



BREAKING THE CODE

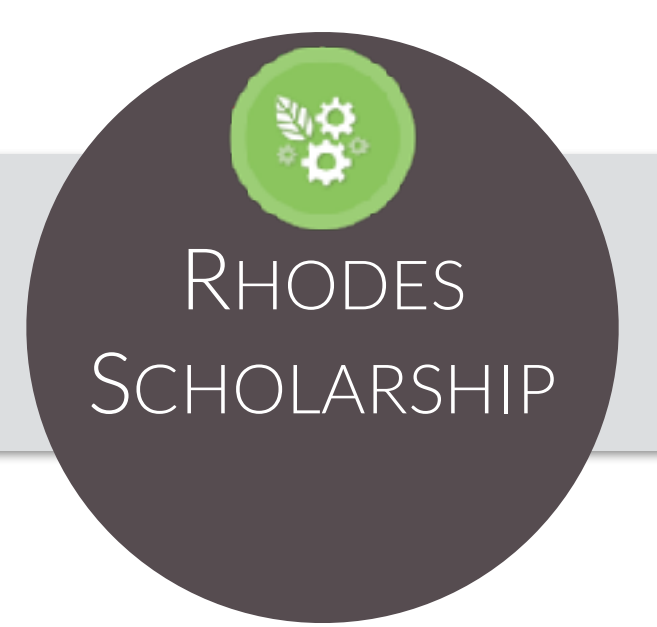
April 25, 2018 | Office of Nationally Competitive Awards



BREAKING THE CODE: RHODES SCHOLARSHIP

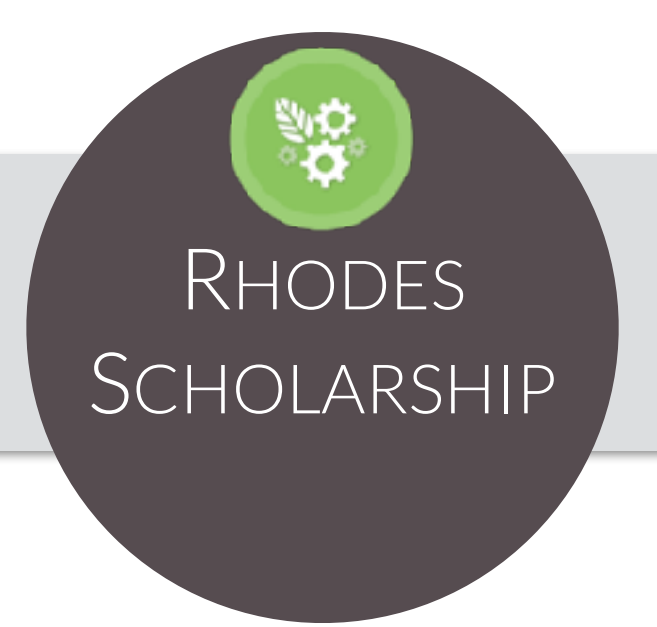
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SCHOLARSHIP BASICS



- University of Oxford
- Normally 2 years in duration (3 years for PhD)
- U.S. Citizen or permanent resident
- 18-24 years of age
- Bachelor's degree in hand by the time the scholarship begins
- Must have the endorsement of the University of Arkansas

APPLICATION DEADLINES

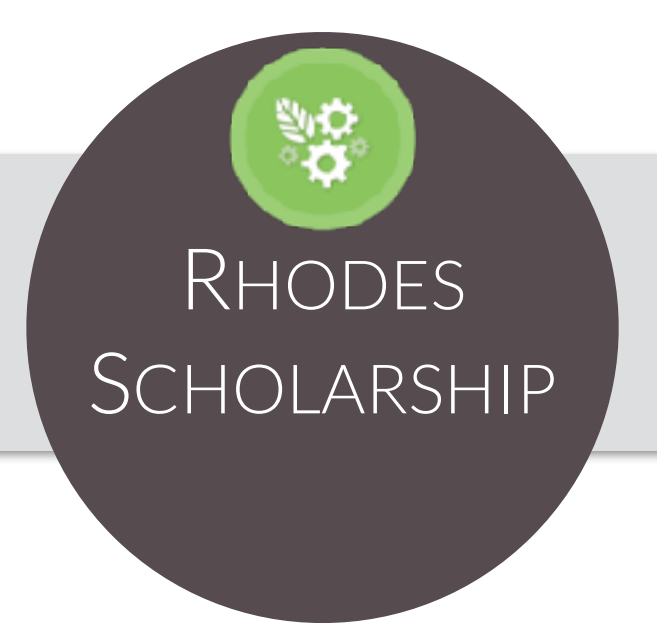


- Rhodes Scholarship applications must be submitted online, and are typically due around October 1
- Applicants are encouraged to begin the online process early and to register endorsers and referees as early as possible to permit the timely preparation and submission of institutional letters
- Institutional endorsements and referee letters must also be received online and are also expected to be submitted by the application deadline
- District receptions and interviews will be held on the Friday and Saturday preceding the Thanksgiving holiday. Notifications regarding interview status will be made no later than November 1. Election announcements are made following the conclusion of the Saturday interviews.

Cecil Rhodes' will contains four criteria by which prospective Rhodes Scholars are to be selected:

1. literary and scholastic attainments;
2. energy to use one's talents to the full, as exemplified by fondness for and success in sports;
3. truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship;
4. moral force of character and instincts to lead, and to take an interest in one's fellow beings.

THE APPLICATION



The applicant must produce:

1. the endorsement of his or her college or university.
2. five, but not more than eight, letters of recommendation. Four of these must be from individuals who are qualified to advise selection committees about the applicant's academic ability and standing, and one letter at least must speak to your character.
3. a personal statement not exceeding 1,000 words which the applicant must attest as wholly truthful and his or her own work. Applicants must sign an attestation stating that they have received ***no assistance*** in drafting the personal statement.
4. a list of principal activities.
5. proof of citizenship.
6. a certified transcript (or transcripts).
7. a passport-size photograph, which will have to be produced if invited to interview.



BREAKING THE CODE: MARSHALL SCHOLARSHIP

April 25, 2018 | Office of Nationally Competitive Awards

SCHOLARSHIP BASICS



- Any participating institution in the United Kingdom
- 1- or 2-year awards
- U.S. Citizen or permanent resident
- Must have graduated from **first** undergraduate college or university after April 2016
- Bachelor's degree in hand by the time the scholarship begins
- Must have the endorsement of the University of Arkansas

APPLICATION DEADLINES



- Application is completed online, and must be submitted by 5pm central time on October 1, 2018
- Four letters of recommendation must be submitted on October 1, 2018

NON-FUNDED DEGREES



- The following degrees are not funded by the Marshall Scholarship:
 - Second BA/BSc (undergraduate degrees)
 - MBA (any university)
 - MPhil Development Studies (Oxford)
 - MSc/MFE Financial Economics (any university)
 - MSc Global Health Science and Epidemiology (Oxford)
 - MSc International Health and Tropical Medicine (Oxford)
 - MSc Law and Finance (Oxford)
 - MPP (Public Policy) (Oxford)
 - Degrees leading to professional qualifications in medicine, dentistry, veterinary science, and law
 - Degrees that require extended periods away from the University or the UK, including joint degrees with non-UK institutions
 - PGDip/Certificates in any subject
 - Supervised research not leading to a degree qualification
 - One-year Marshall Scholarship candidates must be registered for degrees that are **12 months** in duration

COMPETITION RULES



- Candidates may apply in one region only - either that in which they have their permanent address, or that in which they are studying.
- Candidates may apply for either the one- or two-year scholarship, but not both.
- If an applicant puts Oxford, Cambridge, or the London School of Economics as their first choice of institution, none of these universities can be listed as second choice institutions.

APPLICATION COMPONENTS



- A completed online application form
- Personal statement (1,000 words) in which candidates should describe their intellectual development and other interests and pursuits
- Proposed academic programme essay (500 words) giving reasons for choice of course and preferred university
- Post-scholarship plans essay (300 words) describing immediate plans upon completion of the Marshall Scholarship and why undertaking a degree in the UK would enhance these plans. Candidates should also indicate how they would develop ongoing connections with the UK.
- Leadership potential essay (500 words) describing a situation in which the candidate recognized and responded to a need for leadership.
- Ambassadorial potential essay (500 words) - *this section is being updated for the 2019 competition cycle; details will be released by the Marshall Commission shortly.
- 4 letters of recommendation

EVALUATION CRITERIA



Academic Merit

Leadership Potential

Ambassadorial Potential

- **Quality of programme of study:** Is the proposed programme coherent and well thought through? Does the candidate's writing give evidence of higher-order thinking skills and the ability to express thoughts clearly and without jargon?
- **Knowledge of proposed courses and supervisors:** Has the candidate established the relevance of the proposed academic programme to his or her scholarly and career plans and, in the case of a research proposal, provided evidence of substantive engagement with the proposed supervisor(s)? Is there a compelling academic rationale for doing the work at a British university with Marshall support?
- **Evidence of academic background that is strong and relevant:** Does the transcript show evidence of high academic achievement? Does this coursework prepare the candidate for the planned field of study? Is there other evidence of high-level performance?
- **Quality and breadth of recommendations:** Are the recommendations excellent and from people who know the candidate and can make informed comparisons with many other students? Do the recommendations, taken together, provide specific and well-documented details about leadership and ambassadorial potential as well as academic excellence?

- **Ability to deliver results:** Can the candidate demonstrate how he or she delivered results from a position of leadership - whether by organizing, mobilizing, or inspiring others? This may have been through his/her intellectual or artistic contributions in other ways. Is there evidence that the candidate initiated something and carried it through to an outcome? Is the candidate likely to attain a position of influence in his/her field of expertise?
- **Strength of purpose:** Has the applicant demonstrated courage of conviction, persistence, and determination in the pursuit of his or her goals? Do the candidate's extra-curricular activities indicate commitment?
- **Creativity:** Is there evidence of creativity and innovation in the candidate's approach to answering questions or solving problems?
- **Self-awareness:** Is there evidence of a strong desire to contribute to society? Is the candidate aware of his or her role in particular activities and impact on other people? Can the candidate explain what changed as a result of his or her involvement in something?

- **Knowledge of US/UK Relations:** Is there evidence that the candidate understands the general US/UK relationship, as well as specific aspects of this relationship that are pertinent to his or her field of study? Is the candidate aware of opportunities for on-going relationships with UK counterparts?
- **Evidence of transferable extracurricular activities:** What extracurricular activities has the candidate undertaken that could be put to use in the UK to meet the Marshall Scholarships' objective of gaining a great understanding and appreciation of contemporary Britain?
- **Interpersonal skills and ability to engage with others:** Does the candidate have a track record of proactively and enthusiastically building productive relationships with people outside his or her peer group, particularly when engaging with them in his/her field of expertise? Does the candidate appreciate the needs, motives, and concerns of others?
- **Self-confidence and ability to seize opportunities:** How has the candidate responded to opportunities and what was the result?



BREAKING THE CODE: GATES CAMBRIDGE SCHOLARSHIP

April 25, 2018 | Office of Nationally Competitive Awards

- College - more autonomous than our “colleges”
- MPhil - Master of Philosophy
- MSc - Master of Science
- MLitt - Master of Letters
- Course/program of study - the degree you will pursue

- University of Cambridge
- Supports these full-time, residential courses - PhD (three year research-only); MSc or MLitt (two year research-only); or one year postgraduate course (MPhil, LLM, etc.)
- Must be a citizen of any country outside of the United Kingdom
- Bachelor's degree in hand by the time the scholarship begins

- The Gates Cambridge Scholarship does not support:
 - BA (undergraduate)
 - BA affiliated (a second BA)
 - MBBChir Clinical Studies
 - MD Doctor of Medicine degree (6 years, part-time)
 - Part-time degree
 - Non-degree courses
 - Courses at universities other than Cambridge

- Applications typically due in mid-October
- Three-stage selection process:
 - Departmental ranking
 - Shortlisting
 - Interview (typically late January)

BEFORE GETTING STARTED



- You must apply for the Gates Cambridge Scholarship and for admissions as a postgraduate student to the University of Cambridge at the same time
- Before applying, you should thoroughly research your prospective course of study using the Graduate Study Course Directory. Be aware of the course of study's requirements and financial costs as well as any departmental deadlines
- There is an application fee of £50 (\approx \$70). The fee must be paid with a credit card (debit cards not accepted)

BEFORE GETTING STARTED



- Have all of your supporting documents in .pdf format ready to upload. Supporting documents must be uploaded within 14 days of submitting your application
- For the Gates Cambridge, these additional documents include:
 1. Academic transcripts
 2. Two academic references
 3. One personal reference

CHOOSING A COLLEGE



- You will apply for a college in addition to your proposed course of study
- Each college is autonomous and houses a variety of students from all disciplines
- You are allowed to apply for up to two colleges

- Factors to consider:
 - Age
 - Gender
 - College Size
 - Facilities
- You should consult the Cambridge College Guide and each college's website before making your decision
- If you have no preference, you may submit an open application

B.1 – GATES CAMBRIDGE ESSAY



- The Gates Cambridge essay must address the four criteria for the award (academic excellence, leadership potential, a commitment to improving the lives of others, a good academic fit with Cambridge)

A Good Fit with Cambridge

You should be able to persuade the Trust that your qualifications and aspirations accord with what Cambridge has to offer in its postgraduate program. It is important that you can make a convincing argument for doing a particular postgraduate degree at Cambridge.

It is therefore important that you fully research your proposed degree using the Graduate Studies Prospectus and the website of the department to which you are applying.

Academic Excellence

Gates Cambridge Scholars are expected to be academically outstanding with the ability to make a significant contribution to their discipline while in Cambridge. At the start of the application process, potential Scholars are ranked by the department they are applying to. Only the most outstanding candidates are considered further.

Leadership Potential

Successful applicants must be able to demonstrate a clear ability to lead. Evidence of leadership can be expressed in a multitude of ways but the capacity of Gates Cambridge Scholars to 'take others with them' is central to the success of the program.

A Commitment to Improving the Lives of Others

A defining characteristic of the Gates Cambridge Scholarship is the commitment of our Scholars to working for the greater good. Although broadly interpreted, this concept is nonetheless fundamental and sets this program apart from others of its kind.

B.5 – PERSONAL FUNDS



- Section B.5 will ask for additional funds (scholarships and grants, personal, and other) that you are confident of raising annually to finance your course of study.
- It is important that you can show your personal financial investment in your course of study.
- Again, be sure to convert your dollar amounts into pounds



BREAKING THE CODE: MITCHELL SCHOLARSHIP

April 25, 2018 | Office of Nationally Competitive Awards

APPLICATION DEADLINE



The Mitchell Scholarship will be due on Friday,
September 28, 2018.

- U.S. Citizen
- 18 years of age or older, but not yet 30, on September 28th of the year of application
- Have a bachelor's degree from an accredited college or university before beginning study as a Mitchell Scholar

- Full tuition, housing, and a monthly living stipend (currently \$1,250 USD) for up to one year (12 months) of post-graduate academic study in Ireland.
- Most academic programs run for nine months; up to 3 additional months of stipend will be provided, if required by the program
- One round-trip airline ticket between the United States and Ireland.

- Mitchell Scholars may study or conduct research at the seven universities in the Republic of Ireland, two institutes in Dublin, and two universities in Northern Ireland (Queen's University Belfast and the Ulster University)

APPLICATION COMPONENTS



- Passport-style photo
- Transcripts scanned into a single PDF
- Personal statement (1,000 words maximum) - applicants must sign an attestation that they have received ***no assistance*** in drafting the personal statement
- Scan of your signature
- Contact information for four recommenders and for Institutional Endorser
- University choices and field of study options (recommended that you choose at least three programs at three different universities)
- Video Component

- Video interview must be completed and submitted by 5:00pm eastern time on October 1
- You will answer three randomly-selected questions, as well as a fourth default question allowing you to clarify or correct a previous answer
- Answers should be between one and three minutes in length

- Late October - semi-finalist Skype interviews
- Finalist weekend - typically held the weekend before Thanksgiving



BREAKING THE CODE: CHURCHILL SCHOLARSHIP

April 25, 2018 | Office of Nationally Competitive Awards

APPLICATION DEADLINE



The Churchill Scholarship will be due on
Thursday, November 1, 2018.

SCHOLARSHIP BASICS



- University of Cambridge
- 1 year of post-graduate study in the sciences-research degree or taught course
- U.S. citizen
- Bachelor's degree in hand by the time the scholarship begins
- Only two University of Arkansas students are allowed to apply

CRITERIA FOR SELECTION



- Outstanding academic achievement - recent scholars have typically had above a 3.9 GPA
- “Proven talent in research and a capacity to contribute to the advancement of knowledge in the sciences, engineering, or mathematics by pursuing original, creative work at an advanced level as demonstrated by awards, prizes, research, and letters of recommendation”
- Seeks applicants with “interesting ‘jagged edges’”

THE APPLICATION



- Applicants must apply separately for admission to the University of Cambridge by mid-October (typically October 15th)
- For the University of Cambridge application, Churchill applicants must indicate Churchill College as their first choice of college
- PDF of complete application must be submitted by the Campus Representative by 5pm, EST, on Thursday, November 1st

- The PDF application is composed of 5 parts:
 - 1) One copy of the student's printed and signed online application
 - 2) A copy of any correspondence with the laboratory supervisor at Cambridge indicating a willingness to accept the student into his or her laboratory
 - 3) The institutional letter of endorsement
 - 4) The four letters of recommendation with the Foundation's cover form
 - 5) Transcript(s)

THE APPLICATION



The printed and signed application must be compiled in the following order:

- Personal information, education, program of study at Cambridge
- Fellowships, graduate programs, references
- Publications, presentations, etc.
- Scholarships, prizes, awards, and other distinctions (1 page)
- Research/employment experience (1 page)
- Proposed program of study essay (1 page)
- Personal statement (up to 2 pages)

LETTERS OF RECOMMENDATION



- Recommendation letters must be in disciplines related to the application and by individuals with first-hand experience of the applicant's work
- Letters from professors in unrelated fields or from community leaders are not accepted
- If the applicant has research experience (e.g., an NSF REU or internship), then it is mandatory that at least one of the four letters be from the director of that activity

- You should submit GRE scores electronically and MCAT scores (if available) by mail or email and not within your application. Scores must be received no later than the end of December.



BREAKING THE CODE: SCHWARZMAN SCHOLARSHIP

April 25, 2018 | Office of Nationally Competitive Awards

APPLICATION DEADLINE



SCHWARZMAN
SCHOLARSHIP

The Schwarzman Scholarship will be due on
September 27, 2018.



- Tsinghua University
- 1 year Master's degree in Global Affairs (public policy, international studies, business & economics)
- 2018-2019 cohort: 142 Scholars; 40% American / 20% Chinese / 40% rest of world
- All undergraduate degree requirements completed by August 1, 2019

CRITERIA FOR SELECTION



- Outstanding academic achievement
- Extraordinary leadership potential
- “Politics, business, sciences, or the arts – successful applicants are young people who have already begun to demonstrate the ability to lead and produce results in their fields and who have a commitment to building understanding among people with differing perspectives.”
- Mandarin NOT required

THE APPLICATION



SCHWARZMAN
SCHOLARSHIP

- Online application
- Current resume
- Two essays
 - Statement of Purpose and Leadership
 - Current Affairs Essay
- Video
 - An introduction to the candidate
 - up to one minute in length
- 400 finalists will be invited to interview

LETTERS OF RECOMMENDATION



- 2 letters from professors who can speak to academic abilities
- 1 letter addressing leadership abilities (employer, supervisor, mentor, faculty member, or other)



BREAKING THE CODE: FULBRIGHT STUDY GRANTS

April 25, 2018 | Office of Nationally Competitive Awards

APPLICATION DEADLINE



FULBRIGHT
SCHOLARSHIP

- The campus deadline will be Friday, September 10th.
- After the campus deadline, applicants participate in a campus interview and receive application feedback.
- The national deadline will be October 9th, 2018 at 5pm eastern time.
- Applicants are informed of semi-finalist status in late January.



- Established in 1946 by Sen. J. William Fulbright, the Fulbright U.S. Student Program is the largest scholarship program of its kind
- Fulbright Study Grants allow students to pursue graduate study (typically one year) in more than 140 countries
- The goal of the program is to foster “peace through education



- Online application, located at us.fulbrightonline.org
- 1-page personal statement
- 2-page statement of grant purpose
- Foreign language evaluation (if necessary)
- 3 letters of recommendation
- Transcript
- Creative/performing arts applicants submit a portfolio

HOW TO CHOOSE A COUNTRY?



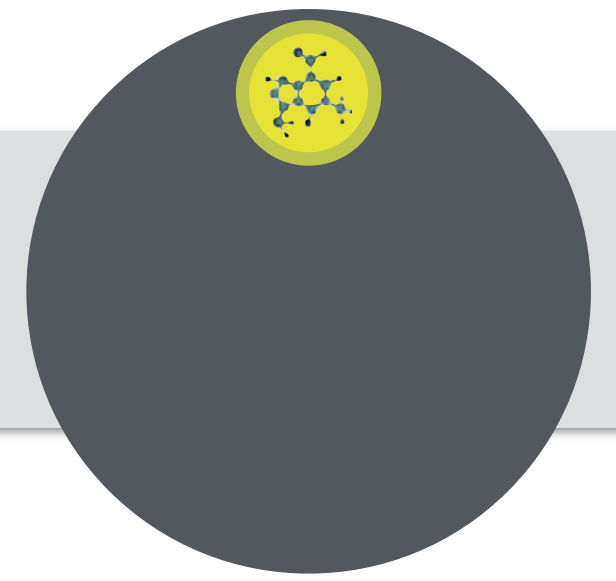
FULBRIGHT
SCHOLARSHIP

- Applicants can only apply in one country per competition cycle
- The Fulbright U.S. Student Program has country profiles for each participating country
- Outline number and types of grants awarded, as well as requirements for students
- Do you need proficiency in a foreign language?



BREAKING THE CODE: THE ESSAYS

April 25, 2018 | Office of Nationally Competitive Awards

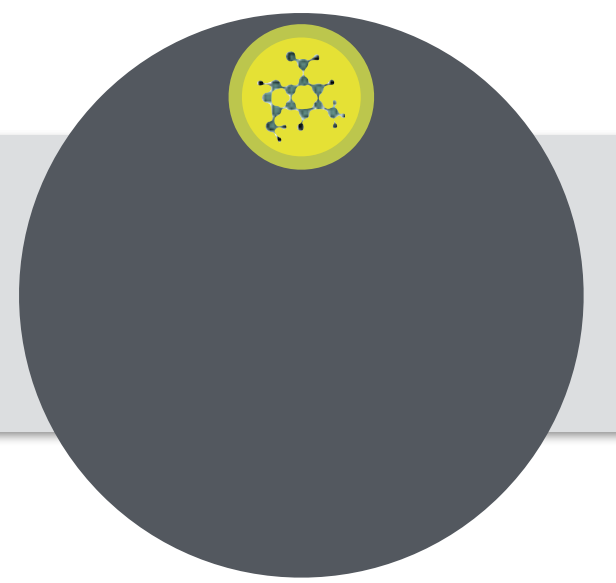


The personal statement is:

A picture

An invitation

An indication of your priorities and judgement



The personal statement is *NOT*:

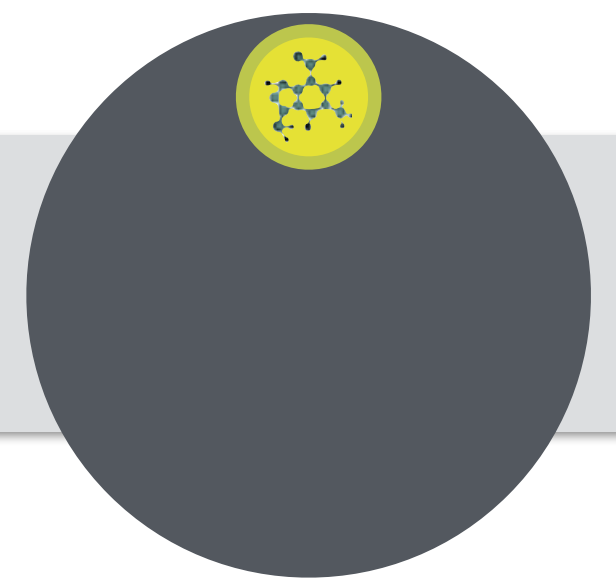
An academic paper with you as the subject

A resume in narrative form

A journal entry

A plea or justification for the scholarship

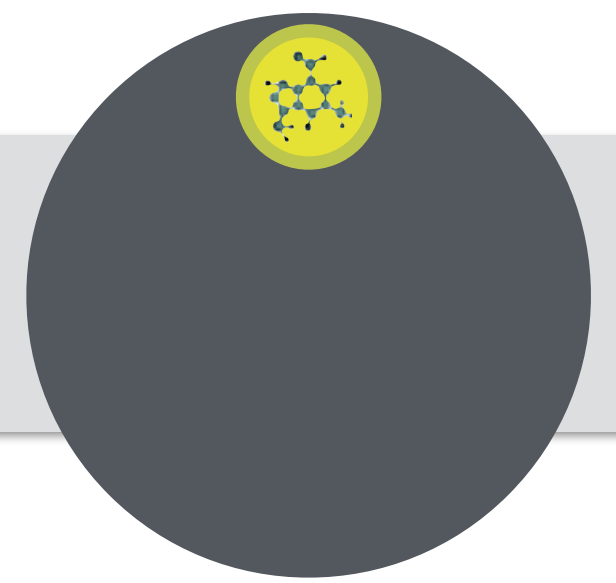
LEADERSHIP



As president of the Collegiate Farm Bureau, I increased membership by over 100 percent by inviting speakers from Arkansas agriculture and politics to the monthly meetings and leading the executive committee as we hosted the state conference. While 3rd Congressional District Coordinator with the Arkansas Federation of College Republicans, I volunteered on multiple state campaigns, and assisted an Arkansas Ethics Commission investigation that shed light on organizational corruption and led to the removal of the state chairman. Throughout my undergraduate career, I was also a part of student government, running for a senate vacancy election during my first semester in college and rising to the Chair of the Senate by my senior year. As chair, I was able to improve structural weaknesses by reforming the committee system, creating legislative requirements, and separating the legislative branch into two respective bodies for undergraduate and graduate students. To improve transparency, I began broadcasting all meetings live and online, and publishing all legislation a week before it was introduced. The changes increased the number of bills and authors, improved quality and implementation, and led to the most competitive senate elections during my tenure at the University.

When away from academia, I travel and run. Trips have included a 4,500-mile California-and-back road trip in 102 hours over Winter Break or backpacking across eight European countries during the summer of 2012. I ran my second marathon in March, finishing in 3:28:36, a 7:57/mile pace.

THE PERSONAL STATEMENT



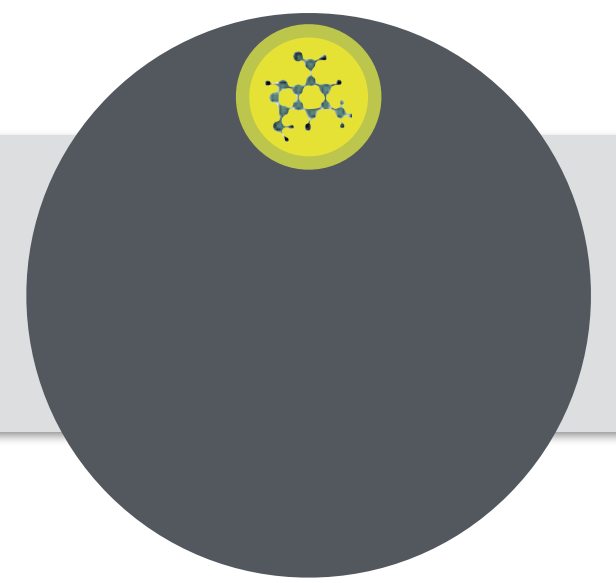
"Obruni, do you have cassava in your country?" I heard through broken English as we rushed down a path to the school farm. We do not, I replied. I knew my way around a modern poultry and beef farm, but was in a new world amongst the cocoa, cassava, and citrus that dominates Ghanaian agriculture. I was there collecting data about cocoa farmer training initiatives for the World Cocoa Foundation (WCF), recording the organization's progress for donors, governments, and other NGOs.

WCF operates in five West African nations with \$40m in support from the Gates Foundation and the private cocoa industry. The program involves training local extension agents to advise farmers and develop their business and farming acumen. My role was calculating the financial value of that training, reviewing production data, and meeting with farmers. The change in yield was monumental.

Utilizing regression modeling and cost-benefit analyses, I found that the farmers' incomes increased by over 75% after completing the training program and \$1 invested in the program yielded \$80 in increased cocoa production. Now published in the Journal of International Agricultural Trade and Development, my research will ideally help human capital development organizations receive more funding to expand their programs despite ever-tightening foreign aid budgets, an issue WCF must also address to reconcile food security concerns alongside cash crop production.

Like Ghana, food insecurity is also an issue in Arkansas, with the state ranking number two in the nation. Nearly one in five Arkansans were unable to access quality food at some point between 2010 and 2012. As a senator in the student government, I worked on food inequality issues with the Full Circle Food Pantry to ensure that students, faculty, and staff have access to the most basic foodstuffs. The pantry opened in January 2011, but unfortunately it could not accept donations that required cold storage.

THE PROGRAM OF STUDY

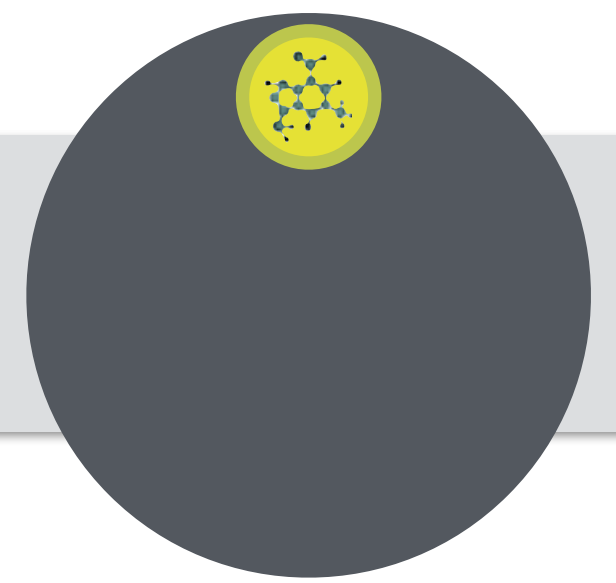


To effectively manage policy and advance compromise in an age of polarized politics, I intend to study for an MPhil in Political Theory at the University of Oxford. I am particularly interested in the exploration of political ideologies and ethical debates, which will complement the more policy-oriented focus of my undergraduate career. Given the highly divisive nature of modern American politics, forging bipartisan policy solutions from the center of the aisle will require a multifaceted approach.

As a student at Oxford, I hope to analyze the policy repercussions of political ideologies. Dr. Petra Schleiter's research on political institutions and party systems--and how they affect governments and political outcomes—is both enlightening and worthwhile for any individual interested in future public service. Likewise, her graduate course on Comparative Governments provides a backdrop to how domestic political institutions distort and affect international systems. I will also take courses by MPhil Course Director Dr. Daniel Butte, which explore ethics, the history of political thought, and the morality of institutions such as courts. In my papers, I aim to study how these institutions affect policy, ideally utilizing real world examples from my experiences in Washington, D.C.

Additionally, I intend to research for the Rothermere American Institute while at Oxford. By working with the John G. Winant Visiting Professor of American Government (currently held by Dr. Randall Woods of the University of Arkansas), I will better prepare myself for the day when I do enter politics. Moreover, the Institute regularly hosts academic events, allowing Oxford students to engage with distinguished leaders in American policy, foreign affairs, and culture.

THE AMBASSADORIAL ESSAY

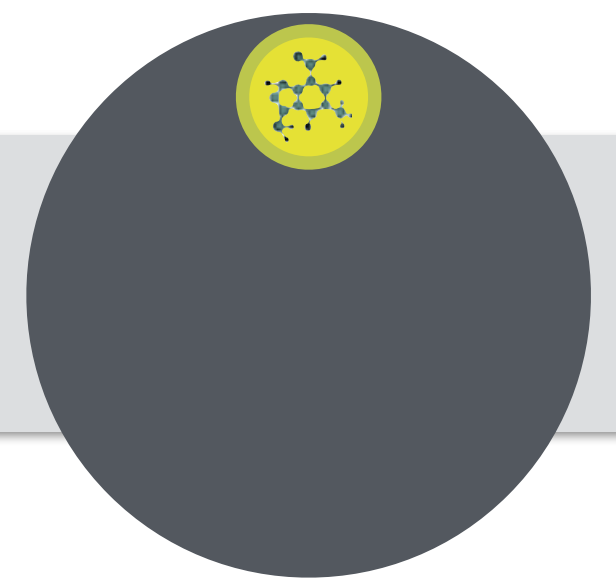


With my Boris Bike resting safely against a black poplar and my feet firm on the top tube, I watched as the racewalkers passed by in a stream of energy, a scene framed by Buckingham Palace and fans from across the world as the Olympics approached its final few days. Nearly 18 miles into the race, The Mall, and London, were a body of life, and a lifeblood for my summer experience in Europe. Already a follower of Team USA Track and Field runners like Wallace Spearmon and Ryan Hall, the Games were my opportunity to branch out, expanding my fandom to racewalking, soccer, swimming, and, particularly, Team GB cycling. Having watched Team Sky's Mark Cavendish break away from the peloton in Paris during the final crit of the Tour de France a few weeks earlier, it seemed inevitable that another British cycling great Bradley Wiggins would capture the first gold medal for the United Kingdom in individual time trials. The momentum was set for my new sport. Cycling, not unlike government, has the potential to transform energy into grace, or end disastrously in the ditch. Akin to a coalition, the bike components--crank, chain, derailleur, rim, and rubber--require upkeep, and the rider, like a political actor, must be strategic. As a student at Oxford, I hope to combine the two, spending off hours between the Oxford Union and the Oxford Cycling Club.

Our two countries--leaders in foreign policy, trade, and culture--hold within them a sometimes forgotten, ever-shrinking, under-served, rural constituency. Sharing my prior experiences with transatlantic partners while observing how the UK addresses comparable issues will be an opportunity to import international policy to domestic rural America. I also plan to volunteer for rural public servants like Miss Anne McIntosh, MP and Chairwoman of the Environment, Food and Rural Affairs Committee, who has done considerable work with rural broadband, agrotourism, and agriculture. Individuals like her are making a difference in the small towns of England, Wales, Scotland, and Northern Ireland. Moreover, programs like the NHS have helped rural citizens outlive their urban counterparts while quality of life still lags in rural America.

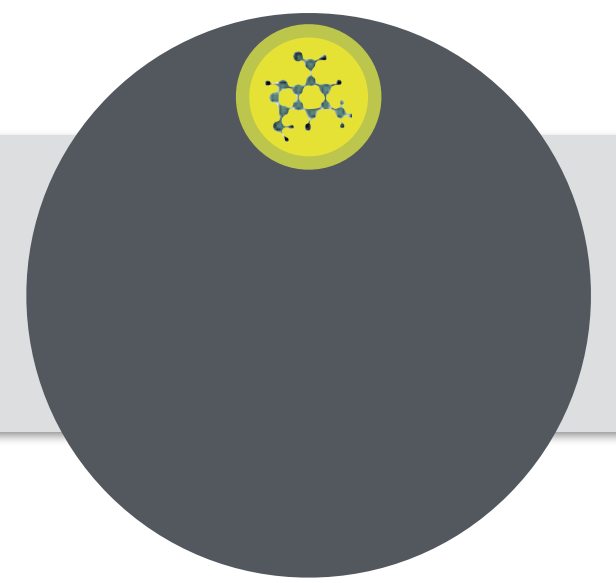
Observing UK policymakers and programs in action will better enable me to help close the rural-urban gap in my country, ultimately returning that knowledge to Arkansas to improve the lives of rural Arkansans. As a global ambassador, studying in the UK will enable me to bridge these separate worlds, whether American and British, or rural and urban.

THE PERSONAL STATEMENT



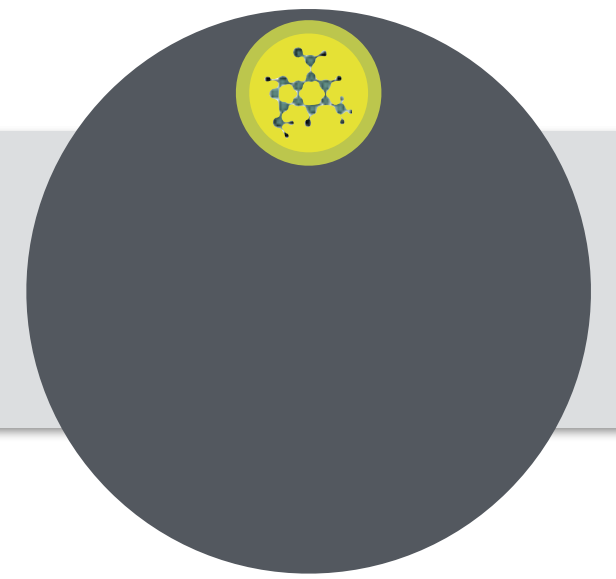
Soaked in sweat, I sat deep in thought on the small mound of sand and broken rocks in northern Kenya, where 1.7 million years ago a desperately ill Homo erectus woman had died. Her death had entranced me for years. KNM-ER 1808 had died of Hypervitaminosis A, wherein an overdose of Vitamin A causes extensive hemorrhaging throughout the skeleton and excruciating pain. Yet a thick rind of diseased bone all over her skeleton—ossified blood clots—tells that 1808 lived for weeks, even months, immobilized by pain and in the middle of the African bush. As noted in *The Wisdom of the Bones*, by Walker and Shipman, that means that someone had cared for her, brought her water, food, and kept away predators. At 1.7 million years of age, 1808's mere pile of bones is a breathtaking, poignant glimpse of how people have struggled with disease over the ages. Since that moment two summers ago, I've been fascinated by humans' relationship with disease. I want to research paleopathology, the study of ancient diseases, in relation to human culture, specifically sex and gender.

THE PERSONAL STATEMENT



The wind whipped around me, taking any body heat not already stolen by the sub-zero temperature. On a December night during my sophomore year, I was on the roof of Kimpel Hall, our tallest campus building, setting up the University's ten-inch Meade telescope to make photometric observations of eclipsing binary stars. I thought back to the instructions Dr. Lacy had given me that September, when I began the independent observation class. The rooftop had seemed so pleasant then, with its slight breeze that sharply contrasted the still-hot September days. However, I now despised every screw and bolt I had to tighten to get the telescope into place. It must have taken twice the usual ninety minutes to set up the telescope—fortunately the long winter nights gave me more viewing time. I would take out the freezing wrench, pull off my gloves, tighten the bolt, blow warm air on my hands, then stick them back into the gloves. Every ten minutes or so I would run down the flight of stairs back into the heated building. At that point I lost any delusions of grandeur about the romance of astronomy. This, I found out, was what separated stargazers from astronomers.

QUESTIONS?



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