject that is both required and serves as a pre-requisite for many of the upper-level science courses pre-med students are required to take; and the third, the program hopes to give students a realistic view of what will be required of them to get into a top-tier medical school. Students admitted to the Pre-Med Honors Program will enroll in CHEM 105H, General Chemistry I (Honors); CHEM 115, General Chemistry Lab; and CHEM 107H, Honors Recitation I. This is the sequence a student admitted to the Sally McDonnell Barksdale Honors College would be allowed to take. It includes an Honors College section of general chemistry and its accompanying lab, as well as an Honors College recitation course which provides amplification of the topics covered in the general chemistry course.

PACE Honors Program

Project PACE is the granddaddy of all our Summer College Programs. PACE (Promoting Academic and Creative Excellence) was initiated in 1980 and has helped hundreds of students become critical thinkers, problem solvers and communicators. Accepted program participants will enroll in Honors 100 PACE Seminar. This 3-hour course is based on Greek literature as a means for exploring the philosophical roots of western man. By looking at Greek (and Roman) mythology, early Greek drama, and Greek philosophy, students will discover the origin of most thought systems in western culture. They will master the factual information of the course, but they will extend their learning to look at modern societal problems and to propose solutions. The skills emphasized in the course prepare the student for participation in seminar courses such as those offered by the Sally McDonnell Barksdale Honors College. In addition, PACE students take one other 3-hour course of their choosing (students may select any course listed under the Liberal Arts Institute during the term they plan to attend as their second course selection).
**SUMMER SCHOOL**

**University**  
University of Mississippi / Summer Academy

**Location**  
Oxford, Mississippi  
[www.outreach.olemiss.edu/summerprogram](http://www.outreach.olemiss.edu/summerprogram)

**Subject**  
Summer Academy  
*Eligible: 2nd & 3rd Gymn., 1st Lykeiou*

**Duration / Dates**  
4 weeks / July 6- August 2, 2008

**Scholarships / Competitive Scholarships**  
Yes, for all Anatolia students

**Costs + Airfare**  
600 Euros plus airfare

**Deadlines**  
March 1st, 2008

**Course Description**  
Summer Academy gives students entering the eighth, ninth, and tenth grades a taste of college life, gives them new friends and contacts, teaches time management, encourages better study habits, and can possibly grant credit toward high school graduation requirements*. Depending on the grade level, students will explore the world, cultures, flex imaginations, learn about human behavior, investigate Earth’s delicate balances, conduct science experiments, or publish a literary magazine. Students selected to attend the program can earn as much as a full Carnegie unit that may be counted in their high schools toward elective graduation requirements. The courses are half-unit courses listed in the Mississippi curriculum framework but not generally offered in high school curricula across the state.

*whether or not credit is given is determined by the student’s high school.

**KEY WORD: LEADERSHIP / INTERNATIONAL RELATIONS**
<table>
<thead>
<tr>
<th><strong>SUMMER SCHOOL</strong></th>
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<tbody>
<tr>
<td>University</td>
</tr>
<tr>
<td>University of Mississippi / LOTT INSTITUTE</td>
</tr>
<tr>
<td>Location</td>
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<tr>
<td>Oxford, Mississippi</td>
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<tr>
<td>Subject</td>
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<tr>
<td>LOTT INSTITUTE for International Leadership</td>
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<tr>
<td>Duration / Dates</td>
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<tr>
<td>4 ½ weeks / June 29- August 1, 2008</td>
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<tr>
<td>Scholarships / Competitive Scholarships</td>
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<tr>
<td>Yes, 50% discount for all Anatolia students</td>
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<tr>
<td>Costs + Airfare</td>
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<tr>
<td>Approx. 800 Euros plus airfare</td>
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<tr>
<td>Deadlines</td>
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<tr>
<td>March 1st, 2008</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
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<tbody>
<tr>
<td>The Lott Leadership for Rising Seniors is organized under the Lott Leadership Institute. The main goal of the institute is to develop leadership skills in young people. The high school program cultivates and inspires honest, compassionate, and responsive leaders who will focus on responsibility. A key foundation is the belief that the essence of leadership is stewardship. In keeping with this notion, the Lott Leadership for Rising Seniors is a program in which student leaders from across the southeast can come to campus, earn college credit, and begin the study of leadership. Included in the program are opportunities to mingle with college administrators, student leaders, community leaders while participating in current event debates, discussions and decision-making activities. This program culminates with a trip to Washington, DC, in which the participants get to see federal government in action, hear from current leaders, and tour the nation’s Capitol. The overall goal being that the students who graduate from the Lott Leadership Institute for Rising Seniors will return to their high schools and put the new skills to work for the betterment of the community.</td>
</tr>
</tbody>
</table>
SUMMER SCHOOL

University
In cooperation with University of Washington at St. Louis, University of Missouri-St. Louis (STARS) and St. Louis University

Location / Website
St. Louis, MO www.umsl.edu/~sep/stars.htm

Subject
Scientific Lab Research Eligible: 1st&2nd Lykeiou / IB1

Duration / Dates
6 weeks / June 9- July 18, 2008

Scholarships / Competitive Scholarships
For 2 Anatolia students

Costs
1,000-1,500 Euros with Anatolia Scholarship (plus Airfare)

Deadlines
February 1st, 2008

Course Description
Students and Teachers As Research Scientists (STARS) introduces high school juniors to the various aspects of the scientific enterprise as practiced by successful scientists in academic, private, and governmental research institutions. Fifty high potential, secondary school students have the opportunity to participate in research projects in anthropology, astronomy, biology, chemistry, computer science, earth science, engineering, mathematics, physics, or psychology at one of the collaborating research institutions: Saint Louis University, Washington University, University of Missouri-St. Louis, or Missouri Institute for Mental Health. During this six-week summer program, students and teachers conduct research within a community of investigators under the supervision of a practicing research mentor. Through student-mentor partnerships, student participants apply various problem-solving strategies to independent research projects, write a 15-20 page technical report, and orally present their results in a seminar format. An Anatolia student from 2006 had his STARS paper accepted for publication in a major Science periodical. An Anatolia student from 2007 had his research project voted one of the best of STARS 2007.

Turn page for student comments →
Anatolia Parent Wrote:

If someone is interested in science and thinking about a future that will include working in labs and doing research, STARS is probably the best science program in the United States. The six weeks of the program gives the opportunity to the students to practice their English and to get to know how the best research is being done. The student works on a project by himself under the mentorship of a PhD professor and other undergraduate students who also work in the lab. The program also includes lectures by other scientists on subjects as biomedical engineering, stealth technology, medicine, ethics in science, engineering and lot more. (Student comments from Summer 2006)

Anatolia Student Comments

1. To the program STARS is a project that can be done in lab under the guidance of a PhD professor. The student works on a project by himself under the mentorship of a PhD professor and other undergraduate students who also work in the lab. The program also includes lectures by other scientists on subjects as biomedical engineering, stealth technology, medicine, ethics in science, engineering and lot more.

2. The mentor relationship is very important. The mentorship of a PhD professor and other undergraduate students who also work in the lab is very important. The program also includes lectures by other scientists on subjects as biomedical engineering, stealth technology, medicine, ethics in science, engineering and lot more.

3. The mentorship is very important. The mentorship of a PhD professor and other undergraduate students who also work in the lab is very important. The program also includes lectures by other scientists on subjects as biomedical engineering, stealth technology, medicine, ethics in science, engineering and lot more.

4. The mentorship is very important. The mentorship of a PhD professor and other undergraduate students who also work in the lab is very important. The program also includes lectures by other scientists on subjects as biomedical engineering, stealth technology, medicine, ethics in science, engineering and lot more.

5. The mentorship is very important. The mentorship of a PhD professor and other undergraduate students who also work in the lab is very important. The program also includes lectures by other scientists on subjects as biomedical engineering, stealth technology, medicine, ethics in science, engineering and lot more.

(2006)
PART TWO

GENERAL LISTING
**SUMMER SCHOOL**

**University**

Boston University (PROMYS)

**Location/Website**

Boston, MA  [http://math.bu.edu/people/promys/](http://math.bu.edu/people/promys/)

**Subject**

Mathematics  *ELIGIBLE: 3rd Gymnasium, 1st and 2nd Lykeiou/ IB1*

**Duration / Dates**

6 weeks / June 29 – August 9, 2008

**Scholarships / Competitive Scholarships**

Yes, competitive (up to full costs)

**Costs**

$2,400 (plus Airfare)

**Deadlines**

March 1st, 2008

**Course Description**

PROMYS is a challenging program designed to encourage ambitious high school students to explore the creative world of mathematics. Each summer, approximately 60 high school students from around the country gather on the campus of Boston University for six weeks of rigorous mathematical activity. Through their intensive efforts to solve an assortment of unusually challenging problems in Number Theory, participants will practice the art of mathematical discovery.

Students are advised by resident junior and assistant counselors who have just graduated high school, as well as college-aged counselors who are embarking on their own mathematical careers at some of our nation's finest universities (Brown, California Institute of Technology, Harvard, MIT, Princeton, Rochester Institute of Technology, Stanford, SUNY Stony Brook, UC San Diego, University of Chicago, and Yale, among others). In addition, the returning students, who share dormitory rooms with the first-year students, are a constant source of helpful hints and suggestions. Senior mathematicians provide an additional resource for students by holding problem sessions for groups of 11-12 up to three times per week.
**SUMMER SCHOOL**

**University**

MIT (Massachusetts Institute of Technology)

**Location / Website**

Boston, Massachusetts  [http://wtp.mit.edu](http://wtp.mit.edu)

**Subjects**

Mechanical Engineering & Electric Engineering  *Eligible: 2nd Lykeiou / IB1*

**Duration / Dates**

4 weeks / June 28 – July 26, 2008

**Scholarships / Competitive Scholarships**

Yes, competitive

**Costs**

$ 3,000 plus Airfare

**Deadlines**

February 1st, 2008

**Course Description**

The MIT Women's Technology Program (WTP) is a four-week summer academic and residential experience where female high school students explore engineering through hands-on classes, labs, and team-based projects in the summer after 11th grade. Students attend WTP in either: **Electrical Engineering and Computer Science (EECS)** or **Mechanical Engineering (ME)**. The four-week program includes rigorous classes taught by female MIT graduate students, and allows girls to explore through hands-on labs and team-based projects. Admissions are very competitive; Sixty students (40 EECS, 20 ME) are admitted each year from a nationwide applicant pool of the top 11th-grade female math and science students. No prior experience in physics, calculus, computer programming, or engineering is required, but we do expect students to to have taken the most advanced classes in science and math appropriate for their grade level at their schools, have standardized Math test scores (PSAT, SAT, ACT) in the 80% percentile or higher, and be able to handle college-level material at a rapid pace.
Who should apply to WTP?

Female high school students currently in grade 11 who:

- love and excel at math and science, but have very little or no prior experience in engineering or computer science
- think engineering or computer science might possibly be of interest, and need more information to decide
- enjoy problem solving and collaboration and working in teams
- would like to experience hands-on activities where they design and build
- want to spend four weeks in the summer before 12th grade challenging their minds and working hard at fast-paced academics in engineering and math, making friends with girls from around the U.S. who share their math and science interests

Admissions Criteria

We are looking for students who are not yet certain about their interest in engineering or their future college majors, and who would like to explore engineering and computer science to determine whether these fields might be of interest.

Applicants are selected to attend only ONE of the two separate WTP curriculum tracks: Electrical Engineering & Computer Science (EECS) or Mechanical Engineering (ME). We do not expect applicants to know enough yet about engineering disciplines to have a preference, so the admissions committee will choose the track we feel best suits each applicant. However, if applicants do have a preference, they may indicate it on the application form.

For more information about the differences between the WTP-EECS track and WTP-ME track, read the curriculum descriptions on the application form or click on the links to the left. All applicants must reside in the U.S., or be U.S. citizens currently living outside the U.S.

Applicants must currently be in grade 11 -- they will attend WTP in the summer between 11th and 12th grade. We do not accept applications from students in earlier grades (even if they have completed advanced coursework) and we do not accept applications from students who are currently in grade 12 or who have graduated high school.

Admitted WTP students have excellent course grades in advanced high school math and science and 80th percentile (or higher) PSAT, ACT, or SAT math test scores. In 2007, our admitted students had the following scores:

<table>
<thead>
<tr>
<th>Test</th>
<th>Median</th>
<th>Lowest</th>
<th>Highest</th>
</tr>
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<tbody>
<tr>
<td>PSAT Math</td>
<td>76</td>
<td>54</td>
<td>80</td>
</tr>
<tr>
<td>SAT Math</td>
<td>735</td>
<td>710</td>
<td>800</td>
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<tr>
<td>ACT Math</td>
<td>31</td>
<td>27</td>
<td>35</td>
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</table>
We ask for Evaluation Letters from a math and a science teacher. Students should be able to handle college-level material at a rapid pace, but prior coursework in computer programming, physics, calculus, or engineering is not expected or required.

Admissions are very competitive. We received 229 applications for summer 2007; only 60 participants (40 for EECS and 20 for ME) are selected from a nationwide applicant pool of the top female 11th grade math and science students. We also select a short waiting list from the applicant pool, in case any admitted students cannot attend.

**Program Fees**

There is no fee to apply to WTP.

Admitted students: the fee is 1,500 Euros, due in early May. This fee covers classes, books, lab materials, food, housing, and field trips for the four-week program. Students are responsible for their own transportation to and from MIT.

Financial assistance is available. We often waive or discount tuition (and sometimes reimburse transportation costs) to admitted students who demonstrate financial need. To request financial assistance, complete the financial aid request page of the WTP application form.

We do not consider financial need when making admissions decisions. That information is kept separate from the admissions process.

**How to Apply: Application Form**

The application submission deadline is February 1, 2008. Please read the instructions on the application carefully. Send all application materials (completed forms, written answers to questions, teacher evaluations, test scores, and transcripts) postmarked by February 1st.

**2008 Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>WTP Application postmark/shipping deadline</td>
</tr>
<tr>
<td>April 10</td>
<td>Admissions notifications mailed to applicants</td>
</tr>
<tr>
<td>May 1</td>
<td>Students mail fee and acceptance forms to WTP</td>
</tr>
<tr>
<td>June 28</td>
<td>WTP begins - students arrive at MIT</td>
</tr>
<tr>
<td>July 26</td>
<td>WTP ends - students return home</td>
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<tr>
<td><strong>KEY WORD (S): MATH</strong></td>
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</table>

**SUMMER SCHOOL**

University  
Mt. Holyoke College

Location  
Boston, Mass  
[www.mtholyoke.edu/proj/search/index.html](http://www.mtholyoke.edu/proj/search/index.html)

Subject  
Math (Women only)

Duration / Dates  
4 weeks / June 29- July 26, 2008  
**Eligible: 1st&2nd Lykeiou / IB1**

Scholarships / Competitive Scholarships  
Yes, competitive

Costs  
$4,500 (plus Airfare)

Deadlines  
Feb 15th, 2008

Course Description

The SEARCH program at Mount Holyoke College is designed for high school girls who have done well in mathematics and who would like to see a different aspect of the mathematical world. At SEARCH students will experience a research-like atmosphere in mathematics, with classes focusing on active and collaborative problem solving – problems given to them by instructors and problems of their own creation. We hope that whether or not you consider yourself a “math type”, you will consider joining us for SEARCH. During the day you will attend classes where you will explore and create open-ended problems in collaboration with other students. Classes are led by mathematicians with undergraduate mathematics major teaching assistants (TAs). You will also hear talks by staff and visiting mathematicians, learn to use computer programs to do mathematics, and go on field trips. During some evenings you will explore problems further with your TA. On other evenings you will see movies and relax. You will have access to many of the excellent resources on the Mount Holyoke College campus, including the library, the sports complex, computer facilities, and the student center. You will live in a college dormitory with a diverse group of students from across the country.
### SUMMER SCHOOL

**University**

North Carolina State University

**Location / Website**

Asheville, NC  [www.engr.ncsu.edu/summerprograms/index2.html](http://www.engr.ncsu.edu/summerprograms/index2.html)

**Subject**

Engineering Summer Program—several 1 week courses—students pick 1, 2, or 3 classes

*ELIGIBLE: 1st & 2nd Lykeiou / IB1*

**Duration / Dates**

1-2 weeks / students choose 1 or 2 weeks during June 16 -28, 2008

**Scholarships / Competitive Scholarships**

Competitive

**Costs**

$450 per week (plus Airfare)

**Deadlines**

March 1st, 2008

**Course Description**

Engineering Summer Programs provide an opportunity for high school students to explore engineering disciplines for which they show an interest in a challenging and realistic way at a higher education institution. Students not only acquire knowledge to clarify their individual career goals, but also enhance their understanding of the applications of scientific concepts to real world problems. Some of the engineering programs offered are: Aerospace Engineering Workshop, Autonomous Robotics Workshop, Biological Engineering Workshop-Bioprocessing Option, Biological Engineering Workshop-environmental Option, Chemical and Biomolecular Engineering Workshop, Civil and Construction Engineering Workshop, Computer Science Workshop, Materials Science and Engineering Workshop, Mechatronics Workshop, Textile Engineering, Motor Sports Workshop, Nuclear Technology.

The summer workshops are week-long residential programs through which students can experience engineering, college life, and NC State University. These camps provide an excellent opportunity for rising juniors and seniors in high school to investigate engineering as a potential major and career.

Turn page for student comments →
At NC State I attended an aerospace engineering program the first week and a materials science program the second week. I chose them for the reason that they were closely related to physics, a major that interests me most. The aerospace engineering program was my first experience in the field of engineering and in the way the laws of physics are applied for the construction of aircrafts. Since one of my furthest dreams is to do a research in a specific area of physics, this program helped me to develop a more practical thinking in this field. The second week I attended the materials science program mostly because of my curiosity. The materials science engineering is related to the field of my father’s studies in metallurgy engineering. I chose it in order to see if it interests me as much as physics and I realized that even if it was a great program from which I learned many new things, I would never study it with the same passion as physics.
Students may choose from the many different programs offered by the College of Engineering and may attend more than one camp. We encourage you to read each program description so that you may choose the ones that spark your interest. (Note: Spaces in each program are limited so please be sure to provide a second and third choice on your application.)

Aerospace Engineering Workshop
Autonomous Robotics Workshop
Biological Engineering Workshop--Bioprocessing Option
Biological Engineering Workshop--Environmental Option
Chemical and Biomolecular Engineering Workshop
Civil & Construction Engineering Workshop
Computer Science Workshop
Industrial & Systems Engineering
Materials Science & Engineering Workshop
link to Mechatronics Workshop at UNC-Asheville
Wolfpack Motorsports Workshop
Young Investigators Summer Program in Nuclear Technology
link to Summer Textile Exploration Program (includes Textile Engineering)

**DATES & COSTS**

Costs include room and board, materials and supplies. A $100 deposit is due in mid-May with the remainder due at check-in. Need-based scholarships are available for students who provide documentation from their school counselor. Details description on each course curriculum will be available soon. PROGRAMS ARE OFFERED June 8-13; June 15-20 June 22-27

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost per Session</th>
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<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>$550</td>
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<tr>
<td>Autonomous Robotics</td>
<td>$550</td>
</tr>
<tr>
<td>Biological Engineering - Bioprocessing, Environmental or Automated Machine Systems option</td>
<td>$550</td>
</tr>
<tr>
<td>Chemical &amp; Biomolecular Engineering</td>
<td>$550</td>
</tr>
<tr>
<td>Civil &amp; Construction Engineering</td>
<td>$550</td>
</tr>
<tr>
<td>Computer Science</td>
<td>$550</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td>$275*</td>
</tr>
<tr>
<td>Summer Textile Exploration Program (offered in the College of Textiles)</td>
<td>none</td>
</tr>
<tr>
<td>Wolfpack Motorsports</td>
<td>$550</td>
</tr>
<tr>
<td>Young Investigators In Nuclear Technology</td>
<td>$900</td>
</tr>
</tbody>
</table>
# Summer School

## University
North Carolina State University-College of Engineering

## Location / Website
Asheville, NC  [www.ne.ncsu.edu.outreach/summerprograms/index.html](http://www.ne.ncsu.edu.outreach/summerprograms/index.html)

## Subject
Nuclear Technology-for Energy, Medical Research and Environmental Issues

**Eligible: 1st & 2nd Lykeiou/IB1**

## Duration / Dates
3 weeks / July 7-25, 2008 (arrive July 6, depart July 26)

## Scholarships / Competitive Scholarships
Yes, competitive

## Costs + Airfare
700 plus airfare

## Deadlines
March 1st, 2008

## Course Description
Interested in what role nuclear technologies play in meeting the needs of society and solving everyday problems? Then join NC State’s Department of Nuclear Engineering in July! Through a combination of group projects, labs, lectures, guest speakers and industry field trips, you will answer such questions as-

- How can we develop energy sources for the US?
- How can we detect low concentrations of environmental pollutants?
- How are nuclear methods revolutionizing medical diagnostics and treatments?
Interested in what role nuclear technologies play in meeting the needs of society and solving everyday problems?

Then join NC State's Department of Nuclear Engineering in July! Through a combination of group projects, labs, lectures, guest speakers and industry field trips, you will answer such questions as—

• How can we develop energy sources for the U.S.?
• How can we detect low concentrations of environmental pollutants?
• How are nuclear methods revolutionizing medical diagnostics and treatments?

**Program Schedule:**
The 2007 schedule is available at present to showcase what is typically done. *Please note that college credit is not provided for this program.*

**Duration :**
July 7-25, 2008 (dorm check-in the afternoon of July 6)

**Location :**
North Carolina State University campus in Raleigh, N.C.

**Who Can Attend:**
1st & 2nd lyceum / IB1

**Cost:**
This academic program costs 700 Euros (plus airfare), which includes accommodations, three meals a day, industry field trips and select extracurricular activities. Need-based scholarships are available (supporting documentation is required).

**Application Deadline:**
March 1st Applications received after this day will be considered for any remaining openings. Please send an email message stating your application is on the way if past initial deadline. Notification begins April 30th and will continue until program is full.

**After notification of program acceptance, the following documents are must accompany a non-refundable $100 deposit check.**
1. Parental Consent [Form](#)
2. Program Rules/Policies [Form](#)
3. NC Food Bank Volunteer Consent [Form](#)
<table>
<thead>
<tr>
<th>Key Word(s): MATHS</th>
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<tbody>
<tr>
<td><strong>SUMMER SCHOOL</strong></td>
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<tr>
<td>University</td>
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<tr>
<td>Location / Website</td>
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<td>Subject</td>
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<td>Eligible:</td>
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<td>Duration / Dates</td>
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<td>Scholarships</td>
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<td>Costs</td>
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<tr>
<td>Deadlines</td>
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</table>

**Course Description**

The Ross Mathematics Program is an excellent experience for ambitious high school students who are talented in mathematics. We are looking for the sort of students who are eager to spend their entire summer working on challenging math problems. Rather than presenting many mathematical tricks useful for quick solutions of contest problems, this Program concentrates on one narrow subject (number theory), and emphasizes the process of discovering patterns, making conjectures, writing accurate proofs, and generalizing results to other contexts. The Ross Program is an intensive summer experience designed to encourage motivated pre-college students to explore mathematics. During those eight weeks, students are immersed in a world of mathematical discovery. The central goal of the Ross Program has always been to instruct bright young students in the art of mathematical thinking and to inspire them to discover for themselves that abstract ideas are valuable and important. First year participants take the basic course in number theory. For most students, this is the first time they are asked to consider entirely new questions, to develop methods that they have not seen before, and to justify every answer. The value of a mathematics education lies not only in obtaining proficiency in computational tasks, but also in building a foundation for critical thinking. Students who have never asked why things work the way they do are not prepared to lead the way to future scientific innovation. It is precisely this independence of thought and questioning attitude that the Ross Program strives to nurture.
Anatolia Student Comments:

From Monday through Friday, there was a mandatory lecture from 9:30 to 10:30 and on Monday, Wednesday and Friday, there was a mandatory 1-hour seminar in the morning. There were optional courses in the evening on a wide range of mathematical topics. How to spend the rest of the day was completely up to us, although, at the end of each lecture we were handed out a set of approximately 10-15 problems to solve. The difficulty of the sets constantly increased. The problems were nothing like what students are used to doing at school (especially in difficulty). We were required to come up with our own conjectures and then prove them, explore properties of various systems and much more. The fact that it was different than what I do at school is what I liked most about the program. I would definitely recommend this program to anyone who has a huge interest in mathematics and is willing to spend 8 weeks of his summer, working hard on mathematical problems. However, I must warn them that the program is VERY difficult. (Student Comments from Summer 2007)
**SUMMER SCHOOL**

**University**  
Reed College Math Camp

**Location / Website**  
At Reed College, Portland Oregon  
[www.mathcamp.org](http://www.mathcamp.org)

**Subject**  
Math  
*Eligible: 2nd & 3rd Gymnasium, 1st & 2nd Lyceiou / IB1*

**Duration / Dates**  
5 weeks / July 5- August 10, 2008

**Scholarships / Competitive Scholarships**  
Merit and need scholarships available

**Costs**  
1,500 to 2400 Euros plus Airfare

**Deadlines**  
Feb 15, 2008 if applying for scholarship or March 1st, 2008 if not

**Course Description**  
Math camp is an intensive 5-week summer program for mathematically talented high school students. Our goals are: to inspire and motivate mathematically talented high school students by exposing them to the beauty and variety of mathematics, to impact valuable knowledge and skills for the pursuit of mathematics in high school, university, and beyond, to provide a supportive and fun environment for interaction among students who love mathematics. Math camp is a chance to…

*Live and breathe mathematics: fascinating, deep, difficult, fun, mysterious, abstract, interconnected (and sometimes useful)*

*Gain mathematical knowledge, skills and confidence—whether for a possible career in math and science, for math competitions, or just for yourself.*

*Set and pursue your own educational goals: choose your classes, do a project, learn what you want to learn.*

*Study mathematicians who are passionate about their subject—from internationally known researchers to graduate students at the start of their careers, all eager to share their knowledge and enthusiasm with you.*

*Make friends with students from around the world and discover how much fun it is to be around people who think math is cool.*
What happens at Mathcamp?

There's so much going on at Mathcamp, it's impossible to do it all! With a wide selection of math all day long, and an even broader variety of nonacademic activities to enjoy the rest of the time, Mathcamp has all the ingredients of a fun-filled summer -- as long as you like math, that is!

The Academic Schedule

In designing the Mathcamp schedule, we have two goals:

- To provide students with the maximal amount of choice and freedom in designing their own academic program;
- To give students the necessary background material and a solid support network for getting feedback on their progress, so that students can make their choices wisely.

During each class period, we aim to offer activities at different levels, on a variety of topics. We encourage our faculty to make creative use of their time and resources, and to make classes as interactive as possible, so that students will get an idea of what it is like to do mathematics, and not just to watch someone else doing it. Students are also allowed to choose freely which classes they attend based on how interesting or useful they find the material, thus giving us immediate feedback on how well each class is succeeding.

A typical class day begins with a choice of interactive classes or activities from 9 to 10. For the rest of the morning, students have a choice of attending a guest lecture and workshop by a visiting researcher or of staying in smaller classes with their regular instructors. Lunch then provides, in addition to a break from academics, a chance for the students to interact more informally with the faculty, mentors, and often the visiting speakers. In the afternoon, there is a wide variety of classes and problem sessions on various topics, as well as time set aside for supervised work, both individually and in groups, on problems handed out in classes, individual projects, or whatever students find interesting.

For academic schedules from past years, check out the Academic Program web page. You can see that the schedules are very full! There's so much math in the schedule, in fact, that we encourage students to take an hour or so off from math in the morning or afternoon to catch their breath; but many are too enthusiastic to follow this advice!

Recreation

After dinner there is free time for individual work and recreation, and informal social activities. In the evenings, there are sometimes more mathematical activities (such as mini-lectures by the mentors on their favorite topics, review sessions, introductions to the following day's guest lecture, math movies, and team problem-solving competitions), but more common are the many non-mathematical activities, sometimes organized by the staff, but often by the students themselves. Past events in this latter category have included chess, Scrabble, and bridge tournaments; sports events; musical groups; a camp yearbook (by now a tradition, and still almost exclusively student-produced); and excursions to cultural events in the city.

The "Mathcamp week" of classes generally lasts from Tuesday through Saturday, with Sunday and Monday taken off for relaxation and field trips. A shifted schedule like this often allows us to avoid weekend crowds at large attractions by going on Monday. Each weekend usually has one large field trip, and several smaller ones from which the students can choose one or more to go on, or just to stay home and relax. Past field trips have included
- Amusement parks
- Local museums
- Trips to the sea shore
- Hikes and other outdoors activities
- Kayaking or white-water rafting
- Indoor rock climbing
- Movie nights
- Sports events

There are also several traditional large social events. For many years, at the end of camp there has been a talent show at which the students and staff can show off their own, and appreciate each other's, non-mathematical accomplishments.

Mathcamp invites applications from every student aged 13 through 18 who is interested in mathematics, regardless of racial, ethnic, religious, or economic background. Applications MUST BE received by March 1.

An application to Canada/USA Mathcamp includes the following:
- Basic personal and contact information.
- A brief personal statement about why you want to come to Mathcamp.
- A list of math courses that you have taken and math competitions that you have participated in (if any).
- Your solutions to the Mathcamp 2008 Qualifying Quiz.
- Two recommendation letters: one academic, one personal.
- (Optional) A scholarship application, if you require financial assistance to attend Mathcamp.
- A US$20 application fee, or a note signed by your parent or guardian stating that they cannot afford it.

The $20 application fee is waived for all applicants who use our online application system. We strongly encourage students with Internet access to apply online. When you do, you may still submit your quiz solutions and/or recommendation letters by regular mail if you wish; the application fee is waived nonetheless.

**Application to Mathcamp 2008**

Follow the instructions below only if you are applying by mail. If possible, we prefer that you instead use our online application system. (WWW.MATHCAMP.ORG)

Please mail the following items in a single envelope, in time for us to receive them by March 1.

1. A completed application form (includes scholarship application for students who require financial assistance to attend Mathcamp).
2. Your solutions to the Mathcamp Qualifying Quiz (see our website).
3. A brief personal statement about your interest in math and why you want to come to Mathcamp. Some things you could talk about: What would you like to gain from a summer at Mathcamp? What do you like about math? Which of the problems on our quiz did you enjoy most? Are there specific areas or kinds of math that you're especially interested in? If you have done any other math programs, projects, or independent reading, tell us about them!
4. A list of math courses that you've taken at the high-school level or above, with brief descriptions of what was covered. Also, if you have done any math competitions, please include scores and awards, if any.

5. Two recommendation letters. The first letter should be from a teacher who knows you personally, preferably (but not necessarily) a mathematics teacher. The letter should comment on your creativity, initiative, and ability to work with others, as well as on your academic achievements. The second letter should be from another adult who knows you personally (e.g. employer, pastor, soccer coach, etc.---preferably not a teacher or a relative). This letter should address your maturity, independence, social and personal qualities. We are looking for students who are not only good at math, but who will thrive in the atmosphere of freedom and responsibility that characterizes Mathcamp, and who will make a positive contribution to the camp community. To ensure confidentiality, ask each recommender to seal their letter in an envelope and to sign across the seal. Include the sealed envelopes with your application.

6. A US$20 application fee (check or money order made out to Mathematics Foundation of America, not Mathcamp) or a note signed by your parent or guardian explaining that your family cannot afford it.

Mail to:
Mathcamp 2007 Admissions
129 Hancock St.
Cambridge, MA 02139

Please do not use certified mail! If you wish, you can call or email us to verify that your application was received. Late applications will be considered until all spots are filled.

Good luck!
SUMMER SCHOOL

University
Rose – Hulman Institute of Technology (Operation Catapult)

Location / Website
Terre Haute, IN  www.rose-hulman.edu/catapult

Subject
Science and Technology  **ELIGIBLE: 2nd Lykeiou / IB1**

Duration / Dates
2 weeks / Session 1: June 15- July 3, 2008 / Session 2: July 9- July 26, 2008

Scholarships / Competitive Scholarships
No

Costs
1,500 Euros (plus Airfare)

Deadlines
March 1st, 2008

Course Description
The program at Rose-Hulman Institute of Technology is for someone who’d rather learn to program a computer or fabricate a metal model for aerodynamic drag tests than just daydream. Now in its 41st year, Operation Catapult is a unique summer program conducted by Rose-Hulman Institute of Technology for high school students who’ve completed their junior year. In addition to project experience, you’ll get a healthy share of demonstrations, lectures (guest and otherwise), and field trips. A tour of one or more industrial plants will be conducted to see the complexities involved in typical industrial operations, plant layout, movement of materials, control of the process, etc., leading to the final product. You’ll also be able to grasp the sociological implications of science as it affects thousands, even millions, of people. Your instructors will be Rose-Hulman professors who teach at the undergraduate level.

Turn page for student comments  →
Anatolia Student Comments

First of all, I experienced college life; living in the dorm, attending classes, doing projects…I also saw places where freshmen can work while studying at college, and I got an idea of how’s life in the United States. Beside these things, I went caving and rock climbing for the first time in my life and I loved it. Also, one of the best things about the program was that all of the students and counsellors were very smart, very cheerful and very polite. I had a GREAT time with all of them – during project time, sports time, and free time – and I still keep in touch with most of my “catapult friends”. And last but not least, I loved the project my group and I made…I learned a lot about electric engineering and I could never imagine that we would make such an awesome project. (Student comments from Summer 2006)
SUMMER SCHOOL

University
University of Michigan

Location
Ann Arbor, MI  www.math.lsa.umich.edu/mmss

Subject
Michigan Maths and Science Program (Astronomy, Biology, Chemistry, Ecology, Physics)

ELIGIBLE: 3rd Gymn., 1st&2nd Lykeiou/IB1

Duration / Dates

Scholarships / Competitive Scholarships
Yes, competitive (up to full tuition and costs)

Costs
$1,300 (plus Airfare)

Deadlines
February 1st, 2008

Course Description
The Michigan Math and Science Scholars (MMSS) program is designed to expose high school students to current developments and research in Mathematics and Science to encourage the next generation of researchers and discoverers. Each two-week session features courses from various departments within the College of Literature, Science and the Arts including Astronomy; Chemistry; Molecular, Cellular and Developmental Biology; Mathematics; Physics; Geology; Statistics, Ecology and Evolutionary Biology and the Program in the Environment. Students are given the opportunity to participate in the exciting research that is ongoing at the University of Michigan, attending courses with titles such as Fibonacci Numbers, Roller Coaster Physics, and Explorations of a Field Biologist. Students will spend time in research and computer laboratories, doing field work with their professors. They will catch a glimpse of the amazing career possibilities in math and science that are open to anyone with a thirst to learn. Like sponges, students will absorb critical information to help them select a career in the sciences.
**SUMMER SCHOOL**

**University**
Western Michigan University

**Location**
Kalamazoo, Michigan  [http://www.wmich.edu/music-camp](http://www.wmich.edu/music-camp)

**Subject**
Music (theory and performance) Woodwind, Brass, Percussion, String, Piano, Organ and Voice

**ELIGIBLE:  3rd Gymn., 1st & 2nd Lykeiou / IB1**

**Duration / Dates**
2 weeks / July 13 - 26, 2008

**Scholarships / Competitive Scholarships**
Yes, competitive

**Costs**
800 Euros (plus Airfare)

**Deadlines**
February 1st, 2008

**Course Description**
Music theory, performance class and private lessons daily in mornings and early afternoons. Evenings students relax with a variety of activities including swimming, ice-skating, dances, parties, movies, beach trip, etc.
SUMMER SCHOOL

University

Worcester Polytechnic Institute

Location / Website

Worcester, MA  www.wpi.edu/+frontiers

Subject

Frontiers (Science, Maths and Engineering)  ELIGIBLE:  3rd Gymn., 1st&2nd Lykeiou/IB1

Duration / Dates

2 weeks / July 13-25, 2008

Scholarships / Competitive Scholarships

No

Costs

1,500 Euros (plus Airfare)

Deadlines

March 15, 2008

Course Description

Frontiers is an on-campus research and learning experience that challenges students to explore the outer limits of knowledge in science, mathematics, and engineering. Monday through Friday, students attend classes and do lab work in their chosen area of study. With classmates from all over the country, you work on projects and assemble your findings. You learn from outstanding professors and use state-of-the-art experimental, analytical, and computer technology and facilities. The academic program focuses on current laboratory techniques and unsolved problems in the following areas: aerospace engineering, biology, chemistry, computer science, electrical and computer engineering, interactive media and game development, mathematics, mechanical engineering, physics, and robotics. Participants have the opportunity to engage in one of six communication modules: American history through film and the Internet, creative writing, elements of writing, music, speech, and theatre. A full schedule of activities complements the academic program, including evening workshops, field trips, movies, live performances and tournaments. During scheduled hours you may use WPI well-equipped fitness center, gymnasium, softball diamond, and tennis courts. You will be given an account on WPI's computer system and you'll have access to PCs and UNIX workstations. We think you'll find this summer enrichment experience challenging, well-balanced, and fun!

Turn page for student comments →
At the Frontiers summer program at WPI I took aerospace engineering. In this class, the lesson was divided into two times slots. During the first period (8:30-10:30) our professor lectured using a PowerPoint presentation and we also did some hands-on work. In the second period of our class (13:30-16:30) we worked on our model airplanes.

On the first day of class our professor introduced the model airplane competition that would take place on the last day of classes, with five different prizes. There was a prize for furthest distance flown in both powered flight and gliding. There was also an “engineer’s award” to be given to the group whose plane would fly closest to an estimated prediction of distance in both powered flight and gliding. Finally there was a “heavy lift” award for the group that managed to fly their powered plane farthest with the most “lincolns”, or pennies attached to it. (Student Comments from Summer 2007)

The resources we had access to at the college campus was what I liked best about the program. For example we used two different wind tunnels to test our airplane designs and a manometer to see pressure differences. I also liked that we had well organized evening activities every night, such as laser tag, slip ‘n slide, a baseball game, etc. (Student Comments from Summer 2007)
PART THREE

SPECIALIZED INTERESTS
SPECIAL INTEREST PROGRAMS

See Ms. Kanellis for more programs and more details

ACADEMIC PROGRAMS AT: HARVARD, PRINCETON, YALE, BROWN UNIVERSITY, AMERICAN UNIVERSITY, ETC.

4 – 6 weeks: $5,000 - $8,000

ASTRONOMY

University of Arizona
June, 2008: $700 plus airfare

DEBATE

Wake Forest University: www.wakedebate.org

- 4 weeks / dates to be announced / 3000 Euros (will give discount to Anatolia students)

The POLICY PROJECT is a competitive 4-week program designed for students with two or three years of high school debate experience.

- 6 weeks / June -July / 3300 Euros (will give discount to Anatolia students)

The FAST TRACK is a six-week program designed for a select, limited group of experienced debaters. The group will receive much individual and highly focused attention.
SUMMER SCHOOL

University
Camp Encore - CODA

Location
Maine www. encore-coda.com/newmain.html

Subject
Music: Classical, Jazz, Rock, Pop ELIGIBLE: 3rd Gymn., 1st & 2nd Lykeiou / IB1

Duration / Dates
3 weeks / July 20 – August 10, 2008

Scholarships / Competitive Scholarships
Yes, competitive

Costs + Airfare
3,000 Euros plus airfare

Deadlines
March 1st, 2008

Course Description
The Music Program includes all kinds of music: Classical, Jazz, Pop, Rock & Roll, and Music from American Theater. Each camper has 1 ½ hours of private lesson time each week, on either one or two instruments, and may participate in various ensembles and classes. Large ensembles include orchestras, wind ensembles, jazz bands, and vocal groups. Small ensembles include chamber music, jazz combos, and rock bands. Campers perform in and attend many concerts - usually between three and five performances per week, including camper concerts, staff concerts, and guest performances given by visiting professional artists. Music classes include theory, ear training, history, literature, conducting, arranging and composition.
SOCCER PROGRAM - IN FRANCE, SPAIN, ATHENS, OR IN CANADA

Edu-Kick

No scholarhsips

2007 Student Comments

After breakfast we had soccer practice for two hours, followed by 2 hours of Spanish class. After lunch we had an hour and a half free. From 4:30 to 6:30 we would go swimming at the pool and then for the next two hours we had soccer practice again. On Wednesdays, instead of the evening practice, we had a match. Same thing happened on Saturday mornings. After the game on Saturday, we left the camp and went to see the Santiago Bernabeu Stadium and the Prado Museum along with a walk in Madrid. On Sundays we went on field trips to Sengoria and to Toledo. Once a week we went out to a mall after dinner and twice a week we went to a big mall for shopping in the afternoon. The last day we went to an amazing amusement park. Generally, the schedule was very good because even though it was tiring, it wasn’t focused 100% on soccer but had other aspects, too. What I liked mostly about this program was that the trainings were very good and helped me a lot to improve my game and at the same time I had the opportunity to make friends from all over and also got to know the culture of the country. I would recommend the program to anyone who likes soccer a lot (boys and girls) and wants to have a great experience on his/her summer vacations. Website: www.edukick.com
## KEY WORD (S): ACADEMIC – WIDE RANGE

### SUMMER SCHOOL

**University**

Yale University Explorations

**Location / Website**

Yale University, Connecticut [www.explo.org](http://www.explo.org)

**Subject**

Performing Arts, Visual Arts, Music, Writing, Language, Business + Law, World Affairs, Science Engineering, Humanities and Social Sciences

*Eligible: Senior Program: 1st & 2nd Lykeiou / IB1, Intermediate Program: 2nd & 3rd Gymnasium*

**Duration / Dates**

3 weeks / June 29 – July 19 / July 20 – August 9, 2008

**Scholarships / Competitive Scholarships**

Yes, competitive

**Costs + Airfare**

2,700 Euros plus airfare

**Deadlines**

2,700 Euros plus airfare

**Course Description**

Exploration Summer Programs creates a dynamic environment of intellectual inquiry, responsible decision making and spirited adventure. Led by enthusiastic teachers, our students are encouraged to respect the differences that make us individuals and to find the common ground that makes us a community. At its heart, Exploration inspires students to challenge themselves, discover the world of people and ideas, and experience the joy of learning. The Senior Program offers more than 80 different options for your morning courses. Courses are designed and taught by our staff of college and graduate students and their enthusiasm for the subject-matter carries over into the classroom. During the winter and spring, our instructors work hand-in-hand with our curriculum advisors to ensure that our courses are as fun, substantial, and interactive as possible. You won’t be taking notes during a lecture about neuroanatomy — you’ll be dissecting a sheep’s brain. Instead of reading textbook pages on the history of law in the United States, you will re-enact the Dred Scott case with members of your class. Exploration courses are the perfect place to get hands-on experience in subjects not typically offered in a high school curriculum.

Look below for student comments→
Student Comments:

Explorations was a program that had students from all over the world come to prepare for university. In the morning we had two lessons for three hours. The lessons were taught by university students who were exciting and inspiring. Afterwards we had lunch and an hour of group activities. Next for two hours you had a choice of SAT lessons or a sport or activity (such as cooking or group discussion) of some sort. At eight was the main event with a speaker or a dance or something. The lessons were amazing and the main events fun. On Wednesdays there were college trips which you could take to different colleges or universities. On the weekends there was a wide range of different trips to Boston or New York, to see a Broadway show, 6 Flags, Jazz concert and many other things. Yale Exploration was an interesting and very educational experience.
ANATOLIA SUMMER ABROAD - FORM 1

I am interested in a summer academic program and want help in selecting one and applying.

NAME ______________________________________________________________________________

EMAIL ADDRESS ____________________________________________________________________

CELL / HOME TELEPHONE ____________________________________________________________

PARENT CELL AND WORK NUMBERS  _________________________________________________

CLASS IN HIGHSCHOOL (1A/A, 5C/B, ETC)

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PREFERED SUMMER FOCUS:

TOPIC: ART, ARCHAEOLOGY, LEADERSHIP, MUSIC, PHYSICS, THEATER, ENGINEERING, MEDICINE, MATH, INTERNATIONAL RELATIONS, DEBATE, FOREIGN LANGUAGE, SPORTS, ETC.

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NUMBER OF WEEKS _________________________________________________________________

OTHER COMMENTS _________________________________________________________________

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Signature ________________________________________
ANATOLIA SUMMER ABROAD - FORM 2

I have met with Mrs. Kanellis, reviewed the programs and have selected those which interest me.

NAME ______________________________________________________________________________

EMAIL ADDRESS ____________________________________________________________________

CELL / HOME TELEPHONE __________________________________________________________

PARENT CELL AND WORK NUMBER __________________________________________________

CLASS IN HIGHSCHOOL (1A/A, 5C/B, ETC) ______________________________________________

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MY PREFERRED SUMMER PROGRAMS ARE: (PLEASE NOTE PROGRAM DEADLINES)

1ST CHOICE________________________________________________________________________

2ND CHOICE________________________________________________________________________

3RD CHOICE________________________________________________________________________

ATTACHED ARE: (PLEASE CHECK)

1. ______ PROGRAM APPLICATION
2. ______ CV
3. ______ ESSAY (STATEMENT OF INTEREST)
4. ______ LAST YEAR’S TRANSCRIPTS (GRADES)
5. ______ TEACHER RECOMMENDATION LETTER (1 OR 2, DEPENDING ON THE PROGRAM)
6. ______ PARENT TAX RETURNS (IF I’M APPLYING FOR A SCHOLARSHIP)
7. ______ PHOTOCOPY OF YOUR PASSPORT AND TAFTOTITA (I.D.)

PLEASE NOTE: STUDENT MUST SUBMIT COMPLETE SET OF THE ABOVE FOR EACH PROGRAM APPLIED TO AND ONE SET TO REMAIN IN HIS/HER FILE IN OUR OFFICE