

# THE JUDGE DAVID S. NELSON FELLOWSHIP

THE UNITED STATES DISTRICT COURT FOR  
THE DISTRICT OF MASSACHUSETTS

**The 2010  
Judge David S. Nelson Fellows**

**The Boston Fellows**

- Mr. Marcos Baez
- Ms. Karliany Colon
- Ms. Eftina Gjickuria
- Ms. Jamila Hussein
- Ms. Leica Lucien
- Mr. Khairi Marsh
- Ms. Etsehiwot Mebratu
- Mr. Victor Murphy, Jr.
- Ms. Elizabeth Nguyen
- Mr. Binyam Sirmollo
- Ms. Alcina Tran
- Ms. Qiping Yu

**The Worcester Fellows**

- Mr. Obadiah Munene
- Mr. George Romniou

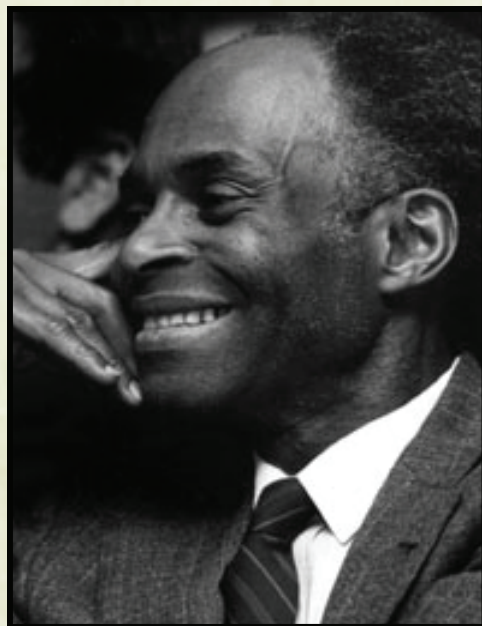
**The Springfield Fellows**

- Ms. Karla Rosa
- Ms. Payton Shubrick

**Honorable Mention**

- Ms. Christina Ta

**JUDGE DAVID S. NELSON: A MAN LONG GONE, BUT A LEGACY  
NEVER FORGOTTEN**



**Judge David S. Nelson**

money; he was a man that was interested in giving back to his community.

In 1973, he was appointed the associate justice of the superior court by Governor Francis Sargent. But he didn't stop there, he continued to rise. He seemed to demonstrate that an individual should never settle, instead they should continue to strive for greater heights. After six or seven years of being an associate justice, he was nominated by Senator Edward Kennedy to be a Federal Judge. He was later appointed by President Jimmy Carter as the first African American Judge to serve on the Federal District Court of Massachusetts. Judge Nelson was able to do more than create a legacy for himself, he was able to bestow a sense of pride and perseverance in young males of color. Judge Nelson was able to do something good for himself and his community. Because of his commitment, young males of color are now motivated to do the right thing and stay focused.

During a time where African Americans were not very successful, Judge Nelson was able to strive for success even though some believed, for him, success was limited. No one can tell young males of color that success is impossible, due to Judge Nelson's legacy. When you walk into Courtroom 11, on the 5th floor of the Joseph Moakley Courthouse, you are immediately greeted by the portrait of Judge Nelson himself. In the portrait you see an African American male standing tall, smiling, grasping a book in his hand; displaying not only success, but intelligence as well. Following this image, I am proud to uphold his legacy by training myself to become not only intelligent but successful as well.

**By Victor Murphy Jr.**

Judge David S. Nelson met his unfortunate death in 1998 at the age of 64. Although he left more than his earthly duties behind; he left a lifetime legacy. As an African American male, he was well accomplished, yet he strove for even more. He attended both college and law school at Boston College, at a time when few African American males pursued higher education. He pursued a career in the field of law, starting off in private practice. Then he went on to become the Chief of the Consumer Protection Division in the office of the Attorney General of Massachusetts. Working there suggested that he was not a man that focused on

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## MY PERSONAL EXPERIENCE BY KARLIANY "KARLI" COLON



The Judge David S. Nelson Fellowship has been an amazing experience that I will remember for the rest of my life. Before I was given this opportunity I always said that I was going to become a lawyer and then a well known and respected judge. Time and time again, I would question that dream of mine. I knew that being a lawyer would mean a lot of hard work, a lot of time, and sometimes disappointing moments due to lost cases. But after going through this program, I see myself planting my feet more and more into that career path.

The Nelson Fellowship has not only given me an insider's perspective on how the legal system works; it has also taught me about team work, writing and public speaking skills, and the Civil Rights Movement. It has allowed me to build connections and strong relationships with my peers and my judge.

This Nelson Fellowship experience has allowed me to meet people like Edward Davis, Boston Police Commissioner, Doris Fitzpatrick, former Nelson Fellow and now U.S. probation officer, Dr. Carol Johnson, superintendent of Boston Public Schools, Migdalia Bruno, assistant district attorney of the Suffolk County, and many



others. Each person told us about more than their job; they told us their story and what they went through to get there. Each individual who took the time to speak with us had different struggles, ups and downs, but similar beginnings: small and humble. Every speaker left a different impression on me, but they all gave us a piece of personal advice and something to live by.

One of my most favorite parts of the program was being able get close to a judge and her chamber's staff. I barely had time to sit and chat with my judge, Chief Magistrate Judge Judith Gail Dein; but the time that I did have with her will stay with me forever. Judge Dein is a down-to-earth, humorous, and genuine person and I am glad that I had the opportunity to work with her. I remember being able to attend trials with her, and being able to observe her and lawyers during a conference about case. She made me feel important because she actually cared about my opinion.

Being a Fellow has been a fun, unforgettable, and honorable experience that I will take with me into law school, when I start my career, and for the rest of my life. One day I hope I could come back and be a speaker for the future Nelson Fellows.



## MEETING WITH OUR EDUCATOR BY EFTINA GJIKURIA



**Dr. Carol R. Johnson**  
**Boston Public School Superintendent**

Thirteen Nelson fellows sat at an oak table, making small talk, waiting for her to walk in. This was the lady we wanted to talk to; the one we could express our frustrations about the Boston Public School System to. Dr. Carol Johnson has been the superintendent of the BPS for only 3 years. Though, that does not mean she is inexperienced with handling the beast (the BPS system). She worked as a teacher in Tennessee, moved up the ranks to become a principle, and then finally the superintendent of the Memphis School System. She first heard about the job for the BPS superintendent from one of her colleagues; but she was unsure about whether to apply or not. Although she was uncertain, she still decided to interview for

the job. She received a call from the late senator Ted Kennedy; she was unable to refuse any longer, so she made her way up north.

Dr. Johnson has faced many obstacles since then, but she still rises, using her past experiences to allow her to grow in her new experience. Armed with a notebook and a pen, she listened as we all introduced ourselves and began to vent. She wrote down all of our ideas, no matter how difficult they would be to accomplish. She listened to us and even asked us questions. I was blown away: this was the top BPS school official, listening to us, and giving us advice. We spoke on everything from our grievances with teachers to ideas on how to make schools more interactive.

Not only was she listening and commenting on all of our concerns, she fed us too. She brought out chocolate from around the world and when that was not enough she offered us crackers. She wanted to make sure we felt safe and that our opinions mattered; in fact, she did. The thirteen of us are from different high schools from around Boston: from large schools, like South Boston High School, to the exam schools, such as Boston Latin Academy. We were the voices of the students that could not be heard. We were the ones who embodied all of the BPS student's concerns. As I stood there listening to my peers discussing

issues about their teachers, schools, and possible solutions, I found myself also joining in, offering my own thoughts and my concerns.

I was never one to get involved with the school committee because I felt there was no point in joining something when your voice was not heard. But after our meeting with Dr. Johnson I learned that our voices do matter. Things do not change because we are not heard, but because we do not make enough noise. As we voiced our opinions and asked for advice on actives and academics, Dr. Johnson went on a mission to look for the people in charge of all these matters. She wanted to make sure we knew that we mattered, that she was there to help us, and that the whole school system was out to help us.

At the end, after listening and taking about all our thoughts and ideas, she gave us her email, suggesting that we write to her if we had anymore to say. As if after that intense hour and half meeting, which was originally scheduled to be one hour, did not already put our minds at ease, she wanted us to know that she was listening. That meeting taught me that we are in charge. All other meetings have been about how people took charge to change their futures; but this one was about how you can stand up and voice your opinion to change everything around us.

## MY COURTROOM EXPERIENCE BY QIPING YU



Looking back on these last few weeks of the Nelson Fellowship program, I realize that I am filled with a lot of new life experiences. For instant, we had a chance to meet many different people throughout this program who were inspirational. But during this program, the most impressive aspect, for me, was the courtroom experience.

First of all, I knew nothing about a courthouse before I participate in this program. I was an immigrant who came from China. I lived in a village when I was in China, where I never heard about a courthouse before. I first learned about a courthouse on a television show. When I was accepted into this program, it was a dream come true because in my mind I thought I would never have the chance to work in a courthouse.

The first time I came to the courthouse for orientation, it was also the first time I saw judges and a courtroom. It was totally different from what I had seen on the television. There is a big desk in front of the judge's bench for the courtroom clerk. There is also another desk next to the judge's for their law clerks. The two parties, defense and prosecution, sit at two

tables parallel to each other, directly in front of the judge. On one side of the courtroom, there is the jury box. On the other side is a desk for the witness. Also, there is a bar that separates the visitors from the people involved with the trial. There are some benches that the public sit on and watch the case from. Each judge has a special door that leads into their courtroom. After I saw the structure of the courtroom that day, I felt that I was so lucky to get into the fellowship.

I remember the second day that I went to work in the courthouse; it was the first time that I witnessed a case. On that day I shadowed one of my judge's law clerks to court. When we got there the case did not start yet. Because it was my first time watching a case, I was so curious, looking around at all of the people. Everyone was dressed so formal, except the public. Before the case started, some people were talking with one another; but when court was in session, everyone became silent. It was so quiet that you could hear the sound of a mosquito flying. The whole trial was like a conversation between the judge and the lawyers. Other people could not say anything during the trial. When I observed the people in the courtroom, I found that everyone was concentrated on the trial. Some of the public took notes about what the lawyers said. For me, because they used the legal words to talk about the case, I did not understand too much about the case. Although I did not understand the trial, the environment and people inside the courtroom made me feel that I was in a solemn place.

In conclusion, I gained a lot of knowledge throughout this program. I had an opportunity to learn about and experience a courtroom in action.

## FACTS ON CYBER BULLYING BY ETSEHIWOT MEBRATU



The National Crime Prevention Center reports that over 40% of all teenagers with internet access have reported cyber bullying. Girls are more likely to be targeted than boys. There is a direct correlation between how much time a person spends on the computer and their chances of getting bullied. Ten percent of the victims do report cyber bullying to their parents and another eighteen percent report it to the police.

45% to 57% of these incidents happen within a chat room. According to a study on fourth to eight grade students, 58% reported that there were cruel things stated about them online; 53% said they have said cruel things to others online; 42% stated that they were bullied on the internet. Shockingly, 60% of these students have not told their parents about these incidents. Cell phones are becoming a raising problem in the world of cyber bullying. In fact 10% of kids stated that they were bullied by others who used personal photos of theirs against them. It has been documented that middle school students use *Photoshop* to edit photos of their peers to harass them. Some students record other student's conversations by cell phone

and spread files digitally to masses. On blogs and social networks, students create cruel online polls about their peers and post them online. An online post allows one to quickly spread harmful information to everyone.

The best way to reduce cyber bullying is by educating students about the harmful effects of cyber bullying. One out of four children between the ages of eleven and nineteen has gone through cyber bullying. 65% of kids know someone who has been a victim of cyber bullying. This problem has increased exponentially with youth between the ages of 10 to 17. The number of kids being bullied online has doubled between 2000 and 2005. Something should be done.



## TOURING MY FUTURE BY LEICA LUCIEN



"Wow, what a beautiful campus!" was my first impression of Brown University. Visiting colleges before completing the application process is a great way to choose the school that will shape your future. This summer, the Nelson Fellowship allowed the fellows to see and tour six colleges: Brown University, University of Massachusetts Amherst, Amherst College, Boston University, Boston College, and Brandeis University.

Brown University was the most appealing institution because of its medieval scenery and beautiful brownstone buildings. The dorms were reasonably sized. Their open curriculum allows one to explore all avenues of Brown's abundant class selection. The college had a strong focus on theater and dance, which are key elements for my ideal college. However, I disliked the location because it is situated in an urban area that is very hilly.

Second to Brown University was Amherst College, in Amherst Massachusetts, a school that I adored. Overall, Amherst College would be a great place for anyone to spend four years of their life at. This college definitely had the most ideal campus, with its secluded, highly manicured landscape. Moreover, Amherst is part of a Five College Consortium, which allows students to take classes and explore four

other partnering institutions. Similar to Brown's open curriculum, Amherst College does not have a core-curriculum. It is ranked as the top liberal arts school in the country by the *U.S. News* ranking. Although the campus is very beautiful, Amherst, like Brown, also has tough hills to climb. Also, other negative aspects, there is only one dining hall on campus and the student center is very cramped and small.



The third college that I really liked was Boston College in Chestnut Hill, Massachusetts. The campus was beyond spectacular; most of the academic buildings resembled beautiful medieval architecture. Boston College seems to advocate for studying abroad and enjoying college. Boston College has a NCAA division one sports program, which means the school's spirit is high. Boston College also has a Hogwarts-like library with over a million books and resources. Boston College celebrates diversity and established the term, A.H.A.N.A., African-American, Hispanic, Asian, and Native American, to refer to students of these backgrounds, rather than using the term minority.

The fourth college on my list was Umass Amherst in Amherst, Massachusetts. It is also part of the Five College Consortium. Unfortunately, the tour that we had at the college was unorganized because we guided ourselves around the campus. The campus is extremely large and houses over 40,000

students. Personally, I prefer a smaller sized school. Nevertheless, the majors and the class selections seemed infinite.

The fifth college that we saw was Brandeis University in Waltham, Massachusetts. Brandeis provides many options for transportation into the city, as well as around campus. A student is also allowed to rent a bike or a car to get around campus. Most of the buildings' architecture is very plain, yet modern. Though, the school does not have the best scenery. We had the opportunity to eat at their cafeteria. The food was a bit bland and lacked seasoning. Still, Brandeis is one of few schools that offer a kosher selection.

The final school we toured was Boston University. BU is definitely a city school. It seemed massive and it is located directly in the city, with busy streets and honking cars. It seemed a bit dangerous to travel due to urban setting. Also, there was no campus feeling. But, BU is a modern school with an amazing gym and the "beach", a green area on the Charles River that the students refer to as the beach.

Finally, touring all the colleges was a great experience because it opened my eyes to the many different aspects of college life. It helped me to determine the key factors that are important in choosing the ideal college for my future.



## THE BOTTOM LINE BY MARCOS BAEZ



On July 22, 2010 the Nelson Fellows visited Bottomline. Bottomline is a non-profit organization that helps disadvantaged teens gain admission into college. The Nelson Fellows met with Meghan Stetson, a college counselor at Bottomline. Meghan explained to us fellows the mission of Bottomline, which is to assist inner-city students get in to colleges, graduate from college, and go far in life. She then shared with us the success of Bottomline. Statistics shows that Bottomline has helped to admit 98% of their student

into college; 72% of those students go on to graduate from college.

After discussing the positive impact that Bottomline has had with inner-city students, Meghan presented an activity for us fellows: she placed us fellows in the position of a college admission officer. The fellows were given four students' application to examine. For each person, the fellows had to determine whether they would be accepted, denied, wait listed, or admitted into a scholarship program at Bottomline College, a mock institution created for this

exercise. The fellows were given the applicants' application, transcript, and essay. The Nelson Fellows were split into groups of four, and every person had to both read and review all of the applicants' paperwork. We then determined the admission status for each student. Finally, we explained our intentions and explained our reasoning behind our decisions.

After this activity, Meghan passed out applications to those fellows who had developed interest in the program. Fortunately, most of the fellows were already part of the Bottom Line program. From this experience I have learned what colleges consider when deciding which student should be admitted into their school. This experience has also taught us what colleges look for in prospective students; so now we fellows know what we need to show to gain the interest of colleges.



OUR COORDINATOR  
BY ELIZABETH "ELLIE" NGUYEN



It takes a lot to be a leader. A leader is kind. A leader is inspirational. A leader is organized and able to direct their followers to be the best that they can be at everything they do. Mavrick Afonso is all of these things and more. Mavrick was the coordinator of the Judge David S. Nelson Fellowship for the summers of 2009 and 2010. He graduated from Charlestown High School in 2007 and will be a rising senior at Colby College in Waterville, Maine. Mavrick has inspired all of the 2010 Nelson Fellows to become their own leaders and take on initiative that would lead them to better and brighter futures.

Mavrick has experienced a lot in his lifetime, both good and bad, and he shared the knowledge he gained from those experiences with us. Even when he was going through tough times, he still put on a smile and did the best that could to make sure that we had a good day.

"You are all bumblebees", Mavrick would tell the Nelson Fellows. The late Judge Reginald Lindsay, one of the founders of the fellowship, would tell that to all of the previous fellows. Mavrick is carrying on part of his legacy. Judge Lindsay said that because of the bumblebee's size and small wings, it should be physically unable for it to fly. But the bumblebee defies science and flies anyway. The Nelson Fellows come from urban backgrounds and do not have the same advantages as other people, but we use the strength to soar and prove to society that we can do whatever we put our minds to. Mavrick has been an incredible source of support for us and he has facilitated this program so that we could succeed.

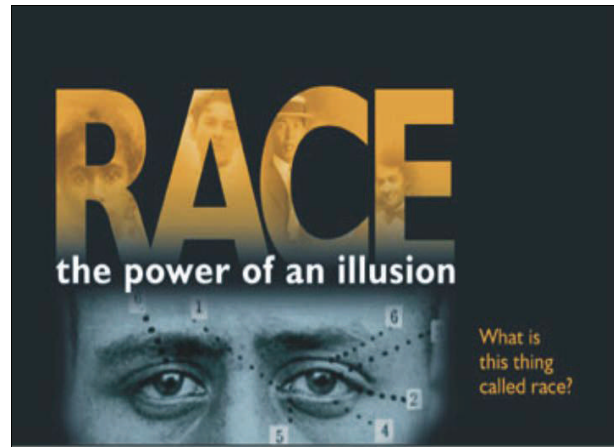
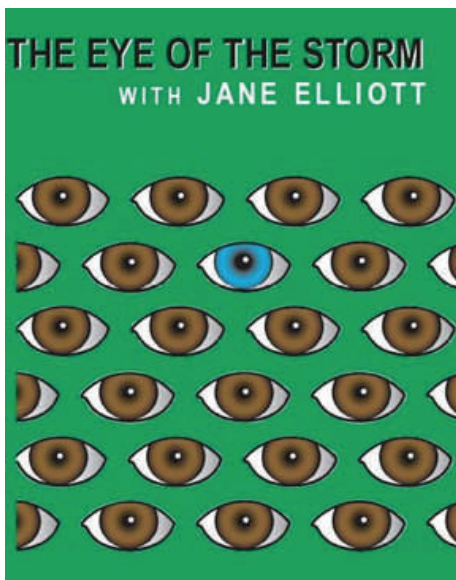




**GROWING EVEN CLOSER  
BY ALCINA TRAN**

The Civil Rights Course required permissiveness and patience. On the first day, Jason Wise, our course instructor, asked us to think about our identity: who are we? What makes up the person we are today? We all contributed a common answer: our race. We then discussed the concepts of race and racism and whether racism could exist without race. Over the course of a few days, we learned a great deal about one another as we shared personal experiences and stories. As we all tried to define race, every answer seemed correct, but there was no definite answer.

Among the few videos Mr. Wise shared with the fellows, we were most intrigued by Jane Elliott's documentary, *The Eye of the Storm*, as known as the "Blue Eyed/Brown Eyed" experiment. Jane Elliott, an elementary school teacher at the time, separated the class into two groups: the blue eyed group and the brown eyed group. On the first day, Ms. Elliott convinced the blue eyed group that they were more dominant than the brown eyed group. Then on the second day, it was vice versa. We noticed that when a group felt inferior because of their eye color they did not feel motivated to do anything: they felt worthless. But when a group felt superior because of their eye color, they believed that they had the right to be dominant, so they taunt the other group. Watching the video reminded me of how people in our society may act like "sheeples," a term coined by Ms. Gentile, an English teacher from Boston Latin Academy. Like sheep, people will do whatever they are told without thinking. In terms of our society, media (the sheep herder) plays a major role in influencing people's (the sheep) lives every day.



As we discussed race and racism further we also watched another documentary called *Race: The power of an illusion*. This documentary analyzed the notion of race, including the universal stereotypes that are created by this notion. One of the stereotypes mentioned in the video was about African Americans: "all African Americans can run fast." This stereotype derived from Jesse Owens's performance during the 1936 Olympics in Berlin. Jesse Owens was the first African-American to win four gold medals. Scientists believed that black people were closer to their primitive roots than white people. This notion was used to explain why black people ran faster than white people. People of that era believed this theory without the proper facts (another example of sheeples). The theory was not based on any true researched data, yet it had become an accepted hypothesis.

When we were not watching films during class, we were engaged in intellectual exercises. On our last day together with Mr. Wise, we all grouped up and participated in skits. Along with my peers Eftina, Leica, and Ellie, I acted in a skit based on a modern setting in the south. It was a learning experience, as we imitated the vernacular of the Southerners and played roles of the superior and the inferior. It was definitely entertaining for our peers.

Overall, I enjoyed the class, because I was given the opportunity to express myself in a safe and supportive environment. At one point I became a little teary-eyed while sharing a personal story, but I did not mind it because the fellows are practically my second family. No matter how personal stories turn out to be, we all respect one another and we all are here to listen to one another. This is how we grow together and learn from one another.

## THE FUTURE STARS CAMP BY BINYAM SIRMOLLO



As the Nelson Fellow coordinators spoke about the *Future Stars Camp* the fellows were inspired by their mission: “Future Stars teaches young people – both campers and counselors – the value of teamwork, leadership skills, and from joining violent gangs and other highly destructive behavior.” It all started because of one generous person: Matthew Wolf, the son of Chief Judge Wolf. When the *Future Stars Camp* in Lowell first started it served fifty Cambodian youths who were involved with or in danger due to gang violence. Now it serves about one hundred fifty kids from the Cambodian and Latino communities of Lowell.

On July 30<sup>th</sup>, the Nelson and Ward fellows headed to the *Future Stars Camp* in Lowell. We were curious about how the day would go and to how the kids would respond to our presence.

We were told that many of the children were plagued with a history of gang violence in their communities. We also were intimidated by their superior athletic abilities. I thought that the camp was filled with aggressive gang members. Well, I thought wrong and our assumptions of the kids were false. When I first arrived in the gym, I pictured myself interacting with these kids and having fun. In order for me to under-



stand the hardship they have encountered, I had to place myself in their shoes. I instantly clicked with them because I humbled myself toward their environment.

I started to observe how everyone interacted with one another. I was deeply touched by the camp staff’s courtesy and will to help out kids who were at risk of being influenced by gangs and violence. The camp

counselors seem to show great dedication, showing up every day with a smile. Observing how they acted with the campers left me with a good feeling. I am proud to say that their mission is effective. They teach each camper positive life values, which they believe could be achieved through being a team player and being a positive leader.

There was one kid that was in need of guidance. I was humbled that a troubled child wanted me to give him guidance. Apparently, one kid spilled water all over his white t-shirt and sat alone in the corner. I did not want him to be a loner; so I approached him sincerely, sat down next to him, and asked him what was wrong.

After having a heart-to-heart with the camper, I began to think. I had to be sincere, and most importantly, humble to any age group.

Later that day, it was hard for the fellows to leave the bright campers. I saw a vision of them becoming important doctors, engineers, lawyers, basketball players, and more. I wish to go back and see them again; and hopefully support them with the strength I have.

**THE MOCK TRIAL EXPERIENCE**  
 BY JAMILA HUSSEIN



During the trial both sides were able to present their arguments well: they conducted successful cross-examinations and delivered good opening and closing statements. Even though we had good evidence, it could have been used against us as well. The defense’s argument about their client’s mental state of mind was plausible. But the Nelson Fellows were able to deliver a stronger case due to our expert witness to prove otherwise. Overall, the

During the course of the Nelson Fellowship, we worked and focused on the mock trial. In the mock trial, everyone had various roles, which ranged from witnesses to lawyers. As part of the mock trial, both lawyers and witnesses collaborated together to make sure that the evidence presented was accurate. The jury that judged our case consisted of clerks from multiple chambers, as well as a few people who supported the defense team. After roles were established between the participants, the next task was to work on the case. The main goal of the prosecution was to prove beyond a reasonable doubt that Kyle Larson knowingly committed first degree murder. Using our expert witnesses, we set out to make our arguments more creditable than defense’s arguments. If we were successful, this would deliver a detrimental blow to the defendant’s claims. Mr. Larsen murdered his high school classmate, Jamie Frosh, and claimed that his PTSD, Post traumatic stress disorder, caused him to attack Mr. Frosh.



experience of participating in the mock trial was amazing. The Nelson Fellows were able to beat the Judicial Youth Corp and claim victory in the case against Kyle Larson. Kyle Larson was found guilty of all charges against him.



THE 2010 NELSON FELLOWS  
BY ELIZABETH "ELLIE" NGUYEN



Marcos Baez is a rising senior at the Fenway Pilot High School. He was assigned to Judge Young and Chief Judge Wolf. Marcos would like to attend Bucknell University.



Karliany "Karli" Colon is a rising senior at Monument High School in the South Boston complex. She was assigned to Chief Magistrate Judge Dein. Karli would like to attend Boston College and major in pre-law or criminology with a minor in business.



Eftina Gjokuria is a rising senior at the John D. O'Bryant High School. She was assigned to Judge Tauro. Eftina would like to attend Amherst College or Northeastern University and major in English.



Jamila Hussein is a rising freshman at the University of Massachusetts, Amherst campus. She was assigned to Judge Saris. Jamila is majoring in political science and hopes to become a lawyer one day.



Leica Lucien is a rising senior at Boston Arts Academy. She was assigned to Judge Stearns. Leica would like to attend Brown University or Amherst College and major in psychology and government with a minor in theatre.



Khairi Marsh is a rising senior at Excel High School in the South Boston complex. He was assigned to Judge Woodlock. Khairi would like to attend Boston College and major in business.



Etsehiwot Mebratu is a rising senior at Excel High School in the South Boston complex. She was assigned to Judge Zobel. Etsehiwot would like to attend Brandeis University.



Victor Murphy Jr. is a rising senior at the Fenway Pilot High School. He was assigned to Judge Gorton. Victor would like to attend Morehouse College or Clark Atlanta University and major in business and management.



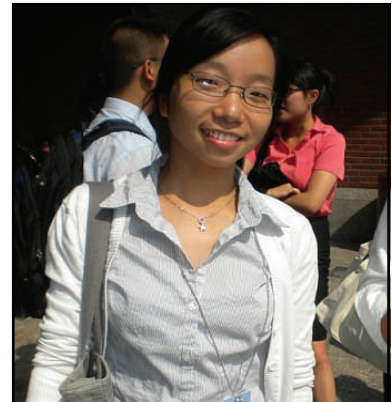
Elizabeth "Ellie" Nguyen is a rising senior at the English High School. She was assigned to Magistrate Judge Collings. Ellie would like to attend Amherst College or Middlebury College and major in political science and public affairs.



Binyam Sirmollo is a rising senior at the John D. O'Bryant High School. He was assigned to Magistrate Judge Sorokin. Binyam would like to attend Boston College and major in political science and minor in the study of theology.



Alcina Tran is a rising senior at Boston Latin Academy. She was assigned to Judge Gertner and Chief Judge Wolf. Alcina would like to attend Northwestern University and major in communications and business marketing.



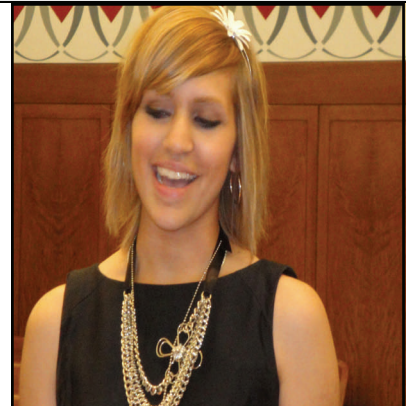
Qiping Yu is a rising senior at Charlestown High School. She was assigned to Judge O'Toole. Qiping would like to attend the University of Massachusetts, Amherst campus, and major in computer programming.



Obadiah Munene is a rising senior at North High School in Worcester. He was assigned to Judge Saylor and Magistrate Judge Hillman. Obadiah would like to attend The Massachusetts Institute of Technology and major in engineering.



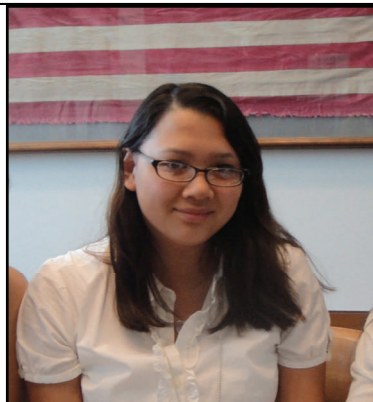
George Romniou is a rising senior at South High School in Worcester. He was assigned to Judge Saylor and Magistrate Judge Hillman. George would like to attend Boston College and major in history.



Karla Rosa is a rising senior at Central High School in Springfield. She was assigned to Judge Ponsor. Karla would like to attend Boston College.



Payton Shubrick is a rising senior at Central High School in Springfield. She was assigned to Judge Ponsor. Payton would like to attend Williams College and major in political science.



Christina Ta is a rising senior at Brighton High School. She was assigned to Magistrate Judge Boal. She would like to attend Tufts University.



## COMMENTS FROM THE COORDINATOR



Dear 2010 Nelson Fellows,

As my second year as the coordinator of this program, I was very confident that I had seen it all. It seemed that nothing would be new to me this year and that everything would run smoothly. But that was not the case. This summer was filled with new tasks and concerns that seemed to sweep me off my feet. Even with a great deputy coordinator and fine preparation, I could not keep completely confident this summer with the struggles that I encountered. But my struggles did not get the best of me.

I kept on my feet because I had much support. You all, the Nelson Fellows, were the reason why I managed to stand strong. I had to be strong because I know that you all depended on me to be at my best. Although you guys made me work hard, you were never that source of my hardship; you all were my source of inspiration. Each and every one of you exhibited tremendous potential. Whether you were a natural orator or a strong writer, you all expressed yourself in powerful ways that intrigued me. Let's just say after working with you all I am more confident about the future. Nonetheless, your scholarly talents were not the most that impressed me.

I was inspired by your beautiful personalities. I never had a dull moment with you all you all (you crazy kids). I will forever forget the imitations of me or those curious looks on your faces when I was being a goofball. We shared many laughs and great moments. But now it is difficult to go on with my days without you all around.

As I reflected back on this summer, I came to a conclusion: you all did more for me than I did for you. Sure I helped to introduced you to many wonderful people and handed you your checks; but you all shared you time with me; time that was invaluable. For that I am grateful and indebted to you. As you all spread your wings and fly off, if you encounter hardship, remember that I owe you all. I expect that you will call me on that one day; and I hope you do. Stay in touch great friends.

Smiley-face :)

Mavrick Afonso

The 2010 Nelson Fellow Coordinator